

Interpretation of the Questionnaire Results

Chapter E Personal assessments

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1. Politics in Teaching

In the interpretation of the questionnaire results in Chapter B it became clear that school is seen in a subordinate role as a place for transmitting political values such as independence, human rights, equality, democracy, freedom of speech, environment awareness, justice and security and pluralism. This is surely an alarming sign, but not surprising if we look at the results of a direct survey of students in Table 1 of Chapter E.

Tab 1 Politics in teaching

Statements (Items)		Pretest	Posttest	Score
		Column N %	Column N %	
E11 I hear little about topical political matters at school.	agree	62%	69%	1 Point
	do not know	7%	7%	
	disagree	32%	23%	
E16 EU problems crop up seldom in our teaching.	agree	67%	65%	1 Point
	do not know	15%	11%	
	disagree	19%	25%	
E20 Political topics in lessons do not take me forward.	agree	27%	28%	1 Point
	do not know	22%	20%	
	disagree	50%	52%	
E22 Political teaching is not much appreciated in my class.	agree	39%	42%	1 Point
	do not know	44%	33%	
	disagree	17%	24%	
			maximum	4 Points

Tab 2

	Distance from politics	
	Pretest	Posttest
	(maximum 4 Points)	(maximum 4 Points)
	Mean	Mean
NL	3.4	3.4
ES	3.4	3.2
CZ	3.2	3.1
PL	3.3	3.0
HU	3.3	2.9
CY	2.8	2.8
GR	2.6	2.8
IT	2.7	2.7
BG	2.6	2.5
DE	2.3	2.4
Total	2.8	2.8

This table shows the results of all the questionnaires in order to illustrate the general conditions surrounding teaching in the COMENIUS network. To this belongs also of course the relevant motivation of the students (Cf. Statements E 20 and E 22).

In order to show, too, where conditions for lessons on political values were particularly difficult, the statements in Table 1 were indicated as distance from politics. If all items were marked either "agree" or „don't know“ the student was given 4 points for maximum distance from politics.

Table 2 shows the average values for the separate classes.

Teaching within the framework of the COMCULT network was not able to change anything decisive in this situation. This is also not to be expected, as - apart from one class taking part - lessons were taught by language teachers and not by teachers of politics, and only four teachers' subjects were ethics or religion.

2. Attitudes to ethical questions

In the area of ethics or R.I. (Religious Instruction) initial conditions were not very favourable either, as can be seen in Table 3

Tab 3 Attitudes to ethics and religion in lessons

Statements (Items)		Pretest	Posttest	Score
		Column N %	Column N %	
E13 Ethical questions are a private matter, these questions have no place at school.	agree	25%	25%	1 Point
	do not know	36%	31%	
	disagree	39%	45%	
E15 Religious questions should be taught in separate lessons, not in other subjects.	agree	46%	46%	1 Point
	do not know	27%	22%	
	disagree	27%	33%	
E 19 It makes no difference to me if R.I. and ethics are taught together in the same subject.	agree	42%	46%	1 Point
	do not know	27%	25%	
	disagree	32%	28%	
E17 I think other subjects are more important than R.I. or ethics.	agree	65%	65%	1 Point
	do not know	13%	16%	
	disagree	21%	20%	
E24 The most important values come from religion.	agree	42%	42%	1 Point
	do not know	32%	25%	
	disagree	26%	33%	
			maximum	5 Points

Tab 4

Ethical-religious indifference		
	Pretest	Posttest
	(maximum 5 Points)	(maximum 5 Points)
	Mean	Mean
NL	4.0	3.7
ES	3.6	3.6
HU	3.8	3.6
CZ	3.4	3.4
DE	3.6	3.4
IT	3.6	3.4
CY	3.2	3.3
PL	3.5	3.2
BG	3.4	3.1
GR	2.7	2.6
Total	3.6	3.4

Like the rule on distance from politics here, too, for „agree“ or „don't know“ one point was given (statement E 15 and E 24 for „disagree“). This way it was possible to work out a score for ethical-religious indifference that had a maximum of 5 and for the average of all classes taking part it was 3.6 in the pre-test and 3.4 in the post-test. In this generally difficult starting situation appropriate lessons in some classes brought about a slight improvement in the right direction (Cf. Tab.4).

3. Personal assessments

For success in teaching and learning it is of course important to see what the “learning atmosphere” is like in the various classes, i.e. whether independent/communicative students are dominant or whether the more passive/timid ones set the pace. Detailed results of the student survey in order according to country can be found in the basis data on P.3 of Chapter E. Here the added results of all the questionnaires are listed in Tab. 5 and 6 and given scores.

Tab 5 Personal assessments

Statements independent/communicative		Pretest	Posttest	Score
		Column N %	Column N %	
E21 I sometimes learn more through my own work with teaching materials than through the teacher's explanations.	agree	56%	62%	1 Point
	do not know	19%	14%	
	disagree	25%	24%	
E12 I learn most in class when I am involved in group work.	agree	35%	40%	1 Point
	do not know	21%	20%	
	disagree	45%	39%	
E18 I dislike having to discuss in front of the class.	agree	53%	54%	
	do not know	12%	15%	
	disagree	35%	31%	1 Point
			maximum	3 Points

Tab 6

Statements passive/timid		Pretest	Posttest	Score
		Column N %	Column N %	
E14 I sometimes feel as if the others in my class are much better at everything than I am.	agree	46%	47%	1 Point
	do not know	13%	13%	
	disagree	41%	40%	
E18 I dislike having to discuss in front of the class.	agree	35%	31%	1 Point
	do not know	12%	15%	
	disagree	53%	54%	
E23 I am mostly passive in class.	agree	30%	34%	1 Point
	do not know	18%	16%	
	disagree	52%	51%	
			maximum	3 Points

Tab 7 Self-judgement

		independent/communicative		passive/timid	
		Pretest	Posttest	Pretest	Posttest
		(maximum 3 Points) Mean	(maximum 3 Points) Mean	(maximum 3 Points) Mean	maximum 3 Points) Mean
Classes from these countries	IT	2,3	2,4	1,7	1,6
	CY	2,3	1,9	1,2	1,2
	DE	2,1	2,2	1,4	1,5
	BG	2,0	1,9	1,7	1,7
	GR	1,9	2,3	,8	,8
	PL	1,8	1,9	1,6	1,5
	CZ	1,8	1,8	2,0	2,0
	ES	1,7	2,2	1,4	1,6
	HU	1,7	1,7	1,8	1,9
	NL	1,7	1,6	2,1	1,7
Total		2,0	2,1	1,5	1,6

In general the students in the questionnaire survey consider themselves for the most part rather more independent/communicative than passive/timid (Tab. 6). In addition in the post-test 4 countries are above the average as against three countries in the pre-test. Looking at the basis data it will moreover be seen that in individual cases independent and communicative learning increased by as much as 20% during the project period, while the data of the two control classes in DE* and CZ* hardly varied as they received no lessons at all in relation to the project .

4. Priority tasks of the national state

Here we were concerned with finding out what value young people attribute to the national state and what they expect of it most.

Tab 8 Priority tasks of the national state

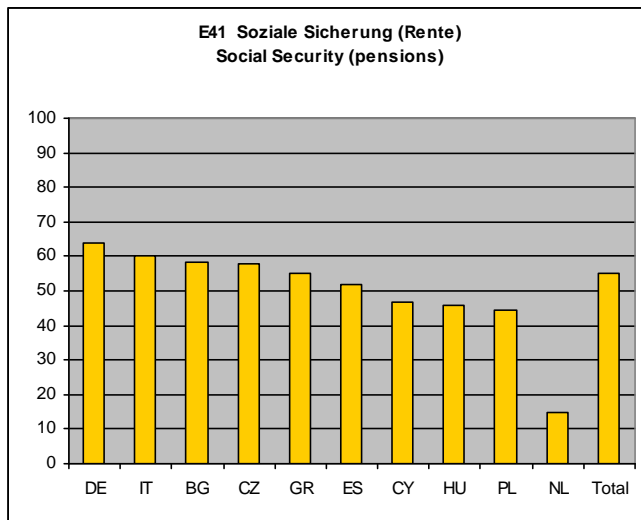
Items			BG	CY	CZ	DE	ES	GR	HU	IT	NL	PL	Total
			%	%	%	%	%	%	%	%	%	%	%
E41 Social security (Pensions)	high priority	pre	61	47	59	62	42	53	40	61	24	43	53
		post	56	47	56	66	62	58	52	59	6	45	57
		Mean	58	47	58	64	52	55	46	60	15	44	55
E42 Security at home and abroad (Law & Order,Peace)	high priority	pre	83	87	81	68	68	63	80	78	65	83	73
		post	89	73	72	71	69	89	90	77	53	70	74
		Mean	86	80	77	70	69	76	85	78	59	76	73
E43 Education (Schools, Universities)	high priority	pre	89	60	63	79	82	100	70	65	65	61	75
		post	78	87	66	79	86	89	83	68	88	52	78
		Mean	83	73	64	79	84	95	77	67	76	57	77
E44 Health (Health Insurance)	high priority	pre	89	87	78	62	88	84	73	83	65	70	73
		post	100	93	66	66	94	95	80	64	82	78	77
		Mean	94	90	72	64	91	89	77	73	74	74	75
E45 Employment (Jobs)	high priority	pre	83	60	66	80	52	74	67	83	41	87	72
		post	83	67	56	77	74	79	70	68	41	83	72
		Mean	83	63	61	78	63	76	68	75	41	85	72
E46 Environmental Protection (Laws and Controls)	high priority	pre	72	53	56	38	58	58	50	52	47	35	48
		post	78	40	53	37	62	47	48	41	65	26	46
		Mean	75	47	55	37	60	53	49	47	56	30	47

Since the % data for the pre-test and post-test - with few exceptions - do not differ strongly, they were averaged for the separate countries taking part. Certainly some details were lost through this but as a whole more general differences stand out more clearly and impressively. In order to emphasize this effect still more, the averages were shown by columns in graphs on the next page.

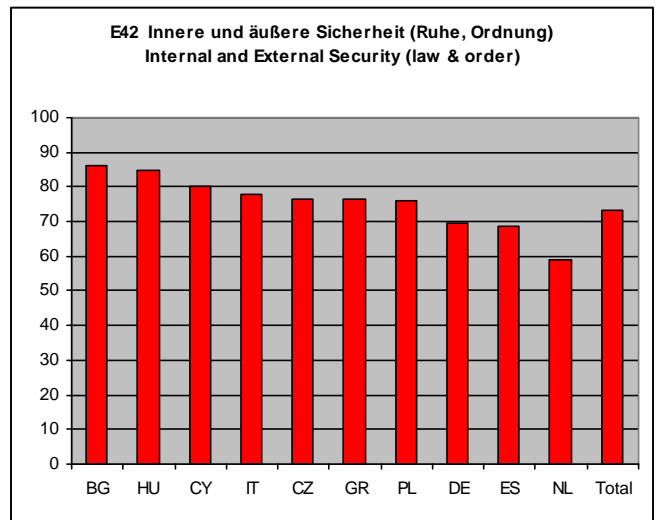
Purely optically, it is striking that most students see the value of the national state in its providing an education and medical care system, but almost equally important for them is the state's role in ensuring law, order and peace. More and more they are aware that the creation of jobs at least needs favourable state conditions. To young people social security seems less pronounced and still far removed from them both during and at the end of their lives. It is noticeable that the role of the state in the field of protecting the environment is not seen to be of such priority.

With regard to countries growing closer together in the European Union, it will partly depend on schools as to how the distribution of roles between the EU and the single member countries is presented in future. If young people see an "added value" in transnational solutions through the EU, then identification with it will also increase. If this is not the case, national positions that people will not want to give up will become more fixed.

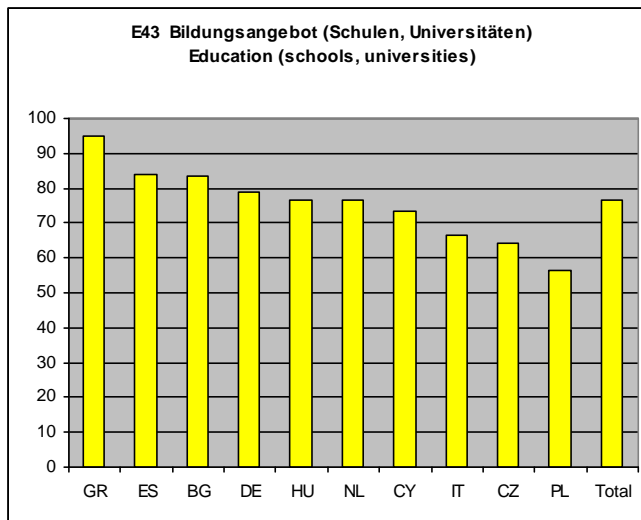
E 41



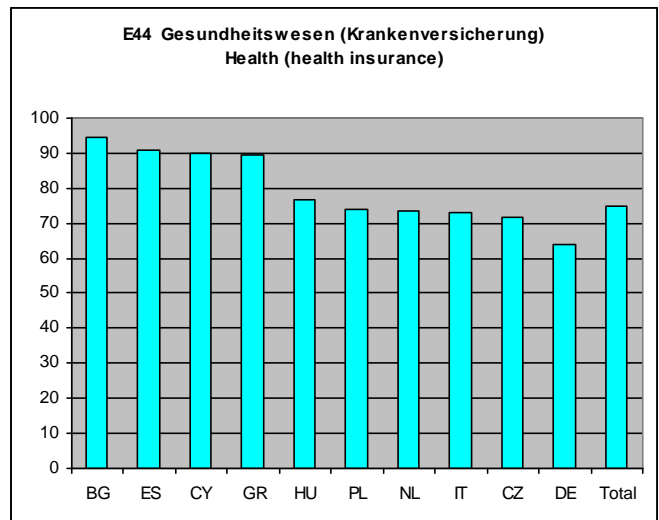
E 42



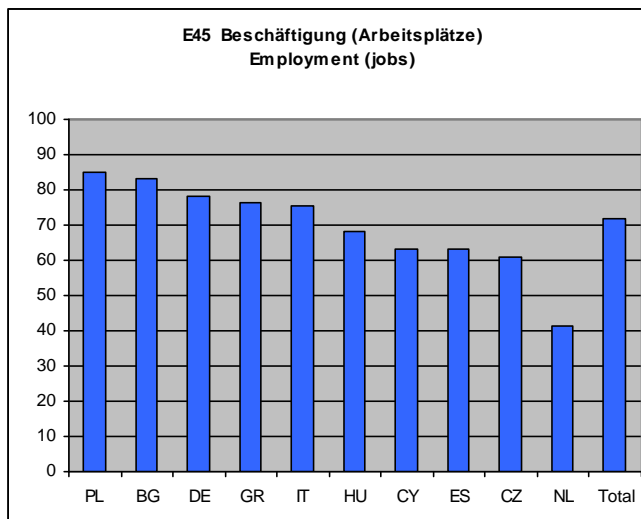
E 43



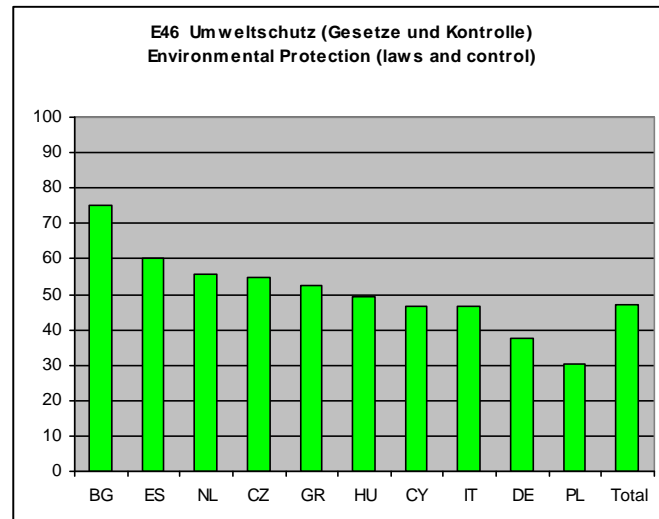
E 44



E 45



E 46



So it is highly improbable that in the field of social security, which holds high priority in DE (Statement E 41), European regulations will be accepted in the foreseeable future, inasmuch as they offer less, whereas matters of internal and external security (E 42) among German youth at least are not topics of national importance; that this is so in BG and HU is puzzling.

How can it be explained that in GR state provision of education institutions enjoys such high priority and in PL comparatively low? And why do young Poles expect more state interest in jobs than in protection of the environment?

Does this express an expectation that they have towards their own state in the very areas that they cannot regulate satisfactorily themselves? How would the Greeks have reacted to protection of the environment, if they had had the questionnaires handed to them after the devastating forest fires in their country?

There remain many open questions here on what needs of European citizens can best be satisfied by what state or transnational institutions. All the same, the COMCULT network was able to promote awareness of the problem even across borders. Answers to these questions must be found by national and European politics in future.

5. Feeling of local and national identity

There are two strong points in US-American society that the EU can only dream of: a great readiness - if needs be - to travel hundreds of kilometers to follow work and at the same time to keep a high degree of community spirit in a geographical area that reaches from the Atlantic to the Pacific; from Ireland to the Black Sea it is only about 3000 km.

If one looks at the results of the COMCULT questionnaire Tab.9, then it becomes clear how deeply anchored the population of Europe is emotionally in relatively small areas - in the truest sense of the word - and ties to one's hometown enjoy deep appreciation. This need not be negative if it is the result of choosing from alternatives. In many cases, however, the students did not (yet) have such alternatives.

Tab 9 Feeling of local and national identity			BG	CY	CZ	DE	ES	GR	HU	IT	NL	PL	Total
			%	%	%	%	%	%	%	%	%	%	%
E51 I feel attached to my village/city	very/fairly	pre	89	73	81	70	92	83	93	96	38	70	78
		post	94	80	66	71	88	74	73	91	65	74	76
		Mean	92	77	73	71	90	78	83	93	52	72	77
E52 I feel attached to my region	very/fairly	pre	89	53	65	61	80	95	86	61	38	70	68
		post	72	53	73	58	72	84	90	65	35	70	66
		Mean	81	53	69	60	76	89	88	63	36	70	67
E53 I feel attached to my country	very/fairly	pre	89	73	74	71	84	89	82	70	44	65	74
		post	61	67	71	79	76	89	80	91	63	83	77
		Mean	75	70	73	75	80	89	81	80	53	74	76
E54 I feel attached to Europe	very/fairly	pre	59	27	66	58	54	37	50	45	7	39	51
		post	28	27	72	60	46	63	76	52	6	57	54
		Mean	43	27	69	59	50	50	63	49	6	48	52
E55 Are you proud of your nationality?	very/fairly	pre	65	80	79	75	94	94	85	91	73	78	81
		post	73	93	87	85	96	100	86	91	69	82	87
		Mean	69	86	83	80	95	97	86	91	71	80	84
E56 Do you see yourself in the near future	only as .X. (Nation)	pre	39	0	9	13	8	5	10	39	41	13	15
		post	17	7	16	8	14	5	17	36	59	13	15
		Mean	28	3	13	11	11	5	13	38	50	13	15
	as ..X.. and European	pre	44	67	53	50	78	58	57	52	35	61	56
		post	50	53	56	61	76	74	77	50	29	74	63
		Mean	47	60	55	56	77	66	67	51	32	67	59
	as European and ..X..	pre	6	7	19	15	6	21	23	0	6	17	13
		post	28	7	9	13	6	16	7	0	6	9	10
		Mean	17	7	14	14	6	18	15	0	6	13	12
	only as European	pre	0	7	3	8	0	0	0	0	0	4	4
		post	0	0	9	10	2	0	0	0	0	4	5
		Mean	0	3	6	9	1	0	0	0	0	4	5
don't know	pre	11	20	16	13	8	16	10	9	18	4	12	
	post	6	33	9	7	2	5	0	14	6	0	7	
	Mean	8	27	13	10	5	11	5	11	12	2	10	

Only in CZ, GR und HU did local ties sink more than 5% between pre-test and post-test, whereas in CY and NL they increased more than 5%. Local ties are further emphasized by the fact that ties to the region are on average 10% lower in most cases.

Ties to one's country surely express an emotional dimension in young people. When these are clearly weaker than local ties one can imagine that in the classes involved there is a certain potential for migration, which based on the figures in Tab.9 could be true for BG, CY and ES.

The statements E 54 "Attachment to Europe" and E 55 "Pride in one's own nation" show how far young Europeans differ from their contemporaries in the USA. That Dutch students feel few ties to Europe we know, since their parents turned down the European constitution. CY and BG are still new members of the EU and geographically are on the eastern edge.

Larger groups of young people who have an exclusively national orientation seem to be found only in NL, IT and BG (Graph E 56a); in all the other countries most young people see themselves in a double role, firstly in a national one, which is, however, bound up in a larger European context (Graph E 56b). Whether this tie is enough to make sacrifices if necessary in the interests of European solidarity only the future will tell, the shape of which schools in all EU countries bear great responsibility for.

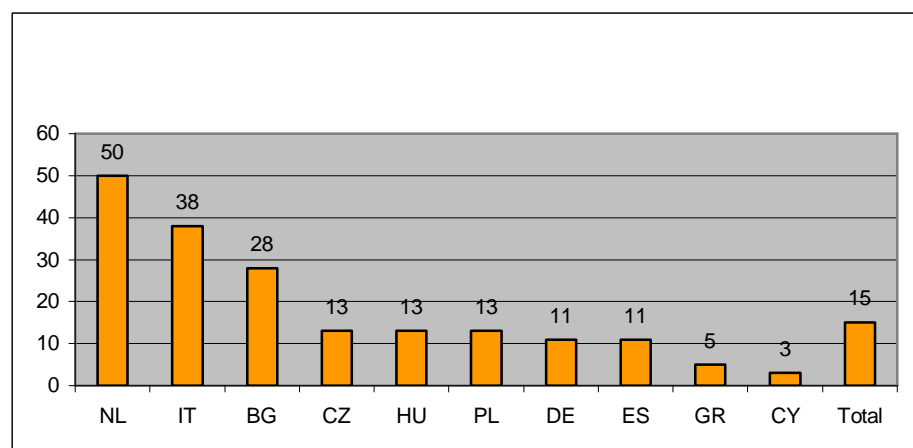
Gra E 56a

Nationalbewusstsein

In Zukunft sehe ich mich nur als ..X.. (Nation)

National Identity

In the near future, I see myself only as ..X..(nation)



Gra E 56b

Zugehörigkeitsgefühl zu Europa

In Zukunft sehe ich mich als ..X..(Nation) und als Europäer

Sense of Belonging with Europe

In the near future, I see myself as ..X..(nation) and as European

