

Durham E-Theses

Provision of education in the middle school years in Cyprus

Adonis C. Constantinides

How to cite:

Constantinides, Adonis C. (1994) Provision of education in the middle school years in Cyprus. Doctoral thesis, Durham University.

Use policy

The full-text may be used and/or reproduced, and given to third parties in any format or medium, without prior permission or charge, for personal research or study, educational, or not-for-profit purposes provided that:

- a full bibliographic reference is made to the original source
- a <https://etheses.durham.ac.uk/id/eprint/5851/> is made to the metadata record in Durham E-Theses
- the full-text is not changed in any way

The full-text must not be sold in any format or medium without the formal permission of the copyright holders.

Please consult the [full Durham E-Theses policy](#) for further details.

ABSTRACT

The aim of this study is to examine the type of education offered during the middle school years in Cyprus.

At first an attempt is made to define middle school years and relate this concept to the educational system of Cyprus and other countries. The History of Education in Cyprus is briefly surveyed to set the background against which the Gymnasium, a distinct educational unit catering for the middle school years, has evolved and reached its present form. The aims, objectives, structure and content of the Gymnasium are examined in detail. Qualitative and quantitative measures are employed to investigate the role of the Gymnasium within the educational system and the degree to which this role is successfully accomplished. The results reveal that on the whole, content and time span of the Gymnasium are satisfactory. There is, however, a strong feeling that there is scope for improvement in the content of the curriculum in order to make it more effective.

On the basis of the findings of the present survey a model of a new educational unit is presented which intends to bridge the gap between the primary and secondary education at its lower end and pave the way to the smooth transition from the free compulsory to the upper secondary level of education. The programme of the new unit is hoped to serve more effectively the primary aim of the concept of the democratisation of education, namely the provision of equal educational opportunities to all according to individualised goals, needs, abilities and talents.

Finally certain recent developments in the educational system of Cyprus and their implications for the future of the Gymnasium are discussed. A proposal for the reorganisation of secondary education is developed and its merits are presented.

PROVISION OF EDUCATION
IN THE MIDDLE SCHOOL YEARS
IN CYPRUS

ADONIS C. CONSTANTINIDES

The copyright of this thesis rests with the author.
No quotation from it should be published without
his prior written consent and information derived
from it should be acknowledged.

Ph.D. Degree
University of Durham
School of Education
1994



13 JAN 1995

This is to certify that none of the material offered has previously been submitted by me for a degree in this or in any other university.

Signature

Date 21.05.1994

"The copyright of this thesis rests with the author. No quotation from it should be published without his prior written consent and information derived from it should be acknowledged".

Acknowledgements

I wish to express my gratitude to my supervisor Dr. Ian G. Booth of the School of Education, University of Durham, for his patient advice, penetrating criticisms and constant encouragement during all stages of the preparation of this thesis.

TABLE OF CONTENTS

CHAPTER 1 INTRODUCTION	1
1.1 The aim of the present work	7
1.2 Methodology	8
1.3 Definitions	10
1.4 Review of the literature	12
CHAPTER 2 A BRIEF HISTORY OF EDUCATION IN CYPRUS	20
CHAPTER 3 THE EDUCATIONAL SYSTEM IN CYPRUS	49
3.1 Principles, aims and objectives of education	49
3.2 Administration and management	51
3.3 The structure of the system	53
3.3.1 Pre-primary education	53
3.3.2 Primary education	55
3.3.3 General secondary education	56
3.3.4 Technical and vocational education	61
3.3.5 Third level education	63
CHAPTER 4 OBJECTIVES AND OPERATION OF THE GYMNASIUM:	
KEY ISSUES	65
4.1 Content and objectives	65
4.2 Instruction and assessment of pupil's achievement	73
4.3 Evaluation of student attainment	82
4.4 Corrective measures and minor educational reforms	96
4.4.1 Provision for weak students	98
4.4.2 Relation between primary schools and Gymnasia	107
4.4.3 Guidance and counselling	112
CHAPTER 5 AN APPRAISAL OF THE ORIENTATIVE FUNCTION OF THE GYMNASIUM	118
5.1 A study among students	119
5.1.1 The background	120
5.1.2 The results	124

5.1.3 Discussion	129
5.1.4 Conclusion	133
5.2 A study among teachers	134
5.2.1 The background	134
5.2.2 The results	142
5.2.3 Discussion	149
CHAPTER 6 THE EFFECTIVENESS OF THE GYMNASIUM: TEACHERS' AND STUDENTS' OPINIONS	155
6.1 Teachers' opinions	158
6.1.1 The instrument	158
6.1.2 The sample	158
6.1.3 Treatment of data	160
6.1.4 Results	160
6.1.5 Teachers' opinion as a function of their personal and professional characteristics	171
6.1.6 The relationship of sex and teachers' responses	173
6.1.7 The relationship of specialisation and teachers' responses	173
6.1.8 The relationship of years of service and teachers' responses	176
6.1.9 Discussion	176
6.2 Students' opinions	180
6.2.1 The instrument	181
6.2.2 The sample	182
6.2.3 Treatment of data	182
6.2.4 Results	183
6.2.5 Students' opinions as a function of sex and location of school	191
6.2.6 Discussion	192
6.3 Summary and conclusions	196
CHAPTER 7 CONCLUSIONS AND RECOMMENDATIONS	198
7.1 A need for change	202
7.2 The nine-year curriculum	202
7.3 Need for further research	210

APPENDICES	212
1: Questionnaire for students	213
2: Questionnaire for teachers	216
3: Questionnaire for teachers	219
4: Questionnaire for students	227
5: Chi-Square (x^2) computations relating teachers' type of response to their personal and professional characteristics	233
6: Chi-Square (x^2) computations relating students' type of response to sex and location of school	366
7: Significant Chi-Square (x^2) relationships between teachers' type of response and their personal and professional characteristics	402
BIBLIOGRAPHY	415

LIST OF TABLES

2.1	The Schools in Nicosia in 1860	25
2.2	The Number of Greek Secondary School Students in 1901	26
2.3	Number and Percentage of Literate Males and Females in 1911	27
2.4	Number and Percentage of Literate Males and Females in 1931	27
2.5	Number and Percentage of Literates in 1946	27
2.6	Level of Education of Males in 1946	28
2.7	Level of Education of Females in 1946	28
2.8	Greek Elementary Schools from 1878 to 1910	29
2.9	Greek Secondary Schools in 1959-60	35
2.10	Elementary Schools in 1959-60	36
2.11	Composition of Population	36
2.12	The Growth of Public Secondary Education Between 1961-62 and 1973-74	43
3.1	The Timetable of the Primary School	55
3.2	The Timetable of the Gymnasium	58
3.3	Failures, Drop-outs and Promotions by Grade and Sex in 1989-90	59
3.4	The Number of Schools from 1959-60 up to 1989-90	59
3.5	The Timetable of Common Core Subjects at the Lyceum	62
4.1	The Timetable of the Lower Secondary Education in France (the "College")	69
4.2	The First Year Timetable of the Lower Secondary Education in the Netherlands	70
4.3	Percentage of Students with Serious Deficiencies in Basic Subjects in a Rural School	77
4.4	Percentages of Students from two Gymnasias who Achieved As and Es in Term Tests and Have As or Es in their School Reports in the First Term	93

4.5	Percentages of Students who Score E grades (1-9) in the Final Exams and Percentages of Students who are Obligated to Re-sit a Test in these Subjects	94
4.6	Failures and Drop-outs, as a Percentage of Enrolments	97
4.7	Grades of the Students of the Compensational Programme in the Final Examinations	101
5.1	Students who Responded to the Questionnaire	121
5.2	The Responses (in Percentages) of Urban (U) and Rural (R) Students to Every Item of the Questionnaire	124
5.3	The Responses (in Percentages) of Urban (U) and Rural (R) Students to Part B of the Questionnaire	129
5.4	The Distribution of Participants in the Seminars	136
6.1	The Number of Teachers who Completed and Returned the Questionnaire According to Sex, Years of Service and Specialisation	159
6.2	The Responses (Frequencies and Percentages) of Teachers to Every Item of the Questionnaire	161
6.3	Significant χ^2 Relationships Between Variables and Significant Values of Contingency Coefficients (C)	174
6.4	The Number of Urban Students who Completed the Questionnaire According to Sex and School	183
6.5	The Number of Rural Students who Completed the Questionnaire According to Sex and School	183
6.6	The Responses (Frequencies and Percentages) of Students to Every Item of the Questionnaire	184

LIST OF DIAGRAMS

3.1	Organisation of the Ministry of Education	52
3.2	The Public School System	54
7.1	The Public School System Featuring the Proposed Scheme for Secondary Education	208

CHAPTER 1

INTRODUCTION

For many centuries secondary education in the western world was provided for the privileged-class children; it offered a traditional classical curriculum and students were prepared for entrance to the universities. In the 19th century, however, the demand for a more highly educated person in science, industry and trade forced the classical secondary school to accept more and more students from a wider spectrum of the population and to transform its curriculum in order to meet the new trends and necessities. New types of schools were created and thus "secondary" education meant more things than before.

After the Second World War due to changing socioeconomic conditions which brought about an expanding economy, better educated and better trained personnel was needed¹. Thus, admission to some form of secondary education became a main issue for every country. The traditional post primary education which emphasized academic achievements was not enough for the rapidly developing technology. The accompanying developing prosperity and wealth led parents to demand secondary education for all.

Thus, a "mass" form of secondary education became a reality in response to post-war claims that education was the right of every individual. Examinations at the completion of primary school which determined the type of secondary school a pupil should enter were no more in practice. Every child had to attend an appropriate form of schooling at least until the end of compulsory education.

As it was expected, problems immediately arose; school buildings were not adequate to meet the new needs and house all pupils

¹ Vernon Mallinson, *The Western European Idea in Education* (1981), p. 164.



demanding secondary education. The same with teachers; the number of teachers was not enough. Apart from that, they were not trained to teach the new curricula. Not all pupils proceeding to the traditional secondary schools were able to cope with the programme of the schools; so education had to provide for special classes and remedial work for pupils who needed to acquire the basic skills before they could comprehend a form of secondary education. Lastly, since most of the pupils would be leaving school as soon as they reached the compulsory age limit, a kind of preparation for work seemed necessary before leaving school along with general education².

At the moment every country in W. Europe aims at extending compulsory education to at least the age of 15 or 16; to postpone choice and specialization as late as possible; to concentrate on the needs of the individual pupil; to strengthen the system of guidance and counselling.

In the years of compulsory education the common pattern is to provide for general education, not dramatically different from the traditional humanistic concepts. Although training in the manual skills must now form an essential part of the programme of general education, the practice is *"to combine satisfactory spiritual and intellectual experiences with sensible work experiences"*³.

The expansion of secondary education created among other problems, difficulties in organization. An attempt at alleviating some of the problems was the establishment of distinct educational units which addressed themselves to the "middle school years".

The definition, however of the "middle school years" poses certain problems. Defined simply, middle school years are considered to be those which are in the middle of the educational ladder, namely the whole of "secondary" education. In this respect secondary years are those which are not primary, or tertiary and thus are in the middle. An alternative definition

² *Ibid.*, p. 167.

³ *Ibid.*, p. 170.

might take into consideration the fact that secondary schools are sometimes separated into junior high schools and senior high schools. In this context junior high, or lower secondary school, is neither primary, nor senior high or upper secondary and it is thus considered to be in the middle. Further-more, given that educationists refer to educational systems as comprising the age range 3 or 5 to 18, it is reasonable to define middle school years as those covered by the junior high or lower secondary, that is, 11 or 12 to 15 or 16. Post secondary education, or tertiary education, or college education, or university education offers specialities to adult individuals who are responsible citizens and make their own choices and follow their own pace in specialising and participating in the development of knowledge. Having all the above in mind, in this work middle years are considered to be those which are in the middle of the school system and are neither primary, nor upper secondary; in most countries the education provided during these years is compulsory. The need to divide secondary education into two distinct cycles each catering for different age-groups arose mainly out of the knowledge provided by psychologists and other developmental scientists concerning the differential needs of various age groups.

The years after 11 and before 15 or 16 are very crucial in the development of the individual. Psychologists and educationists agree that physiological and other changes influence dramatically the young adolescent's behaviour towards others as well as to himself. He or she faces too many problems in this period and the way he/she manages to solve or confront them influences not only the years in concern but also the years after. The greatest impetus to studying the differences among the stages of development was given by Piaget.

The years 11 to 14 or 15 belong to the stage of "formal operations" in which the child starts to become independent of concrete reality. The pupil is now able to reason by hypothesis. Instead of reasoning about actions or reality he now reasons with propositions. The pupil at this stage, according to Piaget's studies, manipulates relations between things besides

establishing these relationships. The pupil is thus able to plan scientific investigations manipulating the factors.

At this stage the child can see many points of view. This leads, according to R.Beard⁴ to new capacities: "Firstly the adolescent can accept assumptions for the sake of argument. Secondly, he makes a succession of hypotheses which he expresses in propositions and proceeds to test them. Thirdly, he begins to look for general properties which enable him to give exhaustive definitions, to state general laws and to see common meanings in proverbs or other verbal material. Fourthly, he can go beyond the tangible, finite and familiar to conceive the infinitely large or infinitely small, and to invent imaginary systems. Fifthly, he becomes conscious of his own thinking, reflecting on it to provide logical justifications for judgements he makes. Sixthly, he develops an ability to deal with a wide variety of complex relations such as proportionality or correlation".

Two points, however, should be kept in mind. Firstly subsequent research has shown that whilst the development of a child follows Piaget's stages it does not necessarily occur at the ages mentioned. For example in England, "generally Piaget's stages have been confirmed although the ages at which they occur have tended to be somewhat earlier"⁵. The second point is that although children eventually develop the ability for formal thinking and reasoning by hypothesis, it by no means follows that from then on they use only this method of thinking. "Adolescents and adults will often revert to simpler modes of reasoning when faced with an entirely new situation"⁶.

Although research has challenged Piaget's age stages, nevertheless, the Piagetian approach, which emphasizes that the years between 11 and 14 or 15 display an intellectual unity-the stage of formal operations-continues to be a reference point in

⁴ Ruth M. Beard, *An Outline of Piaget's Developmental Psychology* (1969), p. 98.

⁵ E. Stones, *An Introduction to Educational Psychology* (1969), p. 138.

⁶ *Ibid.*

many countries. During these years social and emotional development also show a unity; grouping, searching for identity, adjusting to the realities of physical and emotional change are some of the main phenomena in this respect.

By placing adolescents of 12-15 in one school under the supervision of teachers and principals who are entirely concerned with those grades, much more attention can be given to their development. A school of 12-15 year old students has the opportunity to provide for a core programme appropriate to that age level and at the same time for specialized work both in arts and crafts and in some of the academic fields. Russell is very clear in pointing out that the role of education before 14 should provide for proper orientation of the pupil; *"it should be one of the aims of education before fourteen to discover special aptitudes in boys and girls, so that, where they exist, they may be carefully developed in the later years. For this reason it is well that everybody should learn the base beginnings of subjects which need not be further pursued by those who are bad at them"*⁷.

It is accepted by many countries today that the 3-year lower secondary school offers such a period of time for the teachers and staff, that is enough to get to know the student, and for the student to make the school his institution. Three years affords more ample time to provide a programme that at the one end must reflect the continuity of the elementary school and at the other end be related to the practices of the upper secondary school. It must have these relationships and yet not neglect the provision of the most desirable form of education for young adolescents.

A 3-year school after the elementary and before the specialization of the upper secondary school provides also for enough time for a degree of subject departmentalization. B. Russell explains: *"the things taught at school before the age of fourteen should be among those that everyone ought to know; apart*

⁷ Bertrand Russell, *On Education* (1976), p. 169.

from exceptional cases, specialisation ought to come later"⁸. Changes also in methods and materials in instruction can be carried through at this particular stage to meet the developmental needs of young adolescents.

In Cyprus secondary education came under state control when the Republic of Cyprus was established in 1960. Until then secondary educational provision had been in the hands of independent local educational committees which ran secondary schools, the Gymnasias, on a non-profit basis. Students had to pay fees according to their financial condition and strict selective procedures were employed in order to secure that only those who could benefit from the system were admitted.

Secondary education covered the ages 12 to 18 and offered a traditional classical curriculum and prepared students for entrance to the universities or for clerical or administrative posts in the civil service and the private sector. However, with the emergence of the Republic of Cyprus and the development of the economy new demands were created and the need to provide more sophisticated knowledge and experiences through secondary education became imperative.

The newly felt demand for the expansion of secondary education which resulted from the introduction of new educational ideas, trends and non-selective procedures, resulted in the establishment of large secondary schools. This created certain organizational problems. These problems were aggravated in 1974 when the island was invaded by Turkey and 200.000 people were forced to leave their homes and seek refuge in the areas under the control of the Republic of Cyprus. The re-organization of the secondary schools into a junior or lower secondary and a senior high or upper secondary cycle was viewed as a solution to the pressing problems at the time. Thus in 1981 two distinct school units, each of three years duration, under the direction of separate principals were created. The lower cycle was called the Gymnasium and it offered a compulsory course to children of the 12-15 age range. The upper cycle was called the Lyceum and it

⁸ *Ibid.*

offered to the 15-18 age range a core course supplemented by optional subjects.

1.1 The aim of the present work

The aim of this work is to study the development of the Gymnasium as distinct educational unit, identify the strengths and weaknesses of the education it offers and provide alternatives, if any, for improvement on the basis of the experience gained in the first ten years of its operation.

More specifically the study will seek answers to the following questions:

1. What factors, educational and others, led to the emergence of the Gymnasium as a separate school unit?
2. What are the aims and objectives of the Gymnasium?
3. To what extent do the present curriculum and educational practices contribute to the achievement of the objectives of the Gymnasium?
4. How does the position of the Gymnasium in the middle of the educational ladder, i.e. between the primary and upper secondary education, affect its objectives and practices?
5. What can be done to improve the present status of educational provision at the Gymnasium?

The main hypotheses to be examined are the following:

- (a) The factors that led to the emergence of the Gymnasium have not and do not affect its aims and objectives.
- (b) The curriculum of the Gymnasium does not contribute to the implementation of its set objectives.
- (c) The educational practices at the Gymnasium do not affect the achievement of the set objectives.
- (d) The aims and practices of the educational units at the lower end (primary school) and the upper end (the Lyceum) do not affect the aims and objectives and the educational practices of the Gymnasium.
- (e) The implementation of the Gymnasium in its present form has not resulted in the improvement of the educational provision during the initial secondary school years.

According to Morphet⁹ the value of any organizational plan in education "must be determined fundamentally in terms of the opportunity that it provides for the development of the desired educational programme".

The main assumption of this study is that the Gymnasium, in its newly established form can offer the children of the 12-15 age range the opportunities and skills necessary to develop their personalities and acquire the necessary knowledge for the advancement on the academic and/or technical-vocational level that follows the completion of free, compulsory education. Certain weaknesses or dysfunctions in the system can be accounted for by the fact that the Gymnasium as a distinct educational unit, emerged under adverse economic and political circumstances. Therefore, an evaluation of the function of the Gymnasium seems to be imperative especially now that it has been in operation for ten years. The results of this evaluation hopefully will provide useful information for educationists and all interested groups who are responsible for educational decision-making.

1.2 Methodology

In order to approach the target-problem in this work both quantitative and qualitative measures are used. Various researchers in education¹⁰ support the view that in evaluating educational programmes multiple criteria of effectiveness should be used. The dependence on methods used in the natural sciences enable researchers to quantify and generalize results but these results tend to be over-simplified and cannot account by themselves for the complexities involved in educational issues where dynamics of political, social and economic pressures are involved. Therefore, there is a need to employ a combination of qualitative and quantitative approach in appraising complex

⁹ E.L. Morphet, R.L. Johns, T.L. Reller, **Educational Organisation and Administration, Concepts, Practices and Issues** (1967), p. 322.

¹⁰ A. Michaelides, **Cooperative Technical Education in Cyprus** (1988), unpublished doctoral dissertation, University of Durham, p. 44.

educational issues.

Research in the effectiveness of any educational programme in Cyprus is lacking. There exist some reports by committees appointed by the Ministry to study issues that from time to time have caused dissatisfaction among educationists and the public, but no systematic work has been undertaken so far concerning the effectiveness of any educational programme.

Therefore, to the best of the writer's knowledge this is the first study to be carried out in this field. Information concerning the development and the function of the Gymnasium as well as other related issues is drawn mainly from primary sources, namely government reports and documents, parliamentary reports, minutes of various government or professional bodies, articles and discussions in the mass media, interviews with Ministry officials, educationists and representatives of parents' and teachers' associations and empirical data from the annual headmasters' reports to the Ministry. Findings of a research designed by the writer to investigate the attitudes and opinions of students and teachers concerning the suitability of the content of the curriculum of the Gymnasium and the effectiveness of the counselling services for the selection by the students of the appropriate option of study at the upper secondary level were also used.

Similar methodology was employed by H. Gaziel who investigated the emergence of the comprehensive middle school in France¹¹ and by other researchers who dealt with similar educational issues¹².

In order to trace the development of the Gymnasium as a distinct educational unit and to place it into perspective in the whole educational system it was deemed necessary to include in the present work two chapters that refer a) to the history of

¹¹ Haim Gaziel, "The Emergence of the Comprehensive Middle School in France: Educational Policy-Making in a Centralised System", *Comparative Education*, Vol. 25, No 1 (1989), pp. 29-39.

¹² P. Persianis, *Church and State in Cyprus Education*, University of London, and A. Michaelides, unpublished doctoral dissertation.

education in Cyprus, and b) to the present educational system. The information included in these chapters will hopefully lead to a better understanding of the special situation that exists in the educational matters in Cyprus and yield insight into issues and problems related to the subject under study.

Fritz R. Ringer suggests that *"in order to explain and not just to describe changes in education one should study educational systems historically"*¹³. Hill and Kerber¹⁴ also support the view that a historical investigation of educational institutions can produce valuable insight and understanding for the interested educationists for a) solutions to contemporary problems may be found in the past, and b) present and future trends can be more easily identified and accounted for.

Chapter 4 deals in depth with the content and the educational practices of the Gymnasium and an attempt is made to ascertain whether the existing provisions do contribute towards the attainment of the aims and objectives of the Gymnasium.

There is also a detailed reference to comparable issues and practices in other European countries.

In chapter 5 and 6 the opinions of pupils and teachers concerning the effectiveness of the Gymnasium to serve as an orientative period for the students' future, academic or vocational advancement, in achieving its goals and objectives are investigated.

In chapter 7 a model of a new educational unit, based on the research findings of this work, is presented.

1.3 Definitions

For the purpose of this study the following definitions are deemed necessary.

Education in the middle school years refers to the educational provision that follows the completion of primary education. It is free and compulsory and is offered in the lower secondary

¹³ Fritz R. Ringer, *Education and Society in Modern Europe* (1979), p. 1.

¹⁴ A. Michaelides, p. 45.

school for three years.

Primary or Elementary Education refers to the basic education offered by primary schools for six years. Official schooling begins at about the age of six and terminates at the age of twelve. Schooling at this stage is free and compulsory. Primary schools are under the supervision of the Director of Primary Education, they offer a common core of general education and award school leaving Certificates at the end of the sixth form. There is no formal evaluation of students' progress and no marks or grades are given. Promotion of students from one year to the next is automatic.

The Gymnasium is the distinct educational unit that emerged in 1980-81. It offers free and compulsory education for three years and awards School Leaving Certificates, which enable its students to enter higher secondary or technical-vocational education. It corresponds to the junior high schools in the U.S.A. or to the lower secondary or comprehensive schools in Europe that offer free compulsory education up to the age of fifteen or sixteen.

The Lyceum covers the three final years of secondary education. It became a separate school unit in 1980-81 and offers a core course along with a differentiated curriculum that comprises five main options or streams: Option one offers specialization in Classics and Literature, Option two in Science, Option three in Economics, Option four in Commercial Subjects and Option five in Foreign Languages and Social Studies. Admission to the Lyceum is open to all graduates of the Gymnasium. The choice of options is left to the student and his parents. School counsellors at the Gymnasium offer advice but this is not binding. The Lyceum offers free but not compulsory education.

Counsellors operate in every school. Counsellors are teachers who have fewer teaching periods than their colleagues. In the Gymnasias, counsellors help students to confront their personal and educational problems. In serious cases counsellors can ask for the assistance of psychologists who work in the main offices of the Guidance and Counselling Service and visit schools when they are asked by counsellors. The main educational assistance counsellors give to students is to guide them in their choice of

the direction of studies in the Lyceum.

Tertiary Education refers to the educational provision that follows the completion of upper secondary education. It is both state and private.

Technical-Vocational Education refers to the education offered by Technical schools which are distinct educational units under the supervision of the Director of Technical Education. Technical or Vocational schools admit graduates of the Gymnasium and offer a core of general education along with specialized curricula in various technological subjects. Vocational education is offered in Technical schools or in specialized institutions like the Hotel and Catering Schools or through schemes that offer education plus work experience. Students who follow these schemes do not have to hold a school Leaving Certificate from the Gymnasium but they cannot join them before the age of fifteen.

1.4 Review of the literature

Every society and nation has been and will continue to be confronted with the same basic problem: How can its members, especially the children and youth, best learn what they must know and what they should do to survive and to contribute to the preservation, welfare, and improvement of the group to which they belong?¹⁵.

Each society or nation has not only established procedures for educating the young but has also come to accept purposes of education such as one or more of the following: to provide for security, to assure conformity, to preserve stability, to prepare for the hereafter, to develop the potentialities of each individual, or to provide for the continuous improvement of society¹⁶.

The different purposes of education as recognized and accepted by the nations existing today, have tended to determine the plan for organization, control and administration of schools that each country has developed.

¹⁵ E.L. Morphet, R.L. Jones, T.L. Reller, p. 6.

¹⁶ *Ibid.*

The establishment of an educational programme in any country calls for some kind of a plan and an organization for carrying it out. In primitive groups the organization was usually relatively simple. As society became more complex and formal educational institutions were developed, the need for an appropriate organization to facilitate achievement of the accepted purposes of education became apparent. As modern nations began to develop, they came to accept different purposes for education, consistent with what seemed to be their national interests. Each attempted to create a system of education and an organization that seemed appropriate to carry out its purposes. As would be expected, these systems and organizations differed considerably in both structure and functions.

In order to examine what is the practice in different countries, one can start from the USA, which was the first country to attempt to make a single educational ladder out of different institutions¹⁷.

In the USA there were not many high schools prior to 1890¹⁸. As late as 1920, 94 percent of the 14,300 public elementary and secondary schools were organized on an 8-4 basis. By 1952, systems organized on a 6-6 pattern represented 36 percent of all schools and enrolled 35 percent of the 7.7 million students. The 6-6 system consisted of a 6 grade primary and a 6-grade combined junior and senior high school. All pupils in the junior-senior high school were under the direction of one principal. This pattern was particularly well suited for efficient utilization of special purpose facilities and teachers in districts with limited secondary school enrolments. In 1920, only about 5 percent of the system were formed on a 6-6 basis. By 1959, 42 percent of the 24,000 schools and 32 percent of the 11 million pupils were in 6-6 systems.

The expansion, however, of secondary education which resulted from the introduction of new educational ideas, trends and

¹⁷ Samuel M. Holton, *Understanding the American Public High School* (1969), p. 49.

¹⁸ Stephen J. Knezevich, *Administration of Public Education* (1969), pp. 274-278.

non-selective procedures, led to the establishment of large secondary schools. This created certain organization problems which resulted in the reorganization of secondary schools. This reorganization of the secondary school into junior or lower secondary and senior high or upper secondary is a more distinct separation, with separate principals. Prevailing opinion appears to favour the 6-3-3 organization.

In England the traditional "break at eleven" from primary to secondary education, which was formalized in 1944, when some form of secondary school was first provided for all, involved selection processes at this age¹⁹.

After 1965, when a much-discussed circular was sent to LEAs, requesting them to inform the Secretary of State for Education and Science one year later how they proposed to implement reorganization along comprehensive lines, those processes became not necessary. Thus, the necessity for selection at 11 was officially abolished in 1965. In any case "long before the comprehensive school circular many LEAs had already introduced schemes of comprehensive or near-comprehensive organization"²⁰.

B. Holmes²¹ states that after the Leicestershire Plan a fair number of LEAs moved towards a two-tier structure in secondary education. Thus, all children between 11 and 14 years of age attended with self selection or counselled selection a lower secondary school, often called a junior high school. After 3 years to junior high school all those who intended to stay on at school until at least 16 moved to the senior high school which catered for pupils 14 to 18. The remainder stayed on in their junior high school.

Although the Leicestershire Plan was not widely followed it "did demonstrate that a three-tier organization was both possible and workable"²². Today there are four distinct possibilities given:

¹⁹ E.J. King, *Other Schools and Ours* (1967), p. 126.

²⁰ *Ibid.*

²¹ *Ibid.*

²² John Burrows, *The Middle School High Road or Dead End?* (1978), p. 29.

either a comprehensive school from 11 to 18; or comprehensive from 11 to 16 supplemented by specialist sixth form colleges (16-18); or the Leicestershire Plan with a comprehensive high school from 11 to 14 to be followed by terminal education between 14 and 16 or completed academic education from 14 to 18; or a tripartite division into a first school (5 to 9), a middle school (9 to 13), and an upper school (13 to 18)²³.

In Sweden²⁴ general education is provided until the age of 16, whereas after 16 a comprehensive upper secondary school offers three groups of subjects: arts/social, economic, and technological.

In Denmark the compulsory school leaving age is 16 (from 1974) comprising the first three years of lower secondary education, and is given in the "hovedskole" for the 7 years and to the "real" section for classes 8 and 9. The "real" section is either attached to the "hovedskole" or functions separately. Higher/upper secondary education is provided by the "Gymnasium" after completion of the ninth grade of "hovedskole" or the second of the "real" section.

In the "Gymnasium" a broad curriculum of common core subjects is followed by all in the first year; in the last two years the common element is reduced to allow students to specialize in one of six lines: modern languages, classical languages, social sciences, mathematics/physics, science, science with social studies.

In Norway a compulsory comprehensive school for all is provided between the ages 7 and 16 from 1971. After the completion of the ninth year the most academically able students pass to the "Gymnasium" to follow a three-year course.

The majority of these "Gymnasias" have a long tradition of 6-year secondary schools of academic excellence. Recently the

²³ Vernon Mallinson, p. 167.

²⁴ Information about the countries mentioned here has been derived from:

(a) Council for Cultural Co-operation of the Council of Europe, **School Systems; A Guide** (1970).

(b) Vernon Mallinson, **The Western European Idea in Education** (1981).

"Gymnasium" has comprised all forms of upper secondary education (Gymnasium, Vocational, Commercial, Technical) into a new-type school, which retained the name, but became totally comprehensive in character.

In Belgium lower secondary education is provided by the lower levels of technical education, or by the "ecole moyennne" (middle school), or by the "athenee" (boys only) or by the "lycee" (girls only). Athenees and Lycees are 6 year secondary schools.

The "ecole moyenne" offers basically a general section of studies, exactly parallel with the work done in the three lowest forms of the "athenees" and the "lycees", as well as a pre-professional section. The final choice for specialized study is at 15. At this age pupils seek for guidance given by one of the psycho-medical centres.

At the upper secondary level (15-18) pupils follow six lines of specialization: The traditional Greek/Latin section, with mainly students from the "athenees", which dominates the whole of upper secondary education; the economic section, the scientific A section, the Latin/mathematics section, the Latin/science section, and the scientific B section.

An interesting movement towards changing the structure of secondary education, known as "enseignement secondaire renove" aimed at having all secondary schools to be divided into three cycles, each of two years duration; a period of observation, a period of orientation and a period of specialization. Changing took place gradually in the state-maintained schools as well as in the Catholic institutions.

In the Grand Duchy of Luxembourg, after the primary school and following an entrance examination a pupil can enter a five-year intermediate school ("ecole moyenne") which is divided into two cycles, a lower one of three years, and an upper one of two years. Pupils who elect not to enter the intermediate school at the age of 12 enter either technical-vocational schools or the "lycee".

The course in the 7-year "lycee" is also divided into a lower cycle of three years and an upper one of four years. The first year of all secondary types of schools is an orientation year and

it is identical with the first year of the intermediate and the technical schools.

In Holland on completion of primary education at the age of 12, all pupils attend a bridge year ("brugklas"), which offers a common-core curriculum so that all children can change to a different type of school without having to repeat the year. The curriculum helps teachers, parents and pupils to decide the form of secondary education which best suits the pupil's needs and potentials. This common year has been extended since 1973 to three years of non-streamed classes for all pupils of 12 to 15, in many community schools.

Apart from this movement, which is strongly supported by the Trade Unions' Social Research Foundation, secondary schools are divided in a number of types according to three different functions, the pre-university, the continued general education, and the vocational education.

In France according to the 1974 reforms a four-year lower secondary school follows primary education. A child can enter a "college d'enseignement secondaire" (CES) after an examination and on the basis of his primary school records. The basic aim of this school is to offer the minimum knowledge it is judged all frenchmen should possess. The first two years are common for all pupils and French, Mathematics and the first foreign language are considered to be the basic essential subjects. In the last two years pupils are divided into two sections whilst still following a common-core curriculum.

Entry to the second cycles of secondary education ("lycee") depends on the results of an examination leading to a "diplome de fin d'etudes du premier cycle". The "lycee polyvalent" is preparing in traditional fashion for either the academic baccalaureate or the technical one. A "baccalaureate de base" is awarded at the end of the second year as a final learning certificate for those who do not intent to follow an academic career.

In Germany the eleven autonomous "Lander" have complete control of their educational system. Methods of selection of pupils from the "Grundschulen" for one or other of the forms of secondary

education vary from Land to Land, but there is often an orientation stage of one or two years. There are three types of secondary schools, the 9-year "Gymnasium" (academic) the 6-year "Realschule" (intermediate school) and the 5-year "Hauptschule" (secondary modern).

The Structural Plan of 1970 recommends that after four years in the "Grundschule" all pupils should undergo an orientation phase of ideally two years after which they should pass to the "Sekundastufe I" which will cater for pupils of 12 to 16. In this, the first two years are common whereas in the last two years specialities are offered. In the age of 16 the "Abitur I" is awarded. The upper secondary school ("Sekundastufe II"), which forms a comprehensive establishment, caters for students 16 to 19 who specialize according to their proven interests.

Italy is one of the few countries which have a single-type middle school for the entire school population until the end of the compulsory period and allows the pupil to postpone his choice of stream until the age of 14. Entry to the "scuola media" depends on the final report of the primary school at the age of 11. The aims of the "scuola media" are (a) to offer a general education without premature differentiation; (b) to guide the pupils towards the most sensible choice of subjects; (c) to adapt itself both to the mental level of its various pupils and to present demands of social and economic life; (d) to firmly commit itself to new methods of teaching and learning as suggested by the latest educational research.

After the age of 14 these pupils who succeed in obtaining the learning certificate proceed to the "liceo classico", to the "liceo scientifico", to the "istituto tecnico" or to the "istituto magistrale".

In Switzerland, pupils after primary school proceed to a form of lower secondary school or intermediate school: the "Realschule", the "Handeschule", the "Progymnasium", or simply the district school.

Admission to these schools depends on a kind of examinations - written and oral. Pupils are there until the age of 16, following a programme of general education. After pupils can

transfer to the Gymnasium, which offers a full 9-year course - for those who proceeded directly to it - leading to the "maturite federale".

The most important criticism against the system concerns the process of selection for secondary education; final decisions are made at about the age of 11. In order to impose the process of selection, among other measures there has been instituted a two-year orientation stage to be the same for all pupils. This orientation or guidance stage, however, according to V.Mallinson²⁵ has been limited only to those pupils selected in advance for secondary education and the move is now towards extending it to all post-primary pupils.

²⁵ V. Mallinson, p. 164.

CHAPTER 2

A BRIEF HISTORY OF EDUCATION IN CYPRUS

The study of education in ancient Cyprus is not an easy task, due to the lack of adequate sources. Even those which are available cannot give a complete picture of the subject. The only way to draw a picture is to make suppositions based on what was the situation in other similar and neighbouring parts of the ancient world, bearing always in mind the special circumstances of the area.

What is certain, however, is that a number of Cypriots were literate. Evidence for this lies in the fact that a number of inscriptions were found in several parts of the island. These belong to various historical¹ periods. Before the Greek colonization of Cyprus in the 12th century B.C., when Cyprus -as it is believed- was a unified state with the name Alasia, there were people who could read and write since there are inscriptions dating from this period. After the Greek colonization, when the Greeks founded city-kingdoms on the island according to their bureaucratic model, they brought with them, among other things, their way of writing which is known as Linear A and B².

The correspondence of the king of Alasia with the great monarchs of the East, (Records of Tel El Amarna³) shows clearly that there were writer-clerks serving at the palace. This tradition continued through the period of the kingdoms since the services of the writer-clerks were necessary for the functioning of the

¹ Leandros Antoniadis, **Studies for Cyprus and her Relations to the Greek World in the Period of Ancient Kingdoms** (1980), p.p. 45-64.

² Linear A was deciphered by the English scholar M. Ventris. Linear B has not yet been deciphered.

³ S. A. Mercer, **The Tel El Amarna Tablets** (1939), p. 827.

administrative systems of the kingdoms⁴. Bearing in mind that in Egypt the writer-clerks belonged to the aristocratic families and they were very influential in the administration⁵, we can surmise that Cypriot writers also belonged to the aristocracy. So, if there was a kind of school for teaching writing and reading, then it was probably controlled by the palace and only members of a particular social class could attend. If there were other schools, they were likely to be private institutions for children of the higher classes. Inscriptions (like the one found in Marion⁶), refer to teachers and the names of Stasagoras and Kilikas are mentioned. Since there were teachers there must have been schools, though not necessarily in the form we know them today.

Upon the abolition of kingship, the situation changed. Now, for the first time we hear the name Gymnasium, which means a place to exercise. Gymnasia were established in the cities of Cyprus. Those Gymnasia would be similar to those of the other Greek cities. In the Gymnasia, apart from exercising their bodies, young people exercised their minds through learning writing, reading, grammar, music and arithmetic. From several inscriptions we know that there were Gymnasia at Salamina (three), at Kition, Kourion, and Lapithos. The inscriptions refer to "Gymnasiarchs" and to their assistants, in charge of the Gymnasia. The "Gymnasiarchs" played an important role in the political and social life of the cities. This can be deduced from the fact that politicians who held this office often referred to it with pride. In the Roman period which followed, many inscriptions refer to gymnasiarchs and the gymnasia⁷.

In Byzantine times, education had a strong religious colouring, though ancient Greek authors continued to be studied, reverently

⁴ P. Dikaeos, **Enkomi, Excavations 1948-1958** (1969), p.888.

⁵ A. Erman, **The Literature of the Ancient Egyptians** (1927), p.193.

⁶ O. Masson, **Les Inscriptions Chypristes Syllabiques** (1961), No 149.

⁷ Leandros Antoniadis, "Education", **Megali Kypriaki Encyclopaedia**, 1986, V, 15.

and meticulously, in the bishoprics and monasteries. The lower classes had a very poor level of education in the 4th and the 5th centuries A.D. This is obvious from the form, the content and the spelling of the inscriptions. Parents tried to give their children a Christian education⁸.

Young people of the upper classes continued to receive the traditional Graecoroman education through the Gymnasia. When Christianity became the dominant religion of the Island, the education of both the upper and the lower classes had a strong religious orientation. Reading, Writing, Religious Education, Arithmetic, History, Church Music and perhaps Physical Education were the subjects which were offered in monasteries, mainly to the monks but on some occasions to children from the surrounding villages. This type of education extended over a period of three years. Those who wished to continue at a higher level could attend a course of study which included Oratory, Philosophy and texts of classical authors⁹.

During the Frankish occupation, monasteries continued to be the main centres of education¹⁰.

The occupation of the Island by the Turks brought no improvement in the education of the Cypriots. The state of education in Cyprus at the end of three centuries of Turkish occupation of the Island (1571 - 1878) was described by the first Commissioner Lt General Sir Carnet Wolseley in his annual report for the year 1879: "The majority of the agricultural population have received little or no education. In many villages not a single person can read or write and the education for the women is almost completely neglected"¹¹. Until the beginning of the 18th century the Orthodox Church continued to be the only source of education

⁸ Francois Halkin, "L'Eloge de Saint Theodore de Gyrenie par Nicetas de Rhateur", *Kypriakae Spoudae*, 1981, 3.

⁹ A. Papageorgiou, "Culture and Education in Cyprus during the Byzantine Period", *Deltio Omilou Paedagogikon Erevnon*, V year, No 9-10, 1986, 17-29.

¹⁰ Costas P. Kyrris, "Education", *Megali Kypriaki Encyclopaedia*, 1986, V, 21.

¹¹ Greek Communal Chamber, *Cyprus: A Handbook on the Island's Past and Present* (1964), p.91.

in a "dark" epoch, when the conquerors did not care about the education of the people. But the education offered until then was not on a formal systematic basis. In the 18th century, however, education became more structured and secondary schools -known as "Hellenic Schools"- were founded by the Church in various towns¹².

A "Hellenic School" was established in 1741 by the Archbishop in Nicosia. In 1812 a new "Hellenic School" was established by the Archbishop. A "Hellenic School" was established in Limassol in 1819 and another in Larnaca between the years 1821 - 1830. These were the only secondary schools which existed during the Ottoman rule. They were 3-year institutions and apart from the ecclesiastical subjects, the Greek language was taught¹³.

According to P. Persianis¹⁴ the limited number of secondary schools was due to two major reasons: (a) the poverty of the people, and (b) the acute shortage of teachers.

Since there was a shortage of natives with a university education the schools were staffed with teachers from Constantinople, Athens and Smyrna¹⁵.

In 1869 the "Hellenic School" in Nicosia had 39 students who were taught Greek, Turkish, French and Mathematics¹⁶.

In 1878, when the British arrived in Cyprus, there were 83 Greek Schools¹⁷. As one would expect, some of these schools offered only rudimentary education and most of them not anything above the three R's. It is interesting to mention here that the majority of these schools were "mutually instructive" ("allelodidaktika"). These schools followed the pupil-teacher system, which was introduced to Cyprus through Greece in the

¹² George Prodromou, "Education in Cyprus in 18th and 19th Centuries", in **Life in Cyprus in 18th and 19th Centuries** (1954), p.286.

¹³ **Ibid.**

¹⁴ Panagiotis Persianis, **Church and State in Cyprus Education** (1978), p.127.

¹⁵ **Ibid.**

¹⁶ C. P. Kyrris, p.25.

¹⁷ P. Persianis, **Church and State**, p.177.

1840's or 1850's¹⁸.

In 1859 the first school for girls was founded by the Archbishop in Nicosia. Later, schools for girls were founded in Limassol and Larnaca. The subjects taught were: Reading, Writing, Arithmetic, Ancient Greek and Needlework¹⁹.

In 1860 the Turkish Governor of Cyprus, Ishak Haphouz Hakki, asked the Archbishop to send him a list of all the schools functioning in Cyprus, both Greek and Turkish²⁰. From that list one can see the number of schools and the subjects which were taught²¹. Table 2.1 shows the general conditions existing in the Greek schools in Nicosia, according to the above mentioned list. In 1878 Cyprus passed into English hands for the second time (the first time was when the Island was under Richard Coeur de Lion 1191). The social, economic, and educational conditions on the Island were far from satisfactory, as a result of the Turkish occupation. The Turks did not take any measures in favour of the Greek schools, which were financially supported by the Church and individual members of the Greek Community (see table 2.1). In some parts of the Island teachers were given bread, cheese, wine and eggs instead of a salary. These goods were called "Saturday gifts" because they were usually given every Saturday²². Just after the British occupation of the Island, Frank Darvell Newham was appointed Inspector of Schools in Cyprus. He was the founder of the English School in Nicosia in 1900.

¹⁸ Ibid.

¹⁹ G. Prodromou, p.291.

²⁰ Ibid.

²¹ Ibid.

²² Loizos Philipou, *Greek Education in Cyprus during the Turkish Occupation* (1930), p. 346.

Table 2.1
The Schools in Nicosia in 1860

Town or village	Kind of Schools	Number of Schools	Subjects Taught	Number of teachers	Number of Pupils	Supported by
Nicosia	"Hellenic"	1	Greek Language	1	45	The Archbishop,
			Turkish			the bishops,
			French			and the inhabitants of Nicosia
			Maths			
	"Mutually instructive"	1	The 3 R's	2	128	
	Girls' School	1	The 3 R's and Needlework	1	115	

In his report of November 1879 he gave a vivid picture of the state of Education on the island²³. In the town of Nicosia there were 15 Turkish schools and four Greek schools. In eight Turkish schools the memorization of the Koran was the only subject, whereas reading and Arithmetic were taught in only one. In the Greek Schools the subjects taught were Arithmetic, Geography and Ancient Greek. In general, school conditions, i.e classrooms, number of students, numbers of teachers, all over the Island, were far from being adequate. At the beginning of the century, only 38% of the children -Greeks and Turks- attended schools. Secondary schools existed only in five out of the six towns. Table 2.2 shows the number of students attending those schools

²³ F. D. Newham, *The System of Education in Cyprus, Special Reports on Educational Subjects* (1905), p.411.

in 1901²⁴.

Table 2.2
The Number of Greek Secondary School Students in 1901

School	Number of Students
Pancyprian School - Nicosia	200
Hellenic School - Larnaca	90
Hellenic School - Limassol	85
Hellenic School - Paphos	24
Hellenic School - Famagusta	20
TOTAL	419

The level of education of the population of Cyprus in 1911 is summarised in table 2.3²⁵. Only 25.86% of the total population could read and write at that time and the majority of them were males (38.62%).

Twenty years later, in 1931 the level of literacy was still far from being satisfactory although a large portion of the population (45.15%) had become literate (see table 2.4²⁶).

In fifteen years' time there was an increase of about ten percent of the people who could read and/or write (table 2.5).

According to the data collected during the 1946 census 53.8% of the population could read and write and 2.3% could only read "letters sent by mail"²⁷.

Thus by the end of the Second World War half of the population were literate. In the period of 35 years between 1911 (table 2.3) and 1946 (table 2.5) the number of people who acquired the skills of reading and writing more than doubled. The level of education

²⁴ Andreas Pavlides, "Education", **Megali Kypriaki Encyclopaedia**, 1986, V, 26.

²⁵ A. Pavlides, p.27.

²⁶ *Ibid.*

²⁷ *Ibid.*

in 1946 is shown in tables 2.6 and 2.7²⁸.

Table 2.3

Number and Percentage of Literate Males and Females in 1911

Sex	Read and Write		Read only		Illiterate		TOTAL
	No	%	No	%	No	%	No
Male	53,841	38.62	1,012	0.72	84,530	60.64	139,383
Female	17,044	12.65	1,519	1.12	116,162	86.22	134,725
TOTAL	70,885	25.86	2,531	0.92	200,692	73.21	274,108

Table 2.4

Number and Percentage of Literate Males and Females in 1931

Sex	Read and Write		Illiterate		TOTAL
	No	%	No	%	No
Male	102,065	59.08	70,689	40.91	172,754
Female	55,063	31.42	120,142	68.57	175,205
Total	157,128	45.15	190,831	54.84	347,959

Table 2.5

Number and Percentage of Literates in 1946

	Read and Write	Read only	Illiterate	Total
No	242,291	10,199	197,624	450,114
%	53.89	2.3	43.9	100

These tables are really revealing. Women were still in a worse position than men. Those who had secondary education were very few, whereas those who had a university education -always abroad-

²⁸ Ibid.

were even fewer.

Table 2.6
Level of Education of Males in 1946

Education	Elementary	Secondary	Higher
Age	Percentages		
20-24	93.5	18.3	1.3
25-34	90.1	15.7	2.4
35-44	82.0	13.8	3.5
45-64	67.1	8.2	2.3
65 and above	42.3	5.9	1.4

Table 2.7
Level of Education of Females in 1946

Education	Elementary	Secondary	Higher
Age	Percentages		
20-24	76.4	8.8	0.8
25-34	59.6	8.8	1.5
35-44	40.8	5.5	1.3
45-64	21.7	2.2	0.9
65 and above	8.2	1.9	0.3

It is true, that the British Administration, and this is to its credit, considered education as a top priority issue. In 1878, there were only 83 Greek elementary schools. Their number rose to 322 in the year 1910 (see table 2.8²⁹).

One of the first actions of the British Rule was the separation of Greek and Turkish education. Thus they established two Boards

²⁹ Ibid.

of Education, one for the Turks and one for the Greeks. Each Board was presided over by the Chief Secretary. The members of the two Boards were religious leaders and other representatives of the two communities. Apart from the two Boards, there were in each district of the island a Greek and a Turkish District Educational Committee. These were chaired by the English District Commissioner³⁰.

Table 2.8
Greek Elementary Schools from 1878 to 1910

Year	Greek Schools
1878	83
1885	176
1890	223
1900	264
1910	322

On the other hand it is interesting to note that the Earl of Kimberley, Secretary of State for the Colonies, believed that in order to bring the two communities together one Board was necessary³¹. The High Commissioner, Sir R. Biddulph, had a different opinion:

"It will not be practicable to join Christians and Mohammedans in the same Board for educational purposes. Under no circumstances whatever, would either party take part in the management of the schools of the other. Their systems of education, their language and habits are distinct, and the only neutral ground which they would consent to meet would be in an English School presided over by an Englishman. I think, therefore, that there should be two Boards, one for the

³⁰ P. Persianis, pp.78-79.

³¹ P. Persianis, p.113.

Christians and the other for Mohammedans, but both presided over by the Director of Education"³².

In the Education Law/1905 this separation was manifested more clearly³³. In both systems of education, the Turkish and the Greek, the role of religious institutions was obvious. Sometimes in the villages the priest was also the teacher. Schools were mainly housed in buildings owned by the Church or the Community, but in certain areas where no proper school building was available, due to financial difficulties, the rectory or the teacher lodgings were used as classrooms. Schools were also functioning in the monasteries where monks were the teachers. Some of these schools continued to exist until the Second World War and apart from elementary education, secondary education was also offered -at least for two or three years³⁴.

The British Administration tried to develop education in an effort to raise the general socioeconomic status of the Cypriots; new buildings were erected and some of them are still in use. The problems though were many. One major problem was the complete lack of books in the first decades of British Rule. Later the school books used in Greece and the Greek schools in Egypt were introduced. These were printed in Cyprus and sold to the children³⁵.

Law 5-1905 defined the qualifications of Turkish and Greek teachers³⁶. At that time there were separate schools for Greeks and Turks. The Greek Teachers' School was founded in 1893 and was open to males only. It was linked to the Pancyprrian Gymnasium in Nicosia and graduates of this school who wished to qualify as teachers could attend a special two year course of study. Although the Government had a limited interest in secondary education -and for this reason secondary education remained independent until 1935- it is interesting to note that when the

³² *Ibid.*

³³ The Statute Laws of Cyprus, 1878-1906, Nicosia, 1913.

³⁴ A. pavlides, p. 30.

³⁵ *Ibid.*

³⁶ The Statute Laws of Cyprus, 1878-1906, 1913.

Elementary Education Amendment Law of 1897, was enacted, provision was made to support the Pancyprian Gymnasium because it trained elementary school teachers³⁷.

During the first fifty years of British Administration the Government's focus of interest was on Elementary Education. That interest was made clear by the Earl of Kimberley in the following despatch to the High Commissioner Sir R. Biddulph (10 June, 1883³⁸):

"I need not remind you of the general reasons for regarding the care of elementary education as one of the first duties of the Government, but the condition of Cyprus appears to me to present features which render this duty specially imperative. Amongst the great mass of the inhabitants there is an absence of any spirit of enterprise or industrial progress. The methods and instruments of cultivation are rude and imperfect, no permanent agricultural improvements are attempted, the means of internal communications are of the most primitive character, and the inhabitants made no effort to preserve or improve them, but in every affair look helplessly to the Government".

The Government had the sole responsibility for the administration, the content of the curriculum and the financial support of elementary education. On the other hand the Church leaders focused their attention on secondary schools.

Archbishop Sophronios and two other Bishops defined their duties as follows in a memorandum to the High Commissioner (17 March, 1885):

"The consideration of the duties and rights which we possess regarding our Church and Nation compels us to take incessant care for the improvement of our ecclesiastic and educational establishments and in particular in the dissemination of what is called to be the middle education both of clergy and laity"³⁹.

In 1889, Archbishop Sophronios in a memorandum to Queen Victoria, which was handed over to the Secretary of State for the Colonies,

³⁷ F. D. Newham, p.422.

³⁸ P. Persianis, p.127.

³⁹ *Ibid.*, p.128.

stated:

*"The middle education of the country deserves also the tender solicitude of the Government and therefore we, the respectfully undersigned, implore it with confidence"*⁴⁰.

Secondary education remained under the jurisdiction of the Greek community during the entire period of British rule, but as it was stated earlier, elementary education was largely under the control of the British Administration; this control was strengthened after 1923 when teachers became civil servants⁴¹.

The intervention of the Government in secondary education was due to political reasons. Following the anti-British demonstrations of 1931 in Nicosia and elsewhere⁴², the Government realized the importance of secondary education for the promotion of its policy. In 1933 the Elementary Education Law⁴³ referred to the appointment of the Town Committees. The members of the Town Committees which were responsible for both elementary and secondary education were appointed by the Governor. The control however, exercised by the Town Committees over urban Greek Secondary Schools was rather nominal. In rural secondary schools, the administration continued to be in the hands of elected bodies presided over by the Bishop of the Diocese.

The 1935 Secondary Education Law made Government control more direct over urban as well rural secondary schools. A teacher in elementary or secondary school needed a governmental licence from the Director of Education in order to teach. The Director could refuse such a licence or even cancel one for a "good cause"⁴⁴. Books were also under the control of the Director who could "prohibit the use in secondary schools of any book which is

⁴⁰ *Ibid.*, p. 129.

⁴¹ Cleovoulos Myrianthopoulos, *Education in Cyprus 1878-1946* (1946), p. 71.

⁴² For a detailed analysis of the events during this period see Cleanthis P. Georgiades, *History of Cyprus* (1978), p. 262.

⁴³ The Cyprus Gazette 29 May, 1933.

⁴⁴ Report of the department of Education for the School Year 1935-36, p. 6.

sedition or educationally or morally harmful"⁴⁵.

It is interesting to note that in the same year of 1935, the Government took over the Nicosia English School in order to make it a model of English education and at the same time "exemplify the Government's conception of what other secondary schools could and should become"⁴⁶.

In order to strengthen the will of the Greeks in Cyprus to maintain secondary schools outside the Government's control and at the same time deal with the lack of secondary school teachers, Greece used to send secondary school teachers to serve in the Gymnasia. Apart from Greek teachers the Gymnasia were staffed with Cypriots who had qualifications mainly from Greek institutions of higher learning⁴⁷.

The majority of elementary school teachers, on the other hand, lacked proper qualifications⁴⁸. The situation began improving with the establishment of the first Teachers' School in Nicosia in 1893. Another School, for males also, was founded in 1910 in Larnaca. The first School for females was founded in Nicosia in 1903. All three Teachers' Schools were closed by the Government in 1937 and replaced by the Teachers' Training College. This institution was opened to Greek and Turkish male students, and the medium of instruction was English. In 1943 a teachers' training College for women was established. It was open only to Greek students. In 1948 both Colleges merged and as a result the Morphou Teachers' Training College came into existence. The new institution was co-educational and aimed at serving the educational needs at the elementary level of both Greeks and Turks.

Elementary schools adopted a common curriculum in 1898 which included: Religion, Arithmetic, Language, Physics, History,

⁴⁵ Ibid.

⁴⁶ Report of the Department of Education for the School Year 1935-36, p. 17.

⁴⁷ Cl. Myrianthopoulos, p. 59.

⁴⁸ Ibid., p. 52.

Geography, Art, Penmanship and Physical Education⁴⁹. This curriculum was followed until 1935 when it was revised, and instead of Penmanship new subjects were added such as Music, Hygiene, Home Economics and English⁵⁰. The curriculum was revised in 1959-60⁵¹. The number of Greek secondary schools continually increased and at the end of the British Rule there were 21 community schools and 13 private. All of them especially the community schools were functioning under the care and supervision of the Church. They offered exclusively Greek education and had as their model the Gymnasia in Greece.

The status of most of the Cyprus Gymnasia was considered by the Government of Greece equal to that of the Greek Gymnasia and Cypriot graduates were accepted by Greek universities solely on the basis of their Gymnasium Leaving Certificate⁵².

The British Administration founded Technical Schools in order to solve the problem of the lack of skilled technical personnel. In 1951 the first Technical School started functioning in Nicosia as a secondary school and another technical School was founded in Limassol in 1956. In both schools English was the medium of instruction.

In 1958-59, the last year of British Rule, there were eight secondary Government schools. Two of them, were open only to Turks, three only to Greeks and the other three were schools for both Greeks and Turks -intercommunal. These were Technical and Agricultural Schools⁵³.

As money was always a problem with secondary education and the salaries of secondary school teaches were not satisfactory, the Government adopted a new policy in its effort to control secondary education. The 1952 Secondary Education (Amendment) Law⁵⁴ provided for "Public-Aided Schools". The Government would

⁴⁹ Ibid., p. 83.

⁵⁰ Ibid.

⁵¹ A. Pavlides, p. 30.

⁵² P. Persianis, p. 46.

⁵³ Ibid., p. 136.

⁵⁴ The Cyprus Gazette 29 August, 1952.

not only finance such schools but would also pay the salaries of the teachers. From the 35 Greek secondary schools only a rural school, the Polemi Gymnasium, made use of the provisions of the new law and applied to the Government for financial assistance⁵⁵. The state of Greek secondary schools in 1959-60 is depicted in table 2.9⁵⁶.

Table 2.9
Greek Secondary Schools in 1959-60

Schools	Number	Teachers	Male Students	Female Students
Community	21	492	9,191	5,715
Private	13	197	3,527	2,158
Government	3	54	710	.
Totals	37	743	13,428	7,873

It is interesting to note that the number of students attending private schools (5,685) is comparatively high (about 25% of the total student population). Furthermore no female students attended Government Schools because these were either Technical or Agricultural. The state of elementary education in the same year is shown in table 2.10⁵⁷.

At the London Conference on Cyprus on the 19th of February, 1959, the London-Zurich Agreements were signed by the Governments of the three interested countries, England, Greece and Turkey. The same countries also signed the Treaty of Guarantee according to which (article II):

"Greece, Turkey and the United Kingdom recognise and guarantee the independence, territorial integrity and security of the Republic of Cyprus and also the state of affairs established by

⁵⁵ Report of the Department of Education for the School Year 1952-53, p. 14.

⁵⁶ A. Pavlides, p. 29.

⁵⁷ *Ibid.*

the Basic Articles of the Constitution"⁵⁸.

Table 2.10
Elementary Schools in 1959-60

District	Schools	Pupils	Teachers
Nicosia	151	21,969	601
Famagusta	83	13,339	362
Larnaca	53	6,793	188
Limassol	112	11,782	312
Paphos	90	6,867	198
Kyrenia	36	3,703	100
Total	525	64,453	1,761

The London-Zurich Agreements led to the birth of a new state, the Republic of Cyprus, on the 16th of August, 1960. The population of the new state was 574,013; the composition of the population is shown on table 2.11⁵⁹.

Table 2.11
Composition of Population

Ethnic	Number of Inhabitants	Percentages
Greeks	448,696	78.17
Turks	104,333	18.18
Armenians, Maronites et al.	20,984	3.65

The London-Zurich Agreements provided clearly for the administration of both Greek and Turkish schools in the new state. The question, however, of the administration of Education

⁵⁸ Treaty of Guarantee, Art. 2.

⁵⁹ The Cyprus Census, 1960.

in the Island during the transitional period (May 1st 1959 - 16th August 1960) was settled by separate agreements between the British Governor and the leaders of the Greek and Turkish Communities. Thus, the British Governor in agreement with the Archbishop of Cyprus, Makarios, as the representative of the Greek Cypriots, appointed the Greek Educational Board which was established on the 1st of May, 1959. The appointment of the Board was confirmed by Law 19/1959⁶⁰. By this Law the Greek Educational Board became the central authority in Greek education, and the British Governor relinquished all his powers except those related to economic and some legal matters.

In its first circular to all the Greek schools of Cyprus the Board stressed the necessity for the Greek Education to acquire as soon as possible "the Greek character, abandoning all the colonial elements of the British Government"⁶¹. The Office of Greek Education continued to be considered as a governmental office, but from then on the Greek language was to be used. Another matter which was examined by the Board was the relations of the Office of Greek Education with the Ministry of Education of Greece⁶².

The Greek Educational Board reorganised the Office of Greek Education by appointing inspectors, in each district, who were responsible for secondary and primary schools. It also tried to build new schools and add new rooms to existing buildings. In his report for the year 1959-60 the president of the Board gives interesting details of the efforts which were made. The following example seems to be characteristic:

*"at the beginning of the school year 1959-60 only four schools had laboratories or special classrooms for the teaching of Physics and Chemistry, during the school year the number increased to 11..."*⁶³.

⁶⁰ The Cyprus Gazette 18 June, 1959.

⁶¹ Constantinos Spyridakis, Report on the Work of the Office of Greek Education for the School Year 1959-60 (1960), p. 4.

⁶² Ibid., p. 5.

⁶³ Ibid., p. 6.

Despite the fact that the Board was in operation for a very short period of time, it laid the foundations for the future development of Greek Education. Among other measures, the Board decided not to appoint as secondary school teachers persons who did not possess proper teaching qualifications. The only exception was for those who had already many years in service. The maximum teaching load was decided to be 30 periods per week and the number of students per class not to exceed 50⁶⁴. Another decision of the Greek Educational Board referred to the governmental allowances to secondary schools. Apart from the Technical Schools and the Agricultural Gymnasium which were founded and supported by the British Administration, only one rural Gymnasium was receiving the teachers' salaries from the government as a "public-aided school"⁶⁵. A few were getting an amount of money each year and most were not getting any kind of allowance. There were also the private secondary schools which were maintained by the fees of their students. In 1959-60 all secondary schools received an allowance and the salaries of all the teachers of public and private schools were raised⁶⁶.

On the 16th of August 1960 the administration of Greek education was taken over by the Greek Communal Chamber⁶⁷. The Greek Communal Chamber and the Turkish Communal Chamber were responsible and had competence to exercise legislative power with regard to religious, educational, cultural and teaching matters, personal status and purely communal matters which aimed at the well-being of the two communities. The Greek community elected 26 members for the Greek Communal Chamber which, like the Turkish Communal Chamber, drafted its own annual budget. Both Chambers were financed by the Government and if their budget exceeded the sums paid by the Government, the Chambers could levy taxes on members of their respective community in order to cover the extra

⁶⁴ *Ibid.*

⁶⁵ *Ibid.*

⁶⁶ *Ibid.*, p. 7.

⁶⁷ *The Cyprus Gazette* 18 June, 1959.

expenditure⁶⁸. In reality the work of the Chambers was not restricted by the Government, since the Government was not the only source of money for them. As it was pointed out earlier each community had the right to levy taxes on its members for educational purposes. Following the conflict between Greeks and Turks in 1963-64 the Greek Communal Chamber was dissolved on the 31st of March 1965 and its powers were passed to the House of Representatives and the newly established Ministry of Education⁶⁹. The House of Representatives undertook the legislative and the Ministry the administrative matters.

Following Independence, Education was viewed by both the Government and the members of the Greek Community as a very important sector, for the development of the newly established state⁷⁰. Thus, it naturally received great attention and grew rapidly.

Greek Cypriots considered that Education should continue to serve the aim of strengthening further the cultural links between Greece and Cyprus. Dr. C. Spyridakis, Chairman of the Greek Communal Chamber and later Minister of Education, was a fervent supporter of this view:

*"The retention of the cultural links with Greece has become more important after independence because national frustration or foreign influences may distant people from their Greek orientations. In such a case the Greek Cypriots will themselves, do what the diverse conquerors of Cyprus failed to do for centuries, i.e dehellinize the people"*⁷¹.

Dr Spyridakis, furthermore, advocated that the Greek Cypriots should not attempt to draw a new policy for secondary Education but must continue following that of Greece. He considered that any change in educational policy would undermine the strong cultural links between Cyprus and Greece, and jeopardize national

⁶⁸ The Republic of Cyprus Constitution, Art. 87, 88, 89.

⁶⁹ The Cyprus Gazette 31 March, 1965, (Law 12/1965).

⁷⁰ P. Persianis, p. 117.

⁷¹ Constantinos Spyridakis, The Cyprus Educational System (1968), p. 19.

policy⁷².

As for the educational aims Dr. Spyridakis was very explicit:

*"We set four goals in our education in this order of importance: the national, the social, the cultural and the economic"*⁷³.

He furthermore stressed the soundness of the educational principles of the Greek system:

*"The educational systems of Greece and Cyprus are based on widely accepted educational principles, as these are in force in the West. That is why the Cyprus Ministry of Education is in close and continuous contact with the Council of Europe. Our education does not and will not follow the polytechnic system of the Eastern European countries because our educational philosophy is completely different"*⁷⁴.

Dr Spyridakis' educational views were supported by Church leaders who traditionally exercised considerable influence on educational, social and political matters, and the Secondary School Teachers' Association which favoured "the full educational union with Greece"⁷⁵. The majority of the members of the Greek Communal Chamber held similar views and in June 25th 1964 the Chamber adopted a resolution calling for the "full identification of Cypriot Education with that of Greece"⁷⁶.

One might think here that Dr. Spyridakis' policy was rather divisive, bearing in mind the Greek/Turkish population of the island. The fact, though, is that education was always a separate issue for each community and there were not any supporters among the Greek and the Turkish population of the idea of a unified educational system.

Not only during the Turkish Occupation (1571 - 1878), but also

⁷² Constantinos Spyridakis, **The Cyprus Educational Policy** (1967), p. 2.

⁷³ Speech at Larnaca (**Kypros**, December 15, 1969).

⁷⁴ **Minutes of the House of Representatives**, March 15, 1967, p. 781.

⁷⁵ P. Persianis, **The Political and Economic Factors as the Main Determinants of Educational Policy in Independent Cyprus (1960-1970)** (1981), p. 116.

⁷⁶ *Ibid.*

during the British Administration of Cyprus, education was provided separately. The London-Zurich Agreements confirmed this separation with their provisions for Greek and Turkish Communal Chambers which would take care for the educational, cultural and religious matters of each community.

Thus, no attempts were made by the Greek or Turkish Chambers to adopt a common educational policy, but each side proceeded with its own educational planning which was naturally a means of strengthening the cultural heritage of each community.

The only institutions which provided for a common programme were those established by the Government in collaboration with international agencies, such as the Hotel and Catering Institute and the Higher Technological Institute. Both were established as a joint project of the Government and the International Labour Office (I.L.O) and the medium of instruction is English.

It must be noted that apart from national sentiment the adherence to the Greek model of education was considered necessary for the following practical reason: The Leaving Certificate (Apolytirion) awarded by the Gymnasium in Cyprus was recognised by Greece as equivalent to that of the Greek Gymnasium, and enabled its holders to be admitted to Greek and Continental Universities without entrance examinations. Any deviation from the Greek model could endanger the status of the Apolytirion. Such a development in conjunction with the fact that there was no University on the Island would minimize the chances of the graduates of the Gymnasium to acquire a university education.

At the same time foreign experts who had been invited to advise on educational matters felt that certain modifications of the existing system of education were necessary. Such modifications would enable the system to satisfy the needs of an already fast moving economy. Mr Brian Sen, an Unesco expert, suggested the strengthening of the vocational and technical sectors of education and stressed: "Political considerations and narrow national sentiments should not influence the educational authorities in taking their decision"⁷⁷. Similar views were

⁷⁷ Brian Sen, *Report on the Development of Technical Education in Cyprus* (1968), p. 69.

expressed by Dr. W. Bakanis, an American expert, who emphasized the urgent need for an immediate restructuring and reorientation of the existing system⁷⁸.

The opinion that the educational system should be restructured, and as a consequence relate not only to the political and cultural but also the economic and social factors was shared also by several educators, Ministers and industrialists. Mr F. Petrides, the Headmaster of the Pancyprian Gymnasium -the oldest secondary school in Cyprus- a prominent educator who became in 1970 Minister of Education, was among the first to raise a voice for educational reforms. In 1963 he explicitly stated: "The tormenting issue is whether Cyprus should introduce extensive educational reforms to-day. My view is that it should. The Greek educational system is outdated in every aspect"⁷⁹.

Besides Mr F. Petrides, the Minister of Finance Mr R. Solomides and the Minister of Labour Mr T. Papadopoulos had strong views on the need for adapting the educational system to the social and economic conditions of the Island⁸⁰.

The Cyprus Chamber of Commerce was also in favour of educational reforms and supported the views of Mr Solomides and Mr Papadopoulos⁸¹.

The conflict between the "conservatives" and the "reformers" lasted for a whole decade (1960-1970). During this period the Council of Ministers avoided adopting a definite, long term policy on educational matters, and the types and curricula of secondary schools were reviewed and approved on a yearly basis. The conflict ended on the 16th of April 1970 when the Council of Ministers on the insistence of Mr T. Papadopoulos and Mr R. Solomides decided that education in Cyprus must be identical with that of Greece in its aims and orientations but could and should deviate from it in order to meet the local conditions and needs.

⁷⁸ William Bakanis, **Education in Cyprus** (Report), p.1.

⁷⁹ Frixos Petrides, **Speech at the "Young Women Christian Association"**, January 3, 1963.

⁸⁰ **Minutes of the House of Representatives**, April 20, 1967. Tasos Papadopoulos, **Eleftheria**, July 23, 1967.

⁸¹ **Ibid.**

Such deviations could only be approved by the Council of Ministers⁸². It is clear that the Council tried by this decision to bridge in a diplomatic way the differences between the two opposing sides. It must be noted, however, that the decision of the Council was very important from another point of view because it was the first decision taken by the Council on general education policy.

The development of secondary education from 1961-62 to 1973-74 when the island was invaded by Turkey is shown in table 2.12.

Table 2.12
The Growth of Public Secondary Education between 1961-62 and 1973-74

Year	Public Secondary Education			
	Schools	Pupils	Teachers	Teacher/pupil ratio
1961-62	30	22,507	801	28.1
1964-65	34	22,274	795	28.0
1969-70	38	22,211	976	22.8
1971-72	42	27,461	1,196	23.0
1973-74	45	33,827	1,620	20.9

In the summer of 1974 the Turkish invasion of Cyprus and the occupation of the northern part of the island caused serious damage to the education system. The extent of the damage was as follows:

Out of 49 public secondary schools which functioned in 1974, nineteen (38%) are in the occupied areas and 3 (6%) are in the "buffer zone". More analytically the loss of secondary school buildings per district is as follows: Kyrenia 3 (100%), Famagusta 9 (90%), Morphou 4 (100%), Nicosia 6 (55%). Moreover 15,000 (44%) out of 36,000 secondary school students and 720 (40%) out of 1700

⁸² *Eleftheria*, April 17, 1970.

secondary school teachers became refugees. Thus the Turkish invasion inflicted a major blow on the whole system of Education of the Island. From a total of 8 Technical Schools, 2 are in the occupied area and 1 in the "buffer zone". Three thousand Technical School students out of 10,000 became refugees.

An important development in secondary education -may be the most important- is the separation of the 6-year Gymnasium into two cycles. The first attempts for separation were actually efforts to give the students of the three last years of the Gymnasium the chance to select a particular direction of studies. Thus in the school year 1953-54 some schools introduced three directions of studies in the three upper grades⁸³; the Classical, the Science and the Economic. So by introducing differentiations in the three last grades, the first three grades were considered to be the basic, general, secondary educational cycle.

Just after Independence the separation of the Gymnasium into two autonomous cycles was under consideration. In his report for the school year 1959-60 Dr C. Spyridakis, president of the Greek Educational Board, states: "The Greek Education Office having in mind the regulations which have recently been constituted and what is applied in Cyprus for some years now defines:

1. A 3-year general education on humanitarian basis according to the existing programme of the classical Gymnasia;
2. A 3-year special education after the first cycle with Classics, Science and Economic directions"⁸⁴.

After the 1964 educational reforms in Greece, the first 3-year cycle was named Gymnasium and the second 3-year cycle was named Lyceum. The curriculum was patterned after the Greek one but took into consideration local needs. In Greece for instance, the foreign language taught is French, whereas in Cyprus it is English.

The Technical Schools were organised in such a way that in the first three years the curriculum was based on that of the Gymnasium with some technical subjects in the third grade. The

⁸³ Constantinos Spyridakis, *Report on the Work of the Office of Greek Education* (1960), p. 12.

⁸⁴ *Ibid.*

upper three grades followed a curriculum completely different from that of the Lycea, consisting of technical directions. Foreign experts agreed to this organisation of technical Schools. Mr B. Sen, an UNESCO expert, emphasized that

*"no technical education should be introduced before the pupils have completed nine years of general education and attained the age of 15"*⁸⁵.

According to the Director of Secondary Education⁸⁶, Secondary Education provides training on the basis of humanist tradition and aims at enabling the pupils to fulfil their obligations, both as individuals and members of the society, within the framework of national needs and contemporary life in general.

Secondary Education provides a six-year education, ages 12-18, in the High School, which is divided into two 3-year cycles: the lower cycle, Gymnasium, covering classes I-III and the upper cycle, Lyceum, covering classes IV-VI.

The Gymnasium (lower cycle) is open to all children who complete six years of primary education. It comprises the first 3 years of secondary studies during which all children follow a common course. The emphasis here is on general subjects and the humanities.

The Gymnasium serves as an observation period, giving students time to understand themselves and their interests better and giving parents and teachers opportunities to appraise more accurately the inclinations and abilities of the children and advise them accordingly.

Those pupils who are academically incapable of attending the Lyceum or wish to discontinue their education, will, upon graduation have completed 9 years of schooling and will be sufficiently educated, in an all-round way, to be useful citizens.

The Lyceum (upper cycle) comprises the top 3 classes of the High Schools and is separated into sections: The Classical, the

⁸⁵ Brian Sen, **Report on the Development of Technical Education in Cyprus** (1968), p. 42.

⁸⁶ Ministry of Education, **Secondary General Education in Cyprus** (1976), pp. 1-2.

Science and the Economic sections. Specialization, or rather concentration on one of these fields of study begins in the fourth year at the age of fifteen. Pupils are assisted in their choice of a particular section by specially trained teachers of the Vocational Guidance Service. Although the curricula of the three sections of the Lyceum are directed towards one particular branch of knowledge, specialization is by no means so intense as to cut the pupil off from other cultural values. An attempt is made to make the curriculum of each section sufficiently harmonious and balanced to meet both the requirements of specialization and the need for an essential minimum of general culture. This is affected by providing a common core of subjects which comprise basic knowledge in Arts and Sciences, plus a course of specialised knowledge.

It must be noted that up to 1976 the division of the High School into two cycles was an educational one. Both cycles used the same premises and were under the same administration and had the same staff.

In 1979 the Ministry of Education suggested to the Council of Ministers⁸⁷ the administrative separation of the two cycles and the creation thus of independent Gymnasia and Lycea which would have their own staff and premises. According to the Director of Secondary Education⁸⁸ the complete separation of the two cycles is necessary for the following reasons:

1. Small schools are better run and there is also more efficient control of the students.

The interpersonal relations between students and teachers are better and thus learning is promoted.

2. The independence of the aims and the content of the two cycles, i.e the Gymnasium and the Lyceum. The Gymnasium aims at completing the encyclical education of the youth. This is today considered to be indispensable and the State makes it accessible to all by abolishing fees and the entrance examinations. The

⁸⁷ Ministry of Education, Report of the Director of Secondary Education for the School Years 1977-78 and 1978-79 (1979), p.1.

⁸⁸ Ibid.

Lyceum offers richer and broader education preparing the students for studies at a higher level for more demanding jobs.

3. The organizational needs of the Lycea (LEM)⁸⁹; in order to function smoothly and effectively LEM needs a large number of students and well equipped laboratories. This can be secured by the conversion of some schools into purely 3-year Lycea.

4. The need for increasing the chance of promotion of Secondary Education teachers.

5. The decrease in the number of students in the rural schools. Small rural schools will be converted into 3-year Gymnasia and their graduates will continue their studies in the Lycea of urban areas.

At the same time it was admitted⁹⁰ that the immediate separation of schools into Gymnasia and Lycea would inevitably create a housing problem. New buildings with special rooms and equipment for the teaching of specialised subjects, like Science, Typing and languages would be needed.

Since the number of directions of studies in the Lyceum would be increased to five, more teachers would be required. Finally the creation of more administrative posts would create an extra financial burden.

The separation would affect only large schools and would be implemented gradually. The final decision rested with the Council of Ministers which would examine each case on its own merit. The two cycles would be administratively distinct and would be housed, where possible, in different buildings.

Thus, the Council of Ministers adopted in 1979, a general frame of policy for separation of Secondary Schools into two autonomous 3-year cycles⁹¹.

From the year 1977-78 the institution of the LEM was introduced experimentally in a number of schools, in accordance with the decisions of the Council of Ministers number 15.845 of the

⁸⁹ LEM for Lycea Epilogis Mathimatou, i.e Lycea of Optional Subjects.

4. ⁹⁰ Report of the Director of Secondary Education (1979), p.

⁹¹ Ministry of Education, File No 209/68/A.

12.5.77 and number 16.949 of the 1.6.1978⁹².

The Council of Ministers approved the gradual extension of the institution of the LEM in the Public Secondary Schools and defined the criteria governing it. So, the institution of the LEM was extended from 1980-81 to all urban public secondary schools with more than 300 students in their upper three grades (Extract from the Minutes of the Meeting of the Council of Ministers, dated 9th, 13th and 15th of May 1980)⁹³.

As for the rural Gymnasia it was decided that they should continue functioning as 6-year secondary schools for educational, social and economic reasons. It is worth mentioning here that the villages had opposed the reduction of their schools to 3-year Gymnasia, arguing that such a decision would promote urbanization, with detrimental effects on the communities⁹⁴.

It must be noted that the Ministry of Education favoured the establishment of LEM with a large student population. Such schools will offer all five directions of studies and will thus be economically viable.

The Teachers' Union agreed without hesitation to the separation into Gymnasia and Lycea because they saw more chances to secure the promotion of their members⁹⁵. Bearing in mind that after 1974 the number of students was diminishing, no new teachers were appointed and no new schools were established, the proposal for increasing the number of schools was welcomed.

The parents viewed the change positively and were rather satisfied because their children would continue their education in the Lycea (LEM) which would offer better educational opportunities⁹⁶.

⁹² Ibid.

⁹³ Ibid.

⁹⁴ Ibid.

⁹⁵ Ibid.

⁹⁶ Ibid.

CHAPTER 3

THE EDUCATIONAL SYSTEM IN CYPRUS

Cyprus is a small country with many university graduates. Primary school teachers are educated in Cyprus, and Secondary school teachers mainly in Greece. Since all those who take postgraduate courses study in different universities and countries, many ideas and policies are tried in Cyprus with all the expected advantages and disadvantages. There are strong Teachers' Unions and Parents' Associations. The Ministry of Education always takes into account their views and one can say that there is a continuous discussion on educational matters.

The philosophy underlying the System is described in the section entitled "Principles, aims and objectives" which follows; the section referred to as "Administration and management" explains how the system is administered; the description contained in the section "The Structure of the System" is concerned solely with the stages of education and it does not make any reference to the various departments and services of the Ministry.

3.1 Principles, aims and objectives of education

According to the National Report of Cyprus¹ at the International Conference on Education, the broad principles governing education are the following:

(a) Education must constitute part of the wider socioeconomic, cultural and special characteristics of Cyprus and should be able to transform successfully non-educational aims into educational ones.

(b) Education should have internal and external coherence, an educational planning system and a democratic structure of

¹ Ministry of Education, *Development of Education: 1986-88*, National Report of Cyprus (1988), p. 1.

educational administration.

(c) There should always be a strong link and a mutual influence between education and life.

More specifically, the principles of the System and of the educational process are the following:

(a) Free movement of students from one level of education to the next, with the exception of tertiary education.

(b) Comprehensive schools to cater for all the pupils coming from one area, irrespective of abilities and aptitudes.

(c) Mixed-ability teaching.

(d) Co-education.

(e) Flexibility of the system to enable horizontal transfer of students from one course to another.

(f) Emphasis on general education both as a means to provide common culture and maintain the coherence of society and as a way to offer basic skills, knowledge and understanding required for specialization.

The general aim of education in Cyprus, as stated in that report², is the nurturing of free and democratic citizens with a fully developed personality, who are mentally and morally refined, healthy, active and creative, who will contribute, with their work and their conscientious activity in general, to the social, scientific, economic, and cultural progress of our country and to the promotion of the co-operation, mutual understanding and love among men and peoples for the prevalence of freedom, justice and peace.

Education in Cyprus is intended to help the new generation:

(a) to assimilate the spiritual and other achievements as well as the fruitful elements of the past,

(b) to capitalize on the possibilities of the present, and

(c) to proceed to new achievements in all sectors of the social activity, extracting knowledge from the past.

The objectives of education as they relate to the possibilities, interests, social, cultural and educational needs of the

² Ministry of Education, National Report 1986-88, p. 2.

population are³:

- (a) The fulfilment of the Island's social, economic, cultural and other needs.
- (b) The provision of specialized education after a common general education for both vertical and horizontal movement.
- (c) The preparation of young people for a profession and life-long education.
- (d) The strengthening of Cyprus as an independent state.
- (e) The promotion of equal educational opportunities.
- (f) The creation of democratic citizens.

3.2 Administration and management

As is shown in diagram 1, Educational Administration is highly centralized. The Ministry of Education is responsible for the administration of education, control of curriculum, the enforcement of educational laws and the preparation of educational bills. The bills are brought for debate and approval before the House of Representatives. The highest authority in educational policy-making is the Council of Ministers. The Educational Service Committee, an independent five-member body directly appointed by the President of the Republic, for a period of five years, is responsible for appointments, secondments, transfers, promotions and discipline of the teaching personnel and the inspectorate.

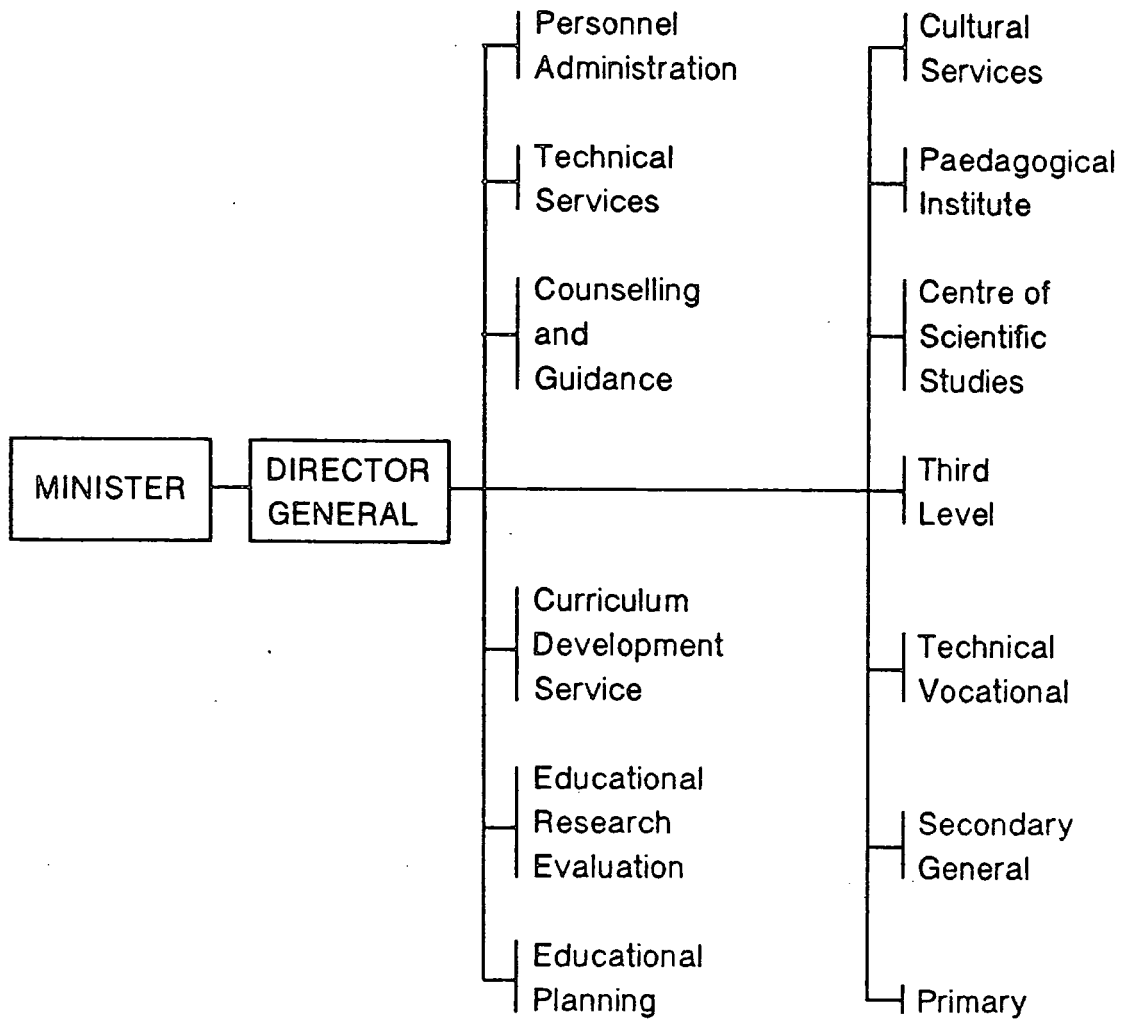
In every town, there is a School Board responsible for the construction, maintenance and equipment of school buildings. School Boards exist also in 17 villages where there are secondary schools. In the other rural areas, these duties are undertaken by the local administrative authorities. The School Boards have no say on purely educational matters. The Chairman and the members are appointed directly by the Council of Ministers for a period of two years.

An advisory body to the Ministry of Education is the Educational Council, which was set up in 1975 by the Council of Ministers,

³ Ibid.

following a proposal by the Minister of Education⁴.

Diagram 3.1
Organisation of the Ministry of Education



⁴ The Cyprus Gazette, No 1206, 18.7.1975.

The Minister of Education is ex officio the chairman of the Council. The following bodies and organisations participate in the Council with one representative each: The Church of Cyprus, the Parliamentary Educational Committee, the Teachers' Unions, the Parents' Associations, the Planning Bureau, the Ministry of Labour, and Social Insurance. In addition to these, seven distinguished citizens serve, on an invitation by the Minister, as members of the Council for a period of two years.

The establishment of the Council aims at providing an opportunity for representative bodies of the population to participate in the planning of educational policy. The function of the Council is to study, discuss and make suggestions on general issues of educational policy, developmental educational plans, and special issues which are referred to it by the Minister. Each member retains the right to raise for discussion any problem related to educational matters.

The Council meets on a regular basis twice a year, but it can hold extra ordinary sessions on the request of the Minister. The Council moreover has the power to set up sub-committees for the study of various issues. The role of the Council, however, is an advisory one, and its decisions are not binding on the Council of Ministers, which is the only body empowered with the authority of drafting and implementing educational policy.

3.3 The structure of the system

As shown in diagram 2, there are four stages in the educational ladder: Pre-primary, primary, secondary, and third level education.

3.3.1 Pre-primary education

Until 1975, pre-primary education mostly depended on private initiative -there were only 9 public kindergartens. Since 1975, considerable progress has been made in the establishment of public kindergartens/nursery schools. These institutions which provide pre-primary education for children in the age group 2.5 - 5.5 fall into the following categories:

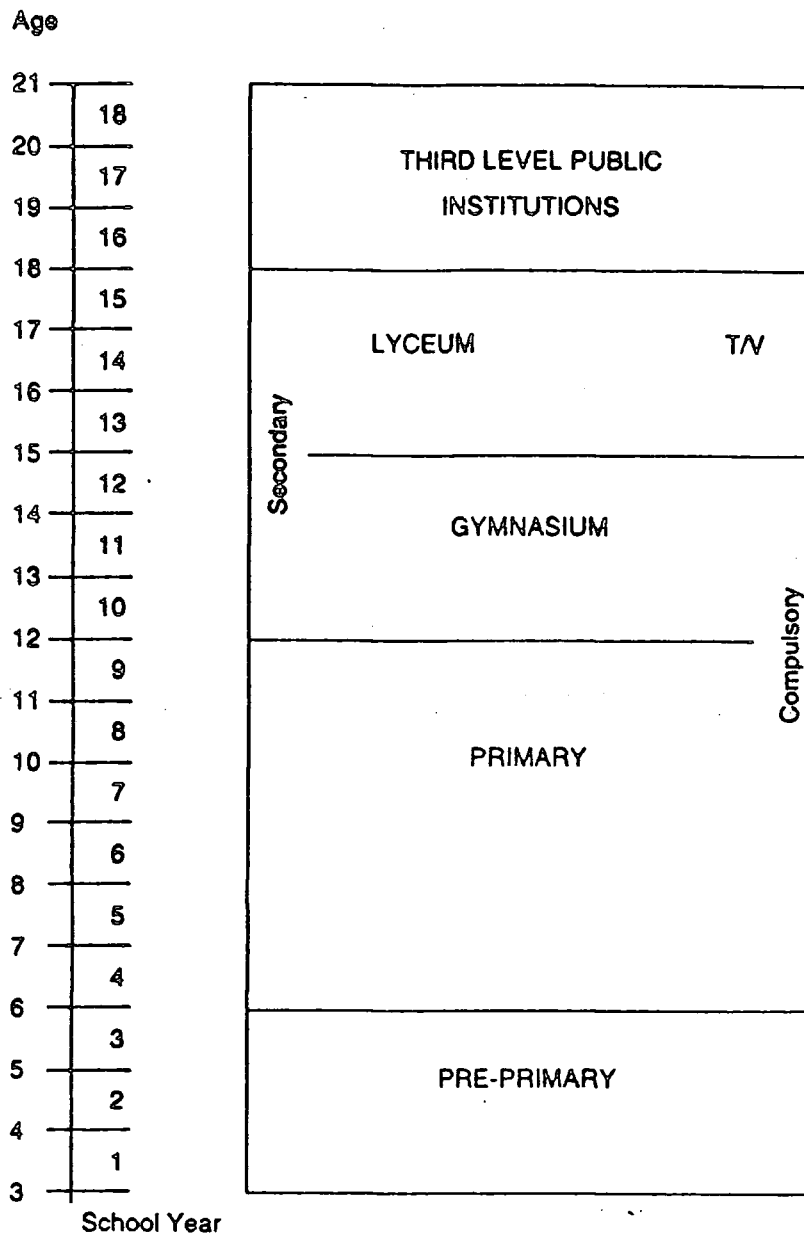
1. Public kindergartens/nursery schools which are supervised and

financed by the Ministry.

2. Community kindergartens/nursery schools which are run on a non-profit basis by the parents' association of each community, and which are subsidized by the Ministry.

3. Private kindergartens/nursery schools which are run on a profit basis by individuals who must be qualified in child care. There are also public day-nurseries which come under the jurisdiction of the Ministry of Labour and Social Insurance.

Diagram 3.2
The Public School System



3.3.2 Primary education

Primary education is both free and compulsory. Since 1962 public primary schools, which are financed by the Government, have been providing a six year compulsory schooling for children who have reached the age of 5 years and 6 months. The subjects taught at the primary schools are shown in table 3.1

Table 3.1
The Timetable of the Primary School

Subject	Grade I	Grade II	Grade III	Grade IV	Grade V	Grade VI
Religious Education	2	2	2	2	2	2
Modern Greek	12	12	14	14	10	10
Mathematics	5	5	6	6	6	6
History	-	-	2	2	2	2
Geography	-	-	2	2	2	2
Science	-	-	2	2	2	2
Civics	3	3	-	-	-	-
English	-	-	-	-	2	2
Art	2	2	2	2	2	2
Music	2	2	2	2	2	2
Physical Education	2	2	2	2	2	2
Home Economics - Technological Subjects	-	-	-	-	2	2
Activities (athletics, choir, dancing)	-	-	-	-	1	1
Total periods per week	28	28	34	34	35	35

Note: Each period is of 35-40 minutes per week.

In 1978, the Council of Ministers on the request of the Ministry of Education decided that primary schools staffed with more than 15 teachers were to be divided into two separate cycles: Cycle A for children aged 6-9, and Cycle B for children aged 9-12. This division was judged necessary for the following reasons: (a) it facilitates administration, b) it promotes teacher-pupil, and teacher-parent communication, and (c) it caters to a fuller extent for the needs and interests of each age group⁵.

There are four private primary schools run by religious groups on a non-profit basis. Two of them are run by Catholics and two by Armenians. There are also private schools which follow a basically English programme and their pupils are mainly foreign or Cypriot immigrants who have returned home. All private schools are liable to supervision and inspection by the Ministry of Education⁶.

At the end of their six-year schooling, pupils receive a leaving certificate which enables them to enrol in one of the secondary schools.

Out of a total of 9,153 primary school leavers in 1989-90, 8,161 proceed to a Public Secondary General and 815 to Private Secondary⁷.

There are no official statistical data concerning the educational advancement of 177 students who did not enrol either at a public or private school.

3.3.3 General secondary education

The transfer procedures between primary and secondary schools are straightforward. The primary school leaving certificate is enough to enable someone to register at a Gymnasium.

The Gymnasium offers a course of general education which since

⁵ Ministry of Education, File No 397/68/A.

⁶ Ministry of Education, List of Registered Primary Private Schools, 1989.

⁷ Ministry of Finance, Statistics of Education in Cyprus (1990), p. 42.

1985-1986 has been compulsory. Free public education was first introduced in 1972-73 for grade 1, and by 1976-77 was extended to all grades of the Gymnasium. Only a registration fee of 4 pounds per student is collected today. According to the Director of Secondary Education of the Ministry, the Gymnasium "serves as an observation period, giving pupils time to form an opinion about themselves and their interests and giving parents and teachers opportunities to appraise further the aptitudes and abilities of the children and advise them accordingly"⁸.

The emphasis is on general subjects and the humanities. Table 3.2 shows the subjects and the number of periods per week, in the three years of the Gymnasium.

All subjects are compulsory and prescribed by the government and there are no options. Assessment in the Gymnasium is mostly continuous and internal. Students are evaluated not arithmetically as in the Lyceum where the scale is from 1 to 20, but by using the letters A, B, C, D, and E which denotes failure. At the end of the year students are examined in two subjects only: Modern Greek, and Mathematics. The former aims at ascertaining the students' level of linguistic ability. Usually learning difficulties are associated with low linguistic competence⁹. The latter tests the students' competence in dealing with abstract reasoning expressed in the form of mathematical symbols. Mathematics is considered the backbone for the understanding of science¹⁰.

It is worth mentioning that the number of failures and drop outs at the Gymnasium is small (see table 3.3¹¹).

General secondary education is extended over six years (12-18), and it is divided in two cycles, the lower of which is called

⁸ Ministry of Education, *Development of Education: 1984-86*, National Report of Cyprus (1986), p. 1, (Appendix I).

⁹ E. Stones, *An Introduction to Educational Psychology*, Chapter 8, Learning in School. See also Ministry of Education, File No 329/68/9.

¹⁰ *Ibid.*

¹¹ Ministry of Finance, *Statistics of Education in Cyprus* (1990), p. 111.

Gymnasium, and the higher Lyceum. In the year 1989-90, the great majority of primary school leavers (98.1%) enrolled in General secondary schools¹².

Table 3.2
The Timetable of the Gymnasium

Subject	Grade I	Grade II	Grade III
Religious Education	2	2	2
Modern Greek	5	5	5
Classical Greek language and Literature	3	4	4
Mathematics	4	4	4
History	3	2	2
Civics	-	-	0.5
Vocational Guidance	-	-	0.5
Geography	1	1	1
Physics	3	4	4
English	4	4	4
French	-	-	2
Physical Education	3	3	3
Art	2	2	1
Music	2	2	1
Home Economics (for girls)	3	3	2
Practical - Technological Subjects (for boys)	3	3	2
Total periods per week	35	36	36

NOTE: Civics, and Vocational Guidance are taught for one semester each.

¹² Ministry of Education, **Statistics of Education**, p. 42.

Physics include Botany and Zoology in Grade I, Chemistry, Physics and Anthropology in Grade II, and Chemistry, Physics and Biology in Grade III.

Each teaching period is of 45 minutes duration.

Table 3.3

Failures, Drop-outs and Promotions by Grade and Sex in 1989-90

	Grade I		Grade II		Grade III	
	Boys	Girls	Boys	Girls	Boys	Girls
Enrolled	4,258	3,854	3,952	3,728	3,040	3,108
Promoted	3,881	3,723	3,678	3,588	2,838	3,025
Failed	297	110	217	116	170	65
Dropped-out	80	21	57	24	32	18

Table 3.4

The Number of Schools from 1959-60 up to 1989-90

Schools year	Number of schools	Number of students	Number of teachers	Student Teacher ratio
1959-60	19	14,649	476	30.8
1969-70	38	22,211	976	22.8
1979-80	57	38,743	2,057	18.8
1989-90	84	38,778	3,165	12.3

Since 1980 a scheme has been introduced, under which the Lyceum offers a programme of optional subjects. Students choose the subjects which suit their future plans. Subjects are divided into the common core subjects, which are compulsory, the specialization, and the supplementary subjects¹³.

Specialization and supplementary subjects are provided so that each student's preferences can be satisfied as far as possible.

¹³ Ministry of Education, **National Report 1986-88**, p. 15.

Although the pupils are free in principle to choose any of the optional subjects, in practice, due to the fact that:

(a) the number of teaching periods of the common core is high, and (b) there is not always sufficient number of students to make up a class, especially in small rural areas, there are five combinations of subjects which include related groups of optional subjects.

Combination 1: The emphasis is on classical subjects.

Combination 2: The emphasis is on physics and mathematics.

Combination 3: The emphasis is on economics.

Combination 4: The emphasis is on subjects which offer skills for office professions.

Combination 5: The emphasis is on foreign languages and modern Greek.

The specialization subjects (optional subjects) are: Classical Greek, Latin/History/Philosophy, Mathematics, Physics, Chemistry, Foreign language (English or German), Economics, Book-keeping, Political Economy, office Training, Typing, Social Studies.

The pupils must choose such a combination from the above optional subjects as to put enough emphasis on a specific area of specialization. The time allowed to the chosen optional subjects, must amount up to 9 periods per week for grade 4, and 11 periods for grades 5, and 6 of combinations 1-3. For those who choose combination 4 (a, and b), the optional subjects amount up to 13 periods per week.

Supplementary subjects (2 periods per week) include: Practical-Technological Subjects (Woodwork, metal-work, Electrical Installation Workshop, Plumbing), Technical Drawing, Typing, Geography/Biology, Music/Art, Computer Studies.

One of the above Supplementary Subjects has to be chosen by all pupils except those who have chosen Combination 4 (a, and b).

There are 27 private secondary schools, which mainly prepare students for the G.C.E, and the LCCI examinations. These are fee-supported schools. Among these schools two are run by Catholics, and one by Armenians¹⁴. The age range of the students in private

¹⁴ Ministry of Education, *List of Registered Secondary Private Schools*, 1989.

schools is the same as that of the state schools. There is, however, in some schools an extra form -the seventh- for the students who want to prepare for the G.C.E A level examinations. All, private schools which accommodate students in the age of compulsory education (5.5 - 14.5) should follow, according to the regulations¹⁵, a curriculum either identical with that of the state schools, or of a similar type and level approved by the Ministry. In the latter case, the curriculum must provide for the teaching of the official language of the Republic for at least six periods per week. Furthermore, the principal and the members of the teaching staff at any private school should hold the same or equivalent qualifications as their counterparts in the public educational sector¹⁶. The Ministry exercises, through the secondary schools inspectors, a control over the private secondary schools concerning the quality of the academic work, the building facilities and the learning conditions. Students of private schools not following the curriculum of state schools, can transfer to state schools provided they pass a qualifying examination in all subjects except Religious Education, Physical Education, Music, Art, Home Economics, and Practical Subjects¹⁷. Graduates of private schools can obtain a certificate equivalent to the Leaving Certificate of the state schools if they pass a special examination set by the Ministry. This examination is held twice a year, in February and June, and is of the same type, content and level as the school leaving Examinations at the state schools.

3.3.4 Technical and vocational education

After the completion of the Gymnasium, a student can enter a Technical school. Technical schools offer technical and vocational subjects, both of three years duration.

The following departments function in the technical section: Mechanical Engineering, Electrical Engineering, Building

¹⁵ The Cyprus Gazette, 857, 26.2.1971.

¹⁶ Ibid.

¹⁷ Ibid.

Department, Graphic Arts and Interior Decoration Department.

Table 3.5

The Timetable of Common Core Subjects at the Lyceum

Subject	Grade IV	Grade V	Grade VI
Religious Education	2	2	2
Modern Greek	4	4	4
Civics	-	-	-
Biology - Anthropology	1	-	-
Music	1	-	-
Art	1	-	-
Physical Education	2	2	2
Classical Greek Language and Literature	3	3	3
History	2	2	2
Mathematics	3	3	3
Physics - Chemistry	2	2	2
English	4	4	4
French	2	2	2
Economics	1	-	-
Computer Studies	1	-	-
Total periods per week	29	24	24

Note: Each teaching period is of 45 minutes duration.

In the vocational section, in which more emphasis is given to practical skills, there are six departments: Mechanical Engineering, Electrical Engineering, Building Department, Hotel and Catering (which is of 2 years' duration), Dress-Making department, Draughtsmanship.

As early as 1960, it was emphasized that technical schools should

provide the necessary manpower for the technical development of the Island. A graduate of a technical school may either be employed in industry or follow further studies in Colleges and Universities abroad¹⁸.

The number of students enrolled in the Lycea, the Technical Schools, and the private Secondary Schools in 1989-90 was as follows: Lycea: 23,479, Technical Schools: 2,998, Private Secondary: 5,836.

3.3.5 Third level education

Most of the Cypriot students in higher education study abroad - Greece, the Continent, the United Kingdom, and the United States of America. Only a small number enrol with local institutions - approximately 10% enrol with the public institutions, and about 5% with the private. The public institutions are:

(a) The Pedagogical Academy, under the Ministry of Education, which provides a 3-year course for primary school teachers and since 1975-76 for kindergarten teachers.

(b) The Higher technical Institute, under the Ministry of Labour and Social Insurance, offers a 3-year course in Mechanical, Electrical, Civil, and Marine Engineering.

(c) The Forestry College, under the Ministry of Agriculture and Natural Resources, offers a 2-year specialized course in forestry. One quarter of the places are reserved for overseas students, under the Commonwealth Scholarship Scheme.

(d) The School of Nursing and Midwifery, under the Ministry of health, offers courses for nurses, assistant nurses and midwifery.

(e) The Psychiatric School of Nursing, under the Ministry of health, offers a 2-year course in Psychiatric Nursing.

(f) The Hotel and Catering Institute, under the Ministry of labour and Social Insurance, offers education and training at the middle and higher level in cookery, waiting, house-keeping and front-office.

(g) The Mediterranean Institute of management, under the Ministry

¹⁸ Ministry of Education, **Counselling and Guidance Service, Directions after Gymnasium** (1988), p. 14.

of Labour and Social Insurance, offers a one-year course in management for university graduates.

In addition, private institutions offer courses in secretarial studies, banking, accountancy, business administration, engineering, hotel and catering, computer programming etc. These courses last from one to three years. Most of the institutions are associated with overseas bodies and higher institutions. The establishment of the University of Cyprus is not expected to affect the operation of these institutions, since they offer courses of studies which are not presently provided by the University.

CHAPTER 4

OBJECTIVES AND OPERATION OF THE GYMNASIUM: KEY ISSUES

In this chapter the objectives of the Gymnasium, the content of instruction and the educational practices employed are broadly outlined and discussed on the basis of available documents and/or empirical data. Reference to comparable issues and practices in other European countries is made wherever it is necessary.

4.1 Content and objectives

The emergence of the Gymnasium as a distinct educational unit providing free (as from 1972-73) and compulsory (as from 1984-85) education for the 12-15 age range came as a solution to pressing and practical necessities in the late 1970s and less as an outcome of deliberate, systematic and in depth analysis and evaluation of the existing system (chapter 2). Therefore, no special reference is made in the official records to distinct objectives to be achieved at this lower stage of secondary education; nor does there exist anywhere specific reference to the underlying philosophy that led to the introduction of this institution.

Both the objectives and the ideology that led to the development of the Gymnasium can be deduced from a reference made by the Director of Secondary Education¹ concerning the function of the newly established educational cycle:

"The Gymnasium serves as an observation period giving pupils time to form an opinion about themselves and their interests and giving parents and teachers opportunities to appraise further the aptitudes and abilities of the children and advise them accordingly".

¹ Ministry of Education, *Development of Education: 1984-1986, National Report of Cyprus* (1986), p. 1.

This quotation points out implicitly the objectives to be pursued at this crucial stage in the child's education, and reveals the ideology to which the educational authorities subscribe. Emphasis is placed on the provision of education through a system that is socially just and at the same time meets the needs of all children taking into account their different capabilities and circumstances.

This conception of the Gymnasium as being an "orientation stage" is in line with the objectives and aims of compulsory secondary education adopted by most European countries.

The trend in Europe is to offer a general course of basic education at the post-primary level to all children for a period of three to four years. The objectives that developed to meet the growing demand in the 1970s for the democratization of education are threefold: First, deficiencies diagnosed during primary education should be catered for effectively in the initial year of secondary schooling; no education can be deemed secondary unless the basic, primary skills have been mastered. The tendency that prevailed until the late sixties to keep students, no matter what their age, in the primary school until these deficiencies were remedied must be given up. It is deemed educationally preferable that backward pupils should pass into lower secondary school and be placed in special remedial classes. Second, for those pupils who will terminate their secondary education at the end of the compulsory stage, some preparation for work must be given, although the main emphasis will be on general rather than vocational education. Lastly, the maximum effort must be deployed at this crucial stage to ensure that as many as possible of those adjudged suitable should be diverted towards courses, both academic and non-academic, which give access to institutions of post-compulsory schooling².

The realization of the above mentioned objectives can be effected through the content of instruction and various forms of structural and organizational devices and educational practices.

² A.D.C. Peterson and W.D. Halls, *The Education of Young People in Europe. Developments, Problems and Trends*, Council of Europe, Strasburg, 1973, pp. 37-44.

An examination of the educational provisions in the European context show that there exist three main curricular patterns at least for the initial one or two years³: (a) a common curriculum for all or almost all children in the relevant age-range (Sweden, Netherlands, Italy, Greece), (b) harmonised curricula for various ability groups that allow, however, lateral transfer from one ability group to another, as is the practice of "setting", or "banding", or "tracking" of students according to ability in some basic subjects such as the mother tongue, Foreign languages, Mathematics, and/or Science (Germany, Austria, Switzerland), (c) a common curriculum for all in the initial stage followed by a system of options and/or setting in the final years (Australia, France, Denmark).

The system adopted in Cyprus provides for a common and compulsory curriculum for all students of each age-range. No options and no setting or any other device of differentiation or grouping of students according to ability is exercised. In the first and second years, 71% of the weekly teaching time is allocated to academic subjects, and 29% to subjects of practical and/or artistic skills. The latter time is further reduced by four periods per week in the third year to allow for the introduction of a second foreign language (French, 2 periods), of the subject of Vocational Guidance and Civics (1 period) and for the increase of the time given to Physics by one period weekly.

Compared to the unified curriculum of the Netherlands⁴, the curriculum of the first and second years of the four-year general secondary school (the "College") in France⁵ and to the curriculum guidelines or the Danish Folkeskole⁶, the subjects offered and the proportion of the time allocated to academic and non-academic subjects in the Gymnasium falls within the European

³ Peterson and Halls, pp. 37-44.

⁴ Peterson and Halls, pp. 47-57.

⁵ Valerie Dundan-Grant, *Comparative Education Review*, Vol. 18, No 1, pp. 25-37.

⁶ Ministry of Education and Research, *The Folkeskole*, Copenhagen, 1992.

context.

In France, the weekly timetable in the first and second years comprises 26 class periods, of which seventeen are allocated to academic subjects and nine to artistic or practical subjects. In addition, a total of three periods per week is allocated to French, Mathematics, and Modern Languages (one period each) for further help to students or enrichment. In the third and fourth years, the common core is enriched with optional subjects: Latin, Greek, a second modern language, enrichment of the first modern language and Technology (see table 4.1a⁷).

The school years run for 35 weeks. The pupils in the third and fourth years have to take at least one of the subjects shown in table 4.1b.

An additional time-table may be offered in those Colleges where the pupils in the fourth year are experiencing severe learning problems.

As in the case of the Gymnasium in Cyprus, the emphasis is on individual subjects, except for the History-Geography lesson which is taught by the same teacher and is taught as a social science that comprises elements of History, Geography, Economics, and Civics. This arrangement is not judged satisfactory by French teachers and students who find this confusing and inadequate. The syllabus is too ambitious to be covered in three periods with due attendance to all subjects involved, especially History.

In the Netherlands, the teaching time in the initial year does not exceed a total of 32 periods per week (see table 4.2); of this, 21% is devoted to artistic and other skills and about 13% to individual study. This year is considered and is in fact termed "the bridge year" between primary and secondary education.

⁷ Reprinted from: Valerie Dundan-Grant, "The Education of the Adolescent: Recent Development in Secondary Education in France", *Comparative Education Review*, Volume 18, No 1, 1982, pp. 25-37.

Table 4.1a

The Timetable of the Lower Secondary Education in France (the "College")

Subject	Years 1 and 2	Years 3 and 4
French	5+1 hours further help for enrichment	5
Mathematics	3+1 hours further help for enrichment	4
Modern Languages	3+1 hours further help for enrichment	3
History - Geography	3	3
Experimental Sciences	3	3
Artistic Education	2	2
Technical and Handicraft Education	2	1 1/2
TOTAL	21 + up to 3 hours further help or enrichment	21 1/2
Physical Education	3	3
Optional Sport	2	

Table 4.1b

Latin	3 hours	Greek	3 hours
Second Language	3 hours	First Language Enrichment	2 hours
Technology	3 hours		

Table 4.2

The First Year Timetable of the Lower Secondary Education in the Netherlands

Subject	Number of periods per week (50 minutes each)
Dutch	4
French	4
English	3
History	2
Geography	2
Mathematics	4
Biology	2
Music	1
Drawing and manual skills	3
Physical education	3
Private study	2-4
Total	30-32 periods

In Germany, where compulsory lower education is provided by five or six year comprehensive schools that cater for the 10-16 age-range, the emphasis is on broad common core, that provides a balanced general education. In the first and second years, all the subjects taught are compulsory for all children. However, in the third and fourth years, four periods per week are allocated to optional subjects, such as Art, Science, Polytechnical Studies and a second foreign language. In the fifth and sixth years, options usually occupy six to seven periods per week, and the range of subjects offered is wider and aims at offering some specialization in languages, arts, science or polytechnical

studies⁸.

In Denmark, the Folkeskole, the state school that caters for the seven-sixteen age-range, offers a course of comprehensive compulsory education at the primary and the lower secondary level. The Danish school system is decentralised and decisions on the content of learning are delegated to local authorities and the individual schools. The Ministry of Education prepares curriculum guidelines which are not mandatory. The schools are permitted to work out their own curricula as long as they fulfil the aims and targets set by the Danish Parliament and the Minister of Education. Most schools, however, adopt the curriculum prepared by the Ministry⁹. During the lower secondary cycle (grades 7-9), the curriculum comprises Danish, Mathematics, Christian Studies, History, Physics/Chemistry, English, Geography/Biology, Music, Creative Art, Physical Education and Sport, Home Economics, and Woodwork. In the second and third years (grades 8 and 9), there is provision for optional subjects that includes a second or third foreign language, Latin, Science, and Vocational Subjects. Foreign Languages and Science in the second and third years are offered at two levels: basic and advanced. The level of attendance is optional and the decision at which level to attend lies with the students and the pupils' teacher. The time-table includes 22-27 lessons per week in the first year and 28-34 in the second and third years. One period per week is allocated to class discussion. This period is essential, for in Danish schools the content and method of learning are agreed upon by the teacher and pupils. Therefore, there should be time for free discussions and deliberation concerning these issues.

In the Danish Folkeskole, education in the lower secondary cycle is of three years duration; there is provision, however, for a fourth year (10th grade) if parents feel that it is in their

⁸ Annegret Korner, "Comprehensive Schooling: Evaluation-West Germany", *Comparative Education Review*, Vol. 17, No 1 (1981), pp. 15-22.

⁹ Ministry of Education and Research, *The Folkeskole*, Copenhagen (1992).

children's interest to stay for one additional year at school. Although the emphasis is still on general education, there is, however, more scope for optional subjects and some kind of specialization.

In all the above mentioned curricula there is provision for (a) class discussions, one weekly period in the Danish school; (b) private study for two to four periods in the curriculum of the Netherlands, (c) further help to students or enrichment for one period per week in France. In addition, there is provision for a choice of subjects in the final part of schooling from a list that includes both academic and practical subjects, such as a second or third modern language, Greek, Latin, and artistic or practical subjects like Sports, Art, Music, Technology, Home Economics, and so on (France, Germany, Denmark).

In the curriculum of the Gymnasium, the emphasis is on general education with a strong bias towards the humanities that highlight the culture and literature of ancient Greece. The emphasis on "Greekness" reflects the value attached to education as the only means of safeguarding the Greek national identity of the Island (see chapter 2) There is no scope for options or time for class discussions or private study. For three years, all the children are obliged to attend the prescribed curriculum.

No serious reform in the content of the curriculum of secondary education has been effected since Cyprus became independent in 1960. The curriculum until the end of the 1970s did not include subjects of vocational or technical character (Design / Technology / Practical Knowledge) as those were offered in the third year of the 6-year Technical/Vocational schools that co-existed with the 6-year general secondary Gymnasia.

With the separation of the general secondary education into two independent cycles as from 1980-81 and the abolition of the lower general education cycle of the Technical/Vocational schools in 1980-81, the necessity to include vocational/technical subjects in the curriculum of the Gymnasium became imperative. This caused some difficulties due to the fact that there were no workshops in the Gymnasia and there was lack of trained teachers. According

to official statistics¹⁰ in the year 1980-81 from a total of 2,121 teachers serving at the Public Greek Secondary Schools (Gymnasia and Lycea), only 57 teachers were appointed to teach the subject of Practical Knowledge, and these were teachers from the primary education, who went through intensive in-service training. Seventy eight female teachers, graduates of three-year tertiary education schools, taught Domestic-Science or Home Economics to girls. This subject has always been included in the curriculum of the Gymnasia and was restricted to girls only. Ten years later, the number of teachers for the vocational/technical subjects in the secondary general education rose to 109 out of a total of 2,767. The teacher force for these subjects includes now specialists, graduates of universities and polytechnics and a quarter of them teach Electronics and Computer Science. The number of teachers for the Domestic Science subjects rose to 103¹¹. As from 1990, the subject of Practical Knowledge is termed Design and Technology and it is open to girls as well. At the same time, the subject of Home Economics is open to boys. Except for the technical/vocational subject, practical work is done in the science courses, especially in Physics/Chemistry, and well-equipped science laboratories are a sine-qua-non for every Gymnasium. In 1990/91, a total of 276 Science laboratories functioned in the Gymnasia and Lycea and a total of 3,356 weekly periods were spent in them¹².

4.2 Instruction and assessment of pupils' achievement

The curriculum is offered in mixed ability classes which can best serve the aim of providing children of the same age-range with equal opportunities for learning and development. Besides the theoretical arguments in favour of this practice, there is considerable research evidence especially from Swedish

¹⁰ Ministry of Finance, *Statistics of Education in Cyprus 1980-81*, Nicosia (1982), p. 64.

¹¹ Ministry of Finance, *Statistics of Education in Cyprus 1990-91*, Nicosia (1992), p. 126.

¹² *Ibid.*, p. 126.

researchers that stress the positive benefits of heterogeneous teaching for both the advantaged and the less bright children¹³. The Swedes have adopted a unitary system of lower secondary education that defers differentiation of students as late as the age of sixteen. For the Swedish people, the school is the microcosm of society and therefore in it all social categories should mix freely and the best way to achieve this aim is to provide teaching in heterogeneous or mixed ability classes. Except for the social and educational arguments in favour of heterogeneity, the Swedes adopted mixed-ability teaching for practical and economic reasons:

*"Sweden is comparatively lightly populated, and a school which is unified in as many respects as possible enables a more rational distribution of educational resources"*¹⁴.

The same theoretical and practical considerations seem to account for the adoption of mixed-ability teaching in the schools of Cyprus. An examination of official statistics shows that the student population was relatively small before Independence (see Chapter 2), and in the first two decades after it¹⁵.

Since Independence and following the abolition of entrance examinations for the Gymnasium, and the introduction of free education for the lower cycle in 1972-73, the number of students, teachers and schools almost doubled. It is worth mentioning here, that differentiation of pupils according to ability has never been practised in the public schools of Cyprus. As it was pointed out in chapter 2, primary education until 1960 was under the direct control of the British Administration, Cyprus being until then a British colony. Secondary education, however, was the responsibility of independent local educational administrations which had strong links with the Church. The concept and practices of Secondary Education were patterned after the Greek model for national and educational reasons (see Chapter 2). Since the Greek secondary schools did not use streaming or setting of students,

¹³ Peterson and Halls, p. 39.

¹⁴ Ibid.

¹⁵ Statistics 1980-1981, p. 61.

it was only natural for the practice of non-streaming to prevail in the Cypriot schools. It is also interesting to stress here, that Cyprus society has never been structured or stratified in the pattern of Western societies. For centuries, Cyprus was under foreign occupation (see chapter 2) and therefore the ruling class were foreign elements. The indigenous people were kept in the state of underdevelopment, the majority of them being farmers and unskilled workers. The "socially elite", were the few educated people (usually graduates from the Gymnasia during the last part of the Ottoman rule, and during British Administration) who held semi-senior posts with the government. Therefore, there has never been a pressure from "upper-socio-economic classes" on providing differentiated education to their children.

Furthermore, in Cyprus, as in the case of Sweden, the number of students entering secondary education was too small to justify any further differentiation. Moreover, the student population entering the Gymnasium (the six-year general education school) were considered to be of higher educational ability, since entrance was regulated by rigorous and very demanding examinations, and only a small proportion of those applying were admitted. Selection of students at the time was practised on merit and did not reflect socio-economic biases. In addition it served some practical needs as well: the educational resources at the time were limited, teachers were not available, school buildings were expensive to run and the revenues -mainly the fees paid by parents- were not sufficient. Consequently mixed-ability teaching was judged as a very useful device, and not only streaming or setting could not be practised, but the number of students per class had to be as high as possible. The average number of students was around fifty in the years before Independence. Moreover, there has never been any scepticism concerning the effectiveness of heterogeneous teaching, since the results of students have always been adjudged by all those concerned as satisfactory.

The introduction of free education, however, and the abolition of entrance examinations resulted in a new kind of secondary school population. The average size of classes was reduced

considerably. Until the late 1970s, the maximum number of students per class could not exceed forty. Since then, the maximum number has been reduced to 35. Despite the fact that classes are now relatively small, the divergence in educational ability is wide as a consequence of the abolition of entrance examinations. This is especially marked in the low secondary level and especially in the first year, and can be put down to the fact that each school receives students from a number of primary schools, therefore the amount of curricular knowledge they bring with them is not uniform. Furthermore, the conditions and circumstances of teaching and learning at each school are unique, therefore they are bound to turn out students who differ to a considerable degree in skills and educability level.

Especially "underprivileged" when compared to their counterparts from urban and big rural areas, are the students who come from very small rural areas where one or two teacher school units operate.

In the reports of the headmasters that are submitted to the Ministry of Education at the end of each school year, there is extensive reference to this problem. Many headmasters report that big percentages of students in the first year (up to 30%) are not "ready" to do schoolwork at the secondary level. In a rural school in Limassol district (Agros, 1982-83), a percentage between 20%-30% of the students attending the Gymnasium were judged by their teachers on the basis of continuous evaluation of their schoolwork for the period of the first term as lacking seriously in the basic skills of reading, writing, comprehension and numeracy. The extent of the problem is shown in table 4.3. The question that arises by studying the results shown in table 4.3 is whether the school with its instruction has offered any substantial help to those of its students who need it most.

In the second and third years, the percentages of students adjudged as deficient in basic skills are still high -even higher than those in the first year. This situation seems to contradict the very essence of the concept of democratization of education. If Education is to cater for all according to needs, interests and aptitudes then deficiencies as those mentioned above should

be dealt with effectively at the initial stage, if all students will have an equal chance to complete successfully the course they are obliged to follow.

Table 4.3

Percentage of Students with Serious Deficiencies in Basic Subjects in a Rural School

Class	No of Students	Modern Greek		Classical Greek		Maths		History		Physics		English	
		f	%	f	%	f	%	f	%	f	%	f	%
A1	36	8	22.2	8	22.7	6	16.7			6	16.7	10	27.8
A2	36	6	16.7	6	16.7	6	16.7	6	16.7	6	16.7	8	22.2
A3	33	9	27.3	9	27.3	10	30.3	3	9.1	8	24.2	5	15.2
Total	105	23	21.9	23	21.9	22	20.9	9	8.6	20	19	23	21.9
B1	32	7	21.9	7	21.9	9	28.1	4	12.5			3	9.4
B2	32	7	21.9	7	21.9	5	15.6	5	15.6	2	6.25	4	12.5
B3	31	10	32.2	10	32.2	9	29	8	25.8	10	32.2	5	16.1
B4	30	9	30	9	30	8	26.7	7	23.3	9	30	8	26.7
Total	125	33	26.4	33	26.4	31	24.8	24	19.2	21	16.8	20	16
C1	31	10	32.2	10	32.2	9	29	10	32.2	7	22.6		
C2	29	8	27.6	8	27.6	7	24.1	8	27.6	3	10.3		
C3	28	5	17.8	5	17.8	8	28.6			4	14.3	3	10.7
C4	25	7	28	7	28	6	24			6	24	4	16
Total	113	30	26.5	30	26.5	30	26.5	18	15.9	20	17.7	7	6.2

Similar results as the ones mentioned above, were reported by schools all over the island. In a big urban school in Limassol (B' Gymnasium, 1983-84), the extent of "failures" at the end of the first term show the same trend: of the students enrolled in the first year, 26% failed in one or more subjects, in the second and third years the percentage of failures rose to 34% and 29%

respectively. The subjects in which the greater failures are observed are in order: Mathematics, Modern Greek, Science, History.

The dissatisfaction among teachers and parents concerning pupils' results was a big issue in the mid eighties. Angry voices were raised in the local press against schools and the education provided. Most of the blame was put by parents through their Central Pancyprian Association on inadequate teaching and inefficient teachers. The teachers on their part, in private and through their professional association claimed that the blame is to be put on the pupils and their parents. The former were adjudged by teachers as paying less time and attention to their schoolwork, and the latter for interfering too much with the work of the school usually demanding less work for their children but the maximum possible grades.

In 1981, a study was carried out in an urban school in Limassol (B' Gymnasium) that examined the time students spent on their schoolwork at home. According to a Ministerial Circular (116/69/75), students in the Gymnasium should devote about 2-2.5 hours per day to complete their homework.

The investigators were interested in finding out how much time the students of their school spent on their homework and whether the time spent on homework correlated with school performance. The method employed consisted in asking students to report each day on a card the time (in minutes) they spent for studying each lesson for a period of four weeks. The results revealed the following:

- (a) the mean time spent on home study was 84 minutes.
- (b) girls at every grade studied more than boys,
- (c) the students in the second class studied less (\bar{x} : 74 minutes) than their counterparts of the first (\bar{x} : 82 minutes), and third year (\bar{x} : 88 minutes),
- (d) students spent less time on subjects that are sequential like Greek, Mathematics, foreign languages, than on subjects less structured like History, Religious Studies etc.

In order to study the correlation between school performance and time spent on home study, the researchers compared the mean time

spent on study with the students' grades in a sequential (mathematics) subject and a non-sequential subject (Religious Studies). The results showed that there were no significant differences between the mean time for home study and academic achievements in either subject. In the case of the non-sequential subject, they found out that there was a significant mean difference in the amount of study between girls and boys and between ages, with girls and the younger students spending more time on studying at home.

The researchers concluded that what was more important for good academic achievement, was not the amount of time spent on study but the quality and effectiveness of study skills possessed by students and suggested that the school should devote time and effort in "teaching students how to study". As far as the time spent for study, the researchers remarked that their students were found to spend much less time per day for study at home (84 min.) as compared to the "educationally prescribed" time suggested by the Ministry (120-150 min.). This was accounted for by the fact that in the late 70s, at the time when the circular was drafted, very few students attended private lessons in their free time, whereas in the 80s, the situation was dramatically different. Most of the students attended private lessons conducted by teachers in their homes or at various institutes, public and private.

The need to attend private lessons in the basic subjects such as Mathematics, Foreign languages, and Science (Physics, Chemistry), arose because of the fact that education in Cyprus offers a general common course which aims primarily at providing opportunities for the all-round development of the students and does not prepare them for specific academic or vocational careers (see Chapter 3). Due to the fact that there is no university in Cyprus (the Cyprus University started its operation in September 1992), and the students have to study abroad and meet various entrance requirements (G.C.E for England, S.A.T, T.O.E.F.L etc for the U.S.A, etc.) the students have to seek help for these from outside school. The trend to attend private lessons has become very popular even among students who do not really plan

to pursue further education.

The trend for private lessons, initially confined among the students of the Lyceum, spread among the students of the Gymnasium and nowadays is very popular, even among primary school students. It is very common for a second and third year primary school student to attend foreign languages, especially English, on a regular basis in a private institute or with private tutors. At the end of the 1980s, there were about 260 officially registered private institutes and about 6,000 students attended lessons at the State Institutes for Further Study¹⁶.

Private lessons in demand at present are, except for basic subjects mentioned above, subjects in the affective and the sensorimotor domains, such as Music, Art, Dancing, Sports.

The rapid spread of private lessons indicates in a way that the course offered by state schools of every level, does not fully cater for students' special needs, inclinations and interests.

The development of the Lyceum for Optional Subjects, was an attempt on the part of the Ministry to encounter the need for differentiated curricula to meet individualised educational demands at the latter part of secondary schooling.

At the level of the Gymnasium, however, the course remains uniform and compulsory for all and is given in mixed-ability classes. This is an effort to ensure equality of educational provision to all children. However, there has always been a growing concern among educators whether uniformity in educational provision can ensure the realisation of the main objectives of the philosophy of equal educational opportunities. As Peterson and Halls observe¹⁷, arguments such as "Must the education of the gifted be sacrificed in some way to the lowest common denominator of performance achievable by all? Should the freedom of the individual to maximise his talents be sacrificed to the legitimate claim of an equal chance for all, regardless of ability?" recur over and over again in educational literature. It seems that "liberty and equality" are partly opposing

¹⁶ Phileleftheros, 12.9.1993.

¹⁷ Peterson and Halls, pp. 37-44.

concepts. As it is mentioned at the beginning of this chapter, the educational content and practices followed in Europe at the lower stage of secondary education, present some variations concerning this key issue. In Sweden and other countries like Cyprus, no-differentiation takes place during the period of compulsory schooling, in some others (Germany, France) there exists some differentiation in curricula, especially at the latter part of compulsory education.

The results mentioned so far in this chapter do indicate that the uniform curriculum, and the teaching practices followed by the Gymnasium in Cyprus do not seem to cater effectively for individual needs or interests. On the one hand, the less able students do not seem to benefit by remaining in the school since the rate of failures seem high; on the other hand, the more able students are obliged to seek help from outside sources to satisfy the need for further education and development.

Similar results seem to be obtained in countries where unified compulsory curricula are offered at the lower stage of secondary schooling. In evaluating the German comprehensive school, Annegret Korner observes¹⁸ that although "the rat-race of the selective system has been considerably reduced and comprehensive schools seem to be happier and more humane places for learning", yet there is a feeling among students and the public that graduates of these institutions are less well-educated than their counterparts in schools where selection practices are used. There is a general uncertainty and disagreement about curriculum content, teaching methods and forms of assessment. The more able complain that the "basics" have been neglected, and the less bright tend to develop into "disruptive elements" with aversion to school, disciplinary problems and low motivation for academic achievement.

Similar apprehension concerning the effectiveness of the unified systems of education to cater for individual differences is expressed by many educators in many European countries. In a

¹⁸ Annegret Korner, "Comprehensive Schooling: An Evaluation - West Germany", *Comparative Education Review*, Vol. 17, No 1 (1981), pp. 15-22.

recent workshop on "Research into Pupil Assessment and the Role of Final Examinations in Secondary Education" which was organised in Finland by the Council of Europe, many participants expressed the need for more differentiated approach to the education of the young. The representative of Denmark reported that the New Act for the Folkeskole (the unified nine-year primary and lower secondary schooling) provides for a new approach to teaching which will allow the adjustment of the content of the curriculum to the individual needs of pupils without jeopardising academic standards or quality in depth¹⁹.

The participant from Slovenia was even more explicit on the issue of differentiation of educational provision:

*"There is a need to ensure equality of educational provision to all children, through choice in curricula, textbooks and materials. It can no longer be assumed that equality is provided when all children use the same books or follow the same course"*²⁰.

4.3 Evaluation of student attainment

The evaluation or the assessment of the students' attainment in the subjects of the curriculum is an important part of the learning process for it provides useful information for all interested parties: students and their parents, teachers and schools and educational administrators. Pupil evaluation aims primarily at providing information concerning the students' progress towards his attainment of the set educational objectives. In the case of unsatisfactory results then suitable remedial measures may be taken by the students concerned, their parents and their schools. Therefore it is imperative that

¹⁹ Rubi Gertsen, *The Folkeskole - The Danish Municipal Primary and Lower Secondary Education*. Paper delivered to the Educational Research Workshop on "Research into Pupil Assessment and the Role of Final Examinations in Secondary Education", sponsored by the Council for Cultural Co-operation of the Council of Europe, Jyvaskyla (Finland), June 15-18, 1993.

²⁰ Sergij Gabrscek, *Matura - The New National Examination in Slovenia*. Paper delivered to the workshop of Jyvaskyla (Finland), June 15-18, 1993.

student results should be discussed and accounted for *"irrespective of whether this inheres in unsuitable instructional methods or materials, inadequate student morale or motivation or in insufficient readiness and aptitude"*²¹.

The evaluation in the form of oral or written examinations is in itself a significant learning experience. When confronted with an examination, the student is obliged to review, consolidate, clarify and integrate subject matter before the exam. The exam results serve as a feedback on the effectiveness of the student's study habits and knowledge of the subject matter. The impact of the evaluation results on the student's motivation towards learning is very important. Relevant research indicates that *"within limits, desire for academic success, fear of failure and avoidance of guilt and anxiety, are legitimate motives in an academic setting"*²².

Therefore frequent and systematic evaluation facilitates classroom learning. It is a common sense observation that students do not study regularly, systematically and conscientiously in the absence of periodic examinations. An important outcome of periodic and systematic evaluation should be the enhancement of the student's capacity to appraise his ability and achievement realistically and validly²³. On the part of the parents, knowledge of their children's performance will lead to a better understanding of the child's aptitudes and abilities, interests and motivations. As a result, the parents themselves could develop a more realistic outlook of their children's academic or vocational aspirations. On the part of the teachers and administrators the evaluation results should lead to the appraisal of the existing educational objectives, teaching methods, instructional materials and other curricular issues, such as content and organization and sequencing of courses, and

²¹ David Ausubel and F. Robinson, *School Learning: An Introduction to Educational Psychology*, New York: Holt, Rinehart and Winston Inc., 1969, p. 574.

²² Ausubel and Robinson, p. 575.

²³ *Ibid.*

provide useful information for counsellors concerning the current ability levels of the pupils and the current state of their subject-matter knowledge. Without this information student guidance and counselling will be ineffective.

In view of the significance for both school learning and student advancement the Ministry of Education has developed standard rules for examinations and student assessment, which aim at ensuring uniformity and objectivity throughout the island. These are included in both the School Regulations and the supplement to it called "Internal Regulations for the Examinations in the Public Secondary Schools of Cyprus". The philosophy underlying these regulations is exemplified in the introduction, where one reads: "the evaluation of pupil's achievement aims at checking on a continuous basis the progress of the student towards the attainment of the set objectives.

Furthermore, it ensures that the necessary conditions for learning exist and that the school provides opportunities *"for the development of critical and creative ability in students, and for the assimilation of knowledge"*²⁴.

In practice the above mentioned aim is pursued through continuous assessment of the pupils' schoolwork based on his participation in the daily lessons, his prompt completion of the set homework, his willingness to learn, his interest and the effort he puts in the process of learning and the grades he gets in tests that are prepared and marked by his class teachers.

The School Regulations provide for at least one test per term in every subject. The test is based on limited subject-matter; usually this corresponds to the subject-matter covered in one daily lesson. The duration of the test must not exceed forty-five minutes, which is the duration of one teaching period and can be administered without warning. Although in principle each teacher can give a test any time he deems it necessary, in practice his freedom is limited by the fact that the students cannot sit for more than one or two tests per day. This provision was made in order to reduce frequent testing and eliminate

²⁴ *The Cyprus Gazette*, 21.6.1985.

student exam anxiety. Once marked, the papers are sent to the parents who have to sign and return them to school through their children. This was deemed necessary as parents repeatedly complained that they were not informed well in advance of their children's progress at school in order to get remedial measures in case where their children's performance was unsatisfactory. At the end of each term (three terms per year) the students are given a school report featuring the grades they receive in each subject. The grading system is on the scale 1-20. However, in the Gymnasium the grades are reported in letters from E to A as follows: E: 1-9, D: 10-12, C: 13-15, B:16-18, and A: 19-20. The letter E stands for failure and the letter A for excellent performance. Grades are given to all subjects including Art, Music, Home Economics/Practical Knowledge and Physical Education. At the end of the school year the students are required to sit for final examinations in Modern Greek and Mathematics and in subjects in which they do not secure passing grades in the term reports. As from 1991 the students are required to sit for final examinations in two additional subjects: Physics and History. At the end of the school year, in June, the students receive a final school report which features the grades -in letter form- the students have received in the three terms and the grades, in numeric form, they have earned in the final examinations. In the third year the students receive the School Leaving Certificate which features as in the previous years the grades they have received during the final year in letter form and the grades (in numeric form) they have received in the final exams. This certificate allows students to enrol in the Lyceum in every option they wish or the Technical/Vocational Schools. There are no restrictions in the pupil's entrance to higher secondary education. The grades a student receives in his certificate do no affect his future career; they just serve as guidance for the student and his parents. The final exams as in the case of the term tests are prepared and marked by the teachers at each school. In the case of the final exam the subject-matter to be examined corresponds to the two-thirds of the material taught during the year. The duration

of the test is about two hours and the test items are set by a team of teachers, usually two or three teachers for each subject. The papers are marked by the class teachers. There are no additional exams for the students during secondary schooling either at the Gymnasium or the Lyceum level.

The promotion regulations that govern the movement of students from one class to the next are detailed and mandatory. This aims at ensuring uniformity in the promotion practice all over the Island. The regulations allow for the maximum possible mobility from one year to the next. The final decision for promotions is left to the discretion of the school staff who can, within the framework of the existing regulations, promote a student even if he does not secure a passing grade if there is enough evidence that his poor performance is due to adverse health, personal or family circumstances. Usually such evidence is provided by the school counsellor or psychologist and/or a physician.

If a student fails in one or more subjects in June he has the right to re-sit for these exams -written and oral- in September. If he fails again then he is promoted under probation to the next class provided that he does not fail in both Mathematics and Modern Greek or in more than two subjects. Usually teachers are very linear and offer all possible help, so that students are not obliged to repeat a class.

Similar practices concerning pupil assessment and promotion are observed in many European countries. In Finland, for example, in the lower secondary school all subjects are assessed and the students are given report cards twice a year, at the end of the Autumn and Spring terms. The grades of the students depend, as in the case of Cyprus, on information gained through summative tests and continuous assessment of the students' schoolwork (e.g. presentations, project work, assignments). The grading system is based on a 4-10 scale, where grades 5-6 are considered to be the lower passing grades, grades 7-8 are judged satisfactory and 9-10 stand for excellent performance.

In Finland promotion regulations seem stricter than in Cyprus. A student is promoted to the next class if he receives a passing grade in all subjects. If he fails in one subject he has the

right to sit for a make-up exam during summer vacations, and is promoted if he passes the test. If a student fails in two or more subjects then the student is obliged to repeat the class.

Repetition of a class can take place also on the request of a pupil's guardian. Recent statistics on Finnish education show that the tendency is to facilitate promotions. Class repetition is less frequent at present than it was in the 1960s or 1970s. At the end of the lower secondary cycle the students receive a Leaving Certificate which shows all the subjects the student has studied during this lower cycle and the marks he has received. The cumulative average of all the marks in the theoretical / academic subjects serves as a criterion for entry at the higher secondary education. The selection is carried out by a selection Board.

In Sweden²⁵ the marking system is based on a five point scale where 5 is the highest mark and 1 the lowest. The distribution of marks in each subject follows the normal distribution with very few pupils getting 5 or 1. The students receive reports on their results twice a year. In order to make assessment comparable between different teachers and different schools, standardized achievement tests are developed and administered all over Sweden at the same time. The tests are used for assessing the achievements of the total pupil population taking the same course. The chief purpose of these examinations is to enable the teacher to compare the performance of his own class with that of the total population and adjust his marking scale according to the outcome of the testing. These tests are not compulsory for the lower secondary level but about 95 per cent of the teachers use them.

In France there exist three forms of assessment: Examinations, Internal and External or National Assessment. There are two Examinations at present: The "Brevet des Colleges" which marks the end of lower secondary education but is not compulsory, and a pass in it is not a prerequisite for entering upper secondary

²⁵ Ingerman Wedman, **Pupil Assessment with a Focus on Assessment at Secondary Education**. Paper delivered to the workshop of Jyvaskyla (Finland), June 15-18, 1993.

education, and the "Baccalaureate" which marks the end of upper secondary education and opens the door to higher education. Although the "Brevet" bears little significance on the student's educational advancement, yet an increasing number of students take it for it is regarded as a "trial run" for sitting an examination.

Internal Assessment is carried out by teachers on a continuous basis and fulfils a twofold function: it regulates teaching and learning and provides useful feedback to both administrative authorities and the pupils' parent. Although this kind of assessment is intended to eradicate the stress of the end-of-term-examinations it seems, according to French researches,²⁶ to have considerably increased it: pupils are constantly faced with periodical assessments, the subjects taught are less regarded for their intrinsic value than for the assessment they involve and their significance in the final examinations.

External Assessment or National Assessment is carried out each year at three "sensitive" levels of the educational system: a) At the transition from the fundamental learning cycle (cycle 1) to the next learning cycle (cycle 2) in primary schools at about the age of 8+, b) At the end of primary schooling at about the age of 11 and, c) At the end of the lower secondary education at about the age of 16. The primary purpose of this kind of assessment is to provide teachers with criteria for assessing their own pupils and teaching in relation to a "National Standard" and to provide decision-makers and the public, particularly pupils' parents, with indicators concerning the quality and effectiveness of teaching.

In Denmark the promotion from one class to the next is automatic. However schools are obliged by law to impart to parents information on the pupil's personal and social development and academic achievements at regular intervals. In the first year of lower secondary education this information is given orally and

²⁶ Jacques Colomb, **Pupil Assessment and Examination in Secondary Education**. Paper delivered to the workshop of Jyvaskyla (Finland), June 15-18, 1993.

in the second and third years the students are given a written report on their progress at school at least twice a year. At the end of the lower secondary cycle pupils can sit for National Examinations: The Leaving Examination and the Advanced Leaving Examination. These examinations are constructed and marked centrally, in order to ensure uniformity and objectivity. The examinations are not compulsory but in order for a student to be admitted to the "Gymnasium" that provides upper secondary education the student must take the Leaving Examination with satisfactory results²⁷.

In Slovenia, all assessment is school and teacher based. Pupils are assessed at very short intervals and on limited subject portions. The exams are constructed and marked by class teachers and the progress of a student is compared against the distribution of the achievement marks of his classmates. Therefore no reliable or valid comparisons can be made concerning students' achievements between the pupils of the same age-group within a school or between schools. Therefore as Sergij Gabrscek²⁸ of the National Examinations Centre in Slovenia states there is a need for reliable nation-wide information about pupils achievement at some key stages, for instance at the end of the compulsory educational cycle and at the end of secondary schooling. This information can be used to improve teaching and learning in the classroom.

In Cyprus assessment of student attainment is confined within the school boundaries in the sense that each school can set "its norms" according to the educational philosophy to which school teachers subscribe to and/or the achievements of its particular student population. There is no external or national assessment against which teaching and learning at each school or the achievement of individual students can be compared to and evaluated.

The absence of "national" standards and uniform, objective

²⁷ Ministry of Education and Research, **The Folkeskole**, Copenhagen, 1992.

²⁸ Sergij Gabrscek, Jyvaskyla.

measures of student performance in the various subjects generates a lot of friction between parents and teachers and pupils and teachers and deprives administrators and decision-makers of useful information concerning the quality and effectiveness of educational provisions.

There are a lot of complaints made by parents to the Ministry of Education or published in local newspapers about teacher subjectivity in pupil assessment. The main objection of parents to the existing practice is that it allows teachers to "do as they wish". They evaluate students' performance on the basis of personal and subjective views and most of the time they are "biased" against children who "challenge teacher authority".

There are often angry voices against teachers who use "marks" to "reward" or "punish" pupils for good or bad behaviour during lessons. There are also reports that teachers whose subjects are not considered "significant" for the students' academic/professional advancement, e.g. Religious Studies, tend to give "low" marks in an effort to keep discipline in class and sustain students' attention, and that teachers of practical or non-academic subjects such as Physical Education, Music, Art, Home Economic/Practical knowledge tend to give "high" grades (As and Bs) in order to keep students happy and ensure their co-operation in class and extra-curricular activities, e.g. school performances, school choir, sports teams etc.

Teachers on their part complain that parents exercise pressure on them in order to secure high grades for their children and they never accept teachers' evaluations if they fall short of their expectations.

Although there are no "national" statistics against which such argument can be evaluated, yet there is some evidence on the subject from small-scale surveys that were carried out by various schools.

The researchers of these surveys state that their purpose is to analyze students' results in order to provide useful information for the appraisal of existing practices at their schools. In particular they are interested in whether there exist:

a) marked variations in the grades given by teachers of the same

specialization teaching in parallel classes,

b) considerable variations in the assessment of students' performance between teachers of academic and non-academic subjects,

c) marked variations between the grades students receive in their term reports and their exam performance in term tests and final examinations, and

d) variations between the normal distribution of marks and the distribution of marks given at the individual school.

On the basis of the results of these surveys (B' Gymnasium Limassol, Agros Gymnasium, Episkopi Gymnasium and Lanition Gymnasium) there is evidence that teachers of the same specialization who teach in parallel classes do give considerably differentiated grades. As a consequence, the distribution of term grades of the students of one class differ from those of a parallel class. Sometimes the mean difference can reach 3 to 5 points. The greatest differences are observed in subjects such as Religious Studies, History, Geography. In sequential or structured subjects such as Languages and Mathematics the differences are much smaller. The reasons given by the researchers to account for the observed variations in pupils assessment between teachers of the same specialization are mainly the following:

a) the absence of objective criteria which teachers judgements are based on. The criteria suggested by the Ministry are mainly subjective (e.g. students genuine interest in learning, the effort he puts in his study, his attitude towards learning), therefore they allow for marked variations in teachers' judgements,

b) the absence of uniform test results during terms, since each individual teacher constructs and marks the tests for his/her own class and does not take into account the results of his/her colleague who teaches a parallel class.

The researchers point out that the way teachers evaluate their students reveals the philosophy of education they subscribe to and their conception of the role of education on the students' overall growth and development. There are those who believe that

a student's performance must be judged against set standards for the whole student population and those who feel that a student's grades should reflect the personal progress he makes towards attaining the set objectives. Usually the teachers who adopt the first view rely[^] their assessment on the basis of test results and tend to give lower grades. The teachers who adopt the latter view tend to give higher grades because the result on a test does not reflect the student's attitude towards learning and for them the effort the student puts in the acquisition of knowledge is more important. These are usually teachers who teach non-academic subjects and they are by the nature of their lessons interested more in the overall development of the students and their achievements in skills, motor and aesthetic, and less in the acquisition by the student of facts and information and specialized knowledge. Therefore, they rely more on their personal judgement of the student's progress and less on objective test results. Since they compare a student's performance against the student's personal progress towards the achievement of the set goals in their field and less against the performance of the whole student population, grades in these subjects tend to be higher. Usually the grades in non-academic subjects range from C to A with the greater frequencies observed in the upper two categories A and B.

In the academic subjects there is great difference between the grades students receive in term tests and the grades they have in their school reports. With regard to the results of the above mentioned surveys the following observations can be made:

- a) teachers tend to give high marks in school reports,
- b) teachers tend to give higher grades in the school reports in subjects which are not sequential such as Literature, History, Geography,
- c) teachers tend to give few failing grades (E) in school reports and when they do, they usually do so in the subjects in which the students are obliged to sit for final examinations (Greek and Mathematics and History and Physics as from 1991).

Table 4.4 shows the results (A and E) of students in two Gymnasia (total number of students 870) in the tests of the first term and

the grades they have received in their school reports at the end of that term. The data refer to the school year 1989-90.

Table 4.4

Percentages of Students from two Gymnasias who Achieved As and Es in Term Tests and Have As or Es in Their School Reports in the First Term

Subjects	Test Results (A' Term)		Grades in Reports (A' Term)	
	A(19-20)	E(1-9)	A(19-20)	E(1-9)
	%	%	%	%
1. Religious Studies	10.33	39.74	14.36	11.78
2. Greek Language & Literature	19.68	17.9	21.32	15.19
3. Modern Greek	11.80	11.97	19.55	12.73
4. Mathematics	11.52	35.44	11.14	16.51
5. History	20.438	23.58	26.08	15.78
6. Geography	19.66	23.23	24.25	6.25
7. Physics	22.1	29.4	22.31	20.82
8. English	27.54	24.94	24.11	9.81

The data in the above Table are revealing of teachers' tendency to give high grades. Although a very small percentage of students achieve top-grades (A) in their written exams and a relatively high portion receive failing grades, yet the picture with which students and their parents are presented concerning students' performance is bright. This is mainly due to the fact that test grades are just one of the criteria on which pupil assessment is based on (School Regulations).

In the final exams the performance of students is much lower than in term exams. However the percentage of students who fail at the end of the year or are obliged to repeat a class or drop-out from

school is relatively very small. This is a by-product of the existing promotion regulations. If a student achieves in a subject the minimum passing requirements in the three terms (i.e. two Ds and an E) then he passes the subject even if he scores 0 in the respective final examinations (School Regulations). Table 4.5 is indicative of this situation. The results refer to two Gymnasia with a population of 850 pupils in the academic year 1989-90.

Table 4.5

Percentage of Students who Score E Grades (1-9) in the Final Exams and Percentage of Students who are Obligated to Resit a Test in These Subjects

Subject	Final Exam Scores (1-9)	Failures at the end of the Year
Modern Greek	13.5	0.2
Mathematics	34.7	11
History	24.1	5
Physics	35.5	10
TOTAL	27	6.55

The examination of the school results show that there are considerable disparities in the assessment of students' attainment within and between schools which can be accounted for by:

- a) the lack in practice of uniform and objective criteria for assessment, for most of the criteria mentioned in the School Regulations allow to a great extent teacher subjectivity,
- b) the lack of national norms to serve as reference points in the evaluation of students' performance and of the 'quality of teaching and learning,
- c) differences in the ideology and educational philosophy teachers subscribe to,
- d) socio-economic and other personal and family circumstances of the pupils.

Furthermore the existing student promotion regulations are held greatly responsible by teachers for the students' observed lack of motivation to do well in their examinations.

Therefore in conclusion one can assume that the existing assessment practices fail to give students and their parents reliable information on which they will build-up a realistic and valid picture of their children's academic and/or personal ability and development which is one of the most important objectives in lower secondary education.

In the later part of the 1980s there appeared a lot of discussions concerning school affairs and the awareness of the early eighties (see pp. 76-78 of this chapter) among teachers, parents and the public that something "seemed to be wrong" with existing educational provisions became more acute. The writer in his capacity as secondary school Inspector of Greek and History and as a producer of an educational programme on the radio has had the chance since 1981 to record teachers' and parents' apprehensions concerning the effectiveness and quality of teaching and learning and the concern of the public for school affairs. The data mentioned above seem to substantiate the growing dissatisfaction among parents, teachers and the public with the existing educational provisions. Teachers have often complained in private conversations that academic standards have fallen considerably and that students stay in school because they are obliged to. They pay less and less attention to their work (see p. 78 of this chapter), they do not exhibit sustained attention during lessons and their behaviour tends to be disruptive. The less able pupils do not seem to profit from the opportunities offered to them as their poor test results show year in and year out and the academically able do not derive the necessary stimulation from daily lessons, since instruction is geared to the average student population. Thus they tend to get bored and demotivated. Furthermore, the subject matter to be taught is overdemanding both in quantity and quality and this aggravates both teacher and student stress and anxiety. In addition teachers have often stated that they resented the fact that they were often held responsible by the Ministry and the

parents for everything wrong that happens in education. Parents on their part have often protested that their children do not get enough at school because of moderate and inefficient teachers. The public - especially the Trade and Industry sectors - have repeatedly put forward the demand that schools should produce more able and better qualified workforce.

The concern for the effectiveness of education was accentuated in 1990, when for the first time a uniform final examination system was introduced for the School Leaving Certificate in the Lyceum. The papers were constructed and marked by teachers other than the students' teachers. The difference between the mean performance of students in the terms and the mean performance in the final exams was great in the subjects examined. In some cases (Physics, Mathematics) the observed difference was between 6-10 points. This generated public discussions on the mass-media and the effectiveness of schooling was for the first time debated upon in the Educational Committee of the House of Representatives. The observed failure in the Uniform School Leaving Examinations and the poor results of students taking the entrance examinations for the Greek Universities (these are organized for the Cypriot candidates by the Ministry of Education in Cyprus) were the first indicators on a national basis of the quality and the effectiveness of educational provision at the secondary level. The Minister of Education, in a televised interview (27.7.1990), was compelled to state that the Ministry will take all necessary measures to confront all pertinent problems, such as students' success in exams, recruitment of teachers, teaching practices, in-service training, learning conditions and students guidance.

4.4 Corrective measures and minor educational reforms

The Ministry of Education started to study the problem of school failure on a systematic basis from the very first years of the establishment of the Gymnasium, although official statistics did not report any figures that could cause anxiety (see table 4.6). With a number of circulars it urged teachers to adjust teaching

to the individual needs of their students²⁹, cooperate with their colleagues by exchanging experiences and visits in class, constructing uniform tests and developing a common stand concerning assessment of student attainment³⁰. It also called on teachers to devote time in teaching their students proper and effective study skills and habits³¹.

Table 4.6
Failures and Drop-outs, as a Percentage of Enrolments

School-year	Failures			Drop-outs*		
	Male	Female	Total	Male	Female	Total
1980-81	4.5	2.5	3.6	1.7	1.2	1.4
1981-82	4.7	2.8	3.8	1.7	1.1	1.4
1982-83	5.0	2.8	3.9	1.5	1.0	1.3
1983-84	5.4	3.3	4.4	1.7	1.4	1.6
1984-85	6.0	2.8	4.4	1.4	1.1	1.3
1985-86	5.5	3.2	4.4	1.7	1.1	1.4
1986-87	5.3	2.8	4.4	1.4	0.9	1.2
1987-88	5.5	2.4	4.0	1.1	0.9	1.0
1988-89	4.9	2.2	3.9	1.5	0.9	1.2
1989-90	5.0	2.3	3.6	1.4	0.9	1.2

*Drop-outs refer to those pupils who left school during the school-years.

Alongside these measures, the Ministry set up two committees to deal with two main issues:

- (a) providing proper assistance to weak students, and

²⁹ Ministry of Education, **Report of the Committee for the Prevention and Confrontation of School Failure in Secondary Education** (1986), p. 31.

³⁰ *Ibid.*

³¹ *Ibid.*

(b) reforming the curriculum of the Gymnasium, so that continuity between primary and secondary schooling could be ensured. The work of these committees is broadly outlined below.

4.4.1 Provision for weak students

In the school year 1982-83 members of the Counselling and Guidance Office in the Ministry of Education carried out research aiming at the identification of students who could not assimilate the Gymnasium curriculum³². The sample was examined in the subjects of Mathematics and Modern Greek. The most important findings of that research were as follows:

(a) There is a serious problem of school failure at the A'Grade of the Gymnasium. The percentage was found to be 26.86%.

(b) Children who fail have mainly parents with low educational attainments and belong to the low economic classes. Most of those children were boys.

These findings showed the extent of school failure in the Gymnasium and called for action on the part of all related groups, teachers, administrators, inspectors and other officials of the Ministry. Thus, "help to weak students" was put as the target of the school year 1984-85. In a circular³³ to all secondary schools by the Director of Secondary Education it was stated that this help could be offered.

(a) in class, during the teaching of the subject, and

(b) with "supplementary lessons" in non-working time.

In the same circular suggestions were made for improving the teaching-learning procedure, so that all students could gain from it. At the same time the institution of "supplementary lessons" was introduced, which involved offering extra lessons in the subjects of Mathematics and Modern Greek at the end of the day. These lessons were given by teachers who were not members of the staff of the school to weak students who wished to participate. Some time after the introduction of those lessons it was realized

³² Ministry of Education, *Report of the Counselling and Guidance Office on Student Achievement in the First Year of the Gymnasium* (1983), p. 6.

³³ Ministry of Education, *Report for School Failure*, p. 31.

that they were not as effective as it was hoped. In another study³⁴ by the Counselling and Guidance Office in 1986-87 the failure of the measure was shown, and the reasons given were the following: The negative attitude of the students who had to stay for an extra hour at school; the lack of coordination between the teachers of the "supplementary lessons" and the teachers of the course; the fact that "supplementary lessons" were cut off from the educational system, which they were called to serve.

"Supplementary lessons" continue to be offered to weak students in all secondary schools of Cyprus, but it must be noted that a new programme is being introduced on an experimental basis. In the school year 1986-87 in a Gymnasium in Limassol an interesting programme to combat school failure was introduced³⁵. The school was considered as an "educational priority school", since the majority of its students came from non-privileged social environments. The programme's aim³⁶ was to offer compensational lessons in the subject of Modern Greek to weak students of Grade B and C. To implement the programme the Ministry of Education appointed an extra teacher whose duties were to teach the weak students. The method which was followed was temporary setting; students with school failure in this subject were taught separately for two teaching periods per week out of a total of four periods when they had Modern Greek in the programme. They were with the "special" teacher for half the periods of Modern Greek in small groups of 6 to 13 students.

The programme started on the 1st November 1986 and 46 out of the 175 students of Grade B (26,2%) and 62 out of the 192 students of Grade C (32%) were chosen to participate. The criteria for participation in the programme were the report of the previous year in the subject of Modern Greek and the students' performance during the first months of the school year 1986-87. All students chosen had a grade E in the subject. The teaching material in those groups was basically the same as that of the other students

³⁴ Ibid.

³⁵ Ibid., p. 32.

³⁶ Ibid.

of the "regular" classes. The teacher, though, in those classes adjusted his practices and methods to the needs and the particularities of the students. As the teacher states in his final report:

*"My aim was not simple learning of grammatical and syntactical types but the functional use of grammatical and syntactical types or of a word in written and verbal speech"*³⁷.

Pupils did exercises given in hand-outs or on the blackboard and the necessary guidance was provided and thus feedback was direct. The "special" teacher in describing his experiences and observations of the programme in his final report, points out the following:

(a) The student in the small group is "obliged" to participate in the verbal as well as in the written procedures. Every student was asked to answer or was called to the blackboard 5-7 times during the lesson.

(b) Individualized teaching and continuous examination of the work of the student proved to be very helpful for it gave the students the opportunity to ask for further clarification of points they found difficult.

(c) The self-confidence of the students was enhanced.

*"It would not be exaggerated to say that the majority of students after the first lessons became active members in the regular classes"*³⁸.

Strengthening the self-confidence and improving the self-image of the students was consciously and systematically cultivated in the regular class by grading the work, so that weak students could complete their work successfully, thus experiencing a feeling of achievement.

A problem, which was expected, was that weak students might feel inferior, because of their separation from the "regular" classes. To cure that, all teachers presented the programme in such a way that tendencies to stigmatize weak students were diminished. After the first lessons, the great majority of the students

³⁷ *Ibid.*

³⁸ *Ibid.*, p. 33.

accepted the programme and actively participated. It is interesting to note that some students with low achievement, who had not been chosen to participate in the programme themselves asked to be included. The grades of the weak students in the subject of Modern Greek at the end of the year are shown in Table 4.7³⁹.

Table 4.7

Grades of the Students of the Compensational Programme in the Final Examinations

Grade	No. of students	Percentage
1-5	16	14.81
6-10	33	30.55
10-12	41	37.96
13-15	13	12.04
16-18	5	4.63
Total	108	100.00

As is shown in table 4.7:

(a) From a total of 108 students, 59 or a percentage of 54.63% succeeded and 49 or a percentage of 45.37% failed.

(b) From those who succeeded, 18 or a percentage of 16.67% acquired 13-18 out of 20 and among them five got high marks (16-18).

It must be stated here that the teacher responsible for the compensational programme was not involved in the marking of the final examination papers. Upon the success of the programme in the Gymnasium the Ministry of Education decided⁴⁰ the following:

(a) The programme should be continued in the Omonia Gymnasium and be extended to all grades (A,B,C) in Modern Greek and Mathematics.

³⁹ Report for School Failure, p. 35.

⁴⁰ Ibid., p. 37.



(b) A work team for the prevention and confrontation of school failure in secondary schools should be established.

According to the report of the "work team"⁴¹ the programme of the compensational lessons can produce better results than the "supplementary lessons" which had been supported by the Ministry of Education in all schools during the last four years. Bearing in mind that in the schools where the compensational lessons were taking place there were not as many facilities as in other urban schools, the results were, perhaps, more significant. Thus the "work team" suggested the extension of the programme to all schools, and the adoption of other measures related to the quality of the programme.

This "work team" had been appointed by the Director of Secondary Education in January 1988 in order to "study the problem of school failure and suggest particular measures for the confrontation of it"⁴². Members of the team were two inspectors, two secondary school principals and two psychologists working with the Counselling and Guidance Service Office of the Ministry of Education. The author of the present study was the president of the team. After six months the team handed the Director of Secondary Education a 40 page report consisting of four parts. The first part of the report deals with the meaning of the term "school failure" and its effects on the social and economic life. The committee adopted the views of the Confederation Mondiale des Organisations de la Profession Enseignante and defined school failure as the inability of the students to achieve the levels of learning and behavioural tasks set by the educational authorities for their age group and school class⁴³. It must be understood that the above definition does not refer to the students with mental deficiencies.

Children belonging to this category are educated in special schools. There are ten such schools in the Island and the

⁴¹ Ibid., p. 41.

⁴² Ibid., p. 7.

⁴³ Confederation Mondiale des Organisations de la Profession Enseignante, *Succes/Echec Scholaire* (1983), p. 11.

personnel consists of teachers fully qualified for the caring and training of children with special needs. The Government subsidizes these schools, which function mainly on the basis of volunteer work and donations.

The absence of the comprehensive studies on school failure concerning all stages of education in Cyprus makes it difficult to estimate the exact dimensions of the problem. The study, however, of the Counselling and Guidance Office of the Ministry of Education⁴⁴, despite the limited nature, yielded valuable results for it showed that (a) there is a rather serious problem of school failure in the first class of the Gymnasium, b) school failure is positively associated with the socioeconomic conditions. School failure not only reflects social inequality but also promotes it⁴⁵. Educational inequality reinforces the inequality among individuals and groups on the economic level and affects negatively the quality of life⁴⁶. School failure is furthermore associated with social rejection and juvenile delinquency⁴⁷.

A historical analysis of the main trends for the interpretation of school failure and practices based on them are presented in the second part.

At the beginning of the century school failure was attributed solely to the mental and psychological deficiencies of the learner. Thus, various tests for the measuring of mental abilities were developed in order to identify those students who could not benefit from the existing educational system⁴⁸. Separate schools were established for children of lower intellectual abilities.

⁴⁴ See p. 98.

⁴⁵ See Anna Frangudaki, *Sociology of Education* (1985).

⁴⁶ See Michel Debeauvais, *Planification de l'éducation pour la réduction des inégalités* (1981).

⁴⁷ J. Philips and D. Kelly, *School Failure and Delinquency. Which Causes Which?* (1979), pp. 194-207.

⁴⁸ Ch. Tomassides, *Introduction to Psychology* (1982), pp. 338-340.

Research carried out by social psychologists and educators after the Second World War showed that school failure is positively related with low socio-economic family background⁴⁹. Lower-class parents do not place the same value that middle-class parents do on education⁵⁰. Furthermore children from low socio-economic back-ground were found to be less motivated towards high academic standards. They do not possess to the same degree as middle-class students supportive traits that ensure school success i.e. habits of initiative and responsibility and the "deferred gradification pattern" of hard work and willingness to undergo prolonged vocational preparation⁵¹. Finally the entire orientation to language of the culturally deprived children is different from that of middle-class children⁵².

Compensational programmes were developed in an effort to upgrade the linguistic competence and enrich the experiences of the culturally deprived students.

Finally, investigations into the role of the school have shown that students from low social background have values, abilities and skills which are organised and expressed in ways different from those of the school culture, which is predominantly the culture of the middle-class⁵³. Therefore changing the existing learning conditions and teaching practices could enhance the chances of students from low social background to experience success⁵⁴.

In the third part the committee identifies the following factors

⁴⁹ D. Ausubel and F. Robinson, *School Learning: An Introduction to Education Psychology* (1969), p. 432.

⁵⁰ *Ibid.*, p. 433.

⁵¹ *Ibid.*, p. 434.

⁵² E. Stones, *An Introduction to Educational Psychology* (1969), p. 184.

⁵³ B. Macklen, M.G. Giddings, *Cultural Deprivation: A Study in Mythology* (1965), pp. 608-613. See also N. Keddie, *The Myth of Cultural Deprivation* (1973).

⁵⁴ C. Chretiennot, J. Breton, B. Belmont, *Comment Transformer les Institutions Educatives pour que tous les Enfants Apprennent?* (1986).

which seem to be related to school failure in the case of Cyprus⁵⁵.

1. The absence of an overall effective strategy for the prevention of school failure. The present practice gives emphasis on corrective rather than preventive measures.

2. The present practices highlight competition at the expense of co-operation.

3. There is a gap between a) pre-primary education, b) primary and secondary education. This is due to the fact that the curriculum and teaching practices differ considerably from one level to the other.

4. The teaching methods are mainly teacher-centred and do not provide for the active involvement of the students in the learning process.

5. The lack of active involvement of parents, especially those of weak students, in school affairs and activities.

6. The lack of motivation of the part of the students who come from a culturally deprived environment and the absence of high academic aspirations of both the students and their parents.

The fourth part contains suggestions for remedying school failure in the secondary schools. The suggestions cover necessary practices for all the system of education with particular reference to the Gymnasium. The team believes that it is necessary to begin remedial action during pre-primary education and continue the action through the primary and the Gymnasium. The team suggested the following measures⁵⁶.

(a) Teaching strategies should be based on active methods which call for the constructive involvement of the learner in the teaching - learning situation.

Cooperation and not antagonism among the learners should be promoted.

(b) Teaching approaches should connect school with everyday life, various social situations and the personal experiences of the

⁵⁵ Since there is no comprehensive research concerning school failure in Cyprus, the committee based its evaluation on the experience of teachers and administrators.

⁵⁶ **Report for School Failure**, p. 30-34.

learner.

(c) Mobilization of the parents, so that they actively participate in various activities of the school community. Teachers, parents and students should be partners in the teaching-learning procedure.

(d) School libraries should be developed.

(e) Bridging the gap between the school and the environment of learners who come from a non-privileged socio-economic background is a necessity.

(f) A minimum amount of knowledge should be determined for every subject for the whole student body; Bloom's Taxonomy could help in this direction along with the revision of the curriculum and preparation of new books presenting teaching material gradually.

(g) In some basic stages of schooling, such as at the end of the third and sixth grades in the primary school and at the end of the third grade in the Gymnasium the readiness of students in basic skills should be checked with standardized tests. It is evident that the results should be used for guidance purposes and not for selection.

(h) Measures should be taken to help bridge the gap between primary and secondary schools.

The team also suggested that teachers should be educated and trained in all necessary practices for the implementation of the above⁵⁷. Apart from the suggestions for preventing strategies, suggestions were also made for correcting strategies; schools in which a high percentage of school failure appeared should be declared as "educational priority schools". In these schools more facilities in the form of audio-visual aids, smaller student-teacher ratio, and rich libraries and so on should be provided⁵⁸. It was also stated that after its evaluation the programme of "compensational lessons" should be gradually extended; teachers who were going to join the programme should be selected on the basis of their positive attitude towards the programme and their teaching ability. It is important not to

⁵⁷ Ibid.

⁵⁸ Ibid.

prescribe a model for remedying school failure but to give the schools freedom to experiment.

It is also important that teams consisting of teachers and psychologists should be organized in all districts to look after the development of different programmes for the confrontation of school failure and help schools in the evaluation of these programmes⁵⁹.

Although the report of the team was given to the Director of Secondary Education in the summer of 1988 - as it was planned - and typically its work was finished, the team, in cooperation with the Director continues to work in the direction of remedying school failure on a short-term as well as on a long-term basis. On a short-term basis the president of the team and other members visit the schools where the compensational programme functions and discuss any problems arising from it with the principals and the teachers of the school. It was agreed⁶⁰ that teachers who were appointed in such schools and would become involved in the programme should be informed beforehand in order to accept it, appreciate its usefulness and realize the difficulties and shortcomings.

The cooperation of teachers is not always an easy task and it is even easier to be disappointed by the difficulties. As a long-term objective, it was decided to send a copy of the report to all Gymnasia of Cyprus and ask the teachers to study it. Then the principals would have a meeting with the Director of Secondary Schools and the president of the team, to discuss the report. After that the teachers of each school would be asked to discuss it in special meetings. The rationale behind this procedure was to promote the implementation of the suggestions included in the report for confronting school failure.

4.4.2 Relation between primary schools and Gymnasia

A problem which caused and still causes, much discussions among

⁵⁹ Ibid.

⁶⁰ Meeting at the Office of the Director of Secondary Education, on the 19th of July, 1989.

parents teachers and psychologists is the gap which exists between primary schools and Gymnasia⁶¹. Actually, until now no particular policy has been followed to bridge this gap. One of the reasons is that teachers and parents think of the Gymnasium as related tightly with the Lyceum and not with primary schools⁶². One can present various reasons for this, but the following are the most important:

(a) All secondary school teachers graduated from a 6-year Gymnasium.

(b) Most of them worked for years in a 6-year Gymnasium.

(c) Every year teachers from Gymnasia are transferred to Lycea and vice versa.

(d) Secondary school teachers are specialists, i.e. they hold university degree and teach only the courses related to their field of study.

(e) Teachers of Gymnasia and Lycea are under the same Director, belong to the same union⁶³, receive the same salaries and attend the same in-service seminars.

(f) Primary school teachers are educated in the Pedagogical Academy of Cyprus and are trained to teach all subjects in primary schools.

(g) Teachers of primary schools receive lower salaries than their counterparts in secondary schools, and have their own union.

At the same time parents and others speak of the "Gymnasium", when they refer either to the Gymnasium or the Lyceum. In November 1986 the Ministry of Education set up a "Special Interdepartmental Committee" to revise the curriculum of the Primary School and the Gymnasium in such a way "so that continuity between the two levels of education might be achieved"⁶⁴.

⁶¹ Panel Discussion organized by the Parents' Association in Limassol about "The Gap between the Primary School and the Gymnasium" (*Phileleftheros*, 5.7.1989, p. 10).

⁶² Ministry of Education, File No 578/68/A.

⁶³ The Constitution of OELMEK (Organisation of Greek Teachers of Secondary Education in Cyprus).

⁶⁴ Ministry of Education, File No 578/68/A.

On the 25th of November 1986 the Committee under the Director of Secondary Education noted the following:

(a) There is a gap between primary education and the Gymnasium and the reasons should be sought and dealt with.

(b) The teachers of the two educational levels (primary and secondary) are conscious only of the aims of their own system.

(c) A better approach to the problem would be to define the basic principles on which a 9-year compulsory education curriculum should be based. As a preliminary measure some of these principles were noted and it was stressed that such a curriculum should:

1. Be continuous.

2. Give an integral education in the nine years of compulsory education, for those who are going to terminate their education.

3. Prepare at the same time those who want to continue their education in the Lycea or Technical Schools.

(d) Such an educational reform would pose certain problems, such as:

1. New books must be written to serve the objectives of the new school.

2. The qualifications and the status of the teachers at the new 9-year schools should be defined.

(e) The Committee should collaborate with the appropriate authorities in Greece⁶⁵.

In another meeting, the Committee was informed by the Directors of Primary and Secondary Education that for the time being only the curriculum for a 9-year compulsory education should be examined and reviewed⁶⁶. Thus the Committee decided to proceed as follows:

(a) The general principles of the curriculum would be set by the Committee.

(b) Interdepartmental subcommittees would examine particular subjects included in the curriculum and review their content and objectives. Didactic procedures and means for evaluation would

⁶⁵ Ibid.

⁶⁶ Ibid.

also be reviewed.

(c) The Committee would review the work of the subcommittees and submit its final report to the Minister⁶⁷.

As for the general principles, apart from those which were set in the first meeting the following were added:

1. The learner should always be the point of reference, i.e. the curriculum should correspond to the age, the cognitive stage and the abilities of the students.
2. The curriculum, in its theoretical approach as well as in its application, should include those elements that reinforce the students' further development and learning. For this purpose the curriculum should bear relevance to the contemporary economic, social, cultural and political realities.
3. The curriculum should include optima levels of learning which we must all try to reach and minima under which we must not fall.
4. The curriculum should be independent and self-sufficient, i.e. should give integral education in subjects that are relevant to every day life.
5. The curriculum should be well-balanced in its wholeness as well as in its parts⁶⁸.

Interdepartmental Subcommittees were set up⁶⁹ for the following subjects: Modern Greek, Mathematics, Science, Social Studies, Music, Art, Physical Education, Home Economics, English, Special Education. The members of the subcommittees were:

(a) The inspectors of primary and secondary education of the subject.

(b) A member of the Curriculum Development Service of the Ministry.

(c) Representatives of the Teachers' Unions.

The subcommittees finished their work in January 1990 and suggested curricula for the above mentioned subjects. These suggestions were adopted by the Committee and were submitted to

⁶⁷ Ibid.

⁶⁸ Ibid.

⁶⁹ Ibid.

the Minister⁷⁰.

In the school year 1990-91 the new curricula were implemented in 28 schools - 14 primary and 14 Gymnasia - on an experimental basis, so that deficiencies and difficulties could be identified⁷¹. The schools chosen were located in urban, suburban and rural areas. Eight of them were in Nicosia, six in Limassol, six in Larnaca, two in Famagusta and two in Paphos. During the school year 1990-91 the inspectors of both primary and secondary education supervised the implementation of the programme and held meeting to discuss arising problems. In one of those meetings⁷² the inspectors agreed:

(a) To establish, apart from the committees of secondary school and primary school inspectors, an Interdepartmental Committee in order to attain better coordination, and

(b) To arrange the exchange of visits between primary and secondary school teachers and students. Emphasis was to be given to the first form of the Gymnasia and the sixth form of the primary schools.

In one of the meetings of the Interdepartmental Committee⁷³ it was pointed out that there are differences between the primary and secondary education in the content and the methods of teaching and the evaluation of the students' performance. In the primary schools the whole learning process is mainly child-centred. The curriculum is flexible, the teaching approach is highly individualized, and emphasis is given to the affective rather than the cognitive domain. In the Gymnasia the curriculum is subject-oriented and emphasis is placed on cognition.

The evaluation in the Gymnasia is formal based mostly on examinations. In primary schools evaluation depends mostly on the teacher's observation of the child's performance. Since there are no formal examinations the element of comparison and ranking

⁷⁰ Ibid.

⁷¹ Ibid.

⁷² Ibid.

⁷³ Ibid.

within the group is absent and emphasis is placed on the child's progress in terms of his own potentialities.

In addition to the above the Committee noted the following important differences:

(a) In a number of primary schools the prescribed subject-matter is not fully covered, due to the flexibility of the curriculum,

(b) Teachers of the Gymnasia are specialists in their subject, whereas teachers of primary schools are not,

(c) In most of the cases the students of the last form of primary schools are taught by the most experienced teachers or the principals themselves, where in the first form of the Gymnasia students are usually taught by experienced, newly appointed teachers.

The Committee, having taken into consideration all the above points, agreed upon the following:

(a) To familiarize teachers of the sixth form of the primary schools and the first form of the Gymnasium with the text-books used at each level.

(b) The primary and secondary schools inspectors should be actively involved in the programme.

(c) The exchange of visits between the personnel and students of the two levels should be organized on a regular basis.

On their meeting of 23.3.1991⁷⁴ the members of the Committee reviewed the progress of the programme based on the oral reports of the inspectors involved, and expressed their satisfaction. It was decided to extend the programme to eleven more schools in 1991-92, in order to have a big sample which would enable the Committee to draw more valid and reliable conclusions.

4.4.3 Guidance and counselling

Counselling and Guidance is an established practice in the Gymnasium. All Gymnasia -and Lycea- have their own Counselling and Guidance offices. Although a short description of these services has been given earlier, it is necessary to provide further information.

⁷⁴ Ibid.

Since there was no university in Cyprus secondary school teachers acquired their degrees and post-graduate qualifications from universities in Europe, mainly Greece, the United Kingdom, and the United States⁷⁵. It is evident that when they return to Cyprus they bring with them not only their diplomas or degrees but also some new ideas which they want to implement, especially if they have a post with power. Many changes have been implemented and many problems have arisen from this enthusiasm to implement a foreign practice in an environment which is not always ready to accept it. On the contrary, sometimes it provokes disappointment after its implementation because methods and practices however valuable are not easily adaptable elsewhere. Such was the case with Dr. Zenon Georgiades who returned from the U.S.A. in the 1960s with considerable enthusiasm for Counselling and Guidance Services. He was an inspector of secondary schools and studied for his Ph.D. degree in Purdue University, U.S.A. He worked very hard in Cyprus to persuade the officials in the Ministry about the usefulness of these services, and in the end he secured approval to proceed with the introduction of such services in secondary schools, in 1964⁷⁶. At first a few teaching periods were given to each school for Counselling and Guidance purposes. This practice was extended to all schools in 1967⁷⁷. Teachers who undertook the task to serve as counsellors were mostly teachers of Greek language and literature⁷⁸. The problem was however that none of them had a relevant training. Once again due to the efforts of Dr. Georgiades, the Ministry of Education provided a scheme of in-service training for approximately 80 teachers of various subjects⁷⁹. Most of them

⁷⁵ Nicos Vourkos, Administrative Officer in the Ministry of Education, private interview held in May, 1989.

⁷⁶ Z. Georgiades, G. Achillides, *Elements of Counselling and Guidance* (1972), prologue.

⁷⁷ *Ibid.*

⁷⁸ E. Prodromou, "Counselling and Guidance Services in Secondary Schools" *Bulletin of OELMEK* (1988), p. 26.

⁷⁹ *Ibid.*

were Greek language and literature teachers but there were also some teachers of other subjects. Training took place in 1971-72 and 1972-73 and it was a joint project of the Fulbright Foundation, Purdue University and the Ministry of Education of Cyprus⁸⁰. The subjects which were taught were the following:

- (a) Basic Principles and Problems of Counselling
- (b) Educational Psychology
- (c) Learning
- (d) Vocational Information and Selection of a Profession
- (e) Basic elements of Statistics
- (f) Techniques of Individual Counselling
- (g) Techniques of Group Counselling⁸¹.

The medium of instruction was the English language and professors from Purdue University visited Cyprus and taught, along with Cypriot educators.

Gradually the Services became better organized and the teachers - counsellors today know their obligations and duties well. During the school year the central office of the Ministry of Education provides the schools with the necessary materials publications and pamphlets, such as:

- (a) "Educational Directions after the Gymnasium". This publication is revised and republished every year⁸².
- (b) "Guide for studies after the Lyceum in the State Schools of Cyprus", 1986⁸³.
- (c) Pamphlets with information.
- (d) A bibliography of guides on studies in Greece, U.S.A., W.Germany, France and other countries.
- (e) Forecasts about the needs in professions, etc.

From time to time, the central office organizes in-service seminars for the teacher-counsellors and generally it tries to

⁸⁰ Ibid.

⁸¹ Ibid.

⁸² E. Prodromou, "Counselling and Guidance Services", p. 27.

⁸³ Ibid.

inform them about new trends, in order to facilitate their work⁸⁴.

According to E. Prodromou⁸⁵, in the interviews which the counsellors had with students in the Gymnasium revealed that students are interested in:

- (a) Directions of studies in the Lycea and the Technical Schools.
- (b) Problems in learning and achievement.
- (c) Personal and family matters.

At the beginning, one of the problems facing the teacher-counsellors was the fact that some principals did not have positive attitudes towards the service and thus the teacher-counsellors' activities were restricted. They kept files of the students with information about the socioeconomic status and school performance of their students. There were 2-5 teacher-counsellors in each school and some of them were not sufficiently interested in the task to gain the trust of the students⁸⁶.

Since the Turkish invasion of the Island in 1974 and the eviction of 160,000 people from their homes, personal problems have increased, and the role of the teacher counsellors has been enhanced. Usually there is one teacher counsellor in every school. It must be noted that the time allocated to guidance depends on the number of students. In the Lycea and the Technical Schools one period per week is given for every 50 students, and in the Gymnasia one period for every 60 students. Teacher-counsellors have their own office, a library with special information material about professions, examinations, studies and universities in different countries⁸⁷.

The counsellors keep records on educational and vocational

⁸⁴ In 1988 the Services in co-operation with the Paedagogical Institute organised two 4-day seminars in Nicosia and Limassol. Paedagogical Institute of Cyprus, *In-Service Seminars* (1988), p. 17.

⁸⁵ E. Prodromou, "Counselling and Guidance Services", p. 27.

⁸⁶ *Ibid.*

⁸⁷ *Ibid.*

matters, lend books to interested students, conduct local and foreign institutions of higher learning, keep records on individual students, help students of the first grade of each cycle to confront problems of adjustment to their new school and cooperate with parents, the psychologists of the Ministry, the school doctors and the Welfare Officers, in order to help their students to confront various problems. They also organise meetings for the students with specialists in educational and vocational fields and visits to institutions and places of work⁸⁸. As it was mentioned earlier they teach the subject of Vocational Guidance in the third Grade of the Gymnasium for one period per week during one semester. The aim of this subject is to help students to get to know themselves better, their interests, abilities and capacities, the educational opportunities open to them as well as the world of work. A text-book is written in accordance with contemporary paedagogical trends and includes exercises which serve the aforementioned objectives⁸⁹. As E. Prodromou states

*"the greatest offer of the teacher-counsellor is not the information he provides on educational or vocational matters but the help he offers in an individual or group interview, which enables the students to arrive at their decisions freely"*⁹⁰.

The Ministry of Education selects teacher-counsellors upon the recommendation of the principal of the school to the Supervisor of the Services. The criteria for the selection are:

- (a) Sincere interest in Counselling and Guidance.
- (b) Postgraduate studies or in-service training in Counselling and Guidance.
- (c) Postgraduate degree or diploma in Education or Social Sciences.
- (d) Teaching ability.
- (e) At least five years of experience in teaching.

⁸⁸ E. Prodromou, "Counselling and Guidance Services", p. 28.

⁸⁹ Ministry of Education, Counselling and Guidance Services, Vocational Guidance (1979).

⁹⁰ E. Prodromou, "Counselling and Guidance Services", p. 28.

(f) Previous service in Counselling and Guidance⁹¹.

Today there are 80 teachers of Greek Language and Literature, 20 teachers of English Language and teachers of other subjects who serve as counsellors⁹².

⁹¹ Ibid.

⁹² Ibid.

CHAPTER 5

AN APPRAISAL OF THE ORIENTATIVE FUNCTION OF THE GYMNASIUM

The present chapter deals with the surveys which were conducted by the researcher in the first decade in the life of the Gymnasium as a separate distinct educational unit in the educational system of Cyprus, and attempts to evaluate the role of the Gymnasium as a preparatory stage for the students' future educational and vocational advancement.

As it was pointed out earlier, the first three or four years of secondary education are considered by many educational systems (see introduction) as a bridge between primary and higher secondary education. This holds true for the educational system of Cyprus. However, the examination of the educational practices of the Gymnasium (see chapter 4) suggests that the existing provisions do not seem to promote the primary objects of this crucial educational period. The existing evidence lends support to the following main conclusions:

- (a) The curriculum is overdepartmentalised, and there is an emphasis on academic subjects.
- (b) Individual needs of students, especially of those who either play behind or excel in educational achievements do not seem to be catered for effectively.
- (c) The existing regulations and practices of the evaluations of students' attainment fail to a great extent to give a realistic picture of the students' aptitudes and abilities.
- (d) The existing services of guidance do not seem to fulfil their primary purpose, i.e. to provide students with the necessary knowledge and experience which will facilitate the students in their choice of their academic or vocational course at the end of the basic secondary education.

In order to seek more evidence which will support or counteract the forementioned conclusions it was deemed necessary to carry out an investigation into the students' and teachers' opinions concerning (a) the role of the Gymnasium as a distinct educational unit and (b) the effectiveness of the Gymnasium to serve as an orientative stage in the students' schooling.

For the purpose of this investigations four questionnaires were developed, two for students and two for teachers, which aimed at collecting evidence on (a) the effectiveness of the curriculum of the Gymnasium to provide for an overall and integrated education, and (b) the success of the guidance services to influence effectively students' choices of their academic or vocational careers at the end of the Gymnasium.

The first set of questionnaires was administered at the end of 1985, that is five years after the implementation of the Gymnasium as a distinct educational unit and aimed primarily at collecting data concerning the factors which guide students' choices of their future careers at the end of the Gymnasium. The second set was given in 1992 and comprised items on more aspects of the educational programme of the Gymnasium, such as the curriculum and key educational practices of the Gymnasium.

5.1 A study among students

A statement of Ministry officials which is frequently heard, and mentioned in a number of government publications, is that the Gymnasium

*"offers a general education course and serves as an observation period giving pupils time to form an opinion about themselves and their interests and giving parents and teachers opportunities to appraise further the aptitudes and abilities of the children and advise them accordingly"*¹.

It seems clear that the Ministry places greater emphasis on the role of the Gymnasium as a preparatory stage for the Lyceum or the Technical-Vocational education, rather than on its role as an autonomous stage in education. This attitude can be explained

¹ Ministry of Education, *Development of Education: 1984-1986. National Report of Cyprus (1986)*, p.1 (Appendix).

by the fact that almost all Gymnasium students proceed either to the Lyceum or to Technical- Vocational Schools².

Since observation-which results in orientation- is considered to be the basic work of the Gymnasium, research into the process of orientation seemed to be of some interest.

5.1.1 The background

This study which to the best of the author's knowledge is the first to be carried out in Cyprus, aims at tracing the process by which students of the Gymnasia arrive at their choice of the educational direction at the Lyceum.

More specifically the study attempts to answer the following questions:

1. Which factors exert the greatest influence on the student's decisions?
2. Are students in rural and urban areas influenced by the same factors, and if yes to what extent?
3. Which priorities/considerations according to the students of the Gymnasia should guide one's choice of the educational direction at the Lyceum?

It is accepted that students are influenced in educational matters by friends, parents, teachers and their performance in certain subjects. Societal values also shape their way of thinking in decision-taking procedures. To what extent are the students influenced by these factors and what is actually the role of the school?

The research was conducted in the school year 1984-85, after schools had begun and students in the first grade of Lyceum and Technical-Vocational schools had started their chosen course of studies.

In 1984-85 the number of students in the first grade of all Lycea and Technical-Vocational Schools was 8,171³. The number in the Lycea was 6,532 and in the Technical- Vocational Schools 1,693.

² Ministry of Finance, Statistics of Education in Cyprus (1985), p.87.

³ Ibid.

In 1984-85 the number of Lycea was 29 and the number of Technical - Vocational Schools 9. Lycea and Technical-Vocational Schools in towns have a much larger number of students than the small six grade Gymnasia-Lycea of the rural areas. Since there are no Lycea for all students in the rural areas, most of them attend urban schools.

The students who were included in the sample originated from 12 Lycea and Technical-Vocational Schools which were randomly selected from the total of 38 Lycea and Technical- Vocational Schools that operated in Cyprus at the time of the study (Table 5.1).

Table 5.1
Students who Responded to the Questionnaire

District	Urban Schools	Rural Schools No
Nicosia	Acropolis Lyceum	251
Nicosia	Strovolos Lyceum	336
Nicosia	1st T-V School	261
Limassol	4th Lyceum	215
Limassol	1st T-V School	210
Limassol		Agros Gymnasium 85
Limassol	Pancyprian Lyceum	319
Limassol	3rd Lyceum	292
Larnaca		Lefkara Lyceum 19
Famagusta		Paralimni Lyceum 215
Paphos	2nd Lyceum	209
Paphos		Polis Gymnasium 97

A total of 2,509 students from all directions in those Lycea and Technical-Vocational Schools were administered the questionnaire. Teachers helped in the administration of the questionnaire by

distributing it among the students in class and collecting it once the students had completed the questionnaire anonymously. The questionnaire was divided into two parts: Part A examined why students chose their particular direction of studies. It was in the form of a YES - NO response, so that it would be easier for students to complete. It included items which referred to future studies, prospects of finding a job, friend's choices, parent's opinions, teacher's views, information provided by the Counselling Office, expectations of the environment, opinion of the people in general, etc. Part B asked students to put in order of priority what they believed a student should consider before deciding his/her direction of studies at the Lyceum.

The questionnaire used in the study is shown in Appendix 1.

In Part A items 1,2, and 3 refer to future studies and work opportunities open to students upon graduating from the Lyceum. Most secondary school graduates proceed to higher studies. According to Ministry officials⁴, Cyprus is the third country in the world in the percentage of students who attend Higher Institutions of Learning. Parents and students examine the issues of future studies and the options available very early, and it is widely accepted that students who intend to study, try hard in order to acquire the necessary qualifications for entering university before they finish school. Most of those who follow the Science direction which places emphasis on Mathematics and Physics, look forward to further studies, whereas those who follow the Commercial direction, with emphasis on practical subjects, are inclined to find a job after school.

Item 4 refer to a common situation where a number of close friends proceed to the same direction influencing each other or compromising their future plans according to each other's choice. Item 13 refers to the influence exerted on one's choice by classmates.

Sometimes in a class there prevail a way of thinking, especially in evaluating some subjects, that influence students' opinions and beliefs. Such a way of thinking is stated in item 5.

⁴ Ministry of Education, Development of Education: 1986-1988. National Report of Cyprus (1988), p.18.

There are occasions when some students follow a particular direction just because there are no other alternatives. They are students of rural Gymnasia/Lycea where the small number of students makes it difficult for the school to offer all the directions, especially the Science one, for which expensive equipment and laboratories are needed. This is the point of item 6.

Since the Gymnasium offers a general education programme and serves as an observation period, students have no choice of subjects. It goes without saying that some subjects are more attractive than others; these subjects sometimes influence the students in their choice of the direction of studies. Item 7 examines this. At the same time, because some subjects seem difficult, students do not opt for them in the Lyceum; this is dealt with in item 8.

Items 9 and 10 refer to the role of the parents. It is very difficult to "measure" their influence on children of 15 years of age. It is not easy to distinguish if children do what their parents want them to do or if they, (parents and student), reach a decision together after discussion. After all, the influence of parents does not start or finish at a certain time and it is not always obvious. The items here aim to reveal the belief of the student, which does not always correspond to reality.

Item 11 refers to the influence of teachers on the students' choice. Item 12 covers the formal information and help which is given by the Counselling Office.

A student whose good achievement and ability in one subject is well known in his environment, is sometimes expected to follow a given direction, and without any other thoughts he just proceeds to that, as item 14 states.

In item 15 there is a reference to "people in general" and their opinion, meaning people in the wider environment of the student. Some years ago the Science direction was held in very high esteem by many people, mainly because it is more difficult and more interesting in a technologically-oriented world. Thus, good students were expected to follow this direction. Later, a great number of students, not necessarily competent followed it because

it was a matter of prestige. As a result in some schools, this direction became increasingly populated by less able students and therefore standards declined.

Item 16 refers to a situation which is not easily admitted, although it may be the case for a number of students. Nobody can admit that he/she arrives at a decision without giving any serious consideration to the matter.

In Part B students were asked to write the considerations which influenced their choice of educational direction in order of priority. This gave them a chance to express freely what factors they considered to be more important when one is faced with the problem of choosing a course of study.

5.1.2 The results

Part A

Table 5.2 shows the responses (in percentages) of urban and rural students to each item of the questionnaire (Part A).

Table 5.2

The Responses (in Percentages) of Urban (U) and Rural (R) Students to Every Item of the Questionnaire (Part A)

	Yes		No		No Response	
	U	R	U	R	U	R
1. This is suitable for the studies I have decided to follow	62.02	47.60	15.96	35.09	22.02	17.31
2. After I finish school, I'll be able to study whatever I decide	36.26	36.30	43.38	43.99	20.35	19.71
3. After I finish school, I'll be able to find a job related to this direction	56.71	72.84	27.38	11.54	15.91	15.62

Table 5.2 continued

	Yes		No		No Response	
	U	R	U	R	U	R
4. Many friends of mine follow the same direction.	15.91	14.66	71.19	74.04	12.90	11.30
5. Most of the students who follow other directions than mine are weak.	18.92	11.30	67.85	79.33	13.23	9.37
6. The school I attend does not offer the direction I want.	25.85	37.26	67.41	46.87	6.74	15.86
7. I'll be taught subjects I like for more periods per week.	58.29	53.36	30.48	29.81	11.23	16.83
8. I am not good enough at the major subjects of the other directions.	25.99	25	58.19	60.10	15.81	14.90
9. My parents wanted me to choose this direction.	36.31	31.73	44.72	57.45	18.97	10.82
10. I came to this conclusion after I had discussed the problem with my parents.	50.98	51.92	33.73	33.41	15.29	14.66
11. My teachers suggested that this suits my capabilities better.	18.58	25.72	62.02	55.53	19.40	18.75

Table 5.2 continued

	Yes		No		No Response	
	U	R	U	R	U	R
12. The information I've been given by the Cancelling office convinced me that this direction is the most appropriate for me.	41.04	38.94	43.14	42.31	15.81	18.75
13. My fellow students chose this direction.	40.95	38.70	43.96	42.55	15.09	18.75
14. Everybody in my immediate social environment expected me to do so.	32.39	12.98	47.40	72.35	20.21	14.66
15. People in general have a higher opinion of this direction than of the others.	28.38	27.88	48.78	58.89	22.84	13.22
16. I decided without giving much thought to the problem.	24.56	15.62	57.38	69.23	18.06	15.14

Looking at Table 5.2 we see that more than 50 per cent of both urban and rural school students admitted that they chose their direction of study at the Lyceum for the following reasons: a) It would help them to find a job upon graduation (Item 3, U: 56.71, R:72.84%), b) it offered them the subjects they liked more (Item 7, U:58.29, R:53.36%) and c) they had discussed matter with their parents and concluded that this was the best for them (Item 10, U:50.98,R:51.92%).

Yet over half of them denied that they arrived at their decision because: a) their friends had also chosen that particular direction (Item 4, U:71.19, R:74.04%), b) their fellow students who had chosen other directions than theirs were less capable academically (Item 5, U:67.85, R:79.33%), c) they were not capable in the major subjects of the directions they did not choose (Item 8, U:58.19, R:60.10%), d) they took into

consideration their teachers' suggestions (Item 11, U:62.02, R:55.33%) or e) they made their choice without giving the matter any serious thought (Item 16, U:57.38, R:69.23%).

Nearly half of the students of both samples rejected that a) the direction they chose offered them the chance to pursue upon graduation any course of study they wished (at a university level), (Item 2, U:43.38, R:43.99%), b) they were convinced by the school counsellor that the direction they chose was the most appropriate for them (Item 12, U:43.14, R:42.31%), c) their decision was influenced by the choices of their classmates (Item 13, U:43.96, R:42.55%).

However, a similar number acknowledged that a) the decisions of their classmates did influence their choice (Item 13, U:40.95, R:38.70%), and b) the school counsellor's views had a bearing on their decision (Item 12, U:41.04, R:38.94%).

Moreover about a third of the students in both samples stated that a) the direction they chose would enable them to follow any course of study at a higher level (Item 2, U:36.26, R:36.30%), b) their parents' wishes had a role to play in their decision (Item 9, U:36.31, R:31.73%).

Although there was considerable consensus among urban and rural students on almost all the items, there was some differentiation of views on items 1,6,9,14,15,16. About two thirds of the urban students (62.02%) admitted that they made their choice on the grounds that this could facilitate their studies at a higher level after school (Item 1). The number of rural students who indicated that this was true in their case was much smaller (47.60%) and more than one third of them (35.09%) denied that "future studies" had anything to do with their educational choice at the Lyceum.

While more than one third of the rural students (37.26%) pointed out that they were restricted in their choice because their schools did not offer all the educational options of the Lyceum (Item 6), only 25.85% of the urban students reported that this applied to their case. On item 9 considerable number of students from the rural areas (57.45%) rejected the suggestion that their parents' wishes influenced their decision, the number of urban

students who shared the same view was much smaller (44.72%). The significance of societal values or expectations for students' educational decisions as defined by item 14, differentiated the two samples to a great extent. While the majority of students in both samples rejected the suggestion that their choice reflected the expectations of the people in their immediate environment, the students from rural areas were more categorical on this. More than two thirds (72.35%) of the rural students dismissed the suggestion. The number of urban students who shared the same view was comparatively much smaller (47.40%).

Whereas almost one third (32.39%) of the urban students admitted that social expectations and/or values had a bearing on their choice, only 12.98 per cent of the rural students accepted this is to be the case with them.

On item 15 both samples rejected the suggestion that their choice was prejudiced. Almost half of the urban (48.78%) and more than half of the rural students (58.89%) denied that they chose the educational direction which enjoyed the greatest social esteem. It is worth noting, however, that more than one fourth of both urban and rural students confessed that this consideration had a bearing on their choice.

Finally, while rural students in their majority (69.23%) denied that they had arrived at their decision without giving the matter serious thought, about one fourth (24.56%) of the urban students acknowledged that this was true in their case. However, over half of them (57.38%) joined their rural counterparts in rejecting the suggestion made by Item 16.

Part B

In the second part of the questionnaire the students were asked to order in terms of priority a list of six factors which affect students' educational options. Table 25 shows the percentages of urban and rural students who attributed each item the status of first priority.

For both samples one's own capabilities should be the most important consideration when deciding upon one's future educational direction. Twenty-seven (27.11%) of the urban and

25.55% of the rural students ranked this factor as their first priority.

Table 5.3

The Responses (in Percentages) of Urban (U) and Rural (R) Students to Part B of the Questionnaire

First Priority	U	R
Studies	20.51	17.26
Work	19.18	18.41
Parents' opinion	14.89	16.57
Teachers' opinion	12.30	14.86
Friends' opinion	5.98	7.38
One's capabilities	27.11	25.55

The issue of future university/college studies ranked second for the urban (20.51%) and third for the rural students (17.26%), whereas the order is reversed when the issue of future prospects of employment is involved. Rural students (18.41%) considered this to be the second important factor in one's choice of his future educational direction while for the urban students (19.18%) work opportunities open upon graduation ranked third. On the remaining three factors there was an agreement between the two samples. Parents' opinion was valued as more important by both urban and rural students than teachers' opinion or the opinion of their peers. And again teachers' opinion bear more importance on urban and rural students' choice than their friends'/peers' views.

5.1.3 Discussion

The responses on both of the questionnaire exceeded one's expectations, in the sense that they indicated a rather more "sophisticated" level of thinking among the students than just "common sense" responses. One is aware however that these

responses may not give a completely true picture of the students' thinking. Yet, the important point concerning these responses is that the students answered in the way they thought that they should; thus, their responses reflect on the one hand, the beliefs of the society and on the other hand, how they would like thinks to happen.

Students from urban and rural areas produced many common responses, which are different only in the percentage and not on the negative-positive dimension. In examining the responses one can divide them into three categories: (a) Influence (source of), (b) Studies-Work orientation, and (c) Way of thinking.

(a) Source of influence

A common impression is that adolescents are greatly influenced by peers when they are faced with decision-making tasks. However, the findings indicate that in making serious choices this is generally not the case among students. Of course, it is possible to say that they underestimate their friends' and fellow students' influence, or that they do not like to admit that such an influence exists.

Both urban and rural students are unanimous in rejecting any external influence exerted on them during the decision-making stage. The only source of influence they do acknowledge is that of their parents. More than half of both samples stated that they arrived at their decision after discussing the matter with their parents. Although teenagers are apt to reject authority when they are faced with tasks that involve decision-making, especially authority that originates from parents and teachers, in Cyprus things look somewhat different. Research findings⁵ concerning adolescent-parent relationships in Cyprus show that there exists a strong positive relationship among them and this is due to the fact that the family unit in Cyprus is very important.

Parents are considered by children as the main source of both financial and emotional security. Parents consider it their duty

⁵ Paedagogical Institute of Cyprus, *The Socialization of Adolescents in Cyprus* (1982), pp. 194-206.

to pay for the educational expenses of their children until they graduate from college and even willingly, when they can afford it, pay for post-graduate studies. Children stay with parents until they get married and it is quite natural for children to live on their parents' income even after they complete their formal studies until they find a job of their own. So it is no surprise that students in Cyprus consult their parents when they are about to make a serious decision about their future.

The next source of authority which seems to enjoy some respect by students when they have to decide about their future academic course is teachers' opinion as was revealed by their responses to the question posed by the second part of the questionnaire. Both samples thought that teachers' opinion ranked right after their parents' opinion in their considerations when choosing their educational direction while their peers' views ranked last. This again can be accounted for by looking at parent-children relationships in Cyprus. Children assimilate to a great extent family values. As it was pointed in previous chapters Cypriot parents regard education as cardinal value. Therefore they hold in great appreciation both schools and teachers. As a consequence children come up to appreciate and respect their teachers.

(b) Studies-Work orientation

The students' responses on both parts of the questionnaire indicate that students were concerned not just about the period immediately following the Gymnasium, but also about the period after the completion of their studies at the Lyceum. This reflects the norms of society as well as family values and aspirations. Expressions like "I want my son to study in ..." or "I'll provide my child with all the necessary qualifications, so that he'll be able to study", are still very common in conversations among parents. Apart from that in a small society like Cyprus competition is high. Furthermore a common feeling is that one should prepare one's self to acquire entrance qualifications for a foreign university, as soon as one enters the Lyceum.

Students from urban areas referred more to studies as the most

decisive factor in their decision and students from the rural areas more to work opportunities after school. This is understandable since a great number of students from urban areas go abroad to study, whereas a great number of students from rural areas try to settle in Cyprus as soon as they graduate from high school.

(c) Way of thinking

It seems that the students really thought of the problem seriously before taking their final decision. The findings provided by Part A show that they chose the particular direction of their studies at school, after they had weighed, on the one hand, the merits of each of the five educational directions offered by the Lycea: Classical, Science, Economic, Commercial, and Foreign Languages, and on the other hand their own achievements, until that time, in the major subjects of each of the directions. Moreover, they did not think that other directions were less important than the one they chose. This may mean that they believe that all directions are equally good, provided they serve one's own plans for the future. Some, especially, from rural 6-grade Gymnasia, even changed schools when their schools did not provide the direction they preferred. That students do think seriously about their future is also supported by the responses of students to the question posed in Part B. Students from both urban and rural areas think that what must carry more weight when deciding on one's future course of study is whether the person possesses the ability-capacity to deal successfully with the demands of the major subjects in his/her proposed field, rather than other irrelevant and unimportant considerations like peer's views (Table 5.3).

This mode of thinking reveals a high level of maturity on the part of students aged 14-15.

Since there are no relevant research findings concerning teenagers in Cyprus against which the present findings can be compared, one may conclude that young students do think seriously before embarking on a new course of study. One may recall that both rural and urban students in their majority repeatedly stated

that their decision about their future educational course was taken on the grounds that this would

a) help them pursue further studies at college (Part B: this factor ranked second among urban students and third among rural), and b) enable them to secure employment after high school (Part A, Item 3:56.71% of the urban and 72.84% of the rural students). An interesting note: In the year 1985-86, a small number of students, of the same grade, from a large urban school (the 3rd Lyceum in Limassol) and from a small rural school (Lefkara Gymnasium) were asked to respond to the same questionnaire. The findings on both parts of the questionnaire were found to be in line with the results of the present study.

5.1.4 Conclusions

Although some conclusions are obvious from the previous discussion, it might be of some interest if we state the following:

(a) Students' responses in both questionnaires were consistent. Urban school and rural school students confront the problem of choosing their future course of study in the same way; the only influence they admit is that of their own parents; they choose the educational direction that will better serve future academic and employment aspirations; their ability-capacity to deal with the demands of the course of study they choose is the most important factor behind their choice.

(b) Students' choices reflect societal norms and values. Their responses correspond to social expectations whereby a student should rely on his own personality, wishes, beliefs and capabilities when confronted with problems and discuss things with his parents, before taking a serious decision which will affect his own future.

(c) The role of the school is singled out to be important by the findings of the study. More than one third of those questioned admitted that the information provided by the School Counsellor had a bearing on their decision (Item 12, Table 5.2) and that their performance until then and their likes and dislikes of various subjects served as guidelines in their decision (Table

5.3, Part B, and Item 7, Table 5.2).

The findings of this study substantiate the importance of the Gymnasium in shaping its students' academic and/or professional future. It should, therefore, provide the information and experiences which will guide its students to arrive at decisions which will secure their success at both the Lyceum level and later in life.

5.2 A study among teachers

Having examined the motivational factors behind the students' choice of their direction of studies at the Lyceum, it was considered relevant to collate the opinions of teachers concerning the role of the Gymnasium curriculum in the educational system as a whole.

The separation of the secondary schools into Lycea and Gymnasia is a recent development and many issues are still under consideration. The curriculum provokes, of course, much discussion, and various opinions about its content have emerged. Teachers do not exclusively teach either in a Gymnasium or a Lyceum but they transferred from one to the other. For this reason one may assume that they have a broader idea about the suitability of the curriculum in both cycles.

5.2.1 The background

Until now, no research has been done concerning the separate curriculum of the Gymnasium and its role as an autonomous school which, on the one hand gives a leaving certificate - Apolytirion - to its graduates, and on the other hand orientates students for the Lyceum.

The present study aims at pointing out how teachers view the curriculum of the Gymnasium, i.e. (a) what they think about its suitability and (b) to what extent they believe that the Gymnasium influences the students in their decision about their studies in the Lyceum.

It was expected that teachers would have more demands from the Gymnasium and as a consequence they would underestimate its influence upon students' future educational choices.

In 1984-85 the number of teachers in both public Gymnasia and Lycea was 2,224.1 (full time equivalent), and in public Technical Schools 482.6 (full time equivalent)⁶. Out of these a sample of 625 teachers was chosen. All of them attended the Paedagogical Institute's seminar programme.

The reasons for choosing them are the following:

(a) In these seminars teachers of all ages participated. A proportion of the 625 chosen were new teachers, still in the probation period, who were obliged to attend these seminars once a week for the whole school year. Although they have little experience, they are not predisposed, so they express themselves more genuinely and enthusiastically. Apart from these a proportion of the sample consisted of experienced teachers, assistant principals and principals all of whom attended seminars in Educational Administration. They represent the views of the "establishment". The rest attended various seminars in a number of subjects.

(b) Teachers who attended the seminars came from all over Cyprus, therefore the sample was representative.

(c) The process of administering the questionnaire was facilitated.

In 1984-85 the Paedagogical Institute organized, apart from the obligatory "probationers' seminars", various other optional seminars⁷. Altogether 625 teachers participated. The seminars took place in various towns of Cyprus. The participants were distributed in the seminars as shown in Table 5.4.

The total of 579 represents teachers from Gymnasia, Lycea and Technical Schools who attended seminars dealing with theoretical subjects, such as History, Greek Literature, Physics, Mathematics. Teachers of these subjects work in both Gymnasia/Lycea and Technical Schools and are transferred from one to the other according to the needs of the schools. The total of 46, represents teachers of technical subjects working exclusively

⁶ Ministry of Finance, *Statistics of Education in Cyprus* (1985), p.111.

⁷ Paedagogical Institute of Cyprus, *In-service Seminars* (1984).

in Technical Schools. Thus the total number of participants in 1984-85 in the above mentioned seminars was 625. Of these only 588 completed the questionnaire. The questionnaire which was developed for the purpose of this study is shown in Appendix 2. The rationale behind the construction of the questionnaire is explained below.

Table 5.4
The Distribution of Participants in the Seminars

Place	Gymnasia, Lycea, Technical	Technical
Nicosia	326	46
Limassol	225	
Larnaca	12	
Paphos	16	
TOTAL	579	46

A student enters the Gymnasium at the age of 12 and graduates at the age of 15. This period is important in the learning procedure because a great number of students develop their mode of thinking along abstract lines.

Piagetian and other works⁸ showed that until the age of 14 of 15 a young person-at least an ordinary one-develops the ability for formal thinking and reasoning. Of course, youngsters and adults do not always reason in the same way but they often revert to simpler modes of reasoning, especially when they are faced with an entirely new situation. The important result of this development however is the capacity which the adolescent acquires for abstract thought. Thus a secondary school student of the Gymnasium can manipulate, mentally, a number of variables and consider all possible combinations of variables. He can use the

⁸ K. Lovell, *Educational Psychology and Children* (1969), p.111.

inductive method and derive generalizations from a number of instances. Although this phenomenon, or rather this ability, does not occur to⁹ all, but rather to the more able of adolescents; many studies showed that all ordinary and normal students reach this stage with some differences in age⁹.

It also seems that the 14th/15th year is for many countries a crucial point in their educational system. The compulsory period in most European countries is up to the age of fourteen and not before. This also implies that a person has the capability to receive the most basic education up to this age.

In Cyprus, graduating from the Gymnasium marks the end of compulsory education. After that, in the Lyceum, the aim is to provide opportunities for specialization to a certain extent. Thus, item 1 refers to the complete programme of the Gymnasium. Item 2 refers to the educational programme of the Gymnasium which aims at helping students to decide on their future direction of studies at the Lyceum. This is not easy of course, because the Gymnasia comprise a mixed ability population of students ranging from 12 to 15 years of age. These differences are obvious in the learning, affective and sensory-motor domain. Classes are of mixed-ability and the same subjects are given to all. It is difficult for the school to succeed in pointing out to every student, his/her particular capabilities for several reasons:

(a) The number of students in each class was not smaller than 40 until 1987-88, when the Ministry decided to reduce the maximum number of students to 35. Even with 35 students, there exists a great variety of different personalities and needs, which allow the school little opportunity to offer individualized help. This situation seems to be better in most of the rural Gymnasia where the class number is smaller and thus teachers have a much better knowledge of their students.

(b) For each subject there is a different teacher. A teacher may teach a class for one, two or more periods a week. Students' response to the lesson depends sometimes on the way they accept the teacher. The teacher's personality affects the whole climate

⁹ Ibid., p.112.

of the classroom and the learning process. Many educators found "a significant and positive relationship between the warmth and friendliness of the teacher and the amount of work, both self-initiated and required, done by students"¹⁰. Each teacher has an individual opinion about a student. Moreover, as far as evaluation is concerned, each teacher most probably thinks in terms of how students in the different classes are progressing in his particular subject, rather than how a particular class is doing in different subjects. Thus the help which the school, as a unified system, can offer, might not be the most suitable.

Item 3 questions the possibility of the Gymnasium being more helpful in its orientative role. According to the Director of Secondary Education¹¹ the Gymnasium "offers a general education course and serves as an observation period giving pupils time to form an opinion about themselves and their interests and giving parents and teachers opportunities to appraise further the aptitudes and abilities of the children and advise them accordingly".

There are Counselling Offices in all Gymnasias and teacher - counsellors give information on request. Visits are also arranged for the third grade students, to Technical Schools, factories, companies and other places of work. In addition the school invites professionals to inform the students about their profession. Furthermore, a booklet¹² has been prepared by the central Guidance and Counselling Office in Nicosia which deals with educational opportunities after the Gymnasium. Furthermore, all students once a week for a semester have a special lesson about professions which is part of the curriculum. Although one would expect that all these formal measures really help the students to make their decision about the kind of school they go

¹⁰ Henry Clay Lindgreen, *Educational Psychology in Classroom* (1967), p.319.

¹¹ Ministry of Education, *Development of Education 1984-1986. National Report of Cyprus* (1986), p.1.

¹² Ministry of Education, *Counselling and Guidance Services, Educational Directions after the Third Grade of the Gymnasium* (1985).

to after the Gymnasium, nevertheless it seems that informal procedures have a role to play too. As it was shown in 5.1¹³, students are influenced by other factors as well.

Students usually do not visit the Counselling Office privately to ask questions concerning jobs and studies. They receive the given information as members of a class and they accept the procedure as part of their obligatory educational programme. An individual approach might have better results; an approach which motivates the students to visit the Counselling Office by themselves, rather than wait to be invited and be given information.

In Item 5 the separation - as far as building and administration is concerned - between Gymnasium and Lyceum is examined, and how this separation influences the orientative role of the Gymnasium. The separation - especially the administrative one - was inevitable from the beginning.

Since the Gymnasium is an obligatory stage with a general programme serving its own purpose it needed a different principal and services from those of the Lyceum. At the same time the building separation started and from 1988-89 there are no Gymnasias and Lycea functioning in the same building. Of course, this costs a lot of money because each building needs its own laboratories, playgrounds and all the necessary equipment.

As far as the orientative role of the Gymnasium is concerned, one can say that, since the whole atmosphere of the school is different, the orientative role is also different due to the advantages of the three-grade school. Students generally receive enriched provisions, the guidance programme is tailored to their needs, there are opportunities for the 3rd grade students to develop leadership capacity, and generally there is greater opportunity to develop a programme related to the needs of young people of this age range.

Since the school population is of the 12 to the 15 age group and all the efforts of the personnel are directed towards the achievement of the objectives of the school, one of which is its

¹³ See "A Study among Students".

orientative role, one would expect that the separation would have a positive influence.

Item 7 touches upon the philosophy underlying the purpose of the Gymnasium. The state provides a general obligatory course for all youngsters up to the age of 14,5 and thus the curriculum should be integrated and complete allowing students to terminate, if they wish, their education at the end of the third year. In practice, however, most of the graduates of the Gymnasium proceed to the Lyceum or the Technical-Vocational Schools.

Item 8 deals with the organizational plan of the Gymnasium. Different plans exist in different countries. Some of these are Eight-Four plan, Six-Three plan, Four-Four-Four plan, Four-Three-Three plan, Six-Two-Four plan and so on. Having in mind the history of schools in Cyprus and the traditional plan which consisted of 6 years for "elementary" education and 6 years for the "Gymnasium", one could not expect a different plan to emerge after the decision of separating the Gymnasium into a 3-year Gymnasium and a 3-year Lyceum was made. Teachers, students and the people in general have never thought of a different plan, simply because it has never existed in Cyprus and there is no frame of reference.

Since the Gymnasium provides a general education course, it cannot provide for any kind of specialization, as item 9 asks; it would be out of its scope and "raison d'être".

Specialization is left for the Lyceum after the Gymnasium, when students having gained some acquaintance with all the subjects can choose their field of specialization. Although this is a generally accepted principle, in practice there is more emphasis given to some subjects, since at the end of the year there are only written examinations in two subjects, namely Modern Greek and Mathematics. It is evident that students are more interested in these subjects since the final written examination examines a large part of the material taught throughout the year, and the mark obtained has an important role to play in the overall results of a student.

In item 11 the effectiveness of the "Vocational Guidance" lessons is examined. Students are offered this subject for one period

a week, for one semester. They are given information about jobs, and the usual pattern of such lessons is for the students to prepare factual compositions about the various professions. These essays are then read in class and discussed. It goes without saying that this provision is not enough, since one period a week for one semester means no more than 16 periods in all. A large number of those concerned with this, believe that it is necessary to provide both more periods and an enriched programme.

Item 12 deals with the probability of students changing their opinion after they have chosen a certain direction in the Lyceum. One would expect, that this might happen when a student:

(a) has started his studies in the Lyceum, and realizes the difficulty or easiness of some subjects and his capacities to deal with them.

(b) has chosen a direction based on a superficial decision and then he changes his mind. This is possible because the system allows for "second thoughts" and changes in directions until the last grade of the Lyceum. A student who wants to move to another direction however, must complete the main subjects of the direction he chooses.

As already mentioned, the formal help provided by the Gymnasium takes the form of either the Guidance Services or any kind of information given by the school which might sometimes be considered by students as part of their school work. Item 13 examines the possibility of someone who follows a direction without having been influenced by the school programme or its Services. Bearing in mind the previous questionnaire one can deduce that some students really do decide the direction of their studies by relying on other sources of counselling apart from school provisions. These other provisions might mean parents in most cases.

Item 15 examines which other factors influence students in their choice of direction of studies in the Lyceum. As it was shown in the first questionnaire, parents seem to be the most important factor; friends come next, followed by thoughts about the future or opinions about subjects and jobs.

5.2.2 The results

The responses of the teachers to each of the questions of the questionnaire are shown below:

Question 1: *In the Lyceum the directions specialize to a certain extent. In the Gymnasium the effort is to provide uniform and integrated programme of studies. Do you think that the Gymnasium succeeds in this?*

Answer	Very Much	Adequately	Insufficiently	Inadequately
No	36	456	90	6
%	6.12	77.55	15.30	1.02

Most of the respondents (77.55%) answered that the Gymnasium succeeds in providing a complete programme of studies to an adequate degree.

Question 2: *To what extent does the programme of the Gymnasium help the students in choosing a suitable direction at the Lyceum?*

Answer	Very Much	Adequately	Insufficiently	Inadequately
No	24	228	324	12
%	4.08	38.77	55.10	2.04

More than half (55.10%) of the teachers questioned felt that the programme of the Gymnasium offered limited help in guiding students in their choice of their future educational course at the Lyceum. However, more than one third (38.77%) found that the programme offered adequate help.

Question 3: Could the Gymnasium be more helpful in its orientative role?

Answer	Yes	No	Do Not Know
No	522	18	48
%	88.77	3.06	8.16

The respondents in their majority (88.77%) agreed that there was scope for improvement of the orientative role of the Gymnasium.

Question 4: If you answered YES in 3, could you suggest ways in which the Gymnasium could be more helpful in its orientative role?

Suggestions:

1. The Vocational Guidance subject should be taught for more periods. 61.33%
2. Subjects taught at the Lyceum should be introduced to the curriculum of the Gymnasium. 12.00%
3. Cannot suggest. 26.67%

When asked to suggest ways in which the orientative role of the Gymnasium could be enhanced, about one fourth (26.67%) of those who felt that the Gymnasium could become more helpful declined to provide any suggestions. Almost two thirds (61.33%), however, felt that increasing the teaching periods per week of the Vocational Guidance subjects at the Gymnasium could help in strengthening the orientative role of the Gymnasium.

Another suggestion is to incorporate in the curriculum of the Gymnasium subjects which are taught at the Lyceum. It seems that the teachers who have made this suggestion (12%) believe that in this way the students at the Gymnasium will be able to

familiarize themselves in general terms with the content of these subjects, the main objectives and the amount of the work they involve. Having this information in mind they will be in a position to assess whether they are really interested in these courses and are able to meet successfully the demands they pose.

Question 5: *Does the separation (administrative-building) of the 6-year Secondary School in Gymnasia and Lycea influence the orientative role of the Gymnasium?*

Answer	Very Much	Adequately	Insufficiently	Inadequately
No	48	234	192	90
%	8.51	41.48	34.04	15.04

The separation into Gymnasia and Lycea influence the orientative role of the Gymnasium to an adequate extent. This view is shared by 41.48% of those who responded to Question 5.

Question 6: *If your answer to 5 is VERY MUCH or ADEQUATELY, is the influence positive or negative?*

Answer	Positive	Negative	None
No	180	276	132
%	30.61	46.93	22.44

The direction of the influence, however, is for 46.93% of the respondents negative. Yet, more than one fourth (30.61%) of them regard the influence as positive.

Question 7: *Is it necessary for the Gymnasium to provide an integrated cycle of subjects, since the students - almost all - continue in the Lyceum?*

Answer	Positive	Negative	None
No	378	168	30
%	65.62	29.16	5.20

Almost two thirds (65.62%) of the respondents agreed that there should be introduced at the Gymnasium an integrated cycle of subjects, while almost 30% feel that this is not necessary.

Question 8: *Do you believe that the duration of the Gymnasium should be longer, shorter, or stay as it is?*

Answer	Should be Longer	Should be Shorter	Should stay as it is
No	114	12	438
%	20.21	2.12	77.65

The organization plan 6-3-3 which exists, i.e. six years for the primary school, three years for the Gymnasium and three years for the Lyceum, seems to be satisfactory for most of the respondents. About four fifths (77.65%) of them feel that the duration of the Gymnasium should not be changed.

Question 9: *Do you think that emphasis should be given solely to certain subjects at the Gymnasium, rather than to all subjects as is the practice now?*

Answer	Yes	No	Do Not Know
No	144	414	24
%	27.74	71.13	4.12

The existing curriculum which provides children with a uniform common course is considered to be satisfactory by the majority of the respondents (71.13%). Yet, one fourth (24.74%) feel that the emphasis on certain subjects should be varied. Responding to a relevant question the views of these teachers are as follows:

Question 10: *If your answer to 9 is YES, to which subjects should more emphasis be given?*

Suggestions:

	%
Modern Greek	23.63
Mathematics	19.35
Foreign Languages	18.16
Physics-Chemistry	14.19
History	9.46
Religion	5.78
Physical Education	4.23
Vocational Guidance	3.08
General Education	2.12

The subjects which are considered to be the most important by the respondents are Modern Greek, Mathematics, Foreign Languages and Physics-Chemistry. This reflects on one hand the traditional view that Reading - Writing - Arithmetic are the backbone of education and on the other, an awareness of the needs of present times. No one can deny that Foreign Languages facilitate communication and cooperation among peoples and that science is the sine qua non of economic and industrial development.

The subject of Vocational Guidance as it is now offered should cover more teaching periods. This is the view of the majority (78.26%) of the respondents and it is consistent with the responses given to Q.4.

Question 11: *Is the subject of "Vocational Guidance" as it is now*

offered (one period per week for the 1st semester in the third grade), effective?

Answer	Yes	Should be Longer	Should be Shorter	Should be Omitted
No	102	432	6	12
%	18.47	78.26	1.08	2.17

Question 12: Do you think that the students change their mind after they choose a direction in the Lyceum?

Answer	Very Often	Often	Rarely	Sometimes
No	24	306	198	36
%	4.25	54.25	35.10	6.38

More than half (54.25%) of the teachers questioned believe that students often change their minds and make other choices when they go to the Lyceum, while more than one third (35.10%) feel that this rarely happens.

Question 13: Is it possible for someone to follow a direction without in reality having been influenced by the programme of the Vocational Guidance and Counselling Services of the Gymnasium?

Answer	Yes	No	Do Not Know
%	80.85	11.52	7.63

Although one of the top priorities of the Gymnasium is to orientate students towards their future course of study at the Lyceum, most of the teachers questioned (80.85%) feel that the Gymnasium may not be as effective as it is expected of it in this field, since they admit that a student may choose his/her course of study without taking into consideration the recommendations

of the School Counsellor.

Question 14: *If your answer in 13 is YES, what do you think is the percentage of students who fall into that category?*

Answer	Few	Many	Most of the Students
No	288	144	24
%	63.15	31.57	5.26

Responding to question 14 those who have questioned the effectiveness of the Counselling Services (63.15%) admit that the students who ignore the Counsellor's suggestions are few. Yet, almost one third of them (31.57%) think that the number of these students is considerable.

It is important to note here that a great number of the students questioned on a similar item (Table 5.2, p. 126) admitted that the suggestions of the School Counsellor did not bear any significance on their educational choice.

Question 15: *Are there any other sources of influence that affect students' educational choices? If yes, name those you think they are the most important.*

Answer	%
Family	21.15
Friends	20.10
Other people in their environment	12.16
Finding a job after school	10.12
Teachers and Counselling Services	10.18
Interests	8.36
Difficulties in some directions	5.31
Studies after school	4.29
Do not know	8.33

On question 15 the majority of the teachers questioned mentioned that they believe the factors which influence a student's educational choice are, in order of importance, the views/opinion of their families, the attitudes of their friends and other people in their immediate environment, students' considerations about future employment and the suggestions of their teachers or school counsellors. Students' interests or abilities are considered to be decisive by a small fraction of those questioned (8.36%). This finding is contrary to students' views who declare that their own capacities and their concern about their future education or employment are the first factors to be taken into consideration when making educational choices (Table 5.2). It seems that teachers do not credit their students with enough maturity and feel that they act according to parents' or friends' expectations.

5.2.3 Discussion

From the teachers' responses it is clear that the role of the Gymnasium as an autonomous, separate unit offering a general education course is widely accepted (Q.1). Still, a small percentage (16%) do not seem to be satisfied with what is provided by the Gymnasium. Nevertheless, the fact that only 1% think that the programme is inadequate is encouraging. Something which one should bear in mind is that the respondents might not have thought of the Gymnasium as having a special role to play, i.e. that of providing a complete programme of studies.

This is further substantiated by a suggestion made by a number of teachers (12%) which in their opinion aimed at improving the orientative role of the Gymnasium, namely to incorporate in the curriculum of the Gymnasium courses taught at the Lyceum (Q.4.). This suggestion obviously reflects teachers' weakness to appreciate fully the separate role of the Gymnasium as a complete, autonomous unit. It is true that the separation of the 6-year Gymnasium into two autonomous schools - Gymnasium and Lyceum - is a fairly recent development and still in certain rural areas the separation has not yet been enforced. Most of the teachers have themselves graduated from and worked for many years

in the 6-year secondary schools (Gymnasia) so they find it quite difficult to make the subtle but yet essential distinctions which the separation involves, i.e. each cycle should provide for its students a completely independent curriculum and that both the teaching methods, the learning experiences as well as all extra-curriculum activities should be commensurate with the age, the needs and the intellectual level of development of their students.

The responses of teachers on relevant questions highlight further the view that in the mind of all interested parties - teachers, students, parents - the separation of the 6-year school into two distinct cycles bears an administrative and not an educational significance. On Q.5 half of the respondents feel that the separation into Gymnasia and Lycea housed on distinct premises affects the orientative role of the Gymnasium and on Q.6 the majority (46.93%) believe that the separation has had a negative effect.

However, the teachers appear to be satisfied with the duration of the Gymnasium. On Q.8 the respondents (77.65%) rejected the suggestion that the duration of the cycle should either be extended or shortened. There were some voices, however, in favour of alterations in the curriculum of the Gymnasium. On the whole the curriculum is considered to be satisfactory (Q.9). Yet, a number of the teachers questioned (Q.9, 24.74%) believe that certain subjects in the curriculum should receive special attention and as such the respondents pointed out the Language and Science subjects (Q.10). This view reflects a growing awareness among people in all walks of life that Cyprus as a developing country should pattern its education to match the development in the economic, industrial-technological and social spheres. Cyprus has to date grown into a promising technologically advanced industrial country and at the same time has developed a flourishing tourist industry. So the educational system should provide for fast growing needs in these sectors. One of the main objectives of the Gymnasium is to offer the information, the experiences and the guidance needed so that its students will be able at the end of the third year to make the

right decision about their future course of study.

However, the teachers in their majority strongly believe that the Gymnasium is not successful in attaining this goal.

On Q.2 more than half (55.10%) responded that the help offered to students on this matter is inadequate, on Q.13 a great majority (80.85%) admitted that students may decide on their future educational course without taking into consideration the advice of the School Vocational Counsellor and on Q.15 only 10.18% of the teachers think that teachers' and counsellors' views play a role in guiding students' educational choices. Furthermore, more than half of the teachers (Q.12) believe that students often change their minds and make other choices when they begin their studies at the Lyceum.

The questionnaire among the students yielded results that support the view that the orientative role of the Gymnasium is ineffective. Most of the students stated that their teachers' and school counsellors' advice and suggestions had but limited effect on their educational choices (Table 5.2).

The failure of the Gymnasium in guiding students' decisions concerning their future can be put down on various factors.

First of all we should examine the operation of the Counselling and Guidance Services in the Gymnasia today. As it was pointed out earlier the Services were patterned after the American model since the pioneers of the programme received their formal education and experiences in the field in the United States. However, there is a great deviation from this model. There are no qualified counsellors at the schools. Those who carry out the task of Counselling are teachers, especially teachers of the Greek Language and Literature, who are alleviated partly from teaching load and in return undertake to serve as counsellors and to teach the subject of Vocational Guidance at the third grade for one period per week for one semester.

In the first decade of the operation of the programme of Counselling and Vocational Guidance the Ministry of Education in collaboration with the University of Purdue and the Fulbright Commission in Cyprus offered a two year in-service training in Counselling and Vocational Guidance and a sufficient number of

teachers attended it. Since then (1971-73), however, no such systematic course has been provided. The trained and experienced teachers now are few mainly due to the fact that most of those who attended the course at that time have been promoted to assistant principals or head masters/mistresses. Therefore the success or not of the Counselling and Vocational Guidance Service depends to a great extent on the personality, the interest and the willingness for work of the appointed by the Service teacher-counsellors. Their work is supervised by the Head of the Services who has his office in Nicosia. His evaluation, however, bears a little weight on the overall evaluation of the teacher's work at school. The main task of teacher evaluation is carried out by the school headmaster/mistress and the Inspectors of the various subjects. This, as well as the teacher-counsellor's inexperience in what they are called to perform may account partly for the failure of the Services to offer effective guidance to students.

Recently a number of psychologists have started work with the Counselling and Vocational Guidance Services but they serve only students who display serious behavioural problems which cannot be dealt with by the school teacher-counsellors.

As it was mentioned earlier the subject of Vocational Guidance is taught one period per week for one semester in the third year. The objectives of the course are a) to familiarize students with various professions, b) to give students the opportunity to assess their own abilities, likes and dislikes and c) to enable students to match various professions with appropriate personality traits. In this way it is hoped that the students will be able to select the profession that best suits their special interests and abilities and generally their own personality. However, the results of this study show that these objectives are not fully attained. The teachers questioned feel that the duration of the course is too brief to yield fruitful results.

On Q.11 four fifths of the respondents (78.26%) replied that the duration of the course of the Vocational Guidance should be increased. However, a decision to lengthen the course involves

many other considerations besides time, like revision of the content of the course, the method to be presented (formal teaching, individual interviews etc), the evaluation of the students, if any and so on. For the moment being no plans for a complete re-assessment of the course seem to be envisaged.

Summarizing the findings of the two studies we can say that both students and teachers accept implicitly the important role that the Gymnasium plays in shaping the future course of its students. Although explicitly both parties reject the importance of teachers' and counsellors' suggestions for the educational decisions of students, yet both agree that students' capabilities, concerns about future studies and employment, likes and dislikes for various subjects are factors which primarily affect students' choices. All these factors however, do not exist in a vacuum. They develop within the framework of the school. Students come to appraise their own abilities and interests through knowledge and experiences gained at school. No one can deny the importance of formal learning, participation in extra-curricular activities and teacher-student and student-student interaction for the development of students' personalities.

The significance of the Gymnasium as an autonomous unit and as a preparatory stage for the academic and professional future of its students is not clearly singled out by the findings of both studies. This, however, may be an artifact of the method followed and the items included in the questionnaire. Therefore a need arises for further investigation in this field.

Despite apparent limitations, the results are interesting and could prove very useful for those at the Ministry of Education who are burdened with the task of decision - making and formulating educational policies. Certain suggestions made by teachers and certain problems pointed out by students can become the springboard for future revision of both the content and the scope of the 3-year Gymnasias. One interesting point which emerges from the survey among students and which should not escape the attention of educators high up on the ladder within the Ministry, is that students have proved to be - despite the

fact that their teachers think otherwise - mature and reliable when making decisions about their future. Therefore, an effort should be made not only to retain this level of maturity but if possible to further it to a greater extent by enriching the curriculum of the Gymnasium with those activities that promote the development of co-operation among students and among teachers and students and by providing students with opportunities for growth and self-development within the school.

CHAPTER 6

THE EFFECTIVENESS OF THE GYMNASIUM: TEACHERS' AND STUDENTS' OPINIONS

Ten years after the operation of the Gymnasium as a distinct educational unit there is a need to examine to what degree its primary objectives have been achieved.

As it was pointed out earlier in this study (Chapter 4) free compulsory education until the age of *fifteen* is the means by which the concept of the democratization of education of the 1970s is materialized. The main objectives to be served during this period are (a) to cater effectively for deficiencies diagnosed at the primary level, (b) to provide a general course of study that will enable students to acquire the basic skills, knowledge and experience necessary for the overall development of their personalities and (c) to prepare students for post-compulsory education.

In order to achieve these objectives various educational systems developed in Europe which despite differences have many common characteristics. In general all systems examined (Chapter 4) (a) provide a common course of study but with some differentiation of courses or levels of education (basic and advanced) after the initial year of the post-primary period, (b) offer a balanced course of academic and non-academic subjects, (c) provide for class-discussions and help for further study to weak and advanced students, (d) try to limit the number of courses offered by integrating various subjects, (e) keep the number of teachers who teach at the initial stage to the minimum (the tradition of the class-teacher who keeps a class for more than one year is retained in most European countries), (f) experienced teachers are burdened with teaching at the initial stage of the post-primary unit, (g) promotion of students from one class to the

other is not based on stringent criteria. Grades on national examinations where such institutions are part of the educational system are not pre-requisites for the promotion to the next class but they do bear a relevance on the students' advancement after the post-compulsory level.

In studying the educational system of Cyprus and the provision of education at the post-primary level (Chapter 4) we have pointed out that the system shares a lot of similarities in its objectives with its European counterparts, its content, and its educational practices. The differences that are observed originate from the fact that the Gymnasium as a distinct unit developed primarily as a response to pressing practical problems and resulted from the administrative at first separation of secondary education into two cycles and later by the physical separation of the two cycles in separate school buildings. The educational changes that have been effected on the content and practices of the lower stage in order to meet the demands of its new role as an orientation stage are minimal and they refer mainly to the introduction of non-academic subjects, i.e Design and Technology for all students of the Gymnasium.

To the majority of those involved with education, students, teachers, parents, the Gymnasium is not a distinct educational unit which should pursue its own objectives (see Chapter 5, "A study among teachers"). It is considered mainly as a preparatory stage for the post-compulsory level, therefore all changes proposed by the teachers who constituted the sample in the above mentioned study which was carried out by the researcher in the year 1984-85, aim at turning the Gymnasium into a mere vestibule to the Lyceum. The researcher pointed out at that time that perhaps the five years of the operation of the Gymnasium as a distinct unit were not enough to provide teachers and students with sufficient experiences that would differentiate their attitude in such a way so that they would appreciate the Gymnasium in its new perspective.

It is deemed necessary therefore to investigate further the attitudes of students and teachers towards the role and the objectives of the Gymnasium as a distinct educational unit. It

is pointed out in Chapter 4 of the present study that there is a growing dissatisfaction among students, teachers and the public with the level of educational provision at the secondary level in general and that there is a growing concern that standards of education are falling and that students do not gain the knowledge and experience the system aims at imparting to a satisfactory degree. There is a feeling that certain changes should take place. The Ministry of Education on its part have introduced a number of measures that aim at the lower level to unify the curriculum of the primary and the post-primary schooling until the age of fifteen (the Nine-year Curriculum, see Chapter 4) and at the post-compulsory level to promote more rigorous work by students and teachers alike by introducing in the final year of the Lyceum National School-Leaving Examinations (see Chapter 4). No deliberate attempt has been made to effect changes on the content and the practices of either the Gymnasium or the Lyceum in order to cater more meaningfully for individualized students' educational needs.

In the present study an attempt is being made to find out which changes the students and teachers consider as the most appropriate for the level of the Gymnasium in order to enhance its role as an orientative stage in the students' overall schooling.

More specifically the present study aims at finding out the attitudes of teachers and pupils concerning certain practices that are employed by other European systems at the compulsory level and examine whether these can be or should be introduced in the existing system in Cyprus.

For the purpose of this study, two questionnaires were drawn, one for teachers and one for students on the basis of what is happening in other countries (see Appendices 3 and 4). These questionnaires were administered to 296 teachers serving at the Gymnasium and to 1339 students attending the final year of the Gymnasium in the year 1992.

In this chapter the two studies are mentioned separately.

6.1 Teachers' opinions

The present survey purports to examine (a) whether teachers serving at the Gymnasium feel happy with their present status, and (b) find out their attitudes concerning certain changes that can be effected on the Gymnasium in order to enable it to cater more effectively with individualised students' educational needs.

6.1.1 The instrument

For the purpose of the present study a questionnaire was designed by the researcher. It has two parts: Part A comprises items that refer to the teachers' personal characteristics (Male, Female), their specialisation and work experience. Part B comprises 23 items, some of which are further subdivided into smaller parts, that refer to the present status of the content and educational practices of the Gymnasium and to relevant proposed changes for their improvement.

At first the questionnaire was written in Greek and was administered to a group of ten experienced educators (one secondary school inspector, three principals, and six secondary school teachers). On the basis of their comments and remarks a new version was drawn up and was tested for clarity and simplicity with a group of twenty teachers. A final form was then drawn up which was administered to the sample of this study. The final version of the questionnaire translated in English is found in Appendix 3.

6.1.2 The sample

One thousand seven hundred and eighty-nine secondary school teachers served at forty-two urban and eighteen rural Gymnasia in the year 1991-92. As it is pointed out earlier teachers are appointed to various schools by the Educational Service Committee. They are transferred from one school to another within a city by the Ministry of Education or from rural schools to urban and vice-versa by the Educational Service Committee¹. Therefore at any Gymnasium one can meet a representative sample

¹ For details for the appointment and secondment of teachers, see Chapter 3.

of secondary school teachers. The sample of teachers in this study originated from five urban and three rural schools from all over the island. These schools were randomly selected by the Ministry of Education in the forementioned year for an evaluation of their work which was carried out by a group of secondary school inspectors headed by the inspector General who happens to be the researcher. During the visits to these schools the researcher explained the purpose of the questionnaire and asked the teachers to complete and return it to him. The response of the teachers was positive. Almost 95% of them completed the questionnaire.

The number of teachers according to sex, years of service and specialisation who completed and returned the questionnaire is shown in Table 6.1.

Table 6.1

The Number of Teachers who Completed and Returned the Questionnaire According to Sex, Years of Service and Specialisation

Specialisation Group	Sex		Years of Service			Total
	M	F	1-9	10-19	20+	
1. Humanities	39	71	29	47	34	110
2. Mathematics	19	18	13	10	14	37
3. Science	26	14	14	14	12	40
4. Foreign Languages	8	36	23	16	5	44
5. Other	36	29	24	14	27	65
Total	128	168	103	101	92	296

The sample was divided according to sex into Males and Females, according to work experience into three broad categories: Less than 10 years in service, between 10-20 and more than twenty

years in service and according to specialisation in five groups as follows:

Groups 1: Humanities: Includes teachers who teach Greek Language and Literature, History and Religious Studies.

Group 2: Mathematics. Includes teachers of Mathematics.

Group 3: Science: Includes teachers who teach Physics, Chemistry, Biology, Geography, Natural Science.

Group 4: Includes teachers who teach English and French.

Group 5: Others: Includes teachers who teach non-academic subjects: Design and Technology, Home Economics, Art, Physical Education and Music.

6.1.3 Treatment of data

Simple non-parametric statistics were used for the treatment of data. Frequencies and relative frequencies (percentages) were calculated for each item irrespective of sex or years of service or specialisation. For purposes of convenience the frequencies under Strongly Disagree and Disagree and under Agree and Strongly Agree were aggregated. Therefore for each item or Question there were three responses: Disagree, No Opinion, Agree.

In order to find out the relationship between the respondents' characteristics (sex, work experience, specialisation) and their responses on each item of the questionnaire the chi-square (χ^2) and the Contingency Coefficient (C) were used.

6.1.4 Results

The results are shown in Table 6.2.

Table 6.2

The Responses (Frequencies and Percentages) of Teachers to Every Item in the Questionnaire

Question	Disagree	No Opinion	Agree	Total
	f	f	f	f
	%	%	%	%
1. I feel happy that I work in a Gymnasium.	75 25,3	34 11,5	187 63,2	296 100,0
2. I think that teachers should be transferred from the Gymnasium to the Lyceum and vice-versa on a regular basis.	164 55,4	27 9,1	105 35,5	296 100,0
3. I think that teachers should be transferred from the Gymnasium to the Lyceum and vice-versa only if they wish so.	90 30,4	43 14,5	163 55,1	296 100,0
4. I think that young, inexperienced, teachers can perform better at the Gymnasium.	105 35,5	32 10,8	159 53,7	296 100,0
5. I think that women teachers can have better results at the Gymnasium than their male counterparts.	65 22,0	153 51,7	78 26,4	296 100,0
6. I think that experienced teachers can perform better at the Gymnasium.	153 51,7	34 11,5	109 36,8	296 100,0
7. What we need at the Gymnasium are teachers who can teach a variety of subjects to a single class, as is the practice at the				

primary school.	194	40	62	296
	65,5	13,5	20,9	100,0
8. For the better adjustment of the first-year students at the Gymnasium there is a need to appoint primary school teachers to teach certain subjects, i.e. Mathematics, Languages, Science.				
	205	30	61	296
	69,3	10,1	20,6	100,0
9. For the better preparation of students for the Gymnasium there is a need for subject specialists to teach basic subjects in the last form of the primary school.				
	91	47	158	296
	30,7	15,9	53,4	100,0
10. In order to give more individualized attention to students at the initial year at the Gymnasium there is a need for the following arrangements to be made:				
(a) Students should be distributed to various sections according to educability on the basis of primary school reports.				
	189	25	82	296
	63,9	8,4	27,7	100,0
(b) Students should be distributed to various sections according to ability only for the basic subjects, i.e. Mathematics, Greek and the foreign language on the basis of primary school reports or diagnostic tests carried by the Gymnasium.				
	97	46	153	296
	32,8	15,5	51,7	100,0
(c) Students in all classes should have a free choice of two levels of study - basic and advanced - in Mathematics, Greek and the foreign language.				
	98	45	153	296
	33,1	15,2	51,7	100,0

(d) Students should continue to be placed in mixed ability classes in all subjects but the number of students per section should be limited drastically, preferably to the number of twenty.	73 24,7	23 7,8	200 67,6	296 100,0
11. In order to cater more effectively with individual educational needs at the Gymnasium the following arrangements should be made.				
(a) The number of subjects taught at the Gymnasium should be cut down in all classes.	204 68,9	26 8,8	66 22,3	296 100,0
(b) The number of subjects taught at the Gymnasium should be limited in the first year and increase gradually in the following years.	202 68,2	24 8,1	70 23,6	296 100,0
(c) The existing number of subjects and the periods allocated to each of them should be retained but the set subject-matter should be cut down considerably.	60 20,3	34 11,5	202 68,2	296 100,0
(d) Certain subjects should be integrated and their subject-matter should be treated accordingly, i.e. Physics, Chemistry, Biology could be taught as one subject of general science.	198 66,9	22 7,4	76 25,7	296 100,0
(e) The subject-matter in all subjects taught at the Gymnasium should be cut down to the basic in the first year and increase gradually in the following years.	64 21,6	35 11,8	197 66,6	296 100,0

(f) The emphasis in the Gymnasium at least in the first year should be on the teaching of the basic skills for the acquisition of knowledge and on the training of the students to do independent work and less on the amount of knowledge to be acquired.	68	29	199	296
	23,0	9,8	67,2	100,0
12. In the final year of the Gymnasium there should be a choice of levels - basic and advanced - in Science, Mathematics, Greek and foreign languages in order to account for the various educational needs and abilities of students.	108	37	151	296
	36,5	12,5	51,0	100,0
13. The following changes in the educational system seem to offer good solutions to existing problems:				
(a) The initial year of the Gymnasium should offer a limited number of subjects with emphasis on the teaching of basic skills, remedial work and preparation for more demanding work in the following years.	163	33	100	296
	55,1	11,1	33,8	100,0
(b) The duration of the Gymnasium should be extended by adding a fourth year for a better preparation of students for the lyceum or technical-vocational schools.	101	35	160	296
	34,1	11,8	54,1	100,0
14. The evaluation of students' attainment at the Gymnasium would be improved if the following arrangements were made:				
(a) The existing letter-system should be substituted with the numeric system				

that is employed at the Lyceum.	63	30	203	296
	21,3	10,1	68,6	100,0
(b) The number of subjects to be examined at the end of the year should increase. Preferably all subjects should have final examinations.	63	29	204	296
	21,3	9,8	68,9	100,0
(c) The weight of the results of the final examinations in the overall grade of the students at the end of the year should increase.	55	35	206	296
	18,6	11,8	69,6	100,0
(d) Students promotion to the next class should be automatic.	212	30	54	296
	71,6	10,1	18,2	100,0
(e) Grades should be abolished. Instead only qualitative judgements of the students' work should be offered by the teachers.	208	33	55	296
	70,3	11,1	18,6	100,0
(f) A system of national examinations, as in the case of the Uniform National School Leaving Exams introduced at the final year of the Lyceum, should be developed for the final year of the Gymnasium.	205	29	62	296
	69,3	9,8	20,9	100,0
15. The content of the curriculum at the Gymnasium is primarily academic.	59	27	210	296
	19,9	9,1	70,9	100,0
16. In order to increase the provisions at the Gymnasium I am prepared:				
(a) To work in the afternoons with interested groups of students within the framework of a new time-table that will provide flexible working hours.	100	39	157	296
	33,8	13,2	53,0	100,0

(b) To work extra hours in the afternoons on the basis of financial compensations.	104	36	158	296
	34,9	12,1	53,0	100,0
(c) To work extra hours in the afternoons provided my teaching load is alleviated.	183	30	83	296
	61,8	10,1	28,0	100,0
17. I think that the existing arrangements in the timetable rehearsals for school activities or practice in sports i.e. during the big break - are satisfactory.	206	31	59	296
	69,6	10,5	19,9	100,0
18. The proposed nine-year curriculum does not differ dramatically from the curriculum employed by the Gymnasium so far.	103	33	160	296
	34,8	11,1	54,1	100,0
19. The new nine-year curriculum does not provide for workable solutions for bridging the gap between primary and secondary education.	207	32	57	296
	69,9	10,8	19,3	100,0
20. The Guidance Services at the Gymnasium are directed primarily to students with learning or behaviour problems.	103	30	173	296
	33,7	9,8	56,5	100,0
21. Personal guidance is not effective for the teachers who serve as counsellors do not possess specialized knowledge, i.e. Psychology.	66	33	197	296
	22,3	11,1	66,6	100,0
22. Vocational guidance could be more effective if other measures,				

i.e. aptitude tests and interest inventories, except school grades, were employed for ascertaining students' aptitudes, interests and abilities.

59	159	78	296
19,9	53,7	26,4	100,0

23. Students choose their academic vocational option after the Gymnasium according to:

(a) Their peers' choices.	70	31	195	296
	23,6	10,5	65,9	100,0
(b) Their parents' expectations.	209	32	55	296
	70,6	10,8	18,6	100,0
(c) Their academic achievement in the Gymnasium.	174	33	89	296
	58,8	11,1	30,1	100,0
(d) The relevance of the options for further studies or employment.	156	30	110	296
	52,7	10,1	37,2	100,0

The results show that almost two thirds of the respondents (Q1: 63,2%) declare that they feel satisfied that they work in a Gymnasium and they disagree (Q2: 55,4%) that teachers should be transferred from the Gymnasium to the Lyceum and vice-versa on a regular basis. However, they agree (Q3: 55,1%) that transfers should take place if teachers wish so.

The opinions of teachers concerning the relationship between teachers' effectiveness and teaching experience are elicited by questions 4, and 6. Most of the teachers asked believe that young teachers with little teaching experience can perform better at the Gymnasium (Q4: 53,7%) and they disagree that experienced teachers can do better at this level (Q6: 51,7%). Concerning the relationship of sex and teachers' effectiveness (Q5), 51,7% declare that they cannot express any opinion, although more than 25% agree that women teachers can have better results at the level of the Gymnasium than their male colleagues.

Questions 7, and 9 seek out teachers' opinions on the sensitive issue of transferability of the teaching personnel between the primary and secondary level. Almost two thirds of the respondents reject the suggestion that teachers with general education can substitute secondary school teachers who are subject specialists in the initial year of the Gymnasium (Q7: 65,5%) and still a greater majority disagree with the suggestion that primary school teachers would benefit first-year secondary pupils if they were appointed to teach at the Gymnasium (Q8: 69,3%). However, they agree that first year secondary school pupils would adjust better at the Gymnasium if secondary school teachers taught in the final year of the primary school (Q9: 53,4%).

The perceptions of teachers of certain teaching practices that are adopted by a number of European countries like France, Germany, Denmark (see Chapter 4) are sought out by Q10 and its subdivisions.

The idea of streaming students in the initial year according to educability is rejected. Almost two-thirds of those questioned feel that this does not seem to contribute to better conditions of learning (Q10a: 63,9%). The European practice of partially setting students according to educability in the basic subjects, i.e Mathematics, Mother and Foreign Languages seems to enjoy support. Just more than half of the respondents agree with the idea (Q10b: 51,7%) but almost one third of them disagree (Q10b: 32,8%). Similar are the feelings of the respondents to the proposal that students should have a choice of levels -basic and advanced in the basic subjects (Q10c: 51,7% Agree, and 33,1% Disagree).

The suggestion to cut down the number of students per class while mixed-ability teaching is retained is widely endorsed by the teachers of this sample (Q10d: 67,6% Agree).

Question 11 poses suggestions that refers to the number of subjects taught at the Gymnasium, the allocation of teaching periods and the set-subject matter. The great majority of teachers disagree with the idea of cutting down the number of subjects taught at the Gymnasium (Q11a: 68,9%) or with the proposal of cutting down the number in the initial year and

gradually increase it in the following years (Q11b: 68,2%). However, they subscribe to the view that the number of subjects and the teaching periods for each should be retained but the set subject matter should be cut down considerably throughout the Gymnasium (Q11c: 68,2%) or the subject-matter to be cut down to the basic in the initial year and gradually increase in the following years (Q11e: 66,6%).

The integration of subjects, i.e two or more subjects to be taught as one is rejected by the majority of the teachers (Q11d: 66,9%).

The overwhelming majority of teachers seem to agree that what is more important at the Gymnasium especially in the initial year is to teach the basic skills of acquiring knowledge and not the amount of knowledge gained (Q11f: 67,2%).

The introduction in the final year of limited amount of choice in the form of optional levels of difficulty in the basic subjects gets the support of half of the teachers (Q12: 51%). More than one-third, however, (36,5%) do not agree that this arrangement can account for individualised needs or abilities. The idea of turning the initial year into a "bridge" year during which a limited number of subjects should be taught and emphasis should be on remedial work and systematic preparation of students for more demanding work in the subsequent years does not seem to be popular (Q13a). More than half of the teachers questioned disagree (55,1%) and only one third of them (33,8%) seem to find this a good suggestion.

The extension of the 3-year Gymnasium into four years (Q13b) is welcomed by more than half of the respondents: 54,1% of them agree with the suggestion. However more than one-third (34,1%) turn it down.

Question 14 and its subdivisions deal with the evaluation of students' attainment. The respondents agree that the following suggestions can improve the present system:

(a) The numeric system of reporting grades is preferable (Q14a: 68,6%).

(b) The number of subjects examined at the end of the year should increase -preferably all subjects should be examined (Q14b:

68,9%).

(c) The weight of the marks in the final examination for the promotion of students should increase (Q14c: 69,6%).

The remaining three suggestions concerning evaluation are rejected by the respondents. These are: automatic promotion of students (Q14d: 71,6%), abolition of grades (Q14e: 70,3%), introduction of National Examinations in the final year of the Gymnasium (Q14f: 69,3%).

Question 15 refers to the content of the curriculum and an overwhelming majority of the respondents agree that it is primarily academic in nature (Q15: 70,9%).

In order to create conditions in the educational provision that will allow for creative work and artistic and aesthetic cultivation of students, certain arrangements should be made: The teachers who responded to the relevant items of the questionnaire agree that

(a) they are prepared to work with interested groups of students in the afternoons provided they have flexible working timetable (Q16a: 53,0%),

(b) they could work in the afternoon for extra hours on the basis of financial compensation (Q16b: 52,7%). However, they are not prepared to work extra hours in the afternoons on the understanding that their regular teaching load is decreased (Q16c: 61,8%).

Responding to the question whether existing arrangements for creative and artistic work are satisfactory (Q17), 69,6% of the teachers declare that they are not.

Questions 18, and 19 refer to the new educational reform of the nine-year curriculum. More than half of the respondents (54,1%) agree that the new curriculum does not differ dramatically from the existing curriculum of the Gymnasium (Q18), and 69,9% reject the view that the new nine-year curriculum will bridge the gap between primary and secondary education (69,9%).

The role of the Guidance Service in the Gymnasium is touched upon by questions 20-23. More than half of the teachers questioned feel that this service is a) directed mainly to students with learning and behavioural problems (Q20: 56,5%) and

that the provision for personal guidance at the Gymnasium is ineffective because of lack of qualified counsellors (Q21: 66,6%). The suggestion that vocational guidance could be improved if more sophisticated techniques i.e aptitude tests, interest inventories etc were used (Q22) does not seem to attract teachers' approval or disapproval. More than half (53,7%) of the teachers questioned have no opinion in the matter.

Question 23 with its subdivisions refer to the factors that influence pupils' choices of their academic/vocational course after the Gymnasium. Most of the teachers feel that the following factors play a primary role on students' educational/vocational choices.

(a) The choices of the students' peers (Q23a: 65,9%)

(b) The wishes of the students' parents (Q23b: 70,6%)

Factors like the students academic achievement in the Gymnasium and the relevance of the chosen course for further academic/vocational advancement are not taken into consideration according to teachers. More than half of those questioned believe that students' educational decisions are not based on the students' academic achievements (Q23c: 58,8%) or on the relevance of the chosen course for further studies or employment (Q23d: 52,7%).

6.1.5 Teachers' opinion as a function of their personal and professional characteristics

In order to find out whether teachers' perceptions of the various educational issues projected by the questionnaire are influenced by personal variables, like sex or professional characteristics like specialisation or years of service, the data were further analyzed and crosstabulated for each of the forementioned variables.

The chi-square statistic was used in order to examine the relationship between respondents' characteristics (sex, specialisation, years of service) and the type of their response: Disagree, No Opinion, Agree, for each item of the questionnaire. For each item, the following null hypotheses were examined

(a) There is no relationship between the type of response

(Disagree - No Opinion - Agree) and the sex of the respondents.
(b) There is no relationship between the type of response (Disagree - No Opinion - Agree) and the specialisation of the respondents.

(c) There is no relationship between the type of Response (Disagree - No Opinion - Agree) and the years of service of the respondents.

In order to obtain the strength of the association between variables, the Coefficient of Contingency (C) was used. The C is a measure of association for nominal data or data that can be placed in categories and it can be used without making an assumption about the nature of the distribution of the variables used.

It is used for an equal or unequal number of rows and columns and its significance is easily tested by comparing it to the significance of the chi-square. If the latter is significant, so is C. The Contingency Coefficient does not have 1 as an upper limit and does not have a sign for the relationship².

The SSPC/PC+ 4.0 software package was used and separate tables for each of the independent variables sex, specialisation and years of service and their relationship to the type of response (Disagree, No Opinion, Agree) on every item of the questionnaire were obtained. The tables are presented in Appendix 5. In some cases concerning the relationship between respondents' academic specialisation and type of response there appeared cells with expected frequencies less than 5. It did not seem necessary to re-group data in order to deal with this because in the Educational Literature this condition is considered too stringent and expected frequencies less than 5 are accepted³.

The results show that the null hypothesis is rejected at the $p < 0,05$ level or beyond in seven cases. These case are reported in Table 6.3.

² I.E. Downie, R.W. Heath, *Basic Statistical Methods*, Harper and Row, 1974.

³ Everitt, 1977 in *Statistical Guide SPSS/PC+ 4.0*.

6.1.6 The Relationship of Sex and Teachers' Responses

From Table 6.3 we see that there is a significant and relatively strong relationship between the respondents' sex and their being happy by their appointment at the Gymnasium. An examination of the results (see Q.1 for sex) in Appendix 7 shows that 63,2% of the respondents declare that they feel happy that they work at the Gymnasium. However, female teachers seem to feel more satisfied. Of those who agree, 62,0% are female teachers and only 38,0% are males. Although more than half of the males indicate that they are happy, there is considerable portion (about one-third) who do not seem to be satisfied. Among females the corresponding agreement-disagreement percentages support the view that women tend to be more satisfied (Agree: 69,0% - Disagree: 19,6%).

6.1.7 The Relationship of Specialisation and Teachers' Responses

The variable of specialisation significantly differentiates the responses of those questioned on five items of the questionnaire. The suggestion posed by Q11d that certain subjects should be integrated in order to provide more effectively for individualised needs is overwhelmingly rejected (66,9%) by the respondents (see Q11d, Appendix 7). The strongest disagreement comes from the Humanities group (Disagree: 41,4%) and the smaller from the groups of Foreign Languages (Disagree: 12,1%), and the Mathematics (Disagree: 14,1%). Within each group there is an overwhelming majority against the suggestion. More than half of those who belong to groups 4 (Foreign Languages) and 5 (Art, Physical Education, Design and Technology) reject the idea (54,5% and 52,3% respectively). The percentage of those who disagree within each of the remaining categories is much greater (75%). A very small portion agrees with the suggestion. The greatest positive percentage (35,5%) comes from the group who teach non-academic subjects (group 5) and the smallest (7,9% and 10,5%) from the Maths and Science groups respectively.

Table 6.3

Significant χ^2 Relationships Between Variables and Significant Values of Contingency Coefficients (C).

Variable X	Variable	χ^2	df	C
Sex	Satisfaction with work at the Gymnasium (Q1)	7,103*	2	0,153
Specialisation	Integration of subjects (Q11D)	20,513**	8	0,254**
	Adoption of the numeric system of evaluation (Q14A)	71,230**	8	0,440**
	Increase of the subjects to be examined (Q14B)	77,485**	8	0,455**
	Arrangements for School Activities satisfactory (Q17)	25,182**	8	0,280**
	Relation of education choice to students' academic achievements (Q23C)	14,959*	8	0,219*
Years of Service	Transfer of teachers on regular basis (Q2)	32,357**	4	0,313**

(*) Significant at the $p < 0.05$ and beyond.

(**) Significant at the $p < 0.01$ and beyond.

The responses on Q14a that deals with the existing practice of evaluation of students' attainment are markedly differentiated according to the specialisation of the respondents. Thus, although there is a great majority of teachers (68,6%) who agree that the introduction of the numeric system of evaluation will result in the improvement of the existing system based on letters, there is considerable disagreement from certain groups (see Q14a, Appendix 7). The greatest opposition comes from the non-academic group (5). Of them 60,3% disagree with this idea. Within the rest of the groups the overwhelming majority favour the introduction of the numeric system. Of the respondents who belong to group 1 (Humanities) 78,2% adopt the suggestion posed by Q14a. Also, 75,7% of the Maths, 82,5% of the Science and 77,3%

of the Foreign Languages groups agree that the numeric system is preferable.

On the number of the subjects to be examined at the end of the year the responses display a strong differentiation according to specialisation (Q14b, Appendix 7). The overall majority (68,9%) agree that the increase of the subjects to be examined (now only four of them have final examinations) will result in the improvement of the evaluation system. The greatest support comes from those who teach academic subjects. To this suggestion there is considerable opposition from those who teach non-academic subjects (group 5). More than half of them (60,0%) reject this suggestion.

The variable of specialisation also differentiates teachers opinion on the factors that affect students' educational choices at the end of the Gymnasium (Q23c, Appendix 7). Overall, 58,8% of all the respondents feel that students' educational achievement does not play a significant role on the educational choices of students at the post-compulsory level. However, between the various teachers' groups the greatest rejection comes from the Humanities. Of the teachers who feel that students do not take into account their achievement when they have to decide on their future academic/vocational course 43,1% belong to the Humanities group.

The preparation for school activities usually is done during the big break or by adjusting the timetable (shortening the teaching periods by five or ten minutes) to allow time for rehearsals. Sometimes rehearsals take place during regular lesson time and participating students miss their lessons. These arrangements usually upset the regular function of the school and the teachers questioned feel that they are not satisfactory (Q17a: 69,6%). There is however a strong differentiation of opinion between and within groups (Q17, Appendix 7). The strongest disagreement (43,7%) comes from the Humanities group and the second big from the non-academic group (23,8%). The least opposition comes from the Maths and Science groups (9,2% and 10,7% respectively). Within groups the responses are differentiated as follows: The overwhelming majority of the

responses of group 1 (Humanities) disagree that the existing arrangements are satisfactory (81,8%). The same trend is found within the non-academic group (75,4% Disagree). Within groups 2 (Maths) and 3 (Science) it is found considerable positive proportion: 35,1% of the Maths and 30,0% of the Science teachers feel that such arrangements are satisfactory.

6.1.8 The relationship of years of service and teachers' responses

The results show that the variable of years of service affects the responses of teachers questioned on only one item of the Questionnaire (Q2). This item refers to the transfer of teachers from the Gymnasium to the Lyceum and vice versa. More than half of the respondents (55,4%) reject the suggestion that this transfer should be on a regular basis. However, more than one third (35,5%) believe that this arrangement is acceptable. The greatest opposition (42,1%) to the regular transfers of teachers (Q2, Appendix 7) comes from teachers who have more than 20 years of service, and the smallest from the younger group (25,6%). Among the younger group (less than 10 years of service), the feeling is that teachers should be transferred regularly, 53,4% of the respondents with less than 10 years of service agree and only 40,8% disagree. The responses of the other groups reveal the opposite trend: More than half (52,5%) of those between 10 and 20 years and a great majority (75,0%) of the older group reject the idea of regular transfers.

6.1.9 Discussion

The results of this survey show that there is a widespread feeling that the content and the existing educational provision at the compulsory level do not seem to contribute in the achievement of the most basic aims of free compulsory education, particularly those that call for attention to individualised needs and interests.

An overwhelming majority of the teacher respondents agree that:
(a) The nature of the curriculum at the Gymnasium is primarily academic (Q15).

(b) The most important goal of the Gymnasium should be the teaching of the basic skills and knowledge that will enable students to rely on themselves in the process of acquiring knowledge (Q11f).

(c) The present educational provision does not allow for satisfactory arrangements for extra curricular activities (Q17).

(d) Advanced and less competent students do not fully benefit from the existing educational practices (Q10, Q12).

(e) The evaluation system of students' attainment requires revision (Q14)

(f) The nine-year curriculum does not offer any new ideas concerning the curriculum of the Gymnasium (Q18) and does not offer the conceptual framework that will bridge the gap between primary and secondary education (Q19).

(g) The provision of personal and vocational guidance at the Gymnasium is ineffective (Q20-23).

The teacher respondents indicate that there is a need for an educational reform directed towards the qualitative improvement of education at the free compulsory level. To achieve this end the following suggestions attract the approval of the majority of those questioned:

(a) Mixed-ability grouping of students should be retained but the number of students per class should be cut down, preferably to the number of twenty (Q10d).

(b) Some partial setting of students according to attainment or competence in certain basic subjects such as Mathematics, the Mother and Foreign Languages in the initial or the final year may afford opportunities for catering more effectively for individualised needs (Q10b, Q12).

(c) In order to allow for some kind of choice in the existing uniform curriculum there may be provision of basic subjects at two- levels -basic and advanced (Q10c).

(d) The set subject-matter in every subject should be initially confined to the basic and increase gradually in the subsequent years (Q11e) or be reduced considerably throughout the Gymnasium (Q11c). This will allow time for the teaching of the necessary skills for the acquisition of knowledge.

(e) The duration of the Gymnasium should be extended by one year (Q13b).

(f) The evaluation of students' attainment should yield more reliable and valid results if the numeric system is employed (Q14a), the number of subjects to be examined at the end of the year is increased (Q14b) and if the weight of final examinations in the assessment of the yearly attainment of the students is increased (Q14c).

(f) The appointment of secondary school teachers to teach certain subjects like Mathematics in the final year of primary school in an effort to prepare primary school pupils for the work at the Gymnasium (Q9).

(g) The provision of afternoon lessons for enrichment or for extra-curricular activities on the basis of financial or other compensations for teachers (Q16a, and Q16b).

The following suggestions do not enjoy the approval of the teachers questioned:

(a) The reduction of the number of the subjects at the Gymnasium in order to allow for time for the teaching of basic skills or remedial work in the initial year (Q11c, and Q11e).

(b) The integration of related subjects in order to allow for time for more individualised attention to students (Q11d).

(c) The secondment of primary school teachers to teach in the initial year of the Gymnasium for the sake of the first-year students who find the transition from primary to secondary school a trying experience (Q7, and Q8).

(d) The extension of the school day in order to make room for afternoon lessons for enrichment or for extra-curricular activities on the understanding that teaching load is alleviated (Q16c).

The attitudes of the teachers towards the proposed changes in the existing system are reserved. Teachers do not seem to be willing to concede rights and privileges for the sake of the improvement of the educational provision. They welcome suggestions that do not upset their working conditions or put an extra burden on their shoulders.

On the contrary they reject suggestions and ideas that threaten

their status or infringe prospects for employment. Suggestions like the reduction of the number of subjects taught or the integration of subjects will inevitably result in the redundancy of teachers, therefore, there is a strong opposition to such an idea. The opposition is stronger among the teachers of Humanities and Science (Q11d, Appendix 7) whose subjects are the most suitable for integration.

Teachers also reject the idea for extending the school day in the afternoons even though they realise that there is a need for further education and better provision of non-academic activities in the school programme. This will upset existing working conditions. Now teachers finish their job at lunch time and enjoy a free afternoon. This is a great advantage for all, especially for women who have to run a home and raise a family. A great majority of teachers, however, express readiness to work in the afternoon provided they get in return some substantial reward (flexible timetable or money).

Suggestions like the secondment of primary school teachers to the Gymnasium meets teachers' firm resistance but the appointment of secondary school teachers to take over basic subjects in the final year in the primary school is welcomed.

These suggestions seem to affect the prospects for employment and the present status of teachers in a different way. In the first case secondary school teachers who are subject-specialists and holders of university degrees conceive of such an arrangement as an attempt to equate them with primary school teachers who are generalists and do not possess university degrees. Furthermore, the proposed appointment of primary school teachers in secondary schools will inevitably limit the opportunities of secondary school teachers for employment. In the second case, however, the chances of secondary-school teachers are increased and their status is enhanced, for they will be serving in the primary schools as subject-specialists.

That the attitudes of teachers are motivated by convenience and other personal or professional considerations is not unique for the teaching profession in Cyprus. References to similar situations are found in Educational Literature. Thus, Korner

Annegret in evaluating the German Comprehensive Schools points out that the plans to reform teacher training programmes in order to allow for the preparation of teachers for the new type of school failed mainly because teachers, perceived the new plan as threatening their status⁴.

In France, as well, the reform of compulsory schooling from the nursery level to the end of secondary course at the age of sixteen was not "brave" enough because teachers took a conservative attitude towards it⁵.

6.2 Students' opinions

Students are the recipients of any educational provision, therefore their views concerning educational reforms or changes are of importance and should be taken into consideration by decision-making officials. In the Danish Folkeskole⁶ students have the right along with their teachers to choose the curriculum that best suits their needs and aims and class-discussions concerning the ways and means by which these objectives are to be achieved are incorporated into the timetable of the school. In Cyprus there is provision in the School Regulations that encourages student committees to comment on the circumstances of their learning i.e the effectiveness of teachers, the coverage of the subject-matter and others. However, discussions of this kind are not officially incorporated in the timetable. Usually student committees express complaints to the principals when they feel that their teachers do not do them justice concerning school grades. Most of these cases are subjective and are usually met on the school level and are not taken further up except in cases where parents do address themselves to the Ministry asking for

⁴ Korner Annegret, "Comprehensive Schooling: An evaluation - West Germany", *Comparative Education Review*, Vol. 17 No1, March 1982, p. 20.

⁵ Le Monde, 5 May 1977 in Michalena Vaughan, "French Post Primary Education. What is left of the Haby Reform", *Comparative Education Review*. V.17, No1, 1981.

⁶ Rubi Gertsen, *The Folkeskole - The Danish Municipal Primary and Lower Secondary Education*, Jyvaskyla, 1993.

re-examination of their children's examination papers. So far no attempt has been made to obtain in a systematic way the opinions of students concerning the content of learning, the educational practices or other arrangements of the existing educational provision.

In 1984-85 the researcher conducted a survey among students of the first year of the Lyceum in order to trace the factors which play a significant role on students' educational-vocational decisions at the end of the Gymnasium, which marks the end of the compulsory cycle of education. The results showed that students can view things concerning their future course of study seriously and can reliably respond to relevant questionnaires. It was indicated then that students' responses revealed a high level of maturity and that their views should be taken into consideration when educational reforms are contemplated upon. Although in that survey no significant differences were found between the responses of boys and girls or between urban and rural students, there was some indication that differences in views may exist as a function of sex or location of school.

In the present study it was deemed necessary to elicit students' responses on issues that relate directly to them and see whether variables such as sex or the location of school they attend differentiate their opinions.

The procedure and the instrument used are similar to those employed in the investigation of the opinions of teachers. The students were asked to indicate their views on a number of suggestions which aim at improving the present educational provision at the compulsory level of schooling.

6.2.1 The instrument

The questionnaire for students consisted of two parts. Part A comprised items that related to the students sex and the location of their school and Part B comprised 15 items which referred to the content and educational practices of the Gymnasium and suggestions for changes that could improve the existing situation. Many of the items that refer to suggestions for the improvement of educational provision in the academic, the

sensori-motor and affective domains were common with those of the teachers' questionnaire. The only omissions in the student questionnaire referred to issues like working conditions of teachers, transfers, etc.

The questionnaire was tested out for clarity and simplicity with a group of twenty students (10 boys and 10 girls) in the final year of the Gymnasium. A final version was drawn up after taking into consideration the students' comments and suggestions. The questionnaire in its final form translated into English, is shown in Appendix 4.

6.2.2 The sample

The sample of students originated from the schools which were selected randomly by the Ministry of Education for evaluation in the year 1992 (see teachers' sample). The researcher during his visits to these schools asked the class teachers to administer the questionnaire during a class period and return the completed ones to him. About 96% of the students of the final form in three rural and in five urban schools completed and returned the questionnaire. Overall 1339 students completed the questionnaire, of them 673 were boys and 666 girls. Of the total of 1339 students, 293 attended rural and 1046 urban schools (See tables 6.4 and 6.5).

6.2.3 Treatment of data

The students were asked to express their opinions on every item of the questionnaire on a five-point Likert scale. For reasons of convenience the five options were aggregated into three: Disagree (Points 1, and 2), No Opinion (point 3) and Agree (points 4 and 5). As in the case of the survey among teachers, for each item of the questionnaire the frequencies and relative frequencies (percentages) under each type of response were calculated. To test the relationship between the respondents' sex and the type of school they attended the non-parametric statistic chi-square (χ^2) was used. In cases where significant χ^2 were obtained then the Contingency Coefficient (C) was used to test for the strength of the relationship.

Table 6.4

**The Number of Urban Students who Completed the Questionnaire
According to Sex and School**

Name of school District	Boys	Girls	Total
Plati, Nicosia	127	106	233
Droshia, Larnaca	99	121	220
A' Gymnasium, Paphos	89	83	172
Lanitio Gymnasium, Limassol	147	128	275
Theklio, Limassol	76	70	146
Total	538	508	1046

Table 6.5

**The Number of Rural Students who Completed the Questionnaire
According to Sex and School**

Name of School District	Boys	Girls	Total
Aradippou, Larnaca	63	88	151
Panayia, Paphos	7	9	16
Episkopi, Limassol	65	61	126
Total	135	158	293

6.2.4 Results

The students' views irrespective of sex or location of school on every item of Questionnaire are shown in table 6.6.

Table 6.6

The Responses (Frequencies and Percentages) of Students to Every Item of the Questionnaire

Question	Disagree	No Opinion	Agree	Total
	f/%	f/%	f/%	f/%
1. Younger teachers can understand us better.	290 21.7	303 22.6	746 55.7	1339 100
2. Female teachers can understand us better.	292 21.8	310 23.2	737 55.0	1339 100
3. I prefer the system of the primary school where one teacher teaches a variety of subjects.	968 72.3	218 16.3	153 11.4	1339 100
4. For the better adjustment of the first-year students at the Gymnasium there is a need to appoint primary school teachers to teach certain subjects, i.e Mathematics, Languages, Science.	1011 75.5	178 13.3	150 11.2	1339 100
5. For the better preparation of students for the Gymnasium there is a need for subject specialists to teach basic subjects in the last form of the primary school.	295 22.0	740 55.3	304 22.7	1339 100
6. In order to give more individualized attention to students at the initial year at the Gymnasium there is a need for the following arrangements to be made: (a) Students should be distributed to various sections according to educability on the basis of primary school reports.	262 19.6	820 61.2	257 19.2	1339 100

(b) Students should be distributed to various sections according to ability only for the basic subjects, i.e Mathematics, Greek and the foreign language on the basis of primary school reports or diagnostic tests carried out by the Gymnasium.	208 15.5	914 68.3	217 16.2	1339 100
(c) Students should have a free choice of two levels of study -basic and advanced- in Mathematics, Greek and the foreign languages.	188 14.0	177 13.2	974 72.7	1339 100
(d) Students after the initial year should continue to be placed in mixed ability classes in all subjects but the number of students per section should be limited drastically, preferably to the number of twenty.	167 12.5	124 9.3	1048 78.3	1339 100
7. In order to cater more affectively with individual educational needs at the Gymnasium the following arrangements should be made:				
(a) The number of subjects taught at the Gymnasium should be cut down in all classes.	145 10.8	146 10.9	1048 78.3	1339 100
(b) The number of subjects taught at the Gymnasium should be limited in the first year and increase gradually in the following years.	216 16.1	185 13.8	938 70.1	1339 100
(c) The existing number of subjects and the periods allocated to each of them should be retained but the set				

subject-matter should be cut down considerably.	918	218	203	1339
	68.6	16.3	15.2	100
(d) Certain subjects should be integrated and their subject-matter should be treated accordingly, i.e Physics, Chemistry, Biology could be taught as one subject of general Science (or History and Geography).	224	879	236	1339
	16.7	65.6	17.6	100
(e) The subject-matter in all subjects taught at the Gymnasium should be cut down to the basic in the first year and increase gradually in the following years.	275	210	854	1339
	20.5	15.7	63.8	100
(f) The emphasis in the Gymnasium at least in the first year should be on the teaching of the basic skills for the acquisition of knowledge and on the training of the students to do independent work and less on the amount of knowledge to be acquired.	290	238	811	1339
	21.7	17.8	60.6	100
8. In the final year of the Gymnasium there should be a choice of levels -basic and advanced- in Science, Mathematics, Greek and foreign languages in order to account for the various educational needs and abilities of students.	320	231	788	1339
	23.9	17.3	58.8	100
9. The duration of the Gymnasium should be extended by adding a fourth year of a better preparation of students for the Lyceum on technical/vocational schools.	498	632	209	1339
	37.2	47.2	15.6	100

10. The evaluation of students' attainment at the Gymnasium would be improved if the following arrangements were made:				
(a) The existing letter-system should be substituted with the numeric system that is employed at the Lyceum.	249	188	902	1339
	18.6	14.0	67.4	100
(b) The number of subjects to be examined at the end of the year should be increase. Preferably all subjects should have final examinations.	858	193	288	1339
	64.1	14.4	21.5	100
(c) The weight of the results of the final examinations in the overall grades of the students at the end of the year should increase.	880	161	298	1339
	65.7	12.0	22.3	100
(d) Students' promotion to the next class should be automatic.	869	162	308	1339
	64.9	12.1	23.0	100
(e) A system of national examinations, as in the case of the Uniform National School leaving introduced at the final year of the Lyceum, should be developed for the final year of the Gymnasium.	816	211	312	1339
	60.9	15.8	23.3	100
11. The existing content of the curriculum at the Gymnasium is primarily academic.	210	921	208	1339
	15.7	68.8	15.5	100
12. I am willing to stay at school in the afternoons in order to:				
(a) attend lessons for further study/preparation for external examinations.	278	242	819	1339
	20.8	18.1	61.2	100

(b) get involved in aesthetic/cultural activities.	302	250	787	1339
	22.6	18.7	58.8	100
(c) participate in sports activities.	347	234	758	1339
	25.9	17.5	56.6	100
13. I think the existing arrangements in the timetable -rehearsals for schools activities or practice in sports i.e during the big break- are satisfactory.				
	901	177	261	1339
	67.3	13.2	19.5	100
14. I consult the school counsellor to get help				
(a) for personal problems.	294	738	307	1339
	22.0	55.1	22.9	100
(b) for learning difficulties.	263	222	855	1339
	19.6	16.5	63.9	100
(c) for information about options of study at the Gymnasium.	185	209	945	1339
	13.8	15.6	70.6	100
15. Students choose their academic vocational option after the Gymnasium according to:				
(a) The relevance of the option for further studies or employment.	297	306	736	1339
	22.2	22.9	55.0	100
(b) Their parents' expectations.	245	200	894	1339
	18.3	14.9	66.8	100
(c) Their peers educational choices.	300	616	423	1339
	22.4	46.0	31.6	100
(d) The availability of the proposed option in the school nearer to their home.	296	740	303	1339
	22.1	55.3	22.6	100
(e) Their academic achievement in the Gymnasium.	262	223	854	1339
	19.6	16.7	63.8	100

More than half of the 1339 student respondents agree that younger (Q1: 55,7%) and female (Q2: 55,0%) can understand them better.

However, the great majority of them (Q3: 72,3%) reject the system of one teacher teaching a variety of subjects as is the practice in the primary school. Similar are their views to the suggestion that primary-school teachers should be appointed to teach in the initial year of secondary education (Q3: 75,5% disagree).

Although they express strong feelings against primary teachers teaching at the Gymnasium, they express no opinion (Q5: 55,3%) on the suggestion that secondary school teachers could bridge the gap between the primary school and the Gymnasium if they taught in the final form of the primary school.

They exhibit the same stand on items 6a (61,2%: No opinion) and 6b (68,3%: No opinion) which suggest respectively (a) streaming of students in the initial year according to educability based on primary school reports or (b) partial setting of students in the basic subjects according to ability levels on the basis of school reports or diagnostic tests.

They welcome, however, the suggestion that students in the initial year should have a choice of two levels of study -basic and advanced- in Mathematics, Greek and the Foreign Languages (Q6c: 72,7% Agree).

The suggestion that mixed ability teaching should be retained but the number of students per class should be cut down considerably -the maximum should not exceed twenty, is wholeheartedly accepted (Q6d: 78,3% Agree).

The same trend is exhibited by the respondents on the suggestions that call for the re-arrangement of the educational provision so that it will become more effective in meeting individual educational needs (Q7).

Thus 78,3% agree that the number of subjects taught at the Gymnasium should be cut down in all classes (Q7a) or the number of subjects should be cut down in the initial year and increase gradually (Q7b: 70,1% Agree). The great majority of the respondents (63,8%) also agree that the subject-matter in all subjects should be cut down to the basic in the first year and increase gradually in the subsequent years (Q7e) and 60,6% agree that the emphasis on the Gymnasium should be on the teaching of the skills for acquiring knowledge and not on the amount of

knowledge (Q7f).

They reject by a great majority (68,6%) the suggestion that the existing timetable and the set-subject matter are satisfactory therefore they should be retained (Q7c) and express no opinion (65,6%) on the suggestion that certain subjects should be integrated (Q7d).

The introduction of choice of levels of difficulty -basic and advanced in certain subjects: Science, Mathematics, Greek and the Foreign Languages- in the final year of the Gymnasium (Q8) is met positively by more than half of the respondents (58,8%). However, the suggestion that the duration of the Gymnasium should be extended by one year (Q9) is accepted by a very small portion of the students questioned (15,6). The majority of the respondents express No Opinion on the issue (47,2%) and more than one third (37,2%) express their opposition.

On the subject of evaluation of students' attainment the students of the present sample agree (67,4%) that the numeric system that is employed for the evaluation of students' achievement at the Lyceum is preferable (67,4%) but they oppose the suggestions that (a) the number of subjects to be examined at the end of the year should increase (Q10b: 64,1%) (b) the grades of the final examination should bear a greater weight in the final grades of students (Q10c: 65,7%) (c) the students' promotion to the next class should be automatic (Q10d: 64,9%) (d) a system of national examinations in the final year should contribute to the improvement of the existing evaluation system (Q10e: 60,1%).

On the issue whether the content of the curriculum in the Gymnasium is primarily academic the students of the present study express no-opinion (Q11: 68,8%). On the issue of the time and the arrangements provided in the existing system for rehearsals for school performances or practice in sports and extra-curricular activities, they indicate that they consider the existing arrangements as not satisfactory (Q13: 67,3%) and express the will to stay at school in the afternoons to (a) attend lessons for further study and enrichment (Q12a: 61,2%) and (b) get involved in cultural/aesthetic activities (Q12b: 58,8%) or (c)

take part in sports activities (Q12c: 56,6%).

Questions 14 and 15 refer to the provision of the guidance and vocational service at the Gymnasium and invite the students to state the reasons for which they seek the counsellors' help and the factors that mostly affect their educational choices at the end of the Gymnasium.

The students' responses reveal the following: (a) students do not seem to seek out the school counsellor's help in order to solve personal problems, 55,1% expressed No Opinion on the relevant item (Q14a), (b) students consult the school counsellor when they have learning difficulties (Q14b: 63,1%), (c) students visit the student counsellor to get information about educational/vocational options at the end of the Gymnasium (Q14c: 70,6%).

When students choose their educational/vocational course of study at the end of the Gymnasium they take into consideration the following: (a) the relevance of the option for further studies or employment (Q15a: 55,0%), (b) their parents' expectations and wishes (Q15b: 66,8%), (c) their academic achievement in the Gymnasium (Q15e: 63,8%).

The students who constituted the sample in the present study expressed no opinion on the suggestion that students are influenced in their educational/vocational discussions by (a) their peers' educational choices (Q15c: 46,0%) (b) the availability of the proposed option in the school nearer to their home (Q15d: 55,3%).

6.2.5 Students' opinions as a function of sex and location of school

The respondents' sex or the type of school they attend may be related to the type of their responses. In order to test for such relationships the data were crosstabulated for (a) sex (Boys and Girls) and (b) type of school (city-country) and the χ^2 statistic and the Contingency Coefficient (C) correlational test were used. For each item of the questionnaire the following null hypotheses were investigated.

a. There is no relationship between the type of response

(Disagree - No Opinion - Agree) and the sex (Boys-Girls) of the respondents.

b. There is no relationship between the type of response (Disagree - No Opinion - Agree) and the type of school the respondents attend (city-country).

As in the case of teachers, the SPSS/PC+ 4.0 software package was used for the treatment of data. Overall 72 χ^2 tables were obtained for the variables of sex and for the type of school. These tables are shown in Appendix 6. The null hypothesis was rejected at the $p < 0.05$ level or beyond in only three cases. These cases relate the variable of sex to the type of response (Disagree, No Opinion, Agree) on the Q6c and the variable of the location of school (Urban, Rural) and the type of response on Q15c, Q15e.

These results suggest that on the whole boys and girls do not perceive educational issues differentially. This might be explained by the fact that both boys and girls are exposed to the same learning experiences from the beginning of their schooling (co-educational classes, uniform curriculum etc). Therefore, their sex does not contribute significantly in their perceptions of educational matters. However, no conclusions can be reached on the basis of the present data. Perhaps these results are an artifact of the method employed. More thorough investigation is needed before any final conclusions can be reached. The identified differential responses of urban and rural students can be accounted for by the fact that urban students are exposed to more enriched experiences outside school (different socio-economic backgrounds, cultural milieus etc). One may suppose that these students develop differentially and this will induce in them differential perceptions of the learning situation. This, however, is just an assumption. It may be of interest if it is further investigated.

6.2.6 Discussion

The results of the survey among students who attend the final year of the Gymnasium show that students seem to know very well what they want from their schooling. That students think

seriously about their education was first pointed out in the study concerning students' educational decisions at the end of the Gymnasium which was carried out by the researcher in 1984-85 (pp.144-149 of the present work).

It was then indicated that students' responses might have reflected on the one hand societal beliefs and expectations and on the other hand how students wished things to be (p. 144).

In the present study students' responses reflect their concern about educational matters and indicate that they are willing to endorse changes that will ensure the qualitative improvement of their education even if this may result on an extra burden on them, i.e stay at school in the afternoons for extra academic or creative work (Q12a,b,c).

Their responses also show that they are ready to take a positive or negative stance on matters for which they have developed a concept or have had relevant experiences and refrain to express any opinion on issues they have had little or no knowledge at all.

Thus, they take a neutral stance on the issues of secondary school teachers teaching in primary schools (Q5), on the integration of courses and the nature of the curriculum (Q7d, and Q11). For these issues students do not possess immediate experience.

On items that call for the reduction of school anxiety and in alleviating the burden for learning, students tend to take a positive outlook. For example they readily approve of the suggestions that call for the reduction of the number of subjects taught at the Gymnasium and of the set subject-matter (Q7a, b, e).

They also agree that the emphasis on the Gymnasium should be on the teaching of basic skills at least in the initial year and not on the amount of knowledge to be acquired (Q5).

Although they welcome a more stringent system (the numeric form instead of the letter-form) for the assessment of their school-achievements (Q10a) they resist the proposal for the increase of the subjects to be examined at the end of the year, the introduction of National Examinations or the increase of the

weight of the final exams in the assessment of their yearly attainment (Q10b,c,d).

Adolescence is a critical stage in the development of the individual. It is a stage marked by contradictions in all levels. On the one hand the young adolescent wants to sever ties with everything that is associated with childhood, on the other hand they feel insecure and cling to persons or things that can give them sense of identity and security⁷.

In the present study we see that students' responses reflect this basic characteristic of adolescence. They reject the idea that primary school teachers should continue to teach at the secondary level (Q4) or that certain practices at the primary school for example a class-teacher teaching a variety of subjects (Q3) should be introduced in the secondary level.

Entrance to the Gymnasium is, in a way, a symbol that they have grown older, that they are not children any more, that they have acquired a new status, therefore they tend to resist every attempt that to their eyes constitutes encroachment upon their newly achieved "grown-up" image.

At the same time, however, the new school causes a lot of anxiety mainly because of the new demands placed on students and the increase of the adjustments they have to make, both physical, mental, social and psychological. At the secondary level they should rely more on themselves for acquiring knowledge skills, and experience.

In this state of accentuated uncertainty the young student feels that female teachers with their motherly approach present a kind of stability and warmth. Therefore they react positively to the suggestion (Q2) that women teachers can be more understanding. They also accept the suggestion that younger teachers can understand them better (Q1). While a female teacher is associated with the mother figure, the young teacher can present to the adolescent an adult symbol to which more easily he can identify with. Older teachers like parents are seen upon as a source of authority and imposition of rules and regulations that tend to

⁷ Luella Cole and Irma Nelson Hall, *Psychology of Adolescence*, Holt, Rinehart and Winston Inc, 1964.

challenge their freedom and harness their rebellion.

The responses of students on other relevant aspects of the questionnaire can be accounted for in the forementioned context. Thus, although students seem to agree that some differentiation of the curriculum should take place, such as the provision of courses at advanced and basic levels (Q8), they feel that the best way to account for individualised needs is through small mixed ability groupings (Q6d). The separation of students even in a restricted number of subjects (Maths, Languages) will affect established social relationships and as a consequence this will result in a general feeling of insecurity.

On the issue of the personal and vocational guidance provided by the Gymnasium the students' responses render support to the findings of the survey carried out in 1984-85 (Chapter 5). Students declare that they visit the school counsellor to get information about options of study or work after the Gymnasium (Q14c) or when they have learning difficulties (Q14b). They do not seem to seek out the counsellor's advice on personal problems (Q14a). As it was pointed out earlier in this study (Chapter 5) family ties are still very close in Cyprus and children do confide in their parents when they encounter emotional or other difficulties. Friendship is also well valued among teenagers in Cyprus⁸ and problems are discussed about with friends. Usually emotionally disturbed or students facing personal problems are referred to the school counsellor by teachers or the principal. They do not go to the counsellor on their own initiative.

The selection by the students of their educational or vocational course after the Gymnasium is done according to the present survey on the basis of parental expectations or wishes (Q15.b) and the relevance of the chosen option for further studies or employment (Q15a) and not on the basis of what friends or peers think of doing (Q15c).

These results are in line with the findings of the 1984-85 survey concerning the factors that influence students' choices of options at the Lyceum and can again be accounted for by the fact

⁸ Paedagogical Institute of Cyprus, *The Socialisation of Adolescents in Cyprus* (Research), 1982.

that the family unit is strong in the Cyprus society. The Cypriot adolescent does exhibit the typical characteristics of his counterpart in other countries i.e rebelliousness and tendency to sever bonds with parental authority, yet Cypriot adolescents do not break away from parents and home⁹.

They remain attached to the family for emotional and financial support and come to value and respect parental concerns and expectations.

The present study has failed to reveal differences on the perceptions of educational matters between boys and girls or between rural and urban students. This may be an artifact of the procedure that was followed. Therefore, there arises a need for further study in this field. However, it is natural to expect that there may not be any differences of opinion due to the sex of students or the location of school concerning educational provisions in Cyprus. The educational practices and the curriculum offered are uniform for all, boys and girls, all over the island. Therefore students develop similar concepts and share common experiences.

6.3 Summary and Conclusions

The study into the attitudes of teachers and students produced some interesting results that could be of great help to those who are entrusted by the state to make educational decisions.

The findings lend support to the observations of the researcher that there is a pressing need for the re-examination of the objectives, the content and the practices of the Gymnasium.

Teachers and students alike are willing to endorse reforms in this direction. It is true that these interested groups view certain issues from a different angle and express opposing opinions, yet there seems to be a unanimous agreement that things should change.

The form and the direction of this change is not and should not be left solely to the hands of educational administrators. Interest groups like teachers and students must be consulted in

⁹ Ibid.

order (a) to confirm that all aspects of the reform under discussion are taken into consideration and (b) to ensure the applicability of the decisions to be reached.

Therefore, there arises a need for further investigation of the teachers' and students' opinions concerning educational issues. A detailed and a systematic study of parents' views and of other interested groups is also needed.

The present study is a first attempt to evaluate the Gymnasium in a systematic way.

It is hoped that its findings will be duly taken into consideration by educational policy makers and will serve as a basis for future research in relevant educational matters.

CHAPTER 7

CONCLUSIONS AND RECOMMENDATIONS

The purpose of the present work was to study the development of the Gymnasium as a separate school unit and to investigate the objectives, content and the educational practices employed and provide alternatives for improvement in cases where weaknesses were identified.

The main hypotheses which were examined referred to the effectiveness of the Gymnasium to provide the 12-15 age-range with the necessary experiences, skills and knowledge that will enable them to make successful academic/vocational adjustments after they finish the free compulsory stage of their education. Overall the results of the investigation, qualitative and quantitative, indicate that the content and educational practices of the Gymnasium do contribute to some extent in the realisation of the above mentioned objective. However, there seems to be a general feeling of dissatisfaction with the existing programme for it does not fully succeed in achieving the most important of its objectives i.e to provide for individualised student needs, interests and talents.

The curriculum of the Gymnasium comprises both academic and non-academic subjects and it is common for all students.

The investigation of the teachers' and students' opinions concerning the effectiveness of the curriculum and the educational practices employed, reveal that the existing programme does not provide fully for the total development of the learner -his emotional, social and physical as well as intellectual development. The educational programme is mainly academic, subject-oriented and does not allow for special provisions for either the advanced or the less academically able students. The timetable is over-loaded with lessons and does not provide opportunities for the aesthetic and artistic development

of students. Furthermore, the educational achievements of students are adjudged as not satisfactory and there is a growing feeling that quality and standards of education have fallen (Chapter 4). The effectiveness of the Guidance Services is also questioned since the relevant research findings (Chapters 5, and 6) indicate that students refrain from consulting with the school counsellor for personal problems and the counsellor's advice and views are the least to be taken into consideration by the student when he makes his future educational/vocational choices at the end of his compulsory schooling.

The findings of the present study seem to support the Null-Hypotheses which were under examination (Chapter 1, p. 7), and the following conclusions can be reached:

(a) the implementation of the Gymnasium in its present form has not produced the expected results i.e the improvement of the educational provision during the middle years of schooling.

(b) the content of the curriculum and the educational practices employed do not promote the most important of the objectives of democratic education i.e the provision of equal opportunities for all through a programme that has meaning and significance to the learner in terms of its individual goals, needs, interests and capacities.

(c) the observed dysfunctions and weaknesses of the Gymnasium can be attributed mainly to the fact that this unit developed as a response to political and economic difficulties of the island in the late 1970s and not as an outcome of a deliberate effort by the educational authorities to re-organise and re-structure the educational system as a whole.

(d) the curriculum of the Gymnasium should be revised. This revision, however, should be part of a larger attempt to re-organise and re-structure the whole educational system. The objectives and the practices of the Gymnasium cannot be examined in isolation. The objectives and practices of the primary and upper-secondary education should bear a relevance with those of the Gymnasium.

Education should be viewed as a whole if it is going to accomplish its primary goal i.e to produce fully functioning

democratic citizens.

The apparent failure of the educational programme at the post-primary compulsory level to achieve fully its set objectives is not confined within Cyprus. Similar findings are reported in the educational literature by many researchers who appraised the educational systems of countries who have adopted the new concept of democratisation. Annegret Korner reports that in Germany "...there is a general uncertainty and disagreement about curriculum content, teaching methods, grouping practices, forms of assessment", and that in some states "...qualifications achieved in comprehensive schools are considered inadequate and their holders find it extremely difficult to find jobs or enter the university"¹.

The Danish government re-examined the whole concept of compulsory education until the age of sixteen in the light of research findings that the programme of the public schools "overlooked quality and standards". The New Act for the Folkeskole introduced in June 1993² is based on "Differentiated Teaching" which is a new approach to teaching during the compulsory stage of education: "...this new approach to teaching aims at building up an interaction between a subject-based contra an interdisciplinary teaching that will pay due respect to academic progression within subjects and quality in depth within individual areas of study".

In Slovenia where the existing programme is uniform for all the students at the compulsory level there is a growing dissatisfaction among educators. Gabrscek reports that there is a misunderstanding of the concept of equal opportunities. He points out that equality of educational provision is effected not through uniformity but through differentiation³.

¹ Annegret Korner, "Comprehensive Schooling: Evaluation - West Germany", *Comparative Education Review*, Vol. 17, No 1 (1981), pp. 15-22.

² Rubi Gardel Gertsen, *The Folkeskole - The Danish Municipal Primary and Lower Secondary Education*, Jyvaskyla, 1993.

³ Sergij Gabrscek, *Matura - The New National Examination in Slovenia*, Jyvaskyla, 1993.

In France the dissatisfaction with the existing system of free compulsory education is partly put down on the failure of the educational authorities to encounter the new development "bravely" and to proceed with a general re-structuring and re-organisation of the whole educational system. The criticism against the Haby Reform that aimed at providing free compulsory education until the age of sixteen is summed up as follows:

"the new reform is more concerned with piecemeal change and administrative efficacy than with bold innovation and the deliberate restructuring of educational opportunities. It is the reform of an administrator and an expert not that of a prophet and a visionary".

In Cyprus the observed weakness of the Gymnasium to accomplish fully its main purpose and objectives should be examined against the background of the unique historical and political conditions of the island (Chapter 2) and in relation to the circumstances that led to the emergence of the Gymnasium as a distinct educational unit (Chapter 3).

As it is mentioned earlier (Chapter 2) the people of Cyprus have always conceived education, especially secondary education, as a means of preserving national identity. Every attempt to reform the educational system was viewed with suspicion and was perceived as a threat to national security.

This attitude prevailed in the first decades after the island gained its independence in 1960. As a consequence educational reforms proceeded slowly and with caution and affected only a very small section of the educational provision each time.

That was the background against which the concept of democratisation of education was adopted by Cyprus in the decade of the 1970s. The emergence of the Gymnasium in 1980-81 was the outcome of an administrative arrangement directed towards the solution of pressing practical problems of the times. The existing six-year Gymnasias were divided into two administratively distinct three year cycles: the Gymnasium that covers the initial

⁴ Le Monde, 2 July, 1977, in M. Vaughan: "French Post-Primary Education: What is left of the Haby Reform", *Comparative Education Review*, Vol. 17, No 1, March 1981.

three years and the Lyceum of Optional Subjects that covers the upper secondary level. The content and objectives of the new three-year Gymnasium do not differ considerably from the programme of the first three years of the six-year Gymnasium. Only minimal reforms were effected to it and those involved the introduction to the curriculum of practical/technological subjects.

To the minds of all, educators, students, parents, the public the three-year Gymnasium is considered to be the vestibule to the Lyceum or the technical/vocational schools and not a unit that has and should have its own purpose and distinct objectives.

7.1 A need for change

The present first appraisal of the programme of the Gymnasium has shown that there is a widely felt need for a change in its objectives, content and its educational practices. The form and the direction of this change should be the subject of deliberate discussions with all interested groups and should be viewed not in isolation but within a framework for the restructuring of the system as a whole. The findings of the pertinent research in the present work are indicative of the changes that are welcomed by students and teachers. Despite differences in views and although the stance of both groups is reserved and tinged with conservatism, the direction of change they subscribe to points towards a flexible and diversified curriculum that should take into account individual differences in goals and needs, talents and abilities and ways and rates of learning.

Presently the Ministry of Education is envisaging two main innovations: the one is directed at the lower end of the Gymnasium and concerns its relation with primary education and the other at the upper end and concerns the re-organisation of the Lyceum of Optional Subjects.

7.2 The nine-year curriculum

In order to bridge the gap between primary and secondary education an interdepartmental committee was set up to study the problem in depth and suggest workable solutions. Although this

committee in principle viewed primary and secondary education as a continuous process, in reality, it failed to grasp the problem in its total perspective. It is interesting to note the different interpretations given to the concept of the continuity of primary and secondary education by the members of the forementioned committee. Those who come from the primary sector refer to it as the "nine year school" while those from the secondary level refer to it as "the nine-year school curriculum"⁵. Moreover the committee seemed to have failed in grasping all ramifications pertaining to the problem. It offers suggestions that deal with the smooth transition from primary to the secondary school up to the Gymnasium level, neglecting to see how its proposed changes for the Gymnasium would inevitably affect the goals and practices of the Lyceum.

One of the suggestions of the committee is that the teachers of the Gymnasium should familiarise themselves with the methods and materials used by teachers of the upper primary school and vice versa. This suggestion, however, neglects the fact that the whole underlying philosophy, goals, objectives and practices of the two units are very different. At the primary level the curriculum is flexible, there is no formal evaluation of the pupils' achievement and promotion from one class to the other is automatic.

The curriculum of the Gymnasium is structured, the evaluation is formal, the students sit for exams at the end of each school year and the promotion from one class to the other is not automatic. The emphasis in primary school is on each child's own rate of learning whereas in the Gymnasium the emphasis is on mastering the subject matter, for the Gymnasium has the task of preparing its students for the upper-secondary level (the Lyceum and the technical/vocational schools) which are mainly subject-oriented. The committee has also failed to offer a conceptual framework within which specific objectives are to be formulated and appropriate learning experiences are to be selected. All the suggestions of the committee refer to the exchange of

⁵ Ministry of Education, File No 578 (68) A.

experiences, methods, and practices between the teachers of the sixth form of the primary and the first form of the Gymnasium. Moreover, they seem to view the nine year education programme in a rather narrow perspective; they propose a programme that presupposes the fusion of the final form of the primary and the first form of the Gymnasium. They limit their suggestions to generalities and do not go in depth to see that fusion between primary and secondary education cannot be functional unless accompanied by parallel changes in structure and objectives in both the nine-twelve primary unit and the twelve-fifteen secondary one.

However simple in its conception, the new programme will create a number of complex problems that will not be easily solved. The teaching staff of primary and secondary schools differ enormously in terms of formal education; secondary school teachers are subject specialists holding university degrees in their subject, whereas the primary teachers are generalists, the majority of them holders of a diploma from the three-year Pedagogical Academy. Salaries, working terms and promotion posts of both groups differ also considerably. Neither group will easily concede their rights and privileges in order to facilitate the implementation of the new educational programme.

Already secondary school teachers reject the view that the nine-year curriculum will bridge the gap between primary and secondary education (Q19, Chapter6) and that the new curriculum is dramatically different from the existing curriculum of the Gymnasium (Q18, Chapter6). An overwhelming majority also reject the suggestion that primary school teachers can take over classes in the initial year of the Gymnasium (Q8, Chapter6) and that in order to bridge the gap between primary and secondary education the final year of the primary and the initial year of the Gymnasium should be fused into one and serve as an orientative stage (Q13a, Chapter6).

At the upper secondary level of education the committee which undertook to evaluate the function of the Lyceum of Optional Subjects point out the need for the revision of the existing programme in order to become more flexible and effective in

encountering individualised needs. The major suggestions of the committee are the following:

(a) Specialisation at the Lyceum should begin in the second grade. Thus, all students of the first grade will have a common syllabus.

(b) The number of the common core subjects in the second and third grades should be reduced, and students will be allowed to choose subjects from various educational streams.

(c) The curriculum should be enriched with technical and vocational subjects.

The suggestions for the restriction of specialisation to the second and third years and hence the transformation of the first grade of the Lyceum into a pre-specialisation form will inevitably affect the orientative role of the Gymnasium. As it was pointed out the Gymnasium offers general education and at the same time helps its students who wish to continue their studies to make the educational choice which best suits their needs and abilities. With the implementation of the suggestion of the committee for the establishment of a pre-specialisation form, the latter task will be taken over by the Lyceum. Such a development will limit to a considerable degree the orientative role of the Gymnasium. Consequently the whole content of the Gymnasium and its relation to the Lyceum should be reviewed. Such a revision should also be done in close connection with the plans for the establishment of a new nine-year compulsory education curriculum.

In investigating the perceptions of teachers and students concerning changes to be effected in the existing programme of the Gymnasium, there was a unanimous agreement that the emphasis in the Gymnasium should be in the teaching of the skills for acquiring knowledge and not on the amount of curricular knowledge gained (Q11f for teachers, Q7c for students, Chapter 6) and the set subject should be cut down considerably in order to allow for the provision of remedial work or work for further advancement (Q11c for teachers, Q11a for students, Chapter 6). The suggestions to turn the initial year into a "bridge year" or orientative stage by cutting down the number of subjects

taught met teachers' negative response (Q13a, Chapter 6) and this mainly because such an arrangement would inevitably affect teachers' employment opportunities.

The suggestion, however, to extend the duration of the Gymnasium by one year (Q13b, Chapter 6) in order to allow for more individualised educational provision was overwhelmingly approved. In the light of the forementioned suggestions and in view of the fact that the innovations presently under consideration do not seem to provide for workable solutions for the qualitative improvement of education, the author has reached the conclusion that a re-organisation and re-structuring of the whole educational system is imperative. Such development should involve the total revision of the system, its conceptual framework, its goals and objectives, administrative arrangements, teaching practices, methods of grouping of students and assessment of student attainment. An educational scheme which under the present conditions seems promising for the educational affair of the island is the educational division of secondary education into a four-year Gymnasium and two-year Lyceum. This division is depicted in Diagram 7.1.

The introduction of the new scheme will not upset the division of Secondary Education into lower and upper which from an administrative point of view has proved to be a successful one. The Gymnasium and the Lyceum will remain under the Department of Secondary Education and no administrative changes involving teaching personnel will be needed. Since the staff of Secondary Schools is transferable the extra number of teachers that will be needed to satisfy the demands of the four-year Gymnasium will derive from redundancies in the two-year Lyceum at no extra cost. The increase of the student population in the Gymnasium will inevitably create a housing problem. This, however, can be easily resolved. Since there will be a parallel reduction in the student population of the Lycea the vacant premises will be occupied by the Gymnasium. Such a solution is feasible for in most cases Gymnasias and Lycea are housed in adjoining buildings. From the psychological point of view the new 4-2 pattern presents the following advantages. The two cycles will cater more

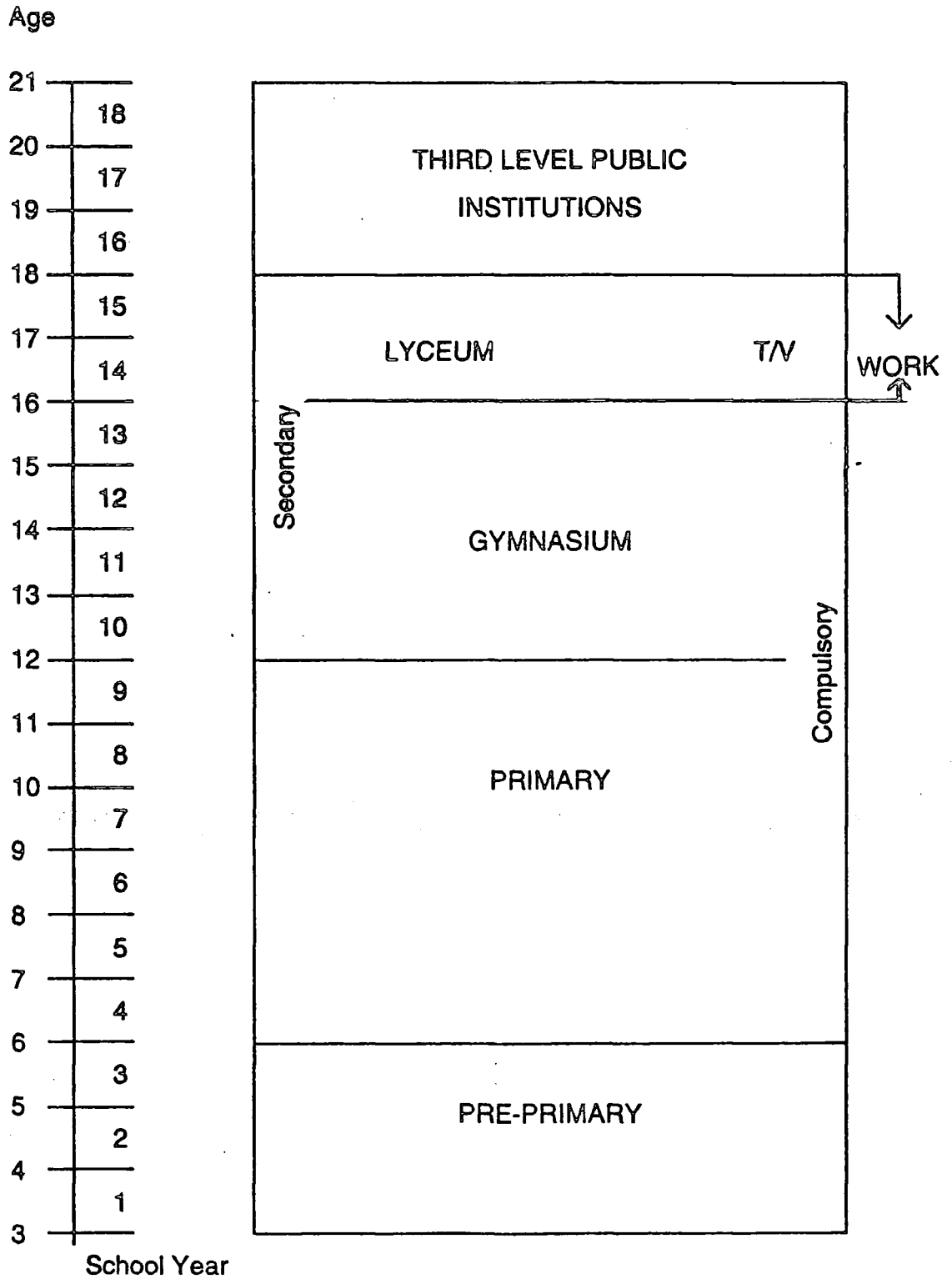
successfully for two distinct, but homogeneous in physical, psychological and intellectual characteristics, age groups: early adolescence and late adolescence. Although adolescence begins around 12 and ends roughly in the late teens, there is evidence that there are several outstanding differences in the rate of physical growth, behaviour and attitudes of the individual in the early part of the period which justify the division of adolescence into two periods, early and late. The dividing line is placed around seventeen⁶, the age that coincides with the second year of the Lyceum in its present form. Therefore the proposed division of secondary education will enable educators to provide more effectively for students in both groups.

Early adolescence is a distinct period in the development of the individual and is considered to lie in-between the childhood years and the closing years of adolescence. Compared to younger children, early adolescents are highly self-conscious, emotionally unstable, have uncertain images of themselves and their status is vague and confused. While young children's values and moral standards are largely those of their parents and their feelings of self-esteem derive from their parents' view of them, the early adolescent's values and attitudes stem mainly from those of the peer group. Parents' views and moral values if at variance with them, are often rejected. This involves additional strain on the adolescent who experiences feelings of accentuated anxiety and confusion since he is not completely self-sufficient and independent from home and parents. Alongside this, young adolescents experience a period of very rapid physical growth, the adolescent growth spurt, accompanied by the gradual development of the reproductive organs and the secondary sex characteristics. At the later years of adolescence the rate of growth slows down and the extreme emotionality, confusion and feelings of inadequacy and self-rejection give way to more mature and stable attitudes and behaviours as the individual reaches sexual maturity by the end of early adolescence.

⁶ Elizabeth B. Hurlock, *Developmental Psychology* (1968), p. 392.

Diagram 7.1

The Public School System Featuring the Proposed Scheme for Secondary Education



While the early adolescent's concern is to define oneself with regard to sexuality and sex roles, the late adolescent is pre-occupied with the task of deciding how to earn a living.

The 4-2 division of secondary education, therefore, will facilitate the school to provide opportunities and learning experiences that will help each age group to meet successfully their specific adolescent problems. The curriculum of the Gymnasium will provide opportunities that will assist the early adolescent in his search for self-identity, whereas the Lyceum will see that the late adolescent develops the skills and knowledge that will facilitate his vocational and academic advancement.

The proposed scheme will enable the Gymnasium to keep in contact in a significant and functional way at the lower end with the primary, and higher end with the upper secondary education. The first year of the Gymnasium will be a liaison between primary and secondary education. The learner will be gradually introduced to independent work and study skills required for the mastering of subject matter and be guided to sit for formal examinations. The fourth year of the Gymnasium will introduce the student to the subjects that constitute the core of the various specialisations in the Lyceum which are not included in the present curriculum of the Gymnasium such as Economics, Classics, Computer Science and Accountancy.

The graduate of the present 3-year Gymnasium has only one option: to continue his formal education in a Lyceum or Technical School. He cannot become a wage earner for he does not fulfil the age requirements (16) of the existing Youth Labour Law. The graduate, on the other hand, of the proposed 4-year Gymnasium will be presented with two options: either to join the working force or continue his formal education. This will be in line with the existing practice in most European countries⁷.

The introduction of the 4-year scheme will affect positively the work at the upper secondary level. Only those students who are strongly motivated and competent will continue their education

⁷ See Chapter 1.

in the Lycea or Technical Schools. Thus, upper secondary education will concentrate on imparting the knowledge habits and skills that will enable graduates to meet successfully the requirements of an institution of higher learning and the demands for specialisation in a vast developing society.

The proposed 4-year Gymnasium forms an organic part of the whole schooling for it provides for smooth transition from primary to upper secondary education. Furthermore it will continue to provide opportunities which will enable students of the 12-16 age-range to develop the competencies, attitudes, interests and knowledge needed to live happily, creatively and productively in a democratic society.

7.3 Need for further research

The aim of the present study was to investigate the effectiveness of the Gymnasium to accomplish its primary objective namely the provision of equal opportunities for all students at the free compulsory stage of secondary education. This was the first attempt to evaluate the curriculum of the Gymnasium in a systematic way ten years after it has been in operation as a separate distinct educational unit.

The results show that in general terms the Gymnasium succeeds in imparting a general course of study that allows students to acquire the basic knowledge, skills and experiences that enable them to pursue further their academic or vocational course of study at the end of their compulsory schooling.

The findings of the present investigation suggest that there is scope for improvements in the educational provision and certain changes should be effected in the system in order for the curriculum to become fully functional and dynamic.

The curriculum is effective in achieving the purpose of education when it is based on the needs of the learner and the demands of the society in which he lives⁸. Therefore, before any attempt is undertaken to revise the existing curriculum of the Gymnasium

⁸ Lavonne Hanna, "Meeting the Challenge", in E.C. Short and E.D Marconnit, **Contemporary Thought in Public School Curriculum**, WM.E. Brown Company Publishers, Iowa, 1970.

there should be a systematic research into student needs, goals and ambitions and the demands of the Cyprus society at the present time. In addition, a more systematic investigation of the attitudes and of the teaching profession, the students, parents and the public concerning educational changes is deemed necessary.

The form and the direction of any future educational innovation should not be left solely in the hands of educational administrators. All interested groups should actively get involved in the discussions, the deliberations and in the process of the planning of the new development. This co-operative approach will ensure that the new development will be widely accepted and its implementation will be facilitated. Only under these circumstances the new educational reform will successfully provide for the fullest possible development of each learner for living morally, creatively and productively in a democratic society.

APPENDICES

APPENDIX 1

Questionnaire for students

This questionnaire aims at finding out the factors that influence students' educational-vocational choices at the end of the Gymnasium.

There are no correct or wrong answers. Therefore for each item choose the response that best suits your own view. The information you will supply is confidential, therefore you are not requested to write your name or any other information that will serve as an identification index. Thank you for your cooperation.

A. I have chosen this direction because:

1. this is suitable for the studies I have decided to follow

YES NO

2. after I finish school I'll be able to study whatever I decide

YES NO

3. after I finish school I'll be able to find a job related to this direction

YES NO

4. many friends of mine follow the same direction

YES NO

5. most of the students who follow other directions than mine are weak

YES NO

6. the school I attend does not offer the direction I want

YES NO

7. I' ll be taught the subjects I like for more periods per week

YES NO

8. I am not good enough at the major subjects of the other directions

YES NO

9. my parents wanted me to choose this direction

YES NO

10. I came to this conclusion after I had discussed the problem with my parents

YES NO

11. my teachers suggested that this direction suits my capabilities better

YES NO

12. the information I've been given from the Counselling Office convinced me that this direction is the most appropriate for me

YES NO

13. my fellow students chose this direction

YES NO

14. everybody in my immediate social environment expected me to do so

YES NO

15. people in general have a higher opinion of this direction than of the others

YES NO

16. I decided without giving much thought to the problem

YES NO

B. I believe that before a student takes such a decision he should consider the following:

(write the following considerations in order of priority)

studies, work, parents' opinion, teachers' opinion, friends' opinion, one's capabilities.

1.
2.
3.
4.
5.
6.

APPENDIX 2

Questionnaire for teachers

This questionnaire aims at finding out the factors that influence students' educational-vocational choices at the end of the Gymnasium and the success of the Gymnasium to offer an overall, integrated course of education through its existing curriculum. There are no correct or wrong answers. Therefore for each item choose the response that best suits your own view. The information you will supply is confidential, therefore you are not requested to write your name or any other information that will serve as an identification index. Thank you for your co-operation.

1. In the Lyceum the directions specialize to a certain extent. In the Gymnasium the effort is to provide a uniform and integrated programme of studies. Do you think that the Gymnasium succeeds in this? (underline)

VERY MUCH ADEQUATELY INSUFFICIENTLY INADEQUATELY

2. *To what extent does the programme of the Gymnasium help the students in choosing a suitable direction at the Lyceum?* (underline)

VERY MUCH ADEQUATELY INSUFFICIENTLY INADEQUATELY

3. *Could the Gymnasium be more helpful in its orientative role?* (underline)

YES NO DO NOT KNOW

4. *If you answered YES in 3, could you suggest ways in which*

the Gymnasium could be more helpful in its orientative role?

- a.
- b.
- c.
- d. CANNOT SUGGEST.

5. Does the separation (administrative-building) of the 6-year Secondary School in Gymnasia and Lycea influence the orientative role of the Gymnasium? (underline)

VERY MUCH ADEQUATELY INSUFFICIENTLY INADEQUATELY

6. If your answer to 5 is VERY MUCH or ADEQUATELY, is the influence positive or negative? (underline)

POSITIVE NEGATIVE

7. Is it necessary for the Gymnasium to provide an integrated cycle of subjects, since the students - almost all - continue in the Lyceum? (underline)

YES NO DO NOT KNOW

8. Do you believe that the duration of the Gymnasium should be longer, shorter, or stay as it is? (underline)

SHOULD BE LONGER SHOULD BE SHORTER STAY AS IT IS

9. Do you think that emphasis should be given solely to certain subjects at the Gymnasium, rather than to all subjects as is the practice now? (underline)

YES NO DO NOT KNOW

10. If your answer to 9 is YES, to which subject should more emphasis be given?

- a.
- b.
- c.
- d.

11. *Is the subject of "Vocational Guidance" as it is now offered, (one period per week for the 1st semester in the third grade) effective? (underline)*

YES SHOULD BE LONGER SHOULD BE SHORTER SHOULD BE OMITTER

12. *Do you think that the students change their mind after they choose a direction in the Lyceum? (underline)*

VERY OFTEN OFTEN RARELY SOMETIMES

13. *Is it possible for someone to follow a direction without in reality having been influenced by the programme of the Vocational Guidance and Counselling Services of the Gymnasium? (underline)*

YES NO DO NOT KNOW

14. *If your answer in 13 is YES, what do you think is the percentage of students who fall into that category? (underline)*

FEW MANY MOST OF THE STUDENTS

15. *Are there any other sources of influence that affect students' educational choices? If yes, name those you think they are the most important.*

- a.
- b.
- c.
- d. DO NOT KNOW

APPENDIX 3

Questionnaire for teachers

The following statements represent some views concerning the curriculum and educational practices of the Gymnasium. Please state whether you agree or disagree with them. There are no right or wrong answers. You are not required to write your name and all your responses will be treated as confidential. For each of the following statements there is a series of numbers from one to five which correspond to the following: 1 = strongly disagree, 2 = disagree, 3 = I am undecided, 4 = agree, 5 = I strongly agree. Please circle the number that best represents your opinion. In the first part of the questionnaire, please supply the information requested.

Part A. Please underline.

1. a) Male b) Female

2. Years of service at the Gymnasium

a) 1 - 5

b) 5 - 10

c) 10 - 15

d) 15 - 20

e) 20+

3. Years of service at the Lyceum

a) 1 - 5

b) 5 - 10

c) 10 - 15

d) 15 - 20

e) 20+

4. I serve

- a) on contract
- b) on probation
- c) on tenure appointment as teacher
- d) on tenure appointment as an assistant principal
- e) on tenure appointment as a principal

5. I am a teacher of

- a) Religious Study
- b) Humanities (Greek Literature, History)
- c) Mathematics
- d) Science (Physics, Chemistry, Biology)
- e) Foreign languages (English, French)
- f) Art, Music, Physical Education

Part B.

1. I feel happy that I work in a Gymnasium. 1 2 3 4 5
2. I think that teachers should be transferred from the Gymnasium to the Lyceum and vice-versa on a regular basis. 1 2 3 4 5
3. I think that teachers should be transferred from the Gymnasium to the Lyceum and vice-versa only if they wish so. 1 2 3 4 5
4. I think that young, inexperienced, teachers can perform better at the Gymnasium. 1 2 3 4 5

5. I think that women teachers can have better results at the Gymnasium than their male counterparts. 1 2 3 4 5
6. I think that experienced teachers can perform better at the Gymnasium. 1 2 3 4 5
7. What we need at the Gymnasium are teachers who can teach a variety of subjects to a single class, as is the practice at the primary school. 1 2 3 4 5
8. For the better adjustment of the first-year students at the Gymnasium there is a need to appoint primary school teachers to teach certain subjects, i.e. Mathematics, Languages, Science. 1 2 3 4 5
9. For the better preparation of students for the Gymnasium there is a need for subject specialists to teach basic subjects in the last form of the primary school. 1 2 3 4 5
10. In order to give more individualized attention to students at the initial year at the Gymnasium there is a need for the following arrangements to be made:
- (a) Students should be distributed to various sections according to educability on the basis of primary school reports. 1 2 3 4 5
- (b) Students should be distributed to various sections according to ability only for the basic subjects, i.e.

Mathematics, Greek and the foreign language on the basis of primary school reports or diagnostic tests carried by the Gymnasium. 1 2 3 4 5

(c) Students in all classes should have a free choice of two levels of study-basic and advanced - in Mathematics, Greek and the foreign language. 1 2 3 4 5

(d) Students should continue to be placed in mixed ability classes in all subjects but the number of students per section should be limited drastically, preferably to the number of twenty. 1 2 3 4 5

11. In order to cater more effectively with individual educational needs at the Gymnasium the following arrangements should be made.

(a) The number of subjects taught at the Gymnasium should be cut down in all classes. 1 2 3 4 5

(b) The number of subjects taught at the Gymnasium should be limited in the first year and increase gradually in the following years. 1 2 3 4 5

(c) The existing number of subjects and the periods allocated to each of them should be retained but the set subject-matter should be cut down considerably. 1 2 3 4 5

(d) Certain subjects should be integrated and their subject-matter should be treated accordingly, i.e. Physics, Chemistry, Biology could be taught as one subject of general science. 1 2 3 4 5

(e) The subject-matter in all subjects taught at the

Gymnasium should be cut down to the basic in the first year and increase gradually in the following years.

1 2 3 4 5

(f) The emphasis in the Gymnasium at least in the first year should be on the teaching of the basic skills for the acquisition of knowledge and on the training of the students to do independent work and less on the amount of knowledge to be acquired.

1 2 3 4 5

12. In the final year of the Gymnasium there should be a choice of levels - basic and advanced - in Science, Mathematics, Greek and foreign languages in order to account for the various educational needs and abilities of students.

1 2 3 4 5

13. The following changes in the educational system seem to offer good solutions to existing problems:

(a) The initial year of the Gymnasium should offer a limited number of subjects with emphasis on the teaching of basic skills, remedial work and preparation for more demanding work in the following years.

1 2 3 4 5

(b) The duration of the Gymnasium should be extended by adding a fourth year for a better preparation of students for the lyceum or technical-vocational schools.

1 2 3 4 5

14. The evaluation of students' attainment at the Gymnasium would be improved if the following arrangements were made:

(a) The existing letter-system should be substituted with

the numeric system that is employed at the Lyseum.

1 2 3 4 5

(b) The number of subjects to be examined at the end of the year should increase. Preferably all subjects should have final examinations.

1 2 3 4 5

(c) The weight of the results of the final examinations in the overall grade of the students at the end of the year should increase.

1 2 3 4 5

(d) Students promotion to the next class should be automatic.

1 2 3 4 5

(e) Grades should be abolished. Instead only qualitative judgements of the students' work should be offered by the teachers.

1 2 3 4 5

(f) A system of national examinations, as in the case of the Uniform National School Leaving Exams introduced at the final year of the Lyceum, should be developed for the final year of the Gymnasium.

1 2 3 4 5

15. The content of the curriculum at the Gymnasium is primarily academic.

1 2 3 4 5

16. In order to increase the provisions at the Gymnasium I am prepared:

(a) To work in the afternoons with interested groups of students within the framework of a new time-table that will provide flexible working hours.

1 2 3 4 5

(b) To work extra hours in the afternoons on the basis of financial compensations.

1 2 3 4 5

(c) To work extra hours in the afternoons provided my teaching load is alleviated. 1 2 3 4 5

17. I think that the existing arrangements in the timetable rehearsals for school activities or practice in sports i.e. during the big break - are satisfactory.

1 2 3 4 5

18. The proposed nine-year curriculum does not differ dramatically from the curriculum employed by the Gymnasium so far.

1 2 3 4 5

19. The new nine-year curriculum does not provide for workable solutions for bridging the gap between primary and secondary education.

1 2 3 4 5

20. The Guidance Services at the Gymnasium are directed primarily to students with learning or behaviour problems.

1 2 3 4 5

21. Personal guidance is not effective for the teachers who serve as counselors do not possess specialized knowledge, i.e. Psychology.

1 2 3 4 5

22. Vocational guidance could be more effective if other measures, i.e. aptitude tests and interest inventories, except school grades, were employed for ascertaining students' aptitudes, interests and abilities.

1 2 3 4 5

23. Students choose their academic vocational option after the Gymnasium according to:

(a) Their peers' choices. 1 2 3 4 5

(b) Their parents' expectations. 1 2 3 4 5

(c) Their academic achievement in the Gymnasium.
1 2 3 4 5

(d) The availability of the optio at the schools nearer to their homes. 1 2 3 4 5

(e) The relevance of the options for further studies or employment. 1 2 3 4 5

APPENDIX 4

Questionnaire for students

The following statements represent some views concerning the curriculum and educational practices of the Gymnasium. Please state whether you agree or disagree with them. There are no right or wrong answers. You are not required to write your name and all your responses will be treated as confidential. For each of the following statements there is a series of numbers from one to five which correspond to the following: 1 = strongly disagree, 2 = disagree, 3 = I am undecided, 4 = agree, 5 = I strongly agree. Please circle the number that best represents your opinion. In the first part of the questionnaire, please supply the information requested.

Part A. Please underline.

1. a) Male b) Female
2. I attend (a) Urban School (b) Rural School

Part B

1. Younger teachers can understand us better. 1 2 3 4 5
2. Female teachers can understand us better. 1 2 3 4 5
3. I prefer the system of the primary school where one teacher teaches a variety of subjects. 1 2 3 4 5
4. For the better adjustment of the first-year students at

the Gymnasium there is a need to appoint primary school teachers to teach certain subjects, i.e Mathematics, Languages, Science. 1 2 3 4 5

5. For the better preparation of students for the Gymnasium there is a need for subject specialists to teach basic subjects in the last form of the primary school.

1 2 3 4 5

6. In order to give more individualized attention to students at the initial year at the Gymnasium there is a need for the following arrangements to be made:

(a) Students should be distributed to various sections according to educability on the basis of primary school reports. 1 2 3 4 5

(b) Students should be distributed to various sections according to ability only for the basic subjects, i.e Mathematics, Greek and the foreign language on the basis of primary school reports or diagnostic tests carried out by the Gymnasium. 1 2 3 4 5

(c) Students should have a free choice of two levels of study -basic and advanced- in Mathematics, Greek and the foreign languages. 1 2 3 4 5

(d) Students after the initial year should continue to be placed in mixed ability classes in all subjects but the number of students per section should be limited drastically, preferably to the number of twenty.

1 2 3 4 5

7. In order to cater more affectively with individual

educational needs at the Gymnasium the following arrangements should be made:

(a) The number of subjects taught at the Gymnasium should be cut down in all classes. 1 2 3 4 5

(b) The number of subjects taught at the Gymnasium should be limited in the first year and increase gradually in the following years. 1 2 3 4 5

(c) The existing number of subjects and the periods allocated to each of them should be retained but the set subject-matter should be cut down considerably. 1 2 3 4 5

(d) Certain subjects should be integrated and their subject-matter should be treated accordingly, i.e. Physics, Chemistry, Biology could be taught as one subject of general Science (or History and Geography). 1 2 3 4 5

(e) The subject-matter in all subjects taught at the Gymnasium should be cut down to the basic in the first year and increase gradually in the following years. 1 2 3 4 5

(f) The emphasis in the Gymnasium at least in the first year should be on the teaching of the basic skills for the aquisition of knowledge and on the training of the students to do independent work and less on the amount of knowledge to be acquired. 1 2 3 4 5

8. In the final year of the Gymnasium there should be a choice of levels -basic and advanced- in Science, Mathematics, Greek and foreign languages in order to account for the various educational needs and abilities

of students.

1 2 3 4 5

9. The duration of the Gymnasium should be extended by adding a fourth year of a better preparation of students for the Lyceum on technical/vocational schools.

1 2 3 4 5

10. The evaluation of students' attainment at the Gymnasium would be improved if the following arrangements were made:

(a) The existing letter-system should be substituted with the numeric system that is employed at the Lyceum.

1 2 3 4 5

(b) The number of subjects to be examined at the end of the year should be increase. Preferably all subjects should have final examinations.

1 2 3 4 5

(c) The weight of the results of the final examinations in the overall grades of the students at the end of the year should increase.

1 2 3 4 5

(d) Students' promotion to the next class should be automatic.

1 2 3 4 5

(e) A system of national examinations, as in the case of the Uniform national School leaving introduced at the final year of the Lyceum, should be developed for the final year of the Gymnasium.

1 2 3 4 5

11. The existing content of the curriculum at the Gymnasium is primarily academic.

1 2 3 4 5

12. I am willing to stay at school in the afternoons in order to:
- (a) attend lessons for further study/preparation for external examinations. 1 2 3 4 5
 - (b) get involved in aesthetic/cultural activities. 1 2 3 4 5
 - (c) participate in sports activities. 1 2 3 4 5
13. I think the existing arrangements in the timetable -rehearsals for schools activities or practice in sports i.e during the big break- are satisfactory. 1 2 3 4 5
14. I consult the school counsellor to get help
- (a) for personal problems. 1 2 3 4 5
 - (b) for learning difficulties. 1 2 3 4 5
 - (c) for information about options of study at the Gymnasium. 1 2 3 4 5
15. Students choose their academic vocational option after the Gymnasium according to:
- (a) The relevance of the option for further studies or employment. 1 2 3 4 5
 - (b) Their parents' expectations. 1 2 3 4 5
 - (c) Their peers' educational choices. 1 2 3 4 5

(d) The availability of the proposed options in the school
nearer to their home. 1 2 3 4 5

(e) Their academic achievement in the Gymnasium.
1 2 3 4 5

APPENDIX 5

Chi-Square (χ^2) computations relating teachers' type of response to their personal and professional characteristics

***** QUESTION 1 BY SPECIALIZATION *****

Crosstabulation: SUBJECT HUMAN. MATH SCIENCE LANGUAGES OTHER
 By AGREEM EXPRESSING OPINION

AGREEM->	SUBJECT	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI	AGREE	Row Total
			1	ON 2	3	
	HUMANITIES	1	27 24.5 36.0 9.1	11 10.0 32.4 3.7	72 65.5 38.5 24.3	110 37.2
	MATH	2	9 24.3 12.0 3.0	3 8.1 8.8 1.0	25 67.6 13.4 8.4	37 12.5
	SCIENCE	3	10 25.0 13.3 3.4	5 12.5 14.7 1.7	25 62.5 13.4 8.4	40 13.5
	FOREIGN LANG.	4	11 25.0 14.7 3.7	6 13.6 17.6 2.0	27 61.4 14.4 9.1	44 14.9
	OTHER	5	18 27.7 24.0 6.1	9 13.8 26.5 3.0	38 58.5 20.3 12.8	65 22.0
	Column Total		75 25.3	34 11.5	187 63.2	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
-----	-----	-----	-----	-----
1.75321	8	.9877	4.250	2 OF 15 (13.3%)
Number of Missing Observations =		0		

***** QUESTION 1 FOR SEX *****

Crosstabulation: SEX MALE AND FEMALE
 By AGREEM EXPRESSING OPINION

AGREEM-->	SEX	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
			1	2	3	
	MALE	1	42 32.8 56.0 14.2	15 11.7 44.1 5.1	71 55.5 38.0 24.0	128 43.2
	FEMALE	2	33 19.6 44.0 11.1	19 11.3 55.9 6.4	116 69.0 62.0 39.2	168 56.8
		Column Total	75 25.3	34 11.5	187 63.2	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
-----	-----	-----	-----	-----
7.10379	2	.0287	14.703	None
Number of Missing Observations =			0	

***** QUESTION 1 FOR YEARS OF SERVICE *****

Crosstabulation: YEARS LESS THAN 10 , BETTWEEN 10 AND 20, OVER 20
 By AGREEM EXPRESSING OPINION

		Count				
AGREEM->	YEARS	Row Pct	DISAGREE	NO OPINI	AGREE	Row
		Col Pct	1	ON	3	Total
		Tot Pct		2		
	1		21	9	73	103
LESS 10			20.4	8.7	70.9	34.8
			26.6	30.0	39.0	
			7.1	3.0	24.7	
	2		28	11	62	101
BTEN 10 AND 20			27.7	10.9	61.4	34.1
			35.4	36.7	33.2	
			9.5	3.7	20.9	
	3		30	10	52	92
OVER 200			32.6	10.9	56.5	31.1
			38.0	33.3	27.8	
			10.1	3.4	17.6	
	Column		79	30	187	296
	Total		26.7	10.1	63.2	100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
-----	----	-----	-----	-----
4.74690	4	.3143	9.324	None
Number of Missing Observations =			0	

***** QUESTION 2 BY SPECIALIZATION *****

Crosstabulation: SUBJECT HUMAN. MATH SCIENCE LANGUAGES OTHER
 By AGREEM EXPRESSING OPINION

AGREEM→	SUBJECT	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI	AGREE	Row Total
			1	ON 2	3	
	HUMANITIES	1	62 56.4 37.8 20.9	12 10.9 44.4 4.1	36 32.7 34.3 12.2	110 37.2
	MATH	2	21 56.8 12.8 7.1	4 10.8 14.8 1.4	12 32.4 11.4 4.1	37 12.5
	SCIENCE	3	22 55.0 13.4 7.4	4 10.0 14.8 1.4	14 35.0 13.3 4.7	40 13.5
	FOREIGN LANG.	4	23 52.3 14.0 7.8	5 11.4 18.5 1.7	16 36.4 15.2 5.4	44 14.9
	OTHER	5	36 55.4 22.0 12.2	2 3.1 7.4 .7	27 41.5 25.7 9.1	65 22.0
	Column Total		164 55.4	27 9.1	105 35.5	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
4.50730	8	.8087	3.375	3 OF 15 (20.0%)
Number of Missing Observations =		0		

***** QUESTION 2 FOR SEX *****

Crosstabulation: SEX MALE AND FEMALE
 By AGREEM EXPRESSING OPINION

AGREEM->	SEX	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI	AGREE	Row Total
			1	ON 2	3	
	MALE	1	66 51.6 40.2 22.3	12 9.4 44.4 4.1	50 39.1 47.6 16.9	128 43.2
	FEMALE	2	98 58.3 59.8 33.1	15 8.9 55.6 5.1	55 32.7 52.4 18.6	168 56.8
		Column Total	164 55.4	27 9.1	105 35.5	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
-----	----	-----	-----	-----
1.43615	2	.4877	11.676	None
Number of Missing Observations =			0	

***** QUESTION 2 FOR YEARS OF SERVICE *****

Crosstabulation: YEARS LESS THAN 10 , BETTWEEN 10 AND 20, OVER 20
 By AGREEM EXPRESSING OPINION

AGREEM-> YEARS	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
		1	2	3	
LESS 10	1	42 40.8 25.6 14.2	6 5.8 22.2 2.0	55 53.4 52.4 18.6	103 34.8
BTEN 10 AND 20	2	53 52.5 32.3 17.9	14 13.9 51.9 4.7	34 33.7 32.4 11.5	101 34.1
OVER 200	3	69 75.0 42.1 23.3	7 7.6 25.9 2.4	16 17.4 15.2 5.4	92 31.1
Column Total		164 55.4	27 9.1	105 35.5	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
32.35782	4	.0000	8.392	None
Number of Missing Observations =		0		

***** QUESTION 3 BY SPECIALIZATION *****

Crosstabulation: SUBJECT HUMAN. MATH SCIENCE LANGUAGES OTHER
 By AGREEM EXPRESSING OPINION

AGREEM->	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI	AGREE	Row Total
		1	2	3	
SUBJECT					
HUMANITIES	1	33 30.0 36.7 11.1	16 14.5 37.2 5.4	61 55.5 37.4 20.6	110 37.2
MATH	2	10 27.0 11.1 3.4	5 13.5 11.6 1.7	22 59.5 13.5 7.4	37 12.5
SCIENCE	3	12 30.0 13.3 4.1	6 15.0 14.0 2.0	22 55.0 13.5 7.4	40 13.5
FOREIGN LANG.	4	14 31.8 15.6 4.7	7 15.9 16.3 2.4	23 52.3 14.1 7.8	44 14.9
OTHER	5	21 32.3 23.3 7.1	9 13.8 20.9 3.0	35 53.8 21.5 11.8	65 22.0
	Column Total	90 30.4	43 14.5	163 55.1	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
-----	-----	-----	-----	-----
.57683	8	.9998	5.375	None
Number of Missing Observations =		0		

***** QUESTION 3 FOR SEX *****

Crosstabulation: SEX MALE AND FEMALE
 By AGREEM EXPRESSING OPINION

AGREEM→	SEX	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI	AGREE	Row Total
			1	ON 2	3	
	MALE	1	38 29.7 42.2 12.8	19 14.8 44.2 6.4	71 55.5 43.6 24.0	128 43.2
	FEMALE	2	52 31.0 57.8 17.6	24 14.3 55.8 8.1	92 54.8 56.4 31.1	168 56.8
	Column Total		90 30.4	43 14.5	163 55.1	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
-----	-----	-----	-----	-----
.06039	2	.9703	18.595	None
Number of Missing Observations =			0	

***** QUESTION 3 FOR YEARS OF SERVICE *****

Crosstabulation: YEARS LESS THAN 10 , BETTWEEN 10 AND 20, OVER 20
 By AGREEM EXPRESSING OPINION

AGREEM->	YEARS	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI	AGREE	Row Total
			1	ON 2	3	
	LESS 10	1	31 30.1 34.4 10.5	16 15.5 37.2 5.4	56 54.4 34.4 18.9	103 34.8
	BTEN 10 AND 20	2	29 28.7 32.2 9.8	14 13.9 32.6 4.7	58 57.4 35.6 19.6	101 34.1
	OVER 200	3	30 32.6 33.3 10.1	13 14.1 30.2 4.4	49 53.3 30.1 16.6	92 31.1
	Column Total		90 30.4	43 14.5	163 55.1	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
-----	-----	-----	-----	-----
.52358	4	.9712	13.365	None
Number of Missing Observations =		0		

***** QUESTION 4 BY SPECIALIZATION *****

Crosstabulation: SUBJECT HUMAN. MATH SCIENCE OTHER
 By AGREEM EXPRESSING OPINION

AGREEM->	SUBJECT	Count			Row Total	
		Row Pct	DISAGREE	NO OPINI		AGREE
		Col Pct	ON			
		Tot Pct	1	2	3	
	HUMANITIES	1	36 32.7 34.3 12.2	12 10.9 37.5 4.1	62 56.4 39.0 20.9	110 37.2
	MATH	2	12 32.4 11.4 4.1	3 8.1 9.4 1.0	22 59.5 13.8 7.4	37 12.5
	SCIENCE	3	14 35.0 13.3 4.7	5 12.5 15.6 1.7	21 52.5 13.2 7.1	40 13.5
	FOREIGN LANG.	4	16 36.4 15.2 5.4	4 9.1 12.5 1.4	24 54.5 15.1 8.1	44 14.9
	OTHER	5	27 41.5 25.7 9.1	8 12.3 25.0 2.7	30 46.2 18.9 10.1	65 22.0
	Column Total		105 35.5	32 10.8	159 53.7	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
-----	----	-----	-----	-----
2.70778	8	.9513	4.000	3 OF 15 (20.0%)
Number of Missing Observations =		0		

***** QUESTION 4 FOR SEX *****

Crosstabulation: SEX MALE AND FEMALE
 By AGREEM EXPRESSING OPINION

AGREEM->	SEX	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI	AGREE	Row Total
			1	ON 2	3	
	MALE	1	43 33.6 41.0 14.5	14 10.9 43.8 4.7	71 55.5 44.7 24.0	128 43.2
	FEMALE	2	62 36.9 59.0 20.9	18 10.7 56.3 6.1	88 52.4 55.3 29.7	168 56.8
		Column Total	105 35.5	32 10.8	159 53.7	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
-----	-----	-----	-----	-----
.35682	2	.8366	13.838	None
Number of Missing Observations =			0	

***** QUESTION 4 FOR YEARS OF SERVICE *****

Crosstabulation: YEARS LESS THAN 10 , BETTWEEN 10 AND 20, OVER 20
 By AGREEM EXPRESSING OPINION

AGREEM→	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
		1	2	3	
YEARS					
LESS 10	1	33 32.0 31.4 11.1	11 10.7 34.4 3.7	59 57.3 37.1 19.9	103 34.8
BTEN 10 AND 20	2	38 37.6 36.2 12.8	12 11.9 37.5 4.1	51 50.5 32.1 17.2	101 34.1
OVER 200	3	34 37.0 32.4 11.5	9 9.8 28.1 3.0	49 53.3 30.8 16.6	92 31.1
	Column Total	105 35.5	32 10.8	159 53.7	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
1.17226	4	.8826	9.946	None
Number of Missing Observations =		0		

***** QUESTION 5 BY SPECIALIZATION *****

Crosstabulation: SUBJECT HUMAN. MATH SCIENCE OTHER
 By AGREEM EXPRESSING OPINION

AGREEM->	SUBJECT	Count		DISAGREE	NO OPINI ON	AGREE	Row Total
		Row Pct	Col Pct				
		Tot Pct		1	2	3	
	HUMANITIES	1		24 21.8 36.9 8.1	61 55.5 39.9 20.6	25 22.7 32.1 8.4	110 37.2
	MATH	2		8 21.6 12.3 2.7	20 54.1 13.1 6.8	9 24.3 11.5 3.0	37 12.5
	SCIENCE	3		9 22.5 13.8 3.0	21 52.5 13.7 7.1	10 25.0 12.8 3.4	40 13.5
	FOREIGN LANG.	4		10 22.7 15.4 3.4	22 50.0 14.4 7.4	12 27.3 15.4 4.1	44 14.9
	OTHER	5		14 21.5 21.5 4.7	29 44.6 19.0 9.8	22 33.8 28.2 7.4	65 22.0
	Column Total			65 22.0	153 51.7	78 26.4	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
-----	-----	-----	-----	-----
3.05910	8	.9306	8.125	None
Number of Missing Observations =		0		

***** QUESTION 5 FOR SEX *****

Crosstabulation: SEX MALE AND FEMALE
 By AGREEM EXPRESSING OPINION

AGREEM-->	SEX	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
			1	2	3	
	MALE	1	26 20.3 40.0 8.8	67 52.3 43.8 22.6	35 27.3 44.9 11.8	128 43.2
	FEMALE	2	39 23.2 60.0 13.2	86 51.2 56.2 29.1	43 25.6 55.1 14.5	168 56.8
	Column Total		65 22.0	153 51.7	78 26.4	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
-----	-----	-----	-----	-----
.38155	2	.8263	28.108	None
Number of Missing Observations =			0	

***** QUESTION 5 FOR YEARS OF SERVICE *****

Crosstabulation: YEARS LESS THAN 10 , BETTWEEN 10 AND 20, OVER 20
 By AGREEM EXPRESSING OPINION

AGREEM->	YEARS	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
			1	2	3	
LESS 10	1	22	57	24	103	
		21.4	55.3	23.3	34.8	
		33.8	37.3	30.8		
		7.4	19.3	8.1		
BTEN 10 AND 20	2	21	50	30	101	
		20.8	49.5	29.7	34.1	
		32.3	32.7	38.5		
		7.1	16.9	10.1		
OVER 200	3	22	46	24	92	
		23.9	50.0	26.1	31.1	
		33.8	30.1	30.8		
		7.4	15.5	8.1		
	Column Total	65	153	78	296	
		22.0	51.7	26.4	100.0	

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
1.44574	4	.8362	20.203	None
Number of Missing Observations =		0		

***** QUESTION 6 BY SPECIALIZATION *****

Crosstabulation: SUBJECT HUMAN. MATH SCIENCE LANGUAGES OTHER
 By AGREEM EXPRESSING OPINION

AGREEM->	SUBJECT	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
			1	2	3	
	HUMANITIES	1	56 50.9 36.6 18.9	13 11.8 38.2 4.4	41 37.3 37.6 13.9	110 37.2
	MATH	2	19 51.4 12.4 6.4	3 8.1 8.8 1.0	15 40.5 13.8 5.1	37 12.5
	SCIENCE	3	21 52.5 13.7 7.1	5 12.5 14.7 1.7	14 35.0 12.8 4.7	40 13.5
	FOREIGN LANG.	4	23 52.3 15.0 7.8	5 11.4 14.7 1.7	16 36.4 14.7 5.4	44 14.9
	OTHER	5	34 52.3 22.2 11.5	8 12.3 23.5 2.7	23 35.4 21.1 7.8	65 22.0
	Column Total		153 51.7	34 11.5	109 36.8	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
-----	-----	-----	-----	-----
.69930	8	.9995	4.250	2 OF 15 (13.3%)
Number of Missing Observations =		0		

***** QUESTION 6 FOR SEX *****

Crosstabulation: SEX MALE AND FEMALE
 By AGREEM EXPRESSING OPINION

AGREEM->	SEX	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI	AGREE	Row Total
			1	2	3	
	MALE	1	66 51.6 43.1 22.3	15 11.7 44.1 5.1	47 36.7 43.1 15.9	128 43.2
	FEMALE	2	87 51.8 56.9 29.4	19 11.3 55.9 6.4	62 36.9 56.9 20.9	168 56.8
	Column Total		153 51.7	34 11.5	109 36.8	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
-----	-----	-----	-----	-----
.01197	2	.9940	14.703	None
Number of Missing Observations =			0	

***** QUESTION 6 FOR YEARS OF SERVICE *****

Crosstabulation: YEARS LESS THAN 10 , BETTWEEN 10 AND 20, OVER 20
 By AGREEM EXPRESSING OPINION

AGREEM->	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI	AGREE	Row Total
		1	2	3	
YEARS					
LESS 10	1	32 31.1 29.4 10.8	13 12.6 38.2 4.4	58 56.3 37.9 19.6	103 34.8
BTEN 10 AND 20	2	40 39.6 36.7 13.5	11 10.9 32.4 3.7	50 49.5 32.7 16.9	101 34.1
OVER 200	3	37 40.2 33.9 12.5	10 10.9 29.4 3.4	45 48.9 29.4 15.2	92 31.1
Column Total		109 36.8	34 11.5	153 51.7	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
-----	----	-----	-----	-----
2.25952	4	.6881	10.568	None
Number of Missing Observations =			0	

***** QUESTION 7 BY SPECIALIZATION *****

Crosstabulation: SUBJECT HUMAN. MATH SCIENCE LANGUAGES OTHER
 By AGREEM EXPRESSING OPINION

AGREEM->	SUBJECT	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
			1	2	3	
	HUMANITIES	1	72 65.5 37.1 24.3	15 13.6 37.5 5.1	23 20.9 37.1 7.8	110 37.2
	MATH	2	27 73.0 13.9 9.1	3 8.1 7.5 1.0	7 18.9 11.3 2.4	37 12.5
	SCIENCE	3	25 62.5 12.9 8.4	6 15.0 15.0 2.0	9 22.5 14.5 3.0	40 13.5
	FOREIGN LANG.	4	28 63.6 14.4 9.5	6 13.6 15.0 2.0	10 22.7 16.1 3.4	44 14.9
	OTHER	5	42 64.6 21.6 14.2	10 15.4 25.0 3.4	13 20.0 21.0 4.4	65 22.0
	Column Total		194 65.5	40 13.5	62 20.9	296 100.0

Chi-Square { D.F. Significance Min E.F. Cells with E.F.<5
 ----- ----- ----- -----
 1.64995 8 .9899 5.000 None
 Number of Missing Observations = 0

***** QUESTION 7 FOR SEX *****

Crosstabulation: SEX MALE AND FEMALE
 By AGREEM EXPRESSING OPINION

		Count				
AGREEM-->	SEX	Row Pct	DISAGREE	NO OPINI	AGREE	
		Col Pct	1	ON	2	
		Tot Pct		3	Row Total	
	MALE	1	84 65.6 43.3 28.4	18 14.1 45.0 6.1	26 20.3 41.9 8.8	128 43.2
	FEMALE	2	110 65.5 56.7 37.2	22 13.1 55.0 7.4	36 21.4 58.1 12.2	168 56.8
	Column Total		194 65.5	40 13.5	62 20.9	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
-----	-----	-----	-----	-----
.09375	2	.9542	17.297	None
Number of Missing Observations =			0	

***** QUESTION 7 FOR YEARS OF SERVICE *****

Crosstabulation: YEARS LESS THAN 10 , BETTWEEN 10 AND 20, OVER 20
 By AGREEM EXPRESSING OPINION

AGREEM-> YEARS	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
		1	2	3	
LESS 10	1	65 63.1 33.5 22.0	16 15.5 40.0 5.4	22 21.4 35.5 7.4	103 34.8
	2	70 69.3 36.1 23.6	11 10.9 27.5 3.7	20 19.8 32.3 6.8	101 34.1
	3	59 64.1 30.4 19.9	13 14.1 32.5 4.4	20 21.7 32.3 6.8	92 31.1
Column Total		194 65.5	40 13.5	62 20.9	296 100.0

Chi-Square D.F. Significance Min E.F. Cells with E.F.<5

 1.28979 4 .8631 12.432 None
 Number of Missing Observations = 0

***** QUESTION 8 BY SPECIALIZATION *****

Crosstabulation: SUBJECT HUMAN. MATH SCIENCE LANGUAGES OTHER
 By AGREEM EXPRESSING OPINION

AGREEM->	SUBJECT	Count			Row Total	
		Row Pct	NO OPINI ON	AGREE		
		Col Pct	ON			
		Tot Pct	1	2	3	
	1		75	11	24	110
	HUMANITIES	68.2	10.0	21.8	37.2	
		36.6	36.7	39.3		
		25.3	3.7	8.1		
	2		29	4	4	37
	MATH	78.4	10.8	10.8	12.5	
		14.1	13.3	6.6		
		9.8	1.4	1.4		
	3		28	5	7	40
	SCIENCE	70.0	12.5	17.5	13.5	
		13.7	16.7	11.5		
		9.5	1.7	2.4		
	4		29	3	12	44
	FOREIGN LANG.	65.9	6.8	27.3	14.9	
		14.1	10.0	19.7		
		9.8	1.0	4.1		
	5		44	7	14	65
	OTHER	67.7	10.8	21.5	22.0	
		21.5	23.3	23.0		
		14.9	2.4	4.7		
	Column Total		205	30	61	296
			69.3	10.1	20.6	100.0

Chi-Square D.F. Significance Min E.F. Cells with E.F.<5

 4.26769 8 .8322 3.750 3 OF 15 (20.0%)
 Number of Missing Observations = 0

***** QUESTION 8 FOR SEX *****

Crosstabulation: SEX MALE AND FEMALE
 By AGREEM EXPRESSING OPINION

AGREEM->	SEX	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
			1	2	3	
	MALE	1	89 69.5 43.4 30.1	13 10.2 43.3 4.4	26 20.3 42.6 8.8	128 43.2
	FEMALE	2	116 69.0 56.6 39.2	17 10.1 56.7 5.7	35 20.8 57.4 11.8	168 56.8
		Column Total	205 69.3	30 10.1	61 20.6	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
-----	----	-----	-----	-----
.01212	2	.9940	12.973	None
Number of Missing Observations =			0	

***** QUESTION 8 FOR YEARS OF SERVICE *****

Crosstabulation: YEARS LESS THAN 10 , BETTWN 10 AND 20, OVER 20
 By AGREEM EXPRESSING OPINION

		Count				
AGREEM-->	YEARS	Row Pct	DISAGREE	NO OPINI	AGREE	Row Total
		Col Pct		ON		
		Tot Pct	1	2	3	
	1	68	12	23	103	
	LESS 10	66.0	11.7	22.3	34.8	
		33.2	40.0	37.7		
		23.0	4.1	7.8		
	2	74	8	19	101	
	BTEN 10 AND 20	73.3	7.9	18.8	34.1	
		36.1	26.7	31.1		
		25.0	2.7	6.4		
	3	63	10	19	92	
	OVER 200	68.5	10.9	20.7	31.1	
		30.7	33.3	31.1		
		21.3	3.4	6.4		
	Column Total	205	30	61	296	
		69.3	10.1	20.6	100.0	

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
-----	-----	-----	-----	-----
1.47586	4	.8309	9.324	None
Number of Missing Observations =			0	

***** QUESTION 9 BY SPECIALIZATION *****

Crosstabulation: SUBJECT HUMAN. MATH SCIENCE LANGUAGES OTHER
 By AGREEM EXPRESSING OPINION

AGREEM→	SUBJECT	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI	AGREE	Row Total
			1	ON 2	3	
	HUMANITIES	1	36 32.7 39.6 12.2	16 14.5 34.0 5.4	58 52.7 36.7 19.6	110 37.2
	MATH	2	12 32.4 13.2 4.1	6 16.2 12.8 2.0	19 51.4 12.0 6.4	37 12.5
	SCIENCE	3	11 27.5 12.1 3.7	7 17.5 14.9 2.4	22 55.0 13.9 7.4	40 13.5
	FOREIGN LANG.	4	15 34.1 16.5 5.1	8 18.2 17.0 2.7	21 47.7 13.3 7.1	44 14.9
	OTHER	5	17 26.2 18.7 5.7	10 15.4 21.3 3.4	38 58.5 24.1 12.8	65 22.0
	Column Total		91 30.7	47 15.9	158 53.4	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
-----	-----	-----	-----	-----
1.90156	8	.9839	5.875	None
Number of Missing Observations =		0		

***** QUESTION 9 FOR SEX *****

Crosstabulation: SEX MALE AND FEMALE
 By AGREEM EXPRESSING OPINION

AGREEM→	SEX	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI	AGREE	Row Total
			1	2	3	
	MALE	1	42 32.8 46.2 14.2	21 16.4 44.7 7.1	65 50.8 41.1 22.0	128 43.2
	FEMALE	2	49 29.2 53.8 16.6	26 15.5 55.3 8.8	93 55.4 58.9 31.4	168 56.8
		Column Total	91 30.7	47 15.9	158 53.4	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
-----	----	-----	-----	-----
.63866	2	.7266	20.324	None
Number of Missing Observations =			0	

***** QUESTION 9 FOR YEARS OF SERVICE *****

Crosstabulation: YEARS LESS THAN 10 , BETTWN 10 AND 20, OVER 20
 By AGREEM EXPRESSING OPINION

AGREEM→ YEARS	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
		1	2	3	
LESS 10	1	26	19	58	103
		25.2	18.4	56.3	34.8
		28.6	40.4	36.7	
		8.8	6.4	19.6	
BTEN 10 AND 20	2	32	16	53	101
		31.7	15.8	52.5	34.1
		35.2	34.0	33.5	
		10.8	5.4	17.9	
OVER 200	3	33	12	47	92
		35.9	13.0	51.1	31.1
		36.3	25.5	29.7	
		11.1	4.1	15.9	
Column Total		91	47	158	296
		30.7	15.9	53.4	100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
2.99454	4	.5587	14.608	None
Number of Missing Observations =		0		

***** QUESTION 10A BY SPECIALIZATION *****

Crosstabulation: SUBJECT HUMAN. MATH SCIENCE LANGUAGES OTHER
 By AGREEM EXPRESSING OPINION

AGREEM->	SUBJECT	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
			1	2	3	
	HUMANITIES	1	72 65.5 38.1 24.3	11 10.0 44.0 3.7	27 24.5 32.9 9.1	110 37.2
	MATH	2	26 70.3 13.8 8.8	2 5.4 8.0 .7	9 24.3 11.0 3.0	37 12.5
	SCIENCE	3	24 60.0 12.7 8.1	4 10.0 16.0 1.4	12 30.0 14.6 4.1	40 13.5
	FOREIGN LANG.	4	26 59.1 13.8 8.8	3 6.8 12.0 1.0	15 34.1 18.3 5.1	44 14.9
	OTHER	5	41 63.1 21.7 13.9	5 7.7 20.0 1.7	19 29.2 23.2 6.4	65 22.0
	Column Total		189 63.9	25 8.4	82 27.7	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
-----	-----	-----	-----	-----
2.88130	8	.9416	3.125	3 OF 15 (20.0%)
Number of Missing Observations =			0	

***** QUESTION 10A FOR SEX *****

Crosstabulation: SEX MALE AND FEMALE
 By AGREEM EXPRESSING OPINION

SEX	AGREEM→	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
			1	2	3	
MALE	1		81	11	36	128
			63.3	8.6	28.1	43.2
			42.9	44.0	43.9	
			27.4	3.7	12.2	
FEMALE	2		108	14	46	168
			64.3	8.3	27.4	56.8
			57.1	56.0	56.1	
			36.5	4.7	15.5	
Column Total			189	25	82	296
			63.9	8.4	27.7	100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
-----	-----	-----	-----	-----
.03183	2	.9842	10.811	None
Number of Missing Observations =			0	

***** QUESTION 10A FOR YEARS OF SERVICE *****

Crosstabulation: YEARS LESS THAN 10 , BETTWEEN 10 AND 20, OVER 20
 By AGREEM EXPRESSING OPINION

AGREEM->	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
		1	2	3	
YEARS					
LESS 10	1	66 64.1 34.9 22.3	9 8.7 36.0 3.0	28 27.2 34.1 9.5	103 34.8
BTEN 10 AND 20	2	62 61.4 32.8 20.9	8 7.9 32.0 2.7	31 30.7 37.8 10.5	101 34.1
OVER 200	3	61 66.3 32.3 20.6	8 8.7 32.0 2.7	23 25.0 28.0 7.8	92 31.1
	Column Total	189 63.9	25 8.4	82 27.7	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
.81241	4	.9368	7.770	None
Number of Missing Observations =		0		

***** QUESTION 10B BY SPECIALIZATION *****

Crosstabulation: SUBJECT HUMAN. MATH SCIENCE LANGUAGES OTHER
 By AGREEM EXPRESSING OPINION

AGREEM->	SUBJECT	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI	AGREE	Row Total
			1	ON 2	3	
	HUMANITIES	1	38 34.5 39.2 12.8	18 16.4 39.1 6.1	54 49.1 35.3 18.2	110 37.2
	MATH	2	10 27.0 10.3 3.4	5 13.5 10.9 1.7	22 59.5 14.4 7.4	37 12.5
	SCIENCE	3	12 30.0 12.4 4.1	7 17.5 15.2 2.4	21 52.5 13.7 7.1	40 13.5
	FOREIGN LANG.	4	15 34.1 15.5 5.1	6 13.6 13.0 2.0	23 52.3 15.0 7.8	44 14.9
	OTHER	5	22 33.8 22.7 7.4	10 15.4 21.7 3.4	33 50.8 21.6 11.1	65 22.0
	Column Total		97 32.8	46 15.5	153 51.7	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
-----	-----	-----	-----	-----
1.56102	8	.9916	5.750	None
Number of Missing Observations =			0	

***** QUESTION 10B FOR SEX *****

Crosstabulation: SEX MALE AND FEMALE
By AGREEM EXPRESSING OPINION

SEX	AGREEM-->	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
			1	2	3	
MALE	1		40	21	67	128
			31.3	16.4	52.3	43.2
			41.2	45.7	43.8	
			13.5	7.1	22.6	
FEMALE	2		57	25	86	168
			33.9	14.9	51.2	56.8
			58.8	54.3	56.2	
			19.3	8.4	29.1	
Column Total			97	46	153	296
			32.8	15.5	51.7	100.0

Chi-Square D.F. Significance Min E.F. Cells with E.F.<5

.28651

2

.8665

19.892

None

Number of Missing Observations = 0

***** QUESTION 10B FOR YEARS OF SERVICE *****

Crosstabulation: YEARS LESS THAN 10 , BETTWEEN 10 AND 20, OVER 20
 By AGREEM EXPRESSING OPINION

AGREEM-->	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
		1	2	3	
YEARS					
LESS 10	1	34 33.0 35.1 11.5	17 16.5 37.0 5.7	52 50.5 34.0 17.6	103 34.8
BTEN 10 AND 20	2	31 30.7 32.0 10.5	16 15.8 34.8 5.4	54 53.5 35.3 18.2	101 34.1
OVER 200	3	32 34.8 33.0 10.8	13 14.1 28.3 4.4	47 51.1 30.7 15.9	92 31.1
	Column Total	97 32.8	46 15.5	153 51.7	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
.53068	4	.9704	14.297	None
Number of Missing Observations =		0		

***** QUESTION 10C BY SPECIALIZATION *****

Crosstabulation: SUBJECT HUMAN. MATH SCIENCE LANGUAGES OTHER
 By AGREEM EXPRESSING OPINION

AGREEM->	SUBJECT	Count	DISAGREE	NO OPINI	AGREE	Row Total
		Row Pct	1	ON	2	
		Col Pct				
		Tot Pct				
1	HUMANITIES	41	17	52	110	
		37.3	15.5	47.3	37.2	
		41.8	37.8	34.0		
		13.9	5.7	17.6		
2	MATH	13	4	20	37	
		35.1	10.8	54.1	12.5	
		13.3	8.9	13.1		
		4.4	1.4	6.8		
3	SCIENCE	12	6	22	40	
		30.0	15.0	55.0	13.5	
		12.2	13.3	14.4		
		4.1	2.0	7.4		
4	FOREIGN LANG.	13	7	24	44	
		29.5	15.9	54.5	14.9	
		13.3	15.6	15.7		
		4.4	2.4	8.1		
5	OTHER	19	11	35	65	
		29.2	16.9	53.8	22.0	
		19.4	24.4	22.9		
		6.4	3.7	11.8		
Column Total		98	45	153	296	
		33.1	15.2	51.7	100.0	

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
-----	-----	-----	-----	-----
2.48671	8	.9623	5.625	None
Number of Missing Observations =		0		

***** QUESTION 10C FOR SEX *****

Crosstabulation: SEX MALE AND FEMALE
 By AGREEM EXPRESSING OPINION

		Count				
AGREEM-->	SEX	Row Pct	DISAGREE	NO OPINI	AGREE	
		Col Pct	1	ON	3	
		Tot Pct		2		
					Row Total	
	MALE	1	42 32.8 42.9 14.2	20 15.6 44.4 6.8	66 51.6 43.1 22.3	128 43.2
	FEMALE	2	56 33.3 57.1 18.9	25 14.9 55.6 8.4	87 51.8 56.9 29.4	168 56.8
	Column Total		98 33.1	45 15.2	153 51.7	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
-----	-----	-----	-----	-----
.03311	2	.9836	19.459	None
Number of Missing Observations =			0	

***** QUESTION 10C FOR YEARS OF SERVICE *****

Crosstabulation: YEARS LESS THAN 10 , BETTWEEN 10 AND 20, OVER 20
 By AGREEM EXPRESSING OPINION

AGREEM-> YEARS	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
		1	2	3	
LESS 10	1	32 31.1 32.7 10.8	16 15.5 35.6 5.4	55 53.4 35.9 18.6	103 34.8
	2	35 34.7 35.7 11.8	16 15.8 35.6 5.4	50 49.5 32.7 16.9	101 34.1
	3	31 33.7 31.6 10.5	13 14.1 28.9 4.4	48 52.2 31.4 16.2	92 31.1
Column Total		98 33.1	45 15.2	153 51.7	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
-----	-----	-----	-----	-----
.47166	4	.9762	13.986	None
Number of Missing Observations =			0	

***** QUESTION 10D BY SPECIALIZATION *****

Crosstabulation: SUBJECT HUMAN. MATH SCIENCE LANGUAGES OTHER
 By AGREEM EXPRESSING OPINION

AGREEM->	SUBJECT	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
			1	2	3	
	HUMANITIES	1	28 25.5 38.4 9.5	11 10.0 47.8 3.7	71 64.5 35.5 24.0	110 37.2
	MATH	2	8 21.6 11.0 2.7	3 8.1 13.0 1.0	26 70.3 13.0 8.8	37 12.5
	SCIENCE	3	10 25.0 13.7 3.4	2 5.0 8.7 .7	28 70.0 14.0 9.5	40 13.5
	FOREIGN LANG.	4	11 25.0 15.1 3.7	3 6.8 13.0 1.0	30 68.2 15.0 10.1	44 14.9
	OTHER	5	16 24.6 21.9 5.4	4 6.2 17.4 1.4	45 69.2 22.5 15.2	65 22.0
	Column Total		73 24.7	23 7.8	200 67.6	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
-----	-----	-----	-----	-----
1.79765	8	.9866	2.875	3 OF 15 (20.0%)
Number of Missing Observations =			0	

***** QUESTION 10D FOR SEX *****

Crosstabulation: SEX MALE AND FEMALE
 By AGREEM EXPRESSING OPINION

AGREEM→	SEX	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI	AGREE	Row Total
			1	2	3	
	MALE	1	30 23.4 41.1 10.1	10 7.8 43.5 3.4	88 68.8 44.0 29.7	128 43.2
	FEMALE	2	43 25.6 58.9 14.5	13 7.7 56.5 4.4	112 66.7 56.0 37.8	168 56.8
		Column Total	73 24.7	23 7.8	200 67.6	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
-----	----	-----	-----	-----
.18433	2	.9120	9.946	None
Number of Missing Observations =			0	

***** QUESTION 10D FOR YEARS OF SERVICE *****

Crosstabulation: YEARS LESS THAN 10 , BETTWEEN 10 AND 20, OVER 20
 By AGREEM EXPRESSING OPINION

AGREEM->	YEARS	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
			1	2	3	
LESS 10	1	26 25.2 35.6 8.8	8 7.8 34.8 2.7	69 67.0 34.5 23.3	103 34.8	
	2	25 24.8 34.2 8.4	8 7.9 34.8 2.7	68 67.3 34.0 23.0	101 34.1	
	3	22 23.9 30.1 7.4	7 7.6 30.4 2.4	63 68.5 31.5 21.3	92 31.1	
Column Total		73 24.7	23 7.8	200 67.6	296 100.0	

Chi-Square D.F. Significance Min E.F. Cells with E.F.<5

 .05862 4 .9996 7.149 None
 Number of Missing Observations = 0

***** QUESTION 11A BY SPECIALIZATION *****

Crosstabulation: SUBJECT HUMAN. MATH SCIENCE LANGUAGES OTHER
 By AGREEM EXPRESSING OPINION

AGREEM->	SUBJECT	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI	AGREE	Row Total
			1	ON 2	3	
	HUMANITIES	1	76 69.1 37.3 25.7	10 9.1 38.5 3.4	24 21.8 36.4 8.1	110 37.2
	MATH	2	28 75.7 13.7 9.5	2 5.4 7.7 .7	7 18.9 10.6 2.4	37 12.5
	SCIENCE	3	29 72.5 14.2 9.8	3 7.5 11.5 1.0	8 20.0 12.1 2.7	40 13.5
	FOREIGN LANG.	4	28 63.6 13.7 9.5	4 9.1 15.4 1.4	12 27.3 18.2 4.1	44 14.9
	OTHER	5	43 66.2 21.1 14.5	7 10.8 26.9 2.4	15 23.1 22.7 5.1	65 22.0
	Column Total		204 68.9	26 8.8	66 22.3	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
-----	-----	-----	-----	-----
2.23594	8	.9729	3.250	3 OF 15 (20.0%)
Number of Missing Observations =		0		

***** QUESTION 11A FOR SEX *****

Crosstabulation: SEX MALE AND FEMALE
 By AGREEM EXPRESSING OPINION

AGREEM->	SEX	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI	AGREE	Row Total
			1	ON 2	3	
	MALE	1	89 69.5 43.4 30.1	12 9.4 46.2 4.1	27 21.1 41.5 9.1	128 43.2
	FEMALE	2	116 69.0 56.6 39.2	14 8.3 53.8 4.7	38 22.6 58.5 12.8	168 56.8
		Column Total	205 69.3	26 8.8	65 22.0	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
-----	----	-----	-----	-----
.16917	2	.9189	11.243	None
Number of Missing Observations =			0	

***** QUESTION 11A FOR YEARS OF SERVICE *****

Crosstabulation: YEARS LESS THAN 10 , BETWEEN 10 AND 20, OVER 20
 By AGREEM EXPRESSING OPINION

AGREEM->	YEARS	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI	AGREE	Row Total
			1	ON 2	3	
	LESS 10	1	71 68.9 34.6 24.0	9 8.7 34.6 3.0	23 22.3 35.4 7.8	103 34.8
	BTEN 10 AND 20	2	69 68.3 33.7 23.3	9 8.9 34.6 3.0	23 22.8 35.4 7.8	101 34.1
	OVER 200	3	65 70.7 31.7 22.0	8 8.7 30.8 2.7	19 20.7 29.2 6.4	92 31.1
	Column Total		205 69.3	26 8.8	65 22.0	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
.15167	4	.9973	8.081	None
Number of Missing Observations =		0		

***** QUESTION 11B BY SPECIALIZATION *****

Crosstabulation: SUBJECT HUMAN. MATH SCIENCE LANGUAGES OTHER
 By AGREEM EXPRESSING OPINION

AGREEM->	SUBJECT	Count	DISAGREE	NO OPINI	AGREE	Row Total
		Row Pct	1	ON	2	
		Col Pct				
		Tot Pct				
1	HUMANITIES	74	11	25	110	
		67.3	10.0	22.7	37.2	
		36.6	45.8	35.7		
		25.0	3.7	8.4		
2	MATH	27	2	8	37	
		73.0	5.4	21.6	12.5	
		13.4	8.3	11.4		
		9.1	.7	2.7		
3	SCIENCE	28	3	9	40	
		70.0	7.5	22.5	13.5	
		13.9	12.5	12.9		
		9.5	1.0	3.0		
4	FOREIGN LANG.	29	3	12	44	
		65.9	6.8	27.3	14.9	
		14.4	12.5	17.1		
		9.8	1.0	4.1		
5	OTHER	44	5	16	65	
		67.7	7.7	24.6	22.0	
		21.8	20.8	22.9		
		14.9	1.7	5.4		
	Column Total	202	24	70	296	
		68.2	8.1	23.6	100.0	

Chi-Square D.F. Significance Min E.F. Cells with E.F.<5
 ----- ----- ----- -----
 1.53004 8 .9922 3.000 3 OF 15 (20.0%)
 Number of Missing Observations = 0

***** QUESTION 11B FOR SEX *****

Crosstabulation: SEX MALE AND FEMALE
 By AGREEM EXPRESSING OPINION

AGREEM->	SEX	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI	AGREE	Row Total
			1	ON 2	3	
	MALE	1	88 68.8 43.6 29.7	11 8.6 45.8 3.7	29 22.7 41.4 9.8	128 43.2
	FEMALE	2	114 67.9 56.4 38.5	13 7.7 54.2 4.4	41 24.4 58.6 13.9	168 56.8
		Column Total	202 68.2	24 8.1	70 23.6	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
-----	-----	-----	-----	-----
.16801	2	.9194	10.378	None
Number of Missing Observations =		0		

***** QUESTION 11B FOR YEARS OF SERVICE *****

Crosstabulation: YEARS LESS THAN 10 , BETTWEEN 10 AND 20, OVER 20
 By AGREEM EXPRESSING OPINION

AGREEM-> YEARS	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
		1	2	3	
LESS 10	1	68 66.0 33.7 23.0	9 8.7 37.5 3.0	26 25.2 37.1 8.8	103 34.8
BTEN 10 AND 20	2	69 68.3 34.2 23.3	8 7.9 33.3 2.7	24 23.8 34.3 8.1	101 34.1
OVER 200	3	65 70.7 32.2 22.0	7 7.6 29.2 2.4	20 21.7 28.6 6.8	92 31.1
	Column Total	202 68.2	24 8.1	70 23.6	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
-----	-----	-----	-----	-----
.48908	4	.9746	7.459	None
Number of Missing Observations =		0		

***** QUESTION 11C BY SPECIALIZATION *****

Crosstabulation: SUBJECT HUMAN. MATH SCIENCE LANGUAGES OTHER
 By AGREEM EXPRESSING OPINION

AGREEM->	SUBJECT	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
			1	2	3	
	HUMANITIES	1	22 20.0 36.7 7.4	13 11.8 38.2 4.4	75 68.2 37.1 25.3	110 37.2
	MATH	2	7 18.9 11.7 2.4	4 10.8 11.8 1.4	26 70.3 12.9 8.8	37 12.5
	SCIENCE	3	6 15.0 10.0 2.0	5 12.5 14.7 1.7	29 72.5 14.4 9.8	40 13.5
	FOREIGN LANG.	4	10 22.7 16.7 3.4	5 11.4 14.7 1.7	29 65.9 14.4 9.8	44 14.9
	OTHER	5	15 23.1 25.0 5.1	7 10.8 20.6 2.4	43 66.2 21.3 14.5	65 22.0
	Column Total		60 20.3	34 11.5	202 68.2	296 100.0

<u>Chi-Square</u>	<u>D.F.</u>	<u>Significance</u>	<u>Min E.F. Cells with E.F.<5</u>
1.26500	8	.9960	4.250 2 OF 15 (13.3%)
Number of Missing Observations =		0	

***** QUESTION 11C FOR SEX *****

Crosstabulation: SEX MALE AND FEMALE
 By AGREEM EXPRESSING OPINION

AGREEM->	SEX	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI	AGREE	Row Total
			1	ON 2	3	
	MALE	1	23 18.0 38.3 7.8	16 12.5 47.1 5.4	89 69.5 44.1 30.1	128 43.2
	FEMALE	2	37 22.0 61.7 12.5	18 10.7 52.9 6.1	113 67.3 55.9 38.2	168 56.8
		Column Total	60 20.3	34 11.5	202 68.2	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
-----	----	-----	-----	-----
.84584	2	.6551	14.703	None
Number of Missing Observations =		0		

***** QUESTION 11C FOR YEARS OF SERVICE *****

Crosstabulation: YEARS LESS THAN 10 , BETTWEEN 10 AND 20, OVER 20
 By AGREEM EXPRESSING OPINION

AGREEM->	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
		1	2	3	
YEARS					
LESS 10	1	21 20.4 35.0 7.1	13 12.6 38.2 4.4	69 67.0 34.2 23.3	103 34.8
BTEN 10 AND 20	2	22 21.8 36.7 7.4	11 10.9 32.4 3.7	68 67.3 33.7 23.0	101 34.1
OVER 200	3	17 18.5 28.3 5.7	10 10.9 29.4 3.4	65 70.7 32.2 22.0	92 31.1
	Column Total	60 20.3	34 11.5	202 68.2	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
.55186	4	.9683	10.568	None
Number of Missing Observations =		0		

***** QUESTION 11D BY SPECIALIZATION *****

Crosstabulation: SUBJECT HUMAN. MATH SCIENCE LANGUAGES OTHER
 By AGREEM EXPRESSING OPINION

AGREEM→	SUBJECT	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
			1	2	3	
	HUMANITIES	1	82 74.5 41.4 27.7	10 9.1 45.5 3.4	18 16.4 23.7 6.1	110 37.2
	MATH	2	28 75.7 14.1 9.5	3 8.1 13.6 1.0	6 16.2 7.9 2.0	37 12.5
	SCIENCE	3	30 75.0 15.2 10.1	2 5.0 9.1 .7	8 20.0 10.5 2.7	40 13.5
	FOREIGN LANG.	4	24 54.5 12.1 8.1	3 6.8 13.6 1.0	17 38.6 22.4 5.7	44 14.9
	OTHER	5	34 52.3 17.2 11.5	4 6.2 18.2 1.4	27 41.5 35.5 9.1	65 22.0
	Column Total		198 66.9	22 7.4	76 25.7	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
-----	-----	-----	-----	-----
20.52134	8	.0085	2.750	4 OF 15 (26.7%)
Number of Missing Observations =		0		

***** QUESTION 11D FOR SEX *****

Crosstabulation: SEX MALE AND FEMALE
 By AGREEM EXPRESSING OPINION

AGREEM->	SEX	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI	AGREE	Row Total
			1	ON 2	3	
	MALE	1	85 66.4 42.9 28.7	10 7.8 45.5 3.4	33 25.8 43.4 11.1	128 43.2
	FEMALE	2	113 67.3 57.1 38.2	12 7.1 54.5 4.1	43 25.6 56.6 14.5	168 56.8
	Column Total		198 66.9	22 7.4	76 25.7	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
-----	-----	-----	-----	-----
.05276	2	.9740	9.514	None
Number of Missing Observations =			0	

***** QUESTION 11D FOR YEARS OF SERVICE *****

Crosstabulation: YEARS LESS THAN 10 , BETTWEEN 10 AND 20, OVER 20
 By AGREEM EXPRESSING OPINION

AGREEM->	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
		1	2	3	
YEARS					
LESS 10	1	69 67.0 34.8 23.3	7 6.8 31.8 2.4	27 26.2 35.5 9.1	103 34.8
BTEN 10 AND 20	2	66 65.3 33.3 22.3	8 7.9 36.4 2.7	27 26.7 35.5 9.1	101 34.1
OVER 200	3	63 68.5 31.8 21.3	7 7.6 31.8 2.4	22 23.9 28.9 7.4	92 31.1
Column Total		198 66.9	22 7.4	76 25.7	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
.33007	4	.9878	6.838	None
Number of Missing Observations =		0		

***** QUESTION 11E BY SPECIALIZATION *****

Crosstabulation: SUBJECT HUMAN. MATH SCIENCE LANGUAGES OTHER
 By AGREEM EXPRESSING OPINION

AGREEM->	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
		1	2	3	
SUBJECT					
HUMANITIES	1	25 22.7 39.1 8.4	13 11.8 37.1 4.4	72 65.5 36.5 24.3	110 37.2
MATH	2	9 24.3 14.1 3.0	3 8.1 8.6 1.0	25 67.6 12.7 8.4	37 12.5
SCIENCE	3	8 20.0 12.5 2.7	5 12.5 14.3 1.7	27 67.5 13.7 9.1	40 13.5
FOREIGN LANG.	4	10 22.7 15.6 3.4	6 13.6 17.1 2.0	28 63.6 14.2 9.5	44 14.9
OTHER	5	12 18.5 18.8 4.1	8 12.3 22.9 2.7	45 69.2 22.8 15.2	65 22.0
Column Total		64 21.6	35 11.8	197 66.6	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
-----	-----	-----	-----	-----
1.30087	8	.9955	4.375	2 OF 15 (13.3%)
Number of Missing Observations =		0		

***** QUESTION 11E FOR SEX *****

Crosstabulation: SEX MALE AND FEMALE
 By AGREEM EXPRESSING OPINION

AGREEM->	SEX	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
			1	2	3	
	MALE	1	26 20.3 40.6 8.8	16 12.5 45.7 5.4	86 67.2 43.7 29.1	128 43.2
	FEMALE	2	38 22.6 59.4 12.8	19 11.3 54.3 6.4	111 66.1 56.3 37.5	168 56.8
		Column Total	64 21.6	35 11.8	197 66.6	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
-----	----	-----	-----	-----
.27943	2	.8696	15.135	None
Number of Missing Observations =		0		

***** QUESTION 11E FOR YEARS OF SERVICE *****

Crosstabulation: YEARS LESS THAN 10 , BETTWEEN 10 AND 20, OVER 20
 By AGREEM EXPRESSING OPINION

		Count	DISAGREE	NO OPINI	AGREE	
AGREEM->	YEARS	Row Pct		ON		Row
		Col Pct	1	2	3	Total
		Tot Pct				
	1		23	13	67	103
LESS 10			22.3	12.6	65.0	34.8
			35.9	37.1	34.0	
			7.8	4.4	22.6	
	2		23	12	66	101
BTEN 10 AND 20			22.8	11.9	65.3	34.1
			35.9	34.3	33.5	
			7.8	4.1	22.3	
	3		18	10	64	92
OVER 200			19.6	10.9	69.6	31.1
			28.1	28.6	32.5	
			6.1	3.4	21.6	
	Column		64	35	197	296
	Total		21.6	11.8	66.6	100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
-----	----	-----	-----	-----
.57478	4	.9658	10.878	None
Number of Missing Observations =			0	

***** QUESTION 11F BY SPECIALIZATION *****

Crosstabulation: SUBJECT HUMAN. MATH SCIENCE LANGUAGES OTHER
 By AGREEM EXPRESSING OPINION

AGREEM->	SUBJECT	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
			1	2	3	
	HUMANITIES	1	26 23.6 38.2 8.8	11 10.0 37.9 3.7	73 66.4 36.7 24.7	110 37.2
	MATH	2	9 24.3 13.2 3.0	3 8.1 10.3 1.0	25 67.6 12.6 8.4	37 12.5
	SCIENCE	3	8 20.0 11.8 2.7	4 10.0 13.8 1.4	28 70.0 14.1 9.5	40 13.5
	FOREIGN LANG.	4	13 29.5 19.1 4.4	4 9.1 13.8 1.4	27 61.4 13.6 9.1	44 14.9
	OTHER	5	12 18.5 17.6 4.1	7 10.8 24.1 2.4	46 70.8 23.1 15.5	65 22.0
	Column Total		68 23.0	29 9.8	199 67.2	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
-----	-----	-----	-----	-----
2.21164	8	.9738	3.625	3 OF 15 (20.0%)
Number of Missing Observations =		0		

***** QUESTION 11F FOR SEX *****

Crosstabulation: SEX MALE AND FEMALE
 By AGREEM EXPRESSING OPINION

AGREEM->	SEX	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI	AGREE	Row Total
			1	ON 2	3	
	MALE	1	28 21.9 41.2 9.5	13 10.2 44.8 4.4	87 68.0 43.7 29.4	128 43.2
	FEMALE	2	40 23.8 58.8 13.5	16 9.5 55.2 5.4	112 66.7 56.3 37.8	168 56.8
	Column Total		68 23.0	29 9.8	199 67.2	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
.16633	2	.9202	12.541	None
Number of Missing Observations =			0	

***** QUESTION 11F FOR YEARS OF SERVICE *****

Crosstabulation: YEARS LESS THAN 10 , BETTWN 10 AND 20, OVER 20
 By AGREEM EXPRESSING OPINION

AGREEM-> YEARS	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
		1	2	3	
LESS 10	1	23 22.3 33.8 7.8	11 10.7 37.9 3.7	69 67.0 34.7 23.3	103 34.8
BTEN 10 AND 20	2	22 21.8 32.4 7.4	10 9.9 34.5 3.4	69 68.3 34.7 23.3	101 34.1
OVER 200	3	23 25.0 33.8 7.8	8 8.7 27.6 2.7	61 66.3 30.7 20.6	92 31.1
	Column Total	68 23.0	29 9.8	199 67.2	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
-----	-----	-----	-----	-----
.47268	4	.9761	9.014	None
Number of Missing Observations =		0		

***** QUESTION 12 BY SPECIALIZATION *****

Crosstabulation: SUBJECT HUMAN. MATH SCIENCE LANGUAGES OTHER
 By AGREEM EXPRESSING OPINION

AGREEM->	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
		1	2	3	
SUBJECT					
HUMANITIES	1	41 37.3 38.0 13.9	14 12.7 37.8 4.7	55 50.0 36.4 18.6	110 37.2
MATH	2	12 32.4 11.1 4.1	5 13.5 13.5 1.7	20 54.1 13.2 6.8	37 12.5
SCIENCE	3	15 37.5 13.9 5.1	4 10.0 10.8 1.4	21 52.5 13.9 7.1	40 13.5
FOREIGN LANG.	4	16 36.4 14.8 5.4	6 13.6 16.2 2.0	22 50.0 14.6 7.4	44 14.9
OTHER	5	24 36.9 22.2 8.1	8 12.3 21.6 2.7	33 50.8 21.9 11.1	65 22.0
Column Total		108 36.5	37 12.5	151 51.0	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
-----	-----	-----	-----	-----
.59862	8	.9997	4.625	1 OF 15 (6.7%)
Number of Missing Observations =			0	

***** QUESTION 12 FOR SEX *****

Crosstabulation: SEX MALE AND FEMALE
 By AGREEM EXPRESSING OPINION

AGREEM->	SEX	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
			1	2	3	
	MALE	1	44 34.4 40.7 14.9	18 14.1 48.6 6.1	66 51.6 43.7 22.3	128 43.2
	FEMALE	2	64 38.1 59.3 21.6	19 11.3 51.4 6.4	85 50.6 56.3 28.7	168 56.8
	Column Total		108 36.5	37 12.5	151 51.0	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
-----	----	-----	-----	-----
.72937	2	.6944	16.000	None
Number of Missing Observations =			0	

***** QUESTION 12 FOR YEARS OF SERVICE *****

Crosstabulation: YEARS LESS THAN 10 , BETTWEEN 10 AND 20, OVER 20
 By AGREEM EXPRESSING OPINION

AGREEM→	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
		1	2	3	
YEARS					
LESS 10	1	37 35.9 34.3 12.5	14 13.6 37.8 4.7	52 50.5 34.4 17.6	103 34.8
BTEN 10 AND 20	2	37 36.6 34.3 12.5	13 12.9 35.1 4.4	51 50.5 33.8 17.2	101 34.1
OVER 200	3	34 37.0 31.5 11.5	10 10.9 27.0 3.4	48 52.2 31.8 16.2	92 31.1
Column Total		108 36.5	37 12.5	151 51.0	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
.35548	4	.9860	11.500	None
Number of Missing Observations =		0		

***** QUESTION 13A BY SPECIALIZATION *****

Crosstabulation: SUBJECT HUMAN. MATH SCIENCE LANGUAGES OTHER
 By AGREEM EXPRESSING OPINION

AGREEM->	SUBJECT	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
			1	2	3	
	HUMANITIES	1	58 52.7 35.6 19.6	14 12.7 42.4 4.7	38 34.5 38.0 12.8	110 37.2
	MATH	2	22 59.5 13.5 7.4	3 8.1 9.1 1.0	12 32.4 12.0 4.1	37 12.5
	SCIENCE	3	23 57.5 14.1 7.8	4 10.0 12.1 1.4	13 32.5 13.0 4.4	40 13.5
	FOREIGN LANG.	4	25 56.8 15.3 8.4	4 9.1 12.1 1.4	15 34.1 15.0 5.1	44 14.9
	OTHER	5	35 53.8 21.5 11.8	8 12.3 24.2 2.7	22 33.8 22.0 7.4	65 22.0
	Column Total		163 55.1	33 11.1	100 33.8	296 100.0

Chi-Square D.F. Significance Min E.F. Cells with E.F.<5

 1.22926 8 .9963 4.125 3 OF 15 (20.0%)
 Number of Missing Observations = 0

***** QUESTION 13A FOR SEX *****

Crosstabulation: SEX MALE AND FEMALE
By AGREEM EXPRESSING OPINION

AGREEM→	SEX	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
			1	2	3	
	MALE	1	71 55.5 43.6 24.0	14 10.9 42.4 4.7	43 33.6 43.0 14.5	128 43.2
	FEMALE	2	92 54.8 56.4 31.1	19 11.3 57.6 6.4	57 33.9 57.0 19.3	168 56.8
		Column Total	163 55.1	33 11.1	100 33.8	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
.01802	2	.9910	14.270	None
Number of Missing Observations =		0		

***** QUESTION 13A FOR YEARS OF SERVICE *****

Crosstabulation: YEARS LESS THAN 10 , BETTWEEN 10 AND 20, OVER 20
 By AGREEM EXPRESSING OPINION

AGREEM-> YEARS	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
		1	2	3	
LESS 10	1	55 53.4 33.7 18.6	13 12.6 39.4 4.4	35 34.0 35.0 11.8	103 34.8
BTEN 10 AND 20	2	54 53.5 33.1 18.2	12 11.9 36.4 4.1	35 34.7 35.0 11.8	101 34.1
OVER 200	3	54 58.7 33.1 18.2	8 8.7 24.2 2.7	30 32.6 30.0 10.1	92 31.1
	Column Total	163 55.1	33 11.1	100 33.8	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
-----	-----	-----	-----	-----
1.12606	4	.8901	10.257	None
Number of Missing Observations =			0	

***** QUESTION 13B BY SPECIALIZATION *****

Crosstabulation: SUBJECT HUMAN. MATH SCIENCE LANGUAGES OTHER
 By AGREEM EXPRESSING OPINION

AGREEM->	SUBJECT	Count			Row Total
		Row Pct	Col Pct	Tot Pct	
		DISAGREE	NO OPINI ON	AGREE	
		1	2	3	
	1	39	14	57	110
	HUMANITIES	35.5	12.7	51.8	37.2
		38.6	40.0	35.6	
		13.2	4.7	19.3	
	2	12	3	22	37
	MATH	32.4	8.1	59.5	12.5
		11.9	8.6	13.8	
		4.1	1.0	7.4	
	3	13	5	22	40
	SCIENCE	32.5	12.5	55.0	13.5
		12.9	14.3	13.8	
		4.4	1.7	7.4	
	4	14	4	26	44
	FOREIGN LANG.	31.8	9.1	59.1	14.9
		13.9	11.4	16.3	
		4.7	1.4	8.8	
	5	23	9	33	65
	OTHER	35.4	13.8	50.8	22.0
		22.8	25.7	20.6	
		7.8	3.0	11.1	
	Column Total	101	35	160	296
		34.1	11.8	54.1	100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
-----	-----	-----	-----	-----
1.88864	8	.9842	4.375	2 OF 15 (13.3%)
Number of Missing Observations =		0		

***** QUESTION 13B FOR SEX *****

Crosstabulation: SEX MALE AND FEMALE
 By AGREEM EXPRESSING OPINION

AGREEM->	SEX	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI	AGREE	Row Total
			1	ON 2	3	
	MALE	1	44 34.4 43.6 14.9	15 11.7 42.9 5.1	69 53.9 43.1 23.3	128 43.2
	FEMALE	2	57 33.9 56.4 19.3	20 11.9 57.1 6.8	91 54.2 56.9 30.7	168 56.8
		Column Total	101 34.1	35 11.8	160 54.1	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
-----	---	-----	-----	-----
.00728	2	.9964	15.135	None
Number of Missing Observations =			0	

***** QUESTION 13B FOR YEARS OF SERVICE *****

Crosstabulation: YEARS LESS THAN 10 , BETTWEEN 10 AND 20, OVER 20
 By AGREEM EXPRESSING OPINION

AGREEM-> YEARS	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
		1	2	3	
LESS 10	1	35	13	55	103
		34.0	12.6	53.4	34.8
		34.7	37.1	34.4	
		11.8	4.4	18.6	
BTEN 10 AND 20	2	36	13	52	101
		35.6	12.9	51.5	34.1
		35.6	37.1	32.5	
		12.2	4.4	17.6	
OVER 200	3	30	9	53	92
		32.6	9.8	57.6	31.1
		29.7	25.7	33.1	
		10.1	3.0	17.9	
Column Total		101	35	160	296
		34.1	11.8	54.1	100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
.95075	4	.9172	10.878	None
Number of Missing Observations =		0		

***** QUESTION 14A BY SPECIALIZATION *****

Crosstabulation: SUBJECT HUMAN. MATH SCIENCE LANGUAGES OTHER
 By AGREEM EXPRESSING OPINION

AGREEM->	SUBJECT	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI	AGREE	Row Total
			1	ON 2	3	
	HUMANITIES	1	10 9.1 15.9 3.4	14 12.7 46.7 4.7	86 78.2 42.4 29.1	110 37.2
	MATH	2	6 16.2 9.5 2.0	3 8.1 10.0 1.0	28 75.7 13.8 9.5	37 12.5
	SCIENCE	3	3 7.5 4.8 1.0	4 10.0 13.3 1.4	33 82.5 16.3 11.1	40 13.5
	FOREIGN LANG.	4	6 13.6 9.5 2.0	4 9.1 13.3 1.4	34 77.3 16.7 11.5	44 14.9
	OTHER	5	38 58.5 60.3 12.8	5 7.7 16.7 1.7	22 33.8 10.8 7.4	65 22.0
	Column Total		63 21.3	30 10.1	203 68.6	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
71.23085	8	.0000	3.750	3 OF 15 (20.0%)
Number of Missing Observations =			0	

***** QUESTION 14A FOR SEX *****

Crosstabulation: SEX MALE AND FEMALE
By AGREEM EXPRESSING OPINION

		Count				
AGREEM-->	SEX	Row Pct	DISAGREE	NO OPINI	AGREE	Row
		Col Pct	1	ON	2	Total
		Tot Pct			3	
	MALE	1	27 21.1 42.9 9.1	13 10.2 43.3 4.4	88 68.8 43.3 29.7	128 43.2
	FEMALE	2	36 21.4 57.1 12.2	17 10.1 56.7 5.7	115 68.5 56.7 38.9	168 56.8
	Column Total		63 21.3	30 10.1	203 68.6	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
-----	-----	-----	-----	-----
.00486	2	.9976	12.973	None
Number of Missing Observations =		0		

***** QUESTION 14B BY SPECIALIZATION *****

Crosstabulation: SUBJECT HUMAN. MATH SCIENCE LANGUAGES OTHER
 By AGREEM EXPRESSING OPINION

AGREEM-->	SUBJECT	Count	DISAGREE	NO OPINI	AGREE	Row Total
		Row Pct	1	ON	2	
		Col Pct				
		Tot Pct				
	HUMANITIES	1	10 9.1 15.9 3.4	13 11.8 44.8 4.4	87 79.1 42.6 29.4	110 37.2
	MATH	2	5 13.5 7.9 1.7	3 8.1 10.3 1.0	29 78.4 14.2 9.8	37 12.5
	SCIENCE	3	2 5.0 3.2 .7	4 10.0 13.8 1.4	34 85.0 16.7 11.5	40 13.5
	FOREIGN LANG.	4	7 15.9 11.1 2.4	4 9.1 13.8 1.4	33 75.0 16.2 11.1	44 14.9
	OTHER	5	39 60.0 61.9 13.2	5 7.7 17.2 1.7	21 32.3 10.3 7.1	65 22.0
	Column Total		63 21.3	29 9.8	204 68.9	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
-----	-----	-----	-----	-----
77.48574	8	.0000	3.625	3 OF 15 (20.0%)
Number of Missing Observations =		0		

***** QUESTION 14B FOR SEX *****

Crosstabulation: SEX MALE AND FEMALE
 By AGREEM EXPRESSING OPINION

AGREEM->	SEX	Count Row Pct Col Pct Tot. Pct	DISAGREE	NO OPINI	AGREE	Row Total
			1	ON 2	3	
	MALE	1	26 20.3 41.3 8.8	15 11.7 51.7 5.1	87 68.0 42.6 29.4	128 43.2
	FEMALE	2	37 22.0 58.7 12.5	14 8.3 48.3 4.7	117 69.6 57.4 39.5	168 56.8
	Column Total		63 21.3	29 9.8	204 68.9	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
-----	-----	-----	-----	-----
.97936	2	.6128	12.541	None
Number of Missing Observations =			0	

***** QUESTION 14B FOR YEARS OF SERVICE *****

Crosstabulation: YEARS LESS THAN 10 , BETTWN 10 AND 20, OVER 20
 By AGREEM EXPRESSING OPINION

AGREEM-> YEARS	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
		1	2	3	
LESS 10	1	22 21.4 34.9 7.4	11 10.7 37.9 3.7	70 68.0 34.3 23.6	103 34.8
BTEN 10 AND 20	2	20 19.8 31.7 6.8	10 9.9 34.5 3.4	71 70.3 34.8 24.0	101 34.1
OVER 200	3	21 22.8 33.3 7.1	8 8.7 27.6 2.7	63 68.5 30.9 21.3	92 31.1
Column Total		63 21.3	29 9.8	204 68.9	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
-----	-----	-----	-----	-----
.44834	4	.9783	9.014	None
Number of Missing Observations =		0		

***** QUESTION 14C BY SPECIALIZATION *****

Crosstabulation: SUBJECT HUMAN. MATH SCIENCE LANGUAGES OTHER
 By AGREEM EXPRESSING OPINION

AGREEM->	SUBJECT	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
			1	2	3	
	HUMANITIES	1	16 14.5 29.1 5.4	14 12.7 40.0 4.7	80 72.7 38.8 27.0	110 37.2
	MATH	2	8 21.6 14.5 2.7	4 10.8 11.4 1.4	25 67.6 12.1 8.4	37 12.5
	SCIENCE	3	8 20.0 14.5 2.7	4 10.0 11.4 1.4	28 70.0 13.6 9.5	40 13.5
	FOREIGN LANG.	4	10 22.7 18.2 3.4	5 11.4 14.3 1.7	29 65.9 14.1 9.8	44 14.9
	OTHER	5	13 20.0 23.6 4.4	8 12.3 22.9 2.7	44 67.7 21.4 14.9	65 22.0
	Column Total		55 18.6	35 11.8	206 69.6	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
-----	-----	-----	-----	-----
2.20799	8	.9740	4.375	2 OF 15 (13.3%)
Number of Missing Observations =		0		

***** QUESTION 14C FOR SEX *****

Crosstabulation: SEX MALE AND FEMALE
By AGREEM EXPRESSING OPINION

AGREEM→	SEX	Count	DISAGREE	NO OPINI	AGREE	Row Total
		Row Pct	1	ON	2	
		Col Pct				
		Tot Pct				
	MALE	1	22 17.2 40.0 7.4	16 12.5 45.7 5.4	90 70.3 43.7 30.4	128 43.2
	FEMALE	2	33 19.6 60.0 11.1	19 11.3 54.3 6.4	116 69.0 56.3 39.2	168 56.8
		Column Total	55 18.6	35 11.8	206 69.6	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
-----	-----	-----	-----	-----
.33949	2	.8439	15.135	None
Number of Missing Observations =		0		

0 ***** QUESTION 14C FOR YEARS OF SERVICE *****

Crosstabulation: YEARS LESS THAN 10 , BETTWEEN 10 AND 20, OVER 20
 By AGREEM EXPRESSING OPINION

AGREEM→	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
		1	2	3	
YEARS					
LESS 10	1	19 18.4 34.5 6.4	13 12.6 37.1 4.4	71 68.9 34.5 24.0	103 34.8
BETWEN 10 AND 20	2	17 16.8 30.9 5.7	12 11.9 34.3 4.1	72 71.3 35.0 24.3	101 34.1
OVER 200	3	19 20.7 34.5 6.4	10 10.9 28.6 3.4	63 68.5 30.6 21.3	92 31.1
Column Total		55 18.6	35 11.8	206 69.6	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
.57082	4	.9663	10.878	None
Number of Missing Observations =		0		

***** QUESTION 14D BY SPECIALIZATION *****

Crosstabulation: SUBJECT HUMAN. MATH SCIENCE LANGUAGES OTHER
 By AGREEM EXPRESSING OPINION

AGREEM->	SUBJECT	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI	AGREE	Row Total
			1	ON 2	3	
	HUMANITIES	1	82 74.5 38.7 27.7	12 10.9 40.0 4.1	16 14.5 29.6 5.4	110 37.2
	MATH	2	26 70.3 12.3 8.8	3 8.1 10.0 1.0	8 21.6 14.8 2.7	37 12.5
	SCIENCE	3	30 75.0 14.2 10.1	4 10.0 13.3 1.4	6 15.0 11.1 2.0	40 13.5
	FOREIGN LANG.	4	28 63.6 13.2 9.5	4 9.1 13.3 1.4	12 27.3 22.2 4.1	44 14.9
	OTHER	5	46 70.8 21.7 15.5	7 10.8 23.3 2.4	12 18.5 22.2 4.1	65 22.0
	Column Total		212 71.6	30 10.1	54 18.2	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
-----	-----	-----	-----	-----
4.14636	8	.8437	3.750	3 OF 15 (20.0%)
Number of Missing Observations =		0		

***** QUESTION 14D FOR SEX *****

Crosstabulation: SEX MALE AND FEMALE
 By AGREEM EXPRESSING OPINION

AGREEM-->	SEX	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI	AGREE	Row Total
			1	ON 2	3	
	MALE	1	93 72.7 43.9 31.4	14 10.9 46.7 4.7	21 16.4 38.9 7.1	128 43.2
	FEMALE	2	119 70.8 56.1 40.2	16 9.5 53.3 5.4	33 19.6 61.1 11.1	168 56.8
	Column Total		212 71.6	30 10.1	54 18.2	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
-----	----	-----	-----	-----
.59412	2	.7430	12.973	None
Number of Missing Observations =			0	

***** QUESTION 14D FOR YEARS OF SERVICE *****

Crosstabulation: YEARS LESS THAN 10 , BETWEEN 10 AND 20, OVER 20
 By AGREEM EXPRESSING OPINION

AGREEM→	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
		1	2	3	
YEARS					
LESS 10	1	74 71.8 34.9 25.0	11 10.7 36.7 3.7	18 17.5 33.3 6.1	103 34.8
BTEN 10 AND 20	2	73 72.3 34.4 24.7	11 10.9 36.7 3.7	17 16.8 31.5 5.7	101 34.1
OVER 200	3	65 70.7 30.7 22.0	8 8.7 26.7 2.7	19 20.7 35.2 6.4	92 31.1
Column Total		212 71.6	30 10.1	54 18.2	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
-----	----	-----	-----	-----
.73023	4	.9475	9.324	None
Number of Missing Observations =		0		

***** QUESTION 14E BY SPECIALIZATION *****

Crosstabulation: SUBJECT HUMAN. MATH SCIENCE LANGUAGES OTHER
 By AGREEM EXPRESSING OPINION

AGREEM->	SUBJECT	Count	DISAGREE	NO OPINI	AGREE	Row Total
		Row Pct	1	ON	2	
		Col Pct				
		Tot Pct				
1	HUMANITIES	83	13	14	110	
		75.5	11.8	12.7	37.2	
		39.9	39.4	25.5		
		28.0	4.4	4.7		
2	MATH	26	3	8	37	
		70.3	8.1	21.6	12.5	
		12.5	9.1	14.5		
		8.8	1.0	2.7		
3	SCIENCE	29	4	7	40	
		72.5	10.0	17.5	13.5	
		13.9	12.1	12.7		
		9.8	1.4	2.4		
4	FOREIGN LANG.	28	5	11	44	
		63.6	11.4	25.0	14.9	
		13.5	15.2	20.0		
		9.5	1.7	3.7		
5	OTHER	42	8	15	65	
		64.6	12.3	23.1	22.0	
		20.2	24.2	27.3		
		14.2	2.7	5.1		
	Column Total	208	33	55	296	
		70.3	11.1	18.6	100.0	

Chi-Square D.F. Significance Min E.F. Cells with E.F.<5

 5.41953 8 .7119 4.125 3 OF 15 (20.0%)
 Number of Missing Observations = 0

***** QUESTION 14E FOR SEX *****

Crosstabulation: SEX MALE AND FEMALE
 By AGREEM EXPRESSING OPINION

		Count	DISAGREE	NO OPINI	AGREE	
AGREEM->	SEX	Row Pct Col Pct Tot Pct	1	ON 2	3	Row Total
	MALE	1 71.1 43.8 30.7	91 11.7 45.5 5.1	15 17.2 40.0 7.4	22	128 43.2
	FEMALE	2 69.6 56.3 39.5	117 10.7 54.5 6.1	18 19.6 60.0 11.1	33	168 56.8
	Column Total		208 70.3	33 11.1	55 18.6	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
-----	----	-----	-----	-----
.32322	2	.8508	14.270	None
Number of Missing Observations =			0	

***** QUESTION 14E FOR YEARS OF SERVICE *****

Crosstabulation: YEARS LESS THAN 10 , BETTWEEN 10 AND 20, OVER 20
 By AGREEM EXPRESSING OPINION

AGREEM->	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
		1	2	3	
YEARS					
LESS 10	1	73 70.9 35.1 24.7	13 12.6 39.4 4.4	17 16.5 30.9 5.7	103 34.8
BTEN 10 AND 20	2	72 71.3 34.6 24.3	12 11.9 36.4 4.1	17 16.8 30.9 5.7	101 34.1
OVER 200	3	63 68.5 30.3 21.3	8 8.7 24.2 2.7	21 22.8 38.2 7.1	92 31.1
Column Total		208 70.3	33 11.1	55 18.6	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
-----	-----	-----	-----	-----
2.10531	4	.7164	10.257	None
Number of Missing Observations =		0		

***** QUESTION 14F BY SPECIALIZATION *****

Crosstabulation: SUBJECT HUMAN. MATH SCIENCE LANGUAGES OTHER
 By AGREEM EXPRESSING OPINION

AGREEM→	SUBJECT	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI	AGREE	Row Total
			1	ON 2	3	
	HUMANITIES	1	82 74.5 40.0 27.7	12 10.9 41.4 4.1	16 14.5 25.8 5.4	110 37.2
	MATH	2	25 67.6 12.2 8.4	3 8.1 10.3 1.0	9 24.3 14.5 3.0	37 12.5
	SCIENCE	3	28 70.0 13.7 9.5	4 10.0 13.8 1.4	8 20.0 12.9 2.7	40 13.5
	FOREIGN LANG.	4	29 65.9 14.1 9.8	4 9.1 13.8 1.4	11 25.0 17.7 3.7	44 14.9
	OTHER	5	41 63.1 20.0 13.9	6 9.2 20.7 2.0	18 27.7 29.0 6.1	65 22.0
	Column Total		205 69.3	29 9.8	62 20.9	296 100.0

<u>Chi-Square</u>	<u>D.F.</u>	<u>Significance</u>	<u>Min E.F.</u>	<u>Cells with E.F.<5</u>
5.31196	8	.7238	3.625	3 OF 15 (20.0%)
Number of Missing Observations =		0		

***** QUESTION 14F FOR SEX *****

Crosstabulation: SEX MALE AND FEMALE
 By AGREEM EXPRESSING OPINION

AGREEM->	SEX	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI	AGREE	Row Total
			1	ON 2	3	
	MALE	1	90 70.3 43.9 30.4	14 10.9 48.3 4.7	24 18.8 38.7 8.1	128 43.2
	FEMALE	2	115 68.5 56.1 38.9	15 8.9 51.7 5.1	38 22.6 61.3 12.8	168 56.8
	Column Total		205 69.3	29 9.8	62 20.9	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
-----	----	-----	-----	-----
.85476	2	.6522	12.541	None
Number of Missing Observations =			0	

***** QUESTION 14F FOR YEARS OF SERVICE *****

Crosstabulation: YEARS LESS THAN 10 , BETTWEEN 10 AND 20, OVER 20
 By AGREEM EXPRESSING OPINION

AGREEM→	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
		1	2	3	
YEARS					
LESS 10	1	72 69.9 35.1 24.3	11 10.7 37.9 3.7	20 19.4 32.3 6.8	103 34.8
BTEN 10 AND 20	2	71 70.3 34.6 24.0	10 9.9 34.5 3.4	20 19.8 32.3 6.8	101 34.1
OVER 200	3	62 67.4 30.2 20.9	8 8.7 27.6 2.7	22 23.9 35.5 7.4	92 31.1
Column Total		205 69.3	29 9.8	62 20.9	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
-----	----	-----	-----	-----
.82980	4	.9344	9.014	None
Number of Missing Observations =			0	

***** QUESTION 15 BY SPECIALIZATION *****

Crosstabulation: SUBJECT HUMAN. MATH SCIENCE LANGUAGES OTHER
 By AGREEM EXPRESSING OPINION

AGREEM→	SUBJECT	Count			Row Total
		Row Pct	Col Pct	Tot Pct	
		DISAGREE	NO OPINI ON	AGREE	
		1	2	3	
	HUMANITIES	14 12.7 23.7 4.7	10 9.1 37.0 3.4	86 78.2 41.0 29.1	110 37.2
	MATH	8 21.6 13.6 2.7	3 8.1 11.1 1.0	26 70.3 12.4 8.8	37 12.5
	SCIENCE	8 20.0 13.6 2.7	4 10.0 14.8 1.4	28 70.0 13.3 9.5	40 13.5
	FOREIGN LANG.	12 27.3 20.3 4.1	4 9.1 14.8 1.4	28 63.6 13.3 9.5	44 14.9
	OTHER	17 26.2 28.8 5.7	6 9.2 22.2 2.0	42 64.6 20.0 14.2	65 22.0
	Column Total	59 19.9	27 9.1	210 70.9	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
-----	-----	-----	-----	-----
6.96388	8	.5405	3.375	3 OF 15 (20.0%)
Number of Missing Observations =			0	

***** QUESTION 15 FOR SEX *****

Crosstabulation: SEX MALE AND FEMALE
By AGREEM EXPRESSING OPINION

AGREEM->	SEX	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI	AGREE	Row Total
			1	ON 2	3	
	MALE	1	24 18.8 40.7 8.1	12 9.4 44.4 4.1	92 71.9 43.8 31.1	128 43.2
	FEMALE	2	35 20.8 59.3 11.8	15 8.9 55.6 5.1	118 70.2 56.2 39.9	168 56.8
	Column Total		59 19.9	27 9.1	210 70.9	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
.20150	2	.9042	11.676	None
Number of Missing Observations =		0		

***** QUESTION 15 FOR YEARS OF SERVICE *****

Crosstabulation: YEARS LESS THAN 10 , BETTWEEN 10 AND 20, OVER 20
 By AGREEM EXPRESSING OPINION

AGREEM-> YEARS	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
		1	2	3	
LESS 10	1	20	10	73	103
		19.4	9.7	70.9	34.8
		33.9	37.0	34.8	
		6.8	3.4	24.7	
BTEN 10 AND 20	2	18	10	73	101
		17.8	9.9	72.3	34.1
		30.5	37.0	34.8	
		6.1	3.4	24.7	
OVER 200	3	21	7	64	92
		22.8	7.6	69.6	31.1
		35.6	25.9	30.5	
		7.1	2.4	21.6	
Column Total		59	27	210	296
		19.9	9.1	70.9	100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
-----	----	-----	-----	-----
1.01298	4	.9078	8.392	None
Number of Missing Observations =		0		

***** QUESTION 16A BY SPECIALIZATION *****

Crosstabulation: SUBJECT HUMAN. MATH SCIENCE LANGUAGES OTHER
 By AGREEM EXPRESSING OPINION

AGREEM->	SUBJECT	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
			1	2	3	
	HUMANITIES	1	38 34.5 38.0 12.8	17 15.5 43.6 5.7	55 50.0 35.0 18.6	110 37.2
	MATH	2	12 32.4 12.0 4.1	4 10.8 10.3 1.4	21 56.8 13.4 7.1	37 12.5
	SCIENCE	3	14 35.0 14.0 4.7	5 12.5 12.8 1.7	21 52.5 13.4 7.1	40 13.5
	FOREIGN LANG.	4	13 29.5 13.0 4.4	5 11.4 12.8 1.7	26 59.1 16.6 8.8	44 14.9
	OTHER	5	23 35.4 23.0 7.8	8 12.3 20.5 2.7	34 52.3 21.7 11.5	65 22.0
	Column Total		100 33.8	39 13.2	157 53.0	296 100.0

Chi-Square D.F. Significance Min E.F. Cells with E.F.<5

 1.69149 8 .9891 4.875 1 OF 15 (6.7%)
 Number of Missing Observations = 0

***** QUESTION 16A FOR SEX *****

Crosstabulation: SEX MALE AND FEMALE
 By AGREEM EXPRESSING OPINION

AGREEM->	SEX	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
			1	2	3	
	MALE	1	44 34.4 44.0 14.9	18 14.1 46.2 6.1	66 51.6 42.0 22.3	128 43.2
	FEMALE	2	56 33.3 56.0 18.9	21 12.5 53.8 7.1	91 54.2 58.0 30.7	168 56.8
	Column Total		100 33.8	39 13.2	157 53.0	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
-----	----	-----	-----	-----
.25084	2	.8821	16.865	None
Number of Missing Observations =			0	

***** QUESTION 16A FOR YEARS OF SERVICE *****

Crosstabulation: YEARS LESS THAN 10 , BETTWEEN 10 AND 20, OVER 20
 By AGREEM EXPRESSING OPINION

AGREEM->	YEARS	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
			1	2	3	
LESS 10	1		35	14	54	103
			34.0	13.6	52.4	34.8
			35.0	35.9	34.4	
			11.8	4.7	18.2	
BTEN 10 AND 20	2		36	15	50	101
			35.6	14.9	49.5	34.1
			36.0	38.5	31.8	
			12.2	5.1	16.9	
OVER 200	3		29	10	53	92
			31.5	10.9	57.6	31.1
			29.0	25.6	33.8	
			9.8	3.4	17.9	
Column Total			100	39	157	296
			33.8	13.2	53.0	100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
1.45141	4	.8352	12.122	None
Number of Missing Observations =			0	

***** QUESTION 16B BY SPECIALIZATION *****

Crosstabulation: SUBJECT HUMAN. MATH SCIENCE LANGUAGES OTHER
 By AGREEM EXPRESSING OPINION

AGREEM->	SUBJECT	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI	AGREE	Row Total
			1	ON 2	3	
	HUMANITIES	1	37 33.6 35.6 12.5	16 14.5 44.4 5.4	57 51.8 36.5 19.3	110 37.2
	MATH	2	13 35.1 12.5 4.4	3 8.1 8.3 1.0	21 56.8 13.5 7.1	37 12.5
	SCIENCE	3	14 35.0 13.5 4.7	4 10.0 11.1 1.4	22 55.0 14.1 7.4	40 13.5
	FOREIGN LANG.	4	16 36.4 15.4 5.4	5 11.4 13.9 1.7	23 52.3 14.7 7.8	44 14.9
	OTHER	5	24 36.9 23.1 8.1	8 12.3 22.2 2.7	33 50.8 21.2 11.1	65 22.0
	Column Total		104 35.1	36 12.2	156 52.7	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
-----	-----	-----	-----	-----
1.55968	8	.9917	4.500	2 OF 15 (13.3%)
Number of Missing Observations =		0		

***** QUESTION 16B FOR SEX *****

Crosstabulation: SEX MALE AND FEMALE
 By AGREEM EXPRESSING OPINION

AGREEM->	SEX	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
			1	2	3	
	MALE	1	42 32.8 40.4 14.2	17 13.3 47.2 5.7	69 53.9 44.2 23.3	128 43.2
	FEMALE	2	62 36.9 59.6 20.9	19 11.3 52.8 6.4	87 51.8 55.8 29.4	168 56.8
		Column Total	104 35.1	36 12.2	156 52.7	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
-----	----	-----	-----	-----
.64048	2	.7260	15.568	None
Number of Missing Observations =			0	

***** QUESTION 16B FOR YEARS OF SERVICE *****

Crosstabulation: YEARS LESS THAN 10 , BETTWEEN 10 AND 20, OVER 20
 By AGREEM EXPRESSING OPINION

AGREEM→	YEARS	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
			1	2	3	
LESS 10	1	37 35.9 35.6 12.5	14 13.6 38.9 4.7	52 50.5 33.3 17.6	103 34.8	
	2	36 35.6 34.6 12.2	13 12.9 36.1 4.4	52 51.5 33.3 17.6	101 34.1	
	3	31 33.7 29.8 10.5	9 9.8 25.0 3.0	52 56.5 33.3 17.6	92 31.1	
Column Total		104 35.1	36 12.2	156 52.7	296 100.0	

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
-----	----	-----	-----	-----
1.10222	4	.8939	11.189	None
Number of Missing Observations =		0		

***** QUESTION 16C BY SPECIALIZATION *****

Crosstabulation: SUBJECT HUMAN. MATH SCIENCE LANGUAGES OTHER
 By AGREEM EXPRESSING OPINION

AGREEM->	SUBJECT	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI	AGREE	Row Total
			1	ON 2	3	
	HUMANITIES	1	74 67.3 40.4 25.0	12 10.9 40.0 4.1	24 21.8 28.9 8.1	110 37.2
	MATH	2	21 56.8 11.5 7.1	3 8.1 10.0 1.0	13 35.1 15.7 4.4	37 12.5
	SCIENCE	3	23 57.5 12.6 7.8	4 10.0 13.3 1.4	13 32.5 15.7 4.4	40 13.5
	FOREIGN LANG.	4	24 54.5 13.1 8.1	5 11.4 16.7 1.7	15 34.1 18.1 5.1	44 14.9
	OTHER	5	41 63.1 22.4 13.9	6 9.2 20.0 2.0	18 27.7 21.7 6.1	65 22.0
	Column Total		183 61.8	30 10.1	83 28.0	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
-----	-----	-----	-----	-----
4.57404	8	.8020	3.750	3 OF 15 (20.0%)
Number of Missing Observations =			0	

***** QUESTION 16C FOR SEX *****

Crosstabulation: SEX MALE AND FEMALE
 By AGREEM EXPRESSING OPINION

AGREEM→	SEX	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI	AGREE	Row Total
			1	ON 2	3	
	MALE	1	79 61.7 43.2 26.7	13 10.2 43.3 4.4	36 28.1 43.4 12.2	128 43.2
	FEMALE	2	104 61.9 56.8 35.1	17 10.1 56.7 5.7	47 28.0 56.6 15.9	168 56.8
	Column Total		183 61.8	30 10.1	83 28.0	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
-----	----	-----	-----	-----
.00108	2	.9995	12.973	None
Number of Missing Observations =			0	

***** QUESTION 16C FOR YEARS OF SERVICE *****

Crosstabulation: YEARS LESS THAN 10 , BETTWN 10 AND 20, OVER 20
 By AGREEM EXPRESSING OPINION

AGREEM-> YEARS	Count	DISAGREE	NO OPINI	AGREE	Row Total
	Row Pct		ON		
	Col Pct	1	2	3	
	Tot Pct				
LESS 10	1	63	11	29	103
		61.2	10.7	28.2	34.8
		34.4	35.5	35.4	
BTEN 10 AND 20	2	63	11	27	101
		62.4	10.9	26.7	34.1
		34.4	35.5	32.9	
OVER 200	3	57	9	26	92
		62.0	9.8	28.3	31.1
		31.1	29.0	31.7	
		19.3	3.0	8.8	
	Column Total	183	31	82	296
		61.8	10.5	27.7	100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
-----	----	-----	-----	-----
.12767	4	.9980	9.635	None
Number of Missing Observations =			0	

***** QUESTION 16D BY SPECIALIZATION *****

Crosstabulation: SUBJECT HUMAN. MATH SCIENCE LANGUAGES OTHER
 By AGREEM EXPRESSING OPINION

AGREEM→	SUBJECT	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
			1	2	3	
	HUMANITIES	1	75 68.2 42.1 25.5	14 12.7 42.4 4.8	21 19.1 25.3 7.1	110 37.4
	MATH	2	20 54.1 11.2 6.8	3 8.1 9.1 1.0	14 37.8 16.9 4.8	37 12.6
	SCIENCE	3	22 55.0 12.4 7.5	4 10.0 12.1 1.4	14 35.0 16.9 4.8	40 13.6
	FOREIGN LANG.	4	22 52.4 12.4 7.5	4 9.5 12.1 1.4	16 38.1 19.3 5.4	42 14.3
	OTHER	5	39 60.0 21.9 13.3	8 12.3 24.2 2.7	18 27.7 21.7 6.1	65 22.1
	Column Total		178 60.5	33 11.2	83 28.2	294 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
-----	-----	-----	-----	-----
9.32498	8	.3156	4.153	3 OF 15 (20.0%)
Number of Missing Observations =		0		

***** QUESTION 16D FOR SEX *****

Crosstabulation: SEX MALE AND FEMALE
By AGREEM EXPRESSING OPINION

AGREEM->	SEX	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI	AGREE	Row Total
			1	ON 2	3	
	MALE	1	76 59.4 42.7 25.7	15 11.7 45.5 5.1	37 28.9 43.5 12.5	128 43.2
	FEMALE	2	102 60.7 57.3 34.5	18 10.7 54.5 6.1	48 28.6 56.5 16.2	168 56.8
	Column Total		178 60.1	33 11.1	85 28.7	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
.09025	2	.9559	14.270	None
Number of Missing Observations =			0	

***** QUESTION 16D FOR YEARS OF SERVICE *****

Crosstabulation: YEARS LESS THAN 10 , BETTWEEN 10 AND 20, OVER 20
 By AGREEM EXPRESSING OPINION

AGREEM-> YEARS	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
		1	2	3	
LESS 10	1	60 58.3 33.7 20.3	12 11.7 36.4 4.1	31 30.1 36.5 10.5	103 34.8
BTEN 10 AND 20	2	62 61.4 34.8 20.9	12 11.9 36.4 4.1	27 26.7 31.8 9.1	101 34.1
OVER 200	3	56 60.9 31.5 18.9	9 9.8 27.3 3.0	27 29.3 31.8 9.1	92 31.1
	Column Total	178 60.1	33 11.1	85 28.7	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
-----	----	-----	-----	-----
.54068	4	.9694	10.257	None
Number of Missing Observations =			0	

***** QUESTION 16E BY SPECIALIZATION *****

Crosstabulation: SUBJECT HUMAN. MATH SCIENCE LANGUAGES OTHER
 By AGREEM EXPRESSING OPINION

AGREEM→	SUBJECT	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI	AGREE	Row Total
			1	ON 2	3	
	HUMANITIES	1	31 28.2 34.1 10.5	39 35.5 37.5 13.2	40 36.4 39.6 13.5	110 37.2
	MATH	2	12 32.4 13.2 4.1	13 35.1 12.5 4.4	12 32.4 11.9 4.1	37 12.5
	SCIENCE	3	13 32.5 14.3 4.4	14 35.0 13.5 4.7	13 32.5 12.9 4.4	40 13.5
	FOREIGN LANG.	4	15 34.1 16.5 5.1	15 34.1 14.4 5.1	14 31.8 13.9 4.7	44 14.9
	OTHER	5	20 30.8 22.0 6.8	23 35.4 22.1 7.8	22 33.8 21.8 7.4	65 22.0
	Column Total		91 30.7	104 35.1	101 34.1	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
-----	-----	-----	-----	-----
.78154	8	.9993	11.375	None
Number of Missing Observations =			0	

***** QUESTION 16E FOR SEX *****

Crosstabulation: SEX MALE AND FEMALE
 By AGREEM EXPRESSING OPINION

AGREEM->	SEX	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
			1	2	3	
	MALE	1	40 31.3 44.0 13.5	45 35.2 43.3 15.2	43 33.6 42.6 14.5	128 43.2
	FEMALE	2	51 30.4 56.0 17.2	59 35.1 56.7 19.9	58 34.5 57.4 19.6	168 56.8
	Column Total		91 30.7	104 35.1	101 34.1	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
-----	----	-----	-----	-----
.03728	2	.9815	39.351	None
Number of Missing Observations =		0		

***** QUESTION 17 BY SPECIALIZATION *****

Crosstabulation: SUBJECT HUMAN. MATH SCIENCE LANGUAGES OTHER
 By AGREEM EXPRESSING OPINION

AGREEM->	SUBJECT	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
			1	2	3	
	HUMANITIES	1	90 81.8 43.7 30.4	11 10.0 35.5 3.7	9 8.2 15.3 3.0	110 37.2
	MATH	2	19 51.4 9.2 6.4	5 13.5 16.1 1.7	13 35.1 22.0 4.4	37 12.5
	SCIENCE	3	22 55.0 10.7 7.4	6 15.0 19.4 2.0	12 30.0 20.3 4.1	40 13.5
	FOREIGN LANG.	4	26 59.1 12.6 8.8	6 13.6 19.4 2.0	12 27.3 20.3 4.1	44 14.9
	OTHER	5	49 75.4 23.8 16.6	3 4.6 9.7 1.0	13 20.0 22.0 4.4	65 22.0
	Column Total		206 69.6	31 10.5	59 19.9	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
-----	-----	-----	-----	-----
25.18248	8	.0014	3.875	3 OF 15 (20.0%)
Number of Missing Observations =			0	

***** QUESTION 17 FOR SEX *****

Crosstabulation: SEX MALE AND FEMALE
By AGREEM EXPRESSING OPINION

SEX	AGREEM->	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI	AGREE	Row Total
			1	ON 2	3	
MALE	1		89	13	26	128
			69.5	10.2	20.3	43.2
			43.2	41.9	44.1	
			30.1	4.4	8.8	
FEMALE	2		117	18	33	168
			69.6	10.7	19.6	56.8
			56.8	58.1	55.9	
			39.5	6.1	11.1	
Column Total			206	31	59	296
			69.6	10.5	19.9	100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
-----	-----	-----	-----	-----
.03808	2	.9811	13.405	None
Number of Missing Observations =			0	

***** QUESTION 18 BY SPECIALIZATION *****

Crosstabulation: SUBJECT HUMAN. MATH SCIENCE LANGUAGES OTHER
 By AGREEM EXPRESSING OPINION

AGREEM-> SUBJECT	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
		1	2	3	
1 HUMANITIES	38 34.5 36.9 12.8	14 12.7 42.4 4.7	58 52.7 36.3 19.6	110 37.2	
2 MATH	13 35.1 12.6 4.4	3 8.1 9.1 1.0	21 56.8 13.1 7.1	37 12.5	
3 SCIENCE	14 35.0 13.6 4.7	4 10.0 12.1 1.4	22 55.0 13.8 7.4	40 13.5	
4 FOREIGN LANG.	15 34.1 14.6 5.1	5 11.4 15.2 1.7	24 54.5 15.0 8.1	44 14.9	
5 OTHER	23 35.4 22.3 7.8	7 10.8 21.2 2.4	35 53.8 21.9 11.8	65 22.0	
Column Total	103 34.8	33 11.1	160 54.1	296 100.0	

Chi-Square D.F. Significance Min E.F. Cells with E.F.<5
 ----- ----- ----- -----
 .72163 8 .9995 4.125 3 OF 15 (20.0%)
 Number of Missing Observations = 0

***** QUESTION 18 FOR SEX *****

Crosstabulation: SEX MALE AND FEMALE
By AGREEM EXPRESSING OPINION

AGREEM->	SEX	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI	AGREE	Row Total
			1	ON 2	3	
	MALE	1	43 33.6 41.7 14.5	16 12.5 48.5 5.4	69 53.9 43.1 23.3	128 43.2
	FEMALE	2	60 35.7 58.3 20.3	17 10.1 51.5 5.7	91 54.2 56.9 30.7	168 56.8
	Column Total		103 34.8	33 11.1	160 54.1	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
-----	----	-----	-----	-----
.46420	2	.7929	14.270	None
Number of Missing Observations =			0	

***** QUESTION 18 FOR YEARS OF SERVICE *****

Crosstabulation: YEARS LESS THAN 10 , BETWEEN 10 AND 20, OVER 20
 By AGREEM EXPRESSING OPINION

		Count	DISAGREE	NO OPINI	AGREE	
AGREEM->	YEARS	Row Pct Col Pct Tot Pct	1	ON 2	3	Row Total
	1 LESS 10	1 35.9 35.6 12.5	37 10.7 33.3 3.7	11 53.4 34.6 18.6	55	103 34.8
	2 BTEN 10 AND 20	2 35.6 34.6 12.2	36 11.9 36.4 4.1	12 52.5 33.3 17.9	53	101 34.1
	3 OVER 200	3 33.7 29.8 10.5	31 10.9 30.3 3.4	10 55.4 32.1 17.2	51	92 31.1
	Column Total	104 35.1	33 11.1	159 53.7	296 100.0	

Chi-Square D.F. Significance Min E.F. Cells with E.F.<5

.23670 4 .9935 10.257 None

Number of Missing Observations = 0

***** QUESTION 19 BY SPECIALIZATION *****

Crosstabulation: SUBJECT HUMAN. MATH SCIENCE LANGUAGES OTHER
 By AGREEM EXPRESSING OPINION

AGREEM->	SUBJECT	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI	AGREE	Row Total
			1	ON 2	3	
	HUMANITIES	1	84 76.4 40.6 28.4	13 11.8 40.6 4.4	13 11.8 22.8 4.4	110 37.2
	MATH	2	25 67.6 12.1 8.4	3 8.1 9.4 1.0	9 24.3 15.8 3.0	37 12.5
	SCIENCE	3	28 70.0 13.5 9.5	5 12.5 15.6 1.7	7 17.5 12.3 2.4	40 13.5
	FOREIGN LANG.	4	29 65.9 14.0 9.8	4 9.1 12.5 1.4	11 25.0 19.3 3.7	44 14.9
	OTHER	5	41 63.1 19.8 13.9	7 10.8 21.9 2.4	17 26.2 29.8 5.7	65 22.0
	Column Total		207 69.9	32 10.8	57 19.3	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
-----	-----	-----	-----	-----
7.87583	8	.4457	4.000	3 OF 15 (20.0%)
Number of Missing Observations =		0		

***** QUESTION 19 FOR SEX *****

Crosstabulation: SEX MALE AND FEMALE
By AGREEM EXPRESSING OPINION

AGREEM->	SEX	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI	AGREE	Row Total
			1	ON 2	3	
	MALE	1	90 70.3 43.5 30.4	14 10.9 43.8 4.7	24 18.8 42.1 8.1	128 43.2
	FEMALE	2	117 69.6 56.5 39.5	18 10.7 56.3 6.1	33 19.6 57.9 11.1	168 56.8
	Column Total		207 69.9	32 10.8	57 19.3	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
.03808	2	.9811	13.838	None
Number of Missing Observations =		0		

***** QUESTION 19 FOR YEARS OF SERVICE *****

Crosstabulation: YEARS LESS THAN 10 , BETTWEEN 10 AND 20, OVER 20
 By AGREEM EXPRESSING OPINION

AGREEM-> YEARS	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
		1	2	3	
LESS 10	1	72 69.9 34.8 24.3	12 11.7 37.5 4.1	19 18.4 33.3 6.4	103 34.8
BTEN 10 AND 20	2	71 70.3 34.3 24.0	12 11.9 37.5 4.1	18 17.8 31.6 6.1	101 34.1
OVER 200	3	64 69.6 30.9 21.6	8 8.7 25.0 2.7	20 21.7 35.1 6.8	92 31.1
	Column Total	207 69.9	32 10.8	57 19.3	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
-----	-----	-----	-----	-----
.99615	4	.9104	9.946	None
Number of Missing Observations =		0		

***** QUESTION 20 BY SPECIALIZATION *****

Crosstabulation: SUBJECT HUMAN. MATH SCIENCE LANGUAGES OTHER
 By AGREEM EXPRESSING OPINION

AGREEM→	SUBJECT	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI	AGREE	Row Total
			1	ON 2	3	
	1		40	10	60	110
	HUMANITIES		36.4	9.1	54.5	35.9
			38.8	33.3	34.7	
			13.1	3.3	19.6	
	2		13	3	21	37
	MATH		35.1	8.1	56.8	12.1
			12.6	10.0	12.1	
			4.2	1.0	6.9	
	3		15	5	20	40
	SCIENCE		37.5	12.5	50.0	13.1
			14.6	16.7	11.6	
			4.9	1.6	6.5	
	4		14	5	25	44
	FOREIGN LANG.		31.8	11.4	56.8	14.4
			13.6	16.7	14.5	
			4.6	1.6	8.2	
	5		21	7	47	75
	OTHER		28.0	9.3	62.7	24.5
			20.4	23.3	27.2	
			6.9	2.3	15.4	
	Column Total		103	30	173	306
			33.7	9.8	56.5	100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
-----	-----	-----	-----	-----
2.66331	8	.9537	3.627	3 OF 15 (20.0%)
Number of Missing Observations =			0	

***** QUESTION 20 FOR SEX *****

Crosstabulation: SEX MALE AND FEMALE
By AGREEM EXPRESSING OPINION

		Count	DISAGREE	NO OPINI	AGREE	
AGREEM->	SEX	Row Pct Col Pct Tot Pct	1	ON 2	3	Row Total
	MALE	1	44 34.4 42.7 14.9	14 10.9 46.7 4.7	70 54.7 42.9 23.6	128 43.2
	FEMALE	2	59 35.1 57.3 19.9	16 9.5 53.3 5.4	93 55.4 57.1 31.4	168 56.8
	Column Total		103 34.8	30 10.1	163 55.1	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
-----	-----	-----	-----	-----
.16073	2	.9228	12.973	None
Number of Missing Observations =			0	

***** QUESTION 20 FOR YEARS OF SERVICE *****

Crosstabulation: YEARS LESS THAN 10 , BETWEEN 10 AND 20, OVER 20
 By AGREEM EXPRESSING OPINION

		Count	DISAGREE	NO OPINI ON	AGREE	
AGREEM-->	YEARS	Row Pct Col Pct Tot Pct	1	2	3	Row Total
	1 LESS 10	35 34.0 34.0 11.8	10 9.7 33.3 3.4	58 56.3 35.6 19.6	103 34.8	
	2 BTEN 10 AND 20	35 34.7 34.0 11.8	11 10.9 36.7 3.7	55 54.5 33.7 18.6	101 34.1	
	3 OVER 200	33 35.9 32.0 11.1	9 9.8 30.0 3.0	50 54.3 30.7 16.9	92 31.1	
	Column Total	103 34.8	30 10.1	163 55.1	296 100.0	

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
.18188	4	.9961	9.324	None
Number of Missing Observations =		0		

***** QUESTION 21 BY SPECIALIZATION *****

Crosstabulation: SUBJECT HUMAN. MATH SCIENCE LANGUAGES OTHER
 By AGREEM EXPRESSING OPINION

AGREEM->	SUBJECT	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
			1	2	3	
	HUMANITIES	1	32 29.1 48.5 10.8	13 11.8 39.4 4.4	65 59.1 33.0 22.0	110 37.2
	MATH	2	7 18.9 10.6 2.4	3 8.1 9.1 1.0	27 73.0 13.7 9.1	37 12.5
	SCIENCE	3	8 20.0 12.1 2.7	4 10.0 12.1 1.4	28 70.0 14.2 9.5	40 13.5
	FOREIGN LANG.	4	10 22.7 15.2 3.4	5 11.4 15.2 1.7	29 65.9 14.7 9.8	44 14.9
	OTHER	5	9 13.8 13.6 3.0	8 12.3 24.2 2.7	48 73.8 24.4 16.2	65 22.0
	Column Total		66 22.3	33 11.1	197 66.6	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
-----	-----	-----	-----	-----
6.86829	8	.5509	4.125	3 OF 15 (20.0%)
Number of Missing Observations =		0		

***** QUESTION 21 FOR SEX *****

Crosstabulation: SEX MALE AND FEMALE
 By AGREEM EXPRESSING OPINION

		Count	DISAGREE	NO OPINI	AGREE	
AGREEM→	SEX	Row Pct Col Pct Tot Pct	1	ON 2	3	Row Total
	MALE	1	29 22.7 43.9 9.8	14 10.9 42.4 4.7	85 66.4 43.1 28.7	128 43.2
	FEMALE	2	37 22.0 56.1 12.5	19 11.3 57.6 6.4	112 66.7 56.9 37.8	168 56.8
	Column Total		66 22.3	33 11.1	197 66.6	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
-----	----	-----	-----	-----
.02279	2	.9887	14.270	None
Number of Missing Observations =			0	

***** QUESTION 21 FOR YEARS OF SERVICE *****

Crosstabulation: YEARS LESS THAN 10 , BETTWN 10 AND 20, OVER 20
 By AGREEM EXPRESSING OPINION

AGREEM→	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
		1	2	3	
YEARS					
LESS 10	1	24 23.3 36.4 8.1	12 11.7 36.4 4.1	67 65.0 34.0 22.6	103 34.8
BTEN 10 AND 20	2	23 22.8 34.8 7.8	11 10.9 33.3 3.7	67 66.3 34.0 22.6	101 34.1
OVER 200	3	19 20.7 28.8 6.4	10 10.9 30.3 3.4	63 68.5 32.0 21.3	92 31.1
Column Total		66 22.3	33 11.1	197 66.6	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
-----	----	-----	-----	-----
.29110	4	.9904	10.257	None
Number of Missing Observations =			0	

***** QUESTION 22 BY SPECIALIZATION *****

Crosstabulation: SUBJECT HUMAN. MATH SCIENCE LANGUAGES OTHER
 By AGREEM EXPRESSING OPINION

AGREEM→	SUBJECT	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
			1	2	3	
	HUMANITIES	1	23 20.9 39.0 7.8	56 50.9 35.2 18.9	31 28.2 39.7 10.5	110 37.2
	MATH	2	6 16.2 10.2 2.0	20 54.1 12.6 6.8	11 29.7 14.1 3.7	37 12.5
	SCIENCE	3	7 17.5 11.9 2.4	24 60.0 15.1 8.1	9 22.5 11.5 3.0	40 13.5
	FOREIGN LANG.	4	8 18.2 13.6 2.7	25 56.8 15.7 8.4	11 25.0 14.1 3.7	44 14.9
	OTHER	5	15 23.1 25.4 5.1	34 52.3 21.4 11.5	16 24.6 20.5 5.4	65 22.0
	Column Total		59 19.9	159 53.7	78 26.4	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
-----	-----	-----	-----	-----
2.00694	8	.9808	7.375	None
Number of Missing Observations =		0		

***** QUESTION 22 FOR SEX *****

Crosstabulation: SEX MALE AND FEMALE
By AGREEM EXPRESSING OPINION

		Count	DISAGREE	NO OPINI	AGREE	
AGREEM->	SEX	Row Pct Col Pct Tot Pct	1	ON 2	3	Row Total
	MALE	1	26 20.3 44.1 8.8	69 53.9 43.4 23.3	33 25.8 42.3 11.1	128 43.2
	FEMALE	2	33 19.6 55.9 11.1	90 53.6 56.6 30.4	45 26.8 57.7 15.2	168 56.8
	Column Total		59 19.9	159 53.7	78 26.4	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
-----	----	-----	-----	-----
.04568	2	.9774	25.514	None
Number of Missing Observations =		0		

***** QUESTION 22 FOR YEARS OF SERVICE *****

Crosstabulation: YEARS LESS THAN 10 , BETTWEEN 10 AND 20, OVER 20
 By AGREEM EXPRESSING OPINION

		Count	DISAGREE	NO OPINI	AGREE	
AGREEM→	YEARS	Row Pct Col Pct Tot Pct	1	ON 2	3	Row Total
	LESS 10	1 18.4 32.2 6.4	19 54.4 35.2 18.9	56 27.2 35.9 9.5	28	103 34.8
	BTEN 10 AND 20	2 18.8 32.2 6.4	19 54.5 34.6 18.6	55 26.7 34.6 9.1	27	101 34.1
	OVER 200	3 22.8 35.6 7.1	21 52.2 30.2 16.2	48 25.0 29.5 7.8	23	92 31.1
	Column Total		59 19.9	159 53.7	78 26.4	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
.71982	4	.9489	18.338	None
Number of Missing Observations =		0		

***** QUESTION 23A BY SPECIALIZATION *****

Crosstabulation: SUBJECT HUMAN. MATH SCIENCE LANGUAGES OTHER
 By AGREEM EXPRESSING OPINION

AGREEM->	SUBJECT	Count			Row Total
		Row Pct	Col Pct	Tot Pct	
		DISAGREE	NO OPINI ON	AGREE	
		1	2	3	
	HUMANITIES	32 29.1 45.7 10.8	12 10.9 38.7 4.1	66 60.0 33.8 22.3	110 37.2
	MATH	8 21.6 11.4 2.7	3 8.1 9.7 1.0	26 70.3 13.3 8.8	37 12.5
	SCIENCE	9 22.5 12.9 3.0	4 10.0 12.9 1.4	27 67.5 13.8 9.1	40 13.5
	FOREIGN LANG.	11 25.0 15.7 3.7	5 11.4 16.1 1.7	28 63.6 14.4 9.5	44 14.9
	OTHER	10 15.4 14.3 3.4	7 10.8 22.6 2.4	48 73.8 24.6 16.2	65 22.0
	Column Total	70 23.6	31 10.5	195 65.9	296 100.0

Chi-Square D.F. Significance Min E.F. Cells with E.F.<5
 ----- ----- ----- -----
 5.00149 8 .7574 3.875 3 OF 15 (20.0%)
 Number of Missing Observations = 0

***** QUESTION 23A FOR SEX *****

Crosstabulation: SEX MALE AND FEMALE
By AGREEM EXPRESSING OPINION

AGREEM->	SEX	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
			1	2	3	
	MALE	1	28 21.9 41.2 9.5	15 11.7 45.5 5.1	85 66.4 43.6 28.7	128 43.2
	FEMALE	2	40 23.8 58.8 13.5	18 10.7 54.5 6.1	110 65.5 56.4 37.2	168 56.8
	Column Total		68 23.0	33 11.1	195 65.9	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
-----	----	-----	-----	-----
.19363	2	.9077	14.270	None
Number of Missing Observations =			0	

***** QUESTION 23A FOR YEARS OF SERVICE *****

Crosstabulation: YEARS LESS THAN 10 , BETTWN 10 AND 20, OVER 20
 By AGREEM EXPRESSING OPINION

AGREEM-> YEARS	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
		1	2	3	
LESS 10	1	24 23.3 35.3 8.1	12 11.7 36.4 4.1	67 65.0 34.4 22.6	103 34.8
BTEN 10 AND 20	2	24 23.8 35.3 8.1	11 10.9 33.3 3.7	66 65.3 33.8 22.3	101 34.1
OVER 200	3	20 21.7 29.4 6.8	10 10.9 30.3 3.4	62 67.4 31.8 20.9	92 31.1
	Column Total	68 23.0	33 11.1	195 65.9	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
.17596	4	.9963	10.257	None
Number of Missing Observations =			0	

***** QUESTION 22B BY SPECIALIZATION *****

Crosstabulation: SUBJECT HUMAN. MATH SCIENCE LANGUAGES OTHER
 By AGREEM EXPRESSING OPINION

AGREEM→	SUBJECT	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
			1	2	3	
	HUMANITIES	1	85 77.3 40.7 28.7	14 12.7 43.8 4.7	11 10.0 20.0 3.7	110 37.2
	MATH	2	25 67.6 12.0 8.4	3 8.1 9.4 1.0	9 24.3 16.4 3.0	37 12.5
	SCIENCE	3	28 70.0 13.4 9.5	4 10.0 12.5 1.4	8 20.0 14.5 2.7	40 13.5
	FOREIGN LANG.	4	29 65.9 13.9 9.8	4 9.1 12.5 1.4	11 25.0 20.0 3.7	44 14.9
	OTHER	5	42 64.6 20.1 14.2	7 10.8 21.9 2.4	16 24.6 29.1 5.4	65 22.0
	Column Total		209 70.6	32 10.8	55 18.6	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
-----	-----	-----	-----	-----
9.28806	8	.3186	4.000	3 OF 15 (20.0%)
Number of Missing Observations =		0		

***** QUESTION 22B FOR SEX *****

Crosstabulation: SEX MALE AND FEMALE
 By AGREEM EXPRESSING OPINION

AGREEM->	SEX	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
			1	2	3	
	MALE	1	22 17.2 40.0 7.4	15 11.7 46.9 5.1	91 71.1 43.5 30.7	128 43.2
	FEMALE	2	33 19.6 60.0 11.1	17 10.1 53.1 5.7	118 70.2 56.5 39.9	168 56.8
		Column Total	55 18.6	32 10.8	209 70.6	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
.41522	2	.8125	13.838	None
Number of Missing Observations =			0	

***** QUESTION 22B FOR YEARS OF SERVICE *****

Crosstabulation: YEARS LESS THAN 10 , BETTWEEN 10 AND 20, OVER 20
 By AGREEM EXPRESSING OPINION

		Count	DISAGREE	NO OPINI	AGREE	
AGREEM->	Row Pct	Row Pct		ON		Row
	Col Pct	Col Pct	1	2	3	Total
YEARS	Tot Pct	Tot Pct				
LESS 10	1	19	11	73	103	
		18.4	10.7	70.9	34.8	
		34.5	34.4	34.9		
		6.4	3.7	24.7		
BTEN 10 AND 20	2	18	11	72	101	
		17.8	10.9	71.3	34.1	
		32.7	34.4	34.4		
		6.1	3.7	24.3		
OVER 200	3	18	10	64	92	
		19.6	10.9	69.6	31.1	
		32.7	31.3	30.6		
		6.1	3.4	21.6		
Column Total		55	32	209	296	
		18.6	10.8	70.6	100.0	

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
-----	-----	-----	-----	-----
.10463	4	.9987	9.946	None
Number of Missing Observations =		0		

***** QUESTION 23C BY SPECIALIZATION *****

Crosstabulation: SUBJECT HUMAN. MATH SCIENCE LANGUAGES OTHER
 By AGREEM EXPRESSING OPINION

AGREEM->	SUBJECT	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI	AGREE	Row Total
			1	ON 2	3	
	HUMANITIES	1	75 68.2 43.1 25.3	15 13.6 45.5 5.1	20 18.2 22.5 6.8	110 37.2
	MATH	2	19 51.4 10.9 6.4	3 8.1 9.1 1.0	15 40.5 16.9 5.1	37 12.5
	SCIENCE	3	20 50.0 11.5 6.8	4 10.0 12.1 1.4	16 40.0 18.0 5.4	40 13.5
	FOREIGN LANG.	4	21 47.7 12.1 7.1	4 9.1 12.1 1.4	19 43.2 21.3 6.4	44 14.9
	OTHER	5	39 60.0 22.4 13.2	7 10.8 21.2 2.4	19 29.2 21.3 6.4	65 22.0
	Column Total		174 58.8	33 11.1	89 30.1	296 100.0

Chi-Square D.F. Significance Min E.F. Cells with E.F.<5

 14.95946 8 .0599 4.125 3 OF 15 (20.0%)
 Number of Missing Observations = 0

***** QUESTION 23C FOR SEX *****

Crosstabulation: SEX MALE AND FEMALE
 By AGREEM EXPRESSING OPINION

		Count	DISAGREE	NO OPINI	AGREE	
AGREEM->	SEX	Row Pct Col Pct Tot Pct	1	ON 2	3	Row Total
	MALE	1	73 57.0 42.0 24.7	15 11.7 45.5 5.1	40 31.3 44.9 13.5	128 43.2
	FEMALE	2	101 60.1 58.0 34.1	18 10.7 54.5 6.1	49 29.2 55.1 16.6	168 56.8
	Column Total		174 58.8	33 11.1	89 30.1	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
.28845	2	.8657	14.270	None
Number of Missing Observations =		0		

***** QUESTION 23C FOR YEARS OF SERVICE *****

Crosstabulation: YEARS LESS THAN 10 , BETWEEN 10 AND 20, OVER 20
 By AGREEM EXPRESSING OPINION

AGREEM→	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
		1	2	3	
YEARS					
LESS 10	1	60 58.3 34.5 20.3	12 11.7 36.4 4.1	31 30.1 34.8 10.5	103 34.8
BTEN 10 AND 20	2	60 59.4 34.5 20.3	12 11.9 36.4 4.1	29 28.7 32.6 9.8	101 34.1
OVER 200	3	54 58.7 31.0 18.2	9 9.8 27.3 3.0	29 31.5 32.6 9.8	92 31.1
Column Total		174 58.8	33 11.1	89 30.1	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
-----	----	-----	-----	-----
.36397	4	.9853	10.257	None
Number of Missing Observations =		0		

***** QUESTION 23D BY SPECIALIZATION *****

Crosstabulation: SUBJECT HUMAN. MATH SCIENCE LANGUAGES OTHER
 By AGREEM EXPRESSING OPINION

AGREEM->	SUBJECT	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI	AGREE	Row Total
			1	ON 2	3	
	HUMANITIES	1	57 51.8 36.5 19.3	13 11.8 43.3 4.4	40 36.4 36.4 13.5	110 37.2
	MATH	2	19 51.4 12.2 6.4	3 8.1 10.0 1.0	15 40.5 13.6 5.1	37 12.5
	SCIENCE	3	22 55.0 14.1 7.4	4 10.0 13.3 1.4	14 35.0 12.7 4.7	40 13.5
	FOREIGN LANG.	4	25 56.8 16.0 8.4	4 9.1 13.3 1.4	15 34.1 13.6 5.1	44 14.9
	OTHER	5	33 50.8 21.2 11.1	6 9.2 20.0 2.0	26 40.0 23.6 8.8	65 22.0
	Column Total		156 52.7	30 10.1	110 37.2	296 100.0

Chi-Square D.F. Significance Min E.F. Cells with E.F.<5

 1.25004 8 .9961 3.750 3 OF 15 (20.0%)
 Number of Missing Observations = 0

***** QUESTION 23D FOR SEX *****

Crosstabulation: SEX MALE AND FEMALE
 By AGREEM EXPRESSING OPINION

AGREEM->	SEX	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI	AGREE	Row Total
			1	ON 2	3	
	MALE	1	67 52.3 42.9 22.6	14 10.9 46.7 4.7	47 36.7 42.7 15.9	128 43.2
	FEMALE	2	89 53.0 57.1 30.1	16 9.5 53.3 5.4	63 37.5 57.3 21.3	168 56.8
		Column Total	156 52.7	30 10.1	110 37.2	296 100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F.<5
.16070	2	.9228	12.973	None
Number of Missing Observations =		0		

***** QUESTION 23D FOR YEARS OF SERVICE *****

Crosstabulation: YEARS LESS THAN 10 , BETTWEEN 10 AND 20, OVER 20
 By AGREEM EXPRESSING OPINION

AGREEM-> YEARS	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
		1	2	3	
LESS 10	1	55	11	37	103
		53.4	10.7	35.9	34.8
		35.3	36.7	33.6	
		18.6	3.7	12.5	
BTEN 10 AND 20	2	54	11	36	101
		53.5	10.9	35.6	34.1
		34.6	36.7	32.7	
		18.2	3.7	12.2	
OVER 200	3	47	8	37	92
		51.1	8.7	40.2	31.1
		30.1	26.7	33.6	
		15.9	2.7	12.5	
Column Total		156 52.7	30 10.1	110 37.2	296 100.0

Chi-Square D.F. Significance Min E.F. Cells with E.F.<5

 .67771 4 .9540 9.324 None
 Number of Missing Observations = 0

APPENDIX 6

Chi-Square (χ^2) computations relating students' type of response to sex and location of school

***** QUESTION 1 FOR SEX *****

Crosstabulation: SEX MALE AND FEMALE
 By AGREEM EXPRESSING OPINION

AGREEM->	SEX	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI	AGREE	Row Total
			1	ON 2	3	
BOYS	1		145	145	383	673
			21.5	21.5	56.9	50.3
			50.0	47.9	51.3	
			10.8	10.8	28.6	
GIRLS	2		145	158	363	666
			21.8	23.7	54.5	49.7
			50.0	52.1	48.7	
			10.8	11.8	27.1	
Column Total			290	303	746	1339
			21.7	22.6	55.7	100.0

Chi-Square D.F. Significance Min E.F. Cells with E.F.<5
 ----- ----- ----- -----

1.05738 2 .5894 144.242 None

Number of Missing Observations = 0

***** QUESTION 1 FOR REGION *****

Crosstabulation: REGION URBAN AND RURAL
 By AGREEM EXPRESSING OPINION

AGREEM->	REGION	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI	AGREE	Row Total
			1	ON 2	3	
URBAN	1		225	235	586	1046
			21.5	22.5	56.0	78.1
			77.6	77.6	78.6	
			16.8	17.6	43.8	
RURAL	2		65	68	160	293
			22.2	23.2	54.6	21.9
			22.4	22.4	21.4	
			4.9	5.1	11.9	
Column Total			290	303	746	1339
			21.7	22.6	55.7	100.0

Chi-Square D.F. Significance Min E.F. Cells with E.F.<5
 ----- ----- ----- -----

.18592 2 .9112 63.458 None

Number of Missing Observations = 0

***** QUESTION 2 FOR SEX *****

Crosstabulation: SEX MALE AND FEMALE
 By AGREEM EXPRESSING OPINION

AGREEM→	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI	AGREE	Row Total
		1	ON 2	3	
SEX					
BOYS	1	155 23.0 53.1 11.6	142 21.1 45.8 10.6	376 55.9 51.0 28.1	673 50.3
GIRLS	2	137 20.6 46.9 10.2	168 25.2 54.2 12.5	361 54.2 49.0 27.0	666 49.7
	Column Total	292 21.8	310 23.2	737 55.0	1339 100.0

Chi-Square D.F. Significance Min E.F. Cells with E.F.<5

3.55903 2 .1687 145.237 None
 Number of Missing Observations = 0

***** QUESTION 2 FOR REGION *****

Crosstabulation: REGION URBAN AND RURAL
 By AGREEM EXPRESSING OPINION

AGREEM→	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI	AGREE	Row Total
		1	ON 2	3	
REGION					
URBAN	1	230 22.0 78.8 17.2	242 23.1 78.1 18.1	574 54.9 77.9 42.9	1046 78.1
RURAL	2	62 21.2 21.2 4.6	68 23.2 21.9 5.1	163 55.6 22.1 12.2	293 21.9
	Column Total	292 21.8	310 23.2	737 55.0	1339 100.0

Chi-Square D.F. Significance Min E.F. Cells with E.F.<5

.09624 2 .9530 63.895 None
 Number of Missing Observations = 0

***** QUESTION 3 FOR SEX *****

Crosstabulation: SEX MALE AND FEMALE
 By AGREE EXPRESSING OPINION

AGREEM->	SEX	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI	AGREE	Row Total
			1	ON 2	3	
BOYS	1	480	111	82	673	
		71.3	16.5	12.2		
		49.6	50.9	53.6		
		35.8	8.3	6.1		
GIRLS	2	488	107	71	666	
		73.3	16.1	10.7		
		50.4	49.1	46.4		
		36.4	8.0	5.3		
Column Total		968 72.3	218 16.3	153 11.4	1339 100.0	

Chi-Square D.F. Significance Min E.F. Cells with E.F.<5

 .89379 2 .6396 76.100 None

Number of Missing Observations = 0

***** QUESTION 3 FOR REGION *****

Crosstabulation: REGION URBAN AND RURAL
 By AGREE EXPRESSING OPINION

AGREEM->	REGION	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI	AGREE	Row Total
			1	ON 2	3	
URBAN	1	754	171	121	1046	
		72.1	16.3	11.6		
		77.9	78.4	79.1		
		56.3	12.8	9.0		
RURAL	2	214	47	32	293	
		73.0	16.0	10.9		
		22.1	21.6	20.9		
		16.0	3.5	2.4		
Column Total		968 72.3	218 16.3	153 11.4	1339 100.0	

Chi-Square D.F. Significance Min E.F. Cells with E.F.<5

 .12572 2 .9391 33.479 None

Number of Missing Observations = 0

***** QUESTION 4 FOR SEX *****

Crosstabulation: SEX MALE AND FEMALE
By AGREEM EXPRESSING OPINION

AGREEM->	SEX	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
			1	2	3	
1	BOYS	507	90	76	673	
		75.3	13.4	11.3		
		50.1	50.6	50.7		
		37.9	6.7	5.7		
2	GIRLS	504	88	74	666	
		75.7	13.2	11.1		
		49.9	49.4	49.3		
		37.6	6.6	5.5		
Column Total		1011	178	150	1339	
		75.5	13.3	11.2	100.0	

Chi-Square D.F. Significance Min E.F. Cells with E.F.<5

.02145 2 .9893 74.608 None
Number of Missing Observations = 0

***** QUESTION 4 FOR REGION *****

Crosstabulation: REGION URBAN AND RURAL
By AGREEM EXPRESSING OPINION

AGREEM->	REGION	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
			1	2	3	
1	URBAN	791	137	118	1046	
		75.6	13.1	11.3		
		78.2	77.0	78.7		
		59.1	10.2	8.8		
2	RURAL	220	41	32	293	
		75.1	14.0	10.9		
		21.8	23.0	21.3		
		16.4	3.1	2.4		
Column Total		1011	178	150	1339	
		75.5	13.3	11.2	100.0	

Chi-Square D.F. Significance Min E.F. Cells with E.F.<5

.17325 2 .9170 32.823 None
Number of Missing Observations = 0

***** QUESTION 5 FOR SEX *****

Crosstabulation: SEX MALE AND FEMALE
By AGREEM EXPRESSING OPINION

AGREEM→	SEX	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI	AGREE	Row Total
			1	ON 2	3	
BOYS	1		149	372	152	673
			22.1	55.3	22.6	50.3
			50.5	50.3	50.0	
			11.1	27.8	11.4	
GIRLS	2		146	368	152	666
			21.9	55.3	22.8	49.7
			49.5	49.7	50.0	
			10.9	27.5	11.4	
Column Total			295	740	304	1339
			22.0	55.3	22.7	100.0

Chi-Square D.F. Significance Min E.F. Cells with E.F.<5

.01554 2 .9923 146.729 None

Number of Missing Observations = 0

***** QUESTION 5 FOR REGION *****

Crosstabulation: REGION URBAN AND RURAL
By AGREEM EXPRESSING OPINION

AGREEM→	REGION	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI	AGREE	Row Total
			1	ON 2	3	
URBAN	1		233	572	241	1046
			22.3	54.7	23.0	78.1
			79.0	77.3	79.3	
			17.4	42.7	18.0	
RURAL	2		62	168	63	293
			21.2	57.3	21.5	21.9
			21.0	22.7	20.7	
			4.6	12.5	4.7	
Column Total			295	740	304	1339
			22.0	55.3	22.7	100.0

Chi-Square D.F. Significance Min E.F. Cells with E.F.<5

.65934 2 .7192 64.552 None

Number of Missing Observations = 0

***** QUESTION 6A FOR SEX *****

Crosstabulation: SEX MALE AND FEMALE
By AGREEM EXPRESSING OPINION

AGREEM->	SEX	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI	AGREE	Row Total
			1	2	3	
BOYS	1		127	405	141	673
			18.9	60.2	21.0	50.3
			48.5	49.4	54.9	
GIRLS	2		9.5	30.2	10.5	
			135	415	116	666
			20.3	62.3	17.4	49.7
			51.5	50.6	45.1	
			10.1	31.0	8.7	
		Column Total	262	820	257	1339
			19.6	61.2	19.2	100.0

Chi-Square D.F. Significance Min E.F. Cells with E.F.<5

2.76162 2 .2514 127.828 None

Number of Missing Observations = 0

***** QUESTION 6A FOR REGION *****

Crosstabulation: REGION URBAN AND RURAL
By AGREEM EXPRESSING OPINION

AGREEM->	REGION	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI	AGREE	Row Total
			1	2	3	
URBAN	1		207	640	199	1046
			19.8	61.2	19.0	78.1
			79.0	78.0	77.4	
			15.5	47.8	14.9	
RURAL	2		55	180	58	293
			18.8	61.4	19.8	21.9
			21.0	22.0	22.6	
			4.1	13.4	4.3	
		Column Total	262	820	257	1339
			19.6	61.2	19.2	100.0

Chi-Square D.F. Significance Min E.F. Cells with E.F.<5

.19438 2 .9074 56.237 None

Number of Missing Observations = 0

***** QUESTION 6B FOR SEX *****

Crosstabulation: SEX MALE AND FEMALE
By AGREEM EXPRESSING OPINION

AGREEM->	SEX	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
			1	2	3	
	BOYS	1	105 15.6 50.5 7.8	455 67.6 49.8 34.0	113 16.8 52.1 8.4	673 50.3
	GIRLS	2	103 15.5 49.5 7.7	459 68.9 50.2 34.3	104 15.6 47.9 7.8	666 49.7
	Column Total		208 15.5	914 68.3	217 16.2	1339 100.0

Chi-Square D.F. Significance Min E.F. Cells with E.F.<5

.37342 2 .8297 103.456 None
Number of Missing Observations = 0

***** QUESTION 6B FOR REGION *****

Crosstabulation: REGION URBAN AND RURAL
By AGREEM EXPRESSING OPINION

AGREEM->	REGION	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
			1	2	3	
	URBAN	1	162 15.5 77.9 12.1	715 68.4 78.2 53.4	169 16.2 77.9 12.6	1046 78.1
	RURAL	2	46 15.7 22.1 3.4	199 67.9 21.8 14.9	48 16.4 22.1 3.6	293 21.9
	Column Total		208 15.5	914 68.3	217 16.2	1339 100.0

Chi-Square D.F. Significance Min E.F. Cells with E.F.<5

.02023 2 .9899 45.515 None
Number of Missing Observations = 0

***** QUESTION 6C FOR SEX *****

Crosstabulation: SEX MALE AND FEMALE
By AGREEM EXPRESSING OPINION

AGREEM->	SEX	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
			1	2	3	
BOYS	1		104	71	498	673
			15.5	10.5	74.0	50.3
			55.3	40.1	51.1	
			7.8	5.3	37.2	
GIRLS	2		84	106	476	666
			12.6	15.9	71.5	49.7
			44.7	59.9	48.9	
			6.3	7.9	35.5	
Column Total			188 14.0	177 13.2	974 72.7	1339 100.0

Chi-Square D.F. Significance Min E.F. Cells with E.F.<5

9.50915 2 .0086 88.037 None

Number of Missing Observations = 0

***** QUESTION 6C FOR REGION *****

Crosstabulation: REGION URBAN AND RURAL
By AGREEM EXPRESSING OPINION

AGREEM->	REGION	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
			1	2	3	
URBAN	1		149	138	759	1046
			14.2	13.2	72.6	78.1
			79.3	78.0	77.9	
			11.1	10.3	56.7	
RURAL	2		39	39	215	293
			13.3	13.3	73.4	21.9
			20.7	22.0	22.1	
			2.9	2.9	16.1	
Column Total			188 14.0	177 13.2	974 72.7	1339 100.0

Chi-Square D.F. Significance Min E.F. Cells with E.F.<5

.16564 2 .9205 38.731 None

Number of Missing Observations = 0

***** QUESTION 6D FOR SEX *****

Crosstabulation: SEX MALE AND FEMALE
By AGREEM EXPRESSING OPINION

AGREEM->	SEX	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI	AGREE	Row Total
			1	ON 2	3	
	BOYS	1	93 13.8 55.7 6.9	61 9.1 49.2 4.6	519 77.1 49.5 38.8	673 50.3
	GIRLS	2	74 11.1 44.3 5.5	63 9.5 50.8 4.7	529 79.4 50.5 39.5	666 49.7
		Column Total	167 12.5	124 9.3	1048 78.3	1339 100.0

Chi-Square D.F. Significance Min E.F. Cells with E.F.<5

2.25282 2 .3242 61.676 None

Number of Missing Observations = 0

***** QUESTION 6D FOR REGION *****

Crosstabulation: REGION URBAN AND RURAL
By AGREEM EXPRESSING OPINION

AGREEM->	REGION	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI	AGREE	Row Total
			1	ON 2	3	
	URBAN	1	129 12.3 77.2 9.6	97 9.3 78.2 7.2	820 78.4 78.2 61.2	1046 78.1
	RURAL	2	38 13.0 22.8 2.8	27 9.2 21.8 2.0	228 77.8 21.8 17.0	293 21.9
		Column Total	167 12.5	124 9.3	1048 78.3	1339 100.0

Chi-Square D.F. Significance Min E.F. Cells with E.F.<5

.08499 2 .9584 27.134 None

Number of Missing Observations = 0

***** QUESTION 7A FOR SEX *****

Crosstabulation: SEX MALE AND FEMALE
By AGREEM EXPRESSING OPINION

AGREEM→	SEX	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
			1	2	3	
BOYS	1		74	79	520	673
			11.0	11.7	77.3	50.3
			51.0	54.1	49.6	
			5.5	5.9	38.8	
GIRLS	2		71	67	528	666
			10.7	10.1	79.3	49.7
			49.0	45.9	50.4	
			5.3	5.0	39.4	
Column Total			145 10.8	146 10.9	1048 78.3	1339 100.0

Chi-Square D.F. Significance Min E.F. Cells with E.F.<5

1.07287 2 .5848 72.121 None
Number of Missing Observations = 0

***** QUESTION 7A FOR REGION *****

Crosstabulation: REGION URBAN AND RURAL
By AGREEM EXPRESSING OPINION

AGREEM→	REGION	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
			1	2	3	
URBAN	1		116	114	816	1046
			11.1	10.9	78.0	78.1
			80.0	78.1	77.9	
			8.7	8.5	60.9	
RURAL	2		29	32	232	293
			9.9	10.9	79.2	21.9
			20.0	21.9	22.1	
			2.2	2.4	17.3	
Column Total			145 10.8	146 10.9	1048 78.3	1339 100.0

Chi-Square D.F. Significance Min E.F. Cells with E.F.<5

.34055 2 .8434 31.729 None
Number of Missing Observations = 0

***** QUESTION 7B FOR SEX *****

Crosstabulation: SEX MALE AND FEMALE
By AGREEM EXPRESSING OPINION

AGREEM→	SEX	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI	AGREE	Row Total
			1	ON 2	3	
BOYS	1	109	89	475	673	
		16.2	13.2	70.6		
		50.5	48.1	50.6		
		8.1	6.6	35.5		
GIRLS	2	107	96	463	666	
		16.1	14.4	69.5		
		49.5	51.9	49.4		
		8.0	7.2	34.6		
Column Total		216 16.1	185 13.8	938 70.1	1339 100.0	

Chi-Square D.F. Significance Min E.F. Cells with E.F.<5

.40032 2 .8186 92.016 None

Number of Missing Observations = 0

***** QUESTION 7B FOR REGION *****

Crosstabulation: REGION URBAN AND RURAL
By AGREEM EXPRESSING OPINION

AGREEM→	REGION	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI	AGREE	Row Total
			1	ON 2	3	
URBAN	1	169	144	733	1046	
		16.2	13.8	70.1		
		78.2	77.8	78.1		
		12.6	10.8	54.7		
RURAL	2	47	41	205	293	
		16.0	14.0	70.0		
		21.8	22.2	21.9		
		3.5	3.1	15.3		
Column Total		216 16.1	185 13.8	938 70.1	1339 100.0	

Chi-Square D.F. Significance Min E.F. Cells with E.F.<5

.01080 2 .9946 40.482 None

Number of Missing Observations = 0

***** QUESTION 7C FOR SEX *****

Crosstabulation: SEX MALE AND FEMALE
By AGREEM EXPRESSING OPINION

AGREEM->	SEX	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI	AGREE	Row Total
			1	ON 2	3	
	BOYS	1	454 67.5 49.5 33.9	104 15.5 47.7 7.8	115 17.1 56.7 8.6	673 50.3
	GIRLS	2	464 69.7 50.5 34.7	114 17.1 52.3 8.5	88 13.2 43.3 6.6	666 49.7
	Column Total		918 68.6	218 16.3	203 15.2	1339 100.0

Chi-Square D.F. Significance Min E.F. Cells with E.F.<5

4.12230 2 .1273 100.969 None
Number of Missing Observations = 0

***** QUESTION 7C FOR REGION *****

Crosstabulation: REGION URBAN AND RURAL
By AGREEM EXPRESSING OPINION

AGREEM->	REGION	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI	AGREE	Row Total
			1	ON 2	3	
	URBAN	1	721 68.9 78.5 53.8	168 16.1 77.1 12.5	157 15.0 77.3 11.7	1046 78.1
	RURAL	2	197 67.2 21.5 14.7	50 17.1 22.9 3.7	46 15.7 22.7 3.4	293 21.9
	Column Total		918 68.6	218 16.3	203 15.2	1339 100.0

Chi-Square D.F. Significance Min E.F. Cells with E.F.<5

.30929 2 .8567 44.420 None
Number of Missing Observations = 0

***** QUESTION 7D FOR SEX *****

Crosstabulation: SEX MALE AND FEMALE
By AGREEM EXPRESSING OPINION

AGREEM→	SEX	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
			1	2	3	
	BOYS	1	112 16.6 50.0 8.4	444 66.0 50.5 33.2	117 17.4 49.6 8.7	673 50.3
	GIRLS	2	112 16.8 50.0 8.4	435 65.3 49.5 32.5	119 17.9 50.4 8.9	666 49.7
		Column Total	224 16.7	879 65.6	236 17.6	1339 100.0

Chi-Square D.F. Significance Min E.F. Cells with E.F.<5

 .07251 2 .9644 111.414 None
 Number of Missing Observations = 0

***** QUESTION 7D FOR REGION *****

Crosstabulation: REGION URBAN AND RURAL
By AGREEM EXPRESSING OPINION

AGREEM→	REGION	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
			1	2	3	
	URBAN	1	175 16.7 78.1 13.1	687 65.7 78.2 51.3	184 17.6 78.0 13.7	1046 78.1
	RURAL	2	49 16.7 21.9 3.7	192 65.5 21.8 14.3	52 17.7 22.0 3.9	293 21.9
		Column Total	224 16.7	879 65.6	236 17.6	1339 100.0

Chi-Square D.F. Significance Min E.F. Cells with E.F.<5

 .00397 2 .9980 49.016 None
 Number of Missing Observations = 0

***** QUESTION 7E FOR SEX *****

Crosstabulation: SEX MALE AND FEMALE
By AGREEM EXPRESSING OPINION

AGREEM->	SEX	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI	AGREE	Row Total
			1	ON 2	3	
	BOYS	1	138 20.5 50.2 10.3	105 15.6 50.0 7.8	430 63.9 50.4 32.1	673 50.3
	GIRLS	2	137 20.6 49.8 10.2	105 15.8 50.0 7.8	424 63.7 49.6 31.7	666 49.7
		Column Total	275 20.5	210 15.7	854 63.8	1339 100.0

Chi-Square D.F. Significance Min E.F. Cells with E.F.<5

.00920 2 .9954 104.451 None
Number of Missing Observations = 0

***** QUESTION 7E FOR REGION *****

Crosstabulation: REGION URBAN AND RURAL
By AGREEM EXPRESSING OPINION

AGREEM->	REGION	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI	AGREE	Row Total
			1	ON 2	3	
	URBAN	1	215 20.6 78.2 16.1	162 15.5 77.1 12.1	669 64.0 78.3 50.0	1046 78.1
	RURAL	2	60 20.5 21.8 4.5	48 16.4 22.9 3.6	185 63.1 21.7 13.8	293 21.9
		Column Total	275 20.5	210 15.7	854 63.8	1339 100.0

Chi-Square D.F. Significance Min E.F. Cells with E.F.<5

.14149 2 .9317 45.952 None
Number of Missing Observations = 0

***** QUESTION 7F FOR SEX *****

Crosstabulation: SEX MALE AND FEMALE
By AGREEM EXPRESSING OPINION

AGREEM->	SEX	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
			1	2	3	
BOYS	1		152	120	401	673
			22.6	17.8	59.6	50.3
			52.4	50.4	49.4	
			11.4	9.0	29.9	
GIRLS	2		138	118	410	666
			20.7	17.7	61.6	49.7
			47.6	49.6	50.6	
			10.3	8.8	30.6	
Column Total			290 21.7	238 17.8	811 60.6	1339 100.0

Chi-Square D.F. Significance Min E.F. Cells with E.F.<5

.75597 2 .6852 118.378 None

Number of Missing Observations = 0

***** QUESTION 7F FOR REGION *****

Crosstabulation: REGION URBAN AND RURAL
By AGREEM EXPRESSING OPINION

AGREEM->	REGION	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
			1	2	3	
URBAN	1		227	184	635	1046
			21.7	17.6	60.7	78.1
			78.3	77.3	78.3	
			17.0	13.7	47.4	
RURAL	2		63	54	176	293
			21.5	18.4	60.1	21.9
			21.7	22.7	21.7	
			4.7	4.0	13.1	
Column Total			290 21.7	238 17.8	811 60.6	1339 100.0

Chi-Square D.F. Significance Min E.F. Cells with E.F.<5

.11036 2 .9463 52.079 None

Number of Missing Observations = 0

***** QUESTION 8 FOR SEX *****

Crosstabulation: SEX MALE AND FEMALE
 By AGREEM EXPRESSING OPINION

AGREEM→	SEX	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
			1	2	3	
	BOYS	1	163 24.2 50.9 12.2	118 17.5 51.1 8.8	392 58.2 49.7 29.3	673 50.3
	GIRLS	2	157 23.6 49.1 11.7	113 17.0 48.9 8.4	396 59.5 50.3 29.6	666 49.7
		Column Total	320 23.9	231 17.3	788 58.8	1339 100.0

Chi-Square D.F. Significance Min E.F. Cells with E.F.<5

 .20444 2 .9028 114.896 None
 Number of Missing Observations = 0

***** QUESTION 8 FOR REGION *****

Crosstabulation: REGION URBAN AND RURAL
 By AGREEM EXPRESSING OPINION

AGREEM→	REGION	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
			1	2	3	
	URBAN	1	252 24.1 78.8 18.8	180 17.2 77.9 13.4	614 58.7 77.9 45.9	1046 78.1
	RURAL	2	68 23.2 21.3 5.1	51 17.4 22.1 3.8	174 59.4 22.1 13.0	293 21.9
		Column Total	320 23.9	231 17.3	788 58.8	1339 100.0

Chi-Square D.F. Significance Min E.F. Cells with E.F.<5

 .09826 2 .9521 50.547 None
 Number of Missing Observations = 0

***** QUESTION 9 FOR SEX *****

Crosstabulation: SEX MALE AND FEMALE
 By AGREEM EXPRESSING OPINION

AGREEM→	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
		1	2	3	
SEX					
BOYS	1	251 37.3 50.4 18.7	316 47.0 50.0 23.6	106 15.8 50.7 7.9	673 50.3
GIRLS	2	247 37.1 49.6 18.4	316 47.4 50.0 23.6	103 15.5 49.3 7.7	666 49.7
Column Total		498 37.2	632 47.2	209 15.6	1339 100.0

Chi-Square D.F. Significance Min E.F. Cells with E.F.<5

 .03860 2 .9809 103.954 None
 Number of Missing Observations = 0

***** QUESTION 9 FOR REGION *****

Crosstabulation: REGION URBAN AND RURAL
 By AGREEM EXPRESSING OPINION

AGREEM→	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
		1	2	3	
REGION					
URBAN	1	389 37.2 78.1 29.1	494 47.2 78.2 36.9	163 15.6 78.0 12.2	1046 78.1
RURAL	2	109 37.2 21.9 8.1	138 47.1 21.8 10.3	46 15.7 22.0 3.4	293 21.9
Column Total		498 37.2	632 47.2	209 15.6	1339 100.0

Chi-Square D.F. Significance Min E.F. Cells with E.F.<5

 .00280 2 .9986 45.733 None
 Number of Missing Observations = 0

***** QUESTION 10A FOR SEX *****

Crosstabulation: SEX MALE AND FEMALE
 By AGREEM EXPRESSING OPINION

		Count	DISAGREE	NO OPINI	AGREE		
AGREEM->	SEX	Row Pct	1	ON	2	3	Row Total
		Col Pct					
		Tot Pct					
	1		131	94	448		673
			19.5	14.0	66.6		50.3
			52.6	50.0	49.7		
			9.8	7.0	33.5		
	2		118	94	454		666
			17.7	14.1	68.2		49.7
			47.4	50.0	50.3		
			8.8	7.0	33.9		
		Column Total	249	188	902		1339
			18.6	14.0	67.4		100.0

Chi-Square D.F. Significance Min E.F. Cells with E.F.<5

.68205 2 .7110 93.509 None

Number of Missing Observations = 0

***** QUESTION 10A FOR REGION *****

Crosstabulation: REGION URBAN AND RURAL
 By AGREEM EXPRESSING OPINION

		Count	DISAGREE	NO OPINI	AGREE		
AGREEM->	REGION	Row Pct	1	ON	2	3	Row Total
		Col Pct					
		Tot Pct					
	1		196	148	702		1046
			18.7	14.1	67.1		78.1
			78.7	78.7	77.8		
			14.6	11.1	52.4		
	2		53	40	200		293
			18.1	13.7	68.3		21.9
			21.3	21.3	22.2		
			4.0	3.0	14.9		
		Column Total	249	188	902		1339
			18.6	14.0	67.4		100.0

Chi-Square D.F. Significance Min E.F. Cells with E.F.<5

.13687 2 .9339 41.138 None

Number of Missing Observations = 0

***** QUESTION 10B FOR SEX *****

Crosstabulation: SEX MALE AND FEMALE
 By AGREEM EXPRESSING OPINION

AGREEM→	SEX	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI	AGREE	Row Total
			1	ON 2	3	
	BOYS	1	428 63.6 49.9 32.0	93 13.8 48.2 6.9	152 22.6 52.8 11.4	673 50.3
	GIRLS	2	430 64.6 50.1 32.1	100 15.0 51.8 7.5	136 20.4 47.2 10.2	666 49.7
		Column Total	858 64.1	193 14.4	288 21.5	1339 100.0

Chi-Square D.F. Significance Min E.F. Cells with E.F.<5

1.11087 2 .5738 95.996 None
 Number of Missing Observations = 0

***** QUESTION 10B FOR REGION *****

Crosstabulation: REGION URBAN AND RURAL
 By AGREEM EXPRESSING OPINION

AGREEM→	REGION	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI	AGREE	Row Total
			1	ON 2	3	
	URBAN	1	668 63.9 77.9 49.9	151 14.4 78.2 11.3	227 21.7 78.8 17.0	1046 78.1
	RURAL	2	190 64.8 22.1 14.2	42 14.3 21.8 3.1	61 20.8 21.2 4.6	293 21.9
		Column Total	858 64.1	193 14.4	288 21.5	1339 100.0

Chi-Square D.F. Significance Min E.F. Cells with E.F.<5

.11912 2 .9422 42.232 None
 Number of Missing Observations = 0

***** QUESTION 10C FOR SEX *****

Crosstabulation: SEX MALE AND FEMALE
By AGREEM EXPRESSING OPINION

AGREEM→	SEX	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
			1	2	3	
	BOYS	1	445 66.1 50.6 33.2	80 11.9 49.7 6.0	148 22.0 49.7 11.1	673 50.3
	GIRLS	2	435 65.3 49.4 32.5	81 12.2 50.3 6.0	150 22.5 50.3 11.2	666 49.7
		Column Total	880 65.7	161 12.0	298 22.3	1339 100.0

Chi-Square D.F. Significance Min E.F. Cells with E.F.<5
----- ----- ----- -----
.09668 2 .9528 80.079 None
Number of Missing Observations = 0

***** QUESTION 10C FOR REGION *****

Crosstabulation: REGION URBAN AND RURAL
By AGREEM EXPRESSING OPINION

AGREEM→	REGION	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
			1	2	3	
	URBAN	1	688 65.8 78.2 51.4	126 12.0 78.3 9.4	232 22.2 77.9 17.3	1046 78.1
	RURAL	2	192 65.5 21.8 14.3	35 11.9 21.7 2.6	66 22.5 22.1 4.9	293 21.9
		Column Total	880 65.7	161 12.0	298 22.3	1339 100.0

Chi-Square D.F. Significance Min E.F. Cells with E.F.<5
----- ----- ----- -----
.01632 2 .9919 35.230 None
Number of Missing Observations = 0

***** QUESTION 10D FOR SEX *****

Crosstabulation: SEX MALE AND FEMALE
 By AGREEM EXPRESSING OPINION

AGREEM->	SEX	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI	AGREE	Row Total
			1	ON 2	3	
	BOYS	1	454 67.5 52.2 33.9	74 11.0 45.7 5.5	145 21.5 47.1 10.8	673 50.3
	GIRLS	2	415 62.3 47.8 31.0	88 13.2 54.3 6.6	163 24.5 52.9 12.2	666 49.7
		Column Total	869 64.9	162 12.1	308 23.0	1339 100.0

Chi-Square D.F. Significance Min E.F. Cells with E.F.<5

 3.97562 2 .1370 80.577 None

Number of Missing Observations = 0

***** QUESTION 10D FOR REGION *****

Crosstabulation: REGION URBAN AND RURAL
 By AGREEM EXPRESSING OPINION

AGREEM->	REGION	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI	AGREE	Row Total
			1	ON 2	3	
	URBAN	1	679 64.9 78.1 50.7	126 12.0 77.8 9.4	241 23.0 78.2 18.0	1046 78.1
	RURAL	2	190 64.8 21.9 14.2	36 12.3 22.2 2.7	67 22.9 21.8 5.0	293 21.9
		Column Total	869 64.9	162 12.1	308 23.0	1339 100.0

Chi-Square D.F. Significance Min E.F. Cells with E.F.<5

 .01412 2 .9930 35.449 None

Number of Missing Observations = 0

***** QUESTION 10E FOR SEX *****

Crosstabulation: SEX MALE AND FEMALE
 By AGREEM EXPRESSING OPINION

AGREEM->	SEX	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI	AGREE	Row Total
			1	ON 2	3	
	BOYS	1	403 59.9 49.4 30.1	104 15.5 49.3 7.8	166 24.7 53.2 12.4	673 50.3
	GIRLS	2	413 62.0 50.6 30.8	107 16.1 50.7 8.0	146 21.9 46.8 10.9	666 49.7
		Column Total	816 60.9	211 15.8	312 23.3	1339 100.0

Chi-Square D.F. Significance Min E.F. Cells with E.F.<5
 ----- ----- ----- -----
 1.41070 2 .4939 104.948 None
 Number of Missing Observations = 0

***** QUESTION 10E FOR REGION *****

Crosstabulation: REGION URBAN AND RURAL
 By AGREEM EXPRESSING OPINION

AGREEM->	REGION	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI	AGREE	Row Total
			1	ON 2	3	
	URBAN	1	638 61.0 78.2 47.6	164 15.7 77.7 12.2	244 23.3 78.2 18.2	1046 78.1
	RURAL	2	178 60.8 21.8 13.3	47 16.0 22.3 3.5	68 23.2 21.8 5.1	293 21.9
		Column Total	816 60.9	211 15.8	312 23.3	1339 100.0

Chi-Square D.F. Significance Min E.F. Cells with E.F.<5
 ----- ----- ----- -----
 .02266 2 .9887 46.171 None
 Number of Missing Observations = 0

***** QUESTION 11 FOR SEX *****

Crosstabulation: SEX MALE AND FEMALE
By AGREEM EXPRESSING OPINION

AGREEM->	SEX	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI	AGREE	Row Total
			1	ON 2	3	
	BOYS	1	106 15.8 50.5 7.9	461 68.5 50.1 34.4	106 15.8 51.0 7.9	673 50.3
	GIRLS	2	104 15.6 49.5 7.8	460 69.1 49.9 34.4	102 15.3 49.0 7.6	666 49.7
	Column Total		210 15.7	921 68.8	208 15.5	1339 100.0

Chi-Square D.F. Significance Min E.F. Cells with E.F.<5

 .06046 2 .9702 103.456 None
 Number of Missing Observations = 0

***** QUESTION 11 FOR REGION *****

Crosstabulation: REGION URBAN AND RURAL
By AGREEM EXPRESSING OPINION

AGREEM->	REGION	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI	AGREE	Row Total
			1	ON 2	3	
	URBAN	1	164 15.7 78.1 12.2	720 68.8 78.2 53.8	162 15.5 77.9 12.1	1046 78.1
	RURAL	2	46 15.7 21.9 3.4	201 68.6 21.8 15.0	46 15.7 22.1 3.4	293 21.9
	Column Total		210 15.7	921 68.8	208 15.5	1339 100.0

Chi-Square D.F. Significance Min E.F. Cells with E.F.<5

 .00850 2 .9958 45.515 None
 Number of Missing Observations = 0

***** QUESTION 12A FOR SEX *****

Crosstabulation: SEX MALE AND FEMALE
By AGREEM EXPRESSING OPINION

AGREEM->	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI	AGREE	Row Total
		1	2	3	
SEX					
BOYS	1	135 20.1 48.6 10.1	119 17.7 49.2 8.9	419 62.3 51.2 31.3	673 50.3
GIRLS	2	143 21.5 51.4 10.7	123 18.5 50.8 9.2	400 60.1 48.8 29.9	666 49.7
Column Total		278 20.8	242 18.1	819 61.2	1339 100.0

Chi-Square D.F. Significance Min E.F. Cells with E.F.<5

.70054 2 .7045 120.367 None
Number of Missing Observations = 0

***** QUESTION 12A FOR REGION *****

Crosstabulation: REGION URBAN AND RURAL
By AGREEM EXPRESSING OPINION

AGREEM->	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI	AGREE	Row Total
		1	2	3	
REGION					
URBAN	1	217 20.7 78.1 16.2	187 17.9 77.3 14.0	642 61.4 78.4 47.9	1046 78.1
RURAL	2	61 20.8 21.9 4.6	55 18.8 22.7 4.1	177 60.4 21.6 13.2	293 21.9
Column Total		278 20.8	242 18.1	819 61.2	1339 100.0

Chi-Square D.F. Significance Min E.F. Cells with E.F.<5

.13675 2 .9339 52.954 None
Number of Missing Observations = 0

***** QUESTION 12B FOR SEX *****

Crosstabulation: SEX MALE AND FEMALE
 By AGREEM EXPRESSING OPINION

		Count	DISAGREE	NO OPINI	AGREE		
AGREEM->	SEX	Row Pct	1	ON	2	3	Row Total
		Col Pct					
		Tot Pct					
	BOYS	1	156 23.2 51.7 11.7	123 18.3 49.2 9.2	394 58.5 50.1 29.4		673 50.3
	GIRLS	2	146 21.9 48.3 10.9	127 19.1 50.8 9.5	393 59.0 49.9 29.4		666 49.7
	Column Total		302 22.6	250 18.7	787 58.8		1339 100.0

Chi-Square D.F. Significance Min E.F. Cells with E.F.<5

 .35981 2 .8353 124.347 None
 Number of Missing Observations = 0

***** QUESTION 12B FOR REGION *****

Crosstabulation: REGION URBAN AND RURAL
 By AGREEM EXPRESSING OPINION

		Count	DISAGREE	NO OPINI	AGREE		
AGREEM->	REGION	Row Pct	1	ON	2	3	Row Total
		Col Pct					
		Tot Pct					
	URBAN	1	235 22.5 77.8 17.6	193 18.5 77.2 14.4	618 59.1 78.5 46.2		1046 78.1
	RURAL	2	67 22.9 22.2 5.0	57 19.5 22.8 4.3	169 57.7 21.5 12.6		293 21.9
	Column Total		302 22.6	250 18.7	787 58.8		1339 100.0

Chi-Square D.F. Significance Min E.F. Cells with E.F.<5

 .21618 2 .8975 54.705 None
 Number of Missing Observations = 0

***** QUESTION 12C FOR SEX *****

Crosstabulation: SEX MALE AND FEMALE
By AGREEM EXPRESSING OPINION

AGREEM->	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI	AGREE	Row Total
		1	ON 2	3	
SEX					
BOYS	1	172 25.6 49.6 12.8	116 17.2 49.6 8.7	385 57.2 50.8 28.8	673 50.3
GIRLS	2	175 26.3 50.4 13.1	118 17.7 50.4 8.8	373 56.0 49.2 27.9	666 49.7
Column Total		347 25.9	234 17.5	758 56.6	1339 100.0

Chi-Square D.F. Significance Min E.F. Cells with E.F.<5

.19641 2 .9065 116.388 None
Number of Missing Observations = 0

***** QUESTION 12C FOR REGION *****

Crosstabulation: REGION URBAN AND RURAL
By AGREEM EXPRESSING OPINION

AGREEM->	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI	AGREE	Row Total
		1	ON 2	3	
REGION					
URBAN	1	273 26.1 78.7 20.4	181 17.3 77.4 13.5	592 56.6 78.1 44.2	1046 78.1
RURAL	2	74 25.3 21.3 5.5	53 18.1 22.6 4.0	166 56.7 21.9 12.4	293 21.9
Column Total		347 25.9	234 17.5	758 56.6	1339 100.0

Chi-Square D.F. Significance Min E.F. Cells with E.F.<5

.14362 2 .9307 51.204 None
Number of Missing Observations = 0

***** QUESTION 13 FOR SEX *****

Crosstabulation: SEX MALE AND FEMALE
By AGREEM EXPRESSING OPINION

AGREEM→	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
		1	2	3	
SEX					
BOYS	1	448 66.6 49.7 33.5	87 12.9 49.2 6.5	138 20.5 52.9 10.3	673 50.3
GIRLS	2	453 68.0 50.3 33.8	90 13.5 50.8 6.7	123 18.5 47.1 9.2	666 49.7
Column Total		901 67.3	177 13.2	261 19.5	1339 100.0

Chi-Square D.F. Significance Min E.F. Cells with E.F.<5

 .90409 2 .6363 88.037 None

 Number of Missing Observations = 0

***** QUESTION 13 FOR REGION *****

Crosstabulation: REGION URBAN AND RURAL
By AGREEM EXPRESSING OPINION

AGREEM→	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
		1	2	3	
REGION					
URBAN	1	701 67.0 77.8 52.4	139 13.3 78.5 10.4	206 19.7 78.9 15.4	1046 78.1
RURAL	2	200 68.3 22.2 14.9	38 13.0 21.5 2.8	55 18.8 21.1 4.1	293 21.9
Column Total		901 67.3	177 13.2	261 19.5	1339 100.0

Chi-Square D.F. Significance Min E.F. Cells with E.F.<5

 .17014 2 .9185 38.731 None

 Number of Missing Observations = 0

***** QUESTION 14A FOR SEX *****

Crosstabulation: SEX MALE AND FEMALE
By AGREEM EXPRESSING OPINION

AGREEM→	SEX	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
			1	2	3	
	BOYS	1	149 22.1 50.7 11.1	372 55.3 50.4 27.8	152 22.6 49.5 11.4	673 50.3
	GIRLS	2	145 21.8 49.3 10.8	366 55.0 49.6 27.3	155 23.3 50.5 11.6	666 49.7
	Column Total		294 22.0	738 55.1	307 22.9	1339 100.0

Chi-Square D.F. Significance Min E.F. Cells with E.F.<5

.09593 2 .9532 146.232 None
Number of Missing Observations = 0

***** QUESTION 14A FOR REGION *****

Crosstabulation: REGION URBAN AND RURAL
By AGREEM EXPRESSING OPINION

AGREEM→	REGION	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
			1	2	3	
	URBAN	1	230 22.0 78.2 17.2	577 55.2 78.2 43.1	239 22.8 77.9 17.8	1046 78.1
	RURAL	2	64 21.8 21.8 4.8	161 54.9 21.8 12.0	68 23.2 22.1 5.1	293 21.9
	Column Total		294 22.0	738 55.1	307 22.9	1339 100.0

Chi-Square D.F. Significance Min E.F. Cells with E.F.<5

.01699 2 .9915 64.333 None
Number of Missing Observations = 0

***** QUESTION 14B FOR SEX *****

Crosstabulation: SEX MALE AND FEMALE
 By AGREEM EXPRESSING OPINION

AGREEM→	SEX	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI	AGREE	Row Total
			1	ON 2	3	
	BOYS	1	132 19.6 50.2 9.9	112 16.6 50.7 8.4	429 63.7 50.2 32.0	673 50.3
	GIRLS	2	131 19.7 49.8 9.8	109 16.4 49.3 8.1	426 64.0 49.8 31.8	666 49.7
		Column Total	263 19.6	221 16.5	855 63.9	1339 100.0

Chi-Square D.F. Significance Min E.F. Cells with E.F.<5

 .01846 2 .9908 109.922 None
 Number of Missing Observations = 0

***** QUESTION 14B FOR REGION *****

Crosstabulation: REGION URBAN AND RURAL
 By AGREEM EXPRESSING OPINION

AGREEM→	REGION	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI	AGREE	Row Total
			1	ON 2	3	
	URBAN	1	205 19.6 77.9 15.3	172 16.4 77.8 12.8	669 64.0 78.2 50.0	1046 78.1
	RURAL	2	58 19.8 22.1 4.3	49 16.7 22.2 3.7	186 63.5 21.8 13.9	293 21.9
		Column Total	263 19.6	221 16.5	855 63.9	1339 100.0

Chi-Square D.F. Significance Min E.F. Cells with E.F.<5

 .02353 2 .9883 48.359 None
 Number of Missing Observations = 0

***** QUESTION 14C FOR SEX *****

Crosstabulation: SEX MALE AND FEMALE
 By AGREEM EXPRESSING OPINION

AGREEM->	SEX	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI	AGREE	Row Total
			1	ON 2	3	
	BOYS	1	92 13.7 49.7 6.9	106 15.8 50.7 7.9	475 70.6 50.3 35.5	673 50.3
	GIRLS	2	93 14.0 50.3 6.9	103 15.5 49.3 7.7	470 70.6 49.7 35.1	666 49.7
		Column Total	185 13.8	209 15.6	945 70.6	1339 100.0

Chi-Square D.F. Significance Min E.F. Cells with E.F.<5

 .03833 2 .9810 92.016 None
 Number of Missing Observations = 0

***** QUESTION 14C FOR REGION *****

Crosstabulation: REGION URBAN AND RURAL
 By AGREEM EXPRESSING OPINION

AGREEM->	REGION	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI	AGREE	Row Total
			1	ON 2	3	
	URBAN	1	142 13.6 76.8 10.6	161 15.4 77.0 12.0	743 71.0 78.6 55.5	1046 78.1
	RURAL	2	43 14.7 23.2 3.2	48 16.4 23.0 3.6	202 68.9 21.4 15.1	293 21.9
		Column Total	185 13.8	209 15.6	945 70.6	1339 100.0

Chi-Square D.F. Significance Min E.F. Cells with E.F.<5

 .48608 2 .7842 40.482 None
 Number of Missing Observations = 0

***** QUESTION 15A FOR SEX *****

Crosstabulation: SEX MALE AND FEMALE
 By AGREEM EXPRESSING OPINION

AGREEM->	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI	AGREE	Row Total
		1	2	3	
SEX					
BOYS	1	145 21.5 48.8 10.8	148 22.0 48.4 11.1	380 56.5 51.6 28.4	673 50.3
GIRLS	2	152 22.8 51.2 11.4	158 23.7 51.6 11.8	356 53.5 48.4 26.6	666 49.7
	Column Total	297 22.2	306 22.9	736 55.0	1339 100.0

Chi-Square D.F. Significance Min E.F. Cells with E.F.<5

 1.23783 2 .5385 147.724 None
 Number of Missing Observations = 0

***** QUESTION 15A FOR REGION *****

Crosstabulation: REGION URBAN AND RURAL
 By AGREEM EXPRESSING OPINION

AGREEM->	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI	AGREE	Row Total
		1	2	3	
REGION					
URBAN	1	230 22.0 77.4 17.2	238 22.8 77.8 17.8	578 55.3 78.5 43.2	1046 78.1
RURAL	2	67 22.9 22.6 5.0	68 23.2 22.2 5.1	158 53.9 21.5 11.8	293 21.9
	Column Total	297 22.2	306 22.9	736 55.0	1339 100.0

Chi-Square D.F. Significance Min E.F. Cells with E.F.<5

 .17435 2 .9165 64.990 None
 Number of Missing Observations = 0

***** QUESTION 15B FOR SEX *****

Crosstabulation: SEX MALE AND FEMALE
By AGREEM EXPRESSING OPINION

AGREEM->	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
		1	2	3	
SEX					
BOYS	1	128 19.0 52.2 9.6	100 14.9 50.0 7.5	445 66.1 49.8 33.2	673 50.3
GIRLS	2	117 17.6 47.8 8.7	100 15.0 50.0 7.5	449 67.4 50.2 33.5	666 49.7
Column Total		245 18.3	200 14.9	894 66.8	1339 100.0

Chi-Square D.F. Significance Min E.F. Cells with E.F.<5

.47519 2 .7885 99.477 None
Number of Missing Observations = 0

***** QUESTION 15B FOR REGION *****

Crosstabulation: REGION URBAN AND RURAL
By AGREEM EXPRESSING OPINION

AGREEM->	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
		1	2	3	
REGION					
URBAN	1	196 18.7 80.0 14.6	158 15.1 79.0 11.8	692 66.2 77.4 51.7	1046 78.1
RURAL	2	49 16.7 20.0 3.7	42 14.3 21.0 3.1	202 68.9 22.6 15.1	293 21.9
Column Total		245 18.3	200 14.9	894 66.8	1339 100.0

Chi-Square D.F. Significance Min E.F. Cells with E.F.<5

.86461 2 .6490 43.764 None
Number of Missing Observations = 0

***** QUESTION 15C FOR SEX *****

Crosstabulation: SEX MALE AND FEMALE
By AGREEM EXPRESSING OPINION

AGREEM->	SEX	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI	AGREE	Row Total
			1	ON 2	3	
	BOYS	1	152 22.6 50.7 11.4	308 45.8 50.0 23.0	213 31.6 50.4 15.9	673 50.3
	GIRLS	2	148 22.2 49.3 11.1	308 46.2 50.0 23.0	210 31.5 49.6 15.7	666 49.7
		Column Total	300 22.4	616 46.0	423 31.6	1339 100.0

Chi-Square D.F. Significance Min E.F. Cells with E.F.<5

.03802 2 .9812 149.216 None
Number of Missing Observations = 0

***** QUESTION 15C FOR REGION *****

Crosstabulation: REGION URBAN AND RURAL
By AGREEM EXPRESSING OPINION

AGREEM->	REGION	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI	AGREE	Row Total
			1	ON 2	3	
	URBAN	1	239 22.8 79.7 17.8	561 53.6 91.1 41.9	246 23.5 58.2 18.4	1046 78.1
	RURAL	2	61 20.8 20.3 4.6	55 18.8 8.9 4.1	177 60.4 41.8 13.2	293 21.9
		Column Total	300 22.4	616 46.0	423 31.6	1339 100.0

Chi-Square D.F. Significance Min E.F. Cells with E.F.<5

159.49434 2 .0000 65.646 None
Number of Missing Observations = 0

***** QUESTION 15D FOR SEX *****

Crosstabulation: SEX MALE AND FEMALE
By AGREEM EXPRESSING OPINION

AGREEM->	SEX	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
			1	2	3	
	BOYS	1	147 21.8 49.7 11.0	372 55.3 50.3 27.8	154 22.9 50.8 11.5	673 50.3
	GIRLS	2	149 22.4 50.3 11.1	368 55.3 49.7 27.5	149 22.4 49.2 11.1	666 49.7
		Column Total	296 22.1	740 55.3	303 22.6	1339 100.0

Chi-Square D.F. Significance Min E.F. Cells with E.F.<5

.08105 2 .9603 147.226 None
Number of Missing Observations = 0

***** QUESTION 15D FOR REGION *****

Crosstabulation: REGION URBAN AND RURAL
By AGREEM EXPRESSING OPINION

AGREEM->	REGION	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
			1	2	3	
	URBAN	1	233 22.3 78.7 17.4	576 55.1 77.8 43.0	237 22.7 78.2 17.7	1046 78.1
	RURAL	2	63 21.5 21.3 4.7	164 56.0 22.2 12.2	66 22.5 21.8 4.9	293 21.9
		Column Total	296 22.1	740 55.3	303 22.6	1339 100.0

Chi-Square D.F. Significance Min E.F. Cells with E.F.<5

.09771 2 .9523 64.771 None
Number of Missing Observations = 0

***** QUESTION 15E FOR SEX *****

Crosstabulation: SEX MALE AND FEMALE
By AGREEM EXPRESSING OPINION

AGREEM->	SEX	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
			1	2	3	
	BOYS	1	132 19.6 50.4 9.9	110 16.3 49.3 8.2	431 64.0 50.5 32.2	673 50.3
	GIRLS	2	130 19.5 49.6 9.7	113 17.0 50.7 8.4	423 63.5 49.5 31.6	666 49.7
		Column Total	262 19.6	223 16.7	854 63.8	1339 100.0

Chi-Square D.F. Significance Min E.F. Cells with E.F.<5

.09398 2 .9541 110.917 None
Number of Missing Observations = 0

***** QUESTION 15E FOR REGION *****

Crosstabulation: REGION URBAN AND RURAL
By AGREEM EXPRESSING OPINION

AGREEM->	REGION	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
			1	2	3	
	URBAN	1	180 17.2 68.7 13.4	164 15.7 73.5 12.2	702 67.1 82.2 52.4	1046 78.1
	RURAL	2	82 28.0 31.3 6.1	59 20.1 26.5 4.4	152 51.9 17.8 11.4	293 21.9
		Column Total	262 19.6	223 16.7	854 63.8	1339 100.0

Chi-Square D.F. Significance Min E.F. Cells with E.F.<5

24.64983 2 .0000 48.797 None
Number of Missing Observations = 0

APPENDIX 7

Significant Chi-Square (χ^2) relationships between teachers' type of response and their personal and professional characteristics

***** QUESTION 1 FOR SEX *****

Crosstabulation: SEX MALE AND FEMALE
By AGREEM EXPRESSING OPINION

AGREEM--> SEX	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
		1	2	3	
MALE	1	42	15	71	128
		32.8	11.7	55.5	43.2
		56.0	44.1	38.0	
FEMALE	2	14.2	5.1	24.0	
		33	19	116	168
		19.6	11.3	69.0	56.8
		44.0	55.9	62.0	
		11.1	6.4	39.2	
	Column Total	75	34	187	296
		25.3	11.5	63.2	100.0

Chi-Square	D.F.	Significance	Min E.F. Cells with E.F.<5
7.10379	2	.0287	14.703
			None

Statistic	Symmetric	With SEX Dependent	With AGREEM Dependent
-----------	-----------	-----------------------	--------------------------

Lambda	.03797	.07031	.00000
Uncertainty Coefficient	.01520	.01746	.01347
Somers' D	.14506	.14054	.14988
Eta		.15492	.15384

Statistic	Value	Significance
-----------	-------	--------------

Cramer's V	.15492	
Contingency Coefficient	.15309	
Kendall's Tau B	.14513	.0049
Kendall's Tau C	.14714	.0049
Pearson's R	.15384	.0040
Gamma	.27792	

Number of Missing Observations = 0

***** QUESTION 11D BY SPECIALIZATION *****

Crosstabulation: SUBJECT HUMAN. MATH SCIENCE LANGUAGES OTHER
 By AGREEM EXPRESSING OPINION

AGREEM->	SUBJECT	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI	AGREE	Row Total
			1	ON 2	3	
1	HUMANITIES	82 74.5 41.4 27.7	10 9.1 45.5 3.4	18 16.4 23.7 6.1	110 37.2	
2	MATH	28 75.7 14.1 9.5	3 8.1 13.6 1.0	6 16.2 7.9 2.0	37 12.5	
3	SCIENCE	30 75.0 15.2 10.1	2 5.0 9.1 .7	8 20.0 10.5 2.7	40 13.5	
4	FOREIGN LANG.	24 54.5 12.1 8.1	3 6.8 13.6 1.0	17 38.6 22.4 5.7	44 14.9	
5	OTHER	34 52.3 17.2 11.5	4 6.2 18.2 1.4	27 41.5 35.5 9.1	65 22.0	
Column Total		198 66.9	22 7.4	76 25.7	296 100.0	

Chi-Square D.F. Significance Min E.F. Cells with E.F.<5

 20.52134 8 .0085 2.750 4 OF 15 (26.7%

***** QUESTION 11D BY SPECIALIZATION *****

Statistic	Symmetric	With SUBJECT Dependent	With AGREEM Dependent
-----	-----	-----	-----
Lambda	.03169	.04839	.00000
Uncertainty Coefficient	.02920	.02242	.04186
Somers' D	.18180	.23406	.14862
Eta		.24327	.25017
Statistic	Value	Significance	
-----	-----	-----	
Cramer's V	.18618		
Contingency Coefficient	.25463		
Kendall's Tau B	.18651	.0001	
Kendall's Tau C	.16891	.0001	
Pearson's R	.23023	.0000	
Gamma	.30225		
Number of Missing Observations =	0		

***** QUESTION 17 BY SPECIALIZATION *****

Crosstabulation: SUBJECT HUMAN. MATH SCIENCE LANGUAGES OTHER
By AGREEM EXPRESSING OPINION

AGREEM->	SUBJECT	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
			1	2	3	
1	HUMANITIES	90 81.8 43.7 30.4	11 10.0 35.5 3.7	9 8.2 15.3 3.0	110 37.2	
2	MATH	19 51.4 9.2 6.4	5 13.5 16.1 1.7	13 35.1 22.0 4.4	37 12.5	
3	SCIENCE	22 55.0 10.7 7.4	6 15.0 19.4 2.0	12 30.0 20.3 4.1	40 13.5	
4	FOREIGN LANG.	26 59.1 12.6 8.8	6 13.6 19.4 2.0	12 27.3 20.3 4.1	44 14.9	
5	OTHER	49 75.4 23.8 16.6	3 4.6 9.7 1.0	13 20.0 22.0 4.4	65 22.0	
Column Total		206 69.6	31 10.5	59 19.9	296 100.0	

Chi-Square D.F. Significance Min E.F. Cells with E.F.<5

25.18248 8 .0014 3.875 3 OF 15 (20.0%

Statistic Symmetric With SUBJECT With AGREEM
Dependent Dependent

Lambda .01449 .02151 .00000

Uncertainty Coefficient .03891 .02986 .05583

Somers' D .09701 .12755 .07827

Eta .12648 .27489

Statistic	Value	Significance
Cramer's V	.20625	
Contingency Coefficient	.28001	
Kendall's Tau B	.09992	.0251
Kendall's Tau C	.08896	.0251
Pearson's R	.10692	.0331
Gamma	.16005	
Number of Missing Observations =	0	

***** QUESTION 23C BY SPECIALIZATION *****

Crosstabulation: SUBJECT HUMAN. MATH SCIENCE LANGUAGES OTHER
 By AGREEM EXPRESSING OPINION

AGREEM->	SUBJECT	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI	AGREE	Row Total
			1	ON 2	3	
	HUMANITIES	1	75 68.2 43.1 25.3	15 13.6 45.5 5.1	20 18.2 22.5 6.8	110 37.2
	MATH	2	19 51.4 10.9 6.4	3 8.1 9.1 1.0	15 40.5 16.9 5.1	37 12.5
	SCIENCE	3	20 50.0 11.5 6.8	4 10.0 12.1 1.4	16 40.0 18.0 5.4	40 13.5
	FOREIGN LANG.	4	21 47.7 12.1 7.1	4 9.1 12.1 1.4	19 43.2 21.3 6.4	44 14.9
	OTHER	5	39 60.0 22.4 13.2	7 10.8 21.2 2.4	19 29.2 21.3 6.4	65 22.0
	Column Total		174 58.8	33 11.1	89 30.1	296 100.0

Chi-Square D.F. Significance Min E.F. Cells with E.F.<5

14.95946 8 .0599 4.125 3 OF 15 (20.0

Statistic	Symmetric	With SUBJECT Dependent	With AGREEM Dependent
-----	-----	-----	-----
Lambda	.00000	.00000	.00000
Uncertainty Coefficient	.02123	.01705	.02812
Somers' D	.10081	.11964	.08710
Eta		.12453	.20644

Statistic -----	Value -----	Significance -----
Cramer's V	.15896	
Contingency Coefficient	.21933	
Kendall's Tau B	.10208	.0222
Kendall's Tau C	.09899	.0222
Pearson's R	.11328	.0258
Gamma	.15474	
Number of Missing Observations =	0	

***** QUESTION 14A BY SPECIALIZATION *****

Crosstabulation: SUBJECT HUMAN. MATH SCIENCE LANGUAGES OTHER
 By AGREEM EXPRESSING OPINION

AGREEM->	SUBJECT	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
			1	2	3	
	HUMANITIES	1	10 9.1 15.9 3.4	14 12.7 46.7 4.7	86 78.2 42.4 29.1	110 37.2
	MATH	2	6 16.2 9.5 2.0	3 8.1 10.0 1.0	28 75.7 13.8 9.5	37 12.5
	SCIENCE	3	3 7.5 4.8 1.0	4 10.0 13.3 1.4	33 82.5 16.3 11.1	40 13.5
	FOREIGN LANG.	4	6 13.6 9.5 2.0	4 9.1 13.3 1.4	34 77.3 16.7 11.5	44 14.9
	OTHER	5	38 58.5 60.3 12.8	5 7.7 16.7 1.7	22 33.8 10.8 7.4	65 22.0
	Column Total		63 21.3	30 10.1	203 68.6	296 100.0

Chi-Square D.F. Significance Min E.F. Cells with E.F.<5

71.23085 8 .0000 3.750 3 OF 15 (20.0

Statistic	Symmetric	With SUBJECT Dependent	With AGREEM Dependent
-----	-----	-----	-----
Lambda	.15771	.15054	.17204
Uncertainty Coefficient	.09190	.07083	.13082
Somers' D	-.27871	-.36208	-.22655
Eta		.38007	.46732

Statistic	Value	Significance
Cramer's V	.34688	
Contingency Coefficient	.44042	
Kendall's Tau B	-.28641	.0000
Kendall's Tau C	-.25749	.0000
Pearson's R	-.35660	.0000
Gamma	-.45433	
Number of Missing Observations =	0	

***** QUESTION 14B BY SPECIALIZATION *****

Crosstabulation: SUBJECT HUMAN. MATH SCIENCE LANGUAGES OTHER
 By AGREEM EXPRESSING OPINION

AGREEM->	SUBJECT	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
			1	2	3	
	HUMANITIES	1 10 9.1 15.9 3.4	13 11.8 44.8 4.4	87 79.1 42.6 29.4	110 37.2	
	MATH	2 5 13.5 7.9 1.7	3 8.1 10.3 1.0	29 78.4 14.2 9.8	37 12.5	
	SCIENCE	3 2 5.0 3.2 .7	4 10.0 13.8 1.4	34 85.0 16.7 11.5	40 13.5	
	FOREIGN LANG.	4 7 15.9 11.1 2.4	4 9.1 13.8 1.4	33 75.0 16.2 11.1	44 14.9	
	OTHER	5 39 60.0 61.9 13.2	5 7.7 17.2 1.7	21 32.3 10.3 7.1	65 22.0	
	Column Total	63 21.3	29 9.8	204 68.9	296 100.0	

Chi-Square D.F. Significance Min E.F. Cells with E.F.<5

77.48574 8 .0000 3.625 3 OF 15 (20.0

Statistic	Symmetric	With SUBJECT Dependent	With AGREEM Dependent
Lambda	.16906	.15591	.19565
Uncertainty Coefficient	.10120	.07778	.14481
Somers' D	-.29891	-.39034	-.24219
Eta		.40116	.49138

Statistic	Value	Significance
Cramer's V	.36178	
Contingency Coefficient	.45548	
Kendall's Tau B	-.30747	.0000
Kendall's Tau C	-.27526	.0000
Pearson's R	-.38153	.0000
Gamma	-.48736	
Number of Missing Observations =	0	

***** QUESTION 2 FOR YEARS OF SERVICE *****

Crosstabulation: YEARS LESS THAN 10 , BETTWEEN 10 AND 20, OVER 2
By AGREEM EXPRESSING OPINION

AGREEM->	Count Row Pct Col Pct Tot Pct	DISAGREE	NO OPINI ON	AGREE	Row Total
		1	2	3	
YEARS					
LESS 10	1	42 40.8 25.6 14.2	6 5.8 22.2 2.0	55 53.4 52.4 18.6	103 34.8
BTEN 10 AND 20	2	53 52.5 32.3 17.9	14 13.9 51.9 4.7	34 33.7 32.4 11.5	101 34.1
OVER 20	3	69 75.0 42.1 23.3	7 7.6 25.9 2.4	16 17.4 15.2 5.4	92 31.1
	Column Total	164 55.4	27 9.1	105 35.5	296 100.0
Chi-Square	D.F.	Significance		Min E.F. Cells with E.F.<5	
32.35782	4	.0000		8.392	None

Statistic	Symmetric	With YEARS Dependent	With AGREEM Dependent
Lambda	.14769	.18135	.09848
Uncertainty Coefficient	.05493	.05032	.06047
Somers' D	-.27666	-.30315	-.25443
Eta		.30883	.30537

Statistic -----	Value -----	Significance -----
Cramer's V	.23379	
Contingency Coefficient	.31392	
Kendall's Tau B	-.27772	.0000
Kendall's Tau C	-.25413	.0000
Pearson's R	-.30479	.0000
Gamma	-.43990	
Number of Missing Observations =	0	

BIBLIOGRAPHY

A. Books and Periodicals

Antoniades Leandros, Kyrris Costas, and Pavlides Andreas. "Education". *Megali Kypriaki Encyclopedia*. 1986. Vol.V.

Atkinson R.L., Atkinson R.C., Smith E.E, Hilgard E.R. *Introduction to Psychology*. Orlando, Florida: Harcourt Brace Jovanovich, Publishers, 1987.

Ausubel D., and Robinson F. *School Learning: An Introduction to Educational Psychology*. New York: Holt Rinehart and Winston, 1969.

Bakanis William. *Education in Cyprus. Report, 1968*. Nicosia: Government Printing Office, 1968.

Beard R.M. *An Outline of Piaget's Developmental Psychology*. London: Routledge and Kegan Paul, 1969.

Blyth W.A.L. "Middle Schools and the Historical Perspective". *Middle Schools: Origins, Ideology and Practice*. Edited by A. Hargreaves and L. Tickle. London: Harper and Row, 1980.

Blyth W.A.L, and Derricott R. *The Social Significance of Middle Schools*. London: B. T. Barsford Ltd, 1977.

Bornett C. "Staffing and Middle Schools: The Roots and Routes of Hierarchy". *Middle Schools: Origins, Ideology and Practice*. Edited by A. Hargreaves and L. Tickle. London: Harper and Row, 1980.

Burrows John. *The Middle Schools: High Road or Dead End*. London: The Woburn Press, 1970

Chretiennot C, Breton J, and Belmont B. "Comment Transformer les Institutions Educatives pour que tous les Enfants Apprennent?" Association Francaise des Psychologues Scholaires, IX Colloque International de Psychologie Scholaire. 1986.

Cole L., Nelson Hall I. *Psychology of Adolescence*. Holt, Reinhart and Winston Inc., 1964.

Colomb J. *Pupil Assessment and Examination in Secondary Education*. Paper delivered to the Educational Research Workshop on "Research into Pupil Assessment and the Role of Final Examinations in Secondary Education". Jyvaskyla (Finland), 1993.

Confederation Mondiale des Organisations de la Profession Enseignante. *Succes / Echec Scholaire*. 1983

Council for Cultural Co-operation of the Council of Europe. *School Systems: A Guide*. Strasbourg, 1970.

Cyprus Ethnarchy. *A Memorandum of the Educational Council of the Cyprus Ethnarchy of the Educational Situation in Cyprus*. Nicosia: Cyprus Ethnarchy Office, 1957.

Debeauvais Michel. *Planification de l'Education pour la Reduction des Inegalites*. Paris: Les presses de l'Unesco, 1981.

Dikaeos P. *Enkomi, Excavations 1948-1958*. Nicosia, 1969.

Downie I.E, Heath R.W. *Basic Statistical Methods*. Harper International Edition, Harper and Row, 1974.

Dundam-Grant V. *The Education of the Adolescent: Recent Development in Secondary Education in France*. *Comparative Education Review*. Vol. 18, No 1, 1982.

Eleftheria (Nicosia), July 23, 1967.

Eleftherotypia (Nicosia), May 28, 1990.

Erman A. *The Literature of the Ancient Egyptians*. London: Methuen, 1927.

Frangoudaki Anna. *Sociology of Education*. Athens, 1985.

Gabrscek S. *Matura - The New National Examination in Slovenia*. Paper delivered to the Educational Research Workshop on "Research into Pupil Assessment and the Role of Final Examinations in Secondary Education". Jyvaskyla (Finland), 1993.

Gaziel H. *The Emergence of the Comprehensive Middle School in France: Educational Policy-Making in a Centralised System*. *Comparative Education*. Vol. 25, No 1, 1989.

Georgiades Cleanthis P. *History of Cyprus*. Nicosia, 1978.

Gertsen R. *The Folkeskole - The Danish Municipal Primary and Lower Secondary Education*. Paper delivered to the Educational Research Workshop on "Research into Pupil Assessment and the Role of Final Examinations in Secondary Education". Jyvaskyla (Finland), 1993.

Georgiades A. and Achillides G. *Elements of Counselling and Guidance*. Nicosia, 1972.

Halkin Francois. "L'Eloge de Saint Theodore de Cyrenie par Nicates le Rheteur". *Kypriake Spoude*. XLV, 1-14, 1981.

Hanna Lavonne. "Meeting the Challenge". *Contemporary Thought on Public School Curriculum*. Edited by Edmund C. Short and George D. Marconnit. Dubuque, Iowa: Wm C. Brown Co Publishers, 1970.

Hans Nicholas. *Comparative Education*. London: Routledge and Kegan Paul Limited, 1967.

Hill Sir George. *A History of Cyprus*. Cambridge: Cambridge University Press, 1949.

Holton S.M. *Understanding the American Public High School*. Allyn and Bacon, Inc. Boston, 1969.

Hurlock E.BV. *Developmental Psychology*. Bombay, New Delhi: Mc Graw-Hill Publishing Company Ltd, 1968.

Keddie N. *The Myth of Cultural Deprivation*. London: Penguin, 1973.

Kilaniotou Angeliki. *Evaluation of Students*. Agros Gymnasium (1983), Episkopi Gymnasium (1990), Limassol B' Gymnasium (1984). Unpublished material.

Kilaniotou Angeliki. *Time Spent on Homework*. Limassol B' Gymnasium (1981). Unpublished material.

King Edmund J. *Other Schools and Ours: A Comparative Study for Today*. London: Holt Rinehart and Winston Inc, 1967.

Konttinen Raimo. *Research into the Role of Final Examinations in Secondary Education*. Paper delivered to the Educational Research Workshop on "Research into Pupil Assessment and the Role of Final Examinations in Secondary Education". Jyvaskyla (Finland), 1993.

Korner A. *Comprehensive Schooling: Evaluation - West Germany*. *Comparative Education Review*. Vol. 17, No 1, 1981.

Kouros Andreas. *Free Education up to the 15th Year of Age*. Nicosia, 1970.

Kypros (Nicosia), December 15, 1969.

Lindgren Henry Clay. *Educational Psychology in the Classroom*. New York: John Wiley and Sons Inc, 1967.

Lovell K. *Educational Psychology and Children*. London: University of London Press Ltd, 1969.

Macklen B, and Giddings M. *Cultural Deprivation: A Study in Mythology*. *Teachers' College Record*, 1965.

Maddock J. *The Comparative Study of Secondary Education Systems: Lessons to be Learned*. *Comparative Education Review*. Vol. 19, No 13, 1983.

Mallinson Vernon. *The Western European Idea in Education*. Pergamon Press Ltd, Oxford, 1981.

Masson O. *Les Inscriptions Chypriotes Syllabiques*. Paris, 1961.

Mercer S.A. *The Tell el Amarna Tablets*. London, 1939.

Michaelides A. *Cooperative Technical Education in Cyprus*. Unpublished doctoral dissertation, University of Durham.

Ministry of Education and Research. *The Folkeskole*. Copenhagen, 1992.

Morphet Edgar L, Johns Roe L., and Reller Theodore L. *Educational Organization and Administration: Concepts, Practices, and Issues*. New Jersey: Prentice-Hall Inc, 1967.

Myrianthopoulos Cleovoulos. *Education in Cyprus 1878-1946*. Nicosia, 1946.

Newham Frank Darvell. *The System of Education in Cyprus: Special Reports on Educational Subjects*. XII. Part 1. Nicosia, 1905.

O.E.L.M.E.K. *Laws on Education*. Nicosia, 1989.

Paedagogical Institute of Cyprus. *The Socialisation of Adolescents in Cyprus (Research)*. Nicosia, 1982.

Paedagogical Institute of Cyprus. In-service Seminars. Nicosia, 1988.

Papageorgiou Athanasios. "Culture and Education in Cyprus During the Byzantine Period". *Deltio Omilou Paedagogikon Erevnon*. No 9-10, 17-29, 1966.

Peristianis J.K. *History of Greek Education (1571-1878)*. Nicosia: Thessalonike Printing Office, 1930.

Persianis Panayiotis K. *Church and State in Cyprus Education*. Nicosia: Violaris Printing Works Ltd, 1978.

Persianis Panayiotis K. *The Political and Economic Factors as the Main Determinants of Educational Policy in Independent Cyprus (1960-1970)*. Nicosia: Proodos Printing and Publishing Company Ltd, 1981.

Peterson A.D.C., and Halls W.D. *The Education of Young People in Europe. Developments, Problems and Trends*. Council of Europe, Strasbourg, 1973.

Philips J., and Kelly D. "School Failure and Delinquency. Which Causes Which?". *Criminology*. 17,2, 1979.

Philippou Loizos. *Greek Education in Cyprus During the Turkish Occupation*. Nicosia, 1930.

Prodromou Evangelos. "Counselling and Guidance Services in Secondary Education". *Deltio tis OELMEK*. XXXII (December), 26-29, 1988.

Prodromou George. "Education in Cyprus in the 18th and 19th Centuries". *Life in Cyprus During the 18th and 19th Centuries*. Edited by the Nicosia Municipality. Nicosia, 1984.

Ringer F.R. *Education and Society in Modern Europe*. Indiana

University Press, 1979.

Rubin Louis J. "Synergetics and the School". *Contemporary Thought on Public School Curriculum*. Edited by Edmund C. Short and George D. Marconnit. Dubuque, Iowa: Wm C. Brown Co Publishers, 1970.

Russell B. *On Education*. Unwin Paperback, London, 1976.

Sen Brian. *The Development of Technical Education in Cyprus. Report, 1968*. Nicosia: Government Printing Office, 1968.

Skov P. *A Way to Improve Teaching: Differential Teaching Through Formative Evaluation*. Copenhagen: The Danish National Institute for Educational Research, 1992.

Spyridakis Constantinos. *The Educational Policy of the English Government in Cyprus (1878-1954)*. Nicosia: Cyprus Ethnarchy Office, 1954.

Spyridakis Constantinos. *The Educational System of Cyprus: History, Needs and Perspectives of the Future*. Nicosia: Zavallis Press, 1968.

Spyridakis Constantinos. *Report on the Work of the Office of Greek Education*. Nicosia: Government Printing Office, 1960.

Stones E. *An Introduction to Educational Psychology*. London: Methuen and Co Ltd, 1969.

Tomassides Christodoulos. *Introduction to Psychology*. Athens: 1982.

Travers Robert M.W. *An Introduction to Educational Research*. London: The Macmillan Company, 1969.

Vaughan M. *French Post-Primary Education: What is left of the Haby Reform*. *Comparative Education Review*. Vol. 17, No 1, 1981.

Wake R., Marbeau V., and Peterson A. *Innovation in Secondary Education in Europe*. Strasbourg: Council for Cultural Co-operation of the Council of Europe, 1979.

Wedman I. *Pupil Assessment with a Focus on Assessment at Secondary Education*. Paper delivered to the Educational Research Workshop on "Research into Pupil Assessment and the Role of Final Examinations in Secondary Education". Jyvaskyla (Finland), 1993.

B. Official Documents

Government of Cyprus. *Constitution*.

Government of Cyprus. *Report of the Department of Education for the School Year 1935-36*.

Government of Cyprus. *Report of the department of Education for the School Year 1952-53*.

Government of Cyprus. *The Statute Laws of Cyprus 1878-1906*. Nicosia, 1913.

Government of Cyprus. *The Treaty of Guarantee*.

Greek Communal Chamber Publications Department. *CYPRUS: A Handbook on the Island's Past and Present*. Nicosia, 1964.

Ministry of Education, Counselling and Guidance Services. *Directions after Gymnasium*. Nicosia, 1988.

Ministry of Education, Counselling and Guidance Services. *Vocational Guidance*. Nicosia, 1979.

Ministry of Education, Department of Secondary Education. *Report of the Committee for the Prevention and Confrontation of School Failure in Secondary Education*. Nicosia, 1989. (Mimeographed).

Ministry of Education, Department of Secondary Education. Conclusions and Suggestions of the Committee for the Study and Reexamination of the LOS. Nicosia, 1987. (Mimeographed).

Ministry of Education. Development of Education: 1984-86. National Report of Cyprus to the International Conference of Education, 40th Session, Geneva, 1986. Nicosia Government Printing Office, 1986.

Ministry of Education. Development of Education: 1986-88. National report of Cyprus to the International Conference of Education, 41st Session, Geneva, 1988. Nicosia: Government Printing Office, 1988.

Ministry of Education. Education in Cyprus. Nicosia: Proodos Printing and Publishing Company Ltd. 1973.

Ministry of Education,

File No 397/68/A.

File No 578/68/A.

File No 209/68/A.

File No 329/68/9.

List of Registered Private Primary Schools, 1988.

List of registered private secondary Schools, 1988.

Ministry of Education, Department of Secondary Education. Information Bulletin. 4th year. No 21. Nicosia: Government Printing Office, 1985.

Ministry of Education. Introductory Report of the Preparatory Committee for the Establishment of the University of Cyprus. Nicosia: Government Printing Office, 1988.

Ministry of Education. Report for a Uniform Evaluation Policy. Nicosia, 1990 (Mimeographed).

Ministry of Education. Report of the Director of Secondary

Education for the School years 1977-78 and 1978-79. Nicosia:
Government printing office, 1979.

Ministry of Education. Secondary General Education in Cyprus.
Nicosia: Kailas Press, 1976.

Ministry of Finance, Department of Statistics and Research.
Statistics of Education in Cyprus: School year 1984-85. Nicosia:
Government Printing Office, 1985.

Ministry of Finance, Department of Statistics and Research.
Statistics of Education in Cyprus: School year 1985-86. Nicosia:
Government Printing Office, 1986.

Ministry of Finance, Department of Statistics and Research.
Statistics of Education in Cyprus: School Year 1987-88. Nicosia:
Government Printing Office, 1988.

**Ministry of Finance, Planning Bureau. Fifth Emergency Economic
Plan (1987-1991).** Nicosia: Government Printing Office, 1987.

Ministry of Finance, Planning Bureau. The Second Five-Year Plan.
Nicosia: Government Printing Office, 1968.

Minutes of the House of Representatives,
April, 6.
April, 20.

The Cyprus Gazette,
29.5.1933
29.8.1952
18.6.1959
31.3.1965
26.2.1971
18.7.1975
21.6.1985
28.7.1989

