

# MAIN STUDY 2000 (South Africa)

<u>ID</u>		
Country	<input type="text"/>	
Region	<input type="text"/>	District <input type="text"/>
School	<input type="text"/>	
Teacher	<input type="text"/>	
Instrument	<input type="text" value="2"/>	
Office Use	<input type="text"/>	

**SACMEQ II**  
 The Southern Africa Consortium for  
 Monitoring Educational Quality  
 and  
 The International Institute for  
 Educational Planning

## Grade 6 Study of English and Mathematics

### Teacher Booklet

NOTE: This booklet is in three parts: A) Questionnaire, B) Reading Test, and C) Mathematics Test. Part A is divided into three sections: 1) General, 2) English, and 3) Mathematics. If you teach English, please complete Sections 1 and 2 of Part A and Part B. If you teach Mathematics, please complete Sections 1 and 3 of Part A and Part C. If you teach both English and Mathematics, please complete all the sections in Part A, Part B, and Part C.

### PART A: QUESTIONNAIRE SECTION 1: GENERAL

NOTE: If your school does not use 6A, 6B, 6C, etc. as class names, please speak to the Data Collector before you complete this question.

- In the table below, indicate which Grade 6 classes you take for English and/or for Mathematics and the number of pupils in those classes.  
*(Please tick the appropriate box for each Grade 6 class for each subject. For the classes you take, please write the number of pupils in the boxes on the same line.)*

1.1 English class				1.2 Mathematics class			
	No	Yes	Class size		No	Yes	Class size
6A	<input type="text" value="(1)"/>	<input type="text" value="(2)"/>	<input type="text"/>	6A	<input type="text" value="(1)"/>	<input type="text" value="(2)"/>	<input type="text"/>
6B	<input type="text" value="(1)"/>	<input type="text" value="(2)"/>	<input type="text"/>	6B	<input type="text" value="(1)"/>	<input type="text" value="(2)"/>	<input type="text"/>
6C	<input type="text" value="(1)"/>	<input type="text" value="(2)"/>	<input type="text"/>	6C	<input type="text" value="(1)"/>	<input type="text" value="(2)"/>	<input type="text"/>
6D	<input type="text" value="(1)"/>	<input type="text" value="(2)"/>	<input type="text"/>	6D	<input type="text" value="(1)"/>	<input type="text" value="(2)"/>	<input type="text"/>

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1.1 English class				1.2 Mathematics class			
	No	Yes	Class size		No	Yes	Class size
6E	<input type="text"/> (1)	<input type="text"/> (2)	<input type="text"/> <input type="text"/>	6E	<input type="text"/> (1)	<input type="text"/> (2)	<input type="text"/> <input type="text"/>
6F	<input type="text"/> (1)	<input type="text"/> (2)	<input type="text"/> <input type="text"/>	6F	<input type="text"/> (1)	<input type="text"/> (2)	<input type="text"/> <input type="text"/>
6G	<input type="text"/> (1)	<input type="text"/> (2)	<input type="text"/> <input type="text"/>	6G	<input type="text"/> (1)	<input type="text"/> (2)	<input type="text"/> <input type="text"/>
6H	<input type="text"/> (1)	<input type="text"/> (2)	<input type="text"/> <input type="text"/>	6H	<input type="text"/> (1)	<input type="text"/> (2)	<input type="text"/> <input type="text"/>
6I	<input type="text"/> (1)	<input type="text"/> (2)	<input type="text"/> <input type="text"/>	6I	<input type="text"/> (1)	<input type="text"/> (2)	<input type="text"/> <input type="text"/>
6J	<input type="text"/> (1)	<input type="text"/> (2)	<input type="text"/> <input type="text"/>	6J	<input type="text"/> (1)	<input type="text"/> (2)	<input type="text"/> <input type="text"/>
6K	<input type="text"/> (1)	<input type="text"/> (2)	<input type="text"/> <input type="text"/>	6K	<input type="text"/> (1)	<input type="text"/> (2)	<input type="text"/> <input type="text"/>
6L	<input type="text"/> (1)	<input type="text"/> (2)	<input type="text"/> <input type="text"/>	6L	<input type="text"/> (1)	<input type="text"/> (2)	<input type="text"/> <input type="text"/>
6M	<input type="text"/> (1)	<input type="text"/> (2)	<input type="text"/> <input type="text"/>	6M	<input type="text"/> (1)	<input type="text"/> (2)	<input type="text"/> <input type="text"/>
6N	<input type="text"/> (1)	<input type="text"/> (2)	<input type="text"/> <input type="text"/>	6N	<input type="text"/> (1)	<input type="text"/> (2)	<input type="text"/> <input type="text"/>
6O	<input type="text"/> (1)	<input type="text"/> (2)	<input type="text"/> <input type="text"/>	6O	<input type="text"/> (1)	<input type="text"/> (2)	<input type="text"/> <input type="text"/>
6P	<input type="text"/> (1)	<input type="text"/> (2)	<input type="text"/> <input type="text"/>	6P	<input type="text"/> (1)	<input type="text"/> (2)	<input type="text"/> <input type="text"/>
6Q	<input type="text"/> (1)	<input type="text"/> (2)	<input type="text"/> <input type="text"/>	6Q	<input type="text"/> (1)	<input type="text"/> (2)	<input type="text"/> <input type="text"/>
6R	<input type="text"/> (1)	<input type="text"/> (2)	<input type="text"/> <input type="text"/>	6R	<input type="text"/> (1)	<input type="text"/> (2)	<input type="text"/> <input type="text"/>
6S	<input type="text"/> (1)	<input type="text"/> (2)	<input type="text"/> <input type="text"/>	6S	<input type="text"/> (1)	<input type="text"/> (2)	<input type="text"/> <input type="text"/>
6T	<input type="text"/> (1)	<input type="text"/> (2)	<input type="text"/> <input type="text"/>	6T	<input type="text"/> (1)	<input type="text"/> (2)	<input type="text"/> <input type="text"/>
6U	<input type="text"/> (1)	<input type="text"/> (2)	<input type="text"/> <input type="text"/>	6U	<input type="text"/> (1)	<input type="text"/> (2)	<input type="text"/> <input type="text"/>
6V	<input type="text"/> (1)	<input type="text"/> (2)	<input type="text"/> <input type="text"/>	6V	<input type="text"/> (1)	<input type="text"/> (2)	<input type="text"/> <input type="text"/>
6W	<input type="text"/> (1)	<input type="text"/> (2)	<input type="text"/> <input type="text"/>	6W	<input type="text"/> (1)	<input type="text"/> (2)	<input type="text"/> <input type="text"/>
6X	<input type="text"/> (1)	<input type="text"/> (2)	<input type="text"/> <input type="text"/>	6X	<input type="text"/> (1)	<input type="text"/> (2)	<input type="text"/> <input type="text"/>

## MAIN STUDY 2000 (South Africa)

### SOME QUESTIONS ABOUT YOU

2. What is your sex?

☐

(1) Male

☐

(2) Female

3. What is your age?

*(Please write the number in the boxes below.)*

years old

4. What is the highest level of **academic education** you have attained?  
*(Please tick only one box.)*

☐

(1) Primary education or equivalent

☐

(2) Junior secondary education or equivalent

☐

(3) Senior secondary education or equivalent

☐

(4) A-level or some further study, but not a first degree

☐

(5) Tertiary education (at least a first degree)

5. How many years of **teacher training** have you received altogether?  
*(Please tick only one box.)*

☐

(1) I did not receive any teacher training.

☐

(2) I have had (a) short course(s) of less than one-year duration in total.

☐

(3) I have had a total equivalent of one year of teacher training.

☐

(4) I have had a total equivalent of two years of teacher training.

☐

(5) I have had a total equivalent of three years of teacher training.

☐

(6) I have had a total equivalent of more than three years of teacher training.

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6. How many years altogether have you been in teaching?  
(Please write the number in the boxes below. Please round to '1' if it is less than one year.)

--	--

 years

7. After having completed your initial teacher training, how many short in-service courses have you attended during the past three years?  
(Please write the number in the boxes below. Please write '0' if you have attended no courses.)

--	--

 courses

8. After having completed your initial teacher training, what is the total number of days altogether that you spent attending these courses during the past three years?  
(Please write the number in the boxes below. Please write '0' if you have attended no courses.)

--	--	--

 days

9. Generally, do you think that these in-service courses were effective in terms of improving your teaching?  
(Please tick only one box.)

(1)
-----

 I did not attend any in-service course.

(2)
-----

 Not effective

(3)
-----

 Reasonably effective

(4)
-----

 Effective

(3)
-----

 Very effective

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## SOME QUESTIONS ABOUT YOUR GRADE 6 CLASSROOM

NOTE: If you teach in more than one classroom, please answer Questions 10, 11, 12 and 13 for the classroom you teach Grade 6 in most frequently.

10. How many books do you have in your classroom library or book corner?  
(Please write the number in the boxes below. Please do not count magazines or newspapers. Please write '0' if there is no classroom library, book corner or book box.)

--	--	--

Books

11. How many of the following do you have in your classroom or teaching area?  
(Please write the number in the boxes below. Please write '0' if you do not have any.)

11.1 Sitting places for pupils (on chairs or benches)

--	--

11.2 Writing places for pupils (on desks or tables)

--	--

12. Which of the following are available in your classroom or teaching area?  
(Please tick the appropriate box for each resource.)

12.1 A usable writing board (black, white, green)

**No**

**Yes**

(1)
-----

(2)
-----

12.2 Chalk (or other markers)

(1)
-----

(2)
-----

12.3 A wall chart of any kind

(1)
-----

(2)
-----

12.4 A cupboard or locker

(1)
-----

(2)
-----

12.5 One or more bookshelves

(1)
-----

(2)
-----

12.6 A classroom library, book corner or book box

(1)
-----

(2)
-----

12.7 A teacher table

(1)
-----

(2)
-----

12.8 A teacher chair

(1)
-----

(2)
-----

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13. Which of the following do you have access to in your school?

*(Please tick the appropriate box for each resource.)*

	<b>No</b>	<b>Yes</b>
13.1 A map	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
13.2 An English dictionary	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
13.3 Geometrical instruments (compass, protractor, etc.) for use on writing board	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
13.4 Teacher's guide (English)	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
13.5 Teacher's guide (Mathematics)	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)

### SOME QUESTIONS ABOUT YOUR TEACHING

14. How many periods/lessons of actual teaching do you have in a typical school week at this school?

*(Please include all subjects and grades together.)*

*(Please write the number in the boxes below.)*

periods/lessons per week

15. How long are these periods?

*(Please write the number in the boxes below.)*

minutes per period/lesson

16. How many **hours**, on average, do you spend in a typical school week working on **lesson preparation and marking** for this school?

*(Please write the number in the boxes below.)*

hours per week

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17. How often do you usually meet with the parents or guardians of the pupils in your class to discuss pupil performance or related matters?  
(Please tick only one box.)

- ☐ (1) Never  
☐ (2) Once a year  
☐ (3) Once a term  
☐ (4) Once or more a month

18. On average, what percentage of pupils have parents or guardians usually meeting with you in a year?  
(Please write the number in the boxes below.)

percent

### SOME QUESTIONS ABOUT YOUR SCHOOL

NOTE: This questionnaire is used in different countries with different systems. The following paragraph describes how to interpret "Inspector" and "Advisor" in questions 19 through 21 under different circumstances.

In this questionnaire, "Inspector" means the officer visiting the school head and/or classroom teacher for professional purposes. This person might be called Inspector, Education Officer (EO), or District Education Officer (DEO), etc. in your country. In countries where there are also "Advisors", "Advisory Teachers" or "Subject Advisors" who visit teachers to advise them in general or on specific aspects of their teaching, questions 19.2 and 21 should be filled in with reference to such advisors. Questions 19.1 and 20 should still be filled in with reference to the Inspectors.

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19. On how many occasions did an Inspector or Advisor (see NOTE above) visit you in **your classroom** in this school?

*(Please write the number in the boxes for each category for each year. Write '0' if there was no visit by the Inspector or Advisor. If you were not teaching in this school for one or more of the years given, please write 'NA' for not applicable in the appropriate space.)*

19.1 Inspector, EO or DEO	19.2 Advisor
1998 <input style="width: 30px; height: 20px; border: 1px solid black;" type="text"/> occasions	1998 <input style="width: 30px; height: 20px; border: 1px solid black;" type="text"/> occasions
1999 <input style="width: 30px; height: 20px; border: 1px solid black;" type="text"/> occasions	1999 <input style="width: 30px; height: 20px; border: 1px solid black;" type="text"/> occasions
2000 <input style="width: 30px; height: 20px; border: 1px solid black;" type="text"/> occasions	2000 <input style="width: 30px; height: 20px; border: 1px solid black;" type="text"/> occasions

20. What does the Inspector, EO or DEO actually do when visiting?  
*(Please tick the appropriate box for each statement.)*

The Inspector or (District) Education Officer actually does the following:

	No	Yes
20.01 advises me	<input style="width: 30px; height: 20px; border: 1px solid black;" type="text"/> (1)	<input style="width: 30px; height: 20px; border: 1px solid black;" type="text"/> (2)
20.02 criticises me	<input style="width: 30px; height: 20px; border: 1px solid black;" type="text"/> (1)	<input style="width: 30px; height: 20px; border: 1px solid black;" type="text"/> (2)
20.03 suggests new ideas	<input style="width: 30px; height: 20px; border: 1px solid black;" type="text"/> (1)	<input style="width: 30px; height: 20px; border: 1px solid black;" type="text"/> (2)
20.04 clarifies educational objectives	<input style="width: 30px; height: 20px; border: 1px solid black;" type="text"/> (1)	<input style="width: 30px; height: 20px; border: 1px solid black;" type="text"/> (2)
20.05 explains curriculum content	<input style="width: 30px; height: 20px; border: 1px solid black;" type="text"/> (1)	<input style="width: 30px; height: 20px; border: 1px solid black;" type="text"/> (2)
20.06 recommends new teaching materials	<input style="width: 30px; height: 20px; border: 1px solid black;" type="text"/> (1)	<input style="width: 30px; height: 20px; border: 1px solid black;" type="text"/> (2)
20.07 provides information for self-development	<input style="width: 30px; height: 20px; border: 1px solid black;" type="text"/> (1)	<input style="width: 30px; height: 20px; border: 1px solid black;" type="text"/> (2)
20.08 contributes very little to my classroom teaching	<input style="width: 30px; height: 20px; border: 1px solid black;" type="text"/> (1)	<input style="width: 30px; height: 20px; border: 1px solid black;" type="text"/> (2)
20.09 makes suggestions on improving teaching methods	<input style="width: 30px; height: 20px; border: 1px solid black;" type="text"/> (1)	<input style="width: 30px; height: 20px; border: 1px solid black;" type="text"/> (2)
20.10 encourages professional contacts with teachers in other schools	<input style="width: 30px; height: 20px; border: 1px solid black;" type="text"/> (1)	<input style="width: 30px; height: 20px; border: 1px solid black;" type="text"/> (2)
20.11 provides in-service training to teachers	<input style="width: 30px; height: 20px; border: 1px solid black;" type="text"/> (1)	<input style="width: 30px; height: 20px; border: 1px solid black;" type="text"/> (2)



## MAIN STUDY 2000 (South Africa)

	No	Yes
20.12 finds faults and reports them to my employer	<div style="border: 1px solid black; width: 30px; height: 20px; margin: 0 auto; text-align: center; line-height: 20px;">(1)</div>	<div style="border: 1px solid black; width: 30px; height: 20px; margin: 0 auto; text-align: center; line-height: 20px;">(2)</div>
21. What does the <u>Advisor</u> actually do when visiting? (Please tick the appropriate box for <u>each</u> statement.)		
The <u>Advisor</u> actually does the following:		
21.01 advises me	<div style="border: 1px solid black; width: 30px; height: 20px; margin: 0 auto; text-align: center; line-height: 20px;">(1)</div>	<div style="border: 1px solid black; width: 30px; height: 20px; margin: 0 auto; text-align: center; line-height: 20px;">(2)</div>
21.02 criticises me	<div style="border: 1px solid black; width: 30px; height: 20px; margin: 0 auto; text-align: center; line-height: 20px;">(1)</div>	<div style="border: 1px solid black; width: 30px; height: 20px; margin: 0 auto; text-align: center; line-height: 20px;">(2)</div>
21.03 suggests new ideas	<div style="border: 1px solid black; width: 30px; height: 20px; margin: 0 auto; text-align: center; line-height: 20px;">(1)</div>	<div style="border: 1px solid black; width: 30px; height: 20px; margin: 0 auto; text-align: center; line-height: 20px;">(2)</div>
21.04 clarifies educational objectives	<div style="border: 1px solid black; width: 30px; height: 20px; margin: 0 auto; text-align: center; line-height: 20px;">(1)</div>	<div style="border: 1px solid black; width: 30px; height: 20px; margin: 0 auto; text-align: center; line-height: 20px;">(2)</div>
21.05 explains curriculum content	<div style="border: 1px solid black; width: 30px; height: 20px; margin: 0 auto; text-align: center; line-height: 20px;">(1)</div>	<div style="border: 1px solid black; width: 30px; height: 20px; margin: 0 auto; text-align: center; line-height: 20px;">(2)</div>
21.06 recommends new teaching materials	<div style="border: 1px solid black; width: 30px; height: 20px; margin: 0 auto; text-align: center; line-height: 20px;">(1)</div>	<div style="border: 1px solid black; width: 30px; height: 20px; margin: 0 auto; text-align: center; line-height: 20px;">(2)</div>
21.07 provides information for self-development	<div style="border: 1px solid black; width: 30px; height: 20px; margin: 0 auto; text-align: center; line-height: 20px;">(1)</div>	<div style="border: 1px solid black; width: 30px; height: 20px; margin: 0 auto; text-align: center; line-height: 20px;">(2)</div>
21.08 contributes very little to my classroom teaching	<div style="border: 1px solid black; width: 30px; height: 20px; margin: 0 auto; text-align: center; line-height: 20px;">(1)</div>	<div style="border: 1px solid black; width: 30px; height: 20px; margin: 0 auto; text-align: center; line-height: 20px;">(2)</div>
21.09 makes suggestions on improving teaching methods	<div style="border: 1px solid black; width: 30px; height: 20px; margin: 0 auto; text-align: center; line-height: 20px;">(1)</div>	<div style="border: 1px solid black; width: 30px; height: 20px; margin: 0 auto; text-align: center; line-height: 20px;">(2)</div>
21.10 encourages professional contacts with teachers in other schools	<div style="border: 1px solid black; width: 30px; height: 20px; margin: 0 auto; text-align: center; line-height: 20px;">(1)</div>	<div style="border: 1px solid black; width: 30px; height: 20px; margin: 0 auto; text-align: center; line-height: 20px;">(2)</div>
21.11 provides in-service training to teachers	<div style="border: 1px solid black; width: 30px; height: 20px; margin: 0 auto; text-align: center; line-height: 20px;">(1)</div>	<div style="border: 1px solid black; width: 30px; height: 20px; margin: 0 auto; text-align: center; line-height: 20px;">(2)</div>
21.12 finds faults and reports them to my employer	<div style="border: 1px solid black; width: 30px; height: 20px; margin: 0 auto; text-align: center; line-height: 20px;">(1)</div>	<div style="border: 1px solid black; width: 30px; height: 20px; margin: 0 auto; text-align: center; line-height: 20px;">(2)</div>
22. How often does your School Head advise you on your teaching? (Please tick <i>only one</i> box.)		
<div style="border: 1px solid black; width: 30px; height: 20px; margin: 0 auto; text-align: center; line-height: 20px;">(1)</div>	Never	
<div style="border: 1px solid black; width: 30px; height: 20px; margin: 0 auto; text-align: center; line-height: 20px;">(2)</div>	Once a year	
<div style="border: 1px solid black; width: 30px; height: 20px; margin: 0 auto; text-align: center; line-height: 20px;">(3)</div>	Once a term	
<div style="border: 1px solid black; width: 30px; height: 20px; margin: 0 auto; text-align: center; line-height: 20px;">(4)</div>	Once or more a month	

## MAIN STUDY 2000 (South Africa)

☐

I am the School Head.

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### SOME QUESTIONS ABOUT EDUCATION RESOURCE CENTRES (SOMETIMES CALLED EDUCATION CENTRES OR TEACHER RESOURCE CENTRES).

NOTE: An education resource centre (or education centre or teacher resource centre) is a place where teachers from different schools in the surrounding area can go to borrow teaching materials and/or produce teaching materials (such as books, wall charts, games, equipment, etc.) or seek the advice of the staff of the resource centre concerning some aspect of classroom lessons.

23. Is there an education resource centre which serves your school?  
(Please tick only one box.)

☐ (1) No

☐ (2) Yes

24. What exactly have you used the education resource centre for during this academic year?

(Please tick only one box in the first part. If you have used the centre, please answer the second part, ticking the appropriate box for each statement.)

☐ (1) There is no education resource centre.

☐ (2) I have not visited the centre during this academic year.

☐ (3) I have used the centre in order to:

24.1 Borrow teaching/learning materials

**No**

**Yes**

☐ (1)

☐ (2)

24.2 Make teaching/learning materials

☐ (1)

☐ (2)

24.3 Attend training courses

☐ (1)

☐ (2)

24.4 Exchange ideas with teachers from other schools

☐ (1)

☐ (2)

24.5 Seek advice from the staff of the resource centre

☐ (1)

☐ (2)

24.6 Other

☐ (1)

☐ (2)

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### SOME QUESTIONS ABOUT YOUR JOB AND LIVING ACCOMMODATION

25. There are many things that improve teachers' satisfaction with their work. How important do you think each of the following is?

*(Please tick the appropriate box for each statement.)*

	Not important	Of some importance	Very important
25.01 Your travel distance to school	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; line-height: 30px;">(1)</div>	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; line-height: 30px;">(2)</div>	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; line-height: 30px;">(3)</div>
25.02 Location of school	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; line-height: 30px;">(1)</div>	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; line-height: 30px;">(2)</div>	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; line-height: 30px;">(3)</div>
25.03 Quality of the school buildings	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; line-height: 30px;">(1)</div>	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; line-height: 30px;">(2)</div>	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; line-height: 30px;">(3)</div>
25.04 Availability of teacher housing	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; line-height: 30px;">(1)</div>	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; line-height: 30px;">(2)</div>	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; line-height: 30px;">(3)</div>
25.05 Quality of teacher housing	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; line-height: 30px;">(1)</div>	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; line-height: 30px;">(2)</div>	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; line-height: 30px;">(3)</div>
25.06 Availability of classroom furniture	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; line-height: 30px;">(1)</div>	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; line-height: 30px;">(2)</div>	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; line-height: 30px;">(3)</div>
25.07 Quality of classroom furniture	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; line-height: 30px;">(1)</div>	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; line-height: 30px;">(2)</div>	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; line-height: 30px;">(3)</div>
25.08 Level of teacher salary	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; line-height: 30px;">(1)</div>	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; line-height: 30px;">(2)</div>	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; line-height: 30px;">(3)</div>
25.09 Timely payment of salaries	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; line-height: 30px;">(1)</div>	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; line-height: 30px;">(2)</div>	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; line-height: 30px;">(3)</div>
25.10 Seeing my pupils learn	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; line-height: 30px;">(1)</div>	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; line-height: 30px;">(2)</div>	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; line-height: 30px;">(3)</div>
25.11 Availability of classroom supplies (e.g., books, paper, pens, etc.)	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; line-height: 30px;">(1)</div>	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; line-height: 30px;">(2)</div>	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; line-height: 30px;">(3)</div>
25.12 Quality of school management and administration	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; line-height: 30px;">(1)</div>	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; line-height: 30px;">(2)</div>	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; line-height: 30px;">(3)</div>
25.13 Amicable working relationships with other staff members	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; line-height: 30px;">(1)</div>	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; line-height: 30px;">(2)</div>	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; line-height: 30px;">(3)</div>
25.14 Good relationships with the local community	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; line-height: 30px;">(1)</div>	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; line-height: 30px;">(2)</div>	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; line-height: 30px;">(3)</div>
25.15 Expanded opportunities for promotion	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; line-height: 30px;">(1)</div>	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; line-height: 30px;">(2)</div>	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; line-height: 30px;">(3)</div>
25.16 Opportunities for professional development through further study and/or training	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; line-height: 30px;">(1)</div>	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; line-height: 30px;">(2)</div>	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; line-height: 30px;">(3)</div>

## MAIN STUDY 2000 (South Africa)

26. Of the fifteen reasons listed in the above question, rank the three that you consider to be the most important ones in order of importance.  
(Please write the numbers of the reasons above, 25.\_\_, in the boxes below.)

25.   Most important reason
25.   Second most important reason
25.   Third most important reason

27. Which of the following items do you have at home?  
(Please tick the appropriate box for each item.)

	No	Yes
27.01 Daily newspaper	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
27.02 Weekly or monthly magazine	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
27.03 Radio	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
27.04 TV set	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
27.05 Video cassette recorder (VCR)	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
27.06 Cassette player	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
27.07 Telephone	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
27.08 Refrigerator/freezer	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
27.09 Car	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
27.10 Motorcycle	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
27.11 Bicycle	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
27.12 Piped water	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
27.13 Electricity (mains, generator, solar)	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
27.14 Table to write on	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)

## MAIN STUDY 2000 (South Africa)

28. Approximately how many of the following livestock do you own?  
(Please write the number in the boxes for each item.)

28.1	Cattle	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
28.2	Sheep	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
28.3	Goats	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
28.4	Horses	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
28.5	Donkeys	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
28.6	Pigs	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
28.7	Chickens	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
28.8	Other stock	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

29. What is the main source of lighting you have at home?  
(Please tick only one box.)

<input type="checkbox"/>	Candle
<input type="checkbox"/>	Paraffin or oil lamp
<input type="checkbox"/>	Gas lamp
<input type="checkbox"/>	Electric lighting

30. Which of the following reflects most accurately the condition of your living accommodation?  
(Please tick only one box.)

<input type="checkbox"/>	Generally in a poor state
<input type="checkbox"/>	Some parts require major repairs
<input type="checkbox"/>	Some parts require minor repairs
<input type="checkbox"/>	Generally in good condition

# MAIN STUDY 2000 (South Africa)

## SECTION 2: ENGLISH

NOTE: This section is to be completed only by teachers teaching English in Grade 6. Teachers (also) teaching Mathematics are to complete Section 3 (too).

31. Does the school report for each pupil include a specific section for comment on English?

(Please tick only one box.)

☐

No

☐

Yes

32. How important do you consider the following pupil activities to be in the teaching of Reading?

(Please tick the appropriate box for each statement.)

	Not important	Of some importance	Very important
32.01 Listening to someone reading aloud	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
32.02 Silent reading	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
32.03 Learning new vocabulary from a text	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
32.04 Pronouncing or sounding words	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
32.05 Reading for comprehension	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
32.06 Taking books home to read	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
32.07 Reading materials in the home	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
32.08 Reading aloud in class	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)

33. Of the eight activities listed in the above question, select the one that you consider to be the most important.

(Please write its number in the box below.)

32.

## MAIN STUDY 2000 (South Africa)

34. Do you ask parents or guardians to sign that pupils have completed their home Reading assignments?  
(Please tick only one box.)

☐ (1) No

☐ (2) Yes

35. How important do you view each of the following goals of Reading to be?  
(Please tick the appropriate box for each statement.)

	Not important	Of some importance	Very important
35.1 Making reading enjoyable	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
35.2 Extending students' vocabulary	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
35.3 Improving word attack skills	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
35.4 Improving students' reading comprehension	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
35.5 Developing a lasting interest in reading	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
35.6 Opening up career opportunities	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
35.7 Development of life skills	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)

36. Of the seven goals listed in the above question, select the one that you consider to be the most important.  
(Please write its number in the box below.)

35.



## MAIN STUDY 2000 (South Africa)

37. How often do you use the following approaches when teaching Reading?  
(Please tick the appropriate box for each statement.)

	Never or Rarely	Sometimes	Often
37.1 Introducing the background of a passage before reading it	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
37.2 Asking questions to assess text comprehension	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
37.3 Asking questions to deepen understanding	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
37.4 Using materials you have created yourself	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
37.5 Reading aloud to the class	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
37.6 Giving positive feedback	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)

38. How often do you give your pupils a written test in Reading comprehension?  
(Please tick only one box.)

- ☐  
(1) I do not test the pupils.
- ☐  
(2) Once per year
- ☐  
(3) Once per term
- ☐  
(4) Two or three times per term
- ☐  
(5) Two or three times per month
- ☐  
(6) Once or more per week

# MAIN STUDY 2000 (South Africa)

## SECTION 3: MATHEMATICS

NOTE: This section is to be completed only by Grade 6 Mathematics teachers.

39. Does the school report for each pupil include a specific section for comment on Mathematics?

(Please tick only one box.)

☐

(1) No

☐

(2) Yes

40. How important do you consider the following pupil activities to be in the teaching of Mathematics?

(Please tick the appropriate box for each statement.)

	Not important	Of some importance	Very important
40.01 Working in pairs or groups to solve mathematical problems.	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
40.02 Working alone on problems.	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
40.03 Preparing projects or posters to be shown to the class.	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
40.04 Using practical equipment, e.g., scales, calculators, rulers, tape measures, etc.	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
40.05 Homework assignments	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
40.06 Studying and interpreting graphs from magazines, newspapers, etc.	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
40.07 Reciting tables, formulae, etc.	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
40.08 Quizzes, tests, examinations, etc.	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)

41. Of the eight activities listed in the above question, select the one that you consider to be the most important.

(Please write its number in the box below.)

40.

## MAIN STUDY 2000 (South Africa)

42. Do you ask parents or guardians to sign that pupils have completed their Mathematics home assignments?  
(Please tick only one box.)

☐ (1) No

☐ (2) Yes

43. How important do you view each of the following goals of Mathematics to be for students?  
(Please tick the appropriate box for each statement.)

	Not important	Of some importance	Very important
43.1 Basic numeracy skills	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
43.2 Problem solving (transfer of skills to everyday life and applying knowledge)	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
43.3 Thinking skills including different ways of thinking in solving mathematical problems	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
43.4 Confidence in solving Mathematics problems	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
43.5 Satisfaction from doing Mathematics	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
43.6 Opening up career opportunities	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
43.7 Development of life skills	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)

44. Of the seven goals listed in the above question, select the one that you consider to be the most important.  
(Please write its number in the box below.)

43.

## MAIN STUDY 2000 (South Africa)

45. How often do you use the following approaches when teaching Mathematics?  
(Please tick the appropriate box for each statement.)

	Never or Rarely	Sometimes	Often
45.01 Using everyday problems (verbally, written or worksheets)	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
45.02 Teaching the whole class as a group	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
45.03 Teaching in a small group	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
45.04 Teaching individually	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
45.05 Teaching through question and answer techniques	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
45.06 Giving positive feedback	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
45.07 Relating to everyday life situations as much as possible	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
45.08 Basic skills training	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
45.09 Explaining mathematical processes	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
45.10 Using available local materials (for example, for measuring area or volume)	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)

46. How often do you give your pupils a **written test** in Mathematics?  
(Please tick *only one* box.)

- ☐  
(1) I do not test the pupils.
- ☐  
(2) Once per year
- ☐  
(3) Once per term
- ☐  
(4) Two or three times per term
- ☐  
(5) Two or three times per month
- ☐  
(6) Once or more per week

<p>THANK YOU FOR COMPLETING THIS QUESTIONNAIRE. NOW PLEASE TURN THE PAGE AND COMPLETE THE READING TEST.</p>
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## MAIN STUDY 2000 (South Africa)