

Motivalue

Survey international results

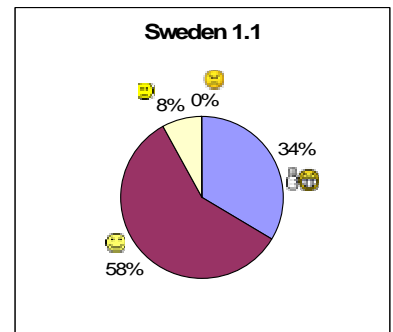
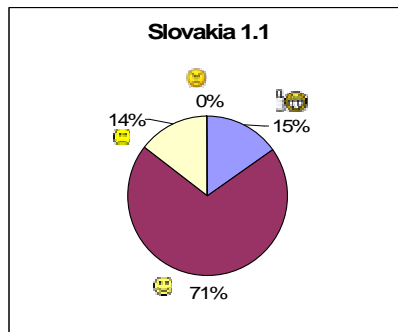
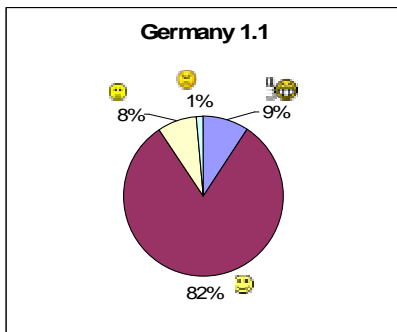
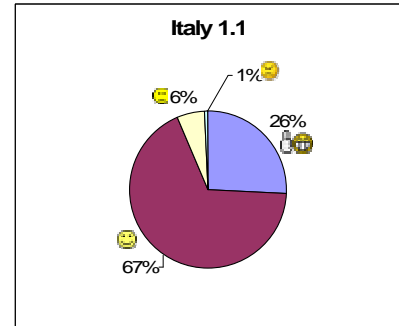
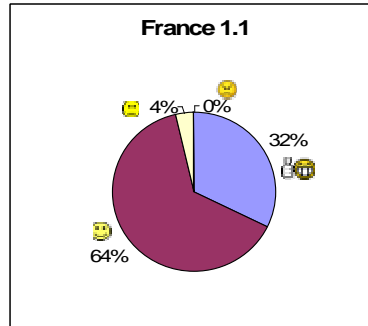
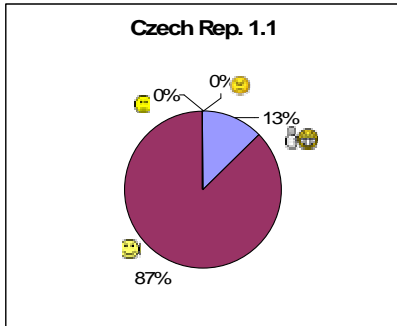
2006/2007

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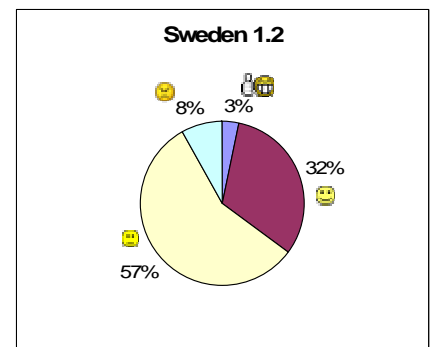
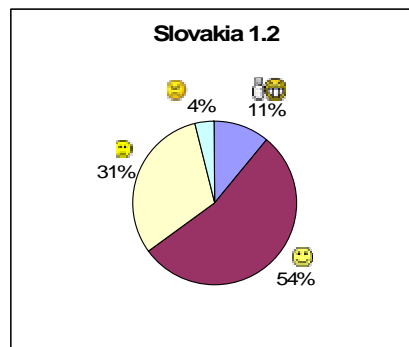
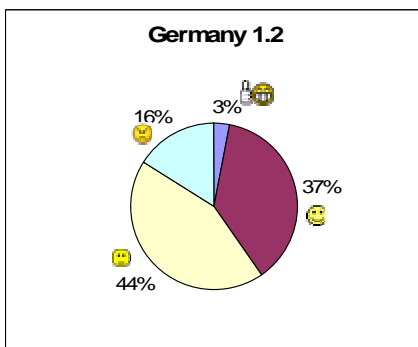
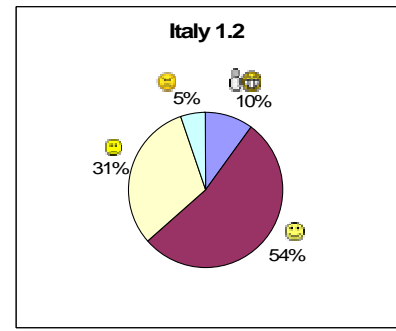
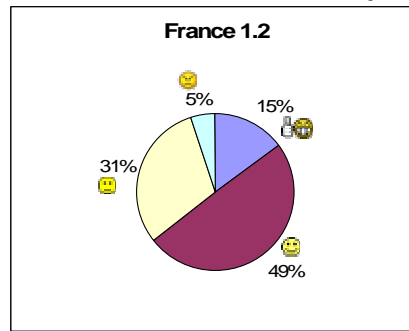
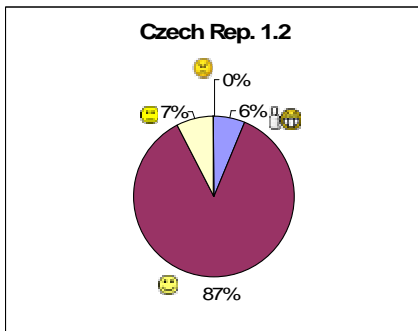
International Team: IMS Elena Principessa di Napoli, Rieti, ITALY; Zdruzena stredna umelecka skola, Presov, SLOVAKIA; Larods Schools, Helsinborg, SWEDEN; Soukroma Podripska SOS a SOU o.p.s., Roudnice nad Labem, CZECH REP.; Lycée X. Mallet, Le Teil, FRANCE; Realshule, Althengstett, GERMANY.

☼ The first group of questions are about the student's perception of where what she/he knows comes from, so how relevant school is in transmitting knowledge.

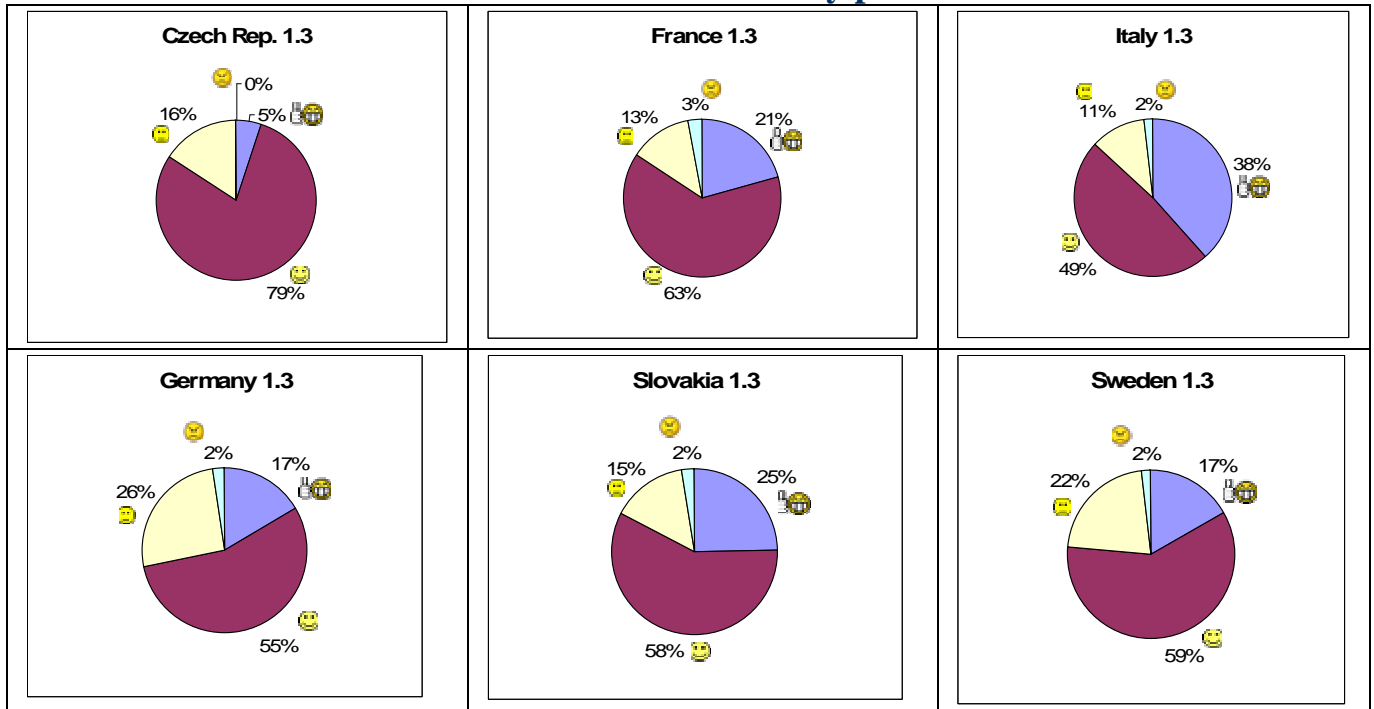
1.1 - I have learnt what I know... at school



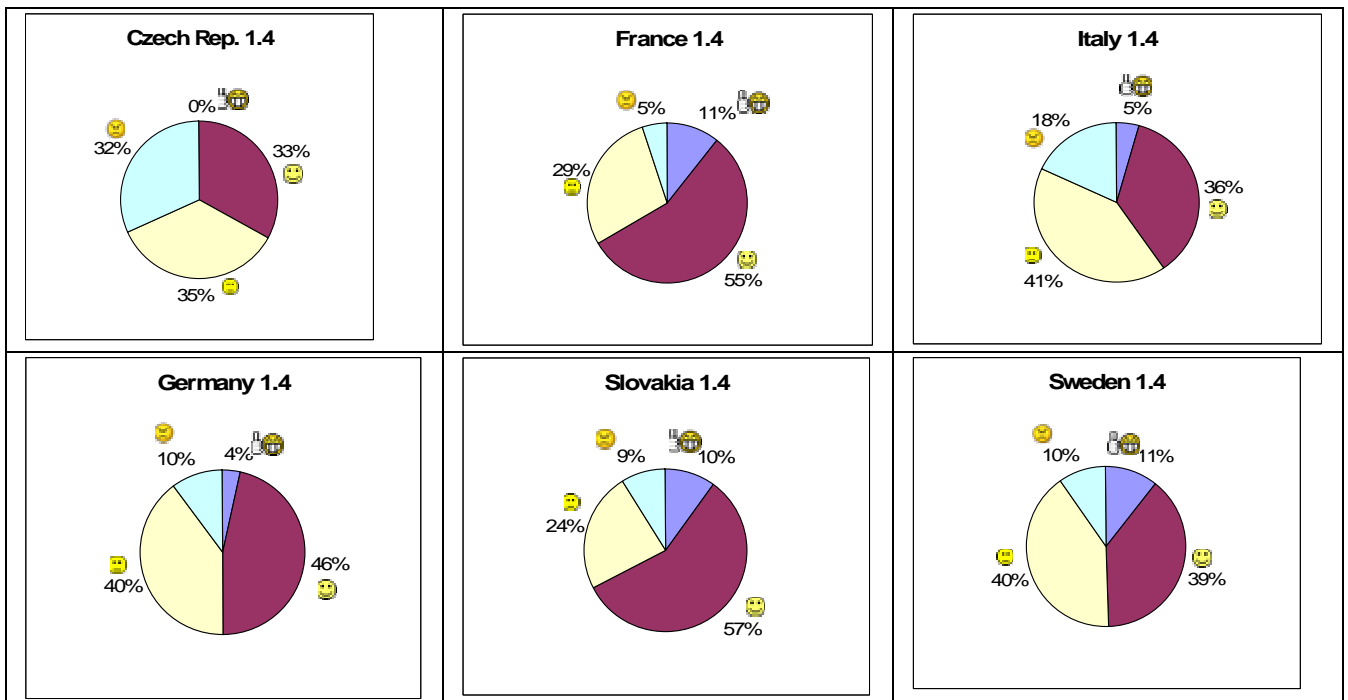
1.2 - I have learnt what I know...from my fellows and friends.



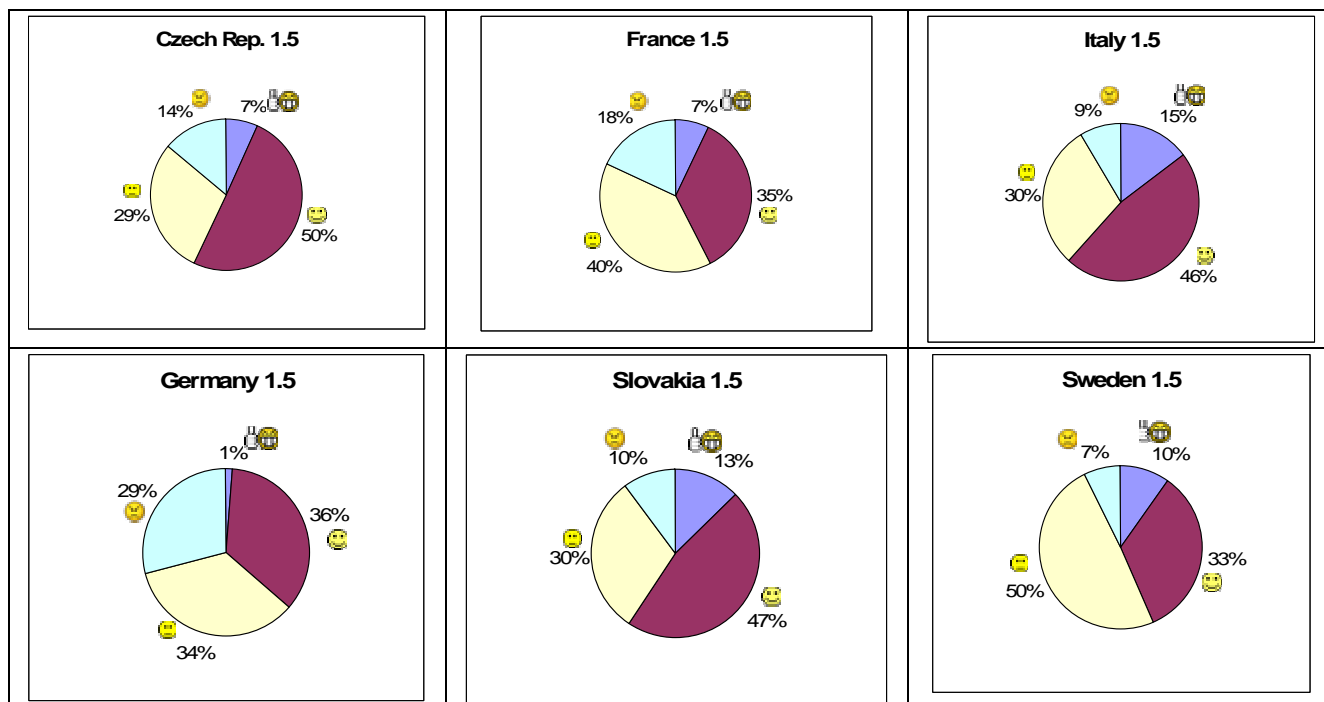
1.3 - I have learnt what I know...from my parents and relatives.



1.4 - I have learnt what I know...from the media.



1.5 - I have learnt what I know... from activities out of the school.

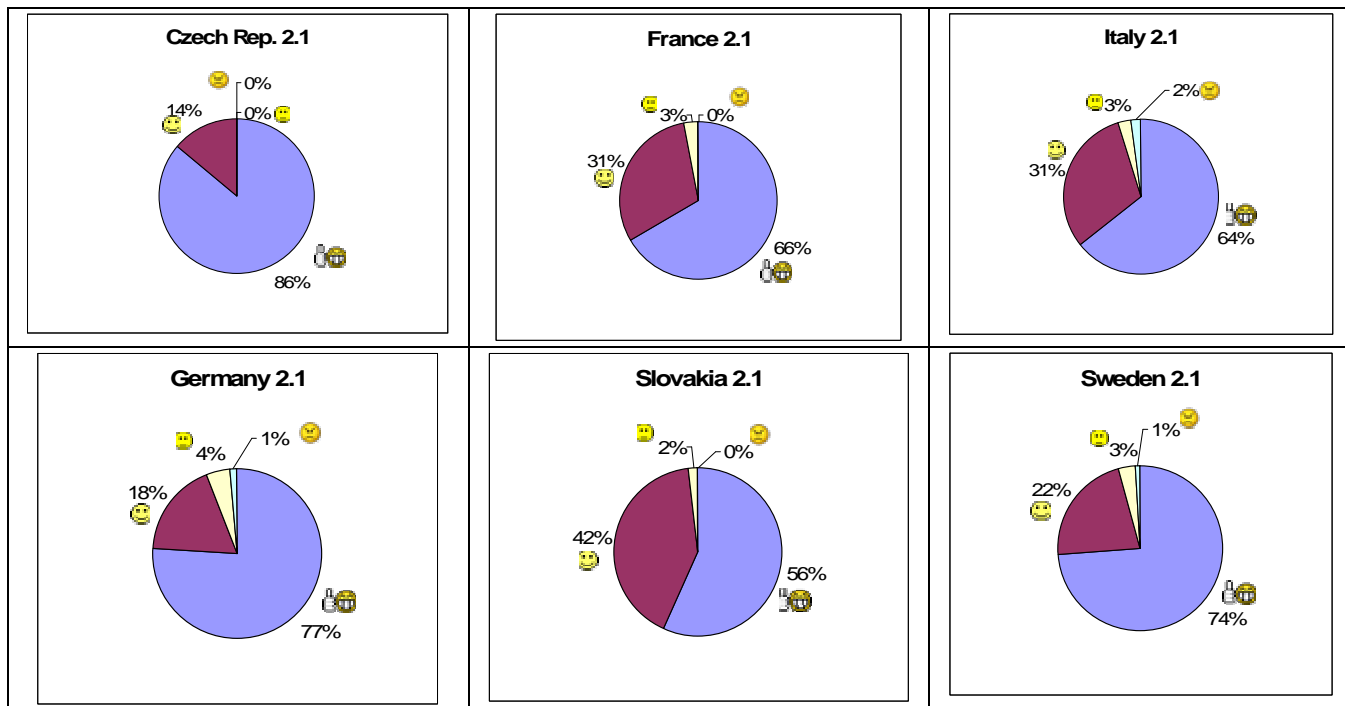


Comments

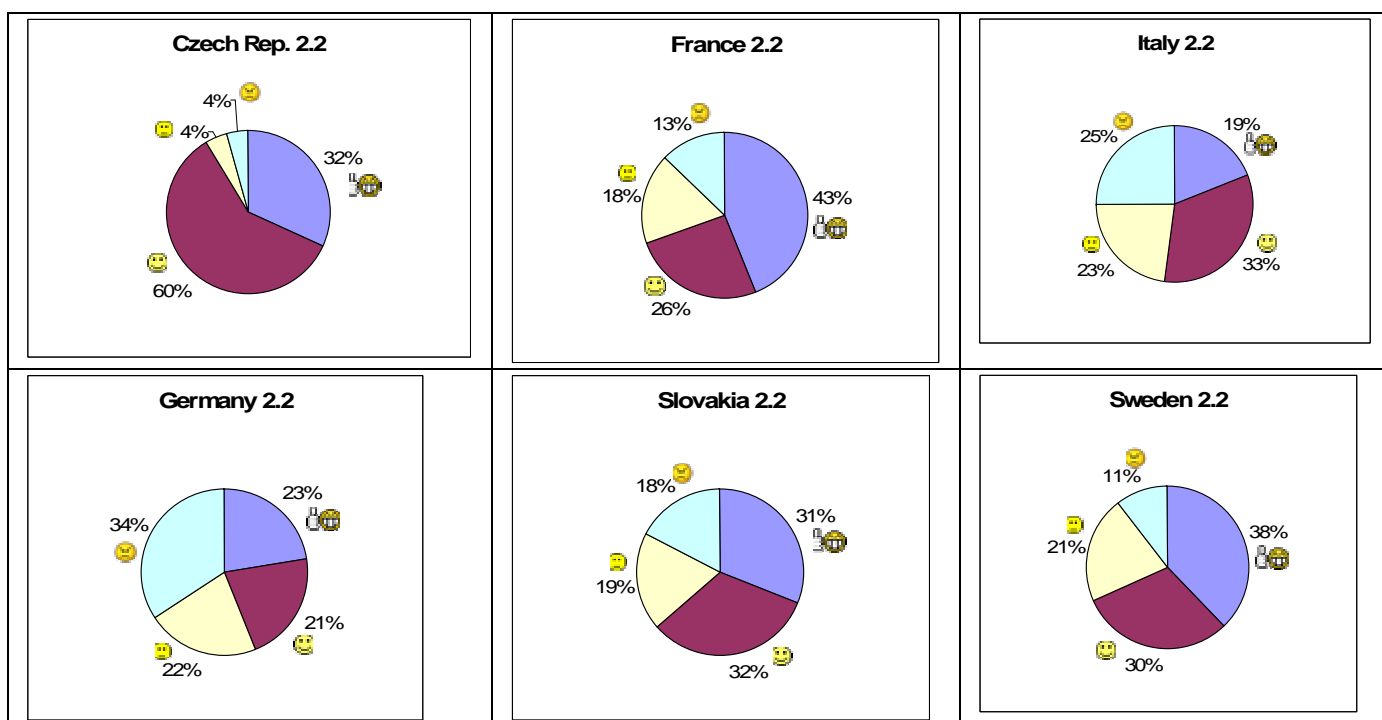
It seems students trust school has a major role in giving them a preparation in all the countries involved in the survey (100% CZ; 86% Slk); parents and relatives seem to be second, with a range from 86% of Italy to 72% of Germany; fellows and friends are more important in transmitting knowledge for the Czech (93%), less important for the Swedes (65%), with the other nationalities in the middle. The media are perceived as positively influencing by French and Slovakian students (66% and 67%); the Germans and the Swedish are precisely divided into halves in this respect; the Italians (41%) and the Czech (33%) give less importance to them. Activities out of school are more meaningful in some countries (Italy 61%, Slk 60%, CZ 57%), less in others (Germany 37%, 43% SW, F 42%).

🌸 **The second group of questions regards the student’s perception of her/his involvement in deciding to attend school: the less involvement, the less motivation.**

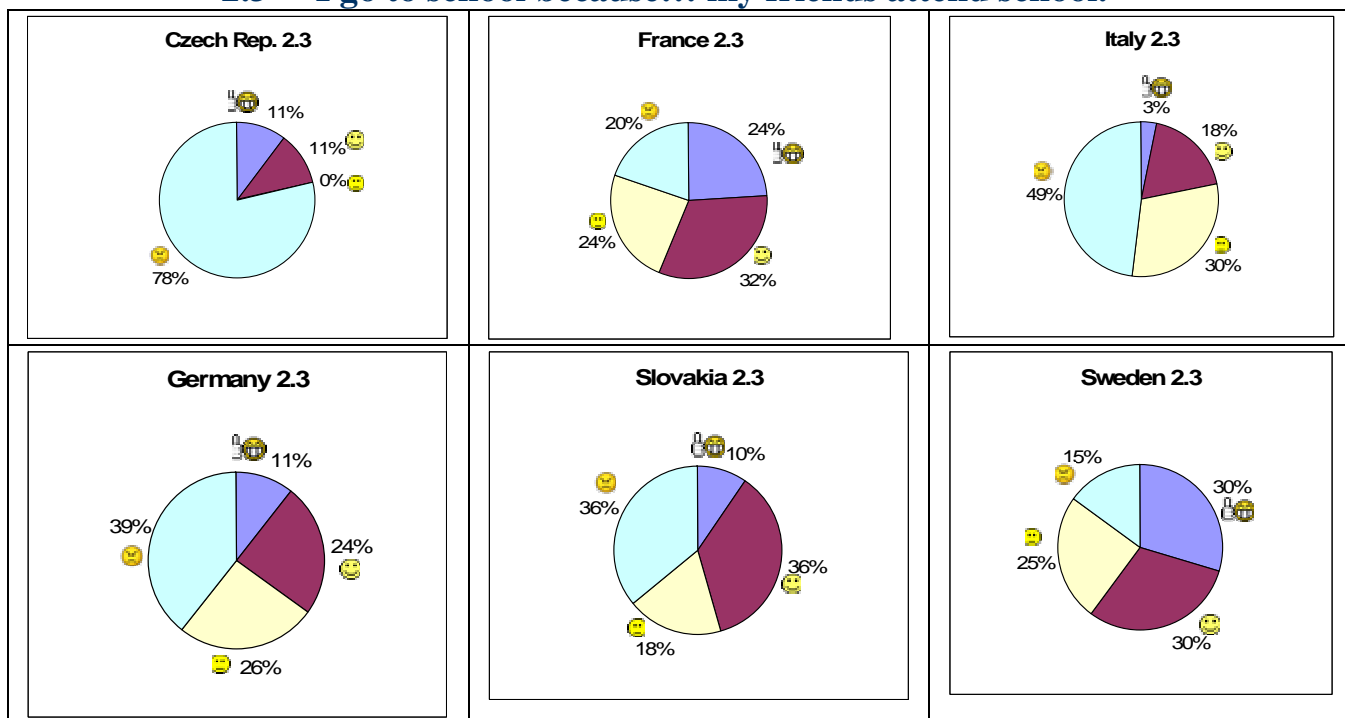
2.1 – I go to school because...I need it for myself.



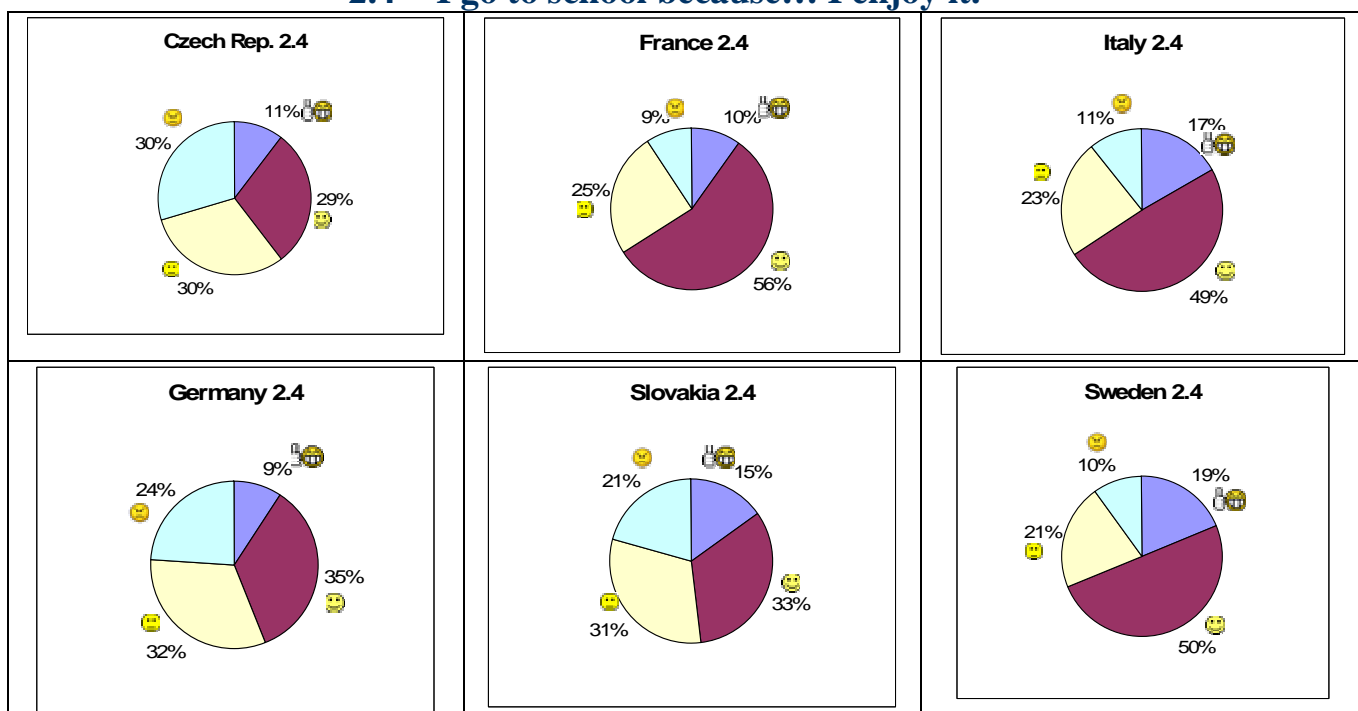
2.2 – I go to school because... my parents want me to.



2.3 – I go to school because... my friends attend school.



2.4 - I go to school because... I enjoy it.



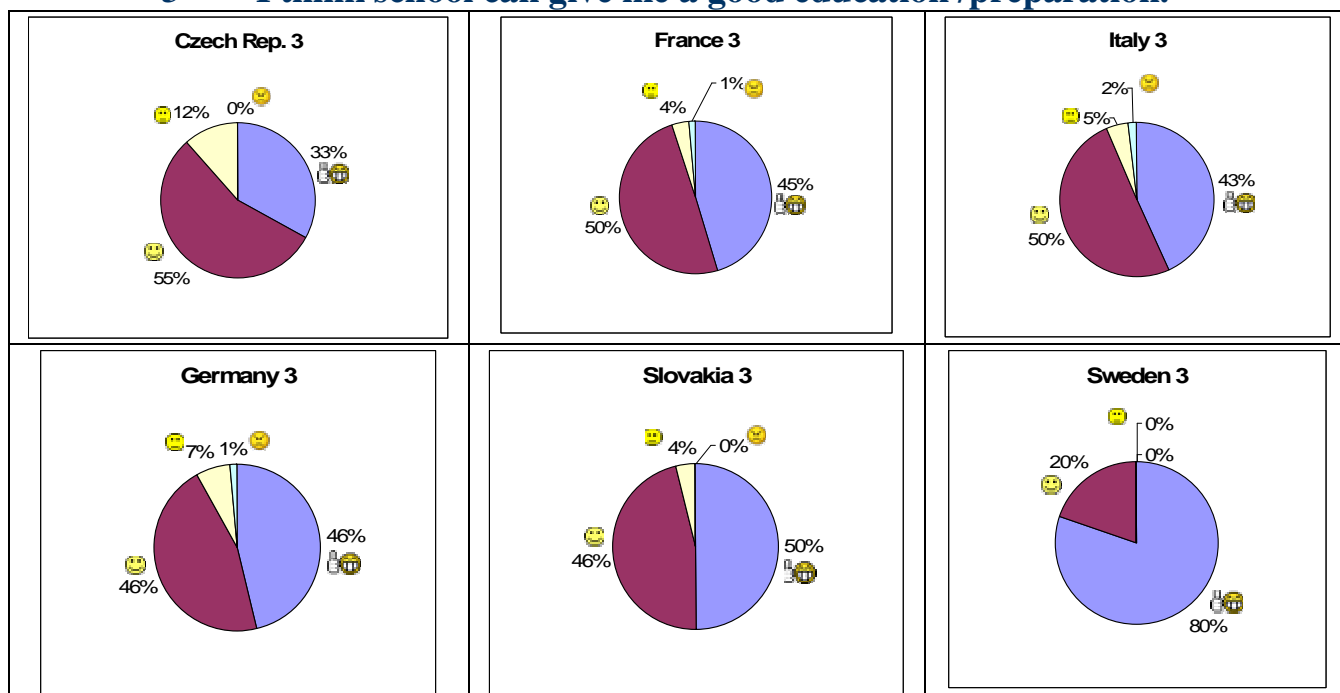
Comments

An absolute majority of the students are convinced they need school for themselves in all the six countries, so we might understand in some countries the interviewed perceived the second assessment as parents forcing them to go to school instead of agreeing with it. A desire to be with their friends could lead SE, FR and SK students, while IT, CZ and DE students underline their independence from fellows and friends.

SE, IT and FR students enjoy going to school (69%-66%), SK (48%), DE (44%) and CZ (40%) seem not to share the enthusiasm.

🌸 **Question 3 investigates the student’s perception of how effective is school in the general (social) idea of “education”.**

3 – I think school can give me a good education /preparation.

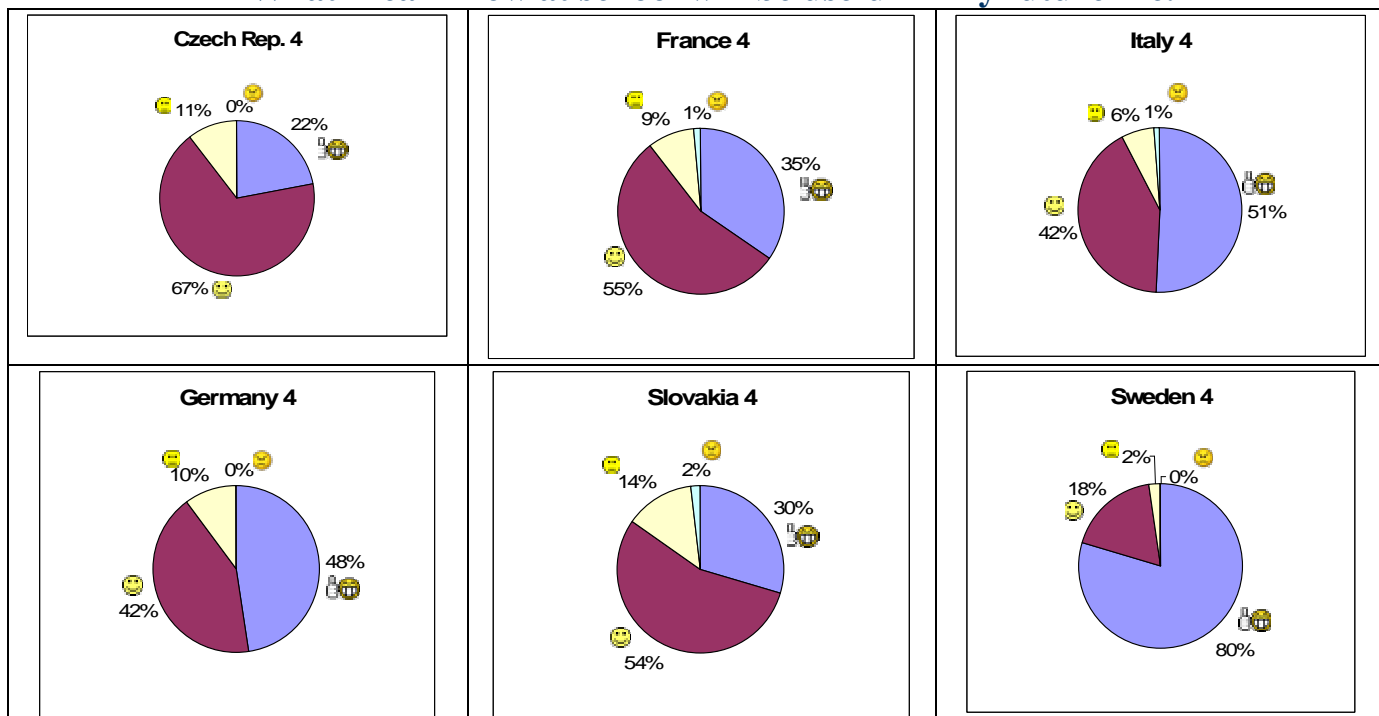


Comments

The data of question 1.1 **I have learnt what I know... at school** are more or less confirmed, apart from the CZ (from 100% to 88%) and for the SE (from 92% to 100%): anyway, a vast majority of the students are optimistic about their final preparation. School seems to still have a reputation in the six countries.

🌸 **Question 4 is about the student’s perception of the impact of schooling in the real world.**

4 – What I learn now at school will be useful in my future life.



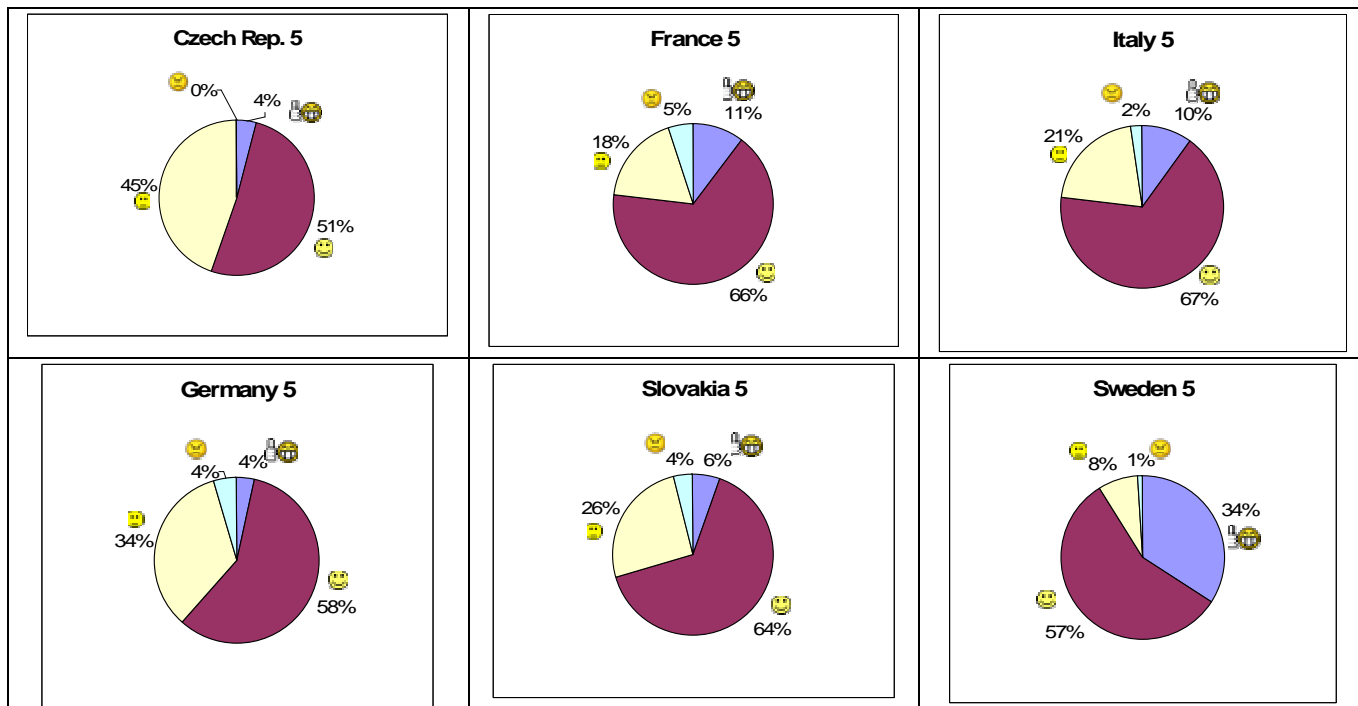
Comments

Doubts arrive when it comes to the acknowledgment the labour market gives to our students’ preparation: 16% of the Slovakian, 11% of the Czech, 10% of the Germans and the French, 7% of the Italians and only 2% of the Swedes see a distance from what they do at school and the real world.

Anyway, an absolute majority of the students think that what they are doing now will determine their future.

🌸 **Question 5 regards the student's global perception of how pleasant is for her/him what she/he studies at school.**

5 – I like what I learn at school.



Comments

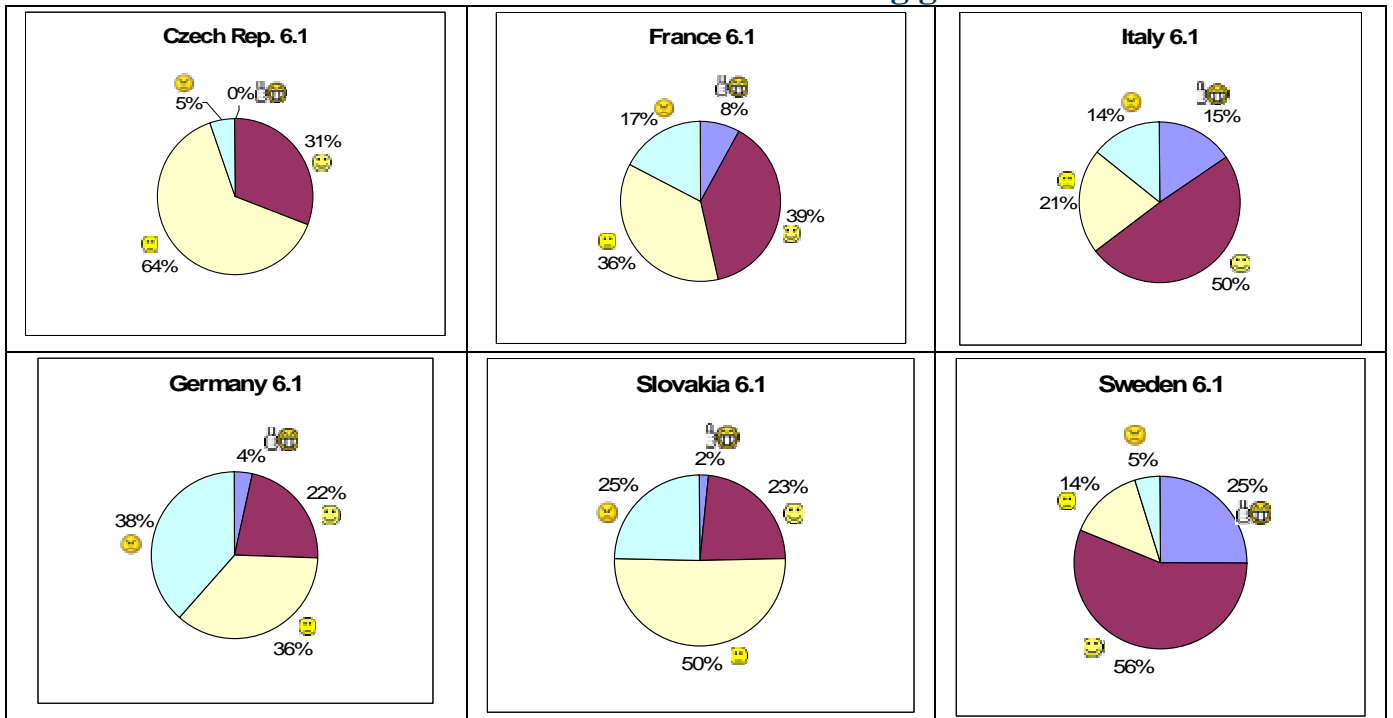
Hoping everybody was crystal sincere, we have a good result here. The satisfied are as follows:

- 93% of the Swedes;
- 77% of the Italians and the French;
- 70% of the Slovakian;
- 62% of the Germans;
- 55% of the Czech.

We are working to make the unsatisfied happier...

🌸 **The sixth group of statements investigates the student’s perception of the environment and activities.**

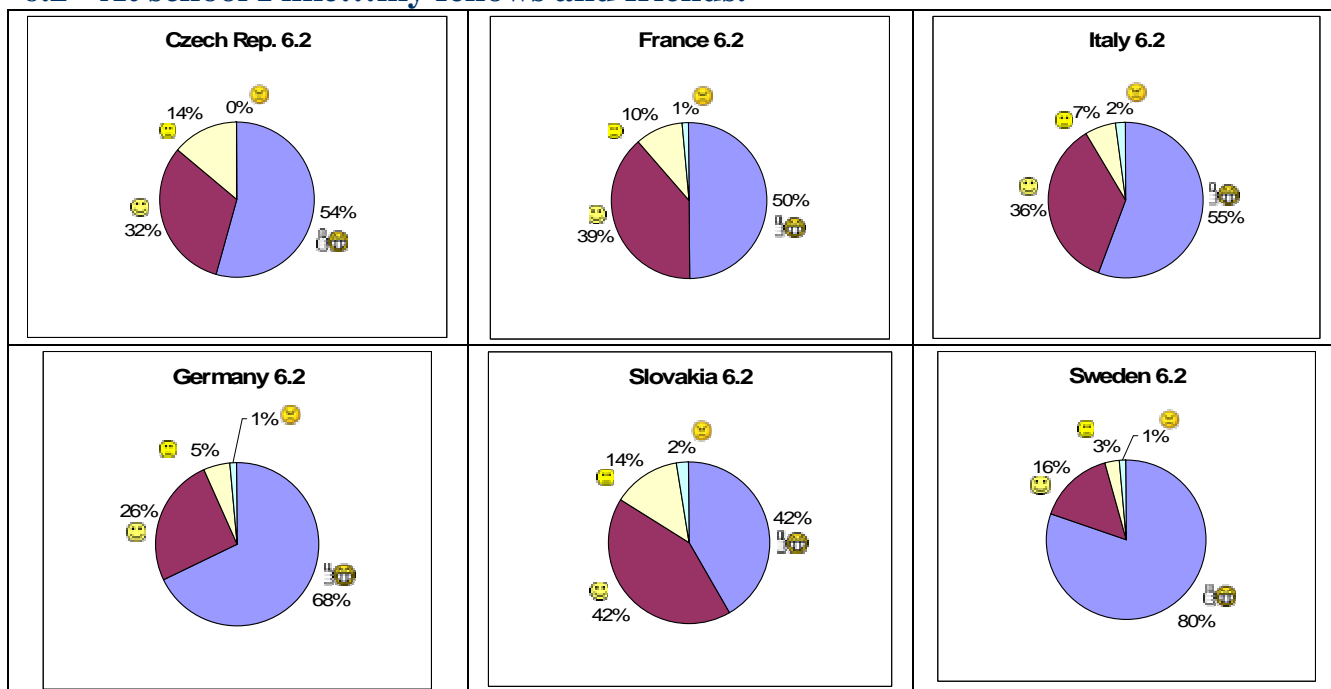
6.1 – At school I like... being given marks.



Comments

Let’s be open: being given marks can be really unpleasant, but in SW (81%), IT (65%) and FR (47%) students seem to be serene about being evaluated. In CZ (31%), DE (26%) and SK (25%) the students’ views differ.

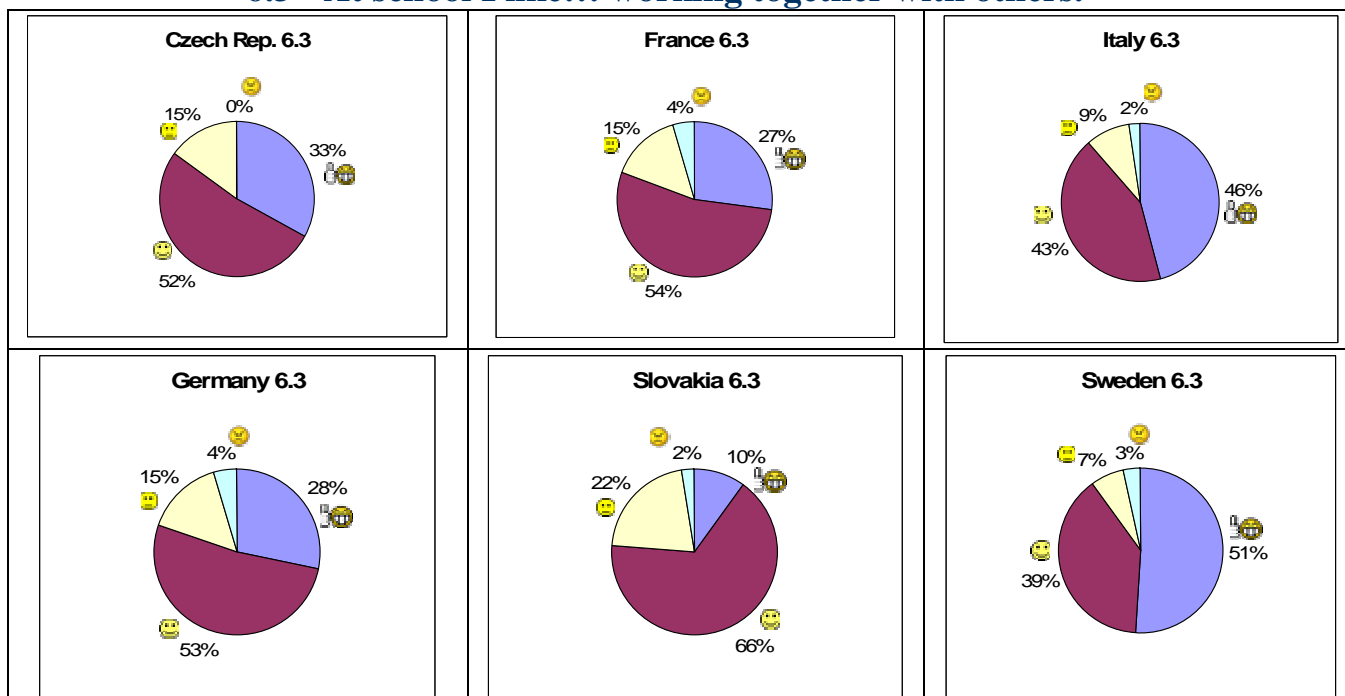
6.2 - At school I like...my fellows and friends.



Comments

Much better: very few are unhappy with their friends in the six schools. We consider a goal to have them in the majority.

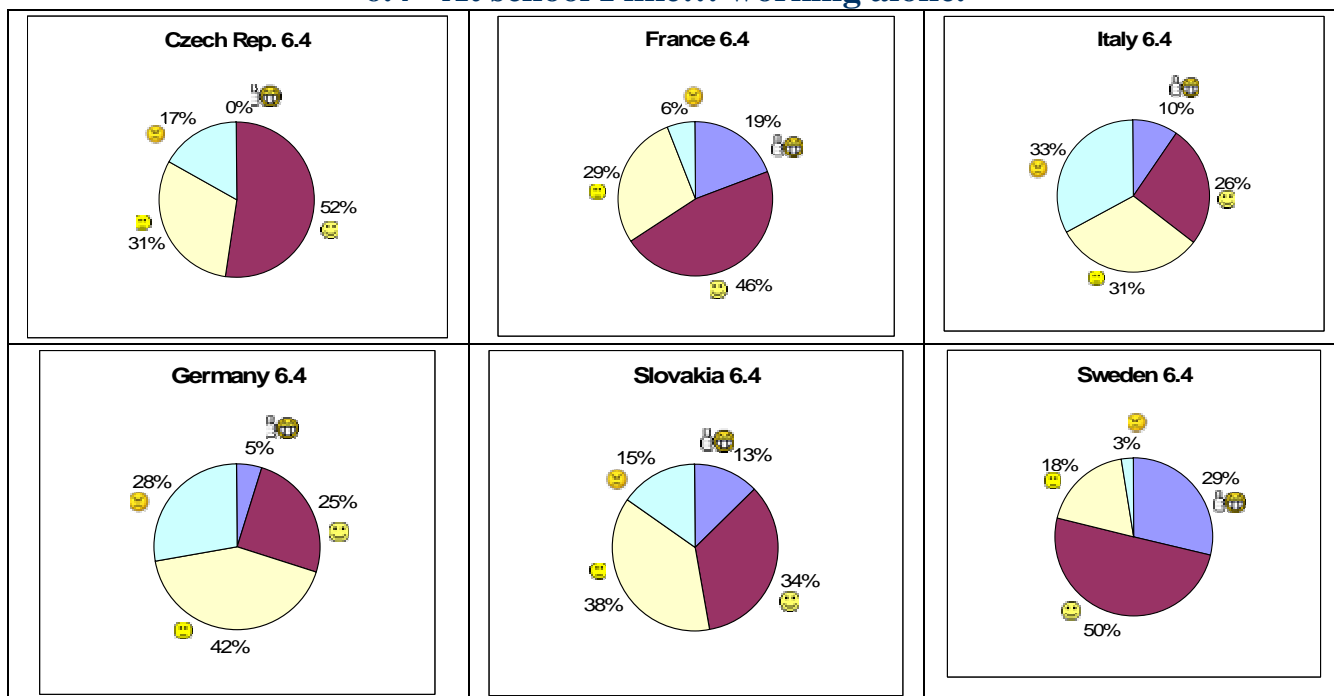
6.3 - At school I like... working together with others.



Comments

Most of the students in every country like working with others. The minority is equally important, as it can be an aspect of the individual learning style (from 10% SE to 24% SK).

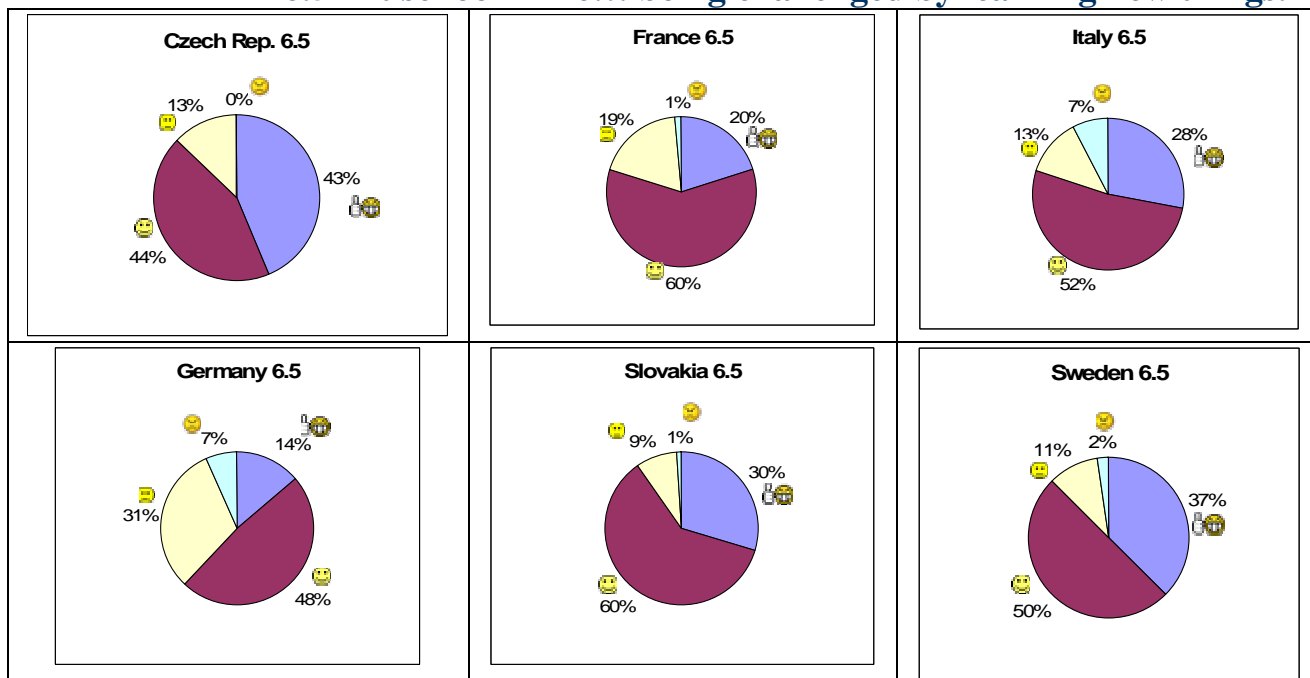
6.4 - At school I like... working alone.



Comments

Surprise, surprise... working alone is not the opposite of working with others! At least not for everyone. Students seem to be conscious it is another way of working, which they choose depending probably on the task given. Swedish and French students like it most (79% and 65%), Germans and Italians like it the least (30% and 36%).

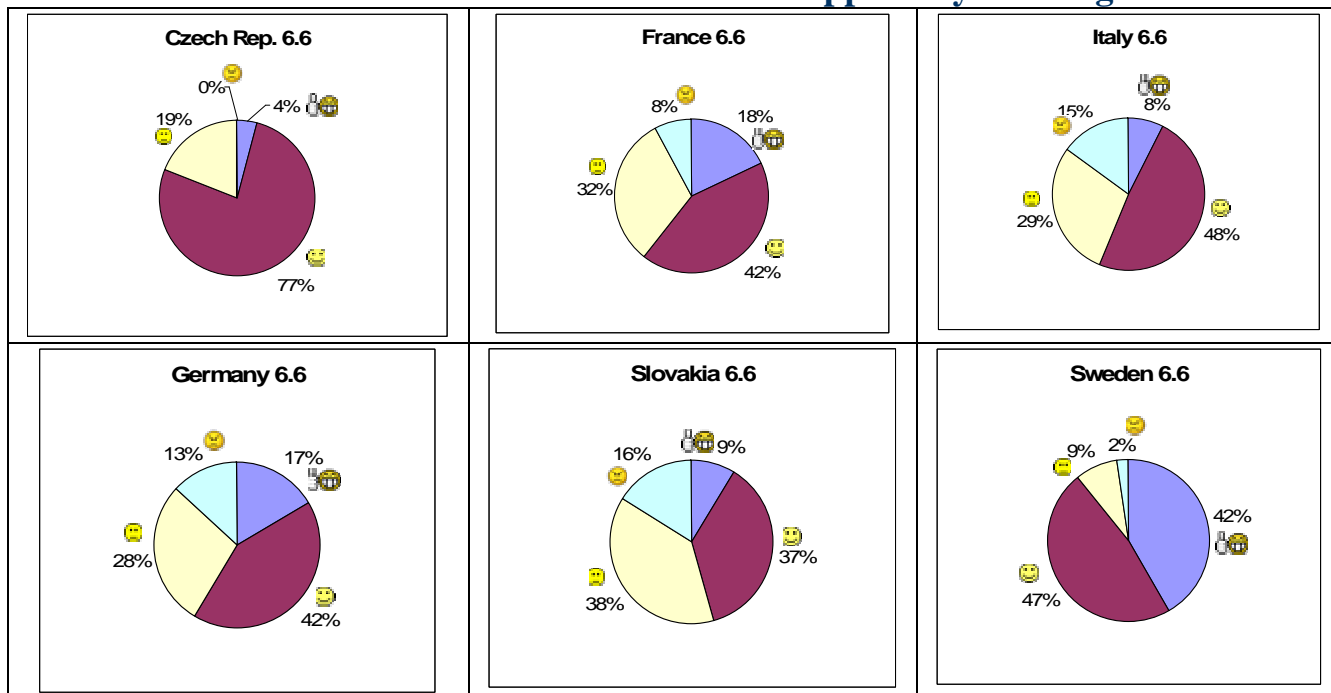
6.5- At school I like... being challenged by learning new things.



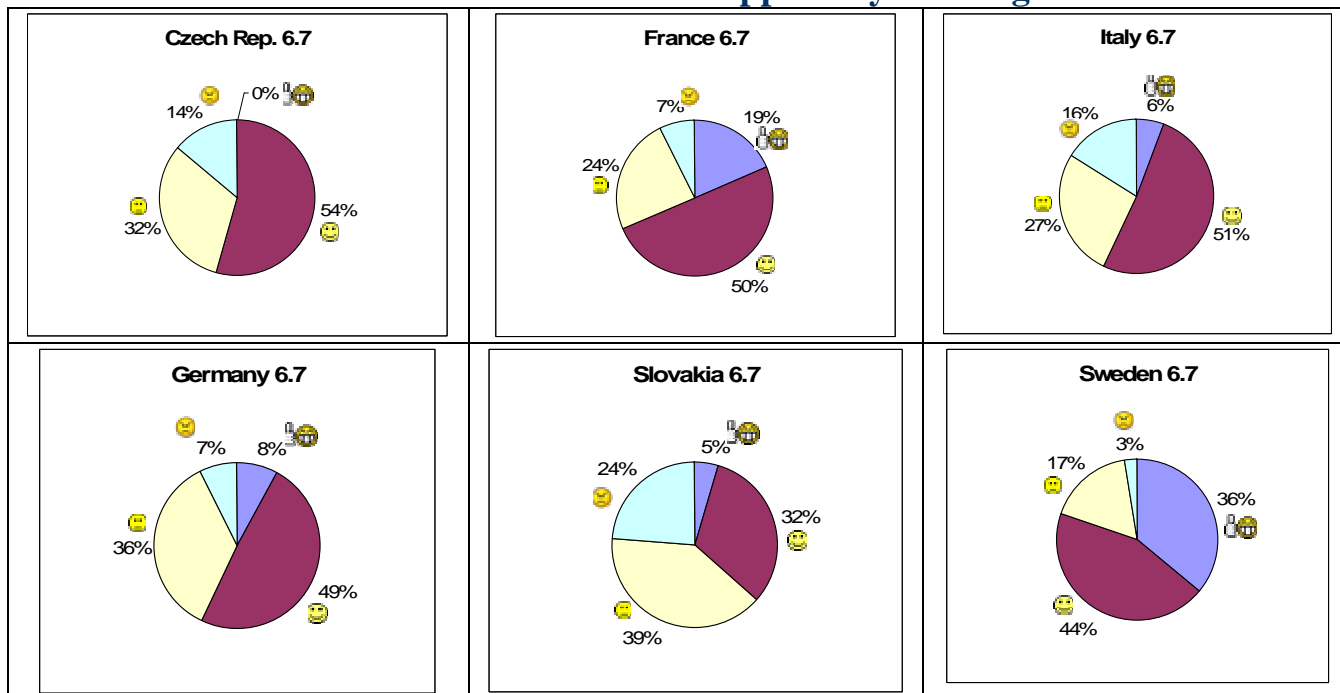
Comments

Challenge implies risk, so not everyone likes it: on the other hand intellectual curiosity is a mighty component of motivation to learning. We'll go further on this with our portfolio of motivation.

6.6 - At school I like... how teachers support my learning.



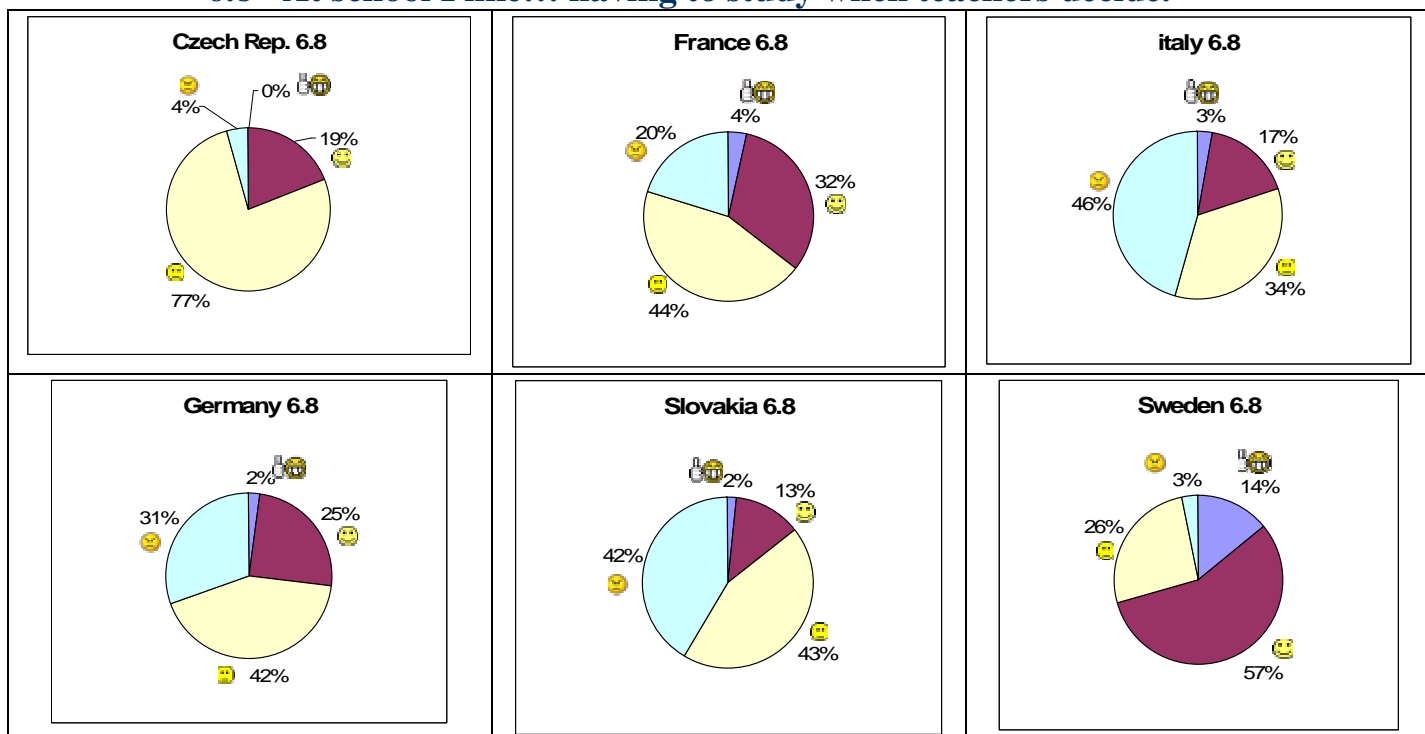
6.7- At school I like... how schoolmates support my learning.



Comments

SE (89%) and CZ (81%) students are the most satisfied with the way their teachers work with them; more than 50% students from IT, FR and DE agree with them. SK students are satisfied for 46%. However they all seem a bit less satisfied of their schoolmates' support: comparing this result with statements 6.2, 6.3 and 6.4 we can argue there is not a relational uneasiness, but a choice about who to ask for support. Compare also with statement 7.3 - **At school it is important for me... to be popular and have good relationships.**

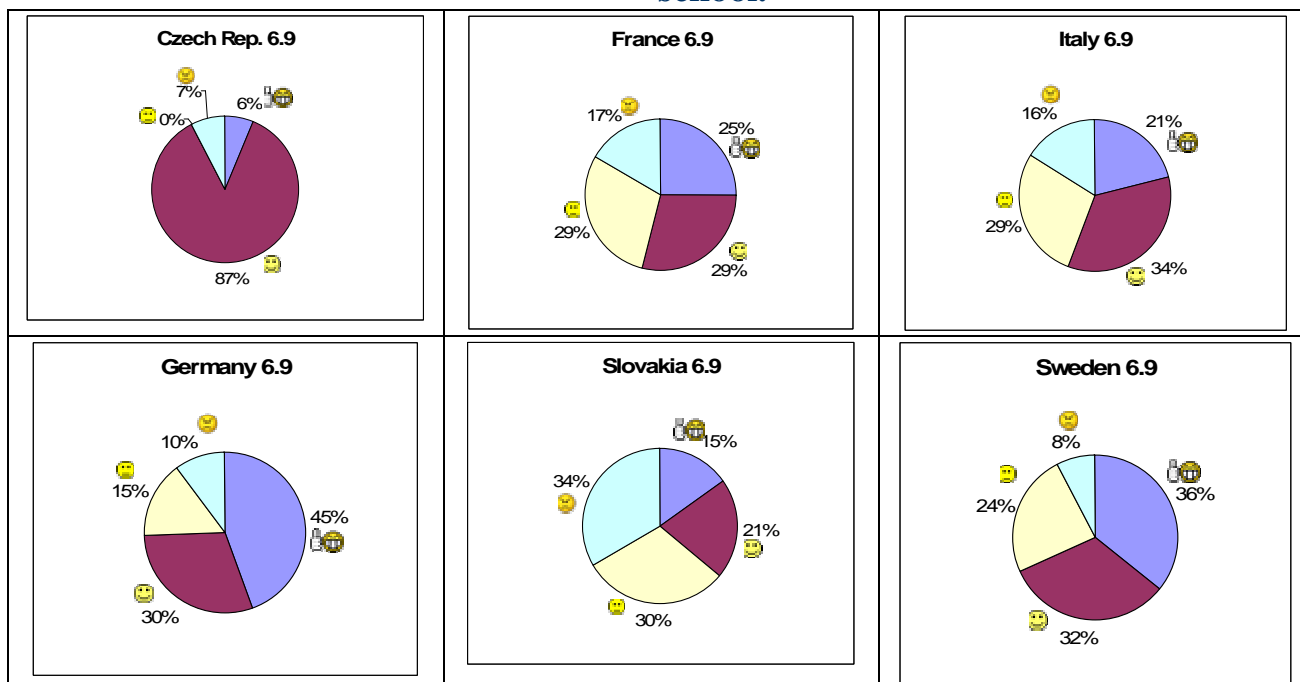
6.8– At school I like... having to study when teachers decide.



Comments

Most students in all six countries strive for independence, apart from SE.

6.9- At school I like... doing extracurricular activities organized by the school.

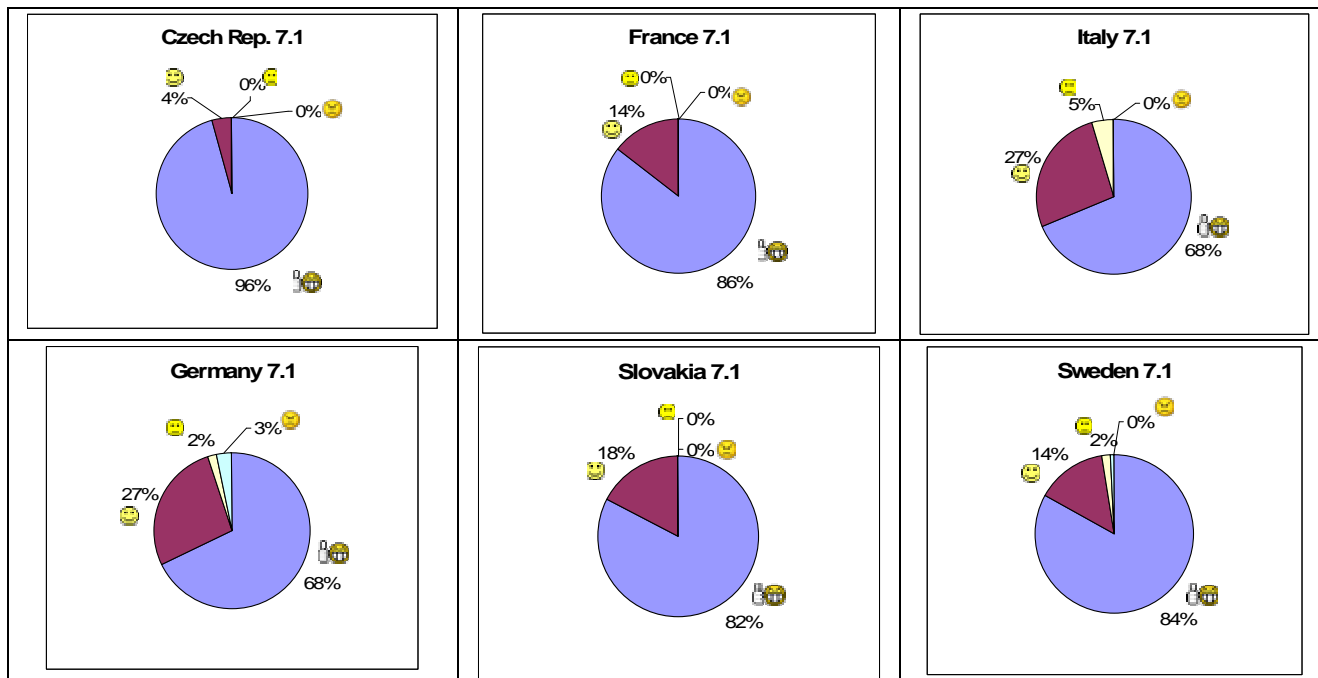


Comments

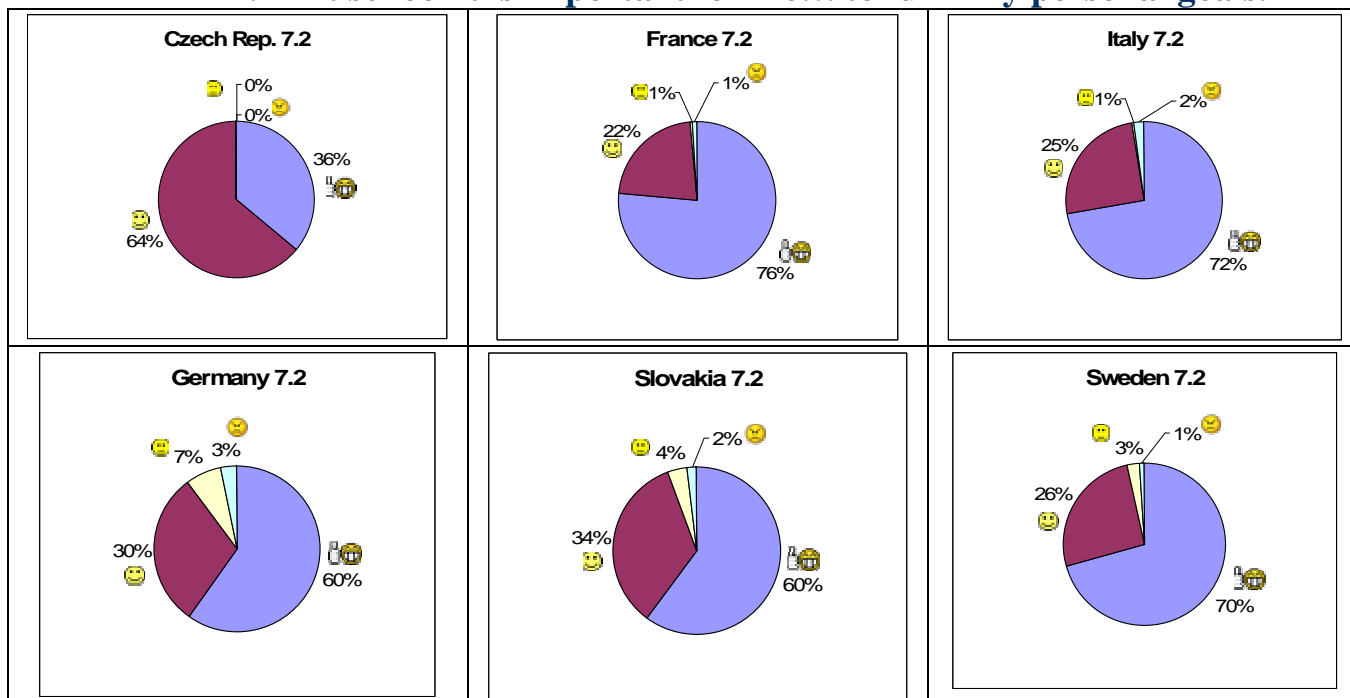
Extracurricular activities are very popular, especially in CZ, while in the closest country two thirds of the students seem not to be interested in them.

🌸 **The seventh group of statements is about the student’s perception of the aim of what she/he does at school.**

7.1 - At school it is important for me... to get a diploma/positive final marks.



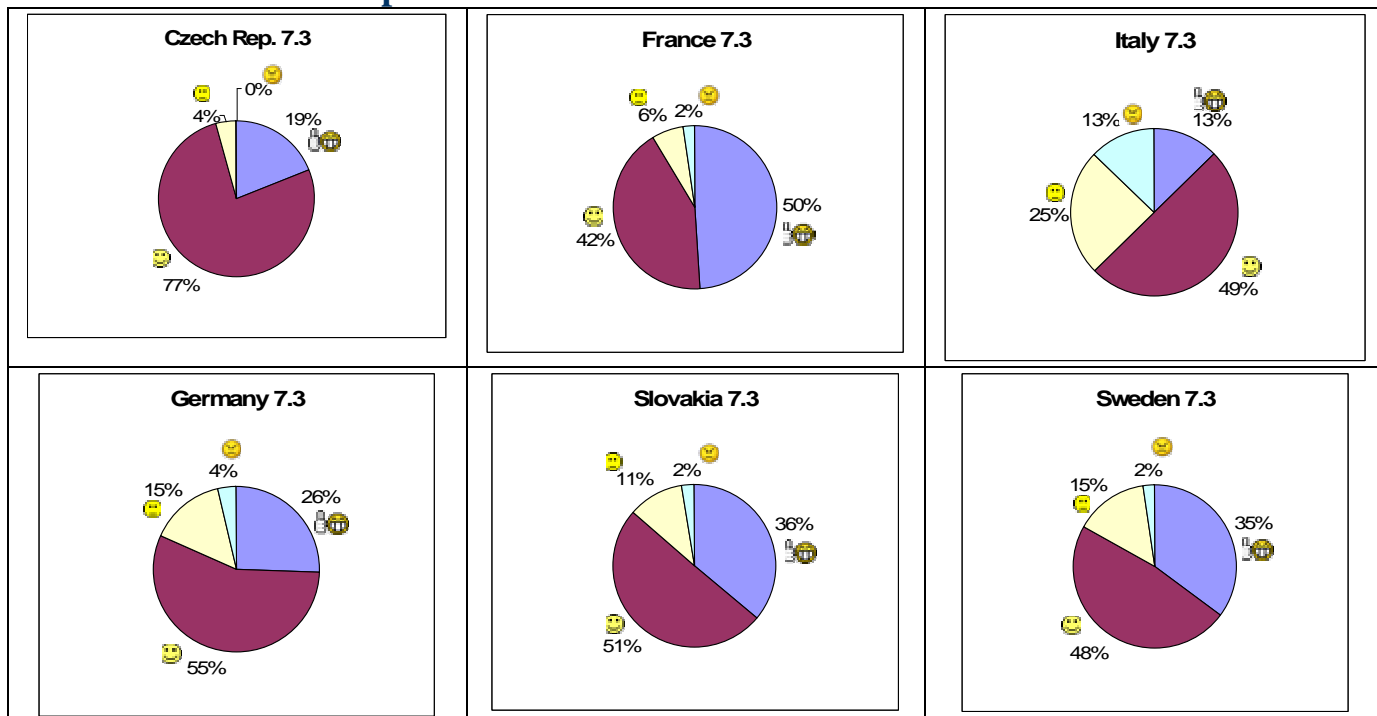
7.2- At school it is important for me... to fulfil my personal goals.



Comments

Getting a diploma is definitely important, but not as much as fulfilling personal goals!

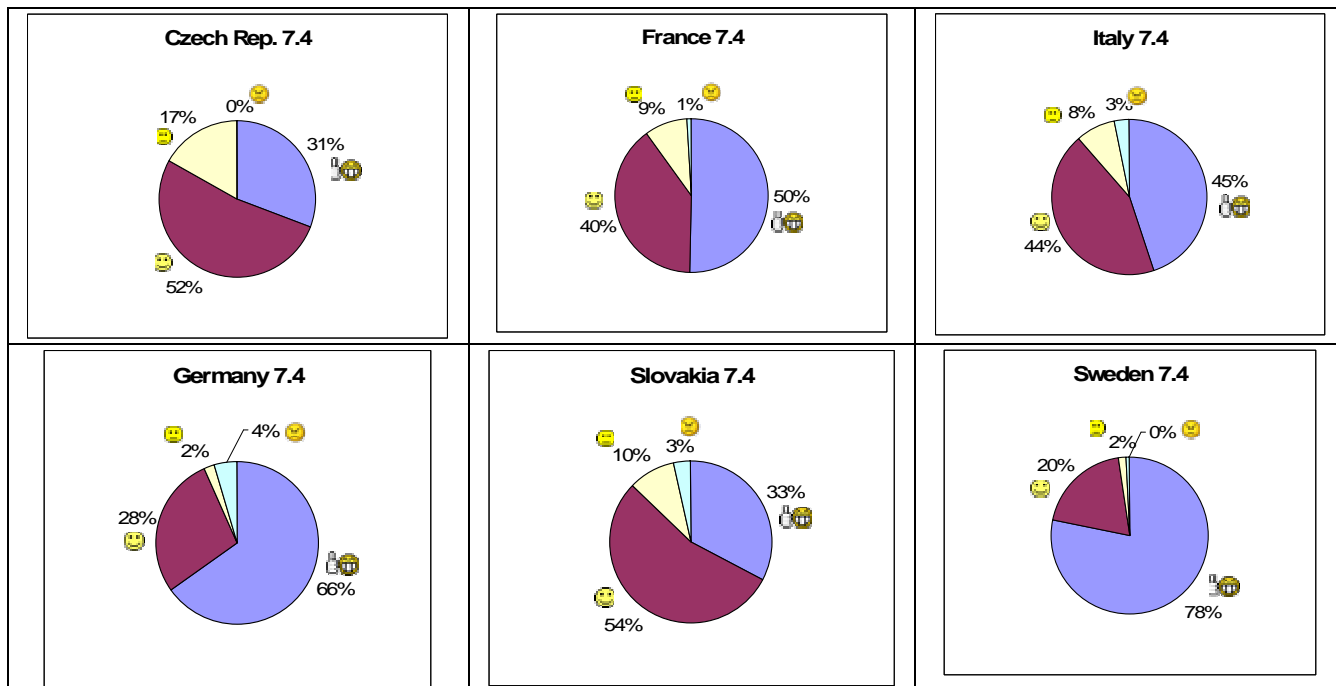
7.3 - At school it is important for me... to be popular and have good relationships.



Comments

Unbelievable! What happened to the Italians? We'll investigate further.

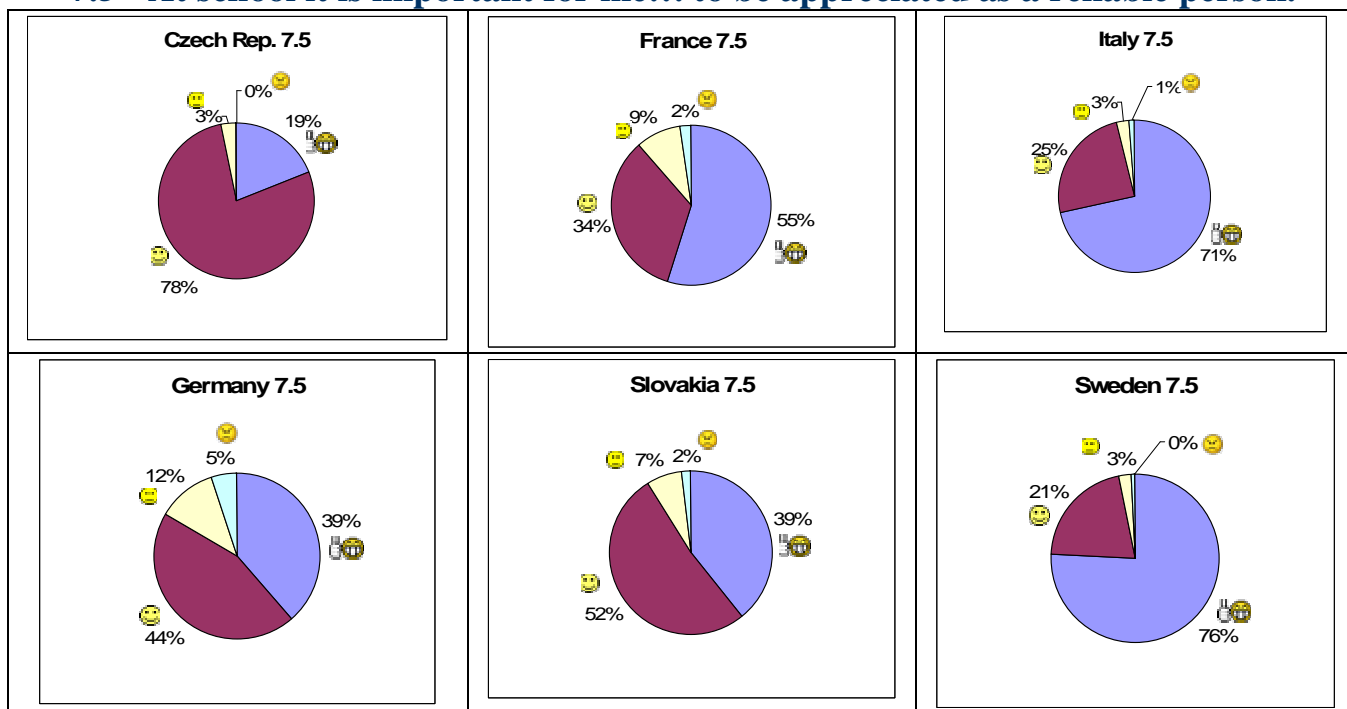
7.3– At school it is important for me... to get a positive mark for my next test/examination.



Comments

Short term goals are the hottest and most visible...

7.5 - At school it is important for me... to be appreciated as a reliable person.

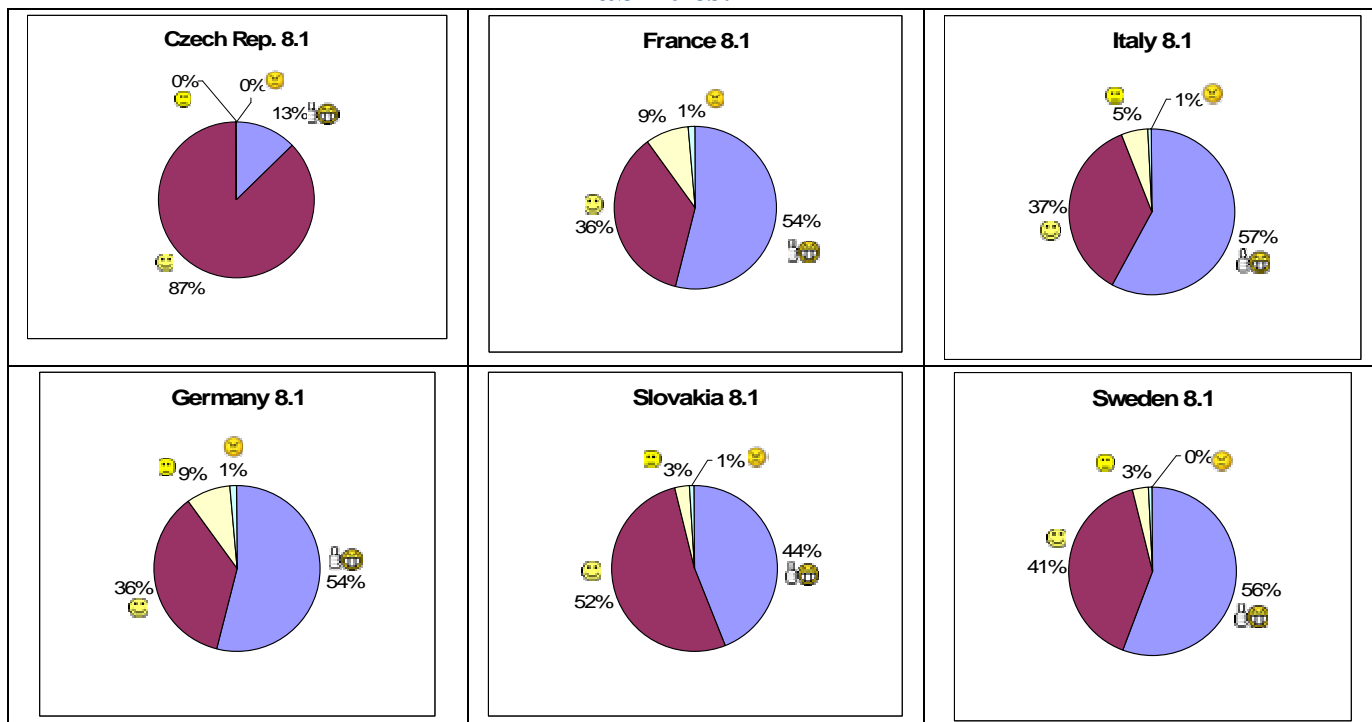


Comments

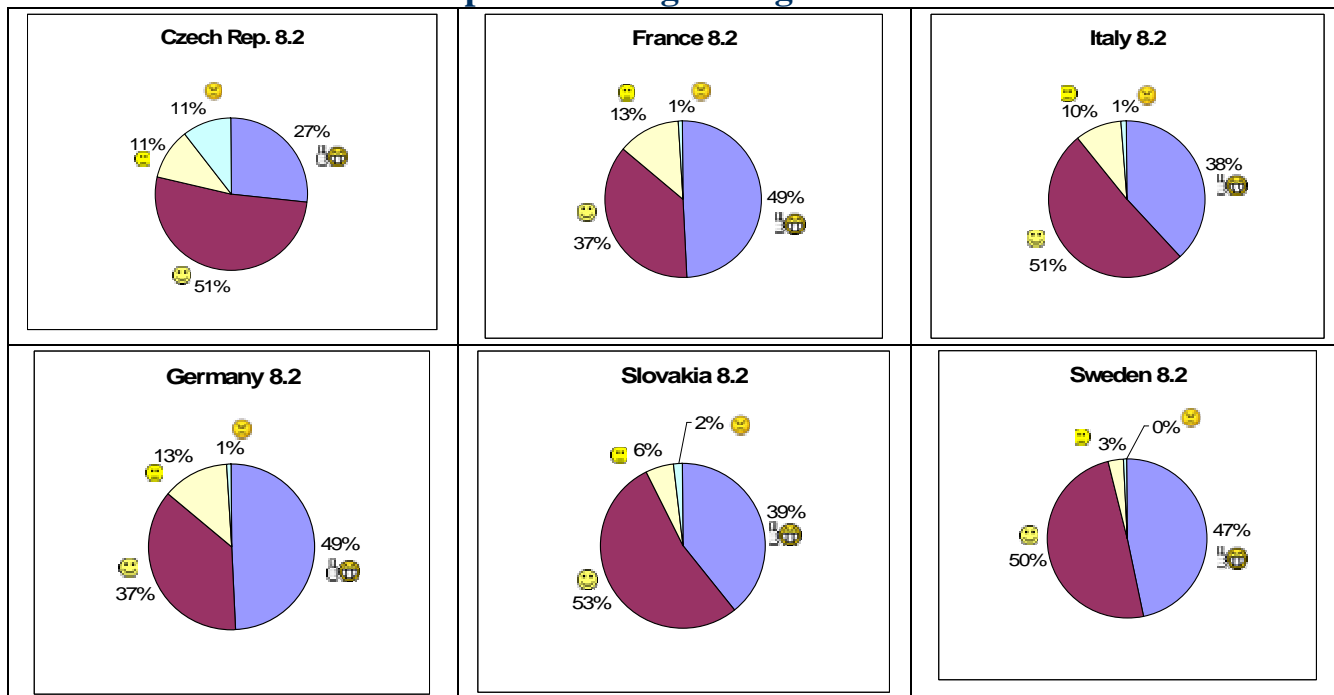
It IS reassuring that a great majority of the students want their image to be reliable!

🌸 **The eighth group of statements is about the student’s perception of the key to success at school.**

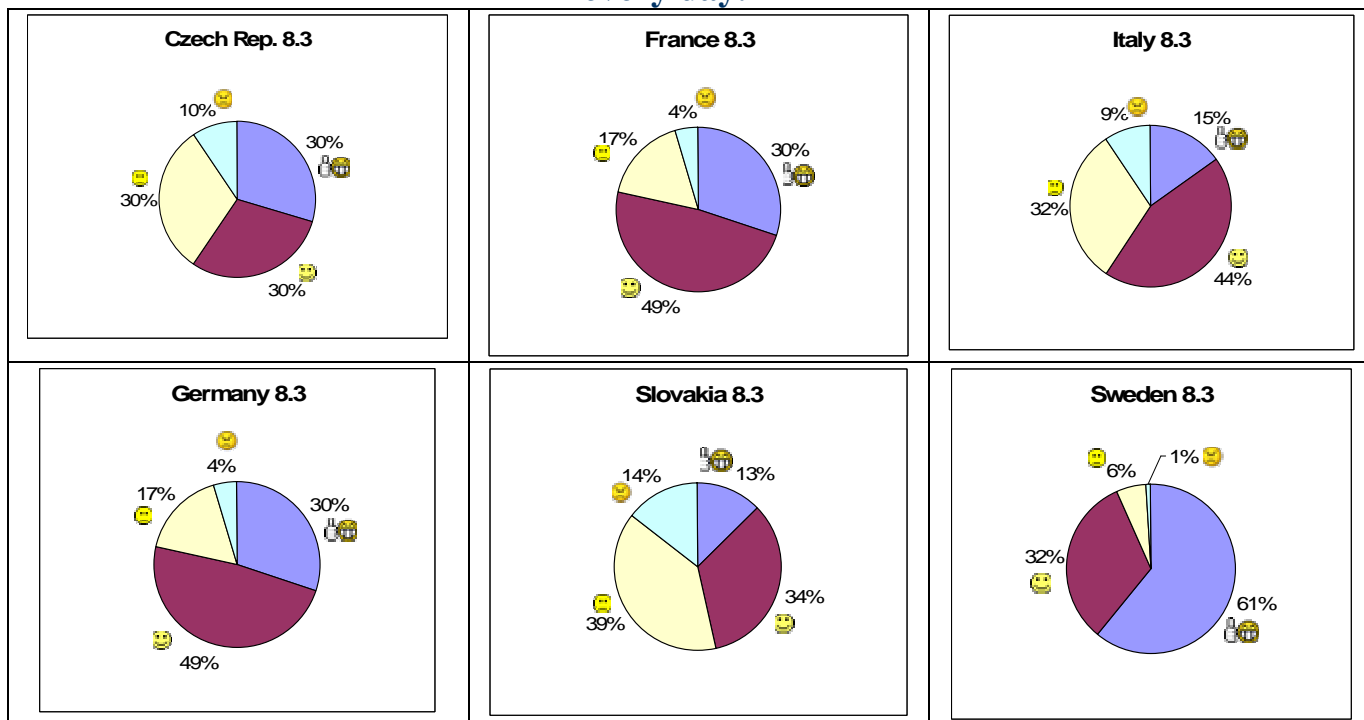
8.1- In my opinion, being a successful student means... trusting one’s own abilities.



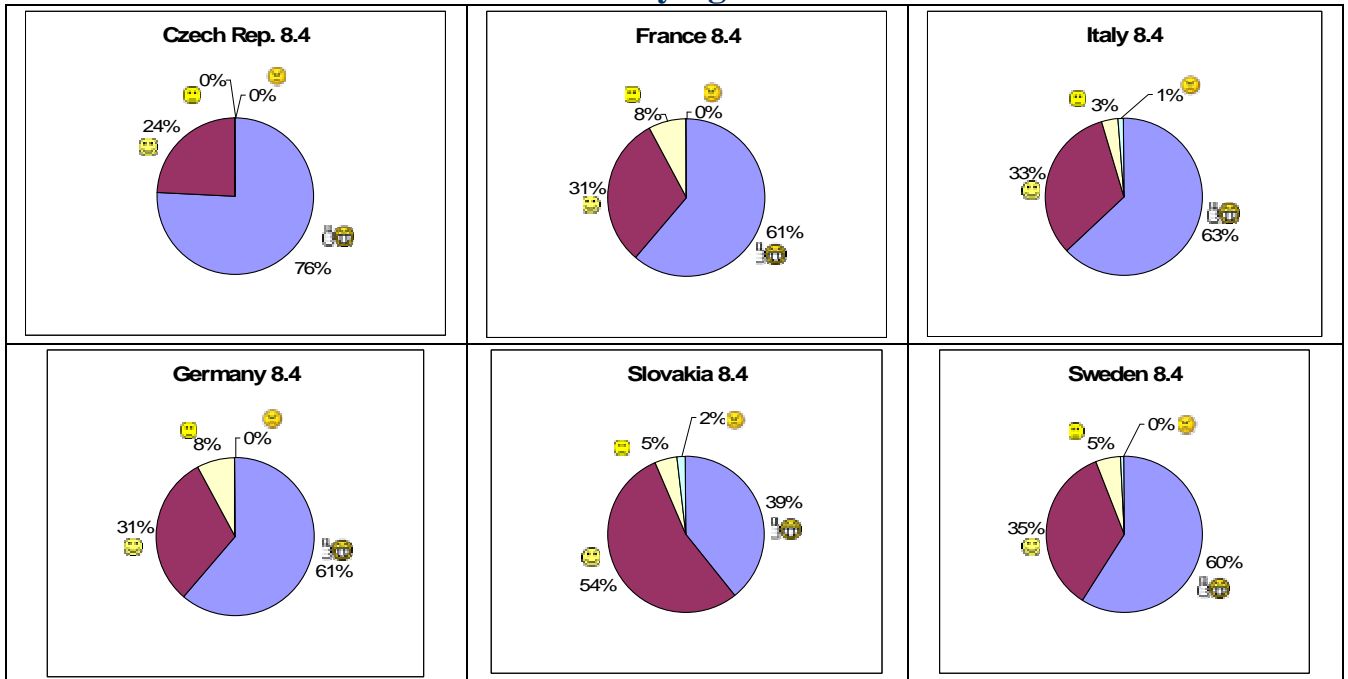
8.2 - In my opinion, being a successful student means... being committed to personal long term goals.



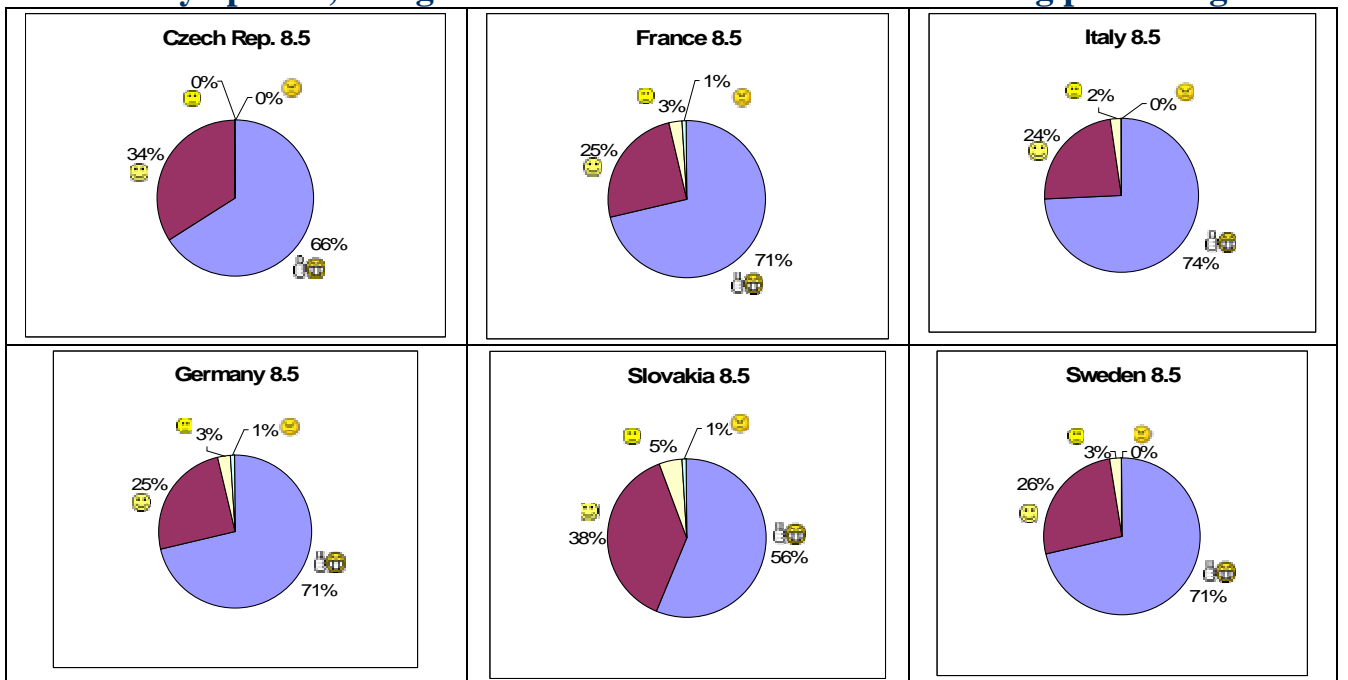
8.3 - In my opinion, being a successful student means... doing one's homework every day.



8.4 - In my opinion, being a successful student means... having good methods of studying.

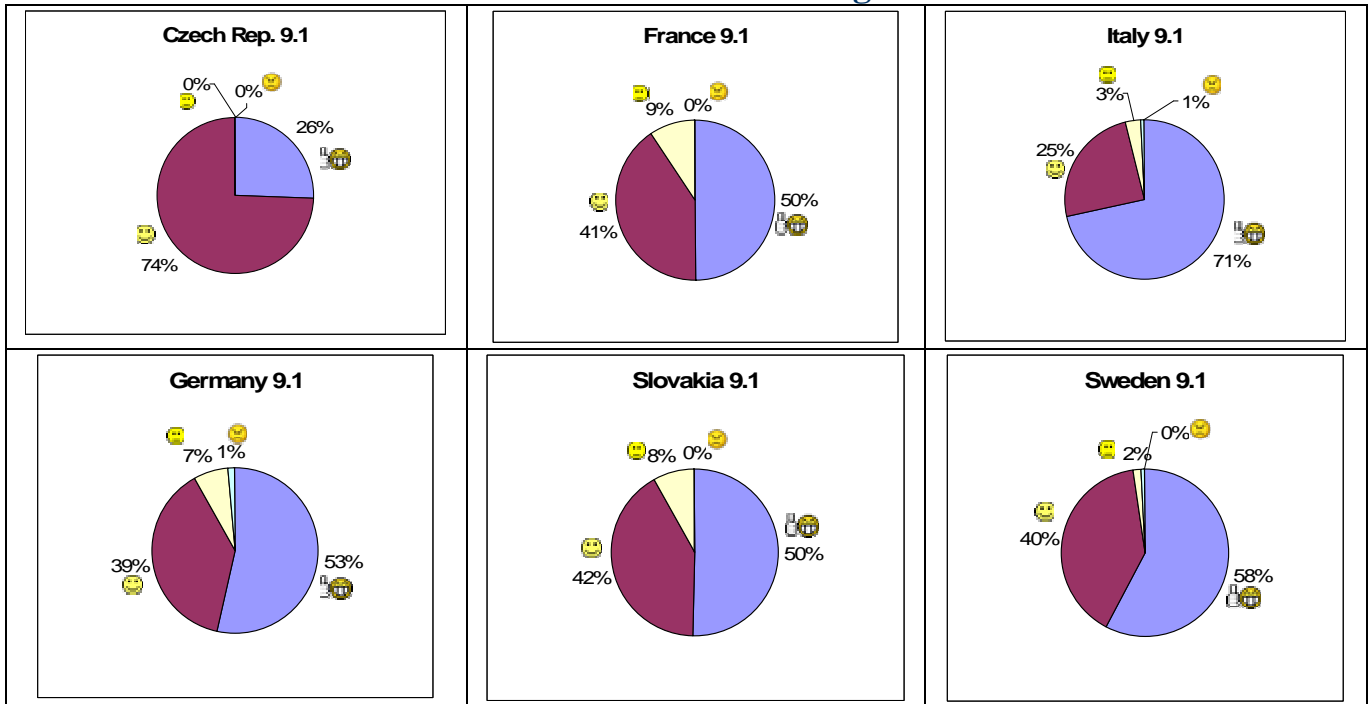


8.5 - In my opinion, being a successful student means... reaching personal goals.

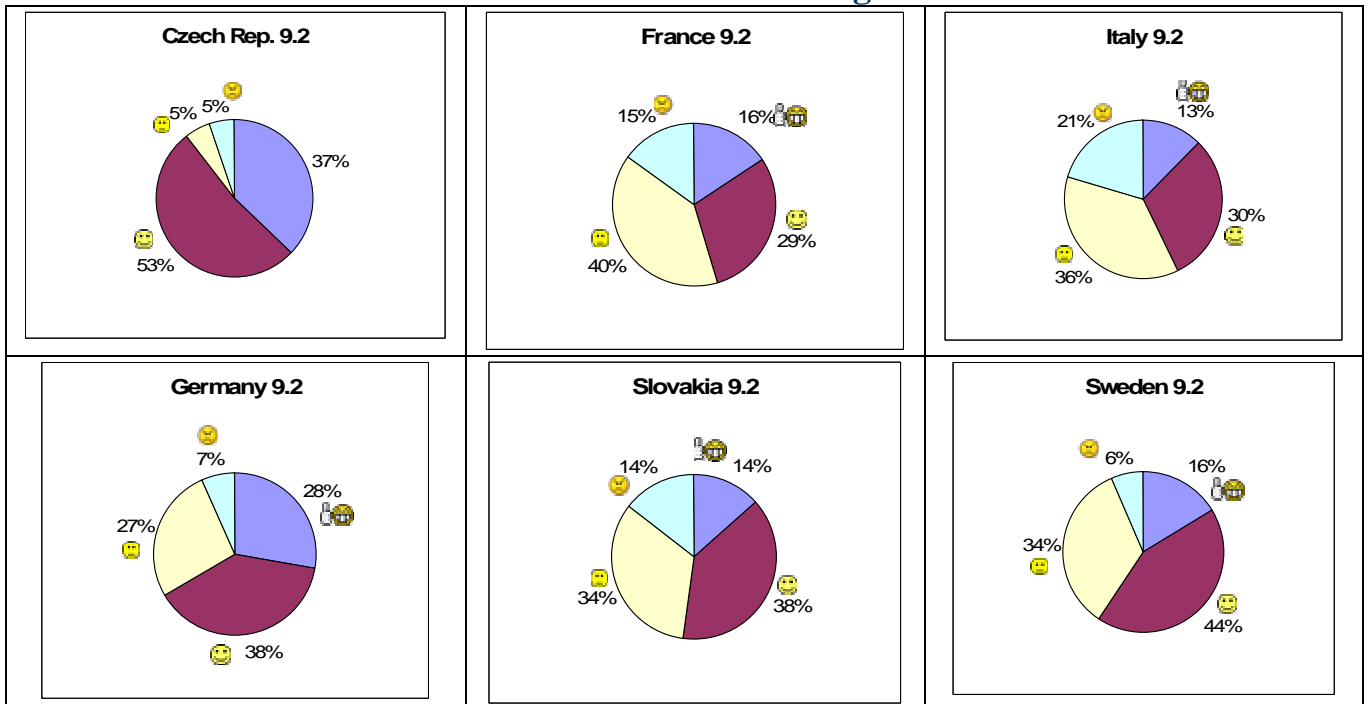


 **The ninth group of statements regards the student’s perception of her/his attitude towards decision-making.**

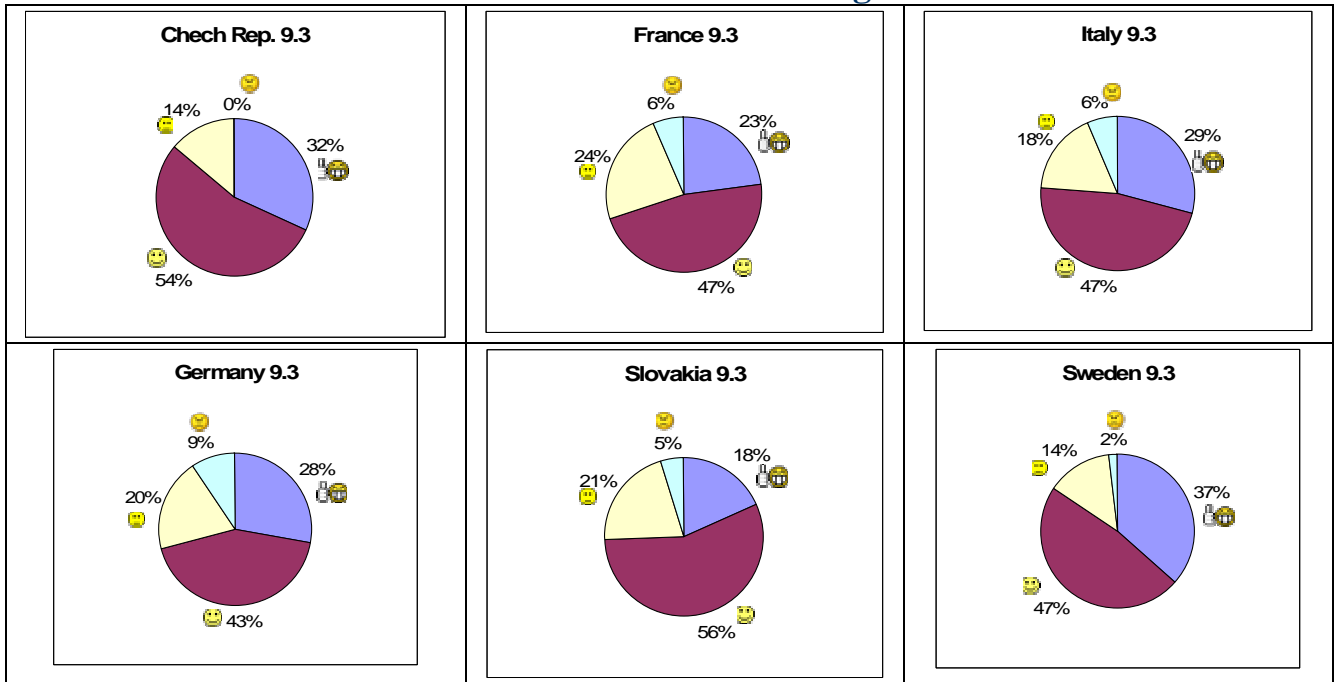
9.1 - When I decide to reach a goal...



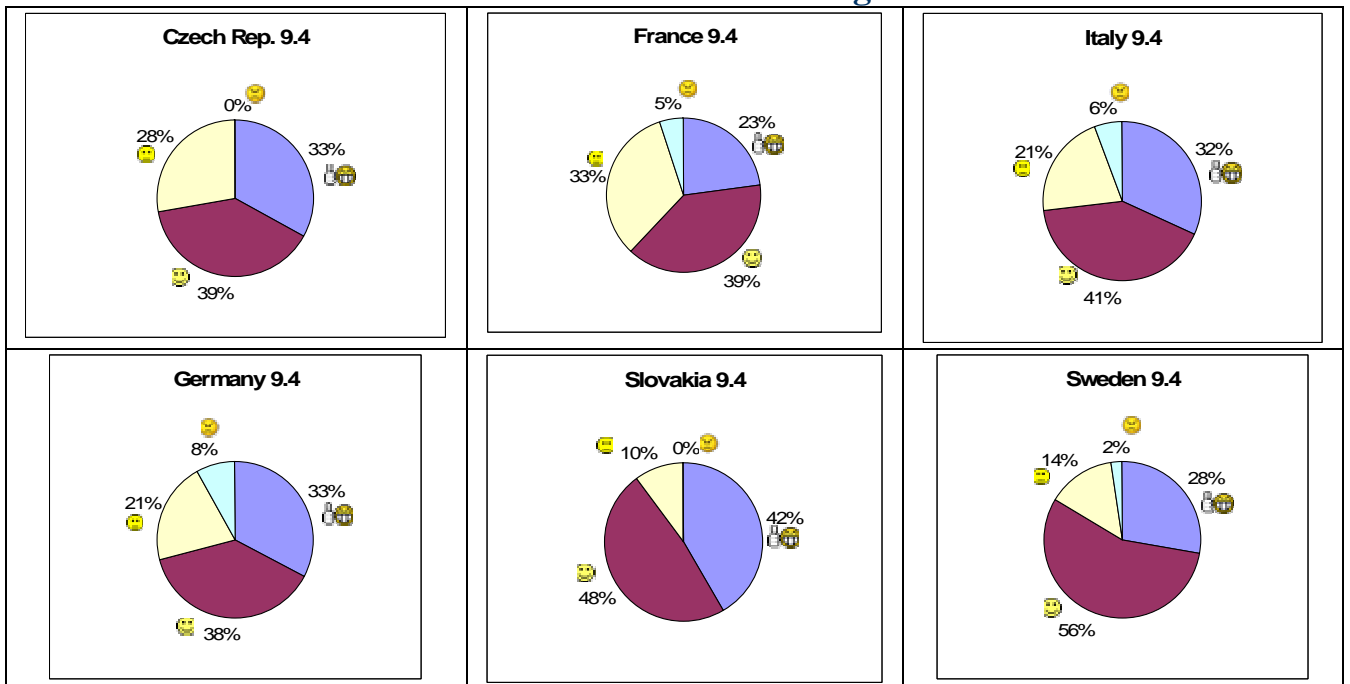
9.2 - When I decide to reach a goal...



9.3 - When I decide to reach a goal...

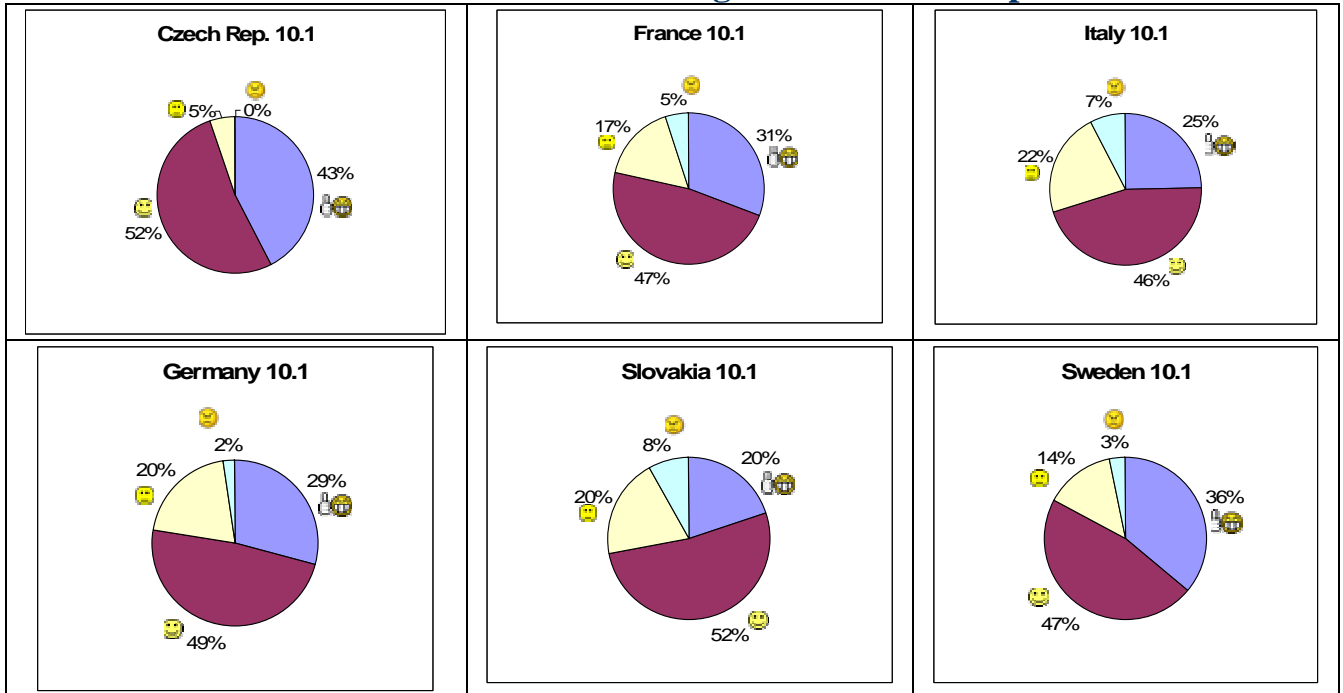


9.4 - When I decide to reach a goal...

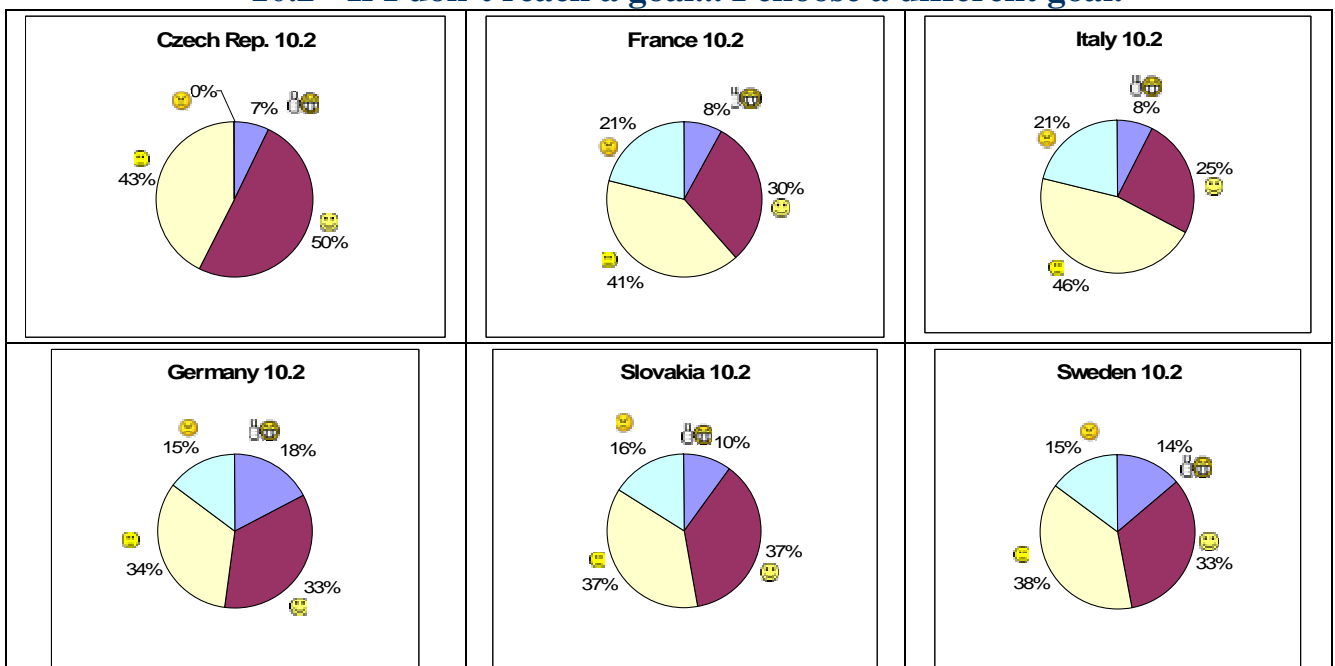


🌸 The tenth group of statements is about the student's reaction towards failure.

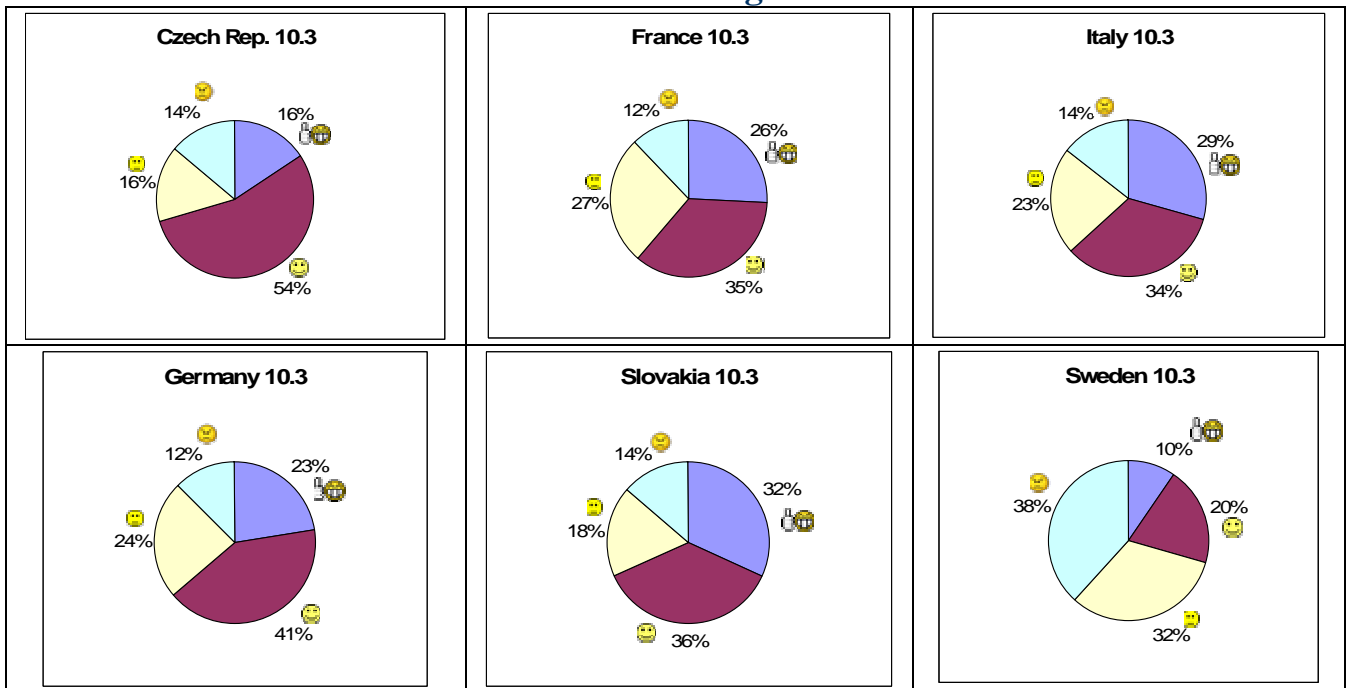
10.1 - If I don't reach a goal... I ask for help.



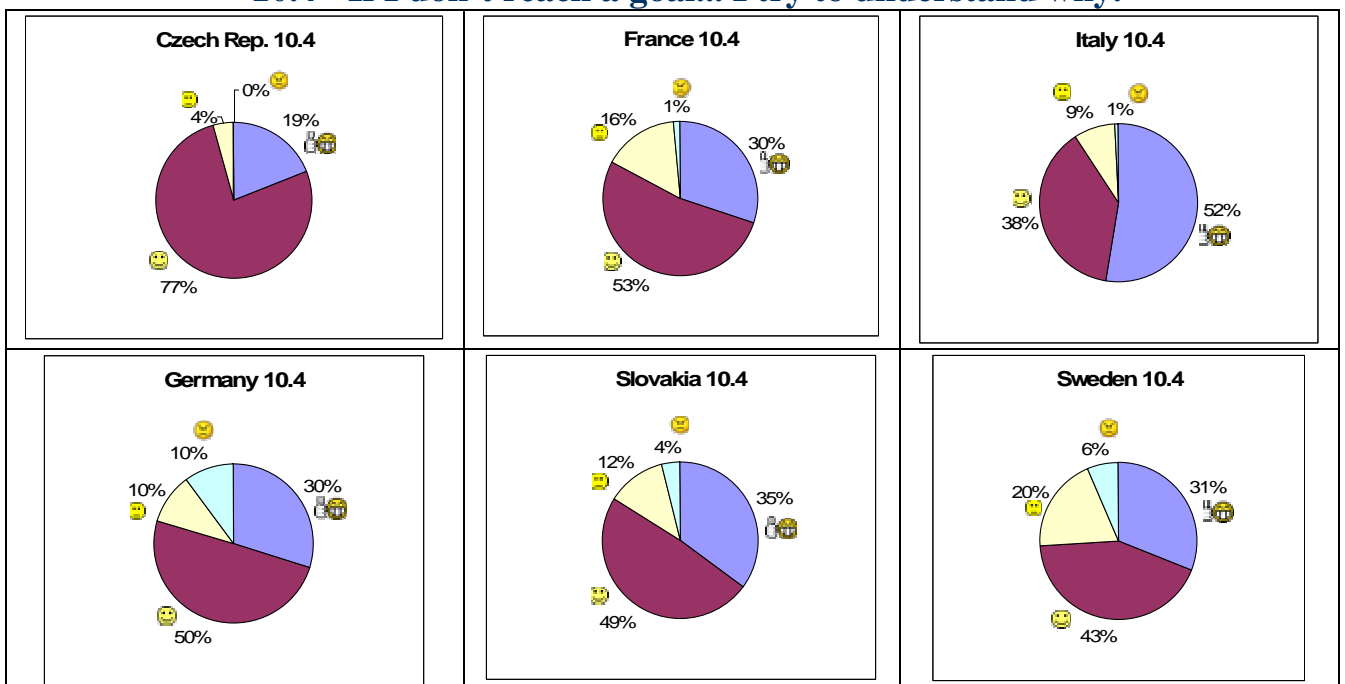
10.2 - If I don't reach a goal... I choose a different goal.



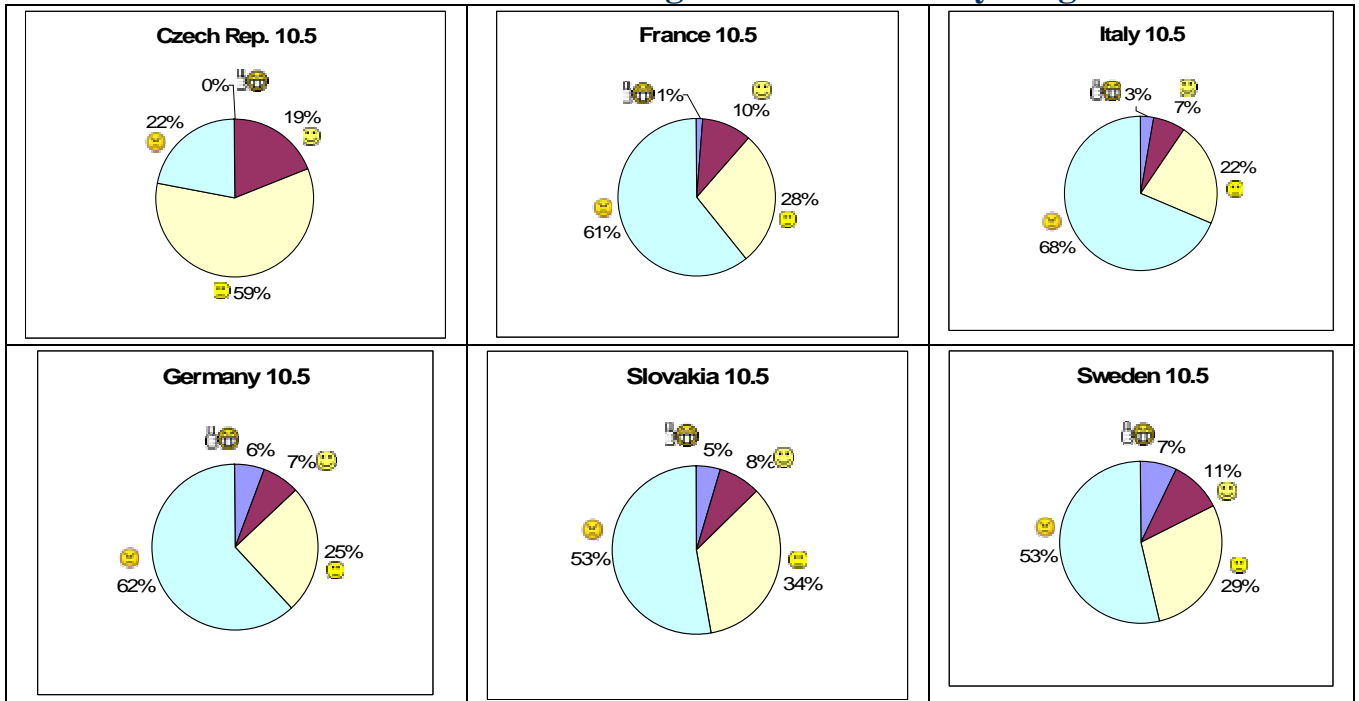
10.3 - If I don't reach a goal... I feel bad.



10.4 - If I don't reach a goal... I try to understand why.



10.5 - If I don't reach a goal... I don't do anything.



10.6 - If I don't reach a goal... I don't care.

