

## **Exhibit 4.5: Parental Attitude Toward Mathematics and Science**

## Reported by Parents

Students were scored on the Parental Attitude Toward Mathematics and Science scale according to their parents' responses to eight statements about their feelings toward the subjects. Students whose parents have a Very Positive Attitude had a score on the scale of at least 9.3, which corresponds to their parents "agreeing a lot" with four of the eight statements and "agreeing a little" with the

nts had parents who hav					_		four, on average. All
Country	Very Posit	ve Attitude	Positive Attitude		Less than Positive Attitude		Average
	Percent of Students	Average Achievement	Percent of Students	Average Achievement	Percent of Students	Average Achievement	Scale Score
Kazakhstan	91 (0.6)	546 (4.6)	9 (0.6)	535 (7.0)	0 (0.1)	~ ~	11.4 (0.04)
ndonesia	89 (1.0)	399 (3.6)	10 (0.9)	396 (6.8)	1 (0.3)	~ ~	11.4 (0.06)
Portugal	87 (0.6)	543 (2.2)	13 (0.6)	538 (4.3)	0 (0.1)	~ ~	10.9 (0.02)
South Africa (5)	87 (0.8)	381 (3.4)	12 (0.8)	368 (6.6)	1 (0.1)	~ ~	11.2 (0.05)
ran, Islamic Rep. of	85 (0.9)	436 (3.4)	15 (0.8)	415 (6.0)	1 (0.1)	~ ~	10.9 (0.05)
urkey	82 (0.8)	488 (3.0)	17 (0.7)	473 (5.6)	1 (0.2)	~ ~	10.7 (0.05)
Oman	81 (0.5)	431 (2.7)	18 (0.5)	411 (4.0)	1 (0.1)	~ ~	10.6 (0.03)
ordan	80 (0.9)	399 (3.2)	19 (0.9)	366 (5.9)	1 (0.2)	~ ~	10.6 (0.04)
Bahrain 	80 (0.4)	459 (1.8)	20 (0.4)	435 (3.0)	1 (0.1)	~ ~	10.6 (0.02)
ingapore	79 (0.6)	624 (3.7)	20 (0.5)	603 (4.7)	1 (0.1)	~ ~	10.7 (0.03)
Qatar	r 79 (0.9)	454 (3.4)	20 (0.9)	423 (5.1)	1 (0.2)	~ ~	10.6 (0.04)
luwait	r 78 (0.9)	366 (5.4)	21 (0.9)	337 (3.8)	1 (0.1)	~ ~	10.6 (0.05)
pain	77 (0.8)	512 (2.3)	22 (0.8)	501 (2.6)	1 (0.2)	~ ~	10.5 (0.03)
lorthern Ireland	s 77 (1.1)	588 (3.7)	22 (1.1)	577 (5.3)	1 (0.3)	~ ~	10.4 (0.05)
ithuania	76 (0.8)	542 (2.7)	24 (0.8)	530 (3.9)	0 (0.1)	~ ~	10.3 (0.03)
reland	76 (1.0)	555 (2.3)	24 (1.0)	536 (3.1)	1 (0.1)	~ ~	10.5 (0.04)
Chile	r 75 (0.7)	467 (2.6)	24 (0.7)	456 (3.5)	1 (0.2)	~ ~	10.4 (0.03)
Typrus A	75 (0.6)	529 (2.6)	24 (0.7)	521 (3.7)	1 (0.2)	~ ~	10.3 (0.02)
Morocco	75 (1.3)	386 (3.4)	22 (1.0)	364 (5.9)	3 (0.5)	342 (16.2)	10.4 (0.08)
Denmark	73 (0.8)	545 (2.7)	26 (0.8)	532 (3.8)	1 (0.2)	~ ~	10.2 (0.03)
Inited Arab Emirates	72 (0.5)	468 (2.6)	27 (0.4)	423 (3.0)	1 (0.1)	~ ~	10.4 (0.02)
Georgia Gerbia	71 (1.1)	465 (3.4)	28 (1.1)	462 (5.5)	0 (0.1) 2 (0.3)	~ ~	10.3 (0.06)
Poland	71 (1.2)	523 (3.4)	27 (1.1)	512 (6.9)	1 (0.1)	~ ~	10.3 (0.05)
audi Arabia	71 (0.8) 70 (1.1)	541 (2.3) 391 (3.8)	29 (0.8) 28 (1.1)	523 (2.8) 377 (6.5)	2 (0.4)	~ ~	10.2 (0.04) 10.2 (0.06)
Canada	r 70 (1.1)	522 (2.1)	29 (1.1)	510 (2.4)	1 (0.2)	~ ~	10.2 (0.04)
lew Zealand	s 70 (1.1)	520 (3.0)	28 (1.3)	493 (3.2)	2 (0.2)	~ ~	10.2 (0.05)
Bulgaria	69 (1.5)	532 (4.8)	28 (1.3)	518 (7.2)	3 (0.6)	493 (20.3)	10.1 (0.08)
Russian Federation	68 (1.0)	564 (3.3)	31 (1.0)	565 (4.5)	1 (0.1)	~ ~	10.1 (0.03)
weden	65 (1.0)	530 (2.9)	35 (1.0)	513 (3.5)	1 (0.1)	~ ~	9.9 (0.04)
lungary	60 (1.1)	537 (3.7)	38 (0.9)	521 (3.8)	2 (0.2)	~ ~	9.7 (0.04)
inland	60 (0.8)	545 (2.3)	38 (0.7)	527 (2.4)	2 (0.3)	~ ~	9.7 (0.04)
long Kong SAR	60 (1.2)	623 (3.5)	38 (1.2)	606 (3.2)	2 (0.3)	~ ~	9.7 (0.05)
taly	52 (0.8)	511 (3.3)	45 (0.8)	508 (2.6)	3 (0.3)	497 (8.9)	9.3 (0.03)
lovak Republic	51 (0.9)	497 (3.3)	46 (0.9)	505 (2.4)	3 (0.3)	487 (10.1)	9.3 (0.04)
rance	50 (1.1)	501 (3.7)	48 (1.1)	482 (2.9)	1 (0.2)	~ ~	9.4 (0.05)
Chinese Taipei	49 (0.8)	605 (2.5)	48 (0.8)	592 (2.4)	4 (0.3)	573 (6.1)	9.2 (0.03)
Zzech Republic	48 (0.8)	533 (2.8)	49 (0.8)	526 (2.6)	3 (0.3)	526 (8.6)	9.2 (0.03)
Germany	s 46 (1.0)	537 (2.8)	49 (1.1)	530 (2.2)	4 (0.5)	526 (6.2)	9.1 (0.04)
Selgium (Flemish)	42 (0.8)	553 (2.6)	54 (0.8)	547 (2.2)	4 (0.3)	520 (7.1)	8.9 (0.03)
lovenia	s 34 (1.2)	538 (2.9)	63 (1.1)	525 (2.6)	3 (0.4)	510 (9.2)	8.8 (0.04)
Corea, Rep. of	34 (0.8)	625 (2.8)	62 (0.8)	602 (2.2)	5 (0.4)	583 (5.7)	8.7 (0.03)
Croatia	24 (0.8)	506 (3.3)	71 (0.8)	503 (1.6)	5 (0.5)	480 (6.2)	8.2 (0.03)
apan	14 (0.6)	613 (4.3)	68 (0.7)	595 (2.0)	18 (0.7)	573 (3.1)	7.5 (0.03)
Australia	хх	хх	хх	хх	хх	хх	хх
letherlands	хх	X X	хх	X X	хх	X X	X X
lorway (5)	хх	хх	хх	хх	хх	хх	хх
England							
Jnited States							

This TIMSS questionnaire scale was established in 2015 based on the combined response distribution of all countries that participated in TIMSS 2015. To provide a point of reference for country comparisons, the scale centerpoint of 10 was located at the mean of the combined distribution. The units of the scale were chosen so that 2 scale score points corresponded to the standard deviation of the distribution.

A dash (-) indicates comparable data not available. A tilde (~) indicates insufficient data to report achievement. An "r" indicates data are available for at least 70% but less than 85% of the students. An "s" indicates data are available for at least 50% but less than 70% of the students. An "x" indicates data are available for less than 50% of students.



<sup>()</sup> Standard errors appear in parentheses. Because of rounding some results may appear inconsistent.



## **Exhibit 4.5:** Parental Attitude Toward Mathematics and Science (Continued)

Country		Very Positive Attitude		Positive Attitude		Less than Positive Attitude		Average	
		Percent of Students	Average Achievement	Percent of Students	Average Achievement	Percent of Students	Average Achievement	Scale Score	
nchmarking Participants									
Dubai, UAE		80 (0.6)	519 (1.8)	19 (0.6)	487 (3.2)	1 (0.1)	~ ~	10.7 (0.03)	
Ontario, Canada	r	75 (2.0)	524 (2.5)	24 (1.8)	505 (3.4)	1 (0.3)	~ ~	10.4 (0.08)	
Abu Dhabi, UAE	r	67 (1.4)	441 (5.3)	32 (1.4)	393 (5.4)	1 (0.2)	~ ~	10.2 (0.06)	
Quebec, Canada	r	57 (1.5)	547 (4.4)	42 (1.4)	531 (4.0)	1 (0.3)	~ ~	9.6 (0.06)	
Buenos Aires, Argentina		хх	хх	хх	хх	хх	хх	хх	
Norway (4)		хх	хх	хх	хх	хх	хх	хх	
Florida, US									

	Agree a lot	Agree a little	Disagree a little	Disagree a lot
	1	1	1	1
) Most occupations need skills in math, science, or technology				
<ul> <li>Science and technology can help solve the world's problems</li> </ul>			_0_	
) Science explains how things in the world work		$-\circ-$	$-\circ-$	-
My child needs mathematics to get ahead     in the world			_0_	
Learning science is for everyone		$\circ-$	$-\circ-$	-
) Technology makes life easier			$-\circ$	-
) Mathematics is applicable to real life		$-\circ$	$-\circ$	
) Engineering is necessary to design things				
that are safe and useful		$-\circ$	$-\circ$	$-\circ$
	4			
	Very	Positive 1	Less than Po	sitive
	Positive	Attitude	Attitude	

SOURCE: IEA's Trends in International Mathematics and Science Study – TIMSS 2015