

APPENDIX A

CHANGES IN THE RESEARCH DESIGN

A1 Change in respect of full-service inclusion schools

According to the EWP 6 (Department of Education, 2001: 42-43), the immediate to short-term steps of policy implementation stipulated the designation, planning and implementation of the conversion of 30 primary schools to full-service inclusion schools during a three-year period (2001 – 2003). Initially, all the primary schools (approximately three schools) designated by the Gauteng Department of Education (GDE) to participate in the first phase conversion to full-service inclusion schools, would have been approached to participate in the research. Contrary to the short-term planning of the EWP 6, the GDE only finalised their selection of primary schools during the beginning of 2003, with the aim of implementing the short-term steps of the EWP 6 in 2004¹. Because of, amongst other reasons, the time constraint, another field within which to investigate the ASC of learners who experience BLP in South African school contexts had to be found.

Under the visionary leadership of a former district manager, one of the Tshwane districts of the GDE had already started to implement an inclusive education and participation policy in their schools, even before the promulgation of the EWP 6. The district contains regular schools, as well as special schools. Several 'regular' schools operate according to the principles of inclusive education and participation, and can be regarded as examples of schools striving towards becoming complete full-service inclusion schools. Consultation with the co-ordinator of the education support system for that district regarding research in the district proved to be favourable, pending formal permission granted by the GDE, which was subsequently obtained.

A2 Change in respect of regular schools

Initially, the research design called for regular schools which had enrolled Grade Seven learners with the selected impairment. The purpose was to compare the ASC of learners with the selected impairment in special schools, the ASC of learners with the impairment in regular schools where no or few accommodations are made, and the ASC of learners with the impairment in full-service inclusion schools where all the required accommodations are made. After identifying the full-service inclusion schools, the district also identified three

¹ Recent news from the Department of Education is that the implementation of the short-term steps will not commence even in January 2005, as provinces "*have still not met the deadline of achieving certain milestones set for 2003.*" (Makgalemele, 2004). Apparently money which was promised for the implementation was not received (Makgalemele, 2004).

corresponding regular schools. By that time, based on the potential special schools involved, and the learners with impairment in the full-service schools, HI had been selected as an impairment to investigate in the study. A survey at the identified regular schools, indicated no Grade Seven learners with HI. As the original research design called for learners with HI in full-service, special *and* regular schools, a search for learners with HI in regular schools began.

During the end of 2002, the district compiled a list of assistive devices needed per school and per grade to support certain learners to participate fully in their education. As the research was to be conducted in 2003 with learners who were in Grade Seven during 2003, the 2002 list was scrutinised for Grade Six learners who had requested hearing aids. Four schools were found, one of which had already been selected as a full-service inclusion school, and another which had recently been involved in an extensive research project conducted by the Department of Educational Psychology of the University of Pretoria, South Africa. For fear of over utilisation and possible feelings of exploitation, the latter school was not considered an appropriate school for the research. The remaining two schools had respectively four and three learners each who purportedly required hearing aids. When the schools were visited, the educators reported that classroom seating had solved the alleged hearing difficulties and/or that there were no learners with hearing problems in 2003. At one school, however, a Grade Seven learner was reported to always wear earplugs; hence hearing difficulties were suspected. A full audiological assessment at the Department of Communication Pathology of the University of Pretoria, South Africa, indicated normal hearing. At the other school, one learner who continued to do poorly despite preferential classroom seating piqued interest. Once again a full audiological assessment indicated normal hearing, although serious self-handicapping in the form of pretending to be hard of hearing was observed.

Phone calls to schools in the district which appeared similar to the full-service inclusion schools already selected, were made to enquire regarding Grade Seven learners who might experience HI. No such schools were found.

According to education departmental policy, each learner must have a profile at school, compiled and kept up to date by each class educator during each year, in which important information, progress reports and examples of class work are filed. Such a profile would be a good reflection of the learner's school career, and could contribute valuable information to the study. According to a visiting nurse at a school, the Department of Health annually screens Grade 1 learners for visual and hearing ability, and Grade Seven learners for visual

ability only. Therefore, the profiles might also contain important information regarding the hearing ability of each learner, as screened by the Department of Health, when the learner started school. Unfortunately, the policy was only implemented during 2002, and previous information was not recorded. Two principals from schools in historically disadvantaged areas were adamant when they were asked that there was no way to access any information regarding the learners prior to 2002. Schools in historically advantaged areas, however, did have profiles of learners since the start of their school careers. In adherence to the initial research design, however, it would have been futile to search for learners with HI in historically advantaged regular schools, when there was no way to search for learners with HI in historically disadvantaged regular schools.

An educator from a school in a historically disadvantaged area where the ASC questionnaire was to be piloted², approached the researcher about three Grade Seven learners who talked little in class, required repeated individual instructions, struggled to make progress and who appeared to be socially isolated. An impromptu screening for auditory discrimination and discernment in volume indicated one learner who might be experiencing HI. A full audiological assessment yet again indicated normal hearing.

As no regular school in the district could be found that had a Grade Seven learner with HI, it was decided to slightly alter the research design. Instead of comparing the academic self-concepts (ASCs) of Grade Seven learners with HI in regular schools with those of Grade Seven learners with HI in special and full-service inclusion schools, the ASC of learners in the regular schools would be used generally as an indication of the ASC of Grade Seven learners. No classroom observations would be done in the regular schools, as no learner with HI could be observed. Educators would also not be interviewed, as no accommodations for HI were being made. The two schools finally selected as the regular schools in the study, were both identified by the district as schools corresponding to each of the selected full-service inclusion schools.

² On account of the cooperation and interest shown by a specific Grade Seven educator, and identification of the school by the Department of Education as a regular school similar to one of the full-service inclusion schools already indicated for the research, it was decided to involve the school in the main study, provided there was a learner with HI in Grade Seven, and not in the pilot study. Besides assisting in the research process in a generous way, it was felt that the educator could benefit professionally from her participation. Her participation would, amongst other things, sensitise her for the different learning support requirements of the learners and the range of possible BLP operant in her school and classroom. She would also receive first-hand feedback regarding the results of the study. The pilot version of the protocol for the first educator interview had already, however, been conducted with this educator.

Ironically, during the last two weeks of fieldwork a regular primary school in the district that had a Grade Seven learner with HI was found – a classic example of opportunistic sampling (Creswell, 2002: 196). Sadly, despite permission from the GDE and the parents of the learner to conduct research during the following school quarter, the school was unresponsive to several requests to participate in the research. It was thought that involving the school would contribute valuable data regarding the ASC of learners with HI in regular schools, as the particular learner apparently performed very well academically, emotionally and socially, as opposed to the two other learners with HI in the full-service inclusion schools who had under-average and average academic achievements.

A3 Change in respect of special schools and barrier of impairment

Initially, it was expected that many different barriers of impairment would be accommodated in full-service inclusion schools. To select one particular barrier of impairment, a survey was to be conducted at all the selected full-service inclusion and regular primary schools for the categories of barriers of impairment found at each. Analysis of the survey results would indicate the prevalence of the barriers of impairment, which would inform the decision in respect of the particular barrier to be focused on in the research, and, therefore, which special school/s to involve in the research.

In the selected district, there were special schools for learners with learning impairment, physical impairment, intellectual impairment, hearing impairment and epilepsy. Although special schools in other education districts could have offered other possibilities of barriers of impairment to investigate, it was decided not to approach other districts, in order to prevent differences in district policy from influencing the data. Diagnostically, learning impairment is a controversial topic worthy of a study on its own; therefore special schools for learners with learning impairment were not a preferred choice. As epilepsy is often associated with learning impairment and learning problems, it would have been methodologically nearly impossible to obtain a clear and pure image of learners who solely experience epilepsy; therefore, special schools for learners with epilepsy were also not a preferred choice. Intellectual impairment would have posed unknown challenges to the theoretical model regarding the ability to evaluate self-perceptions and practical challenges regarding the development, accommodation and implementation of an ASC questionnaire. Special schools for learners with intellectual impairment were consequently eliminated. Therefore, only schools for learners with physical impairment and hearing impairment were preferred choices to consider for participation in the research. As only learners with HI could be found in Grade Seven in the full-service inclusion schools, the selection of the impairment and the special school was obvious, and fortunate.

APPENDIX B

SURVEY OF BARRIERS TO LEARNING AND PARTICIPATION

The survey was administered by the researcher in a one-on-one situation with the principal, the head of educational guidance at the school or the head educator of the Grade Seven learners. The researcher asked questions to clarify responses, and the participants could ask questions when necessary. With some participants, extensive support had to be provided in respect of the scale which went from 0 to 10. The survey starts on the next page.

SURVEY OF BARRIERS TO LEARNING AND PARTICIPATION (SBLP)

		FOR OFFICE USE		
Learners' grade	V1	0	7	1-2
Learners' school	V2			3-4
Card number	V3	0	1	5-6
Repetition number	V4	0	1	7-8

DEAR PRINCIPAL / HEAD OF THE GRADE

1. A broad range of **learning needs** exists among learners everywhere, also in your school. Often the learning needs become barriers to the effective learning and participation of the learners.
2. Which of the following barriers are found **in the Grade 7 classes** in your school? In the first column, make a cross opposite the barriers that learners in the Grade 7 classes in your school have to deal with. In the second column, please write down as accurately as possible how many learners there are who have to deal with the specific barriers.
3. If a learner experiences **multiple impairments**, please indicate that in the space provided for multiple impairments.
4. Please answer all the questions.

NOTE: **No one in the school will see your answers.**
 Please ask if something is unclear.

EXAMPLE:

In Grade 7 ...

1. Learners in wheelchairs
2. Visual impairment

X	Number		For office use		
		V000			00-00
X	1	V999			99-99

PLEASE TURN THE PAGE

Which of the following barriers are found **in the Grade 7 classes** in your school?

Within the learners themselves:
--

In Grade 7	X	Number	For office use	
1. Physical impairment relating to arms and hands	<input type="checkbox"/>	<input type="checkbox"/>	V5	<input type="checkbox"/> <input type="checkbox"/> 9-10
2. Physical impairment relating to legs and feet	<input type="checkbox"/>	<input type="checkbox"/>	V6	<input type="checkbox"/> <input type="checkbox"/> 11-12
3. Physical impairment relating to cerebral palsy	<input type="checkbox"/>	<input type="checkbox"/>	V7	<input type="checkbox"/> <input type="checkbox"/> 13-14
4. Mild intellectual impairment, excluding Down's Syndrome	<input type="checkbox"/>	<input type="checkbox"/>	V8	<input type="checkbox"/> <input type="checkbox"/> 15-16
5. Severe intellectual impairment, excluding Down's Syndrome	<input type="checkbox"/>	<input type="checkbox"/>	V9	<input type="checkbox"/> <input type="checkbox"/> 17-18
6. Partially sighted	<input type="checkbox"/>	<input type="checkbox"/>	V10	<input type="checkbox"/> <input type="checkbox"/> 19-20
7. Severe visual impairment (Blindness)	<input type="checkbox"/>	<input type="checkbox"/>	V11	<input type="checkbox"/> <input type="checkbox"/> 21-22
8. Hard of hearing	<input type="checkbox"/>	<input type="checkbox"/>	V12	<input type="checkbox"/> <input type="checkbox"/> 23-24
9. Severe hearing impairment (Deafness)	<input type="checkbox"/>	<input type="checkbox"/>	V13	<input type="checkbox"/> <input type="checkbox"/> 25-26
10. Deaf-blindness	<input type="checkbox"/>	<input type="checkbox"/>	V14	<input type="checkbox"/> <input type="checkbox"/> 27-28
11. Little or no functional speech	<input type="checkbox"/>	<input type="checkbox"/>	V15	<input type="checkbox"/> <input type="checkbox"/> 29-30
12. Epilepsy	<input type="checkbox"/>	<input type="checkbox"/>	V16	<input type="checkbox"/> <input type="checkbox"/> 31-32
13. Attention deficit only	<input type="checkbox"/>	<input type="checkbox"/>	V17	<input type="checkbox"/> <input type="checkbox"/> 33-34

PLEASE TURN THE PAGE

In Grade 7	X	Number	For office use
14. Hyperactivity only	<input type="checkbox"/>	<input type="checkbox"/>	V18 <input type="checkbox"/> <input type="checkbox"/> 35-36
15. Attention deficit and hyperactivity	<input type="checkbox"/>	<input type="checkbox"/>	V19 <input type="checkbox"/> <input type="checkbox"/> 37-38
16. Learning impairment	<input type="checkbox"/>	<input type="checkbox"/>	V20 <input type="checkbox"/> <input type="checkbox"/> 39-40
17. Severe reading difficulties only	<input type="checkbox"/>	<input type="checkbox"/>	V21 <input type="checkbox"/> <input type="checkbox"/> 41-42
18. Severe writing difficulties only	<input type="checkbox"/>	<input type="checkbox"/>	V22 <input type="checkbox"/> <input type="checkbox"/> 43-44
19. Severe spelling difficulties only	<input type="checkbox"/>	<input type="checkbox"/>	V23 <input type="checkbox"/> <input type="checkbox"/> 45-46
20. Severe numeracy difficulties only	<input type="checkbox"/>	<input type="checkbox"/>	V24 <input type="checkbox"/> <input type="checkbox"/> 47-48
21. Developmental impairment	<input type="checkbox"/>	<input type="checkbox"/>	V25 <input type="checkbox"/> <input type="checkbox"/> 49-50
22. Extremely slow learners	<input type="checkbox"/>	<input type="checkbox"/>	V26 <input type="checkbox"/> <input type="checkbox"/> 51-52
23. Chronic diseases, e.g. HIV/AIDS	<input type="checkbox"/>	<input type="checkbox"/>	V27 <input type="checkbox"/> <input type="checkbox"/> 53-54
24. Down's Syndrome	<input type="checkbox"/>	<input type="checkbox"/>	V28 <input type="checkbox"/> <input type="checkbox"/> 55-56
25. Multiple disabilities	<input type="checkbox"/>	<input type="checkbox"/>	V29 <input type="checkbox"/> <input type="checkbox"/> 57-58

Please specify the multiple disabilities:

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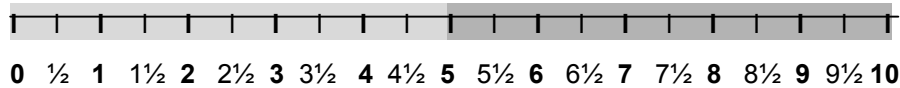
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Some barriers to learning and participation are less visible and therefore need to be assessed on a different scale. On a numerical scale of 0 to 10, where 0 is 0% and 10 is 100%, what is the prevalence of the following barriers to learning and participation amongst the Grade 7 learners in your school? Draw a circle around the number that most accurately describes the situation of your Grade 7's.

EXAMPLE:

55. Abusive parents

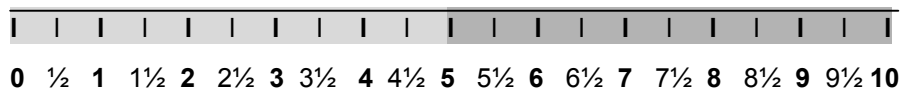


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V9999 0000

In the family:

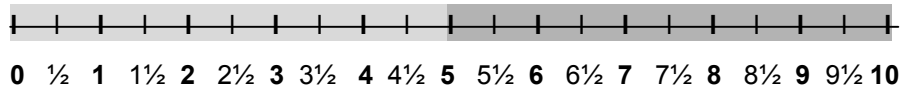
26. Non-recognition and non-involvement of parents



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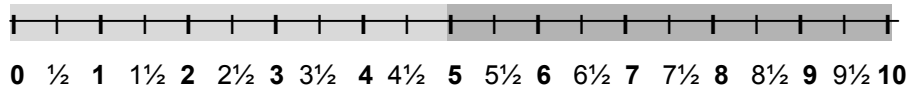
V30 59

27. Without parents and supervision



V31 60

28. Severe behavioural problems

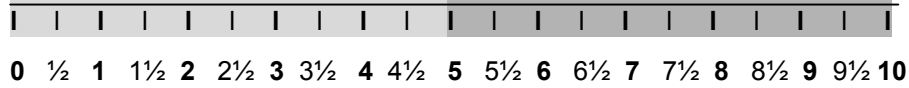


V32 61

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In the school and education system:

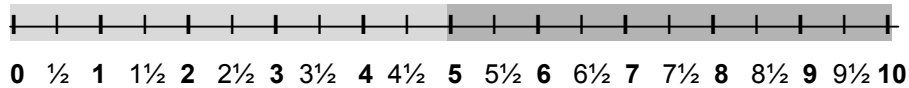
29. Negative attitudes to difference and stereotyping of difference



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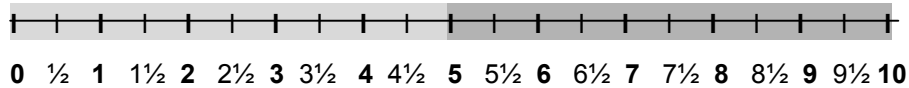
V33 62

30. Inflexible curriculum



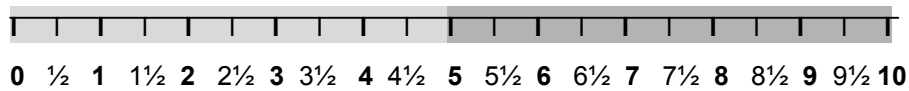
V34 63

31. Inappropriate language of learning and teaching



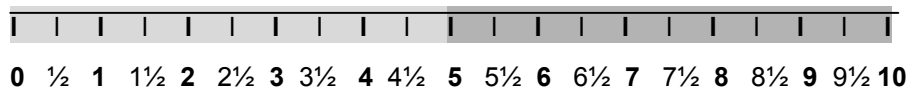
V35 64

32. Inappropriate communication



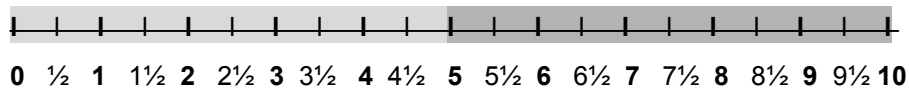
V36 65

33. Inaccessible and unsafe built environments



V37 66

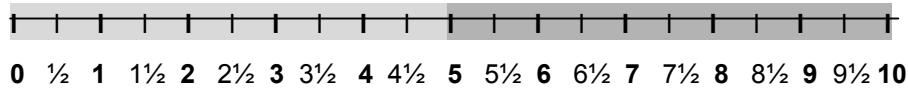
34. Inappropriate and inadequate support services



V38 67

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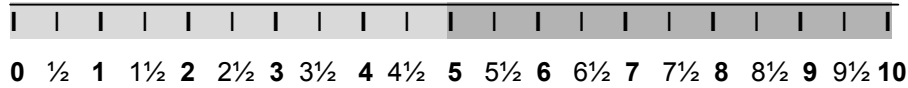
35. Inadequate policies and legislation



For office use

V39 68

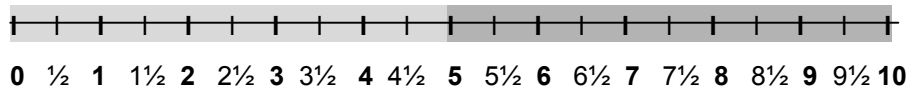
36. Inadequately and inappropriately trained
education managers and educators



V40 69

In the economic, social and political systems:

37. Socio-economic barriers



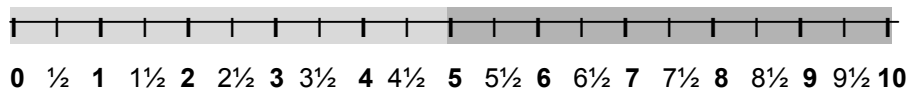
V41 70

38. Particular life-experiences e.g. rape, violence, crime, abuse

Specify:

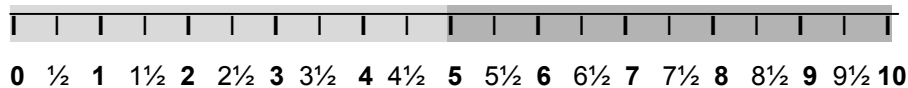
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V42 71

39. Substance abuse

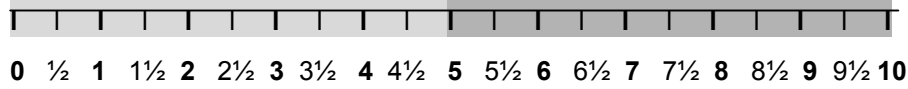


V43 72

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Other:

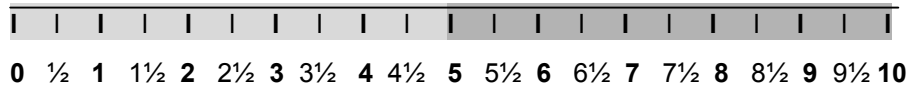
40. Other:



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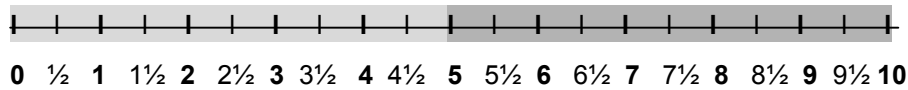
V44 73

41. Other:



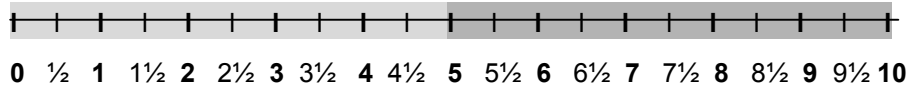
V45 74

42. Other:



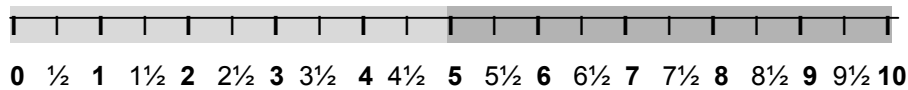
V46 75

43. Other:



V47 76

44. Other:



V48 77

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Comments:

**THANK YOU VERY MUCH FOR
YOUR INSIGHT, TIME AND SUPPORT!!**

APPENDIX C

SELECTION AND COMPOSITION OF ITEMS FOR THE ACADEMIC SELF- CONCEPT QUESTIONNAIRE (ASCQ)

The following questionnaires were consulted to make a selection of items for the ASCQ to be used in the study:

- Academic Self-Description Questionnaire 1 (ASDQ 1) (8-12 years) (Marsh, 1990 in Marsh & Yeung, 1997b: 698). ASDQs were also developed for learners of other ages.
- Academic Self-Description Questionnaire (Mboya, 1993, 1994a, 1994b), a translated version of the ASDQ of Marsh for secondary school learners
- Song and Hattie Questionnaire (SHQ) (Hattie, 1992: 162-163). The questionnaire contains a section for academic self-concept, ability self-concept and class self-concept. Other possibilities were also considered.
- Self-concept Scale for Primary School Pupils (SSPS) of Le Roux (Le Roux, 1983a, 1983b). Although the ASC questions are not divided into sections, the questions were sorted into the categories of the Song and Hattie Questionnaire, to facilitate comparison and selection.

QUESTIONNAIRE AND ITEMS	* Correlates statistically significant on 5% level with average school achievement of each learner	* Collectively four questions from the SSPS statistically significant with average school achievement of each learner	* Items indicated by regression analyses as the smallest number of predictors that can explain the most variance in the average school achievement of each learner	DISCUSSION	RESULT
ACADEMIC SELF-DESCRIPTION					
QUESTIONNAIRE 1 (ASDQ 1)					
1. Compared to others in my class, I am good at most school subjects.				Focuses only on a normative judgement of ability and not a criterial judgement of ability.	Reject
2. I get good marks in most school subjects.				Focuses only on a normative judgement of ability and not a criterial judgement of ability.	Reject
3. In most classes, the work is easy for me.				} Since 4 of the 6 questions of the ASDQ are rejected, Questions 3 & 4 are rejected as well.	Reject
4. I am helpless in most school subjects.					Reject
5. I learn things quickly in most school subjects.				} Focuses only on a normative judgement of ability and not a criterial judgement of ability.	Reject
6. I have always done well in most school subjects.				Focuses only on a normative judgement of ability and not a criterial judgement of ability.	Reject
SONG & HATTIE QUESTIONNAIRE (SHQ)					
Academic self-concept					
1. I am happy with the schoolwork I do.			✓ , ✓		Accept
2. I am proud of my report card.			✓	The words 'report card' are foreign to South African Grade 7 learners, and is replaced by 'school report'.	Accept
3. I am satisfied with my schoolwork.					Accept
4. In the kind of things we do in school, I feel that I am as good as the other people in my class.				Similar to Ability self-concept Question 2 of SSPS	Reject
5. I feel good about my schoolwork.					Accept

QUESTIONNAIRE AND ITEMS	* Correlates statistically significant on 5% level with average school achievement of each learner	* Collectively four questions from the SSPS statistically significant with average school achievement of each learner	* Items indicated by regression analyses as the smallest number of predictors that can explain the most variance in the average school achievement of each learner	DISCUSSION	RESULT
Ability self-concept					
1. I am proud of my ability in academic work.					Accept
2. I feel good about my academic ability.			✓ ✓	'Academic ability' might be difficult for some learners to understand; therefore 'academic ability' will be replaced with 'ability to do school work'.	Accept
3. I think I have the ability to get good grades in school.				Focuses too much on a normative judgement of ability and not a criterial judgement of ability.	Reject
4. I think my ability is sufficient to cope with schoolwork.					Accept
5. I think that I am capable of getting the results I would like to obtain in schoolwork.					Accept
Class self-concept					
1. I am sure of myself in school situations.			✓	'School situations' might be unclear and will be replaced with 'school tasks'.	Accept
2. I am proud of my schoolwork.				Similar to SHQ, ASC Question 2	Reject
3. In the kind of things we do in school, I feel that I am as good as the other people in my class.				Similar to Ability self-concept Question 2 of SSPS	Reject
4. Most of my teachers do not understand me.					Accept
5. I feel worthless in class.					Accept

QUESTIONNAIRE AND ITEMS	* Correlates statistically significant on 5% level with average school achievement of each learner	* Collectively four questions from the SSPS statistically significant with average school achievement of each learner	* Items indicated by regression analyses as the smallest number of predictors that can explain the most variance in the average school achievement of each learner	DISCUSSION	RESULT
Other possibilities					
1. I have confidence in myself to do school work.					Accept
2. I feel left out of things in class.					Accept
3. I have respect for my schoolbooks.				The statement is open to different cultural interpretations and may, therefore, be contaminated by cultural meanings.	Reject
SELF-CONCEPT QUESTIONNAIRE FOR PRIMARY SCHOOL PUPILS (SSPS)					
Academic self-concept					
1. I usually feel unhappy at school.				Similar to SHQ, ASC Question 1, which was shown to be statistically acceptable. Go to SHQ for ASC questions, SSPS has too few.	Reject
Ability self-concept					
1. Many of my lessons I do not understand well.		✓			Accept
2. I think that I take a longer time than my friends at school to understand the lessons.	✓	✓	✓ ✓		Accept
3. Even if I worked harder, I would not be able to achieve better marks.	✓	✓	✓		Accept
4. I cannot read as fast as my friends.				} These questions relate to different subject-specific self-concepts. As different sections of the ASCQ will be developed for different subject-specific self-concepts, these questions will be redundant.	Reject
5. I do not like Mathematics.					Reject
6. I cannot write a good essay.					Reject

QUESTIONNAIRE AND ITEMS	* Correlates statistically significant on 5% level with average school achievement of each learner	* Collectively four questions from the SSPS statistically significant with average school achievement of each learner	* Items indicated by regression analyses as the smallest number of predictors that can explain the most variance in the average school achievement of each learner	DISCUSSION	RESULT
Class self-concept					
1. I dislike it when my teachers ask me questions.	✓	✓			Accept
2. I do not see myself as the best learner in class.					Accept
3. I prefer it that other children do not see my work in class.					Accept
4. I think that the teachers do not treat me well.					Accept
				Total number of academic self-concept items selected	4
				Total number of ability self-concept items selected	7
				Total number of classroom self-concept items selected	7
				Total number of other possibilities selected	2
				Total number of items selected	20

* Results from a previous study to develop a diagnostic instrument to determine the ASC of Tsonga speaking Grade Seven learners in a historically disadvantaged school in South Africa (Du Plessis, 1999: 84, 85).

Final selection of general academic self-concept items and their origin:

ACADEMIC SELF-CONCEPT

- | | | |
|----|--------------------------------------|-----|
| 1. | I am happy with the schoolwork I do. | SHQ |
| 2. | I am proud of my school report. | SHQ |
| 3. | I am satisfied with my schoolwork. | SHQ |
| 4. | I feel good about my schoolwork. | SHQ |

ABILITY SELF-CONCEPT

- | | | |
|-----|---|------|
| 5. | I am proud of my ability in academic work. | SHQ |
| 6. | I feel good about my ability to do school work. | SHQ |
| 7. | I think my ability is sufficient to cope with schoolwork. | SHQ |
| 8. | I think that I am capable of getting the results
I would like to obtain in schoolwork. | SHQ |
| 9. | Many of my lessons I do not understand well. | SSPS |
| 10. | I think that I take a longer time than my friends at school
to understand the lessons. | SSPS |
| 11. | Even if I worked harder, I would not be able to achieve better marks. | SSPS |

CLASS SELF-CONCEPT

- | | | |
|-----|--|------|
| 12. | I am sure of myself in school tasks. | SHQ |
| 13. | Most of my teachers do not understand me. | SHQ |
| 14. | I feel worthless in class. | SHQ |
| 15. | I dislike it when my teachers ask me questions. | SSPS |
| 16. | I do not see myself as the best learner in class. | SSPS |
| 17. | I prefer it that other children do not see my work in class. | SSPS |
| 18. | I think that the teachers do not treat me well. | SSPS |

OTHER POSSIBILITIES

- | | | |
|-----|--|-----|
| 19. | I have confidence in myself to do school work. | SHQ |
| 20. | I feel left out of things in class. | SHQ |

APPENDIX D

ACADEMIC SELF-CONCEPT QUESTIONNAIRE (ASCQ)

Appendix D contains an English translation of the ASCQ. The English translation is followed by the Afrikaans ASCQ and the Sepedi ASCQ as used in the study.

ACADEMIC SELF-CONCEPT QUESTIONNAIRE (ASCQ)

FOR OFFICE USE					
Learner's number	V1	<input type="text"/>	<input type="text"/>	<input type="text"/>	1-3
Learner's grade	V2		0	7	4-5
Learner's school	V3		0	<input type="text"/>	6-7
Language	V4			<input type="text"/>	8
Gender	V5			<input type="text"/>	9

1. **Everyone thinks differently about school.** Here are some statements about school and some subjects at school. Each statement has possible answers. Please decide which answer describes you best. **There are no right or wrong answers.** Draw a circle around the answer that describes you best.

NOTE: Ask me if you do not understand.

2. Choose the answer that **really** describes you **best**.
3. Please answer all the questions.
4. Try not to use the answer "sometimes" too many times.

NOTE: **No one in the school will see your answers.**

EXAMPLE:

A. **Are you a boy or a girl?**

boy	girl
-----	------

B. **Do you play soccer?**

Never	A few times	Sometimes	Many times	Always
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PLEASE WAIT FOR INSTRUCTIONS BEFORE YOU TURN THE PAGE.

Now do the rest of the questionnaire.

When you answer the following questions, think of yourself in general:

For office use

1. I am happy with the schoolwork that I do.

Never	A few times	Sometimes	Many times	Always
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V6 10

2. I am proud of my ability in schoolwork.

Never	A few times	Sometimes	Many times	Always
-------	-------------	-----------	------------	--------

V7 11

3. I am sure of myself in school tasks.

Never	A few times	Sometimes	Many times	Always
-------	-------------	-----------	------------	--------

V8 12

4. I am proud of my school report.

Never	A few times	Sometimes	Many times	Always
-------	-------------	-----------	------------	--------

V9 13

5. I feel good about my ability to do schoolwork.

Never	A few times	Sometimes	Many times	Always
-------	-------------	-----------	------------	--------

V10 14

6. Most of my teachers do not understand me.

Never	A few times	Sometimes	Many times	Always
-------	-------------	-----------	------------	--------

V11 15

PLEASE WAIT FOR INSTRUCTIONS BEFORE YOU TURN THE PAGE.

7. **I am satisfied with my schoolwork.**

Never	A few times	Sometimes	Many times	Always
-------	-------------	-----------	------------	--------

V12 16

8. **I think my ability is sufficient to cope with schoolwork.**

Never	A few times	Sometimes	Many times	Always
-------	-------------	-----------	------------	--------

V13 17

9. **I feel worthless in class.**

Never	A few times	Sometimes	Many times	Always
-------	-------------	-----------	------------	--------

V14 18

10. **I feel good about my schoolwork.**

Never	A few times	Sometimes	Many times	Always
-------	-------------	-----------	------------	--------

V15 19

11. **I am capable to get the results I would like to get in schoolwork.**

Never	A few times	Sometimes	Many times	Always
-------	-------------	-----------	------------	--------

V16 20

12. **It is bad for me when my teachers ask me questions.**

Never	A few times	Sometimes	Many times	Always
-------	-------------	-----------	------------	--------

V17 21

13. **I have confidence in myself to do schoolwork.**

Never	A few times	Sometimes	Many times	Always
-------	-------------	-----------	------------	--------

V18 22

PLEASE WAIT FOR INSTRUCTIONS BEFORE YOU TURN THE PAGE.

14. **I understand most of my lessons well.**

Never	A few times	Sometimes	Many times	Always
-------	-------------	-----------	------------	--------

V19 23

15. **I see myself as a good learner in class.**

Never	A few times	Sometimes	Many times	Always
-------	-------------	-----------	------------	--------

V20 24

16. **I feel left out of things that happen in class.**

Never	A few times	Sometimes	Many times	Always
-------	-------------	-----------	------------	--------

V21 25

17. **I think I take longer than my classmates to understand schoolwork.**

Never	A few times	Sometimes	Many times	Always
-------	-------------	-----------	------------	--------

V22 26

18. **I would not be able to achieve better marks, even if I worked harder.**

Never	A few times	Sometimes	Many times	Always
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V23 27

19. **I think that the teachers treat me well.**

Never	A few times	Sometimes	Many times	Always
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V24 28

PLEASE WAIT FOR INSTRUCTIONS BEFORE YOU TURN THE PAGE.

When you answer the following questions, think of yourself as in the English class:

1. I am happy with the English schoolwork that I do.

Never	A few times	Sometimes	Many times	Always
-------	-------------	-----------	------------	--------

V25 29

2. I am proud of my ability in English.

Never	A few times	Sometimes	Many times	Always
-------	-------------	-----------	------------	--------

V26 30

3. I am sure of myself in English tasks.

Never	A few times	Sometimes	Many times	Always
-------	-------------	-----------	------------	--------

V27 31

4. I am proud of my mark in English.

Never	A few times	Sometimes	Many times	Always
-------	-------------	-----------	------------	--------

V28 32

5. I feel good about my ability to do English.

Never	A few times	Sometimes	Many times	Always
-------	-------------	-----------	------------	--------

V29 33

6. My English teacher does not understand me.

Never	A few times	Sometimes	Many times	Always
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V30 34

7. I am satisfied with my English schoolwork.

Never	A few times	Sometimes	Many times	Always
-------	-------------	-----------	------------	--------

V31 35

PLEASE WAIT FOR INSTRUCTIONS BEFORE YOU TURN THE PAGE.

8. **I think my ability is sufficient**

to cope with English schoolwork.

Never	A few times	Sometimes	Many times	Always
-------	-------------	-----------	------------	--------

V32 36

9. **I feel worthless in the English class.**

Never	A few times	Sometimes	Many times	Always
-------	-------------	-----------	------------	--------

V33 37

10. **I feel good about my English schoolwork.**

Never	A few times	Sometimes	Many times	Always
-------	-------------	-----------	------------	--------

V34 38

11. **I am capable to get the results I would like to get in English.**

Never	A few times	Sometimes	Many times	Always
-------	-------------	-----------	------------	--------

V35 39

12. **It is bad for me when my English teacher asks me questions.**

Never	A few times	Sometimes	Many times	Always
-------	-------------	-----------	------------	--------

V36 40

13. **I have confidence in myself to do English schoolwork.**

Never	A few times	Sometimes	Many times	Always
-------	-------------	-----------	------------	--------

V37 41

PLEASE WAIT FOR INSTRUCTIONS BEFORE YOU TURN THE PAGE.

14. **I understand most of my English lessons well.**

Never	A few times	Sometimes	Many times	Always
-------	-------------	-----------	------------	--------

V38 42

15. **I see myself as a good learner in the English class.**

Never	A few times	Sometimes	Many times	Always
-------	-------------	-----------	------------	--------

V39 43

16. **I feel left out of things that happen in the English class.**

Never	A few times	Sometimes	Many times	Always
-------	-------------	-----------	------------	--------

V40 44

17. **I think I take longer than my classmates to understand the English schoolwork.**

Never	A few times	Sometimes	Many times	Always
-------	-------------	-----------	------------	--------

V41 45

18. **I would not be able to achieve better marks in English, even if I worked harder.**

Never	A few times	Sometimes	Many times	Always
-------	-------------	-----------	------------	--------

V42 46

19. **I think that the English teacher treats me well.**

Never	A few times	Sometimes	Many times	Always
-------	-------------	-----------	------------	--------

V43 47

PLEASE WAIT FOR INSTRUCTIONS BEFORE YOU TURN THE PAGE.

When you answer the following questions, think of yourself as in the Mathematics class:

1. I am happy with the Mathematics schoolwork that I do.

Never	A few times	Sometimes	Many times	Always
-------	-------------	-----------	------------	--------

V44 48

2. I am proud of my ability in Mathematics.

Never	A few times	Sometimes	Many times	Always
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V45 49

3. I am sure of myself in Mathematics tasks.

Never	A few times	Sometimes	Many times	Always
-------	-------------	-----------	------------	--------

V46 50

4. I am proud of my mark in Mathematics.

Never	A few times	Sometimes	Many times	Always
-------	-------------	-----------	------------	--------

V47 51

5. I feel good about my ability to do Mathematics.

Never	A few times	Sometimes	Many times	Always
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V48 52

6. My Mathematics teacher does not understand me.

Never	A few times	Sometimes	Many times	Always
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V49 53

7. I am satisfied with my Mathematics schoolwork.

Never	A few times	Sometimes	Many times	Always
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V50 54

PLEASE WAIT FOR INSTRUCTIONS BEFORE YOU TURN THE PAGE.

8. **I think my ability is sufficient to cope with Mathematics schoolwork.**

Never	A few times	Sometimes	Many times	Always
-------	-------------	-----------	------------	--------

V51 55

9. **I feel worthless in the Mathematics class.**

Never	A few times	Sometimes	Many times	Always
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V52 56

10. **I feel good about my Mathematics schoolwork.**

Never	A few times	Sometimes	Many times	Always
-------	-------------	-----------	------------	--------

V53 57

11. **I am capable to get the results I would like to get in Mathematics.**

Never	A few times	Sometimes	Many times	Always
-------	-------------	-----------	------------	--------

V54 58

12. **It is bad for me when my Mathematics teacher asks me questions.**

Never	A few times	Sometimes	Many times	Always
-------	-------------	-----------	------------	--------

V55 59

13. **I have confidence in myself to do Mathematics schoolwork.**

Never	A few times	Sometimes	Many times	Always
-------	-------------	-----------	------------	--------

V56 60

PLEASE WAIT FOR INSTRUCTIONS BEFORE YOU TURN THE PAGE.

14. **I understand most of my Mathematics lessons well.**

Never	A few times	Sometimes	Many times	Always
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V57 61

15. **I see myself as a good learner in the Mathematics class.**

Never	A few times	Sometimes	Many times	Always
-------	-------------	-----------	------------	--------

V58 62

16. **I feel left out of things that happen in the Mathematics class.**

Never	A few times	Sometimes	Many times	Always
-------	-------------	-----------	------------	--------

V59 63

17. **I think I take longer than my classmates to understand the Mathematics schoolwork.**

Never	A few times	Sometimes	Many times	Always
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V60 64

18. **I would not be able to achieve better marks in Mathematics, even if I worked harder.**

Never	A few times	Sometimes	Many times	Always
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V61 65

19. **I think that the Mathematics teacher treats me well.**

Never	A few times	Sometimes	Many times	Always
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V62 66

PLEASE WAIT FOR INSTRUCTIONS BEFORE YOU TURN THE PAGE.

Please write down your name and surname:

Thank you very much for your time and effort!

Remember that I keep all your answers secret and confidential.

AKADEMIESE SELF-KONSEPVRAELYS (ASKV)

VIR KANTOORGEBRUIK			
Nommer van Leerder	V1	<input type="text"/>	1-3
Graad van Leerder	V2	<input type="text" value="0"/> <input type="text" value="7"/>	4-5
Skool van Leerder	V3	<input type="text" value="0"/> <input type="text"/>	6-7
Taal	V4	<input type="text"/>	8
Geslag	V5	<input type="text"/>	9

1. **Almal dink verskillend oor skool.** Hier volg 'n paar stellings oor skool en oor 'n paar leerareas by die skool. Elke stelling het 'n paar moontlike antwoorde. Besluit watter antwoord beskryf jou die beste. **Daar is geen regte of verkeerde antwoorde nie.** Trek 'n sirkel om die antwoord wat jou die beste beskryf.

LET OP: Vra my as jy nie verstaan nie.

2. Kies die antwoord wat jou **regtig die beste** beskryf.
 3. Beantwoord asseblief al die vrae.
 4. Probeer om nie die antwoord "partykeer" té baie te gebruik nie.

LET OP: **Niemand in die skool sal jou antwoorde sien nie.**

VOORBEELD:

A. Is jy 'n seun of 'n

seun	meisie
------	--------

 meisie?

B. Speel jy sokker?

Nooit	Min kere	Partykeer	Baie kere	Altyd
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WAG ASSEBLIEF VIR INSTRUKSIES VOORDAT JY OMBLAAI.

Doen nou die res van die vraelys.

Wanneer jy die volgende vrae beantwoord,
dink aan jouself in die algemeen:

1. Ek is gelukkig met die skoolwerk wat ek doen.

Nooit	Min kere	Partykeer	Baie kere	Altyd
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Vir
kantoorgebruik

V6 10

2. Ek is trots op my vermoë in skoolwerk.

Nooit	Min kere	Partykeer	Baie kere	Altyd
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V7 11

3. Ek is seker van myself in skooltake.

Nooit	Min kere	Partykeer	Baie kere	Altyd
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V8 12

4. Ek is trots op my verslag.

Nooit	Min kere	Partykeer	Baie kere	Altyd
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V9 13

5. Ek voel goed oor my vermoë om skoolwerk te doen.

Nooit	Min kere	Partykeer	Baie kere	Altyd
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V10 14

6. Die meeste van my onderwysers verstaan my nie.

Nooit	Min kere	Partykeer	Baie kere	Altyd
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V11 15

WAG ASSEBLIEF VIR INSTRUKSIES VOORDAT JY OMBLAAI.

7. **Ek is tevrede met my skoolwerk.**

Nooit	Min kere	Partykeer	Baie kere	Altyd
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V12 16

8. **Ek dink ek het genoeg vermoëns om skoolwerk te hanteer.**

Nooit	Min kere	Partykeer	Baie kere	Altyd
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V13 17

9. **Ek voel niks werd in die klas.**

Nooit	Min kere	Partykeer	Baie kere	Altyd
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V14 18

10. **Ek voel goed oor my skoolwerk.**

Nooit	Min kere	Partykeer	Baie kere	Altyd
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V15 19

11. **Ek is in staat om die resultate te kry
wat ek graag wil kry in skoolwerk.**

Nooit	Min kere	Partykeer	Baie kere	Altyd
-------	----------	-----------	-----------	-------

V16 20

12. **Dis vir my sleg wanneer my onderwysers vir my vrae vra.**

Nooit	Min kere	Partykeer	Baie kere	Altyd
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V17 21

13. **Ek het vertroue in myself om skoolwerk te doen.**

Nooit	Min kere	Partykeer	Baie kere	Altyd
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V18 22

WAG ASSEBLIEF VIR INSTRUKSIES VOORDAT JY OMBLAAI.

14. **Ek verstaan die meeste van my lesse goed.**

Nooit	Min kere	Partykeer	Baie kere	Altyd
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V19 23

15. **Ek beskou myself as 'n goeie leerder in die klas.**

Nooit	Min kere	Partykeer	Baie kere	Altyd
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V20 24

16. **Ek voel uitgesluit uit dinge wat in die klas gebeur.**

Nooit	Min kere	Partykeer	Baie kere	Altyd
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V21 25

17. **Ek dink ek neem langer as my klasmaats om skoolwerk te verstaan.**

Nooit	Min kere	Partykeer	Baie kere	Altyd
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V22 26

18. **Ek is nie in staat om beter punte te behaal nie, selfs as ek harder werk.**

Nooit	Min kere	Partykeer	Baie kere	Altyd
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V23 27

19. **Ek dink dat die onderwysers my goed behandel.**

Nooit	Min kere	Partykeer	Baie kere	Altyd
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V24 28

WAG ASSEBLIEF VIR INSTRUKSIES VOORDAT JY OMBLAAI.

**Wanneer jy die volgende vrae beantwoord,
dink aan jouself in die Afrikaanse klas:**

1. Ek is gelukkig met die Afrikaanse skoolwerk wat ek doen.

Nooit	Min kere	Partykeer	Baie kere	Altyd
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V25 29

2. Ek is trots op my vermoë in Afrikaans.

Nooit	Min kere	Partykeer	Baie kere	Altyd
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V26 30

3. Ek is seker van myself met Afrikaanse werk.

Nooit	Min kere	Partykeer	Baie kere	Altyd
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V27 31

4. Ek is trots op my punt in Afrikaans.

Nooit	Min kere	Partykeer	Baie kere	Altyd
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V28 32

5. Ek voel goed oor my vermoë om Afrikaans te doen.

Nooit	Min kere	Partykeer	Baie kere	Altyd
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V29 33

6. My Afrikaanse onderwyseres verstaan my nie.

Nooit	Min kere	Partykeer	Baie kere	Altyd
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V30 34

7. Ek is tevrede met my Afrikaanse skoolwerk.

Nooit	Min kere	Partykeer	Baie kere	Altyd
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V31 35

WAG ASSEBLIEF VIR INSTRUKSIES VOORDAT JY OMBLAAI.

8. **Ek dink ek het genoeg vermoëns om Afrikaanse skoolwerk te hanteer.**

Nooit	Min kere	Partykeer	Baie kere	Altyd
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V32 36

9. **Ek voel nikswerd in die Afrikaanse klas.**

Nooit	Min kere	Partykeer	Baie kere	Altyd
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V33 37

10. **Ek voel goed oor my Afrikaanse skoolwerk.**

Nooit	Min kere	Partykeer	Baie kere	Altyd
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V34 38

11. **Ek is in staat om die resultate te kry wat ek graag wil kry in Afrikaans.**

Nooit	Min kere	Partykeer	Baie kere	Altyd
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V35 39

12. **Dis vir my sleg wanneer my Afrikaanse onderwyseres vir my vrae vra.**

Nooit	Min kere	Partykeer	Baie kere	Altyd
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V36 40

13. **Ek het vertroue in myself om Afrikaanse skoolwerk te doen.**

Nooit	Min kere	Partykeer	Baie kere	Altyd
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V37 41

WAG ASSEBLIEF VIR INSTRUKSIES VOORDAT JY OMBLAAI.

14. **Ek verstaan die meeste van my Afrikaanse lesse goed.**

Nooit	Min kere	Partykeer	Baie kere	Altyd
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V38 42

15. **Ek beskou myself as 'n goeie leerder in die Afrikaanse klas.**

Nooit	Min kere	Partykeer	Baie kere	Altyd
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V39 43

16. **Ek voel uitgesluit uit dinge wat in die Afrikaanse klas gebeur.**

Nooit	Min kere	Partykeer	Baie kere	Altyd
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V40 44

17. **Ek dink ek neem langer as my klasmaats om die Afrikaanse skoolwerk te verstaan.**

Nooit	Min kere	Partykeer	Baie kere	Altyd
-------	----------	-----------	-----------	-------

V41 45

18. **Ek is nie in staat om beter Afrikaanse punte te behaal nie, selfs as ek harder werk.**

Nooit	Min kere	Partykeer	Baie kere	Altyd
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V42 46

19. **Ek dink dat die Afrikaanse onderwyseres my goed behandel.**

Nooit	Min kere	Partykeer	Baie kere	Altyd
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V43 47

WAG ASSEBLIEF VIR INSTRUKSIES VOORDAT JY OMBLAAI.

**Wanneer jy die volgende vrae beantwoord,
dink aan jouself in die Wiskunde klas:**

1. Ek is gelukkig met die Wiskunde skoolwerk wat ek doen.

Nooit	Min kere	Partykeer	Baie kere	Altyd
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V44 48

2. Ek is trots op my vermoë in Wiskunde.

Nooit	Min kere	Partykeer	Baie kere	Altyd
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V45 49

3. Ek is seker van myself met Wiskunde werk.

Nooit	Min kere	Partykeer	Baie kere	Altyd
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V46 50

4. Ek is trots op my punt in Wiskunde.

Nooit	Min kere	Partykeer	Baie kere	Altyd
-------	----------	-----------	-----------	-------

V47 51

5. Ek voel goed oor my vermoë om Wiskunde te doen.

Nooit	Min kere	Partykeer	Baie kere	Altyd
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V48 52

6. My Wiskunde onderwyser verstaan my nie.

Nooit	Min kere	Partykeer	Baie kere	Altyd
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V49 53

7. Ek is tevrede met my Wiskunde skoolwerk.

Nooit	Min kere	Partykeer	Baie kere	Altyd
-------	----------	-----------	-----------	-------

V50 54

WAG ASSEBLIEF VIR INSTRUKSIES VOORDAT JY OMBLAAI.

8. **Ek dink ek het genoeg vermoëns om Wiskunde skoolwerk te hanteer.**

Nooit	Min kere	Partykeer	Baie kere	Altyd
-------	----------	-----------	-----------	-------

V51 55

9. **Ek voel niks werd in die Wiskunde klas.**

Nooit	Min kere	Partykeer	Baie kere	Altyd
-------	----------	-----------	-----------	-------

V52 56

10. **Ek voel goed oor my Wiskunde skoolwerk.**

Nooit	Min kere	Partykeer	Baie kere	Altyd
-------	----------	-----------	-----------	-------

V53 57

11. **Ek is in staat om die resultate te kry wat ek graag wil kry in Wiskunde.**

Nooit	Min kere	Partykeer	Baie kere	Altyd
-------	----------	-----------	-----------	-------

V54 58

12. **Dis vir my sleg wanneer my Wiskunde onderwyser vir my vrae vra.**

Nooit	Min kere	Partykeer	Baie kere	Altyd
-------	----------	-----------	-----------	-------

V55 59

13. **Ek het vertroue in myself om Wiskunde skoolwerk te doen.**

Nooit	Min kere	Partykeer	Baie kere	Altyd
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V56 60

WAG ASSEBLIEF VIR INSTRUKSIES VOORDAT JY OMBLAAI.

14. **Ek verstaan die meeste van my Wiskunde lesse goed.**

Nooit	Min kere	Partykeer	Baie kere	Altyd
-------	----------	-----------	-----------	-------

V57 61

15. **Ek beskou myself as 'n goeie leerder in die Wiskunde klas.**

Nooit	Min kere	Partykeer	Baie kere	Altyd
-------	----------	-----------	-----------	-------

V58 62

16. **Ek voel uitgesluit uit dinge wat in die Wiskunde klas gebeur.**

Nooit	Min kere	Partykeer	Baie kere	Altyd
-------	----------	-----------	-----------	-------

V59 63

17. **Ek dink ek neem langer as my klasmaats om die Wiskunde skoolwerk te verstaan.**

Nooit	Min kere	Partykeer	Baie kere	Altyd
-------	----------	-----------	-----------	-------

V60 64

18. **Ek is nie in staat om beter Wiskunde punte te behaal nie, selfs as ek harder werk.**

Nooit	Min kere	Partykeer	Baie kere	Altyd
-------	----------	-----------	-----------	-------

V61 65

19. **Ek dink dat die Wiskunde onderwyser my goed behandel.**

Nooit	Min kere	Partykeer	Baie kere	Altyd
-------	----------	-----------	-----------	-------

V62 66

WAG ASSEBLIEF VIR INSTRUKSIES VOORDAT JY OMBLAAI.

Skryf asseblief jou naam en van neer.

Baie dankie vir jou tyd en moeite!!!!

Onthou dat ek al jou antwoorde geheim en vertroulik hou.

ACADEMIC SELF-CONCEPT QUESTIONNAIRE (ASCQ)

FOR OFFICE USE					
Learner's number	V1				1-3
Learner's grade	V2		0	7	4-5
Learner's school	V3		0		6-7
Language	V4				8
Gender	V5				9

1. **Dihlallogano tša batho ka sekolo ga diswane.** Tse ke tse dingwe tsa dipego le dithuto ka sekolo. Pego engwe le engwe e na le dikarabo tše dika e swanelago. Ka kgopelo kgetha karabo ye e go hlalošago botsebotse. **Ga go na karabo ye e nepagetšeng goba ye e fosagetšego.** Thala sekele mo karabong ye e gohlalosago gabotse.

HLOKOMELA: O mputšiše ge o sa kwišiši.

2. Kgetha karabo ye e go hlalošago **gabotse.**
3. Ka kgopelo, araba diputšiso ka moka.
4. Leka go se šumiše “nako engwe” ga ntshi.

HLOKOMELA: **Ga go motho wo a tlo bonago dikarabo tša gago mo sekolong.**

MOHLALA:

- A. O mošimane goba mosetšana?

mošimane	mosetšana
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- B. O raloka kgwele ya maoto?

Aowa	Ga mmalwa	Nako engwe	Gantshi	Nako tšohle
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KA KGOPELO, E MELA TAELO PELE O PHETLA LETLAKALA.

Bjale, araba diputšišo tše dilatelang.**For office use****Ge o araba diputšišo tse dilatelang, inagane ka kakaretšo:****1. Ke thakgalela mošomo wa sekolo wo ke o dirago.**

Aowa	Ga mmalwa	Nako engwe	Gantshi	Nako tšohle
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V6 10**2. Ke motlotlo ka bokgoni bjaka mošomong wa sekolo.**

Aowa	Ga mmalwa	Nako engwe	Gantshi	Nako tšohle
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V7 11**3. Ke ya itshepa mo mošomong wa sekolo.**

Aowa	Ga mmalwa	Nako engwe	Gantshi	Nako tšohle
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V8 12**4. Ke motlotlo ka school report ya ka.**

Aowa	Ga mmalwa	Nako engwe	Gantshi	Nako tšohle
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V9 13**5. Ke thakgalela bokgoni bjaka go direng mošomo wa sekolo.**

Aowa	Ga mmalwa	Nako engwe	Gantshi	Nako tšohle
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V10 14**6. Bontshi bja barutiši ba ka ga ba nkwišiši.**

Aowa	Ga mmalwa	Nako engwe	Gantshi	Nako tšohle
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V11 15**KA KGOPELO, E MELA TAELO PELE O PHETLA LETLAKALA.**

7. **Ke kgotšofalela mošomo wa ka wa sekolo.**

Aowa	Ga mmalwa	Nako engwe	Gantshi	Nako tšohle
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V12 16

8. **Ke nagana gore bokgoni bja ka bo lekanetše go ka dira mošomo wa sekolo.**

Aowa	Ga mmalwa	Nako engwe	Gantshi	Nako tšohle
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V13 17

9. **Ke ikwa ke se na molemo ka phapušing ya borutelo.**

Aowa	Ga mmalwa	Nako engwe	Gantshi	Nako tšohle
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V14 18

10. **Ke thakgalela mošomo wa ka wa sekolo.**

Aowa	Ga mmalwa	Nako engwe	Gantshi	Nako tšohle
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V15 19

11. **Ke kgona go hwetša dimaraka tse nka ratago go di hweša ka mošomo wa sekolo.**

Aowa	Ga mmalwa	Nako engwe	Gantshi	Nako tšohle
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V16 20

12. **Ga go bose mo go nna ge barutiši ba ka ba mputšiša diputšišo.**

Aowa	Ga mmalwa	Nako engwe	Gantshi	Nako tšohle
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V17 21

13. **Ke ya itshepa mo go direng mošomo wa sekolo.**

Aowa	Ga mmalwa	Nako engwe	Gantshi	Nako tšohle
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V18 22

KA KGOPELO, E MELA TAELO PELE O PHETLA LETLAKALA.

14. Ke kwišiša gabotse bontshi bja dithutišo (dilesene) tša ka.

Aowa	Ga mmalwa	Nako engwe	Gantshi	Nako tšohle
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V19 23

15. Ke ipona ke le morutwana o a gaišago ka phapušing ya borutelo.

Aowa	Ga mmalwa	Nako engwe	Gantshi	Nako tšohle
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V20 24

16. Ke ikwa ke sa a karetswa dilong ka phapusing ya borutelo.

Aowa	Ga mmalwa	Nako engwe	Gantshi	Nako tšohle
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V21 25

17. Ke nagana gore ke tsea nako e ntshi go kwišiša mošomo wa sekolo gona le bagwera ba ka ka phapušing ya borutelo.

Aowa	Ga mmalwa	Nako engwe	Gantshi	Nako tšohle
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V22 26

18. Ga ke kgone go hwetša dimaraka tše kaone, le ge nka šoma kudu.

Aowa	Ga mmalwa	Nako engwe	Gantshi	Nako tšohle
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V23 27

19. Ke nagana gore barutiši ba ntshwara botse.

Aowa	Ga mmalwa	Nako engwe	Gantshi	Nako tšohle
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V24 28

KA KGOPELO, E MELA TAELO PELE O PHETLA LETLAKALA.

**Ge o araba diputšišo tse dilatelago, inagane
ka phapusing ya borutelo ya Sepedi:**

1. **Ke thakgalela mošomo wa Sepedi wo ke o dirago sekolong.**

Aowa	Ga mmalwa	Nako engwe	Gantshi	Nako tšohle
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V25 29

2. **Ke motlotlo ka bokgoni bjaka bja Sepedi.**

Aowa	Ga mmalwa	Nako engwe	Gantshi	Nako tšohle
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V26 30

3. **Ke ya itshepa mo Sepeding.**

Aowa	Ga mmalwa	Nako engwe	Gantshi	Nako tšohle
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V27 31

4. **Ke motlotlo ka dimaraka tša ka tša Sepedi.**

Aowa	Ga mmalwa	Nako engwe	Gantshi	Nako tšohle
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V28 32

5. **Ke thakgalela bokgoni bjaka bja go direng Sepedi.**

Aowa	Ga mmalwa	Nako engwe	Gantshi	Nako tšohle
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V29 33

6. **Morutiši wa ka wa Sepedi ga a nkwišiši.**

Aowa	Ga mmalwa	Nako engwe	Gantshi	Nako tšohle
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V30 34

7. **Ke kgotšofalela mošomo wa ka wa Sepedi sekolong.**

Aowa	Ga mmalwa	Nako engwe	Gantshi	Nako tšohle
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V31 35

KA KGOPELO, E MELA TAELO PELE O PHETLA LETLAKALA.

8. Ke nagana gore bokgoni bja ka bo lekanetše go ka dira mošomo wa Sepedi sekolong.

Aowa	Ga mmalwa	Nako engwe	Gantshi	Nako tšohle
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V32 36

9. Ke ikwa ke se na molemo ka phapušing ya borutelo ya Sepedi.

Aowa	Ga mmalwa	Nako engwe	Gantshi	Nako tšohle
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V33 37

10. Ke thakgalela mošomo wa ka wa Sepedi sekolong.

Aowa	Ga mmalwa	Nako engwe	Gantshi	Nako tšohle
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V34 38

11. Ke kgona go hwetša dimaraka tse nka ratago go di hweša mo Sepeding.

Aowa	Ga mmalwa	Nako engwe	Gantshi	Nako tšohle
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V35 39

12. Ga go bose mo go nna ge morutiši wa ka wa Sepedi a mputšiša diputšišo.

Aowa	Ga mmalwa	Nako engwe	Gantshi	Nako tšohle
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V36 40

13. Ke ya itshepa mo go direng mošomo wa Sepedi sekolong.

Aowa	Ga mmalwa	Nako engwe	Gantshi	Nako tšohle
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V37 41

KA KGOPELO, E MELA TAELO PELE O PHETLA LETLAKALA.

14. Ke kwišiša gabotse bontshi bja dithutišo (dilesene) tša ka tša Sepedi.

Aowa	Ga mmalwa	Nako engwe	Gantshi	Nako tšohle
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V38 42

15. Ke ipona ke le morutwana o a gaišago ka phapušing ya borutelo ya Sepedi.

Aowa	Ga mmalwa	Nako engwe	Gantshi	Nako tšohle
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V39 43

16. Ke ikwa ke sa a karetswa dilong ka phapusing ya borutelo ya Sepedi.

Aowa	Ga mmalwa	Nako engwe	Gantshi	Nako tšohle
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V40 44

17. Ke nagana gore ke tsea nako e ntshi go kwišiša mošomo wa Sepedi sekolong gona le bagwera ba ka ka phapušing ya borutelo.

Aowa	Ga mmalwa	Nako engwe	Gantshi	Nako tšohle
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V41 45

18. Ga ke kgone go hwetša dimaraka tše kaone tša Sepedi, le ge nka šoma kudu.

Aowa	Ga mmalwa	Nako engwe	Gantshi	Nako tšohle
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V42 46

19. Ke nagana gore morutiši wa Sepedi o ntshwara botse.

Aowa	Ga mmalwa	Nako engwe	Gantshi	Nako tšohle
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V43 47

KA KGOPELO, E MELA TAELO PELE O PHETLA LETLAKALA.

**Ge o araba diputšišo tse dilatelago, inagane
ka phapusing ya borutelo ya dipalo:**

1. **Ke thakgalela mošomo wa dipalo wo ke o dirago sekolong.**

Aowa	Ga mmalwa	Nako engwe	Gantshi	Nako tšohle
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V44 48

2. **Ke motlotlo ka bokgoni bjaka bja dipalo.**

Aowa	Ga mmalwa	Nako engwe	Gantshi	Nako tšohle
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V45 49

3. **Ke ya itshepa mo dipalong.**

Aowa	Ga mmalwa	Nako engwe	Gantshi	Nako tšohle
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V46 50

4. **Ke motlotlo ka dimaraka tša ka tša dipalo.**

Aowa	Ga mmalwa	Nako engwe	Gantshi	Nako tšohle
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V47 51

5. **Ke thakgalela bokgoni bjaka go direng dipalo.**

Aowa	Ga mmalwa	Nako engwe	Gantshi	Nako tšohle
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V48 52

6. **Morutiši wa ka wa dipalo ga a nkwišiši.**

Aowa	Ga mmalwa	Nako engwe	Gantshi	Nako tšohle
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V49 53

7. **Ke kgotšofalela mošomo wa ka wa dipalo sekolong.**

Aowa	Ga mmalwa	Nako engwe	Gantshi	Nako tšohle
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V50 54

KA KGOPELO, E MELA TAELO PELE O PHETLA LETLAKALA.

8. Ke nagana gore bokgoni bja ka bo lekanetše go ka dira mošomo wa dipalo sekolong.

Aowa	Ga mmalwa	Nako engwe	Gantshi	Nako tšohle
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V51 55

9. Ke ikwa ke se na molemo ka phapušing ya borutelo ya dipalo.

Aowa	Ga mmalwa	Nako engwe	Gantshi	Nako tšohle
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V52 56

10. Ke thakgalela mošomo wa ka wa dipalo sekolong.

Aowa	Ga mmalwa	Nako engwe	Gantshi	Nako tšohle
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V53 57

11. Ke kgona go hwetša dimaraka tse nka ratago go di hweša mo dipalong.

Aowa	Ga mmalwa	Nako engwe	Gantshi	Nako tšohle
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V54 58

12. Ga go bose mo go nna ge morutiši wa ka wadipalo a mputšiša diputšišo.

Aowa	Ga mmalwa	Nako engwe	Gantshi	Nako tšohle
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V55 59

13. Ke ya itshepa mo go direng mošomo wa dipalo sekolong.

Aowa	Ga mmalwa	Nako engwe	Gantshi	Nako tšohle
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V56 60

KA KGOPELO, E MELA TAELO PELE O PHETLA LETLAKALA.

14. Ke kwišiša gabotse bontshi bja dithutišo (dilesene) tša ka tša dipalo.

Aowa	Ga mmalwa	Nako engwe	Gantshi	Nako tšohle
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V57 61

15. Ke ipona ke le morutwana o a gaišago ka phapušing ya borutelo ya dipalo.

Aowa	Ga mmalwa	Nako engwe	Gantshi	Nako tšohle
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V58 62

16. Ke ikwa ke sa a karetswa dilong ka phapusing ya borutelo ya dipalo.

Aowa	Ga mmalwa	Nako engwe	Gantshi	Nako tšohle
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V59 63

17. Ke nagana gore ke tsea nako e ntshi go kwišiša mošomo wa dipalo sekolong gona le bagwera ba ka ka phapušing ya borutelo.

Aowa	Ga mmalwa	Nako engwe	Gantshi	Nako tšohle
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V60 64

18. Ga ke kgone go hwetša dimaraka tše kaone tša dipalo, le ge nka šoma kudu.

Aowa	Ga mmalwa	Nako engwe	Gantshi	Nako tšohle
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V61 65

19. Ke nagana gore morutiši wa dipalo o ntshwara botse.

Aowa	Ga mmalwa	Nako engwe	Gantshi	Nako tšohle
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V62 66

KA KGOPELO, E MELA TAELO PELE O PHETLA LETLAKALA.

**Ge o araba diputšišo tse dilatelago, inagane
ka phapusing ya borutelo ya English:**

1. **Ke thakgalela mošomo wa English wo ke o dirago sekolong.**

Aowa	Ga mmalwa	Nako engwe	Gantshi	Nako tšohle
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V63 67

2. **Ke motlotlo ka bokgoni bjaka bja English.**

Aowa	Ga mmalwa	Nako engwe	Gantshi	Nako tšohle
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V64 68

3. **Ke ya itshepa mo English.**

Aowa	Ga mmalwa	Nako engwe	Gantshi	Nako tšohle
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V65 69

4. **Ke motlotlo ka dimaraka tša ka tša English.**

Aowa	Ga mmalwa	Nako engwe	Gantshi	Nako tšohle
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V66 70

5. **Ke thakgalela bokgoni bjaka bja go direng English.**

Aowa	Ga mmalwa	Nako engwe	Gantshi	Nako tšohle
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V67 71

6. **Morutiši wa ka wa English ga a nkwišiši.**

Aowa	Ga mmalwa	Nako engwe	Gantshi	Nako tšohle
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V68 72

7. **Ke kgotšofalela mošomo wa ka wa English sekolong.**

Aowa	Ga mmalwa	Nako engwe	Gantshi	Nako tšohle
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V69 73

KA KGOPELO, E MELA TAELO PELE O PHETLA LETLAKALA.

8. Ke nagana gore bokgoni bja ka bo lekanetše go ka dira mošomo wa English sekolong.

Aowa	Ga mmalwa	Nako engwe	Gantshi	Nako tšohle
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V70 74

9. Ke ikwa ke se na molemo ka phapušing ya borutelo ya English.

Aowa	Ga mmalwa	Nako engwe	Gantshi	Nako tšohle
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V71 75

10. Ke thakgalela mošomo wa ka wa English sekolong.

Aowa	Ga mmalwa	Nako engwe	Gantshi	Nako tšohle
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V72 76

11. Ke kgona go hwetša dimaraka tse nka ratago go di hwetša mo English.

Aowa	Ga mmalwa	Nako engwe	Gantshi	Nako tšohle
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V73 77

12. Ga go bose mo go nna ge morutiši wa ka wa English a mputšiša diputšišo.

Aowa	Ga mmalwa	Nako engwe	Gantshi	Nako tšohle
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V74 78

13. Ke ya itshepa mo go direng mošomo wa English sekolong.

Aowa	Ga mmalwa	Nako engwe	Gantshi	Nako tšohle
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V75 79

KA KGOPELO, E MELA TAELO PELE O PHETLA LETLAKALA.

14. Ke kwišiša gabotse bontshi bja dithutišo (dilesene) tša ka tša English.

Aowa	Ga mmalwa	Nako engwe	Gantshi	Nako tšohle
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V76 80

15. Ke ipona ke le morutwana o a gaišago ka phapušing ya borutelo ya English.

Aowa	Ga mmalwa	Nako engwe	Gantshi	Nako tšohle
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V77 81

16. Ke ikwa ke sa a karetswa dilong ka phapusing ya borutelo ya English.

Aowa	Ga mmalwa	Nako engwe	Gantshi	Nako tšohle
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V78 82

17. Ke nagana gore ke tsea nako e ntshi go kwišiša mošomo wa English sekolong gona le bagwera ba ka ka phapušing ya borutelo.

Aowa	Ga mmalwa	Nako engwe	Gantshi	Nako tšohle
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V79 83

18. Ga ke kgone go hwetša dimaraka tše kaone tša English, le ge nka šoma kudu.

Aowa	Ga mmalwa	Nako engwe	Gantshi	Nako tšohle
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V80 84

19. Ke nagana gore morutiši wa English o ntshwara botse.

Aowa	Ga mmalwa	Nako engwe	Gantshi	Nako tšohle
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V81 85

KA KGOPELO, E MELA TAELO PELE O PHETLA LETLAKALA.

Ka kgopelo, ngwala leina la gago le sefane sa gago.

Re lebogile nako le mošomo wa gago!!!!

Gopola dikarabo tša gago ke sephiri.

APPENDIX E

MANUAL FOR THE ACADEMIC SELF-CONCEPT QUESTIONNAIRE (ASCQ)

1. BACKGROUND, DESCRIPTION AND AIM OF THE ASCQ

1.1 Background

Enough evidence exists to prove that the self-concept of a child influences the way in which the child performs in his schoolwork and grows up. A low self-concept is recognised as one of the contributing factors to suicide, crime, substance abuse, teenage pregnancy, anorexia nervosa, aggressive behaviour and poor academic achievement.

A circular reciprocal relation exists between academic achievement and academic self-concept. An even closer relation exists between academic achievement in a specific subject and a subject-specific self-concept. The current emphasis on achievement validates research on the academic self-concept, especially for those learners in historically disadvantaged schools who have not had the benefits of schooling that learners from historically advantaged schools have, in order to achieve and feel good about their achievements.

1.2 An understanding of self-concept and academic self-concept

“Self-concept, broadly defined, is a person’s perception of him- or herself. These perceptions are formed through one’s experience with and interpretations of one’s environment and are influenced especially by reinforcements, evaluations by significant others, and one’s attributions for one’s own behavior.” (Shavelson & Bolus, 1982: 3; Shavelson *et al.*, 1976: 411). *“These self-perceptions influence the way one acts which in turn influences one’s self-perceptions.”* (Marsh & Yeung, 1997b: 692).

Academic self-concept is a person’s perception of him- or herself as a learner in an academic or school environment. A subject-specific self-concept is therefore a person’s perception of him- or herself as a learner in a specific subject.

1.3 Description of the ASCQ

The questionnaire has been developed for Afrikaans and Sepedi speaking Grade Seven learners. It is divided into three parts. The first section contains questions referring to the general academic self-concept of the learner, the second section to the first language (Afrikaans or Sepedi) self-concept and the third to the mathematics self-concept. Each section contains 19 questions, rendering a total of 57 questions.

The learners must indicate their choice on a scale of *never, a few times, sometimes, many times* and *always*.

1.4 Aim of the questionnaire

The general aim of the questionnaire is to assess the self-concepts, as specified by the questionnaire, of learners in Grade Seven. Hopefully, it will be useful

- to aid individual assessment in clinical and counselling settings,
- to identify learners with low self-concept in order to direct intervention,
- as a research instrument, and
- to teachers in order to understand and support their learners.

The questionnaire should never be the sole method used for assessing self-concept where this is being used to influence important decisions about a learner.

2. DIRECTIONS FOR ADMINISTRATION

2.1 Questionnaire administrators

Teachers, psychometrists and psychologists may implement the questionnaire. The prospective questionnaire administrators must familiarise themselves with the questionnaire instructions before the time.

2.2 Learners

The ASCQ is to be used during research as a group test. The learners must be assured that their answers will be kept confidential. The group must preferably not be bigger than 20

learners. The questionnaire could be used individually as well, although the learner may possibly be afraid to respond to the questions truthfully. Learners must not be tired when they complete the questionnaire.

2.3 Venue for completing the questionnaire

The room where the learners will complete the questionnaire must be selected for disturbances to be limited to the minimum. It must be quiet, comfortable and neutral so that the learners will feel at ease. The room must not be crowded and learners must not be able to see one another's responses. The educators must also not be present, to facilitate honest responses.

2.4 Material needed for completing the questionnaire

The learners must each have a pencil and a rubber, the questionnaire and a clear, white A4 sheet of paper. The administrator must have the manual, the questionnaire and a few extra pencils and rubbers.

2.5 Duration of the questionnaire

The ASCQ is not an intelligence or achievement test, therefore no time limit is set. However, the questionnaire should not take longer than 45 minutes to administer.

2.6 Instructions

(Text which the administrator reads aloud is printed in italics.)

The administrator must establish a good relationship with the learners. Questionnaires are handed out with the front page facing the desk to prevent impulsive learners from rushing through the questionnaire without heeding the instructions. A single white A4 paper is also distributed to every learner. For those who want to pace themselves or find the rest of the questionnaire distracting, the administrator demonstrates that

“The paper can be used either to cover the answers, or to cover the questions following the one you are busy with”,

Before the questionnaires are turned over, the administrator must ask the learners:

“Please do not start filling in the questionnaire, but wait for instructions. The questionnaire is not a test and therefore there are no right or wrong answers. It is your opinions that matter. Each of you must answer each question according to the way you feel. You may now turn over the questionnaire.”

The administrator must take care not to influence responses by making suggestions.

The administrator explains that

“The block in the top-right hand corner is for office use only and should be left unanswered.”

The administrator then proceeds to read the instructions on the questionnaire.

1. **Everyone thinks differently about school.** Here are some statements about school and some subjects at school. Each statement has possible answers. Please decide which answer describes you best. **There are no right or wrong answers.** Draw a circle around the answer that describes you best.

NOTE: Ask me if you do not understand.

2. Choose the answer that **really** describes you **best**. (Do not write down your friend's answers.)
3. Please answer all the questions.
4. Try not to use the answer “sometimes” too many times.

*NOTE: **No one in the school will see your answers.** (Therefore, cover your work if you want to make sure no one sees your answers.)*

The administrator then proceeds to read the first practice example to the learners.

EXAMPLE:

A. Are you a boy or a girl?

boy	girl
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The learners complete the example. Because the responses of the learners are confidential, the administrator may not read their responses. With the first practice example, however, the

administrator must check to see whether the learners have used a circle to indicate their choice, and whether they have indicated the correct option according to their gender. Then the second question and possible answers are dealt with.

B. Do you play soccer?

<i>Never</i>	<i>A few times</i>	<i>Sometimes</i>	<i>Many times</i>	<i>Always</i>
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The administrator says and does the following:

“Never means not once” (accompanied by the administrator shaking his/her head several times); *“a few times means seldom ... one, two, three, maybe more ... a few times; sometimes means not never, and not always, somewhere in between; many times means often, many, many times, but not always; always means always, every single time”* (accompanied by the administrator nodding his/her head several times).

Learners are requested:

“Please do not turn to the next page before you are instructed to do so.”

The administrator then tells the learners:

“Listen. I am going to read the questions aloud with you so that we can finish at the same time. For some of you, it will be very slow, for some it will be fast. Please do not work ahead.”

When the administrator has ensured that the learners know how to respond to the questions, they can proceed to page 2.

The following items concern the academic self-concept of the learners. If the learners ask questions about the meaning of any word or expression, the administrator may paraphrase it without changing the meaning so that the learners can understand the question.

The administrator explains:

“The section for office use should not be completed.”

The administrator then reads the headings, each question, the possible responses and the instructions at the bottom of each page. This will ensure that all the learners finish at the same time and that learners who cannot read well, can keep up with the rest of the class.

Now do the rest of the questionnaire.

When you answer the following questions, think of yourself in general:

1. I am happy with the schoolwork that I do.

<i>Never</i>	<i>A few times</i>	<i>Sometimes</i>	<i>Many times</i>	<i>Always</i>
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2. I am proud of my ability in schoolwork.

<i>Never</i>	<i>A few times</i>	<i>Sometimes</i>	<i>Many times</i>	<i>Always</i>
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3. I am sure of myself in school tasks.

<i>Never</i>	<i>A few times</i>	<i>Sometimes</i>	<i>Many times</i>	<i>Always</i>
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4. I am proud of my school report.

<i>Never</i>	<i>A few times</i>	<i>Sometimes</i>	<i>Many times</i>	<i>Always</i>
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5. I feel good about my ability to do schoolwork.

<i>Never</i>	<i>A few times</i>	<i>Sometimes</i>	<i>Many times</i>	<i>Always</i>
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6. Most of my teachers do not understand me.

<i>Never</i>	<i>A few times</i>	<i>Sometimes</i>	<i>Many times</i>	<i>Always</i>
--------------	--------------------	------------------	-------------------	---------------

PLEASE WAIT FOR INSTRUCTIONS BEFORE YOU TURN THE PAGE.

7. I am satisfied with my schoolwork.

<i>Never</i>	<i>A few times</i>	<i>Sometimes</i>	<i>Many times</i>	<i>Always</i>
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8. I think my ability is sufficient to cope with schoolwork.

<i>Never</i>	<i>A few times</i>	<i>Sometimes</i>	<i>Many times</i>	<i>Always</i>
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9. ***I feel worthless in class.***

Never	A few times	Sometimes	Many times	Always
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10. ***I feel good about my schoolwork.***

Never	A few times	Sometimes	Many times	Always
-------	-------------	-----------	------------	--------

11. ***I am capable to get the results I would like to get in schoolwork.***

Never	A few times	Sometimes	Many times	Always
-------	-------------	-----------	------------	--------

12. ***It is bad for me when my teachers ask me questions.***

Never	A few times	Sometimes	Many times	Always
-------	-------------	-----------	------------	--------

13. ***I have confidence in myself to do schoolwork.***

Never	A few times	Sometimes	Many times	Always
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PLEASE WAIT FOR INSTRUCTIONS BEFORE YOU TURN THE PAGE.

14. ***I understand most of my lessons well.***

Never	A few times	Sometimes	Many times	Always
-------	-------------	-----------	------------	--------

15. ***I see myself as a good learner in class.***

Never	A few times	Sometimes	Many times	Always
-------	-------------	-----------	------------	--------

16. ***I feel left out of things that happen in class.***

Never	A few times	Sometimes	Many times	Always
-------	-------------	-----------	------------	--------

17. ***I think I take longer than my classmates to understand schoolwork.***

Never	A few times	Sometimes	Many times	Always
-------	-------------	-----------	------------	--------

18. ***I would not be able to achieve better marks, even if I worked harder.***

Never	A few times	Sometimes	Many times	Always
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19. ***I think that the teachers treat me well.***

<i>Never</i>	<i>A few times</i>	<i>Sometimes</i>	<i>Many times</i>	<i>Always</i>
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PLEASE WAIT FOR INSTRUCTIONS BEFORE YOU TURN THE PAGE.

If necessary, give the learners opportunity to stand up and stretch quietly for a few minutes before the next section continues.

When you answer the following questions, think of yourself as in the English class:

1. ***I am happy with the English schoolwork that I do.***

<i>Never</i>	<i>A few times</i>	<i>Sometimes</i>	<i>Many times</i>	<i>Always</i>
--------------	--------------------	------------------	-------------------	---------------

2. ***I am proud of my ability in English.***

<i>Never</i>	<i>A few times</i>	<i>Sometimes</i>	<i>Many times</i>	<i>Always</i>
--------------	--------------------	------------------	-------------------	---------------

3. ***I am sure of myself in English tasks.***

<i>Never</i>	<i>A few times</i>	<i>Sometimes</i>	<i>Many times</i>	<i>Always</i>
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4. ***I am proud of my mark in English.***

<i>Never</i>	<i>A few times</i>	<i>Sometimes</i>	<i>Many times</i>	<i>Always</i>
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5. ***I feel good about my ability to do English.***

<i>Never</i>	<i>A few times</i>	<i>Sometimes</i>	<i>Many times</i>	<i>Always</i>
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6. ***My English teacher does not understand me.***

<i>Never</i>	<i>A few times</i>	<i>Sometimes</i>	<i>Many times</i>	<i>Always</i>
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7. ***I am satisfied with my English schoolwork.***

<i>Never</i>	<i>A few times</i>	<i>Sometimes</i>	<i>Many times</i>	<i>Always</i>
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PLEASE WAIT FOR INSTRUCTIONS BEFORE YOU TURN THE PAGE.

8. ***I think my ability is sufficient to cope with English schoolwork.***

Never	A few times	Sometimes	Many times	Always
-------	-------------	-----------	------------	--------

9. ***I feel worthless in the English class.***

Never	A few times	Sometimes	Many times	Always
-------	-------------	-----------	------------	--------

10. ***I feel good about my English schoolwork.***

Never	A few times	Sometimes	Many times	Always
-------	-------------	-----------	------------	--------

11. ***I am capable to get the results I would like to get in English.***

Never	A few times	Sometimes	Many times	Always
-------	-------------	-----------	------------	--------

12. ***It is bad for me when my English teacher asks me questions.***

Never	A few times	Sometimes	Many times	Always
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13. ***I have confidence in myself to do English schoolwork.***

Never	A few times	Sometimes	Many times	Always
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PLEASE WAIT FOR INSTRUCTIONS BEFORE YOU TURN THE PAGE.

14. ***I understand most of my English lessons well.***

Never	A few times	Sometimes	Many times	Always
-------	-------------	-----------	------------	--------

15. ***I see myself as a good learner in the English class.***

Never	A few times	Sometimes	Many times	Always
-------	-------------	-----------	------------	--------

16. ***I feel left out of things that happen in the English class.***

Never	A few times	Sometimes	Many times	Always
-------	-------------	-----------	------------	--------

17. ***I think I take longer than my classmates to understand the English schoolwork.***

Never	A few times	Sometimes	Many times	Always
-------	-------------	-----------	------------	--------

18. ***I would not be able to achieve better marks in English, even if I worked harder.***

<i>Never</i>	<i>A few times</i>	<i>Sometimes</i>	<i>Many times</i>	<i>Always</i>
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19. ***I think that the English teacher treats me well.***

<i>Never</i>	<i>A few times</i>	<i>Sometimes</i>	<i>Many times</i>	<i>Always</i>
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PLEASE WAIT FOR INSTRUCTIONS BEFORE YOU TURN THE PAGE.

If necessary, give the learners opportunity to stand up and stretch for a few minutes before the next section continues.

When you answer the following questions, think of yourself as in the Mathematics class:

1. ***I am happy with the Mathematics schoolwork that I do.***

<i>Never</i>	<i>A few times</i>	<i>Sometimes</i>	<i>Many times</i>	<i>Always</i>
--------------	--------------------	------------------	-------------------	---------------

2. ***I am proud of my ability in Mathematics.***

<i>Never</i>	<i>A few times</i>	<i>Sometimes</i>	<i>Many times</i>	<i>Always</i>
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3. ***I am sure of myself in Mathematics tasks.***

<i>Never</i>	<i>A few times</i>	<i>Sometimes</i>	<i>Many times</i>	<i>Always</i>
--------------	--------------------	------------------	-------------------	---------------

4. ***I am proud of my mark in Mathematics.***

<i>Never</i>	<i>A few times</i>	<i>Sometimes</i>	<i>Many times</i>	<i>Always</i>
--------------	--------------------	------------------	-------------------	---------------

5. ***I feel good about my ability to do Mathematics.***

<i>Never</i>	<i>A few times</i>	<i>Sometimes</i>	<i>Many times</i>	<i>Always</i>
--------------	--------------------	------------------	-------------------	---------------

6. ***My Mathematics teacher does not understand me.***

<i>Never</i>	<i>A few times</i>	<i>Sometimes</i>	<i>Many times</i>	<i>Always</i>
--------------	--------------------	------------------	-------------------	---------------

7. ***I am satisfied with my Mathematics schoolwork.***

<i>Never</i>	<i>A few times</i>	<i>Sometimes</i>	<i>Many times</i>	<i>Always</i>
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PLEASE WAIT FOR INSTRUCTIONS BEFORE YOU TURN THE PAGE.

8. ***I think my ability is sufficient to cope with Mathematics schoolwork.***

<i>Never</i>	<i>A few times</i>	<i>Sometimes</i>	<i>Many times</i>	<i>Always</i>
--------------	--------------------	------------------	-------------------	---------------

9. ***I feel worthless in the Mathematics class.***

<i>Never</i>	<i>A few times</i>	<i>Sometimes</i>	<i>Many times</i>	<i>Always</i>
--------------	--------------------	------------------	-------------------	---------------

10. ***I feel good about my Mathematics schoolwork.***

<i>Never</i>	<i>A few times</i>	<i>Sometimes</i>	<i>Many times</i>	<i>Always</i>
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11. ***I am capable to get the results I would like to get in Mathematics.***

<i>Never</i>	<i>A few times</i>	<i>Sometimes</i>	<i>Many times</i>	<i>Always</i>
--------------	--------------------	------------------	-------------------	---------------

12. ***It is bad for me when my Mathematics teacher asks me questions.***

<i>Never</i>	<i>A few times</i>	<i>Sometimes</i>	<i>Many times</i>	<i>Always</i>
--------------	--------------------	------------------	-------------------	---------------

13. ***I have confidence in myself to do Mathematics schoolwork.***

<i>Never</i>	<i>A few times</i>	<i>Sometimes</i>	<i>Many times</i>	<i>Always</i>
--------------	--------------------	------------------	-------------------	---------------

PLEASE WAIT FOR INSTRUCTIONS BEFORE YOU TURN THE PAGE.

14. ***I understand most of my Mathematics lessons well.***

<i>Never</i>	<i>A few times</i>	<i>Sometimes</i>	<i>Many times</i>	<i>Always</i>
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15. ***I see myself as a good learner in the Mathematics class.***

<i>Never</i>	<i>A few times</i>	<i>Sometimes</i>	<i>Many times</i>	<i>Always</i>
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16. ***I feel left out of things that happen in the Mathematics class.***

<i>Never</i>	<i>A few times</i>	<i>Sometimes</i>	<i>Many times</i>	<i>Always</i>
--------------	--------------------	------------------	-------------------	---------------

17. ***I think I take longer than my classmates to understand the Mathematics schoolwork.***

<i>Never</i>	<i>A few times</i>	<i>Sometimes</i>	<i>Many times</i>	<i>Always</i>
--------------	--------------------	------------------	-------------------	---------------

18. ***I would not be able to achieve better marks in Mathematics, even if I worked harder.***

<i>Never</i>	<i>A few times</i>	<i>Sometimes</i>	<i>Many times</i>	<i>Always</i>
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19. ***I think that the Mathematics teacher treats me well.***

<i>Never</i>	<i>A few times</i>	<i>Sometimes</i>	<i>Many times</i>	<i>Always</i>
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PLEASE WAIT FOR INSTRUCTIONS BEFORE YOU TURN THE PAGE.

At the end of the questionnaire, the learners are asked to write down their name and surname for research purposes. They are thanked for their time and effort and reminded that their responses will be kept confidential. The researcher collects the questionnaires to ensure that no one else will see their responses.

“Please write down your name and surname.”

“Thank you very much for your time and effort!”

“Remember that I keep all your responses secret and confidential.”

3. CODING OF THE ASCQ

Check the questionnaire to see whether the learner has marked all the questions. If some questions were left unanswered, either ask the learner to fill them in, or give those numbers a 0 code. Codes are allotted as follows and written in the square on the right hand side of the page.

For questions 1-5, 7-8, 10-11, 13-15, 19 in each section:

Never 1	A few times 2	Sometimes 3	Many times 4	Always 5
------------	---------------------	----------------	--------------------	-------------

For questions 6, 9, 12, 16-18 in each section:

Never 5	A few times 4	Sometimes 3	Many times 2	Always 1
------------	---------------------	----------------	--------------------	-------------

Each section (questions 1 - 19) is added up separately to give a General ASC (GASC), first language ASC (LASC) and mathematics ASC (MASC) score.

4. INTERPRETATION

A high score, ranging from 76 to 95, could indicate a high GASC, LASC or MASC.

A low score, ranging from 19 to 38, could indicate a low GASC, LASC or MASC.

The maximum score that a learner with a high ASC can achieve on Question 1, 2, 3, 4, 5, 7, 8, 10, 11, 13, 14, 15, and 19 in each section is 65 (13 x 5). The maximum score of the negative questions, Question 6, 9, 12, 16, 17 and 18 in each section, that a learner with a high ASC can achieve is 30 (6 x 5). Therefore, the maximum of the ASCQ for each section is 95 (65 + 30; or 19 x 5). If a learner with a high ASC selects response options with values of 4 or 5 at each item, the score will range between 76 and 95.

The minimum score that a learner with a low ASC can achieve on Question 1, 2, 3, 4, 5, 7, 8, 10, 11, 13, 14, 15, and 19 in each section is 13 (13 x 1). The scores of Question 6, 9, 12, 16, 17 and 18 in each section were reversed and the minimum score that a learner with a low ASC can achieve on these questions is 6 (6 x 1). Therefore, the minimum score of the ASCQ for each section is 19 (13 + 6; or 19 x 1). If a learner with a low ASC selects response options with values of 1 or 2 at each item, the score will range between 19 and 38.

APPENDIX F

INTERVIEW WITH PRINCIPALS

General information (to understand the context of the learners and the school):

For example:

How many learners are there in the school?

How many educators are there in the school?

What is the average class size?

What is the pass rate for the Grade 7's?

What first languages are spoken in the school?

About the aim / goal of the school (to understand the vision and mission):

For example:

How would you describe the aim / goal of the school?

About support (to understand the steps of support):

For example:

What structures are in place in school to support educators?

What structures are in place to support learners?

How are parents involved in supporting their children and the educators?

About barriers to learning and participation (to understand the role of BLP):

For example:

What is the policy of the school regarding admittance of learners with impairments/disabilities?

How does the school policy relate to your own viewpoint?

How do you see the role of your school regarding learners with impairments/disabilities?

How do you understand the inclusive education policy?

How does the school collaborate with other schools?

About policy implementation (to understand the progress of policy implementation):

For example:

How has the policy implementation process progressed in your school?

How has the Department of Education contributed in your school towards implementing inclusive education and participation policy?

Termination of interview:

For example:

Are there any questions you would like to ask me?

Thank principal for the time, insight and helpfulness.

APPENDIX G

EDUCATORS - FIRST INTERVIEW

Introduction (to support the educators to be at ease):

Explain what I do.

Ensure confidentiality.

About their work:

For example:

How was your day?

Tell me about your work with the Grade 7's.

About challenges:

For example:

Which challenges / problems regarding which learners affect you most when you educate / teach? Why?

What / where, according to you, is the origin of the challenges / problems?

How do you deal with the various challenges / problems?

How has the Education Support Services / Department of Education assisted you to deal with the various challenges / problems?

What arrangements are there in your school, or whom can you turn to, when you really struggle with your work or a learner?

What are your needs at school?

What are your needs regarding the challenges / problems?

About support:

For example:

What can I do for you? / What would you like me to do? / How can I help you?

If there were one thing you could change about your work, what would it be?

About inclusive education:

For example:

Tell me what you know about inclusive education.

How do you feel about inclusive education?

What do you know about the Education White Paper 6 (EWP 6)?

What has the GDE (Gauteng Department of Education) done so far to inform you of the EWP

6? What future plans are there?

How can the EWP 6 influence your day-to-day task?

About academic self-concept:

For example:

What do you know about the self-concept of Grade 7 learners?

What would you say is academic self-concept (ASC)?

What role, do you think, does ASC play in the lives of Grade 7 learners?

About their background:

For example:

How long have you been an educator?

How long have you been at this particular school?

What training did you do to qualify for teaching?

What other courses have you attended / presented?

Termination of interview:

For example

Do you have any questions for me?

Emphasise confidentiality.

Observations: What can I do to minimise the influence of my presence in your classroom on you?

Thank educators for their time, insight and helpfulness.

APPENDIX H

EDUCATORS – SECOND INTERVIEW

Introduction:

For example:

Ensure confidentiality.

What would you like to tell me about the time when I observed learners in your class?

How have my observations influenced your teaching?

(Now follow questions about the observations. I would like the educator to participate in explaining, understanding and interpreting what I had observed, in order to enhance the trustworthiness of the observations. As the questions of each interview depend on the observations, I cannot present any specific questions. I, however, present general questions that I anticipate asking.)

About their work:

For example:

How do you prepare for the different needs of the learners in your class?

How would you assess your own teaching?

What are your assets in teaching?

What aspect(s) regarding your teaching would you like to improve?

About an incident/s:

For example:

How often do incidents like this occur?

What prompted you to handle the situation in the way you did?

What did you expect the learner's reaction to be?

How do incidents like this influence the rest of the class?

About inclusive education:

For example:

How would you rate the inclusiveness of your classroom?

About a learner:

For example:

Why, according to you, does the learner do? (some specific behaviour/action)

How would you interpret the other learners' reaction towards this learner?

What would the class be like without this learner?

What does the learner contribute to the class?

How, would you say, is the academic self-concept (ASC) of the learner in your class?

Termination of interview:

For example

Do you have any questions for me?

Emphasise confidentiality.

Thank educators for their time, insight and helpfulness.

APPENDIX I

PROJECTIVE PICTURES

Figure 1

Picture X (Jacobs, 1981:244)



Figure 2

The original Picture 2 of the Bar Ilan Picture Test
(Itskowitz & Strauss, 1977)

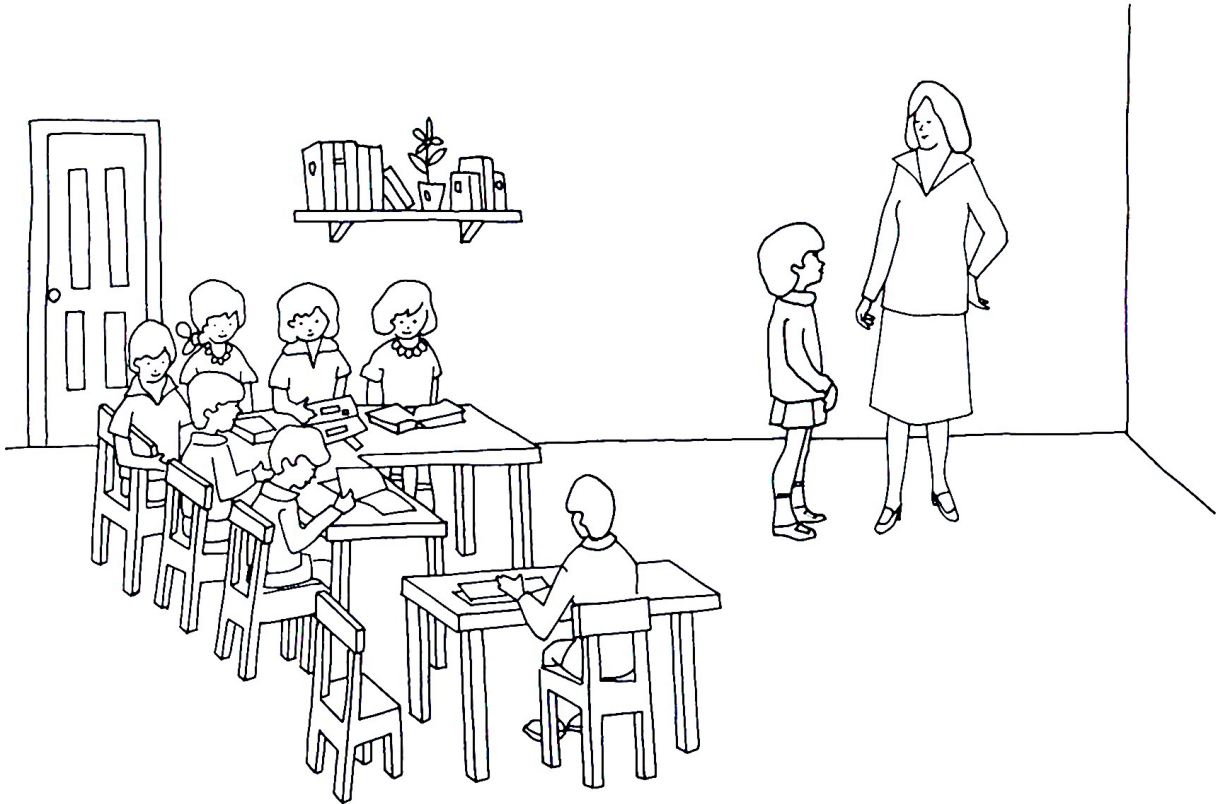


Figure 3

The first adaptation

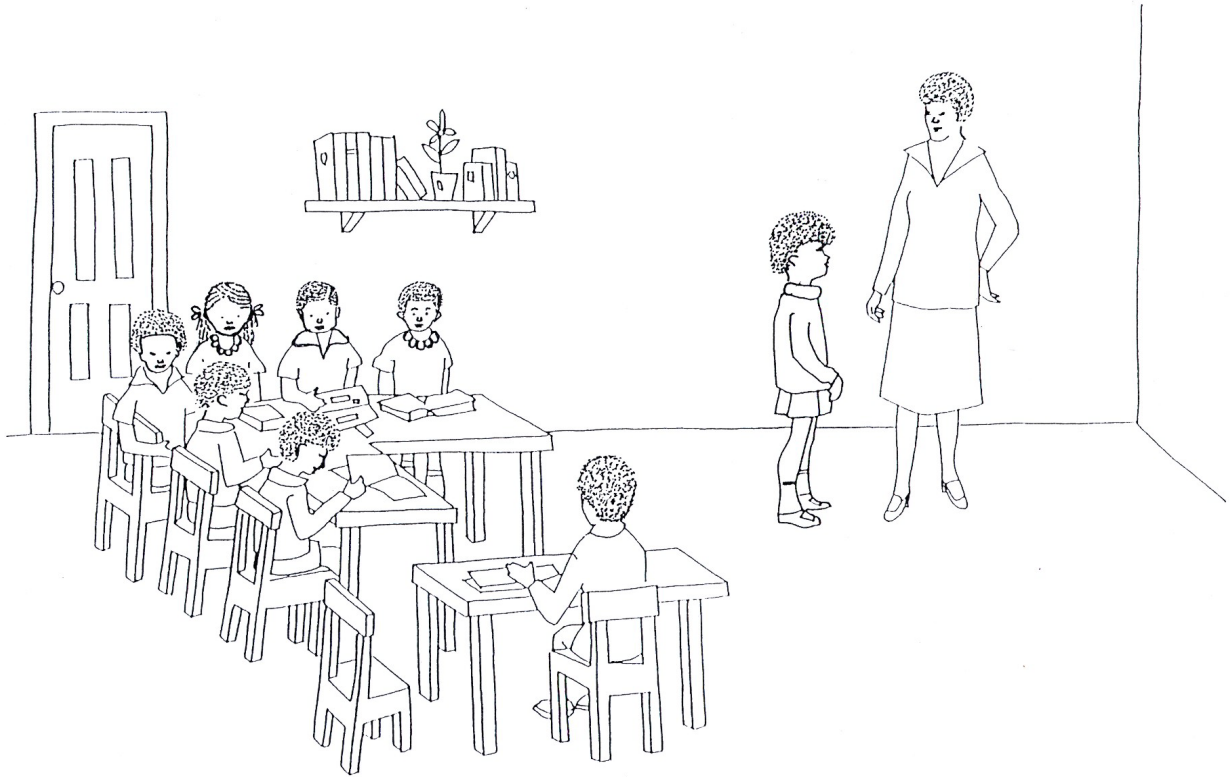
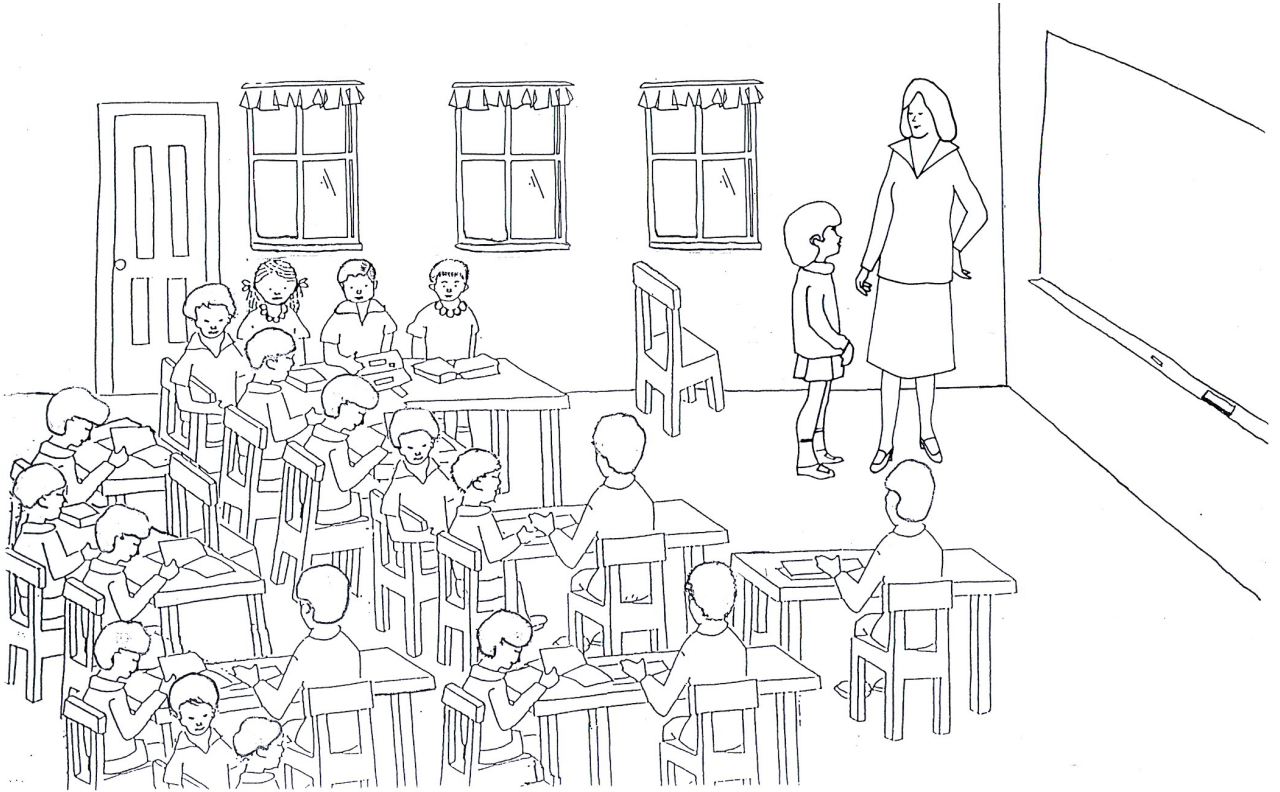


Figure 4

An example of a final projection picture





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APPENDIX J

PERMISSION FOR RESEARCH FROM THE GAUTENG DEPARTMENT OF EDUCATION



UMnyango WezeMfundo
Department of Education

Lefapha la Thuto
Departement van
Onderwys

Date: 08 May 2003

Name of Researcher: Du Plessis Anna-Barbara

Address of Researcher: P.O. Box 67541
Highveld
Centurion, 0169

Telephone Number: (012) 6655991/0836552009

Fax Number

E-Mail Address dupr@kidd.co.za

Research Topic: The Relation between Academic Self-Concept and Barriers to Learning and Participation in three South African School Contexts: Special, Ordinary and Full-Service Inclusive Schools

Number and type of schools: 4 Primary and 1 LSEN Schools

District/HO Tshwane South

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District Senior Manager confirming that permission has been granted for the research to be conducted.

Permission has been granted to proceed with the above study subject to the conditions listed below being met and may be withdrawn should these conditions be flouted:

1. The District Senior Manager/s concerned must be presented with a copy of this letter that would indicate that you have been granted permission from the Gauteng Department of Education to conduct the research study.
2. The District Senior Manager/s must be approached separately, and in writing, for permission to involve District Officials in the project.
3. A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate



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that you have been granted permission from the Gauteng Department of Education to conduct the research study.



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4. A letter / document that outlines the purpose of the research and the anticipated outcomes of such research must be made available to the principal/s, SGB/s and District Senior Manager/s of the school/s and district/s concerned, respectively.
5. Kindly obtain the goodwill and co-operation of all the GDE official/s, principal/s, chairperson/s of the SGB/s, teacher/s and learner/s involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that prefer not to participate will not be penalised in any way.
6. You may only conduct your research after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Senior Manager (if at a office) must be consulted about an appropriate time when you may carry out your research at the sites that they manage.
7. You may commence your research from the second week of **February** and must conclude your programme before the beginning of the **last quarter** of the academic year.
8. It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.
9. The researcher is responsible for supplying and utilising their own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.
10. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.
11. On completion of the study the researcher must supply the Senior Manager: Strategic Policy Development, Management & Research Coordination with a bound copy of the final, approved research report.
12. The researcher may be expected to provide a short presentation on the findings of his/her research to both GDE officials and the schools concerned.
13. Should the researcher have been involved with research at a school and/or district level, the District Senior Manager must also be supplied with a brief summary of the research findings.

The Department wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards,

A handwritten signature in blue ink, appearing to read 'Sally Rowney', on a light-colored rectangular background.

Sally Rowney: Senior Manager



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Department of Education

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The contents of this letter has been read and understood by the researcher.	
<i>Signature of Researcher:</i>	
<i>Date:</i>	

APPENDIX K

LETTER TO THE DISTRICT SENIOR MANAGER

24 July 2003

Dear Sir / Ma'am

RE: Approval in respect of request to conduct research

I am currently a PhD student in the Department of Educational Psychology in the Faculty of Education of the University of Pretoria. I am doing research on the academic self-concept of learners in special, ordinary and the envisioned full-service inclusive primary schools.

I successfully applied to the GDE for approval to conduct research in schools in your district. According to stipulations 1 and 4, I must supply certain information to you. Therefore, please find enclosed a copy of the letter of approval, as well as a document stating the purpose and anticipated outcomes of the research.

Please do not hesitate to contact me with any enquiries. All my contact details are on the letter of approval.

Yours sincerely

Anna-Barbara du Plessis

(The letter of approval can be found in Appendix J. The document stating the purpose and anticipated outcomes of the research follows.)

DOCUMENT ACCORDING TO STIPULATIONS 4 AND 10 OF THE GDE LETTER OF PERMISSION TO CONDUCT RESEARCH

Purpose of the research

The purpose of the study is to investigate the relation between the academic self-concept (ASC) of Grade 7 learners and barriers to learning and participation (BLP) in special, ordinary and full-service inclusive school contexts.¹

Anticipated outcomes

The results of the research might provide educationists, educational planners and managers, and educators generally, with pointers as to what provision, processes and/or outcomes to strive for in the conversion of primary schools to full-service inclusive schools, to prevent additional academic, social and emotional barriers from being cast up before the thousands of learners already contending with barriers to learning and participation, and to facilitate a smooth conversion.

The research might also sensitise the educators to the important role that academic self-concept plays in the lives of learners.

Promise of confidentiality and anonymity

The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study will not appear in the research report without the written consent of each of these individuals and/or organisations.

¹ The purpose was later changed to read: The purpose of the study is to investigate the academic self-concept (ASC) of learners with hearing impairment (HI) in special, regular and full-service inclusion school contexts.

APPENDIX L

AN ENGLISH EXAMPLE OF DOCUMENTATION ADDRESSED TO THE SCHOOLS

8 April 2003

Dear Sir / Ma'am

RE: Survey at the Grade 7 classes at your school

I am currently a PhD student in the Department of Educational Psychology of the Faculty of Education of the University of Pretoria. I am doing research on the academic self-concept of learners in special, ordinary and the envisioned full-service inclusive primary schools.

I plan to do research in certain primary schools in District Tshwane South (D4). Officials from D4 helped me to identify and select a preliminary number of schools appropriate to this research. It is vital to first contact these schools regarding the barriers to learning and participation prevalent in the Grade 7 classes. After contextual details have been verified and a final selection has been made, I shall go ahead with a formal request to the Gauteng Department of Education to do research in these selected schools. Once permission has been granted, I shall contact the selected schools again to arrange for further collaboration.

For the first step, I now kindly request the principal or the head of the Grade 7 classes, to complete a survey regarding the various barriers to learning and participation prevalent in the Grade 7 classes. To facilitate the completion of the survey, I plan to make an appointment with the relevant person at a convenient time.

I am doing the survey regarding the barriers to learning and participation with the support and knowledge of the Education Support Services of Tshwane South, my promotor and Head of Department at the University of Pretoria. For any inquiries, please consult the list of references.

Ms Gugu Kgare

Education Support Services D4

012 – 341 6362

082 808 4895

Prof AC Bouwer

Promotor

012 – 420 2339

082 375 6716

Dr Irma Eloff

HOD Educational Psychology

012 – 420 5503

012 – 420 3751

You are also invited to ask any questions regarding your possible involvement in the research. Please feel free to contact me with your concerns at the number given below.

I would be willing to assist the educators, where possible, with support regarding particular learners who experience barriers to their learning and full participation in the schools. Support might entail extensive discussions, a collaborative search for meaningful action and/or identification and use of assets of the learners and/or the schools. The research might also sensitise the educators to the important role that academic self-concept plays in the lives of learners. Further, the results of the research might provide educationists, educational planners and managers, and educators generally, with pointers as to what provision, processes and/or outcomes to strive for in the conversion of primary schools to full-service inclusive schools, to prevent additional academic, social and emotional barriers from being cast up before the thousands of learners already contending with barriers to learning and participation, and to facilitate a smooth conversion.

I intend to do the fieldwork with full understanding of the fact that the school and Education Department have to deal with an entirely new implementation of White Paper policy regarding inclusive education and that new strategies will be implemented for the first time. I want to emphasise that I do not want to evaluate the education system nor the implementation of policy nor the work that the educators do. I want to understand the academic self-concept of learners in different school contexts.

Kind regards

Yours sincerely

Anna-Barbara du Plessis

012 – 665 5991

083 655 2009

APPENDIX M

LETTERS OF PERMISSION FROM THE PARENTS

M1 Example of letter of permission for participation in the pilot study

28 August 2003

Dear Parent / Guardian

I am an educational psychologist busy with further studies at the University of Pretoria. XXX Primary School was identified by myself, in collaboration with the Gauteng Department of Education, District D4, as a partner in research.

Part of the research involves the development of a questionnaire that determines the academic self-concept of the learners. It is necessary that some learners complete this questionnaire to determine the qualities of the questionnaire.

I, therefore, kindly ask your permission for your child to complete the questionnaire, in order to assist with the development of the questionnaire. The learners will complete the questionnaire at a time the principal has approved. Your child's school marks will also be used to make further correlations.

The results of the questionnaire and correlations will be handled confidentially and your child will remain completely anonymous. The results will only be used to further develop the questionnaire.

Please fill in the tear off slip and send it back to school **tomorrow**. If your child does not bring a tear off slip, we will assume that he / she may participate.

Thank you for your cooperation.

Kind regards

Anna-Barbara du Plessis

Project leader
Tel: 083 655 2009

✂ -----

Tick the block that applies to you:

I give permission for my child, _____, to participate in the project.

I refuse that my child, _____, participates in the project.

Signed: _____

Date: _____

M2 Example of letter of permission for audiological assessment¹

1 August 2003

I hereby give permission to Anna-Barbara du Plessis, a student of the University of Pretoria, to transport my child,, to the Department of Communication Pathology at the University of Pretoria on the 21th August 2003, for a free assessment of her / his hearing.

I understand that Anna-Barbara du Plessis will be cautious when transporting my child, and I shall not hold her responsible for any form of accident that might happen.

She may pick up my child from Primary School at 12:30 pm, and return my child to the primary school when the assessment has been completed, which would be before 5 pm.

Signed: _____

Name: _____

Signature: _____

Date: _____

Contact details: _____

¹ Most of the parents accompanied their children.

M3 Example of letter of permission for participation in the questionnaires and observations

21 July 2003

Dear Parent / Guardian

I am an educational psychologist busy with further studies at the University of Pretoria. XXX Primary School has been identified by myself, in collaboration with District D4, as a partner in educational research.

I am interested in the opinions that learners have about their schoolwork. The information gained through the research project will help educators to further improve education for all learners, as well as understand and support the learners.

We ask your kind permission for your child to take part in the project for the benefit of South African education.

The learners, and their interactions, will be observed in their classes in certain learning areas for approximately six days. They will also complete a questionnaire which will not be seen by any staff member of the school. For statistical purposes, the achievement marks of the learners will also be obtained. All information will be regarded as confidential. The learners will take part in the project on times deemed appropriate by the principal.

If your child may take part in the project, kindly fill in the tear off slip and send it back to school tomorrow.

Thank you most sincerely for your co-operation.

Kind regards

Anna-Barbara du Plessis

Project leader
Tel: 083 655 2009

Principal

✂ - - - - -

I, _____, parent/guardian of _____, hereby grant permission for my child to participate in the project as described above.

Signed: _____

Date: _____

M4 Example of a letter of permission for participation in the questionnaires only

4 September 2003

Dear Parent / Guardian

I am an educational psychologist busy with further studies at the University of Pretoria. XXX Primary School has been identified by myself, with permission from the Gauteng Department of Education, District D4, as a partner in research.

I am interested in the opinions that learners have about their schoolwork. The information gained through the research project will help educators to further improve education for all learners, as well as understand and support the learners.

I, therefore, kindly ask your permission for your child to complete a questionnaire. The learners will complete the questionnaire at a time the principal has approved. Your child's school marks will also be used to make further correlations.

The results of the questionnaire and correlations will be handled confidentially and your child will remain completely anonymous inside and outside the school.

Please fill in the tear off slip and send it back to school tomorrow.

Thank you for your cooperation.

Kind regards

Anna-Barbara du Plessis

Project leader
Tel: 083 655 2009

✂ -----

Tick the block that applies to you:

I give permission for my child, _____, to participate in the project.

I refuse that my child, _____, participates in the project.

Signed: _____

Date: _____

M5 Example of a letter of permission for participation in the learner interviews

22 August 2003

Dear Parent / Guardian

In a previous letter I have described the research that I do in the school where your child is a learner. After careful classroom observation, I have come to the conclusion that your child might make a valuable contribution to the research.

I therefore ask your kind permission for my colleague and myself to conduct an interview with your child on school matters. The interview will take place at a time convenient for your child and will be child-friendly. The interview will be strictly confidential and your child will remain completely anonymous in and out of the school.

If you have any questions or concerns, please contact me at the given number, or contact the class teacher or principal.

Yours sincerely

Anna-Barbara du Plessis

Tel: 083 655 2009

✂ - - - - -

I, _____, parent/guardian of _____, hereby grant permission for my child to be interviewed.

Signed: _____

Date: _____

APPENDIX N

NOTE OF CONFIDENTIALITY AND ANONYMITY

I, _____, hereby declare that I shall treat all the information on the cassette tapes received from Anna-Barbara du Plessis with the utmost confidentiality. All the participants will remain anonymous. I undertake not to breach the confidentiality and/or violate the anonymity of any of the participants.

All rights reserved. None of the information contained in the tapes may be reproduced or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise.

Signed: _____

on _____ day of _____, 2003.

APPENDIX O

A DESCRIPTION OF THE ADMINISTRATION OF THE ASCQ AT THE VARIO US SCHOOLS

The administration of the ASCQ at each school is described under the following headings: Questionnaire administrator, Details of administration, Time of administration, Duration of administration, Comments on the questionnaire, and General comments.

School 1

Questionnaire administrator

- The researcher administered the questionnaire.

Details of administration

- The learners went to a supervising educator's classroom, as their class educator had a meeting with the principal.
- The questionnaires were administered in Afrikaans.
- A set of preset instructions was followed. One learner wanted to know whether the practice question relating to playing soccer referred to soccer as sport or soccer as leisure activity. He was told to consider the total amount of soccer he played.
- The researcher was able to position herself so that the learner with a HI was slightly to the left, but otherwise right in front of her. She stood close to enhance hearing and to follow progress on the questionnaire, but not too close to make speech reading difficult or her observations suspicious. Instructions were given clearly, and loudly enough.

Time of administration

- It had been arranged that the ASCQ would be administered while the rest of the school attended a weekly assembly, from approximately 07:50 until 08:40. The researcher continuously strived to minimise the effect of her presence and research on the academic programme of the school, therefore the questionnaires were not administered during academic time. On the day, however, no assembly was held as photos were being taken of participants in the school activities (refer to the General comments).

Duration of administration

- Commencement was delayed until about 08:15.
- Administration was completed at 09:15.

Comments on the questionnaire

- In the first section on general ASC, a learner queried the word '*nikswerd*' in Question 9. It was explained in Afrikaans as '*without worth*', and a possible synonym in their vernacular was given, namely '*gemors*' in Afrikaans and '*rubbish*' in English.
- In the first section on general ASC, Question 18, containing a complicating subordinate clause, was met with gasps, thereby indicating that they did not understand the question. The researcher repeated the question at least twice, with emphasis on the first part of the question, and soothed feelings by saying that she was aware of the difficulty of the question, and the learners simply had to try their best.
- The same explanations were given at Questions 9 and 18 in the second and third sections of the questionnaire, even before questions were asked, to prevent possible further feelings of confusion, and to enhance clarity and consistency.

General comments

The day and time of administration had been arranged with the class educator more than a week prior to the occasion. When the researcher arrived at the school, however, it was announced that it was photo day at school, and that all the classes, sports teams, cultural groups and participants of other activities would be called to the hall for photo shoots. Additionally, the class educator attended a meeting with the principal and the class was sent to another educator for supervision in her absence. The learners were disrupted by the change of venue and the photo shoots. They took their time walking to the supervising educator's class. Several learners were not in the classroom, but on the school grounds, and three others (two boys and a girl) were in the hall for the first photos. The supervising educator, although helpful in looking for the missing learners, was not concerned about class discipline, and by the time most of the learners were present, they were disruptive, unruly and not in the mood for pen and paper work. The progress of the questionnaire was slowed down by incessant remarks made by a few boys, despite repeated requests to remain silent. Remarks were uttered very quietly, but drew loud attention and seemed to centre on answers or comments regarding educators. Twice during the administration announcements were made *via* intercom for other photo shoots. Fortunately no further learners in the class were involved. The supervising educator was not continuously present during the administration of the questionnaire. It is doubted whether his presence would have influenced the learners in their answers: the learning area he taught was not contained in the questionnaire, and the learners generally did not heed to what he said.

When the three learners who had been involved in the first photo shoots came back to the class, administration was briefly interrupted. They were handed questionnaires and given the same instructions as the other learners. There was not time, and the other learners were too restless, for them to catch up with the rest of the class. They were requested to start where the rest of the class would be continuing, that is from Question 11 of the first section on general ASC. By allowing them to complete the missing questions in their own time, the consistency in the questionnaire instructions would have been breached, with possible consequences for the validity and reliability of the ASCQ; therefore, a few missing answers to questions were preferred to the risk of jeopardising the validity and reliability of the ASCQ by following a different administration procedure for these learners. These learners returned soon enough to still benefit from exposure to the repetitive structure of the ASCQ. Some of the learners made their own written comments at the end of the questionnaire.

One might consider that postponing the administration of the questionnaire would have been an option. The Grade Sevens, however, were to start their September examinations in two days' time. Permission from the Department of Education to do research extended only to the end of the third school quarter; therefore, postponement was not an option.

School 2

Questionnaire administrator

- The culturally congruent fieldworker administered the questionnaire, in the presence of the researcher.

Details of administration

- The learners were in their usual classroom.
- No educators were present during the administration.
- The questionnaires were administered in Sepedi.
- A set of preset instructions was followed.
- The researcher assisted the culturally congruent fieldworker where possible, for example by drawing attention to misunderstandings and to learners experiencing problems.
- A short break was made between Sections 2 and 3 of the ASCQ. The learners were encouraged to stand up and move their arms and legs, before the questionnaire was continued.
- The learner with an HI was seated in the centre of the class. Instructions were given clearly and loudly enough.

Time of administration

- The school timetable only made provision for academic periods. Many learners rely on transport after school to reach their homes; therefore, administration after school would not have been appropriate. The administration was scheduled, after consultation with the principal and vice-principal, for 10:00 on a Monday morning. Break time starts at 10:45.

Duration of administration

- Because of an interview with an educator early in the morning which took more time than planned, the ASCQ was only administered at about 10:30.
- Since many of the learners rely on the feeding scheme during break for a daily meal, the principal kindly arranged for food to be kept for the learners while they completed the questionnaire.
- The questionnaires were completed after approximately 50 minutes.

Comments on the questionnaire

- No questions had been asked during the pilot study. When administering the ASCQ in the main study, it seemed as if a few words were unfamiliar to many of the learners:

Item	Word	English	Measure taken
5, 10	<i>thakgalela</i>	<i>glad/happy</i>	substituted orally by ' <i>thabela</i> '
9	<i>molemo</i>	<i>worthless</i>	substituted orally by ' <i>ihušo</i> '
15	<i>gaišago</i>	<i>good</i> (such as in being a good learner)	explained orally in Sepedi
16	<i>karetswa</i>	<i>excluded</i>	explained orally in Sepedi

- In the remaining sections of the ASCQ the unfamiliar words in Questions 5, 9, 10, 15 and 16 were treated as described above to prevent any possible further feelings of confusion, and to enhance clarity and consistency.

General comments

The class was a heterogeneous combination of learners in respect of mother tongue, namely Sepedi, Tsonga and Zulu. The educators were of the opinion that everyone could understand everyone, since so many languages co-existed in the neighbourhood and in the school. The class received their tuition in English, although augmented where necessary with Sepedi, Tsonga and Zulu. The class only separated into Sepedi, Tsonga and Zulu

groups when the mother tongue was taught. Each language group was then combined with same-language speakers in another Grade Seven class.

When the ASCQ was administered to the selected Grade Seven class, there were learners from the different mother tongues in the class who were not well versed in Sepedi. Exclusion from the proceedings might have caused them to feel rejected. Their responses, however, might prove not to be a valid reflection of ASC and unreliable, because of their lack of understanding of the statements. The section on the Sepedi ASC would especially be irrelevant to their situation. Requesting the Tsonga and Zulu-speaking learners not to respond to the Sepedi section, might have led to boredom, mischief and an unlearning of the correct response procedure. They were therefore requested to respond to the statements as if they were in their vernacular class. They were also requested to write down the first language in which they received tuition. The records of these learners could easily be excluded from the statistical calculations to prevent irrelevant variables from influencing the validity and reliability of the data.

School 3

Questionnaire administrator

- The researcher

Details of administration

- For the first section and part of the second section of the questionnaire, the learners were in their Afrikaans class, also the class of their class educator, and for the remainder of the questionnaire they were in their natural sciences and technology classroom. The Afrikaans educator was not present during the administration of the questionnaire, but the natural sciences and technology educator stayed in her classroom. It is doubted whether her presence had a great influence on the responses of the learners, since they had already completed the first part of the questionnaire concerning general ASC, which might have been related to the learning areas she taught, in the Afrikaans classroom, and the rest of the questionnaire related to the Afrikaans and Mathematics classes.
- Arrangements were made to implement the questionnaire during the last period of the day when the learners had a free period, to minimise the impact on the academic programme of the school. When the researcher, however, arrived at the school earlier the day for observations, she was informed that another educator urgently needed that period to complete work which was due to be handed in at the GDE, and that the period was not available any more.

- The Afrikaans educator graciously offered her period for the administration of the questionnaire. By the time the decision was made, at least 10 minutes had gone by, leaving less than 30 minutes for the administration of the questionnaire. Being left no other choice (it was during the last week of the term, and most of the learners in the class stayed in the school hostel and would be going home early that week), administration began. The Afrikaans educator undertook to arrange for more time to complete the questionnaire. By the end of the period, the learners were half way through the second section. They were requested to write their names on the questionnaires, which were handed back to the researcher. The extra time arranged was for the following morning after the first break.
- The following day the learners were handed their questionnaires. One of the learners was absent and one of the learners who had been absent the previous day, was present. To maintain familiarity with the questionnaire, the statements and the responding procedure, the questionnaire was repeated from the beginning. Learners were told to follow on their questionnaires. If they wanted to make changes to their responses, they were allowed to do so; however, no one made any changes. Repeating the procedure gave the learner who had been absent the opportunity to catch up with the other learners. When the last statement completed the previous day was reached, the learners merely continued to respond to the questionnaire according to the instructions. The administration continued without any further incident.
- The questionnaires were administered in Afrikaans.
- A set of preset instructions was followed. One learner wanted to make ✓ marks. As it would not detract from the questionnaire, she was allowed to do so.
- Since the classroom was designed to accommodate learners with HI, the classroom was small and carpeted. The learners sat in two rows of five and six facing the chalkboard. Many of the learners with HI sat in the front row. The researcher made sure that all learners could at all times see her face, for those who used speech reading to enhance their understanding, and that she spoke clearly, without over articulating.

Time of administration

- Both sessions took place after the first break, at about 10:00.

Duration of administration

- Both sessions were approximately 20 minutes. In total about 40 minutes were necessary for the administration.

Comments on the questionnaire

- In Section 1, Question 8 drew questions. The learners were unsure of the meaning of the question. *'Ek dink ek het genoeg vermoëns om skoolwerk te hanteer'* (*'I think my ability is sufficient to cope with schoolwork'*) was translated spontaneously by one of the learners (with learning impairment) and confirmed by the researcher as *'Ek dink ek is slim genoeg om skoolwerk te kan doen'* (*'I think I am clever enough to do school work'*). In Section 2, Question 8, a learner volunteered with *'Ek dink ek het genoeg verstand ...'* (*'I think I have enough brains ...'*).
- The learners were unsure of the meaning of the statement in Section 1, Question 9. Many of the learners with HI heard *'niks werk'* (*'not work'*) instead of *'niks werd'* (*'not worth'*), the end sounds representing the common occurrence of |t| and |k| discrimination difficulty. They were obviously unsure of the nonsensical meaning of the alternative statement. The statement was explained in Afrikaans as *'without worth'*, and a possible synonym in their vernacular was given, namely *'gemors'* in Afrikaans and *'rubbish'* in English. One of the learners (with learning impairment) then added *'As Juffrou jou weggooi'* (*'If Ma'am throws you away'*).
- Question 11 in Section 1 was queried. *'Ek is in staat om die resultate te kry wat ek graag wil kry in skoolwerk'* (*'I am capable to get the results I would like to get in schoolwork'*) was explained as *'Ek kan die punte kry wat ek graag wil kry in skoolwerk'* (*'I am able to get the marks I want to get in schoolwork'*).
- Question 16 of Section 1 was queried. *'Ek voel uitgesluit uit dinge wat in die klas gebeur'* (*'I feel left out of things that happen in class'*) was explained as *'Ek voel eenkant in die klas. Dinge gebeur, maar ek is nie deel daarvan nie.'* (*'I feel separate in class. Things happen, but I am not part of those.'*).
- Question 17 of Section 1 was queried. *'Ek dink ek neem langer as my klasmaats om skoolwerk te verstaan'* (*'I think I take longer than my classmates to understand schoolwork'*) was repeated, and then explained by an example: *'If the teacher gives the class work to do, the other learners finish the work before you do.'*
- Question 18 of Section 1 was queried: *'Ek is nie in staat om beter punte te behaal nie, selfs as ek harder werk'* (*'I would not be able to achieve better marks, even if I worked harder'*). The researcher repeated the question several times and put much emphasis on the first part of the question, with the second part said softly, as if only an afterthought. The learners were assured that the researcher was aware that the question was difficult and that they only had to try their best.
- Question 5 of Section 2 elicited a question. *'voel goed'* (*'feel good'*) was explained with *'voel lekker'* (*'feel nice'*).

- Questions that were queried in the first section, were treated in the same way in the other sections, even before questions were asked, to prevent possible further feelings of confusion, and to enhance clarity and consistency.

General comments

The interruption in the completion of the questionnaire had not been planned, and was certainly not desired, as many variables might influence the answers. In the way in which the interruption was handled, however, an effort was made to prevent any uncalled for effects, and to keep the process in line with what had happened at the other schools.

Before administering the questionnaire, the process of administration was discussed with the class educator. She was of the opinion that the learners would need more time than learners from other schools to complete the questionnaire. On the other hand, the mathematics educator did not have such concerns. It is interesting to note that, although more items required explanation, the learners of the special school completed the questionnaire in more or less the same time as School 4, and that the learners from School 1 took much longer. Comparisons are not made with Schools 2 and 5, as these learners had to complete four sections and not three.

It is interesting to note the greater number of questions asked by the learners in School 3 as opposed to the number of questions asked by the learners in the other schools. The questions might be an indication of the difference in language ability, a learned dependency, different ASCs and/or differences in school or class culture concerning question-asking behaviour.

School 4

Questionnaire administrator

- The researcher

Details of administration

- The learners were in the classroom of their English educator. The educator was not present during the administration.
- The questionnaires were administered in Afrikaans.
- A set of preset instructions was followed.

Time of administration

- The arrangement by the principal had been for the last period on a Thursday before the school day ended. There were failed communications between him and the educator, resulting in a re-scheduling of the appointment.
- The ASCQ was administered mid-morning on the following day.

Duration of administration

- The administration took approximately 35 minutes.

Comments on the questionnaire

- In the first section on general ASC, a learner queried the word '*nikswerd*' in Question 9. It was explained in Afrikaans as '*without worth*', and a possible synonym in their vernacular was given, namely '*gemors*' in Afrikaans and '*rubbish*' in English.
- In Section 1, Question 18, containing a complicating subordinate clause, caused queries. The researcher repeated the question at least twice, with emphasis on the first part of the question, and soothed feelings by saying that she was aware of the difficulty of the question and that the learners were simply to try their best.
- The same explanations were given at Questions 9 and 18 in the second and third sections of the questionnaire, even before questions were asked, to prevent possible further feelings of confusion, and to enhance clarity and consistency.

General comments

Before commencement, a boy wanted to know whether one of their learning areas, Afrikaans, would be eliminated if they all gave negative responses regarding Afrikaans. It appeared as if many of the learners did not like Afrikaans as learning area.

Some of the learners spontaneously requested to write explanatory notes. Permission was given.

The educator had told them that the questionnaires would be completed anonymously. The researcher, however, required their names to correlate the data on the questionnaires with the marks on the mark sheet. The learners were assured that only the researcher would see their names for correlation purposes, and that all names would be kept confidential. Eventually, all learners would remain anonymous.

Compared to the other administrations, the administration at School 4 went without a glitch.

School 5

Questionnaire administrator

- The culturally congruent fieldworker. The administration took place much later than planned (refer to time of administration). The researcher had to depart for another school for questionnaire administration. The culturally congruent fieldworker, however, had observed the researcher administering the ASCQ during the pilot study. Full written instructions were also given; hence it was considered appropriate for the fieldworker to administer the questionnaire.

Details of administration

- The school kindly combined two classes in one classroom so that many more learners could write the ASCQ. Unfortunately, the school could not provide the researcher with precise mark schedules for one of the classes, and the questionnaires of that class had to be discarded, since no correlations could be made.
- The ASCQ was administered in Sepedi.
- A set of preset instructions was followed.
- A small break was made between sections 2 and 3. The learners were encouraged to stand up and move their arms and legs, before the questionnaire was continued again.

Time of administration

- The administration had been scheduled, after consultation with the principal, for 10:00 on a Thursday morning. Break time starts at 10:45. The questionnaire administration at School 1, however, lasted much longer than anticipated. The questionnaires at School 5 could only be administered after break time, that is at 11:45.

Duration of administration

- Administration lasted less than an hour.

Comments on the questionnaire

- No questions had been asked during the pilot study. When administering the ASCQ in the main study, it seemed as if a few words were unfamiliar to many of the learners:

Item	Word	English	Measure taken
9	<i>molemo</i>	<i>worthless</i>	substituted orally by ' <i>ihušo</i> '
15	<i>gaišago</i>	<i>good</i> (such as in being a good learner)	explained orally in Sepedi
16	<i>karetswa</i>	<i>excluded</i>	explained orally in Sepedi

General comments

Two learners, one from each class, were refused permission to participate in the questionnaires by their parents. Their names were struck from the class list and no data were collected from them.

APPENDIX P

EXTRACTS FROM AN INTERVIEW TRANSCRIPT

Extracts are from the transcript of the second interview with the first language educator at School 1. 'I1' and 'I2' refer to 'Interviewer 1' and 'Interviewer 2'. 'P' refers to 'Participant'. Changes to the transcript are indicated with strikethroughs and superscripts, and additions are written in italics.

Tape 36

School 1

Afrikaans educator

27-10-2003

Extract 1

I1: Hierdie onderhoud, kan ek dalk net weer bevestig, soos die vorige een, is konfidensieel. Wat gesê word bly hierso. Ja, miskien moet ek begin om te vra, is daar enigiets wat jy agtergekom het of wil sê van die tyd wat ek in jou klas gesit het?

P: Nee, net die saak van dat hulle was nie anders as wat hulle normaalweg is nie. Daar was miskien 'n bietjie meer, ek wil myself gehoor hê want hier is nou 'n "audience."

I1: Ja, ja.

P: Maar in wese glad nie anders nie, nee. Nee wat, soos wat jy hulle daar gekry het, is hoe hulle is.

I1: Is soos wat hulle is. En dit is glad nie ...

P: Mag dit skokkend wees of mag dit nie skokkend wees nie, maar dit is so.

[Someone brings coffee. P: I sent for some coffee. I didn't even ask you. I1: Nee. Dis nie 'n probleem nie.]

I1: Ja. Okay, ek het gesien in die klas dat daar is met sekere goeters is dit dat Hanno effens anders behandel word, byvoorbeeld met ~~assosiering~~ ^{assessering} en dinge. Hoe berei jy voor daarvoor? Wat laat jou besluit om sekere goed vir hom aan te pas, daar te stel?

P: Ek laat my baie lei deur sy gesigsuitdrukking as ek 'n opdrag gee. Ek kan onmiddellik sien as hy heeltyd totaal verward is oor die opdrag.

I1: Ja.

P: Dis by mondeling en luisteroefeninge, is dit algemeen dat ek vir hom sal toegewings maak.

I1: Ja, ja.

P: Dit is logies. Ek dink dit is onmenslik om van hom te verwag wat 'n mens van die ander kinders verwag.

I1: Ja.

P: Maar soos jy gesien het, ek sal ook altyd die ander kinders in aanmerking neem en vir hulle vra: "Gee julle om as ek hom so en so behandel?". Ek het nog nooit 'n reaksie, teenreaksie van hulle gekry nie. Hulle is altyd baie simpatiek teenoor hom.

I1: Hm, hm.

P: Wat skriftelike opdragte betref, sal ek baie keer sien hy vind dit moeilik om die opdrag te verstaan, dan is die ander al amper halfpad met die opdrag.

I1: Ja.

P: Nadat ek vir hom spesiaal verduidelik het, en dan sal ek ook vir hom sê ek verwag nou net jy doen net vir my vyf as die ander moet 10 doen, want ~~jy kry~~ ^{ek gee vir jou} dieselfde punte. Ek laat my baie lei wat skriftelike werk deur sy vermoëns en sy mate van begrip, maar mondeling en luister sal ek altyd toegewings maak.

I1: Ja, ja. Dit was vir my interessant ook gewees met die mondeling om Hanno se reaksie dop te hou. *Ramodungoane*, I haven't told you yet, but they had unprepared speeches,

which they received a topic, went outside, had three minutes to prepare and then came back to deliver the speech to the rest of the class. En dit was vir my interessant, ek het van die bietjie wat ek hom nou al dopgehou het, het dit vir my gelyk asof hy baie meer gespanne is. [P: *Mmmm.*] Ek het toevallig nou opgelet dit is 'n periode direk na pouse, en hy het dadelik gevra toe dit naby sy beurt kom of hy kan kamer verlaat. [P: *Mmmm.*] Toe het ek gewonder of dit nou saam met die spanning is en of dit dalk 'n manier is om net dit dalk net bietjie uit te stel.

P: Ek dink dit is net om die spanning 'n klein bietjie te verlig, om net die situasie 'n bietjie te verplaas. Om net asem te skep eintlik.

I1: Ja, ja.

P: Nee, dit is definitief dit. Maar soos jy ook gehoor het, ek het hom baie gelei deur vrae.

I1: Dit is reg, ja.

P: Ek verwag nie van hom om vir my regtig 'n toespraak te lewer nie.

I1: Ja.

P: Ek verwag dat hy sal antwoord op my vraag.

I1: Ja. Want die meeste "effort" het, hoe kan ek sê, die leiding het van jou kant af gekom en hy het net gereageer daarop.

P: Ja. Dit is vir hom baie traumaties om voor ander te praat, maar hy sal dit ... Ek weet nie of jy gesien het nie, hy sal dit probeer vir homself goed maak deur amper 'n hanswors tegniek te gebruik.

I1: Daar is hy, ja.

P: Maar dit is net bloot om sy swak selfbeeld rondom dit te verbloem.

I1: Ja.

P: Gelukkig sien die ander kinders nie dit as 'n swak selfbeeld nie, hulle sien dit as oulik.

I1: Ja.

P: Want snaaks is in hierdie stadium vir 'n Graad 7 "cool".

I1: Ja, want hulle doen dit waarskynlik ook.

P: Hy na-aap hulle basies maar net, maar hy doen dit om 'n heel ander rede as hulle.

I1: Ja.

P: Maar dit is 'n oorlewingstegniek wat hy vir homself aangeleer het.

I1: Ja, ek dink tot 'n mate is dit dalk goed.

P: Ja, dit is baie goed.

I1: Dit moet 'n tegniek dink ek ... (onduidelik) ...

P: Ja, wat was die alternatief vir hom om daar te staan en nie sy mond te kan oopmaak nie?

I1: Ja, ja.

P: Daar is nie vir hom 'n goue middeweg nie. Dit is of ek kan nie of ek maak dit so dat ek kan.

I1: Dit is reg.

P: In watter een is ek die meeste sosiaal aanvaarbaar? As ek liewer maar die hanswors probeer wees, as wat hulle vir my lag omdat ek glad nie kan nie.

I1: Ja, ja. As 'n mens sê nou maar een tot een verhouding met hom praat, en jy sou 'n slag sê nou maar vir hom sê, praat met my oor, ek dink dit was 'n hondelisenjie of iets waarvoor hy moes gepraat het?

P: Hm, baie beter. Hy sou baie beter vaar.

I1: Okay, want ek het ...

P: Nie dramaties nie. Ek meen ~~dit is nou nog~~ steeds nie op standaard nie, want hy het 'n ~~totaal~~^{taal} agterstand as gevolg van sy probleem. Maar hy sou die "trimmings gecut" het, verstaan jy? Wat jy gesien het sou net hy gewees het. En dan sou hy tien teen een kan ek vir jou sê beter gevaar het as wat hy gevaar het, ja.

I1: Hm.

P: Want hy sou gepraat het soos wat hy met sy ouers by die huis praat.

I1: Ja, ja.

P: As hy een tot een teenoor 'n grootmens is, en ek is seker daarvan dit sou baie beter gewees het.

I1: Ja.

P: En die kere wat ek al met hom een tot een gewerk het was daar nie regtig 'n stotter of ek kan nie of 'n ag ek wil nie of daardie giggelrige houding nie.

I1: Ja.

P: Nee, glad nie.

I1: Hy het eintlik verbasend goeie uitspraak, as 'n mens sy ...

P: Ja, as 'n mens sy mate van gehoorgestremdheid, ja, ja.

I1: Ja.

P: Al wat ek kan aflei daaruit, hy moes ongelooflik stimulasie gekry het as kleuter.

I1: Ja.

P: Taalgestimuleerd gewees het.

I1: Ja.

P: Anders sou hy nooit daardie uitspraak bemeester het nie.

I1: Ja, want dit is regtig, dit is ... ek weet nie eers of ek dit sou agtergekom het as ek dit nie geweet het nie. Hy praat verskriklik mooi. Remember when we spoke to him, and compared to the other learners we spoke to, it is definitely ...

I2: Hm.

P: En dit is nie 'n kwessie van dat hy 'n mindere mate van gehoorgebrek het nie, hy het 'n groot gehooruitval.

I1: Ja, ja.

P: En nee, ek dink regtig dit is ontsettend taalgestimuleerd.

I1: Ja.

P: Ek dink die ouma het ook 'n groot rol daarin gespeel. Ek het nou al briefwisseling, kontak met die ouma gehad, en dit is ongelooflik, ek wens ek kan vir jou die brief wys, watter mate van taalbemeestering iemand op 70 jaar het.

I1: My land.

P: Man, dit klink of dit vandag se taal is, en formeel en ordentlike skryfstyl.

I1: Ja.

P: So ek het op 'n stadium vir hom gevra: "Het jou ouma vir jou baie stories geles?". Toe sê hy ja.

.....

Extract 2

P: En ek kan sien hy probeer regtig by tye verskriklik hard. Maar ek moet ook sê maats se invloed.

I1: Ja, ja.

P: Op hierdie stadium is dit my grootste bekommernis oor hom.

I1: Ja.

P: Dit is 'n negatiewe invloed wat slegte maats het.

I1: Ek wou nog daaroor gevra het. Ek sien in die wiskundeklas sit hy en Pete langs mekaar en dan in jou klas sit Pete nie by hom nie. Aan daardie tafel, of miskien moet ek so vra, hoe is dit besluit dat hulle in daardie groepie sit? Het hulle self gekies of sit 'n mens maar so deur die loop van die jaar, sit 'n mens maar bymekaar?

P: Nee, by my het hulle 'n reëling dat na 'n halwe^{elke} kwartaal ruil hulle. Maar "at random", jy weet, ek deel hulle dan in. Die laaste kwartaal mag hulle een keer kies waar hulle self wil sit. Met dien verstande as jy gekies het mag ek ook daarna verander en dan is dit verby. Of as die hele klas moeilikheid gee, skuif hulle na die oorspronklike plekke toe.

I1: Ja.

P: So in my klas, jy was nou nog nie die laaste tyd daar nadat hulle self gekies het nie, en toe het hy gekies om by Ian te sit daar doer agter in die klas, soos gewoonlik.

I1: Ouch!

P: Ja, daar waar jy gewoonlik sit.

I1: Ja, ja.

P: Het hy toe nou by Ian gaan sit, en sonder om 'n groot storie daarvan te maak het ek hom toe na Pete se groep toe geskuif om hom nie te laat sleg voel nie, en met: "Maar jy en Pete is dan altyd groot maats. Kom sit hier dan is jy sommer nader aan my en alles."

I1: Ja.

P: So ek het dit maar ... Hy wil nie rêrig nou by Pete meer wees nie. Hy het nou op ge-
"couple" ~~em~~ met Ian ~~te wees~~. So hy is nie baie gelukkig om weg van Ian te wees nie, maar
hy verstaan hy is nie gestraf nie, ek het hom eintlik net by 'n ander maat gesit.

I1: Ja, ja.

P: Sodat hy nader kan wees.

I1: Dit is reg, ja. Goed. So hy het eintlik ... 'n Mens sou aan die eenkant dink hy weet eintlik
hy moet voor in die klas sit, en dat hy ...

P: Ja, maar daar is groepsdruk. ~~Dit is~~ Op ~~die~~ ^{dié} stadium nou baie belangriker as wat enige
akademiese oorwegings is.

I1: Hm, ~~dit is 'n moontlikheid~~, ^{dis waar}, ja. Hoe beïnvloed Ian hom?

P: Ongelooflik negatief. Dit is vir my die mees jammerhartigste ^{likste} vriendskap wat hierdie
jaar gesmee is.

I1: Ja.

P: Jy weet, dit is ... Ek meen, Ian ken jy ook as 'n kind wat regtig 'n belhamel is en ~~ek meen~~
^{nie} iewers sterk is ^{nie}.

I1: Uitgesproke.

P: Ja, behalwe dat hy uitgesproke sterk is, is daar niks anders wat ek *sterk of* positief aan
hom op hierdie stadium kon sien nie.

I1: Ja.

P: En dit is moeilik om vir Ian aanhangers te kry. En dan sal hy regtig die, amper wil ek sê,
die beseerde ou lammetjie vat en hom sy aanhanger maak.

I1: Ja, ja.

P: En ek bedoel Hanno aap hom in alles slaafs na. As lan sy broek op sy boude dra in plaas van optrek, dan doel Hanno dit ook.

I1: Ja.

P: As lan 'n bokser aantrek onder sy skoolklere, dan doen Hanno dit ook.

I1: Hm.

P: As lan weier om rooi sokkies te dra, doen Hanno dit ook. As lan weier om sy hemp in te steek, dan sê Hanno, "ek sal ook nie my hemp insteek nie." Dit is amper tragies.

I1: Ja, ja.

P: En dit is al aanhanger wat lan regtig kon kry.

I1: Hm, hm.

P: En dit is op hierdie stadium hoe dit gaan.

I1: Ja.

P: En 'n mens wil nie inmeng en sê ... Ek ~~kan~~^{gaan} nie vir Hanno duidelik eenkant toe vat en sê jy het slegte maats nie. Hanno is nie 'n tipe van kind wat dit sal verstaan nie. Hy smag so na aanvaarding. En regtig, een tot een ... Kyk, hy word deur die groep aanvaar, maar ek dink op die een tot een basis het hy nie wonderlike hegte vriendskappe nie.

I1: Ja.

P: Nou hierdie ou bied hom sy vriendskap.

I1: Ja.

P: En die oomblik wat ek nou gaan tussenbeide tree en my negatief ~~uitspraak~~^{uitsprek} daarteenoor, dan gaan ek die verhouding wat ek en hy opgebou het, ook in die wiele ry.

1: Ja, ja.

P: En Hanno is nie van so 'n aard emosioneel intelligent dat ek vir hom die "hints" kan los oor die gevare in die vriendskap nie. So op hierdie stadium al wat 'n mens kan doen is bid daaroor, jy kan nie inmeng daar nie.

1: Ja, en die teenoorgestelde kan ook gebeur. As 'n mens hom sou waarsku kan hy eintlik besluit, maar so wat daarvan, en ... (onduidelik) ...

P: O ja, ja, nee, ek dink hy ~~sou~~^{bewys} die teendeel, wat hy nooit sal regkry nie.

1: Ja, ja. ~~En~~^{Ek} weet *nie* van hulle ~~is van~~ volgende jaar op hoërskool, gaan hulle in dieselfde hoërskool wees?

P: Nee. Hanno het ek nie, ek het nie die naam van die hoërskool nie, maar toe ek 'n opname gemaak het, het ek ag, ek wou nie te veel uitvra nie.

.....

Extract 3

P: Veral vir 'n kind wat dit nie altyd hoor nie.

I1: Ja.

P: Of wat dit nie reg hoor nie, 'n sekere frekwensieuitval het, wat ek seker is daarvan hy het.

I1: Ja, ja.

P: Wat ek al definitief baie keer gesien het dan, ek dink dit is met enige gehoorgestremde, ek weet nie, julle sal beter wees as ek, dat hulle baie meer uitvalle op hoër frekwensies het as laer frekwensies.

I1: Hm, hm.

P: En met my wat 'n baie laer stem het ...

I1: Ja, gaan dit eintlik goed.

P: Gaan dit goed met my en Hanno.

I1: Ja.

P: Daar is regtig nie ... Jy kan sien die oomblik as iemand sy stem verhef dan het hy amper 'n ... ag, hy trek terug, hy het regtig sy hele fisiese liggaams houding. Kobie is in die klas geneig om so 'n hoë gilstemmetjie te hê. Jy weet, as sy kwaad raak vir die res dan sal sy hulle probeer stilmaak, en hy het regtig 'n liggaamshouding van hy krimp absoluut ineen, hy kan nie daardie hoë frekwensies hanteer nie.

I1: My land, ja. Ek weet, wat ek ook nou agtergekom het van die gehoorapparaat wat vir my interessant is, is dat die gehoorapparate regtig nie selektief klank verhoog nie, maar al die klank versterk.

P: En versterkte hoë klank, jy sal soos 'n hond tjank, man.

I1: Ja.

P: Ja.

I1: En wat ook interessant is, die mikrofoontjie sit agter die oor, so die klank wat agter in die klas is, is nog erger.

P: Is nog erger, hm. Ek het dit gesien, ja.

I1: En dit is baie meer van 'n gedruis half, as hy dalk hier probeer luister as wat van agter af kom. So dit maak vir my heelyd nou sin dat hy eintlik fisies ...

P: Ja, fisies, dit is vir hom seer.

I1: Ja.

P: As ... (onduidelik) ... Laat iemand 'n fluitjie in jou oor blaas, hoe voel dit?

I1: Ja, ja.

P: So jy sal baie kere ook agtergekom het, ek praat nie noodwendig voor hom nie, ek praat agter hom en hy volg nog steeds elke woord, want die gehoorapparaat versterk hierdie laer klanke.

I1: Ja.

P: En maak ek 'n punt daarvan om regtig lae frekwensies te gebruik.

I1: Ja.

P: Of hoe laer ek kan praat hoe beter met hom. En hy hoef dan nie lip te lees nie, hy volg elke woord. So wat vir my baie gemaklik is, is wys met my vinger waar ek is en praat agter hom. Dit is baie meer werd as wat ek voor hom staan en hy probeer liplees.

I1: Ja, ja. Want die nadeel is, as 'n mens ~~hou~~^{dan} voor hom staan dan gaan hy kyk wat 'n mens sê en nie noodwendig ~~inneem nie~~...

P: ~~Hy sal nie noodwendig luister, en nie luister nie.~~

I1: Ja.

P: Hy weet as ek agter hom staan moet hy werklik luister en hy nie ... Dit is soos 'n mens wat TV kyk. Ek meen, ons kyk wat op die TV aangaan en die oomblik as jy wegkyk dan het jy nie gehoor nie.

I1: Ja.

P: Maar jy stem jou in om te hoor as jy nie die beeld sien nie.

I1: Ja.

P: Want dit is presies dieselfde. Hy sien net die beeld voor hom, hy sien nie die lippe nie.

I1: Ja.

P: Ek staan agter hom en hy weet hy moet luister.

I1: Ja. Wat sal jy sê is die sterk punte in jou onderrig met ~~TDK~~^{TGK}?

P: Ek weet nie, as daar sterk punte is ..

I1: Ja.

.....

Extract 4

P: Net om sulke klein dingetjies in te voeg wat dit vir hulle 'n bietjie meer speel laat lyk. Want jy kan nie dink hoeveel speel is daar nog in 'n 13-jarige kind nie. Ek meen, as ons sê grootmense speel nog, hoeveel te meer speel ... en ons is geneig om van hulle klein volwassenes te wil maak.

I1: Ja, 'n mens ... ja.

P: Omdat hulle fisies so groot, omdat hulle liggaamlik so groot is, verwar 'n mens hulle emosionele waarde^{wording} met hulle liggaamlike waarde^{wording}.

I1: Ja.

P: Ek dink dit is vir *my* makliker ook omdat ek reeds drie tieners het wat daardeur is.

I1: Hm, hm.

P: So van^{wat} tiener wees het ek al 'n redelike ondervinding van, van die emosionele waarde^{wording} en wat ek van hulle kan verwag.

I1: Ja.

.....

Extract 5

P: Dit is wat taal so moeilik maak.

I1: Ja, ja. Nee dit is.. Ek het hier 'n paar ... O, dan wil ek dit vra. Wat ... Jy het genoem dat Hanno 'n slegte selfbeeld het, maar wat sal hy spesifiek van homself dink oor sy Afrikaanse vermoëns? Is daar al iets wat deurgeskemer het?

P: Weet jy, ek dink tog hy dink hy “cope” baie goed.

I1: Hm.

P: Ek dink hy het amper 'n onrealistiese beeld van sy taalvermoëns, maar dit is nie noodwendig sleg nie.

I1: Ja.

P: Dit is nie vir my sleg nie, dit dra sy ... Ek dink sy hele menswees, as 'n mens sy menswees in totaliteit beskou, sou ek sê sy selfbeeld is nie wat dit moet wees nie.

I1: Ja.

P: Maar wys vir my enige gehoorgestremde kind op 13 wat 'n uitstekende selfbeeld het.

I1: Hm.

P: Ek weet nie of julle al so een teengekom het nie, maar ek kan amper nie as ek 'n tiener ken voorspel het dat so ... Dit is juis die stadium in sy lewe wat enige gebrek, enige merkie in 'n tiener se gesig, enige haartjie wat uit sy plek uit is, is 'n reuse krisis vir 'n 13-jarige kind.

I1: Ja, ja.

P: Maar wat sy taalvaardighede betref, dink ek hy dink hy “cope” baie goed. Hy kan sy man staan teen enigeen in die klas, en dit wys vir my hy sal nie ineenkrimp as iemand, ag, ek het dit nog nooit gehoor nie, maar ek wil amper sê 'n skewe woord na sy kant toe slinger nie.

I1: Ja, ja.

P: Ek het dit nog nie gehoor nie, maar ek is seker daarvan hy sal baie vinnig sy man staan en terugse wat hy wil sê.

I1: Ja, ja.

P: Dit is wat ek sê, in daardie sin wat taalvaardighede betref, dink ek nie sy selfbeeld is sleg nie. Ek dink amper hy het 'n onrealistiese beeld van sy eie vermoëns.

.....