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Results of the cognitive pretesting and the corresponding changes to the evaluation instrument JUMP@SCHOOL PROJECT

WP4 - Evaluation design, data collection instruments and analysis

P4 – Centre for Social Innovation (ZSI)

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The Jump@School questionnaire on “soft facts” was developed from a review of the relevant literature as described in the chapter on the “main reasons and causes of early school leaving” in the report on evaluation design and data collection instruments. A key word search of the following terms was also done: Terms including engagement, self-regulation, behavioural-, affective-, cognitive-, emotional-, psychological-, affective engagement, self-confidence, belonging, school identification, valuing school. Further, a study conducted by Fredericks et al. (2011), which reviews 21 measures of student engagement, was analysed in great detail. Of those instruments, which are available free of charge as well as based on the comprehensive literature review, questions that appeared to be most promising in terms of their scientific quality as well as their content regarding the Jump@School intervention were selected. To theme the questionnaire as the Jump@School intervention and to keep the instrument at a reasonable length, the original questionnaire scales were not used in their entirety, which clearly bears the risk of reducing their validity. The survey items came from the following data sources:

- Appleton et al. (2006)
- Davis et al. (2002)
- Freeney/O’Connell (2009)
- Fredricks et al. (2002)
- Chicago School consortium (2007)
- Skinner et al. (2012)
- High School Survey of Student Engagement
- Fredricks et al. (2011)

Although these are the primary sources, many of the questions chosen from them were modified in wording. These changes were made in order to make the survey instrument ‘easy to read’ for at-risk students and consistent in terms of response scale. Further, more unique questions that seemed pertinent to the Jump@School project and its specific intervention were added. For instance questions on self-confidence, future aspirations and information level about occupational possibilities were added.

After identifying the items it was felt that it would be most useful if each one was examined for fit into the following dimensions, which the Jump@School intervention will target: school motivation & valuing learning in school, engagement with learning, self-confidence with learning, commitment to complete and education, anxiety and uncertain control, self-regulation as well as control and withdrawal. These dimensions were then divided into the two categories “cognitive engagement” and “behavioural engagement” (see figure below).

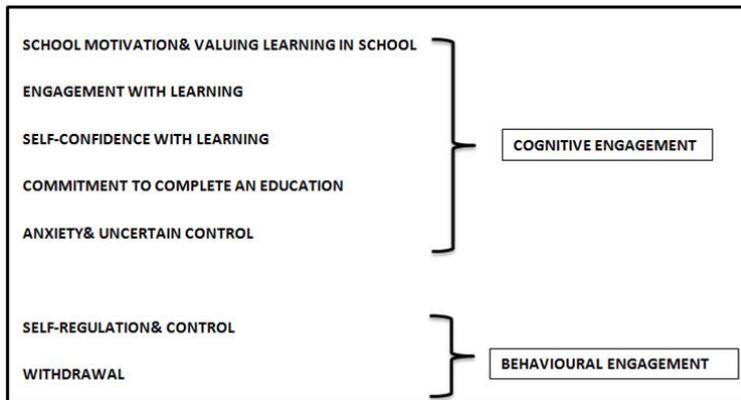


Figure 1: Dimensions targeted by the Jump@School intervention

Altogether, the multidimensional measure includes 37 items in a questionnaire format that can be administered to students during a single class period. The items reflect attitudes, feelings or beliefs. In order to prevent students from inattentive or acquiescent answering reverse wording of questionnaire items was used.

This short report shows the results of the cognitive pretesting of the Jump@School self-assessment of students (through the soft questionnaire) and the corresponding changes. The table below shows the original questions, the changes required and the final questions as a result of these cognitive pretesting with four participants aged 14, 15, 17 and one in his 20s. Only the English version of the questionnaire was tested.

One of the main changes to the survey instrument, one of which is not depicted in the table below, is the change in the answering scale. Initially, the evaluation team considered using a 7-point Likert scale. For all questions but one Disagree strongly – disagree – somewhat disagree – neither agree nor disagree – somewhat agree – agree – agree strongly. The one exception included the following items: Very unlikely – unlikely – somewhat unlikely – neither likely nor unlikely – somewhat likely – likely – very likely. The main reason for intending to use a 7-point answering scale is the possibilities it presents in terms of using more complex statistical analyses and procedures. However, the ability of the target group to differentiate the different levels of the scale was always a point of concern, one of which was also raised in the peer-review of the methodology report and survey instruments by IVAL. As a result, figuring out its suitability was at the centre of the cognitive pretesting. In almost each question tested, the participants were probed about their choice of answers as well as how they differentiated their answer to similar answering options through questions like: Why did you choose “X”?, Please explain, how you came up with your answer “X”?, Can you explain your answer, please? Why did you choose “X” as your answer? As a result, it was decided to replace the 7-point Likert scale with a more straightforward 5-point Likert scale (Strongly agree – agree – neither agree nor disagree – disagree – strongly disagree / Very unlikely – unlikely – neither likely nor unlikely – likely – very likely).

In the annexes, the exact results of the pretesting are presented.

	Original question	Cognitive question	Changes required	Final question
1. What do you think about school?	Generally, I like going to school.	Not tested	–	Generally, I like going to school.
	I am getting a good education at my school.	How do you understand/interpret “good education”?	–	I am getting a good education at my school.
	I really don’t care about school.	Not tested	–	I really don’t care about school.
	I feel like I don’t belong to this school.	What does “don’t belong to this school” mean to you?	–	I feel like I don’t belong to this school.
	School is stressing me out.	Not tested	–	School is stressing me out.
	I often feel like giving up on school.	What does “giving up on school” mean to you?	–	I often feel like giving up on school.
2. How do you feel about learning in school?	Learning is fun because I get better at something.	Can you explain your answer, please?	“Something” is unclear. Change to “school”.	I enjoy learning because I get better at school.
	I like telling others about what I’ve learned at school.	Not tested	–	I like telling others about what I’ve learned at school.
	I don’t care about getting good grades.	Not tested	–	I don’t care about getting good grades.
	My school work makes me curious to learn other things.	What do you think are “other things”? Please name what comes to your mind!	Not clear whether “other things” inside or outside school. Specify “in school”.	My school work makes me curious to learn things not taught in school.
	Most of the things we learn in school are useless.	How do you understand “useless”? “Useless” for what?	Clear. No changes required.	Most of the things we learn in school are useless.
3. How do you see your future in school?	I intend to stay in school until I complete my school leaving certificate.	1. Please paraphrase the statement 2. Why did you choose “X” as your answer?	“Intend” sometimes understood as “a must”. Consider replacing the term with “want”.	I intend to stay in school until I complete my school leaving certificate.
	I intend to complete a college/university degree.	3. Are the two statements clear to you?		I intend to complete a college/university degree.
4. How important	Please indicate how likely or unlikely completing the school leaving certificate will...			
	...prepare me for	Not tested	–	...prepare me for

do you think is an education for your future life?	college/university.			college/university.
	...mean that I will be told by others what to do.	Why did you choose answer “X”?	Clear. No changes required.	...mean that I will be told by others what to do.
	...help me to get a well-paid job.	Why did you choose answer “X”?	Clear. No changes required.	...help me to get a well-paid job.
	...allow me to learn new things.	Not tested	–	...allow me to learn new things.
	...give me a sense of success.	Not tested	–	...give me a sense of success.
	...help me to do something positive with my life.	What you think “something positive” means?	Clear. No changes required.	...help me to do something positive with my life.
...waste my time.	What do you think “waste my time” means?	Clear. No changes required.	...waste my time.	

5. What do you think about yourself as a student?	Please indicate how much you agree or disagree with each of the following statements. You can only choose ONE answer for each statement:			
	When assignments are coming up, I worry a lot.	What do you understand by the term “assignments”?	“Assignments” unclear. Change to “tests”	When tests are coming up, I worry a lot.
	In school, I do just enough to get by.	How did you come up with answer “X”?	Statement unclear. Specify “to do just enough” and “to get by”	In school, I work only hard enough to receive a passing grade.
	When I’m in class my mind wanders.	1. How did you come up with answer “X”? 2. How reliable is your answer on a scale from 1 (not reliable at all) – 5 (very reliable)?	The term “wanders” is unclear. Replace with “think about other unrelated things”	When I’m in class, I often think about other unrelated things.
	I follow the rules in school.	Not tested	–	I follow the rules in school.
	I feel good about who I am as a student.	Not tested	–	I feel good about who I am as a student.
	When I’m in class, I just pretend like I am working.	1. How did you come up with answer “X”? 2. How reliable is your answer on a scale from 1 (not reliable at all) – 5 (very reliable)?	One participant mixed-up “pretend” with “intend” – a language problem rather than a clarity problem. The others understood the statement clearly hence no need for change.	When I’m in class, I just pretend like I am working.
	I can’t do well in school, even if I	Not tested.	Clarification of the term “can’t”.	I cannot do well in school, even if

	want to.		Write it out in full “cannot”	I want to.
	I never finish whatever I begin.	Not tested	–	I never finish whatever I begin.
6. How do you deal with your school work?	Please indicate how much you agree or disagree with each of the following statements. You can only choose ONE answer for each statement:			
	I put forth a great deal of effort when doing my school work.	1. Can you paraphrase the statement? 2. How do you understand “great deal of effort”?	“Great deal of effort” too complicated. Replace with “ a lot of effort”	I put a lot of effort in doing my school work.
	I study at home even when I don’t have a test.	1. How did you come up with your answer X? 2. How reliable is your answer?	Clear. No changes required.	I study at home even when I don’t have a test.
	I check my school work for mistakes.	Not tested	–	I check my school work for mistakes.
	If I cannot understand my school work, I keep trying until I do.	Not tested	–	If I cannot understand my school work, I keep trying until I do.
	Anything I do for school is always last minute.	Not tested	–	Anything I do for school is always last minute.
	If I do badly in my tests, I work harder next time.	Not tested	–	If I do badly in my tests, I work harder next time.
	Before I start an assignment, I make a plan of how I am going to do it.	1. Can you paraphrase the statement? 2. Why did you choose answer “X”?	Clear. No changes required.	Before I start an assignment, I make a plan of how I am going to do it.
	When I get too much homework, I just don’t do it.	Not tested	–	When I get too much homework, I just don’t do it.
	Outside of school, I don’t put much effort on learning for classes.	Not tested	–	Outside of school, I don’t put much effort on learning for classes.
	If I try hard, I believe I can do my school work well.	How do you interpret “well”? Please specify!	Clear. No changes required.	If I try hard, I believe I can do my school work well.

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Annex: Exact results of the pretesting

Pretest candidates:

Omar – 20's (in the process of completing compulsory education)

Lawrence - 15

Andrew - 18

Yves – 14

1. Cognitive question: How do you understand the different items of the answer option? (7-point Likert scale)

Answers:	Disagree strongly	Disagree	Disagree somewhat	Neither agree nor disagree	Agree somewhat	Agree	Agree strongly
Subject 1							
Subject 2	I don't want at all	I don't want	I'll see if I don't want The same as "agree somewhat" & "neither agree or disagree" <i>Clarification question: what does "somewhat" mean? Does it mean "somehow"?</i>	50-50 The same as "disagree somewhat" & "agree somewhat"	I'll see if I want The same as "disagree somewhat" & "neither agree or disagree"	I want	I want a lot
Subject 3	Totally disagree; you can't change your mind			Neutral – no sides	You agree to a point but there may be a sense of disagreement	To agree but you could be made to doubt	You don't have any doubts
Subject 4	Very sure	Sure	Difficult to explain	Neither sure or unsure	Difficult to explain	Not sure	Not sure at all

Decision: 7-point Likert scale very unclear to target group replace with a 5-point Likert scale

I. What do you think about school?

Please indicate how much you agree or disagree with the following statements:

2. I am getting a good education at my school.

Cognitive question: How do you understand/interpret “good education”?

Examples of responses:

- Subject 1: Good work to help me in life. So that I can do so many things and help people
- Subject 2: I can answer questions; I can give examples in front of the class without help
- Subject 3: If you learn something, it is good if it's applied to life, as in you are able to use that knowledge that you have gained to overcome boundaries and obstacles in everyday life.

Additional question: Why did you choose “agree”?

Basically I'm in 8-4-4 system and I don't agree strongly that I am getting a good education because some things that we learn in 8-4-4 are irrelevant and outdated. If I was in another system like IG or the German system, then I would strongly agree

- Subject 4: “eine gute Bildung”

Results: It is clear but it covers a broad spectrum.

Recommendation: No changes required.

3.

a. I feel like I don't belong to this school.

Cognitive question: What does “don't belonging to school” mean to you?

Examples of responses:

- Subject 1: They don't care if I have problems etc.
- Subject 2: All the things that the other pupils get, I also get
- Subject 3: Belonging to school means if the school is a good environment to you. This is a combination of the teachers, fellow classmates, the facilities of the school and the system of the school. If it is positive or negative environment.
- Subject 4: “Ich gehöre nicht zu dieser Schule”

Results: Clear.

Recommendation: No changes required.

b. I feel like I don't belong to this school.

Cognitive question: Why did you choose the answer option “x”?

Examples of responses:

- Subject 1: “disagree strongly” – confident that they care for me
- Subject 2: strongly disagree – because I belong to the school

Additional question: Why did you choose “strongly disagree” and not “disagree” or “somewhat disagree”?

Clarification question: What’s “disagree somewhat”? Does it mean “disagree somehow”?

“Strongly disagree” – you have strong feelings you belong to this school

I’ve understood the question but I can’t explain the answer-.

- Subject 3: “Disagree somewhat” – Because my school is just hell. 8-4-4 doesn’t focus on the knowledge of the student but values the grades of KCSE more. Teachers just want you to pass and not to necessarily learn anything. Sometimes you get caught in the teachers’ stress.

- Subject 4: agree

Additional question: what’s the difference between agree strongly, agree and somewhat agree for you?

Strongly agree - Ich stimme sehr zu; Agree - Ich stimme zu; Agree somewhat - Ich stimme kaum zu also mittelmäßig

Results: Answering scale is not very clear.

Recommendation: Consider using a 5-point Likert scale instead of a 7-point Likert scale.

4.

a. I often feel like giving up on school.

Cognitive question: What does “giving up on school” mean to you?

Examples of responses:

- Subject 1: Stress; I feel like I struggle; people are not nice to me
- Subject 2: Leaving school completely.

Additional question: Why did you choose “strongly disagree” and not “disagree” or “somewhat disagree”?

“Strongly disagree” Going to school is a must in order to have a future

Additional question: If you wouldn’t feel so strongly about it, which one would you choose?

“Disagree somewhat”

Additional question: When would you have chosen “disagree”?

If the word “often” was not there. If it was just “I feel like giving up in school”

- Subject 3: You may find that someone may be stressed for certain reasons that circulate around school, so the conditions that avail themselves may be not conducive, they may not feel comfortable enough and may therefore feel better without it. You don’t want to stay in school.
- Subject 4: “dass ich aufgebe”

Results: Clear.

Recommendation: No changes required.

b. I often feel like giving up on school.

Cognitive question: Please explain, how you came up with your answer “x”?

Examples of responses:

- Subject 1: Disagree
- Subject 2: Disagree strongly - I want to prosper in the future
- Subject 3: Disagree

Additional question: What do the different answer options mean to you?

When you agree it mean just plain blank “kukubali kitu” to agree with something; but when you agree strongly on a point it means that you have no doubts on something. When you agree, there may come an instance where someone may come and manipulate, brainwash or give a point that may give someone second doubts. Agreeing somewhat means a point being mentioned you agree to it but there may be a sense of disagreement when you think about it deeper, you might find something negative so you may have that slight tempt of maybe disagreeing. Nether agree or disagree it means you are neutral you are not taking any sides. Disagreeing somewhat that you are against something but you may have a second thought and agree to it. Disagreeing plain straight and frank to not agree with something. Disagree strongly is being totally against a point.

Additional question: What’s the difference between strongly disagree and disagree?

In disagreeing strongly you may find that someone has a point but you have not accepted the point and strongly do not accept it. Disagreeing you may be convinced about something.

- Subject 4:

Results: Answering scale is not very clear.

Recommendation: Consider using a 5-point Likert scale instead of a 7-point Likert scale.

II. How do you feel about learning in school?

5. Learning is fun because I get better at something.

Cognitive question: Can you explain your answer, please?

Examples of responses:

- Subject 1: agree strongly –if you learn you can find good work
- Subject 2: I’m better in some subjects more than others
- Subject 3: When you learn something in class you can use it to face some problems and you can also help others to face their challenges. Through learning you can learn something that can help someone learn something so it has a fun side to it. I enjoy helping people.
- Subject 4: Disagree – es macht kein spaß

Results: Question not very clear; especially the term “something”.

Recommendation: Replace the term “something” with “school”.

6. My school work makes me curious to learn other things.

Cognitive question: What do you think are “other things”? Please name what comes to your mind!

Examples of responses:

- Subject 1: Other things like what I don't know. For example one school teaches one thing and another school teaches another thing, you'd be curious to learn what they also learn
- Subject 2: To know about for example other countries, insects, sums (mathematics), languages
Additional question: Which is taught in school or not?
 What is taught in school
 Additional question: Why did you choose "neither agree nor disagree" for "I like telling others what I have learnt in school?"
 Because I don't like telling anyone. If I tell anyone then I tell mum that's it.
Additional question: What do you understand under neither agree nor disagree? I'm 50-50 in the middle
- Subject 3: When you are given school work about a topic like in biology you may be learning about the mammalian heart. There are various aspects that are not taught in the school syllabus and it gives you that drive to want to learn more you may encounter a feature in the heart that you'd want to learn more about.
- Subject 4: neue Sachen lernen andere Sachen was ich nicht in der Schule lerne

Results: Not clear whether the "other things" are referring to things inside or outside school.

Recommendation: Replace "other things" with "things not taught in school"

7. Most of the things we learn in school are useless.

Cognitive question: How do you understand "useless"? "Useless" for what?

Examples of responses:

- Subject 1: are not important. You do not benefit from it.
- Subject 2: It won't help you in your life.
- Subject 3: Useless means not helpful. You can learn something that doesn't suit your needs; it can't help you move forward, benefit or solve a problem.
- Subject 4: die brauche ich nicht

Results: Clear.

Recommendation: No changes required.

III. How do you see your future in school?

8.

- a. I intend to stay in school until I complete my school leaving certificate.
I intend to complete a college/university degree.

Cognitive question: Paraphrase

Examples of responses:

- Subject 1: I intend to stay in school until I get my certificate. To focus in school until I get my certificate

Repeat

I want to finish university until I get higher degree

- Subject 2: *Repeat* It's a must I stay in school until I get the final certificate
I want to be a lawyer, therefore I have to go to university and attain a degree
- Subject 3: To intend – something that you've set in your mind that you intend to partake in the activity
A qualification to a specific field or course
- Subject 4: *repeat*. Ich bleibe in meiner Schule bis ich mein Diplom bekomme
Ich werde zur Universität gehen

Results: "Intend" is sometimes understood as "a must".

Recommendation: Consider replacing "intend" with "want".

**b. I intend to stay in school until I complete my school leaving certificate.
I intend to complete a college/university degree.**

Cognitive question: Why did you choose "x" as your answer?

Examples of responses:

- Subject 1: agree strongly – I am going to stay there until I successfully finish
Agree somewhat – I believe so, if there is a possibility
- Subject 2: agree strongly – I must, for myself, finish school
Agree strongly –
Additional question: In what circumstances would you have chosen "agree" or "somewhat agree?"
Strongly agree is like something I've sworn to, and agree is when I just say it.
"agree somewhat", "neither agree nor disagree" and "disagree somewhat" I'd say they are almost the same
- Subject 3: agree strongly –
Agree - because I haven't settled my mind yet. I want to go into music and fashion and I'm not sure if you need to go to uni for that
- Subject 4: 2nd Neither agree nor disagree – Because I don't know yet whether I want to go to uni or not

Clarification question: Does one not receive a diploma at university?

Additional question: What's the difference between neither agree nor disagree and somewhat agree and somewhat disagree?

Neither agree nor disagree = I'm not sure whether I'll go to uni

Somewhat agree = Maybe I'll go to uni;

Somewhat disagree = I know that I won't go to uni

Agree = I know that I'll go to uni but I'm not 100%

Agree strongly = I know for sure that I'll go to uni

Results: Answering scale is not very clear.

Recommendation: Consider using a 5-point Likert scale instead of a 7-point Likert scale.

c. I intend to stay in school until I complete my school leaving certificate.

I intend to complete a college/university degree.

Cognitive question: Are the two statements clear to you? Is the difference between the two statements clear?

Examples of responses:

- Subject 1: clear
- Subject 2: they are clear but very similar
- Subject 3: there's a clear difference
- Subject 4: Ja

Results: Clear.

Recommendation: Both statements retained.

IV. How important do you think is an education for your future life?

9. ...mean that I will be told by others what to do

Cognitive question: Why did you choose answer "X"?

Examples of responses:

- Subject 1: somewhat likely –if you have your own company you tell others what to do, If I learn something then it means I will tell others what to do like what to do in exams because I've already
- Subject 2: -
- Subject 3: somewhat unlikely – because when you complete your school leaving certificate and you pass the chances are that you will continue in that spirit and go to college and university. Once you finish college or university and start on a job, there are chances that when someone looks at your qualifications and your grades, may put you in a good position so I don't see why you'd be told by others what to do but rather you'd be telling people what to do.
- Subject 4: unlikely – that means I will tell others what they should do (refers to the unlikely answer)

Results: Clear.

Recommendation: No changes required.

10. ...help me to get a well-paid job

Cognitive question: Why did you choose answer "X"?

Examples of responses:

- Subject 1: likely
Additional question: Why not very likely or somewhat likely?
If you have good education 90% you'll get good work and if you have good work you get well paid. If you have low education, you get low paid jobs. Didn't choose very likely because only 90% chance.
- Subject 2: I'm a kikuyu that's self-explanatory

- Subject 3: neither likely nor unlikely – education does not exactly mean that you'll get a well-paying job. Recently I read a book by Ben Carson - gifted hands and he says in life it does not matter what job you get, but when you do it with determination and joy, there's a way that someone will recognise that and put you in a better position. So I think hard work and determination that will get you a well-paying job but it still goes hand in hand with education because you need knowledge.
- Subject 4: somewhat likely – it's not correct it could also backfire e.g. my dad has a good education but he's not here he is in another country

Results: Answering scale is not very clear.

Recommendation: Consider using a 5-point Likert scale instead of a 7-point Likert scale.

11. ...help me to do something positive with my life

Cognitive question: What do you think "something positive" means?

Examples of responses:

- Subject 1: Something that is important. If you have good education, I don't think you'd do something useless. If I'm well educated I plan a good future for my family, I would not let my family face hard times. If I'm not educated then maybe I can waste my hours, my life.
- Subject 2: It will add something to my life
- Clarification question: Help me to do something positive with my life, is positive plus or minus?
- Subject 3: In life there are many terrible things like drugs and crime but through education you can obtain an education be able to know the difference between good and bad and once you do something good it's something positive which makes you feel good and it gives you the drive to avoid these bad things.

Additional question: Why did you choose likely and not very likely?
Education may not determine your destiny Janitors with degrees

- Subject 4: something positive e.g. blood donations

Results: Clear.

Recommendation: No changes required.

12. ...waste my time

Cognitive question: What do you think "waste my time" mean?

Examples of responses:

- Subject 1: Maybe at the end of it there is no profit. As long as you learn something it is good for you.
- Subject 2: Learning is a waste of time

Additional question: How do you interpret the answer options very unlikely to very likely? -
Very unlikely = I don't want at all; likely = I don't want; somewhat unlikely, neither likely

nor unlikely and somewhat likely are the same; likely = I want; very likely = I want very much

- Subject 3: You may waste time by doing something or doing nothing that's valuable to you and as time goes you could have desired to have the time spent back

Additional question: Why did you choose neither likely nor unlikely?

Someone may learn something in school which might not be helpful to him or may or be suitable for him and therefore one may end up wasting his time. The chance.

Additional question: Do you see a clear difference between somewhat unlikely, neither likely or unlikely and somewhat unlikely? - Yes. When you say somewhat unlikely it's unlikely but you can see that it is likely. In somewhat likely there is that aspect of unlikeliness.

Neither likely nor unlikely = neutral

- Subject 4: "Zeit verschwänden"

Results: Clear. The "somewhat" options of the answering scale are not very clear.

Recommendation: No changes required. Consider a 5-point Likert scale without the "somewhat" options instead of the 7-point Likert scale.

V. **What do you think about yourself as a student?**

13. When assignments are coming up, I worry a lot.

Cognitive question: What do you understand with the term "assignments"?

Examples of responses:

- Subject 1: *took a bit of time to answer.* Homework.
- Subject 2: Homework

Additional question: why neither agree nor disagree?

Sometimes I worry when I don't know where to read on the homework but when I know where I can find the homework. I don't worry.

Additional question: How do somewhat agree and somewhat disagree differ from neither agree nor disagree?

Somewhat disagree 50-50 but a bit on the positive side, somewhat agree 50-50 but more on the negative side.

- Subject 3: an exercise a teacher gives to a student in his own free time, afterwards the teacher evaluates if the student has understood the concept
- Subject 4: *what does "assignments" mean?*

Results: The term "assignments" is not clear and to some extent misleading because "assessments" were intended by it.

Recommendation: Replace the term "assignment" with "tests".

14. In school, I do just enough to get by.

Cognitive question: How did you come up with answer "X"?

Examples of responses:

- Subject 1: I don't understand – to pass level to level
- Subject 2: *Hesitated.* I'll do everything possible to make sure I pass e.g. not missing school etc.

- Subject 3: In school teachers give students assignments and teach them, so one can do assignments and participate in class just to make people see that you've done something instead of doing it from one's conscience. Just to pass to be able to graduate.

Additional question: Why did you neither agree nor disagree?

School is stress, my school, just to avoid problems I do the exercises to avoid the teachers causing stress. Sometimes when I think about it I get the drive to do a bit more.

- Subject 4: Ich tue genug damit ich dabei bin im Unterricht

Results: "Get by" not clear.

Recommendation: Replace "get by" with "receive a passing grade".

15.

a. When I'm in class my mind wanders.

Cognitive question: How did you come up with answer "X"?

Examples of responses:

- Subject 1: *Clarification question:* What do you mean by "wander"? That you think of other things?
- Subject 2: My head is elsewhere
- Subject 3: *Clarification question:* What does "wanders" mean?
- Subject 4: Agree -

Results: The term "wanders" is not clear.

Recommendation: Replace "wanders" by "think about other unrelated things".

b. When I'm in class my mind wanders.

Cognitive question: How reliable is your answer on a scale from 1 (not reliable at all) – 5 (very reliable)?

Examples of responses:

- Subject 1: agree – *confidence rating technique not clearly understood*
- Subject 2: strongly disagree – 1 – very confident
- Subject 3: agree – 3 because sometimes the teacher might teach something and by the time you try and understand the concept, you find that the teacher has already moved on might make someone to feel hopeless and decide to think about other things instead.

Additional question: Asked the confidence rating question again because he didn't understand it clearly enough the first time - Usually under such circumstances I really doubt the confidence to remember.

- Subject 4: agree – 1 - very sure I always think about something else

Results: The term "wanders" is not clear.

Recommendation: Replace "wanders" by "think about other unrelated things".

16.

a. When I'm in class, I just pretend like I am working.

Cognitive question: How did you come up with answer “X”?

Examples of responses:

- Subject 1: agree - *on second thought after explaining the statement - disagree*
Additional question: what do you understand by “pretend like working?” - It means that I concentrate on my work. They are teaching me something so I have to concentrate. Instead of pretend understood “intend”
- Subject 2: To do like I’m doing the same things like my classmates but doing different things
- Subject 3: neither agree or disagree – sometimes you may find some exercises and assignment are boring or you don’t understand them. Our teacher normally walks around and checks what you are doing and that is what I do sometimes. Sometimes you may find the exercises are helpful so I do them.
Additional question: When would you have chosen somewhat agree or somewhat disagree?
- If the topic that we are learning is interesting or helpful then somewhat agree.
- Subject 4: Wenn ich in der Klasse bin, dann tue ich nur so, ob ich arbeiten würde

Results: One participant mixed-up “pretend” with “intend” – a language problem rather than a clarity problem.

Recommendation: Because the other participants correctly understood the meaning of “intend” there is no reason to change it. The challenge can be broken down to a language problem.

b. When I’m in class, I just pretend like I am working.

Cognitive question: How reliable is your answer on a scale from 1 (not reliable at all) – 5 (very reliable)?

Examples of responses:

- Subject 1: -
- Subject 2: strongly disagree – 1 = very confident, because when you pretend you won’t understand what’s being taught by the teacher, or when asked a question you won’t be able to give the right answer.
- Subject 3: -
- Subject 4: -

Results: The cognitive interview technique of confidence rating is not very clear.

Recommendation:

17. Clarification question subject 2 – what does “I can’t do well in school even if I try to” mean? “What does can’t mean in Kiswahili”?

After explanation: – strongly agree - It’s a must I do well in school because I want to.

Results: the shortened term “can’t” is not very clear.

Recommendation: Write it out in full “cannot”.

VI. How do you deal with your school work?

18.

a. I put forth a great deal of effort when doing my school work.

Cognitive question: Can you paraphrase the statement?

Examples of responses:

- Subject 1: *Repeat* I try to do so many things in my school to come out with something good. I put a lot of effort to come out with good results.
- Subject 2: I try to do my work well.
- Subject 3: In the exercises that we are given, you can do it because the teacher told you to finish it or you have an urge to finish it and doing more coy you find it interesting
- Subject 4: “Keine Ahnung”

Additional question: When you read the question, what’s not clear? “Effort”, “I put forth”, “deal”

Results: Some of the terms are redundant making the statement more complicated and difficult to understand like “put forth” and “a great deal”.

Recommendation: Delete superfluous words like “forth” and replace “a great deal” with “a lot”.

b. I put forth a great deal of effort when doing my school work.

Cognitive question: How do you understand “great deal of effort”?

Examples of responses:

- Subject 1:
- Subject 2:
- Subject 3: the effort in this case is extremely emphasized. To try to do a certain activity with the aim of succeeding
- Subject 4:

Results: “A great deal of effort” is a more complicated way of saying “a lot of effort”.

Recommendation: Replace “a great deal of effort” with “a lot of effort”.

19.

a. I study at home even when I don’t have a test.

Cognitive question: How did you come up with your answer “X”?

Examples of responses:

- Subject 1: agree – I read a test even when I don’t have a test
Additional question: why agree and not strongly agree? - Strongly agree 100% of the time; agree not 100% of the time but most of the time
- Subject 2: neither agree nor disagree – because I don’t usually study at home without a test just when I’m doing my homework
Additional question: Why not the somewhats? - Agree somehow – good 50; disagree somewhat – 50 bad
- Subject 3:
- Subject 4:

Results: The extreme points and the middle point of the Likert scale are quite clear. The “somewhats” points are not so clear.

Recommendation: Consider replacing the answering scale with a 5-point Likert scale.

b. I study at home even when I don't have a test.

Cognitive question: How reliable is your answer?

Examples of responses:

- Subject 1:
- Subject 2:
- Subject 3: agree somewhat – when you are at home you may think of a topic you didn't understand and out of curiosity you may want to find out more. At times you may find a topic which is just frustrating and you just tend to leave it alone.

Additional question: Why agree somewhat and not neither agree nor agree? - Because I put myself more on the side of agree.

- Subject 4: Disagree – 1 very sure

Additional question: Please explain what you understand with the answer options Disagree strongly – very sure; Disagree – sure; Disagree somewhat – *difficult to explain* no so sure “nicht so ganz”; neither agree not disagree – neither sure or unsure

Additional question: Are the 3 middle answer options very clear to you? - Yes. They are neither sure nor unsure.

Results: The extreme points and the middle point of the Likert scale are quite clear. The “somewhats” points are not so clear.

Recommendation: Consider replacing the answering scale with a 5-point Likert scale.

20.

a. Before I start an assignment, I make a plan of how I am going to do it.

Cognitive question: Can you paraphrase the statement?

Examples of responses:

- Subject 1: Before I do my work I check it first, if I have strong ideas, I carry on, if I don't have strong ideas I try first to understand it
- Subject 2: When I have homework I plan how I'll do it. If it's a lot of homework I'll plan that I'll start with e.g. Math then English
- Subject 3: when you are given an exercise you might look at the topic being covered and before starting it you should have an idea what being done in the topic and the answers one expects therefore it helps you organise yourself for an exercise.
- Subject 4: Bevor ich die Hausaufgabe mache, Ich mache einen Plan, wie ich es Machen werde.

Results: Clear.

Recommendation: No changes required.

b. Before I start an assignment, I make a plan of how I am going to do it.

Cognitive question: Why did you choose answer “X”?

Examples of responses:

- Subject 1:
Additional question: Please explain the answer options
Disagree strongly – totally 100%; disagree – not agreeing; agree somewhat – disagreeing with a reason e.g. I will not cause because of xyz; neither agree nor disagree – 50-50, somewhat agree – agree with a reason, agree – sure; agree strongly – very sure
- Subject 2:
Additional question: Please explain the answer options
Disagree strongly – I don't want at all; disagree – I don't want; strongly agree – I want a lot; agree – I want; somewhat disagree – I'll see if I want; neither agree nor disagree – middle point; somewhat agree – I'll see if I want / don't want
- Subject 3: agree somewhat – because it's not all the time that I do that.
Additional question: When would you have chosen neither agree nor disagree
When you plan something it adds on to your life skill. Because it would be good for me if I did this more often.
- Subject 4:

Results: The extreme points and the middle point of the Likert scale are quite clear. The “somewhats” points are not so clear.

Recommendation: Consider replacing the answering scale with a 5-point Likert scale.

21. If I try hard, I believe I can do my school work well.

Cognitive question: How do you interpret “well”? Please specify!

Examples of responses:

- Subject 1: success – something great
- Subject 2: Best
- Subject 3: positive, good, good quality
Additional question: subject 3 Difference between strongly disagree and disagree with regard to “when I get too much homework, I just don't it” – disagree; I can't strongly disagree because when you don't do the assignment you are not adding any value to yourself, therefore wouldn't strongly disagree; Somewhat disagree – difficult to explain; Somewhats cause a lot of confusion.
- Subject 4: good, very good

Results: The statement is clear but the answering scale is not very clear especially the options “somewhat agree/disagree”.

Recommendation: No changes required to the statement but consider a 5-point Likert scale instead of a 7-point one.