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FAMILY PLANNING STUDIES

THE TEACHERS SURVEY

I.—Opinions and Attitudes Concerning the Establishment of Families

by

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It is generally accepted that the knowledge, attitudes and practices of family planning are influenced by various demographic characteristics of the population concerned which will have their impact on their fertility patterns. Within the same country, differences among the socio-economic groups do exist. So, there is always a need for specific information about some sectors of the population to reveal such patterns.

So, essentially this work was based on a study of all teachers working in Alexandria Governorate. It was designed first to reveal their knowledge, attitudes and their practices. Secondly to see the degree of their awareness of the existing family planning services in their district and find-out their pattern of usage. Thirdly its concern was to find out the extent of the teacher's participation in family planning education for the community.

Methodology :

Several meetings and conferences with the under-secretory of State of education and the administrators and inspectors of the Ministry of Education working in the Alexandria Governorate were

held. In these meetings the aims and the proposed plan of the work were explained. Then meetings were arranged between the working team and the head mistresses and head masters of schools of the different levels of education separately to explain the aim and the procedures to be followed in running the study. Discussions were undertaken to clarify points as regards the aim of the research, the confidentiality of the data to be collected as well as the running of the work.

Since the studied group are all educated, it was felt that a questionnaire distributed and collected by the health visitor and filled by the teacher herself would serve the purpose of the study. This was felt appropriate since each health visitor according to her work schedule is responsible for one to three schools and routinely visits each school at least twice weekly. Meetings were arranged with the superintendant health visitors and all those who will be involved in the research. Discussions were undertaken to clarify points as regards the aim of the research and the running of the work. Health visitors were asked first to list all women teachers working in their schools. Then questionnaires were given to health visitors to be distributed among the teachers. With each schedule a letter was attached explaining the aims of the study as well as informing the teacher about a special family planning clinic for teachers at Shatby's University Hospital. After being filled the questionnaires were collected by health visitors. All forms were checked and unless found complete it was returned to the health visitor responsible for its collection to return it to the teacher to complete it. The field operation covered the period October 1966 to February 1967.

Complete forms were coded and checked. Punching, analysis and tabulations were carried out by the Institute of Statistical Research and Studies of Cairo University.

RESULTS

Of the 5145 teachers enlisted in the different schools of Alexandria, and to whom questionnaires were delivered, 3893 or 75.5% responded.

Characteristics of Studied Population :

1. Age Distribution :

The majority of teachers enrolled (88.5%) were 20—39 years, those above 39 years were 11% and only 0.5% of the respondents were younger than 20 (Table 1). The average age of teachers was 30.80 with a mode of 25—29 years.

TABLE I

Age distribution of teachers at time of interview (1966—1967)

Age group	Frequency	Percent
Less than 20	18	0.5
20 —	837	21.9
25 —	1156	30.3
30 —	997	26.1
35 —	388	10.2
40 —	187	4.9
45 —	120	3.1
50 +	114	3.0
Total	3817*	100.0

* 76 teachers did not state their age.

2. Marital Status :

The ratio between married and single teachers nearly 2:1 as 65% of them were married at the time of the interview and 32.3% were single. Widows and divorced women constituted only 2.7%. Of all those who ever married only 1% stated that they married more than once.

3. Religion

The majority of the respondents were Moslems (91.4%) and only 8.6% of them were Christians.

4. Educational attainments :

Most of the teachers received a secondary education (86.8%) and very few 3.3% had less than secondary education. Only 9.9% of the teachers had a university degree.

5.—Level of schools in which the teacher was working :

Most of the respondents were teachers of primary schools (90.0%), while teachers of preparatory and secondary schools constituted 5.6% and 4.4% respectively.

Opinions and Attitudes Concerning the Establishment of Families :

1.—*Ideal age of marriage for spouses :*

The ideal age of marriage for women as stated by all teachers varied from 19 to 35 with a mean of 25.85 years. The majority (97.1) stated an age between 20—29 years and the mode was 25—29 years. The average ideal age of marriage stated for men (31.75) was higher than that for women. Nearly 3/4 of teachers suggested an ideal age of marriage for men as between 30—34 years and only 1/5th felt that the ages between 25—29 years was ideal.

Ideal Age of Marriage for Spouses by Religion :

Table II presents the ideal age of marriages for spouses as stated by Moslem and Christian teachers. The ideal age of marriage of women was mentioned to be 20—24 years in 33.9%, 25—29 years in 63.2% and only in 2% it was given as 30 years and over. Only 0.9% of the teachers claimed an ideal age less than 20 years. The ideal age of marriage for men was stated to be 25—29 in 20.8%, 30—34 in 71.8% and in 6.6% it was given as 35 years and over. Only 0.8% of the respondents stated an ideal age of 20—24 years.

TABLE II

Percent distribution of ideal ages of marriage for
women and men so stated by teachers in
relation to their religion

		Ideal age						Aver- age
		Less than 20	20—	25—	30—	35—	Total	
Women	Moslems	0.9	34.3	62.9	1.8	0.1	100.0	25.85
	Christians	1.0	29.6	66.8	2.6	0.0	100.0	26.10
	Both	0.9	33.9	63.2	2.0	—	100.0	25.85
Men	Moslems	—	0.8	21.2	71.6	6.4	100.0	31.75
	Christians	—	1.0	25.0	73.0	11.0	100.0	31.70
	Both	—	0.8	20.8	71.8	6.6	100.0	31.75

Table II shows that Christians tended to mention older ages for marriage for both sexes than did the Moslems. However, the difference between the two religious groups is not statistically significant.

Ideal age of marriage of spouses by the age of the teacher :

Table III presents the distribution of the ideal age of marriage for women as given by the teachers in relation to their age. It appears that young teachers, less than 25 years of age, were more likely to state younger age group for marriage. Just over one fourth of

Table III

Percent distribution of the ideal age of marriage for women as stated by women teachers in relation to her age

Teachers age	Ideal age				Total	Average
	Less than 20	20—	25—	30+		
Under 25	0.1	40.8	37.3	1.1	100.0	25.43
25 —	0.5	31.3	66.3	1.9	100.0	26.00
30 —	1.0	29.7	56.0	2.5	100.0	26.04
35 +	1.2	35.5	60.9	2.4	100.0	25.75
Total	0.9	33.9	63.2	2.0	100.0	25.85

TABLE IV

Percent distribution of the ideal age of marriage for men as stated by women teachers in relation to their age

Teachers age	20—	25—	30—	35+	Total	Average
Ideal age						
Under 25	1.1	29.0	67.4	2.5	100.0	31.05
25 —	0.5	17.9	74.3	7.3	100.0	31.95
30 —	1.1	18.1	72.6	8.2	100.0	31.95
35 —	0.3	20.1	71.5	8.1	100.0	31.90
Total	0.8	20.8	71.8	6.6	100.0	31.75

those less than 25 years suggested an age between 25—29 and over 3/5 of those above 35 years suggested such an age group (P is less than 0.001). Again young teachers less than 25 years of age suggested a younger age group at marriage for men than did other teachers. These differences were statistically significant (P is less than 0.001) Table IV.

Married teachers did not differ significantly from single and unmarried teachers as regards their opinions on the ideal age of marriage for women and men (Table V). Also, no relation was observed between the teacher's concepts and her educational attainments.

TABLE V
Percent distribution of the ideal age at marriage for men
and women by the marital status of teachers

Marital status	Ideal age					Total	Average
	Less than 20	20—	25—	30—	35+		
<i>Women :</i>							
Married	0.9	36.0	61.5	1.5	0.1	100.0	25.70
Single	0.5	30.0	66.7	2.6	0.2	100.0	26.15
Div./Widowed	2.9	29.1	66.0	1.9	—	100.0	25.85
Total	0.9	33.9	63.2	1.9	0.1	100.0	25.85
<i>Men :</i>							
Married	—	0.8	20.9	71.9	6.4	100.0	31.70
Single	—	0.8	20.9	71.2	7.1	100.0	31.75
Div./Widowed	—	—	19.4	73.8	6.8	100.0	31.75
Total	—	0.8	20.8	71.8	6.6	100.0	31.75

The Ideal and Actual Ages at Marriage for Spouses :

The average ideal age of marriage for girls as stated by married teachers did not differ from the average age at which they were married (25.70 as compared to 25.50 years). On the other hand the average ideal age at marriage for men as stated by married teachers was older than the average actual age of their husbands at marriage (31.70 compared to 29.56 years).

Table VI presents the percent distribution of the ideal age at marriage for men and women as stated by married teachers compared to the actual ages at marriage.

The distribution of the ideal ages at marriage was less scattered than that of the actual ages for both men and women. The ideal ages were positively correlated to the actual age of marriage ($r = + 0.417$).

TABLE VI

Percent distribution of actual and ideal ages at marriage for women and men as stated by married teachers

		Under 20	20—	25—	30—	35+	Total	Average
<i>Women</i>	Actual	4.0	43.8	40.6	8.6	2.0	100.0	25.50
	Ideal	0.9	36.0	61.5	1.5	0.1	100.0	25.70
<i>Men</i>	Actual	—	10.0	48.8	31.2	10.0	100.0	29.56
	Ideal	—	0.8	20.9	71.9	6.4	100.0	31.70

Tables VII and VIII shows the stated ideal age for marriages in relation to the actual ages at marriage for women and men respectively.

TABLE VII

Percent distribution of the actual ages at marriage for married teachers in relation to the ideal ages at marriage for women

Actual age	Ideal age			Total
	Less than Actual	Same as Actual	More than Actual	
Under 20	—	3.9	96.1	100.0
20 —	1.4	44.4	54.2	100.0
25 —	28.2	70.2	1.6	100.0
30 —	97.2	2.8	—	100.0
35 +	99.3	0.7	—	100.0

TABLE VIII

Percent distribution of the actual ages at marriage for the teacher's husbands in relation to the ideal ages at marriage for men

Actual age	Ideal age			Total
	Less than Actual	Same as Actual	More than Actual	
Under 20	—	—	100.0	100.0
20 —	—	4.5	95.7	100.0
25 —	0.3	26.9	72.8	100.0
30 —	11.2	80.9	7.9	100.0
35 +	85.1	14.9	—	100.0

It can be observed that 70.2% of teachers who were married in the age group 25—29 mentioned their own age group as ideal while most teachers who were married younger than 20 suggested an older age for marriage. Most of the teachers who were married when they were 30 years or more stated a younger age.

Again the majority of teachers (81%) married to men aged 30—34 years at marriage stated their husband's age group as being ideal, while teachers married to men who were younger than 24 years tended to state an older age group. Also most teachers whose husbands were 35 years or older at marriage (85%) mentioned a younger age group for marriage.

2.—Interval between marriage and having the first child :

The great majority of the respondents thought it was preferable that the first child should not be born during the first year of marriage. The average ideal interval was 1.6 years and the mode was year. This means that the majority of teachers would post having the first child till after the first year of marriage.

Table IX gives the percent distribution of teachers by their age and their statement about the ideal interval between marriage and having the first child.

TABLE IX

Percent distribution of teachers by their age and concept of an ideal interval between marriage and having the first child

Age	Ideal interval					Total
	Under 1 year	1 year	2 yrs.	3 yrs.	4 yrs. & more	
Less than 25	1.3	37.5	43.3	14.8	3.1	100.0
25 —	2.6	49.7	35.9	9.6	2.2	100.0
30 —	2.4	49.9	35.7	9.9	2.1	100.0
35 +	2.9	45.0	38.8	9.6	3.7	100.0
Total	2.3	46.0	38.6	10.8	2.8	100.0

Young teachers aged less than 25 years were more likely to state a wider interval between marriage and the first delivery than teachers in older age groups. Among those aged less than 25 years, 61.2% stated an interval of two years or more compared to 47.7%, 47.7% and 52.1% of teachers in the age groups 25—29, 30—34 and 35 years and more respectively (P is less than 0.001). A significant difference was found between the teacher's age and her concept of the ideal period between marriage and having the first child (P is less than 0.001). The main difference, however, was observed among teachers younger than 25 years as compared with the rest. This suggests that older teachers were more anxious to have a baby once they are married.

Table X gives the percent distribution of the teachers by their marital status and their concepts of the ideal interval between marriage and having the first child. Married teachers tended to state a shorter interval than single or widows and divorcee. Over one half (53.1%) of the married stated a year or less as an ideal interval. The corresponding figures for the single and widows and divorcee were 39.3% and 37.9% respectively. A fewer proportion of teachers who were married (11.0%) stated three years or more as an ideal interval between marriage and having the first baby, as compared to single (18.5%) or widowed and divorced (21.0%). The differences observed are highly significant (P is less than 0.001), and reflects the value attached to children in the make up of a family among Egyptians.

No significant relationship was observed between the teacher's level of education, the level of school in which she is working nor with her religion as regards her concept on the ideal interval between marriage and having the first child.

TABLE X
Percent distribution of teachers by their marital status and their concepts of the ideal interval between marriage and having the first child

Marital status	Ideal interval					Total
	Under 1 year	1 year	2 Yrs.	3 Yrs.	4 Yrs & more	
Married	2.9	50.2	35.9	8.5	2.5	100.0
Single	1.3	38.0	42.2	15.5	3.0	100.0
Divor./Widows	2.1	35.8	41.1	12.6	8.4	100.0
Total	2.3	46.0	38.1	10.8	2.8	100.0

3.—*Intervals between successive births :*

In general, information available on the spacings of births is scarce although it is one of the fundamental characteristics of reproductive behaviour of a couple. It was essential to study the opinions held by the teachers to determine the time-table they have chosen to establish their families.

One fourth of the teachers preferred an interval of two years between every birth, and almost half the respondents mentioned three years. Very few teachers (1.9%), mentioned a one year or more. The average ideal interval between successive births was 3.05 years and the modal period being three years. This pattern of spacing denotes that teachers are likely to accept and practice family planning.

Table XI presents the percent distribution of teachers by their age and concepts of the ideal interval between successive births. It was found that teachers younger than 25 years were more inclined to mention a wider gap between successive births, than those in an older age group. Among teachers aged less than 25 years, 29.6% stated an interval of four or more as compared to 23.5% of all teachers. This difference is statistically significant (P is less than 0.001).

TABLE XI

Percent distribution of teachers by their age and concepts of an ideal interval between successive births

Age	Interval in Yrs.				Total
	One	Two	Three	Four or more.	
Less than 25	1.2	22.4	46.8	29.6	100.0
25 —	1.7	24.6	50.3	23.4	100.0
30 —	2.2	26.2	51.3	20.3	100.0
35 —	2.4	27.3	49.5	20.8	100.0
Total	1.9	25.1	49.5	23.5	100.0

Table XII shows that teachers with secondary education or less tended to mention a wider interval between successive pregnancies than did the university graduates. Only 17.9% of the university graduates stated an interval of four years or more compared to 23.9% and 25.2% of teachers with secondary or less than secondary education respectively. The difference observed between the educational

groups are statistically significant (P is between 0.01 and 0.001). So it seems that university graduates although they did not differ in their views from the rest as regard the interval between marriage and having the first child, yet preferred having the desired number of children in a relatively short period of time.

TABLE XII

Percent distribution of teachers by their age and concepts of their ideal interval between two successive pregnancies

Education	Interval in years				Total
	One	Two	Three	Four or more	
Less than secondary	2.7	28.8	43.3	25.2	100.0
Secondary	1.5	24.2	50.4	23.9	100.0
University	3.6	30.6	47.9	17.9	100.0
Total	1.9	25.1	49.5	23.5	100.0

As the level of school in which the teacher is working is closely related to her educational attainments, it was found that teachers working in secondary schools, who are usually graduates of universities were more likely to state a shorter interval as compared to others. Among those working in secondary schools 40.3% stated an interval of two years or less as compared to 38.9% and 25.3% of those working in preparatory and primary schools respectively (Table XIII).

TABLE XIII

Percent distribution of teachers by level of school and their views on the ideal interval between two successive pregnancies

School	Ideal interval				Total
	One Yr.	Two Yrs.	Three Yrs.	Four yrs. or more	
Primary school	1.6	23.7	50.4	24.3	100.0
Preparatory School	5.1	33.8	40.9	20.2	100.0
Secondary School	3.8	36.5	47.2	22.6	100.0
Total	1.9	25.1	49.5	23.5	100.0

Table XIV presents the distribution of teachers by their marital status and their statement of the ideal interval between two pregnancies. Married teachers were less likely to mention a wider interval between any two successive pregnancies. Only 20.6% of the married teachers mentioned an ideal interval of four years or more compared to 28.4% of single teachers and 33.4% of the divorced or widows. These differences are statistically significant (P is less than 0.001).

No significant difference was observed between Moslem and Christian teachers as regards their views on the ideal time table of establishing a family.

TABLE XIV

Percent distribution of teachers by their marital status and their concepts on the ideal interval between two successive pregnancies

Marital status	Ideal interval				Total
	One Yr.	Two Yrs.	Three Yrs.	Four yrs. or more	
Single	0.1	24.1	46.4	28.4	100.0
Married	2.3	25.6	51.5	20.6	100.0
Widows/Divorced.	—	24.9	42.7	33.4	100.0
Total	1.9	25.1	49.5	23.5	100.0

4.—*Ideal number of children :*

Since most teachers are supposed to exert some control over the size of their families, their reproductive desires are obviously a determinant of their reproductive preference. Hence teachers were asked about their opinions on the ideal number of children. Their pattern of replies was fairly concentrated. They stated an average ideal number of 2.8 and a mode of three.

De Jong, F. G. (1965), in his survey in Southern Appalachians stated that 3.47 was the mean ideal family size for low socio-economic status respondents compared with 2.79 for respondents with high Socioeconomic status. The latter figures is nearly identical with that stated by the teachers. Again the reported average ideal number of children for teachers corresponded to that for Great Britain, France and Switzerland (Table XV). From the study of EL-Labban district

of Alexandria, Gad-Allah (1966), an ideal average number of 4.1 was calculated. However the data from the previous surveys should not be compared with the findings in the present study since teachers are educated and on the average economically well off.

TABLE XV

The ideal number of children in different countries as compared to that reported by the teachers in Alexandria

Country	Average ideal number of children
France	2.7 (1959/1960)
Switzerland	2.9 (1960)
Great Britain	2.8 (1960)
Teachers-Alexandria	2.8 (1966/1967)

A break down of answers as to the ideal number of children according to various important characteristics of the respondents was made.

Age :

Table XVI presents the ideal number of children by the age of the teacher. Only 10.3% of teachers younger than 25 stated an ideal number of four or more. This proportion increased gradually with the increase in the age to reach 20.9% among those aged 40 years or more. The difference between the different age groups is statistically significant (P is less than 0.001). Other workers too reported that the number of children considered as ideal increased with women's age. Tabah L., Samuel R., 1962).

TABLE XVI

Percent distribution of the ideal number of children as stated by teachers in relation to their age.

Age	Ideal No.				
	One	Two	Three	Four +	Total
Under 25	1.0	39.7	49.0	10.3	100.0
25 —	0.6	33.8	52.8	12.8	100.0
30 —	0.3	28.4	56.5	14.8	100.0
35 —	—	26.8	57.0	16.1	100.0
40 +	0.3	28.3	50.5	20.9	100.0
Total	0.5	32.5	53.0	14.0	100.0

Religion :

Several studies abroad emphasised the influence of religion on fertility. Most of these studies revealed the difference between Catholics, Protestants and Jews. Very few studies, however, dealt with Moslems and Christians. Yaukey D. 1962, observed that in Lebanon, Christian fertility was much lower than Moslem fertility among city dwellers. He commented that the difference was marked among the uneducated. It is of interest to see how far religion influenced the attitudes of teachers. Table XVII gives the percent distribution of the ideal number of children as stated by teachers in relation to their religion. The main difference observed between Moslems and Christians was in the proportion stating the ideal number to be four or more. More Moslem teachers stated an ideal number of four or more (15.3%) than did Christian teachers (5.7%). The difference observed is statistically significant (P is less than 0.001). The mean ideal number of children stated by Christians was slightly less than that mentioned by Moslem teachers namely 2.6 compared to 2.8 respectively.

TABLE XVII

Percent distribution of the ideal number of children by
the religion of the teachers

Ideal number	Moslems	Christians	Total
One	0.5	0.3	0.5
Two	31.5	39.7	32.5
Three	52.7	54.3	53.0
Four +	15.3	5.7	14.0
Total	100.0	100.0	100.0

Educational Attainments :

The average ideal number of children stated by university graduates was 2.6 while that for those with secondary and less than secondary education were 2.8 and 2.7 respectively. Table XVIII gives the ideal number of children as stated by the teacher in relation to her education. While 39.1% of university graduates stated an ideal number of one or two children, only 32.4% and 29.3% of the secondary and less than secondary educated teachers mentioned so. The proportion

stating three or more children was 60.9% among university graduates as compared to 67.6% among secondary educated and 70.7% among those with less than secondary education. The differences observed are statistically significant (P is between 0.01 and 0.005).

TABLE XVIII

Percent distribution of the ideal number of children as mentioned by teachers and their educational attainments

Education	Ideal No.					
	Average	One	Two	Three	Four +	Total
Less than 2ry.	2.7	—	29.3	62.9	7.8	100.0
Secondary	2.8	0.5	31.9	52.6	15.0	100.0
University	2.6	1.1	38.0	51.4	9.5	100.0
Total	2.8	0.5	32.5	53.0	14.0	100.0

Level of School :

The ideal number of children seemed to be influenced by the level of the school in which the teacher was working. Among teachers working in the secondary schools, 7.4% stated an ideal figure of four or more compared to 15% and 11.7% of those working in primary and preparatory schools. These differences are statistically significant and may be a reflection of the educational standards of teachers working in the three levels of schools (Table XIX).

TABLE XIX

Percent of distribution of the ideal number of children by the level of school in which the teacher was working

School	Ideal No.				
	One	Two	Three	Four +	Total
Primary schools	0.4	31.0	53.6	15.0	100.0
Preparatory schools	1.5	39.5	47.3	11.7	100.0
Secondary schools	0.6	40.1	51.9	7.4	100.0
Total	0.5	32.5	53.0	14.0	100.0

Marital Status :

The average ideal number stated by single teachers was slightly higher than that mentioned by divorced and widows as well as married teachers (3.0 compared to 2.9 and 2.8 respectively). Table XX gives the percent distribution of the ideal number of children as stated by teachers in relation to their marital status. No significant differences were observed between the concepts of married and single teachers as regards the ideal number of children. However, among the divorced and widowed the proportion stating four or more children was higher (20%) than single and married teachers (13.2% and 14.8%).

TABLE XX

Percent distribution of the ideal number of children as stated by teachers in relation to their marital status

Marital status	Ideal number				Total
	One	Two	Three	Four +	
Single	0.8	35.6	50.4	13.2	100.0
Married	0.4	30.7	54.1	14.8	100.0
Divorced/Widowed	0.0	31.0	49.0	20.0	100.0
Total	0.5	32.5	53.0	14.0	100.0

Number of Children, Actual and Ideal :

For all married respondents (2626 teachers), the mean number of living children was 1.8 and the mode was 2. The level of accomplished fertility was therefore comparatively low, and was less than the ideal average number stated by married teachers. Yet, the group studied was young and much of their potential fertility remained ahead of them. So, married women who had completed their fertility (123 teachers) were studied and it was found that they had on the average 2.7 children. The average is so near the ideal number stated by married teachers namely 2.8 children.

Among all married teachers only 10% (263 teachers) had actually exceeded their stated ideal number of children. Table XXI gives their reasons. The most frequent reason given by those who had exceeded their ideal figure was ignorance in using contraceptives (45%).

Maternal instincts was also another common reason where 26% of them mentioned it as a reason. Among other reasons were inavailability of services (13.5%), religious reasons (13.5%) and disapproval of the husband (13.5%) and fear to limit the family size (9%). Very few teachers mentioned their desire for a boy (3.1%) or for a girl (3.1%) as a reason for having more than the ideal and only 1.3% claimed that the contraceptive method used had failed. So, it seems that even among the educated there is a need to furnish information to the people who are uninformed but interested. Most of the reasons stated could be dealt with successfully by a family planning, education programme.

TABLE XXI

Reasons given by 263 teachers for exceeding the stated ideal number of children

Reasons stated	Percent
Ignorance of the use of contraceptives	45.0
Maternal instinct	26.0
Inavailability of family planning services	13.5
Religious reasons	13.5
Disapproval of the husband	13.5
Fear to limit family size	9.0
The desire of having a boy	3.1
The desire of having a girl	3.1
Failure of the contraceptive method used	1.3

SUMMARY AND CONCLUSION

This paper is based on a study of all teachers working in Alexandria Governorate. Its concern was to reveal the opinions and attitudes of teachers concerning the establishment of families. Of the 5145 teachers enlisted in schools, and to whom questionnaires were delivered, 3893 (75.5%) responded. Information was collected through a questionnaire distributed to the teachers and collected by the school health visitors: The following main results were obtained:

I.—*Ideal age of marriage for spouses:*

1. The average ideal age of marriage for women as stated by all teachers was 25.85 years, and the mode group was 25.29 years, while the mean ideal age of marriage for men was 31.65 and the mode group lied in the 30—34 age group.

2. There was no significant relationship between the marital status, religion, nor the teacher's education and her views on the ideal age of marriage for spouses.

3. Young teachers less than 25 years of age were more likely to suggest younger age group for marriage for men and women than older age groups.

The average ideal age of marriage for spouses as stated by ever married teachers did not differ from their stated ideal ages. However, it was found that the distribution of the ideal ages at marriage was more concentrated than that for the actual ages at marriage for spouses.

5. The younger the teacher or her husband at marriage the more likely she will state an older age group for men and women. Also the older the teacher or her husband at marriage was the more likely that she will state a younger age group for men and women to marry.

II.—*Interval between marriage and having the first child :*

1. The average ideal interval between marriage and having the first child was 1.6 years and the mode was one year. A great majority (97.7%) of the respondents thought it was preferable that the first child should not be born during the first year of marriage.

2. A significant relationship was found between the teacher's age and her concept of the ideal period between marriage and having her first child. Young teachers aged less than 25 years were more likely to state a wider interval than older teachers, where 61.2% stated an interval of two years or more compared to 47.7, 47.7, and 52.1% of teachers in the age groups 25—29, 30—34 and 35 years and more respectively.

3. Married teachers stated shorter intervals than single and widowed and divorced. Among married teachers only 11.0% stated three years or more compared to 39.3 and 37.9% for single, and widows and divorced.

4. No significant relationship was observed between the teacher's religion nor her educational attainments and her views on the ideal interval between marriage and having her first child.

III.—*Interval between successive births :*

1. The average ideal interval between successive births was 3.05 years and the modal period being three years.

2. Among teachers aged less than 25 years, 29.6% stated an interval of four years or more as compared to 23.5% of all teachers. The difference observed was highly significant.

3. Only 17.9% of the university graduates stated an interval of four years or more compared to 23.9% and 25.2% of teachers with secondary and less than secondary. University graduates in other words were more likely to mention shorter intervals than other teachers.

4. Married teachers were less likely to mention a wider interval between successive pregnancies than single and widows and divorced. Only 20.6% of married teachers mentioned an ideal interval of four years or more compared to 28.4% of the single and 33.4% of the divorced and widows. These differences are highly significant.

5. No significant relationship was observed between the teacher's religion and her concept on the ideal interval between successive births.

IV.—*Ideal number of children :*

1. The average ideal number of children stated by teachers was 2.8 and the mode was 3.

2. The number of children considered as ideal significantly increased with the teacher's age. Only 10.3% of teachers younger than 25 years stated an ideal number of four and more. This proportion increased gradually with the increase of the age of the teacher to become 20.9% among those aged 40 years or more.

3. The main difference observed between Moslems and Christians was in the proportion stating the ideal number to be four or more. Among Moslem teachers 15.3% stated an ideal number of four or more as compared to only 5.7% of Christians.

4. An inverse relationship was observed between educational attainments and the stated ideal number of children. University graduates were more inclined to mention fewer number of children than other teachers with inferior level of education.

5. No significant difference was observed between single and married teachers. However, divorced and widows were more likely to state an ideal number of four or more than single or married teachers.

6. For all married teachers the mean number of living children was 1.8 and for those who had completed their fertility was 2.7 children.

7. Among all married teachers only 10% had actually exceeded their stated ideal number of children.

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