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Work package 1: Surveys of Heritage Education and Gap Analysis

WP 1.4-1 Questionnaire Targeting School Teaching Staff of Different Education Institutions

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A. Social Studies' teachers.

This questionnaire aims to survey the opinions of teachers (Social studies, History, Geography) of schools to learn about their experiences, skills and tasks assigned to them to teach. It also aims to know the extent to which they get the appropriate cultural, academic and educational preparation during the study period at the college, which qualifies them to teach courses and topics on cultural and natural heritage in the course of social studies at various levels of study.

The questionnaire was implemented to a sample of (68) school teaching staff A. Social Studies' teachers in (6) different Governorates: Cairo- Giza- Beheira- New Valley - Bani Sweif- Qalyubiap.. The chart.1 and table.1 show Statistical indicators of the school teaching staff A. Social Studies' teachers' responses.

Prior to the basic statistical analysis, the reliability and validity of school teaching staff A. Social Studies' teachers 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 0.77, which is a high value, and the value of the Spearman-Brown Coefficient (Equal length) was 0.80, while the value of Guttman was 0.79, which confirms the stability and validity of the measure.

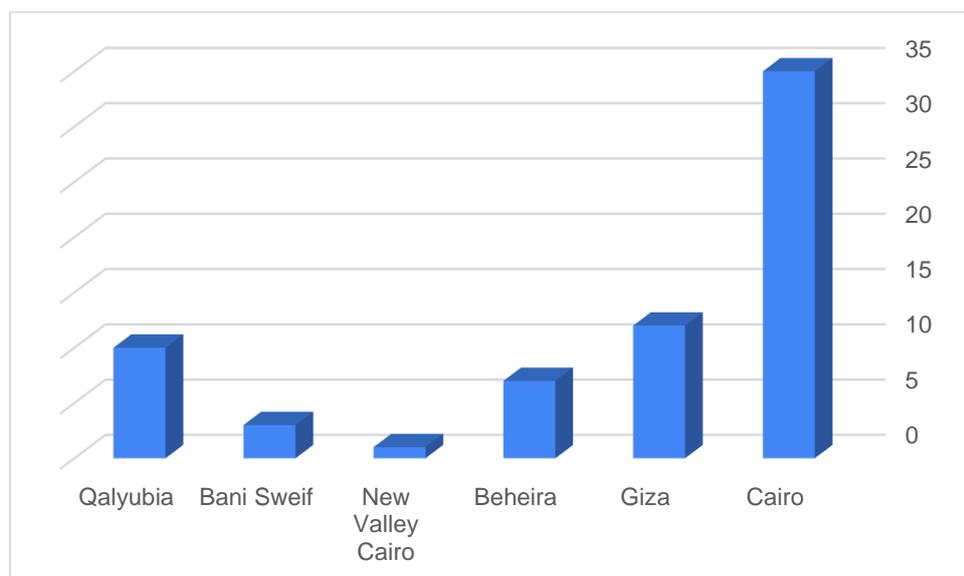


Chart.1 Prevalence of responses on school teaching staff A. Social Studies' teachers in (6) different Governorates.

Table (1) Statistical indicators of participants sample.

	N	Mean	Percent.
Gender			
Female	41	58.2927	72.86%
Male	27	56.3333	70.41%
Governorates			
Cairo	35	56.0571	68.81%
Giza	12	57.4167	71.17%
Beheira	7	60.7143	75.88%
New Valley Cairo	1	58	72.5%

Bani Sweif	3	51.6667	64.57%
Qalyubia	10	62.20	77.75%
Total	68	57.5147	71.88%

Table (2) Statistical indicators of school teaching staff A. Social Studies teachers ' responses.

Items	Average	Percent.
You have a clear vision of the world heritage concept.	3.8970	78%
You have knowledge of the World Heritage List.	3.42647	69%
I studied courses at the university on heritage and its types.	3.7941	76%
You think that what you studied at the university is enough to qualify you to teach heritage subjects efficiently.	3.0735	61%
Supports the existence of more courses in social studies curricula on cultural and natural heritage.	4.2352	85%
The university has studied teaching strategies to help you teach heritage subjects.	3.9264	79%
The school's teacher's guide includes heritage teaching strategies.	3.3529	67%
Learn about the strategies and methods of teaching heritage subjects while teaching.	3.5882	72%
I got training programs to plan heritage-related educational activities and how to preserve them.	3.058	61%
You have sufficient knowledge of how to plan heritage-related educational activities.	3.558	71%
Keen to develop a positive trend among students towards preserving heritage during teaching.	4.5	90%
Your students are organized field visits to some cultural and natural heritage sites.	3.5735	71%
Documentaries related to cultural and natural heritage are shown to your students.	3.75	75%

The subject guide emphasizes the need to focus on educating students about heritage and how to preserve it.	3.7058	74%
You receive periodicals and guidance on how to teach heritage subjects.	2.985	60%
The school organizes seminars related to the culture of trust.	3.0882	62%
Overall average	57.514	72%

It is clear from the previous table that school teaching staff A. Social Studies' teachers:

- **(90%)** of Social Studies' teachers Keen to develop a positive trend among students towards preserving heritage during teaching.
- **(85%)** of Social Studies' teachers Support the existence of more courses in social studies curricula on cultural and natural heritage.
- **(79%)** of Social Studies' teachers have studied teaching strategies to help them teach heritage subjects.
- **(78%)** of Social Studies' teachers have a clear vision of the world heritage concept.
- **(76%)** of Social Studies' teachers studied courses at the university on heritage and its types.
- **(75%)** of Social Studies' teachers have shown documentaries related to cultural and natural heritage to their students.
- **(74%)** of Social Studies' teachers saw the subject guide emphasizes the need to focus on educating students about heritage and how to preserve it.
- **(72%)** of Social Studies' teachers have Learned about the strategies and methods of teaching heritage subjects while teaching.
- **(71%)** of Social Studies' teachers have sufficient knowledge of how to plan heritage-related educational activities.
- **(71%)** of Social Studies' teachers offered their students organized field visits to some cultural and natural heritage sites.
- **(69%)** of Social Studies' teachers have knowledge of the World Heritage List.
- **(67%)** of Social Studies' teachers have a school teacher's guide includes heritage teaching strategies.
- **(62%)** of Social Studies' teachers confirm that their school organizes seminars related to the culture of trust.
- **(61%)** of Social Studies' teachers think that what you studied at the university is enough to qualify you to teach heritage subjects efficiently.
- **(61%)** of Social Studies' teachers got training programs to plan heritage-related educational activities and how to preserve them.
- **(60%)** of Social Studies' teachers receive periodicals and guidance on how to teach heritage subjects.

17. What forms of support does the school administration provide you so that you can effectively teach heritage-related subjects? As for the responses to this question, they are as follows:

- ❖ Field visits, internet network, school book only, multiple activities, library, student seminars heritage, smart blackboard or media lab but old topics not updated, guidance and professional guidance, offers training courses to master the teaching of topics related to heritage, some documentary videos, the technological development class of

educational tools and devices, "halls equipped data show for the presentation of documentaries or PowerPoint presentations.

- ❖ Some teachers confirmed the previous opinion through school trips to heritage places available in the province due to the plan of trips under the educational department, the existence of modern technology technologies based on cloud computing and some see the existence of an electronic schedule and a question bank, the department of transportation of the school, provision and facilitation of field visits and trips and financing of school trips to places and provision of modern projectors and internet, placed in the runway in their plan, field trips, educational means and interactive blackboards, additional classes, materials provide Suitable for work, modern technological devices .
- ❖ Some also added to encourage initiatives, support sessions organized by the school principal within the school. The school also organizes meetings and seminars related to our cultural heritage. The possibilities and time, when considering the possibilities of the school may not be enough, but as teachers of the Faculty of Education work to the maximum capacity to take advantage of the available possibilities in a big way and try to invent new educational methods, tools available in the school, pictures of heritage and videos, Paintings, wall magazines, educational tools and documentary videos. A significant ratio see that there is no form of support for the teaching of heritage-related subjects to books specific to the library.

18. Mention the strategies you are already using to teach heritage-related subjects?

As for the responses to this question, they are as follows:

- ❖ Stories related to history
- ❖ Knowledge trips, historical imagination
- ❖ Role playing
- ❖ Virtual museums
- ❖ Social networking sites
- ❖ Collaborative learning strategy.
- ❖ Think, pair and share Strategy
- ❖ Observation, attention, analysis, viewing, and discussion brainstorming snowball helicopter cards
- ❖ "Historical narrative discussion and dialogue inference and inference" structured teaching "strategy
- ❖ Exploration strategy and drama strategy
- ❖ Active learning strategy
- ❖ Multiple intelligences strategy
- ❖ Images and self-learning videos and the instruction.
- ❖ Distance learning.

19. Do different educational practices within the school and related to heritage topics help students acquire the following skills: availability, creativity, critical thinking, responsibility, participation, awareness of heritage preservation, intergenerational dialogue, multiculturalism, preservation of collective memory, choose from ? As for the responses to this question, they are as follows:

- ❖ Awareness of the preservation of heritage with the development of national sense choose a model of the old kings as an example to the student by presenting the king's cultural works whether the material side or the moral communication, cooperation, collective action initiative and analytical thinking help creativity, critical thinking and responsibility, love of the homeland, pride of the homeland and tolerance, and accept

ingesting the other system of study for the subject of traditional history and not in the hands of the teacher freedom to rely on cultural trips and no visit exhibitions and rarely there is a school It has a modern way such as smart blackboard or slide show and other preservation of collective memory and awareness of the preservation of heritage heritage has great importance to students, it promotes dialogue between cultures, which leads to the existence of cultural diversity and promotes dialogue in generations and also heritage is full of knowledge that is transmitted through generations since ancient times and this knowledge and skills they recognize help them to innovate and creativity .

- ❖ Students develop their responsibility, participation, critical thinking, increased awareness and love for heritage. Educational practices help students acquire many skills such as maintaining heritage, appreciating cultures, knowing the origin of the Arab heritage, protecting it, and sticking to it, helping to think critically, but not sufficiently and participate. Creativity. Preservation of heritage and Helps to think critically but not enough and participate, Creativity, Preservation of heritage. On the other hand, some people think it allows for creativity only a few and individual cases.²⁰. How many training needs do you need to develop your teaching performance on heritage-related topics? As for the responses to this question, they are as follows:
- ❖ Developing the awareness of the importance of heritage and provide enough time to practice appropriate strategies for topics related to the heritage of smart blackboard and some electronic devices must provide different learning sources, and there are training courses for teachers how to employ some strategies to teach heritage topics and also activities help the teacher to attract the attention of students to heritage topics identify a list of heritage and develop periodically financial and moral support continuity and serious presence of qualified specialists to help in developing the performance of teachers qualification teachers with heritage subjects first to develop their performance through several All means of training courses for teachers to develop their information about heritage and field visits to heritage places provide internet and smart blackboard documentaries and field visits provide possibilities in schools I think that a few intensive training all to develop performance beside the curriculum of the university training more on being able to use modern technology planning, implementation and evaluation participating in seminars on study subjects. Think and meditate a lot in our Egyptian heritage .
- ❖ Use easy and effective methods such as photos or videos to introduce students to heritage sites. Provide modern means to develop and facilitate the study process. The ease of mobility of heritage places planning, implementation and evaluation visit awareness and stay visits and other training needs they need more training courses to qualify us for the job market well besides providing opportunities for graduates and providing job opportunities and trying to organize student activities within the college so that it suits students and their lectures.

20. How many training needs do you need to develop your teaching performance on heritage-related topics? As for the responses to this question, they are as follows:

- ❖ Developing the awareness of the importance of heritage and provide enough time to practice appropriate strategies for topics related to the heritage of smart blackboard and some electronic devices must provide different learning sources, and there are training courses for teachers how to employ some strategies to teach heritage topics and also activities help the teacher to attract the attention of students to heritage topics identify a list of heritage and develop periodically financial and moral support continuity and serious presence of qualified specialists to help in developing the performance of teachers qualification teachers with heritage subjects first to develop their performance

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- ❖ Use easy and effective methods such as photos or videos to introduce students to heritage sites. Provide modern means to develop and facilitate the study process. The ease of mobility of heritage places planning, implementation and evaluation visit awareness and stay visits and other training needs they need more training courses to qualify us for the job market well besides providing opportunities for graduates and providing job opportunities and trying to organize student activities within the college so that it suits students and their lectures.

Hypotheses:

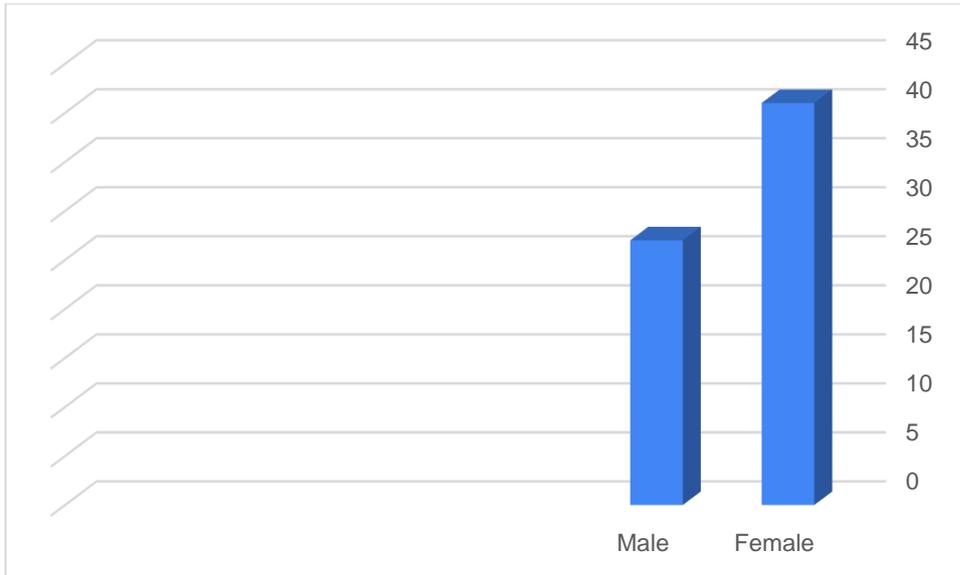
1. There was a statistically significant difference between mean scores of male and female in performance on Questionnaire for Social Studies’ teachers of heritage project .

Table (3) statistical indicators of responses to Questionnaire for Social Studies’ teachers of heritage project due to Gender(Male-Female).

Variable	Gender	N	Mean	Std. Deviation	Std. Error Mean	Percent.
Questionnaire for Social Studies teachers of heritage project	Female	41	58.2927	9.34677	1.45972	72.86%
	Male	27	56.3333	10.28068	1.97852	70.41%

Table(4) Independent Samples Test of responses to the Social Studies teachers questionnaire of the heritage project due to Gender(Male-Female).

Variable	Levene's Test for Equality of Variances		t-test for Equality of Means				
	f	Sig.	Mean Difference	Std. Error Difference	t	df	Sig.
Questionnaire for Social Studies teachers of heritage project	.316	.316	1.95935	2.41039	.813	66	.419



Graph. (1) The difference between mean scores of male and female in performance on Questionnaire for Social Studies' teachers of heritage project

- It is clear from previous tables and graphs that **there wasn't statistically significant difference** between mean scores of male and female in performance of Questionnaire Social Studies' teachers of heritage project.

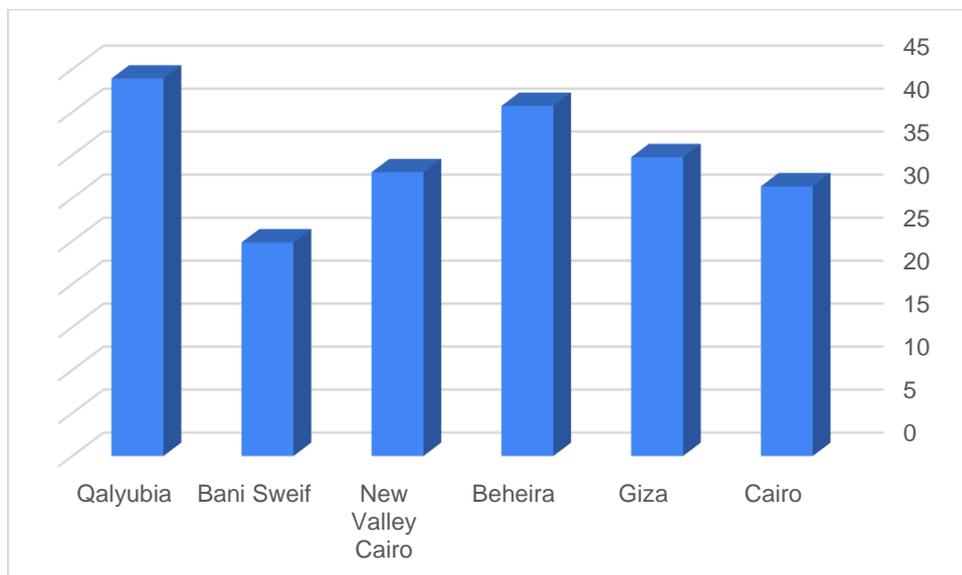
2. There was a statistically significant difference between mean rank on in performance on the Social Studies teachers questionnaire of heritage project due to Governorates (Cairo-Giza-Beheira-New Valley-Bani Sweif- Qalyubia).

Table (5) statistical indicators of responses on the Social Studies teachers questionnaire of heritage project due to Governorates (Cairo-Giza-Beheira-New Valley-Bani Sweif-Qalyubia).

Variable	Governorates	N	Mean Rank	Mean	Std. Deviation	Percent.
Questionnaire for Social Studies teachers of heritage project	Cairo	35	31.36	56.0571	9.44938	68.81%
	Giza	12	34.75	57.4167	10.75731	71.17%
	Beheira	7	40.71	60.7143	8.53843	75.88%
	New Valley	1	33.00	58.0000	.	72.5%
	Cairo					
	Bani Sweif	3	24.83	51.6667	13.57694	64.57%
	Qalyubia	10	43.90	62.2000	8.95420	77.75%
	Total	68		57.5147	9.70073	71.88%

Table(6) Kruskal-Wallis Test of responses on the Social Studies teachers questionnaire of heritage project due to Governorates (Cairo-Giza-Beheira-New Valley-Bani Sweif-Qalyubia).

Variable	Chi-Square	df	Sig.
Questionnaire for Social Studies teachers of heritage project.	4.569	5	0.471



Graph.(3). The difference between mean ranks on the Social Studies teachers questionnaire of heritage project due to Governorates (Cairo-Giza-Beheira-New Valley-Bani Sweif- Qalyubia). It is clear from previous tables and graphs that **there wasn't a statistically significant difference** between mean ranks of performance on Questionnaire for school teaching staff of the Social Studies teachers of heritage project due to Governorates (Cairo-Giza-Beheira-New Valley-Bani Sweif- Qalyubia).

The averages performance of the Egyptian Governorates on the Questionnaire for the Social Studies teachers of heritage project due to Governorates (Cairo-Giza-Beheira-New Valley-Bani Sweif- Qalyubia) were as follows:

- ✓ Beheira(M=60.7143)
- ✓ Qalyubia(M=62.20)
- ✓ New Valley Cairo(M=58)
- ✓ Cairo(M=56.0571)
- ✓ Giza(M=57.4167)
- ✓ Bani Sweif(M=51.6667)

Findings and Results:

- ✚ There wasn't statistically significant difference between mean scores of male and female in performance of Questionnaire Social Studies' teachers of heritage project.
- ✚ There wasn't a statistically significant difference between mean ranks of performance on Questionnaire for school teaching staff of the Social Studies teachers of heritage project due to Governorates (Cairo-Giza-Beheira-New Valley-Bani Sweif- Qalyubia).
- ✚ The averages performance of the Egyptian Governorates on the Questionnaire for the Social Studies teachers of heritage project due to Governorates (Cairo-Giza-Beheira-New Valley-Bani Sweif- Qalyubia) were as follows:
 - ✓ Beheira(M=60.7143)
 - ✓ Qalyubia(M=62.20)
 - ✓ New Valley Cairo(M=58)
 - ✓ Cairo(M=56.0571)

✓ Giza(M=57.4167)

Statistical Methods:

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

B. Teaching staff of Different Subject.

This questionnaire aims to survey school teachers for information about their experiences, skills and teaching tasks. It also aims to know the extent to which they get the appropriate cultural, academic and educational preparation during the study period at the college, which qualifies them to teach courses and topics about cultural and natural heritage in different curricula at all levels of study.

The questionnaire was implemented to a sample of (39) school teaching staff of Different Subjects in (4) Egyptian governorates: Cairo - Giza -New Valley -Beheira. The chart.1 and table.1 show Statistical indicators of the school teaching staff of Different Subjects' responses.

Prior to the basic statistical analysis, the reliability and validity of the school Teaching staff of Different Subjects' 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 0.85, which is a high value, and the value of the Spearman-Brown Coefficient (Equal length) was 0.71, while the value of Guttman was 0.69, which confirms the stability and validity of the measure.

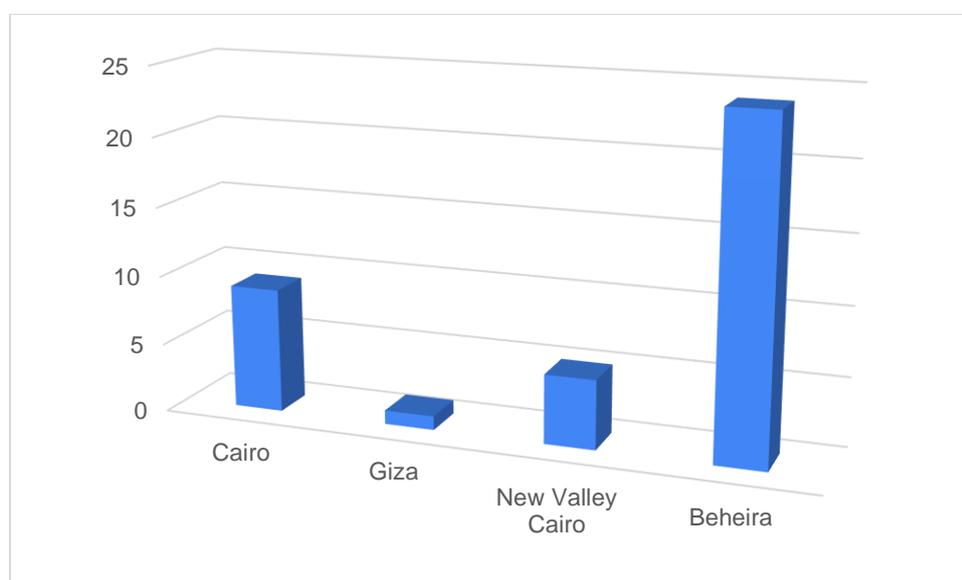


Chart.1 Prevalence of responses on school teaching staff of Different Subjects in (4) different Governorates.

Table (1) Statistical indicators of participants' sample.

	N	Mean	Percent.
Gender			
Female	14	50.2143	%62.76
Male	25	49.0400	%61.3
Governorates			
Cairo	9	48	%60
Giza	1	51	%63.75
New Valley Cairo	5	45.60	%57
Beheira	24	45	%56.25
Total	39	49.4615	%61.18

Table (2) Statistical indicators of school teaching staff of Different Subjects ' responses.

Items	Average	Percentage
1. You have a clear perception of the concept of world heritage.	3.9487	78.97%
2. You studied courses at the university on world heritage and its types.	2.897	57.95%
3. There are topics related to heritage that include the curriculum you teach.	3.7179	74.36%
4. You have been trained in teaching strategies to help you learn about heritage topics.	3.3076	66.15%
5. You got training programs to plan educational activities related to heritage and how to preserve it.	2.7179	54.36%
6. The teacher's guide includes strategies for teaching heritage.	3.1025	62.05%
7. You have sufficient knowledge of the strategies and methods of teaching heritage subjects.	3.3684	67.37%
8. You have sufficient knowledge of how to plan heritage-related educational activities.	3.282	65.64%
9. You see that your specialty has to do with heritage topics.	3.9487	78.97%
10. You believe that what you studied at the university is enough to qualify you to teach heritage subjects efficiently.	2.641	52.82%
11. You receive periodicals and guidance on how to teach heritage subjects.	2.076	41.54%
12. The school administration provides you with the support you need to educate students about heritage conservation issues.	2.897	57.95%
13. Organize field visits to your students for some cultural and natural heritage sites.	3	60.00%
14. The subject guide emphasizes the need to focus on educating students about heritage and how to preserve it.	2.871	57.44%
15. Supports the existence of more subjects and modules in your specialty on cultural and natural heritage.	4.282	85.64%
16. Do the curriculum subjects you teach include topics related to cultural and natural heritage?	1.487	74%
Overall average	3.10	64.70%

It is clear from the previous table that school teaching staff of different Subjects:

- (85.64%) of school teaching staff of different subjects support the existence of more subjects and modules in their specialty on cultural and natural heritage.
- (78.97%) of school teaching staff of different subjects see that their specialty has to do with heritage topics.
- (78.97%) of School teaching staff of different subjects have a clear perception of the concept of world heritage.
- (74.36%) of school teaching staff of different subjects see there are topics related to heritage that include the curriculum they teach.
- (74%) of school teaching staff of different subjects see the curriculum subjects they teach include topics related to cultural and natural heritage.
- (67.37%) of school teaching staff of different subjects have sufficient knowledge of the strategies and methods of teaching heritage subjects.
- (66.15%) of school teaching staff of different subjects have been trained in teaching strategies to learn about heritage topics.
- (62.05%) of school teaching staff of different subjects have provided with the teacher's guide that includes strategies for teaching heritage.
- (65.64%) of school teaching staff of different subjects have sufficient knowledge of how to plan heritage-related educational activities.
- (60.00%) of school teaching staff of different subjects used to organize field visits to their students for some cultural and natural heritage sites.
- (57.95%) of school teaching staff of different subjects studied courses at the university on world heritage and its types.
- (57.95%) of school teaching staff of different subjects have school administration support that they need to educate students about heritage conservation issues.
- (57.44%) of school teaching staff of different subjects red the subject guide emphasizes the need to focus on educating students about heritage and how to preserve it.
- (54.36%) of school teaching staff of different subjects got training programs to plan educational activities related to heritage and how to preserve it.
- (52.82%) of school teaching staff of different subjects believe that what they studied at the university is enough to qualify themselves to teach heritage subjects efficiently.

- (41.54%) of school teaching staff of different subjects receive periodicals and guidance on how to teach heritage subjects.

17. If the answer is yes, how do you teach heritage-related topics, lessons and ideas that are included in the content of the curriculum you teach?

Teachers' suggestions and problems with heritage in their various areas of specialization such as:

- That teaching these topics by highlighting the importance of natural heritage, how to preserve it and the role of students in spreading awareness to those around them about this heritage and how to preserve it. And asked them a question about their knowledge of cultural and natural heritage, Correcting them with misinformation about their knowledge of heritage.
- There are topics in the biology course for example the relationship between world heritage and the approach of the living is limited to mentioning the names of scientists and their role in scientific discoveries such as the study of fossils, for example the area

of the Valley of whales, which contains whale structures up to 40 million years old that have been classified by UNESCO as the best world heritage areas.

- Some of the students who have made field visits to learn peers, use the Internet for field visits or view videos of these places on how to use 3 D, in addition to the participation of students in explaining field visits and lectures -trips for children and documentaries -using samples and models.
- Adding to them other information they did not have about heritage new information on them and support my words some pictures and videos of this heritage and I may agree with them that we visit some places for this heritage.
- The existence of modules on cultural and natural heritage through reading lessons containing archaeological topics or lessons of Arabic literature related to the life and culture of Arabs during a period of their lives, make students seek information through various sources of information such as the library or the Internet, and accept all jurisprudence.
- Merging the curricula I teach with heritage subjects to develop awareness among students and increase their understanding and understanding of heritage and link it to the reality in which you live.
- The majority of teachers agreed that teaching Arabic language is originally to preserve the Arab and Islamic heritage through the anecdotal portal, guidance, guidance and investigation, they suggested that heritage topics be taught using primary or original sources such as documents and manuscripts through research and reading, teaching topics, lessons and ideas related to heritage by teaching the skills of speaking, reading, writing and listening.
- Illustrating to the students the Arabian scientists in the old who excelled in medicine, chemistry, pharmacy, astronomy and others and the most important books they wrote and the opinions of the West in these scientists and how much they appreciate them such as these such as these Hassan ibn al-Haytham, Al-Biruni and others, Finally, a small percentage felt that there is no heritage-related topics in the curriculum.

Hypotheses:

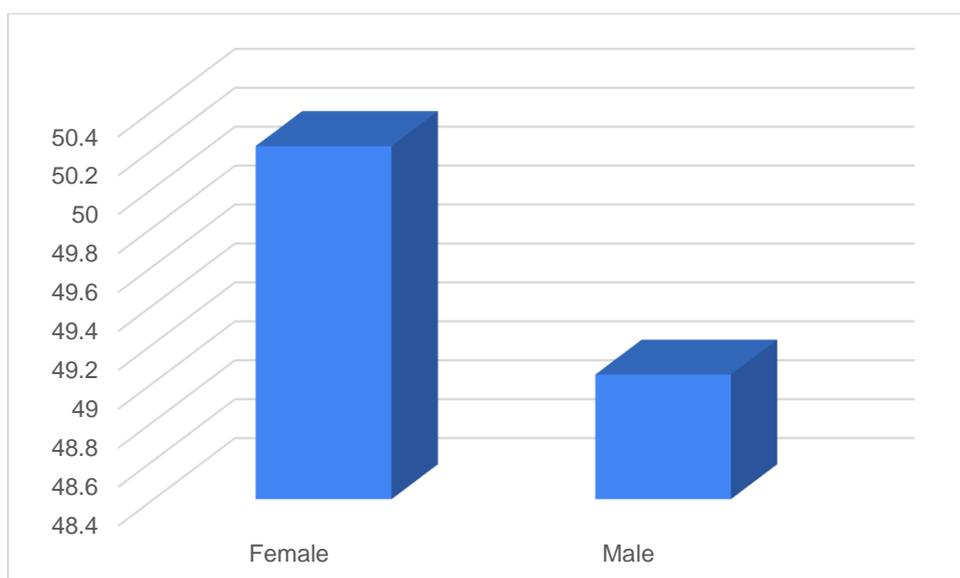
2. There was a statistically significant difference between mean rank of male and female in performance on Questionnaire for school teaching staff of Different Subjects of heritage project.

Table (3) statistical indicators of responses to Questionnaire for school teaching staff of Different Subjects 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 school teaching staff of Different Subjects of heritage project.	Female	14	50.2143	20.43	286	10.79301	2.88455	62.76%
	Male	25	49.0400	19.76	494	8.89981	1.77996	61.3%

Table(4) Mann-Whitney Test of responses to the school teaching staff of Different Subjects of the heritage project due to Gender(Male-Female).

Variable	Wilcoxon W	Mann-Whitney U	Z	Sig.
Questionnaire for school teaching staff of Different Subjects of heritage project	494	169	0.176	0.87



Graph. (1) The difference between mean rank of male and female in performance on Questionnaire for school teaching staff of Different Subjects 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 school teaching staff of Different Subjects of heritage project.
3. There was a statistically significant difference between mean ranks on in performance on Questionnaire for school teaching staff of Different Subjects of heritage project due to governorates (Cairo -Giza- - New Valley- Beheira).

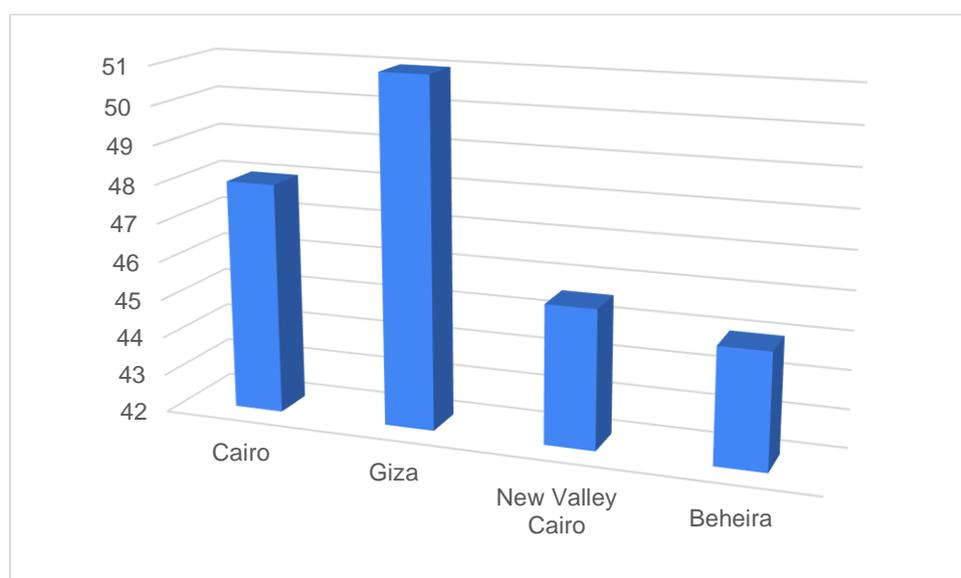
Table (5) statistical indicators of responses on Questionnaire for school teaching staff of Different Subjects of heritage project due to governorates (Cairo -Giza- - New Valley- Beheira).

Variable	Governorates	N	Mean Rank	Mean	Std. Deviation	Percent.
Questionnaire for school teaching staff of Different	Cairo	9	19.50	48	7.77817	60%
	Giza	1	13.00	51	9.18884	63.75%
	New Valley	5	14.30	45.60	14.41527	57%
	Cairo					

Subjects of heritage project	Beheira	24	21.67	45	.	56.25%
	Total	39		49.4615	9.49750	61.18%

Table(6) Kruskal-Wallis Test of responses on Questionnaire for school teaching staff of Different Subjects of heritage project due to governorates (Cairo -Giza- - New Valley- Beheira).

Variable	Chi-Square	df	Sig.
Questionnaire for school teaching staff of Different Subjects of heritage project	2.167	3	0.539



Graph.(3). The difference between mean ranks on Questionnaire for school teaching staff of Different Subjects of heritage project due to governorates (Cairo -Giza- - New Valley- Beheira).

It is clear from previous tables and graphs that **there wasn't a statistically significant difference** between mean rank of performance on Questionnaire for school teaching staff of Different Subjects of heritage project due to governorates (Cairo -Giza- - New Valley- Beheira).

The averages performance of the Egyptian governorates on the Questionnaire for school teaching staff of Different Subjects of heritage project due to (Cairo -Giza- - New Valley- Beheira) were as follows:

- Giza(M=51)
- Cairo(M=48)
- New Valley (M=45.60)
- Beheira(M=45)

Findings and Results:

- ❖ There wasn't statistically significant difference between mean rank of male and female in performance of Questionnaire school teaching staff of Different Subjects of heritage project.
- ❖ There wasn't a statistically significant difference between mean ranks of performance on Questionnaire for school teaching staff of Different Subjects of heritage project due to governorates (Cairo -Giza- - New Valley- Beheira).
- ❖ The averages performance of the Egyptian governorates on the Questionnaire for school teaching staff of Different Subjects of heritage project due to governorates (Cairo -Giza- - New Valley- Beheira) were as follows:
 - Giza(M=51)
 - Cairo(M=48)
 - New Valley (M=45.60)
 - Beheira (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