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# USAID PRE-SERVICE TEACHER EDUCATION IN JORDAN

## NATIONAL SURVEY ON PUBLIC PERCEPTIONS OF THE TEACHING PROFESSION

### DRAFT REPORT November 2020

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## ACRONYMS

<b>AQACHEI</b>	Accreditation and Quality Assurance Commission for Higher Education Institutions
<b>COVID-19</b>	Coronavirus Disease 2019
<b>ESP</b>	Education Strategic Plan
<b>FB</b>	Facebook
<b>GoJ</b>	Government of Jordan
<b>HEIQAT</b>	Higher Education Quality Assessment Tool
<b>MoE</b>	Ministry of Education
<b>MoHESR</b>	Ministry of Higher Education and Scientific Research
<b>PEA</b>	Political Economy Analysis
<b>PSTE</b>	Pre-Service Teacher Education
<b>QRF</b>	Queen Rania Foundation
<b>QRTA</b>	Queen Rania Teacher Academy
<b>SMS</b>	Short Message Service
<b>URL</b>	Uniform Resource Locator
<b>USAID</b>	United States Agency for International Development
<b>USD</b>	United States Dollar

## EXECUTIVE SUMMARY

In line with broad education system reforms by the Government of Jordan, the United States Agency for International Development (USAID) has launched the “USAID Pre-Service Teacher Education in Jordan” initiative to both support participating universities to successfully implement pre-service teacher education (PSTE) programs that are well-subscribed by male and female students, and to improve government systems, policies, and practices related to PSTE, including a national campaign to raise the status of the teaching profession.

To lay a strong foundation for these important reforms, the USAID initiative has undertaken in-depth initial research, including a nationwide survey in September 2020 to study public perceptions of the teaching profession within Jordanian society. This survey focused on two core objectives.

- **To understand how Jordanians view the teaching profession**, which will inform strategies for improving the profession’s public image with a view to attracting more and better applicants to teacher training programs, and overcoming barriers to becoming or remaining as public-school teachers (for males in particular);
- **To learn what Jordanians know about how to become a teacher**, which will guide interventions to raise awareness and set a baseline against which progress can be measured.

## METHODOLOGY AND SAMPLE

The survey methodology was based on a comprehensive and collaborative design process that referenced existing studies from Jordan and other countries. The online survey was disseminated to the general public in Jordan for 18 days, via a link that was shared via mass distribution of text messages and a dedicated Facebook page with targeted advertisements. The survey attracted 11,299 responses from individuals aged 16 and over across all 12 governorates; about 50% of them answered all survey questions. In all, 5,386 complete responses were analyzed for this report.

Overall response rates resulted in females comprising 53% of the survey population and males representing 47%. The sample had a high number of respondents with close connections to the teaching profession (44% in all); in analysis, the report disaggregates findings to show differing trends between those who have worked in the education system and the general population.

## SURVEY FINDINGS

### STATUS OF TEACHING PROFESSION

Jordanians generally do not perceive the teaching profession to have high status or prestige. When asked to rate the status of ten different professions, respondents gave the lowest status overall to teachers at both public and private schools as well as government sector employees. Doctors and university professors were rated as the highest in status. Younger respondents (aged 26 - 40) found teaching to be a more prestigious profession than older respondents.

### INFLUENCERS

The survey asked which type of people have the most influence on males and on females considering becoming a schoolteacher in Jordan. Friends and schoolteachers were notable influencers of both males and females; these two groups have far more influence on males than family does. Women in the immediate family have noticeably larger influence on females considering becoming a teacher than on males. Media was seen one of the least influential entities. Across age groups very similar

trends emerged, but respondents aged 19-25 considered universities and professors as more influential than other age groups. Notably, teachers themselves and others working in education rated the influence of schoolteachers lower than other respondents, suggesting that teachers do not realize the extent of their influence.

## MOTIVATING FACTORS

Respondents were asked to consider various factors that might influence their decision if they were to consider a career as a teacher in public schools. Location of schools near home as well as summer and winter vacations were rated as the most attractive features of the teaching profession. On the other end of the scale, career advancement and compensation of teachers were considered the least attractive. One-third of respondents identified attitudes of family and society as a factor that made becoming a teacher unattractive, and various comments submitted by respondents indicated that unemployment and lack of more suitable jobs were the only factors that would convince them to pursue a teaching career.

When comparing average ratings, teachers and other education workers rated 12 out of 13 factors as less attractive than those not working in education, including some much lower ratings. Only one factor was considered more attractive by education workers than those not working in education: summer and winter vacations. Compared to those not working in education, teachers and other education workers felt that family and societal attitudes were much less attractive.

Positive reactions to a family member becoming a teacher were relatively high, with 57% indicating satisfaction or encouragement for male relatives becoming a teacher, and 70% for females. Younger respondents (aged 16-25) were most satisfied or encouraging of family members deciding to become teachers. Considerable variation was observed among different governorates, but more respondents from nearly all governorates indicated they would encourage females more than males to be teachers. Teachers and other education workers were less inclined than other respondents to encourage relatives to become teachers.

## UNDERSTANDING HOW TO BECOME A TEACHER

People's understanding of how exactly one becomes a teacher in the public sector was also analyzed by the survey. Asked to select from a list of eight possible required steps to become a teacher, only 8% of respondents chose only the four correct options, showing complete knowledge of the current requirements. Most of those respondents were education workers.

Obtaining a bachelor's degree was the step selected by the highest number of respondents; 78% correctly identified this requirement. The highest incidence of misunderstanding was in relation to passing an English examination, incorrectly identified by 37% of respondents (but not in fact necessary to be a teacher). On the other hand, about half did not know that an Arabic examination was a requirement.

## RECOMMENDATIONS

As the first National Survey on Perceptions of the Teaching Profession in Jordan under the USAID Pre-Service Teacher Education in Jordan initiative, this was a rich learning experience for the implementing team. Two distinct sets of recommendations have emerged from an in-depth analysis of the process from start to finish.

**Avenues for additional research** that should be considered include investigation of how different types of media could be used to reach certain target populations, further study of the factors that

motivate or deter prospective teachers, and enquiry into the role of schoolteachers in motivating others to become teachers.

**Suggestions for future survey research** also emerged, with specific relevance to the anticipated follow-up National Surveys on Public Perceptions of the Teaching Profession in 2022 and 2024. Effective practices adopted by the survey team and endorsed for replication include: detailed consultations with key stakeholders; careful assessment of dissemination options to ensure nationwide reach; robust pretesting and piloting of survey questions; use of Facebook or similar social media to enable fast, economical and flexible targeting of the population; and expectation of a high rate of non-completion by voluntary respondents without offer of incentives.

Strategies and lessons not implemented in this survey but recommended for future include: use of distinct identifiable links to the survey for each dissemination channel; anticipation of a disproportionate response rate from those linked with the teaching profession due to subject matter and dissemination by partners; use of professional translation support and improved translation management processes; and coordination of focus group research so that it can complement and flesh out survey findings.

## INTRODUCTION

Improving the quality of teaching by reforming teacher preparation is central to education reforms envisioned by the Government of Jordan in its National Strategy for Human Resource Development (2021-26)<sup>1</sup> and Education Strategic Plan (2018-22)<sup>2</sup> (ESP). To drive improvements, the ESP includes a commitment to develop a pre-service teacher education program in collaboration with the Queen Rania Teacher Academy (QRTA) and universities.<sup>3</sup> In alignment with the planned reforms, the United States Agency for International Development (USAID) has launched an initiative called “USAID Pre-Service Teacher Education in Jordan” to both support participating universities to successfully implement pre-service teacher education (PSTE) programs that are well-subscribed by male and female students, and to improve the GoJ’s systems, policies, and practices related to PSTE, including a national campaign to raise the status of the teaching profession.

USAID Pre-Service Teacher Education in Jordan initiative (herein referred to as “the initiative”) will be working closely with the Ministry of Education (MoE), Ministry of Higher Education and Scientific Research (MoHESR), and the Accreditation and Quality Assurance Commission for Higher Education Institutions (AQACHEI), as well as the QRTA and universities, as key stakeholders in teacher preparation and education quality. To lay a strong foundation for these important reforms, the initiative has undertaken in-depth initial research on factors of relevance to its objectives.

This report presents the findings of a **nationwide survey conducted in September 2020 to study key aspects of perceptions of the teaching profession** within Jordanian society. The survey and this report were developed in parallel to a Political Economy Analysis (PEA); together, these research products will inform planning and facilitate decision-making with regards to teacher recruitment and pre-service preparation in the Kingdom. The National Survey of Public Perceptions of the Teaching Profession was specifically aimed at establishing the current situation in relation to public perceptions in Jordan, focusing on two core objectives.

- **To understand how Jordanians view the teaching profession**, which will inform strategies for:
  - improving public image and appeal of the profession
  - attracting more and better applicants to teacher training programs (males in particular)
  - overcoming barriers to becoming or remaining as public-school teachers (for males in particular)
- **To learn what Jordanians know about the process of becoming a teacher**, with a view to:
  - informing strategies for raising public awareness of this process
  - capturing data for the monitoring indicator: percentage change in awareness of the pathways to the teaching profession at baseline, mid-point and endline of the initiative.

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<sup>1</sup> Available at <http://www.mohe.gov.jo/en/Documents/National-HRD-Strategy.pdf>

<sup>2</sup> Available at [http://www.unesco.org/new/fileadmin/MULTIMEDIA/FIELD/Amman/pdf/ESP\\_English.pdf](http://www.unesco.org/new/fileadmin/MULTIMEDIA/FIELD/Amman/pdf/ESP_English.pdf)

<sup>3</sup> The existing university-based teacher preparation system does not require any specific pre-service teacher education for Grade 4-10 teachers.



## SURVEY CONTEXT

This survey was conducted in the context of long-term stagnation in attempting to improve student outcomes and decline in public confidence in teaching in Jordan, in parallel with a renewed recognition of the importance of human capital to the country's ongoing development. Unlike many of its resource-rich Gulf neighbors, Jordan depends primarily on human resources for growth, which makes education a high priority.

To date, limited research has been conducted in Jordan on how the general public views the teaching profession; the latest related survey focused on those working within the education sector. In 2018, the Queen Rania Foundation (QRF) surveyed 5,722 teachers of basic level education along with school principals from 361 schools.<sup>4</sup> Their findings showed that many teachers felt highly dissatisfied with the teaching profession, with males being notably less satisfied. The report cited that low salary was the most common reason for both males and females planning to leave the teaching profession. It also found that two-thirds of all teachers felt that the profession was not valued in society. Key recommendations were to improve teacher recruitment processes and incentives and find ways to boost the prestige of the teaching profession. The National Survey on Public Perceptions of the Teaching Profession was designed to complement the QRF's research by directly investigating public perceptions of the teaching profession.

Presently, the national context has been further complicated by turmoil related to the controversial closure of the Teachers' Syndicate in July of 2020, which was highly politicized and a prominent subject in public discourse in Jordan at the time this survey was conducted. As well, the ongoing Coronavirus Disease 2019 (COVID-19) pandemic has had severe implications for teachers and the education sector more broadly, as well as for society at large. UNICEF Jordan has identified increased teacher attrition as one of five major risks facing education systems in Jordan and the Middle East as a result of COVID-19<sup>5</sup>. It is possible that these contextual developments may influenced respondents' decisions to participate and may have influenced their opinions.

## METHODOLOGY

The methodology for this survey included a comprehensive, collaborative survey design process that referenced existing studies from both Jordan and other countries to identify positive practices and relevant models for the survey questions and approach. After the design phase, the survey was pre-tested and piloted. Feedback and observations from the pilot as well as inputs from USAID and Jordanian education stakeholders then informed further revisions to arrive at the final instrument.

**The survey was disseminated among the general public in Jordan for 18 days** (September 10-27, 2020). The link was shared via mass distribution of text messages and a Facebook page with targeted advertisements. The quantitative aspects of the survey were then analyzed with SPSS Statistics utilizing appropriate sample weights to confirm nationally representative results. Qualitative data from open-ended responses and comments submitted on the Facebook page were also analyzed and coded to identify key themes. For a detailed description of the survey methodology and limitations, see *Annex A*.

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<sup>4</sup> (N.B. citation to be confirmed after consultation with QRF) *The Motivations, Attrition, and Job Satisfaction of Jordan's Teachers: Findings from Jordan's 2018 National Teacher Survey*. Amman, Jordan: Queen Rania Foundation (2020).

<sup>5</sup> *Global Knowledge Report: Good Practice and Lessons Learned on Distance Education during COVID-19*. Amman, Jordan: UNICEF Jordan 2020.

## PROFILE OF RESPONDENTS

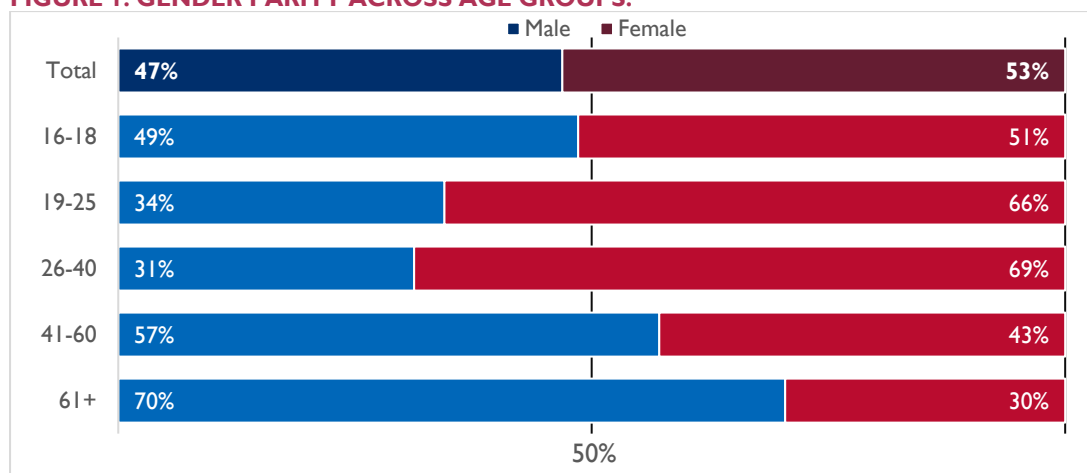
The survey resulted in **11,299 responses across all 12 governorates**. The average time for completion by each respondent was approximately six minutes. Approximately 50% of respondents (5741) started the survey but did not complete it; those were removed from the data set. Other responses removed from the analysis included individuals who reported residing in Jordan for 0 to 5 years (71) and those who did not indicate their gender (101). As a result, the **total number of responses analyzed for this report was 5,386**.<sup>6</sup>

As described in the Methodology in *Annex A*, **eight survey questions related to respondent demographics**<sup>7</sup>. These categories included gender, age, governorate of residence, location type, number of years residing in Jordan, as well as employment status, household income and whether they reported having a disability (defined as a long-lasting or chronic condition that substantially limits life activities).

As expected, due to high concentrations of the population in the city of Amman, 33% of survey respondents identified that they lived in the Amman governorate. 13% came from Irbid, and the remaining 54% were spread across other governorates. Lower response rates prevailed among older age groups, especially in more rural governorates. However, the actual proportion of respondents across regions was aligned with sample target proportions.

**Overall response rates resulted in females comprising 53% of the survey population and males representing 47%.** Though the sampling strategy intended to target equal numbers of males and females within each governorate, similar trends occurred across almost all governorates. Within this sample, there were higher numbers of individuals who reported being 26 to 60 years old, but females in the sample skewed younger than males. See Figure 1 for percentage of the population in these age ranges.

**FIGURE 1. GENDER PARITY ACROSS AGE GROUPS.**



11% of respondents identified as having a long-lasting or chronic condition (physical, visual, auditory, cognitive or mental, emotional, or other) that substantially limits one or more major life activities (ability to see, hear, or speak; to learn, remember, or concentrate). These individuals were spread

<sup>6</sup> The research team determined that the importance of gender as a criterion for weighting in the sample was sufficient cause to remove the 1% of respondents who did not identify their gender. For those living in Jordan for 5 years or less, it was assumed this population would have limited awareness of the issues being investigated so their responses might skew results in a way that did not reflect the larger population.

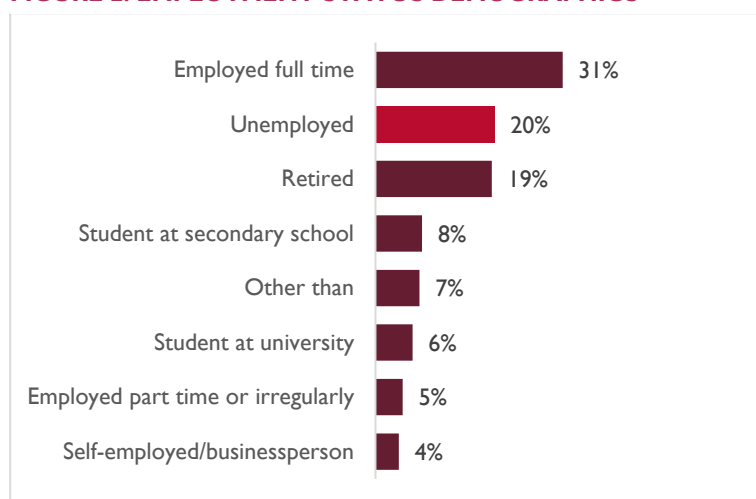
<sup>7</sup> See Annex B for tables depicting specific demographic breakdowns.

across age groups but more concentrated in the 41-60 age range. More in this category were male (57%) than female (43%).

The survey also asked respondents to indicate their estimated household income. 50% of the sample identified that the total gross income of their household was less than 500 dinars per month, while 26% selected 500-1499 dinars monthly. Only 6% identified having more than 1500 dinars monthly, while 18% said they did not know or preferred not to answer.

Among respondents, **31% indicated they had full-time employment, and 20% indicated they were currently unemployed.** Approximately 14% identified as a student at either the secondary or tertiary level. Only 4% of the sample reported being self-employed or a businessperson. Figure 2 shows the breakdown of respondents across all employment categories.

**FIGURE 2. EMPLOYMENT STATUS DEMOGRAPHICS**



Unemployment was found to be more concentrated cities, with 70% of the unemployed residing in an urban area, and half of those living in Amman governorate. Unemployment was also greater among those aged 26-40 at about 30%; only 16% of respondents aged 41-60 indicated being unemployed.

Some gender disparities related to employment status were observed. 30% of female respondents reported being unemployed compared to only 8% of males; alternately, 30% of males identified as retired compared with 9% of females. This may merit further study on how this finding intersects with perspectives of the teaching profession, specifically related to gendered employment opportunities, as well as societal expectations of women aged 26-40 related to home responsibilities.

**The survey sample had an unusually high number of respondents with close connections to the teaching profession.** According to Department of Statistics<sup>8</sup> and MoE<sup>9</sup> sources, only 1.3% of the Jordanian population are teachers, with 70% of them being female (as of 2018-2019). However, 37% of survey respondents reported being a teacher (now or in the past) and 10% have or had a non-teaching job in the education sector; the combined total of those who are working or have worked in some capacity in education was 2,353 individuals (**44% of the sample**). In addition, 25% said an immediate family member is or was a teacher. As shown in Table 1, close connections to the teaching profession were most concentrated in Irbid, Karak, Aqaba and Ajloun, where more than half of respondents reported being a teacher or related to a teacher. Other connections to the teaching profession included those who reported currently having a child in school (35%) or being a school student (8%).

<sup>8</sup> Data on Jordan population taken from publication by the Department of Statistics: Estimated population of 2018 and some of selected data ([http://dosweb.dos.gov.jo/DataBank/Population\\_Estimares/PopulationEstimates.pdf](http://dosweb.dos.gov.jo/DataBank/Population_Estimares/PopulationEstimates.pdf))

<sup>9</sup> Data on population of teachers taken from publication by the Ministry of Education: 2019/2018 ([https://moe.gov.jo/sites/default/files/ltqrry\\_r\\_lhsyy\\_llm\\_ldrsy\\_2018-2019.pdf](https://moe.gov.jo/sites/default/files/ltqrry_r_lhsyy_llm_ldrsy_2018-2019.pdf)).

**TABLE 1. CONNECTIONS TO THE TEACHING PROFESSION ACROSS GOVERNORATES.**

GOVERNORATE	I AM OR WAS A TEACHER	I HAVE OR HAD A NON-TEACHING JOB IN EDUCATION SECTOR	SOMEONE IN MY IMMEDIATE FAMILY IS OR WAS A TEACHER
Amman	34%	11%	25%
<b>Irbid</b>	<b>45%</b>	<b>9%</b>	<b>27%</b>
Zarqa	43%	11%	24%
Mafraq	31%	9%	22%
<b>Ajloun</b>	<b>42%</b>	<b>13%</b>	<b>28%</b>
Jerash	34%	7%	29%
Madaba	31%	9%	26%
Balqa	36%	13%	25%
<b>Karak</b>	<b>38%</b>	<b>12%</b>	<b>28%</b>
Tafileh	32%	11%	27%
Maan	34%	12%	17%
<b>Aqaba</b>	<b>35%</b>	<b>3%</b>	<b>24%</b>
<b>Total</b>	<b>37%</b>	<b>10%</b>	<b>25%</b>

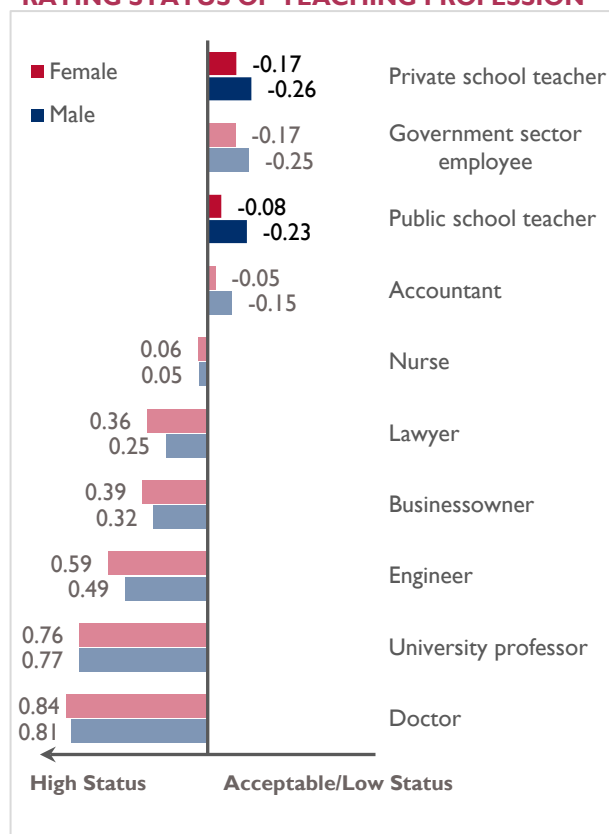
## FINDINGS

This survey explored the perceptions of Jordanians about the teaching profession, including the perceived prestige or status of the profession, various factors that would influence their decision to become a teacher, as well as persons that might influence such a decision. The survey also explored Jordanians' reactions to the prospect of a family member pursuing the teaching profession and assessed their level of knowledge about how to become a public school teacher. Cumulatively, the survey painted a picture of how Jordanians perceive the teaching profession across ages, genders, and geographic areas.

### STATUS OF TEACHING PROFESSION

**Based on the survey responses, Jordanians generally do not perceive the teaching profession to have high status or prestige.** When asked to rate the status of ten different professions, teachers at public and private schools as well as government sector employees were accorded the lowest status overall. As shown in Figure 3, doctors and university professors were perceived by males and females as having high status, followed by engineers, business owners and lawyers. Within the lower prestige rating of

**FIGURE 3. COMPARISON OF AVERAGES IN RATING STATUS OF TEACHING PROFESSION**

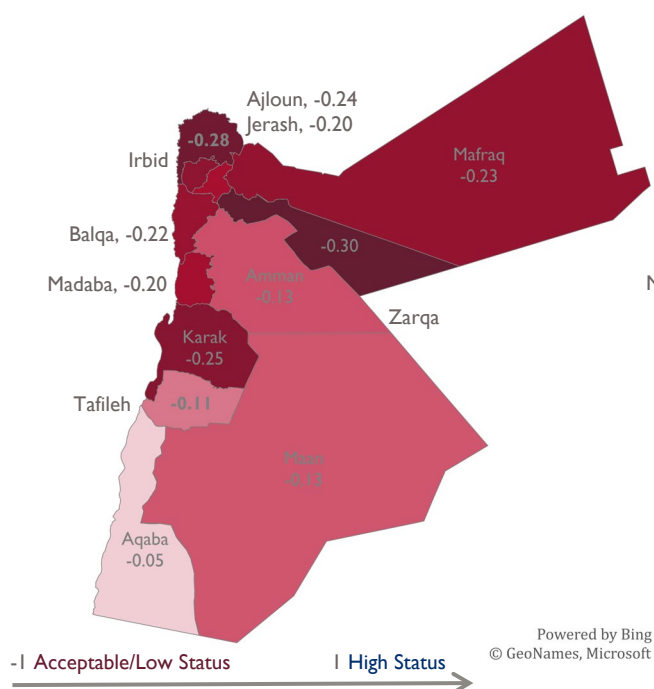


teachers, there was still variability between private and public schools, which was specifically visible across gender lines. Female respondents felt that public school teachers had higher status than private school and gave both types of teacher a higher ranking than male respondents. Rural and semi-urban respondents rated public school teachers as having a higher status than private school, whereas respondents from urban areas indicated a much closer margin between both school types.

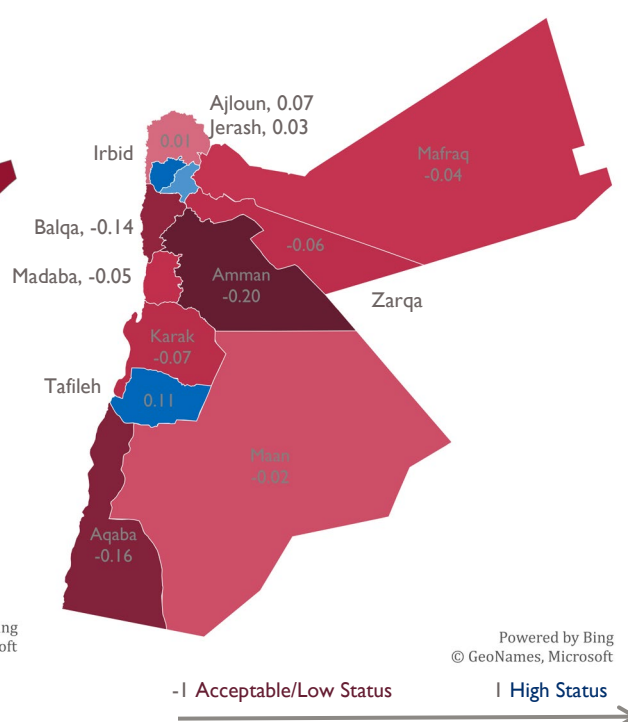
**Younger respondents (aged 26 - 40) found teaching to be a more prestigious profession.** These age-related differences in attitudes may reflect impressions of older iterations of the school system in Jordan, or be tied to the fact of having children currently attending school, but future research would be required to confirm.

Across governorates, there was a visible difference in perceptions of the teaching profession in private and public schools. In Tafileh, Jerash, Ajloun and Irbid, respondents felt that being a teacher in public school was more prestigious than in private school. The opposite tendency was visible in Amman and Aqaba. In some governorates, perceptions of private schoolteacher status were especially low, notably in Zarqa, Irbid and Karak. This may reflect differences in the prestige accorded to the schools themselves that are present in each governorate.

**FIGURE 4. PERCEIVED AVERAGE PRESTIGE OF PRIVATE SCHOOL TEACHERS**



**FIGURE 5. PERCEIVED AVERAGE PRESTIGE OF PUBLIC SCHOOL TEACHERS**



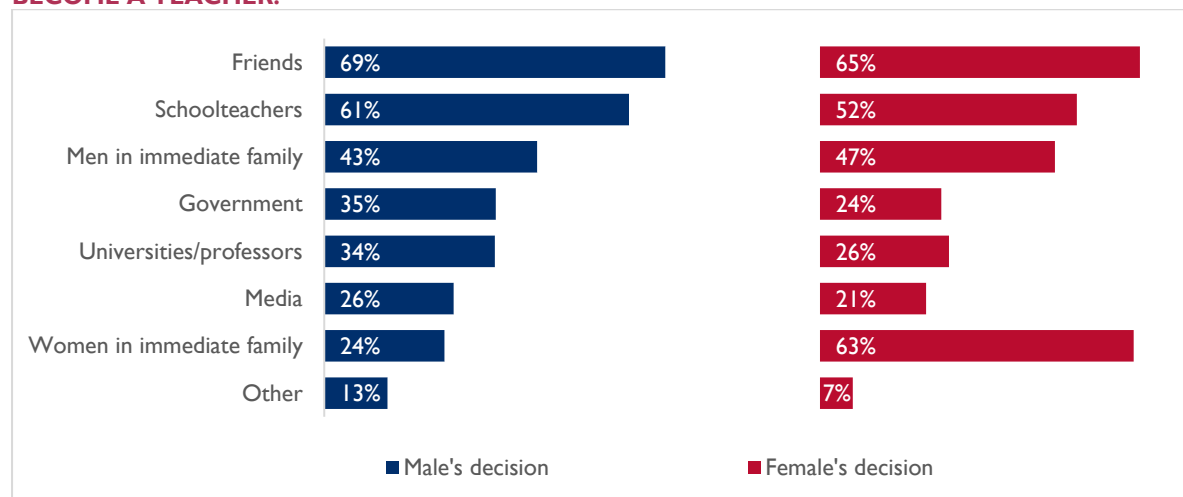
## WHO CAN INFLUENCE BECOMING A TEACHER

To investigate another aspect of how Jordanians view the teaching profession, the survey asked which type of people have the most influence on males thinking about becoming a schoolteacher in Jordan, and on females making that same decision. Respondents of both sexes were asked to select three of the following choices as the strongest influencers:

- Men in their immediate family
- Women in their immediate family
- Friends
- Schoolteachers
- Universities/professors
- Government
- Media
- Others

**Friends and schoolteachers were indicated as notable influencers of both males and females in this respect. In fact, they have far more influence on males than family** in relation to this decision. Notably, teachers themselves and others working in education rated the influence of schoolteachers lower than the rest of respondents, suggesting that teachers do not realize the extent of their influence. Respondents considered that women in the immediate family have noticeably larger influence on females (62%) considering becoming a teacher than on males (24%), while men in the immediate family were highly ranked as an influence on individuals of both sexes. Figure 6 presents a comparison of influencers based on gender of the person being influenced.

**FIGURE 6. COMPARISON OF ENTITIES INFLUENCING MALE VERSUS FEMALE DECISION TO BECOME A TEACHER.**



Across age groups very similar trends emerged, but **respondents aged 19-25 considered universities and professors as more influential than other age groups**. Interestingly, this varied in terms of influence on male and female decisions – nearly half of this demographic (48%) indicated universities and professors had influence on males whereas only 39% believed these entities influenced females' decisions.

Overall, **media was seen one of the least influential entities** by male and female respondents, but it was more important for older Jordanians.

Other key findings, organized by gender of the person making the career choice, included:

#### *Influence on males:*

- Age had little impact on responses, but nearly **half those in university age (19-25) ranked universities/professors as influential** compared to only one third of older groups.
- Media was perceived as more influential on males by older Jordanians; it was selected by 31% of those aged 61 and older.
- There was little variation in responses across regions. However, respondents in Jerash thought women in the immediate family held more influence on males than in other governorates, while those in Ajloun, Tafileh, and Maan perceived government as more influential than other governorates.

*“I wouldn’t wish that my sons get into this profession, because there is no focus on teachers and their livelihoods, and their needs.”*

- Female respondent from Amman

#### *Influence on females:*

- The effect of age was noted as **respondents under 25 years old felt that men in the immediate family had less influence on females** as compared to older demographic groups.
- Universities/professors were seen as influential by more respondents aged 19-25 compared to older respondents, but influence on females was less than for males. Those in rural areas identified universities/professors as more influential than urban respondents for females.
- Male respondents were more likely than females to select men in the immediate family as top influencers on females<sup>10</sup>, while female respondents were more likely than males to choose schoolteachers as top influencers on females<sup>11</sup>.
- Across governorates, Mafraq and Ajloun respondents felt women in the immediate family had less influence on females than other governorates; in Ajloun, Tafileh and Maan, respondents perceived government as more influential than other governorates.

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<sup>10</sup> | 0% difference; 52% of male respondents as compared to 42% of female respondents

<sup>11</sup> | 1% difference; 45% of male respondents compared to 56% of female respondents



## MOTIVATIONS TO BECOME A TEACHER

The survey asked respondents to consider various factors that might influence their decision if they were to consider a career as a public school teacher. Respondents had to rate 13 different factors as very attractive (important), neutral/not sure or not attractive (unimportant) to them in such a decision<sup>12</sup>. For this analysis, the team interpreted these factors according to a scale of attractiveness rather than importance. However, as described in the Methodology in Annex A, the wording of the scale may have caused some variation among responses based on differing interpretations. The question was also followed by an open-ended response option where individuals could mention other factors they would consider in the decision to become a teacher.

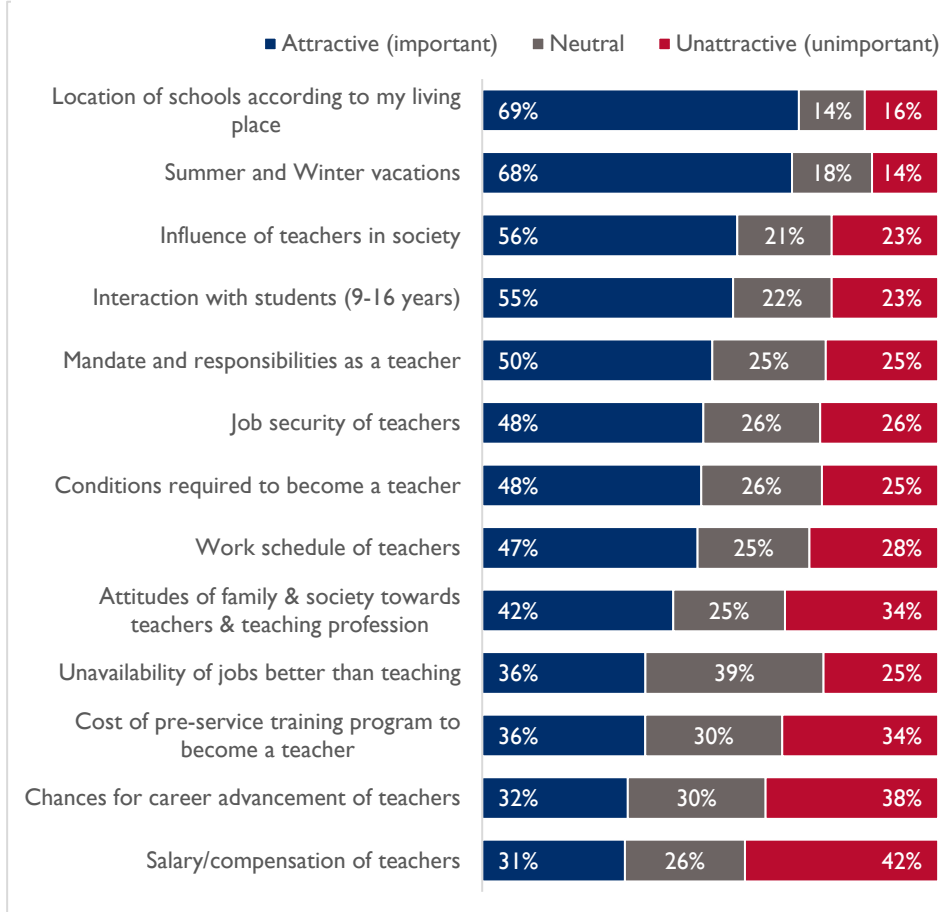
Respondents identified that **location of schools near home, as well as summer and winter vacations available to teachers would be most attractive** for them to consider the profession. Conversely, **chances for career advancement and salary of teachers were the least attractive factors**.

Figure 7 shows the overall rankings of all 13 factors. The emphasis on salaries also appeared in the

final comments section of the survey, where 57% of those commenting indicated that teacher salaries were a main cause of poor living conditions, low value and prestige in the community. One such respondent recommended to “*Increase teacher’s salary so that they have proper value in society.*”

Notably, **one-third of respondents identified attitudes of family and society towards the profession as a factor that made becoming a teacher unattractive**, though the influence of teachers in society was seen as very attractive by 56% of respondents.

**FIGURE 7. RATING OF ATTRACTIVENESS OF FACTORS AFFECTING DECISION TO BECOME A TEACHER.**



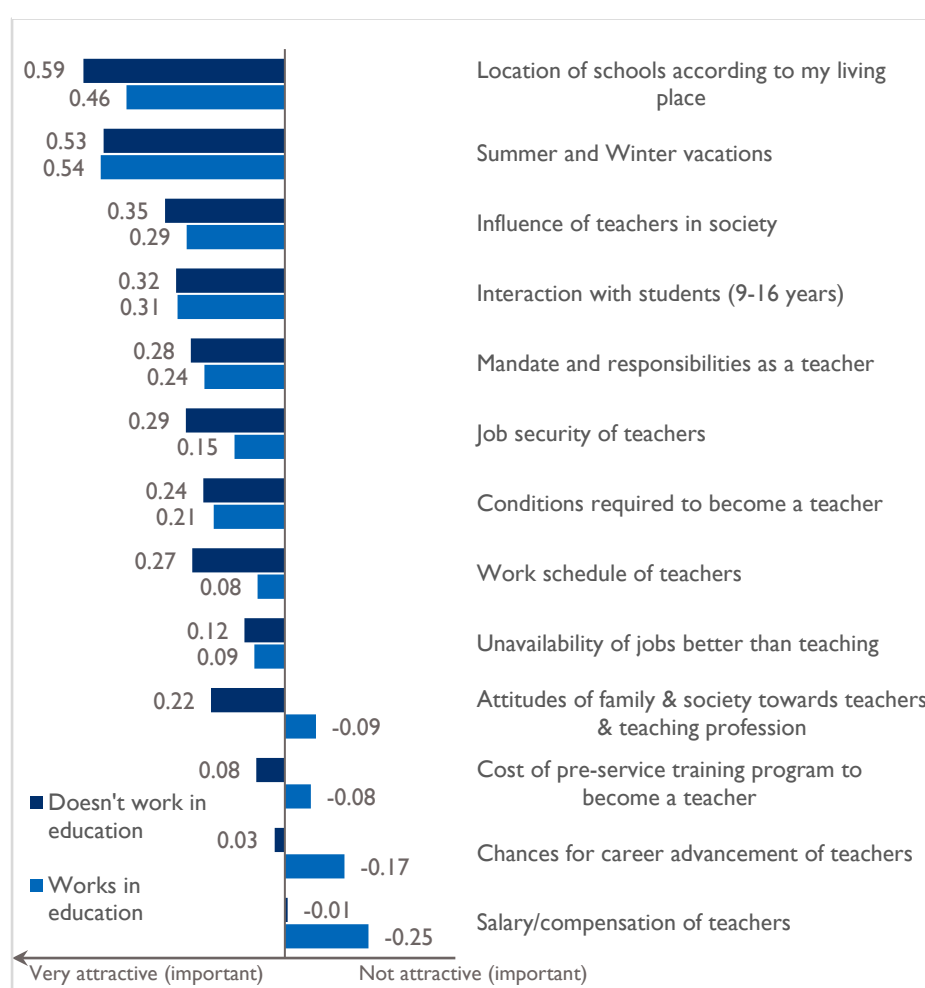
<sup>12</sup> This question was initially designed to measure appeal or attractiveness of certain factors for someone considering the teaching profession. However, final revisions with the MoE led to a request to add an explanatory term “important” in parentheses; the resulting combination of terms may have led some informants to focus on attractiveness of the factors, and others to focus on importance.



When comparing averages between male and female respondents, females indicated family attitudes were less attractive than male respondents<sup>13</sup>. As noted in the limitations section of the Methodology in Annex A, since the scale for this question could have been interpreted as either attractive or important, further research would be useful to verify if male respondents found that societal attitudes were an attractive factor in becoming a teacher or an important factor that may affect their decision.

When comparing average ratings, **education workers rated 12 out of 13 factors as less attractive than those not working in education**, including some much lower ratings, including work schedule, career advancement opportunities, cost of teacher training, and salary. As shown in Figure 8, there was only one factor that teachers and other education workers identified as more attractive than those not working in education: **summer and winter vacations**.

**FIGURE 8. COMPARISON BETWEEN EDUCATION WORKERS AND OTHERS OF RATING OF ATTRACTIVENESS OF FACTORS**



Teachers and other education workers also notably felt that family and societal attitudes were much less attractive compared to those not working in education.

Rural education workers rated cost of pre-service training programs as less attractive than their urban and sub-urban counterparts<sup>14</sup>, while urban education workers indicated much lower ratings for career advancement<sup>15</sup> and family attitudes<sup>16</sup>. The difference in location type for career advancement and family attitudes

<sup>13</sup> .2 difference in averages on a scale of -1 to 1; Females rated -.02 whereas males rated .18.

<sup>14</sup> Rural education professionals rated cost of pre-service training programs more unattractive with an average of -0.16 on scale of -1 (Unattractive) to 1 (Very Attractive) compared to Urban educators (-0.06) and Sub-urban educators (-0.06). However, this was not found to be statistically significant;  $t(2714)=2.45$ ,  $p>.05$ .

<sup>15</sup> The difference in average for urban educators rating career advancement was -0.2 compared to educators from other areas (-0.16). This was found to be a statistically significant difference;  $t(3444)=7.14$ ;  $p<.001$ .

<sup>16</sup> The difference in average for urban educators rating family attitudes was -0.12 compared to educators from other areas (.14). This was found to be a statistically significant difference;  $t(3500)=10.1$ ;  $p<.001$ .

proved to be statistically significant, while cost of pre-service training did not. In investigating attitudes related to salary, age, gender, and work in education proved to be significant predictors; governorate did not<sup>17</sup>. Gender and affiliation to the education profession proved to be more significant predictors for how respondents felt about attitudes of family and society towards teachers and the profession ( $p < .001$ , 95% confidence interval), while governorate was less so ( $p < .05$ ) and age did not prove to be significant<sup>18</sup>.

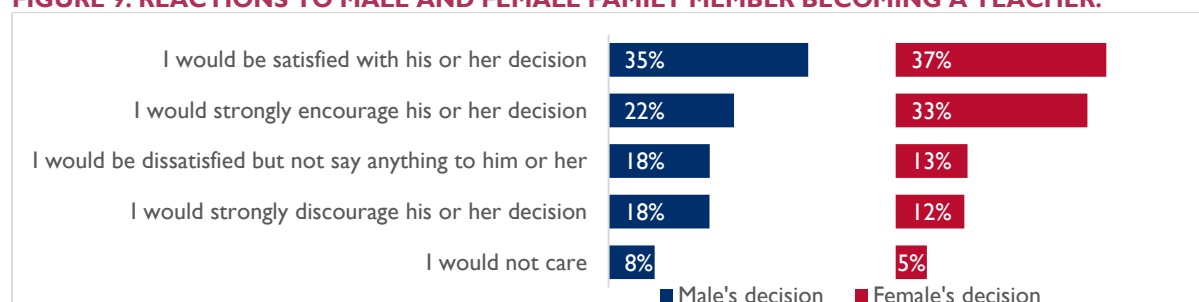
Among open-ended responses from those who selected the “Other” response (200), approximately **10% indicated that unemployment and lack of suitable jobs in Jordan would be the only factors that would influence their decision to pursue a teaching career**. One respondent summed up this viewpoint by saying “*With unemployment... there are no options.*” Narrative responses to other survey questions echoed this sentiment with one remarking: “*Teaching is the job when you don’t find a job.*”

The survey also explored the level of appeal or attraction of the teaching profession by asking how respondents would feel if a member of their immediate family decided to become a teacher. The respondent had to choose one of the following statements:

- I would strongly discourage his/her decision,
- I would be dissatisfied but not say anything to him/her,
- I would be satisfied with his/her decision,
- I would strongly encourage his/her decision, or
- I would not care.

Overall, the **positive reactions to a family member becoming a teacher were relatively high, with 57% indicating satisfaction or encouragement for male relatives becoming a teacher, and 70% for females**. More respondents would strongly encourage a female to become a teacher as compared to a male<sup>19</sup>, but similar numbers would be satisfied if male or female decided to become a teacher, as shown in Figure 9. Slightly more said they would be dissatisfied but not say anything or they would discourage males from becoming a teacher (as compared to females).

**FIGURE 9. REACTIONS TO MALE AND FEMALE FAMILY MEMBER BECOMING A TEACHER.**



<sup>17</sup> When predicting factors that contribute to finding salary to be an unattractive factor, governorate ( $\beta = -.014$ ,  $p > .05$ ) was found not significant, while age ( $\beta = -.029$ ,  $p > .05$ ), gender ( $\beta = -.158$ ,  $p < .001$ ) and being an educator ( $\beta = -.137$ ,  $p < .001$ ) were significant predictors at a 95% confidence interval. The overall model fit was  $R = .217$ .

<sup>18</sup> When predicting factors that contribute to finding opinions of family and society regarding the teaching profession to be an unattractive factor, was found that age ( $\beta = .016$ ,  $p > .05$ ) was not significant a predictor, while governorate ( $\beta = .029$ ,  $p < .05$ ), gender ( $\beta = -.130$ ,  $p < .001$ ) and being an educator ( $\beta = -.187$ ,  $p < .001$ ) were significant predictors at a 95% confidence interval. The overall model fit was  $R = .218$ .

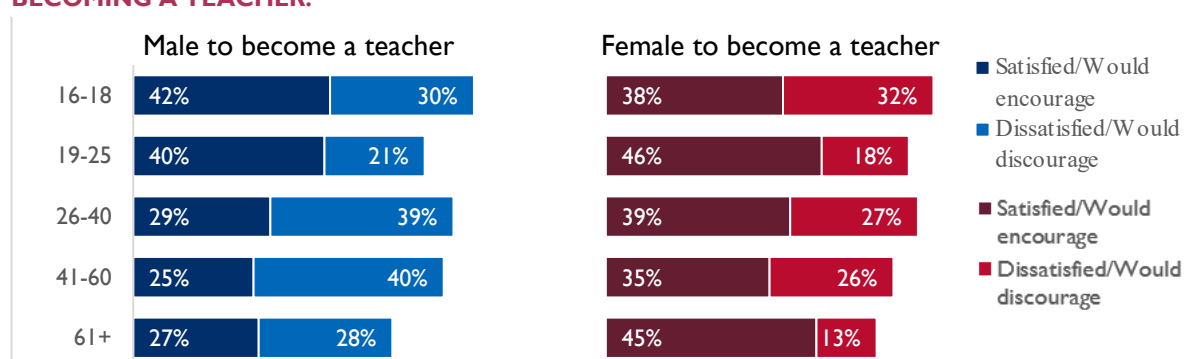
<sup>19</sup> 11% difference; 33% respondents would strongly encourage a female family member compared to 22% strongly encouraging a male family member.

Gender proved a statistically significant factor; male respondents felt more negatively about male family members becoming teachers. Governorate and age were also significant predictors for how negatively respondents of both sexes felt about their male family members teaching ( $p < .001$ , 95% confidence interval).<sup>20</sup> The same factors also proved statistically significant as predictors about a female family member deciding to teach.<sup>21</sup>

Among governorates, in comparing opinions between a male's decision and a female's decision, more respondents indicated they would strongly discourage a male family member from Ajloun, Karak, Balqa, Madaba, Amman, Irbid, and Zarqa (5%-10% more respondents felt this way than for females). Additionally, more respondents from Mafraq, Jerash, and Maan indicated they would be satisfied if a female family member became a teacher, as compared to a male. When it came to actively encouraging the decision, **more respondents from nearly all governorates indicated they would encourage females more than males with a difference of more than 10 percentage points** (Tafileh and Madaba were 4% and 8%).

Across age groups, it was evident **that younger respondents (aged 16-25) were most satisfied or encouraging of family members to become teachers as compared to older respondents**. The effect of age on responses is illustrated in Figure 10.

**FIGURE 10. COMPARISON ACROSS AGE GROUPS FOR REACTION TO FAMILY MEMBER BECOMING A TEACHER.**



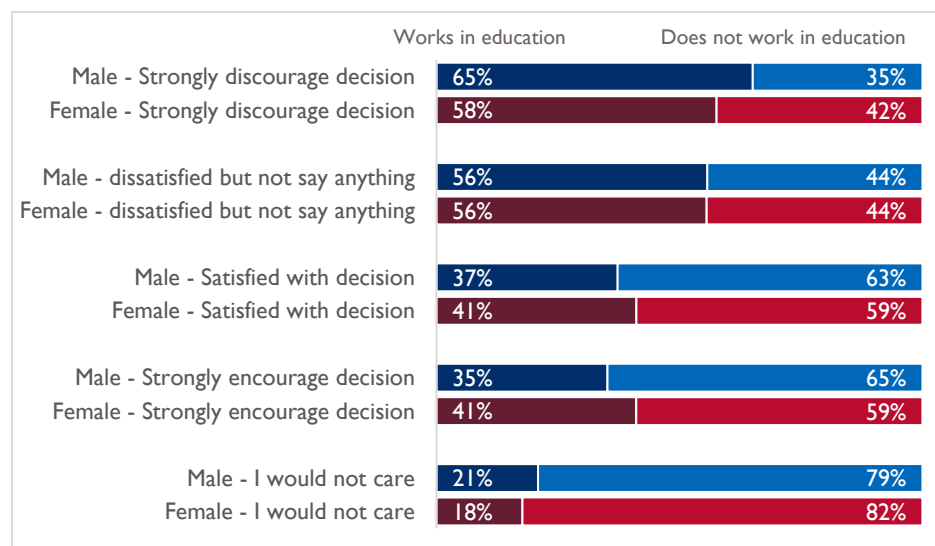
This difference in attitudes was especially pronounced when looking at the gender of the prospective teacher. Respondents aged 26 and older were less inclined to approve a male family member becoming a teacher than a female by about 10 percentage points (ranging 25-29% in favor of males as compared with 35-45% in favor of females). The greatest discrepancy was seen among respondents aged 61 and over, who tended to favor females becoming teachers significantly more than males.

<sup>20</sup> When predicting factors that contribute to feeling negatively about a male family member becoming a teacher, it was found that governorate ( $\beta = .019$ ,  $p < .001$ ), age ( $\beta = .074$ ,  $p < .001$ ), and gender ( $\beta = -.032$ ,  $p < .001$ ) all functioned as significant predictors at a 95% confidence interval. The overall model fit was  $R^2 = .008$ .

<sup>21</sup> For factors contributing towards feeling negatively about a female family member becoming a teacher, governorate ( $\beta = 0.012$ ,  $p < .001$ ), age ( $\beta = -0.028$ ,  $p < .001$ ), and gender ( $\beta = -0.021$ ,  $p < .001$ ) were all statistically significant, though accounted for less overall predictor weight than for reactions to male family members as the overall model fit was  $R^2 = .001$ .

Though age and gender were both statistically significant factors in whether individuals felt negatively about either male<sup>22</sup> or female<sup>23</sup> family members deciding to become teachers, there was some variation. Associations between gender, age, and perceptions of family members becoming teachers were generally weak though age played a larger role in whether an individual feels negatively towards the decision.<sup>24</sup>

**FIGURE 11. COMPARISON BETWEEN EDUCATION WORKERS AND OTHERS' SUPPORT FOR FAMILY MEMBER'S DECISION.**



**Education workers expressed more negative views of family members becoming teachers, as seen in Figure 11. They were more likely than others to discourage a male family member, and more than 50% would discourage or feel**

**dissatisfied for either gender.** Unlike other respondents, education workers would be more satisfied for a female family member to pursue teaching than a male<sup>25</sup>, and more likely to strongly encourage a female than a male.

Further research may be needed to explore the ways gender dynamics affected these responses, considering the teaching field in Jordan is dominated by women at present. Considering the overall positive response of the full sample towards encouraging individuals of both genders towards the teaching profession, it is worthy to note that education workers have a different lens and overall felt more negatively than the general population who did not work in education.

## UNDERSTANDING OF TEACHER QUALIFICATION PROCESS

One survey objective was to measure the level of understanding of how to become a teacher in the public sector, and to identify any areas of misunderstanding. A question was designed with eight options containing both correct and incorrect choices, and respondents were directed to select only

<sup>22</sup> A chi-square test of independence was done between age and dissatisfaction for male family member becoming a teacher. All expected cell frequencies were greater than five. There was a statistically significant association between age and dissatisfaction for male family members;  $\chi^2(4) = 99.854$ ,  $p < .0005$ . However, the association was weak; Cramer's  $V = .136$ . Another chi-square test of independence was conducted comparing gender and dissatisfaction for male family members that was also statistically significant,  $\chi^2(1) = 3.216$ ,  $p < .05$  (all expected frequencies  $>5$ ) but there was no association found between gender and dissatisfaction for male family members pursuing the teaching profession, Cramer's  $V = .024$ .

<sup>23</sup> To identify if there were any differences related to male or female family members becoming teachers, the same series of chi-square tests of independence were conducted. The first which tested independence between age and dissatisfaction for a female family member becoming a teacher found a statistically significant result,  $\chi^2(4) = 84.593$ ,  $p < .0005$  (all expected frequencies  $>5$ ), with a weak association (Cramer's  $V = .125$ ). When comparing gender and dissatisfaction for female family members, it was not found as statistically significant,  $\chi^2(1) = 1.008$ ,  $p > .05$  (all expected frequencies  $>5$ ) and there was no association found, Cramer's  $V = .014$ .

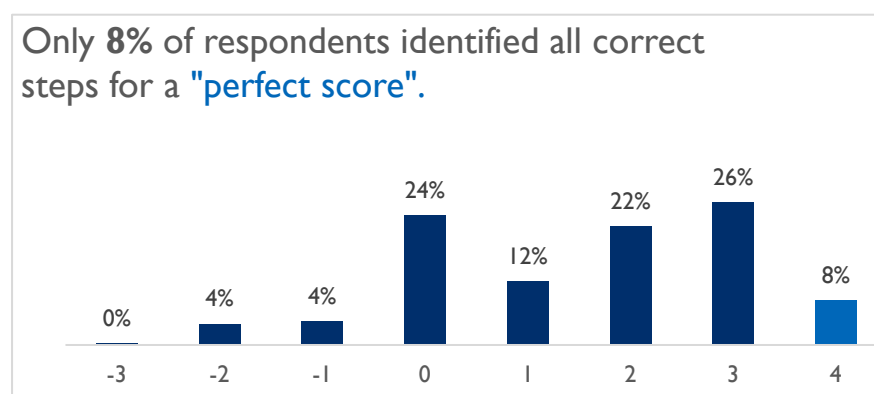
<sup>24</sup> 26% of education professionals would strongly discourage a male family member compared to 16% who would strongly discourage a female family member. Similarly, 23% would be dissatisfied if a male pursued the teaching profession, compared to 16% for a female.

the steps that are presently necessary to become a Grade 4-10 public school teacher in Jordan. The following choices were offered:

1. Obtain a higher diploma
2. Obtain a university bachelor's degree
3. Obtain a master's degree in education
4. Apply to the Civil Service Bureau
5. Wait for turn in queue of Civil Service Bureau
6. Pass Arabic examination
7. Pass English examination
8. Volunteer as student teacher for 1 year

For respondents to obtain the "perfect" score, they had to pick the four required steps to become a public school teacher (numbered 2, 4, 5, and 6 above) and not select any of the other options. Correct steps were given a score of +1 while incorrect steps scored -1.<sup>26</sup> Figure 12 shows the results attained by scoring each respondent.

**FIGURE 12. COMPARISON OF SCORES**



Only 404 respondents (8%) selected only the four correct steps to receive a "perfect" score of 4, showing they had complete knowledge of how to become a teacher. 1292 respondents (26%) received a score of 3 out of 4, meaning they had a reasonable understanding of the steps but still

chose at least one incorrect answer.

Considering only respondents who have not worked in the education sector, the level of understanding is highly variable, and 41% scored zero or lower (meaning they made as many incorrect choices as correct choices). On the other hand, **79% of respondents with a "perfect" score have worked in education as a teacher or otherwise**, demonstrating their higher familiarity with the requirements to become a teacher. Figure 13 shows how scores varied considerably between workers in the education sector and other respondents.

<sup>26</sup> For example, if a respondent chose three of the necessary steps to become a teacher, but also chose two other steps that were not necessary, the score would be  $3-2=1$ .

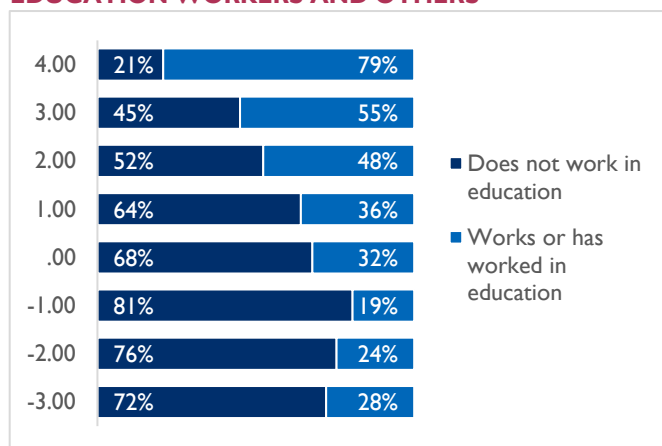
As shown by Figure 14 below, the most common choices by respondents were indeed the correct four steps; more than 50% identified those as steps to becoming a teacher.

**Obtaining a bachelor's degree was the step selected by the highest number of respondents** (78% overall, including 72% of those not working in education). Respondents were less clear on the need for additional academic study, with many selecting a higher diploma or master's degree (which are not required to become a teacher).

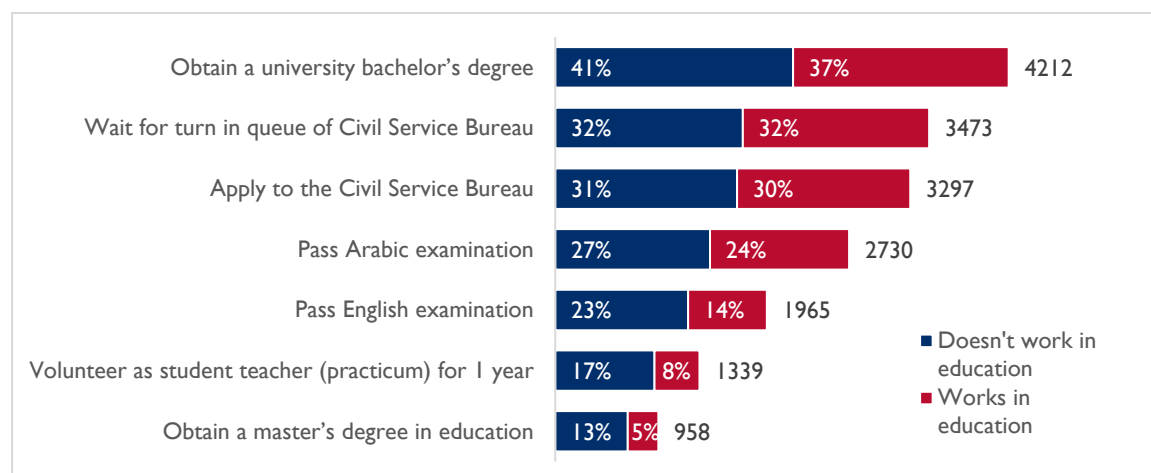
**The highest incidence of misunderstanding was in relation to passing an English examination,**

incorrectly identified by 37% of respondents but not in fact a necessary step. Nearly half of respondents aged 16-25 thought passing an English exam was required, compared with only a third of those aged 26 and over. Less rural residents (32%) thought an English exam was required than urban (37%), but 21% of rural respondents indicated they believed a master's degree was necessary (in comparison to 16% in urban areas).

**FIGURE 13. COMPARISON OF SCORES BETWEEN EDUCATION WORKERS AND OTHERS**



**FIGURE 14. FREQUENCY OF RESPONSES TO STEPS TO BECOME A TEACHER, COMPARING EDUCATION WORKERS AND OTHERS**



As shown in Figure 14, less individuals that work in education selected incorrect response options. However, 22% of all respondents were not aware that a bachelor's degree was a requirement, while **about half did not know that an Arabic examination was a requirement**. As 25% of respondents indicated that the conditions required to become a teacher (Figure 7 on page 12) were unattractive in deciding whether to pursue the teaching profession, the low level of awareness of what steps are actually required indicates opportunities for improved understanding both in and outside of the education sector.

## RECOMMENDATIONS

As this was the first National Survey on Public Perceptions of the Teaching Profession in Jordan conducted under the USAID Pre-Service Teacher Education in Jordan initiative, the team placed a strong emphasis on learning at each stage of the process. Following the close of this survey, the team engaged in in-depth discussions to understand both challenges and successes that emerged during the four-month process of designing and implementing this survey. As a result, two distinct sets of recommendations have been identified: 1) avenues for additional research and 2) practical suggestions for future surveys, specifically the two follow-up National Surveys on Public Perceptions of the Teaching Profession planned for 2022 and 2024 to support assessment of changes in attitudes and awareness across the country.

### RECOMMENDATIONS FOR ADDITIONAL RESEARCH

The following recommendations emerged as opportunities for future research through surveys or other types of data collection by this initiative, as well as by other stakeholders.

1. As media was identified as having lower influential power than other categories, research on **which types of media are most accessible and relevant to specific demographics** would be highly useful. Findings from this line of inquiry could guide national campaign activities as well as determine reach of certain media channels in different governorates.
2. Further exploration of **what influences individuals to pursue the teaching profession** would be extremely helpful for informing targeted recruitment strategies. Additional qualitative research to delve further into which factors motivate or deter prospective teachers, especially across gender lines, would support building the body of knowledge and potentially inform future policy reform.
3. Though contextual factors may have influenced respondents' opinions at the time of this study, specific research on the **role of schoolteachers in inspiring others to pursue the teaching profession** would help inform avenues for teacher recruitment and improving the prestige of the profession. Based on this study, it appeared educators were more likely to deter others from becoming teachers but that they held significant influence. By better understanding the passive and active influence of teachers in encouraging or deterring others to follow the profession, more clarity on how to effectively engage this demographic would be possible.

### PRACTICAL SUGGESTIONS FOR FUTURE SURVEYS

A variety of recommendations also emerged related to implementation of future iterations of this survey. These include methods and strategies that the team used for this survey with positive effects, as well as tactics identified by the team through this experience as potentially useful in the future.

#### EFFECTIVE SURVEY PRACTICES

1. Ensure that the anticipated timeline for design and launch of the survey includes **sufficient time for detailed consultations** with (and approvals by) the USAID mission and other key stakeholders. COVID-19 restrictions complicated this process in 2020, but the next survey could get an earlier start on engagement of key stakeholders to review both substantive and procedural learning from this survey, and to agree on priorities and timing of the survey.
2. When considering the survey timeline, allow time and resources for **robust pretesting** (in English) **and piloting** (in Arabic) of the survey questions. This process, although time-consuming,



proved highly valuable in identifying and resolving potential issues with the questions themselves as well as formatting options and proposed dissemination mechanisms.

3. Investigate and **assess a range of dissemination options** early and carefully, before selecting the optimal vehicle(s) for the survey. Considering how quickly both technology, access and user preferences can change, the same methods may not be as effective in two years when this survey is repeated. Instagram and Whatsapp are options that could facilitate broad outreach in future iterations. Using more than one method proved useful in reaching distinct demographic groups, so this should also be considered for future surveys.
4. For online dissemination in Jordan, consider **Facebook as a platform that provides flexibility in targeting**, rapid responses, and extensive reach across the country at a moderate cost (approximately \$3000 for two weeks of promotions). To reach audiences not on Facebook, especially older Jordanians and those without regular internet access, Short Message Service (SMS) or texting should be considered as well as telephone surveying, though both are likely to be more costly to reach a similar sample population.
5. Realize that **the longer the survey and more complex the questions, the more respondents who are not going to complete** all the questions, especially without incentives or special interest in the subject matter. In this case, survey completion took an average of six minutes, and nearly 50% of respondents did not complete all the questions. If the survey cannot be shortened or incentives provided for completion, the team should aim for a large enough cohort of respondents to ensure that enough completed surveys are available for analysis.

#### PRACTICES TO CONSIDER IN FUTURE SURVEYS

6. If using more than one method for survey dissemination, **assign distinct Uniform Resource Locators (URLs)/survey links** for each to track how each respondent found the survey (through SMS, Facebook or other medium). This would allow the survey team to identify the most (and least) effective outreach methods both during and after data collection, and allow for more accurate cost comparison data.
7. Keep in mind that **designing and analyzing a survey in one language while collecting and analyzing the data in another language** from a different family is a challenging and time-consuming endeavor, and in some cases it may prove impossible to capture the same meaning in both languages. To minimize difficulties and delays, the team should test the capacities of the survey platform in advance, obtain professional translation support, and explore ways to manage concurrent versions of the survey instrument during the review and revision processes.
8. Anticipate that any voluntary survey will probably generate **more responses from segments of the population with a particular interest** in the subject matter, rather than a truly representative sample of the general populace. This may introduce some bias to the data, which can be addressed through differential analysis (as in this report), but it is important to ensure that sufficient responses are collected to support sound analysis even if necessary to exclude that group. For future iterations, dissemination via stakeholders outside the education sector and use of incentives for completion of the survey should be considered.
9. Plan and schedule the next Political Economy Analysis and survey by this initiative so that focus group discussions conducted under the **PEA can delve into some specific trends and perceptions** identified through the survey responses. Intentionally aligning the two studies and supporting similar lines of inquiry in the research will support more robust conclusions and help mitigate the limitations of online surveying with largely closed-ended questions. In particular, focus groups could investigate key inflection points in whether or not to pursue a career in teaching, for males in particular given their underrepresentation in the Jordanian teaching force.



## ANNEX A. METHODOLOGY

### SURVEY DESIGN

The process of designing this survey began with desk study of related surveys and other research on public perceptions of teachers and the teaching profession, as well as the perceptions of teachers themselves. Those studies primarily came from other countries, notably the United Kingdom, New Zealand and Turkey.<sup>27</sup> As noted above, the previous research by QRF was also carefully considered to ensure optimal complementarity between these two survey efforts. The team also reviewed the USAID/Jordan Takamol National Gender Survey report of 2017<sup>28</sup> and consulted with Takamol project staff to learn from their experience carrying out a web-based survey in Jordan.

The survey questions were developed with close attention to those experiences and crafted to generate specific data that would respond to the objectives described in the Introduction section. The questions were initially drafted in English, and later translated to Arabic. The final survey consisted of 16 questions, of which eight related to perceptions of the teaching profession, and the remaining eight aimed at collecting demographic data about the respondents. The final survey questions can be found in *Annex C*.

### PRETEST AND PILOT

Once the survey questions were prepared in English, the draft survey was pre-tested with eight individuals in Jordan known to the survey team who were fluent in English, to ensure that questions were understandable, could be completed in a reasonable time, and did not raise any other immediate concerns. A team member observed each person as they answered the survey, taking detailed notes of verbal and non-verbal reactions to each question. Afterwards, the team member reviewed the responses and asked for clarifications and recommendations to enhance the survey. The resulting feedback was used to inform adjustment of several questions in English, and the revised questions were then translated to Arabic.

The survey was piloted in Arabic using the Survey Monkey platform with dissemination of the link via 22,000 SMS between July 21- 23, 2020. The target was 40 complete responses, and the survey was closed once 45 responses were received from nine governorates (out of total 12). After preliminary analysis, six respondents were contacted by phone to discuss how they perceived certain questions and response options. The pilot served several purposes: to ensure functionality of the Survey Monkey setup and the SMS mechanism; to test the rate of responses compared to SMS sent and the rate of “incompletes”; to assess time required to complete the survey; to flag responses that did not fit expectations or follow instructions; to identify response options that could be eliminated; and to verify that the survey would generate the required information.

A report was prepared to summarize key findings from the pilot, which led to refinements of the survey questions and also informed the subsequent dissemination strategy to ensure national representation. The pilot data was not included in the final data set for analysis. Once amendments arising from the pilot were made, the survey questions were shared with QRTA for comment, and with USAID/Jordan and the MoE for final inputs and approval.

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<sup>27</sup> *Perceptions of the Status of Teachers*, by D. Hall and B. Langton, Ministry of Education, New Zealand, 2006; *The Social Status of the Teaching Profession: A Phenomenological Study*, by Özgül Mutluer and Sedat Yüksel, *Journal of Teacher Education and Educators*, Volume 8, Number 2, 2019, 2019, 183-203; *Public Perceptions of the Teaching Profession*, by Tim Everton et al, *Research Papers in Education* 22:3, 247-265, 2007.

<sup>28</sup> Available online at [this link](#) on USAID/Jordan's Knowledge Management Portal.

## DISSEMINATION

This survey was designed for online completion by respondents, which allowed for a relatively fast and inexpensive data collection process that was well suited to a country where Internet access and smartphone/computer ownership are both high. Although it was recognized that an online survey might result in under-representation of some segments of the population, the coronavirus pandemic ruled out the possibility of complementary in-person data collection. The selected online survey host was SurveyMonkey, based on its functionality for different languages, reasonable cost, and ease of use for both designers and respondents.

Following investigation of various potential outreach strategies, the team chose a combination of SMS messaging and Facebook to promote the survey and disseminate the survey link. Facebook is the most popular social media in Jordan, and it proved to be a cost-effective way of reaching a broad cross-section of the population. The team created a dedicated Facebook page for the survey, and key partners including the MoE, MOHESR and QRTA also shared the survey link on their social media platforms. Response rates and demographic indicators were monitored closely throughout the 18 days (September 10-27, 2020) that the survey was “live”. Targeted advertisements were used during that period to boost representation from certain segments of the population (by age, sex or governorate) to achieve a well-balanced sample.

To complement Facebook dissemination, the link to the survey was also shared via SMS through a marketing company with a database of mobile phone numbers. The intention was to reach individuals without regular access to smartphone or computer, although to follow the link would ultimately require an internet-connected device. Based on response rates, it appears that SMS contributed to reaching specific demographic groups, especially those aged 60 and over. As agreed with USAID/Jordan, the survey and related information products did not carry USAID branding of any kind. The survey promotional materials included the MoE and MoHESR logos. More detail on dissemination of the survey can be found in *Annex D*.

This survey utilized a stratified, random sampling method and as it was intended to be nationally representative, targeted all adults living in Jordan aged 16 upwards. Equal representation of males and females was sought via the sampling methodology. The sample was designed to produce representative results for the country as a whole, for the three regions, for each of the 12 governorates of the country. To ensure adequate representation, a minimum sample of 1600 was identified with proportional numbers of responses sought from each region. Jordanian citizenship was not required to participate in the study, and the sample included citizens of Jordan as well as others who had resided in Jordan for more than five years. For a thorough explanation of the sample design, see *Annex B*.

## ANALYSIS

Analysis of survey data was conducted primarily via SPSS Statistics, a quantitative analysis software. Quantitative data analysis consisted of both descriptive and inferential statistics. Where gaps by gender, age, governorate or other important characteristics were identified, statistical significance was tested using t-tests, regression analysis, and chi-squared tests with a 95% confidence interval. Responses were analyzed numerically and translated into English for reporting. In order to infer findings from the population sample to the Jordanian population at large, sample weights were calculated. More details on how these weights were calculated can be found in *Annex B*.

Open-ended responses collected in Arabic were analyzed iteratively to identify reoccurring themes and inform defining recurrent “Other” responses. Qualitative analysis was also conducted on

comments posted to the Facebook page and within the final comments section of the survey to identify themes and contextual pieces to inform analysis.

## **LIMITATIONS**

As with all voluntary surveys, various limitations influenced the process and results. As mentioned in the Introduction, respondents may have been influenced by contextual factors such as the closure of the Teachers' Syndicate or the COVID-19 pandemic. Another limitation related to survey dissemination, which relied on SMS, Facebook, and key partners, without any monetary or other incentive to respondents. An unexpectedly large proportion of respondents who completed the survey identified as current or former teachers, as employees in education sector, and/or as immediate family of a teacher. As a result, those individuals are more concentrated in the survey sample than in the Jordanian population at large.

Another limitation was the challenge of designing a multi-lingual survey and relying on translation from English to Arabic, as some words or phrases in one language can be awkward or ambiguous in another, and meanings can take on nuanced interpretations in each language. This limitation was mitigated by as close of translation as possible and revisions after survey piloting, but it contributed to challenges in determining how respondents interpreted the questions and response choices.

The Arabic capability of the online survey platform presented limitations that may have affected survey completion. As an example, though the text read correctly in Arabic and questions read from right to left, the location of response options was oriented for a left-to-right language, which may have caused challenges for some respondents. For at least one question, the inability to make an option exclusive resulted in over 500 respondents indicating "I don't know" in addition to another response. This was mitigated in the analysis process but created challenges in identifying discrepancies in the data.

For one survey question, the wording in Arabic made comprehensive analysis challenging and limited the team's ability to draw clear conclusions from the data. This question was initially designed to measure appeal or attractiveness of certain factors for someone considering the teaching profession. However, due to inclusion of an explanatory term in parentheses, the question could have been interpreted in multiple ways. In order to better understand how respondents interpreted the question, the research team reached out by telephone to 16 respondents who had provided contact information. The findings from these calls did not conclusively point to a consistent interpretation of the question among respondents. Further iterations of the survey should clarify this line of enquiry.

Limitations related to accessibility may have affected results. As this survey was hosted online, participation required access to an internet-capable device. Although some received the survey invitation and link via SMS, participation still required a smart phone or computer and access to internet. This may have disproportionately affected respondents in rural areas or from certain demographic groups. Additionally, as dissemination was largely text-based, it may have limited participation of those with certain disabilities. 11% of the sample indicated they had a long-lasting or chronic condition, but this may not be representative of the Jordanian population at large.

## **ANNEX B. SAMPLE DESIGN, PROCEDURE AND DEMOGRAPHICS**

### **SAMPLE DESIGN AND SAMPLING PROCEDURE**

#### **SAMPLE DESIGN**

This survey utilized a stratified, random sampling method and as it was intended to be nationally representative, targeted all adults living in Jordan aged 16 upwards. Equal representation of males and females was sought via the sampling methodology. The sample was designed to produce representative results for the country as a whole, for the three regions, for each of the 12 governorates of the country. To ensure adequate representation from all parts of the country, a minimum sample of 1600 was identified with proportional numbers of responses sought from each region. Jordanian citizenship was not required to participate in the study, and the sample included citizens of Jordan as well as others who had resided in Jordan for more than five years.

In order to account for a high concentration of the population in Amman and lower amounts in other governorates, the sampling strategy focused on regional proportions. As the Northern Region, per estimates from the 2015 Census estimate, consisted of 29% of the total population, the Central Region comprised 64% of the population and the Southern Region only 8%, the sample reflected slightly adjusted proportions to improve representation in the Southern Region. The targeted sample reflected the following:

REGION/GOVERNORATE	ESTIMATED POPULATION (2015)	% OF TOTAL POPULATION	1600 PERSON- SAMPLE	SAMPLED PROPORTION
Northern Region				
Irbid	1,770,158	19%	120	30%
Ajloun	176,080	2%	120	
Jerash	237,059	2%	120	
Mafraq	549,948	6%	120	
Total Regional Population	2,733,245	29%	480	
Central Region				
Balqa	491,709	5%	240	60%
Amman	4,007,526	42%	240	
Zarqa	1,364,878	14%	240	
Madaba	189,192	2%	240	
Total Regional Population	6,053,305	64%	960	
South Region				
Karak	316,629	3%	40	10%
Tafilah	96,291	1%	40	
Ma'an	144,082	2%	40	
Aqaba	188,160	2%	40	
Total Regional Population	745,162	8%	160	
Total Population	9,531,712		1600	

## SAMPLE WEIGHTS

Because of differences in response rates, sampling weights must be applied in any analysis using data to ensure the actual representativeness of survey results at national as well as regional level. Since the sample was a stratified random sample that required voluntary opt-in for completion and was designed to reflect inflated proportions from specific regions, sampling weights were used while analyzing the data in order to more accurately reflect the national population.

Using data from the Population and Housing Census of 2015 provided by the Department of Statistics, a spreadsheet containing all sampling parameters and selection probabilities was prepared to facilitate calculation of sampling weights. Multivariate sampling weights were adjusted across demographic categories including gender, age, and governorate. By using the Census data, which already accounted for multiple demographic variables, to calculate weights, the research team was able to simplify the multivariate weighting calculation in order to project results of the survey to the larger population.

## SURVEY DEMOGRAPHIC RESULTS

For this analysis, as described in the body of the report, the following data was excluded: incomplete responses, responses from individuals who had resided in Jordan for less than six years, and those who did not disclose their gender.

### How old are you?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	16-18	490	9.1	9.1	9.1
	19-25	598	11.1	11.1	20.2
	26-40	1789	33.2	33.2	53.4
	41-60	1836	34.1	34.1	87.5
	61+	673	12.5	12.5	100.0
	Total	5386	100.0	100.0	

### What is your sex?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	2526	46.9	46.9	46.9
	Female	2860	53.1	53.1	100.0
	Total	5386	100.0	100.0	

### In which governorate do you normally reside?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Amman	1779	33.0	33.0	33.0
	Irbid	712	13.2	13.2	46.2
	Zarqa	655	12.2	12.2	58.4
	Mafrq	252	4.7	4.7	63.1
	Ajloun	174	3.2	3.2	66.3
	Jerash	151	2.8	2.8	69.1
	Madaba	353	6.6	6.6	75.7
	Balqa	596	11.1	11.1	86.7
	Karak	215	4.0	4.0	90.7
	Tafleh	185	3.4	3.4	94.2
	Maan	142	2.6	2.6	96.8
	Aqaba	172	3.2	3.2	100.0
	Total	5386	100.0	100.0	

**In what kind of area do you normally reside?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Urban	3763	69.9	69.9	69.9
	Rural	670	12.4	12.4	82.3
	Semi-urban	790	14.7	14.7	97.0
	Other	163	3.0	3.0	100.0
	Total	5386	100.0	100.0	

**How many years have you resided in Jordan, in total?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	6-15 years	227	4.2	4.2	4.2
	16 years or more	5159	95.8	95.8	100.0
	Total	5386	100.0	100.0	

**What is the total monthly income of all people living in your household (gross income, before expenses of household)?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 500 dinars	2717	50.4	50.4	50.4
	500-1499 dinars	1380	25.6	25.6	76.1
	1500-2499 dinars	188	3.5	3.5	79.6
	More than 2500 dinars	132	2.5	2.5	82.0
	Don't know	969	18.0	18.0	100.0
	Total	5386	100.0	100.0	

**Do you have difficulty with any physical or mental functions?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	4328	80.4	80.4	80.4
	Yes	630	11.7	11.7	92.1
	Prefer not to respond	428	7.9	7.9	100.0
	Total	5386	100.0	100.0	

## ANNEX C. SURVEY QUESTIONNAIRE

### I. ENGLISH VERSION

#### Survey on Public Perceptions of Teaching Profession in Jordan

This survey aims to learn how people in Jordan view the profession of schoolteacher. The survey is being carried out by a research company in collaboration with the Jordanian Ministry of Education and Ministry of Higher Education. By participating, you will contribute to improving school education in Jordan. To complete the survey will take about 5 minutes, and it is anonymous. You are not obligated to fill the survey, and you may stop the survey at any time. Please submit the survey only one time per person. When you finish, you will have the chance to view all other response data for the survey.

By submitting this form, you are indicating that you are at least 16 years old, and that you accept these terms. If you have any questions, please contact the research team at [NPTS@irex.org](mailto:NPTS@irex.org) or check the survey Facebook page at [@PerceptionsofTeachingProfessionJordan](https://www.facebook.com/PerceptionsofTeachingProfessionJordan).

1. How old are you? **(Select one response.)**

- ☐ 16-18
- ☐ 19-25
- ☐ 26-40
- ☐ 41-60
- ☐ 61+

2. What is your sex? **(Select one response.)**

- ☐ Male
- ☐ Female
- ☐ Prefer not to respond

3. In which governorate do you normally reside? **(Select one response.)**

- ☐ Amman
- ☐ Irbid
- ☐ Zarqa
- ☐ Mafraq
- ☐ Ajloun
- ☐ Jerash
- ☐ Madaba
- ☐ Balqa
- ☐ Karak
- ☐ Tafleh
- ☐ Maan
- ☐ Aqaba

4. In what kind of area do you normally reside? **(Select one response.)**

- ☐ Urban (town or city with population of 5000 or more)



- ☐ Rural (in countryside or town of less than 5000 people)
- ☐ Semi-urban
- ☐ Other

5. How many years have you lived in Jordan, in total? **(Select one response.)**

- ☐ 0-5 years
- ☐ 6-15 years
- ☐ 16 years or more

6. For each of these professions, please indicate your view of its prestige (respect from society) in Jordan.

Profession	Acceptable Status	Medium Status	High Status
Government sector worker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Doctor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher in private school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business owner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
University professor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nurse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher in public school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engineer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accountant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. What is your closest connection to the teaching profession? **(Select all that apply)**

- ☐ I am a teacher (or was in the past)
- ☐ I work in an administrative role in education sector (or did in the past)
- ☐ Someone in my immediate family is or was a teacher
- ☐ I am now a school student
- ☐ I have at least one child who is now a school student
- ☐ None of the above

8. How would you describe your feelings if a male in your immediate family decided to be a schoolteacher? **(Select one response.)**

- ☐ I would strongly discourage his decision
- ☐ I would be dissatisfied but not say anything to him
- ☐ I would be satisfied with his decision
- ☐ I would strongly encourage his decision
- ☐ I would not care

9. How would you describe your feelings if a **female** in your immediate family decided to be a schoolteacher? **(Select one response.)**

- ☐ I would strongly discourage her decision
- ☐ I would be dissatisfied but not say anything to her
- ☐ I would be satisfied with her decision
- ☐ I would strongly encourage her decision
- ☐ I would not care

10. Imagine that you have an opportunity to have a new career or job, and one possibility is to become a teacher in public schools in Jordan. Please rate each factor.

Factors	Attractive (Important) for me	Neutral or not sure	Unattractive (not Important) for me
Influence of teachers in society	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Salary/compensation of teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Job security of teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chances for career advancement of teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attitudes of family and society towards teachers and teaching profession	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Location of schools according to my living place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mandate and responsibilities as a teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interaction with students (9-16 years)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conditions required to become a teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cost of pre-service training program to become a teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work schedule of teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summer and Winter vacations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unavailability of jobs better than teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (specify) _____			

11. Which of the steps below are necessary **AT PRESENT** to become a Grade 4-10 public school teacher in Jordan? The list contains both correct and incorrect choices. **(Select all necessary steps. At least two choices are required.)**
- ☐ Obtain a higher diploma
  - ☐ Obtain a university bachelor's degree
  - ☐ Obtain a master's degree in education
  - ☐ Apply to the Civil Service Bureau
  - ☐ Wait for turn in queue of Civil Service Bureau
  - ☐ Pass Arabic examination
  - ☐ Pass English examination
  - ☐ Volunteer as student teacher (practicum) for 1 year
12. Who has the **most** influence on a **male** who is thinking about becoming a schoolteacher in Jordan? **(Select EXACTLY 3 responses)**
- ☐ Friends
  - ☐ Universities/professors
  - ☐ Men in immediate family
  - ☐ Women in immediate family
  - ☐ Government
  - ☐ Media
  - ☐ Schoolteachers
  - ☐ Others (Please specify) \_\_\_\_\_
13. Who has the **most** influence on a **female** who is thinking about becoming a schoolteacher in Jordan? **(Select EXACTLY 3 responses)**
- ☐ Friends
  - ☐ Universities/professors
  - ☐ Men in immediate family
  - ☐ Women in immediate family
  - ☐ Government
  - ☐ Media
  - ☐ Schoolteachers
  - ☐ Others (Please specify) \_\_\_\_\_
14. What is your current employment situation? **(Select one response that most closely matches your situation.)**
- ☐ Student at secondary school (full time)
  - ☐ Student at university (full time)
  - ☐ Employed full time
  - ☐ Employed part time or irregularly
  - ☐ Self-employed/businessperson
  - ☐ Unemployed
  - ☐ Retired
  - ☐ Other
15. What is the total monthly revenue/gross income of all people living in your household? **(Select one response.)**

- ☐ Less than 500 dinars
- ☐ 500-1499 dinars
- ☐ 1500-2499 dinars
- ☐ More than 2500 dinars
- ☐ Not sure/prefer not to respond

16. Do you have a long-lasting or chronic condition (physical, visual, auditory, cognitive or mental, emotional, or other) that substantially limits one or more of your major life activities (your ability to see, hear, or speak; to learn, remember, or concentrate)? (Select one response.)

- ☐ No
- ☐ Yes
- ☐ Prefer not to respond

17. Can we contact you to discuss the topics covered by this survey?

- ☐ Yes
- ☐ No

18. Please provide your contact information, if desired.

- Name
- Telephone #
- Email

This is the end of the survey. Thank you for sharing your valuable perspectives. If you have any questions or comments about this survey, please write them below or contact the research team at [NPTS@irex.org](mailto:NPTS@irex.org). If you are interested in seeing the final report on this survey, please email us to be added to the distribution list.

## II. ARABIC VERSION

### المسح الوطني لفهم التصورات العامة عن التعليم في الأردن

،اهلا بكم في صفحة المسح الوطني لفهم التصورات العامة عن مهنة التعليم في الأردن

نحن مجموعة بحثية مستقلة مكرسة لدعم وزارة التربية والتعليم في فهم التصورات العامة عن مهنة التدريس في جميع ارجاء المملكة .بدعمكم وعن طريق ملء هذا الاستبيان سنتمكن من تزويد وزارة التربية والتعليم ووزارة التعليم العالي . بالمعلومات المطلوبة لاتخاذ القرارات والإجراءات اللازمة حول عملية إعداد وتأهيل المعلمين وتوظيفهم

يستغرق إكمال الاستبيان حوالي 5 دقائق .يرجى ملء الاستبيان مرة واحدة فقط لكل شخص .عند الانتهاء ستتاح لكم الفرصة لمشاهدة ملخص عن جميع الاستجابات

يرجى العلم بأن تزويدنا بمعلومات الاتصال الخاصة بك (كالاسم ورقم الهاتف )هو اختياري وسوف تبقى المعلومات سرية ولن يتم ربطها بإجاباتك أو مشاركتها مع أطراف أخرى وإنما سيتم استخدامها فقط لغايات التواصل معك في حال رغبة فريق البحث في الاستفسار عن اجاباتك .كما يرجى العلم أنك لست ملزماً بتعبئة هذا الاستبيان ويمكنك التوقف بأي لحظة

يتم تنفيذ المسح بالتعاون مع وزارة التربية والتعليم الأردنية ووزارة التعليم العالي .من خلال المشاركة، سوف تساهم في التعلم المدرسي، وإعداد وتأهيل المعلمين في الأردن تطوير

أو [NPTS@irex.org](mailto:NPTS@irex.org) لمزيد من المعلومات او للتواصل مع فريق البحث، يرجى مراسلتنا عبر البريد الإلكتروني على ارسال رسالة على صفحتنا على الفيسبوك

،شكرا لكم لحسن تعاونكم

العمر؟ )حدد إجابة واحدة(. 1.

- ☐ 16-18
- ☐ 19-25
- ☐ 26-40
- ☐ 41-60
- ☐ 61+

الجنس؟ )حدد إجابة واحدة(. 2.

- ☐ ذكر
- ☐ أنثى
- ☐ أفضل عدم الإجابة

في أي محافظة تقيم عادة؟ )حدد إجابة واحدة(. 3.

- ☐ عمان
- ☐ إربد
- ☐ الزرقاء
- ☐ المفرق
- ☐ عجلون

- ☐ جرش
- ☐ مادبا
- ☐ اليلقاء
- ☐ الكرك
- ☐ الطفيلة
- ☐ معان
- ☐ العقبة

4. تعتبر المنطقة التي تقيم فيها عادة؟ (حدد إجابة واحدة).

- ☐ حضرية (بلدة أو مدينة يبلغ عدد سكانها 5000 نسمة أو أكثر)
- ☐ قروية (في الريف أو بلدة يبلغ عدد سكانها أقل من 5000 نسمة)
- ☐ شبه حضرية (بين الحضرية والقروية)
- ☐ أخرى

5. كم عام أقمت في الأردن ؟ (حدد إجابة واحدة).، بشكل إجمالي

- ☐ سنوات 0-5
- ☐ سنوات 6-15
- ☐ سنة أو أكثر 16

6. لكل من هذه المهن في (...احترام وتقدير من قبل افراد المجتمع) الرجاء تحديد وجهة نظرك حول المكانة الاجتماعية في الأردن.

المهنة	مكانة اجتماعية مقبولة	مكانة اجتماعية متوسطة	مكانة اجتماعية رفيعة
معلم في القطاع الحكومي	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
محاسب	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
أستاذ جامعي	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
مهندس	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
موظف قطاع عام	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ممرض	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
معلم في القطاع الخاص	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
محامي	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
صاحب عمل	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
طبيب	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. صلتك بمهنة التعليم ؟ (حدد كل ما ينطبق). ما الصفة الأقرب التي تصف

- ☐ (أو كنت معلم في الماضي) أنا معلماً
- ☐ أعمل كإداري في قطاع التعليم (أو كنت أعمل بذلك في الماضي)
- ☐ شخص في عائلتي المباشرة يعمل كمعلم أو كان معلماً
- ☐ أنا الآن طالب في مدرسة
- ☐ لدي طفل واحد على الأقل طالب في المدرسة
- ☐ لا شيء مما سبق

8. كيف تصف شعورك إذا قرر أحد الاشخاص الذكور من عائلتك المباشرة أن يكون معلماً؟ (حدد إجابة واحدة).

- ☐ سأعارض قراره وبشدة  
☐ لن أكون راضيًا، ولكنني لن أقول شيئًا  
☐ سأكون راضيًا بقراره  
☐ سأشجع قراره وبشدة  
☐ لن أهتم

كيف تصف شعورك إذا قررت إحدى الإناث من عائلتك المباشرة أن تكون معلمة؟ (حدد إجابة واحدة). 9.

- ☐ سأعارض قرارها وبشدة  
☐ لن أكون راضيًا، ولكنني لن أقول شيئًا  
☐ سأكون راضيًا بقرارها  
☐ سأشجع قرارها وبشدة  
☐ لن أهتم

تخيل أن لديك الفرصة للحصول على وظيفة أو مهنة جديدة ، وأحد الاحتمالات هي أن تصبح معلمًا في القطاع 10. الحكومي في الأردن .الرجاء تقييم كل من العوامل المتعلقة بهذه المهنة

العوامل	جاذبة (مهمة جدًا لي)	محايد أو لا أعرف	غير جاذبة (غير مهمة لي)
تأثير المعلمين على المجتمع	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
الراتب/ تعويضات المعلمين	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
الأمان الوظيفي للمعلمين	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
فرص التقدم الوظيفي للمعلمين	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
آراء الأسرة والمجتمع تجاه المعلمين ومهنة التعليم	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
موقع المدرسة بالنسبة لمكان سكني	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
المهام المنوطة بعمل كمعلم في المدرسة	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
التعامل مع الطلبة بفئات (سنوات-16 سنة 9) عمرية	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
الشروط المطلوبة لتصبح معلمًا	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
تكلفة الالتحاق ببرنامج لاعداد وتأهيل المعلمين قبل الخدمة	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
جدول الحصص المدرسي	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
العطل الصيفية والشتوية	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
عدم توفر فرص عمل أخرى غير التعليم	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
أخرى (يرجى التحديد)			

أي من الخطوات الآتية مطلوبة حاليًا لتصبح معلمًا في المدارس الحكومية لطلاب الصف الرابع حتى العاشر في الأردن؟ 11. (حدد جميع الخطوات المطلوبة)

- ☐ الحصول على دبلوم عالي  
☐ الحصول على شهادة بكالوريوس  
☐ الحصول على شهادة ماجستير  
☐ التقدم لديوان الخدمة المدنية  
☐ انتظار الدور والترتيب التنافسي في ديوان الخدمة  
☐ اجتياز امتحان اللغة العربية

اجتياز امتحان اللغة الإنجليزية ☐  
التطوع كمعلم طالب (عملي (لمدة عام ☐

12. (اجابات فقط الأكثر تأثيراً على الاشخاص الذكور الذين يفكرون بأن يصبحوا معلمين في الأردن؟) حدد 3 هي الجهة من

- ☐ الحكومة
- ☐ الإعلام
- ☐ المعلمين في المدارس
- ☐ الأصدقاء
- ☐ الجامعات/ الأساتذة الجامعيين
- ☐ الرجال في العائلة المباشرة
- ☐ النساء في العائلة المباشرة
- ☐ أخرى (يرجى التحديد)

13. من هي الجهة الأكثر تأثيراً على الاناث اللواتي يفكرن بأن يصبحن معلمات في الأردن؟) حدد 3 ردود بالضبط).

- ☐ الحكومة
- ☐ الإعلام
- ☐ المعلمين في المدارس
- ☐ الأصدقاء
- ☐ الجامعات/ الأساتذة الجامعيين
- ☐ الرجال في العائلة المباشرة
- ☐ النساء في العائلة المباشرة
- ☐ أخرى (يرجى التحديد)

14. ما هو وضعك الوظيفي الحالي؟) حدد اجابة واحدة تصف الوضع الوظيفي الاقرب).

- ☐ طالب في المرحلة الثانوية في المدرسة
- ☐ طالب في الجامعة بدوام كامل
- ☐ موظف بدوام كامل
- ☐ موظف بدوام جزئي أو بشكل غير منتظم
- ☐ أعمل لحسابي الخاص/ رجل أعمال
- ☐ لا أعمل حالياً
- ☐ متقاعد
- ☐ غير ذلك

15. ما هو الدخل الشهري الإجمالي لجميع الأشخاص الذين يعيشون في بيتك؟) حدد إجابة واحدة).

- ☐ أقل من 500 دينار
- ☐ 500-1499 دينار
- ☐ 1500-2499 دينار
- ☐ أكثر من 2500 دينار
- ☐ لأعلم/لا أراغب بالاجابة

16. هل لديك حالة مزمنة (جسدية، بصرية، سمعية، معرفية، عقلية، نفسية، أو غيرها) تحد بشكل كبير من نشاط أو أكثر من أنشطة حياتك الرئيسية (قدرتك على الرؤية أو السمع أو التحدث أو التعلم أو التذكر أو التركيز؟) (حدد إجابة واحدة).



☐ لا  
☐ نعم  
☐ أفضل عدم الإجابة

هل يمكننا الاتصال بك للاستعلام حول كيفية تحسين هذا الاستطلاع؟ 17.

الرجاء تقديم معلومات الاتصال الخاصة بك أدناه (إذا رغبت بذلك). 18.

:الاسم

:عنوان البريد الإلكتروني

:رقم الهاتف

نهاية الاستطلاع

شكراً على المشاركة بوجهة نظرك القيمة. إذا كان لديك أي ملاحظة لا تتردد بكتابتها في الأسفل أو الاتصال بفريق البحث على

البريد [NPTS@irex.org](mailto:NPTS@irex.org)

.وإذا رغبت بالحصول على نسختك من نتائج المسح الرجاء مراسلتنا لإضافة اسمك وبريدك الإلكتروني للقائمة

## ANNEX D. SURVEY DISSEMINATION STRATEGY

### OBJECTIVE

The main objective of the dissemination strategy was to identify widely spread and cost-effective dissemination channels for the survey to reach a nationwide representative sample across Jordan, with the support of technology.

### TARGET AUDIENCE

In alignment with the objectives of the National Survey on Public Perceptions of the Teaching Profession, the following target audiences were identified based on demographic and geographic characteristics.

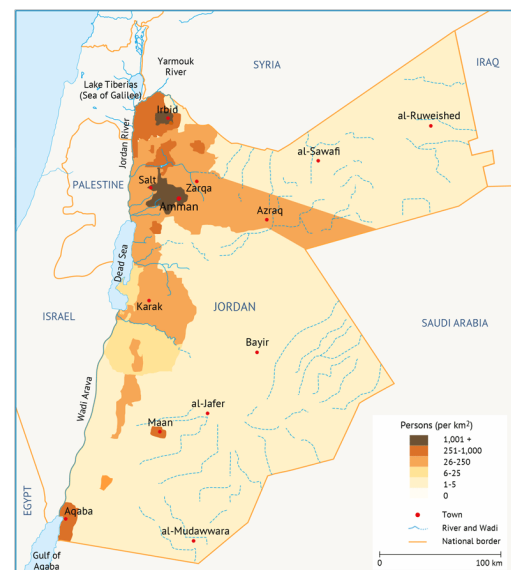
### DEMOGRAPHIC CHARACTERISTICS

- Gender: Males and females
- Age groups:
  - 16-18
  - 19-25
  - 26-40
  - 41-60
  - 61+

### GEOGRAPHIC CHARACTERISTICS

Audience who normally reside in one of 12 governorates across Jordan:

- Amman
- Irbid
- Zarqa
- Mafraq
- Ajloun
- Jerash
- Madaba
- Balqa
- Karak
- Tafileh
- Maan
- Aqaba



## REVIEW OF DISSEMINATION CHANNELS

The survey's development and preparation phase included an analysis of a range of different dissemination channels, including telephone interviews, Facebook, and SMS. Based on analysis of the channels listed below, Facebook (FB) and SMS were determined as the main dissemination channels for the survey for the following reasons: both channels combined can reach up to 10 million people in Jordan; both have different targeting and profiling options that can be adjusted easily as needed; short time available for implementation (estimated 10 – 14 days); and budget, as these options are cost-effective compared to telephone interviews. All cost data shown below is in United States Dollars (USD).

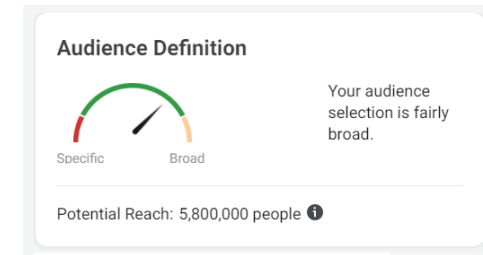


Photo: Facebook reach in Jordan  
2020. Source Facebook ads

Variables	SMS/Survey Monkey	Telephone interviews	Facebook/Survey Monkey
<b>Cost</b>	USD 2,257 for 200K SMS sent out by contracted company (Blunet) Plus USD 2,799 for SurveyMonkey subscription	USD 10,000 and up, based on 1,600 sample size surveyed by contracted research company	Between USD 2,000 and USD 3,500, based on the number of anticipated link clicks provided below in this table (regarding response rate), plus USD 2,799 for SurveyMonkey subscription
<b>Time from launch to data</b>	Around 10 days, depends on the response rate and number of SMS batches	Min. 5 weeks/24 working days including pilot	Est. 14 days
<b>Detail in survey</b>	Less questions and complexity possible in online written survey, should be primarily closed-ended questions	Could be slightly longer, detail can be explained, could have more open-ended questions	Same as for SMS
<b>Response rate</b>	Low, few people look at SMS since Whatsapp became popular, but still used for advertising, and spreading out messages by GoJ, banks, and others	Slightly higher, contracted research company assumes the risk to reach target numbers	Difficult to predict due to lack of monetary incentives to attract respondents to click the link, but options for promotion of the link available to boost response rates as needed. However, response rate was estimated based on number of expected clicks per day (3,623 - 10,470) for the selected target audience, multiplied by 5% as the average estimated conversion rate.
<b>Reach</b>	Basic and smartphone can receive link but must have internet access to complete survey. SMS providers report 4 million+ in database.	Basic and smartphone, no need for internet	Smartphone or computer must have internet to complete survey. Facebook reports nearly 6 million users in Jordan.

<b>Government Sponsors (MOE, etc.)</b>	May encourage click, but limited space to explain and provide survey link (69-character limit)	Somewhat less important to mention, though may encourage cooperation to mention	Easier to make the link with partners to incentivize respondents, include logos. Can mention partners on FB ad (if desired), and use their FB platforms to disseminate further
<b>Demographic profiling</b>	Can profile for sex, age, and governorate.	Can profile for sex, age, and governorate.	FB can target by age, sex, governorate, and other factors– and these can be changed to meet shortfalls in responses during data collection
<b>Challenges/risks</b>	Not enough characters allowed in SMS to “sell” the social purpose of survey. Low response rate compared with social media channels. Lack of in-depth data due to written format	Time limits may not be respected if difficult to get respondents to complete long-ish survey. Limited number of survey responses	The program does not have a FB page, Lack of depth in data due to written format. Staff time required to set up page and monitor during data collection.
<b>Adaptations considered to mitigate risks</b>	If response rate is low, the survey link will be shared on other platforms to generate more responses. More details about the survey will be added to the survey introduction. Ask for contact info and conduct phone interviews with smaller sample afterwards for more data.	Use online survey for mass data collection on national scale, simultaneously with smaller phone survey with more depth. Analysis will be more complex with two cohorts and instruments.	Ask for contact info and conduct phone interviews with smaller sample afterwards for more in-depth data. Create a survey-specific page with more info about the survey for those who are interested. Create appealing content such as images, texts, and videos to attract various audience.

## STAKEHOLDER ENGAGEMENT

The following key stakeholders for the survey were identified by the implementing team:

- Primary stakeholders such as USAID, MoE, and MoHESR were engaged to review the survey questions, dissemination channels, promotional content, and designs, as well as their logo placement as relevant. They also supported dissemination using their online channels.
- Secondary stakeholders such as QRTA and Mu'tah University were approached to support in promoting the survey via their online channels.

Below are several examples of the promotional designs used to attract public interest in the survey.



Photo: MoE Facebook post and website



Photo: QRTA Facebook post



Photo: MoHESR Facebook post

## DISSEMINATION APPROACH

With approval from USAID, following the creation of the SMS and Facebook promotional material including content and designs, a dedicated Facebook page was launched on September 10, 2020, to start distributing the survey to its intended target audience. This page was hosted for a total of 18 days, with more than 20 organic and paid advanced targeting posts were published on the survey Facebook page. Additionally, 130,000 SMSs were released to distribute the survey link to reach Jordanians across the country.

The campaign on Facebook and SMS was undertaken in two main phases:

1. To begin, a generic ad was placed targeting males and females, in all governorates, across all ages, with regular monitoring of performance of the posts and breakdown of survey responses on Survey Monkey.
2. Based on evaluation of response data, the 2nd phase featured detailed targeted posts towards more specific governorates, age groups, and genders that were promoted to attain the required numbers and reach a representative sample for each group. The Facebook page was moderated by the survey team in two shifts each day to control and monitor the comments.

Moreover, the campaign was supported by MoE, MoHESR, and QRTA by sharing the survey on their online platforms including Facebook and website. In addition, the survey was shared on Facebook pages and groups including youth groups, universities groups, and community groups in each governorate.



Photo: Facebook post



## FACEBOOK AND SMS ADVERTISING REPORT

The following tables show the overall performance of both Facebook and SMS, according to data from Facebook Ads Manager and the contracted company for SMS distribution. In all, these two channels generated 11,299 survey responses.

- The 1st table shows the performance of the Facebook campaign over 18 days. The campaign included two types of posting; paid posts with a total cost of USD 2,974 (average of USD 0.14 cost per link click), and organic posts (free of charge). These posting methods achieved 40,431 survey link clicks, reach of 1,086,677, and more than 2.8 million impressions.
- The 2nd table sums up performance of the SMS campaign. A total of 130,000 SMS were released in two batches (70,000 and 60,000) with a total cost of USD 1,706 (USD 0.01 per SMS).
- Conversion rates for each channel were not calculated due to insufficient data on whether respondents found the survey link via Facebook or SMS. However, based on brief experience in the survey pilot phase, it is likely that more than 80% of survey responses were generated via Facebook.

FACEBOOK ADS PERFORMANCE					
TYPE OF POST	# LINK CLICKS	REACH	# IMPRESSIONS	AVG. COST PER LINK CLICK	TOTAL COST
Paid posts	40,066	1,075,536	2,898,639	\$0.14	\$2,974
Organic posts	365	11,141	12,509	0	Free

SMS OUTREACH PERFORMANCE					
PHASE	# SMS SENT	# DELIVERED	# UNDELIVERED	AVG. COST PER SMS	TOTAL COST
Pilot	21,000	20,103	297	\$0.01	\$ 1,706
Final Survey	70,000	68541	1459	\$0.01	
	60,000	58872	1128	\$0.01	

The table below provides details of the specifically targeted advertisements used by the team to reach a national representative set of respondents with the survey.

FACEBOOK AD NAME	# of LINK CLICKS	REACH	# of IMPRESSIONS	AVG. COST PER LINK CLICK	TOTAL COST
All Jordan	7018	369153	495494	\$0.0368	\$258
Age 19-25	1243	70224	97852	\$0.0283	\$35
Males	2764	122496	233119	\$0.0335	\$93

9 Governorates	1993	86991	128981	\$0.0351	\$70
Age 65+	5514	70406	322755	\$0.1086	\$599
Madaba	1884	34304	68469	\$0.0359	\$68
Tafilah	999	14500	23697	\$0.0271	\$27
Ajloun Age 60+ Males	382	2358	31359	\$0.3808	\$145
Aqaba Age 16-18 Males	324	4193	48245	\$0.4831	\$157
Maan Age 16-18	387	4363	61637	\$0.500	\$193
Balqa Males	3891	77681	292848	\$0.0770	\$300
Age 16–18, 7 Governorates	2780	58970	406409	\$0.1259	\$350
Age 19–25, 7 Governorates	8382	141494	544818	\$0.0418	\$360
Age 61+ Females, 10 Governorates	2505	18403	142956	\$0.1277	\$320
<b>TOTAL</b>	<b>40,066</b>	<b>1,075,536</b>	<b>2,898,639</b>	<b>\$0.15</b>	<b>\$2,974</b>



## CAMPAIGN ILLUSTRATIONS

This section portrays images that illustrated the different advertisements utilized to distribute the survey.

### IREX FACEBOOK CAMPAIGNS

... المسح الوطني لفهم التصورات العامة  
عن مهنة التعليم في الأردن  
Sponsored · 🇬🇧

هل انت طالب او طالبة وعمرك ما بين 16 - 18 سنة؟  
نحن مهتمون في سماع رأيك فيما يتعلق في مهنة  
التعليم في المدارس.  
شاركنا رأيك وانقر على الرابط واملا الاستبيان الآن!

يتم إجراء هذا الاستطلاع بالتعاون مع وزارة التربية  
والتعليم ووزارة التعليم العالي والبحث العلمي.



شاركنا رأيك واملا الاستبيان الآن

المسح الوطني لفهم التصورات العامة عن مهنة التعليم في...  
LEARN MORE

Like Comment Share

... المسح الوطني لفهم التصورات العامة  
عن مهنة التعليم في الأردن  
Sponsored · 🇬🇧

هل انت من سكان محافظة البلقاء؟ نحن مهتمون في  
سماع رأيك فيما يتعلق في مهنة التعليم في المدارس.  
شاركنا رأيك وانقر على الرابط واملا الاستبيان الآن!

يتم إجراء هذا الاستطلاع بالتعاون مع وزارة التربية  
والتعليم ووزارة التعليم العالي والبحث العلمي.



انقر على الرابط ادناه واملا  
الاستبيان الآن

SURVEYMONKEY.COM  
المسح الوطني لفهم التصورات العامة عن مهنة التعليم في...  
LEARN MORE

👍 🥰 🍌 215 166 Comments 5 Shares

Like Comment Share



### ... المسح الوطني لفهم التصورات العامة عن مهنة التعليم في الأردن

Sponsored · 🌐

هل انت من سكان محافظة مادبا؟ نحن مهتمون في سماع رأيك فيما يتعلق في مهنة التعليم في المدارس. شاركنا رأيك وانقر على الرابط واملا الاستبيان الآن!

يتم إجراء هذا الاستطلاع بالتعاون مع وزارة التربية والتعليم ووزارة التعليم العالي والبحث العلمي.



SURVEYMONKEY.COM

المسح الوطني لفهم التصورات العامة عن مهنة التعليم

LEARN MORE

👍❤️😄 166

136 Comments 1 Share



Like



Comment



Share



### ... المسح الوطني لفهم التصورات العامة عن مهنة التعليم في الأردن

Sponsored · 🌐

هل انت من سكان محافظة عجلون؟ نحن مهتمون في سماع رأيك فيما يتعلق في مهنة التعليم في المدارس. شاركنا رأيك وانقر على الرابط واملا الاستبيان الآن!

يتم إجراء هذا الاستطلاع بالتعاون مع وزارة التربية والتعليم ووزارة التعليم العالي والبحث العلمي.



SURVEYMONKEY.COM

المسح الوطني لفهم التصورات العامة عن مهنة التعليم في...

LEARN MORE

👍❤️ 34

54 Comments



Like



Comment



Share

... المسح الوطني لفهم التصورات العامة  
عن مهنة التعليم في الأردن  
Sponsored · 🌐

عمرك ما بين 19 - 25 سنة. نحن مهتمون في سماع رأيك فيما يتعلق في مهنة التعليم في المدارس. انقر على الرابط واملأ الاستبيان الآن!

يتم إجراء هذا الاستطلاع بالتعاون مع وزارة التربية والتعليم ووزارة التعليم العالي والبحث العلمي.



SURVEYMONKEY.COM  
شاركنا رأيك!

LEARN MORE

👍 🥰 🗨️ 30

4 Comments

👍 Like 🗨️ Comment ➦ Share

... المسح الوطني لفهم التصورات العامة عن مهنة التعليم في الأردن  
September 11 at 12:47 AM · 🌐

هل ترغب بالمساعدة في تحسين مهنة التعليم في الأردن؟ شاركنا رأيك. انقر على الرابط واملأ الاستبيان الآن وسأهم في تطوير التعليم في المدارس. يتم إجراء هذا الاستطلاع بالتعاون مع وزارة التربية والتعليم - الأردن ووزارة التعليم العالي والبحث العلمي.



SURVEYMONKEY.COM  
املأ الاستبيان الآن

Learn More

👍 🥰 🗨️ 317

111 Comments 9 Shares

👍 Like 🗨️ Comment ➦ Share

## MOE WEBSITE



## MOE FACEBOOK

وزارة التربية والتعليم - الأردن  
September 10 at 1:35 PM · 🌐

هل ترغب بالمساعدة في تحسين مهنة التعليم في الأردن؟  
شاركنا رأيك... 🙌 <https://tinyurl.com/y67vhxvk>

املاً الاستبيان الآن وساهم في تطوير التعليم في المدارس.  
\*يتم إجراء هذا (المسح الوطني لفهم التصورات العامة عن مهنة التعليم في الأردن) بالتعاون مع وزارتي: التربية والتعليم، والتعليم العالي والبحث العلمي.  
شكراً لمشاركتك 🙏😊



المسح الوطني لفهم التصورات العامة عن مهنة التعليم في الأردن

👍🙏❤️ 589      130 Comments 24 Shares

## MOE FACEBOOK POST PERFORMANCE

REACH	COMMENTS	CLICKS
141,362	100	1,081

## MOHESR FACEBOOK POST



The screenshot shows the Facebook profile of the Ministry of Education, Higher Education and Scientific Research (MOHESR) of Jordan. The profile picture is the Jordanian coat of arms with the word 'أمان' (Aman) below it. The name is 'وزارة التعليم العالي والبحث العلمي' and the handle is '@mohejordan'. The page has 37 likes and 18 comments on the visible post.

**Posts**

المسح الوطني لفهم التصورات العامة عن التعليم في الأردن  
 هل ترغب بالمساعدة في تحسين مهنة التعليم في الأردن؟ شاركنا رأيك. انقر على الرابط وإملاء  
 الاستبيان الآن وسأقدم في تطوير التعليم في المدارس.  
 يتم إجراء هذا الاستطلاع بالتعاون مع وزارة التربية والتعليم ووزارة التعليم العالي والبحث العلمي.  
 الرابط: See More ...

The post features a green banner with the SurveyMonkey logo and a laptop displaying a survey. Below the banner, the text reads: 'المسح الوطني لفهم التصورات العامة عن التعليم في الأردن'.

## QRTA'S FACEBOOK POST

Queen Rania Teacher - أكاديمية الملكة رانيا لتدريب المعلمين Academy  
September 10 at 1:27 PM · 🌐



**املا الاستبيان وشاركنا رأيك لفهم  
التصورات العامة عن مهنة التعليم**

**المسح الوطني لفهم التصورات العامة عن مهنة  
التعليم في الأردن**  
Educational Research Center [Learn More](#)

**المسح الوطني لفهم التصورات العامة عن مهنة التعليم في الأردن**  
September 10 at 8:10 AM · 🌐

هل ترغب بالمساعدة في تحسين مهنة التعليم في الأردن؟  
شاركنا رأيك. انقر على الرابط واملأ الاستبيان الآن وساهم في تطوير  
التعليم في المدارس.  
يتم إجراء هذا الاستطلاع... [See More](#)

👍 You and 40 others · 4 Comments

👍 Like    💬 Comment    ➦ Share    🗑️





**Contract Number:** 72027820C00004

**Agreement Period:** March 2020 – February 2025

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