



Co-funded by the
Erasmus+ Programme
of the European Union

Reframing Heritage Education in Egypt (ReHeED)

610234-EPP-1-2019-1-EG-EPPKA2-CBHE-JP

Work package 1: Surveys of Heritage Education and Gap Analysis

**WP 1.6 Questionnaire Targeting the Managerial Level and Human Resources
Managers of Different Education and Cultural Organizations and Institutions**

**1.6-1. Report on the Questionnaire Implementation on Managers and
Directors of Educational Organizations and Institutions**

(Administration Supervisor, School Principal and Subject Mentor)

Prof. Amir El- Korashiy

Dr. Lubna Shehab

Dr. Hanan Morsy



This questionnaire aims to survey your attendees in evaluating the current practices carried out by the social studies teacher, which is related to the extent to which he sheds light on the issues of cultural and natural heritage during his teaching, and his keenness to plan and implement educational activities related to heritage topics, in addition to our knowledge of the preparation and training needed by the teacher of social studies, in order to succeed in teaching the heritage topics included in the content of the current curricula, effectively achieve the required goals to raise awareness of heritage issues and how to preserve them for future generations. The questionnaire was implemented to a sample of (28) Educational Administration Supervisor, School Principal and Subject Mentor in (3) different Governorates: Beheira- New Valley - Cairo. The chart.1 and table.1 show Statistical indicators of the Educational Administration Supervisor, School Principal and Subject Mentor' responses.

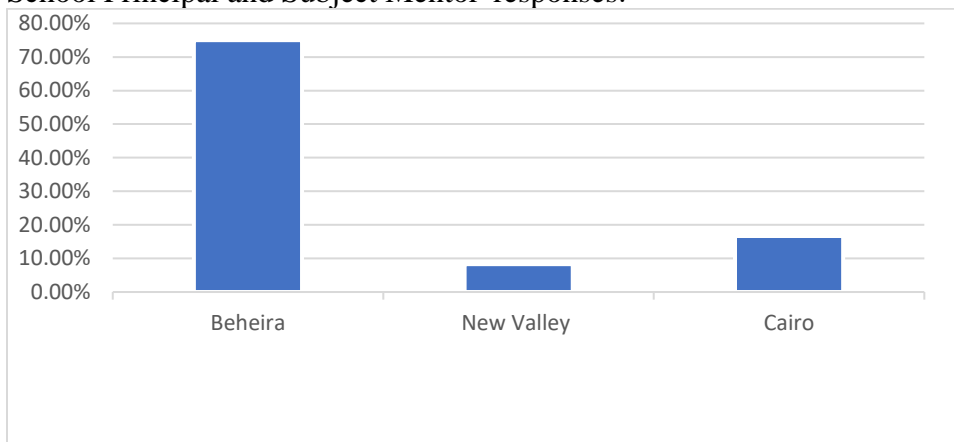


Chart.1 Prevalence of responses in (3) different Governorates.

Prior to the basic statistical analysis, the reliability and validity of the Teacher Student Questionnaire of heritage project was verified to ensure that it was fit for use and its results were reliable, and the value of the Cronbach's Alpha was 0.81, which is a high value, and the value of the Spearman-Brown Coefficient (Equal length) was 0.86, while the value of Guttman was 0.85, which confirms the stability and validity of the measure.

Table (1) Statistical indicators of participants' sample.

	N	Mean	Percent.
Gender			
Female	17	60.41	75.51%
Male	11	57.18	71.47%
Governates			
Beheira	9	62.11	77.63%
New Valley	1	45	56.25%
Cairo	18	58.44	73.05%
Total	28	55.18	68.97%

Table (2) Statistical indicators of Educational Administration Supervisor, School Principal and Subject Mentor' responses.

Items	Average	Percentage
You see that the teacher of social studies is aware of the issues of human heritage.	3.75	75.00%
A social studies teacher needs training in heritage teaching strategies.	4.50	90.00%
The social studies teacher needs training in planning educational activities related to cultural and natural heritage.	4.75	95.00%
The social studies teacher needs training in the preparation and production of teaching tools and materials to effectively teach heritage subjects to learners.	4.50	90.00%
The objectives of the current social studies curriculum include objectives that point to human heritage issues.	3.33	66.67%
The social studies teacher needs training on how to integrate human heritage issues into current curriculum topics.	4.58	91.67%
The social studies teacher is keen to organize field visits for learners to sites of human heritage in Egypt.	3.42	68.33%
The social studies teacher establishes activity groups in the school that are concerned with heritage issues and conservation.	3.25	65.00%
The social studies teacher is currently taking into account the inclusion of human heritage issues in the calendar questions.	2.75	55.00%
The social studies teacher invites some experts and specialists in heritage to conduct educational seminars at the school.	2.75	55.00%

The social studies teacher needs training in the establishment of educational exhibitions and museums at the school that are linked to human heritage issues.	4.08	81.67%
The school administration provides the teacher of social studies with the necessary support to educate learners about heritage issues and how to preserve them.	3.17	63.33%
You believe that supporting the technical guidance of the teacher of social studies is a key factor in his success in educating learners on heritage issues.	4.50	90.00%
You believe that the social studies curriculum in its current state helps the teacher to shed light on issues of human heritage.	3.00	60.00%
The social studies teacher needs to educate himself by learning about everything that is related to the human heritage.	4.67	93.33%
Specialized encyclopaedias, books and films related to human heritage are available in school libraries.	3.25	65.00%
Overall average	3.77	75.31%

It is clear from the previous table that Educational Administration Supervisor, School Principal and Subject Mentor:

(95%) see that the social studies teacher needs training in planning educational activities related to cultural and natural heritage.

(93.33%) see that the social studies teacher needs to educate himself by learning about everything that is related to the human heritage.

(91.67%) see that the social studies teacher needs training on how to integrate human heritage issues into current curriculum topics.

(90%) see that a social studies teacher needs training in heritage teaching strategies.

(90%) see that the social studies teacher needs training in the preparation and production of teaching tools and materials to effectively teach heritage subjects to learners.

(90%) believe that supporting the technical guidance of the teacher of social studies is a key factor in his success in educating learners on heritage issues.

(81.67%) see that the social studies teacher needs training in the establishment of educational exhibitions and museums at the school that are linked to human heritage issues.

And it's worth noting, (75%) see that the teacher of social studies is aware of the issues of human heritage.

(68.33%) see that the social studies teacher is keen to organize field visits for learners to sites of human heritage in Egypt.

(66.67%) see that the objectives of the current social studies curriculum include objectives that point to human heritage issues.

(65%) see that the social studies teacher establishes activity groups in the school that are concerned with heritage issues and conservation.

(65%) see that Specialized encyclopaedias, books and films related to human heritage are available in school libraries.

(63.33%) see that the school administration provides the teacher of social studies with the necessary support to educate learners about heritage issues and how to preserve them.

(60%) believe that the social studies curriculum in its current state helps the teacher to shed light on issues of human heritage.

On the other hand, Educational Administration Supervisor, School Principal and Subject Mentor' responses to the following aspects have decreased: (55%) believe that the social studies teacher is currently taking into account the inclusion of human heritage issues in the calendar questions.

(55%) believe that the social studies teacher invites some experts and specialists in heritage to conduct educational seminars at the school.

Hypotheses:

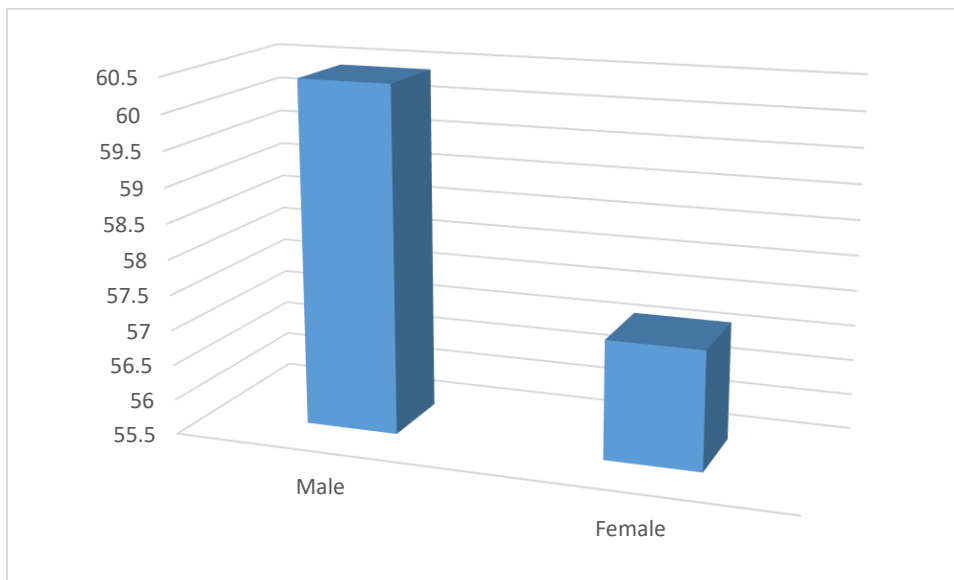
1. There was a statistically significant difference between mean rank of male and female in performance on Questionnaire for Educational Administration Supervisor, School Principal and Subject Mentor of heritage project .

Table(3) statistical indicators of responses to Questionnaire for Educational Administration Supervisor, School Principal and Subject Mentor of heritage project due to Gender(Male-Female).

Variable	Gender	N	Mean	Mean Rank	Sum of Ranks	Std. Deviation	Std. Error Mean	Percent.
Questionnaire for Educational Administration Supervisor, School Principal and Subject Mentor	Male	17	60.41	15.47	263.00	7.64083	1.85317	75.51%
	Female	11	57.18	13.00	143.00	7.57388	2.28361	71.47%

Table(4)Mann-Whitney Test of responses to the teacher student questionnaire of the heritage project due to Gender(Male-Female).

Variable	Wilcoxon W	Mann-Whitney U	Z	Sig.
Questionnaire for Educational Administration Supervisor, School Principal and Subject Mentor	143	77	0.780	0.436



Graph. (1) The difference between mean rank of male and female in performance on Questionnaire for Educational Administration Supervisor, School Principal and Subject Mentor of heritage project

- It is clear from previous tables and graphs that **there wasn't statistically significant difference** between mean rank of male and female in performance of Questionnaire for Educational Administration Supervisor, School Principal and Subject Mentor of heritage project

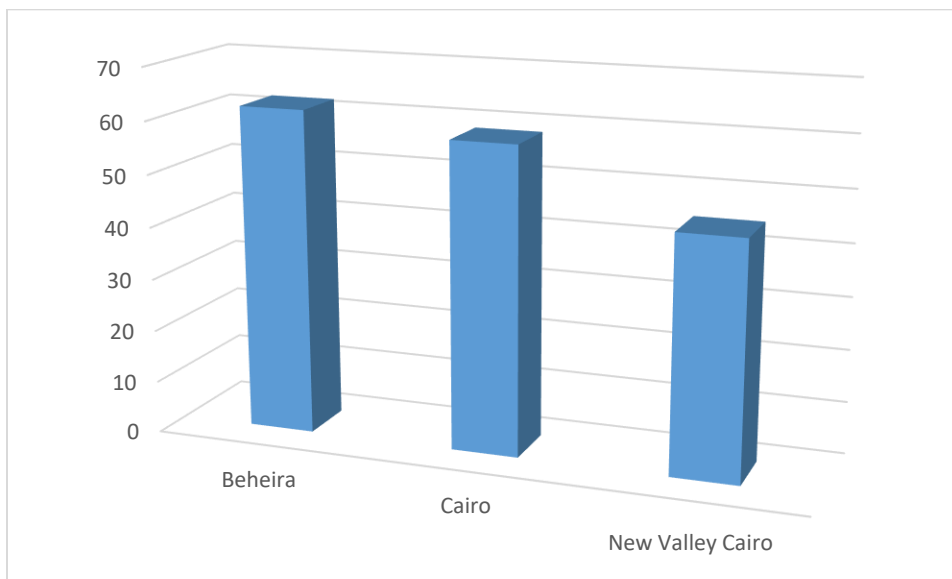
2. There was a statistically significant difference between mean rank on in performance on Questionnaire for Educational Administration Supervisor, School Principal and Subject Mentor of heritage project due to governates (Beheira- New Valley - Cairo).

Table(5) statistical indicators of responses on Questionnaire for Educational Administration Supervisor, School Principal and Subject Mentor of heritage project due to governates (Beheira- New Valley - Cairo).

Variable	Governates	N	Mean Rank	Mean	Std. Deviation	Percent.
Questionnaire for Educational Administration Supervisor, School Principal and Subject Mentor	Beheira	9	16.83	62.1111	7.40683	77.63%
	Cairo	18	2	58.4444	7.07292	73.05%
	New Valley	1	14.03	45	0	56.25%
	Cairo					
	Total	28	10.95	59.1429	7.64351	73.92%

Table(6) Kruskal-Wallis Test of responses on Questionnaire for Educational Administration Supervisor, School Principal and Subject Mentor of heritage project due to governates.

Variable	Chi-Square	df	Sig.
Questionnaire for Educational Administration Supervisor, School Principal and Subject Mentor	3.122	2	0.210



Graph.(3). The difference between mean rank on Questionnaire for Educational Administration Supervisor, School Principal and Subject Mentor of heritage project due to governates.

It is clear from previous tables and graphs that **there wasn't a statistically significant difference** between mean rank of performance on Questionnaire for Educational Administration Supervisor, School Principal and Subject Mentor of heritage project due to governates(Beheira- New Valley - Cairo).

The average performance of the Egyptian governates on the Questionnaire for Educational Administration Supervisor, School Principal and Subject Mentor of heritage project was as follows:

- Beheira(M=62.1111)
- Cairo(M=58.4444)
- New Valley Cairo(M=45)

Findings and Results:

- There wasn't statistically significant difference between mean rank of male and female in performance of Questionnaire for Educational Administration Supervisor, School Principal and Subject Mentor of heritage project

There wasn't a statistically significant difference between mean rank of performance on Questionnaire for Educational Administration Supervisor, School Principal and Subject Mentor of heritage project due to governates (Beheira- New Valley - Cairo).

The average performance of the Egyptian governates on the Questionnaire for Educational Administration Supervisor, School Principal and Subject Mentor of heritage project was as follows:

- Beheira(M=62.1111)
- Cairo(M=58.4444)
- New Valley Cairo(M=45)

Statistical Methods:

- Means, Std. Deviation, Percent and Frequencies.
- Spearman-Brown Coefficient.
- Pearson correlation Coefficient and Cronbach's Alpha.
- Mann-Whitney Test
- Kruskal-Wallis Test