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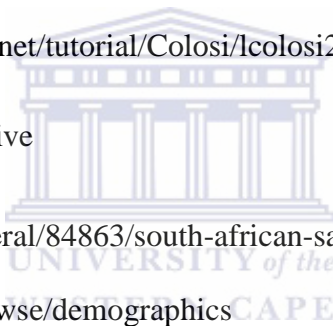http://www.explore.hbr.org

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Appendix A: Information Sheet

UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa
Tel: +27 21-959, Fax: 27 21-959
E-mail:

INFORMATION SHEET

Appendix A

Project Title: An examination of the relationship between learner and teacher motivation and self-efficacy in relation to the intention of learners to drop out of school

What is this study about?

This is a research project being conducted by Portia Davidse at the University of the Western Cape. We are inviting you to voluntarily participate in this research project because the aim of the study is to determine the relationship between learner and teacher motivation and self-efficacy in relation to the intention of learners to drop out of school.

What will I be asked to do if I agree to participate?

The parent participants will be asked to participate in filling out a questionnaire about learner and teacher motivation and self-efficacy. The questionnaires will be sent out to all participants, once consent has been given, and the physical measurements will be conducted during a convenient time for the participants within school time. The participants will be notified in advance of the physical measurements time slots at least a week in advance. Should, more information be required, I will consult with you and arrange a suitable time and date that will be convenient for you.

Would my participation in this study be kept confidential?

We will do our best to keep your personal information confidential. To help protect your confidentiality, the information you provide will be totally private; no names will be used so there are no way you can be identified for participating in this study. Your information will be anonymous and treated confidentially. This will be done by (1) your name will not be included on the report and (2) a code number will be placed on the report. If we write a report or article about this research project, your identity will be protected to the maximum extent possible. The reports

16

159

will be kept in a locked cabinet and only the interviewer and the research supervisor will have access to this information. The research findings will not include any personal details.

What are the risks of this research?

There are no known risks in participating in the study. However, the parents or primary caregivers may identify possible parental needs or any other need for assistance. In cases where a parent or family member presents with such a need, the researcher will liaise with appropriate resources to refer.

What are the benefits of this research?

The results from this research study will help a number of individuals; (i) parents and guardians, (ii) schools as well as (iii) community organisations (iv)curriculum advisors (v) area and circuit managers. Parents, guardians and teachers will be aware of the role learner and teacher motivation and self-efficacy could play in their learners 'intrinsic ability to be task orientated and ultimately complete their school career. Schools will be able to recognise potential learners with low levels of motivation and self-efficacy and those learners who are at risk to drop out of school. Teachers with low motivation levels and with a low sense of efficacy would be identified and given the necessary support by School Management Teams (SMT), and Curriculum advisors in order to ensure that all learners and teachers perform to their full potential and produce work of high standard and excellence. Community organisations will have an understanding of the current situation of South African learner's views the value of education and see how they can assist in motivating and harnessing the learner's views of the value of education and its impact on the individual, a community and ultimately the nation. This research will add to current international debates in this area of research.

Describe the anticipated benefits to science or society expected from the research, if any.

There are limited studies done on the relationship between learner and teacher motivation and self-efficacy and its effect on the learners' intention to drop out of school. The data collected will provide valuable information about those learners with low motivation and self-efficacy. It will

18

160

also provide valuable information about teachers with low levels of self-efficacy and motivation levels and who need urgent support from their seniors.

Do I Have to be in this research and may I stop participating at any time?

Your participation in this research is completely voluntary. You may choose not to take part at all. If you decide to participate in this research, you may stop participating at any time. If you decide not to participate in this study or if you stop participating at any time, you will not be penalized or lose any benefits to which you otherwise qualify.

Is any assistance available if I am negatively affected by participating in this study?

Every effort has been taken to protect you from any harm in this study. If however, you may feel affected you can be referred to your nearest community resource for assistance.

What if I have questions?

You may contact me at: 0614513855 or 02108800477 or portiadvds@gmail.com *or my supervisor **Prof Roman in the Social Work Department** at the University of the Western Cape.* If you have any questions about the research study itself, please contact Prof Roman at: Department of Social Work, tel. 021 959 2970, email: nroman@uwc.ac.za.

Should you have any questions regarding this study, the questionnaire and/ or your rights as a research participant or if you wish to report any problems you have experienced related to the study, please contact:

Head of Department: Prof. C. Schenck

Dean of the Faculty of Community and Health Sciences: **Prof. J. Frantz**

University of the Western Cape

Private Bag X17

Bellville 7535

This research has been approved by the University of the Western Cape's Senate Research Committee and Ethics Committee.

18

161

Appendix B: Consent Form for Teachers /Educators

UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa
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E-mail: nroman@uwc.ac.za

CONSENT FORM FOR EDUCATORS

Appendix B

Title of Research Project: An examination of the relationship between learner and teacher motivation and self-efficacy in relation to the intention of learners to drop out of school

The study has been described to me in a language that I understand and I freely and voluntarily agree to participate in the study. My questions about the study have been answered. I understand that my identity will not be disclosed and that I may withdraw from the study without giving a reason at any time and this will not negatively affect me in any way.

Educator's name…………………………..

Educator's signature……………………………….

Date………………………

Should you consent to partake in this study, please send attach your email address to this consent form so that we can send you the survey as soon as possible. A hard copy will be sent home with you as well.Should you have any questions regarding this study or wish to report any problems you have experienced related to the study, please contact the study coordinator:

Study Coordinator's Name: Prof N Roman

University of the Western Cape

Private Bag X17, Bellville 753

Telephone: 021 959 2277/2970   Email: nroman@uwc.ac.za

19

162

Appendix C: Consent Form for Learners

UNIVERSITY OF THE WESTERN CAPE

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CONSENT FORM FOR PARTICIPANTS

Appendix C

Title of Research Project: An examination of the relationship between learner and teacher motivation and self-efficacy in relation to the intention of learners to drop out of school

The study has been described to me in a language that I understand and I freely and voluntarily agree to allow my child to participate in the study. My questions about the study have been answered. I understand that my child's identity will not be disclosed and that my child may withdraw from the study without giving a reason at any time and this will not negatively affect my child in any way.

Parent's name………………………..

Parent's signature………………………….

Date……………………….

Should you consent to partake in this study, please send attach your email address to this consent form so that we can send you the survey as soon as possible. A hard copy will be sent home with your child as well.Should you have any questions regarding this study or wish to report any problems you have experienced related to the study, please contact the study coordinator:

Study Coordinator's Name: Prof N Roman

University of the Western Cape

Private Bag X17, Bellville 753

Telephone: 021 959 2277/2970   Email: nroman@uwc.ac.za

19

Appendix D: Demographics for Teachers

<table>
<tr><td colspan="6" align="center">**A. EDUCATOR DEMOGRAPHICS**

PLEASE COMPLETE THE FOLLOWING STATEMENTS BY TICKING YOUR RESPONSE</td></tr>
<tr><td>**GENDER**</td><td colspan="2">Male</td><td colspan="2">Female</td><td>**Age**</td></tr>
<tr><td>**YEARS EXPERIENCE**</td><td colspan="5"></td></tr>
<tr><td>**GRADE/S TEACHING**</td><td colspan="5"></td></tr>
<tr><td>**NAME OF SCHOOL**</td><td colspan="5"></td></tr>
<tr><td>**RACE**</td><td>1.White</td><td>2.Black</td><td>3.Coloured</td><td>4.Indian/Asian</td><td>5.Other</td></tr>
<tr><td>**LANGUAGE**</td><td colspan="2">1.English</td><td>2.Afrikaans</td><td>3.IsiXhosa</td><td>4.Other</td></tr>
<tr><td>**MARITAL STATUS**</td><td>1.Married</td><td>2.Living together but not married</td><td>3.Divorced</td><td>4.Single</td><td>5.Widowed</td></tr>
<tr><td>How many children do you have?</td><td>How many people older than 18 are living in your house?</td><td>How many people are working in your house?</td><td>Do you own your own home?

Yes | No</td><td colspan="2">Do you own your own car?

Yes | No</td></tr>
<tr><td>A1. Was teaching your first choice?

Yes | No</td><td>A2. Are you satisfied in your job?

Yes | No</td><td>A3. Do you feel that you are appreciated as a teacher?

Yes | No</td><td>A4. Have you been overlooked for promotion in the past?

Yes | No</td><td colspan="2">A5. Have you improved your qualifications over the last three years?

Yes | No</td></tr>
</table>

****

Appendix E: Demographics for Learners

A. PLEASE COMPLETE THE FOLLOWING STATEMENTS BY TICKING YOUR RESPONSE								
GENDER	MALE			FEMALE				AGE
GRADE	GRADE 9				GRADE 11			
NAME OF SCHOOL								
RACE	1. WHITE		2. BLACK	3.COLOURED		4. INDIAN/ASIAN		5.OTHER
Home Language	1. English		2. Afrikaans		3. IsiXhosa		4. Other African Language	
I live with	1.Both my parents	2.mother	3.Father	4.Sister	5.Brother	6.Grandmother/ Grandfather	7.Other Relatives e.g. aunty, uncle, cousin	8.Live alone	9.Other
My parents are	1. Married	2. Live together but not Married		3. Single and do not live together because they have never been married	4. Single because he/she is divorced	5. Single because he/she is widowed		6. Both my parents have died

How many children under 18, including yourself, are living in your house?	How many people older than 18 are living in your house?	How many people are working in your house?	Do you have your own bedroom? Yes | No	If 'No', how many people share the bedroom with you?

A1. Name your favourite subject.	A2. Name your least favourite subject. Never Sometimes	A3. Do you get extra classes? Yes | No	A4. Who provides the extra classes? School Parents Someone else

A5. Do you think the extra classes will help to improve your grades? Yes | No	A6. Do your teachers make the lessons exciting?	Never Sometimes	A7. Do you feel that you can tell the teachers that you do not understand the work?	A8. Can you cope with the workload? Yes | No	A9. If 'No', is there someone you can ask for assistance? Yes | No

A10. Are you able to concentrate in class? Yes No	Too noisy in class Too many distractions. Class too full. Classroom too small Bored	A11. If 'No", why not?	Yes, for all subjects For some subjects. No textbooks at all.	A12. Do you have all your textbooks?

■■

UNIVERSITY *of the*
WESTERN CAPE

Appendix F: Questionnaire: Motivation for Teachers

<div style="border:1px solid black; padding:10px;">

B. MOTIVATION FOR TEACHERS

This questionnaire is designed to help us get a better understanding of the challenges educators face on a daily bases.
Please rate how certain you are that you have the intrinsic motivation to solve the academic problems in each of the levels below:

Your answers will be kept strictly confidential and will not be identified by name.

Rate your degree of confidence by recording a number from 1 to 4 using the scale given below
1 = Not at all true
2 = Untrue
3 = true
4 = Very true

Job Interest/Enjoyment

1. I enjoy doing teaching very much	Not at all true	Untrue	true	Very true
2. Sometimes teaching is fun to do.	Not at all true	Untrue	true	Very true
3. I think teaching is very boring.	Not at all true	Untrue	true	Very true
4. I would describe this job as very interesting.	Not at all true	Untrue	true	Very true
5. Teaching does not hold my attention at all.	Not at all true	Untrue	true	Very true
6. While I am teaching, I think about how much I enjoy it.	Not at all true	Untrue	true	Very true

Perceived Competence

7. I think I am pretty good at most activities.	Not at all true	Untrue	true	Very true
8. I think I am doing pretty well at my job, compared to other teachers.	Not at all true	Untrue	true	Very true
9. After working at this job for a while, I feel pretty competent.	Not at all true	Untrue	true	Very true

</div>

10. I am not always satisfied with my performance at a given task.	Not at all true	Untrue	true	Very true

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Appendix G: Questionnaire: Motivation for learners

B. MOTIVATION: LEARNERS			
Below are five statements/questions with which you may agree or disagree. Using the 1-4 scale below, indicate your agreement with each item by placing the appropriate number in the line preceding that item. Please be open and honest in your responding: 1 = Not at all true 2 = Untrue 3 = true 4 = Very true			

Why do you attend school?

1. I really don't know why.	Not at all true	Untrue	true	Very true
2. I don't see why we should attend school.	Not at all true	Untrue	true	Very true
3. I really feel I'm wasting my time at school	Not at all true	Untrue	true	Very true
4. I don't see what I get out of school.	Not at all true	Untrue	true	Very true

Complete the sentence.
I do my activities …

5. because I'll get into trouble if I don't	Not at all true	Untrue	true	Very true
6. because that's what I am supposed to do	Not at all true	Untrue	true	Very true
7. so that the teacher won't shout at me	Not at all true	Untrue	true	Very true
8. because that's the rule	Not at all true	Untrue	true	Very true

|			
I do all my activities…			
9. because I want the teacher to think I'm a good student	Not at all true	Untrue	true	Very true
10. because I would feel guilty if I didn't	Not at all true	Untrue	true	Very true
11. because I would feel bad about myself if I didn't	Not at all true	Untrue	true	Very true
12. because it bothers me when I don't	Not at all true	Untrue	true	Very true

****

Appendix H: Questionnaire: Self-efficacy for Teachers

C. SELF-EFFICACY FOR TEACHERS				
This questionnaire is designed to help us get a better understanding of the challenges educators face on a daily bases. Please rate how certain you are that you can solve the academic problems in each of the levels below: Your answers will be kept strictly confidential and will not be identified by name. Rate your degree of confidence by recording a number from 1 to 4 using the scale given below 1 = Not at all true 2 = Untrue 3 = true 4 = Very true				

Efficacy to influence decision making				
1. Influence the decisions that are made at school	Not at all true	Untrue	true	Very true
2. Express my views freely on important school matters	Not at all true	Untrue	true	Very true
3. Get the instructional material and equipment I need	Not at all true	Untrue	true	Very true
Instructional self-efficacy				
4. Get through to the most difficult learners	Not at all true	Untrue	true	Very true
5. Get learners to learn when there is a lack of support from the home	Not at all true	Untrue	true	Very true
6. Keep learners on task with difficult assignments	Not at all true	Untrue	true	Very true
7. Increase learners' memory of what they have been taught in previous lessons	Not at all true	Untrue	true	Very true
8. Motivate learners who show low interest in schoolwork _	Not at all true	Untrue	true	Very true
Disciplinary self-efficacy				
9. Get learners to follow classroom rules	Not at all true	Untrue	true	Very true
10. Control disruptive behaviour in class	Not at all true	Untrue	true	Very true
11. Prevent problem behaviour on the school grounds	Not at all true	Untrue	true	Very true

12. I struggle to meet the demands of teaching	Not at all true	Untrue	true	Very true

Effort importance

13. I put a lot of effort into my work	Not at all true	Untrue	true	Very true
14. I can put more effort into my job	Not at all true	Untrue	true	Very true
15. It is important to me to do well at my job	Not at all true	Untrue	true	Very true
16. I do not feel motivated to improve my performance	Not at all true	Untrue	true	Very true

Perceived choice

17. I believe I have choices other than teaching	Not at all true	Untrue	true	Very true
18. I feel like teaching is my only option	Not at all true	Untrue	true	Very true
19. Changing my profession is not an option	Not at all true	Untrue	true	Very true
20. I am doing this job because I choose to	Not at all true	Untrue	true	Very true
21. I feel like I am stuck	Not at all true	Untrue	true	Very true

Value / Usefulness

22. I believe this job could be of some value to me	Not at all true	Untrue	true	Very true
23. I think that doing this job is useful for others	Not at all true	Untrue	true	Very true
24. I think it is important to do this job because it can improve my community	Not at all true	Untrue	true	Very true
25. I would be willing to do this again because it is of much value to me	Not at all true	Untrue	true	Very true
26. I think doing this job could help me to make a difference	Not at all true	Untrue	true	Very true
27. I believe doing this job is very beneficial to me	Not at all true	Untrue	true	Very true

Efficacy to enlist community involvement

28. Get community groups involved in getting to work with the school.	Not at all true	Untrue	true	Very true
29. Get businesses involved in working with the school	Not at all true	Untrue	true	Very true

30. Getting local colleges and universities involved in working with the school	Not at all true	Untrue	true	Very true
Reduce school dropout				
31. Reduce school absenteeism	Not at all true	Untrue	true	Very true
32. Get learners to believe they can do well in school work	Not at all true	Untrue	true	Very true
33. Reduce truancy	Not at all true	Untrue	true	Very true
34. Reduce bunking	Not at all true	Untrue	true	Very true
Self-efficacy to Meet				
35. Expectations of my colleagues	Not at all true	Untrue	true	Very true
36. Live up to what my seniors expect of me	Not at all true	Untrue	true	Very true
37. Live up to what the education department expect of me	Not at all true	Untrue	true	Very true
38. Live up to what the community expect of me	Not at all true	Untrue	true	Very true
39. Live up to what I expect of myself	Not at all true	Untrue	true	Very true

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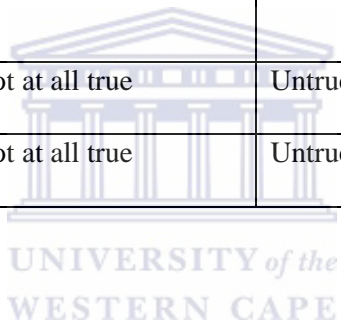
Appendix I: Questionnaire: Self-efficacy for Learners

<table>
<tr><td colspan="5">

C. Self-Efficacy (self-confidence) for learners

This questionnaire is designed to help us get a better understanding of the kinds of things that are difficult for learners.

Please rate how certain you are that you can do each of the things described below by writing the appropriate response. Your answers will be kept strictly confidential and will not be identified by name.

Rate your degree of confidence by choosing a number from 1 to 4 using the scale given below

1 = Not at all true

2 = Untrue

3 = true

4 = Very true
</td></tr>
<tr><td colspan="5">**Self-Efficacy in Enlisting Social Resources**</td></tr>
<tr><td>1. Get teachers to help me when I get stuck on schoolwork</td><td>Not at all true</td><td>Untrue</td><td>true</td><td>Very true</td></tr>
<tr><td>2. Get another learners to help me when I get stuck on schoolwork</td><td>Not at all true</td><td>Untrue</td><td>true</td><td>Very true</td></tr>
<tr><td>3. Get adults to help me when I have social problems e.g. bullying, peer pressure, making friends etc.</td><td>Not at all true</td><td>Untrue</td><td>true</td><td>Very true</td></tr>
<tr><td>4. Get a friend to help me when I have social problems</td><td>Not at all true</td><td>Untrue</td><td>true</td><td>Very true</td></tr>
<tr><td colspan="5">**Self-Efficacy for Academic Achievement**</td></tr>
<tr><td>5. Learn basic mathematics e.g. addition, subtraction, multiplication etc.</td><td>Not at all true</td><td>Untrue</td><td>true</td><td>Very true</td></tr>
<tr><td>6. Learn algebra</td><td>Not at all true</td><td>Untrue</td><td>true</td><td>Very true</td></tr>
<tr><td>7. Learn science e.g. physics, biology etc.</td><td>Not at all true</td><td>Untrue</td><td>true</td><td>Very true</td></tr>
<tr><td>8. Learn reading, writing, and language skills</td><td>Not at all true</td><td>Untrue</td><td>true</td><td>Very true</td></tr>
<tr><td>9. Learn to use computers</td><td>Not at all true</td><td>Untrue</td><td>true</td><td>Very true</td></tr>
<tr><td colspan="5">**Self-Efficacy for Self-Regulated Learning**</td></tr>
<tr><td>10. Finish my homework assignments by the date that the teacher gives</td><td>Not at all true</td><td>Untrue</td><td>true</td><td>Very true</td></tr>
</table>

11. Get myself to study when there are other interesting things to do e.g. watch television, go out with friend etc.	Not at all true	Untrue	true	Very true
12. Always concentrate on school subjects during class	Not at all true	Untrue	true	Very true
13. Take good notes during class instruction	Not at all true	Untrue	true	Very true
14. Use the library to get information.	Not at all true	Untrue	true	Very true

Self-Efficacy for Leisure (spare, free) Time Skill

15. With Extracurricular Activities e.g. sport, music, drama, youth	Not at all true	Untrue	true	Very true
16. Learn sports skills well	Not at all true	Untrue	true	Very true
17. Learn dance skills well	Not at all true	Untrue	true	Very true
18. Learn music skills well	Not at all true	Untrue	true	Very true
19. Do the kinds of things needed to work on the school newspaper e.g. write stories, write articles, read other newspapers, interviews etc.	Not at all true	Untrue	true	Very true
20. Do the things needed to serve in school government e.g. RCL, prefect, class monitor etc.	Not at all true	Untrue	true	Very true
21. Do the kinds of things needed to take part in school plays	Not at all true	Untrue	true	Very true
22. Do regular physical education activities e.g. jumping, skipping, games, catching balls etc.	Not at all true	Untrue	true	Very true
23. Learn the skills needed for team sports (for example, soccer, netball, cricket etc.)	Not at all true	Untrue	true	Very true

Self-Efficacy for Leisure Time Skill				
24. Resist peer pressure to do things in school that can get me into trouble	Not at all true	Untrue	true	Very true
25. Stop myself from skipping school when I feel bored or upset	Not at all true	Untrue	true	Very true
26. Resist peer pressure to smoke cigarettes	Not at all true	Untrue	true	Very true
27. Resist peer pressure to drink alcohol	Not at all true	Untrue	true	Very true
28. Resist peer pressure to smoke dagga	Not at all true	Untrue	true	Very true
29. Resist peer pressure to use drugs e.g. tik	Not at all true	Untrue	true	Very true
30. Resist peer pressure to have sexual intercourse	Not at all true	Untrue	true	Very true
Self-Efficacy for enlisting Parental and Community Support				
31. Get my parents to help me with a problem	Not at all true	Untrue	true	Very true
32. Get my brother(s) and Sister(s) to help me with a problem	Not at all true	Untrue	true	Very true
33. Get my parents to take part in school activities	Not at all true	Untrue	true	Very true
34. Get people outside the school to take an interest in the school (for example, community groups, churches etc.)	Not at all true	Untrue	true	Very true

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Appendix J: Questionnaire: Learners' Intention to Drop Out of School (Teachers)

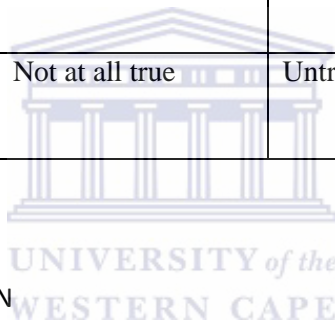| D. LEARNERS' INTENTION TO DROP OUT OF SCHOOL -TEACHERS |
|---|
| This questionnaire is designed to help us get a better understanding of the challenges learners face to remain in school. As an educator please rate how certain you are that you can identify learners at risk of dropping out of school. Your answers will be kept strictly confidential and will not be identified by name.

Rate your degree of confidence by recording a number from 1 to 4 using the scale given below
1 = Not at all true
2 = Untrue
3 = true
4 = Very true |

Why do learners sometimes consider to drop out of school?				
1.When they feel stressed	Not at all true	Untrue	True	Very true
2. When they are not supported by their teachers	Not at all true	Untrue	True	Very true
3. When things are not well at home.	Not at all true	Untrue	True	Very true
4. When their results are poor.	Not at all true	Untrue	True	Very true
5. They hardly consider dropping out.	Not at all true	Untrue	True	Very true
6. They never consider dropping out	Not at all true	Untrue	True	Very true
When do you think learners drop out of school				
7. At the end of the term	Not at all true	Untrue	True	Very true
8. At the end of the year	Not at all true	Untrue	True	Very true
9. As soon as they have the chance.	Not at all true	Untrue	True	Very true
10. Before exams	Not at all true	Untrue	True	Very true
11. When the pressure gets too much for them.	Not at all true	Untrue	True	Very true
12. They never intend to drop out of school.	Not at all true	Untrue	True	Very true

Why do you think learners sometimes feel unsure about continuing their studies year after year···				
13. when they struggle to understand the work	Not at all true	Untrue	True	Very true
14. Fear for examinations	Not at all true	Untrue	True	Very true
15. When their teachers expect too much of them.	Not at all true	Untrue	True	Very true
16. When their friends do not support them.	Not at all true	Untrue	True	Very true
17. When their parents do not support them.	Not at all true	Untrue	True	Very true
18. They rarely feel unsure about their studies.	Not at all true	Untrue	True	Very true

THANK YOU FOR YOUR PARTICIPATION

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Appendix K: Questionnaire: Intention to Drop Out of School (Learners)

D. Intention to drop out of school

For each of the following statements, please indicate how true it is for you, using the following scale:
1 = Not at all true
2 = Untrue
3 = true
4 = Very true

I sometimes consider dropping out of school…

1.When I feel stressed	Not at all true	Untrue	True	Very true
2. When I am not supported by my teachers	Not at all true	Untrue	True	Very true
3. When things are not well at home.	Not at all true	Untrue	True	Very true
4. When my results are poor.	Not at all true	Untrue	True	Very true
5. I hardly consider dropping out.	Not at all true	Untrue	True	Very true

I intend to drop out of school…

6. At the end of the term	Not at all true	Untrue	True	Very true
7. At the end of the year	Not at all true	Untrue	True	Very true
8. As soon as I have the chance.	Not at all true	Untrue	True	Very true
9. Immediately	Not at all true	Untrue	True	Very true
10. Not sure if I would persist to grade 12.	Not at all true	Untrue	True	Very true
11. Would love to finish grade 12 but cannot handle the pressure.	Not at all true	Untrue	True	Very true