



Bylaag 1.1

DIE LEERBENADERINGSVRAELYS (LBV)

Kopiereg voorbehou

Algemeen: Vul asseblief u persoonlike besonderhede op spasies wat op die antwoordblad voorsien is, in.

Instruksies:

Daar ontstaan daagliks vir jou geleentheid om iets *in XYZ Bpk* te leer, met ander woorde **leergeleentheid** in formele en informele leersituasies wat jy teëkom (bv. kursusse wat jy bywoon, inligting wat jy bestudeer, materiaal wat jy lees, in besprekingsessies waaraan jy deelneem en ander leerervaringe) Die vraelys handel oor jou benadering tot leertake, of anders gestel, die manier waarop jy iets leer en jou verhouding tot ander mense in leersituasies. Dit gaan hier veral oor hoe jy dit wat jy leer benader en hoekom jy 'n bepaalde benadering volg. Gebruik die skaal van 1 tot 7 en dui aan in watter mate die benadering wat in die vrae uitgebeeld word, deur jou gevolg word. 'n Waarde van 1 beteken dat jy **glad nie** so 'n benadering volg nie. 'n Waarde van 7 beteken dat jy **in 'n baie hoë mate** die benadering volg. Indien die waardes 1 of 7 nie van toepassing is nie, kies die mees gepaste waarde tussen 1 en 7, afhangend van die mate waarin jy die benadering volg. Die beskrywings bo-aan die skaal dien as 'n riglyn vir jou keuses van waardes. Dui jou keuse aan deur die gepaste waarde op die aparte antwoordblad te **omkring**.

Gladnie			In 'n baie hoë mate			
1	2	3	4	5	6	7

Voorbeeld:

Tydens die leergeleentheid wat jy in XYZ Bpk het, in watter mate ...

- 01 deel jy met ander mense jou idees?
- 02 luister jy na ander mense se idees?

Voorbeeld: ANTWOORDBLAD

01	1	2	3	4	5	6	7
02	1	2	3	4	5	6	7

Moenie vraë oorslaan nie. Maak seker dat die antwoord langs die regte nommer op die antwoordblad omkring word. Onthou daar is geen regte of verkeerde antwoorde nie, want elkeen is geregtig op sy eie menings. Ten einde die meeste waarde uit die resultate te kry, behoort jy so eerlik as moontlik met jouself te wees wanneer jy die vraelys beantwoord. Moet egter nie te lank oor enige vraag peins nie. Omkring liewers die eerste antwoord wat by jou opkom.

Antwoord so eerlik as moontlik wat waar omtrent jouself is en nie in terme van wat 'n algemeen aanvaarbaar antwoord behoort te wees nie, om sodoende ander mense te beïndruk nie.

Begin



Die gedeelte wat volg handel oor jou benadering tot die leertaak.

**Tydens die leergeleenthede wat jy in XYZ Bpk het,
in watter mate...**

		In 'n						
		Gladnie			baie hoë mate			
		1	2	3	4	5	6	7

- 01 beskou jy leergeleenthede hoofsaaklik as 'n manier om 'n lonende en veilige betrekking te verseker en nie as iets wat jy geniet nie?
- 02 is dit vir jou belangrik om jou vermoë aan vriende en kollegas te bewys deur baie goed te vaar in 'n leersituasie?
- 03 vind jy leergeleenthede waartydens jy met nuwe inhoud kennis maak, so opwindend soos jou voorkeurstokperdjie?
- 04 probeer jy soveel moontlik inligting akkuraat te onthou eerder as om dit werklik te probeer begryp?
- 05 stel jy prioriteite op vir die bereiking van jou leerdoelwitte?
- 06 wanneer jy iets lees, probeer jy aan soortgelyke dinge wat jy voorheen teëgekom het, dink?
- 07 is jy seker dat jy moeilike onderwerpe sal verstaan?
- 08 raak jy gespanne omdat jy vrees jy sal misluk wanneer jy iets moet leer?
- 09 word jy gedryf deur jou behoefte aan sukses al sou dit beteken dat jy minder tyd het om sosiaal te verkeer?
- 10 put jy persoonlike bevrediging uit die soeke na nuwe betekenis in bestaande kennis?
- 11 is jy geneig om te hou by die memorisering van feitlike inligting, sonder om na betekenis te soek?
- 12 sorg jy dat jy alle vereiste leerwerk betyds afhandel?
- 13 is jy geneig om nuwe idees te toets deur 'n situasie waarin dit voorkom in jou gedagtes te probeer voorstel?
- 14 is jy daarop uit om met die minimum moeite en inspanning slegs vir loopbaandoeleindes te leer?
- 15 is die bereiking van 'n besondere prestasie vir jou belangrik?
- 16 put jy persoonlike bevrediging uit die instudeer van nuwe inligting ter aanvulling van jou eie idees?
- 17 het jy vertroue in jou vermoë om insig te verkry in iets wat deur die meeste ander mense moeilik verstaan word?
- 18 volg jy 'n stel reëls of 'n prosedure na, sonder om veel oor die doel daarvan na te dink?
- 19 is jy geneig om jou leerprogram reeds lank voor die tyd te beplan?
- 20 probeer jy verbande trek tussen verskillende leerervaringe?
- 21 vind jy dit aantreklik om in leersituasies met so min moeite moontlik steeds aan die minimum vereistes te voldoen?
- 22 is jy geneig om hoë prestasiestandaarde aan jouself te stel?
- 23 vind jy dat die instudeer van nuwe inligting aan jou persoonlike bevrediging verskaf?
- 24 is jy geneig om gedeeltes van wat jy leer te memoriseer, sonder om te weet hoe hulle met ander gedeeltes verband hou?



		In 'n						
		Gladnie			baie hoë mate			
		1	2	3	4	5	6	7

**Tydens die leergeleenthede wat jy in XYZ Bpk het,
in watter mate...**

- 25 sorg jy dat elke minuut van 'n leersituasie produktief benut word?
- 26 probeer jy om die onderlinge verband tussen verskillende aspekte wat ter sprake is, vind?
- 27 neig jy om meer te fokus op die ooglopende eerder as die onderliggende aspekte van 'n probleem?
- 28 glo jy dat jy in staat is om te presteer tydens 'n leergeleentheid?
- 29 verkies jy om nie aan leergeleenthede blootgestel te word nie omdat dit jou baie gespanne maak?
- 30 lê jy jou daarop toe om altyd goed te presteer, selfs al dink ander mense dat jy 'n bietjie balans in jou lewe verloor?
- 31 soek jy bevrediging in die ontdekking van nuwe maniere om bestaande kennis te verstaan, al sou dit aansienlike moeite en insig verg?
- 32 is jy geneig om dinge uit jou kop te leer deur dit te herhaal totdat jy dit korrek kan weergee?
- 33 probeer jy elke beskikbare minuut van die dag gebruik om jou leerdoelwitte te bereik?
- 34 probeer jy om dit wat jy leer in verband te bring met jou eie ervaringe?
- 35 het jy vertroue in jou vermoë om die kern van dit wat jy leer te verstaan?
- 36 voel jy tevrede en verlig as jy ten minste aan die minimum vereistes van dit wat jy moes leer voldoen het?
- 37 probeer jy altyd goed vaar in 'n leertaak, al sou jy dit nie geniet nie?
- 38 is leergeleenthede vir jou belangrik omdat dit jou die geleentheid gee om dinge vanuit 'n nuwe oogpunt te sien?
- 39 fokus jy op eenvoudige feite inligting eerder as om ingewikkelde dinge te probeer verstaan?
- 40 stel jy graag 'n tydrooster op vir die voltooiing van leertake?
- 41 is jy geneig om vir jou 'n raamwerk te ontwikkel om te sien hoe bepaalde idees met mekaar verband hou?
- 42 word jou konsentrasie tydens leergeleenthede beïnvloed omdat jy bang is jy presteer swak?
- 43 is die ontdekking van nuwe beskouinge, waarvolgens jy jou lewe kan inrig, jou hoofdoel tydens 'n leergeleentheid?
- 44 benut jy leergeleenthede meer vir die finansiële voordeel wat dit inhou as vir die waarde van die leerinhoud self?
- 45 probeer jy uitvind of dit wat jy leer in verskillende tipes situasies toegepas kan word?
- 46 het jy vertroue in jou vermoë om leertake suksesvol uit te voer?
- 47 is jy geneig om lank voor die tyd reeds vir 'n leergeleentheid voor te berei?
- 48 maak die druk wat 'n leersituasie teweegbring jou gespanne en bedruk?
- 49 probeer jy idees beter verstaan deur dit met werklike lewensituasies in verband te bring?



		In 'n						
Gladnie		baie hoë mate						
		1	2	3	4	5	6	7

Tydens die leergeleentede wat jy in XYZ Bpk het, in watter mate...

- 50 is jy daarop uit om jou vorige prestasies te verbeter?
- 51 is jy geneig om iets te leer deur dit stapsgewys, presies soos dit aangebied is, te memoriseer?
- 52 soek jy persoonlike bevrediging in die ontdekking van nuwe insigte?
- 53 probeer jy wegkom met die minimum inspanning in die uitvoering van 'n leertaak, solank jy net nie misluk nie?
- 54 indien jy jou vermoëns en omstandighede in ag neem, dink jy jy sal in 'n leersituasie suksesvol wees?
- 55 spits jy jou daarop toe om elke moontlike leergeleentheid optimaal te benut?
- 56 word jy paniekerig en beangs wanneer jy 'n foutiewe antwoord op 'n vraag in 'n leersituasie gegee het?
- 57 probeer jy idees uit 'n onderwerp van bespreking met ander onderwerpe in verband bring?
- 58 sien jy jouself as 'n ambisieuse persoon, in dié opsig dat jy altyd 'n besondere prestasie as leerder wil bereik?
- 59 spits jy jou daarop toe om soveel as moontlik inligting te onthou eerder as wat jy probeer verstaan hoe alles bymekaar inpas?
- 60 gebruik jy jou vrye tyd om te leer?
- 61 probeer jy vasstel of daar voldoende bewyse ter ondersteuning van iemand anders se gevolgtrekkings is?

Die volgende gedeelte handel oor **jou verhouding met ander mense in 'n leersituasie.**

		In 'n						
Gladnie		baie hoë mate						
		1	2	3	4	5	6	7

Tydens die leergeleentede wat jy in XYZ Bpk het, in watter mate...

- 62 werk jy graag saam met ander wanneer daar na 'n oplossing vir 'n probleem gesoek word?
- 63 ervaar jy negatiewe gevoelens as jy nie as een van die beste kandidate op 'n kursus uitgewys word nie?
- 64 is jy geneig om ander se manier van doen na te volg?
- 65 besluit jy graag self oor die leergeleentede wat jy wil benut?
- 66 toets jy jou begrip van iets deur dit met ander te bespreek?
- 67 is dit vir jou belangrik om vrae beter as ander mense te beantwoord?
- 68 hou jy slegs by bestaande en welbekende idees en prosedures?
- 69 neem jy self beheer oor jou eie leerprogram sonder die hulp van ander?
- 70 deel jy jou kennis met ander tydens 'n leergeleentheid?



Tydens die leergeleentheid wat jy *in XYZ Bpk* het,
in watter mate...

		In 'n						
Gladnie		baie hoë mate						
		1	2	3	4	5	6	7

- 71 is dit vir jou belangrik om jou prestasie met die van ander te vergelyk?
- 72 verkies jy om 'n kundige se weergawe van iets te aanvaar sonder om self verder daarvoor te redeneer?
- 73 sou jy met vertroue iets op 'n ander wyse interpreteer as die meeste ander mense?
- 74 verskaf jy ondersteuning en aanmoediging aan ander in 'n leersituasie?
- 75 is dit vir jou belangrik om beter idees as ander te hê?
- 76 verkies jy eerder dat ander jou leergeleentheid vir jou skep, as wat jy dit self skep?
- 77 handel jy altyd volgens jou eie oortuigings?
- 78 is persoonlike kontak en gesprekvoering met ander tydens 'n leergeleentheid vir jou belangrik ?
- 79 maak jy staat op ander se aanwysings, in die fynste besonderhede, oor wat jy behoort te leer en nie behoort te leer nie?
- 80 hou jy aan jou eie idees vas, ongeag die goed- of afkeuring van ander?
- 81 ruil jy graag inligting tydens 'n leergeleentheid met ander uit?
- 82 is dit belangrik vir jou om die beste presteerder in 'n kursusgroep te wees?
- 83 doen jy geredelik jou eie ding tydens leergeleentheid sonder die insette van ander?
- 84 is jy gewillig om saam met ander in groepsverband, van nuwe dinge te leer?
- 85 verkies jy dat iemand anders die leiding neem in die hantering van moeilike probleme?.
- 86 is jy gemaklik daarmee wanneer jou idees anders is as dié van ander mense?
- 87 is dit vir jou belangriker om die beste te wees in wat jy doen as om dit slegs te geniet?
- 88 bespreek jy openlik met ander mense jou ervarings sodat almal daaruit kan leer?
- 89 verkies jy om presies voorgesê te word, oor hoe 'n leeropdrag gedoen moet word?
- 90 is jy gemaklik daarmee om jou idees uit te spreek selfs as dit ongewild blyk te wees?
- 91 stem jy daarmee saam dat dit altyd belangrik is om die beste te wees?
- 92 deel jy ander lede van die groep tydens 'n groepsbespreking mee dat jy waardering het vir hul insette?
- 93 leer jy slegs wat ander mense van jou verwag om te leer en nie meer nie?
- 94 sal jy van jou laat hoor as jy nie met ander se idees saamstem nie?
- 95 spoor jy ander mense aan om deel te neem in die uitruil van idees?
- 96 volg jy jou eie idees na, al sou ander nie daarmee saamstem nie?



Bylaag 1.2

THE LEARNING APPROACHES QUESTIONNAIRE (LAQ)

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General: Please complete the section concerning your personal particulars on the answer sheet.

Instructions:

In XYZ Ltd, there are opportunities to learn something almost every day - this means the **learning opportunities** you have in formal or informal learning situations (ie. courses you attend, when studying information, material you read, in discussions and other learning experiences you have). This questionnaire examines your approach to the task of learning, in other words, the way you go about it to learn something and your relationship with other people in learning situations.. The main concern here is on how you approach what you have to learn, and why you use a specific approach. Use the scale from 1 to 7 to indicate to what extent the approach indicated by the question is applicable to you. A scale of **1** means that you do **not** use the approach **at all**. A value of 7 means that you use the approach **to a very large extent**. If the values 1 to 7 are not applicable, choose any value between 1 and 7 which is applicable, depending on the extent to which you use the approach. The descriptions at the top of the scale serve as guideline for the values you can choose. Indicate your choice by **circling** the most applicable value on the seperate answer sheet.

Not at all							To a very large extent
	1	2	3	4	5	6	7

Example:

In the learning opportunities you have *in XYZ Ltd*, to what extent....

EXAMPLE: ANSWER SHEET

- 01 do you share your ideas with other people?
- 02 do you listen to other people's ideas?

01	1	2	3	4	5	6	7
02	1	2	3	4	5	6	7

Do not skip any questions. Make sure that you circle your answer next to the right number on the answer sheet. Remember there are no right or wrong answers because everyone has the right to his own views. To be able to get the most out of the results you will have to be as truthful to yourself as possible when answering the questionnaire. Do not ponder too long over a question. Preferably mark the first answer that comes to your mind.

Remember to answer as honestly as possible what is true of you. Do not merely mark what seems to be in general a more acceptable way of responding to impress other people.

Begin



This section is about **your approach to learning tasks.**

**In the learning opportunities you have in XYZ Ltd,
to what extent....**

	To a very						
Not at all							large extent
	1	2	3	4	5	6	7

- 01 do you see a learning opportunity primarily as a way of ensuring a safe and rewarding job and not as something to be enjoyed?
- 02 is it important to you to prove your abilities to friends and colleagues by doing very well in a learning situation?
- 03 do you find learning opportunities where you are introduced to new information as exciting as your favourite hobby?
- 04 do you try to remember as much information as accurately as possible, rather than to try to understand the information?
- 05 do you prioritise work in order to achieve your learning objectives?
- 06 when you are reading something, do you try to think of anything similar that you have experienced?
- 07 are you sure that you will be able to understand difficult topics?
- 08 do you become tense because of a fear of failure when you have to learn something?
- 09 are you driven by your need for success, even if it means having less time to socialise?
- 10 do you find personal satisfaction in searching for new meanings in existing knowledge?
- 11 do you tend to stick to memorising factual information without searching for meaning?
- 12 do you ensure that you do all the required learning in time?
- 13 do you tend to test new ideas by trying to imagine situations in which you will find them?
- 14 do you try to learn for career purposes only, with as little effort and bother as possible?
- 15 is it important to you to achieve an exceptional performance?
- 16 do you get personal satisfaction from studying new information to supplement your own ideas?
- 17 are you confident of your ability to gain insight into something which others find difficult to understand?
- 18 do you follow a set of rules or procedures, without thinking much about their purpose?
- 19 do you tend to plan your learning programme long ahead of time?
- 20 do you try to find links between different learning experiences?
- 21 do you think it is an appealing idea to meet the minimum requirements in learning situations with as little effort as possible?
- 22 do you tend to set high achievement standards for yourself ?
- 23 do you get personal satisfaction from studying new information?
- 25 do you ensure that every minute during learning situations is productively utilised?
- 26 do you try to find the underlying relations between different aspects?
- 27 do you tend to focus on the obvious aspects of a problem rather than on the underlying aspects?

**In the learning opportunities you have in XYZ Ltd,
to what extent....**

		To a very					
	Not at all					large extent	
	1	2	3	4	5	6	7

- 28 do you believe in your ability to make a success of a learning opportunity?
- 29 do you prefer not to be exposed to learning opportunities because you find them stressful?
- 30 do you concentrate on always performing well, even if other people think that you are slightly losing your sense of balance in life?
- 31 do you seek satisfaction by discovering a new way of understanding existing knowledge even if it requires much effort and insight?
- 32 do you tend to learn something off by heart by repeating the material until you can reproduce it?
- 33 do you try to use every available minute of the day to achieve your learning objectives?
- 34 do you try to relate what you learn to your own experiences?
- 34 do you tend to memorise parts of what you learn without knowing how they are linked to other parts?
- 35 are you confident of your ability to understand the most important parts of what you have to learn?
- 36 do you feel satisfied and relieved when you have at least met the minimum requirements in terms of what you should have learnt?
- 37 do you try always to perform well in a learning task, even if you do not enjoy it?
- 38 are learning opportunities important because they offer you an opportunity to see things from a different point of view?
- 39 do you focus on simple facts instead of trying to understand complex issues?
- 40 do you like to set up a time schedule for the completion of your learning tasks?
- 41 do you tend to develop a framework to see how certain ideas are related to each other?
- 42 is your concentration in learning situations negatively affected because you are afraid of performing poorly?
- 43 is the discovery of new perspectives according to which you can live your life, your main aim during a learning opportunity?
- 44 do you use learning opportunities more for financial gain than for the value of learning the content itself?
- 45 do you try to determine if what you learn can be applied to various kinds of situations?
- 46 are you confident of your ability to complete learning tasks successfully?
- 47 do you tend to prepare for a learning opportunity long beforehand?
- 48 does the pressure of a learning situation make you feel tense and depressed?
- 49 do you try to understand ideas better by relating them to actual situations in everyday life?
- 50 do you try to improve on previous achievements?

**In the learning opportunities you have in XYZ Ltd,
to what extent....**

	To a very						
Not at all							large extent
	1	2	3	4	5	6	7

- 51 do you tend to learn something by memorising the exact presentation used step-by-step?
- 52 do you seek personal satisfaction in discovering new insights?
- 53 do you try to get away with a minimum effort in performing a learning task as long as you don't fail?
- 54 when you take your abilities and circumstances into consideration, do you think that you will be successful in a learning situation?
- 55 do you concentrate on optimally utilising every possible learning opportunity?
- 56 do you become panicky and anxious when you have given a wrong answer to a question in a learning situation?
- 57 do you try to relate ideas about a topic under discussion to other topics?
- 58 do you regard yourself as an ambitious person, in the sense that you always want to perform exceptionally well as a learner?
- 59 do you concentrate on remembering as much information as possible instead of trying to understand how everything fits together?
- 60 do you use your free time to learn?
- 61 do you try to decide whether there is sufficient evidence to support another person's conclusions?

The following section is about **your relationship with other people in learning situations.**

**In the learning opportunities you have in XYZ Ltd,
to what extent....**

	To a very						
Not at all							large extent
	1	2	3	4	5	6	7

- 62 are you willing to work with other people when searching for solutions to problems?
- 63 do you experience negative feelings if you are not pointed out as one of the best candidates in a course?
- 64 are you inclined to follow other people's ways of doing things?
- 65 do you like to decide for yourself which learning opportunities to utilise?
- 66 do you test your understanding of something by discussing it with other people?
- 67 is it important to you to answer questions better than other people do?
- 68 do you stick only to existing and well-known ideas and procedures?
- 69 do you take control over your own learning programme without the help of other people?
- 70 do you share your knowledge with other people during a learning session?
- 71 is it important to you to compare your achievements with those of other people?
- 72 do you prefer to accept an expert's view of something without thinking much about it yourself?



	To a very						
Not at all							large extent
	1	2	3	4	5	6	7

**In the learning opportunities you have in XYZ Ltd,
to what extent....**

- 73 would you confidently interpret something differently from most other people?
- 74 do you provide support and encouragement to others in a learning situation?
- 75 is it important to you to have better ideas than other people?
- 76 do you prefer that others create learning experiences for you rather than having to create them yourself?
- 77 do you act according to your own convictions?
- 78 are personal contact and discussions with others during a learning opportunity important to you?
- 79 do you rely on other people's instructions, down to the faintest details, as to what you should learn and not learn?
- 80 do you stick to your own ideas, irrespective of other people's acceptance or rejection of your ideas?
- 81 are you willing to exchange information with others during a learning session?
- 82 is it important to you to be the best achiever in a course?
- 83 do you readily do your own thing without the input of other people during learning opportunities?
- 84 are you willing, with others in a group, to learn together about new things?
- 85 do you prefer someone else to take the lead when difficult problems have to be dealt with?
- 86 are you at ease with the fact that your ideas might be different from other people's ideas?
- 87 is it more important to you to be an achiever in what you do than just to enjoy doing it?
- 88 do you openly discuss your experiences with other people so that every one can learn from these experiences?
- 89 do you prefer to be told exactly how a learning assignment should be done?
- 90 are you at ease with the idea of making your point of view known, even if it proves to be unpopular?
- 91 do you agree that it is always important to be the best?
- 92 do you inform other members of the group during a group discussion that you appreciate their contributions?
- 93 do you learn only that which other people expect of you to learn and nothing more?
- 94 will other people hear from you if you do not agree with their ideas?
- 95 do you encourage other people to take part in an exchange of ideas?
- 96 do you follow your own ideas even if others do not agree with you?

Bylaag 2.1

SECTION A

THE INTERPRETATION AND SCORING OF THE LAQc AND LAQs

1. INTRODUCTION

This section provides guidelines for the interpretation and scoring of the LAQ questionnaire. The scoring sheet, maximum values and norms are provided in Section B.

2. THE SCORING OF THE LAQ

The LAQ can be scored by transferring the item values marked on the seven-point scale on the questionnaire to the space provided next to each item on the scoring sheet. The values which are transferred are then added so that the sum provides a total score for each of the columns or dimensions. The dimension scores can be added to provide higher order combinations as indicated on the answering sheet. Once calculated, the resulting scores can be used for ipsative and normative interpretation.

3. THE INTERPRETATION OF THE LAQ

The scores can be interpreted either ipsatively or normatively. When ipsative interpretation is used, the individual is compared to him/herself (the raw scores of an individual on different sub-scales are compared). Ipsative interpretation can be used to identify the individual's possible problem areas in learning. In the case of normative interpretation, each score of an individual person is compared to the norms of a comparative sample. Normative interpretation relates an individual's score to a comparable group to determine the level at which the person is functioning, relative to other people. The individual's profile can accordingly be assessed in relation to the norm within a specific group. The ipsative and normative interpretation guidelines provided in this section should only be considered to be a structure to enhance the interpretation process and are not comprehensive in any way.

3.1 IPSATIVE INTERPRETATION

The following should be considered when calculating and interpreting the scores of the Learning Approaches Questionnaire in terms of learning content (LAQc) and in terms of social orientations (LAQs):

a. The calculation of ipsative scores :

The table for maximum scores in Section B can be used to calculate the ipsative scores of a respondent on the dimensions of the LAQc and LAQs. The respondent's total score on each of the dimensions should be divided by the maximum score for each dimension and multiplied by 100 to provide a percentage. The percentage for each dimension can be considered to be an ipsative score.

b. General guidelines for the interpretation of the LAQc and LAQs:

The motive-strategy dimensions (Dm, Ds, Am, As, Sm, Ss) can be compared. The more closely the scores resemble each other (level of congruence) for the specific motive-strategy combinations the more indicative the scores are of the level of meta-learning (reflective learning). High levels of meta-learning are an indication of effective self-management in a learning situation, in other words, the learner uses appropriate strategies in relation to the individual's objectives and needs. A strong relationship has been found between high levels of meta-learning and deep-achievement learning (DA.AA.SE).

In the deep approach (DA), achievement approach (AA) and surface approach (SA) to learning dimensions, the higher the DA and AA dimensions are relative to the SA, the more effective learning is resembled. DA and DA.AA.SE should be high relative to SA at all times. A lower DA and DA.AA.SE relative to SA reveals a superficial learning approach. The FF scores should be low and the SE score should be as high as possible for effective learning to occur.

In the dependent (DEPEN), independent (INDEPEN), competitive (COMP) and co-operative (CO-OP) approaches to learning dimensions, the difference between the raw scores indicates the relationship with other people in the learning situation. A high score on the CO-OP and INDEPEN dimensions and a low score on the COMP and DEPEN dimensions indicates an ideal approach within group learning situations. A high score on the INDEPEN and COMP dimensions indicate an individualistic approach which does not promote effective group learning well. A high score on the DEPEN dimension in relation to the other dimensions suggests that there is a danger that the learner may be overly reliant in terms of structure and specifications and unable to make independent contributions as an individual in learning situations.

A positive relationship has been demonstrated between the INDEPEN and CO-OP dimensions and the DA dimensions of the LAQc and LAQs. In addition, there is a positive relationship between COMP and the AA dimensions. There is also a positive relationship between the DEPEN and the SA dimensions. A strong relationship exist between the SE and the INDEPEN dimensions. The relationships between the LAQc and the LAQs have theoretically been defined and empirically verified.

3.2 NORMATIVE INTERPRETATION

The normative interpretation can provide a more accurate and meaningful interpretation based on the reference group's mean and standard deviation values. The norm tables provided in Section B can be used if no situation-specific norms are available. The norm tables provided should be used with caution. Specific interpretations can be linked to specified profiles. The following should be taken into consideration:

a. Codes used for profile interpretation:

- + : represents a stanine of 7, 8 or 9 (is considered a high score, based on the distribution of scores in the norm group)
- 0 : represents a stanine of 4, 5 or 6 (is considered an average score, based on the distribution of scores in the norm group)
- : represents a stanine of 1, 2, or 3 (is considered a low score, based on the distribution of scores in the norm group)
- 0(-) : represents a code of either 0 or -

b. Rules to follow when interpreting profiles:

Well-differentiated profiles can be categorised as either “exclusively” or “predominantly”. An “exclusively” profile includes only “+” or “-” codes. A “predominantly” profile always includes at least one “0” code. Less differentiated profiles can either be distinguished by more than two codes of the same type or profiles excluding the code “+”. In the case of a less differentiated profile, ipsative scores can provide more information on the differentiation between scores for individuals and indicate preferred approaches to learning.

3.2.1 Approaches to learning in terms of content (LAQc):

Guidelines for descriptive interpretations of the LAQc:

- a. Motive-strategy comparisons: The more closely the scores resemble each other (level of congruence) for the specific motive-strategy combinations, the more indicative the scores are of the level of meta-learning (reflective learning).

<u>Example:</u>	Dm	Ds	Am	As	Sm	Ss	
	+	-	+	0	-	+	Incongruence
	+	+	+	+	-	-	Congruence

- b. Fear of failure (FF): a code sign of “-” is ideal for effective learning

- c. Self-efficacy (SE): a code sign of “+” is ideal for effective learning

- d. Examples of profile combinations that are well differentiated and their descriptive interpretations:

DA	AA	SA	
+	+	-	: Exclusively deep-achievement approach
+	+	0	: Predominantly deep-achievement approach

+	-	-	: Exclusively deep approach
+	0 (-)	0 (-)	: Predominantly deep approach (at least one “0” value sign should be included if the description “predominantly” is to be used)
-	+	+	: Exclusively surface-achievement approach
0	+	+	: Predominantly surface-achievement approach
-	-	+	: Exclusively surface approach
0(-)	0(-)	+	: Predominantly surface approach
-	+	-	: Exclusively achievement approach
0(-)	+	0(-)	: Predominantly achievement approach

e. Examples of profile combinations that are **weakly differentiated** and their descriptive interpretations:

DA	AA	SA	
-	0	0	: Low deep approach
-	-	0	: Low deep-achievement approach
0	0	-	: Low surface approach
0	-	-	: Low surface-achievement approach
0	-	0	: Low achievement approach
0	0	0	: No clear differentiation (look at the ipsative scores)

3.2.2 Approaches to learning in terms of social orientations when learning (LAQs):

Guidelines for the descriptive interpretations of LAQs:

a. Examples of profile combinations that are **well differentiated** and their descriptive interpretations:

Depen	Indepen	Co-op	Comp	
-	+	+	-	: Exclusively independent and co-operative approach
0 (-)	+	+	0 (-)	: Predominantly independent and co-operative approach
+	-	+	-	: Exclusively dependent and co-operative approach
+	0(-)	+	0(-)	: Predominantly dependent co-operative approach

+	-	-	+	: Exclusively competitive and dependent approach
+	0(-)	0(-)	+	: Predominantly competitive and dependent approach
-	+	-	+	: Exclusively competitive and independent approach
0(-)	+	0(-)	+	: Predominantly competitive and independent approach
-	+	-	-	: Exclusively independent approach
0(-)	+	0(-)	0(-)	: Predominantly independent approach
+	-	-	-	: Exclusively dependent approach
+	0(-)	0(-)	0(-)	: Predominantly dependent approach
-	-	+	-	: Exclusively co-operative approach
0(-)	0(-)	+	0(-)	: Predominantly co-operative approach

b. Examples of profile combinations that are poorly differentiated and their descriptive interpretations:

Depen Indepen Co-op Comp

0	0	0	-	: Low competitive approach
-	0	0	-	: Low dependent and competitive approach
0	0	-	-	: Low co-operative and competitive approach
0	0	0	0	: No differentiation
+	+	+	0(-)	: No clear differentiation
0(-)	+	+	+	: No clear differentiation

c. Examples of profile combinations that are less likely to occur:

Depen Indepen Co-op Comp

+	+	-	-	: This combination is unlikely (check situational effects with respondent, more than one frame of reference might have been used when responding to the items on these dimensions)
-	-	+	+	: This combination is possible, but less common (check situational effects with respondent, more than one frame of reference might have been used when responding to the items on these dimensions)

Bylaag 2.2

SECTION B
SCORING SHEET

Learning approaches in terms of learning content (LAQc)

Deep Approach (DA)		Achievement Approach (AA)		Self-Efficacy (SE)	Surface Approach (SA)		
Strategy (Ds)	Motive (Dm)	Strategy (As)	Motive (Am)		Strategy (Ss)	Motive (Sm)	Fear of failure (FF)
06	03	05	02	07	04	01	08
13	10	12	09	17	11	14	29
20	16	19	15	28	18	21	42
26	23	25	22	35	24	36	48
34	31	33	30	46	27	44	56
41	38	40	37	54	32	53	
45	43	47	50		39		
49	52	55	58		51		
57		60			59		
61							
Total ... Ds	Total .. Dm	Total ... As	Total .. Am	Total ... SE	Total ... Ss	Total .. Sm	Total FF
Dm + Ds = DA		Am + As = AA			Ss + Sm + FF = SA		
DA + AA + SE = DA.AA.SE (Deep-achieving approach to learning)							

Learning approaches in terms of social orientations when learning (LAQs)

Dependent (DEPEN)	Independent (INDEPEN)	Inter-dependent	
		Competitive (COMP)	Co-operative (CO-OP)
64	65	63	62
68	69	67	66
72	73	71	70
76	77	75	74
79	80	82	78
85	83	87	81
89	86	91	84
93	90		88
	94		92
	96		95
Total	Total	Total	Total

**IPSATIVE SCORING
MAXIMUMS**

Ds	Dm	As	Am	Ss	Sm	FF	SE	DA	AA	SA	DA.AA.SE
70	56	63	56	63	42	35	42	126	119	140	287

DEPEN	INDEPEN	COMP	CO-OP
56	70	49	70

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NORM TABLES

N=564

FIRST LANGUAGE: AFRIKAANS OR ENGLISH. AGE: 17-28 YEARS

Profile	Stanine	Ds	Dm	As	Am	Ss	Sm	FF	SE	DA	AA	SA	DA.AA.SE
-	1	32-	23-	19-	27-	19-	11-	7-	22-	57-	50-	46-	142-
	2	33 - 37	24 - 27	20 - 24	28 - 31	20 - 24	12 - 14	8 - 10	23 - 25	58 - 65	51 - 58	47 - 55	143 - 157
	3	38 - 41	28 - 30	25 - 28	32 - 35	25 - 29	15 - 17	11 - 14	26 - 28	66 - 73	59 - 65	56 - 64	158 - 172
0	4	42 - 46	31 - 34	29 - 33	36 - 39	30 - 34	18 - 21	15 - 17	29 - 30	74 - 81	66 - 73	65 - 73	173 - 187
	5	47 - 51	35 - 38	34 - 38	40 - 43	35 - 38	22 - 24	18 - 20	31 - 33	82 - 89	74 - 80	74 - 81	188 - 202
	6	52 - 56	39 - 42	39 - 43	44 - 46	39 - 43	25 - 27	21 - 24	34 - 36	90 - 97	81 - 88	82 - 90	203 - 217
+	7	57 - 61	43 - 46	44 - 48	47 - 50	44 - 48	28 - 31	25 - 27	37 - 38	98 - 106	89 - 96	91 - 99	218 - 232
	8	62 - 65	47 - 50	49 - 52	51 - 54	49 - 53	32 - 34	28 - 30	39 - 41	107 - 114	97 - 111	100 - 108	233 - 247
	9	66+	51+	53+	55+	54+	35+	31+	42+	115+	112+	109	248+

N=215

FIRST LANGUAGE: AFRIKAANS OR ENGLISH. AGE: 29 - 60 YEARS

Profile	Stanine	Ds	Dm	As	Am	Ss	Sm	FF	SE	DA	AA	SA	DA.AA.SE
-	1	38-	29-	24-	28-	13-	8-	3-	25-	71-	56-	31-	162-
	2	39 - 43	30 - 33	25 - 29	29 - 32	14 - 18	9 - 11	4 - 6	26 - 28	72 - 78	57 - 64	32 - 41	163 - 178
	3	44 - 47	34 - 37	30 - 34	33 - 36	19 - 23	12 - 15	7 - 10	29 - 31	79 - 85	65 - 72	42 - 51	179 - 193
0	4	48 - 51	38 - 40	35 - 39	37 - 40	24 - 28	16 - 18	11 - 14	32 - 33	86 - 92	73 - 80	52 - 62	194 - 208
	5	52 - 56	41 - 44	40 - 45	41 - 44	29 - 34	19 - 22	15 - 17	34 - 36	93 - 100	81 - 88	63 - 72	209 - 224
	6	57 - 60	45 - 48	46 - 50	45 - 47	35 - 39	23 - 26	18 - 21	37 - 38	101 - 107	89 - 96	73 - 83	225 - 239
+	7	61 - 64	49 - 52	51 - 55	48 - 51	40 - 44	27 - 29	22 - 24	39 - 41	108 - 114	97 - 104	84 - 93	240 - 254
	8	65 - 69	53 - 55	56 - 60	52 - 55	45 - 49	30 - 33	25 - 28	42 - 43	115 - 121	105 - 112	94 - 104	255 - 269
	9	70+	56+	61+	56+	50+	34+	29+	44+	122+	113+	105+	270

NORM TABLES

N=145

FIRST LANGUAGE: AN AFRICAN LANGUAGE. AGE: 17-28 YEARS

Profile	Stanine	Ds	Dm	As	Am	Ss	Sm	FF	SE	DA	AA	SA	DA.AA.SE
-	1	36-	28-	26-	29-	16+	9-	8-	23-	67-	59-	41-	158-
	2	37 - 40	29 - 32	27 - 31	30 - 33	17 - 21	10 - 13	9 - 12	24 - 25	68 - 74	60 - 66	42 - 50	159 - 173
	3	41 - 45	33 - 35	32 - 35	34 - 37	22 - 26	14 - 16	13 - 15	26 - 28	75 - 81	67 - 74	51 - 60	174 - 187
0	4	46 - 49	36 - 39	36 - 40	38 - 41	27 - 31	17 - 19	16 - 18	29 - 30	82 - 88	75 - 81	61 - 69	188 - 202
	5	50 - 53	40 - 42	41 - 44	42 - 45	32 - 35	20 - 23	19 - 21	31 - 33	89 - 95	82 - 89	70 - 79	203 - 217
	6	54 - 57	43 - 45	45 - 49	46 - 49	36 - 40	24 - 26	22 - 24	34 - 35	96 - 102	90 - 97	80 - 88	218 - 232
+	7	58 - 62	46 - 49	50 - 54	50 - 53	41 - 45	27 - 30	25 - 27	36 - 38	103 - 109	98 - 104	89 - 97	233 - 247
	8	63 - 66	50 - 52	55 - 58	54 - 57	46 - 50	31 - 33	28 - 30	39 - 40	110 - 116	105 - 112	98 - 107	248 - 262
	9	67+	53+	59+	58+	51	34+	31+	41+	117	113+	108+	263+

N=122

FIRST LANGUAGE: AN AFRICAN LANGUAGE. AGE: 29 - 60 YEARS

Profile	Stanine	Ds	Dm	As	Am	Ss	Sm	FF	SE	DA	AA	SA	DA.AA.SE
-	1	43-	35-	32-	34-	13-	6-	5-	26-	80-	70-	29-	184-
	2	44 - 47	36 - 38	33 - 37	35 - 38	14 - 18	7 - 10	5 - 7	27 - 29	81 - 87	71 - 77	30 - 40	185 - 199
	3	48 - 52	39 - 41	38 - 42	39 - 41	19 - 23	11 - 14	8 - 10	30 - 31	88 - 94	78 - 85	41 - 51	200 - 214
0	4	53 - 56	42 - 45	43 - 47	42 - 45	24 - 28	15 - 18	11 - 14	32 - 34	95 - 101	86 - 92	52 - 62	215 - 229
	5	57 - 60	46 - 48	48 - 52	46 - 48	29 - 34	19 - 23	15 - 17	35 - 36	102 - 108	93 - 100	63 - 73	230 - 245
	6	61 - 64	49 - 51	53 - 56	49 - 52	35 - 39	24 - 27	18 - 21	37 - 39	109 - 115	101 - 107	74 - 84	246 - 260
+	7	65 - 69	52 - 55	57 - 61	53 - 55	40 - 44	28 - 31	22 - 24	40 - 41	116 - 122	108 - 115	85 - 95	261 - 275
	8	70 - 73	56 - 58	62 - 66	56 - 58	45 - 49	32 - 35	25 - 28	42 - 44	123 - 129	116 - 122	96 - 106	276 - 290
	9	74+	59	67+	59	50+	36	29	45	130+	123+	107	291