AIMS OF EDUCATION

AS VIEWED BY SECONDARY SCHOOL TEACHERS

IN LATAKIA, SYRIA

A Thesis

by

Hani Ar-Rahib

Submitted in Partial Fulfillment of the Requirements

for the Degree of Master of Arts in the

Education Department of the

American University of Beirut

Beirut, Lebanon

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ABSTRACT

Syria's educational system has undergone, after Independence
in 1946, many changes. These changes affected curricula, years of
study, courses of study, promotion, gradation, examination and
admission requirements. The motive behind all these changes was
to create a "modern" system of education. The Ministry of Educa-
tion apparently acted under the belief that these changes would
help achieve this desired modern system.

Results, however, were disappointing. The same features of
the educational system of the country remained basically unchanged
down to the present time. It is the belief of the writer that the
approach used in carrying out these changes is not very sound. A
main reason for this is that all these changes are introduced with-
out realistic knowledge of the educational process in the country in
its operational form. Educational officials seem to have labored
under the pressure of some assumptions and motives external to the
educational conditions as such.

This thesis takes the teachers as the subjects of study for
two reasons: 1) that, comparatively, teachers are a small group
and as such empirical research connected with them is more feasible.
2) that teachers are key elements in any attempt to understand the
educational system and ultimately to introduce reform.

The purpose of the study was to obtain a realistic knowledge

of the aims that teachers in Latakia have and to relate these aims to their general background. For this purpose a questionnaire was distributed to a sampled group of secondary school teachers in Latakia. The questions asked were particularly focused on the values and aims that such teachers have. The total number of teachers in the city was 200, and copies of the questionnaire were distributed to them twice, first to all the group, and second to 86 of them who failed to respond. Responses amounted to 84, representing 42 per cent of the total number of teachers in Latakia. This study attempts to analyze and to put these responses in the social and historical context.

The first chapter summarized, in as little detail as possible, the history of education in Syria. The second stated the nature and objectives of the study, its significance, limitations and methodology. The third chapter utilized the collected date and gave a description of teachers' background: their environmental, religious, sex, educational and socio-economic origins. In the fourth chapter the major influences of teachers' background on their responses to educational questions were analyzed. In the fifth chapter teachers' responses were classified into types and analyzed with reference to the general life in Syria.

The major findings of this study are that the teachers come from relatively low socio-economic origins, are young in age, and that they belong to three religious sects: the Sunnite, the Shiite

and the Christians. Rural environment seems to have provided rural respondents with a greater impetus towards education than urban environment influenced urban respondents. The attitude of teachers seems to be that of a compromise between personal disappointment and high aspirations compensated for in theoretical abstractions. The attitude of these teachers towards educational affairs is not quite stable and clear. Nationalism, socialism and a quest for the new are the major features of their thinking. A tendency to democratize education is also strong, alongside with a tendency towards raidical policies. Some teachers suggested concrete aims and policies to reform education in Syria.

The writer hopes that more studies of the educational system of Syria will follow. Reform can be safely introduced when enough realistic knowledge is obtained.

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CHAPTER I

BACKGROUND OF SYRIA'S EDUCATIONAL SYSTEM

A. Historical Background

At the opening of the present century Syria was under the Ottoman rule. By 1916 the Ottoman occupation completed its fourth century. During this long period the Arab countries were poor, and their backward conditions were perpetuated. Sultan Abdul-Hamid, who ruled from 1876 to 1909, supressed progressive movements, and put the press "under severe censorship and cancelled all laws and legislations that provided freedom of thought."[1] In 1909 Abdul-Hamid was dethroned, and the Young Turks Party took over. The men of the new regime tried to revive the Ottoman Empire by an attempt to mould all regional and religious groups as Turks; an attempt which failed. After World War I the Syrians gained their independence and declared Prince Faysal as king. This period lasted for less than two years, and was followed by the French occupation on June, 24th, 1920, then by the establishment of the French Mandate subsequently.

Two prominant and opposite characteristics of the French era were: (1) that the French tried to turn all the facets of Syria's life into French styles and systems; (2) that the Syrians resisted

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[1] Hitti, Philip, _Tareekh Suriya wa Lubnan wa Phalastine_, Damascus University Press, Department of History, Damascus, n.d., p. 476.

by all means and at whatever cost the French Mandate. During the
Mandate the French divided Syria, in 1924, into five independent
states, all controlled directly by the French high commissioner.
A separate educational system was designed for each state, all
shaped after the French. On the other hand, several revolts
took place, in 1921, in 1925, in 1932, in 1936, and finally in
1943, the last revolt culminated in independence in the same year.[1]
Formal independence was declared in April 17th, 1946.

The independence period has certain characteristics: on the po-
litical side, it was characterized by a high degree of instability
resulting from successive military coup-d'etats. On the ideological
side, a tendency toward Arabism and Arab unity, always strong in
Syria, struck deep roots in the society. Economically, industry
began to flourish in two centers, Damascus and Aleppo; while agri-
culture continued without significant improvements.

Landmarks after independence were: (1) the Shishakli military
regime from 1950 to 1954; (2) the 1954-58 parliament; (3) the unity
between Syria and Egypt to form the U.A.R. from 1958 to 1961; and
finally (4) the dissolution of the unity which, after a short con-
servative regime, resulted in the Ba'ath Party taking over the
government and remaining in power until now.

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[1] Al-Armanazi, N., Muhadarat fi Tareekh Suriya, Damascus,
Ash-Sham Press, 1951.

B. <u>The Ottoman Influence on Syrian Education</u>

Down to the nineteenth century, schools in all parts of the Ottoman Empire were religious and traditionally Islamic. These were of two kinds: (1) schools to teach the elementary principles of Islam and the Koran; (2) schools to teach theological sciences, Arabic and "<u>sharia</u>" to adults. The first kind was known as "Al-Kuttab" or "Al-Mulla" schools; the second, as "Al-Madrasa." Most of the schools were attached to the mosques. They provided old fashioned education which had degenerated through centuries.[1]

The first schools were established in 1840 under the supervision of General von Moletke, the German military advisor of the Sultanate at that time. These schools aimed at training officers. Necessity called, afterwards, for offering courses other than the military. Consequently, ordinary schools were started.

"In the year 1908 there were these major kinds of schools:

      1) Elementary schools for six years.

      2) Sultanic schools for 12 years - five elementary and seven post elementary.

      3) Old teachers training schools were replaced by new ones."[2]

"These schools were, administratively speaking, influenced by

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[1] Al-Husari, Sati, Hawliyat Al-Thaqafa Al-Arabiya, Al-Sanat Al-Ula, Cairo, League of Arab States, Cultural Directorate, 1949, p. 7.

[2] <u>Ibid</u>., p. 7.

the French educational pattern.

"Before 1915 the distribution of elementary schools among the Syrian wilayat was as follows: Aleppo, 185; Syria, 116; Beirut, 125... There were three secondary schools in those three wilayat. Teaching was in Turkish, and was actually within the reach of only the children of high officials and of wealthy families."[1]

Alongside with Turkish schools there existed two other types: the sectarian and the foreign. Christian and Jewish sects were allowed to have their own schools as these sects were given the status of "millet." In the beginning, such "millet" schools were purely religious. Then they developed into secular types with curricula adapted to their needs. They were independent from the state, and were allowed to use whatever language suited their purposes. The result was that Christian Arabs, making use of this "millet" system, had a better chance for education than Moslem Arabs, an advantage which resulted in the Christians shouldering the responsibility of modern Arabic education and literature.

Foreign schools were established as early as the sixteenth century missionaries. Most of them started by teaching in Arabic to attract the native population to them. For protection, each depended on a patron foreign state. This dependence facilitated the spread of that state's educational tradition. Before 1915 there were large differences in the policies, aims, and curricula

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[1] Ibid., p.9.

tunity for expression under the independent rule. The outcomes were impressive. All schools were "Arabized." Lessons in Arabic were given to governmental employees and officials to transform the no-Arabic bureaus into Arabic ones. The Arab Scientific Academy was established for the purpose of coining Arabic terms for modern scientific and technological usage. Teachers were trained in special seminars. An education magazine started appearing. Books and textbooks were composed and translated into Arabic.

The movement was cut short by the beginning of a new occupation, namely the French, which lasted from 1920 to 1945.

D. The French Mandate

The French Mandate insured its authority in Syria by various means, one of which was education. French was introduced alongside with Arabic, and French schools were increased in number. These schools were organized and directed after the French style, and "the secondary school system in Syria blindly imitated the French one, without even a meager attempt of evaluation and adjustment."[1] The Baccalaureate system was not an outcome of the cultural and educational development of the country, but rather an imported one. To establish a French system in Syria further steps were necessitated. Laws and regulations were constantly issued by the

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[1] Al-Husari, S., Hawl Al-Wahda Al-Thakafiya Al-Arabiya, Dar Al-Ilm Lilmalayeen, Beirut, 1952, p. 93.

French authorities, until finally some basic characteristics were indelibly stamped on the educational system of Syria. In the idea of some reviewers those characteristics were:[1]

1) A highly centralized administration.

2) Focusing education on Culture Generale.

3) Concentration on intellectual education and clarity of thought.

4) Exclusive interest in the preparation of the elite.

It is perhaps in time to examine here each of those characteristic in some detail:

1- Centralized administration greatly restricts speed in handling the educational affairs. It was customary, by the time the Ministry's response concerning some issue or another was made, that the difficulties increased, while the bureaucrats behind their desks, practically knowing nothing about the circumstances and implications of that issue, improvised solutions. More important was the fact that educators, teachers, and employees of different levels throughout the country, were alienated. Consequently, their initiative in tackling educational problems dwindled. Furthermore, local characteristics, which ordinarily would contribute to the enrichment and variety of education, were left out of the scene.

2- The concept of Culture Generale is not pertinent to Syria's

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[1] Al-'Ard Al-Thani Liwad' Al-Ta'leem fi Al-Jumhouriya Al-Arabiya Al-Suriya, Beirut, the Regional Center for Training Senior Education Officials in the Arab Countries, 1963, p. 6.

situations. Syria, as a developing country, needed planning and
specialization in education, and Culture Generale was not a policy
to achieve that. Following this concept, education in Syria became
encyclopedic. That was an erroneous policy for two reasons: (1)
in a world like ours no one mind can embrace all aspects of know-
ledge, and no span of time would be enough to achieve such an end;
(2) in our world, again, and particularly in Syria, the need for
men who know more and more about less and less is increasing.

3- Confining education to mental discipline is a luxury which
Syria can not afford. One result of this has been a maladjusted
psychology of the educated: they think critically and too much, are
blindly dissatisfied, and always theoretical. Theories without ap-
plication and a trend pf poetic thought have been drawn upon to solve
the country's problems. Another result has been the fact that Syria
became seriously poor in specialists and technicians, and that voca-
tionalism was looked down upon.

4- An education for the elite is opposed to democratic prin-
ciples. It creates a new class which takes an unjustifiable pride
over common citizens. It prevents the majority from full develop-
ment of their capacities by difficult programs and unattainable
requirements. The results of such a policy in Syria were the gra-
duation of officials for governmental bureaus, and the great loss
of manpower by pushing the majority of the learners downwards,
instead of raising them to the highest possible levels.

In general, the educational system the French left behind, was foreign to Syria in that it did not come as a result of Syria's culture and experiences, nor did it meet her social, economic or cultural needs.

E. The National Period

1- In the year 1944 Mr. Sati' Al-Hussari, who had been the minister of education in Syria during the Arab regime of 1918-1920, was called to study, report on, and reorganize the educational system of Syria. In a lecture of his Mr. Al-Husari advocated a "new" system for the country.[1] The basis was purely national. He called for an elimination of foreign influences and substituting for them indigenous ones. As a result the French language was abolished from elementary, and English was gradually given more room than the French in secondary schools. The aims of education were set as love of the country and taking pride in Arab nationalism. Independent educational systems in the country, which the French Mandate created, nourished and protected, were cancelled, and the system was centralized. Stronger emphasis was put on Arabic history and geography. Private schools were subjected to strict supervision from the Ministry.

Another educational aim Mr. Al-Husari set down was that education should contribute to the well-rounded development of the stu-

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[1] Al-Husari, S., Ara' Wa Ahadeeth fi Al-Ilm, Wal-Fann, Wal-Thaqafa, Cairo, Dar Misr, 1951.

dent's personality. He emphasized aspects other than the mental, which the French education concentrated upon. Physical, moral, and emotional aspects were taken into consideration.

On commenting on the efforts of Mr. Al-Husari one is justified in saying that he clothed French organization and methods of education with Arabic robes. The French system and the French approach in education remained powerful though in a different form, and now they were given a constitutional existence. Centralization continued as firm and rigid. General Culture and theoretical education continued to characterize Syrian schools. Mental education was neither modified nor developed; while other aspects, which Al-Husari emphasized, such as the physical, the moral, and the emotional, remained greatly de-emphasized. Preparation for the elite and the graduation of officials for governmental bureaus remained practically the sole function and objective of education. The main difference was the orientation of Syrian education toward Arabism and Arab culture instead of the French.

The educational policy of Mr. Al-Husari was enacted into laws and regulations. What is known as the Basic Code of 21, 22, 1944 contained many of his suggestions. Some articles of that code are of real interest:[1]

Article 22 "The curriculum should guarantee the unity of education."

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[1] Al-Jumhouriya Al-Suriya, Wizarat Al-Ma'arif, Qawaneen wa Anzima, Damascus, Government Press, 1945, p. 1.

Article 23 "The government should supervise and inspect schools."

Article 20 "Teaching should promote morality and knowledge among the people, and cultivate their patriotic feelings, and lead to fraternity among all children of the country."

Article 1 of the General Code of Education: "The fundamental function of the Ministry of Education is the good education of the young generation in all aspects, physical, moral, and intellectual, so that every individual will grow strong in body, loving his duty, equipped with necessary information for his life.."

The first two articles reflect the persisting French influence in the centralization of education. The other two are an outcome of sincere national feelings and aspirations.

Syrian education, then, continued along French, but more in a nationalized form. In the hope of producing some indigenous aims it turned toward its culture and fell upon religion as the most important source of values. The Constitution of 1950 made the teaching of religion compulsory in all classes and at all levels. Religion was taught in the rigid form it had come to after centuries of decline.

So far, two trends in the Syrian education are identifiable, namely, the nationalistic and the religious. The first was vague

and emotional; the second was rigid and reactionary. The educa-
tional changes that took place thereafter stemmed from those two
tendencies, with some efforts to give them meaning.

2- Two Educational Agreements

In 1957 an educational agreement was enacted by Egypt, Jordan
and Syria. In 1958 another one was enacted by the U.A.R. (Syria
and Egypt) and Iraq. In both pacts three major points were empha-
sized:

a) The aims of education were stated as follows: "The aim of
education and teaching is the creation of an Arab generation that is
conscious and enlightened; believing in God; faithful to the Arab
homeland; believing in justice and goodness.. aiming at high ideals..
possessing the will for common struggle and the means of power for
positive work.."[1]

This statement does not seem to have a clear, practical base.
It is composed of broad generalities insignificantly grouped toge-
ther. It exhibits a poor understanding of both the function of
education and the conditions of the Arab countries. Instead of
developing concrete aims of education the formulators of these
pacts, which took the name of "Cultural Unity," seem to have acted
under the necessity of having a pact signed and declared.

b) The idea of a cultural unity as expressed in the two pacts

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[1] Al-Tarbia wa Al-Ta'aleem fi Al-Jumhuriya Al-Arabiya
Al-Suriya, (A pamphlet issued by the Ministry of Education),
Damascus, 1962, p. 3.

was a poor device. To realize such a project among three or more Arab countries the meeting of three Ministers of education is not sufficient. Investigations concerning the conditions in each country are needed. Out of these investigations conclusions can be drawn, upon which programs, may be built. What the two pacts did was to attempt to "unify" curricula and formalize the stages of education.

c) Once more, what has been stated in the two pacts was an outcome of political motives. In the year 1957 Syria, Egypt, and Jordan formed one political axis against the Baghdad pact at that time. The first cultural unity was signed as a move to buttress the solidity of the axis, and the same motive brought about the signing of the second one but under different circumstances.

The United Arab Republic itself started developing its educational programs, and after a short time the two pacts were actually dead.

3- Syria under the United Arab Republic

Three major changes developed in Syria during the period from 1958 to 1961:

a) Decentralization was introduced legally in the administration of education. It was a part of a whole policy, involving all fields in the life of the two regions, Syria and Egypt. It did not continue during the regression period that followed the Unity.

b) An office for educational planning was instituted in the

hope of studying the educational problems and planning for the future. This office is workless now.

c) Curricula were made simpler, and examination requirements easier with the purpose of allowing more students to pass them. Only students with real low ability were stopped at a certain level, while others were given the opportunity to continue their education to as far as they can go. This policy still exists in Syria today.

F. Teachers Training:[1]

Teachers training in Syria started before independence in 1946. The number of trained teachers, at that time, was far behind what was needed.

After independence three types of teacher training schools were developed:

1- Teacher training schools for primary school teachers which take boys and girls who have completed the intermediate level of education. The course of study in these schools is of three years leading to a diploma called Primary Teacher Training Certificate (P.T.T.).

2- Teacher training schools for primary school teachers which take boys and girls who have completed the Baccalaureate (the secon-

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[1] Adapted from Saliba, J., Mustaqbal al-Tarbiyat fi al-Sharq al-Arabi, Damascus University Press, Damascus, 1963.

dary school certificate). Such students are given a one-year train-
ing course at such schools after which they become entitled to the
same P.T.T. given in the other schools.

3- A teacher training college for secondary school teachers
which takes students who have finished the Baccalaureate, and
completed four years of university education in the same area, and
then take them for one year at this training college. The graduates
obtain a Teacher Training Diploma for secondary education (T.T.S.)
after this year of training.

The graduates of the first and second types of these teacher
training schools are given 240 Syrian pounds monthly allowance,
when they start teaching. The graduates of the teacher's college
are given 365 pounds. After graduation those teachers usually
receive no more training. They are inspected once a year. They
develop their own methods of instruction.

CHAPTER II

THE PROBLEM OF THE STUDY AND

ITS METHODOLOGY

The previous chapter provided the general background of

Syria's educational system. Before proceeding to an analysis of

the data at hand, the present chapter proposes to introduce the

problem of the study, its objectives, significance, limitations

and methodology.

A. The Problem of Study

It has been mentioned before that demands for a better educa-

tion in Syria had initiated a good number of reform measures.

Since independence the policy was to expand educational opportu-

nities to everyone; and the elite-fostering policy of the French

was done away with. Afterwards, Syria took part in two "education-

al unities" with other Arab countries. Under the U.A.R. Syria

commenced on a new policy supposed to lead to decentralization in

administration and to focus educational aims on Syria's needs.

Changes, reform attempts and modifications of educational programs

in Syria are indeed not lacking. But these attempts seem to have

fallen into a closed circle, and dissatisfied voices are still

heard. It is the belief of the writer that a main reason for such

disappointments is that the measures introduced suffered from a

lack of sound and realistic knowledge of the educational system in the country, its operational aspects, the interrelation of its components, and the attitudes and feelings of people involved in its operation, particularly teachers and students.

Reform in education must be, in Dewey's words, "an outgrowth of the existing conditions. It must be based upon a consideration of what is already going on; upon the resources and difficulties of the situation."[1]

Considerations of this nature have been amply taken on; in France intensive studies of the educational system of the country have led to the Langevin-Wallon Plan, a comprehensive pattern. In England and Scotland studies of the educational conditions have led to the 1944 Act in the first and the 1945 Act in the second. Quite recently Lord Robbins undertook the task of investigating university problems in England and produced a voluminous report based on facts and realistic surveys and leading to specific recommendations.

Teachers have been also studied in many countries. In the United States, Britain, and even in Kenya which, like Syria, is a developing country, reports were made, sometimes periodically, on the increasing need of each country for teachers.[2] In West Germany,

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[1] Dewey, J., Democracy and Education, The Macmillan Company, New York, 1961, p. 164.

[2] Mansen, W., Lee, "Educational Plans and Teacher Supply," The Comparative Education Review, Kent State University, Kent, Ohio, Vol. 6 No. 2, October 1962, p. 137.

J. Kob conducted an inquiry in 1956-57 involving 82 secondary school
teachers for the purpose of eliciting a definition of the teachers'
role.[1] In this study, J. Kob aimed at investigating questions like:
reasons for choosing teaching as a profession, social origins of the
teachers and their ages. Jean Floud, in 1955, prepared a question-
naire which she sent to 12,500 English and Welsh teachers, trying
to investigate the social origins, educational and occupational
background of teachers and members of their families, and their pre-
sent conditions. She traced changes in the pattern of recruitment
of teachers and came to the conclusion that "there is a breaking
down of "caste" lines between the different types of school and
more resemblance in the social background of the teachers in them."[2]
B. Fine, in a study of his, compared the average salary of the
American teacher with the average income of the American carpenter,
truck driver, lawyer and physician.[3] An analysis of the role of
teachers in relation to both their students and the community in
which they teach, was made by Willard Waller[4] in the United States.
Waller found out that choice of teaching as a profession was fre-
quently a non-rational process. He also found out that his sampled

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[1] Halsey et.al (eds.), Education, Society and Economy,
The Free Press of Glencoe, Illinois, 1961, p. 558.

[2] Ibid., p. 543.

[3] Brookover, W.B., A Sociology of Education, American
Book Company, New York, 1955, p. 243.

[4] Ibid., p. 275.

teachers come from a lower class or lower middle class background.

These and many other studies indicate the importance of, and the great attention paid to, teachers in many countries. They give valuable information about them, whether in the school or in the community, in terms of status, self-image or types.

In Syria no studies of this kind were ever attempted. A student of education would easily notice that expansion in educational opportunities and reform attempts have gone unwarranted by researches investigating the Syria educational affairs and conditions. This has prompted the writer to attempt a modest study on a purely empirical lines by way of investigating, realistically, the problems, conditions and opinions of one of the most important agents of educational processes in Syria, namely the teachers. In attempting to do so this study initiates a step toward a comprehensive study of Syria's educational system.

The question may arise as to "why did we choose teachers as subjects for such a study?" The answer is that in reform, as well as in other educational matters, teachers come first, being the essential agents in the educative process. Their influence is not limited to the technical aspects of teaching, they influence the personality of the educants by way of affecting their attitudes, ideas, skills and interests.

B. Objectives of the Study

It is the aim of this study to explore the ideas and attitudes

of a sample of teachers in Latakia, Syria, in the hope of eliciting
responses that shed light on educational conditions in the city.
More specifically, this study aims to survey and analyze the kind
of educational objectives Latakia teachers believe in.

In addition to this, this study tries to collect background
data on teachers; their age, sex, religion, level of education,
socio-economic and geographical origins. This kind of data is
related in the study to opinions on education by way of exploring
any possible patterns of relationships.

C. Methodology of the Study

In approaching our problem we first defined the objectives
of the study. Then we decided upon the study area. The city of
Latakia, Syria, was chosen for five reasons: 1) it is a medium-
sized city ranges in size between bigger cities like Damascus and
Aleppo and smaller cities like Idlip and Dei-ez-Zor; 2) its popula-
tion includes all major religious groups existing in Syria, except
the Druze; 3) in it two environments co-exist, the urban and the
rural, and the Latakians are hybrids of there two environments;
4) it has a good number of missionary, religious and French-type
schools; and 5) it is an area well known to the writer.

Following this the sample for study was selected. It was
decided that a random sample of 150 secondary and preparatory
school teachers would be drawn.

After checking the records of secondary school teachers at the Directorate of education in Latakia we found out that the total number of teachers in the city was about 200. Since this is a manageable size we considered all the 200 teachers as our selected sample.

A questionnaire was consequently prepared to obtain information on our subjects. The questionnaire was divided into three parts:

1. The first part aimed at collecting basic data on teachers: place of birth, religion, sex, age, place of residence, etc.

2. The second part aimed at collecting background data: the teachers' fathers' education, occupation, and yearly income.

3. The third part aimed at collecting opinion data: the teachers' reflections and viewpoints, their beliefs and opinions with regard to the present Syrian system of education.

A copy of the questionnaire was handed to each of the teachers, put in a self-addressed and stamped envelope. Returns were expected to come by mail. The respondents were asked not to mention their names. Collecting responses was quite a difficult operation. Spontaneous enthusiasm from some teachers soon gave way to carelessness and neglect. Some teachers refused, or were reluctant from the beginning, to answer. The writer had to keep in contact with members of the sample, reminding and urging them to send responses. The first gathering amounted to 36 responses, after which the mail brought nothing. The writer had to re-contact and remind the teachers, and explain to them the "meaning" behind having empirical

studies made in Syria. 17 more respondents; the rest claimed to
have lost their copies. The writer had to redistribute 86 more
copies among teachers who were willing to cooperate. 31 respon-
ses were received of the second distribution, thus raising the
number of teacher respondents to 84, representing 42 per cent of
the total number of secondary school teachers in Latakia.

With regard to the plan of analysis followed in this study,
it will be divided into three parts. The first (composed of two
chapters) provides the background for the study. The other two
deal with analysis of collected data. Analysis will take two
directions:

1) Exploring the background of our respondents and its
influence on their educational viewpoints. Emphasis here is put
on teachers as subject to background influences.

2) The viewpoints themselves are examined and put in the larger
context of Syria's education. Emphasis here is put on the teachers'
ideas. Teachers' attitudes and ideas will be investigated under
three topics: who decides educational aims, what educational aims
do teachers have, and four basic issues, namely, change and stabi-
lity, student-centered education, nationalism and reform.

D. Significance of the Study

The significance of this study lies in its attempt to explore,
in part, the "existing conditions" and "the resources and difficul-

ties" of Latakia's educational system. If this study claims to be of importance it is in the view of the fact that it is, to the writer's knowledge, the first study of empirical nature to be made concerning education in Syria in general and educational aims in particular. It will, therefore, be of some value in that it: 1) employs a scientific approach to studying educational problems, 2) focuses attention on an underestimated educational group (the teachers) in the field of Syrian education, and 3) elicits views and ideas from respondents that might be of real importance for understanding how this system functions and operates.

E. Limitations of the Study

To this study there is quite a number of limitations. First, it is limited to secondary school teachers, a limit which will not enable us to give generalizations on the whole educational conditions of Latakia. Second, sometimes we had to draw conclusions from a small proportion of teachers, which exposed our results to imperfections. Third, there has been no indomation about teachers to help us compare our results with.

CHAPTER III

BACKGROUND OF THE TEACHERS

In studying the background of the respondent teachers, six
main variables are considered. In the writer's thinking these
variables constitute basic factors of differentiation among tea-
chers, and their impact on the educational thinking and attitude
of teachers should be significant. The factors are: age, sex, reli-
gion, socio-economic characteristics, urban and rural origins, and
level of education.

A. Age

The significance of this factor lies in that it gives an idea
about the average age of teachers and helps in knowing whether age
is in any way reflected in the teachers' attitudes towards education
or towards their profession. Table I gives the distribution of our
teacher respondents by age.

Further calculations show that the average age of our respon-
dent teachers is 32 5/12 years. Unfortunately, the average age of
secondary school teachers in the whole country is not available to
compare with. Noticeable is an increase in the number of the tea-
chers with a decrease in age, except for the first group (from 20
to 24 years of age). The result is that 85.4 per cent of the tea-
chers are under 39 years of age. These teachers teach, it should

TABLE I

DISTRIBUTION OF TEACHER RESPONDENTS
BY AGE

age	number	per cent
20 - 24	3	3.6%
25 - 29	27	33.0%
30 - 34	22	26.8%
35 - 39	18	22.0%
40 and above	12	14.6%
Total	82	100.0

be remembered, in secondary and not elementary schools. What expla-
nations can one give to young age among teachers? One could be that
older teachers, i.e., those above the age of 40, were, perhaps, not
enthusiastic enough to respond to questionnaires and/or that our
respondents are not fully representative of the Latakia teachers in
terms of age. Another explanation could be that our figures are
representative of Latakia teachers and that these teachers are in
fact young in age. In what follows we will attempt to validate
the latter proposition.

Examining the academic degrees obtained by the teachers it was

found out that younger teachers, those below the age of 40, have,
more or less, equal degrees to those held by older ones. Of the
latter group 67 per cent hold B.A. or T.T.S. degrees; while 68.5
per cent of the younger teachers hold the same degrees. We should
note here that opportunities for higher education were much scarcer
at the time when the older group of our teachers was at college -
age level than when the younger ones were. The records of the Minis-
try of Education and those of the University of Damascus show that
enrolment at the university has increased by 105 times in the last
fourty years (from 1924 to 1964), and that the number of university
graduates has increased by 29 times from 1928 to 1964.[1] This expan-
sion in university enrolment was accompanied by a similar one in the
secondary school enrolment. Within seven years, that is from 1956-
57 and 1963-64 enrolment of students in secondary and preparatory
schools has doubled.[2]

This suggests that the smaller number of our older teachers
respondents is due to the rather limited number of older teachers
in Latakia secondary schools, and the great number of our younger
teacher respondents is due to the late expansion in university and

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[1] Statistical Bulletin of the Damascus University Students:
Damscus University Press, Damascus; 1963, p. 1. And The Yearly
Statistics of Damascus University for the Academic Year 1963-64;
Damascus University Press; Damascus, 1964, p. 7.

[2] Khulasat Ihsa'at al Ta'leem Lil'am ad-Dirasi 1963-1964;
al-Jumhouriya al-Arabiya al-Suriya; Wizarat al-Tarbiah wa al-
Ta'aleem, Mudeeriyat al-Ihsa'. 1963, 64. And an-Nashrah
al-Ihsa'iyah Lil'am ad-Dirasi 1956-57.

secondary education. Thus we can conclude that our respondents are in fact representative of the general population of teachers in Latakia in terms of age.

B. Socio-Economic Origins of Teachers

By utilizing the information on the type of occupation and yearly income, and on the level of education of the fathers of our respondents we divided the respondents into five socio-economic classes. The father of a respondent was included in one class or another on the basis of combining his ranking on three scales: education, occupation, and yearly income. For example, fathers who completed higher education, were large-scale businessmen, and made above 6,000 Syrian pounds or more per year were included in the upper-class level. Fathers who had no education, whose occupation was farming, and whose income was below 1000 were included in the lower-class level. When a father scored upper lower in two categories, he was included in the upper lower, regardless of where he scored on the third scale. When the three variables were lower middle, upper lowers, and lower the father was included in the upper lower class. We have had no odd combinations, such as having upper with lower middle and upper lower. Applying this method we obtained the following distribution:

Table II shows clearly that our teachers come from rather low socio-economic origins. Evidently, those fathers, who are not

TABLE II

SOCIO-ECONOMIC RANKING OF FATHERS OF TEACHER
RESPONDENTS - **A** UNITARY SCALE

Socio-Economic Ranking	Number	per cent
upper	7	08.6
upper middle	5	06.0
lower middle	29	35.4
upper lower	30	36.6
lower	11	13.4
Total	82	100.0

literally destitute, could not, except for a few, afford to send
their children to college. Yet, as we shall see later in this
chapter, 72 per cent of our teachers finished college, and 35.3
per cent of them have had government scholarships for university
education. This shows a tremendous educational improvement of
sons over their fathers, an improvement which is almost totally
accounted for by government support.

Proceeding from Table II, a breakdown by each of the three
categories gives us finer details of the background picture of our
teachers.

Table III denotes that about 64 per cent of the fathers have had education below the primary level, 13 per cent of them received no education at all, leading to the conclusion that our teachers come from a very low background.

TABLE III

DISTRIBUTION OF TEACHER RESPONDENTS BY
LEVEL OF FATHER'S EDUCATION

Level of education	Number	Per cent
upper (college, finished or not)	7	08.6
upper middle (secondary)	9	11.1
lower middle (primary)	13	16.0
upper lower (below primary)	41	50.7
lower (no education)	11	13.6
Total	81	100.0

In Table IV the fathers are distributed by the type of occupation they have undertaken:

Again, the upper lower class scores highest, yet about 17 per cent of them fall in the lower class and 43 per cent in the middle class, while about 10 per cent are considered upper class. In terms of income the fathers are distributed as follows:

TABLE IV

DISTRIBUTION OF TEACHER RESPONDENTS'
BY LEVEL OF FATHERS' OCCUPATION

Level of Education	Number	Per cent
upper (large-scale businessman)	8	10.6%
upper middle (officer in the army)	13	17.4%
lower middle (small-scale businessman)	19	25.3%
upper lower (elementary school teacher)	22	29.3%
lower (farmer)	13	17.4%
Total	75	100.0

TABLE V

DISTRIBUTION OF TEACHER RESPONDENTS BY LEVEL OF FATHERS'
YEARLY INCOME

Level of Education	Number	Per cent
upper (above 6000 S.L.)	12	17.1%
upper middle (4001-6000 S.L.)	9	13.2%
lower middle (2001-4000 S.L.)	13	19.2%
upper lower (1001-2000 S.L.)	13	19.2%
lower (below 1000 S.L.)	20	31.3%
Total	67	100.0

The upper class, in terms of income, is larger in proportion than the upper class in terms of education and occupation (17 per cent). This is because the starting point for the upper class is considered here as 6000 S.L. making all those who fall above this limit upper class people. This is certainly a very generous limit. It is interesting, however, that 31 per cent fall in the lower class, again larger than the proportion in the lower class categories in the previous two scales.

C. Sex

Two points must be mentioned here: first, that only five out of nineteen secondary and preparatory schools in Latakia are girls' schools[1] and second, that male teachers teach in either boys' or girls' schools or in both; while female teachers teach only in girls schools. Moreover, the chance to obtain higher education is smaller for women than for men. These differences in the opportunities of the two sexes are a result of social customs. Consequently, the number of male teachers exceeds that of the female teachers by far.

Our data confirm this conclusion. Of our respondents 76.8 per cent are males; 23.2 per cent are females.

Distributed by age and sex our teachers spread as follows:

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[1] From the records of the Directorate of Education in Latakia.

TABLE VI

DISTRIBUTION OF TEACHER RESPONDENTS BY AGE AND SEX

age	males		females	
	Number	Per cent	Number	Per cent
20 - 24	2	03.2	1	05.3
25 - 29	18	28.6	9	47.3
30 - 34	19	30.1	3	15.8
35 - 39	15	23.8	3	15.8
40 and above	9	14.3	3	15.8
Total	63	100.0	19	100.0

Table VI shows that the increase in the number of male teachers is, except for the group between the age 20 and 24, inversely proportionale to the increase in age, but very gradually so. On the other hand, it shows that there is a sudden increase in the proportion of women teachers between the age 25 and 29 years. The reason why the number of teachers of both sexes falls between the age 20 and 24 is that few teachers, if any, at that age level would be recruited.

However, more than half of our female teachers are below 29 years of age. One explanation of this could be that women, since the independence of the country in 1946, have sought and obtained

education in much increasing numbers than ever before. The fol-
lowing figures illustrate this phenomenon:

TABLE   VII

ENROLLMENT OF WOMEN STUDENTS AT DAMASCUS UNI-
VERSITY - 1942-63[1]

Year	Number
1942-43	48
1943-44	62
1944-45	72
1945-46	65
1946-47	145
1947-48	272
1948-49	472
1956-57	1106
1962-63	2897

Table VIII shows that the number of women students at Damascus
University has multiplied over a period of twenty years by sixty
times.

Sex seems to be a highly influential variable in the religious differentiation of teachers (Table VIII):

TABLE VIII

DISTRIBUTION OF TEACHER RESPONDENTS BY SEX AND
RELIGION

Religion	Males		Females	
	Number	Per cent	Number	Per cent
Sunnites	20	32.8	12	63.1
Shiites	16	26.3	1	05.1
Christians	24	39.3	5	26.1
no religion	1	01.6	1	05.1
Total	61	100.0	19	100.0

While about 2/3 of the female teachers are Sunnites, only 1/3 of the male teachers are so; against 2/5 of male teachers who are Christians over 1/4 of Christian female teachers.

The large percentage of the female Sunnite teachers might at first sight indicate that the Sunnites in Latakia are not as conservative as they are usually thought to be, or that their size indicates a more liberal attitude than that of the other two sects.

A further look at Table VIII indicates that the large size of the

Sunnite female teachers might be due to the fact that the Sunnites concentrate in the city of Latakia, of whose population, before 1952, upproximately 64 per cent were Sunnite.[1] Another explanation could be that urban people are more well to do, and thus they seek education and enter the field of teaching more frequently than village people.

The Syrian rural environment, as the case is almost everywhere, is more closed and limited than the urban environment.[2] Thus we see that 17 out of 19 female teachers were born and reared in Latakia itself; the remaining two lived in both Latakia and the villages in its suburbs.

In conclusion, we can say that the high percentage of the Sunnite women is due to two factors, first that the Sunnites constitute the majority of the population of Latakia, and, second, that this majority is an urban and not rural population.

What was found true for the women is not quite true for the men. Rural environment did not hinder 41.4 per cent of male teachers from getting educated. Males are apparently more mobile, geographically speaking, than the females. As for the socio-economic characteristics the following figures give a similar distribution to the one presented in Table II.

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[1] Figures on religious distribution of population are a touchy affair in Syria. Our figures here are only approximate.

[2] Berger, M., The Arab World Today, New York, Doubleday, 1962, pp. 74-77.

TABLE IX

DISTRIBUTION OF TEACHER RESPONDENTS BY SOCIO-
ECONOMIC ORIGINS AND SEX

Socio-Economic Origin	Male		Female	
	Number	Per Cent	Number	Per Cent
upper	7	11.6	1	05.3
upper middle	3	05.0	2	10.6
lower middle	20	33.3	8	42.0
upper lower	22	35.8	7	37.8
lower	8	13.3	1	05.3
Total	60	100.0	19	100.0

It is seen in Table IX that around 84 per cent of both sexes
come from the lower middle and lower classes. Females seem to con-
centrate more in the middle class levels; while males score higher
proportions on both the upper and lower class levels.

D. Religion

The pattern of distribution of our teachers by religion is
very similar to that of the inhabitants of Latakia as a whole. It
is estimated that the Sunnites constitute 40 per cent, the Christians

30 per cent, and the Shiites 30 per cent of the population of Latakia.[1]

These estimates agree with our results presented in Table X:

TABLE X

DISTRIBUTION OF TEACHER RESPONDENTS BY RELIGION

Religion	Number	Per Cent
Sunnite	32	40.0%
Shiite	17	21.2%
Christian	29	36.2%
no religion	2	02.5%
Total	80	100.0

One may conclude from the preceeding distribution that since the Sunnites are the biggest group in Latakia they must be so among the teachers. But this is only an apparent fact. Taken by sex, Sunnite women, as we have seen earlier, do exceed, and very highly, the proportion of women teachers of other sects. Sunnite men, however, come second to Christian men in proportion. In Table VIII we have seen the following percentages for men: 33.3 per cent Sunnites;

[1] The chief of Latakia Municipality informed the writer during an interview in January 1965, that no figures concerning the religious distribution of the population were available at that time.

40 per cent Christians; 26.7 per cent Shiites.

Examined in terms of environmental backgrounds male teachers of various religious sects are distributed as follows: (Table XI)

TABLE XI

DISTRIBUTION OF MALE TEACHER RESPONDENTS BY ENVIRONMENTAL BACKGROUND AND RELIGION

Environmental Background	Sunnites		Shiites		Christians	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
urban	16	80.0	2	12.5	12	50.0
rural	4	20.0	10	62.5	10	41.7
both places	00	00.0	4	25.0	2	08.3
Total	20	100.0	16	100.0	24	100.0

Although 80 per cent of the Sunnite male teachers are urban, which indicates that an overwhelming majority of the Sunnite population in general are urban, yet their number are less than those of the Christians (total of 20 Sunnites against 24 Christians). On the other hand, 62.3 per cent of Shiite male teachers are rural, or they are less in number than either the Sunnites or the Christians, a fact which reflects on the lower standard of life of Shiites in rural areas.

Table XII gives us the distribution of our men teachers by religion and socio-economic origins.

TABLE XII

DISTRIBUTION OF RESPONDENT TEACHERS BY SOCIO-
ECONOMIC ORIGINS AND RELIGION

Socio-Economic Origin	Sunnites		Shiites		Christians	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
upper	1	05	1	06.25	4	16.7
upper middle	1	05	1	06.25	1	04.1
lower middle	8	40	4	25.00	8	33.3
upper lower	7	35	5	31.25	9	37.5
lower	3	15	5	31.25	2	08.4
Total	20	100.0	16	100.0	24	100.0

We can conclude from Table XII that on the whole more of the Christian male teachers come from the upper socio-economic strata than either their Sunnite or Shiite counterparts, that more of the Shiite teachers come from lower strata than either of the two groups, and that more of the Sunnite teachers come from the middle strata than either the Christian or Shiite teachers. Reconsidering Table XI

we can say that the reason why male Christian teachers outnumber those of the other two sects (Table XI) is not explainable in terms of environmental background. The reason for this high number of Christian teachers is probably more historical than any thing else. From the 1860's schools were opened by Protestant missionaries in Latakia itself and some other villages in the area. These schools gave opportunity to Christians to become more literate and of better standards of living. Thus there is a more ingrained tradition of modern education among them than among other sects. It seems that this tradition is persistent, and that Christians, whether rural or urban, are strongly motivated towards education.

While the relatively smaller proportion of the male Sunnite teachers is, perhaps, due to an inclination towards free enterprise; the smaller proportion of the male Shiite teachers is probably a result of their low standard of living and the hardships of their rural environment.

E. Urban Versus Rural

In the previous sections we have touched more than once upon the urban-rural differential. Here more attention will be given to it and its relationship to other factors will be dealt with more directly.

Our data show that about 60 per cent (48) of our teachers are of urban origin, 30 per cent (24) or rural origin and 9 per cent (7) of both. The conclusion to be drawn here is that regional

background is closely linked with the amount of chances a person has for receiving education, and consequently becoming a teacher himself. It is rather significant that regional background appears to be more important than even the socio-economic origins in providing education; in other words, that regardless of socio-economic origins the differences between urban and rural teachers remain large (Table XIII):

TABLE XIII

DISTRIBUTION OF TEACHER RESPONDENTS BY REGIONAL
BACKGROUND AND SOCIO-ECONOMIC ORIGINS

Socio-Economic Origin	Urban		Rural		Both places	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
upper	4	08.3	2	08.3	1	14.3
upper middle	3	06.4	1	04.1	1	14.3
lower middle	18	37.5	7	29.2	4	57.1
upper lower	18	37.5	10	41.7	1	14.3
lower	5	10.4	4	16.7	0	00.0
Total	48	100.0	24	100.0	7	100.0

Table XIII shows that urban and rural teachers come from similar socio-economic origins. Those who lived in both environments, though

few in number, seem to have been stimulated by their relatively better socio-economic origins.

To emphasize more the importance of the urban-rural differential we probed into the academic gratification of teachers who come from both origins (Table XIV).

TABLE XIV

DISTRIBUTION OF TEACHER RESPONDENTS BY DENVIRONMENT AND ACADEMIC QUALIFICATIONS

Academic Qualification	Urban		Rural		both	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Preparatory	1	2.1	0	00.0	0	00.0
Secondary	9	19.1	2	08.7	1	14.3
T.T.P.	5	10.6	1	04.3	1	14.3
T.T.S.	16	36.2	11	47.8	4	57.1
B.A., B.S.C.	12	25.5	9	39.2	1	14.3
other	4	08.5	0	00.0	0	00.0
Total	47	100.0	23	100.0	7	100.0

Table XIV leaves no doubt that teachers of rural origins have, in fact, better academic gratification than their urban counterparts. This is a finding of a rather surprising nature but one which could

shed important lights on the nature of Syrian society. Rural peo-
ple either because of the nature of rural life in Syria, or because
of the fact that the majority of them in our study are first Shiites
and second Christians (See Table XI) are more motivated towards edu-
cation. A more straightforward conclusion would be that teachers of
rural background are more highly qualified than those of urban areas.

F. Academic Qualifications of Teachers

Considering the academic qualifications of teachers regardless
of any other factor our data show that about 73 per cent of the
teachers have received either a B.A. or B.Sc. or T.T.S. This gives
the impression that our teachers are really not poorly qualified.
Table XV gives the qualificats of teachers in detail.

TABLE XV

DISTRIBUTION OF TEACHER RESPONDENTS BY LEVEL OF
EDUCATION

Academic qualificats	Number	Per Cent
primary	0	00.0
preparatory	1	01.2
secondary	12	14.8
T.T.P.	9	11.1
T.T.S.	31	38.3
B.A., B.S.	24	29.6
other (B.A., B.S. from foreign countries)	4	05.0
Total	81	100.0

~   It will be recalled that the T.T.S. is a degree in secondary
school teaching given after the B.A. or B.S. in one year training.[1]
The T.T.P. is obtained after a three year training period after the
preparatory and its holders usually teach in elementary schools.
After a period of time and some additional courses they can teach
in the preparatory schools.

It is important to note that the 27 per cent of teachers who
do not hold a B.A. or B.S. or T.T.S. many of them are continuing
their education along with teaching. Of the 12 teachers who have
only a Baccalaureate five are continuing their college education.
Of the nine teachers who have a T.T.P. four are preparing themselves
to the Baccalaureate examination.

Conclusion

The points to be concluded from the Chapter are:

1. that the majority of our teachers are young in age;
2. although coming from low socio-economic origins and
   low educational backgrounds, our teachers appear to
   have achieved considerable amount of education, which
   is an indication of advancement and progress;
3. there are more Sunnite women in teaching in secondary
   schools than one would expect from a conservative en-
   vironment;

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[1] See Chapter I.

4. for rural people the stimulation of environment rather
   than socio-economic characteristic has been influential
   in promoting educational status.

CHAPTER IV

TEACHERS' VIEWPOINTS ON EDUCATION
AS RELATED TO THEIR BACKGROUND

The objective of this chapter is to survey the viewpoints
that teachers have expressed on educational matters, and relate
this to background influences. In other words this chapter will
attempt to answer the question why teachers hold the particular
views on education. The kind of views that will be surveyed are
two: 1) attitude towards the profession of teaching, and 2) back-
ground influence on personal views of education.

A. Attitude Towards Teaching

Attitude towards the teaching profession provides a key to
an understanding of our teachers' attitude towards basic questions
in education. Two things are discussed here: 1) the reason for
choosing teaching as a profession, and 2) happiness in the teaching
career.

1) Reasons for Choosing Teaching

Our teachers were asked to answer the question "what made you
choose teaching as a profession." Table XVI gives their responses:

The reasons given in Table XVI were grouped under negative
and positive reasons. Choices like "I found myself in it," and "I
could not specialize in the field I want," were classified as nega-

TABLE XVI

REASONS GIVEN BY TEACHER RESPONDENTS AS TO WHAT
MADE THEM CHOOSE TEACHING

Reasons	Number	Per Cent
I found myself in it	23	27.9
it is an easy and secure job	2	02.6
I could not specialize in the field I wanted	27	32.7
Pays more money than other jobs	1	01.4
It is nobler than other jobs	18	20.8
Has more holidays than other jobs	0	00.0
I like teaching and working with students	12	14.6
Total	82	100.0

tive; choices like "it is an easy and secure job", "has more money
than other jobs," "it is nobler than other jobs," "I like teaching
and working with students," were classified as positive. Regrouping
the responses of Table XVI on this basis we have 60 per cent (49)
of our teachers giving negative responses, and 40 per cent (33)
giving positive ones. In other words, 60 per cent chose teaching
unwillingly, and the rest willingly. The latter group is divisible

into two groups: 1) those whose choices were stimulated by practical reasons; and 2) those whose choices were stimulated by idealistic reasons. Such choices as "it is an easy and secure job," "has more holidays than other jobs," and "pays more money than other jobs" were considered practical; choices as "it is nobler than other jobs," and "I like teaching and working with students" were considered idealistic. Regrouping the positive responses on this basis we end with 91 per cent (29) giving idealistic responses and 9 per cent (4) giving practical responses. Combining the negative and the positive responses on these new bases we obtain the following results (Table XVII):

TABLE XVII

TYPES OF REASONS GIVEN BY TEACHER RESPONDENTS AS TO
WHY THEY CHOOSE TEACHING

Types of Reasons	Number	Per Cent
Negative reasons	49	59.8
Positive reasons		
a) idealistic	29	35.3
b) practical	4	04.9
Total	82	100.0

It is clear from the pattern of responses presented in Table XVII that teaching itself was not a great attractive factor. It

was rather a refuge, since around 60 per cent of the teachers were "pushed" to it.

Age differences do not appear to lead to any important variations in the pattern of responses we have. Table XVIII presents teachers' responses distributed by age:

TABLE XVIII

REASONS GIVEN BY TEACHER RESPONDENTS AS TO WHY THEY CHOOSE TEACHING CLASSIFIED BY AGE OF RESPONDENTS

Age

Types of Reasons	20-29		30-39		40 and above	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Negative	18	58.0	25	61.3	7	58.3
Positive						
a) idealistic	12	38.7	13	33.5	4	33.3
b) practical	1	03.3	2	05.2	1	08.4
Total	31	100.0	40	100.0	12	100.0

The majority of our respondents, of all ages, give negative reasons. Teachers whose reasons are categorized as practical concentrate mostly in the age bracket over 40 years of age denoting an increasing practicality with the increase in age.

In general, it seems that our teachers are divided between two extremes: idealism and disappointment; with more people at the latter. Practicality is quite feeble among them.

The above conclusions find parallel in the distribution of reasons according to sex (Table XIX).

TABLE XIX

REASONS GIVEN BY TEACHER RESPONDENTS AS TO WHY THEY CHOSE TEACHING DISTRIBUTED BY SEX OF RESPONDENTS

Choices	Male		Female	
Types of reasons	Number	Per Cent	Number	Per Cent
Negative	40	63.5	9	47.4
Positive				
a) idealistic	21	33.3	8	42.2
b) practical	2	03.2	2	10.4
Total	63	100.0	19	100.0

Teachers of either sex chose teaching mostly for negative reasons. Yet, it appears that the males are more negative, the females more positive but idealistically so. Being a female in the Syrian society, where a female's world is more limited than male's, females tend to have less contact with practical world (outside home) than

females in more advanced countries. Choosing teaching as a profession they do that for reasons which are less concrete than their male counterparts. On the other hand, females who indicated practical reasons (10.4 per cent) exceeded males who did so (3.2 per cent).

Religion affects some variation in the reasons for choosing the profession of teaching. Table XX shows that the Shiites are the least negative, followed by the Christians and then by the Sunnites. Yet, of those Sunnites who are positive more of them are practically so than either of the other two groups. The Shiites, though the most positive group, yet their positivism is completely consumed by an idealistic rather than a practical type.

TABLE XX

REASONS GIVEN BY TEACHER RESPONDENTS AS TO WHY THEY
CHOSE TEACHING DISTRIBUTED BY RELIGION

Choices	Sunnite		Shiite		Christian	
Types of Reasons	Number	Per Cent	Number	Per Cent	Number	Per Cent
Negative	22	68.7	8	47.0	18	02.0
Positive						
a) idealistic	7	21.9	9	54.0	10	34.5
b) practical	3	09.4	0	00.0	1	03.5
Total	32	100.00	17	100.0	29	100.0

The conclusions derived from Table XX are interpreted further by considering the environmental origin of the respondents (Table XXI):

TABLE XXI

REASONS GIVEN BY TEACHER RESPONDENTS AS TO WHY THEY
CHOSE TEACHING DISTRIBUTED BY GEOGRAPHICAL
ORIGINS

Choices	urban		rural		both places	
Types of reasons	Number	Per Cent	Number	Per Cent	Number	Per Cent
Negative	26	55.3	17	68.0	5	83.3
Positive						
a) idealistic	18	38.3	7	28.0	1	16.7
b) practical	3	6.4	1	4.0	0	00.0
Total	47	100.0	25	100.0	6	100.0

About 55 per cent of the urban, 68 per cent of the rural respondents, and 83 per cent of those who are both rural and urban expressed negative choices. Their life seems to have granted little room for idealism (38.3 per cent for urban, 28 for rural, and 16.7 for urban-rural respondents), and less for practicality (6.4 per cent for urban, 4 for rural, and none for urban-rural respondents).

What influence would socio-economic characteristics exert on teachers' attitude? Table XXII gives us the answer:

TABLE XXII

REASONS GIVEN BY TEACHER RESPONDENTS AS TO WHY
THEY CHOSE TEACHING DISTRIBUTED BY THEIR
SOCIO-ECONOMIC ORIGINS

| | Negative | | Positive | | | | Total | |
| | | | Idealistic | | Practical | | | |
Socio-Economic Origin	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
upper	4	57.1	2	28.6	1	14.3	7	100.0
upper middle	3	60.0	2	40.0	0	00.0	5	100.0
lower middle	17	58.9	10	34.5	2	6.6	29	100.0
upper lower	20	64.5	10	32.3	1	3.2	31	100.0
lower	6	54.5	5	45.5	0	00.0	11	100.0

Socio-economic characteristics seem to be barely related to
reasons given by teachers for choosing teaching. The most notice-
able characteristic of the scale of socio-economic strata is that
the upper status group seems to be the least idealistic and the
most practical, and that this is reversed in the case of the lower
status group. However, due to the small number of responses under
either the idealistic or the practical it is difficult to make any
definite conclusions with regard to socio-economic class except
that it seems to be of very little significance in this respect.

2) Happiness in Work

Another important aspect of teachers' work is the extent of satisfaction they derive from their work. We attempted to explore this area by way of exploring teachers' feelings towards their work. Asked how happy are they in their work, their responses were as presented in Table XXIII:

TABLE XXIII

THE LEVEL OF SATISFACTION OF TEACHER RESPON-
DENTS IN THEIR WORK

Level of Satisfaction	Number	Per Cent
very much	19	23.1
little	49	59.8
unhappy	14	17.1
Total	82	100.0

Teaching, it appears from Table XXIII, does not give enough satisfaction to a majority of our teacher respondents. Asked the reason for feeling unhappy or only a little happy, they gave answers which directly relate to teaching: 35.2 per cent indicated that the reason for their lack of satisfaction with teaching was due to inadequate income, 22.2 per cent said that teaching was not their job:

TABLE XXIV

REASONS OF DISSATISFACTION WITH TEACHING INDICATED
BY TEACHER RESPONDENTS

Reasons of Dissatisfaction	Number	Per Cent
not enough income	19	35.2
not enough cooperation	4	07.4
teaching is not my business	12	22.2
not doing job effectively	6	11.1
great confusion and instability around	5	09.3
other	8	14.8
Total	54	100.0

To sum up what has been found so far, the following can be concluded:

1. Reasons for choosing teaching as a profession seem to be of two main types: negative and positive-idealistic.

2. Negative reasons are considerably more numerous than the positive-idealistic.

3. Practicality is feeble among choices.

4. Female teachers seem to be more idealistic; male teachers, more negative.

5. The Shiites are the most idealistic, the least negative;

the Sunnites are the reverse; the Christians are in bet-
ween.

6. Economic reasons constituted the main "push" factor that
   made teachers choose teaching.

B. Background and Personal Views on Education

It was shown before that teachers vary greatly in their back-
ground, in terms of religion, age, sex, place of residence, and
socio-economic characteristics (Chapter III), and that these dif-
ferences are reflected in their attitudes towards the teaching pro-
fession (Chapter IV, Section A). Only in age and socio-economic
characteristics some unity was apparent.

Two things are to be discussed here: 1) the influences of our
teachers' background on their educational ideas; and 2) our teachers'
psychology. By the latter is meant the psychological structures and
dispositions of the teachers.

Expression of whatever personal aims of education the teachers
may have is, perhaps, a good start. Asked what kind of aims they
work for in teaching 23.3 per cent of them gave no answers. Those
who gave answers (76.7 per cent) appeared to think on two main lines:
1) idealistic convictions; and 2) personal experiences in teaching.
The past experiences they have had and the situations that surrounded
them seem to have little effect on their aims of education. Their
psychology is still untempered by realities:

TABLE XXV

TYPES OF EDUCATIONAL AIMS INDICATED BY TEACHER
RESPONDENTS AS THEIR OWN

Types of Aims	Number	Per cent
idealistic	46	76.7
personal experiences	14	23.3
Total	60	100.0

When teachers were asked questions of specific implications
they seemed to respond in a way that puts them in the middle posi-
tion, i.e., neither agreeing completely nor disagreeing completely.
For example, when asked whether they think educational aims in Syria
should change from time to time they responded in the manner indicat-
ed in Table XXVI.

TABLE XXVI

RESPONSES OF TEACHERS AS TO THE QUESTION OF "EDU-
CATIONAL AIMS IN SYRIA SHOULD CHANGE FROM
TIME TO TIME

Teachers' Responses	Number	Per Cent
agree completely	25	32.1
agree partly	48	61.5
disagree completely	5	06.4
Total	78	100.0

It seems from Table XXVI that stability in aims does not appeal to our teachers. Only 6 per cent disagreed completely with changing the aims of education from time to time. More of them (32.1 per cent) agreed completely to change. But, to such a question, the answer to which is either "agree completely" or "disagree completely" 61.5 per cent of our teacher respondents were uncertain in deciding their attitude. There is an inclination towards change and a fear of it balanced in a psychological compromise of no-deciding. This could be a result of the educational and political history of the country. Many changes in both the educational system and political structure of the country, with little or no appreciable consequences, confronted our teachers.

Another response which reflects the same uncertain attitude of our respondents in the one they gave to the question of "education to solve students' problems:"

TABLE XXVII

EDUCATION SHOULD SOLVE STUDENTS' PROBLEMS

Teachers' Response	Number	Per Cent
agree completely	35	43.3
agree partly	45	54.4
disagree completely	1	01.3
Total	81	100.0

The response to this question here shows a more certain attitude than the one before (Table XVI). Yet still 54.4 per cent of them are hesitant as they would agree only partly to the question whether they think education should aim at solving the students' problems.

Asked whether they approve of "education regardless of the career that the student might take," close to half of the respondents agreed completely (Table XXVIII):

TABLE XXVIII

DISTRIBUTION OF RESPONSES TO THE QUESTION OF "KNOWLEDGE REGARDLESS OF CAREER"

Teachers' Responses	Number	Per Cent
agree completely	37	47.4
agree partly	20	25.6
disagree completely	21	27.0
Total	78	100.0

The conception of knowledge for knowledge's sake, or for the sake of something other than the career that a person might take, exists largely. This shows the "unholistic" attitude of the teachers towards curricula, the student, the aims of education.

Here is a further example. Asked what the aims of education as

set by the Ministry of Education were, the responses of the teachers
in comparison with the aims as set by the Ministry were as follows:

TABLE XXIX

DISTRIBUTION OF RESPONSES TO THE QUESTION OF "AIMS
AS SET BY THE MINISTRY OF EDUCATION"

Types of Teachers' Responses	Number	Per Cent
stated aims similar to those of the Ministry	8	09.5
gave hazy answer	26	30.9
"the Ministry has no clear aims"	3	03.6
expressed critical view	20	23.8
stated aims dissimilar to those of the Ministry	3	03.6
no idea	5	06.0
no answer	19	22.6
Total	84	100.0

The highest three percentages are: hazy answer, 30.9 per cent;
critical view, 23.8 per cent; and no answer, 22.6 per cent.

A further question was "what should be changed of Syria's edu-
cational system." Our respondents gave the following proportions:

TABLE XXX

RESPONSES OF TEACHERS TO THE QUESTION OF "WHAT SHOULD
BE CHANGED OF THE SYRIAN EDUCATIONAL SYSTEM

Teachers' Responses	Number	Per Cent
gave answer	37	43.4
gave no answer	45	54.2
have no idea	2	02.4
Total	84	100.0

From the previous discussion we may conclude that to the ques-
tions which require a high level of social maturity and consciousness
(Tables XXVII, XXX) our teachers' responses exhibited a high propor-
tion of "no answers" or an instable attitude of "agree partly." The
numerous types of responses given in Table XXIX indicate the nature
of relationship between essential issues such as the Ministry's aims
of education, and the teacher. It is a loose relationship, weak and
sparse.

On the other hand, ideational questions, which pertain to think-
ing and theorization elicited responses of higher coherence. Clear-
cut answers were all the way found. Education for a socialistic
society, for instance, received 76.8 per cent complete agreement.
Education for raising health and social standards received 91.7 per
cent complete agreement. Education for national consciousness

received 90 per cent complete agreement. Having received theoretical education, and lived in a disintegrated society, our respondents compensated for their disappointment with over-aspiration.

The two types of attitudes we have seen so far, the no answer, agree-partly attitude and the ideational one, lead to one conclusion: the kind of background we previously described did not give full chance for a well rounded development of each teacher's personality in terms of education. The influence of their background is one of psychological disappointment which has led more to reaction than to genuine solutions.

We have seen all through the preceeding discussion that unstable attitude and theoretical thinking were the two major products of our teachers' background. Whether to teaching, to change (Table XXVI), or questionable conditions of education (Table XXX) our respondents expressed a sense of non-belongingness and of detachment. Moreover, passive attitudes still nurture a hidden inclination toward Utopian affairs. This psychological structure, again, could be reaction of awareness of prevailing difficulties in the life of our teachers. Low economic level gave birth to socialistic trends. Long history of foreign occupation, and a divided homeland, called for national consciousness.

It is interesting to note here that the generation who thought of socialism and of national unity is in power now. What education have those teachers thought of to realize their hopes? We shall try to find the answer in Chapter V.

CHAPTER V

PHILOSOPHICAL IMPLICATIONS OF

TEACHERS' VIEWS ON EDUCATION

A- In this chapter we will attempt to present and reflect upon whatever views on education that might have philosophical implications as expressed by our teacher respondents. For the sake of systematization our analysis is divided into three main steps. Since our interest is focused upon the aims of education, the first step will be to discuss the question of educational aims. The views of the teachers on the question of who decides educational aims is, in the writer's mind, a key point to the second step, which is the educational aims as expressed by the teachers themselves. Thus, the second step will attempt to derive a typology of educational aims based on the views expressed by our respondents. Analysis, in the third step, will tackle disputable issues e.g.: 1) change and stability; 2) student or curriculum - centered school; 3) nationalism and education and 4) educational reform. We will also consider here the relationship between the Ministry of Education and our respondents.

B- Who Decides Educational Aims

Under the question of "who, in your thinking, should decide

TABLE XXXI

RESPONSES OF TEACHERS AS TO THE

QUESTION "WHO DECIDES EDUCATIONAL AIMS"?

	State		Teachers		Parents		Economic groups		Other agency	
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
in all cases	49	59.0	63	75.9	35	42.7	11	13.6	16	19.0
in some cases	30	36.1	20	24.1	37	45.1	50	61.7	2	02.4
never	4	04.9	0	00.0	8	09.8	12	14.8	0	00.0
no opinion	0	00.0	0	00.0	2	2.4	8	09.9	0	00.0
Total	83	100.0	83	100.0	82	100.0	81	100.0		
no answer	1		1		2		3		66	78.6
Total	84		84		84		84		84	100.0

educational aims in Syria?" four agencies that might handle such
responsibility were listed as alternatives, namely, teachers, the
parents, and economic interest groups. To these four a fifth alter-
native was left open under the word "other". Teachers were asked
to answer the question indicating to what extent they believe each
of these agencies should participate in setting educational aims.
Three levels were indicated: "in all cases", "in some cases" and
"never[1]". Table 31 shows the teachers responses to this question:

The fact that 66 of our respondents (78.6 per cent) left the
item "other" unchecked indicates that they either have no agencies
to suggest other than the four onces listed in or that they could
not think of new ones. 16 of them (19 per cent) had such an alter-
native; most of them reported that educators and psychologists
should "in all cases" decide educational aims.

Table 31 shows that the majority of respondents (59 per cent)
would give the state the task of setting the aims of education "in all
cases." This indicates that our teachers are state-minded, that they
consider the state as the responsible agency for deciding educational
objectives. 36 per cent would have no objection if the state sets
educational aims as, in their thinking, it should do so "in some
cases." Only about 5 per cent would "never allow the state such a
responsibility. This may denote that the educational system our

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[1] See the copy of the questionaire in the Appendix.

teachers desire for Syria, if compared to that of the United States and England, for instance, would be a state-controlled and centralized one.

What about the role of teachers in setting educational aims? Many more respondents would give teachers the task of setting educational aims "in all cases" than they would give the state (76 to 59 per cent). This may mean that our description of our teachers as "state-minded" is only apparently and not realistically true. Their belief in the state as an agency entitled with setting objectives is most probably a result of long experience with centralization and not of deep and reflective thinking as their responses to the role of teachers in this regard indicate. Through everyday contact with students and people teachers would know towards what aims to orient education, and when asked about their own role in this regard they seemed to be much more emphatic. They have suffered neglect in the past, and never were asked to voice their opinions in matters of education. Their responses here indicate that there is a growing awareness on the part of teachers, of the importance and necessity of their participation in setting educational aims.

What about the parents? It is seen in Table 31 that 35 (42.7 per cent) of the respondents would entrust parents "in all cases" to decide educational aims, and that 8 (9.8 per cent) would "never" entrust them with such a responsiblity. The latter proportion is

higher than either of the two proportions of teachers in the "never"
category when asked about the role of the state and teachers. One
may conclude from this that our teachers consider the role of parents
as secondary. Their fathers have received, in most cases, next to
nothing of education, (see Chapter III), and the answers might be
a reflection of this fact. The picture they have in mind of parents
is that they are uneducated, hard workers; how could such people
decide educational objectives?

Should economic groups be entrusted with deciding educational
objectives?

Only 11 (13.6 per cent) of our respondents give to economic
groups full consent to undertake the responsibility of setting educa-
tional aims "in all cases". This is the smallest proportion received
by any of the four agencies. On the other hand, 50 teachers (61.7
per cent) accept the participation of economic groups "in some cases"
in this matter; and 12 (14.8 per cent) voted "never". An explanation
of teachers' responses in this regard can be made in the light of
their responses to the question of "whether education should help
create a socialistic society". We have seen in chapter IV that
76.4 per cent of our teachers were in full positive agreement to
have education create such a society. Such a large proportion of
"socialists" would be quite suspicious of Syria's economic groups.
Yet, in some cases, they would have them decide. Only 12 (14.8 per

cent) would "never" let them do so.

Thus the agencies that should decide educational aims according to our teachers would be, in order of importance, as follows: the teachers, the state, the parents, the economic groups, and the educators and psychologists.

C- Educational Aims of the Teachers

Perhaps the question of who decides educational aims is connected with feelings or attitudes of one kind or another towards various institutions. In order to get a clear statement from our respondents on the kind of aims they see best fit for Syria regardless of the agencies that decide or implement such aims, we asked the teachers to state what they believe to be the best aims for Syrian education. Out of the respondents 24 (28.6 per cent) gave no answer. While 60 (71.4 per cent) gave answers which range over more than thirty five kinds of aims of which the twenty that received the highest votes have been listed. Table 32 shows how frequently each of the listed aims was chosen by each of the 60 respondents:

Table 32 displays two major typologies of aims: abstract and concrete. We mean by abstract aims those which pertain to ideas and theories, with little or no practical implications. By concrete aims we mean those which pertain to specific, tangible problems in education. Of the twenty aims listed in Table 32 all are categorized

by us as abstract except six which are categorized as concrete.
These concrete aims are the following: aims concerned with:
1) the student, 2) curricula, 3) teachers, 4) vocational train-
ing, 5) health, and 6) educational planning. Based on this
categorization, our calculations show that concrete aims score
22 per cent of the responses, while abstract aims score 78 per
cent. In the following each of the two types is discussed.

1- Abstract Aims: In this group we have fourteen categories
of aims listed in Table 32. Most important among these are the
"nationalistic political", "creation of a new generation", aims of
"social and moral imports", and aims emphasizing "the need of a
scientific and objective attitude in education", and others
emphasizing "enlightenment" as a general educational aim.

a- Taking them in order of frequency the nationalistic-
political aims come first. These received around 87 per cent of
the remarks. They were worded differently, mostly emphasizing
Arab unity, freedom, and socialism.

Our respondents see the aims of education primarily in terms
of restoring Arab rights and fulfilling Arab hopes. History is to
be taught with the purpose of solidifying the quest for Arab unity.
Moreover, our respondents wanted education to create an individual
who trusts in himself and his nation. Some of them insisted upon

TABLE XXXII

RESPONSES OF TEACHERS AS TO "WHAT

IN YOUR THINKING ARE THE BEST EDUCATIONAL AIMS

FOR SYRIA AND THE ARAB WORLD"[1]

	aims	Number	Percent
1.	nationalistic-political	52	86.7
2.	creation of new generation	28	46.7
3.	concerned with student	21	35.0
4.	of social nature	20	33.3
5.	of moral nature	16	26.7
6.	concerned with curricula	16	26.7
7.	emphasis on science and objectivity	14	23.3
8.	enlightenment	13	21.8
9.	concerned with teachers	10	16.7
10.	revolutionary	9	15.0
11.	humanitarian	66	10.0
12.	concerned with culture of the past	6	10.0
13.	theoretical education	6	10.0
14.	concerned with the individual	5	08.3

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[1] The total of the responses here shows frequency rather than number, i.e., the total is evidently much larger than the number of respondents.

aims	Number	Percent
15. vocational training	5	08.3
16. high ideals and values	4	06.7
17. detachment from politics	3	05.0
18. concerned with religion	3	05.0
19. concerned with public health	2	03.0
20. concerned with planning	2	03.0

more objectivity and less pretentions pride in this respect.
Others called for democracy and liberation of the Arab individual.

The large percentage of teachers who expressed nationalistic
aims, signifies a great involvement with the idea of nationalism;
terms like: the Arab human, the Arab culture, the Arab history,
the Arab nation, the Arab nationalism were abundently scattered
in their comments. More specific aims of this kind can be represented
by terms such as: Arab unity, liberty, and socialism which also
appeared frequently in their comments.

Akin to the prely nationalistic aims our respondents suggested
aims that can be grouped under two types: 1) the first "the culture
of the past", where respondents called for reviving the Arab national
heritage and for developing Arab characteristics; 2) the second,
"humanitarian aims calling for aims that can be "in line with those
of the United Nations." Other comments of this latter type are

"our education should preach love for humanity and truth, the will
to do good to all, the freedom and dignity of man, and inter-
national communications for better understanding", "our education
should develop in the students sufficient understanding towards
different civilizations of the world."

b- Following the "nationalistic-political" aims, the aim of
"creating a new generation" is second in importance (see Table 32).
Creation of a "new generation" is a concomitant objective to the
first one, the "nationalistic-political", and if both these objectives
are put together they would account for a great majority of responses.
Combining the two could be necessary since one can rightly assume
that those who expressed aims described here as "nationalistic-
political" would undoubtedly consider "the creation of a new genera-
tion " the end product for their nationalism. This "new generation"
is described in the respondents' comments as one which is "scien-
tific, socialistic, loving, moral, Arab, cooperative, liberated
from egotism and aware of its national, social, and patriotic
responsibilities."[1]

c- Aims of social and moral import occupied third and fourth
positions on the list of aims (see Table 32) with scores 33.3 per
cent and 26.7 per cent consequentively. Among the "social aims"

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[1] These comments anoted here were not made by one respondent.
They were collected by the writer from the responses of many in a way
that could exemplify the kind of "new generation" thought of.

were ones like "aims of education should be derived from the
needs of the society" and "should acquaint the citizens with
questions of law, order, and duty" or "education should promote
social standards." "There must exist strong relationships bet-
ween the school and other social institutions, namely, the
family, the quarter, the town, the district, the coutry, and the
homeland."

Aims of moral import were of two types, traditional and
practical. Traditional morality emphasized the general, called
for ethical standards of honesty, truth, bravery, sincerity,
etc. Practical morality touched on questions of sexual problems
and deliverence from psychological complexes, and looked for
"a practical philosophy" of ethics. Some deplored laxity in
moral standards prevalent nowadays, and called for an objective
study of the divine Books, that is, the Qoran and the Bible, in
the hope of reviving self restraint among our students.

Some respondents linked morals with values and high ideals.
"The pinnacle of a moral attitude is dedication to some sacred
values and high ideals", says one respondent.

d- Emphasis on science and scientific knowledge scored 23.3
per cent of responses. "Our country is in need of technicians and
specialists for building up the coutry and the new generation";
this is to be achieved by a scientific education. In such comments

no specific explanation of the term "education for science" was given. Probably it meant the use of modern techniques, inventions, and scientific methods for economic and social development.

Some teachers (8.3) per cent) asked for vocational training as part of training in scientific knowledge. Others (10 per cent) called for a theoretical education that disciplines the mind and trains in logic and critical thinking; four teachers wanted an education that combines the theoretical, the vocational, and the scientific.

e- <u>Enlightenment</u> is also a major theme (21.8 per cent). By enlightenment our respondents probably meant an awareness and an understanding of the national and the social affairs of the society in order to derive plans and solutions for a better social order. As an educational aim enlightenment includes "the social, scientific, national, and moral aspects of life."

f- <u>Revolutionary aims</u> (15 per cent) are, perhaps, the most extremist expressions: "<u>Eradication</u> of the traditions of the past" was one. "<u>Obliteration</u> of religious <u>fanaticism</u>" was another. "<u>Abolishing</u> the teaching of religion" was a third. In a Mirabeau-like fashion some teachers called for the rule of "the Parliament, not the Chruch nor the Mosque." A milder attitude was a call for teaching the philosophy of religion, not religion itself. An opposite

attitude was the insistence on teaching religion as a means to derive live objectives and to ensure discipline of the soul.

g- It is perhaps worth noticing that only three teachers suggested an education which would keep politics outside the school. Some referred to the "shameful" falsifying of modern events in Arab history textbooks for political pruposes.

2- Concrete Aims

So far we have dealt with those aims listed in Table 32 and categorized by us as abstractions. Table 32 included other aims which are clearly of much more practical import than the ones discussed so far. Such concfete aims, as said before, scored 22 per cent against 78 per cent for abstract aims - clearly then they represent a small segment of the opinions of the teachers which seem to be dominated much more by abstract aims.

Under "concrete aims" come three types of views: 1) those concerned with students, 2) those concerned with curricula, and 3) those concerned with teachers.

Some of the opinions stated under concfete aims reflect concern with policy making with regard to some practical matters rather than concern with specific aims. It is difficult to make a clear distinction between aims and policy measures when such things

are concerned with practical affairs. For example teachers who
stated that the aims of education should be to develop better
curricula are clearly thinking in terms which fall under curri-
cular organization and policy making in this regard. Yet we are
justified in accepting such statement as indicating an aim be-
cause of the subtlety of difference between the two.

a- In their comments on the student our respondents stated
their belief that he should be given full chance to develop his
potentialities. He is to live free. His problems should be
investigated, studied and solved. The curriculum should be based
on his interests. Education should be free for the poor and the
intellegent. Special emphasis was put on the student's individuality.
The respondents also called for an intimate relationship between
students and teachers. "Students of high abilities", wrote one
teacher, "should be given sufficient attention to make them leaders."

b- Comments concerning curricula feflected a general dis-
content with the curricula followed in Syria's schools. Some
respondents called for re-examining textbooks; others for revising
them; still others for developing them. Statements like "curricula
standards should be higher and safe from incidental change",
"curricula must be prepared and envisaged by expert educators, and
must be tested by practice", appeared frequently. This shows dis-

satisfaction on the part of our teachers in having only one source for learning: the textbook. "Curricula must be derived from the needs of the community", writes one of them.

c- With regard to teachers, our respondents made important suggestions. Some call for more teacher training institutes, and increasing seminars for in-service training. Others call for raising the teacher's morale by raising his ethical and financial standards. "Our teacher is misunderstood, and teaching has become a refuge for the crooked", one respondent complained.

By and large, compared to one another, the abstract and concrete types of aims seem to be complementary to each other; the first kind reveals the theoretical attitude discussed in Chapter IV, while the second gives that attitude some substance. What is expressed of the national, social, and humanitarian aims, is to be achieved through a student-centered school, an efficient teacher, and sound curricula.

Planning, which is necessary for the implementation of educational aims, scored only 3.3 per cent of the total responses. Other fundamental educational issues scored nearly as low. For example, "aims to be derived from the needs of the society" scored only 5 per cent of the responses. Comments on centralization and decentralization scored only 1.7 per cent each. Vocational education scored

8.3 per cent. These low proportions lead to the conclusion that our teachers' concrete aims reveal, in most cases, disintegrated personal experiences in teaching. The statements the teachers express are a product of casual happenings rather than a product of reflective thinking.

In summary the following seems to represent what the teachers feel that the aims of Syrian education should be:

1- Nationalistic aims, which can be summed up in Arab unity, liberty, and socialism. Education should realize these objectives by emphasizing national history, the culture of the past, Arab nationalism, and creating a new generation of an accomplished character.

2- The student is the center of interest. Educational psychology and sociology should both investigate and find solutions for his problems. Education should contribute fully to the well-rounded development of his personality.

3- The aims of society are the aims of education. Education is to serve as a medium for developing and promoting social situations and standards, and for solidifying the relationship between school and social institutions.

4- For sound effects of the educative process, enlightenment, morality, and lofty ideals constitute educational objectives.

5- New and effective curricula are necessary in order to realize educational objectives.

6- Having a cadre of well trained, well paid teachers is an

educational necessity.

7- Technology and application of scientific knowledge are necessary for a socialistic society.

D- Further Illustrations

Our teachers were asked another set of questions the answers to which would, in the writer's opinion, complement the sketch of aims obtained so far. As our respondents might not cover all types of educational objectives in an open-ended question like "what do you consider education in Syria should aim at", the other supplementary sets of questions aimed at pinning them down in terms of asking them to indicate the degree of their agreement or dis-agreement with certain statements. In what follows the responses of the teachers are presented and analyzed.

2- Education and Change

Asked to indicate to what extent they agree with one statement that "educational aims should change from time to time" the following responses were obtained:

An attitude of compromise represented by 61.5 per cent of those who agreed partly seems to be more popular among our teachers.

Another statement with opposite philosophical implications to the previous one, might shed more light on teachers' attitudes. Asked whether they would recommend an education which emphasizes

knowledge regardless of the career that students might take
afterwards, our teachers gave the following responses:

TABLE XXXIII

RESPONSES OF TEACHERS TO THE QUESTION THAT

EDUCATIONAL AIMS SHOULD CHANGE FROM

TIME TO TIME

Teachers' responses	Number	Per cent
agree completely	25	32.5
agree partly	48	61.5
disagree completely	5	06.0
Total	78	100.0

TABLE XXXIV

RESPONSES OF TEACHERS AS TO THE QUESTION THAT

EDUCATION SHOULD BE FOR KNOWLEDGE REGARDLESS

OF CAREER

Teachers' responses	Number	Per cent
agree completely	37	47.4
agree partly	20	25.6
disagree completely	21	27.0
Total	78	100.0

It is seen from Table 34 that about half of the teachers
agree completely to training for knowledge regardless of future
career. Reflecting back on their responses presented in Table
33 one can say that our respondents' thinking about change and
stability is not quite clear or consistent. Those who agreed
completely that the aim of education should change from time
to time amounted to one third of the total, yet close to half
of them also agreed completely that education should train for
knowledge regardless of future career.

2- Student-centered Education

To explore further the depth or clarity of belief on the
part of the teachers in what they stated before (see Section C
of this chapter) by way of emphasizing the interests of the students
we present below their responses to the three following questions:
1) education should help solve students' problems; 2) child psycho-
logy should be a source for educational values; and 3) the child's
work interests should be a source for educational values: Table
35 gives the teachers' responses to the three questions:

There is a certain amount of consistency in the responses
to the two questions that psychology on the one hand and work
interests on the other should be sources of setting educational
aims. Yet a much smaller proportion of teachers were certain

TABLE XXXV

RESPONSES OF TEACHER RESPONDENTS TO THREE SETS OF QUESTIONS

Teachers' responses	Student problems to be solved via edu-cation		Psychology as a source for edu-cational values		Work interests of the student as source of edu. values	
	Number	per cent	Number	per cent	Number	per cent
agree completely	35	43.8	58	78.5	50	64.1
agree partly	44	55.0	19	23.8	23	29.5
disagree completely	1	01.2	2	02.5	2	02.6
no opinion	0	00.0	1	01.2	3	03.8
Total	80	100.0	80	100.0	78	100.0

whether education should help solve students' problems. This can
be explained by the belief that education should have some super-
student problems to solve and that the problems of the students
as such are not lofty enough to constitute educational aims. This
stems from the same wholistic attitude so deeply entrenched in
the thinking of our teachers and discussed at length above under
the topic of nationalistic-political aims.

3- Nationalism and Education

We have seen before that a great majority of teachers (86.7
per cent) expressed specific aims which were described by us as
nationalistic-political. On this point the teachers were asked to
indicate the extent of their agreement to two statements: 1) that
education in Syria should aim at national enlightenment, and 2) that
education in Syria should utilize national history as a source for
educational values. Their responses to the two questions are
tabulated below:

It is seen in Table 36 that our respondents regard national
enlightenment as a very basic objective of education, and they also
consider national history as an important source of educational
values. It is through teaching national history that a certain
level of national awakening is achieved. For this history is believed
to convey all the glories and glamour of the past.

TABLE XXXVI

RESPONSES OF TEACHER RESPONDENTS TO TWO QUESTIONS

Teachers' responses	education for national enlightenment		national history as source for educational values	
	Number	per cent	Number	per cent
agree completely	72	90.0	61	75.2
agree partly	7	08.8	18	22.2
disagree completely	1	01.2	2	02.4
no opinion	0	00.0	1	01.2
Total	80	100.0	81	100.0

4- Reform and Education

We have seen in Section C of this Chapter that our teachers
are discontented with present curricula, are much concerned about
the student, are after creating a new generation, etc. To explore
further their thinking on questions of reform and the principles
to be utilized we asked four questions dealing with Arab culture,
socialism, religion, and the state.

a- We have assumed that the attitude towards the transmission
of the culture of the past could be expressed in one of three ways:
1) if the respondent believes that it should be transmitted "as it

is" his attitude can be described as "conservative"; 2) if he
wants it "revised" his attitude would be "transitional"; and
3) if he wants it "moulded anew" his attitude would be "radical".

TABLE XXXVII

RESPONSES OF TEACHER RESPONDENTS AS TO "HOW
SHOULD EDUCATION TRANSMIT CULTURE OF THE PAST?"

Teachers' responses	Number	Per cent
as it is	21	26.2
revised	15	18.8
moulded anew	40	50.0
no opinion	4	05.0
Total	80	100.0

It appears that the concept of an Arab culture constitutes
a delicate issue. The results presented in Table XXXVII show a
greater proportion of radical teachers (50 per cent) than that of
the conservatives or the transitional. Yet, the latter two pro-
portions are not small. The term "moulded anew" indicates a large
proportion of discontented teachers with past culture as it is now.
Those who are quite satisfied, and think that past culture can be
re-lived without change constitute a little above one quarter of

the total, and those who see some needed revisions but not complete change are the minority (18.8 per cent). It is noteworthy here that the middle road position, the compromising attitude we came across earlier in the responses of the teachers on matters that are specifically educational is absent here. On questions of culture and the past an attitude of extremism is prevalent, either radical which is more dominant, or conservative.

The fact is that half of our respondents see three means for reform. In addition to the preservation of the riches of the past culture, which they insisted upon in Section C, those means are: 1) western education; 2) religion; and 3) socialism.

To the question whether they think Syria should benefit from the experiences of the West in the field of education, our respondents gave the following responses:

TABLE XXXVIII

RESPONSES OF TEACHER RESPONDENTS TO THE QUESTION
"SYRIAN EDUCATION SHOULD BENEFIT FROM WESTERN EDUCATION"

Teachers' responses	Number	Per cent
agree completely	53	64.3
agree partly	25	30.7
disagree completely	2	02.5
no opinion	2	02.5
Total	82	100.0

It is seen in Table XXXVIII that "anti-Westerners" are only 2.5 per cent. While the majority agree completely with making use of Western education. This attitude towards Western education is perhaps due to either faith in this education and in the profitability of communicating with it or in the soundness of the Arab culture and its immunity against Western infiltration or in both. The intermediate attitude of 30.7 per cent of the respondents reflects, perhaps, a little fear from Western education, or a little hope in making use of it, or both.

The second source from which some reform measures may be derived is religion. Religion as an ideology and a way of living, has been the essence of human life of civilized man. We have seen in Chapter III that our teachers are either Moslems (Sunnites or Shiites) or Christians. Asked how far religion would be a source for educational values, our teachers gave the following responses:

TABLE XXXIX

RESPONSES OF TEACHERS AS TO "HOW

FAR WOULD RELIGION BE A SOURCE FOR EDUCATIONAL

VALUES

Teachers' responses	Number	Per cent
very much	24	29.6
little	37	45.7
not at all	13	16.0
no opinion	7	08.7
Total	81	100.0

The proportion we obtained here ascertain one important conclusion: Our teacher respondents do not seem to look at religion through a halo of sacredness. About 30 per cent of them see a definite use in religion for educational values; more of them (about 46 per cent) would see some profitable use in it. The latter proportion shows a mild attitude towards religion. On the other hand 16 per cent of our respondents see no use in it.

The third source of educational values is socialism. Socialism is considered by our respondents as one of three pillars of Arab nationalism, the others being Unity and Liberty. To them socialism presents a solution for the economic life of the Arabs. In a society like the Arab, where the economy is fairly backward and religious affiliation is quite strong, socialism means an economic as well as a social revolution. Our teachers' responses to the statement of "an education for a socialistic society are seen in Table XXXX:

Our teachers' faith in socialism, represented by about 77 per cent of positive responses, as a source of educational values brings us again to the question of centralization in education touched upon previously (see Section B). In a socialistic society the state would be a dominent reality, and our education will be, under socialism, a centralized one. Would the state, therefore, decide educational aims, and carry on reform, alone? We have seen before (Section B) that the teachers regard the state, as one of

TABLE XXXX

RESPONSES OF TEACHERS TO THE QUESTION WHETHER

EDUCATION SHOULD HELP CREATE A SOCIALISTIC SOCIETY

Teachers' responses	Number	Per cent
agree completely	63	76.8
agree partly	10	12.2
disagree completely	4	04.9
no opinion	5	06.1
Total	82	100.0

the agencies that decide on educational aims, and second only to teachers in priority. If the teachers are to have a socialistic state, as they seem to desire, and at the same time reserve for themselves the duty or part of the duty to set educational values then some kind of an arrangement between the state and the teachers is to be worked out. This is not an impossible arrangement. Yet there is nothing in the responses of the teachers that indicates awareness of the possible conflict that could arise between the two.

In terms of personal attitudes of the teachers towards the Ministry of Education our data show that only about 10 per cent of the respondents were able to give correct answers as to the aims of education as set by the Ministry. About 31 per cent gave hazy

answers, and 24 per cent, instead of stating what the Ministry aims to do, directed criticisms to its works. This shows that few of the teachers are aware of what the official aims of the Ministry are and more of them are ready to criticize than to familiarize themselves with such aims.

By and large, our teachers' appeal for reform is emphasized strongly, and is quite radical. They are emphatic in their request to the national heritage, and are tolerent towards religion.

To sum up this Chapter, the following points are, perhaps, relavent:

1- There is a philosophical basis for our teachers' aims of education. It lacks integration, compfehensiveness and specificity, but it is forcefull in its call for a new and sound educational policy. This philosophical basis is expressed through our teachers' faith in socialism, liberty and democracy. The most prominent characteristic of our teachers' aims of education is their nationalistic roots.

2- The kind of education our teachers want is one in which all societal groups share, in varying degrees, the responsibility of deciding its aims.

3- Theoretical and ideational aims are more emphasized than concrete aims. Such aims are more negative and critical than positive.

4- The idea of change is current among our teachers, but with no concrete suggestions.

5- Our teachers call for a student-centered education, in which trained teachers are the key elements.

6- Our teachers' attitude toward reform, in the field of education, is radical. The idea of "reform", meaning modification does not appeal to them. Instead, they demand a change which would <u>rebuild</u> education on new foundations.

APPENDIX

A COPY OF THE QUESTIONNAIRE

DISTRIBUTED TO LATAKIA TEACHERS

Dear Colleague

This questionnaire is intended to gather information about educational aims as viewed by secondary school teachers in Latakia. Being a teacher, your ideas are of great importance to us. The information to be gathered will be used for writing a thesis for an M.A. degree in education at the American University of Beirut, thus our purpose is purely educational. All the information you give will remain strictly confidential. Besides, your name is not requested anywhere in this questionnaire.

Notes:

1- Wherever you find a dotted space after an item, please fill that space with the appropriate information. Try not to leave any dotted space empty.

2- In many of the questions you are given the choice of several items and asked to check only one item. Please check the one item that agrees with your thinking or with your situation more

A COPY OF THE QUESTIONNAIRE

DISTRIBUTED TO LATAKIA TEACHERS

Dear Colleague

This questionnaire is intended to gather information about educational aims as viewed by secondary school teachers in Latakia. Being a teacher, your ideas are of great importance to us. The information to be gathered will be used for writing a thesis for an M.A. degree in education at the American University of Beirut, thus our purpose is purely educational. All the information you give will remain strictly confidential. Besides, your name is not requested anywhere in this questionnaire.

Notes:

1- Wherever you find a dotted space after an item, please fill that space with the appropriate information. Try not to leave any dotted space empty.

2- In many of the questions you are given the choice of several items and asked to check only one item. Please check the one item that agrees with your thinking or with your situation more

than the rest. Sometimes you might want to check the item "other". When you do that kindly fill the dotted space after the word "other" with the appropriate information.

Place of birth ----------------------------

Date of birth ----------------------------

Sex: --- Male   --- Female

Religion: ---- Sunnite   --- Shiite   --- Christian

Where did you spend your childhood? --------------------------------

What level of education did your father finish?

    --- none

    --- did not finish primary

    --- finished primary but did not finish secondary

    --- finished secondary but did not enter college

    --- two years or more of college

    --- finished college

What kind of work does (or did) your father do?

    (N.B.: Please be very specific in describing your father's
            work. If he is (or was) an employee give exactly his
            occupation, i.e. postman, elementary school teacher,
            policeman, etc.. If he is (or was) a merchant, what
            kind of merchant, i.e., cloth merchant, flour merchant,
            cement merchant, etc..., and at what level, i.e., big
            merchant, intermediate merchant, or small merchant.

If he is (or was) a shopkeeper, what kind of a shop-
keeper he is (or was): grocer, carpenter, blacksmith,
tailor...)

Approximately, how much is (or was) your father's yearly income

------------------- S.L.

What level of education did you finish?

    --- primary   --- preparatory   --- secondary

    --- T.T.P.   --- T.T.S.   --- B.A., B.S.

    --- other

What kind of school do you teach in now?

    --- public   --- private

At what level do you teach now?

    --- secondary   --- preparatory   --- both

How many hours per week do you teach? --------------- hours.

How many years have you been teaching? -------------------.

How many years have you been teaching in the same school? -----------

What is your monthly salary? --------------------- S.L.

Do you have any other income?   --- Yes   --- No

If (yes) please indicate the amount:

Source	Approximate income per year
------	----------------------------
------	----------------------------
------	----------------------------

What made you chose teaching as a profession?

(N.B.: Please give the most important reason number 1, the second important reason number 2 and the third number 3 and so on....)

--- I did not chose it, I found myself in it.

--- It is an easy and secure job.

--- I could not specialize in the field I wanted.

--- It pays more money than other jobs possible for me.

--- It is a nobler profession than others possible for me.

--- It has more holidays than other jobs possible for me.

--- I like teaching and working with students.

--- Other_____.

You teach: --- boys   --- girls   --- both

Are you happy and satisfied with your work?

        --- very happy   --- little happy   --- unhappy

If you are not happy enough, or are unhappy, please indicate the reason:

(N.B.: Please give the most important reason number 1, second important number 2 and the third number 3, and so on....)

--- Not enough income

--- Cooperation of administrators and fellow teachers is not enough

--- Teaching is not my business.

--- I do not feel I do my work effectively

--- There is great confusion and instability around me

--- Other _____

        _____

The following statements are directly related to educational values and aims. They are stated in order to allow us to know your ideas and opinions. Please indicate your agreement or disagreement with these statements. In other cases you are asked to state your opinion regarding some questions. Please express your opinions frankly.

What, in your thinking, are the educational aims suitable for Syria and the Arab World?_____

_____

_____

_____

_____

Aims of education should change from time to time in Syria:

      --- agree completely   --- agree partly   --- disagree
                                                 completely

Education in Syria should aim at solving the problems of the student:

--- agree completely   --- agree partly   --- disagree completely

Education in Syria should equip the student with a good deal of knowledge regardless of his future career:

--- agree completely   --- agree partly   --- disagree completely

Education in Syria should aim at promoting national consciousness:

--- agree completely   --- agree partly   --- disagree completely

Education in Syria should aim at promoting social and health levels:

--- agree completely --- agree partly --- disagree completely

Education in Syria should transmit the culture of the past:

--- as it is --- revised --- moulded anew --- no opinion

Education in Syria should aim at creating a socialistic society:

--- agree completely --- agree partly --- disagree completely

--- no opinion

Education in the Arab world should benefit from Western educational experiences:

--- agree completely --- agree partly --- disagree completely

--- no opinion

To what extent do you think the following factors should be considered as sources for educational values in the Arab world:

1- <u>Religion</u>

   -- very much -- little -- not at all -- no opinion

2- <u>Child's interests</u>

   -- very much -- little -- not at all -- no opinion

3- <u>National history</u>

   -- very much -- little -- not at all -- no opinion

4- <u>Child's work interests</u>

   -- very much -- little -- not at all -- no opinion

To what extent do you think the following agencies should parti-
cipate in deciding educational aims?:

    1- <u>The state</u>

        -- always   -- sometimes   -- never   -- no opinion

    2- <u>Parents</u>

        -- always   -- sometimes   -- never   -- no opinion

    3- <u>Teachers</u>

        -- always   -- sometimes   -- never   -- no opinion

    4- <u>Economic groups</u>

        -- always   -- sometimes   -- never   -- no opinion

    5- <u>Other</u>

        -- always   -- sometimes

What do you think are the educational aims as set by the Ministry
of Education in Syria?

Do you think that the Ministry's educational aims affect your
methods of teaching?

    -- Yes   -- No

What do you think should be changed.

How do you think change could be introduced?

The space below is left for you to express whatever ideas concerning
educational aims in Syria or the educational conditions as you view
them. Please feel free to express all ideas you wish.

Please put the question-
naire in the envelope, and
mail it as soon as you can.

Thank you

الزميل العزيز :

المقصود من هذا الاستبيان جمع معلومات حول الاهداف التربوية كما يتفهّمها المدرسون في المدارس الثانوية باللاذقية . ولكونك مدرسا في هذه المدارس فان اراءك ذات اهمية اساسية . المعلومات التي ستجمع هنا ستستعمل لكتابة اطروحة لدرجة الماجستير تتناول هذا الموضوع، والغرض منها تربوي محظ . وستبقى جميع المعلومات التي تتفضل باعطائها في كتمان مطلق ، <u>خاصة وانه لا يطلب منك ان تذكر اسمك في اي مكان من هذا الاستبيان</u> .

اشارتان :

١ــ حينما تجد خطا منقطا بعد سؤال او بعد مربع يكن متوقعا منك ان تملأ ذلك الخط بالمعلومات المناسبة . الرجاء ان لا تترك اى سطر منقط فارغا .

٢ــ في كثير من الاسئلة يترك لك الخيار لتنتقي واحدا من عدة مربعات . المتوقع منك ان تشير الى المربع الذي تتوافق الكلمات امامه مع رايك او مع وضعك اكثر مما تتوافق الكلمات الاخرى امام المربعات الاخرى . وعندما تأتي الى المربع الذي تتلوه كلمتا (اسباب اخرى) او كلمة (اخر) تكرم بملء الخط المنقط بعد الكلمتين او الكلمة بالمعلومات المناسبة .

مكان الولادة: ــ ــ ــ ــ ــ ــ ــ ــ ــ ــ ــ ــ ــ ــ

تاريخ الولادة: ــ ــ ــ ــ ــ ــ ــ ــ ــ ــ ــ ــ ــ ــ

الجنس: <u>ذكر</u> ــ ــ ــ ــ ــ ــ انثى ــ ــ ــ ــ ــ ــ

الدين :

ارتوذكسي	مسلم علوي	مسلم سني
اخر : ــ ــ ــ	بروتستانتي	كاثوليكي

اين عشت سني طفولتك : ــ ــ ــ ــ ــ ــ ــ ــ ــ ــ

اين تعيش الان : ــ ــ ــ ــ ــ ــ ــ ــ ــ ــ ــ

اية درجة من التعليم انهى والدك :

لم يدخل المدرسة اطلاقا .

نال قسطا من التعليم لكنه لم ينه الابتدائية .

انهى الابتدائية ولكنه لم يدرس بعدها .

درس عامين او اكثر بعد الثانوية :

انهى الثانوية ولكنه لم يدرس بعدها .

انهى الدراسة الجامعية .

ما نوع العمل الذي يمارسه والدك (او كان يمارسه ان كان قد تقاعد او توفي)
ملاحظة : الرجاء ان تكون دقيقا جدا في وصف والدك ٠٠ مثلا ٠

اذا كان موظفا صف عمله بالضبط ، هل هو كاتب ، موزع بريد ، معلم ،
مدرس، شرطي ،الخ ٠٠ اذا كان تاجرا فاي نوع من التجار هو؟
تاجر قماش، طحين ، تاجر اسمنت،الخ ٠٠ وعلى اي مستوى ؟ هل هو تاجر
كبير ام تاجر متوسط ام تاجر بسيط ٠ واذا كان صاحب حانوت او صنعة
فاي نوع هي : سمان ، نجار، حداد ، خياط ٠٠)

------------ ————

بالتقريب كم هو دخل والدك السنوي :— ————————ل ٠س٠

ما هي درجتك العلمية :

ثانوية   كفاءة   ابتدائية

اهلية التعليم الابتدائي
اجازة
اهلية التعليم الثاني او الدبلوم العامة في التربية
اخر :— — — — — — — — — —

في اي نوع من المدارس تعلم الان :

كلتيهما   خاصة   حكومية

في اي الحلقات تعلم :

كليهما   اعدادي   ثانوي

كم ساعة تعلم في الاسيوع :— ——————————— ساعة

كم عام مضى وانت تعلم :— ———————————

كم عاما مضى وانت تعليم في نفس المدرسة التي تعلم فيها الان :— ————

كم تتقاضى راتبا شهريا :— ——————————— ل ٠س٠

هل لديك مصدر آخر للدخل سوى راتبك :   نعم   كلا

ان نعم الرجاء الاشارة الى الداخل

الدخل التقريبي في العام		المصدر
ـــل .س.	ـ ـ ـ ـ ـ ـ ـ	ـ ـ ـ ـ ـ
ـــل .س.	ـ ـ ـ ـ ـ ـ ـ	ـ ـ ـ ـ ـ
	ـ ـ ـ ـ ـ ـ ـ	ـ ـ ـ ـ ـ

ما الذي جعلك تختار حقل التعليم :

" (ملاحظة : الرجاء اعطاء السبب الاول في الاهمية رقم (١) والسبب
الثاني في الاهمية رقم (٢) والثالث (٣) وهكذا ٠٠) "

لم اختره وانما انسقت اليه مع الزمن ٠

اخترته لانه عمل سهل وامن ٠

لانني لم استطع التخصص في الحقل الذي اردت ٠

لانني اكسب منه اكثر مما اكسب من اي عمل آخر كنت استطيع الحصول عليه ٠

لان التعليم انبل لخدمة الوطن من اي عمل آخر امكنني الحصول عليه ٠

لان العطل فيه اكثر منها في اي عمل آخر امكنني الحصول عليه ٠

احب التعليم والعمل مع التلاميذ ٠

اسباب اخرى : ـ ـ ـ ـ ـ ـ ـ ـ ـ ـ ـ ـ ـ ـ ـ ـ ـ ـ

انت تعلم :   بنين   بنات   كليهما

هل انت سعيد وراض في عملك :

سعيد جدا   سعيد نوعا ما   غير سعيد اطلاقا

اذا لم تكن سعيدا بما فيه الكفاية او ليست سعيدا اطلاقا فهل تتفضل بالاشارة
الى السبب :

(ملاحظة : الرجاء اعطاء السبب الاول في الاهمية رقم (١) والسبب الثاني في
الاهمية (٢) والثالث (٣) وهكذا ٠٠١)

الدخل غير واف
تعاون الزملاء والاداريين غير واف
ليس التعليم مهنتي
لا اشعر اني اقوم بعملي قياما فعالا
ثمة فوضى وعدم استقرار كبيران حولي
اسباب اخرى : ـ ـ ـ ـ ـ ـ ـ ـ ـ ـ ـ ـ ـ ـ

العبارات التالية تتعلق مباشرة بالاهداف والقيم التربوية ، وقد وضعت لكي تفسح لنا
مجالا لمعرفة ارائك . الرجاء تبين هذه الاراء بان تشير الى رأيك ، الى موافقتك او عدم
موافقتك على العبارات التالية :

= ما هي في رأيك الاهداف التربوية الملائمة لسوريا والعالم العربي :

‐ ‐
‐ ‐
‐ ‐
‐ ‐

= اهداف التربية في سوريا ينبغي ان تتغير من وقت الى وقت :

اوافق كليا   اوافق جزئيا   لا اوافق اطلاقا

= التربية يجب ان تهدف الى حل مشاكل التلميذ الشخصية :

اوافق كليا   اوافق جزئيا   لا اوافق اطلاقا

= التربية في سوريا يجب ان تزود التلميذ بمقدار واف بغض النظر عن ارتباط هذه
التعرفة بمستقبله :

اوافق كليا   اوافق جزئيا   لا اوافق اطلاقا

= التربية في سوريا يجب ان تهدف الى نشر الوعي القومي العربي :

اوافق كليا   اوافق جزئيا   لا اوافق اطلاقا

= التربية في سوريا يجب ان تهدف الى رفع المستويين الصحي والاجتماعي :

اوافق كليا   اوافق جزئيا   لا اوافق اطلاقا

= التربية في سوريا يجب ان تنقل ثقافة الماضي :

كما هي   معدلة   وقد ضيعت من جديد   لا ارى لي في الموضوع

= التربية في العالم يجب ان تهدف الى خلق مجتمع اشتراكي :

اوافق كليا   اوافق جزئيا   لا اوافق مطلقا

لا ارى لي في الموضوع

= التربية في العالم العربي يجب ان تستفيد من تجارب العالم الغربي التربوية :

اوافق كليا   اوافق جزئيا   لا اوافق اطلاقا   لا رأي لي بالموضوع

= الى اي مدى تعتقد ان العوامل التالية يجب ان تعتبر مصادرا للقيم التربوية في العالم العربي :

١ـ الدين :

كثير جدا   قليلا   لا افاد مطلقا   لا رأي لي بالموضوع

٢ـ رغبات واهتمامات الطفل :

كثير جدا   قليلا   لا افادة مطلقا   لا رأي لي بالموضوع

٣ـ التاريخ القومي :

كثير جدا   قليلا   لا افادة مطلقا   لا رأي لي بالموضوع

٤ـ اهتمامات التلميذ المعيشية :

كثير جدا   قليلا   لا افادة مطلقا   لا رأي لي بالموضوع

= الى اي مدى ينبغي لكل من الفئات التالية ان تساهم في وضع اهداف التربية :

١ـ الدولة :

في كل حلل   في بعض الاحوال   لا تقرر اطلاقا

لا رأي لي في الموضوع

٢ـ الاباء :

في كل حال   في بعض الاحوال   لا يقررون اطلاقا

لا رأي لي بالموضوع

٣ـ المدرسون :

في كل حال   في بعض الاحوال   لا يقررون اطلاقا

لا رأي لي بالموضوع

٤ـ الهيئات الاقتصادية :

في كل حال   في بعض الاحوال   لا تقرر اطلاقا

٥ـ اخر : ـ ـ ـ ـ ـ ـ ـ ـ ـ ـ ـ ـ ـ

في كل حال   في بعض الاحوال

= ما هي في اعتقادك اهداف التربية كما وضعتها وزارة التربية و التعليم في سوريا ؛

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= هل تعتقد ان للاهداف التربية التي وضعتها الوزارة اثرا في طريقتك التعليمية ؛

نعم   كلا

= ان ماذا تعتقد انه يجب تغييره ؛ - - - - - - - - - - - - - - - -

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= كيف تعتقد ان التغيير يجب ان يتم ؛ - - - - - - - - - - - -

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= الفراغ التالي من الورقة متروك للادء التي تحب ان تبديها بشأن اهداف التربية في سوريا او بشأن الاوضاع التربوية كما تراها انت . الرجاء ان تعبر لنا بكل حرية عن جميع الاراء التي لديك في هذا المجال ؛ - - - - - - - - -

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شكرا

الرجاء وضع الاستبيان في المغلف

ووضع المغلف في اي صندوق للبريد

" شـكـرا "

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