

Rebuilding Communities for Integration

Analysis on Results of Questionnaire Survey

Students and Teachers in
Baguala and Leihitu

Wrap-up Workshop for Maluku -JICA project
Jan 16 2008

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JICA HQs

1

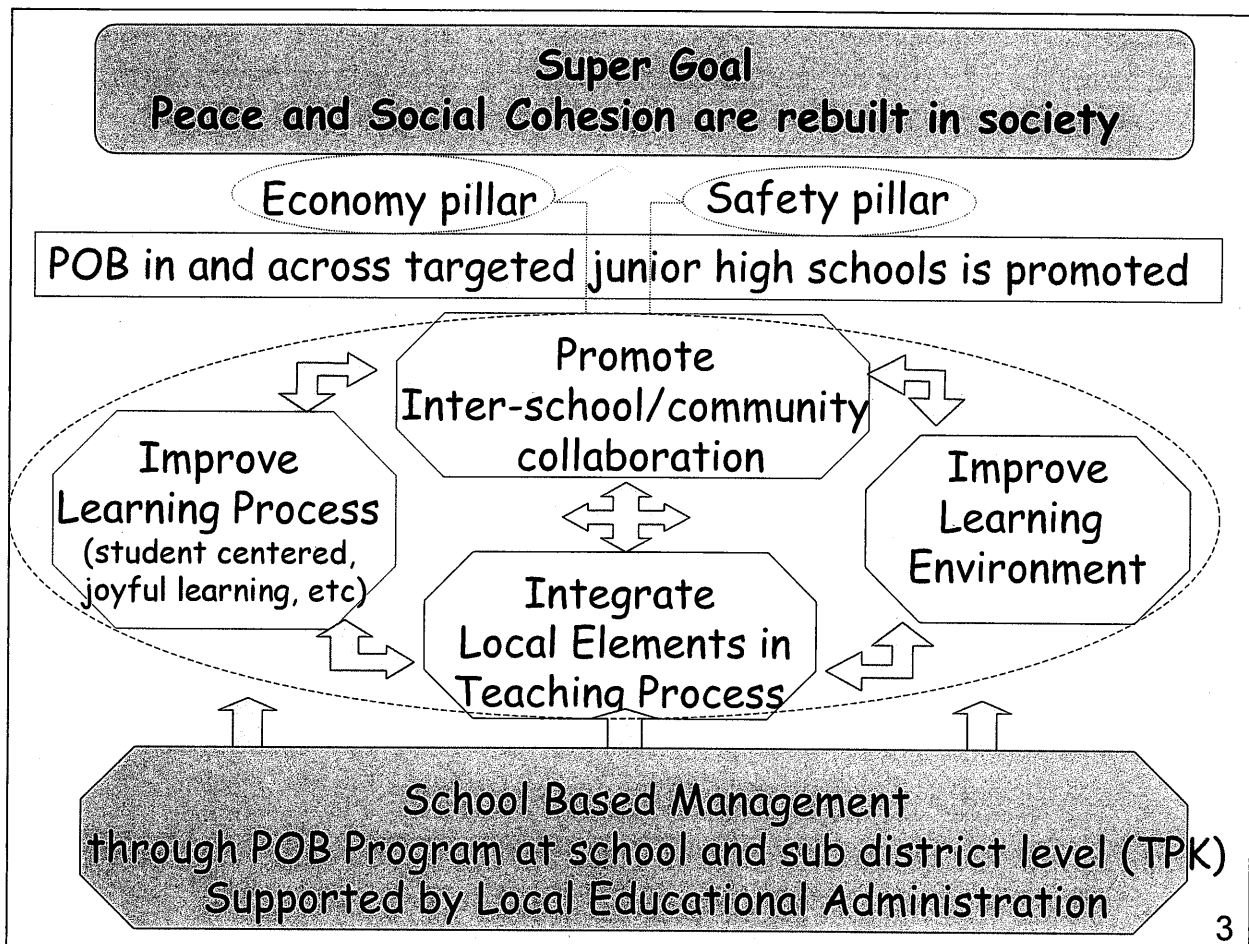
Overall Project Objective (6/2006-12/2007)

To enhance social and economic activities for rebuilding communities whereby people live in safety and that people have stable lives in the project target areas (Baguala and Leihitu)

How? ← by integrated 3 pillar approach

Economy, Society, Safety

2



What is "POB"?

Integrated Educational Approach
(firstly emphasized by Mayor of Ambon)

Where Schools and Communities
work together
for quality education
to rebuild
peace and social cohesion

4

Major Challenges in Education in Baguala and Leihitu Identified in the workshop Jan 2006

- School Planning and Management is Poor
 - No clear Vision and Mission for School Mgmt
 - Little participation of teachers
 - Little participation from community
- 2. Little trust among teachers and principals
- 3. Lack of innovation, facilities and materials for effective and joyful learning process
- 4. Communities are not interested in education thus do not participate in education

5

Purpose of the Survey

- To learn about the students and teachers of junior secondary schools in the targeted areas (situations before and after the interventions)
- To assess the impact of the education component towards rebuilding the peace and social cohesion in the community by comparing and analyzing the baseline and end line data

6

What information was collected?

- About School Management
 - Leadership
 - Participation of teachers in planning
 - Involvement of community
- Relationship and Collegiality
teacher-teacher, principal-teacher, teacher-parent, teacher-student, student-student
- Parents' interest and understanding towards education
- Local elements integration (local wisdom, culture, history, etc)
- Influence of the conflict
 - Trauma of conflict
 - Feeling towards different religious group

7

Who responded ?

- All the teachers in the targeted schools
- All the students of 2nd(2006) and 3rd (2007) grade in the targeted schools
- All the principals in the targeted schools

8

Summary of Respondents

Baguala

	Students			Teachers		
	Total	Islamic	Christian	Total	Islamic	Christian
2006	1306	30%	70%	372	16%	84%
2007	1302	33%	67%	341	13%	87%

Leihitu

2006	1272	89%	11%	230	85%	15%
2007	1155	92%	8%	210	84%	16%

9

Procedure

• Respondents answered each question by selecting a score from 1 to 5.

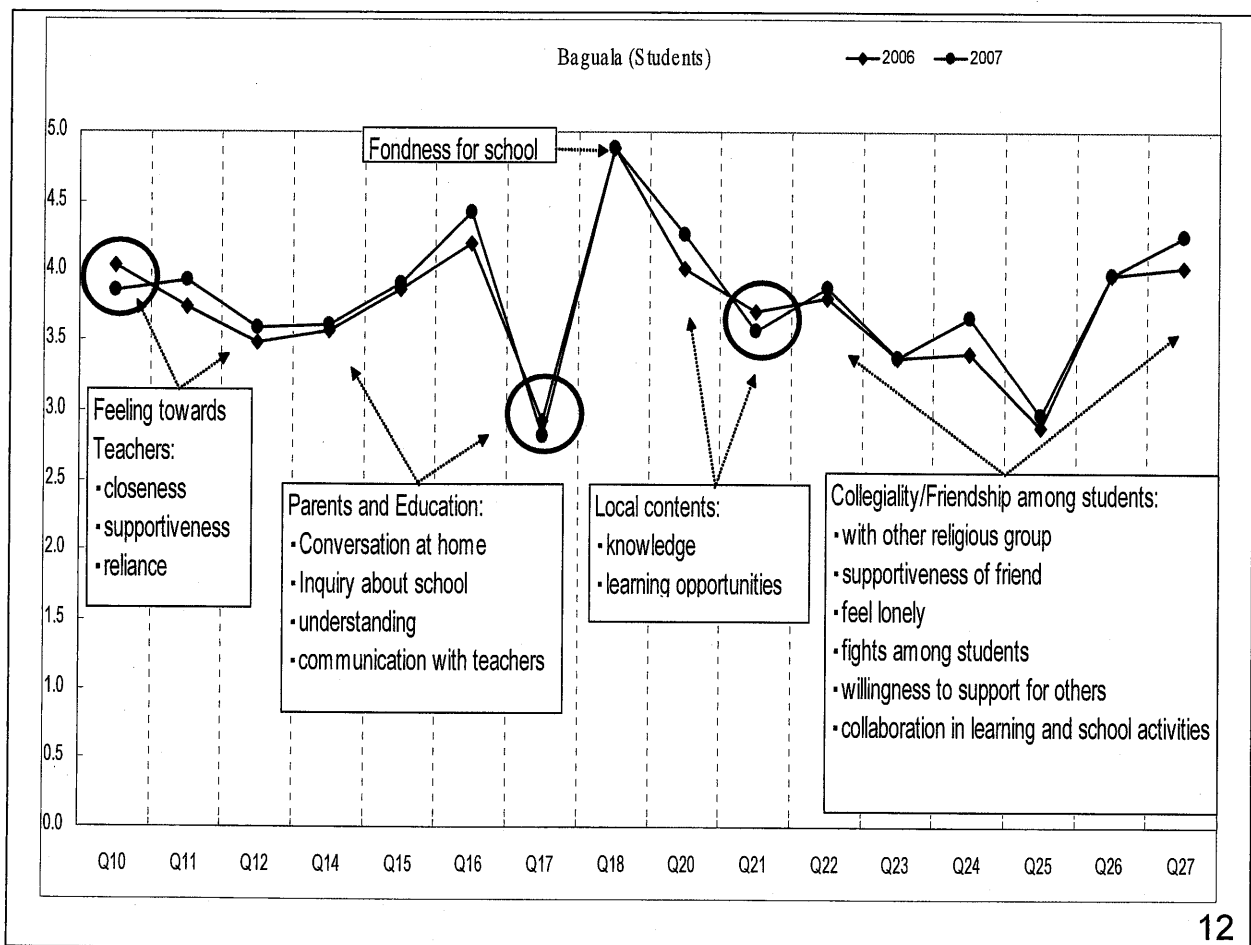
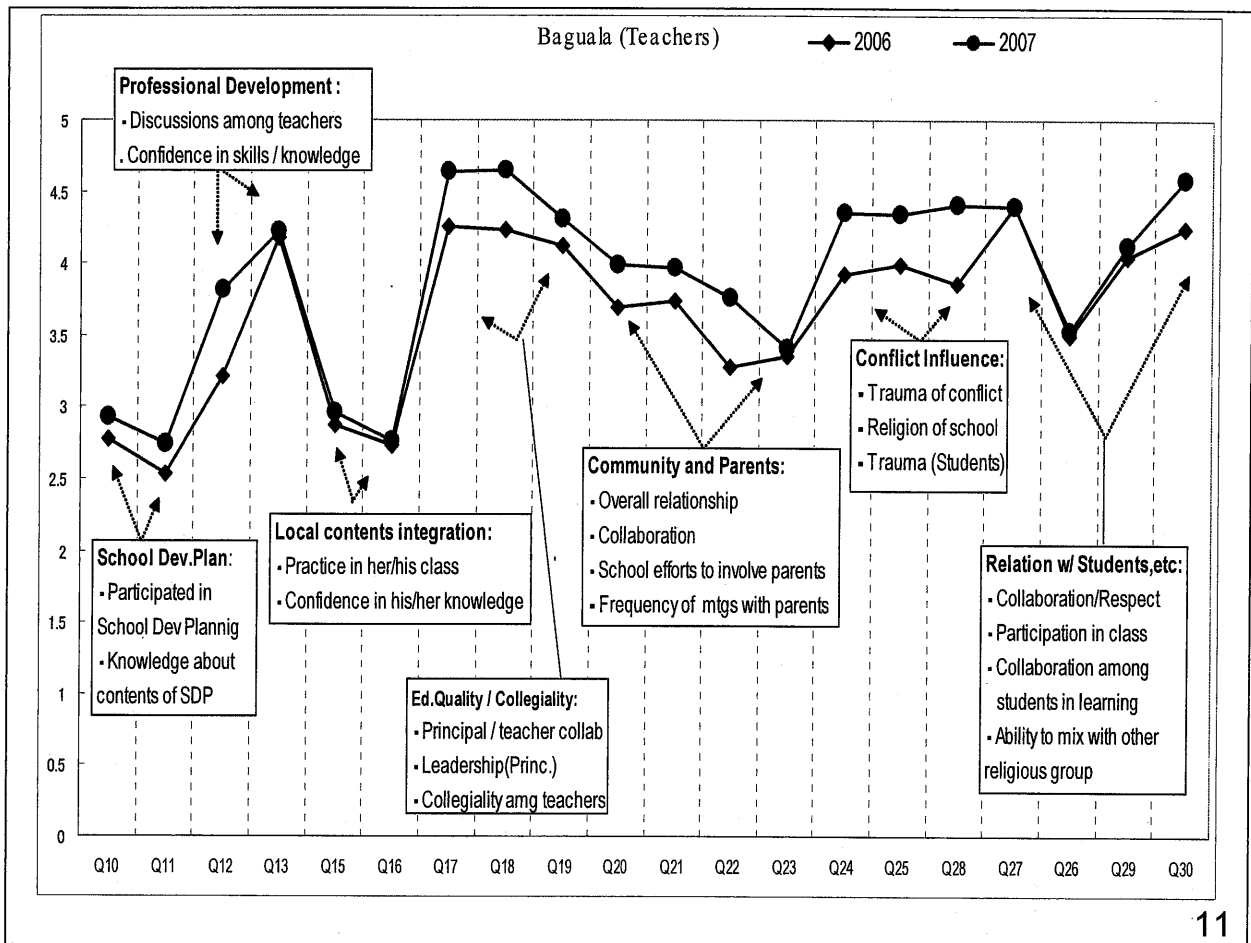
eg. Do your parents ask about school and your study?

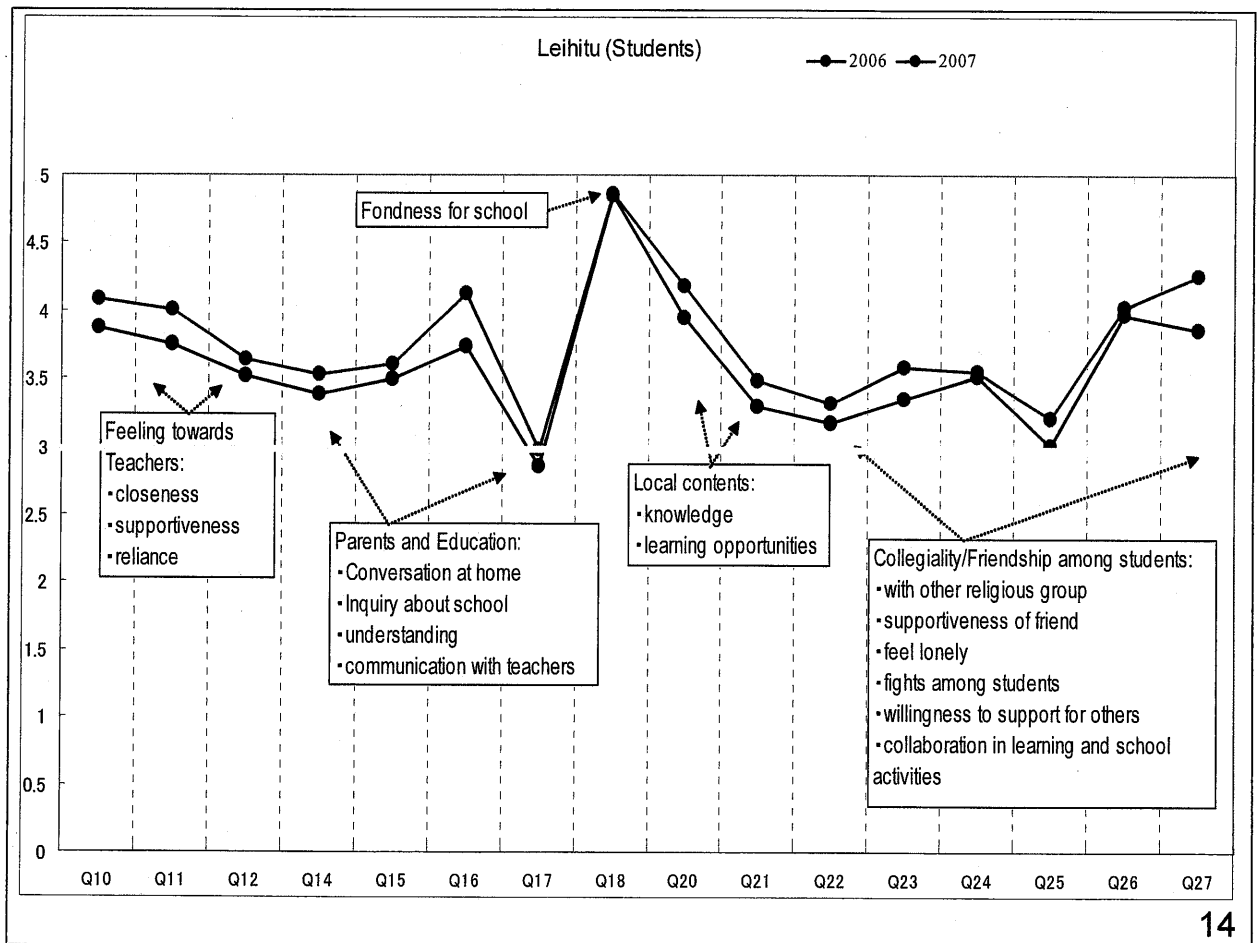
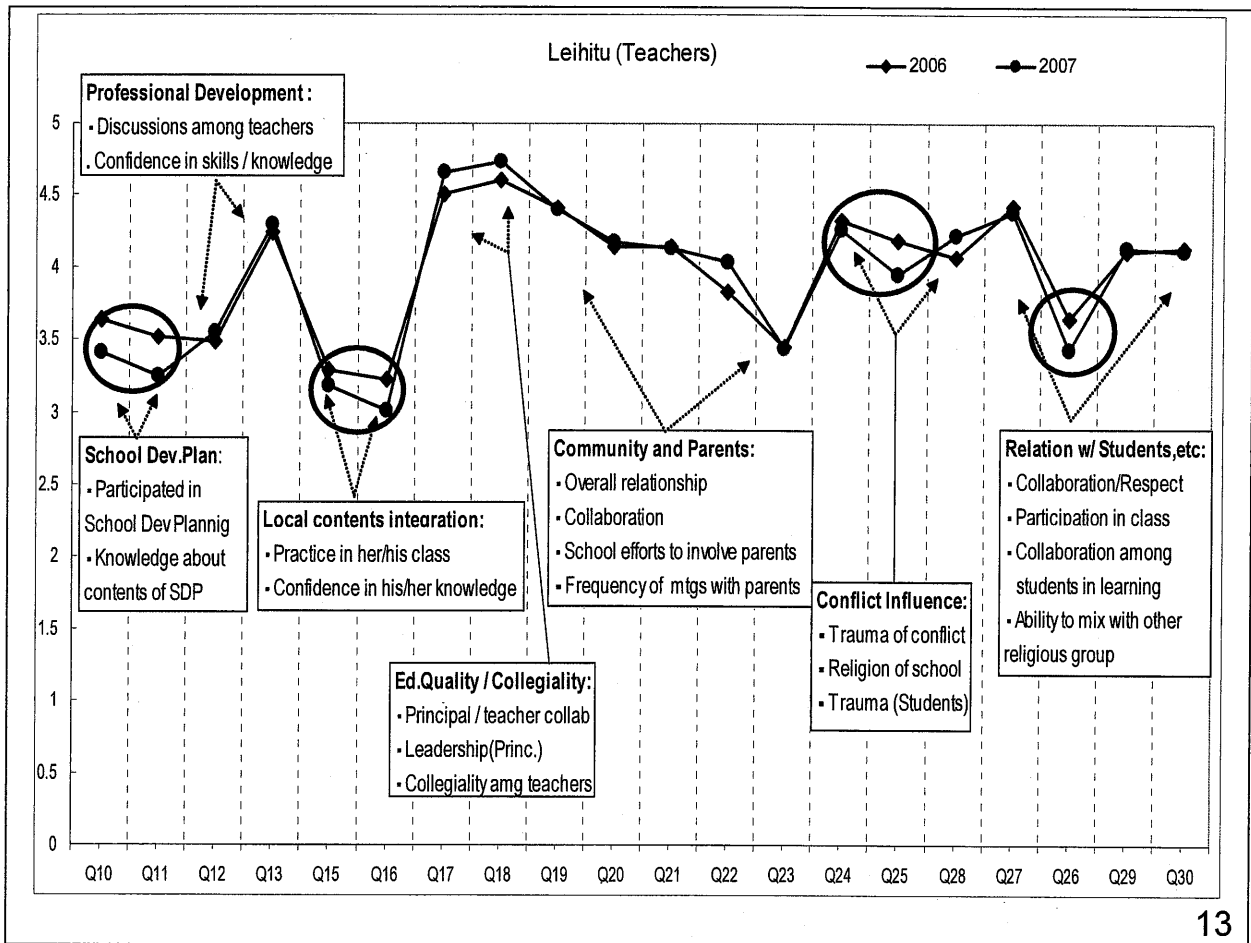
1. Never 2. Very few times 3. Sometimes 4. Often 5. Very often
→ the higher the score, the better the situation.

• Register all the answers in computer program and calculate a mean score (2006 and 2007)

• Compare the mean scores (2006 and 2007).

10

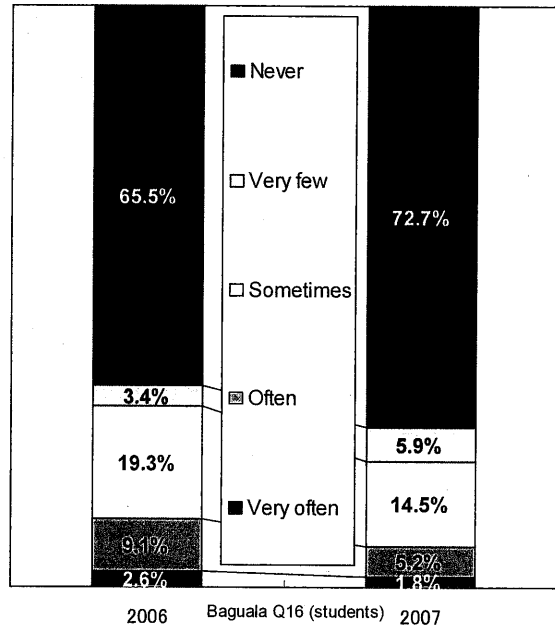
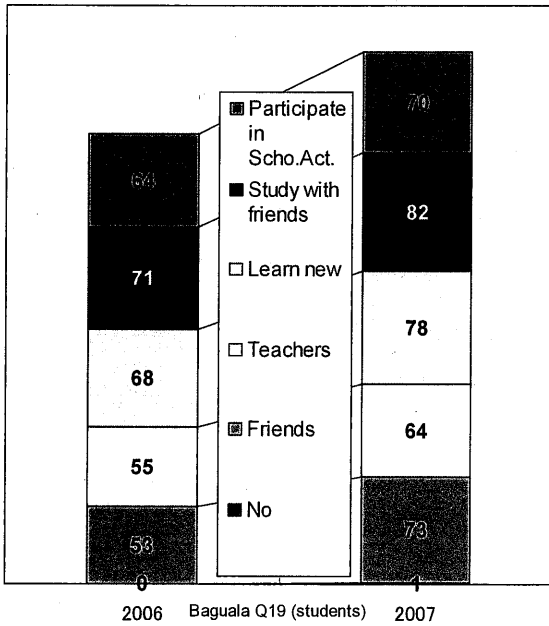




Students (Baguala)

Q19. Why do you like to come to school?

Q16. You cannot come to school because your parents need you to work for them.

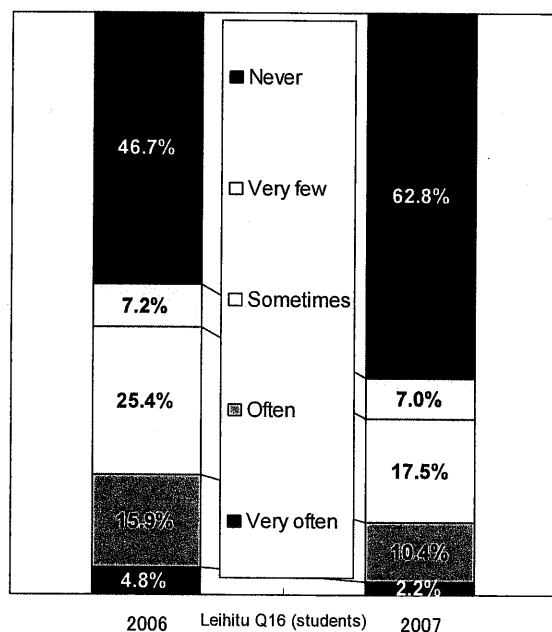
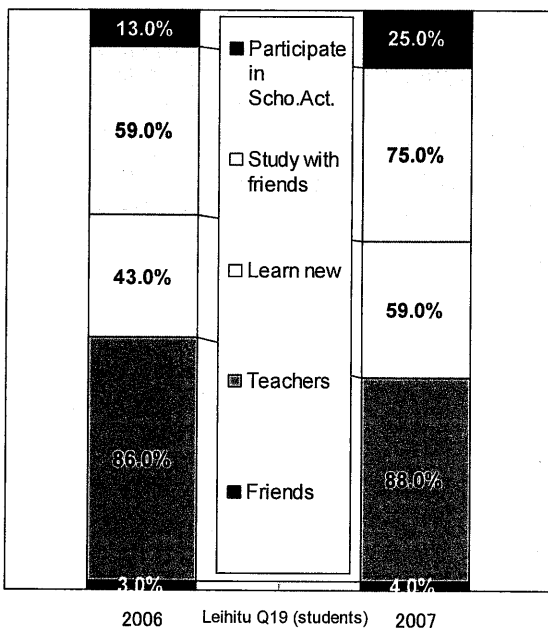


15

Students (Leihitu)

Q19. Why do you like to come to school?

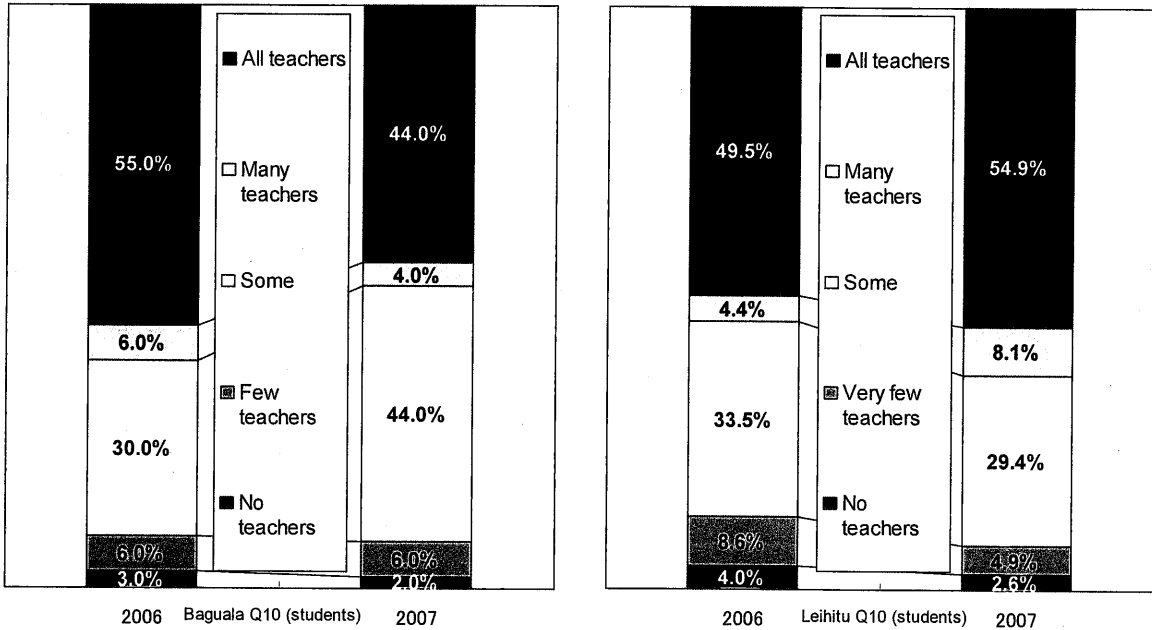
Q16. You cannot come to school because your parents need you to work for them.



16

Feeling towards Teachers (Students Baguala and Leihitu)

Q10. I feel comfortable talking to:

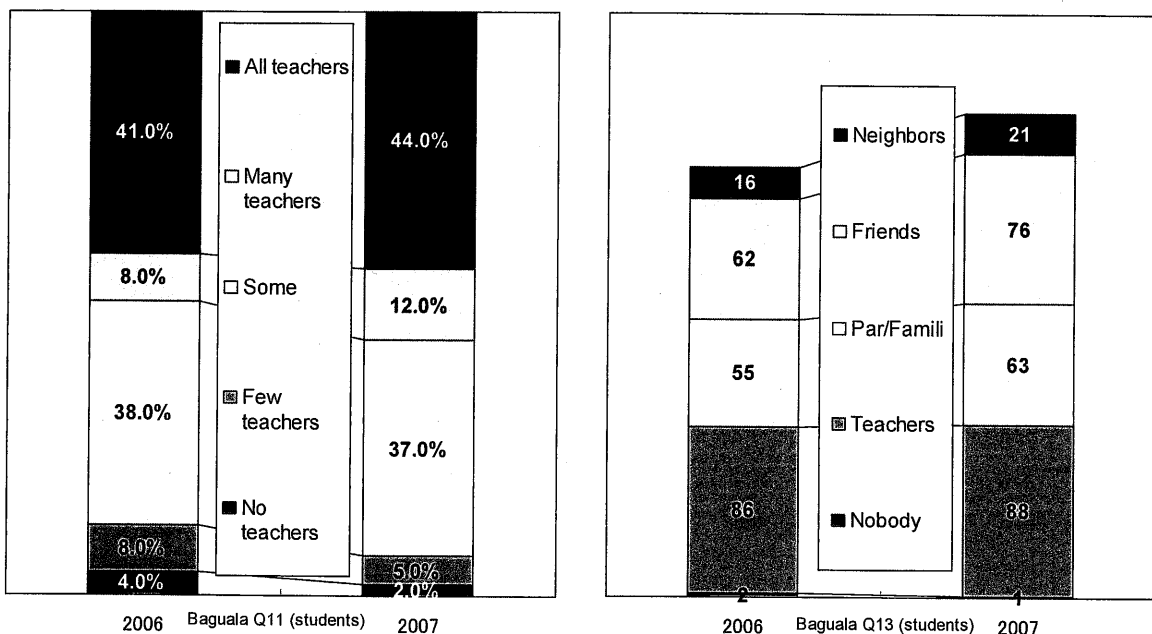


17

Pedagogical Support (Students Baguala)

Q11. Are teachers helpful in class to understand better the contents of lesson?

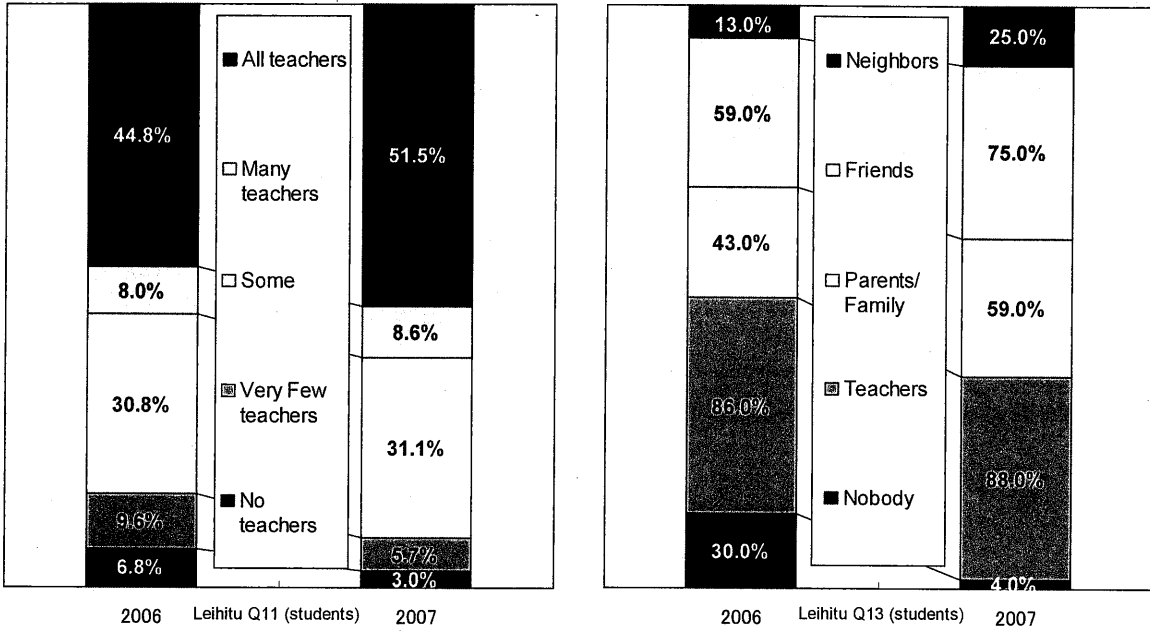
Q13. Who help you when you have problems with understanding lessons?



18

Pedagogical Support (Students Leihitu)

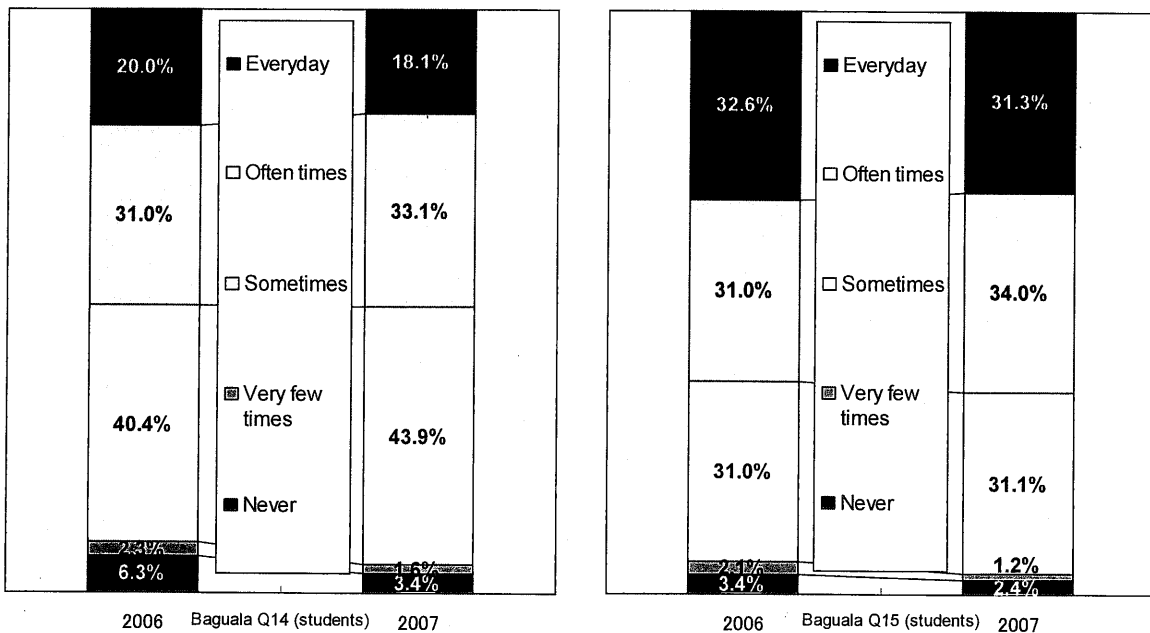
- Q11. Are teachers helpful in class to understand better the contents of lesson?
 Q13. Who help you when you have problems with understanding lessons?



19

Parents and Education (Students Baguala)

- Q14. Do you talk with your parents about school, teachers and your study?
 Q15. Do your parents ask you about school and your study?

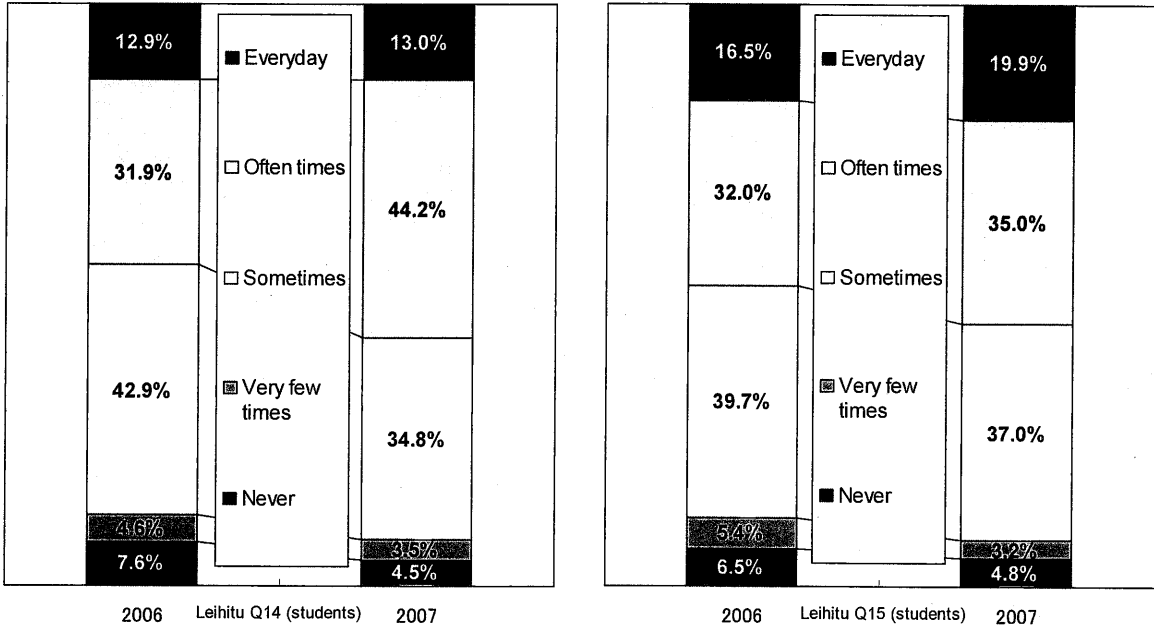


20

Parents and Education (Students Leihitu)

Q14. Do you talk with your parents about school, teachers and your study?

Q15. Do your parents ask you about school and your study?

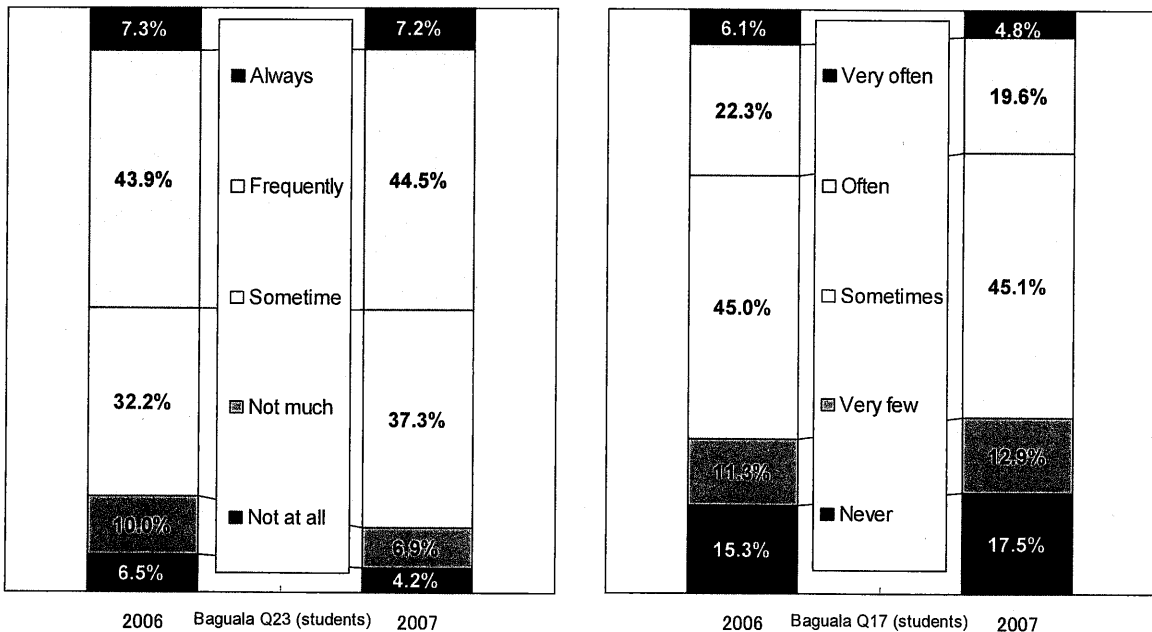


21

Parents and Teachers (Baguala)

Q23. Do you hold meetings with parents to discuss about education?

Q17. Do your parents have chance to talk to your teachers?

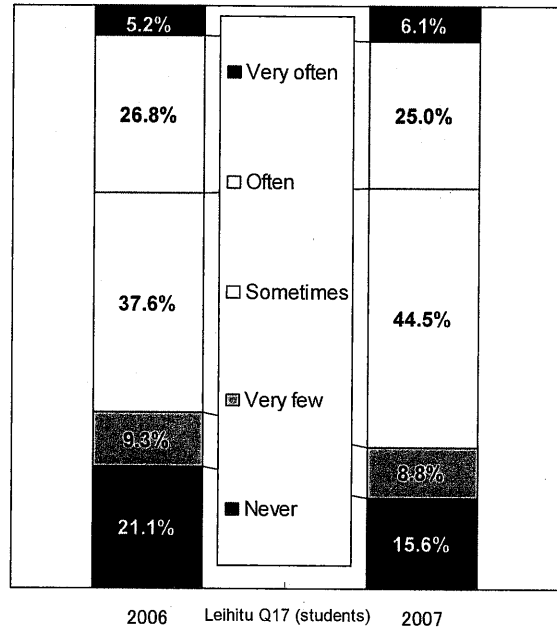
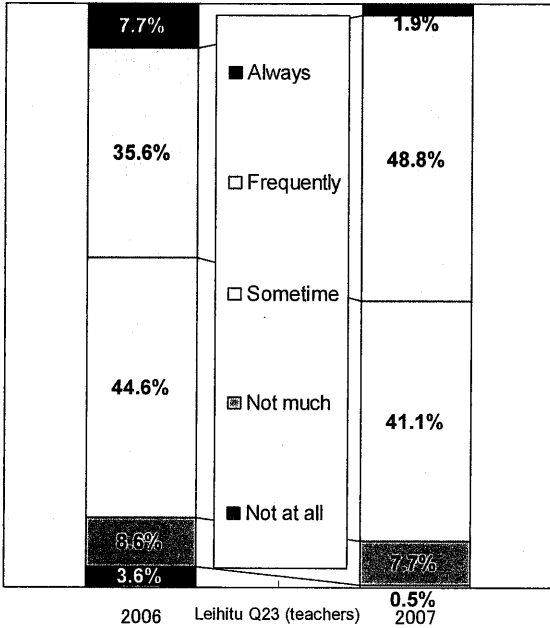


22

Parents and Teachers (Leihitu)

Q23. Do you hold meetings with parents to discuss about education?

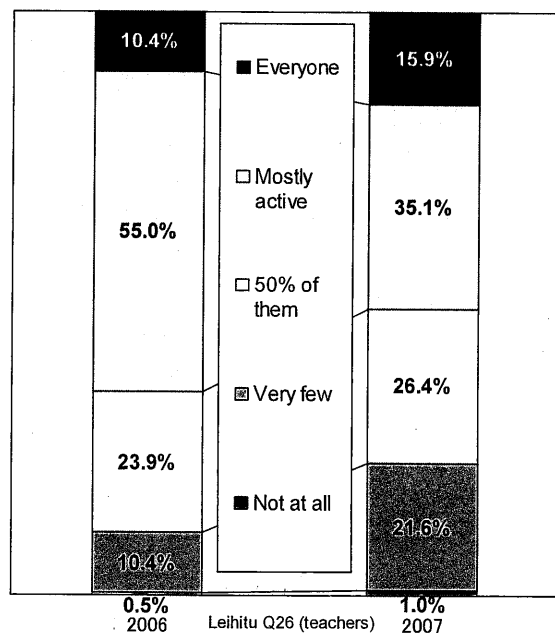
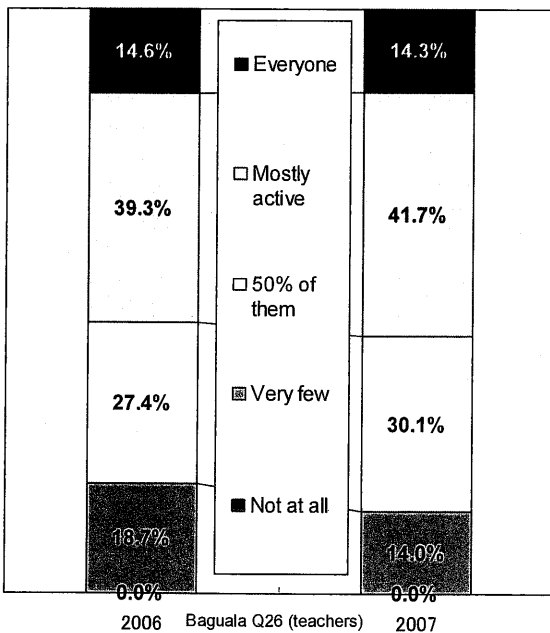
Q17. Do your parents have chance to talk to your teachers?



23

Students' Participation in Class (teachers' perception)

Q26. Do students participate actively in your class?

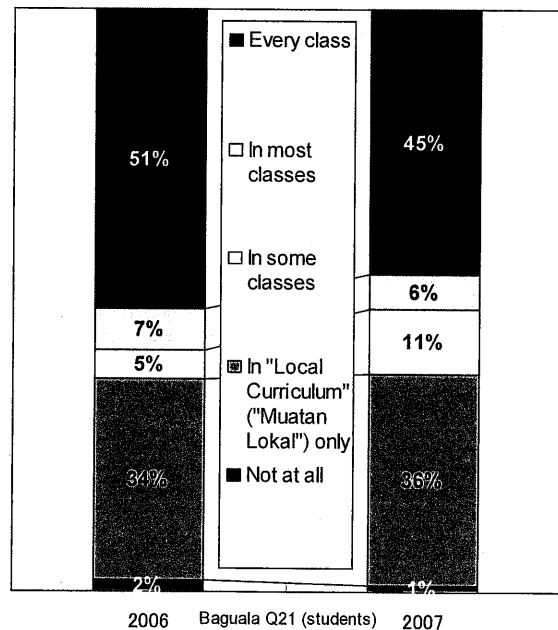
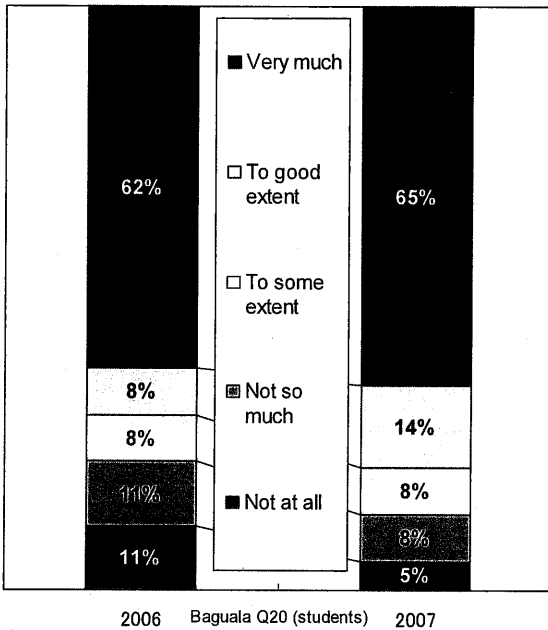


24

Local Contents Integration: (Students Baguala)

Q20. Do you know about local culture, history, traditional skills, etc at school?

Q21. Do you learn about local culture, history, traditional skills etc. at school?



2006 Baguala Q20 (students) 2007

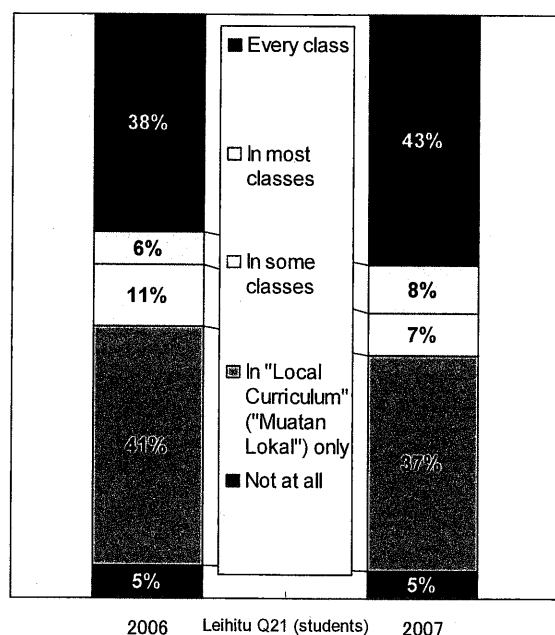
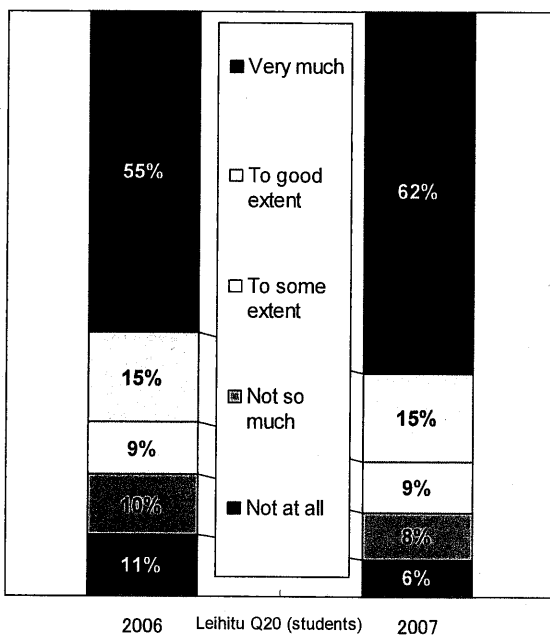
2006 Baguala Q21 (students) 2007

25

Local Contents Integration: (Students Leihitu)

Q20. Do you know about local culture, history, traditional skills, etc at school?

Q21. Do you learn about local culture, history traditional skills etc. at school?



2006 Leihitu Q20 (students) 2007

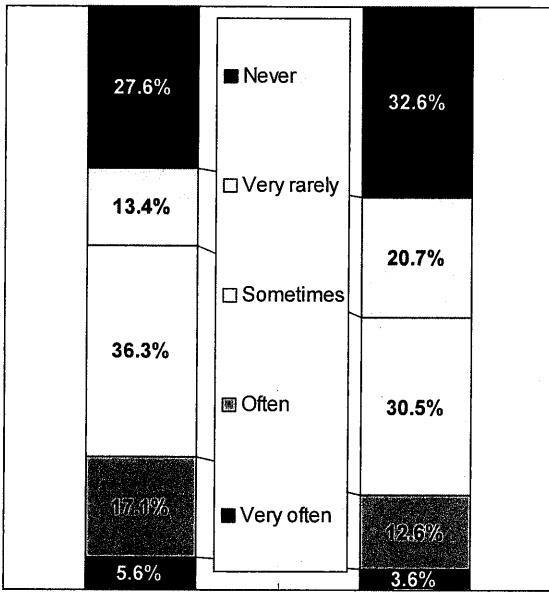
2006 Leihitu Q21 (students) 2007

26

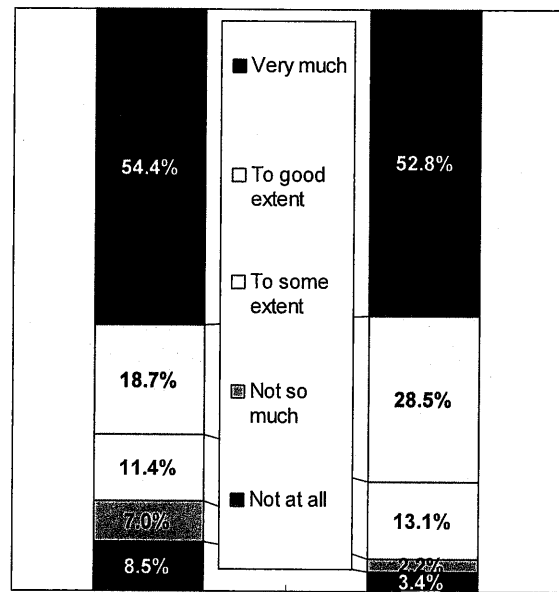
Friendship / Collegiality / Participation in School Activities (Students Baguala)

Q24. Have you felt left out from circle of friends at school?

Q27. Do you and your classmates collaborate in learning and school activities?



2006 Baguala Q24 (students) 2007



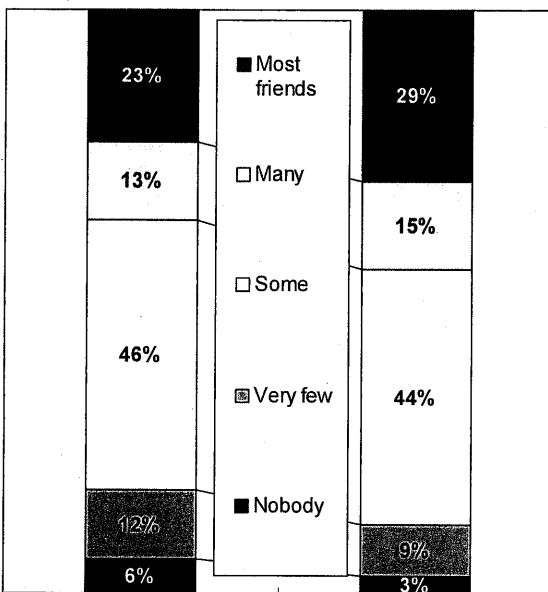
2006 Baguala Q27 (students) 2007

27

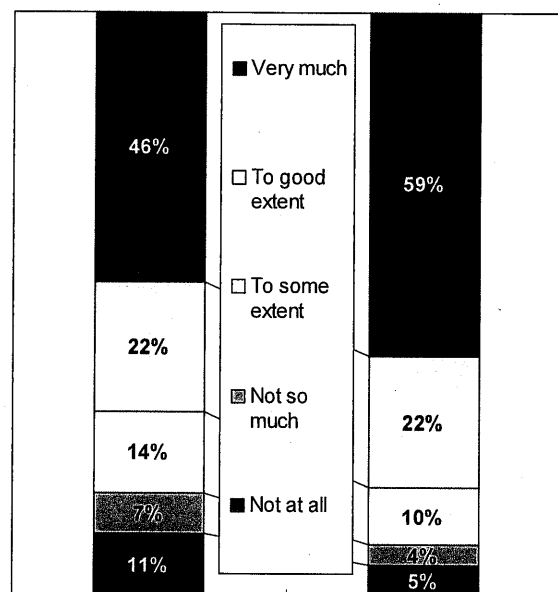
Friendship / Collegiality / Participation in School Activities (Students Leihitu)

Q23. Do your classmates listen to you and help you when you have problems?

Q27. Do you and your classmates collaborate in learning and school activities?



2006 Leihitu Q23 (students) 2007

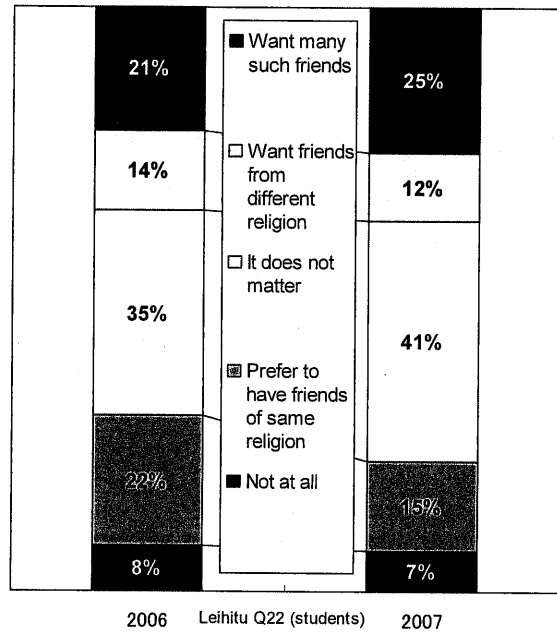
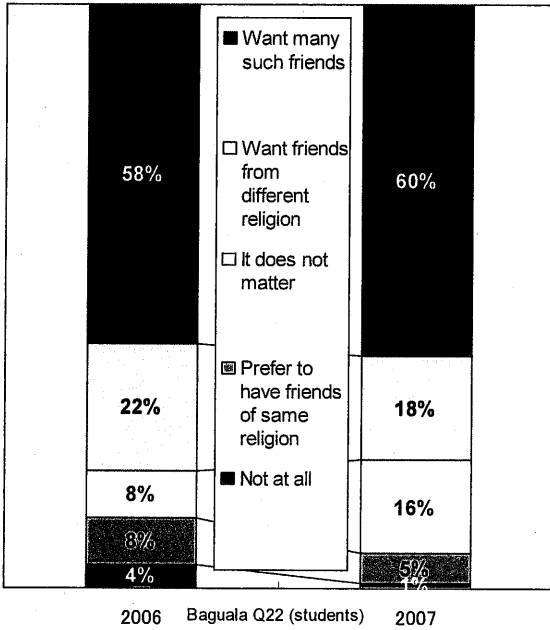


2006 Leihitu Q27 (students) 2007

28

Friendship / Other religion (Baguala, Leihitu)

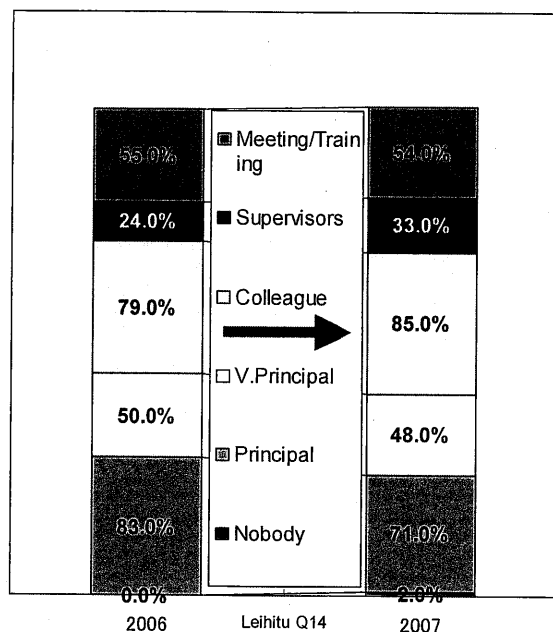
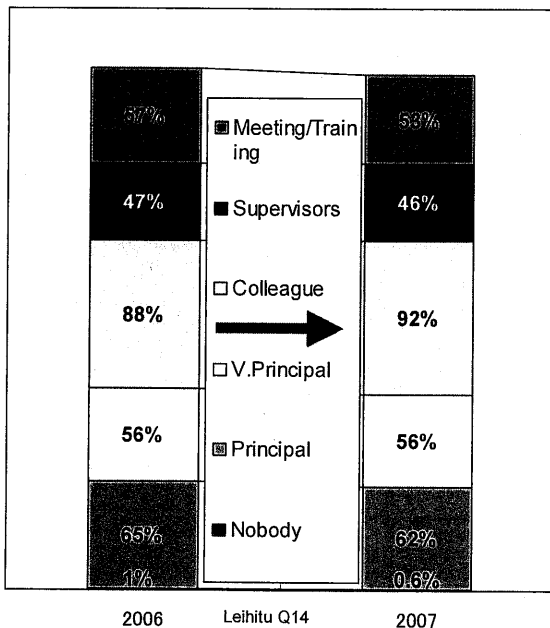
Q22. Do you want to have friends of other religion?



29

Professional Support (Teachers Baguala and Leihitu)

Q14. To whom do you talk when you have some problem in teaching?

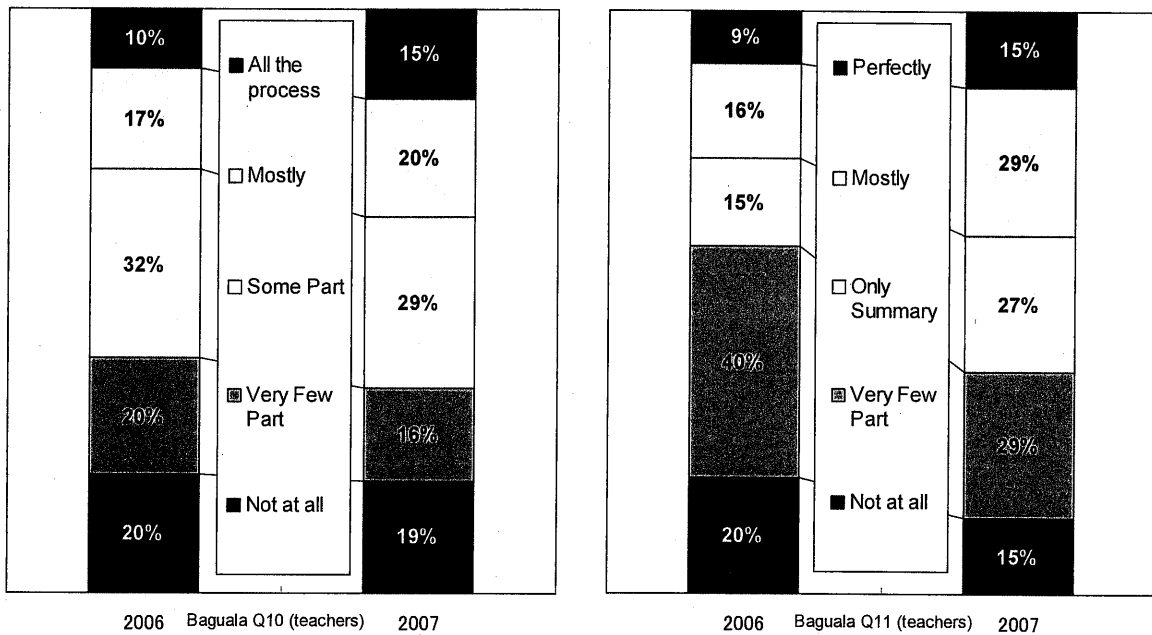


30

Participation /Knowledge about School Development Plan (Teachers Baguala)

Q10. Did you participate in planning of School Development Plan?

Q11. Do you know the contents of School Development Plan?

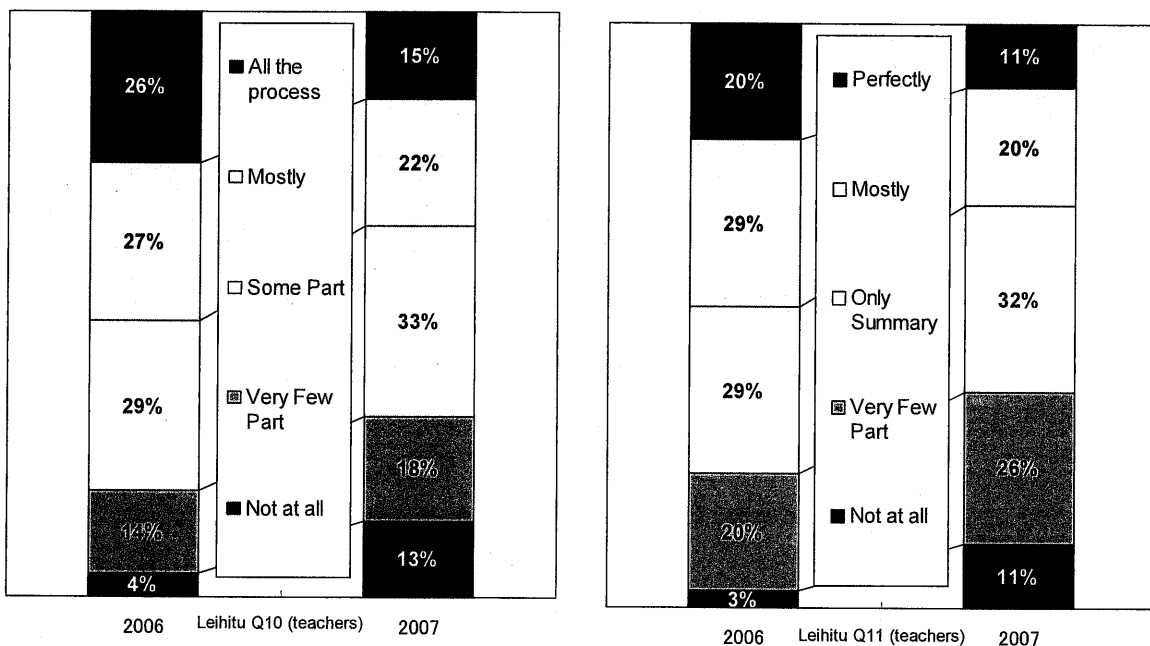


31

Participation /Knowledge about School Development Plan (Teachers Leihitu)

Q10. Did you participate in planning of School Development Plan?

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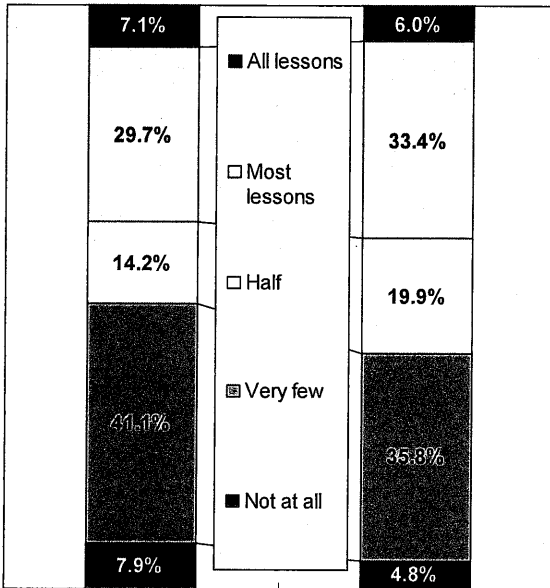


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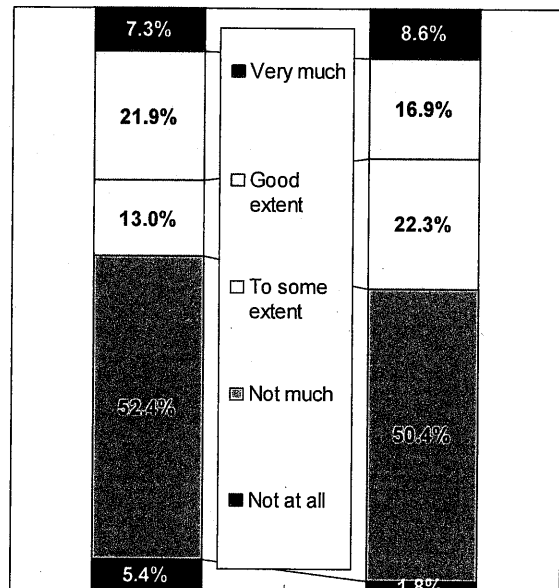
Local Contents Integration: (Teacher Baguala)

Q15. Do you integrate local elements in your subject?

Q16. Do you have sufficient knowledge about local history/culture/traditional skills to be integrated into lessons?



2006 Baguala Q15 (teachers) 2007



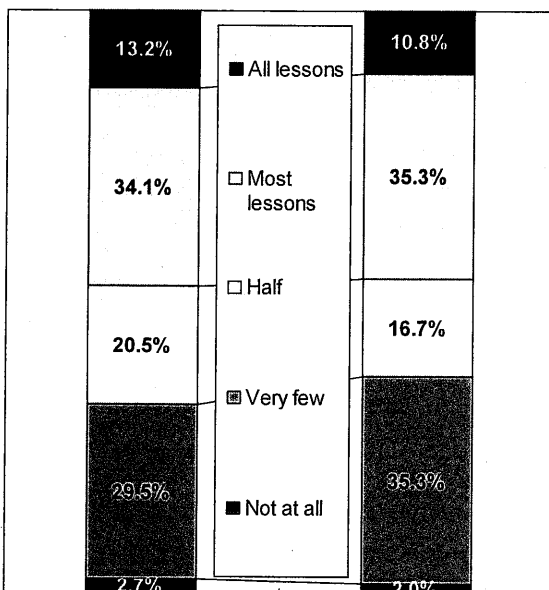
2006 Baguala Q16 (teachers) 2007

33

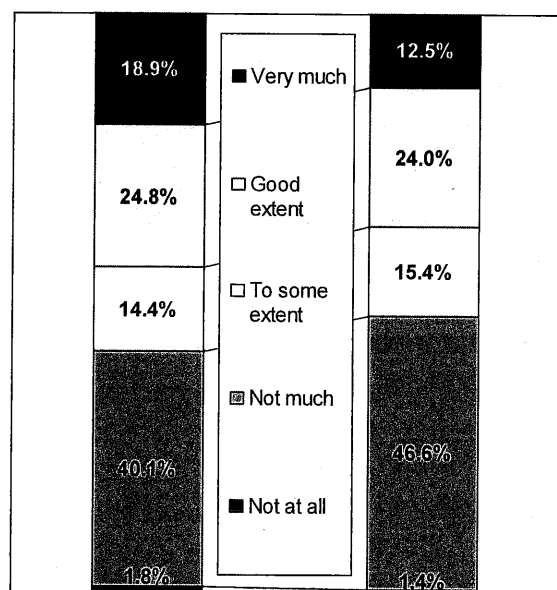
Local Contents Integration: (Teacher Leihitu)

Q15. Do you integrate local elements in your subject?

Q16. Do you have sufficient knowledge about local history/culture/traditional skills to be integrated into lessons?



2006 Leihitu Q15 (teachers) 2007

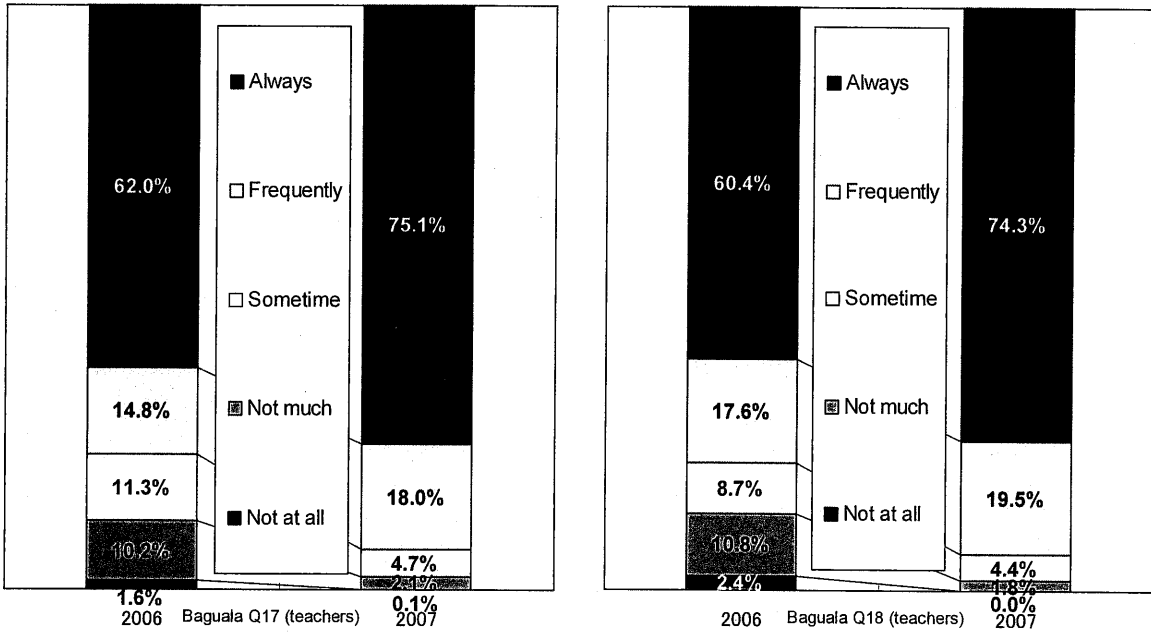


2006 Leihitu Q16 (teachers) 2007

34

Leadership of Principal and Relationship between Teachers and Principal (Teacher Baguala)

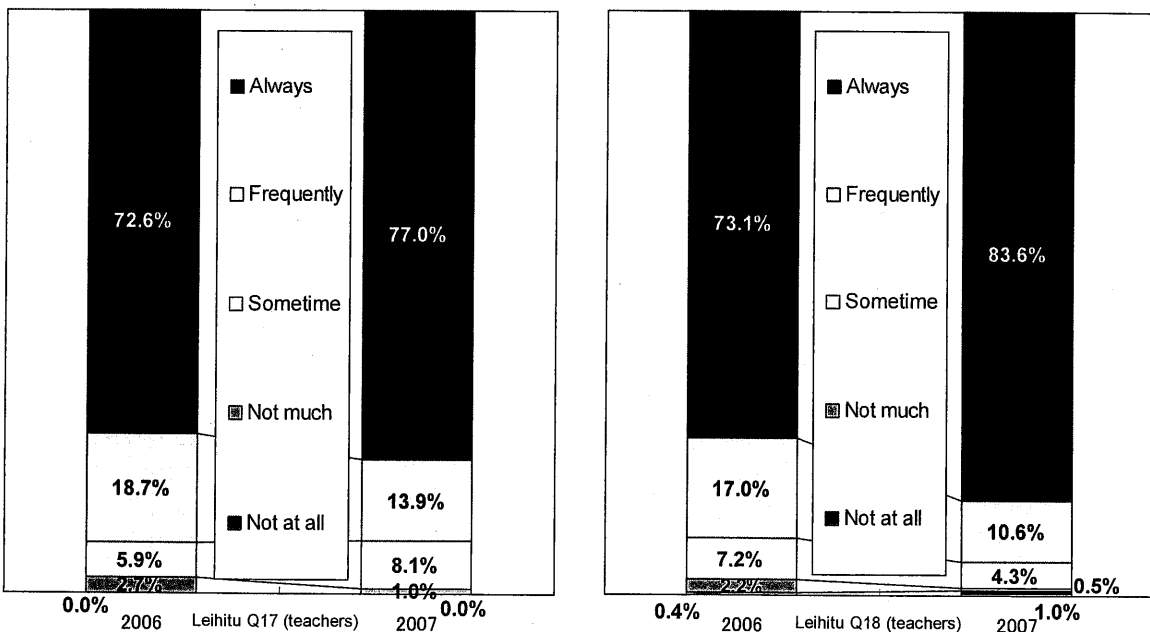
- Q17. Do principal and teachers collaborate for improving quality of education?
 Q18. Does principal demonstrate good leadership in your school?



35

Leadership of Principal and Relationship between Teachers and Principal (Teacher Leihitu)

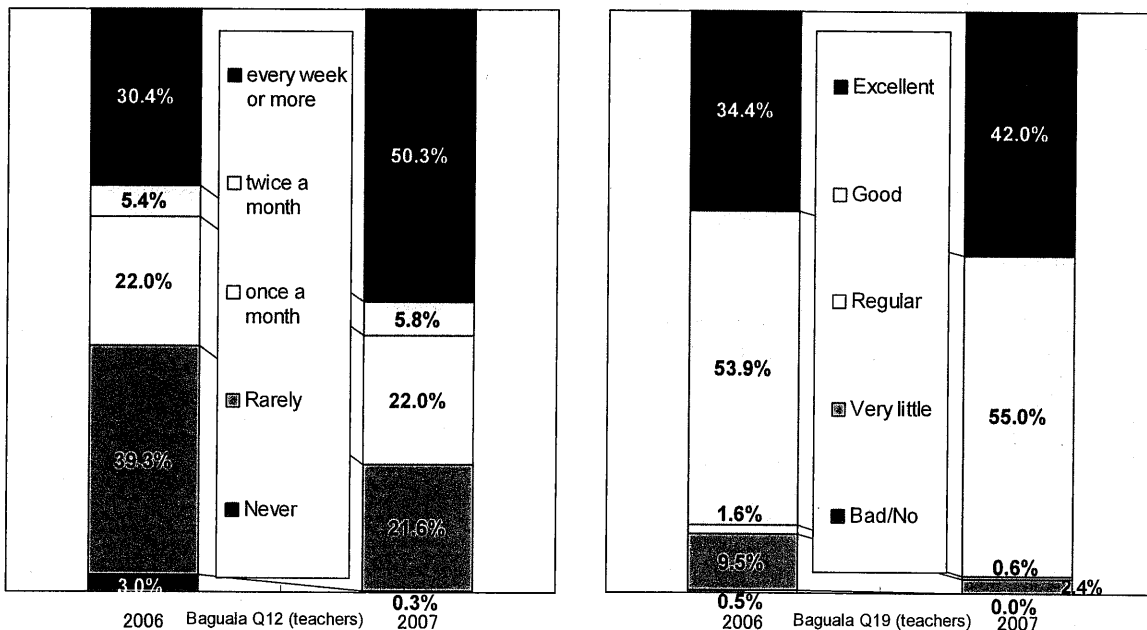
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36

Collaboration / Collegiality among Teachers (Teacher Baguala)

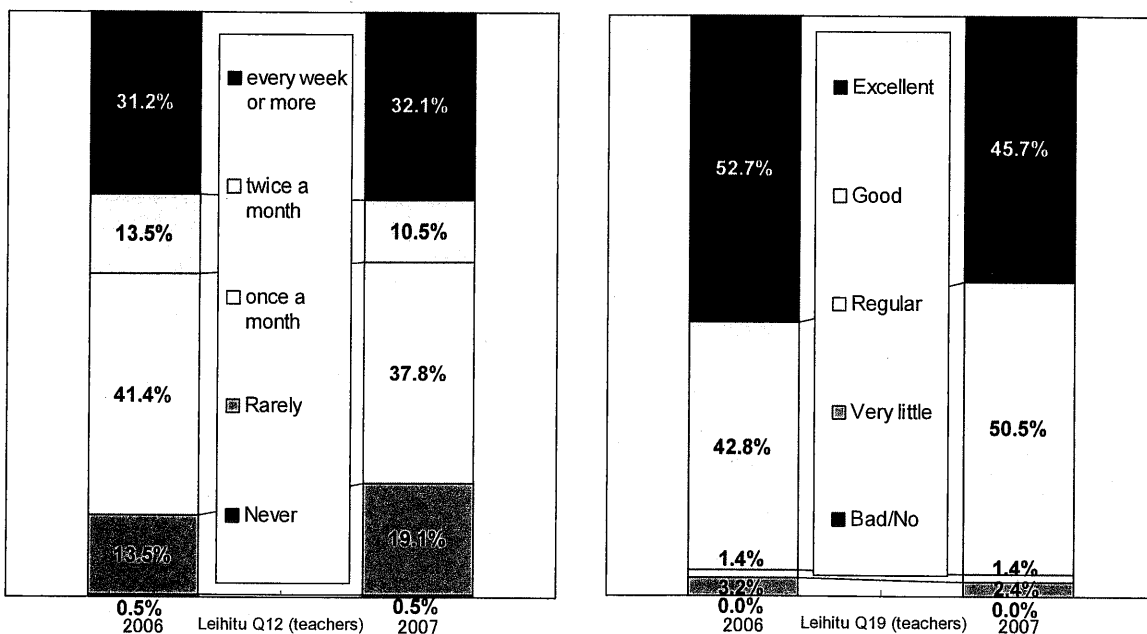
Q12. Do teachers discuss teaching problem/management issues together?
Q19. How do you rate the relationship among teachers of your school?



37

Collaboration / Collegiality among Teachers (Teacher Leihitu)

Q12. Do teachers discuss teaching problem/management issues together?
Q19. How do you rate the relationship among teachers of your school?

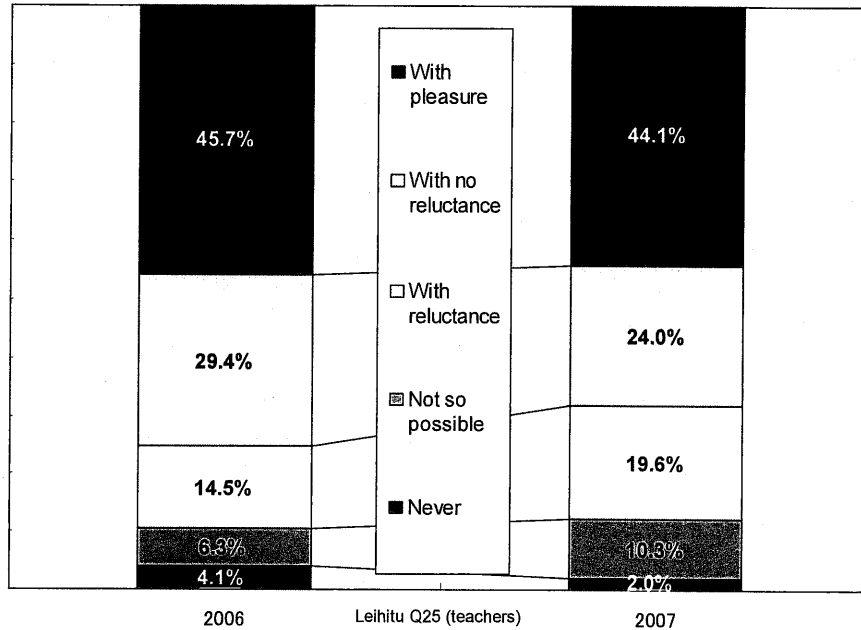


38

Teachers (Leihitu)

Collaboration / Collegiality among Teachers

Q25. Will you teach in a school where other religion is dominant if you are asked to?



39

Summary

➤ About School Management

- Leadership of principal significantly improved
- More efforts made for involvement of community
- Participation of teachers in planning still at low level

➤ Relationship and Collegiality

- Collegiality among teachers improved (discussions, etc) (Significant improvement in Baguala)
- Supportiveness of teachers improved, especially in class
- Friendship and collaboration among students significantly improved in school activities and learning

➤ Students' Participation in class (teachers' perception)

- Slightly improved but still many are not active (Baguala)
- Less students are active compared to 2006 (Leihitu)

40

Summary

- **Parents and Education**
 - Interest and understanding towards education enhanced
 - Still less opportunities to interact with teachers
- **Local elements integration** (local wisdom, culture, history, etc)
→(Results are mixed)
 - Both level of integration and confidence in knowledge enhanced (Baguala teachers)
 - Knowledge has been increased (students in Baguala and Leihitu)
 - Learning opportunities have been increased (Leihitu students)
 - Both level of integration and confidence has been decreased (Leihitu teachers)
 - Learning opportunities have been decreased (Baguala students)
- **Influence of Conflict**
 - Post trauma decreased and willingness to strengthen friendship with other religious group has been increased (students)
 - In Leihitu, teachers become more reluctant to be transferred to the school where other religion is dominant (need further analysis)

41

The Way forward

- **School Development Planning and Implementation**
 - Need further involvement of participation of all the teachers (to increase transparency and ownership)
 - Create more opportunities for interaction with parents (for further improvement of accountability/transparency for establishing collaborative relationship with them)
- **Improvement of quality of education**
 - Systematic means for teacher professional development through mechanism like MGMP at school or cluster group
 - Need to continue to strengthen local elements integration so that students continue to strengthen social cohesion and love for peace by learning local wisdom, culture and history)

42