

iEARN Global Issues: Education Learning
Circle 1

IT Club Students – Wesley High School, Otukpo,
Benue State, Nigeria

2015



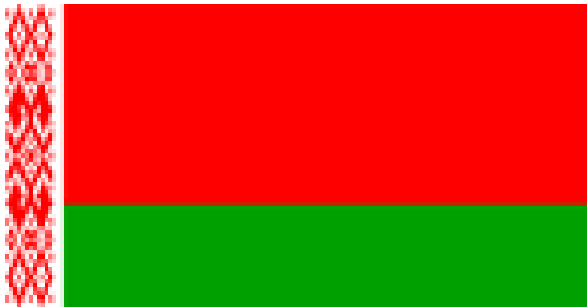
***STUDENTS'
PERSPECTIVES ABOUT
THEIR EDUCATION,
TEACHERS AND
SCHOOLS - A Case Study
of Four (4) Schools from
Nigeria, Belarus, United
States of America &
Pakistan***

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NIGERIA



BELARUS



UNITED STATES OF AMERICA



PAKISTAN

INTRODUCTION

This survey project involved four (4) schools each from four (4) countries namely: Nigeria (NGR), Belarus (BEL), United States of America (USA) and Pakistan (PKN).

The overall goal of the project is to bring out student experiences and opinions of their education, teachers and schools to the attention of the school managers and teachers. Useful comparison could also be made among the participating schools. The findings from the project will provide useful information for school managers and teachers of the participating schools to evaluate the effectiveness of education delivery in their respective schools and with the objective of developing suitable strategies in bringing about necessary adjustments and improvements where needed.

Having students administer the questionnaire, analyze the responses and produce the report themselves has provided them an opportunity to acquire and develop research skills.

Method:

Questionnaires were completed by school students in grades nine (9) – twelve (12) from a school each in Nigeria, Belarus, United States of America and Pakistan under the guided supervision of a teacher.

The student responses from the participating schools are presented below.

QUESTIONS ABOUT YOUR SCHOOL LIFE

A9. What grades do you usually get?

	NGR	BEL	USA	PKN
	%	%	%	%
MOSTLY A'S	53.4	13.4	6.2	
MOSTLY A'S & B'S	33.4	80	31.3	100
MOSTLY B'S	6.6	6.6	25	
MOSTLY B'S & C'S	6.6		25	
MOSTLY C'S				
MOSTLY C'S & D'S			12.5	
MOSTLY D'S & F'S				

Observation: Majority of students score mostly A's in the Nigerian School (53.4%) but mostly A's & B's for the Belarusian school (80%), the American school (31.3%) and the Pakistani school (100%).

A10. In a typical school week, how often are you assigned homework-everyday, 3 or 4 days a week, 1 or 2 days a week, or less often?

	NGR	BEL	USA	PKN
	%	%	%	%
EVERY DAY	6.6	100	50	100
3 OR 4 DAYS IN A WEEK	60		25	
1 OR 2 DAYS IN A WEEK	20		12.5	
LESS OFTEN	13.4		6.3	
DON'T KNOW			6.2	

Observation: Majority of students are assigned homework every day in the Belarusian school (100%), the American School (50%), and the Pakistani school (100%)but majority of students in the Nigerian school are assigned homework only 3 or 4 days in a week(60%).

A11. How often do you complete your homework – nearly always, sometimes, hardly ever, or never?

	NGR	BEL	USA	PKN
	%	%	%	%
NEARLY ALWAYS	93.3	86.6	43.7	100
SOMETIMES	6.7	13.4	50	
HARDLY EVER			6.3	
NEVER				
DON'T KNOW				

Observation: Majority of students from the Nigerian school (93.3%), the Belarusian school (86.6%), and the Pakistani school (100%) nearly always completes their homework but majority of students from the American school (50%) complete their homework sometimes.

A12. Have you ever been suspended or expelled from school, or not?

	NGR	BEL	USA	PKN
	%	%	%	%
SUSPENDED OR EXPELLED			31.3	
NOT SUSPENDED OR EXPELLED	100	100	68.7	100

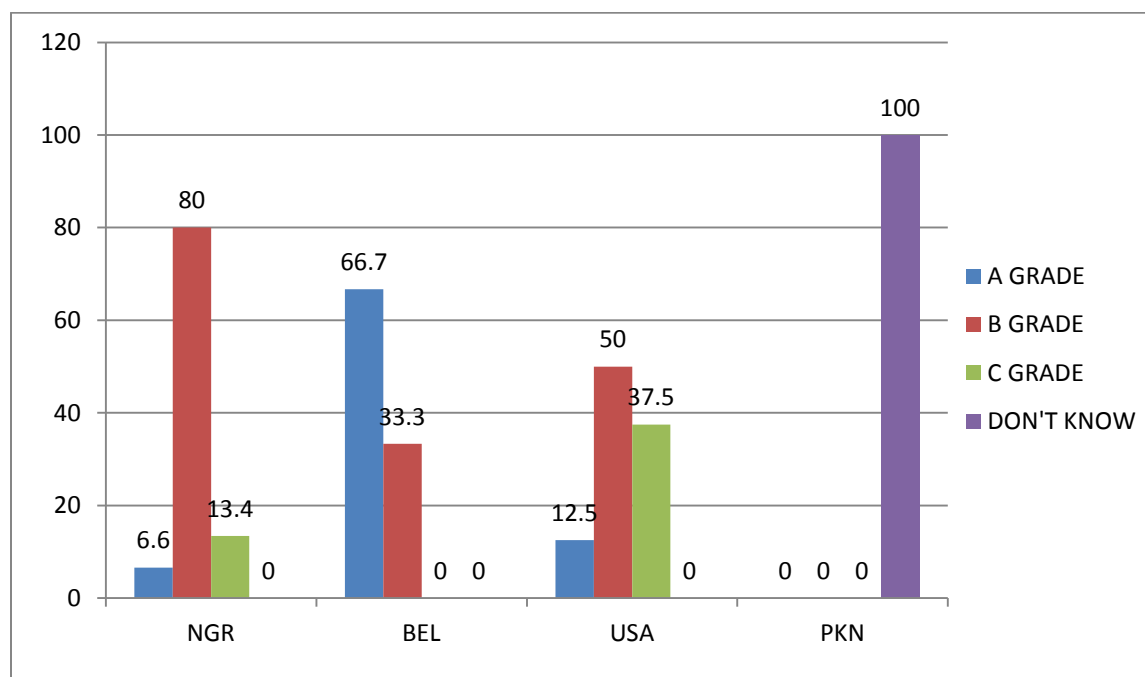
Observation: No student has ever been suspended or expelled from school in the Nigerian school, the Belarusian school and the Pakistani school but a noteworthy number of students from the American school have ever been suspended (31.3%).

EVALUATING THE EDUCATION SYSTEM

B1. Students are given grades in School – A, B, C, D or Fail based on the quality of their school work. If you were to grade your School on the job it does providing you with a good education, what grade would you choose?

GRADE	NGR	BEL	USA	PKN
	%	%	%	%
A	6.6	66.7	12.5	
B	80	33.3	50	
C	13.4		37.5	
D				
FAIL				
DON'T KNOW				100

% Reporting Grade “A”, “B”, “C” or “Don’t Know”



Observation: Majority of students gave a grade A on the job their school does in the Belarusian school (66.7%), while majority of students gave a grade B in the Nigerian school (80%) and the American school (50%) but quite revealing to note

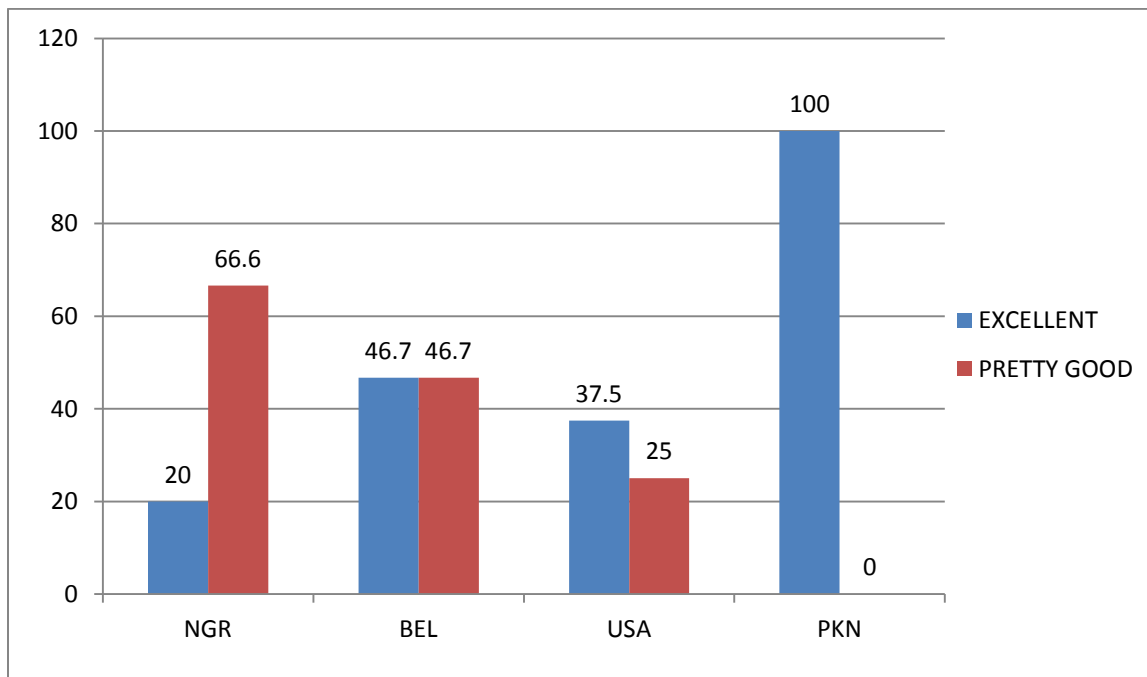
that all students in the Pakistani school (100%) don't know what grade to give their school.

B2. How would you rate your school on the following issues – excellent, pretty good, only fair, or poor?

1. The quality of teachers in your school

	NGR	BEL	USA	PKN
RATE	%	%	%	%
EXCELLENT	20	46.7	37.5	100
PRETTY GOOD	66.6	46.7	25	
ONLY FAIR	13.4	6	25	
POOR				
DON'T KNOW			12.5	

% Reporting "Excellent" or "Pretty Good"



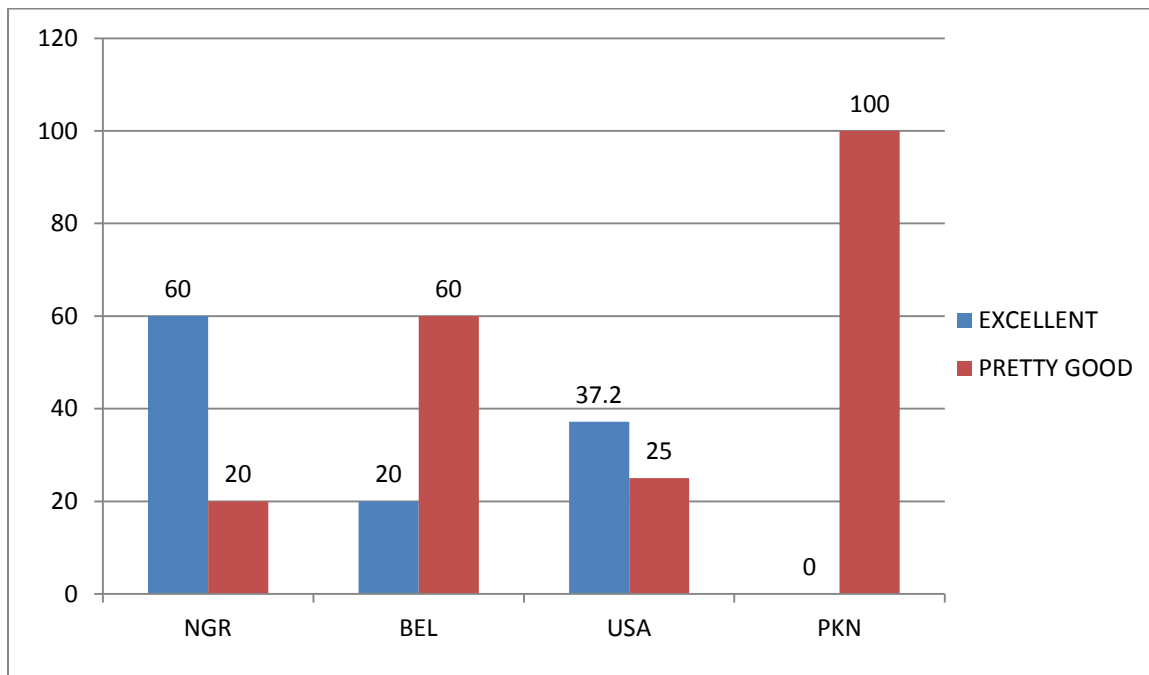
Observation: Majority of students rate the quality of their teachers as excellent in the Pakistani school (100%) and in the American school. Also majority of students

rate the quality of their teachers as excellent (46.7%) equally as those who rate the quality as pretty good (46.7%) in the Belarusian school, however majority of students rate the quality of their teachers as pretty good in the Nigerian school (66.6%).

2. Parental and community support for your school

	NGR	BEL	USA	PKN
	%	%	%	%
EXCELLENT	60	20	31.2	
PRETTY GOOD	20	60	25	100
ONLY FAIR	13.4	13.4	31.2	
POOR				
DON'T KNOW	6.6	6.6	12.6	

% Reporting “Excellent” or “Pretty Good”



Observation: Majority of students rate the parental and community support for their school as excellent in the Nigerian school, also majority of students in the American school rate the parental and community support for their school as

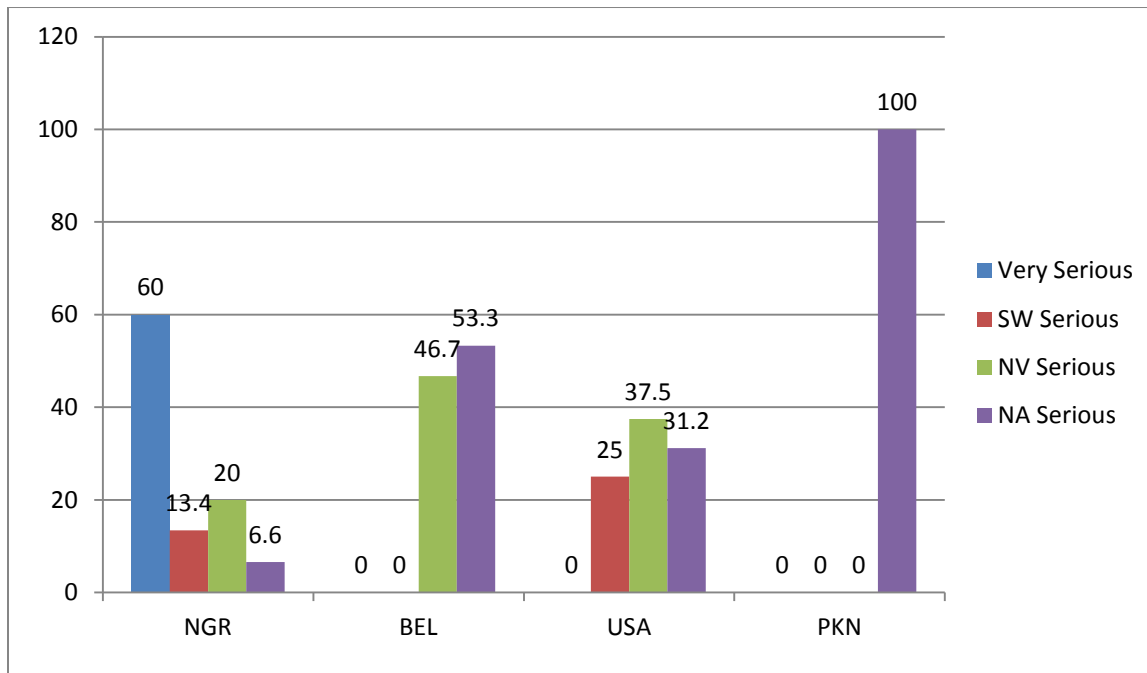
excellent (31.2%) equally as those who rate the support as only fair (31.2%), but majority of students rate the parental and community support for their school as pretty good in the Pakistani school (100%).

B3. In your school, do you think each of these issues is a very serious problem, somewhat serious, not very serious, or not at all a serious problem?

1. Overcrowded classrooms

	NGR	BEL	USA	PKN
	%	%	%	%
VERY SERIOUS	60			
SOMEWHAT SERIOUS	13.4		25	
NOT VERY SERIOUS	20	46.7	37.5	
NOT AT ALL SERIOUS	6.6	53.3	31.2	100
DON'T KNOW			6.3	

% Reporting “Very Serious”, “Somewhat (SW) Serious”, “Not Very (NV) Serious” or “Not At All (NA) Serious”

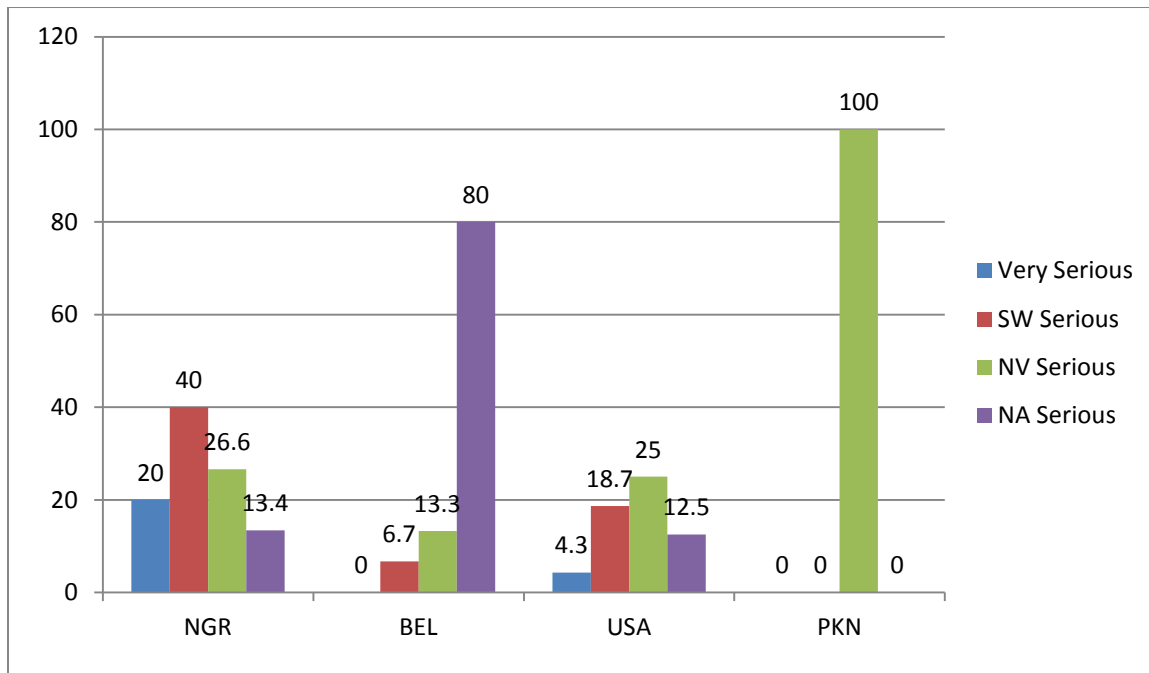


Observation: Majority of students (60%) consider the problem of overcrowded classrooms as very serious in the Nigerian school, majority of students (37.5%) consider the problem as not very serious in the American school, while majority of students (100%) consider the problem as not at all serious in the Pakistani school and the Belarusian school (53.3%).

2. Students lacking basic skills

	NGR	BEL	USA	PKN
	%	%	%	%
VERY SERIOUS	20		4.3	
SOMEWHAT SERIOUS	40	6.7	18.7	
NOT VERY SERIOUS	26.6	13.3	25	100
NOT AT ALL SERIOUS	13.4	80	12.5	
DON'T KNOW			12.5	

% Reporting “Very Serious”, “Somewhat (SW) Serious”, “Not Very (NV) Serious” or “Not At All (NA) Serious”

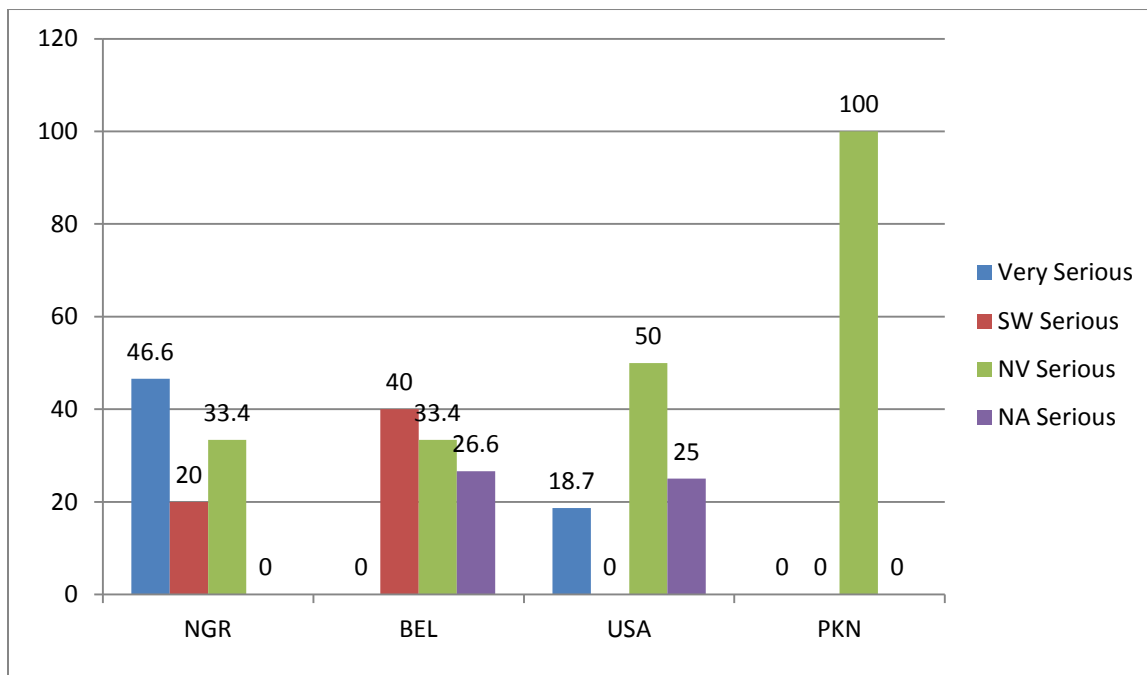


Observation: Majority of students feel that the problem of students lacking basic skills is somewhat serious in the Nigerian school (40%), not very serious in the Pakistani school (100%) and the American school (25%), but not at all serious in the Belarusian school (80%)

3. Not enough equipment in places like science labs, gym rooms or computer labs

	NGR	BEL	USA	PKN
	%	%	%	%
VERY SERIOUS	46.6		18.7	
SOMEWHAT SERIOUS	20	40		
NOT VERY SERIOUS	33.4	33.4	50	
NOT AT ALL SERIOUS		26.6	25	100
DON'T KNOW			6.3	

% Reporting “Very Serious”, “Somewhat (SW) Serious”, “Not Very (NV) Serious” or “Not At All (NA) Serious”

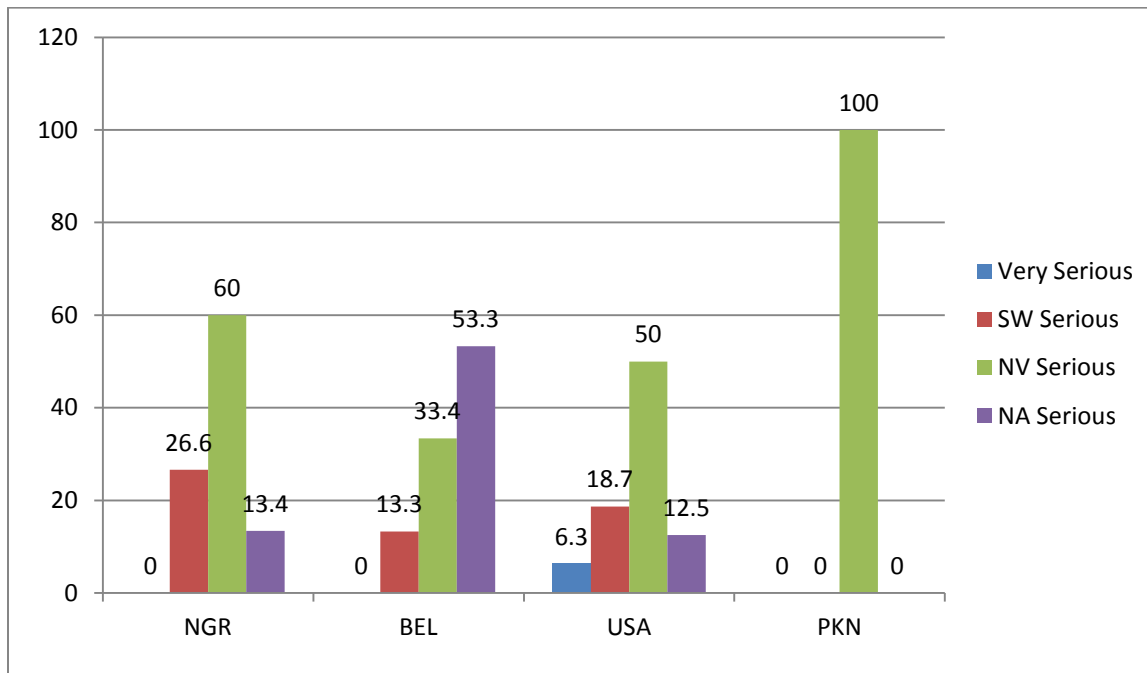


Observation: Majority of students feel that the problem of not having enough equipment is not at all serious in the Pakistani school (100%), not very serious in the American school (50%), somewhat serious in the Belarusian school (40%) but very serious in the Nigerian school (46.6%).

4. Not enough textbooks or other educational materials to go around

	NGR	BEL	USA	PKN
	%	%	%	%
VERY SERIOUS			6.3	
SOMEWHAT SERIOUS	26.6	13.3	18.7	
NOT VERY SERIOUS	60	33.4	50	
NOT AT ALL SERIOUS	13.4	53.3	12.5	100
DON'T KNOW			12.5	

% Reporting “Very Serious”, “Somewhat (SW) Serious”, “Not Very (NV) Serious” or “Not At All (NA) Serious”



Observation: Majority of the students feel that the problem of not having enough textbooks or other educational materials is not at all serious in the Pakistani school (100%) and the Belarusian school (53.3%), but not very serious in the American school (50%) and the Nigerian school (60%).

B4. Overall, do you think each of these problems is getting better, getting worse or staying the same?

1. Overcrowded Classrooms

	NGR	BEL	USA	PKN
	%	%	%	%
GETTING BETTER	46.6		12.5	
GETTING WORSE	26.7			
STAYING THE SAME	26.7	46.7	25	100
DON'T KNOW		53.3	62.5	

Observation: Majority of students feel that the problem of overcrowded classrooms which is not at all serious in the Pakistani school is staying the same (100%) and also a noteworthy number of the students feel that the problem which is not at all a serious problem in the Belarusian school is staying the same (46.7%). Many students in the American school feel that the problem which is not very serious is staying the same (25%). However, majority of the students in the Nigerian school who feel that the problem which is very serious is getting better (46.6%).

2. Students lacking basic skills

	NGR	BEL	USA	PKN
	%	%	%	%
GETTING BETTER	33.4		31.3	100
GETTING WORSE		13.4		
STAYING THE SAME	60	13.3	43.7	
DON'T KNOW	6.6	73.3	25	

Observation: Although majority of students in the Belarusian school don't know the status of students lacking basic skills (73.3%), a few believe that the problem is getting worse (13.4%). Majority of students in the Pakistani school feel that the problem is getting better (100%). Majority of students in the American school (43.7%) and the Nigerian school (60%) feel that the problem is staying the same.

3. Not enough equipment in places like science labs, gym rooms, or computer labs

	NGR	BEL	USA	PKN
	%	%	%	%
GETTING BETTER	26.7	6.7	43.7	
GETTING WORSE	6.7	40		
STAYING THE SAME	66.6	26.7	37.6	100
DON'T KNOW		26.6	18.7	

Observation: Majority of the students in the Pakistani school feel that the problem of not enough equipment (which is not very serious) is staying the same (100%). Majority of students in the Nigerian school feel that the problem which is very serious is staying the same (66.6%). Majority of students in the Belarusian school who consider the problem to be somewhat serious think that the situation is getting worse (40%). Majority of students in the American school who consider the problem as not very serious think that it is getting better (43.7%).

4. Not enough textbooks or other educational materials to go round

	NGR	BEL	USA	PKN
	%	%	%	%
GETTING BETTER	66.6	6.6	25	
GETTING WORSE		13.4		
STAYING THE SAME	33.4	33.4	37.5	100
DON'T KNOW		46.6	37.5	

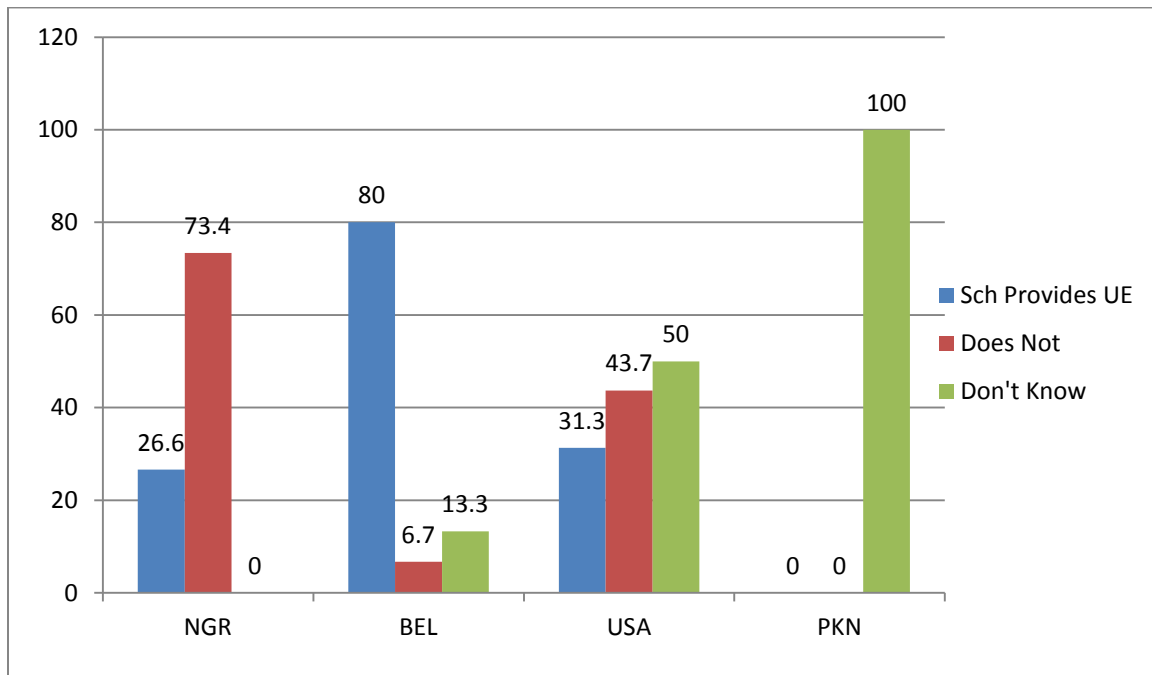
Observation: Majority of students in the Pakistani school think that the problem of not enough textbooks or other educational materials which is not at all a

serious problem is staying the same (100%). Similarly, majority of students in the American school feel that the problem which is not very serious is staying the same (37.5%). Although majority of students in the Belarusian school don't know the current status of the problem (46.6%), a substantial number feel the problem which is somewhat serious is staying the same (33.4%). Majority of students in the Nigerian school feel that the problem which is not very serious is getting better (66.6%).

B5. Do you think school provides students with up-to-date equipment in places like science labs, gym rooms and computer labs, or not?

	NGR	BEL	USA	PKN
	%	%	%	%
SCHOOL PROVIDES UP-TO-DATE EQUIPMENT	26.6	80	31.3	
DOES NOT	73.4	6.7	43.7	
DON'T KNOW		13.3	25	100

% Reporting “School (Sch) Provides Up-to-Date Equipment (UE)”, “Does Not” or “Don’t Know”

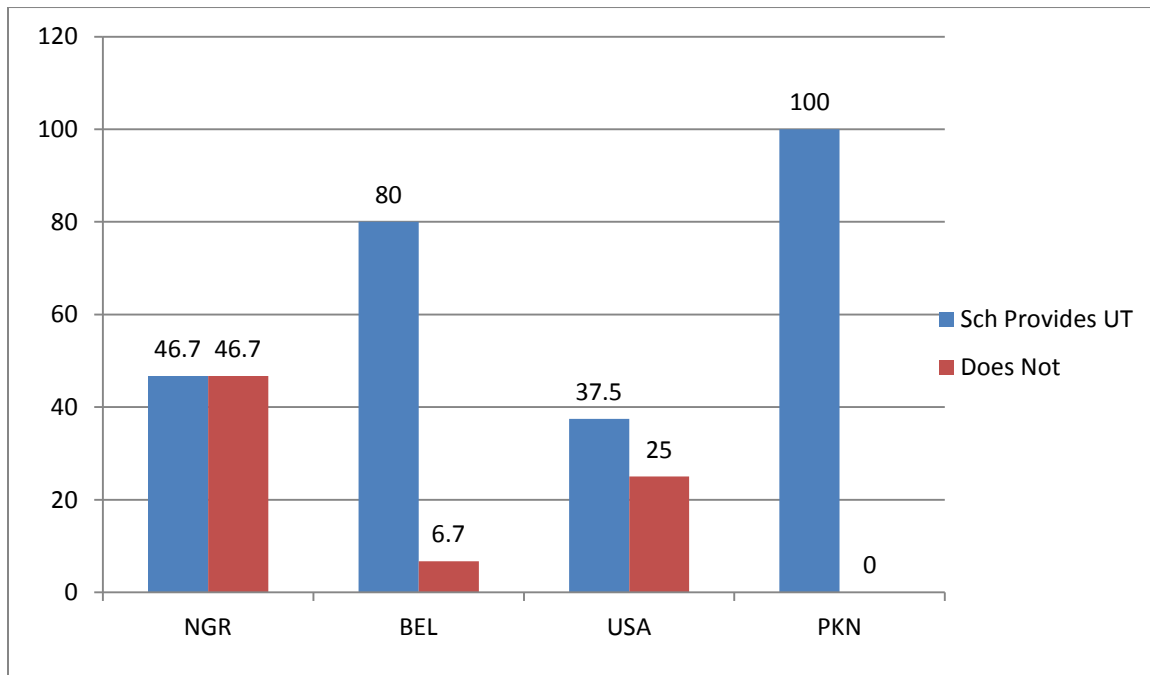


Observation: Majority of students in the Pakistani school don't know the current status of whether or not their school provides up-to-date equipment (100%). Majority of students in the American school feel that their school does not provide up-to-date equipment (43.7%). Also, majority of students in the Nigerian school feel that their school does not provide up-to-date equipment (73.4%). Majority of students in the Belarusian school feel that that their school provides up-to-date equipment (80%).

B6. Do you think your school provides students with up-to-date textbooks, or not?

	NGR	BEL	USA	PKN
	%	%	%	%
SCHOOL PROVIDES UP-DATE- TEXTBOOKS	46.7	80	37.5	100
NO, DOES NOT	46.7	6.7	25	
DON'T KNOW	6.6	13.3	37.5	

% Reporting "School (Sch) Provides Up-to-Date Textbook (UT)" or "Does Not"



Observation: Most of the students in the American school think their school provides up-to-date textbooks (37.5%) although an equivalent number don't know the current status (37.5%). Also, most of the students in the Nigerian school think their school provides up-to-date textbooks (46.7%) although an equivalent number don't know the current status (46.7%). Majority of students in the Belarusian school (80%) and the Pakistani school (100%) think that their school provides up-to-date textbooks.

B7. Does your school do a good job, an average job or a poor job of using computers and technology to help students learn?

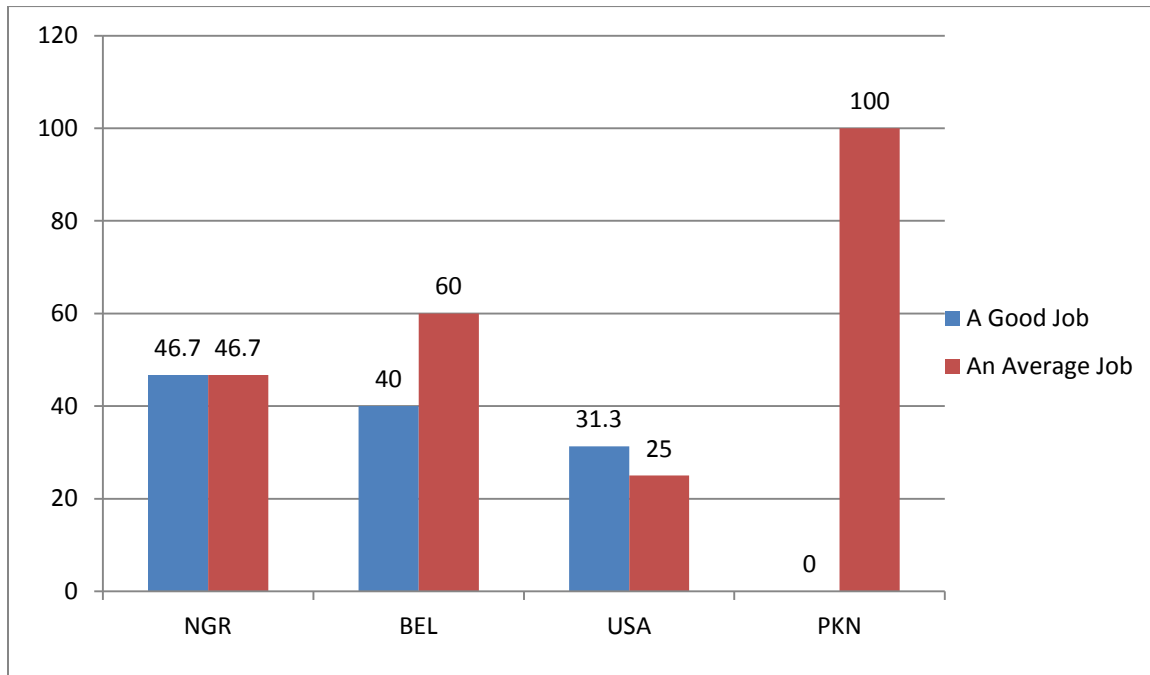
	NGR	BEL	USA	PKN
	%	%	%	%
A GOOD JOB	53.4	26.7	25	
AN AVERAGE JOB	46.6	66.7	56.3	100
A POOR JOB		6.6		
DON'T KNOW			18.7	

Observation: Majority of students in the Pakistani school (100%), the American school (56.3%) and the Belarusian school (66.7%) are of the opinion that their respective schools does an average job of teaching students how to use computers. While majority of students in the Nigerian school feel that their school does a good job of teaching students how to use computers (53.4%).

B8. Does your school do a good job, an average job or a poor job of teaching students how to use computers?

	NGR	BEL	USA	PKN
	%	%	%	%
A GOOD JOB	46.7	40	31.3	
AN AVERAGE JOB	46.7	60	25	100
A POOR JOB	6.6			
DON'T KNOW			43.7	

% Reporting a “Good Job” or an “Average Job”

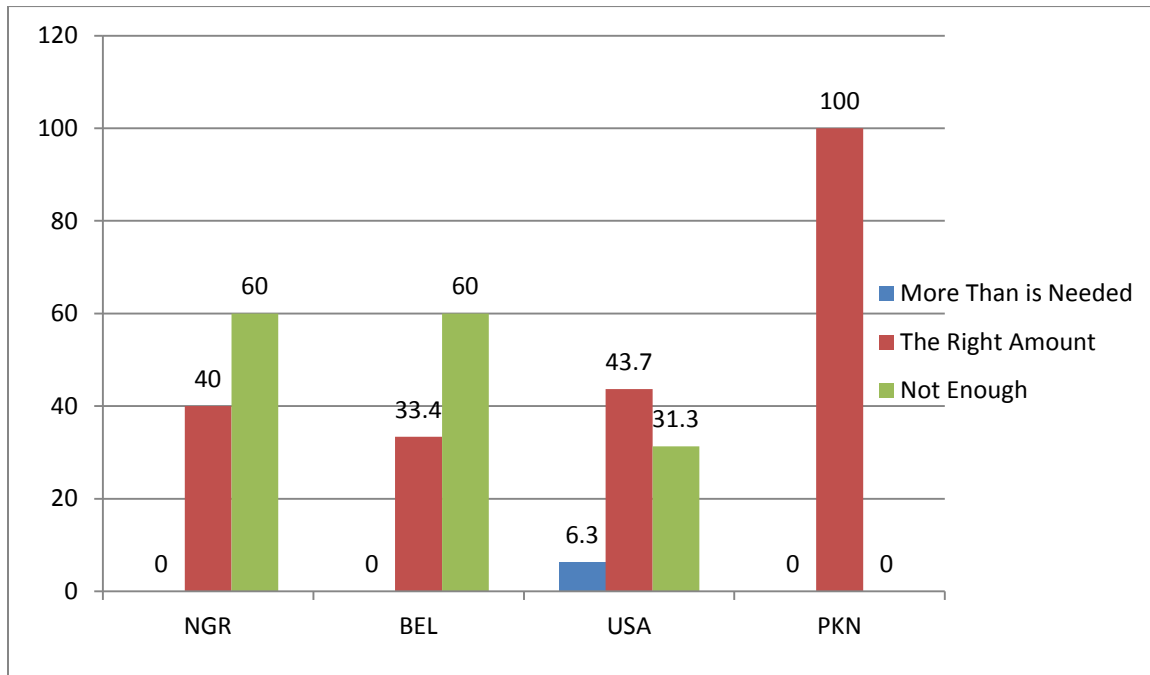


Observation: Majority of students in the Pakistani school (100%) and the Belarusian school (60%) feel that their school is doing an average job of teaching students how to use computers. Whereas majority of students in the Nigerian school (46.7%) and the American school (31.3%) feel that their school is doing a good job of teaching students how to use computers.

B9. How would you rate your school on providing students with interesting experiences outside the classroom – like field trips, visiting speakers or special events – do they do more than is needed, the right amount, or not enough?

	NGR	BEL	USA	PKN
	%	%	%	%
MORE THAN IS NEEDED			6.3	
THE RIGHT AMOUNT	40	33.4	43.7	100
NOT ENOUGH	60	60	31.3	
DON'T KNOW		6.6	18.7	

% Reporting “More Than is Needed”, “The Right Amount” or “Not Enough”

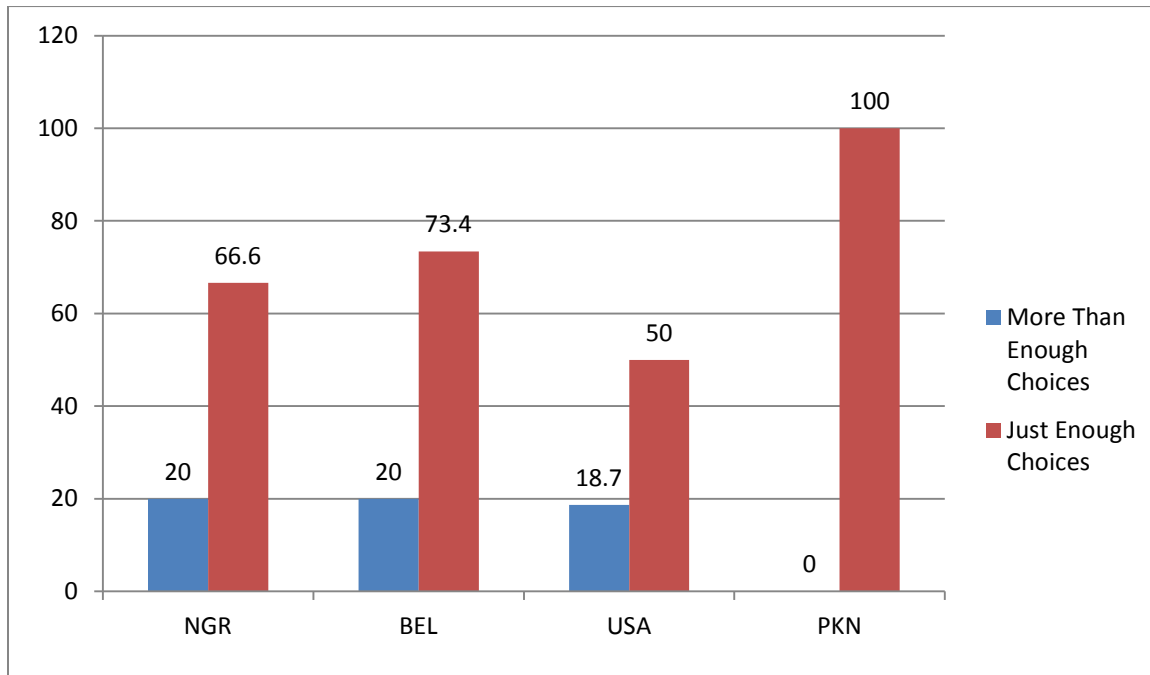


Observation: Majority of students in the Pakistani school (100%) and the American school (43.7%) are of the opinion that their school does the right amount in providing students with interesting experiences outside the classroom. Whereas majority of students in the Nigerian school (60%) and the Belarusian school (60%) don’t do enough in providing students with interesting experiences outside the classroom.

B9a. How would you rate the choice of classes you have in your school – do you have more than enough choices, just enough choices, or not enough choices?

	NGR	BEL	USA	PKN
	%	%	%	%
MORE THAN ENOUGH CHOICES	20	20	18.7	
JUST ENOUGH CHOICES	66.6	73.4	50	100
NOT ENOUGH CHOICES	13.4	6.6	12.6	
DON'T KNOW			18.7	

% Reporting “More Than Enough Choices” or “Just Enough Choices”



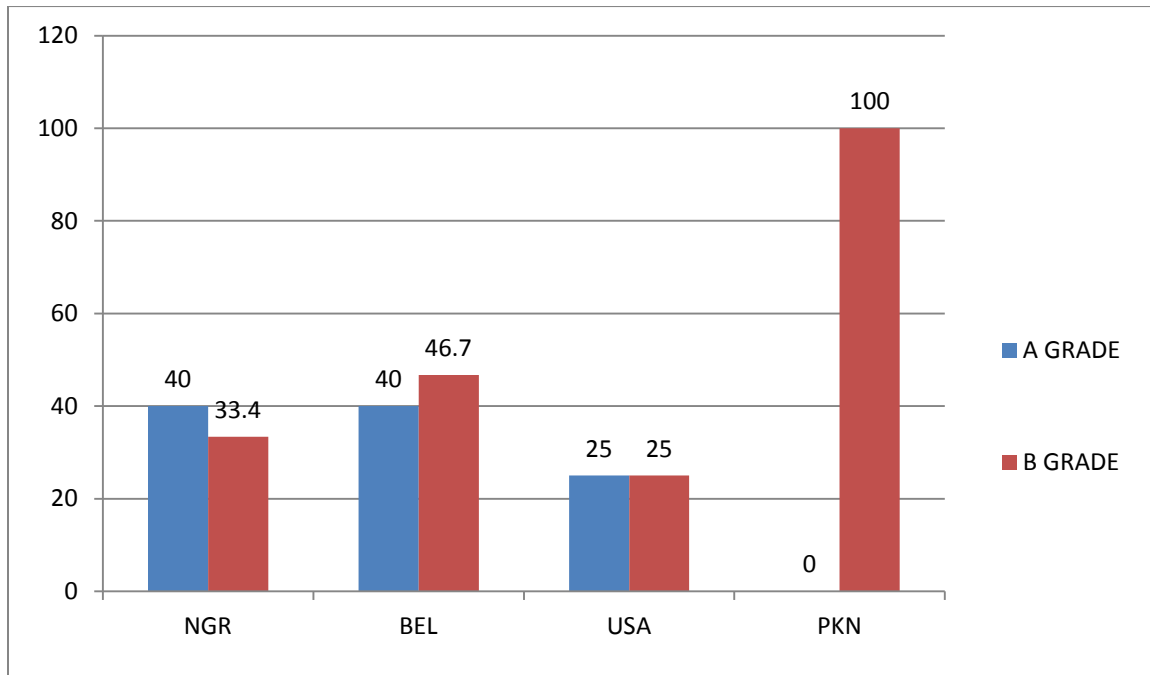
Observation: Majority of students in the Nigerian school (66.6%), the Belarusian school (73.4%), the American school (50%) and the Pakistani school (100%) are of the opinion that they have just enough choices of classes in their schools.

B10. If you could grade the teachers in your school on the following items, what grade would you give them?

1. Grading teachers on treating students with respect

COUNTRY	A	B	C	D	FAIL	DON'T
	%	%	%	%	%	%
NGR	40	33.4	20	6.6		
BEL	40	46.7	6.7			6.6
USA	25	25	18.7	6.2		25
PKN		100				

% Reporting “A” Grade or “B” Grade

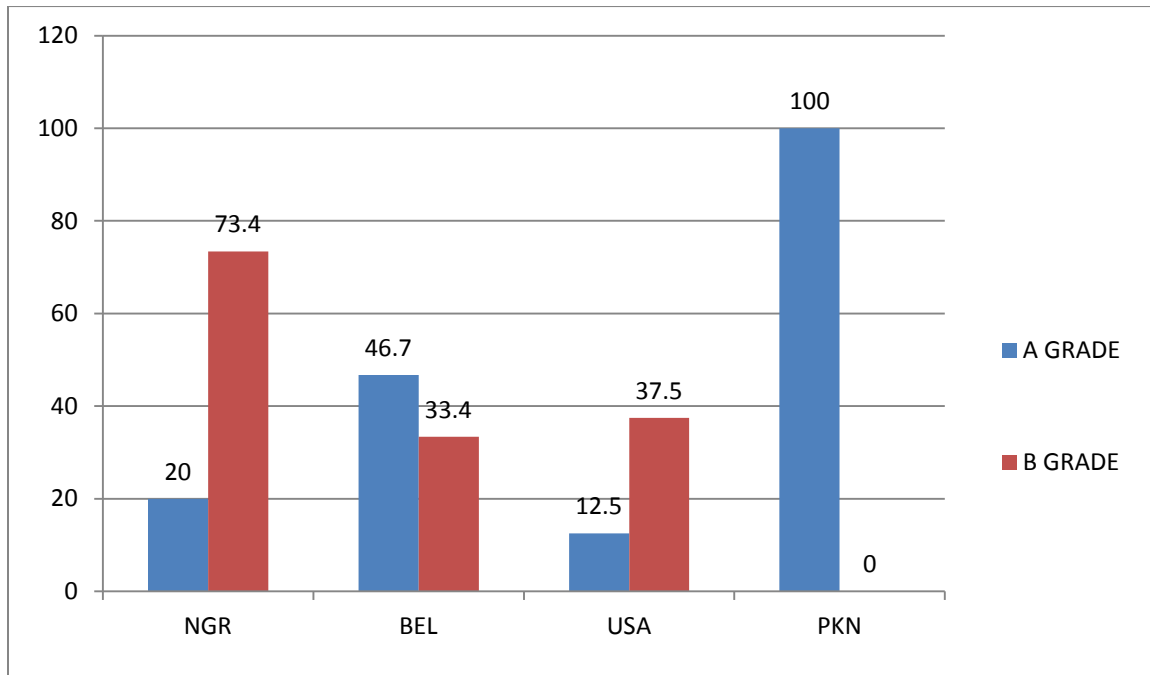


Observation: Majority of students in the American school gave an A grade (25%) and a B grade (25%) to teachers on the issue of treating students with respect. Majority of students in the Pakistani school (100%) and the Belarusian school (46.7%) gave a B grade to teachers, while Majority of students in the Nigerian school (40%) gave an A grade to teachers.

2. Helping students who are having problems with their studies

COUNTRY	A	B	C	D	FAIL	DON'T
	%	%	%	%	%	%
NGR	20	73.4		6.6		
BEL	46.7	33.4	13.4			6.6
USA	12.5	37.5	25			25
PKN	100					

% Reporting "A" Grade or "B" Grade

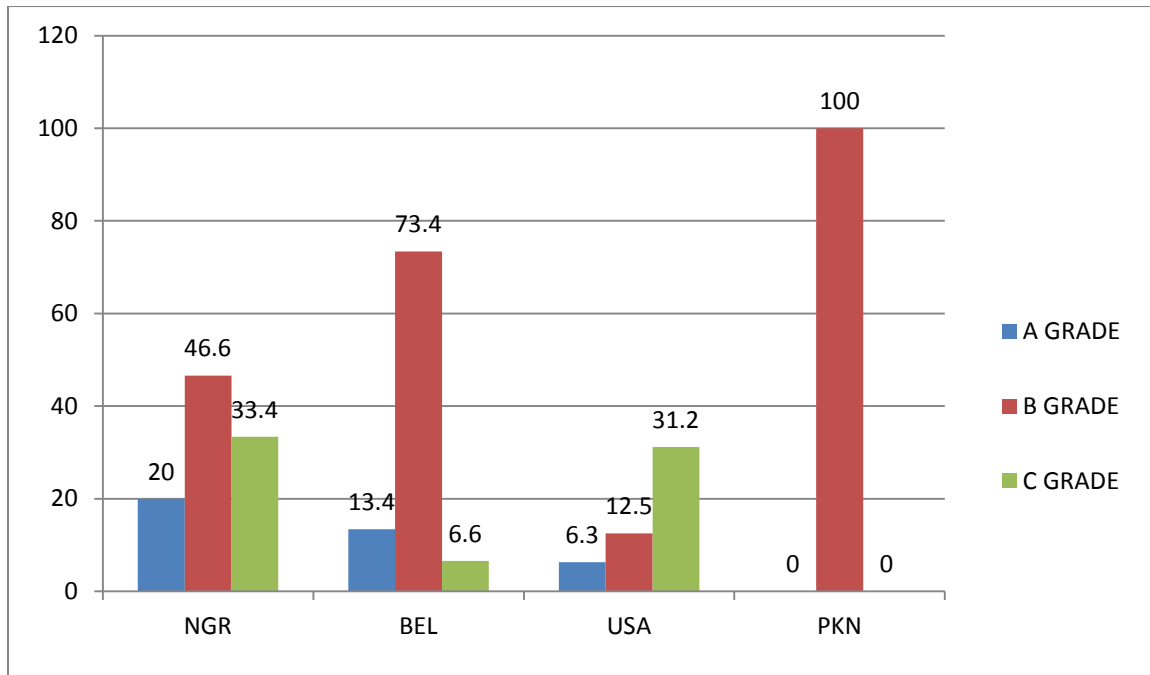


Observation: Majority of students in the Nigerian school (73.4%) and the American school (37.5%) gave a B grade to teachers on the issue of helping students who are having problems with their studies. Whereas majority of students in the Belarusian school (46.7%) and the Pakistani school (100%) gave A grade to teachers.

3. Making learning interesting for everyone

COUNTRY	A	B	C	D	FAIL	DON'T
	%	%	%	%	%	%
NGR	20	46.6	33.4			
BEL	13.4	73.4	6.6			6.6
USA	6.3	12.5	31.2	25		25
PKN		100				

% Reporting “A” Grade, “B” Grade or “C” Grade

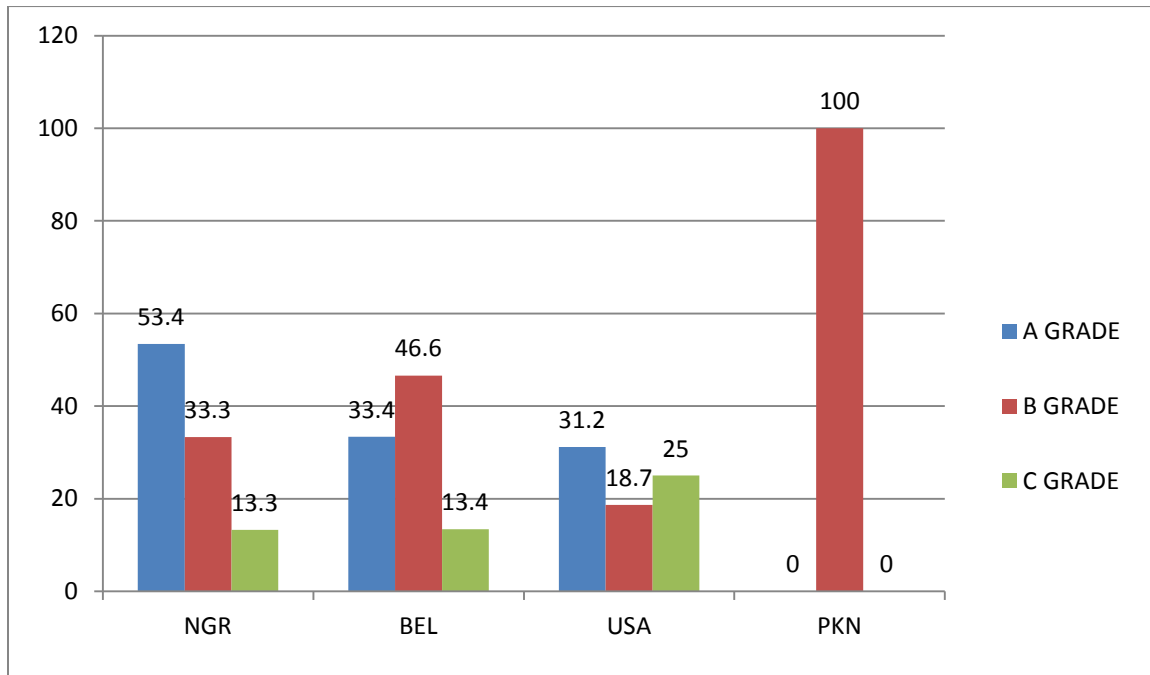


Observation: Majority of students in the Nigerian school (46.6%), the Belarusian school (73.4%) and the Pakistani school (100%) gave a B grade to teachers on the issue of making learning interesting for everyone. While majority of students in the American school (31.2%) gave a C grade to teachers.

4. Caring about their students’ futures

COUNTRY	A	B	C	D	FAIL	DON'T
	%	%	%	%	%	%
NGR	53.4	33.3	13.3			
BEL	33.4	46.6	13.4			6.6
USA	31.2	18.7	25			25
PKN		100				

% Reporting "A" Grade, "B" Grade or "C" Grade

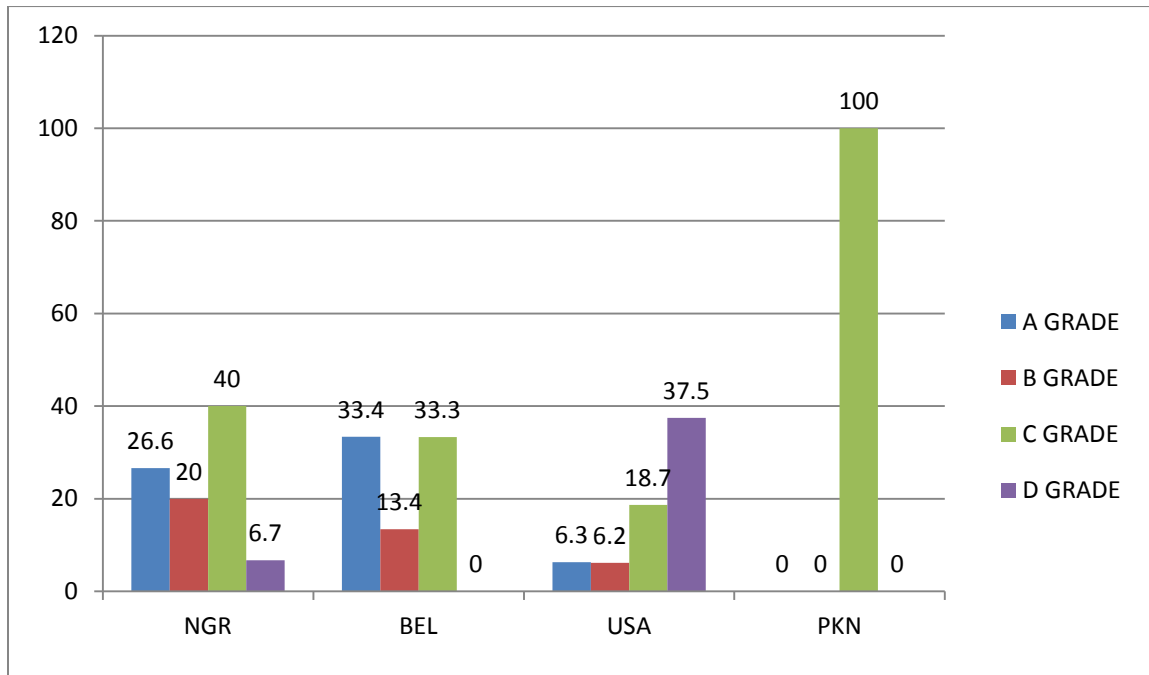


Observation: Majority of students in the Belarusian school (46.6%) and the Pakistani school (100%) gave a B grade to teachers on the issue of caring about their students' futures. While majority of students in the Nigerian school (53.4%) and the American school (31.2%) gave an A grade to teachers.

5. Taking an interest in students' home and personal lives

COUNTRY	A	B	C	D	FAIL	DON'T
	%	%	%	%	%	%
NGR	26.6	20	40	6.7	6.7	
BEL	33.4	13.4	33.3		13.3	6.3
USA	6.3	6.2	18.7	37.5		31.2
PKN			100			

% Reporting "A" Grade, "B" Grade, "C" Grade or "D" Grade

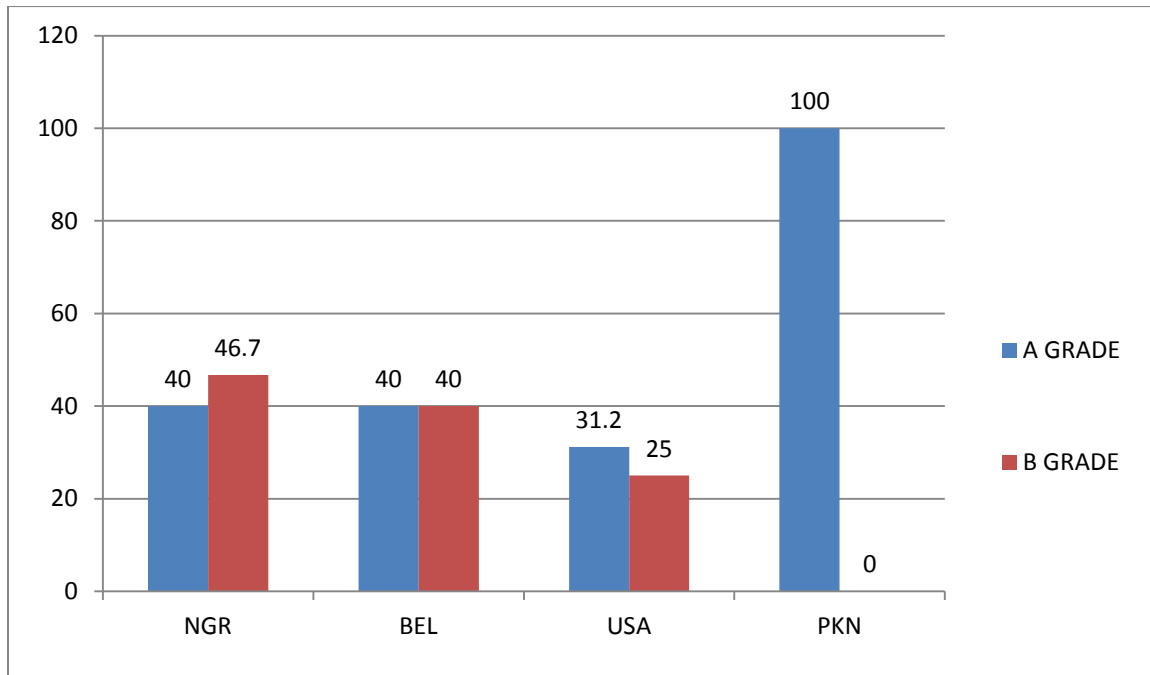


Observation: Majority of students in the Nigerian school (40%) and the Pakistani school (100%) gave a C grade to teachers on the issue of taking an interest in students' home and personal lives. Majority of students in the Belarusian school (33.4%) gave an A grade to teachers while majority of students in the American school (37.5%) gave a D grade to teachers.

6. Understanding the subjects they teach

COUNTRY	A	B	C	D	FAIL	DON'T
	%	%	%	%	%	%
NGR	40	46.7	6.7	6.6		
BEL	40	40	13.4			6.6
USA	31.2	25	12.5	6.3		25
PKN	100					

% Reporting "A" Grade or "B" Grade

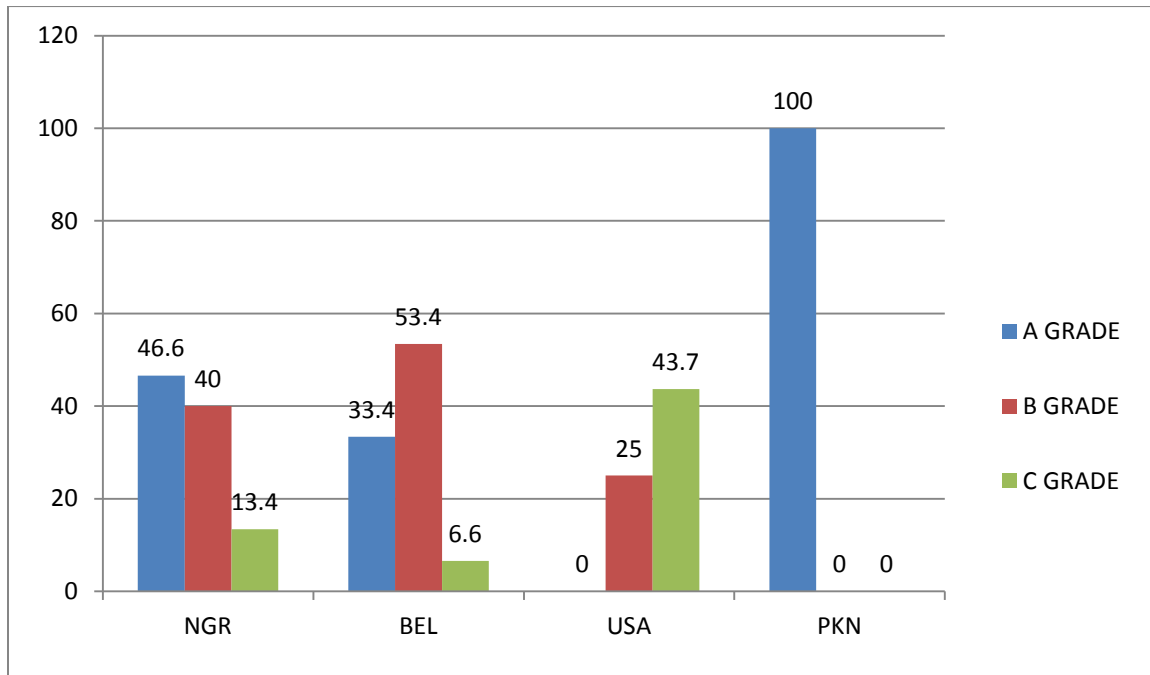


Observation: Majority of students in the Belarusian school gave an A grade (40%) and a B grade (40%) to teachers on the issue of understanding the subjects they teach. Majority of students in the Nigerian school (46.7%) gave a B grade to teachers, while majority of students in the American school (31.2%) and the Pakistani school (100%) gave an A grade to teachers.

7. Keeping control and discipline in their classrooms

COUNTRY	A	B	C	D	FAIL	DON'T
	%	%	%	%	%	%
NGR	46.6	40	13.4			
BEL	33.4	53.4	6.6			6.6
USA		25	43.7		6.3	25
PKN	100					

% Reporting “A” Grade, “B” Grade or “C” Grade

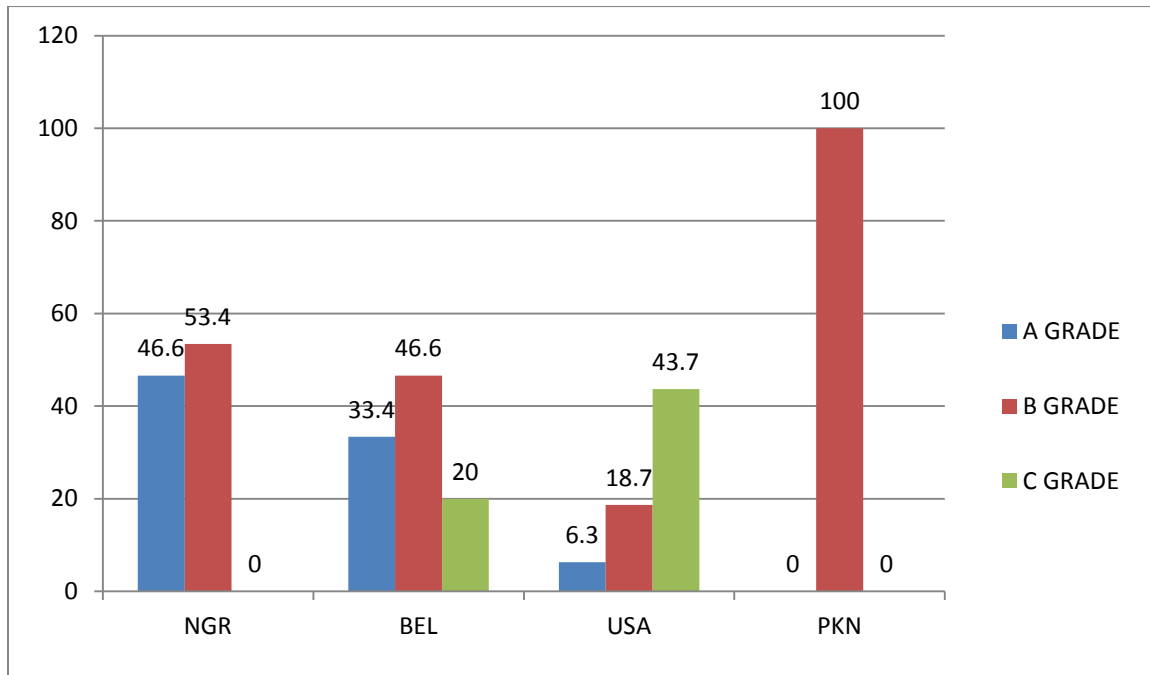


Observation: Majority of students in Nigerian school (46.6%) and the Pakistani school (100%) gave an A grade to teachers on the issue of keeping control and discipline in their classrooms. Majority of students in the Belarusian school (53.4%) gave a B grade to teachers while majority of students in the American school (43.7%) gave a C grade to teachers.

8. Encouraging students’ academic interests

COUNTRY	A	B	C	D	FAIL	DON'T
	%	%	%	%	%	%
NGR	46.6	53.4				
BEL	33.4	46.6	20			
USA	6.3	18.7	43.7		6.3	25
PKN		100				

% Reporting "A" Grade, "B" Grade or "C" Grade



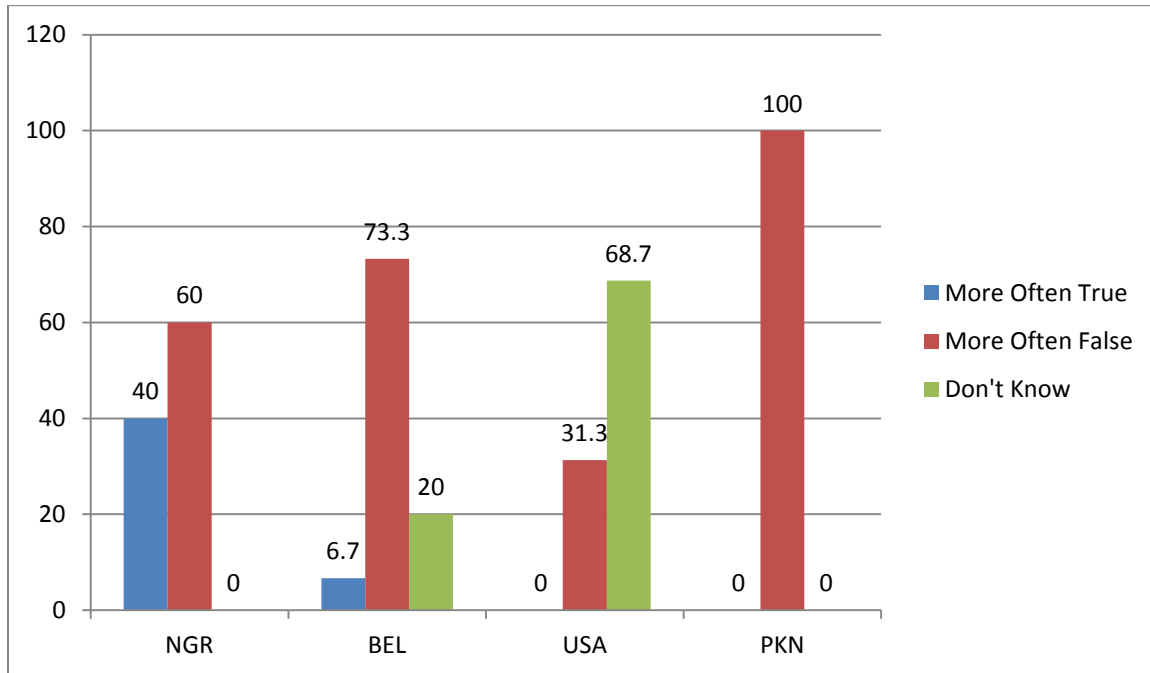
Observation: Majority of students in the Nigerian school (53.4%), the Belarusian school (46.6%) and the Pakistani school (100%) gave a B grade to teachers on the issue of encouraging students' academic interests, while majority of students in the American school (43.7%) gave a C grade to teachers.

B11. Please mark whether you think each of these statements is more often true or more often false for your school?

STATEMENT		NGR	BEL	USA	PKN
		%	%	%	%
1. TEACHERS IN MY SCHOOL OFTEN TREAT THEIR STUDENTS LIKE NUMBERS	<i>MORE OFTEN TRUE</i>	40	6.7		
	<i>MORE OFTEN FALSE</i>	60	73.3	31.3	100
	<i>DON'T KNOW</i>		20	68.7	
2. TEACHERS IN MY SCHOOL DO EVERYTHING THEY CAN TO HELP STUDENTS SUCCEED	<i>MORE OFTEN TRUE</i>	80	53.4	62.5	100
	<i>MORE OFTEN FALSE</i>	20	33.3	12.5	
	<i>DON'T KNOW</i>		13.3	25	
3. TEACHERS IN MY SCHOOL DON'T HAVE ENOUGH TIME TO PAY ATTENTION TO EVERYONE	<i>MORE OFTEN TRUE</i>	53.3	33.4	37.6	
	<i>MORE OFTEN FALSE</i>	33.3	53.3	31.2	100
	<i>DON'T KNOW</i>	13.4	13.3	31.2	

1. TEACHERS IN MY SCHOOL OFTEN TREAT THEIR STUDENTS LIKE NUMBERS

% Reporting “More Often True”, “More Often False”, or “Don’t Know”

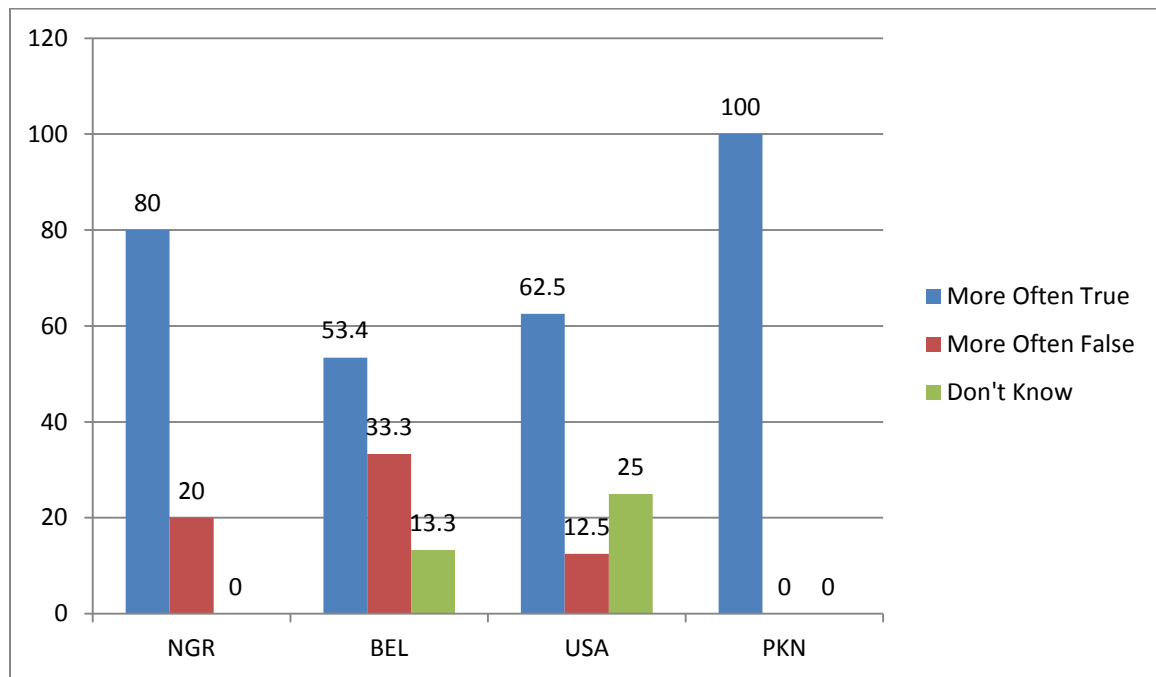


Observation:

On the issue of whether teachers often treat their students like numbers, majority of students in the Nigerian school (60%), the Belarusian school (73.3%) and the Pakistani school (100%) think it is more often false. A substantial number of students in the American school (31.3%) think it is more often false although majority of them don't know what they think (68.7%).

2. TEACHERS IN MY SCHOOL DO EVERYTHING THEY CAN TO HELP STUDENTS SUCCEED

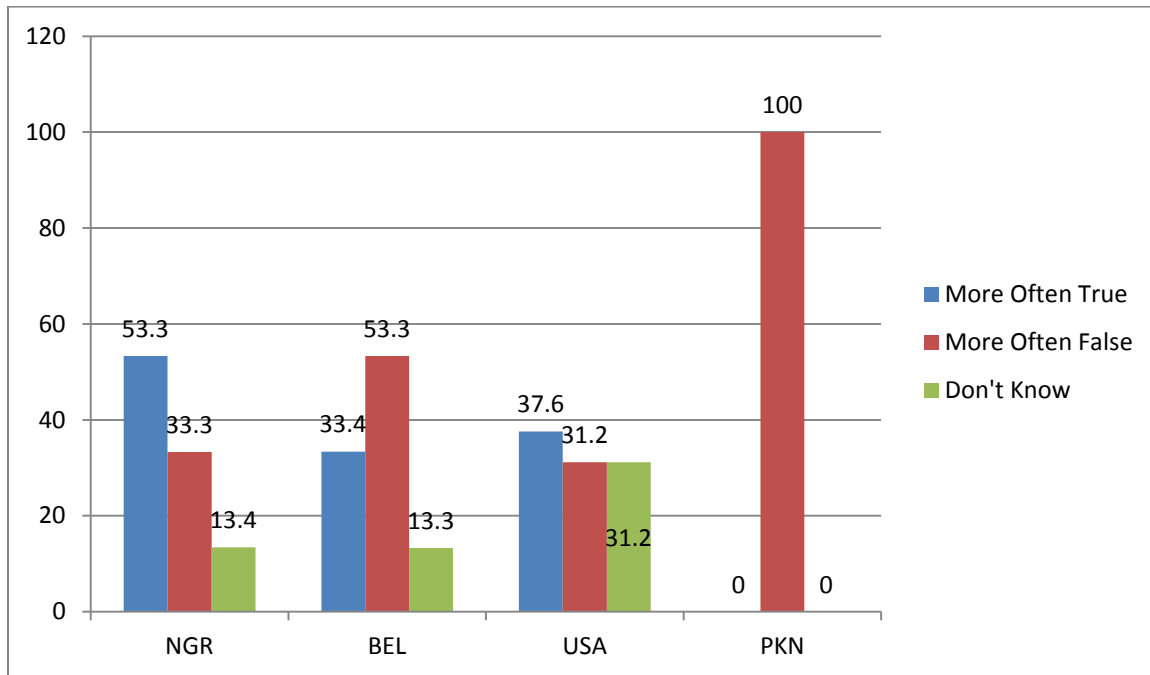
% Reporting “More Often True”, “More Often False”, or “Don’t Know”



Observation: On the issue of whether teachers do everything they can to help students succeed, majority of students in the Nigerian school (80%), the Belarusian school (53.4%), the American school (62.5%) and the Pakistani school (100%) think it is more often true.

3. TEACHERS IN MY SCHOOL DON'T HAVE ENOUGH TIME TO PAY ATTENTION TO EVERYONE

% Reporting "More Often True", "More Often False", or "Don't Know"

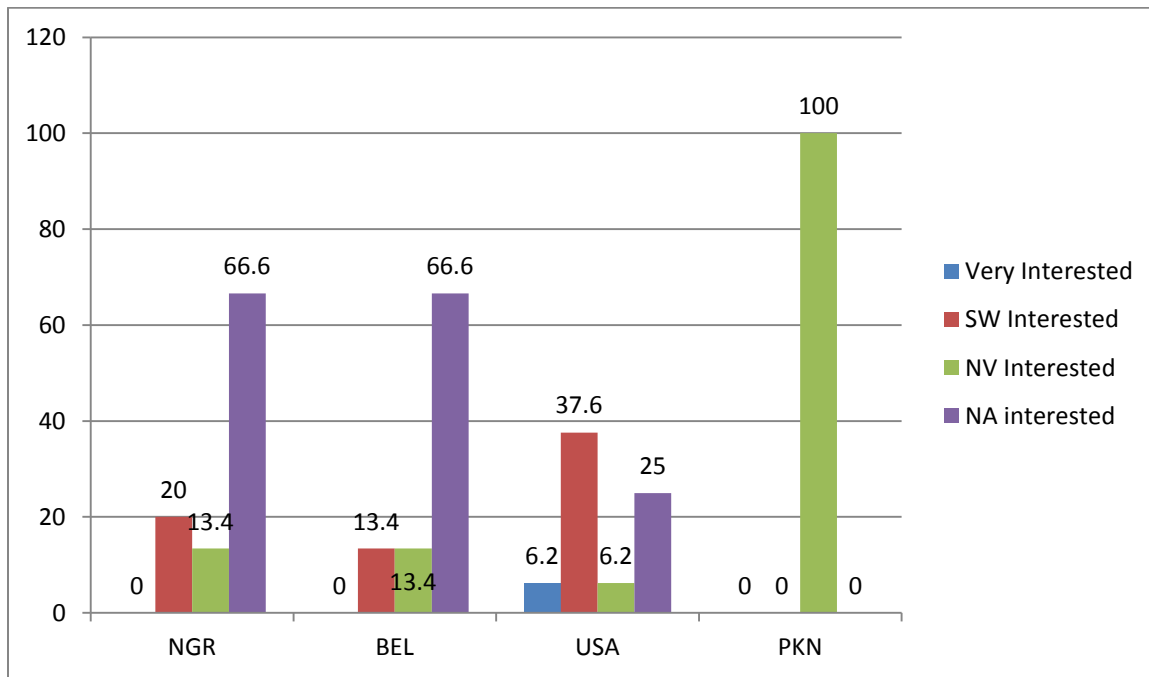


Observation: On the issue of whether teachers don't have enough time to pay attention to everyone, majority of students in the Nigerian school (53.3%) and the American school (37.6%) think it is more often true. Majority of students in the Belarusian school (53.3%) and the Pakistani school (100%) think it is more often false.

B12. How interested would you be in becoming a teacher – very interested, somewhat interested, not very interested or not at all interested?

	NGR	BEL	USA	PKN
	%	%	%	%
VERY INTERESTED			6.2	
SOMEWHAT INTERESTED	20	13.4	37.6	
NOT VERY INTERESTED	13.4	13.4	6.2	100
NOT AT ALL INTERESTED	66.6	66.6	25	
DON'T KNOW		6.6	25	

% Reporting “Very Interested”, “Somewhat (SW) Interested”, “Not Very (NV) Interested”, or “Not At All (NA) Interested”

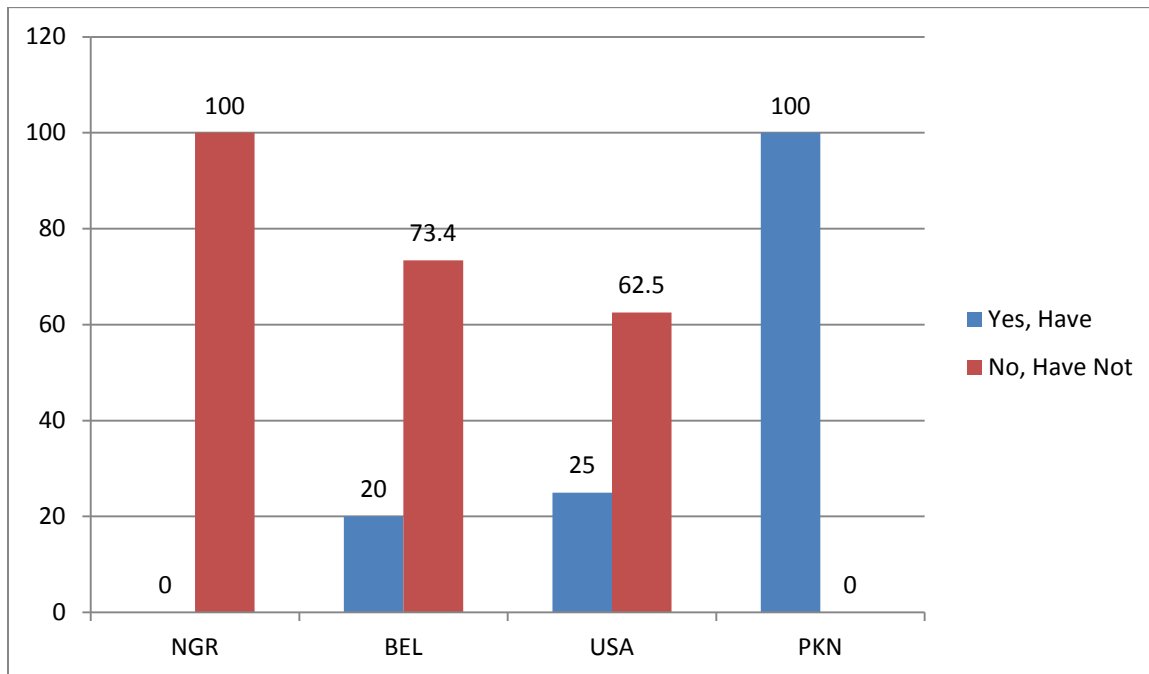


Observation: Majority of students in the Nigerian school (66.6%) and the Belarusian school (66.6%) are not at all interested in becoming a teacher and majority of students in the Pakistani school (100%) are not very interested in becoming a teacher. However, majority of students in the American school (37.6%) are somewhat interested in becoming a teacher with a notable number that are very interested in becoming a teacher (6.2%).

B13. Have you ever talked to one of your teachers about the possibility of becoming a teacher yourself one day, or not?

	NGR	BEL	USA	PKN
	%	%	%	%
YES, HAVE TALKED TO A TEACHER ABOUT THE POSSIBILITY		20	25	100
NO, HAVE NOT	100	73.4	62.5	
DON'T KNOW		6.6	12.5	

% Reporting “Yes, Have Talked to a Teacher about the Possibility of Becoming a Teacher” or “No, Have Not”

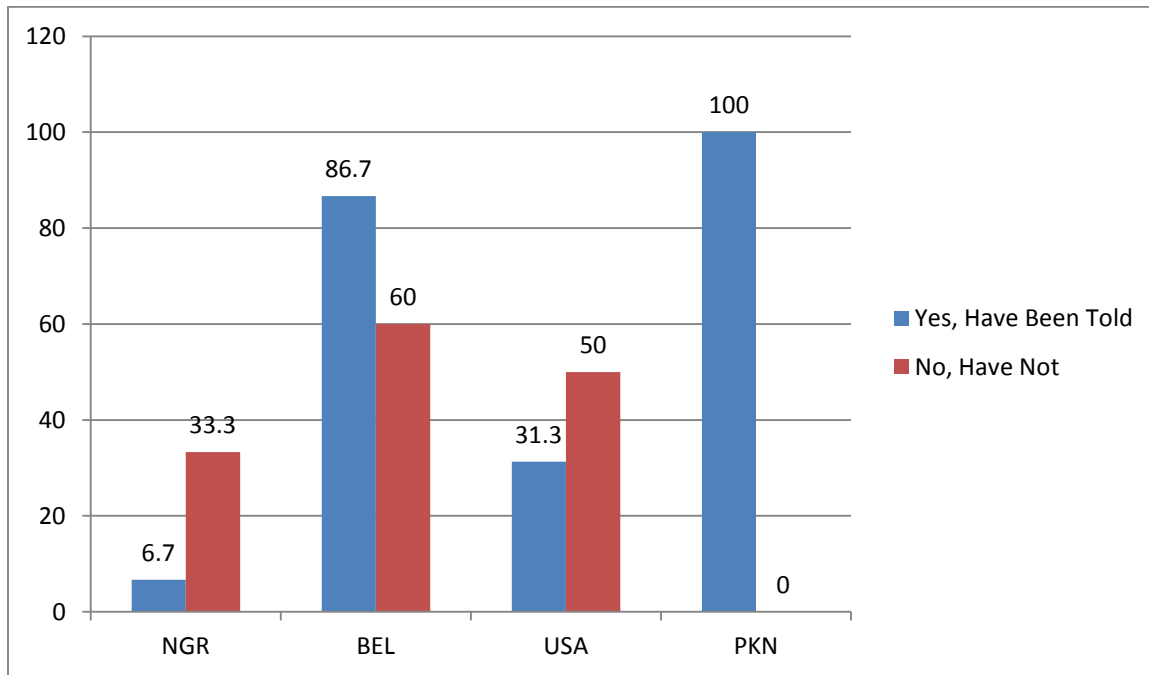


Observation: Majority of students in the Pakistani school have talked to a teacher about the possibility of them becoming a teacher one day. Majority of students in the American school (62.5%), the Belarusian school (73.4%) and the Nigerian school (100%) have not talked to a teacher about the possibility of them becoming a teacher.

B14. Has one of your teachers ever told you they thought you would make a good teacher, or not?

	NGR	BEL	USA	PKN
	%	%	%	%
YES, HAVE BEEN TOLD I WOULD MAKE A GOOD TEACHER	6.7	33.3	31.3	100
NO, HAVE NOT	86.7	60	50	
DON'T KNOW	6.6	6.7	18.7	

% Reporting “Yes, Have Been Told I would make a Good Teacher” or “No, Have Not”



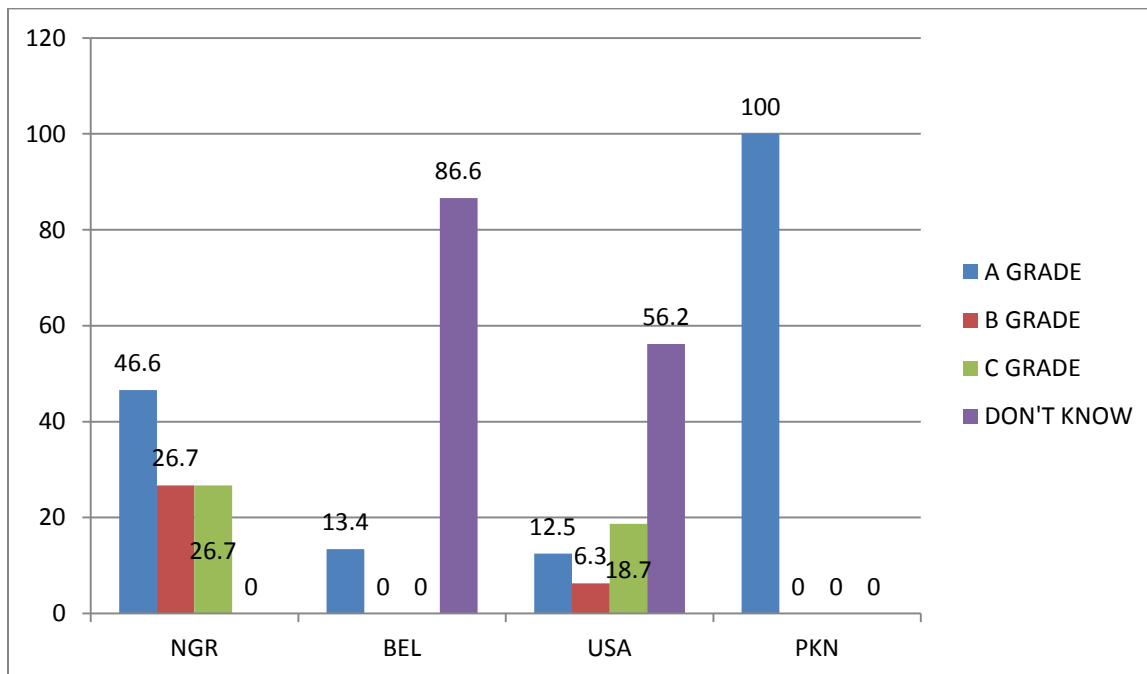
Observation: Majority of students in the American school (50%), the Belarusian school (60%) and the Nigerian school (86.7%) has never been told by a teacher that they would make a good teacher, while majority of students in the Pakistani school (100%) has ever been told by a teacher that they would make a good teacher.

B15. If you could ever grade your school's guidance counselors on the following items, what grade would you give – A, B, C, D, or Fail?

1. Being knowledgeable about the courses you need to graduate from high school

COUNTRY	A	B	C	D	FAIL	DON'T KNOW
	%	%	%	%	%	%
NGR	46.6	26.7	26.7			
BEL	13.4					86.6
USA	12.5	6.3	18.7	6.3		56.2
PKN	100					

% Reporting "A" Grade, "B" Grade, "C" Grade or Don't Know



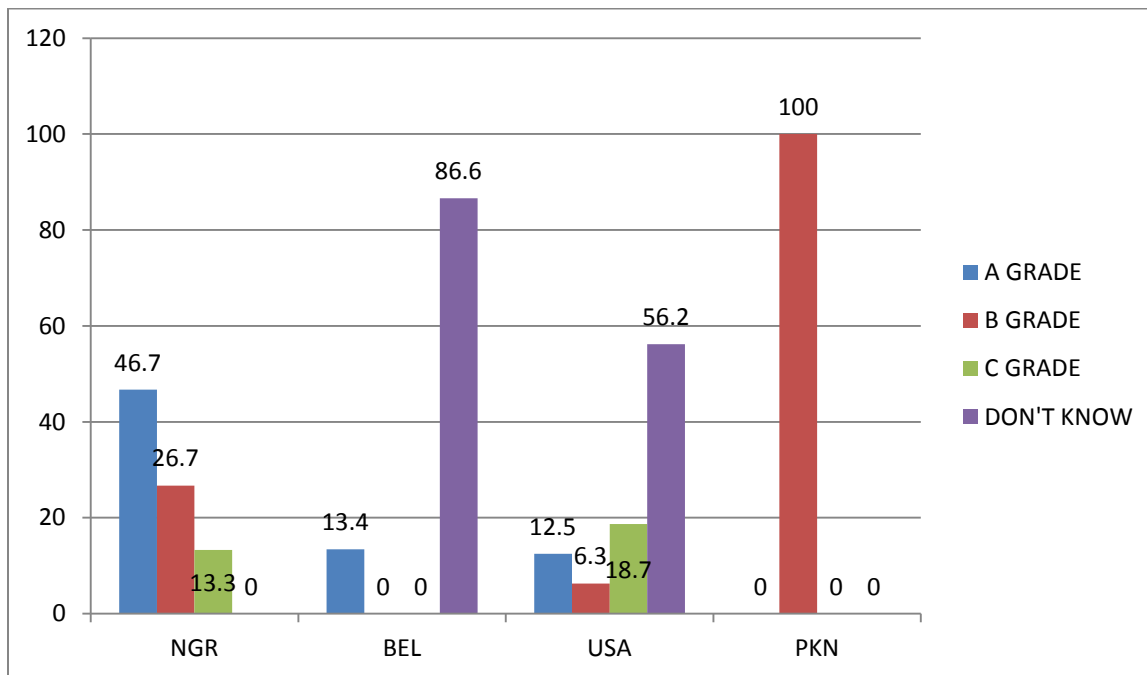
Observation: Majority of students in the Nigerian school (46.6%) and the Pakistani school (100%) gave an A grade to their school's guidance counselors on being knowledgeable about the courses students need to graduate from school. But majority of students in the Belarusian school (86.6%) and the American school (56.2%) don't know what grade to give their school's counselors, although a few students in the Belarusian school (13.4%) were able to give an A grade to their

counselors and also a few in the American school were able to give a A grade (12.5%) and a C grade (18.7%) to their counselors.

2. Being knowledgeable about the courses you need for college

COUNTRY	A	B	C	D	FAIL	DON'T KNOW
	%	%	%	%	%	%
NGR	46.7	26.7	13.3	13.3		
BEL	13.4					86.6
USA	12.5	6.3	18.7	6.3		56.2
PKN		100				

% Reporting “A” Grade, “B” Grade, “C” Grade or Don’t Know



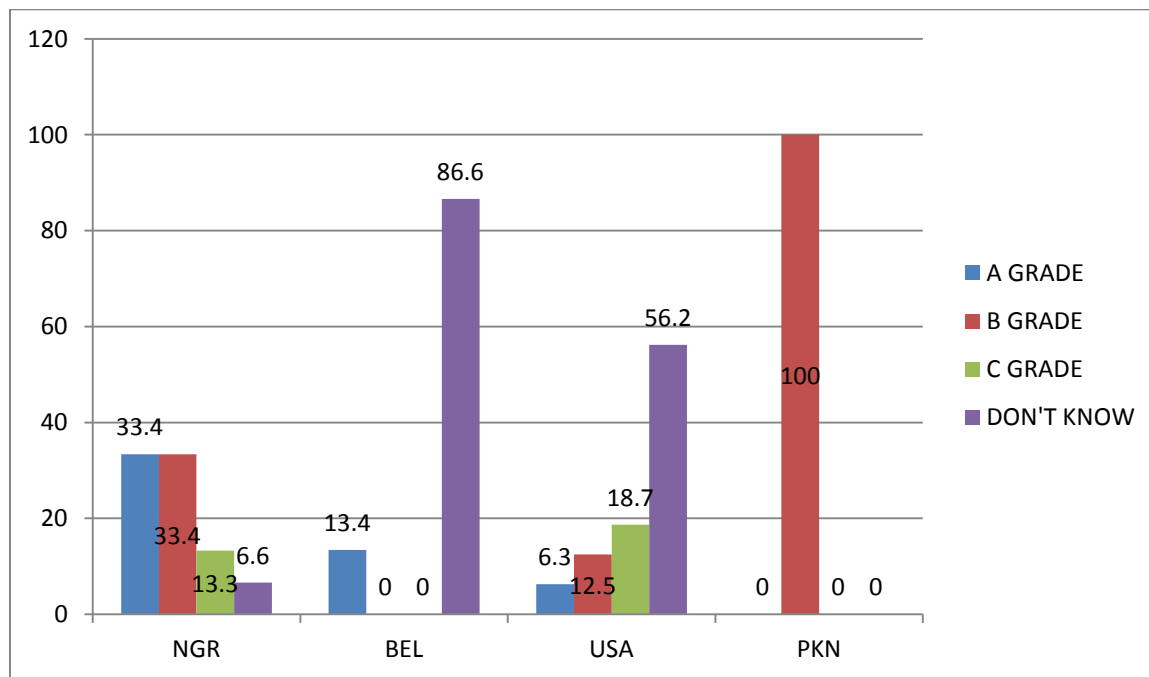
Observation: Although majority of students in the Belarusian school (86.6%) and the American school (56.2%) don’t know what grade to give their counselors on being knowledgeable about courses students’ need for college remaining students were able to give an A grade to the Belarusian school counselors (13.4%) while most of the remaining students in the American school gave a C grade to

the counselors (18.7%). On the other hand majority of students in the Nigerian school gave an A grade to their counselors (46.7%) while majority of students in the Pakistani school gave a B grade to the counselors (100%).

3. Being knowledgeable about options aside from college, like vocational or technical training programs

COUNTRY	A	B	C	D	FAIL	DON'T KNOW
	%	%	%	%	%	%
NGR	33.4	33.4	6.6	6.6	13.3	6.6
BEL	13.4					86.6
USA	6.3	12.5	18.7		6.3	56.2
PKN		100				

% Reporting “A” Grade, “B” Grade, “C” Grade or Don’t Know



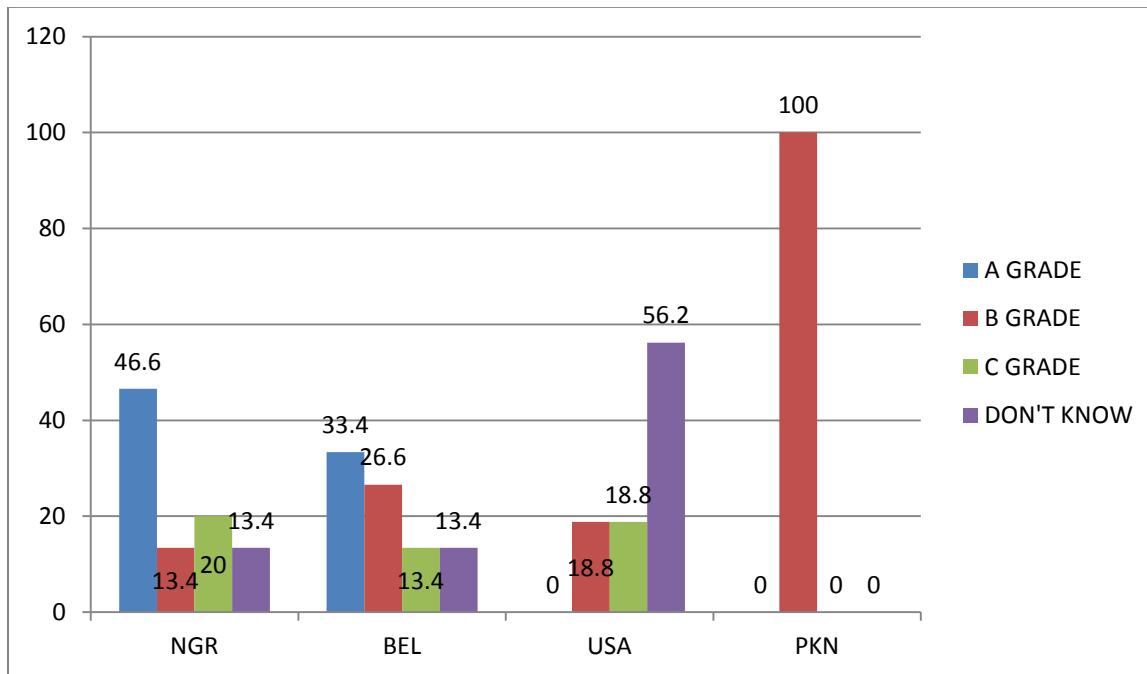
Observation: Majority of students in the Belarusian school (86.6) and the American school (56.2%) don’t know what grade to give their counselors on being knowledgeable about options aside from college, like vocational and technical training programs but the remaining students in the Belarusian school gave an A grade (13.4%) while most of the remaining students in the American school gave a

C grade (18.7%). Majority of students in the Nigerian school gave an A grade (33.4%) and a B grade (34.4%) to their counselors while majority of students in the Pakistani school gave a B grade to their counselors (100%).

4. Being available when you need advice

COUNTRY	A	B	C	D	FAIL	DON'T KNOW
	%	%	%	%	%	%
NGR	46.6	13.4	20	6.6		13.4
BEL	33.4	26.6	13.4	6.6	6.6	13.4
USA		18.8	18.8	12.5		56.2
PKN		100				

% Reporting "A" Grade, "B" Grade, "C" Grade or Don't Know



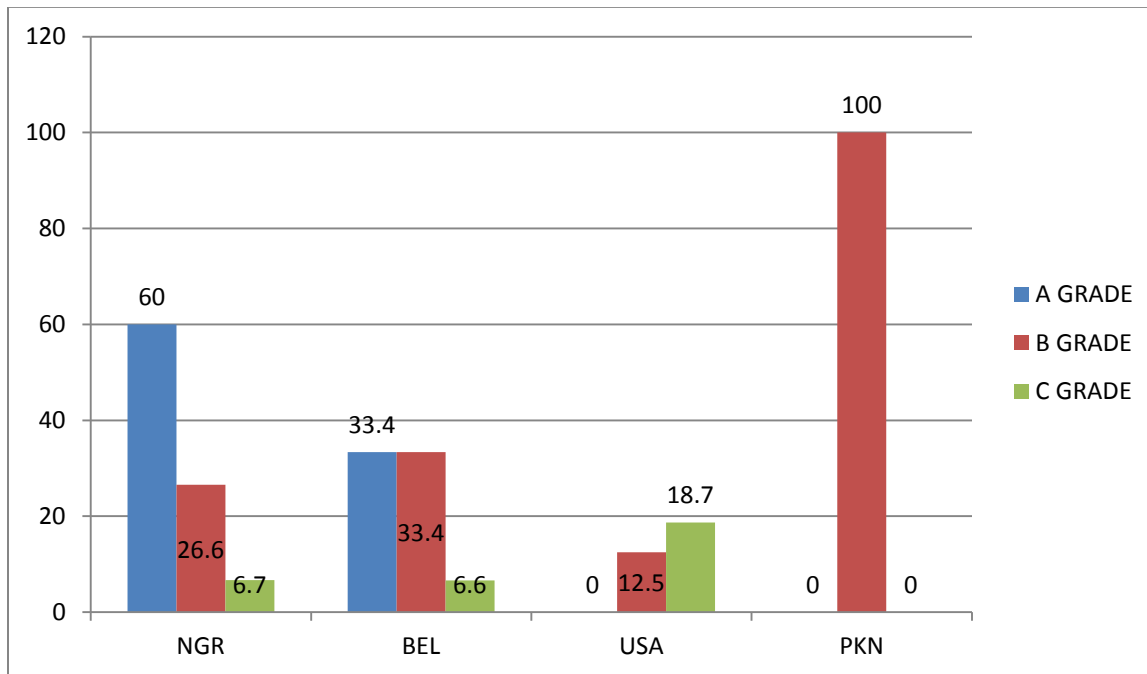
Observation: Although majority of students in the American school (56.2%) don't know what grade to give their counselors on being available when a student need advice, most of the remaining students gave a B grade (18.8%) and a C grade (18.8%) to their counselors. Majority of students in the Nigerian school (46.6%)

and the Belarusian school (33.4%) gave an A grade to their counselors, while majority of students in the Pakistani school (100%) gave a B grade to their counselors.

5. Taking an interest in students' futures

COUNTRY	A	B	C	D	FAIL	DON'T KNOW
	%	%	%	%	%	%
NGR	60	26.6	6.7			6.7
BEL	33.4	33.4	6.6	13.3		13.3
USA		12.5	18.7	12.5		56.3
PKN		100				

% Reporting "A" Grade, "B" Grade or "C" Grade



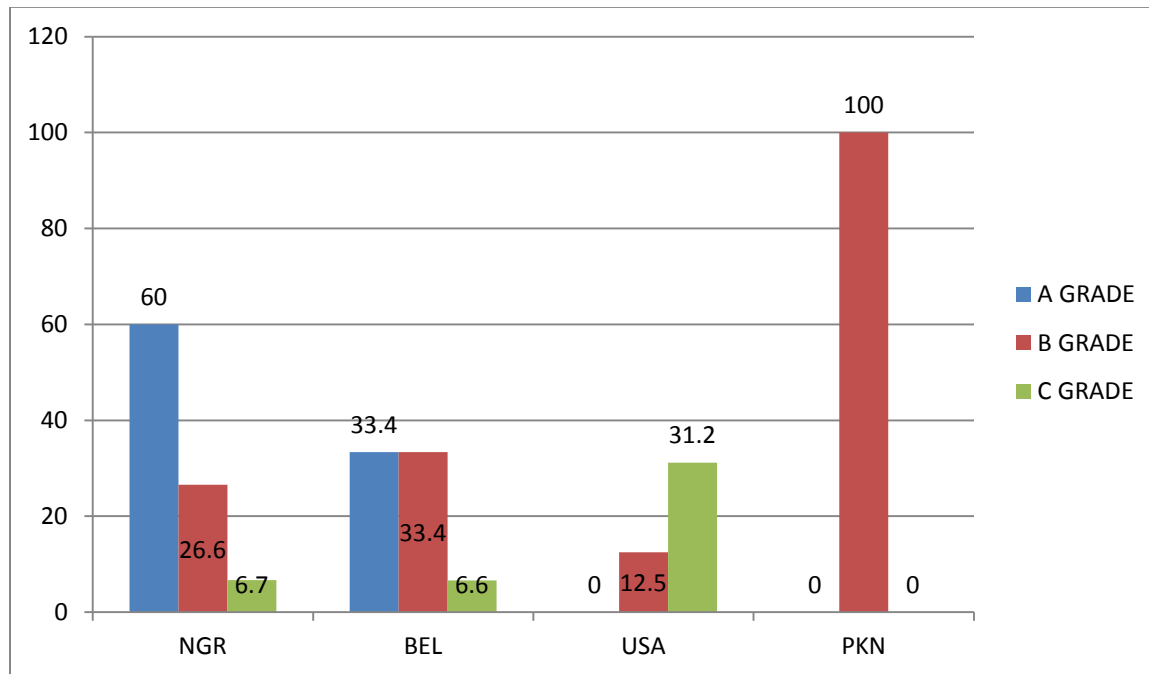
Observation: Although majority of students in the American school (56.3%) don't know what grade to give their counselors on taking an interest in students' futures, most of the remaining students gave a C grade to their counselors (18.7%). Majority of students in the Belarusian school gave an A grade (33.4%)

and a B grade (33.4%) to their counselors. Majority of students in the Nigerian school gave an A grade to their counselors (60%) while majority of students in the Pakistani school gave a B grade to their counselors (100%).

6. Helping students who are having problems with their studies

COUNTRY	A	B	C	D	FAIL	DON'T
	%	%	%	%	%	%
NGR	60	26.6	6.7	6.7		
BEL	33.4	33.4	6.6	6.6	6.6	13.4
USA		12.5	31.2			56.3
PKN		100				

% Reporting "A" Grade, "B" Grade or "C" Grade



Observation: Although majority of students in the American school (56.3%) don't know what grade to give their counselors on helping students who are having problems with their studies, most of the remaining students gave a C grade to the counselors (31.2%). Majority of students in the Belarusian school gave an A grade (33.4%) and a B grade (33.4%) to their counselors. Majority of students in the

Nigerian school (60%) gave an A grade to their counselors while majority of students in the Pakistani school (100%) gave a B grade to their counselors.

CAUSES FOR WORRY

A. NIGERIAN SCHOOL

1. Majority of students consider the problem of overcrowded classrooms as very serious.
2. Majority of students feel that the problem of students lacking basic skills is somewhat serious.
3. Majority of students consider the problem of not having enough equipment in places like science labs, gym rooms or computer labs as very serious.
4. Majority of students feel that the school does not provide up-to-date equipment in places like science labs, gym rooms and computer labs.
5. Majority of students feel that the school doesn't do enough in providing students with interesting experiences outside the classroom – like field trips, visiting speakers or special events.
6. Majority of students feel that their teachers are not doing well in taking an interest in students' home and personal lives.
7. Majority of students feel that they are not at all interested in becoming a teacher and none have ever talked to a teacher about the possibility of becoming a teacher themselves. Also majority of students have never been told they would make a good teacher.

B. BELARUSIAN SCHOOL

1. Majority of students consider the problem of not having enough equipment in places like science labs, gym rooms or computer labs as somewhat serious.
2. Majority of students consider the problem of not having enough equipment in places like science labs, gym rooms, or computer labs as getting worse.
3. Majority of students feel that the school does an average Job of using computers and technology to help students learn.
4. Majority of students feel that the school does an average Job teaching

- students how to use computers.
5. Majority of students feel that the school doesn't do enough in providing students with interesting experiences outside the classroom – like field trips, visiting speakers or special events.
 6. Majority of students feel that they are not at all interested in becoming a teacher and have never talked to a teacher about the possibility of becoming a teacher themselves. Also majority of students have never been told they would make a good teacher.
 7. Majority of students don't know what grade to give their Guidance counselors on being knowledgeable about the courses a student need to graduate from high school (86.6%) although a fewer number gave an A grade (13.4%).
 8. Majority of students don't know what grade to give their Guidance counselors on being knowledgeable about the courses you need for college (86.6%) although a fewer number gave an A grade (13.4%).
 9. Majority of students don't know what grade to give their Guidance counselors on being knowledgeable about options aside from college, like vocational or technical training programs (86.6%) although a fewer number gave an A grade (13.4%).

C. AMERICAN SCHOOL

1. Majority of students consider as not very serious the problems of overcrowded classrooms, students lacking basic skills, not having enough equipment in places like science labs, gym rooms or computer labs (although getting better), and not enough textbooks or other educational materials to go around.
2. Majority of students feel that the school does not provide up-to-date equipment in places like science labs, gym rooms and computer labs.
3. Majority of students feel that the school does an average job of using computers and technology to help students learn.
4. Many students feel that the school is not doing a very good job in making learning interesting for everyone.
5. Many students feel that the school is not doing a good job in taking an interest in students' home and personal lives.

6. Many students feel that the school is not doing a very good job in keeping control and discipline in their classrooms.
7. Many students feel that the school is not doing a very good job in encouraging students' academic interests.
8. Majority of students feel that they are somewhat interested in becoming a teacher but have never talked to a teacher about the possibility of becoming a teacher themselves and have never been told they would make a good teacher.
9. Although majority of students don't know what grade to give their Guidance counselors on being knowledgeable about the courses a student need to graduate from high school, most students feel their counselors are not very knowledgeable in that aspect.
10. Although majority of students don't know what grade to give their Guidance counselors on being knowledgeable about the courses a student need for college, most students feel their counselors are not very knowledgeable in that aspect.
11. Although majority of students don't know what grade to give their Guidance counselors on being knowledgeable about options aside from college, like vocational or technical training programs, most students feel their counselors are not very knowledgeable in that aspect.
12. Although majority of students don't know what grade to give their Guidance counselors in taking an interest in students' futures, most students feel their counselors are not very active in that aspect.
13. Although majority of students don't know what grade to give their Guidance counselors in helping students who are having problems with their studies, most students feel their counselors are not doing a very good job in that aspect.

D. PAKISTANI SCHOOL

1. Majority of students consider the problem of students lacking basic skills as not very serious.
2. Majority of students feel that the school does an average job of using computers and technology to help students learn.

3. Majority of students feel that the school is not doing a very good job in taking an interest in students' home and personal lives.
4. Majority of students feel that they are not very interested in becoming a teacher. Majority of students have talked to a teacher about the possibility of becoming a teacher themselves and have been told they would make a good teacher.

Observation: It can be gleaned from the above that the Pakistani school has the fewest causes for worry (12.1%), while the American school has the most causes for worry (39.3%). The percentages and rankings among the four schools are given below:

CAUSES FOR WORRY			
S/N	SCHOOL	%	RANKING*
1	The American School	39.3%	1st
2	The Belarusian School	27.2%	2nd
3	The Nigerian School	21.2%	3rd
4	The Pakistani School	12.1%	4th

****Note: the above rankings are more indicative rather than being conclusive***

Conclusion: The voices of students as regards their education, teachers and school really counts more so that 21st Century Education requires that teaching and learning be learner-centered. It is hoped that the findings of this survey project will be carefully reviewed by the school managers and teachers from the respective schools to identify the areas of concern and develop workable strategies, to sustain areas working well, improve upon weak areas and/or revive the critical areas.