## 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 other four, on average. Students whose parents have a Less than Positive Attitude had a score no higher than 5.9 which corresponds to their parents "disagreeing a little" with four of the eight statements and "agreeing a little" with the other four, on average. All other students had parents who have a Positive Attitude toward mathematics and science.

| Country |  | Very Positive Attitude |  | Positive Attitude |  | Less than Positive Attitude |  | Average <br> Scale Score |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Percent of Students | Average Achievement | Percent of Students | Average Achievement | Percent of Students | Average Achievement |  |
| Kazakhstan |  | 91 (0.6) | 550 (4.5) | 9 (0.6) | 548 (7.3) | 0 (0.1) | $\sim$ | 11.4 (0.04) |
| Indonesia |  | 89 (1.1) | 401 (4.8) | 10 (1.1) | 387 (9.6) | 1 (0.4) | ~ ~ | 11.4 (0.06) |
| Portugal |  | 87 (0.6) | 511 (2.1) | 13 (0.6) | 499 (3.4) | 0 (0.1) | $\sim \sim$ | 10.9 (0.02) |
| Iran, Islamic Rep. of |  | 84 (1.2) | 426 (4.3) | 15 (1.2) | 403 (8.9) | 1 (0.2) | ~ | 10.8 (0.05) |
| Turkey |  | 82 (0.8) | 488 (3.1) | 17 (0.7) | 476 (5.9) | 1 (0.2) | ~~ | 10.7 (0.05) |
| Oman |  | 81 (0.5) | 440 (3.1) | 18 (0.5) | 410 (5.2) | 1 (0.1) | ~ ~ | 10.6 (0.03) |
| Bahrain |  | 80 (0.6) | 471 (3.3) | 19 (0.6) | 433 (4.2) | 1 (0.2) | $\sim \sim$ | 10.6 (0.02) |
| Singapore |  | 79 (0.6) | 597 (3.5) | 20 (0.5) | 576 (4.9) | 1 (0.1) | ~ ~ | 10.7 (0.03) |
| Qatar | $r$ | 79 (0.9) | 455 (3.7) | 20 (0.9) | 419 (7.2) | 1 (0.2) | $\sim$ | 10.6 (0.04) |
| Kuwait | $r$ | 78 (1.1) | 355 (7.0) | 21 (1.1) | 317 (6.5) | 1 (0.2) | $\sim$ | 10.6 (0.05) |
| Spain |  | 77 (0.8) | 526 (2.6) | 22 (0.8) | 513 (2.9) | 1 (0.2) | $\sim$ | 10.5 (0.03) |
| Northern Ireland | $s$ | 77 (1.1) | 533 (2.9) | 22 (1.1) | 522 (3.9) | 1 (0.3) | $\sim \sim$ | 10.4 (0.05) |
| Lithuania |  | 76 (0.8) | 533 (2.7) | 24 (0.8) | 527 (3.5) | 0 (0.1) | $\sim$ | 10.3 (0.03) |
| Ireland |  | 76 (1.0) | 536 (2.5) | 24 (1.0) | 519 (3.2) | 1 (0.1) | $\sim \sim$ | 10.5 (0.04) |
| Chile | $r$ | 75 (0.7) | 486 (3.0) | 24 (0.7) | 478 (3.9) | 1 (0.2) | $\sim$ | 10.4 (0.03) |
| Morocco |  | 75 (1.3) | 364 (4.9) | 22 (1.1) | 332 (8.5) | 3 (0.5) | 299 (18.6) | 10.4 (0.08) |
| Cyprus |  | 75 (0.6) | 488 (2.5) | 24 (0.7) | 478 (3.5) | 1 (0.2) | $\sim \sim$ | 10.3 (0.02) |
| Denmark |  | 73 (0.8) | 532 (2.1) | 26 (0.8) | 521 (3.3) | 1 (0.2) | $\sim$ | 10.2 (0.03) |
| United Arab Emirates |  | 72 (0.5) | 473 (2.8) | 27 (0.4) | 416 (3.5) | 1 (0.1) | $\sim$ | 10.4 (0.02) |
| Georgia |  | 71 (1.1) | 455 (3.4) | 28 (1.1) | 447 (5.7) | 0 (0.1) | ~ ~ | 10.3 (0.06) |
| Serbia |  | 71 (1.2) | 530 (3.5) | 27 (1.1) | 519 (7.0) | 2 (0.3) | $\sim \sim$ | 10.3 (0.05) |
| Poland |  | 71 (0.8) | 553 (2.4) | 29 (0.8) | 535 (3.2) | 1 (0.1) | $\sim$ | 10.2 (0.04) |
| Saudi Arabia |  | 70 (1.1) | 400 (4.7) | 28 (1.1) | 383 (7.5) | 2 (0.4) | $\sim$ | 10.2 (0.06) |
| Canada | $r$ | 70 (1.1) | 536 (2.5) | 29 (1.0) | 520 (2.1) | 1 (0.2) | ~ | 10.2 (0.04) |
| New Zealand | s | 70 (1.3) | 533 (3.0) | 28 (1.3) | 511 (3.1) | 2 (0.2) | $\sim \sim$ | 10.2 (0.05) |
| Bulgaria |  | 69 (1.5) | 545 (5.3) | 28 (1.3) | 527 (9.1) | 3 (0.6) | 486 (20.1) | 10.1 (0.08) |
| Russian Federation |  | 68 (1.0) | 567 (3.1) | 31 (1.0) | 569 (4.0) | 1 (0.1) | $\sim$ | 10.1 (0.03) |
| Sweden |  | 65 (1.0) | 553 (3.5) | 35 (1.0) | 535 (4.3) | 1 (0.1) | $\sim$ | 9.9 (0.04) |
| Hungary |  | 60 (1.1) | 548 (3.7) | 38 (0.9) | 536 (4.4) | 2 (0.2) | $\sim$ | 9.7 (0.04) |
| Finland |  | 60 (0.8) | 563 (2.4) | 38 (0.7) | 545 (3.1) | 2 (0.3) | $\sim \sim$ | 9.7 (0.04) |
| Hong Kong SAR |  | 60 (1.2) | 566 (3.5) | 38 (1.2) | 545 (3.1) | 2 (0.3) | $\sim \sim$ | 9.7 (0.05) |
| Italy |  | 52 (0.8) | 521 (2.9) | 45 (0.8) | 517 (3.0) | 3 (0.3) | 503 (8.9) | 9.3 (0.03) |
| Slovak Republic |  | 51 (0.9) | 518 (3.5) | 46 (0.9) | 529 (2.4) | 3 (0.3) | 510 (12.7) | 9.3 (0.04) |
| France |  | 50 (1.1) | 500 (3.4) | 48 (1.1) | 481 (3.0) | 1 (0.2) | ~ ~ | 9.4 (0.05) |
| Chinese Taipei |  | 49 (0.8) | 564 (2.3) | 48 (0.8) | 551 (2.6) | 4 (0.3) | 532 (6.5) | 9.2 (0.03) |
| Czech Republic |  | 48 (0.8) | 540 (2.6) | 49 (0.8) | 531 (2.9) | 3 (0.3) | 525 (7.5) | 9.2 (0.03) |
| Germany | $s$ | 46 (1.0) | 544 (2.9) | 49 (1.1) | 538 (3.0) | 4 (0.5) | 532 (6.1) | 9.1 (0.04) |
| Belgium (Flemish) |  | 42 (0.8) | 520 (3.1) | 54 (0.8) | 512 (2.2) | 4 (0.3) | 489 (5.7) | 8.9 (0.03) |
| Slovenia | s | 34 (1.2) | 561 (2.8) | 63 (1.1) | 548 (3.3) | 3 (0.4) | 541 (10.2) | 8.8 (0.04) |
| Korea, Rep. of |  | 34 (0.8) | 604 (2.9) | 62 (0.8) | 584 (1.9) | 5 (0.4) | 572 (5.9) | 8.7 (0.03) |
| Croatia |  | 24 (0.8) | 537 (3.4) | 71 (0.8) | 534 (2.1) | 5 (0.5) | 516 (5.6) | 8.2 (0.03) |
| Japan |  | 14 (0.6) | 591 (3.7) | 68 (0.7) | 571 (1.8) | 18 (0.7) | 549 (3.0) | 7.5 (0.03) |
| Australia |  | x X | x x | $\mathrm{x} \times$ | X X | xx | $\mathrm{x} \times$ | $\mathrm{x} \times$ |
| Netherlands |  | xx | X X | XX | xx | XX | XX | x X |
| Norway (5) |  | X X | X X | X X | X X | X X | X X | X X |
| England |  | -- | - - | -- | -- | -- | -- | -- |
| United States |  | -- | -- | -- | -- | -- | -- | -- |
| International Avg. |  | 66 (0.1) | 512 (0.5) | 32 (0.1) | 496 (0.8) | 2 (0.0) | 504 (3.0) |  |

[^0]Exhibit 4.5: Parental Attitude Toward Mathematics and Science (Continued)

| Country | Very Positive Attitude |  | Positive Attitude |  | Less than Positive Attitude |  | Average <br> Scale Score |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Percent of Students | Average Achievement | Percent of Students | Average Achievement | Percent of Students | Average Achievement |  |
| Benchmarking Participants |  |  |  |  |  |  |  |
| Dubai, UAE | 80 (0.6) | 531 (2.0) | 19 (0.6) | 488 (3.6) | 1 (0.1) | ~ ~ | 10.7 (0.03) |
| Ontario, Canada | 75 (2.0) | 541 (2.7) | 24 (1.8) | 524 (3.4) | 1 (0.3) | $\sim \sim$ | 10.4 (0.08) |
| Abu Dhabi, UAE | 67 (1.4) | 445 (5.9) | 32 (1.4) | 384 (6.6) | 1 (0.2) | $\sim \sim$ | 10.2 (0.06) |
| Quebec, Canada | 57 (1.5) | 534 (4.9) | 42 (1.4) | 520 (3.5) | 1 (0.3) | $\sim \sim$ | 9.6 (0.06) |
| Buenos Aires, Argentina | x x | x x | $\mathrm{x} \times$ | xx | xx | xx | $\mathrm{x} \times$ |
| Norway (4) | X X | X X | X X | X X | X X | X X | X X |
| Florida, US | -- | -- | -- | -- | -- | -- | -- |

How much do you agree with these statements about mathematics and science?

|  | Agree a lot | Agree a little | Disagree a little | Disagree <br> a lot |
| :---: | :---: | :---: | :---: | :---: |
| 1) Most occupations need skills in math, science, or technology $\qquad$ |  |  |  |  |
| 2) Science and technology can help solve the world's problems | $---\bigcirc$ | $=\bigcirc$ |  | $\bigcirc$ |
| 3) Science explains how things |  |  |  |  |
| 4) My child needs mathematics to get ahead in the world |  | $=O=$ | , | $\bigcirc$ |
| 5) Learning science is for everyone |  |  |  |  |
| 6) Technology makes life easie |  |  |  |  |
|  |  |  |  |  |
| 8) Engineering is necessary to design things that are safe and useful $\qquad$ | $-\bigcirc$ | $-C$ | , | $\bigcirc$ |
|  | Very <br> Positive <br> Attitude | Positive Attitude | ess than Po ttitude | ive |


[^0]:    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.
    () Standard errors appear in parentheses. Because of rounding some results may appear inconsistent.

    A dash (-) indicates comparable data not available. A tilde ( $\sim$ ) 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 $s t u d e n t s$. An "x" indicates data are available for less than $50 \%$ of students.

