

## **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

	ave a <b>FOSITIVE</b>	Attitude tow	ard mathen	natics and sci	ence.		
	Very Pos	itive Attitude	Positive Attitude		Less than Positive Attitude		Average
Country	Percent of Students	Average Achievement	Percent of Students	Average Achievement	Percent of Students	Average Achievement	Scale Score
Kazakhstan	91 (0.6)	550 (4.5)	9 (0.6)	548 (7.3)	0 (0.1)	~ ~	11.4 (0.04)
ndonesia	89 (1.1)	401 (4.8)	10 (1.1)	387 (9.6)	1 (0.4)	~ ~	11.4 (0.06)
ortugal	87 (0.6)	511 (2.1)	13 (0.6)	499 (3.4)	0 (0.1)	~ ~	10.9 (0.02)
an, Islamic Rep. of	84 (1.2)	426 (4.3)	15 (1.2)	403 (8.9)	1 (0.2)	~ ~	10.8 (0.05)
urkey	82 (0.8)	488 (3.1)	17 (0.7)	476 (5.9)	1 (0.2)	~ ~	10.7 (0.05)
man	81 (0.5)	440 (3.1)	18 (0.5)	410 (5.2)	1 (0.1)	~ ~	10.6 (0.03)
ahrain	80 (0.6)	471 (3.3)	19 (0.6)	433 (4.2)	1 (0.2)	~ ~	10.6 (0.02)
ingapore	79 (0.6)	597 (3.5)	20 (0.5)	576 (4.9)	1 (0.1)	~ ~	10.7 (0.03)
atar	r 79 (0.9)	455 (3.7)	20 (0.9)	419 (7.2)	1 (0.2)	~ ~	10.6 (0.04)
uwait	r 78 (1.1)	355 (7.0)	21 (1.1)	317 (6.5)	1 (0.2)	~ ~	10.6 (0.05)
pain	77 (0.8)	526 (2.6)	22 (0.8)	513 (2.9)	1 (0.2)	~ ~	10.5 (0.03)
orthern Ireland	s 77 (1.1)	533 (2.9)	22 (1.1)	522 (3.9)	1 (0.3)	~ ~	10.4 (0.05)
ithuania	76 (0.8)	533 (2.7)	24 (0.8)	527 (3.5)	0 (0.1)	~ ~	10.3 (0.03)
eland hile	76 (1.0)	536 (2.5)	24 (1.0)	519 (3.2)	1 (0.1)	~ ~	10.5 (0.04)
lorocco	r 75 (0.7)	486 (3.0)	24 (0.7)	478 (3.9)	1 (0.2) 3 (0.5)	~ ~ 299 (18.6)	10.4 (0.03) 10.4 (0.08)
yprus	75 (1.3) 75 (0.6)	364 (4.9) 488 (2.5)	22 (1.1) 24 (0.7)	332 (8.5) 478 (3.5)	1 (0.2)	~ ~	10.3 (0.02)
enmark	73 (0.8)	532 (2.1)	26 (0.8)	521 (3.3)	1 (0.2)	~ ~	10.2 (0.03)
nited Arab Emirates	72 (0.5)	473 (2.8)	27 (0.4)	416 (3.5)	1 (0.2)	~ ~	10.4 (0.02)
eorgia	71 (1.1)	455 (3.4)	28 (1.1)	447 (5.7)	0 (0.1)	~ ~	10.3 (0.06)
erbia	71 (1.1)	530 (3.5)	27 (1.1)	519 (7.0)	2 (0.3)	~ ~	10.3 (0.05)
oland	71 (0.8)	553 (2.4)	29 (0.8)	535 (3.2)	1 (0.1)	~ ~	10.2 (0.04)
audi Arabia	70 (1.1)	400 (4.7)	28 (1.1)	383 (7.5)	2 (0.4)	~ ~	10.2 (0.06)
anada	r 70 (1.1)	536 (2.5)	29 (1.0)	520 (2.1)	1 (0.2)	~ ~	10.2 (0.04)
lew Zealand	s 70 (1.3)	533 (3.0)	28 (1.3)	511 (3.1)	2 (0.2)	~ ~	10.2 (0.05)
ulgaria	69 (1.5)	545 (5.3)	28 (1.3)	527 (9.1)	3 (0.6)	486 (20.1)	10.1 (0.08)
ussian Federation	68 (1.0)	567 (3.1)	31 (1.0)	569 (4.0)	1 (0.1)	~ ~	10.1 (0.03)
weden	65 (1.0)	553 (3.5)	35 (1.0)	535 (4.3)	1 (0.1)	~ ~	9.9 (0.04)
ungary	60 (1.1)	548 (3.7)	38 (0.9)	536 (4.4)	2 (0.2)	~ ~	9.7 (0.04)
inland	60 (0.8)	563 (2.4)	38 (0.7)	545 (3.1)	2 (0.3)	~ ~	9.7 (0.04)
ong Kong SAR	60 (1.2)	566 (3.5)	38 (1.2)	545 (3.1)	2 (0.3)	~ ~	9.7 (0.05)
aly	52 (0.8)	521 (2.9)	45 (0.8)	517 (3.0)	3 (0.3)	503 (8.9)	9.3 (0.03)
lovak Republic	51 (0.9)	518 (3.5)	46 (0.9)	529 (2.4)	3 (0.3)	510 (12.7)	9.3 (0.04)
rance	50 (1.1)	500 (3.4)	48 (1.1)	481 (3.0)	1 (0.2)	~ ~	9.4 (0.05)
hinese Taipei	49 (0.8)	564 (2.3)	48 (0.8)	551 (2.6)	4 (0.3)	532 (6.5)	9.2 (0.03)
zech Republic	48 (0.8)	540 (2.6)	49 (0.8)	531 (2.9)	3 (0.3)	525 (7.5)	9.2 (0.03)
ermany	s 46 (1.0)	544 (2.9)	49 (1.1)	538 (3.0)	4 (0.5)	532 (6.1)	9.1 (0.04)
elgium (Flemish)	42 (0.8)	520 (3.1)	54 (0.8)	512 (2.2)	4 (0.3)	489 (5.7)	8.9 (0.03)
lovenia	s 34 (1.2)	561 (2.8)	63 (1.1)	548 (3.3)	3 (0.4)	541 (10.2)	8.8 (0.04)
orea, Rep. of	34 (0.8)	604 (2.9)	62 (0.8)	584 (1.9)	5 (0.4)	572 (5.9)	8.7 (0.03)
roatia	24 (0.8)	537 (3.4)	71 (0.8)	534 (2.1)	5 (0.5)	516 (5.6)	8.2 (0.03)
apan	14 (0.6)	591 (3.7)	68 (0.7)	571 (1.8)	18 (0.7)	549 (3.0)	7.5 (0.03)
ustralia	X X	X X	X X	XX	X X	XX	X X
etherlands	XX	X X	XX	XX	хх	XX	X X
lorway (5)	ХХ	хх	хх	хх	хх	ХХ	хх
Ingland							
Inited States nternational Avg.	66 (0.1)	512 (0.5)	32 (0.1)	496 (0.8)	2 (0.0)	504 (3.0)	

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.

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.

A dash (-) indicates comparable data not available. A tilde ( $\sim$ ) indicates insufficient data to report achievement.



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

	Very Positive Attitude		Positive Attitude		Less than Positive Attitude		Average	
Country	ľ	Percent of Students	Average Achievement	Percent of Students	Average Achievement	Percent of Students	Average Achievement	Scale Score
chmarking Participants								
Dubai, UAE		80 (0.6)	531 (2.0)	19 (0.6)	488 (3.6)	1 (0.1)	~ ~	10.7 (0.03)
Ontario, Canada	r	75 (2.0)	541 (2.7)	24 (1.8)	524 (3.4)	1 (0.3)	~ ~	10.4 (0.08)
Abu Dhabi, UAE	r	67 (1.4)	445 (5.9)	32 (1.4)	384 (6.6)	1 (0.2)	~ ~	10.2 (0.06)
Quebec, Canada	r	57 (1.5)	534 (4.9)	42 (1.4)	520 (3.5)	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								
How much do you a	ngr	ee with the	se statements					
Most occupation:				Agree a lo	ot Agree a l	little Disa a litt	, ,	ree

	Agree a lot	Agree a little	Disagree a little	Disagree a lot
Most occupations need skills in math, science,	*	•	*	*
or technology		$-\circ$	$-\circ$	-
<ol> <li>Science and technology can help solve the world's problems</li> </ol>			_0_	
3) Science explains how things in the world work			$-\circ-$	$-\circ$
<ol> <li>My child needs mathematics to get ahead in the world</li> </ol>			_0_	_0
5) Learning science is for everyone			$-\circ-$	$-\circ$
5) Technology makes life easier		$-\circ-$	$-\circ-$	$-\circ$
7) Mathematics is applicable to real life			$- \bigcirc -$	$-\circ$
Engineering is necessary to design things     that are safe and useful				_0
	Very Positive	Positive Attitude	Less than Po	sitive