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ABSTRACT

In 1965 the International Association for the Evaluation of Educational Achievement (IEA) inaugurated a cross-national survey of achievement in six subjects: Science, Reading Comprehension, Literature, English as a Foreign Language, French as a Foreign Language, and Civic Education. The overall aim of the project was to use international tests in order to relate student achievement and attitudes to instructional, social, and economic factors, and from the results to establish generalizations of value to policy makers worldwide. This questionnaire, completed by school coordinators, surveyed information concerning the schools involved in the study. Information concerning this questionnaire can be found in ED 084 503. (RC)

IEA SIX-SUBJECT SURVEY INSTRUMENTS

The basic procedures to be followed in the main testing of the IEA Six-Subject Survey were set out in a series of manuals:

- Stage 2 IEA/M1 Manual for National Centers
IEA/M2 Manual for School Coordinators
IEA/M3 Manual for Test Administrators
- Stage 3 IEA/M1/Stage 3 Manual for National Centers
IEA/M2/Stage 3 Manual for School Coordinators
IEA/M3/Stage 3 Manual for Test Administrators

U.S. DEPARTMENT OF HEALTH
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These manuals are available from ERIC Clearinghouse.

The following extracts from these manuals have been appended to this particular IEA instrument to provide researchers with the minimum necessary test instruction information (e.g., such things as the instructions on the practice items and the warnings concerning the amount of time left for the test have been omitted here). For full details, please consult the appropriate manuals.

The Data Bank Instrument Number which appears below is a new number, assigned since the instruments were administered for the purpose of easily linking items in the instruments with the resultant variables in the Data Bank holdings. Each such variable is named in the codebook using the new instrument number and (usually) the number of the item within the instrument from which the variable is derived. The key to the new instrument numbers is as follows:

1: Type of Instrument

- E = Examination (student)
Q = Questionnaire (student)
T = Teacher questionnaire
S = School questionnaire

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2: Student Population

- | | |
|--------------|---|
| 1 = I | 6 = II and IV |
| 2 = II | 7 = I, II and IV |
| 3 = III | 8 = I and IV |
| 4 = IV | S = IV Specialist |
| 5 = I and II | N = NA: Teacher or School questionnaire |

3: Subject

- S = Science
R = Reading Comprehension
L = Literature
M = Mother Tongue (Reading Comprehension and Literature)
E = English as a Foreign Language
F = French as a Foreign Language
C = Civic Education
2 = All Stage 2 Subjects
3 = All Stage 3 Subjects
5 = All Stage 2 and Stage 3 Subjects

4-5: Instrument Within Type

One or two characters used when necessary to uniquely identify each instrument when there is more than one instrument of the same type.

Instrument Name School Questionnaire

Data Bank Instrument Number SN2

IEA/NE

p. 6.

School Questionnaire

The School Coordinator is responsible for the completion of the School Questionnaire. It is possible that several senior members of the school staff including the school principal himself (if he, in fact, is not the coordinator) will need to be consulted. When completed, the School Questionnaire should be held ready for return to the National Center.

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Note that the variable name used in the Data Bank Manuals appears in the margin to the right of each item, where possible; for some items the variable name appears in the box in which the respondent was to mark a response. These names were added by the Data Bank Team, and are not a part of the original instrument.

SCHOOL QUESTIONNAIRE

(Note - It is assumed that this questionnaire will be completed by the school co-ordinator who may or may not be the school principle.)

The present questionnaire is devised to provide information needed for an international study of three subject areas. Among other things, outcomes of instruction in terms of performance on international achievement tests are related to certain "input" factors such as the facilities of the various school systems in terms of teacher training, number of hours of instruction, physical plant, etc. We are fully aware of the fact that in some instances a question cannot be answered with complete accuracy unless the school co-ordinator carries out time-consuming research. We want, however, to avoid that an undue burden is put on those answering the questionnaire, and therefore, urge that estimates are made in cases when exact figures are not available.

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TEA/SQ1

SCHOOL QUESTIONNAIREDO NOT WRITE
HERE

A/01-02 blank

Country _____

A/03-04 _____

1. Name of School _____

A/05-06 _____

Target Population _____

A/08 _____

Personal Data of School Principal

A/9-11 000

2. Please indicate your formal qualifications.
(indicate highest degree received)

A/12 1

Less than Bachelors _____

Bachelor _____

Masters _____

Doctorate _____

A/13 SN201

3. How many years have you served as a school
principal altogether?

_____ years

A/14-15 SN202

4. How many years have you served as a principal
of this school?

_____ years

A/16-17 SN203

5. How many years teaching experience have you
had altogether?

_____ years

A/18-19 SN204

Basic School Facts6. Which of the following characterize the
community served by your school?
(check where appropriate)

Urban _____

Suburban _____

Rural _____

A/20 SN205

DO NOT WRITE

HERE

7. Which of the following amenities are available for students at your school to visit or join?
(Indicate once in each row)

	In local vicinity (less than 30 minutes travel)	In a neighbouring town (can be reached in less than 2 hours)	Not readily available for your students
Museum			
Zoo			
Public Library			
Concert Hall			
Opera/Theatre/Ballet			
FOREIGN English language societies/cultural organization/information center			

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A/21 SN206

A/22 SN207

A/23 SN208

A/24 SN209

A/25 SN210

A/26 SN211

8. What is the total enrollment of full-time students in your school?

Boys

A/27-30 SN212

Girls

A/31-34 SN213

9. What is the lowest and what is the highest grade in this school?

Lowest

A/35-36 SN214

Highest

A/37-38 SN215

10. Approximately how many students are there in the grade in which most 10 year olds are to be found

A/39-42 SN216

in which most 14 year olds are to be found

A/43-46 SN217

which is the pre-university grade

A/47-50 SN218

DO NOT
WRITE
HERE

11. For each of the following grades, indicate the one designation which best describes your school. (Indicate once in each row)

Grade	Grade does not exist in school	Boys only	Girls only	Boys and Girls mainly taught together	Boys and Girls mainly taught separately
Grade in which most 10-year-olds are to be found					
Grade in which most 14-year-olds are to be found					
Pre-university grade					

A/51 SN219A/52 SN220A/53 SN221

12. Does your school have: (indicate one)

Day students only _____

Some day students and some boarding students _____

Boarding students only _____

A/54 SN222

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13. How many students, on the average, are accommodated in a laboratory for a practical science lesson?

POPULATION II

0 _____
 1-10 _____
 11-20 _____
 21-30 _____
 31 or more _____

A/55 SN223

POPULATION IV

0 _____
 1-10 _____
 11-20 _____
 21-30 _____
 31 or more _____

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A/56 SN224

Administration

- 14a. By whom is the real decision made in following matters: (indicate wherever appropriate)

	Teacher or Subject Committee of teachers or faculty	Head of the School	Some local or central authority	
Choosing textbooks				A/57 SN225
Making rules and regulations for students in the school				A/58 SN226
Choosing teachers				A/59 SN227
Determining conditions of employment of teachers				A/60 SN228
Selecting students for entrance				A/61 SN229
Deciding on major expenditure of money				A/62 SN230
Determining size of tuition fees (if any)				A/63 SN231

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14b. Which of the following body is the most important in determining the syllabus or content of subject courses: (check one)

a. some outside education authority
(e.g. State) _____

b. an external committee which
contains teacher representation _____

c. an external committee which
contains teacher representation
from this school _____

d. the school

(i) by the school principal _____

(ii) by the head of each subject
department _____

(iii) by a committee of teachers
of each subject _____

(iv) by each individual teacher _____

(v) by the faculty and students
together _____

A/64 SN232

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HERE

14c. Which of the following body is the most important in determining the methods of approach used in teaching (i.e. how the subject matter is taught): (check one)

- a. some outside education authority
(e.g. State) _____
- b. an external committee which
contains teacher representation _____
- c. an external committee which
contains teacher representation
from this school _____
- d. the school
- (i) by the school principal _____
- (ii) by the head of each subject
department _____
- (iii) by a committee of teachers
of each subject _____
- (iv) by each individual teacher _____
- (v) by the faculty and students
together _____

A/65 SN233

15.1 How frequently do inspectors (superintendents, supervisors, advisors, etc.) visit your school (indicate one)

- Never _____
- Less than once a year _____
- Once a year _____
- Twice a year _____
- More than twice a year _____

A/66 SN234

15.11 If you are visited by inspectors what is the purpose of their visits? (Indicate more than one where appropriate)

- To prepare a report for the authorities _____
- To advise on some of the problems of
the school _____
- To advise teachers _____
- To assess teachers _____

A/67 SN235

A/68 SN236

A/69 SN237

A/70 SN238

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Are the operating costs for your school:
(indicate one)

totally or almost wholly provided by the
government (local or central) _____

partially provided by the government
(local or central) _____

totally or almost wholly provided
by private sources _____

A/71 SN239

17.a Please fill in the following concerning the
annual budget for your school.

i) Teachers salaries _____

ii) Non-teaching staff salaries and wages _____

iii) Maintenance and repair _____

iv) Books, stationery etc. _____

v) Equipment materials, teaching aids etc. _____

vi) Other (e.g. loan charges) _____

B/12 B

B/13-18 SN240

B/19-23 SN241

B/24-28 SN242

B/29-33 SN243

B/34-38 SN244

B/39-43 SN245

17.b About what percentage of 17a(v) above is for
science? _____

B/44-45 SN246

Staff

18.a How many full-time and full-time equivalent (See
Note) teachers are currently employed in your
school? (including yourself if you teach)

No. of teachers _____

B/46-48 SN247

18.b What percentage of the teachers (full-time and
full-time equivalent) in your school are men?

_____ percent

B/49-50 SN248

18.c What percentage of the teachers (full-time and
full-time equivalent) are teaching science?

_____ percent

B/51-52 SN249

18.d What percentage of the teachers (full-time and
full-time equivalent) are teaching aspects of Mother
tongue e.g. grammar, reading etc. in your school?

_____ percent

B/53-54 SN250

Do Not Write
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19. How many of the following persons (full-time equivalent) provide a service in your school?
(Round to the nearest whole number)

School Librarian 0__ 1__ 2__ 3__ 4__ 5__ or more__

B/55 SN251

Laboratory Assistant
or Technician 0__ 1__ 2__ 3__ 4__ 5__ or more__

B/56 SN252

School Counselor 0__ 1__ 2__ 3__ 4__ 5__ or more__

B/57 SN253

School
Psychologist 0__ 1__ 2__ 3__ 4__ 5__ or more__

B/58 SN254

Reading Specialist 0__ 1__ 2__ 3__ 4__ 5__ or more__

B/59 SN255

Social Worker 0__ 1__ 2__ 3__ 4__ 5__ or more__

B/60 SN256

Aide or Ancillary
teacher 0__ 1__ 2__ 3__ 4__ 5__ or more__

B/61 SN257

Foreign Language
Assistant 0__ 1__ 2__ 3__ 4__ 5__ or more__

B/62 SN258

20. Do you have available to your school any specialist service (e.g. a child guidance clinic or a school psychological service) to which students with reading difficulties can be referred?

Yes _____ No _____

B/63 SN259

Admission

21. What criteria, other than age, are used for the admission of students to your school? (indicate where appropriate)

Residence in area near school _____

B/64 SN260

Performance in previous school or class _____

B/65 SN261

Interview _____

B/66 SN262

Entrance examination _____

B/67 SN263

Graduation from a particular course or
school _____

B/68 SN264

Membership of a particular group (e.g.
religion) _____

B/69 SN265

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22. Dividing students into classes for purposes of instruction, in academic subjects, schools adopt various practices:

- A. Fast learners and slow learners are taught together for all subjects.
- B. Fast learners and slow learners are taught separately for all subjects.
- C. Fast learners and slow learners are taught together for some subjects and are taught separately for other subjects.

Please indicate which policy is predominantly followed in your school.

A. _____

B. _____

C. _____

B/70 SN266

Note: If you find it difficult to choose one of these alternatives, please indicate why in the remarks section at the end of this questionnaire.

Educational Program

23.a Which of the following statements best characterizes your school's program?

The school provides a variety of types of courses _____

The school provides only one type of course,
(e.g. academic, commercial, etc.) _____

B/71 SN267

23.b If you indicated the second alternative in Q.23.a, which type of course is provided:

Academic _____

Vocational/Technical _____

General _____

B/72 SN268

- 11 -

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24. Do you have any provision for remedial teaching or tutoring in each of the following subject areas?
(Indicate once in each row)

Mathematics

Science

Reading

Language of instruction of
school

None	In cases of great need only	Generally available

B/73 SN269

B/74 SN270

B/75 SN271

B/76 SN272

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25. What is the language of instruction for most children in your school? (Indicate one)

Mother Tongue of children _____

Another language _____

B/77 SN273

26. In your school is there student involvement in decision-making concerning disciplinary action? (Indicate one)

Yes _____

No _____

B/78 SN274

27. Which of the following types of student assessment are used in your school? (Indicate one in each row)

C/12 C

Rarely or Sometimes Frequently
Never

Oral examinations

C/13 SN275

Teacher made essay tests

C/14 SN276

Teacher made objective tests

C/15 SN277

Standardised tests

C/16 SN278

Assessment of general performance in class

C/17 SN279

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- 28.a On average how many hours schooling per week do students in your school receive? (Indicate where appropriate)

Population I _____ hours

Population II _____ hours

Population IV _____ hours

C/18-19 SN280

C/20-21 SN281

C/22-23 SN282

- b On average how many weeks schooling per year do students in your school receive?

_____ weeks

C/24-25 SN283

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29. After which grade do A) Science and B) Literature
cease to be compulsory subjects?

A) Science _____ grade

C/26-27 SN284

B) Literature _____ grade

C/28-29 SN285

Concerning Science Teaching

30.i. In your school, is Science education best regarded as:
(indicate one)

a) embracing at least biology, chemistry and physics
whether taught as an integrated discipline or not _____

b) an intensive study of one, or at the most two, of the
separate branches of science _____

C/30 SN286

30.ii. If your answer to question 30.i is a) please indicate
if it is usual in your school for a student to study two
or more branches of science simultaneously or are the branches
studied consecutively, for example, in yearly units?

Simultaneously _____

Consecutively _____

C/31 SN287

30.iii. If your answer to 30.i is a) please indicate at what
point in your school science is separated into its major
branches of biology, chemistry and physics.

As an integrated discipline throughout _____

As separate branches from about Population I
onwards _____

As separate branches from about Population II
onwards _____

As separate branches throughout _____

C/32 SN288

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HEREParent Teacher Association

31.a Does your school have a parent-teacher association?
(indicate one)

Yes _____

No _____

C/33 SN289

b If yes, how frequently does it meet? (indicate one)

Once a year _____

Twice a year _____

Three to five times a year _____

Six or more times a year _____

C/34 SN290

c If yes, in which of the following activities does
it engage? (indicate where appropriate)

Social work in the community _____

C/35 SN291

Socio-cultural activities _____

C/36 SN292

Activities for raising money for
school _____

C/37 SN293

Curriculum and instructional methods
(Cooperation over pupils learning
problems) _____

C/38 SN294

Parent education - providing
information for parents about
various aspects of the school
program _____

C/39 SN295

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- 15 -

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School Principal's Remarks

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SCHOOL QUESTIONNAIREAccompanying Notes

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Note: Each school will require 3 punched cards A, B, C. If more than one population is tested in any one school, then leave column 8 blank.

Q.6 Community or area in which the school is situated. National Centers should, if they define the categories in more precise terms, send in their definitions to IEA International. Please note (see Mathematics Study) that it is unwise to classify by size of community. Rather the classification should be in terms of rural (country areas) and urban (heavily built up).

Q.7 Available in the sense of being able to visit.

Q.9 This question will have to be rephrased according to the national system of education. When punching, 01 will be the first year of school after kindergarten, 02 the second year, etc.

Q.10-11 Target population should be expressed in terms of the national school system.

Q.16 The aim of this question is to determine the extent to which operating (capital and recurrent) costs are provided by the government or by private sources. The phrase 'or almost wholly' is to allow for those small amounts provided by other sources.

Q.17 It is recognised that the type of detailed financial information requested in this question is sometimes difficult to obtain accurately. However, it is important that as good estimates as possible are entered. It may be that the National Center will have to have careful estimates made either by themselves or the school principal. Alternatively, the information will have to be collected from the local authority. Amounts should be coded in the national currency. Use the appropriate number of columns and inform IEA International of what you have done. (Factors x 10 or x 100 can be introduced).

Q.18 It is important that part-time teachers are counted. It is up to National Centers to agree with the participating schools on the equivalence of part-time teachers to one full-time teacher.

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Laboratory Technician: This may have to be defined in national terms. What is intended is a person (not a student) who can assist with the setting up of experiments and helping with demonstrations in the laboratory.

Aide or Ancillary Teacher: These persons are defined as assistants (not qualified teachers) to teachers in carrying out instruction.

- Q 23 Some schools have a particular emphasis, such as mainly academic or mainly vocational, etc. Other schools provide explicitly all types of course without particular preference or emphasis on any of them. The National Centers may have to rephrase this question in a way appropriate for their particular country, but it must be coded in terms of the international code.
- Q 24 "Language of instruction of school". This is remedial teaching to those foreign children (primarily immigrants) who are attending the school.
- Q 26 The interest here is in whether or not there is any student participation at all in decisions concerning discipline, not in the degree to which it occurs.
- Q 29 In most schools there is usually a grade level after which certain subjects become optional. The aim of this question is to determine that point.
- Q 31 This should also include 'parent associations' or similar activities.
- Q 31
o) Activities for raising money for school irrespective of whether this money is to be used for sports facilities or new equipment etc., for school.

N.B. School Region Classification Column C/40

No question has been asked on the questionnaire but it is important that each school is classified according to the percentage of the labour force in its "region" engaged in agriculture, forestry and fishing. It will be necessary for the National Center to have an economic geographer or demographer carry out this classification. The National Technical Officer should furnish the economic geographer with a list of the names and addresses of every school in the sample. The economic geographer must first of all determine the "region" of the school. The "region" is defined as the area within half a days' travel time of the school in all

directions by the most commonly used means of surface transportation. Once the "region" is established, the economic geographer will have to order the school according to the following scheme.

Percentage of labour force engaged
in agriculture, forestry and
fishing.

0 - 9	-	1
10 - 25	-	2
26 - 50	-	3
51 - 75	-	4
over 76	-	5

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QUESTIONNAIRESGENERAL NOTES**BEST COPY AVAILABLE**

1. Instructions for all questionnaires should encourage all respondents to give a response to every item (except items 26-33 in the Teacher Mother Tongue questionnaire which M.T. teachers not teaching literature should omit). It is left to National Centers to frame the statement for their own countries. Indeed, test administration and school co-ordinators should be asked by National Centers to ensure that all questionnaire items are completed.
2. Obviously greater freedom is permissible in the translation of questionnaire items than in test items. In some instances items will have to be completely adapted for national use. However, where an international code has been provided, it is essential that the information is obtained nationally in such a way that the international coding can be applied.
3. In the stem of most questions the word "indicate" has been used. Where the National Center has decided to use an MRC answer card, the stem will have to be changed to read something like "indicate by blackening in the appropriate space on the answer card". Where punch cards will be returned by a National Center, their stem should be changed to something like "indicate by circling the appropriate letter below".
4. All questions in which the response indicates the grouping of a continuous variable, a short-hand convention using the signs \geq (less than or equal to) and $<$ (greater than) has been used. National Centers should translate these signs into appropriate words for the respondents to the questionnaires. The convention has been used for the sake of accuracy.
5. Wherever Mother Tongue is printed in parentheses, the actual Mother Tongue should be inserted.
6. Where appropriate, national examples should be given in order to help respondents answer the questions accurately.
7. Unscaled Variables. Where it has been difficult to evolve an international scale which adequately represents different practices in participating countries, the variable has been designated as an international unscaled variable. National Centers are asked to provide for each of these variables up to a 100-point scale which will

be appropriate for use within their country and which agree with the general outline provided in the specific accompanying notes. The purpose of this outline is to ensure a certain uniformity of categorization between the different countries, that is, all countries should collect data on the same dimension and ordered in the same way. It is important that National Centers transmit copies of their classificatory schemes to the IEA International.

8. In order to secure the most accurate information to questionnaire items, countries may wish to consider assigning several of the items as 'home tasks' for the student. Students would be asked to find out the answers to several of the items in preparation for completing the questionnaire. Such items which could profitably be assigned as 'home tasks' include: Father's Occupation and Father's and Mother's Education.
9. In a number of countries, students will require some guidance from teachers in answering questionnaire items. Such guidance is appropriate and desirable. It is quite possible that, in some situations, teachers will read questionnaire items aloud, discuss points of clarification, allow time for students to supply an answer and proceed to the next item. Such a step by step approach to the completion of the student questionnaire may be necessary at the 10-year-old level in various countries where students have had little or no experience with questionnaires. Where students may be expected to give the same answer (e.g., number of students in class, grade student is in etc.) the best procedure is for the teacher to supply the answer and get all students to enter it in. It is, of course, clear that no help will be given to students when answering the tests (as opposed to the questionnaires).
10. Where students are requested to give a quantitative response to an item, e.g. number of hours of homework, these are to be coded to the nearest whole hour, year, etc.
11. Where a response of zero or none is given to a questionnaire item, this is to be coded 0 on the punch card. Where an individual has failed to record a questionnaire item, the appropriate column should be left blank. The distinction between a blank and a zero is an important one.

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12. Wherever coding or punching schemes are being used in the coding of responses, minimum and maximum values for each variable are set forth in the international coding scheme. Where a student indicates a response which is greater than the maximum value, it is to be coded as the maximum value. Thus, if the maximum value for a certain variable is 25, a response of 30 would be coded as 25, since 25 means 25 or more.

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