



TIMSS

2019

Identification Label

TRENDS IN INTERNATIONAL MATHEMATICS AND SCIENCE STUDY

School Questionnaire

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

School 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 school principals and department heads who are asked to supply information about their schools. Since your school has been selected as part of a nationwide sample, your responses are very important in helping to describe primary school education in South Africa.

It is important that you answer each question carefully so that the information provided reflects the situation in your school as accurately as possible. Some of the questions will require that you look up school records, so you may wish to arrange for the assistance of another staff member to help provide this information.

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 study.

It is estimated that you will need approximately 30 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

School Enrolment and Characteristics

1

What is the total enrolment of learners in your school as of 1 October 2018?

_____ learners
Write in the number.

2

What is the total enrolment of Grade 5 learners in your school as of 1 October 2018?

_____ learners
Write in the number.

3

A. Approximately what percentage of learners in your school have the following backgrounds?

Tick **one** circle for each line.

- | | 0 to 10% | 11 to 25% | 26 to 50% | More than 50% |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| a) Come from economically disadvantaged homes ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) Come from economically affluent homes ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) Receive a social grant ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

B. Does your school provide free meals for learners?

Tick **one** circle for each line.

- | | Yes, for all learners | Yes, for some learners | No |
|--------------------|-----------------------|------------------------|-----------------------|
| a) Breakfast ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) Lunch ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

4

A. Approximately what percentage of learners in your school have English as their home language?

Tick **one** circle only.

- More than 90% ---
- 76 to 90% ---
- 51 to 75% ---
- 26 to 50% ---
- 25% or less ---

B. What is the language of learning and teaching in the following grades?

Tick **one** circle for each line.

- | | English | Afrikaans | Other language |
|------------------|-----------------------|-----------------------|-----------------------|
| a) Grade 1 ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) Grade 2 ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) Grade 3 ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d) Grade 4 ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e) Grade 5 ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

5

A. How many people live in the city, town, or area where your school is located?

Tick **one** circle only.

- More than 500 000 people ---
- 100 001 to 500 000 people ---
- 50 001 to 100 000 people ---
- 30 001 to 50 000 people ---
- 15 001 to 30 000 people ---
- 3 001 to 15 000 people ---
- 3 000 people or fewer ---

B. Which best describes the immediate area in which your school is located?

Tick **one** circle only.

- Urban—Densely populated ---
- Suburban—On fringe or outskirts of urban area ---
- Medium size city or large town ---
- Small town or village ---
- Remote rural ---

Instructional Time

6

For the Grade 5 learners in your school:

A. How many days per year is your school open for teaching and learning?

_____ days
Write in the number.

B. What is the total teaching time, excluding breaks, in a typical day?

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

C. In one calendar week, how many days is the school open for teaching and learning?

Tick **one** circle only.

- 6 days ---
- 5 1/2 days ---
- 5 days ---
- 4 1/2 days ---
- 4 days ---
- Other ---

D. How many days of teaching and learning are lost due to extracurricular activities (such as sport or cultural activities) per year?

_____ days
Write in the number.

7

How many computers (including tablets and iPads) does your school have for use by Grade 5 learners?

_____ computers

Write in the number.

8

A. Does your school have a science laboratory that can be used by Grade 5 learners?

Tick **one** circle only.

Yes ---

No ---

B. Do educators usually have assistants available when learners are conducting science experiments?

Tick **one** circle only.

Yes ---

No ---

9

Does your school use an online learning management system to support learning (e.g., educator-learner communication, management of grades, learner access to course materials)?

Tick **one** circle only.

Yes ---

No ---

10

A. Does your school have a school library?

Tick **one** circle only.

Yes ---

No ---

(If No, go to #11)

If Yes,

B. Approximately how many books (print) with different titles does your school library have (exclude magazines and periodicals)?

Tick **one** circle only.

2 000 books or fewer ---

More than 2 000 books ---

C. Does your school have a specialist librarian?

Tick **one** circle only.

Yes ---

No ---

D. Are learners permitted to take books home?

Tick **one** circle only.

Yes ---

No ---

11

Does your school have classroom libraries?

Tick **one** circle only.

Yes ---

No ---

12

Does your school provide learners access to digital learning resources (e.g., books, videos)?

Tick **one** circle only.

Yes ---

No ---

How much is your school's capacity to provide instruction affected by a shortage or inadequacy of the following?

Tick **one** circle for each line.

Tick **one** circle for each line.

A. General School Resources

- Not at all A little Some A lot
- a) Instructional materials (e.g., textbooks) ----- - - -
- b) Supplies (e.g., papers, pencils, materials) ----- - - -
- c) School buildings and grounds ----- - - -
- d) Heating/cooling and lighting systems ----- - - -
- e) Instructional space (e.g., classrooms) ----- - - -
- f) Technologically competent staff ----- - - -
- g) Audio-visual resources for delivery of instruction (e.g., interactive white boards, digital projectors) ----- - - -
- h) Computer technology for teaching and learning (e.g., computers or tablets for learner use) ----- - - -
- i) Resources for learners with disabilities ----- - - -
- j) Working flush toilets ----- - - -

B. Resources for Mathematics Instruction

- Not at all A little Some A lot
- a) Educators with a specialisation in mathematics ----- - - -
- b) Computer software/ applications for mathematics instruction ----- - - -
- c) Library resources relevant to mathematics instruction ----- - - -
- d) Calculators for mathematics instruction ----- - - -
- e) Concrete objects or materials to help learners understand quantities or procedures ----- - - -

C. Resources for Science Instruction

- a) Educators with a specialisation in science ----- - - -
- b) Computer software/ applications for science instruction ----- - - -
- c) Library resources relevant to science instruction ----- - - -
- d) Science equipment and materials for experiments ----- - - -

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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) Parental pressure for the school to maintain high academic standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m) Educators working together to improve learner achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15

To what degree is each of the following a problem among Grade 5 learners in your school?

Tick **one** circle for each line.

	Not a problem	Minor problem	Moderate problem	Serious problem
a) Arriving late at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Absenteeism (i.e., unjustified absences)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Classroom disturbance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Cheating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Profanity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Vandalism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) Theft	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) Intimidation or verbal abuse among learners (including texting, emailing, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i) Physical fights among learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j) Intimidation or verbal abuse of educators or staff (including texting, emailing, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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To what degree is each of the following a problem among educators in your school?

Tick **one** circle for each line.

	Not a problem	Minor problem	Moderate problem	Serious problem
a) Arriving late or leaving early	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Absenteeism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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About how many of the learners in your school can do the following when they begin Grade 1?

Tick **one** circle for each line.

	Less than 25%	25-50%	51-75%	More than 75%
a) Recognise most of the letters of the alphabet -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Read some words -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Read sentences -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Write letters of the alphabet --	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Write their names -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Write words other than their names -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) Count up to 100 or higher -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) Recognise written numbers from 1-10 -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i) Recognise written numbers higher than 10 -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j) Write numbers from 1-10 -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k) Do simple addition -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l) Do simple subtraction -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18

By the end of this school year, how many years will you have been a principal altogether?

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

19

By the end of this school year, how many years will you have been a principal at this school?

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

20

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

Tick **one** circle only.

Did not complete a Bachelor's degree --

Bachelor's degree ---

Honour's degree ---

Master's degree ---

Doctoral degree ---

21

Do you hold the following qualifications or credentials in **educational leadership**?

Tick **one** circle for each line.

	Yes	No
a) Advanced Certificate in Education (A.C.E.) -----	<input type="radio"/>	<input type="radio"/>
b) Master's degree -----	<input type="radio"/>	<input type="radio"/>
c) Doctoral degree -----	<input type="radio"/>	<input type="radio"/>

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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