

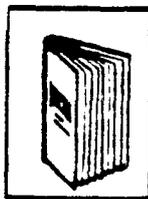
HOW I FEEL

NAME: _____

CLASS: _____

SCHOOL: _____

PRACTICE ITEMS:



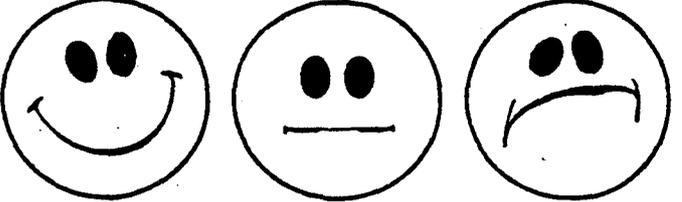
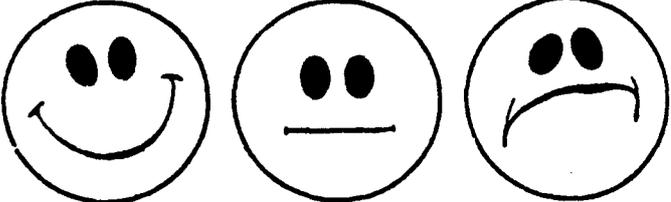
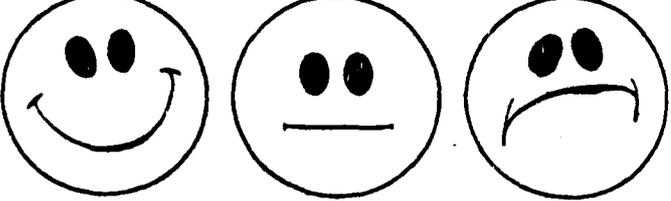
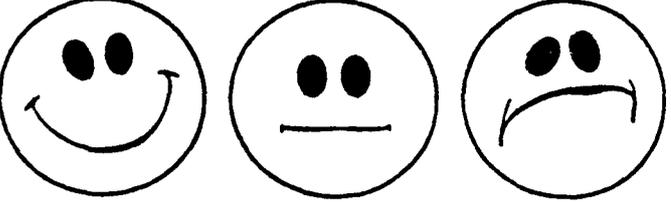
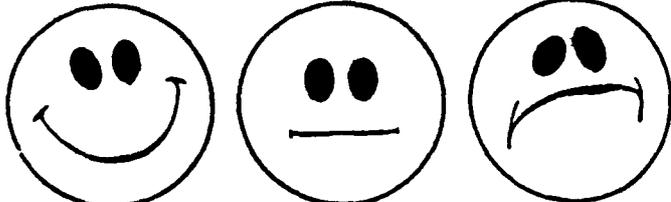
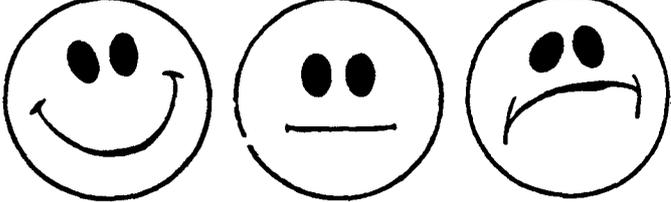
This is how I feel when I am happy.	
This is how I feel when I am sad.	
This is how I feel when I am not happy and not sad.	

Now try this example:

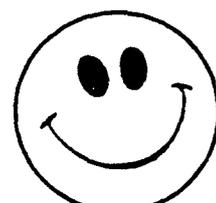
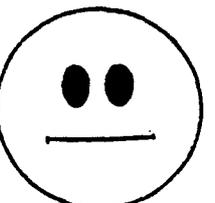
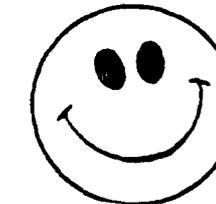
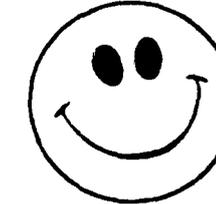
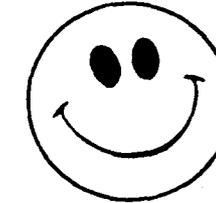
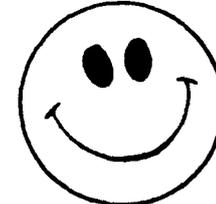
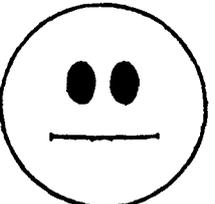
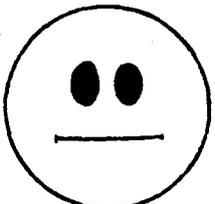
This is how I feel when I get presents.			
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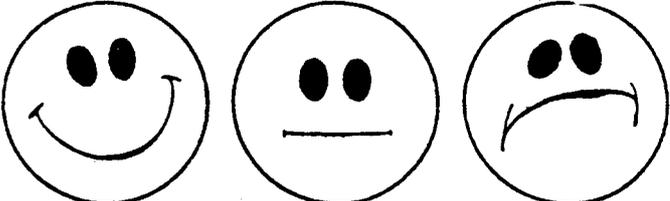
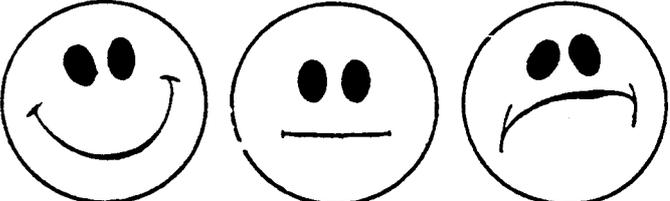
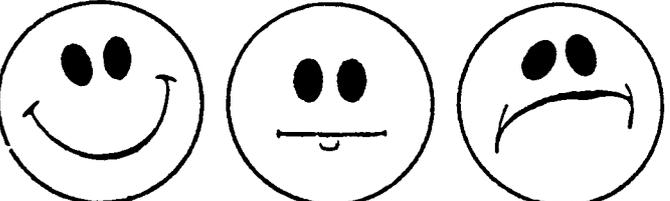
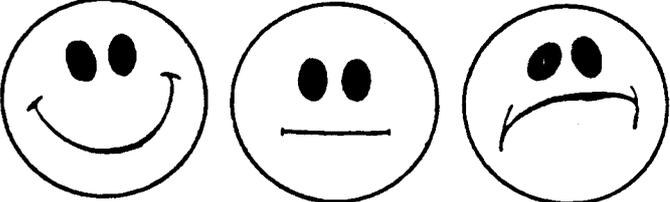


<p>1. This is how I feel at playtime.</p>	
<p>2. This is how I feel when I am coming to school.</p>	
<p>3. This is how I feel when I am singing at school.</p>	
<p>4. This is how I feel when the teacher reads stories.</p>	
<p>5. This is how I feel when I am learning how to make words.</p>	
<p>6. This is how I feel when I am counting and sorting things like blocks.</p>	
<p>7. This is how I feel when I am going home from school.</p>	
<p>8. This is how I feel when my teacher talks to me.</p>	



<p>9. This is how I feel when I am playing with friends at school.</p>			
<p>10. This is how I feel when I am learning to read.</p>			
<p>11. This is how I feel when I am drawing or painting at school.</p>			
<p>12. This is how I feel when I am talking to mum or dad about school.</p>			
<p>13. This is how I feel when I think about my teacher.</p>			
<p>14. This is how I feel giving news to my class.</p>			
<p>15. This is how I feel when I am printing in my pad.</p>			
<p>16. This is how I feel when I am doing drama.</p>			



<p>17. This is how I feel when mum or dad comes to see my teacher.</p>	
<p>18. This is how I feel when I am reading books at home.</p>	
<p>19. This is how I feel when I am playing games at school.</p>	
<p>20. This is how I feel when I think about school.</p>	

The time allowed for completion of the questionnaire must be related to the year level in question. Teachers may find it more effective to have children complete the questionnaire in two short sessions rather than one long session. Some prior practice for pupils in responding, (i.e., marking or colouring in selected faces) may be necessary.

2.3 Coding and Collation of the Responses

Pupils responses can be coded by the allocation of numbers: 2 = happy face; 1 = neutral face; 0 = sad face. Pupils' coded responses to each questionnaire item can then be transferred to the matrix sheet provided with the questionnaire.

2.4 Analysis of Results

Analysis of pupils' responses can be undertaken directly from the matrix and at three levels:

- a) Group Level. Coded responses can be inspected for general patterns among pupils that indicate positive, neutral or negative feelings. Patterns become more obvious if responses are coloured, for example: 2 = green; 1 = yellow; 0 = red. Patterns of responses, of individuals or groups, to single items and categories, then indicate the various levels of pupils' feelings about school.
- b) Individual Level. Patterns of individual pupils' responses indicate areas and aspects of school about which the child has expressed positive, neutral or negative feelings.

interventions. Changes may be apparent from comparisons of successive response patterns for individuals and groups (see 2.3(a) above). Shifts in position of single items on the continuum (see 2.3(c) above), as indicated by comparisons of item difficulties on pre- and post-tests will reveal areas in which pupils feelings have changed. For example, an item that shifts to the left of its previous position on the continuum, on post-test results will indicate an area in which pupils feelings have become more negative. Conversely, an item that is located more to the right of its previous position on post-test results will indicate an aspect of school to which pupils' feelings have become more positive.

3. ATTITUDE TOWARD SCHOOL: YEARS 3 TO 7

The questionnaire About School was constructed in order to establish how pupils in Years 3 and 4 felt about various aspects of their school experience. Results from the survey confirm that the questionnaire provides valid and reliable information about pupils' feelings. Use of the questionnaire in other Metropolitan Regions has also indicated its usefulness for pupils at middle and upper primary school levels.

3.1 Dimensions of Attitude Toward School

Statements included in the questionnaire have been arranged in four categories which reflect:

- i) Attitude toward school in general: Items - 1, 7, 12, 13, 19, 25.
- ii) Attitude toward specific school activities: Items - 3, 4, 5, 6, 9, 10, 11, 15, 16, 17, 22, 23.
- iii) Appreciation (or value) of what school does: Items - 8, 18, 21, 24.
- iv) Attitude toward the teacher and classmates: Items - 2, 14, 20.

3.2 Administration of the Questionnaire

The questionnaire may be administered to either individuals or groups of pupils. Time allowed for its completion should be related to the age level concerned. At year levels, or with individuals, where reading difficulties exist, oral administration by the teacher is essential. In these cases, the assistance of another adult will be helpful. Teachers may also find it of benefit to give pupils some practice in

responding, for example putting one cross on one face or colouring in one face prior to the "test". There is also a possibility that younger pupils will complete the questionnaire more efficiently in two short sessions rather than in one long session.

3.3 Coding and Collation of the Responses

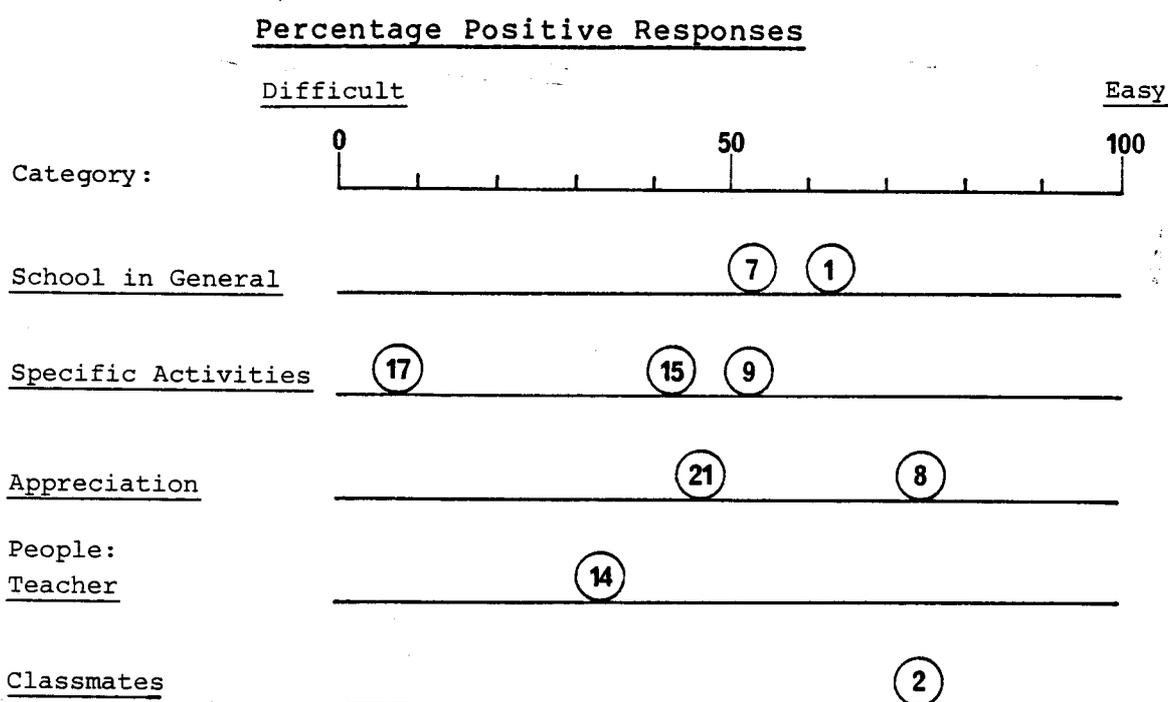
Pupils responses are coded by allocating numbers: 2 = Agree; 1 = Not Sure; 0 = Disagree. Pupils' coded responses to each questionnaire item may then be transferred to the matrix provided with the questionnaire.

3.4 Analysis of Results

Analysis of the questionnaire results can be undertaken directly from the matrix and at three levels:

- a) Group Level. Coded responses on the matrix sheet can be highlighted by colouring: 2 (Agree) = Green; 1 (Not Sure) = Yellow; 0 (Disagree) = Red. Patterns of responses to single items and categories of items are then easier to detect.
- b) Individual Level. Patterns of individual pupil's responses can be determined from the matrix sheet through an inspection of the distribution of respective colours across the questionnaire items.
- c) Item Level. Response patterns to single items will indicate the degree to which pupil's feelings about the various aspects of school are positive, neutral or negative. However, teachers might find it useful to calculate difficulty levels for separate items. This may be done by calculating the percentage of pupils who

responded positively to each statement [i.e., (number of pupils who responded positively x 100) - total number of pupils]. Questionnaire items can then be arranged along a difficulty-easy continuum:



(Note: The items displayed above are for the purposes of illustration only.)

3.5 Detecting Changes Over Time

Re-administration of the questionnaire at some future date, and comparison of the two sets of results will indicate changes in response patterns for both individuals and groups (see 2.3(a) and (b) above). Shifts in position of single items on the continuum (see 2.3(c) above), will reveal areas in which pupils' attitudes have changed. For example, an item that shifts to the left of its previous position on the continuum, on post-test results, will indicate an area in which pupils feelings have become more negative. Conversely, an item that is located more to the right of its previous position will indicate an aspect of school to which pupils' feelings have become more positive.

ABOUT SCHOOL

Name: _____

Class: _____

School: _____

Code No.

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SCH

CL

ST

Directions

On the next two pages are a number of statements about school. The teacher will read one to you twice, and then you show how you feel about it by putting a tick (✓) in one of the boxes on the right hand side of the page.

There are no right or wrong answers.

You are asked to give the answers that show how you feel.

Now do the practice question:

	 AGREE	 NOT SURE	 DISAGREE
The best thing about school is playtime.			

If you are not sure what to do, ask your teacher.

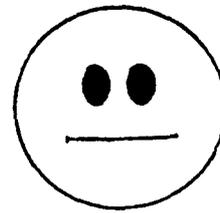
Now turn over the page and listen to the teacher read the statement. You can read them at the same time.

Remember, only tick the box which shows how you feel.





AGREE



NOT SURE

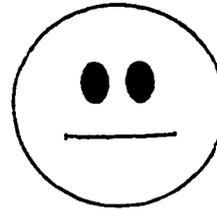


DISAGREE

1. School is a lot of fun.			
2. I like being with the people in my class.			
3. I enjoy reading on my own when I have finished my work.			
4. I like social studies because we learn about people and places.			
5. I enjoy music and singing.			
6. Physical education is fun.			
7. I find most lessons interesting.			
8. My teacher helps me to learn.			



AGREE

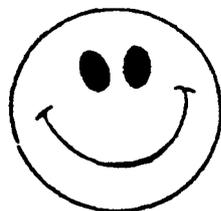


NOT SURE



DISAGREE

9. I like the maths we do in this school.			
10. I enjoy writing stories.			
11. I like making things in craft lessons.			
12. In most lessons I feel that I learn a lot.			
13. I am glad I come to this school.			
14. My teacher likes me.			
15. I like taking books home to read.			
16. ✓ I enjoy art .			
17. ✓ I like speaking in front of the class.			



AGREE



NOT SURE



DISAGREE

<p>18. Learning to spell lots of words helps me with reading and writing.</p>			
<p>19. We have good rules at our school.</p>			
<p>20. I get on well with my teacher.</p>			
<p>21. Playing maths games is a good way to learn maths.</p>			
<p>22. I enjoy learning to write.</p>			
<p>23. I like drama because it is fun.</p>			
<p>24. Doing maths in my pad is important.</p>			
<p>25. In our school there are lots of interesting things to do at playtime.</p>			

