



TIMSS

2019

Identification Label

TRENDS IN INTERNATIONAL MATHEMATICS AND SCIENCE STUDY

Educator Questionnaire Mathematics

Grade 5

Human Sciences Research Council
134 Pretorius Street, Pretoria, 0002
South Africa

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TIMSS & PIRLS
International Study Center
Lynch School of Education
BOSTON COLLEGE

Educator Questionnaire

Your school has agreed to participate in TIMSS 2019 (Trends in International Mathematics and Science Study), an educational research project sponsored by the International Association for the Evaluation of Educational Achievement (IEA). TIMSS measures trends in learner achievement in mathematics and science and studies differences in national education systems in almost 60 countries in order to help improve teaching and learning worldwide.

This questionnaire is addressed to educators of Grade 5 learners, and seeks information about educators' academic and professional backgrounds, classroom resources, instructional practices, and attitudes toward teaching. Since your class has been selected as part of a nationwide sample, your responses are very important in helping to describe primary school education in South Africa.

Some of the questions in the questionnaire refer to the "**TIMSS class**" or "**this class**." This is the class that is identified on the front of this booklet, and which will be tested as part of TIMSS in your school. If you teach some but not all of the learners in the TIMSS class, please think only of the learners that you teach when answering these class-specific questions. It is important that you answer each question carefully so that the information that you provide reflects your situation as accurately as possible.

Since TIMSS is an international study and all countries are using the same questionnaire, you may find that some of the questions seem unusual or are not entirely relevant to you or schools in South Africa. Nevertheless, it is important that you do your best to answer all of the questions so comparisons can be made across countries in the studies.

It is estimated that you will need approximately 35 minutes to complete this questionnaire. We appreciate the time and effort that this takes and thank you for your cooperation and contribution.

When you have completed the questionnaire, please return it to the test administrator.

Thank you.

TIMSS 2019

About You

G1

A. By the end of this school year, how many years will you have been teaching altogether?

_____ years
Please **round** to the nearest whole number.

B. By the end of this school year, how many years will you have been teaching science?

_____ years
Please **round** to the nearest whole number.

C. By the end of this school year, how many years will you have been teaching mathematics?

_____ years
Please **round** to the nearest whole number.

G2

Are you female or male?

Tick **one** circle only.

- Female ---
Male ---

G3

How old are you?

Tick **one** circle only.

- Under 25 ---
25–29 ---
30–39 ---
40–49 ---
50–59 ---
60 or older ----

G4

What is the highest level of formal education you have completed?

Tick **one** circle only.

- Did not complete Grade 12 ---
Finished Grade 12 ---

(If you have not completed tertiary education, go to #G6)

- Finished post-matric certificate ---
Finished diploma ---
Finished first degree ---
Finished Honour's degree ---
Finished Master's degree ---
Finished Doctoral degree ---

G5

A. During your tertiary education, what was your major or main area(s) of study?

Tick **all** that apply.

- a) Education—Primary -----
b) Education—Secondary -----
c) Mathematics -----
d) Science -----
e) English -----
f) Other -----

B. If your major or main area of study was education, did you specialise in any of the following?

Tick **all** that apply.

- a) Mathematics -----
b) Science -----
c) Language/reading -----
d) Other subject -----

G6

How would you characterise each of the following within your school?

Tick **one** circle for each line.

	Very high	High	Medium	Low	Very low
a) Educators' understanding of the school's curricular goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Educators' degree of success in implementing the school's curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Educators' expectations for learner achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Educators' ability to inspire learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Parental involvement in school activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Parental commitment to ensure that learners are ready to learn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) Parental expectations for learner achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) Parental support for learner achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i) Learners' desire to do well in school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j) Learners' ability to reach school's academic goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k) Learners' respect for classmates who excel academically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l) Collaboration between school management and educators to plan instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m) Educators' job satisfaction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n) School management's observation of teaching practices through classroom visits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o) School management's commitment to protecting teaching and learning time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p) Level of use of Curriculum and Policy Statements (CAPS) documents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

G7

A. Thinking about your current school, indicate the extent to which you agree or disagree with each of the following statements.

Tick **one** circle for each line.

	Agree a lot	Agree a little	Disagree a little	Disagree a lot
a) This school is located in a safe neighbourhood	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) I feel safe at this school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) This school's security policies and practices are sufficient	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) The learners behave in an orderly manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) The learners are respectful of the educators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) The learners respect school property	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) This school has clear rules about learners conduct	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) This school's rules are enforced in a fair and consistent manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(continued)

G7

B. Thinking about your current school, indicate the extent to which you agree or disagree with each of the following statements.

Tick **one** circle for each line.

	Agree a lot Agree a little Disagree a little Disagree a lot
a) The principal is friendly and approachable -----	<input type="radio"/> — <input type="radio"/> — <input type="radio"/> — <input type="radio"/>
b) The principal puts suggestions made by the teaching staff into operation -----	<input type="radio"/> — <input type="radio"/> — <input type="radio"/> — <input type="radio"/>
c) The principal explores all sides of topics and recognises that other opinions exist -----	<input type="radio"/> — <input type="radio"/> — <input type="radio"/> — <input type="radio"/>
d) The principal treats all the teaching staff as his or her equal -----	<input type="radio"/> — <input type="radio"/> — <input type="radio"/> — <input type="radio"/>
e) The principal is willing to make changes -----	<input type="radio"/> — <input type="radio"/> — <input type="radio"/> — <input type="radio"/>
f) The principal lets the teaching staff know what is expected of them -----	<input type="radio"/> — <input type="radio"/> — <input type="radio"/> — <input type="radio"/>
g) The principal maintains definite standards of performance -----	<input type="radio"/> — <input type="radio"/> — <input type="radio"/> — <input type="radio"/>

G8

How often do you feel the following way about being an educator?

Tick **one** circle for each line.

	Very often Often Sometimes Never or almost never
a) I am content with my profession as an educator -----	<input type="radio"/> — <input type="radio"/> — <input type="radio"/> — <input type="radio"/>
b) I find my work full of meaning and purpose -----	<input type="radio"/> — <input type="radio"/> — <input type="radio"/> — <input type="radio"/>
c) I am enthusiastic about my job -----	<input type="radio"/> — <input type="radio"/> — <input type="radio"/> — <input type="radio"/>
d) My work inspires me -----	<input type="radio"/> — <input type="radio"/> — <input type="radio"/> — <input type="radio"/>
e) I am proud of the work I do -----	<input type="radio"/> — <input type="radio"/> — <input type="radio"/> — <input type="radio"/>
f) I feel tired all the time -----	<input type="radio"/> — <input type="radio"/> — <input type="radio"/> — <input type="radio"/>
g) I feel overwhelmed by the amount of work -----	<input type="radio"/> — <input type="radio"/> — <input type="radio"/> — <input type="radio"/>
h) I feel sick and rundown -----	<input type="radio"/> — <input type="radio"/> — <input type="radio"/> — <input type="radio"/>
i) I don't feel like getting things done at work -----	<input type="radio"/> — <input type="radio"/> — <input type="radio"/> — <input type="radio"/>
j) I feel like the learners and school would be better off without me -----	<input type="radio"/> — <input type="radio"/> — <input type="radio"/> — <input type="radio"/>
k) I have lost interest in my usually enjoyable school activities -----	<input type="radio"/> — <input type="radio"/> — <input type="radio"/> — <input type="radio"/>

About Being an Educator

G9

Indicate the extent to which you agree or disagree with each of the following statements.

Tick **one** circle for each line.

- Agree a lot Agree a little Disagree a little Disagree a lot
- a) There are too many learners in the classes ----- — — —
- b) I have too much material to cover in class ----- — — —
- c) I have too many teaching hours ----- — — —
- d) I need more time to prepare for class ----- — — —
- e) I need more time to assist individual learners ----- — — —
- f) I feel too much pressure from parents ----- — — —
- g) I have difficulty keeping up with all of the changes to the curriculum ----- — — —
- h) I have too many administrative tasks ----- — — —

About Teaching the TIMSS Class

G10

A. How many learners are in this class?

_____ learners
Write in the number.

B. How many of the learners in G10A are in Grade 5?

_____ Grade 5 learners
Write in the number. If this is not a multi-grade class please repeat the answer from G10 A.

G11

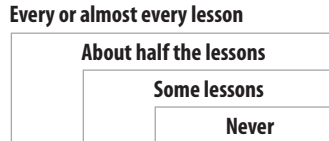
How many Grade 5 learners experience difficulties understanding spoken English?

_____ learners in this class
Write in the number.

G12

How often do you do the following in teaching this class?

Tick **one** circle for each line.

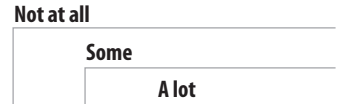


- a) Relate the lesson to learners' daily lives ----- — — —
- b) Ask learners to explain their answers ----- — — —
- c) Bring interesting materials to class ----- — — —
- d) Ask learners to complete challenging exercises that require them to go beyond the instruction ----- — — —
- e) Encourage classroom discussions among learners ----- — — —
- f) Link new content to learners' prior knowledge ----- — — —
- g) Ask learners to decide their own problem solving procedures ----- — — —
- h) Encourage learners to express their ideas in class ----- — — —

G13

In your view, to what extent do the following limit how you teach this class?

Tick **one** circle for each line.



- a) Learners lacking prerequisite knowledge or skills ----- — —
- b) Learners suffering from lack of basic nutrition ----- — —
- c) Learners suffering from not enough sleep ----- — —
- d) Learners absent from class ----- — —
- e) Disruptive learners ----- — —
- f) Uninterested learners ----- — —
- g) Learners with mental, emotional, or psychological impairment ----- — —
- h) Learners with difficulties understanding the language of instruction ----- — —

G14

If the language of learning and teaching is different to the majority of the learners' home language, how do you communicate with your learners?

Tick **one** circle only.

- Only using the language of learning and teaching -----
- Only using the home language of the learners -----
- Using both the language of learning and teaching and the learners' home language -----

Teaching Mathematics to the TIMSS Class

M1

In a typical week, how much time do you spend teaching mathematics to the learners in this class?

_____ minutes per week
 Write in the number of minutes per week.
 Please convert the number of hours into minutes.

M2

In teaching mathematics to this class, how often do you ask learners to do the following?

Tick **one** circle for each line.

Every or almost every lesson
 About half the lessons
 Some lessons
 Never

- a) Listen to me explain new mathematics content ----- — — —
- b) Listen to me explain how to solve problems ----- — — —
- c) Memorise rules, procedures, and facts ----- — — —
- d) Practise procedures on their own ----- — — —
- e) Apply what they have learned to new problem situations on their own ----- — — —
- f) Work on problems together in the whole class with direct guidance from me ----- — — —
- g) Work in mixed ability groups -- — — —
- h) Work in same ability groups -- — — —

Using Calculators and Computers for Teaching Mathematics to the TIMSS Class

M3

Are the learners in this class permitted to use calculators during mathematics lessons?

Tick **one** circle only.

- Yes, with unrestricted use ---
- Yes, with restricted use ---
- No, calculators are not permitted ---

M4

A. Do the learners in this class have computers (including tablets) available to use during their mathematics lessons?

Tick **one** circle only.

- Yes ---
 - No ---
- (If No, go to #M5)

If Yes,

B. What access do the learners have to computers?

Tick **one** circle for each line.

- | | Yes | No |
|--|-----------------------|-----------------------|
| a) Each learner has a computer----- | <input type="radio"/> | <input type="radio"/> |
| b) The class has computers that learners can share ----- | <input type="radio"/> | <input type="radio"/> |
| c) The school has computers that the class can use sometimes ----- | <input type="radio"/> | <input type="radio"/> |

C. How often do you do activities on computers during mathematics lessons to support learning for:

Tick **one** circle for each line.

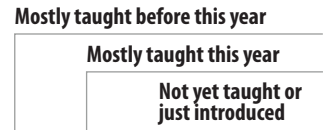
- | | Every or almost every day | Once or twice a week | Once or twice a month | Never or almost never |
|--------------------------------------|---------------------------|-----------------------|-----------------------|-----------------------|
| a) Whole class ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) Low-performing learners ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) High-performing learners ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d) Learners with special needs ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Mathematics Topics Taught to the TIMSS Class

M5

The following list includes the main topics addressed by the TIMSS mathematics test. Choose the response that best describes when the learners in this class have been taught each topic. If a topic was in the curriculum before **Grade 5**, please choose “Mostly taught before this year.” If a topic was taught half this year but not yet completed, please choose “Mostly taught this year.” If a topic is not in the curriculum, please choose “Not yet taught or just introduced.”

Tick **one** circle for each line.



A. Number

- a) Concepts of whole numbers, including place value and ordering ----- — —
- b) Adding, subtracting, multiplying, and dividing with whole numbers ----- — —
- c) Concepts of multiples and factors; odd and even numbers ----- — —
- d) Number sentences (finding the missing number, representing problem situations with number sentences) ----- — —
- e) Number patterns (extending number patterns and finding missing terms) ----- — —
- f) Concepts of fractions, including representing, comparing and ordering, adding and subtracting simple fractions ----- — —
- g) Concepts of decimals, including place value and ordering, adding and subtracting with decimals ----- — —

B. Measurement and Geometry

- a) Solving problems involving length, including measuring and estimating ----- — —
- b) Solving problems involving mass, volume, and time ----- — —
- c) Finding and estimating perimeter, area, and volume ----- — —
- d) Parallel and perpendicular lines ----- — —
- e) Comparing and drawing angles ----- — —
- f) Elementary properties of common geometric shapes ----- — —
- g) Three-dimensional shapes, including relationships with their two-dimensional representations ----- — —


C. Data

- a) Reading and interpreting data from tables, pictographs, bar graphs, line graphs, and pie charts ----- — —
- b) Organising and representing data to help answer questions ----- — —
- c) Drawing conclusions from data displays ----- — —

M6

A. How often do you usually assign mathematics homework to the learners in this class?

Tick **one** circle only.

- I do not assign mathematics homework ---  (Go to #M7)
- Less than once a week ---
- 1 or 2 times a week ---
- 3 or 4 times a week ---
- Every day ---

B. When you assign mathematics homework to the learners in this class, about how many minutes do you usually assign? (Consider the time it would take an average learner in your class.)

Tick **one** circle only.

- 15 minutes or less ---
- 16–30 minutes ---
- 31–60 minutes ---
- More than 60 minutes ---

C. How often do you do the following with the mathematics homework assignments for this class?

Tick **one** circle for each line.

- Always or almost always Sometimes Never or almost never
- a) Correct assignments and give feedback to learners ----- ----- -----
- b) Discuss the homework in class ----- ----- -----
- c) Monitor whether or not the homework was completed ----- ----- -----

M7

How much importance do you place on the following assessment strategies in mathematics?

Tick **one** circle for each line.

- A Lot Some None
- a) Observing learners as they work ----- ----- -----
- b) Asking learners to answer questions during class ----- ----- -----
- c) Short, regular written assessments ----- ----- -----
- d) Longer tests (e.g., unit tests or exams) ----- ----- -----
- e) Long-term projects ----- ----- -----

M8

About how often do Grade 5 learners in this class take mathematics tests on computers or tablets?

Tick **one** circle only.

- More than once a month ---
- Once a month ---
- Twice a year --
- Once a year ---
- Never --

Professional Development to Teach Mathematics

M9

A. In the past two years, have you participated in professional development in any of the following?

Tick **one** circle for each line.

	Yes	No	Yes	No
a) Mathematics content -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Mathematics pedagogy/ instruction -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Mathematics curriculum -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Integrating technology into mathematics instruction -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Improving learners' critical thinking or problem solving skills -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Mathematics assessment -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) Addressing individual learners' needs -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

B. Do you need future professional development in any of the following?

Tick **one** circle for each line.

M10

A. In the past two years, how many hours in total have you spent in formal professional development (e.g., workshops, seminars, etc.) for mathematics?

Tick **one** circle only.

None ----

Less than 6 hours ----

6–15 hours ----

16–35 hours ----

36–50 hours ----

51–80 hours ----

More than 80 hours ----

B. When does educator professional development usually take place?

Tick **one** circle only.

During school hours ----

After school ----

On weekends ----

During school holidays ----

Thank You

Thank you for the thought, time, and effort you have put into completing this questionnaire.



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Grade 5



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