

**Analysis of questionnaires
to assess the
'Motivational Learning Environment' (MoLE)
of upper secondary level students
in Ireland**

**A report by the UCC / ICASE partners for
PROFILES WP7**

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Table of Contents

Executive Summary	2
Introduction & Administration of th Questionnaires	3
Tye Sample population	5
Responses to Questionnaire 1	6
Responses to questionnaire	8
Conclusions	9
Appendix 1: Tabulated totals	10
Appendix 2: The questionnaires	15

List of tables and figures

Figure 1: Layout of the questionnaires	3
Table 1: Rough grouping of questions	3
Figure 2: Gender profile of the students	4
Figure 3: The age profile of the students	4
Figure 4: Students' assessment of their own ability in science subjects.	4
Figure 5: The percentage of students studying various science subjects.	5
Table 2: Rspnses to question 1 in Questionnaire 1	6
Table 3: Estimating the change in responses	6
Table 4: Summary of responses to Questionnaire 1	7
Table 5: Summary of responses to Questionnaire 2	8

Executive Summary

The purpose of this study was to see what effect an inquiry-based taught module might have on students' attitudes to school science. In early 2012 five hundred and eighty second level students (ca. 16 years of age) completed **two** questionnaires before the module was taught. Some weeks later, after the module was taught, they completed two identical questionnaires.

The first questionnaire asked students to describe their actual experience of school science. The second questionnaire asked them to indicate how they thought it should be. The 'reality', as they perceived it, was different from what they considered to be ideal.

After the module was completed the students' ideas of ideal science lessons had not changed significantly. However their perception of the reality had shifted significantly towards the ideal.

The post-test indicated the following:

- science lessons were more enjoyable
- the students felt happier
- they had more time to think
- topics were perceived as more important for themselves and for society
- they had more opportunity to make suggestions
- they were making more of a personal effort to understand and participate
- they felt that the class was cooperative and making more of an effort.

1 Introduction

This report outlines the findings of the **MoLE** questionnaires (‘Motivational Learning Environment’) that were administered by the UCC group in 2012. The questionnaire was developed by Claus Bolte, Department of Chemistry Education, Freie Universität Berlin – Germany in 2009, under Work Package 7 (WP7: Student Gains) of the **PROFILES** project (‘Professional Reflection-Oriented Focus on Inquiry-based Learning and Education through Science’).

The PROFILES steering committee agreed on using one specific instrument, i.e. the ‘Instrument for Analysing the ‘Motivational Learning Environment’ (MoLE)’. The partners used this instrument into to collect pre-test and post-test data.

The full questionnaires are reproduced in Appendix 2.



Figure 1: Layout of the questionnaires

2. Administration of the questionnaires

Thirty different class groups (**580 students** in all) completed the questionnaires before and after a module was taught in accordance with the PROFILES requirements. The results were initially collected and analysed by the teachers involved. For this report all the data were later compiled and analysed.

In the pre-test two questionnaires, each with 14 questions, were given to each student. The same questionnaires were used in the post-test.

The fourteen questions in Questionnaire 1 related to the **reality** of students’ experience of science education. Each of the fourteen questions in Questionnaire 2 corresponded with those in the first questionnaire but asked the students what they thought their experience of science education **should be**.

The fourteen questions might be roughly grouped as follows:

Questions 1 & 2	Enjoyableness, sense of contentment
Questions 3 & 4	Level of difficulty of the subject
Questions 5 & 6	Presentation of the subject
Questions 7 & 8	The importance of the subject
Questions 9 & 10	Teacher approachability
Questions 11 & 12	Class involvement
Questions 13 & 14	Personal involvement

Table 1: Rough grouping of questions

3. The sample population

Of the 580 students surveyed 175 were male and 405 were female. They were in the third, fourth and fifth years of second level education. Their ages ranged from 12 to 18; four did not state their age or date of birth. Most were sixteen years of age and nearing the end of their fourth year of second level education when the survey was completed.

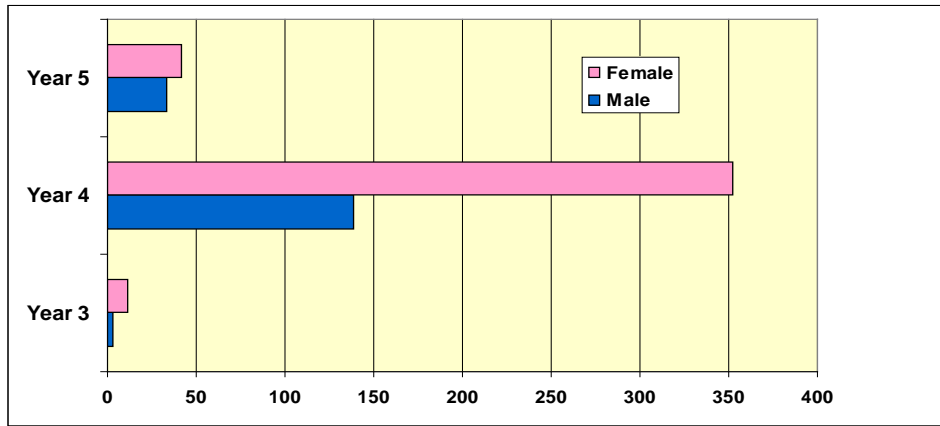


Figure 2: Gender profile of the students

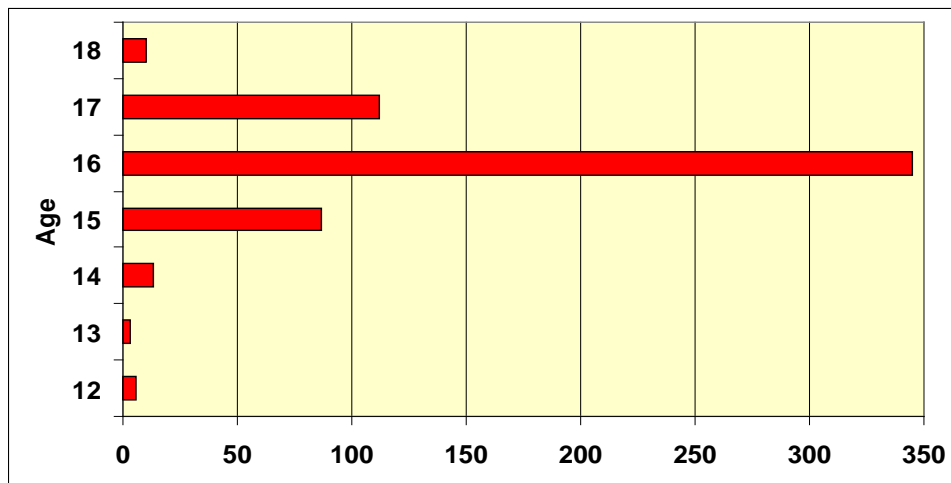


Figure 3: The age profile of the students

6. How would you rate your ability in the science subjects you are currently studying? (compared to your classmates)						
Weighting	-1	0	-1			
	High	Medium	Low	Low	High	
Biology	218	286	32			██████████
Chemistry	101	259	82			█
Physics	88	229	116		█	
Science	135	278	33			██████

Figure 4: Students' assessment of their own ability in science subjects. (An arbitrary weighting was used to represent this graphically.)

All the students in the study were in second level schools and most of them (97.6%) were in senior classes.

Question 8 asked students to indicate what science subjects they were studying. If some were studying more than one then they did not indicate that in their response; the total number of responses was equal to the total number of students (580).

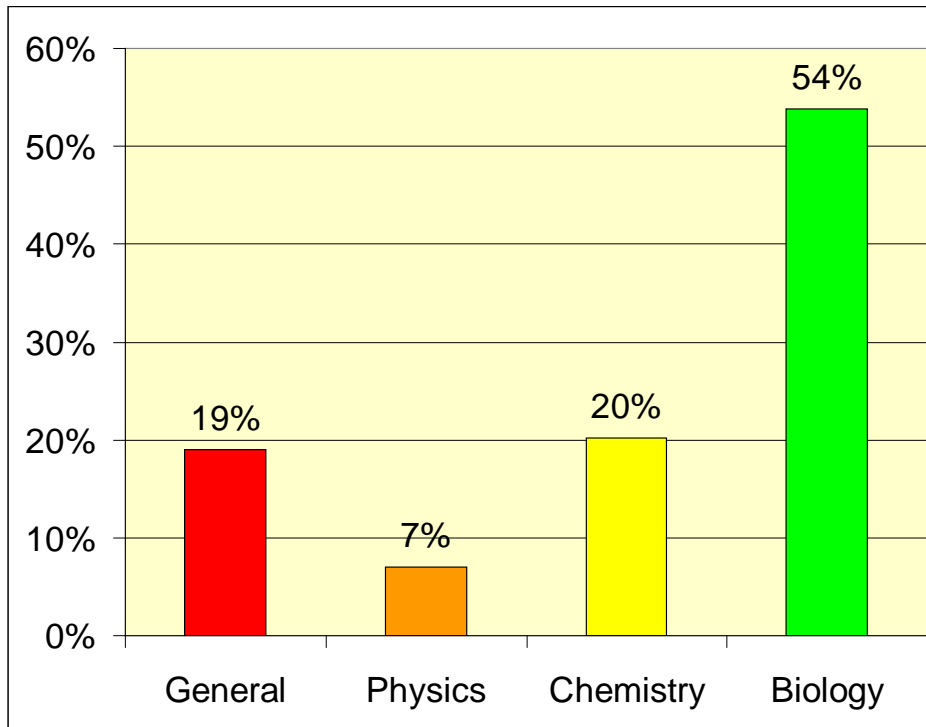


Figure 5: The percentage of students ($n = 580$) studying various science subjects.

4. Responses to the questionnaire 1

The frequencies of responses to all the items in the questionnaires are given in Appendix 1. Some of the more significant findings are presented in this section.

4.1 Questions 1 Enjoyableness of science lessons

The students' actual enjoyment of science lessons shows an improvement in the post-test questionnaires with higher percentages selecting 'more enjoyable' options.















Options	1	2	3	4	5	6	7
1. For me the lessons in the above subject are:	Extremely enjoyable	Very enjoyable	Enjoyable	Fairly enjoyable	Somewhat unenjoyable	Very unenjoyable	Extremely unenjoyable
Before <i>n = 580</i>							
	4%	9%	26%	42%	13%	3%	3%
After <i>n = 580</i>							
	9%	19%	34%	25%	8%	2%	3%

Table 2: Summary of responses to question 1 in Questionnaire 1. ('Before' and 'After')

By using a simple weighting (e.g. 1, 2, 3, 4, 5, 6, 7) to the 'Before' and 'After' percentages (for question 1) we can estimate the amount of change that occurred (see Table 3). In this case the change is **equivalent to 51% of the students selecting the next lowest option** (which for this questions means moving towards the more 'Enjoyable' end of the spectrum).

Using a weighting of -3, -2, -1, 0, 1, 2, 3 would produce the same estimate of change.

Options	1	2	3	4	5	6	7
Before	4%	18%	78%	167%	63%	18%	24%
After	9%	39%	101%	101%	42%	11%	18%

Sum	
372%	Change
322%	-51%

Table 3: Estimating the change in responses to question 1 in Questionnaire 1.

In what follows, this process will be used to estimate the extent of the changes that occurred in the responses to all the questions.

4.2 Summary of all responses to Questionnaire 1

The size of the 'estimate of change' shown in the last column of Table 4 indicates the extent to which students' responses had changed. **Negative values** indicate swings towards the left side of the range of options and **positive values** indicate swings towards the right.

1. For me the lessons in the above subject are:	Very enjoyable		Very unenjoyable	-51%
2. In my lessons in the above subject I feel:	Very contented		Very unhappy	-36%
3. In my lessons in the above subject, I understand the subject matter.....	Rarely		Very often	15%
4. In my lessons in the above subject, the time I have to think about the questions asked may be described as...	Rarely		Very often	47%
5. The content of my lessons in the above subject are always about signs and symbols.	Rarely		Very often	10%
6. The content of my lessons in the above subject are always about studying facts and figures.	Rarely		Very often	-10%
7. The level of importance to my everyday life of the topics I study in my lessons in the above subject may be described as:	Very important		Very unimportant	-39%
8. The level of importance to society in general of the topics I study in my lessons in the above subject may be described as:	Very important		Very unimportant	-36%
9. Please indicate how often you get the opportunity to make suggestions to the teacher in lessons in the above subject:	Rarely		Very often	59%
10. Please indicate how often you get the opportunity to ask questions in lessons in the above subject:	Rarely		Very often	11%
11. Please indicate the level of co-operation that the students in your class display in lessons of the above subject:	Very cooperative		Very uncooperative	-31%
12. The level of effort that the class makes in the lessons of the above subject may be described as :	Very large		Very small	-46%
13. The level of effort that I make to understand the subject matter in lessons of the above subject may be described as:	Very great		Very small	-24%
14. The degree to which I participate in lessons of the above subject may be described as:	Rarely		Very often	20%

Table 4: Summary of responses to all questions in Questionnaire 1. The 'estimate of change', shown as a percentage and an arrow, indicates the extent of the difference between the 'Before' and 'After' responses. (For clarity, only two of the seven options are displayed.)

The responses to questions 3, 5, 6, 10 and 14 did not show much change. The responses to questions 1, 2, 7, 8, 11 and 12 show changes equivalent to between 31% and 51% of students selecting the next 'lowest' option (i.e. towards the left side of the range of options).

The responses to questions 4 and 9 show changes equivalent to between 47% and 59% of students selecting the next 'highest option (i.e. towards the right side of the range of options).

5. Responses to questionnaire 2

Questionnaire 2 addressed the same fourteen areas as Questionnaire 1 but asked students what how things 'should be' rather than how they were in reality. It was administered before and after an inquiry-based module was taught. The extent of the change in the students' opinions is was estimated as described earlier (in and is summarised in Table 5.

1. For me, lessons in the above subject should be enjoyable.	Very enjoyable		Very unenjoyable	3%
2. For me, I should feel contented in my lessons in the above subject.	Very contented		Very unhappy	-12%
3. For me, in lessons of the above subject, I should understand the subject matter.	Rarely		Very often	4%
4. For me, in lessons of the above subject, I should have time to think about the questions.	Rarely		Very often	-13%
5. For me, lessons of the above subject should be about signs and symbols.	Rarely		Very often	-17%
6. For me, lessons of the above subject should be about studying facts and figures.	Rarely		Very often	-1%
7. For me, lessons of the above subject should be useful in my everyday life.	Very important		Very unimportant	3%
8. For me, lessons of the above subject should be relevant to society in general.	Very important		Very unimportant	-9%
9. For me, in lessons of the above subject I should get the opportunity to make suggestions to the teacher	Rarely		Very often	-2%
10 For me, in lessons of the above subject I should get the opportunity to ask questions.	Rarely		Very often	-2%
11. For me, in lessons of the above subject I would enjoy it when the level of co-operation of the class could be described as.....	Very cooperative		Very uncooperative	-4%
12. For me, in lessons of the above subject I would enjoy it when the level of effort that the class makes could be described as...	Very large		Very small	-4%
13. In lessons of the above subject, the level of effort that I would make to understand the subject matter could be described as:	Very great		Very small	-10%
14. In lessons of the above subject, the degree to which I would participate could be described as:	Rarely		Very often	11%

Table 5: Summary of responses to Questionnaire 2. The 'estimate of change', shown as a percentage and an arrow, indicates the extent of the difference between the 'Before' and 'After' responses. (For clarity, only two of the seven options are displayed.)

It is clear that there was relatively little change in students' opinions of ideal science lessons after the module had been taught.

6. Conclusions

There was a clear difference between the students' experience of science lessons before and after the inquiry-based module was taught. The post-test indicated the following:

- science lessons were more enjoyable
- the students felt happier
- they had more time to think
- topics were perceived as more important for themselves and for society
- they had more opportunity to make suggestions
- they were making more of a personal effort to understand and participate
- they felt that the class was cooperative and making more of an effort.

The 'before' and 'after' responses to Questionnaire 2 showed relatively little change in the students' ideas of what science lessons should be like. This may indicate that their original responses were well considered and were reaffirmed by the inquiry-based module.

Appendix 1: Tabulated totals

Question	Options						No. of response to the options							n
	1	2	3	4	5	6	1	2	3	4	5	6	7	
1. Please write down the name of the class in which you are a student in your school.	text													
2. Please write down your class level (First year, second year, Transition year, etc)	1st	2nd	3rd	4 TY	5th	6th	0	0	14	491	75	0	0	580
3. What is your date of birth?	dob													576
4. Are you male or female?	male	female					175	404						579
5. Please write down the first letter of the name of the street in which you live and the house number, e.g. B/54 or L/25	text													
6. How would you rate your ability in the science subjects you are currently studying? (High, Average or low compared to your classmates)														
Biology	High	Medium	Low				218	286	32					536
Chemistry	High	Medium	Low				101	259	82					442
Physics	High	Medium	Low				88	229	116					433
Science	High	Medium	Low				135	278	33					446
7. Please indicate the type of school that you are attending.	Primary	Jun. sec.	Sen. sec				0	14	566					580
8. Please indicate the type of science course that you are studying:	General	Physics	Chemistry	Biology			110	41	117	312				580

Totals (Questionnaire 1, pre-test)

Questionnaire 1 (Before)	Options							n
	1	2	3	4	5	6	7	
1. For me the lessons in the above subject are:	24	53	151	242	73	17	20	580
2. In my lessons in the above subject I feel:	12	75	205	222	41	14	11	580
3. In my lessons in the above subject, I understand the subject matter.....	6	27	108	87	163	143	46	580
4. In my lessons in the above subject, the time I have to think about the questions asked may be described as...	31	38	182	116	125	62	26	580
5. The content of my lessons in the above subject are always about signs and symbols.	26	143	243	83	57	22	5	579
6. The content of my lessons in the above subject are always about studying facts and figures.	11	57	189	121	115	66	20	579
7. The level of importance to my everyday life of the topics I study in my lessons in the above subject may be described as:	34	73	148	156	111	36	22	580
8. The level of importance to society in general of the topics I study in my lessons in the above subject may be described as:	46	99	145	162	78	28	22	580
9. Please indicate how often you get the opportunity to make suggestions to the teacher in lessons in the above subject:	50	104	137	79	93	69	48	580
10. Please indicate how often you get the opportunity to ask questions in lessons in the above subject:	14	32	74	74	114	143	129	580
11. Please indicate the level of co-operation that the students in your class display in lessons of the above subject:	23	84	189	180	67	23	14	580
12. The level of effort that the class makes in the lessons of the above subject may be described as :	13	60	181	224	56	19	27	580
13. The level of effort that I make to understand the subject matter in lessons of the above subject may be described as:	43	113	157	191	54	9	13	580
14. The degree to which I participate in lessons of the above subject may be described as:	7	13	80	105	126	148	100	579

Totals (Questionnaire 2, pre-test)

Questionnaire 2 (Before)	Options							n
	1	2	3	4	5	6	7	
1. For me, lessons in the above subject should be enjoyable.	186	173	129	60	17	9	6	580
2. For me, I should feel contented in my lessons in the above subject.	149	174	153	71	16	9	7	579
3. For me, in lessons of the above subject, I should understand the subject matter.	240	168	90	54	8	11	9	580
4. For me, in lessons of the above subject, I should have time to think about the questions.	109	167	175	91	23	14	1	580
5. For me, lessons of the above subject should be about signs and symbols.	33	28	89	188	168	49	25	580
6. For me, lessons of the above subject should be about studying facts and figures.	27	62	108	243	97	28	15	580
7. For me, lessons of the above subject should be useful in my everyday life.	146	139	164	76	32	14	8	579
8. For me, lessons of the above subject should be relevant to society in general.	125	141	163	87	42	14	8	580
9. For me, in lessons of the above subject I should get the opportunity to make suggestions to the teacher	98	163	183	90	34	4	8	580
10 For me, in lessons of the above subject I should get the opportunity to ask questions.	197	169	126	58	11	9	10	580
11. For me, in lessons of the above subject I would enjoy it when the level of co-operation of the class could be described as.....	117	243	150	50	9	5	6	580
12. For me, in lessons of the above subject I would enjoy it when the level of effort that the class makes could be described as...	106	159	193	97	11	6	7	579
13. In lessons of the above subject, the level of effort that I would make to understand the subject matter could be described as:	107	174	143	104	38	8	5	579
14. In lessons of the above subject, the degree to which I would participate could be described as:	13	19	50	76	103	159	160	580

Totals (Questionnaire 1, post-test)

Questionnaire 1 (After)	Options							n
	1	2	3	4	5	6	7	
1. For me the lessons in the above subject are:	50	113	195	147	49	11	15	580
2. In my lessons in the above subject I feel:	31	137	199	166	35	5	7	580
3. In my lessons in the above subject, I understand the subject matter.....	6	15	101	95	142	162	59	580
4. In my lessons in the above subject, the time I have to think about the questions asked may be described as...	7	34	126	124	153	96	40	580
5. The content of my lessons in the above subject are always about signs and symbols.	31	129	227	88	72	21	11	579
6. The content of my lessons in the above subject are always about studying facts and figures.	13	55	225	104	94	72	16	579
7. The level of importance to my everyday life of the topics I study in my lessons in the above subject may be described as:	59	118	150	125	84	26	18	580
8. The level of importance to society in general of the topics I study in my lessons in the above subject may be described as:	82	120	159	120	61	21	17	580
9. Please indicate how often you get the opportunity to make suggestions to the teacher in lessons in the above subject:	37	46	114	90	126	88	79	580
10. Please indicate how often you get the opportunity to ask questions in lessons in the above subject:	8	28	69	72	132	124	146	579
11. Please indicate the level of co-operation that the students in your class display in lessons of the above subject:	52	102	197	159	41	24	5	580
12. The level of effort that the class makes in the lessons of the above subject may be described as :	42	104	195	177	38	11	13	580
13. The level of effort that I make to understand the subject matter in lessons of the above subject may be described as:	63	130	169	162	38	9	8	579
14. The degree to which I participate in lessons of the above subject may be described as:	8	16	56	97	112	158	132	579

Totals (Questionnaire 2, post-test)

Questionnaire 2 (After)	Options							n
	1	2	3	4	5	6	7	
1. For me, lessons in the above subject should be enjoyable.	189	177	113	60	20	6	14	579
2. For me, I should feel contented in my lessons in the above subject.	162	191	135	65	17	5	4	579
3. For me, in lessons of the above subject, I should understand the subject matter.	226	166	105	52	15	7	8	579
4. For me, in lessons of the above subject, I should have time to think about the questions.	139	153	183	68	24	8	4	579
5. For me, lessons of the above subject should be about signs and symbols.	34	49	114	161	149	52	20	579
6. For me, lessons of the above subject should be about studying facts and figures.	31	62	133	192	111	29	21	579
7. For me, lessons of the above subject should be useful in my everyday life.	144	146	141	80	53	12	3	579
8. For me, lessons of the above subject should be relevant to society in general.	127	166	137	92	43	11	3	579
9. For me, in lessons of the above subject I should get the opportunity to make suggestions to the teacher	106	169	161	96	31	8	8	579
10 For me, in lessons of the above subject I should get the opportunity to ask questions.	196	178	118	55	17	5	10	579
11. For me, in lessons of the above subject I would enjoy it when the level of co-operation of the class could be described as.....	147	197	164	55	9	4	3	579
12. For me, in lessons of the above subject I would enjoy it when the level of effort that the class makes could be described as...	131	149	176	84	21	15	3	579
13. In lessons of the above subject, the level of effort that I would make to understand the subject matter could be described as:	125	160	175	71	33	7	8	579
14. In lessons of the above subject, the degree to which I would participate could be described as:	6	21	35	72	117	169	159	579

Appendix 2: The questionnaires

Dear students,

Are science lessons interesting? We would like to find out what science lessons should be like according to your opinion.

On the following sheets you will find two questionnaires. Please remember that there are no right or wrong answers to the questions asked in the questionnaires. We are interested in your personal opinion!

In addition to the two questionnaires, on the first page we ask for some background information about yourself. All information you provide will be kept confidential and will only be used for research purposes.

Thank you very much for your cooperation and your help!

1. Please write down the name of the class in which you are a student in your school.	_____
2. Please write down your class level (First year, second year, Transition year, etc.)	
3. What is your date of birth?	
4. Are you male or female?	† female † male
5. What is your nationality?	†
6. Please write down the first letter of the name of the street in which you live and the house number, e.g. B/54 or L/25	
7. How would you rate your ability in the science subjects you are currently studying? (High, Average or low compared to your classmates)	Biology _____ Chemistry _____ Physics _____ Science _____ (ignore those which do not apply)

Please indicate the type of school that you are attending.

- Junior School (Primary)
 Middle School (Junior second level)
 High School (Upper second level)

Please indicate the type of science course that you are studying:

- General Science*
 Physics
 Chemistry
 Biology

*This included any type of general science course (integrated, co-ordinated, etc.).

Questionnaire 1

This questionnaire is designed to obtain your views on the **ACTUAL** or **REAL** lessons which you attend in the area of science.

When answering the following questions, please think about the **ACTUAL** or **REAL** lessons that you attend in the above subject.

Please indicate your chosen answer by putting an **X** in the appropriate box.

1. For me the lessons in the above subject are:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extremely enjoyable	Very enjoyable	Enjoyable	Fairly enjoyable	Somewhat unenjoyable	Very unenjoyable	Extremely unenjoyable

2. In my lessons in the above subject I feel:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extremely contented	Very contented	Contented	Fairly contented	Somewhat unhappy	Very unhappy	Extremely unhappy

3. In my lessons in the above subject, I understand the subject matter.....

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Never	Rarely	Sometimes	Fairly often	Often	Very often	Always

4. In my lessons in the above subject, the time I have to think about the questions asked may be described as...

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Never	Rarely	Sometimes	Fairly often	Often	Very often	Always

5. The content of my lessons in the above subject are always about signs and symbols.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Never	Rarely	Sometimes	Fairly often	Often	Very often	Always

6. The content of my lessons in the above subject are always about studying facts and figures.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Never	Rarely	Sometimes	Fairly often	Often	Very often	Always

7. The level of importance to **my everyday life** of the topics I study in my lessons in the above subject may be described as:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extremely important	Very important	Important	Fairly important	Somewhat unimportant	Very unimportant	Extremely unimportant



8. The level of importance **to society** in general of the topics I study in my lessons in the above subject may be described as:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extremely important	Very important	Important	Fairly important	Somewhat unimportant	Very unimportant	Extremely unimportant

9. Please indicate how often you get the opportunity to make suggestions to the teacher in lessons in the above subject:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Never	Rarely	Sometimes	Fairly often	Often	Very often	Always

10. Please indicate how often you get the opportunity to ask questions in lessons in the above subject:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Never	Rarely	Sometimes	Fairly often	Often	Very often	Always

11. Please indicate the level of co-operation that the students in your class display in lessons of the above subject:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extremely cooperative	Very cooperative	Cooperative	Fairly cooperative	Somewhat uncooperative	Very uncooperative	Extremely uncooperative

12. The level of effort that the class makes in the lessons of the above subject may be described as :

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extremely Large	Very large	Large	Fairly large	Rather small	Very small	Extremely small

13. The level of effort that I make to understand the subject matter in lessons of the above subject may be described as:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extremely small	Very great	Great great	Fairly	Rather great	Very small	Extremely small

14. The degree to which I participate in lessons of the above subject may be described as:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Never	Rarely	Sometimes	Fairly often	Often	Very often	Always

Thank you for taking the time to complete this questionnaire. Your co-operation is very much appreciated

Questionnaire 2

This questionnaire is designed to obtain your views on the IDEAL lessons which you would like to attend in the area of science, i.e. what you think lessons SHOULD be like.

When answering the following questions, please think about the IDEAL lessons that you would like to attend in the above subject, i.e. what you think the lessons should be like.

Please indicate your chosen answer by putting an X in the appropriate box.

1. For me, lessons in the above subject should be enjoyable.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extremely important	Very important	Important	Fairly important	Somewhat unimportant	Very unimportant	Extremely unimportant

2. For me, I should feel contented in my lessons in the above subject.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extremely important	Very important	Important	Fairly important	Somewhat unimportant	Very unimportant	Extremely unimportant

3. For me, in lessons of the above subject, I should understand the subject matter.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extremely important	Very important	Important	Fairly important	Somewhat unimportant	Very unimportant	Extremely unimportant

4. For me, in lessons of the above subject, I should have time to think about the questions.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extremely important	Very important	Important	Fairly important	Somewhat unimportant	Very unimportant	Extremely unimportant

5. For me, lessons of the above subject should be about signs and symbols.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extremely important	Very important	Important	Fairly important	Somewhat unimportant	Very unimportant	Extremely unimportant

6. For me, lessons of the above subject should be about studying facts and figures.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extremely important	Very important	Important	Fairly important	Somewhat unimportant	Very unimportant	Extremely unimportant

7. For me, lessons of the above subject should be useful in **my everyday life**.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extremely important	Very important	Important	Fairly important	Somewhat unimportant	Very unimportant	Extremely unimportant



8. For me, lessons of the above subject should be relevant to **society** in general.

Extremely important
 Very important
 Important
 Fairly important
 Somewhat unimportant
 Very unimportant
 Extremely unimportant

9. For me, in lessons of the above subject I should get the opportunity to make suggestions to the teacher

Extremely important
 Very important
 Important
 Fairly important
 Somewhat unimportant
 Very unimportant
 Extremely unimportant

10. For me, in lessons of the above subject I should get the opportunity to ask questions.

Extremely important
 Very important
 Important
 Fairly important
 Somewhat unimportant
 Very unimportant
 Extremely unimportant

11. For me, in lessons of the above subject I would enjoy it when the level of co-operation of the class could be described as.....

Extremely cooperative
 Very cooperative
 Cooperative
 Fairly cooperative
 Somewhat uncooperative
 Very uncooperative
 Extremely uncooperative

12. For me, in lessons of the above subject I would enjoy it when the level of effort that the class makes could be described as...

Extremely Large
 Very large
 Large
 Fairly large
 Rather small
 Very small
 Extremely small

13. In lessons of the above subject, the level of effort that I would make to understand the subject matter could be described as:

Extremely Large
 Very large
 Large
 Fairly large
 Rather small
 Very small
 Extremely small

14. In lessons of the above subject, the degree to which I would participate could be described as:

Never
 Rarely
 Sometimes
 Fairly often
 Often
 Very often
 Always

Thank you for taking the time to complete this questionnaire. Your co-operation is very much appreciated.

