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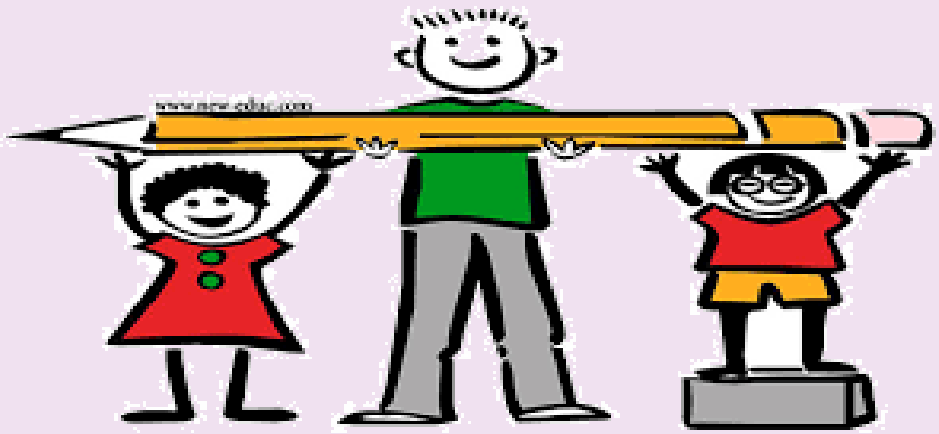
Centre for Educational Measurement and Evaluation

The Syrian Arab Republic

Ministry Of Education

Center for Educational Measurement and Evaluation

Analytic and Evaluation Study Of the Second Opportunity Program In The Syrian Arab Republic 2016/2017



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Analytic and evaluation study of the second education opportunity programme

In the Syrian Arab republic in 2016/2017

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Abstract:

The Center for Educational Measurement and Evaluation conducted an analytical evaluation study for the second opportunity courses for the academic year 2016/2017 in order to know the views of each of students, teachers, parents, directors and psychosocial counselors in the second chance centers in the targeted governorates to identify the most important problems and challenges facing these courses, and offer suggestions to improve it.

Accordingly, a team of the Center built special tools for obtaining and directing data and information. The tools consisted of three questionnaires and interview cards directed to students, teachers, parents and psychosocial counselors. The second opportunity tools were applied in ten governorates (Damascus, Rural Damascus, Quneitra, Dar`aa, As Sweida, Homs, Hama, Aleppo, Lattakia and Tartous). The data and results were collected, analyzed and extracted.

The most important results of the study were that the curriculum of second opportunity programme was good in general according to each of teachers, psychosocial counselors, students and parents, but there were issues that need more attention as teachers and psychosocial counselors training on how to deal with students. To announce about the Second opportunity programme at specific time. There was a lack of some things related to this program in some governorates suffering from the crisis and the current situation, which call to increase attention and work to fill existing gaps. There were also differences in gender in relation to the curriculum of second opportunity programme. The acceptance of the second opportunity courses, including the curricula, methods of teaching and teaching aids, etc., were good for males, while they were medium for females. As for the grade variable, the second opportunity programme was well accepted by students in all grades except first grade. The approval degree of teachers, learners and parents on the themes of the questionnaire according to all variables is between medium and strong, indicating that the second opportunity programme are generally good.

As for the challenges resulting from interviews with the principals, teachers, students and psychosocial counselors, were as follows:

1- Shortage of educational tools.
2- Lack of good timing distribution of the curriculum, or a study plan.
3- Lack of interest in hygiene, especially in health facilities.
4- Lack of clean water.
5- Difficulty of transportation to the second chance centers, especially in the countryside.
6- Lack of teachers` knowledge about the salaries.
7- Shortage of numbers of teachers and administrators.
8- The large numbers of pupils per class.
9- The lack of an appropriate mechanism to control the undisciplined pupils.
10- Absence of recreational activities.

Recommendations of the study:

- Enabling learners to enroll in the second opportunity programmes regardless of the number of subjects they failed.
- Provide curricula guidebooks/manuals for teachers and psychosocial counselors.
- Increase the number of psychosocial counselors and conduct training courses for them on methods of dealing with learners in second opportunity programme.
- Increasing the number of centers and the number of classes in each center.
- Increasing the duration of second opportunity programme.
- Reducing teachers' working hours.
- Provide and increase financial support for the environment of the second opportunity programme centers.
- Conducting a predictive study to follow learners in the second opportunity courses.
- Conduct an analytical study of the curricula approved in the second opportunity courses and its effectiveness and suitability for learners.
- Conducting professional training courses for teachers on the teaching methods of second opportunity materials.

Introduction:

On the basis of MOE great interest of pupils to continue their education in order to achieve and support compulsory and free education in the Syrian Arab Republic, and to protect the rights and opportunities of students to pursue their education despite of the current circumstances and the country's severe crisis which caused a large educational loss due to the subversive and criminal acts against the Syrian people in general and the educated in particular. The Ministry of Education worked in cooperation with UNESCO to find suitable solutions that allow students who are dropped out of school to continue their learning. The second opportunity courses that started in 2015/2016 were one of the proposed solutions for students who didn`t succeed in two or more subjects. The programme was continuing this year in summer vacation to give students the opportunity to sustain and continue their learning.

Since each work needs to be evaluated for further improvement and development, so it was necessary to conduct an evaluation study for the second chance programme to define and enhance strong points, also identify weak points and manipulate them within available resources and try to improve the level of this programme in order to achieve greater benefit and better results for students.

Accordingly, the center for educational measurement and evaluation under the supervision of the Unesco National Commission in Damascus and in cooperation with the UNESCO office in Beirut have conducted an evaluation study for the second opportunity programme for the completion students in the basic education stage in 2016/2017 academic year in these governorates: (Damascus, Rural Damascus, Quneitra, Dar`aa, As Sweida, Homs, Hama, Aleppo, Lattakia and Tartous). In order to determine the usefulness of these courses and the extent to which they benefit from them, identifying the advantages and disadvantages they faced, and presenting proposals that contribute to the emphasis on the application of this experience and work on improving it.

The center built special tools /instruments/ for collecting information and data in order to apply a survey on the staff of the programme as principals, teachers, psychosocial counselors, students and parents to provide feedback on the usefulness of the programme and its weak and strong points faced by staff involved in the implementation of these courses in all its aspects.

The center also implemented tools of the study, conducted statistical processing and extracted the results.

The total applied sample was (6546) students distributed to (3866) students, (224) teacher and (2456) parents.

Chapter one

Definition of the study

Introduction: ……

First: Problem of the study: ……

Second: Importance of the study: ……

Third: Goals of the study: ……

Fourth: Questions and hypotheses related to questionnaires. …….

Fifth: Questions of the study related to the interviews. ……

Introduction:

In the context of the Ministry of Education's efforts in the Syrian Arab Republic to find suitable solutions that allow students who dropped out of schools to pursue their (learning) studies, the second opportunity programme were one of the proposed solutions to assist them. Center for Educational measurement and Evaluation had conducted an analytical and evaluation study for the second opportunity programme for basic education students to find out the reality of these courses and to know its usefulness through identifying the challenges facing the implementation of the second chance programme and give resolutions which improve and develop it in order to continue applying it in the next years. This chapter contains the problem of the study, goals, questions and hypotheses needing to answer.

First: problem of the study:

The educational programs or processes need to determine the resulting outputs by measuring and evaluating it. Considering the second chance courses are one of the programs provided by the Ministry of Education to help students overcome some failures and save time and effort, and due to the lack of sufficient information in the educational process on these courses and their effectiveness and ability to achieve what is required. Since the center for educational measurement and evaluation is primarily concerned with the evaluation of the educational process, it has conducted a study to determine the effectiveness of these courses and on the extent to which they achieve the desired goals. The following questions represent the problem of the study:

- What is the reality of the second opportunity programme?
- How will it meet pupils' needs?
- What are the challenges and the important recommendations of improvement?

Second: Importance of the study:

The importance of the study is reflected in the following aspects

1- The importance of the second opportunity courses as a very important opportunity for students to help them overcome the failure during the previous years of study.
2- The importance of the evaluation results of the second opportunity programme of identifying the advantages and disadvantages of these courses, which helps in strengthen these advantages and encounter and overcome the challenges.
3- The importance of the recommendations submitted by the center principals and how to strengthen and develop them.
4- The importance of providing information about these courses to the principals in the educational process to use them in future planning and help in reducing the financial and technical burdens as much as possible.
5- Provide tools with good psychometric characteristics to measure the opinions of the staff working in these courses next years.

6- Utilizing the results of the study to build training programs for teachers and psychosocial counselors about how to teach and evaluate students during the second opportunity programmes.

Third: Study goals

The study aimed to:

1 - To know the opinions of students, teachers, parents, principals and psychosocial counselors of the second chance centers in the targeted governorates about the study to improve the reality of these courses.

2 - To identify the most important problems and challenges facing the second opportunity programme.

3 - To identify the differences between the scores average of students, teachers parents about the questionnaire and its axes with the default average according to the studied variables.

4 - To identify the differences between the scores average of students, teachers and parents about the questionnaire according to the studied variables.

5 - To put some recommendations in the light of the study results.

Fourth: Questions and hypotheses related to questionnaires:

First: Questions:

- **First question**: what is the reality of the second opportunity programmes according to students points of view about the questionnaire made to them according to (governorate, class, gender) variables?
- **Second question**: What is the reality of the second opportunity programmes according to teachers` points of view on the questionnaire according to the following variables (governorate, Academic qualification, specialization, gender, and years of experience)?
- **Third question**: What is the reality of the second opportunity programmes in the point of view of parents about the questionnaire according to the governorate variable?

Second: Hypotheses:

A- Hypotheses related to students questionnaire:

- There are no statistical significance differences between the virtual averages and the average of the students' scores of the total questionnaire items and its axes according to the following variables: (governorate, grade, gender).
- - There were no statistical significance differences between the students` scores average in the study sample on the items of questionnaire prepared

for them and its different axes, according to the following variables: (governorate, grade, gender).

B- Hypotheses related to questionnaire of teachers:

- There were no statistical significance differences between virtual averages and teachers scores averages about the questionnaire according to these variables: (governorate, academic qualification, specialization, gender and years of experience).
- There were no differences of statistical significance between teachers scores average (sample of the study) on the questionnaire items according to these variables: (governorate, Academic qualification, specialization, gender, years of experience).

C- Hypotheses related to parents questionnaire:

- There were no statistical significance differences between virtual averages and parents scores averages about the questionnaire according to governorate variable**.**
- There were no differences of statistical significance among parents` scores averages on the questionnaire different items according to governorate variable.

Fifth: study questions related to the interviews:

- What are the percentages of the answers of (students, teachers, principals, psychosocial counselors) samples of the study about each question of the interviews?

Chapter Two:

Procedures and psychometric study

Introduction

First: Community and Sample of the study ……..

Second: Methodology ……

Third: Instruments …….....

Fourth: Procedures of the study……

Fifth: Limits of the study……...

Sixth: Psychometric characteristics of the study tools.

Procedures and psychometric study

Introduction: This chapter deals with the study procedures of implementation on the field, including community and sample of the study, the tools and the definition of the study. Where the approval levels for the three questionnaires were determined, in addition to the temporal and spatial limits of the study, and conduct a psychometric study to verify the validity of instruments for use.

First: Community and sample of the study:

1- **Community of the study**: The original community of the study consists of students, teachers, supervisors and principals in the second chance programme in all governorates of the Syrian Arab Republic. The numbers are distributed
2- according to the following table:

No. (1): The distribution of the original community members of the study sample

Number of students	Number of classes	Number of centers	Teaching staff	Counselors	servants	Management staff	monitoring	governorate	number
1016	28	6	37	6	6	10	7	**As Sweida**	**1**
2782	82	17	105	16	19	26	10	**Quneitra**	**2**
1021	27	6	31	6	6	10	7	**lattakia**	**3**
720	22	6	29	6	6	8	9	**Tartus**	**4**
509	16	5	21	4	5	6	19	**Hassakeh**	**5**
3085	97	23	115	21	23	27	8	**Aleppo**	**6**
2038	65	13	90	12	13	20	10	**Hama**	**7**
4878	150	11	173	3	11	20	5	**Idlib**	**8**
2130	72	14	92	14	14	21	10	**Daraa**	**9**
3336	105	22	133	20	22	34	16	**Homs**	**10**
2426	72	14	87	15	15	28	12	**Damascus**	**11**
4752	141	18	180	17	18	32	17	**Rural Damascus**	**12**
28693	877	155	1093	140	158	242	130	**Total**	

2 - Sample of the study: The study was applied to a random sample of the centers of the second education opportunity project in the targeted governorates and the sample numbers were as follows:

Table (2) distribution of sample members

Administrators	Psychosocial counselors	Number of teachers	Number of students	Number of centers	governorate
6	4	24	309	4	Damascus
8	4	25	383	4	Rif Dimashq
5	4	13	348	4	Quneitra
6	4	25	584	4	Daraa
8	5	20	404	5	As Sweida
6	6	27	261	6	Homs
6	4	28	331	4	Hama
5	4	14	365	4	Tartous
6	3	15	371	3	Lattakia
10	5	33	510	5	Aleppo
66	43	226	3866	43	Total

The targeted sample of parents included (2456) in all governorates

Second: Methodology

The descriptive analytical approach was utilized in this study because of its adequacy to the nature of the current study. This approach is studying the phenomenon as it exists in reality, describing it precisely and expressed in qualitative and quantitative terms. The qualitative expression describes the phenomenon and shows its characteristics, while the quantitative expression gives a numerical description of the magnitude or size of the phenomenon and its degrees of correlation with other phenomena.

Third: Instruments

This research depended on two kinds of tools (questionnaire and interview):

1- **Questionnaire**: Three questionnaires were used to capture information of students, teachers and parents.

- **Teacher and student questionnaires:** covered these axes:
  - School textbook, represented in these items (1-2-3-4-5-6-7)
  - Teaching methods, represented in items (8-9-10-11-12-13-14)
  - Material environment represented in items (15-16-17-18-19)
  - Psychological and social environment, items (20-21-22-23-24)
  - The assessment, represented in items (25-26-27-28). See Annexes (1,2)

- **Parents` questionnaire**: covered these axes**:**
  - Planning and community, represented in items (1 - 2 - 3 - 4 - 5 - 6)
  - Material environment: represented in items (7-8 - 9 - 10 - 11)
  - Psychological and social environment: represented in items (12 - 13 - 14 - 15 - 16 - 17)
  - Publicity: represented in items (18-19, 20-21). (see Annex 3)

2- Interviews:

- **Interviews of students** represented the following axes:
  - Comprehension and understanding.
  - The curriculum.
  - Timing and duration.
  - Problems and suggestions. See Annex (4)

- **Interview of teacher**: represented the following axes:
  - Teaching methods.
  - The Curriculum.
  - Qualification.
  - Problems and proposals. See Annex (5)
- **Psychosocial counselors`** interview: represented the following points:
  - Activities and psychological support.
  - Problems and suggestions. See Annex (6)
- **Headmaster Interview**: represented the following points:
  - Number of pupils.
  - Stationery and books.
  - The commitment to the course.
  - Problems and proposals. See Annex (7)

Fourth: procedures:

1- A work meeting was held between the Director of the Center for Educational Measurement and Evaluation and Ms. *Yayoi* Segi-Vltchek, Senior Programme specialist for education at *UNESCO* and Mr. Charles Obiero, Education Specialist at UNESCO Regional Bureau and the Secretary of the National Committee for UNESCO in Damascus, to discuss the possibility of conducting a research about the second opportunity programme.
2- A work meeting was held by the Director of the (CEME) with the staff of the Center in the presence of Dr. Yamen Mustafa, Program Coordinator at UNESCO, to put the outline of the research.
3- All necessary approvals were obtained for the research in addition to Statistics and the distribution of the centers were also obtained from the directorates of planning, basic education and central administration.
4- Building the study tools, (questionnaires and interviews).
5- Testing and verifying the study tools and its psychometric characteristics.
6- Implementing of study instruments on the study samples in all targeted governorates.
7- Results dumping on the SPSS statistical packages.
8- Conducting the statistical study and deducting conclusions, analyzing and interpreting it.

The statistical study included calculation of the value of each level of questionnaire directed to students and teachers, for the total questionnaire and each of its sub-axes, the following tables show this:

Table (3): Approval levels of the items of teachers and students questionnaire

Value	Fields of each level	Levels
Very weak	50.4 - 28	**First level**
Weak	72.8 - 50.5	**Second level**
Medium	95.2 - 72.9	**Third level**
Good	117.6 - 95.3	**Fourth level**
Strong	140 -117.7	**Fifth level**

Table (4): Approval levels of (textbook and teaching methods) of students and teachers` questionnaire

Value	Fields of each level	Levels
Very weak	12.6 - 7	**First level**
Weak	18.2 - 12.7	**Second level**
Medium	23.8 - 18.3	**Third level**
Good	29.4 - 23.9	**Fourth level**
Strong	35 – 29.5	**Fifth level**

Table (5): approval levels of (material and psychosocial environments) items of students and teachers questionnaire

Value	Fields of each level	Levels
Very weak	9 – 5	**First level**
Weak	13 – 10	**Second level**
Medium	17 - 14	**Third level**
Good	21 - 18	**Fourth level**
Strong	25 - 22	**Fifth level**

Table (6): the approval levels of the (evaluation) items of students and teachers questionnaire

Value	Fields of each level	Levels
Very weak	7.2 - 4	**First level**
Weak	10.4 - 7.3	**Second level**
Medium	13.6 - 10.5	**Third level**
Good	16.8 - 13.7	**Fourth level**
Strong	20 - 16.9	**Fifth level**

9. The specific fields for each level of parental-directed questionnaire were calculated to interpret the scores, for the total questionnaire and each of its four sub-axes, the following tables show this:

Table (7): Approval levels of parents' questionnaires

Value	Fields of each level	Levels
Very weak	37.8 - 21	**First level**
Weak	54.6 - 37.9	**Second level**
Medium	71.4 - 54.7	**Third level**
Good	88.2 - 71.5	**Fourth level**
Strong	105 - 88.3	**Fifth level**

Table (8): Approval levels of the two axes (planning, community, and the psychosocial environment) of parents' questionnaire

Value	Fields of each level	Levels
Very weak	10.8 - 6	**First level**
Weak	15.6 - 10.9	**Second level**
Medium	20.4 - 15.7	**Third level**
Good	25.2 - 20.5	**Fourth level**
Strong	30 - 25.3	**Fifth level**

Table (9): Approval levels of the (material environment) items of parents' questionnaire

Value	Fields of each level	Levels
Very weak	9 - 5	**First level**
Weak	13 - 9.1	**Second level**
Medium	17 - 13.1	**Third level**
Good	21 - 17.1	**Fourth level**
Strong	25 - 21.1	**Fifth level**

Table (10): Approval levels of the (publicity) items of parents` questionnaire

Value	Fields of each level	Levels
Very weak	7.2 - 4	**First level**
Weak	10.4 - 7.3	**Second level**
Medium	13.6 - 10.5	**Third level**
Good	16.8 - 13.7	**Fourth level**
Strong	20 - 16.9	**Fifth level**

Fifth: Limits of the study:

- **The temporal limits**: The present study was implemented in summer vacation in the academic year 2016/2017.
- **The spatial limits**: It includes the following governorates: Damascus, Rural damascus, Quneitra, Daraa, As Sweida, Homs, Hama, Lattakia, Tartous, Aleppo.

Sixth: Verification of the psychometric characteristics of the study instruments:

The psychometric characteristics of the three questionnaires were examined in order to verify their validity, stability and usability. The results were as follows:

1- The verification of validity: The following methods were used:

Content Validation: The questionnaires were presented to a group of specializers from the University of Damascus / Faculty of Education and the Ministry of Education to ascertain the relevance of the questionnaires items to the purpose which they were established for, their clarity and accuracy and to add any other amendments and proposals to achieve the validity of the content.

Structural Validation: The structural integrity of the instruments was verified by using the method of interconnection by calculating Pearson correlation coefficients. The results were as follows:

- **Questionnaire of pupils:**

The correlation coefficients of the questionnaire items ranged from (0.30) to (0.82), acceptable and good, and the correlation coefficients among the sub-question axes and between these axes with the whole questionnaire were as follows:

Table (11): The correlation coefficients among students` questionnaires axes with the total questionnaire

Assessment	Psychosocial environment	Material environment	Teaching methods	School textbook	
**0.83	**0.73	**0.75	**0.78	**0.69	**questionnaire**
**0.42	**0.30	**0.29	**0.38		**School textbook**
**0.49	**0.35	**0.368			**Teaching methods**
**0.65	**0.37				**Material environment**
**0.63					**Psychosocial environment**

The table shows that the correlation coefficients of the student's questionnaires with the total questionnaire were all at the significance level of (0.01), it was high coefficients values ranged from (0.69 to 0.83).

The correlation coefficients of all axes were also significant at the level (0.01), and ranged between (0.29 - 0.68), which was acceptable and good. This indicates to the accuracy of the questionnaire.

- **Teacher's questionnaire:**

The correlation coefficients between the items of the questionnaire with the total score ranged between (0.28 and 0.88), which was acceptable and good coefficients. The correlation coefficients between the sub-question axes and between each of these axes with the total questionnaire were as follows:

Table (12): The correlation coefficients among teachers' questionnaire axes and with the total questionnaire

Assessment	Psychosocial environment	Material environment	Teaching methods	School textbook	
**0.63	**0.72	**0.66	**0.59	**0.61	**questionnaire**
**0.39	**0.45	**0.38	**0.63		**School book**
**0.62	**0.27	0.21			**Teaching methods**
**0.43	**0.65				**Material environment**
**0.46					**Psychosocial environment**

The table shows that the correlation coefficients of the teachers` questionnaires with the total questionnaire were all at the significance level (0.01), which was good ranged between (0.59) to (0.72).

The correlation coefficients between each axis were also significant at the level of (0.01), except for the correlation coefficient between (teaching methods) and (material environment) where the coefficient was not statistically significant. The values of these coefficients ranged between 0.21 and 0 .65 ranged from acceptable and good, indicating to the validity of the questionnaire.

- **Parent questionnaire:**

The correlation coefficients between the items of the questionnaire with the total score were about (0.34) and (0.78), which ranged between acceptable and good. The correlation coefficients among the sub-question axes and between each of these axes with the total questionnaire were as follows:

Table (13): correlation coefficients among parents' questionnaire axes with the total questionnaire

publicity	Physical environment	Material environment	planning and community	
**0.72	**0.68	**0.66	**0.564	**questionnaire**
**0.76	**0.96	**0.32		**planning and community**
**0.36	**0.41			**material environment**
**0.52				**Psychosocial environment**

The table shows that the correlation coefficients of the parents' questionnaires with the total questionnaire were all function at the significance level (0.01), which was generally good ranging from (0.56) to (0.72).

The correlation coefficients among axes were also significant at the level (0.01), and ranged between (0.32) and (0.96), which ranged from acceptable to high, giving a good indication of the accuracy of the questionnaire.

- **Verification of the study stability**:

The stability of the study tools was verified by using the (*Cronbach's alpha)* and Split-Half approaches for each of the three questionnaires, while the stability of the instruments was not verified by the test-retest method because of the difficulty of reapplying on the same sample after a period of time. The following table illustrates these coefficients:

Table (14) Cronbach`s Alpha and half- split coefficients

Half-split coefficient	Cronbach`s Alpha coefficient	Sample members	questionnaires
0.698	0.787	100	**student**
0.656	0.76	50	**teacher**
0.554	0.665	100	**parent**

As shown in the previous table, the stability coefficients of the Cronbach`s alpha for the three samples were generally good, ranging between (0.787) and (0.665). The values of the half-split coefficients of the three questionnaires ranged between (0.698) and (0.554) Good and acceptable, which refers to the stability of the study tools.

Chapter three

Results of the study and its interpretation

Introduction……

First: Answering the questions related to the questionnaire

Second: Testing the hypotheses of the questionnaires ……..

Third: Answering study questions related to the interviews

Fourth: Recommendations …….

Fifth: Annexes …….

Chapter Three: Results of the study and its Interpretation

Introduction:

This chapter deals with the answers of the study questions and verifies the hypotheses, in order to achieve, interpret and analyze the results and put suggestions.

First: Answering questions of the study related to the questionnaires:

The answering of the first question: What is the reality of the second chance courses through the view of students the study sample on the items of the questionnaire prepared for them and its different axes according to the following variables: (governorate, grade, gender)?

In order to answer the first question, the scores average of the students' answers were calculated on the items of the total questionnaire and their sub-axes, and compared with the specific fields for each of the five levels of the questionnaire to explain the scores for the total questionnaire, each of its sub-axes and tables (3), (4), (5) and (6) in the chapter of the procedures clarifies and interprets these fields. The following table shows the scores average of students' answers and its interpretation:

Table (15): scores average of students' answers on the questionnaire items and its sub-axes

Fifth axis		Fourth axis		Third axis		Second axis		First axis		questionnaire	
rank	Average	rank	average	rank	average	rank	Average	rank	average	rank	average
good	15.51	good	18.39	good	17.85	good	26.38	good	25.09	good	103.2

The table shows that the students` answers average on the items of the total questionnaire and its sub-points was good. This indicates a good degree of approval by the students on the questionnaire on the second chance curriculum.

Table (16): Scores average of students' answers on the items of the total questionnaire and its sub - axes according to the governorate variable.

Tartous	Lattakia	Aleppo	Hama	Homs	As sweida		Daraa	Quneitra	Rural damascus	Damascus	Governorate
109.31	109.60	93.71	104.45	103.45	99.10	105.23	110.01	98.78	102.06	average	Questionnaire
Good	Good	Good	good	good	good	good	good	good	Good	rank	
26.19	26.47	23.51	25.34	25.34	25.06	23.73	26.19	25.67	24.94	average	First axis
Good	Good	medium	good	good	good	medium	good	good	Good	rank	
27.15	28.48	25.35	25.71	25.52	24.03	27.88	29.19	24.38	25.55	average	Second axis
Good	Good	Good	good	good	good	good	good	good	Good	rank	
19.47	18.50	15.10	18.39	18.87	17.86	18.72	18.27	16.34	17.97	average	Third axis
Good	Good	medium	good	good	good	good	good	medium	Good	rank	
19.58	18.91	16.25	19.13	19.01	18.51	18.61	18.64	17.77	18.49	average	Fourth axis
Good	Good	medium	good	good	good	good	good	good	Good	rank	
16.91	17.22	13.48	15.87	14.70	13.62	16.28	17.71	14.59	15.09	average	Fifth axis
Strong	Strong	medium	good	good	good	good	strong	good	Good	rank	

The figure shows that the scores average of the students 'answers to the total questionnaire items were good in all governorates. It is also shows that the average scores of the students' answers of the first axis were at good level except in Daraa and Aleppo it was medium that indicates to some difficulties related to the lack of books.

The student` answers average about the second level were good in all governorates. While, scores averages of third and fourth levels was good in all governorates but it was medium in Aleppo and rural Damascus which indicates to some problems related to the material and psychosocial environments. According to the fifth level the average was strong in Quneitra, Lattakia and Tartous, medium in Aleppo and good in the rest of the governorates.

Indicating that, the curricula of the second opportunity courses according to the governorate variable have been well accepted by students, including school textbooks, information and the adequacy of duration to the curriculum distribution.

The material environment was adequate and well equipped, except for the governorates of Rural Damascus and Aleppo. The material environment was equipped with medium limits. This may be due to the bad current situation in some areas and the inability to supply all equipment on time. As for the social and psychological environment, it was at a good level in the governorates of the study sample, except for Aleppo governorate. The guidance was at the medium level during the second chance sessions. This may be due to the current situation of the crisis and the low number of psychosocial counselors. The second opportunity was implemented in a strong level in

the provinces of Quneitra, Lattakia, Tartous, while it was medium in the province of Aleppo because of the current situation, and was good in other governorates.

The following table illustrates the results according to the grade variable:

Table (17): scores average of students on the items of the total questionnaire and its sub - axes according to the grade variable

Grade 8	Grade 7	Grade 6	Grade 5	Grade 4	Grade 3	Grade 2	Grade 1	Grade	
102.65	104.01	105.18	104.85	104.22	106.68	104.23	98.75	**average**	**questionnaire**
Good	Good	good	good	good	good	good	Good	**rank**	
25.37	25.3	25	24.37	23.96	24.59	24.59	23.12	**average**	**First axis**
Good	Good	good	good	good	good	good	Medium	**rank**	
25.78	26.61	27.66	26.90	27.25	27.56	27.44	27.15	**average**	**Second axis**
Good	Good	good	good	good	good	good	Good	**rank**	
17.78	17.99	18.53	18.57	18.31	18.98	17.70	16.39	**average**	**Third axis**
Good	Good	good	good	good	good	good	Medium	**rank**	
18.49	18.41	17.9	18.76	18.73	19.21	18.44	17.20	**average**	**Fourth axis**
Good	Good	good	good	good	good	good	Good	**rank**	
15.24	15.71	18.09	16.23	15.96	16.32	16.04	14.88	**average**	**Fifth axis**
Good	Good	strong	good	good	good	good	Good	**rank**	

The table illustrates that the score average of the students` answers on the items of the total questionnaire was good according to the grade variable. The score average of students' answers on the first axis was generally good with the exception of the first grade, which was medium, and students` answers average of the second, fourth and fifth axes were good.

While the scores average of students' answers of the third axis were good, except for the first grade sample, which was medium. This indicates that there are certain difficulties for the first grade students with regard to the textbooks of the second chance courses. It also indicates difficulties in the Material environment.

According to the grade variable, the curricula of the second opportunity courses were well accepted by the students in all classes. This may be due to students understanding to the educational process and to the similarity between the material and psychosocial environments of the second chance centers with the schools in which they studied during the academic year, with the exception of students in the first grade, which was medium in relation to the difficulty of understanding the

textbook and the context. This may be due to the age of these students and to the lack of acquisition of the necessary knowledge base, and the physical environment for the first grade students in the medium level because of the new situation of emergency they face.

The next table illustrates the results of student`s scores averages according to gender variable:

Table (18): scores average of students' answers on the items of the total questionnaire and its sub - axes according to gender.

female	male	Gender	
94.50	103.36	approval Average	**Questionnaire**
medium	good	value	
21	24.88	approval Average	**First axis**
medium	good	value	
27.50	26.44	approval Average	**Second axis**
good	good	value	
13.50	18.13	approval Average	**Third axis**
medium	good	value	
15	18.36	approval Average	**Fourth axis**
medium	good	value	
17.5	15.53	approval Average	**Fifth axis**
strong	good	value	

This table illustrates that the scores average of students' answers to the total questionnaire items in the first, third, and fourth axes were good for males and medium for females, while the average scores of the students on the second axis were good for both genders. The score average of students' answers to the fifth axis was good for males and medium for females, which indicates that there are certain difficulties for females related to the books assigned to them in the second chance programme, also indicates difficulties in the material, psychosocial environment.

According to the gender variable, the curricula of the second chance was good for males, of what it contain of school textbooks, methods of teaching and material, psychosocial environments, while it is medium for females.

Answering the second question: What is the reality of the second opportunity courses through the point of view of teachers on the items of questionnaire prepared for them and its different axes according to the following variables: (Governorate, scientific qualification, specialization, gender, years of experience).

To answer the second question, the average scores of the teachers' approval were calculated on the items of the total questionnaire and its sub-sections and compare them with the specific fields for each level of the questionnaire five levels in order to interpret of grades, for the total questionnaire, and its sub-axes. Tables (3), (4), (5) and (6) in the chapter of the procedures explain these fields and their

interpretation. The following table shows the average of teachers' answers and their interpretation:

Table number (19): Scores average of teachers' answers to the sample of the study on the items addressed to them and their sub-axes

Fifth axis		Fourth axis		Third axis		Second axis		First axis		questionnaire	
value	average	value	average	value	average	value	Average	**Value**	**average**	**Valu e**	**average**
strong	17.86	good	20.58	good	20.04	good	27.51	medium	23.07	Good	**109.07**

The table shows that the average score of teachers' answers of total questionnaire items and its sub-axes was generally good, with the exception of the first axis it was medium; indicating to good satisfaction by teachers about second opportunity curriculum with the different axes except the first axis related to the textbook.

The teachers` scores average on the questionnaire and its axes was calculated according to the governorate variable. The following table shows the results:

Table (20): average of teachers' answers on the items of the total questionnaire and its sub - axes according to governorate.

Tartous	Lattakia	Aleppo	Hama	Homs	AsSweida	Daraa	Quneitra	Rural damascus	Damascus	governorate	
115.71	107.2	110.5	109.54	108.22	109.1	109.88	108.1	105.81	**107.92**	**average**	**questionnaire**
good	Good	Good	good	good	good	good	good	Good	**good**	**value**	
24.5	22.93	23	23.68	22.19	22.85	21.88	25.54	23.35	**22.5**	**average**	**First axis**
good	Medium	Medium	medium	medium	medium	medium	good	Medium	**medium**	**value**	
29.57	29.53	28.15	26.54	27.56	27.35	30.04	21.69	26.96	**26.5**	**average**	**Second axis**
strong	Strong	Good	good	good	good	strong	medium	Good	**good**	**value**	
21.28	18.8	20	20.71	20.41	20.6	20.44	21.77	16.96	**20.5**	**average**	**Third axis**
strong	Good	Good	good	good	good	good	good	Medium	**good**	**value**	
21.86	18.4	21.29	21.11	20.74	20.1	18.88	20.54	21	**21.17**	**average**	**Fourth axis**
strong	Good	Strong	strong	good	good	good	good	Good	**strong**	**value**	
18.5	17.53	18.06	17.5	17.33	18.2	18.64	18.62	17.54	**17.25**	**average**	**Fifth axis**
strong	Strong	Strong	strong	strong	strong	strong	strong	Strong	**strong**	**value**	

The table shows that the teachers' scores average about the questionnaire items were good in all governorates. It was also found that the scores average of teachers' answers on the first axis subjects was at medium level, except for Quneitra and Tartous, was good indicating that teachers of these two governorates didn`t have any problems in relation to the books of the second opportunity curriculum. The average score of teachers' answers to the subjects of the second axis was good, except for the governorate of Quneitra, was medium, indicating that teachers need professional training in teaching methods. The answers average on the items of the third axis were good, except for Rural Damascus was medium. This indicates that teachers faced some

problems related to the material environment, while the scores average for the fourth and fifth fields ranged between good and strong in all governorates.

The next table shows the results according to the specialization variable:

Table (21): Scores average of teachers' answers on the items of the total questionnaire and its sub - axes according to specialization variable.

All subjects	science	Math	English	Arabic	Specialization	
109.06	110.17	105.77	108.91	110.8	**average**	**Questionnaire**
Good	good	good	good	good	**value**	
22.78	23.61	22.13	22.82	23.88	**average**	**School book**
Medium	medium	medium	medium	good	**value**	
28.27	27.26	26.75	27.37	27.41	**average**	**Teaching method**
Good	good	good	good	good	**value**	
20.24	20.17	19.27	20.34	20.12	**average**	**Materials**
Good	good	good	good	good	**value**	
19.86	20.91	20.62	20.97	20.94	**average**	**Psychosocial**
Good	good	good	good	good	**value**	
17.92	18.22	17	17.4	18.45	**average**	**Assessment**
Medium	medium	medium	medium	strong	**value**	

The table shows that the average of teachers 'answers to the total questionnaire items was good. The average of the teachers' answers to the first axis was generally medium, with the exception of Arabic language teachers which was good. This indicates a certain difficulty for teachers of other majors according to second chance books. The average of teachers 'answers to the subjects of the second, third and fourth axes was good and it was strong according to the fifth axis.

According to the qualification variable the next table shows the results:

Table (22): scores average of teachers' answers on the items of the total questionnaire and its sub - axes according to the scientific qualification.

Teachers training institute	Teacher certificate		Education diploma	Bachelor degree	Qualification
109.18	106.41	**113**	108.8	**average**	**Questionnaire**
Good	good	good	good	**value**	
22.87	22.41	23.68	23.26	**average**	**First axis**
medium	medium	medium	medium	**value**	
27.46	26.84	28.75	27.48	**average**	**Second axis**
Good	good	good	good	**value**	
20.23	19.41	21.18	19.83	**average**	**Third axis**
Good	good	good	good	**value**	
20.73	19.87	20.86	20.58	**average**	**Fourth axis**
Good	good	good	good	**value**	
17.88	17.88	18.53	17.65	**average**	**Fifth axis**
Strong	strong	strong	strong	**value**	

The table shows that the averages of teachers` answers about the items of the total questionnaire and its different subjects were good for the different academic qualifications with the exception of the average of teachers' answers on the first axis items, which was medium, indicating to some problems in relation to the text books assigned to the second chance courses.

The next table shows the averages according to the years of experience:

Table (23): Average of teachers' answers about the items of the total questionnaire and its sub - axes according to experience.

More than 15	11-15	6-10	1-5	Years of experience	
107.89	109.84	111.91	107.5	Average	**questionnaire**
Good	good	good	good	Value	
22.92	23.37	23.83	21.33	Average	**First axis**
Medium	medium	good	medium	Value	
27.19	27.49	27.57	29.55	Average	**Second axis**
Good	good	good	strong	Value	
19.97	20.19	20.45	19.11	Average	**Third axis**
Good	good	good	good	Value	
20.11	20.93	21.87	19.5	Average	**Fourth axis**
Good	good	strong	good	Value	
17.7	17.86	18.19	18	Average	**Fifth axis**
Strong	strong	strong	strong	Value	

The table shows that the average of answers to the items of the total questionnaire and its various points were good among teachers according to years of experience, while the average of teachers' response to the subjects of the first axis was medium, but teachers with 6 to 10 years of experience their average was good.

Table (24): scores average of teachers' answers on the items of the total questionnaire and its sub - axes according to gender.

female	male	Gender	
110.04	107.33	Approval average	**questionnaire**
good	good	value	
23.37	22.54	Approval average	**School textbook**
medium	medium	value	
27.66	27.25	Approval average	**Teaching methods**
good	good	value	
20.23	19.72	Approval average	**materials**
good	good	Value	
20.75	20.28	Approval average	**psychosocial**
good	good	value	
18.03	17.54	Approval average	**assessment**
strong	strong	value	

The above table shows that the average answers to the items of the total questionnaire were generally good for male and female teachers. It also shows that the average grade of teachers' response to the subjects of the first axis was medium which refers to some difficulties in relation to books allocated to the second chance courses, while the average score of teachers 'answers to the items of the second, third and fourth axes was generally good for male and female teachers. As for the fifth axis, the average grade of teachers' response was strong.

The answer to the third question: What is the reality of the second chance programme due to parents' view about their questionnaire and its different axes according to the variable of the governorate?

In order to answer this question, the scores averages of parents` answers were calculated and compared with the specific fields for each of the five levels of the questionnaire to explain the scores for the total questionnaire and each of its sub-axes. Tables (7), (8), (9) and (10) in chapter of procedures clarifies and interprets these fields. The following table shows the average of parent` answers and their interpretation:

Table (25): Average scores of parents' answers to the sample of the study on the items addressed to them and their sub-areas

Fourth axis		Third axis		Second axis		First axis		Questionnaire	
Value	average	Value	average	value	average	value	average	value	average
Good	13.16	Good	22.53	good	18.78	good	23.04	good	77.51

The table shows that the score average of parents 'answers to the items of the questionnaire was good. It is also shows that the average of the teachers' answers to the first, second and third axis was generally good. According to publicity it was weak among parents.

Scores averages of parents were calculated according to governorate variable and the following table illustrates the results:

Table number (26): Parents' answers average of the questionnaire and its sub-axes according to governorate.

Tartous	Lattakia	Aleppo	Hama	Homs	AsSweida	Dra`a	Quneitra	Rural Damascus	Damascus	Governorate	
82.15	78.07	76.67	76.25	76.59	76.56	76.47	83.87	72.34	**76.53**	**average**	**questionnaire**
good	Good	Good	Good	good	good	good	good	good	**Good**	**Value**	
23.93	23.24	23.55	22.73	22.44	23.43	23.48	21.99	22.09	**22.76**	**average**	**First axis**
good	Good	Good	Good	good	good	good	good	good	**Good**	**Value**	
20.18	18.27	17.95	19	19.32	19.98	17.90	19.77	16.18	**18.25**	**average**	**Second axis**
good	Good	Good	Good	good	good	good	good	medium	**Good**	**value**	
23.35	22.91	22.37	22.27	22.04	21.77	22.36	23.91	22.58	**22.36**	**average**	**Third axis**
good	Good	Good	Good	good	good	good	good	good	**Good**	**value**	
14.70	13.66	12.80	12.25	12.79	11.38	12.72	18.19	11.48	**13.15**	**average**	**Fourth axis**
good	Good	medium	medium	medium	medium	medium	strong	medium	**medium**	**value**	

This table shows that the average of parents 'answers on the items of the total questionnaire was good in all governorates. It is also shows that the average of parents' answers to the items of the first and third axes was also good.

Parent's answers average to the items of the second axis was at a good level except for Rural Damascus it was medium. Finally, the average score of parents' answers to the fourth axis was good in Lattakia and Tartous governorates while it was strong in Quneitra and medium in the rest of the governorates.

Second: Study hypotheses test according to questionnaires:

1- Testing hypotheses related to questionnaire of students:

- There are no statistically significant differences between the scores average of students with the default averages about the items of the questionnaire prepared for them and its different axes, according to the following variables: (governorate, grade, gender).

- There are no statistically significant differences between the scores average of students about the items of the questionnaire prepared for them and their different axes, according to the following variables: (governorate, grade, gender).

The score average of students' answers was compared to the items of the questionnaire and its different axes with the default average of the questionnaire and each of its different axes according to the variables mentioned above, utilizing the (**one-sample t-test**). The virtual average of the scale is calculated as follows:

The result of multiplying the number of items of the questionnaire (or axis) by the value of the arithmetic average of the questionnaire which is (3)

- The default average for the student's total questionnaire is (28 x 3) = 84
- The default average for the first axis (textbook) is (7 × 3) = 21
- The default average for the subjects of the second axis (teaching methods) is (7 × 3) = 21
- The default average for the third axis (material environment) is (5 × 3) = 15
- The default average for the fourth axis (psychological and social environment) is (5 × 3) = 15
- The default average for the fifth axis (evaluation) is (4 × 3) = 12
- The following tables illustrate the results of these comparisons:

Table (27): comparisons of students` answers average with default average to the total questionnaire and each of its axes by using one-sample t-test

Level of significance	Degrees of freedom	t	Standard deviation	Default average	average	
0.000	3865	89.16	13.41	84	103.23	**questionnaire**
0.000	3865	64.94	3.92	21	25.09	**School book**
0.000	3865	66.81	5.00	21	26.38	**Teaching methods**
0.000	3865	45.64	3.89	15	17.85	**Material environment**
0.000	3865	5.38	3.92	15	18.39	**Psychosocial environment**
0.000	3865	56.98	3.83	12	15.51	**assessment**

- The table shows that the statistical significance of the (T-student test) is less than (0.05), indicating that there are statistically significant differences between the default average value of the total questionnaire with its sub-axes and the average values of students' answers to the total items of the questionnaire and its different axes. These differences are in favor of student sample averages because they are generally higher than the default average, indicating that the sample students agreed on the items of the questionnaire and its sub-topics on the second opportunity curriculum.

Table (28): Results of the differences between students` answers average on the total questionnaire with the default average according to the governorate variable

The default average value for total questionnaire = 84					governorate
Level of significance	Level of freedom	t	Standard deviation	average	
0.000	308	22.03	14.14	102.06	**Damascus**
0.000	382	21.96	13.18	98.78	**Rural damascus**
0.000	347	35.55	13.65	110.02	**Quneitra**
0.000	583	67.38	6.72	105.24	**Daraa**
0.000	403	23.87	12.72	99.10	**As Sweida**
0.000	260	20.92	15.03	103.46	**Homs**
0.000	330	29.13	12.78	104.45	**Hama**
0.000	509	19.62	11.18	93.71	**Aleppo**
0.000	370	38.42	12.84	109.60	**Lattakia**
0.000	364	36.81	13.14	109.31	**Tartous**

The above table illustrates that the statistical significance of the T-student test is less than (0.05) indicating statistically significant differences between the default value of the total questionnaire and the scores average of students' answers to the total questionnaire items in all governorates, and this differences were in favor of students averages because they are generally higher than the default average, indicating the approval of students on the questionnaire items.

A comparison of students` scores average has been conducted according to each axis of the questionnaire with the defaults according to governorate variable. See annex number (8). The results show statistically significant differences.

Table (29): Comparing students` answers average on the total questionnaire with default average according to grade variable. Using (one-sample t-test):

The default value for total questionnaire = 84					grade
significance	Level of freedom	t	Standard deviation	average	
0.000	230	17.80	12.59	98.75	grad 1
0.000	124	21.55	10.49	104.23	grade2
0.000	70	19.07	10.02	106.68	grade3
0.000	75	18.37	9.59	104.22	grade4
0.000	142	20.21	12.33	104.85	grade5
0.000	101	18	11.88	105.18	grade6
0.000	1433	54.82	13.83	104.02	grade7
0.000	1683	56.08	13.64	102.65	grade8

The table shows that the statistical significance of the T-student test is less than (0.05) indicating statistically significant differences between the default value of the total questionnaire and students' answers according to the grade variable.

These differences are in favor of student sample averages because they are generally higher than the defaults, indicating the approval of students on the items of the questionnaire.

In addition, comparisons were made between the answers average of students for each axis of the questionnaire and their defaults. The results showed statistically significant differences between the value of the default averages for all the question axes and the scores average of students' answers on these axes according to the grade variable. Annex (9) shows these results.

Table number (30): Comparing students` answers average on the total questionnaire with default average according to gender. Using (one-sample t-test):

The default average value for total questionnaire = 84					gender
Significance	Level of freedom	t	Standard deviation	Average	
0.000	2081	66.06	13.37	103.36	**male**
0.000	1783	59.87	13.45	103.07	**female**

The above table shows that the statistical significance of the T-student test is less than (0.05) indicating that there are statistically significant differences between the default average value of the total questionnaire and the scores average of students' answers according to gender. These differences are in favor of student sample averages because they are generally higher than the default average, referring to the approval of students on the items of the questionnaire.

Comparisons has been conducted between student`s scores average for each axis of the questionnaire and their defaults, according to gender.

See annex number (10). Results showed statistically significant differences

The second hypothesis: There are no statistically significant differences between the students` scores average of their questionnaire and its different topics according to the following variables: (governorate, grade, gender).

To verify the validity of the second hypothesis, the average and standard deviations of students` scores were calculated on the total questionnaire according to the governorate variable by using the (ANOVA) analysis to verify whether there were statistically significant differences between the average students` scores according to the governorate variable. The two following tables illustrate that:

Table (31) Averages and deviations of students' grades on the total questionnaire according to the governorate variable:

Standard deviation	Average	Number of students	Governorate
14.41	102.06	2254	Damascus
13.17	98.78	5089	Rural Damascus
13.65	110.01	2462	Quneitra
6.71	105.23	2105	Dara`a
12.71	99.10	891	As Sweida
15.02	103.46	3667	Homs
12.77	104.45	1990	Hama
13.14	109.31	711	Tartous
12.83	109.6	932	Lattakia
11.18	93.71	2853	Aleppo

The table shows that the highest average of students` answers about the questionnaire were in Quneitra governorate followed by Lattakia, Tartous, Daraa, Hama, Homs, Damascus, Sweida, Rural damascus and Aleppo. The following chart illustrates these averages:

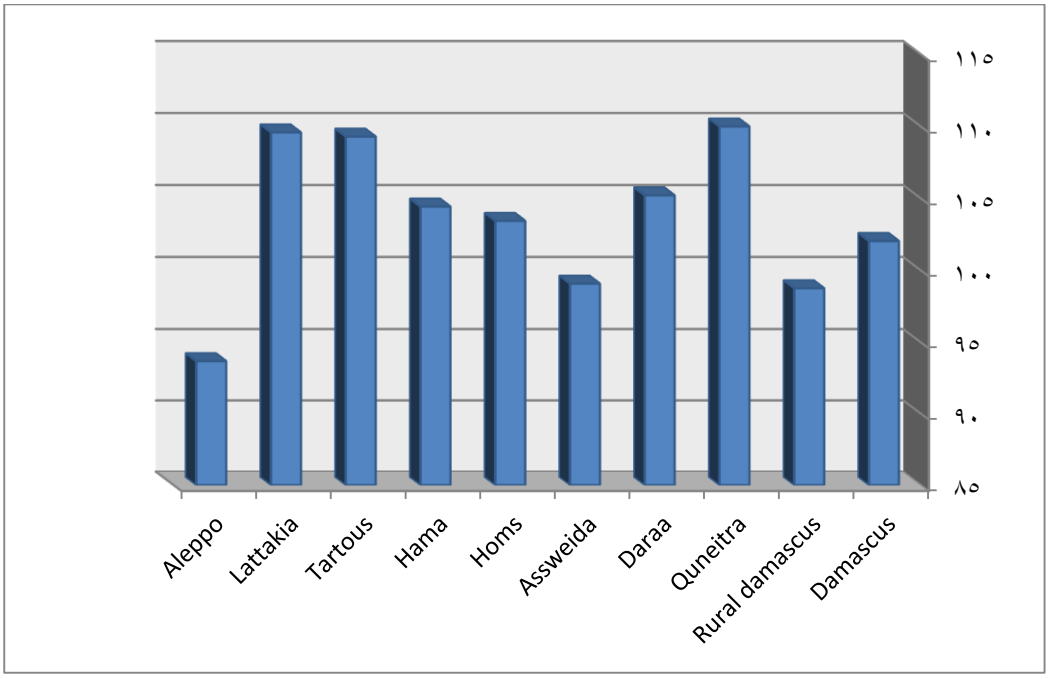

Figure 1: Average of student`s answers on the total questionnaire according to governorate variable.

Table (32) Results of (ANOVA) of the students` scores average on the total questionnaire according to governorate:

significance	F- test	Average of squares	Freedom degrees	Total squares	Source of variance
0.000	79.329	12064.364	9	108579.278	**Among groups**
		152.081	3856	586424.587	**Within groups**
			3865	695003.864	**Total**

The significance of the statistical test F is (0.000), less than (0.05). Therefore, there are statistically significant differences between the students' answers to the total questionnaire according to the variable of the governorate. To find out where these differences are, LSD was used for similar samples, and the following table illustrates these comparisons:

Table (33): The dimensional comparisons of the differences between averages according to the variable of the governorate

Decision	Significance	Average differences	Governorates	
Significant	0.001	3.28	Rural damascus	**Damascus**
Significant	0.000	7.95	Quneitra	
Significant	0.000	3.17	Daraa	
Significant	0.002	2.96	As Sweida	
Insignificant	0.178	1.39	Homs	
Significant	0.014	2.39	Hama	
Significant	0.000	8.35	Alappo	
Significant	0.000	7.54	Lattakia	
Significant	0.000	7.25	Tartous	
Significant	0.000	11.24	Quneitra	**Rural Damascus**
Significant	0.000	6.45	Daraa	
Insignificant	0.715	0.32	As Sweida	
Significant	0.000	4.68	Homs	
Significant	0.000	5.67	Hama	
Significant	0.000	5.07	Aleppo	
Significant	0.000	10.82	Lattakia	
Significant	0.000	10.53	Tartous	
Significant	0.000	4.78	Daraa	**Quneitra**
Significant	0.000	10.92	As Sweida	
Significant	0.000	6.58	Homs	
Significant	0.000	5.56	Hama	
Significant	0.000	16.31	Aleppo	
Significant	0.653	0.416	Lattakia	
Significant	0.446	0.71	Tartous	
Significant	0.000	6.13	As Sweida	**Daraa**
Insignificant	0.053	1.78	Homs	
Insignificant	0.356	0.78	Hama	
Significant	0.000	11.53	Aleppo	
Significant	0.000	4.37	Lattakia	
Insignificant	0.938	4.08	Tartous	
Significant	0.000	4.36	Homs	**As Sweida**
Significant	0.000	5.35	Hama	
Significant	0.000	5.39	Aleppo	
Significant	0.000	10.50	Lattakia	
Significant	0.000	10.21	Tartous	
Insignificant	0.331	0.99	Hama	**Homs**
Significant	0.000	9.74	Alappo	
Significant	0.000	6.14	Lattakia	
Significant	0.000	5.85	Tartous	
Significant	0.000	10.74	Aleppo	**Hama**
Significant	0.000	5.15	lattakia	
Significant	0.000	4.86	Tartous	

Significant	0.000	15.89	Lattakia	**Aleppo**
Significant	0.000	15.60	Tartous	
Insignificant	0.749	0.29	Tartous	**Lattakia**

The results of the following comparisons are as follows:

- There were statistically significant differences between the scores average of students in Damascus governorate and the scores average of students in Rural Damascus, As Sweida and Aleppo governorates; this differences in favor of the governorate of Damascus. There are also statistically significant differences between the scores average of students in Damascus and the grades average of students in Quneitra, Daraa, Hama, Lattakia and Tartous governorates. These differences are in favor of the above mentioned governorates because their average is higher than the average of Damascus.

- There are statistically significant differences between the scores average of students in Rural Damascus and students` scores average in each of the governorates of Quneitra, Daraa, Homs, Hama, Aleppo, Lattakia and Tartous. These differences are in favor of the above mentioned governorates.

- There are statistically significant differences between the grade average of students in Quneitra governorate and the scores average of students in Daraa, Suweida, Homs, Hama and Aleppo. These differences are in favor of Quneitra governorate.

- There are statistically significant differences between the scores average of Daraa students and the grades average of students in AsSweida and Aleppo; these differences in favor of Dara`a governorate. There are also statistically significant differences between the grades average of Daraa students and the grades average of students in Lattakia. These differences are in favor of Lattakia.

- There are statistically significant differences between the score average of students in As Swaida and the grades average of students in Homs, Hama, Lattakia and Tartous; these differences in favor of the above-mentioned provinces because the grades average of students in these provinces is higher than in As Swaida. There are also statistically significant differences between the average scores of students in As Sweida and the grades average of students in Aleppo governorate. These differences are in favor of the governorate of Sweida because the grade average of students is higher than in Aleppo.

- There are statistically significant differences between the scores average of students in Homs governorate and the average scores of students in Lattakia and Tartous. These differences are in favor of Lattakia and Tartous because the average grade of students is higher than in Homs governorate. There are also statistically significant differences between Governorate of Homs and the grades average of students in the province of Aleppo and this is in favor of the of Homs because the grades average of students are higher than in the province of Aleppo.

- There are statistically significant differences between the scores average of students in Hama governorate and the grades average of students in both Lattakia and Tartous governorates. These differences are in favor of Lattakia and Tartous because

the grade average of students is higher than in Hama governorate. There are also statistically significant differences between the score average of students in Hama and the scores average of students in Aleppo. These differences are in favor of Hama.

- There are statistically significant differences between the scores average of students in Aleppo and the grades average of students in Lattakia and Tartous governorates and these differences in favor of Lattakia and Tartous governorates because the grades average of students is higher than in Aleppo.

- The averages and standard deviations of students` scores were calculated according to the grade variable and the (ANOVA) analyzes was conducted to verify whether there were statistically significant differences between the students' average scores according to the grade variable. The following tables illustrate this:

Table (34): Averages and deviations of students' scores on the total questionnaire according to the grade variable

Standard deviation	Average	Students number	Grade
12.59	98.75	231	**Grade1**
10.49	104.23	125	**Grade2**
10.02	106.68	71	**Grade3**
9.59	104.22	76	**Grade4**
12.33	104.85	143	**Grade5**
11.88	105.18	102	**Grade6**
13.83	104.02	1434	**Grade7**
13.64	102.65	1684	**Grade8**

The table shows that the highest scores average of students` answers of the questionnaire was in the third grade followed by sixth, fifth, second, fourth, seventh, eighth and finally first grades. The following chart illustrates these averages:

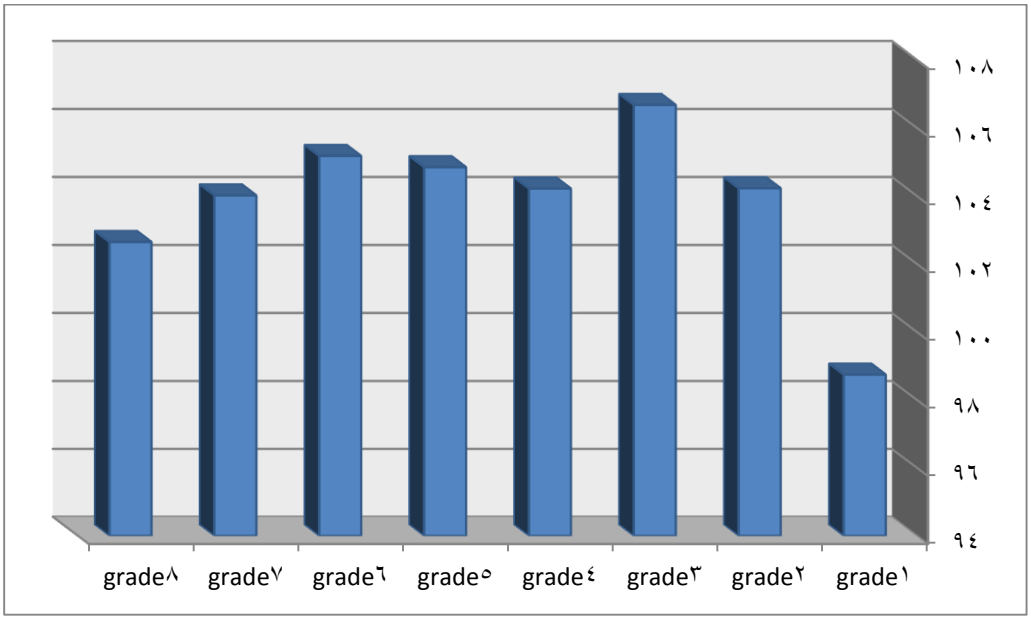

Figure 2: Scores average of students on the questionnaire according to grade

Table (35) Results of the (ANOVA) analyses of the average scores of students on the questionnaire according to governorate.

significance	F -test	Squares average	Freedom level	Total of squares	Source of variation
0.000	6.326	1126.746	7	7887.219	**Among groups**
		178.102	3858	687116.646	**Within groups**
			3865	695003.864	**total**

The above table shows that the significant value of the statistical test (F) was 0.000, less than 0.05. Therefore, there are statistically significant differences between the average scores of students on the whole questionnaire according to the variable of grade. The following table illustrates these comparisons:

Table (36): Dimensional comparisons of the differences between averages according to grade variable

decision	significance		Averages between differences	grade
significant	0.000	5.48	Second grade	**First grade**
significant	0.000	7.92	Third grade	
significant	0.002	5.47	Fourth grade	
significant	0.000	6.09	Fifth grade	
significant	0.000	6.42	Sixth grade	
significant	0.000	5.26	Seventh grade	
significant	0.000	3.89	Eighth grade	
insignificant	0.218	2.44	Third grade	**Second grade**
insignificant	0.997	0.008	Fourth grade	
insignificant	0.707	0.61	Fifth grade	
insignificant	0.596	0.94	Sixth grade	
insignificant	0.863	0.21	Seventh grade	
insignificant	0.201	1.58	Eighth grade	
insignificant	0.266	2.45	Fourth grade	**Third grade**
insignificant	0.345	1.83	Fifth grade	
insignificant	0.467	1.49	Sixth grade	
insignificant	0.101	2.66	Seventh grade	
insignificant	0.013	4.03	Eighth grade	
insignificant	0.742	0.62	Fifth grade	**Fourth grade**
insignificant	0.638	0.95	Sixth grade	
insignificant	0.896	0.21	Seventh grade	
insignificant	0.315	1.57	Eighth grade	
insignificant	0.849	0.33	Sixth grade	**Fifth grade**
insignificant	0.48	0.83	Seventh grade	
insignificant	0.06	2.19	Eighth grade	
insignificant	0.397	1.16	Seventh grade	**Sixth grade**
insignificant	0.064	2.52	Eighth grade	
significant	0.04	1.37	Eighth grade	**Seventh grade**

The results of comparisons are as follows:

- There are statistically significant differences between grades average of the first grade students and grades average of students in the second, third, fourth, fifth, sixth, seventh and eighth grades; these differences are not in favor of students of first grade.

- There are statistically significant differences between the average of seventh grade students and the scores average of students in the eighth grade and these differences are in favor of seventh grade because the grade average of students is higher.

The averages and deviations of seventh grade students were calculated according to the gender variable. The (T-student) was then used to compare the scores average of both genders on the questionnaire. The following tables show the results of this test:

Table (37): comparisons between the answers average of students on the total questionnaire according to the gender variable by using (T-student)

Decision	significance	Freedom levels	T	Standard deviation	arithmetic average	Number of students	gender
Insignificant	0.496	3864	0.681	13.37	103.36	2082	**male**
				13.45	103.07	1784	**female**

The above table shows that the statistical significance of the **(T- student)** was (0.496) which is more than (0.05). Therefore, there are no statistical significant differences between the scores average of male and female students on the total questionnaire.

- Hypothesis related to teachers` questionnaire:

- There are no statistically significant differences between the default averages and the averages of teachers according to the following variables: (province, specialization, gender, scientific qualification, and years of experience).
- There are no statistically significant differences between the teachers` scores average of their questionnaire and its different topics according to the following variables: (province, specialization, gender, scientific qualification, and years of experience).

To verify the validity of the first hypothesis, the score average of teachers on the items of the total questionnaire and each of its sub-axes was compared with the defaults according to the variables mentioned above, using the (one-sample t-test). The results were as follows:

Table (38): comparisons between teachers` answers average on the total questionnaire and each of its sub-axes with the default average

significance	Level of freedom	t	Standard deviation	Default average	average	
0.000	225	37.006	10.20	84	109.09	**questionnaire**
0.000	225	7.99	3.88	21	23.07	**School book**
0.000	225	25.34	3.87	21	27.54	**Teaching methods**
0.000	225	22.17	3.42	15	20.06	**Materials**
0.000	225	25.35	3.31	15	20.56	**psychosocial**
0.000	225	43.05	2.05	12	17.86	**Assessment**

The above table shows that the statistical significance of the T-student test is less than (0.05) indicating that there are statistically significant differences between the default average value of the total questionnaire and its sub-axes and the average values of teachers' answers . These differences are in favor of the teachers' average because they are generally higher than the default average. This refers to teachers approval on the items of the questionnaire and the sub-topics.

Table (39): Comparisons of teachers' answers average on the total questionnaire with the default average according to governorate variable. Using (one-sample t-test)

The default mean value for total resolution = 84					Governorate
Significance	Level of freedom	t	Standard deviation	average	
0.000	23	11.50	10.18	107.92	**Damascus**
0.000	25	9.62	11.71	106.08	**Rural Damascus**
0.000	12	27.35	3.18	108.15	**Quneitra**
0.000	24	17.97	7.20	109.88	**Daraa**
0.000	19	10.29	10.91	108.22	**As Sweida**
0.000	26	10.55	11.93	109.53	**Homs**
0.000	27	12.05	11.22	109.53	**Hama**
0.000	33	16.71	9.38	110.42	**Aleppo**
0.000	14	8.44	10.64	107.20	**Lattakia**
0.000	13	11.52	10.29	115.71	**Tartous**

The above table shows that the statistical significance of the T-student test is less than (0.05), indicating that there are statistically significant differences between the default value of the total questionnaire and the average scores of teachers' answers in all governorates. These differences are in favor of teachers' average because they are generally higher than the default average, indicating to teachers` approval to the items of the questionnaire.

Comparisons were conducted of teachers` scores averages according to each axes of the questionnaire with the defaults according to governorate variable. Annex (11) shows these results. The results show that there are statistically significant differences

Table (40): Comparisons of teachers' answers average on the total questionnaire with the default average according to specialization variable. Using (one-sample t-test):

The default average value for total resolution = 84					specialization
Significance	degree of freedom	T	Standard deviation	average	
0.000	64	21.55	10.03	110.80	**Arabic**
0.000	34	19.49	7.56	108.91	**English**
0.000	39	13.59	10.28	105.76	**Math**
0.000	22	14.79	8.49	110.17	**Science**
0.000	62	16.78	11.85	109.06	**All subjects**

This table shows that the statistical significance of the (T-student test) is less than (0.05) indicating that there are statistically significant differences between the value of the default average of the total questionnaire and the average of teachers' answers on these items according to specialization variable. These differences are in favor of the teachers' average because they are generally higher than the default average, referring to teachers approval to the items of questionnaire targeted to them.

Comparisons were conducted of teachers` scores averages according to each axes of the questionnaire with their defaults according to specialization variable. Annex (12), shows these results, which showed statistically significant differences.

Table (41): comparisons of teachers' answers average to the total questionnaire with the default average according to gender variable:

The default average value for total resolution = 84					gender
Significance	**Level of freedom**	**T**	**Standard deviation**	**average**	
0.000	80	19.78	10.67	107.26	**Male**
0.000	144	31.87	9.93	110.12	**Female**

The above table illustrates that the statistical significance of the T-student test is less than (0.05) indicating that there are statistically significant differences between the default mean value of the total questionnaire and the averages of teachers' answers to these items according to gender variable, These differences are in favor of teachers' average because they are generally higher than the default average, referring to the approval of teachers to the items of the questionnaire.

Comparisons were conducted of teachers` scores averages according to each axes of the questionnaire with the defaults according to gender variable. Annex (13), shows these results which show statically significant differences.

Table (42): Comparisons of teachers' answers average to the total questionnaire with the default average according to the scientific qualification variable.

The default average value for total questionnaire = 84					Qualification
significance	**degree of freedom**	**T**	**Standard deviation**	**Average**	
0.000	95	22.04	11.02	108.80	**Bachelor`s degree**
0.000	27	16.17	9.49	113.00	**Education diploma**
0.000	31	14.63	8.66	106.41	**Teacher certificate**
0.000	67	21.49	9.66	109.18	**teachers training Institute**

This table shows that the statistical significance of the T-student test is less than (0.05) indicating that there are statistically significant differences between default average value of the total questionnaire and the averages of teachers' answers to these items according to qualification variable. These differences are in favor of the average of teachers because they are generally higher than the default average, referring to teachers approval to the items of the questionnaire.

Comparisons were conducted of teachers` scores averages according to each axes of the questionnaire with the defaults according to qualification variable. Annex 14, shows these results, which show statically significant differences.

Table (43) : The comparisons of teachers' answers scores average on the total questionnaire with the default average according to years of experience, by using (one-sample t-test).

The default average value for total questionnaire = 84					Years of experience
significance	degree of freedom	t	Standard deviation	Average	
0.000	17	6.83	14.59	107.50	**1-5**
0.000	46	21.16	9.14	111.89	**6-10**
0.000	42	17.16	9.59	109.84	**11-15**
0.000	117	26.21	9.91	107.97	**More than 15**

This table shows that the statistical significance of the T-student test is less than (0.05) indicating that there are statistically significant differences between the default average value of the total questionnaire and the averages of teachers' answers to these items according to years of experience. These differences are in favor of teachers' average because they are generally higher than the default average, indicating to teachers` approval on the questionnaire items about the second chance.

Comparisons were conducted of teachers` scores averages according to each axes of the questionnaire with the defaults according to years of experience variable. Annex (15) shows these results, which illustrate the existence of statically significant differences.

Validity verification of the second hypothesis: there were no statistically significant differences between teachers` scores average on the questionnaire allocated to them according to these variables (governorate, specialization, gender, qualification and years of experience).

The averages and standard deviations of the teachers` scores were calculated according to the governorate variable by utilizing analysis of variance (ANOVA), also to verify whether there were statistically significant differences between the scores average of teachers according to the governorate variable. The two following tables illustrate that:

Table (44): The averages and standard deviations of teachers' grades on the total questionnaire according to governorate variable:

Standard deviation	Average	Number of teachers	governorate
10.18	107.92	24	Damascus
11.56	105.81	25	Rural Damascus
3.18	108.15	13	Quneitra
7.20	109.88	25	Daraa
10.91	109.10	20	AsSweida
11.93	108.22	27	Homs
11.22	109.53	28	Hama
9.25	110.50	14	Tartous
10.64	107.20	15	Lattakia
10.29	115.71	33	Aleppo

The table shows that the highest scores average of teachers answers on the total questionnaire items were in Aleppo followed by the governorates of Tartous Dar`aa, Hama, Sweida, Homs, Quneitra, Damascus, Lattakia and Rural Damascus. The following chart illustrates these averages**:**

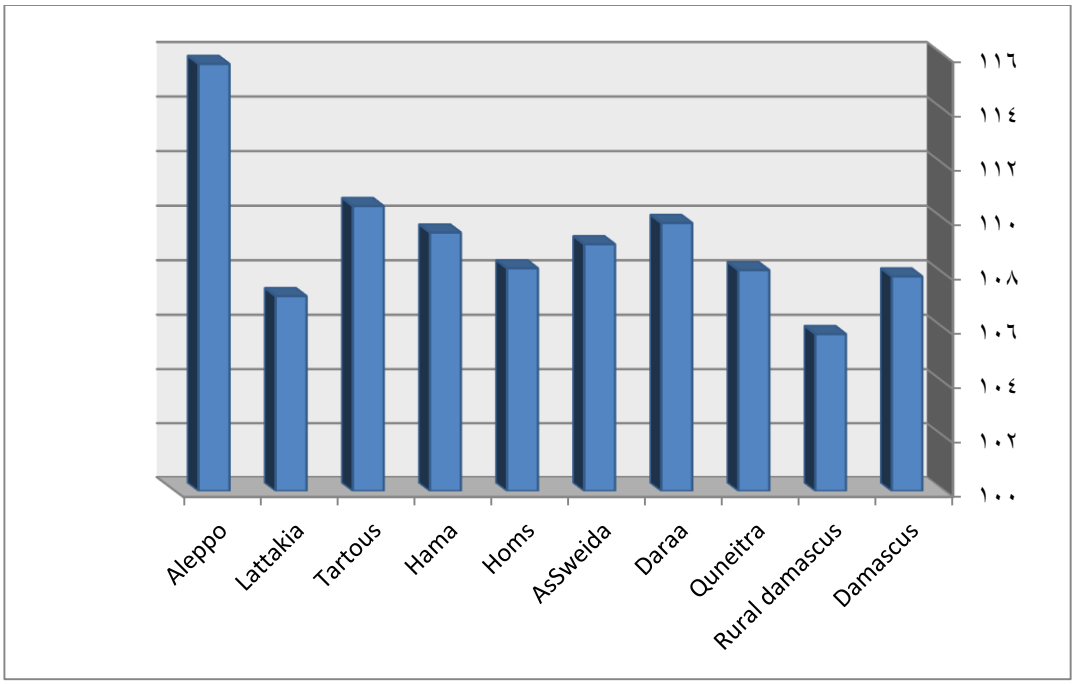

Figure (3): scores average of teachers on the total questionnaire according to the governorate variable

Table (45) Results of the (ANOVA) analysis of teachers' average scores on the total questionnaire according to the governorate variable:

significance	F -test	Squares average	Freedom levels	Total of squares	Source of variance
0.303	1.189	122.386	9	1101.475	**Among groups**
		102.951	216	22237.392	**Within groups**
			225	23338.867	**total**

The above table shows that the statistical significance of test (F) was (0.303), more than (0.05). Therefore, there are no statistically significant differences between the teachers' scores average on the total questionnaire according to the variable of the governorate.

-The averages and standard deviations of teachers 'grades were calculated on the total questionnaire according to the specialization variable and the (ANOVA) analysis was carried out in order to verify whether there were statistically significant differences between the teachers' average scores according to governorate variable. The following tables illustrate this:

. Table (46): The averages and standard deviations of teachers' grades on the total questionnaire according to the specialization variable**.**

standard deviation	Average	Number of teachers	specialization
10.03	**110.80**	65	Arabic
7.56	**108.91**	35	English
10.14	**105.77**	40	Math
8.49	**110.17**	23	Science
11.85	**109.06**	63	All subjects

It is clear from the previous table that the highest average of teachers' grades according to the specialization variable was in Arabic language, followed by general sciences and English language. The following chart illustrates these terms of reference**:**

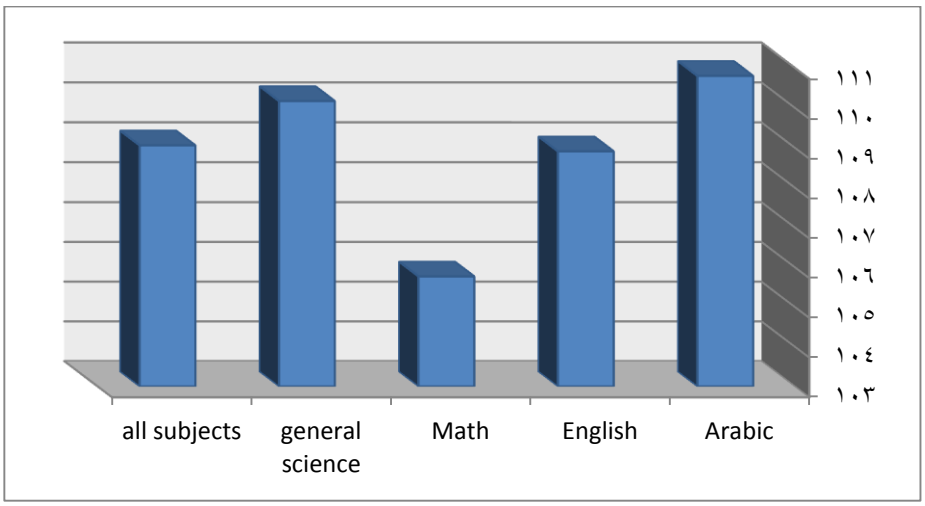

Figure 4: Teachers' scores average on the total questionnaire according to the variable of specialization

Table (47): Results of the (ANOVA) variance analysis of teachers' scores average on the total questionnaire according to specialization variable

Significance	F -test	Squares average	degree of freedom	Total of squares	Source of veriance
0.175	1.602	164.425	4	657.699	Among groups
		102.630	221	22681.168	Within groups
			225	23338.867	Total

The above table shows that the significance value of the statistical test (F) reached (0.175) which is more than (0.05). Thus, there are no statistical significant differences between the teachers' scores average on the total questionnaire according to the specialization variable.

The averages and standard deviations of teachers' scores were calculated on the basis of the gender variable. The T-student was then used to compare the scores average of teachers for both genders on the questionnaire. The following tables illustrate the results of this test:

Table (48): comparisons of teachers` answers average on the total questionnaire according to the gender variable:

Decision	significance	Freedom levels	T	Standard deviation	Arithmetic average	Numbers 0f Teachers	Gender
insignificant	0.056	222	2.02	10.66	107.26	80	male
				9.82	110.12	144	female

The table shows that the significance value was (0.056), which is more than (0.05). Therefore, there are no statistically significant differences among teachers' scores average on the total questionnaire according to the gender variable.

The (ANOVA) analysis was used in order to verify the validity of the averages and standard deviations of teachers` scores and statistical significant differences according to the qualification variable.

The following charts illustrate the results:

Table (49): averages and standards deviations of teachers' grades on the total questionnaire according to qualification variable:

Standard deviation	average	Number of teachers	qualification
11.02	108.80	96	**Bachelor`s degree**
9.49	113.00	28	**Education diploma**
8.66	106.41	32	**Teacher certificate**
9.66	109.18	68	**teachers training Institute**

The above table shows that the highest average of teacher`s answers according to the qualification variable were in favor of teachers with a qualification diploma followed by teachers' with educational diploma, teachers who have training institute certificate, finally teachers with bachelor degree. The following chart illustrates these averages:

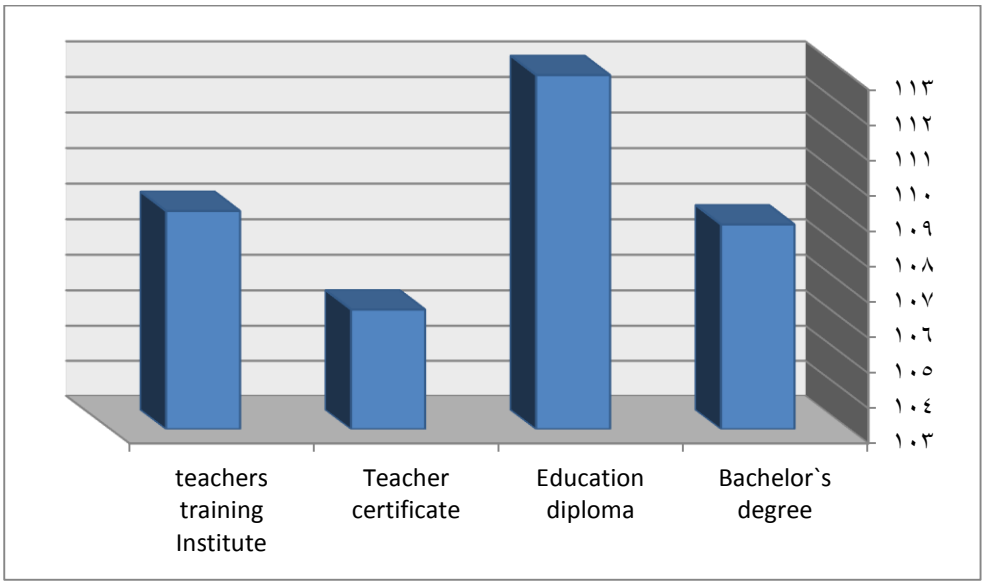

Figure 5: Scores average of teachers according to the variable of scientific qualification.

Table (50): Results of the (ANOVA) variance analysis of teachers' scores average according to the variable of scientific qualification:

Significance	F-test	Squares average	Freedom level	Total squares	Variance source
0.093	2.169	222.333	3	666.999	**Among groups**
		102.522	220	22554.841	**Within groups**
			223	23221.839	**total**

The table shows that the significant value of statistical test (F) was (0.093), which is more than (0.05). So, there are no statistical significant differences between the teachers' scores average according to the variable of scientific qualification.

Finally the (ANOVA) analysis was used in order to verify the averages and standard deviations of teachers 'grades and whether there were statistical significant differences according to the variable of years of experience. The following tables illustrate this:

Table (51) Averages and standard deviations of teachers' grades on the total questionnaire according to years of experience variable

standard deviation	average	Number of teachers	Years of experience
14.59	107.50	18	5-1
9.14	111.89	46	6 - 10
9.59	109.84	73	11 -15
9.91	107.97	117	more than 15

The above table shows that the highest average of teachers' scores according to the years of experience variable was for experienced teachers of (6-10 years) followed by those with (11-15 years) and more than 15 years, And finally teachers with (1-5) years of experience. The following chart illustrates these averages:

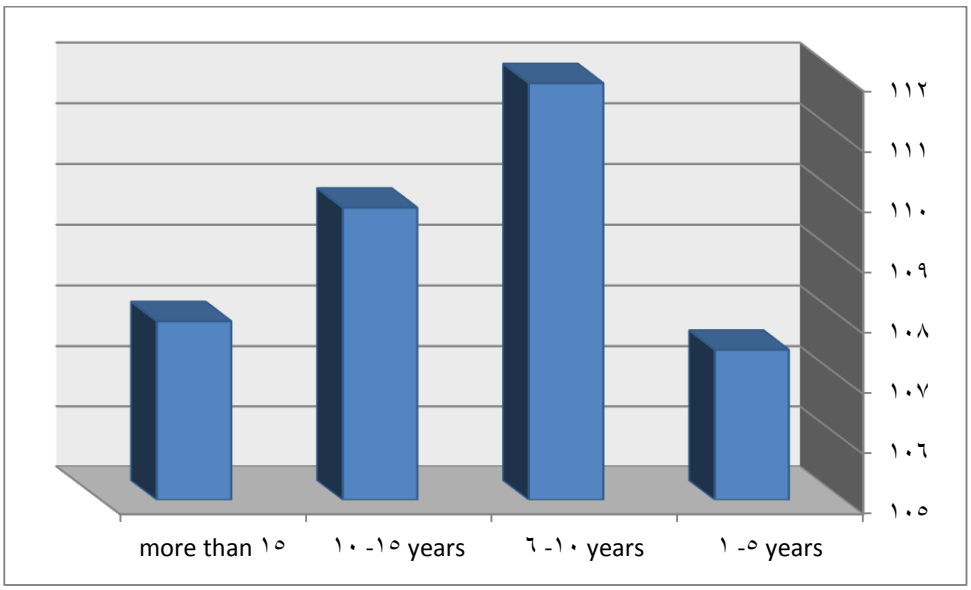

Figure 6: scores average of teachers on the total questionnaire according to the years of experience variable

Table number (52) Results of (ANOVA) analysis of teachers scores average on the questionnaire according to years of experience variable.

Significance	F-test	Squares average	Freedom level	Total squares	Variance source
0.136	1.866	190.033	3	576.099	Among groups
		102.935	220	22645.740	Within groups
			223	23221.839	total

The table shows that the significance of the statistical test F was (0.136), is more than (0.05). Therefore, there are no statistically significant differences between the averages of teachers' scores on the total questionnaire according to the years of experience variable.

3- Hypotheses related to parents` questionnaire:

- **There are no statistically significant differences between default averages with parent`s averages on the questionnaire items and its axes according to governorate variable.**
- **There are no statistically significant differences between parent` scores averages the sample of the study on the questionnaire according to governorate variable.**

The (one-sample t-test) was used to verify the validity of the first hypothesis, the following tables show the results:

Table (53): Comparisons of the default average with the scores average of parents' answers to the questionnaire and its axes by using (one-sample t-test):

significance	degree of freedom	t	Standard deviation	Assumed mean	Average	
0.000	2455	68.61	10.48	63	77.51	**questionnaire**
0.000	2455	59.92	4.17	18	23.04	**Planning and local community**
0.000	225	49.71	3.77	15	18.77	**Material environment**
0.000	225	64.92	3.46	18	22.53	**Psychosocial environment**
0.000	225	11.93	4.82	12	13.16	**Publicity**

The above table shows that the statistical significance of the T-student test is less than (0.05) indicating that there are statistically significant differences between the default average value of the total questionnaire and its sub-axes and the average values of parent`s answers . These differences are in favor of the parent`s average because they are generally higher than the default average. This indicates that parent`s agreed on the items of the questionnaire and the sub-axes.

Table number (54): comparisons of parents' scores average on the total questionnaire with the defaults according to governorate variable.

The assumed mean of the total questionnaire = 63					Governorat
Significance	Level of freedom	t	Standard deviation	Average	
0.000	218	19.34	10.35	76.53	**Damascus**
0.000	162	11.25	10.59	72.34	**Rural damascus**
0.000	184	36	7.89	83.87	**Quneitra**
0.000	380	27.83	9.45	76.48	**Dara`a**
0.000	343	22.25	11.30	76.56	**As Sweida**
0.000	251	22.19	9.72	76.59	**Homs**
0.000	256	19.59	10.85	76.25	**Hama**

0.000	144	17.44	9.44	76.25	**Aleppo**
0.000	269	24.69	10.03	78.07	**Latakia**
0.000	239	28.32	10.48	82.15	**Tartous**

The table shows that the statistical significance of the T-student test is less than (0.05) indicating statistically significant differences between the default average value of the total questionnaire and of parents' answers average on these items in all governorates, These differences are in favor of the average of parents' sample because they are generally higher than the default average, indicating that the parents of the study sample agreed on the items of their questionnaire**.**

By comparing the average scores of the parents to the questionnaire items with the defaults, it shows that there are statistically significant differences according to governorate variable, see annex number (16).

The second hypothesis: There are no statistically significant differences between the average scores of the parents the study sample on the items of the questionnaire prepared for them and its different axes depending on the governorate variable.

To verify this hypothesis, the average and standard deviations of parents 'scores were calculated according to the governorate variable and the (ANOVA) variation analyses was conducted to verify whether there were statistically significant differences between parents' average scores according to the governorate variable. The following tables illustrate this:

Table (55): The averages and standard deviations of parents' scores on the total questionnaire according to the governorate variable

Standard deviation	Average	Number of parents	Governorate
10.35	**76.53**	219	Damascus
10.59	**72.34**	163	Rural Damascus
7.89	**83.87**	185	Quneitra
9.45	**76.48**	381	Daraa
11.30	**76.56**	344	As Sweida
9.72	**76.59**	252	Homs
10.85	**76.25**	257	Hama
10.48	**82.15**	240	Tartous
10.03	**78.07**	270	Lattakia
9.44	**76.78**	145	Aleppo

It is clear from the previous table that the highest average scores of parents` answers on the items of the total questionnaire addressed to them according to the governorate variable were in Quneitra governorate, followed by Tartous, Lattakia, Aleppo, Homs, Sweida, Damascus, Daraa, Hama and rural Damascus. The following chart illustrates these averages:

Figure 7: scores average of parents on the total questionnaire according to the governorate variable

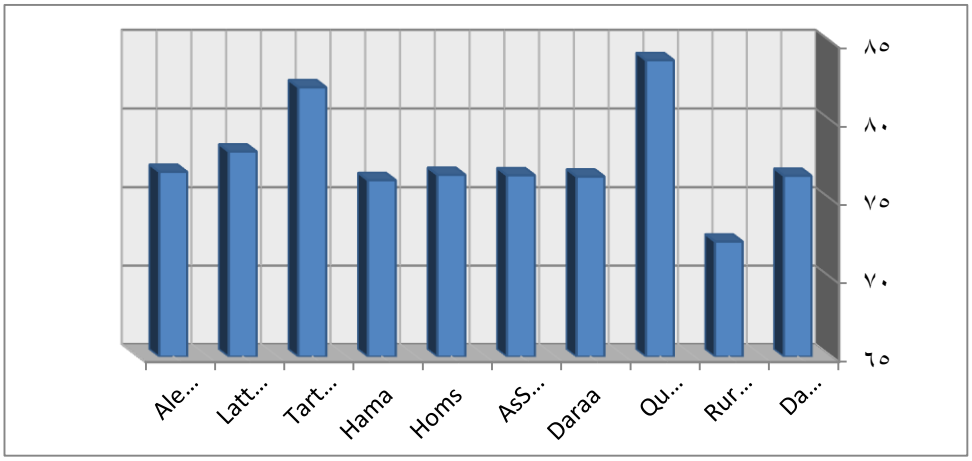

Table (56) Results of (ANOVA) variance analysis of the parents' average scores on the questionnaire according to the governorate variable

Significance	F- test	Squares average	Freedom level	Total squares	Variance source
0.000	20.334	2084.410	9	18759.690	Among groups
		102.510	2446	250740.218	Within groups
			2455	269499.908	Total

The statistical value of statistical test F is (0.000), which is less than (0.05). Therefore, there are statistically significant differences between parents' scores on the total questionnaire according to the governorate variable. To find out where these differences exist, the LSD is used for similar samples, and the following table shows these comparisons.

Table (57) Dimensional comparisons of the differences among averages according to the governorate variable

value	Significant	Average differences	Governorate	
significant	0.000	4.181	Rural damascus	**Damascus**
significant	0.000	7.350	Quneitra	
significant	0.954	0.050	Dara`a	
significant	0.970	0.033	Sweida	
insignificant	0.940	0.070	Homs	
significant	0.770	0.272	Hama	
Significant	0.889	0.151	Alappo	
Significant	0.093	1.549	Lattakia	
Significant	0.000	5.629	Tartous	
Significant	0.000	11.532	Quneitra	**Rural damascus**
Significant	0.000	4.131	Dara`a	
Insignificant	0.000	4.214	As sweida	
Significant	0.000	4.252	Homs	
Significant	0.000	3.909	Hama	
Significant	0.000	4.332	Aleppo	
Significant	0.000	5.730	Lattakia	
significant	0.000	9.810	Tartous	
Significant	0.000	7.401	Dara`a	**Quneitra**
Significant	0.000	7.317	Assweida	
Significant	0.000	7.280	Homs	
Significant	0.000	7.622	Hama	
Significant	0.000	7.199	Aleppo	
Insignificant	0.000	5.801	Lattakia	
Insignificant	0.082	1.721	Tartous	
Significant	0.912	0.083	Assweida	**Dara`a**
Insignificant	0.884	0.120	Homs	
Insignificant	0.786	0.222	Hama	
Significant	0.839	0.201	Aleppo	
Significant	0.047	1.599	Lattakia	

Insignificant	0.000	5.679	Tartous	
Significant	0.965	0.037	Homs	**Assweida**
Significant	0.715	0.305	Hama	
Significant	0.907	1.177	Aleppo	
Significant	0.660	1.516	Lattakia	
Significant	0.000	5.596	Tartous	
Insignificant	0.703	0.342	Hama	**Homs**
Significant	0.939	0.081	Aleppo	
Significant	0.096	1.479	Lattakia	
Significant	0.000	5.559	Tartous	
Significant	0.688	0.423	Aleppo	**Hama**
Significant	0.039	1.821	Lattakia	
Significant	0.000	5.901	Tartous	
Insignificant	0.180	1.398	Lattakia	**Aleppo**
Significant	0.000	5.478	Tartous	
Insignificant	0.000	4.080	Tartous	**Lattakia**

The results of the deminsional comparisons are as follows:

- There are statistically significant differences between the score average of the parents of Damascus governorate and the scores average of the parents of each of Rural Damascus, Quneitra, Deraa, Sweida, Hama, Aleppo, Lattakia and Tartous governorates. These differences are in favor of the aforementioned governorates because the average score of parents in these provinces is higher than in Damascus, and there are statistical significance differences between the average score of the parents of Damascus and the average of the Rural Damascus in favor of Damascus because the average grade of students in Damascus is higher than in Rural Damascus.

- There are statistical significant differences between the score average of parents in the province of Damascus and the score average of parents in Quneitra, Daraa, Homs, Hama, Aleppo, Lattakia and Tartous, in favor of the aforementioned governorates because the average parents' degrees in these governorates is higher than in Damascus countryside .

- There are statistically significant differences between parents score average in Quneitra governorate and average parents' degrees in Daraa, Sweida, Homs, Hama and Aleppo governorates, in favor of these governorates.

- There are statistical significant differences between the parents' average in Daraa governorate and the parents' score average in the governorates of Suweida,

Aleppo and Lattakia, in favor of the aforementioned governorates because the average parents' degrees in these governorates are higher than in Daraa governorate.

- There are statistical significant differences between the score average of parents in the governorate of Sweida and the score average of parents in Homs, Hama, Aleppo, Lattakia and Tartus, in favor of the above-mentioned provinces and there were significant differences between the score average of parents in the province of Sweida and the average degrees of parents in the province of Hama, in favor of the province of Suweida because the average parents degrees are higher than in the province Hama.

- There are statistically significant differences between the score average of parents in Homs governorate and the averages of parents in Aleppo, Lattakia and Tartous, in favor of the aforementioned governorates because the average parents' degrees in these governorates are higher than in Homs.

- There are statistically significant differences between the score average of parents in the governorate of Hama and the averages of parents in Aleppo, Lattakia and Tartous, in favor of the aforementioned governorates.

- There are statistical significant differences between the score average of parents in Aleppo and the averages of parents in Tartous governorate, in favor of Tartous.

Interpretation of the results:

The results of the statistical analysis for students showed:

The curriculum of the second chance courses according to the variable of governorate was well accepted by the students of its textbooks, information and a suitable period of time. The teaching methods used were appropriate, varied and sensitive to the individual differences between students, the material environment was adequate and well equipped with the exception of Damascus and Aleppo governorates. This may be due to the current poor situation in some areas and the inability to serve all equipment on time. As for the social and psychological environment, it was good in the governorates of the study sample, except for Aleppo governorate. This may be due to the current situation of the crisis and the low number of psychosocial counselors. As for the evaluation process conducted during the second opportunity sessions, it was implemented at the strong level in the governorates of Quneitra, Lattakia and Tartous, while the average level in Aleppo governorate was medium due to the current situation and good in other governorates.

The second opportunity curriculum according to the grade variable was well accepted by students of all grades. This is due to students' understanding of the nature of the educational process and the methods of teaching followed and the methods of evaluation, in addition to the similarity between the environment of the second chance centers with their real schools. The second chance curriculum and the material

environment average of first grade students was medium because they don`t understand the content of the textbook and the information.

According to the gender variable, the curricula of the second chance courses were good for males, while it was medium for females.

The results of statistical analyze according to teachers:

The teachers` approval degree on the items of the overall questionnaire was good in general according to the study variables, and the degree of their approval on the subjects of the first axis (textbook) was medium according to all variables except the degree of approval of teachers in Tartous and Quneitra, the Arabic language teachers and those who had (6 to 10) years of experience. Most of the teachers had some observations regarding the first axis (textbook) in terms of: the intensity of the curriculum where it is desirable to dispense with some lessons, and there is a need to add information of previous years, in addition to reviewing the presentation of lessons in the second opportunity textbooks to be adequate to the level of students who need to restore gaps and reinforce strong points to be able to follow up their education in the next years without difficulties.

As for the second axis (teaching methods), the degree of approval of teachers was good according to the variables of the study except teachers in Quneitra governorate were medium, which have difficulties in terms of use of the appropriate means to

explain lessons, the participation of students in various activities, problem solving, and give them homework and work papers, may be this problems due to the classroom environment that does not allow good use of tools, in addition to the large numbers of students per class, which prevents the participation of all student.

It may be also due to the lack of teacher training on how to use appropriate methods for students in second chance courses.

The results showed that the degree of approval of all teachers on the items of the third axis (material environment) was good according to the study variables except for Rural Damascus teachers was medium, which shows that there are certain challenges may related to the shortage of seats or conditions of the centers of the second opportunity courses in terms of: lighting, ventilation and hygiene facilities, or in terms of the difficulty of transportation as a result of the distance of the centers from the residential areas of teachers or pupils.

Regarding items of the fourth axis (the psychosocial environment), the approval degree of all teachers was good according to the studied variables, indicating their satisfaction about the second chance courses as a good opportunity for students to compensate their educational loss. Their approval degree on the fifth axis (evaluation) was strong according to all variables.

The results also indicated a good degree of satisfaction among teachers about the second opportunity courses in general. There were no differences between the teachers' scores average on the total questionnaire and its axes according to the studied variables, which confirm the consensus of teachers regarding the second chance courses.

The results of statistical analysis for parents showed:

The degree of satisfaction of parents with regard to the second opportunity courses is good in general, as are the first two axes (planning and community) and the third (the psychosocial environment) in terms of discussing issues related to their children by the Center's principals and teachers. These courses are an opportunity to compensate what their children lost during the school year.

Their satisfaction with the material environment in the centers of all governorates was good except for Rural Damascus was medium indicating that there were certain challenges may be related to inadequate school seats, lack of lighting and ventilation, lack of cleanliness of sanitary facilities or transportation difficulties.

The degree of satisfaction of the parents was medium according to the fourth axis (the media) with the exception of: Quneitra, Lattakia and Tartous were good, indicating that the parents in the governorates mostly did not find good publicity for the second chance courses whether through newspapers or advertising campaigns In television, or in road signs, which calls for increased attention to this aspect.

Third: Answering the study questions related to the interviews:

• What are the frequencies and percentages of answers of (pupils, teachers, principals and psychosocial counselors) sample of the study on each of the interview questions addressed to them?

To answer questions about student interviews, the answers of all students in all governorates were analyzed and the results were as follows:

Table (58) Percentages of students' answers in the interviews

percentage	Items	fields
%32	• There are difficulties in understanding the course	comprehension
%27	• There is difficulty in the curriculum and comprehension	
%35	• Need more time to understand the curriculum	
%24	• There are illustrative means	
%75	• Good prepared curriculum	curriculum
%38	• The intensity of the curriculum impedes the continuation of the course	
%42	• The need to add specific chapters and experiences from previous years to help pass the second chance course.	

%81	• The timing of the second opportunity is appropriate	**Time and duration**
%75	• the adequacy of lesson timing.	
%21	• chaos and noise	**Challenges**
%1	• Teachers' lack of cooperation	
%23	• the lack of Cleanliness of bathrooms and classrooms	
%2	• The need for longer time	
%3	• Lack of lighting	
%16	• shortage of drinking water	
%8	• Difficulty of transportation	
%30	• shortage of means and tools	
%11	• Attend materials that students have succesed.	
%1	• beating by some teachers	
%4	• hot weather	
%62	• Water provision and cleanliness	
%19	• Provide clean water	Students proposals
%2	• Separation between males and females	
%1	• to announce about the course earlier	
%18	• Control on chaos of students	
%23	• Attend materials that students have been failed in only	
%17	• Increase the cleanliness of the center	
%42	• Provision of tools, means, stationery and books for pupils	
%4	• Providing laboratories	
%1	• The existence of a completion program for other materials	
%3	• Developing curricula of second opportunity courses	
%2	• Increase the number of mentors	
%1	• Increase course duration	
%47	• Add recreational activities (sport-painting-trips)	
%12	• Provide fans	

The previous table shows that most of students agree that lessons in the second opportunity course are easy to understand, and the period of the lessons is adequate. Most of students said that explanatory methods provided and the curricula were prepared appropriately, as well as the timing of the course and the density of the curriculum.

It also shows that the most important challenges faced by students: lack of educational means, the lack of cleanliness of classrooms and sanitation facilities, lack of water difficulty of transportation.

The suggestions presented by students included:

Requiring students to attend only the materials they have failed in, to establish a mechanism for controlling students, to provide clean water, to increase the number of psychosocial counselors, to add recreational activities, to provide tools and laboratories, means and stationery. Increase time of the courses and separate between males and females.

- To answer the questions related to teacher interviews, the answers of all teachers in all governorates were checked and the results were as follows:

Table (59) Percentages of Teachers` answers to the interview questions on Second Chance Courses

Percentages	Questions regarding teacher interviews	1
%62.8	No means are available to implement the second opportunity curriculum.	2
%64.9	The shortage of necessary laboratories and tools within the center.	3
%89.9	Provision of necessary tools for the educational process such as blackboard and chalk.	4
%86.5	There are individual differences between pupils completing the same subject in basic knowledge and skills.	5
%99.7	The lack of manuals of the second chance curriculum.	6
%60.8	The need for teaching methods in the second opportunity curricula differs from the basic curriculum.	7
%76.4	Adequacy of second opportunity courses curricula for students` levels.	8
%31	Effectiveness degree of the curriculum density on the progress of the educational process during the second chance courses.	9
%95.3	Return to information and knowledge from previous grades to upgrade pupils.	10
Teachers have no training	Information received by teachers in training courses and adequacy with the second opportunity program.	11
%69.6	The need for professional training.	12
%87.2	Provision of clean water.	13
%8.8	The existence of the phenomenon of violence among students.	14
%60.8	Parents follow up their children during the second chance course.	15
%6.8	The adequacy of the salary with the teachers` efforts.	16

The teachers 'answers to the interview questions revealed that most of them emphasized the need to return to information and knowledge from previous grades in order to retrieve students' information and follow the new curriculum in the second

chance, the need to provide clean water in the centers, and provide the necessary tools for the educational process. Most teachers assure the existence of individual differences between students, which requires a double effort by them.

The intensity of curriculum had an impact on the progress of the educational process, and there was lack of curriculum means, as well as laboratories or laboratory tools. In the case of parents' follow-up of their children, teachers reported that it was good. As for teachers' remuneration, most reported that it was undefined and was not commensurate with the effort made in previous sessions.

Table (60) Percentages of challenges according to teachers' answers in second chance:

percentages	Percentages of challenges according to teachers answers	Number
%76,35	transportation and the delay of salary payment	1
%10	The delay of publicity and planning	2
%8,10	Lack of stationary	3
%5,40	Large number of students per class	4
%1,35	Long duration of the programme	5
%4,72	Grouped classes and the difficulty of dealing with pupils	6
%2,02	Hot weather in summer	7
%0.67	Lack of teachers and counselors numbers	8
%1,35	Lack of enough supplies	9
%0,67	Lack of entertainment	10
%8.10	Individual differences among students and low levels of most	11
%8.78	shortage of teaching aids	12
%3,37	Students are not required to attend all materials	13
%0,67	The second opportunity textbooks do not keep pace with developed curricula	14
%1,35	Insufficient guidance and psychological support	15
%0,67	first grades don`t take English language	16
%5,20	The big number of pupils supervised by the counselor.	17
%2,02	Water problem	19
%0,67	Intensity of curriculum	20

The most challenges faced by teachers during the second chance courses are the difficulty of transportation, the lack of knowledge of the wages allocated to them and the delay in delivery, As well as the undefined date of the programme and the lack of a specific plan for the curriculum of the second opportunity programme which could serve as a clear plan for teachers. As the lack of educational means and supplies and the lack of stationery for students and teachers in particular, As well as the lack of numbers of teachers and principals, also the large numbers of students in one class which cause a lot of chaos.

Table (61) Percentage of proposals according to the views of teachers in the second chance courses

Percentages	Percentage of proposals according to teachers' opinions in second chance courses	number
%22,97	Provide transportation for students, appropriate salary and payment in time.	**1**
%6,08	Organization and announcement of the course earlier.	**2**
%8,78	Provide books, stationery and teacher manuals.	**3**
%9,45	Reduce the number of students in classes	**4**
%4,72	Increase the duration of the course	**5**
%14,18	The separation of students according to the material complemented by and the separation of elementary and middle students.	**6**
%0,67	Teaching students the materials which they have failed in.	**7**
%4,05	Provide teachers, mentors and secretaries in the course	**8**
%29.72	provision of all supplies	**9**
%30,40	Add entertainment programs	**10**
%6.08	Provide incentive prizes to encourage students to continue their studies	**11**
%18.24	Distribution of teaching tools and means of explanation	**12**
%2.02	Require students to attend all subjects	**13**
%1.35	Develop the second chance curricula.	**14**
%6.08	Activate the role of the counselor .	**15**
%1.35	Add the following: subjects (Physics, Chemistry, Informatics, English) in the course	**16**
%5.40	Increase the number of counselors and start awareness sessions for students	**17**
%2.02	Provision of clean water	**19**
%12.83	shortining the curriculum to the important information for students.	**20**
Among proposals also mentioned: **Reducing the number of hours allocated to the teacher, reducing the daily working hours.** **Non-compliance with a specific number for the opening of classes at the center, to open centers for males and another for females.**		

As for proposals, the most important were to add recreational activities, programs and provide teaching aids, as well as the need to provide transportation and identify the salary before the beginning of the course and pay it to teachers immediately after the end of the course. Reducing the number of students in each class and increasing the number of classes in the same center. To separate between primary school and middle school students.

To make students attend all subjects taught in the course, in addition to creating centers for females and males.

To have additional subjects included such as English, computing, physics and chemistry for the middle level), reducing number of hours allocated to each teacher and reducing the daily working hours and other suggestions which were mentioned.

- To answer questions related to principals 'interviews, principals answers were checked in all governorates and percentages were calculated. The results were as follows:

Table (62) Percentage of headmasters` answers about interview questions:

percentage	Questions related to managers interviews
%67.5	1. Adequacy of the numbers of students with the numbers of teachers assigned to the second chance course.
%95	2. Adequacy of the number of pupils with the numbers of classes and seats.
%85	3. the low numbers of enrollment students this year comparing to the last year.
%75	4. Distribution of stationery at the beginning of program to students.
%57.5	5. Distribution of books to all students.
%95	6. Percentage of students' commitment to the second chance course program.
%100	7. Commitment of teachers
%100	8. Commitment of the psychosocial counselor
%67.5	9. Parents follow up their children during the second opportunity.
%32.5	10. The phenomenon of violence among students.
%77.5	11. Provision of clean water.

The answers of managers to interview questions during the second opportunity courses show that most principals agreed that the number of students was adequate to the number of teachers assigned to the second chance courses, with the exception of some centers where there is a shortage of teachers. The principals also agreed on the adequacy of number of students to the seats by a high percentage (95%).

Most of the headmasters reported that the number of students in 2016 was more than in 2017, due to the registration by students of two subjects, as opposed to last year, where enrollment was available for students completing more than two subjects.

The distribution of stationery and curriculum books in most centers was at the beginning of the course. The commitment of teachers, students and psychosocial counselors to the course was good except for some emergency cases. As for parents' follow-up of their children was (67.5%) percent. The phenomenon of violence was limited to students` chaos and misbehavior. Water was available in most centers except for some centers and it was provided by other means.

Table (63): Percentage of challenges according to the views of headmasters of second chance centers

Percentage	Percentage of challenges according to the views of the managers of the centers of second chance courses	number
%12.5	The long distance of centers from students housing and rising the transport fees	**1**
%10	Delay of announcing about the course and absence of a clear plan.	**2**
%15	Delay of books distribution.	**3**
%10	High numbers of students per class	**4**
%5	Course duration is short	**5**
%2.5	intensive lessons	**6**
%2.5	The common courtyard with the accommodation centers	**7**
%5	Lack of teachers and administrators	**8**
%35	Lack of adequate supplies	**9**
%30	Lack of wages and delay of payment.	**10**
%7.5	Individual differences among pupils .	**11**
%12.5	Provision of psychological support	**12**
%12.5	Students are not required to attend all materials	**13**
%2.5	Teachers are not qualified to deal with complementary students	**14**
%2.5	Water shortage problem	**15**
%2.5	Lack of teacher manuals	**16**
%7.5	Weakness of parents' response with schools	**17**
%5	Intensity of students at the counselor office	**18**

The challenges faced by managers in these courses and the suggestions that have been made can be identified as follows:

The inadequate supplies, especially for teachers, as well as low wages and payment delay, delay of receiving books at the beginning of the course. Centers need for psychological support by providing counselors. The biggest challenge that pupils were not required attending all the subjects so they went to the counselor which caused more pressure.

Table (64) Percentage of proposals according to the second chance headmasters` views

percentages	Percentage of proposals according to the principals` opinions of the second chance centers	Number
%17.5	Allocation part of the budget for student transportation fees,	1
%17.5	Increase number of centers and number of classes	2
%27.5	Announce the course in advance and develop an organized plan for the second chance courses	2
%22.5	provision of books and stationery before the beginning of the course	3
%7.5	Reducing the number of students per class	4
%5	Extend the duration of the course.	5
%42.5	Provide recreational trips	6
%2.5	Separate the center from the accommodation centers	7
%15	Provide teachers, mentors and secretaries in the course	8
%40	Preparing all supplies before the beginning of the course in sufficient time	9
%20	Raising the salary and giving the compensation immediately after the end of the course	10
%2.5	Provide incentive awards to encourage students to pursue their studies	11
%22.5	Increase the number of counselors and provide psychological support	12
%7.5	Require students to attend all subjects	13
%10	Professional training for teachers on the curricula of the second chance .	14
%2.5	Provision of clean water.	15
%2.5	Provide manuals for the teachers.	16
%5	Opening special courses for parents and raising awareness of the importance of the second chance programme.	17
%5	Instructing the professional supervisors to mentor the courses and obliging school principals to follow up their students	18
In addition to the previous proposals, it was also suggested: Add the French language to the materials of the second chance, combine the Arabic language into one group in the first level in one subject, prepare exam questions locally rather than centrally.		

As for the proposals made by the principals of the second chance centers, the largest percentage was agreed on the addition of recreational lessons, trips and activities during the course program. Provide a clear and structured plan for the course program, as well as provide the requirements for the course before its beginning, provide stationery and books, and increase the number of administrators from supervisors and secretaries.

Assign good salary for teachers and pay on time. Assign part of the budget for the transportation of students. To increase the number of centers and the number of classes in each academic center, as well as other proposals are described in the previous table.

-In order to answer the questions related to the interviews of the counselors in all governorates, answers have checked. The results were as follows:

Table (65) Percentage of answers of the counselors about the second chance courses

The percentage of answers of counselors in interviews on second chance courses			
Percentage	**Answers**	**Items**	**Fields**
%8	Depends on the individual's effort	1. Activities carried out by the counselors with the students during the second opportunity course.	**Activities and psychological support**
%25	Theatrical activities		
%22	gymnastic activities		
%14	various activities of self-understanding and express feelings		
%39	Follow up individual cases		
%50	Awareness sessions		
%44	psychological support activities and games		
%39	Individual interviews and mini group counseling sessions	2. Mechanisms and means of psychological support.	
%47	Follow up individual cases		
%58	Various psychosocial support activities from the booklet and awareness sessions		
%53	Dialogue, discussion and open questions		
%14	Mechanisms such as communication, positive thinking, conflict resolution		
%36	There is violence among pupils	3. Violence among pupils	
%64	There is no violence among students		
%69	Students have problems	4. Certain (psychological, social, behavioral) problems of some students.	
%31	Pupils don`t have problems		
%75	Parents follow up their children.	5. Follow-up by parents for children during the second opportunity.	
%25	Parents do not follow up their children.		
%92	Water is available and clean.	6. Availability and cleanliness of water.	**Challenges and proposals**
%8	Water is not available		
%11	Number of students	7. The most important challenges faced by the counselors during the second opportunity session.	
%6	Lack of adequate space		
%36	Behavioral problems of children		
%6	There is an exam for the baccalaureate in the center at the same time.		
%17	Lack of wages and delayed of payment.		
%33	insufficient number of counselors		
%6	The presence of foreign students from other regions and the lack of harmony among them		
%8	Frequent leisure time.		
%6	Inappropriate distribution of lessons		
%25	They can't control students.		
%47	Psychological condition of students.		
%14	Group students with psychological problems in one class which make chaos.		
%56	Lack of psychological support manual.		
%58	shortage of tools and means.		

%69	Provide tools for psychological support activities	8 counselors proposals to improve the next second opportunity.	
%8	Reduce the number of working days		
%11	Increased number of centers		
%19	Set the date of the session earlier		
%6	Separation between males and females		
%3	Intensify the curriculum		
%8	Reduce the number of working hours		
%22	student's attendance of the materials in which he failed		
%36	Increasing the number of teaching and administrative staff		
%3	Put umbrellas to protect against the sun		
%31	Recreational trips for students		
%61	Provide entertainment activities for students		
%19	Introducing motivational awards for students		
%42	Provision of stationery for students and teachers		
%33	Increased number of counselors		
%6	Networking with stakeholders to transform special cases		
%17	Separation between elementary pupils and junior.		
%19	Training courses for counselors.		
%19	The psychological support booklet was used during the second opportunity course	9. The usefulness of psychological support.	
%81	The psychological support manual was not used during the second opportunity course		
%36.36	There are students enrolled last year and this year	10. The presence of students enrolled last year and this year	
%63.64	There are no students enrolled this year and last year		

The interviews with the counselors about the second chance courses revealed that there is a range of activities implemented by the counselor with the students, as psychological support, games, follow-up individual cases and individual and group counseling sessions, theatrical and gymnastic activities, self-understanding and express feelings activities.

The most important mechanisms of psychological support were: Various psychosocial support activities, dialogue, discussion and open questions, communication, and confronting conflict and crises. As for the existence of the phenomenon of violence, the majority confirmed that it is, existed in minor cases such as fighting and some chaos. They also stressed on the existence of psycho-social, behavioral problems due to the crisis circumstances.

As for the challenges faced by the counselors, the most important were: lack of tools, psychosocial support manual, the psychological state of the students, the shortage number of counselors, the behavioral problems of the students, the chaos and the inability to adjust /control the class.

The most important of these recommendations were: The announcement of the course before a period of the programme time, provision of supplies and stationery in a timely manner, providing of tools for psychosocial activities, recreational trips and to provide incentive prizes for students, the separation between primary and middle (junior) students also between males and females. To conduct professional training courses for counselors and teachers, to reduce the number of work hours.

The common challenges faced by (managers, counselors, teachers, students) in the second chance courses:

Table (66): Common challenges faced by managers, counselors, teachers, and students in the second opportunity programme

percentage	Common challenges	
%42.2	Difficulty of transportation for students and teachers.	1
%7	The programme was not announced earlier.	2
%8.8	Large numbers of students	3
%32.9	Lack of available laboratories and tools.	4
%9.05	Do not distribute books and stationery with the start of the course.	5
%12.9	Insufficient number of teachers and administrators.	6
%9.12	Students attendance of materials they didn`t fail in.	7
%2.56	Low wages for managers, mentors and teachers.	8
%7.8	Individual differences among pupils and low levels of most.	9
%8.61	Students are not required to attend all materials.	10
%7.13	Lack of clean water.	11
%22.2	Provision of teachers` books and psycho-social counselors` manuals.	12
%3.25	Lack of ventilation in summer.	13

The table shows that the most common challenges faced by (managers, counselors, teachers, students) in the second opportunity courses were as follows:

1. The difficulty of transportation.
2. The late announcement of the course.
3. The large numbers of students.
4. The lack of availability of laboratories tools.
5. The non-distribution of books and stationery at the beginning of the course
6. The insufficient number of teachers, counselors and administrators.
7. The attendance of students of all materials even if they are not failed in.
8. The Low salary and the shortage of payment.
9. Individual differences among students and low levels of most.
10. The lack of commitment by students to attend all materials.
11. Clean water shortage.
12. The lack of teachers` books.
13. The lack of psychological support.
14. The lack of ventilation in summer.
15. The shortage of community partnership in the second opportunity.

The joint proposals submitted by the principals, counselors, teachers and students in the second opportunity were as follows:

Table (67) Joint proposals submitted by (principals, counselors, teachers, pupils) in the second opportunity courses

Percentages	Joint proposals submitted by (principals, counselors, teachers, pupils) in the second opportunity courses.	
20.2	Providing transportation for teachers and students.	1
13.4	To announce about the second chance before a while.	2
26.6	Provision of books and stationery.	3
45.2	Recreational lessons (drawing, sport) and trips.	4
13.3	Teaching the student the material which he has failed in.	5
28.4	Provide the necessary tools and laboratories.	6
16.13	Increase the teaching and administrative staff at each center.	7
48.17	Increase of wages.	8
25.9	Provision of teachers` books and psycho-social counselors` manuals.	9
8.47	Reduce the number of pupils per class.	10
10.1	Not specifying the number of classes per grade.	11
7.84	Provision of clean water.	12
7.33	Pay attention to cleanliness of the center.	13
26.7	Provide fans and air conditioners for the classroom.	14

Fourth:

Recommendations

The most important recommendations are:

• Conducting a predictive study for learners in second chance courses.

• Conduct an analytical study of the curricula allocated in the second opportunity courses and its effectiveness and adequacy for learners.

• Provision of teachers` books and psycho-social counselors` manuals

• Conducting professional training courses for teachers.

• Increase the number of psychosocial counselors and conduct professional training courses for them.

• Provide financial (material) support for the environment of the second course centers.

• Enabling learners to enroll in the second chance courses regardless of the number of subjects they failed.

• Increase the number of centers and the number of classes per center.

• Increase the duration of second chance courses.

• Reducing teachers' working hours.

Annexes

Annex 1

Questionnaire of Student

Dear students the Educational Center of Measurement and Evaluation in collaboration with UNESCO is applying a questionnaire about the importance of completion programme, so we wish you answer its items with credibility, by putting check in the suitable place in your opinion.

Center Name: …….. class: …… Gender: …….

Governorate: ……

Domains	N	Items	Always	Often	Sometimes	Rarely	Never
Text Book	1	Attention focused on the subjects that I have failed					
	2	Delete some textbook lessons.					
	3	Textbook lessons are explained clearly.					
	4	There is no need to repeat subjects which students had passed successfully					
	5	The lesson is appropriate for the allotted time.					
	6	It is necessary to re-teach basic knowledge from previous classes.					
	7	The textbook has too much information					
Teaching Methods	8	The teacher using appropriate teaching methods.					
	9	Teacher distribute students in groups to accomplish certain tasks.					
	10	Make laboratory experiments during lessons.					
	11	Teacher solve problems with students.					

	12	Teacher gives students homework to increase their knowledge.					
	13	Teacher gives us worksheets at the end of each unit.					
	14	Teacher explains lessons in comprehensive way.					
Physical Environment	15	There are enough seats in the class.					
	16	Lighting and ventilation are good in the class.					
	17	It's hard to arrive to the completion center					
	18	The facilities at the center are clean					
	19	Stationary are distributed at the beginning of the course					
Psychological and Social Environment	20	The completion course is an appropriate chance to complete the missing skills and knowledge					
	21	I feel exhausted of the tasks assigned to me.					
	22	I think that completion courses are routine and tedious					
	23	The psychosocial counselor observing students during the completion course					
	24	I feel comfortable and active during the course.					
Evaluation	25	The teacher conducts an evaluation at the end of each lesson					
	26	The teacher conducts an exam at the end of each unit					
	27	The teacher asks oral questions about previous lessons					
	28	The teacher asks students to perform collective tasks					

Annex 2

Questionnaire of Teachers

Dear teacher the Educational Center of Measurement and Evaluation in collaboration with UNESCO is applying a questionnaire about the importance of second opportunity programme, so we wish you answer its items with credibility, by putting check in the suitable place in your opinion.

Center: ……...…… Specialization…… Gender: ……..

Governorate: …….. Qualification…… Experience: ……

Domains	N	Items	Always	Often	Sometimes	Rarely	Never
Text Book	1	Attention focused on the subjects that I have failed					
	2	Delete some textbook lessons.					
	3	Textbook lessons are explained clearly.					
	4	There is no need to repeat subjects which students had passed successfully					
	5	The lesson is appropriate for the allotted time.					
	6	It is necessary to re-teach basic knowledge from previous classes.					
	7	The textbook have too much information					
Teaching Methods	8	Using appropriate teaching methods.					
	9	Distribute students in groups to accomplish certain tasks.					
	10	Make laboratory experiments during lessons.					
	11	solving problems with students.					
	12	I give students homework to increase their knowledge.					
	13	I give students worksheets at the end of each unit.					

	14	explain lessons in comprehensive way.					
Physical Environment	15	There are enough seats in the class.					
	16	Lighting and ventilation are good in the class.					
	17	It's hard to arrive to the completion center					
	18	The facilities at the center are clean					
	19	Stationary are distributed at the beginning of the course					
Psychological and Social Environment	20	The completion course is an appropriate chance to complete the missing skills and knowledge					
	21	I feel exhausted of the tasks assigned to me.					
	22	I think that completion courses are routine and tedious					
	23	The psychosocial counselor obsering students during the completion course					
	24	I feel comfortable and active during the course					
Evaluation	25	The teacher conducts an evaluation at the end of each lesson					
	26	The teacher conducts an exam at the end of each unit					
	27	The teacher asks oral questions about previous lessons					
	28	The teacher ask students to perform collective tasks					

Annex 3

Questionnaire of parents

Dear parents the Educational Center of Measurement and Evaluation with collaboration with UNESCO is applying a questionnaire about the importance of second opportunity programme, and we hope you answer the items with credibility by putting a mark in the suitable place.

Name of the center: ----------

Domains	N	Items	Always	Often	Sometimes	Rarely	Never
Social and local planning	1	I noticed ministerial concern in terms of completion programs.					
	2	There is accurate follow-up by the management of completion centers.					
	3	Parents are discussing some issues related to their children.					
	4	Parents can give notices about the completion courses programe.					
	5	I think there is no need to reteach my son all the completion subjects.					
	6	It is necessary to expand teaching some basics of subjects, even if it requires returning to previous classes.					
	7	There are enough seats in classes.					
Physical environment	8	Lighting and ventilation are good in the class.					
	9	My son had a difficulty arriving to the completion center.					
	10	Facilities in the center are clean.					
	11	Stationary are distributes at the beginning of the courses.					
	12	Completion course is a good chance for my son to complete missing skills and knowledge.					
	13	My son feels exhausted of the completion course.					
	14	Completion programme is a routine work and waste of time.					
ical & socia l	15	I feel comfortable that my son study the completion course.					
	16	I encourage my son to					

		complete the completion course.					
	17	Teachers deal with students in a good manner.					
	18	There is appropriate media coverage in the syrian educational channel.					
	19	My friends told me about completion programme.					
Media	20	There are a lot of adds about completion programme.					

What are your suggestions about developing the completion programme?

Annex 4

Questionnaire of center principal:

Governorate: …… . School: …… principal:……..

Part (A): general information

1 **Circle your age category:**
1- Less than 30 2- 30 to 39
3 – 40 to 49 4 – 50 and more

2 **Gender 1- male 2- female**

3 **Duration number of weeks…….**

4 **Enrollment Students number**

	Male	female	total
number			

5 **Number of teachers and psychosocial counselors**

	psychosocial	teachers				
		All subjects	science	Arabic	English	Math

6 **Adequacy of teachers number to the programme 1- yes 2- No**
If the answer (no), why? …….

7 **Adequacy of psychosocial number to the programme 1- yes 2- No**
If the answer (no), why? …….

8 **Number of students per class, and number of classes:**

	Grade 1		Grade 2		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
gender	m	fe	m	fe						
students										
class										

Part (B): implementation of the programme:

	Answer these questions
9	Adequacy of programme materials

	adequate		Quantity		explanation
	Yes	No	received	required	
notebooks					
Study books					
Teacher manual					
BB Chalk					
Typing paper					
Other					
Other s					
Other					

10 Professional training

profession	Adequacy			Number of trained
	yes	No	N/A	
School director				
School management				
teachers				
Support staff				
counselors				

11 How many tests did the pupils take to assess their progress in the summer vacation programme?

	Grade1	Grade2	Grade3	Grade4	Grade5	Grade6	Grade7	Grade8
math								
English								
Arabic								
Science								

12 To what extent do you agree with the following statements?

	Strongly agree	Agree a little	Disagree a little	Strongly dissagree
Pupils performance has improved a lot				
Most of pupils have improved in performance Duration of the programme is adequate				
Remedial education is good for a few core subjects				
Remedial education is good for all subjects				
Remedial education be incorporates in the academic year				
Remedial education addresses the				

	crisis situation				
	The teaching materials are effective				
	Teachers are adequately trained on remedial education				
	Teachers frequently use whole class approach				
	Teachers frequently use class group tasks				
	Teachers are attentive to weaker pupils				
	Teachers give homework to pupils				
	Some pupils require regular counseling needs				
13	Can you identify three main lessons learnt/ best practices in the second chance opportunity programme? 1- …….. 2- …….. 3- ……..				
14	Can you identify three main challenges you face in the second chance programme? 1- …… 2- …… 3- ……				
15	Can you give up to four main suggestions on how to improve the second chance programme? 1- …… 2- …… 3- ……				

Thank you for your answers and for the time and effort spent filling out this questionnaire

Annex 5

Interview Of Student

Please give your opinion about the following:

Fields	M	questions
Understanding and comprehension	1	lessons understanding difficulties of the second opportunity courses
	2	The difficulty of the second chance curriculum and the ability of comprehension.
	3	The need for a longer duration to understand the course of the second opportunity programme.
	4	Illustrative means and their role of increasing comprehension.
curriculum	5	The quality of curricula prepared for the second chance courses.
	6	Intensity of second chance curricula.
	7	The need to add specific lessons and experiences of previous years to help pass the second chance course.
duration	8	The timing of the second chance course.
	9	Adequacy of lesson duration.
Problems and proposals	10	The most important problems you encountered during the second chance course.
	11	Water provision and cleanliness.
	12	Your proposals that you consider necessary to be taken into account.

Annex 6

Interview Of Teacher

Please provide an opinion on the following:

fields	m	questions
Teaching methods	**1**	Provide the necessary means to implement the curriculum of second opportunity.
	2	provision of laboratories for some materials within the center.
	3	Provide the necessary tools for the education process such as blackboard and chalk.
	4	There are clear individual differences between students completing the same subject in basic knowledge and skills.
	5	The provision of special teacher guides.
	6	The need for teaching methods in the curricula of the second opportunity courses differs from the basic curriculum.
	7	Adequacy of second chance curricula for student levels.
	8	Effective degree of the curriculum intensity, on the progress of the educational process during the second chance.
	9	Utilizing information and knowledge from previous grades to raise the level of pupils.
	10	The information received by teachers in training courses and their adequacy to deal with the second opportunity program.
	11	There is an urgent need to enhance training with specific aspects of the second opportunity courses.
	12	The most important problems you encountered during the second chance course.
	13	Water provision and cleanliness.
	14	The phenomenon of violence among students.
	15	Parents follow up their children during the second chance course.
	16	The salary allocated to you in the second opportunity course and adequate the teachers` effort.
	17	Your proposals which you consider necessary to be taken into account at the next opportunity sessions.

Annex 7

Interview Of psychosocial counselors:

Please provide an opinion on the following:

Fields	m	questions
Activities and psychological support	**1**	The activities that you utilize with students during the second opportunity.
	2	The mechanisms and means of psychological support that you utilized during the course of the second opportunity.
	3	The phenomenon of violence among students.
	4	The existence of certain problems (psychological, social, behavioral) of some students
	5	Parents follow up their children during the second chance course.
Problems and proposals	**6**	Water provision and cleanliness.
	7	The most important problems you encountered during the second chance course.
	8	Your proposals which you consider necessary to be taken into account at the next opportunity programe.

Annex 8

Interview of principal of the center:

Please provide an opinion on the following:

Fields	M	Questions
Numbers	1	The equivalent between number of students to the number of teachers
	2	The equal number of students with the number of seats and classes.
	3	The difference among students` numbers in the current year to the last year and to what extent
Books and stationary	4	Distribution of Stationary at the beginning of the course for all students.
	5	Distribution of the completion course books to the students
Commitment to the programme	6	Students' commitment to the completion course/ absence and attendance.
	7	Teachers' commitment to the completion course / absence and attendance
	8	Psychosocial counselor commitment to the course/absence and presence.
	9	Parents are monitoring their children during the completion course.
Problems and proposals	10	Phenomenon of violence between students.
	11	Water provision and cleanliness.
	12	Most problems you encountered during the course.
	13	Your suggestions that you consider necessary to be taken into consideration in the next second chance course.

Annex (9)

The results of differences between the scores average of students on the textbook axis with its default average according to the governorate variable.

Default average value = 21					Governorate
Significance	**Degrees of Freedom**	**T**	**Standard deviation**	**average**	
0.000	**308**	**17.65**	**3.92**	**24.94**	**Damascus**
0.000	**382**	**2096**	**4.36**	**25.67**	**Rural Damascus**
0.000	**347**	**23.16**	**4.17**	**26.19**	**Quneitra**
0.000	**583**	**30.22**	**2.19**	**23.74**	**Daraa**
0.000	**403**	**20.32**	**4.03**	**25.07**	**AsSweida**
0.000	**260**	**16.66**	**4.21**	**25.35**	**Homs**
0.000	**330**	**22.18**	**3.56**	**25.34**	**Hama**
0.000	**509**	**15.59**	**3.63**	**23.51**	**Alappo**
0.000	**370**	**27.00**	**3.91**	**26.48**	**Lattakia**
0.000	**364**	**22.98**	**4.32**	**26.19**	**Tartous**

The results of differences between the students` answers average on the axis of teaching methods with the default average according to the variable of governorate

Default average value = 21					governorate
Significance	**Degrees of Freedom**	**T**	**Standard deviation**	**average**	
0.000	308	14.71	5.44	25.55	**Damascus**
0.000	382	13.01	5.09	24.38	**Rural Damascus**
0.000	347	31.23	4.89	29.19	**Quneitra**
0.000	583	50.39	3.29	27.88	**Dar`aa**
0.000	403	12.17	5.02	24.04	**AsSweida**
0.000	260	12.93	5.65	25.52	**Homs**
0.000	330	17.10	5.01	25.71	**Hama**
0.000	509	26.16	3.76	25.36	**Alappo**
0.000	370	31.27	4.61	28.49	**Lattakia**
0.000	364	21.85	5.38	27.16	**Tartous**

The results of differences between the students` answers average on the axis of the material environment with the default average according to the governorate variable.

Default average value = 15					governorate
Significance	Degrees of Freedom	T	Standard deviation	average	
0.000	308	13.67	3.83	17.98	**Damascus**
0.000	382	7.31	3.61	16.35	**Rural Damascus**
0.000	347	16.42	3.71	18.27	**Quneitra**
0.000	583	29.22	3.08	18.73	**Dar`aa**
0.000	403	15.20	3.79	17.86	**AsSweida**
0.000	260	16.81	3.72	18.87	**Homs**
0.000	330	15.37	4.02	18.39	**Hama**
0.000	509	0.61	3.82	15.10	**Alappo**
0.000	370	17.39	3.88	18.51	**Lattakia**
0.000	364	25.36	3.37	19.47	**Tartous**

The results of differences between the students` answers average on the axis of the psychosocial environment with the default average according to the governorate variable

Default average value = 15					governorate
Significance	Degrees of Freedom	T	Standard deviation	average	
0.000	308	15.07	4.08	18.49	**Damascus**
0.000	382	13.58	4.00	17.78	**Rural Damascus**
0.000	347	17.81	3.82	18.64	**Quneitra**
0.000	583	32.70	2.67	18.61	**Dar`aa**
0.000	403	18.15	3.89	18.51	**AsSweida**
0.000	260	14.83	4.37	19.01	**Homs**
0.000	330	20.11	3.74	19.13	**Hama**
0.000	509	8.09	3.49	16.25	**Alappo**
0.000	370	16.67	4.51	18.91	**Lattakia**
0.000	364	21.29	4.11	19.58	**Tartous**

The results of differences between students` scores average on the assessment axis with the default average according to the governorate variable

Default average value = 12					governorate
Significance	Degrees of Freedom	T	Standard deviation	average	
0.000	308	13.06	4.17	15.09	**Damascus**
0.000	382	12.05	4.22	14.59	**Rural Damascus**
0.000	347	32.10	3.32	17.71	**Quneitra**
0.000	583	40.29	2.57	16.28	**Dar`aa**
0.000	403	9.19	3.55	13.62	**AsSweida**
0.000	260	10.54	4.14	14.71	**Homs**
0.000	330	19.70	3.57	15.87	**Hama**
0.000	509	8.79	3.82	13.49	**Alappo**
0.000	370	33.62	2.99	17.22	**Lattakia**
0.000	364	26.93	3.48	16.91	**Tartous**

Annex (10)

The results of differences between the students` scores average on the textbook axis and the default average according to the grade variable

Default average value = 21					grade
Significance	**Degrees of Freedom**	**T**	**Standard deviation**	**average**	
0.000	230	9.72	3.32	23.12	**first**
0.000	124	11.18	3.59	24.59	**second**
0.000	70	9.42	3.21	24.59	**third**
0.000	75	9.26	2.79	23.96	**fourth**
0.000	142	11.74	3.43	24.37	**fifth**
0.000	101	13.08	3.09	25.00	**sixth**
0.000	1433	39.67	4.10	25.29	**seventh**
0.000	1683	45.71	3.92	25.37	**Eighth**

The results of differences between the students` answers average on the axis of teaching methods with the default average according to the grade variable.

Default average value = 21					grade
Significance	**Degrees of Freedom**	**T**	**Standard deviation**	**average**	
0.000	230	26.02	3.59	27.15	**grad 1**
0.000	124	23.68	3.04	27.45	**grade2**
0.000	70	14.89	3.71	27.56	**grade3**
0.000	75	15.81	3.44	27.25	**grade4**
0.000	142	16.10	4.38	26.90	**grade5**
0.000	101	13.19	5.10	27.67	**grade6**
0.000	1433	42.37	5.01	26.61	**grade7**
0.000	1683	36.69	5.34	25.78	**grade8**

The results of differences between the students` answers average on the axis of the material environment with the default average according to the grade variable.

Default average value = 15					grade
Significance	**Degrees of Freedom**	**T**	**Standard deviation**	**average**	
0.000	230	4.35	4.87	16.39	**first**
0.000	124	7.12	4.25	17.70	**second**
0.000	70	10.48	3.20	18.98	**third**
0.000	75	8.63	3.35	18.31	**fourth**
0.000	142	11.04	3.87	18.57	**fifth**
0.000	101	10.05	3.54	18.53	**sixth**
0.000	1433	29.32	3.86	17.99	**seventh**
0.000	1683	30.42	3.75	17.77	**Eighth**

The results of differences between the students` answers average of the psycho - social environment axis with the default average according to the grade variable

Default average value = 15					grade
Significance	**Degrees of Freedom**	**T**	**Standard deviation**	**average**	
0.000	230	10.02	3.34	17.20	**first**
0.000	124	10.64	3.62	18.44	**second**
0.000	70	11.35	3.13	19.21	**third**
0.000	75	9.94	3.28	18.74	**fourth**
0.000	142	11.86	3.79	18.76	**fifth**
0.000	101	8.34	3.50	17.89	**sixth**
0.000	1433	32.21	4.01	18.41	**seventh**
0.000	1683	35.69	4.01	18.49	**Eighth**

The results of differences between the students` scores average of the assessment axis with the default average according to the grade variable

Default average value = 12					grade
Significance	**Degrees of Freedom**	**T**	**Standard deviation**	**average**	
0.000	230	12.19	3.39	14.88	**first**
0.000	124	15.61	2.89	16.05	**second**
0.000	70	13.12	2.78	16.32	**third**
0.000	75	12.04	2.87	15.96	**fourth**
0.000	142	14.37	3.53	16.24	**fifth**
0.000	101	11.14	3.71	16.09	**sixth**
0.000	1433	37.62	3.73	15.71	**seventh**
0.000	1683	32.42	4.09	15.24	**Eighth**

Annex (11)

The results of the differences between students` scores average of the textbook axis and the default average according to the gender variable

Default average value = 21					gender
Significance	**Degrees of Freedom**	**t**	**Standard deviation**	**average**	
0.000	2081	45.90	3.86	24.89	**male**
0.000	1783	46.12	3.98	25.34	**female**

The results of the differences between the students` answers average of teaching methods axis with the default average according to gender variable

Default average value = 21					gender
Significance	**Degrees of Freedom**	**t**	**Standard deviation**	**average**	
0.000	2081	50.41	4.93	26.45	**male**
0.000	1783	43.95	5.09	26.29	**female**

The results of the differences between the students` answers average of the material environment axis with the default average according to the gender variable

Default average value = 15					gender
Significance	**Degrees of Freedom**	**t**	**Standard deviation**	**average**	
0.000	2081	37.75	3.79	18.13	**male**
0.000	1783	26.82	3.97	17.52	**female**

The results of the differences between the students` scores average of axis of the psychosocial environment with the default average according to gender variable

Default average value = 15					gender
Significance	**Degrees of Freedom**	**t**	**Standard deviation**	**average**	
0.000	2081	39.37	3.89	18.36	**male**
0.000	1783	36.63	3.96	18.43	**female**

The results of the differences between the students` scores average of the assessment axis with the default average according to the gender variable

Default average value = 12					gender
Significance	**Degrees of Freedom**	**t**	**Standard deviation**	**average**	
0.000	2081	41.78	3.86	15.53	**male**
0.000	1783	38.74	3.79	15.48	**female**

Annex (12)

The results of the differences between teachers' answers average on the textbook axis with the default average according to the governorate variable.

Default average value = 21					governorate
significance	Degrees of freedom	T	Standard deviation	average	
0.000	23	1.71	4.29	22.50	**Damascus**
0.000	25	3.50	3.31	23.56	**Rural Damascus**
0.000	12	4.87	3.36	25.54	**Quneitra**
0.000	24	1.51	2.92	21.88	**Dar`aa**
0.000	19	2.24	3.69	22.85	**AsSweida**
0.000	26	1.30	4.72	22.18	**Homs**
0.000	27	3.610	3.93	23.68	**Hama**
0.000	33	3.612	3.15	22.85	**Alappo**
0.000	14	1.61	4.65	22.93	**Lattakia**
0.000	13	2.89	4.54	24.50	**Tartous**

The results of the differences between teachers' answers average of the teaching methods axis with the default average according to the governorate variable

Default average value = 21					governorate
significance	Degrees of freedom	T	Standard deviation	average	
0.000	23	7.59	3.55	26.50	**Damascus**
0.000	25	11.12	2.78	27.00	**Rural Damascus**
0.000	12	1.29	1.93	22.69	**Quneitra**
0.000	24	11.66	3.88	30.04	**Dar`aa**
0.000	19	7.21	3.94	27.35	**AsSweida**
0.000	26	9.95	3.42	27.55	**Homs**
0.000	27	8.52	3.44	26.54	**Hama**
0.000	33	13.55	2.98	28.30	**Alappo**
0.000	14	7.58	4.36	29.53	**Lattakia**
0.000	13	8.49	3.78	29.57	**Tartous**

The results of the differences between the scores average of teachers' answers on the material environment axis with the default average according to the governorate variable.

Default average value = 15					governorate
significance	Degrees of freedom	T	Standard deviation	average	
0.000	23	10.69	2.52	20.50	**Damascus**
0.000	25	2.98	3.42	17.00	**Rural Damascus**
0.000	12	14.43	1.69	21.77	**Quneitra**
0.000	24	10.34	2.63	20.44	**Dar`aa**
0.000	19	7.06	3.55	20.60	**AsSweida**
0.000	26	7.38	3.81	20.41	**Homs**
0.000	27	9.29	3.25	20.71	**Hama**
0.000	33	7.74	3.82	20.00	**Alappo**
0.000	14	4.89	3.00	18.80	**Lattakia**
0.01	13	6.99	3.36	21.28	**Tartous**

The results of the differences between the scores average of teachers' answers on the psychosocial environment axis with the default average according to the governorate variable

Default average value = 15					governorate
significance	Degrees of freedom	T	Standard deviation	average	
0.000	23	10.37	2.91	21.67	**Damascus**
0.000	25	7.99	3.91	21.00	**Rural Damascus**
0.000	12	14.35	1.39	20.54	**Quneitra**
0.000	24	6.13	3.07	18.88	**Dar`aa**
0.000	19	8.12	2.81	20.10	**AsSweida**
0.000	26	8.00	3.73	20.74	**Homs**
0.000	27	9.02	3.58	21.11	**Hama**
0.000	33	12.57	2.88	21.18	**Alappo**
0.000	14	3.58	3.68	18.40	**Lattakia**
0.02	13	8.53	3.01	21.86	**Tartous**

Results of the differences between scores average of teachers' answers on the assessment axis and the default average according to the governorate variable

Default average value = 12					governorate
significance	Degrees of freedom	T	Standard deviation	average	
0.000	23	12.07	2.13	17.25	**Damascus**
0.000	25	11.08	2.60	17.52	**Rural Damascus**
0.01	12	21.28	1.12	18.62	**Quneitra**
0.02	24	17.17	1.93	18.64	**Dar`aa**
0.01	19	13.09	2.12	18.20	**AsSweida**
0.000	26	13.23	2.09	17.33	**Homs**
0.000	27	17.95	1.62	17.50	**Hama**
0.000	33	17.41	2.05	18.09	**Alappo**
0.000	14	11.61	1.85	17.53	**Lattakia**
0.021	13	11.37	2.14	18.50	**Tartous**

Annex (13)

The results of the differences between the scores average of teachers' answers on the textbook axis with the default average according to the specialization variable

Default average value = 21					specialization
significance	**Degrees of freedom**	**T**	**Standard deviation**	**average**	
0.000	64	5.25	4.42	23.88	**Arabic**
0.000	34	3.09	3.51	22.83	**English**
0.000	39	2.02	3.43	22.08	**Math**
0.000	22	3.69	3.39	23.61	**Science**
0.000	62	3.68	3.84	22.78	**All subjects**

The results of the differences between the scores average of teachers' answers on the axis of teaching methods with the default average according to specialization variable

Default average value = 21					specialization
significance	**Degrees of freedom**	**T**	**Standard deviation**	**average**	
0.000	64	12.18	4.25	27.42	**Arabic**
0.000	34	11.88	3.17	27.37	**English**
0.000	39	9.33	3.88	26.87	**Math**
0.000	22	8.32	3.61	27.26	**Science**
0.000	62	14.80	3.89	28.27	**All subjects**

The results of the differences between the scores average of teachers' answers on the material environment axis with the default average according to specialization variable

Default average value = 15					**specialization**
significance	**Degrees of freedom**	**T**	**Standard deviation**	**average**	
0.000	64	12.68	3.26	20.12	**Arabic**
0.000	34	10.94	2.89	20.34	**English**
0.000	37	8.05	3.32	19.34	**Math**
0.000	22	6.23	3.98	20.17	**Science**
0.000	62	11.10	3.74	20.24	**All subjects**

The results of the differences between the scores average of teachers' answers on the psychosocial environment axis with the default average according to the specialization variable

Default average value = 15					specialization
significance	Degrees of freedom	T	Standard deviation	average	
0.000	64	14.71	3.25	20.94	**Arabic**
0.000	34	12.70	2.78	20.97	**English**
0.000	39	10.55	3.38	20.50	**Math**
0.000	22	9.71	2.92	20.91	**Science**
0.000	62	10.44	3.69	19.86	**All subjects**

The results of the differences between the scores average of teachers' answers on the assessment axis and their default average according to the specialization variable

Default average value = 12					specialization
significance	Degrees of freedom	T	Standard deviation	average	
0.000	64	33.72	1.54	18.45	**Arabic**
0.000	34	14.44	2.21	17.40	**English**
0.000	39	14.48	2.24	16.97	**Math**
0.000	22	18.38	1.62	18.22	**Science**
0.000	62	20.79	2.26	17.92	**All subjects**

Annex (14)

The results of the differences between the scores average of teachers' answers on the textbook axis with the default average according to gender variable

Default average value = 21					gender
significance	Degrees of freedom	T	Standard deviation	average	
0.000	80	3.64	3.79	22.47	**male**
0.000	144	7.27	3.91	23.40	**female**

The results of the differences between the score average of teachers' answers on the axis of teaching methods with the default average according to gender variable

Default average value = 21					gender
significance	Degrees of freedom	T	Standard deviation	average	
0.000	80	14.25	3.94	27.30	**male**
0.000	144	20.98	3.83	27.67	**female**

The results of the differences between the score average of teachers' answers on the physical environment axis with the default average according to gender variable

Default average value = 15					gender
significance	Degrees of freedom	T	Standard deviation	average	
0.000	80	13.78	3.09	19.71	**male**
0.000	144	17.52	3.59	20.26	**female**

The results of the differences between the scores average of teachers' answers on the psycholosocial environment axis with the default average according to gender variable

Default average value = 15					gender
significance	Degrees of freedom	T	Standard deviation	average	
0.000	80	13.81	3.42	20.23	**male**
0.000	144	21.41	3.05	20.75	**female**

The results of the differences between the score average of teachers' answers on the assessment axis and their default average according to gender variable

Default average value = 12					gender
significance	Degrees of freedom	T	Standard deviation	average	
0.000	80	22.54	2.23	17.55	**male**
0.000	144	37.64	1.94	18.03	**female**

Annex (15)

The results of the differences between scores average of teachers' answers on the textbook axis with the default average according to the scientific qualification variable

Default average value = 21					scientific qualification
significance	Degrees of freedom	T	Standard deviation	average	
0.000	95	5.51	4.02	23.26	**Bachelor`s degree**
0.000	27	3.39	4.17	23.68	**Education diploma**
0.000	31	2.60	3.06	22.41	**Teacher certificate**
0.000	67	3.91	3.94	22.87	**teachers training Institute**

Results of the differences between the teachers' answers average on the axis of teaching methods with the default average according to the scientific qualification variable

Default average value = 21					scientific qualification
significance	Degrees of freedom	T	Standard deviation	average	
0.000	**95**	**16.24**	**3.91**	**27.48**	**Bachelor`s degree**
0.000	**27**	**10.43**	**3.93**	**28.75**	**Education diploma**
0.000	**31**	**8.21**	**4.03**	**26.84**	**Teacher certificate**
0.000	**67**	**14.47**	**3.68**	**27.46**	**teachers training Institute**

Results of the differences between teachers' answers average on the material environment axis with the default average according to the scientific qualification variable

Default average value = 15					scientific qualification
significance	Degrees of freedom	T	Standard deviation	average	
0.000	95	13.79	3.43	19.83	**Bachelor`s degree**
0.000	27	10.26	3.19	21.18	**Education diploma**
0.000	31	8.09	3.08	19.41	**Teacher certificate**
0.000	67	11.97	3.61	20.23	**teachers training Institute**

The results of the differences between teachers' answers average on the psychosocial environment axis with the default average according to the scientific qualification variable

Default average value = 15					scientific qualification
significance	Degrees of freedom	T	Standard deviation	average	
0.000	95	16.49	3.32	20.58	Bachelor`s degree
0.000	27	8.45	3.67	20.86	Education diploma
0.000	31	8.70	3.17	19.88	Teacher certificate
0.000	67	14.56	3.25	20.74	teachers training Institute

The results of the differences between the teachers' answers average on the assessment axis and the default average according to the scientific qualification variable

Default average value = 12					scientific qualification
significance	Degrees of freedom	T	Standard deviation	average	
0.000	95	24.82	2.23	17.65	Bachelor`s degree
0.000	27	23.01	1.50	18.54	Education diploma
0.000	31	15.89	2.09	17.87	Teacher certificate
0.000	67	24.86	1.95	17.88	teachers training Institute

Annex (16)

Results of the differences between teachers' answers average on the textbook axis with the default average according to years of experience variable

Default average value = 21					years of experience
significance	Degrees of freedom	T	Standard deviation	average	
0.000	17	0.36	3.91	22.33	**5-1**
0.000	46	5.32	3.64	23.74	**6-10**
0.000	42	4.45	3.49	23.37	**11-15**
0.000	117	5.13	4.06	22.96	**More than 15**

The results of the differences between teachers' answers average on the axis of teaching methods with the default average according to years of experience variable

Default average value = 21					years of experience
significance	Degrees of freedom	T	Standard deviation	average	
0.000	**17**	**8.11**	**4.48**	**29.56**	**5-1**
0.000	**46**	**14.52**	**3.06**	**27.67**	**6-10**
0.000	**42**	**10.06**	**4.23**	**27.49**	**11-15**
0.000	**117**	**17.45**	**3.87**	**27.19**	**More than 15**

The results of the differences between teachers' answers average on the material environment axis with the default average according to years of experience variable

Default average value = 15					years of experience
significance	Degrees of freedom	T	Standard deviation	average	
0.000	**17**	**4.77**	**3.66**	**19.11**	**5-1**
0.000	**46**	**11.19**	**3.37**	**20.46**	**6-10**
0.000	**42**	**10.29**	**3.30**	**20.19**	**11-15**
0.000	**117**	**15.57**	**3.46**	**20.01**	**More than 15**

The results of the differences between teachers' answers average on the psychosocial environment axis with the default average according to years of experience variable

Default average value = 15					years of experience
significance	Degrees of freedom	T	Standard deviation	average	
0.000	17	4.08	4.68	19.50	**5-1**
0.000	46	16.59	2.83	21.80	**6-10**
0.000	42	11.67	3.33	20.93	**11-15**
0.000	117	17.89	3.11	20.10	**More than 15**

The results of the differences between teachers' answers average on the assessment axis and their default average according years of experience variable

Default average value = 15					years of experience
significance	Degrees of freedom	T	Standard deviation	average	
0.000	17	9.83	2.59	18.00	**5-1**
0.000	46	27.05	1.58	18.21	**6-10**
0.000	42	20.39	1.88	17.86	**11-15**
0.000	117	28.41	2.19	17.70	**More than 15**

Annex (17)

The results of the differences between the parents' answers average on the planning and community axis with the default average according to the governorate variable

Default average value = 18					governorate
significance	Degrees of freedom	T	Standard deviation	average	
0.000	218	17.98	3.92	22.76	**Damascus**
0.000	162	12.22	4.27	22.09	**Rural Damascus**
0.000	184	11.17	4.86	21.99	**Quneitra**
0.000	380	24.03	4.45	23.48	**Dar`aa**
0.000	343	25.68	3.92	23.43	**AsSweida**
0.000	251	18.76	3.75	22.44	**Homs**
0.000	256	18.29	4.15	22.73	**Hama**
0.000	144	15.19	4.40	23.55	**Alappo**
0.000	269	22.42	3.84	23.24	**Lattakia**
0.000	239	23.42	3.92	23.93	**Tartous**

The results of the differences between the parents' answers average on the material environment axis with the default average according to the governorate variable

Default average value = 15					governorate
significance	Degrees of freedom	T	Standard deviation	average	
0.000	218	13.04	3.69	18.25	**Damascus**
0.000	162	3.55	4.26	16.18	**Rural Damascus**
0.000	184	23.63	2.75	19.77	**Quneitra**
0.000	380	16.82	3.37	17.90	**Dar`aa**
0.000	343	23.80	3.88	19.98	**AsSweida**
0.000	251	20.65	3.32	19.32	**Homs**
0.000	256	17.63	3.64	19.00	**Hama**
0.000	144	10.53	3.37	17.95	**Alappo**
0.000	269	12.90	4.17	18.27	**Lattakia**
0.000	239	23.74	3.38	2018	**Tartous**

The results of the differences between parents' answers average on the psychosocial environment axis with the default average according to the governorate variable

Default average value = 18					governorate
significance	Degrees of freedom	T	Standard deviation	average	
0.000	218	21.46	3.01	22.36	**Damascus**
0.000	162	19.98	2.93	22.58	**Rural Damascus**
0.000	184	24.65	3.26	23.91	**Quneitra**
0.000	380	20.52	4.15	22.36	**Dar`aa**
0.000	343	18.07	3.87	21.77	**AsSweida**
0.000	251	23.09	2.78	22.04	**Homs**
0.000	256	21.89	3.19	22.27	**Hama**
0.000	144	12.89	4.09	22.38	**Alappo**
0.000	269	27.98	2.88	22.91	**Lattakia**
0.01	239	26.86	3.09	23.35	**Tartous**

The results of the differences between the parents' answers average on the publicity axis with the default average according to the governorate variable

Default average value = 12					governorate
significance	Degrees of freedom	T	Standard deviation	average	
0.000	218	3.89	4.37	13.15	**Damascus**
0.000	162	1.43	4.61	13.48	**Rural Damascus**
0.000	184	31.12	2.71	18.19	**Quneitra**
0.000	380	2.75	5.10	13.72	**Dar`aa**
0.000	343	2.69	4.27	13.72	**AsSweida**
0.000	251	2.72	4.65	13.38	**Homs**
0.000	256	0.84	4.77	13.25	**Hama**
0.000	144	1.91	5.05	13.80	**Alappo**
0.000	269	6.35	4.28	13.66	**Lattakia**
0.02	239	9.29	4.50	14.70	**Tartous**