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Codebook: the LSAY 1996 Teacher Survey Technical Paper No. 13

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ACER

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Australian Council for Educational Research

CODEBOOK:
THE LSAY 1996 TEACHER SURVEY

Technical Paper Number 13

Stephen Lamb

Longitudinal Surveys of Australian Youth

Longitudinal Surveys of Australian Youth is a program of surveys of young people conducted by ACER with funding from the Commonwealth Department of Employment, Education, Training and Youth Affairs. The surveys focus on the education and labour market experiences of groups of young Australians, beginning from their middle years of secondary schooling. Data collected include basic demographic variables, as well as information about educational and labour force participation extending over a number of years.

The school and teacher survey

Students participating in LSAY were originally sampled in 1995 from 298 schools nationally. In 1996 the schools from which the original sample of students was drawn, took part in a survey to collect information about the features and programs of schools, as well as features of teachers and teaching, which might influence the progress of students in their school and in their later work careers.

The survey involved two questionnaires: (1) a school questionnaire to be completed by the principal (or other school representative) and (2) a questionnaire to a sample of ten Year 10 teachers. The school questionnaire collected information on school programs, organisation and timetables. The teacher survey included questions on aspects of teaching and learning. The codebook for the teacher survey is provided in this technical paper.

School and teacher samples

The national sample of schools was derived in 1995. The sample design was intended to provide a sample of approximately 300 schools and 10,000 Year 9 students. The major stratum considered in the design was the state and territory organisation of schools. Schools and students from smaller states were over-sampled and, correspondingly, schools and students from larger states were under-sampled. Selection of schools and students within states was proportional by sector. Three sectors were used as strata: government schools, Catholic schools, and non-government, non-Catholic schools. Within strata, schools were selected proportional to their size, with an implicit stratification by geography because of the postcode-order of the sampling frame.

The teacher survey was conducted with the assistance of schools. School contacts for the survey were asked to select ten Year 10 teachers to complete the teacher questionnaire, with at least one teacher from each of eight key learning areas: mathematics, science, studies of society and environment, technology, English, health sciences and physical education, creative and performing arts, and languages other than English.

Dimensions of data set
Number of teachers: 1947 (unweighted)
Number of variables per case: 79

Dates of data collection:
First date of data collection: September, 1996
Last date of data collection: February, 1997

Method of data collection:
Questionnaires mailed out to schools

Data gathering staff
ACER staff

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Codebook

for the

1996 LSAY teacher survey

Question	Variable name/ value	Variable and value labels
Schid	**SCHID**	**School identification number**
Teaher No.	**TCHID**	**Teacher identification number**
1		**In Your Year 10 class:**
	Q1A	**Students eager to learn**
	Q1B	**Students make good progress**
	Q1C	**Students work hard**
	Q1D	**Students are well behaved**
1		**In Your School:**
	Q1E	**Students eager to learn**
	Q1F	**Students make good progress**
	Q1G	**Students work hard**
	Q1H	**Students are well behaved**
	1	Strongly agree
	2	Agree
	3	Disagree
	4	Strongly disagree
2		**Problems in your school**
	Q2A	**Student absenteeism**
	Q2B	**Family problems of students**
	Q2C	**Vandalism of school property**
	Q2D	**Low achievement**
	Q2E	**Poor student behaviour**
	Q2F	**Verbal abuse of teachers**
	Q2G	**Lack of student interest**
	Q2H	**Lack of parent interest**
	Q2I	**High staff turnover**
	1	Serious
	2	Moderate
	3	Minor
	4	Not at all
2		**Other problems in school:**
	Q2J	
	Q2K	
	01	Lack of system facilities to cater for unacceptable behaviour
	02	Playground violence, lack of respect for institutions makes lower ability students more difficult to manage, due to increased stress levels at home

Question	Variable name/ value	Variable and value labels
	03	Lack of perceived direction
	04	Lack of motivation
	05	verbal abuse of students
	06	Use of foreign language
	07	Racial tension
	08	Littering
	09	Drugs/alcohol
	10	Lateness of students
	11	Student commitment to outside activities
	12	Students with all rights and no responsibilities
	13	Sexism (lack of respect for female teachers)
	14	Inter-school communication
	15	Low morale with staff
	16	Low community value of education
	17	Poor inter faculty coordination
	18	Poor teacher morale
	19	Continual changes to school curriculum/initiatives
	20	Peer pressure to under-achieve
	21	Student sports achievements
	22	Teenage alcoholism/drugs
	23	Negative attitude to females
	24	Low self esteem/low performance of males
	25	Employment opportunities
	26	Distance from tertiary education
	27	Isolation, lack of awareness/lack of competition
	28	Parent power
	29	Respect for peers
	30	Inadequate facilities/resources
	31	Catering for the needs of NESB pupils
	32	Attitude of "knocking" high achievers
	33	1996 "cynicism" (Bart Simpson influence)
	34	Too much access to money
	35	Extra curricular activities & excursions= time lost teaching
	36	Attitude problem - general perception by many students that school is not important. Many students are capable academically, but not willing to extend/excel themselves
	37	Blatant lack of respect for anyone but themselves
	38	DSE changes
	39	Reporting changes
	40	Lack of resources is moderate problem that has a negative impact on students learning
	41	Problems increase as teachers have less time to counsel students
	42	Students have poor work ethic
	43	Low staff turnover
	44	Huge rubbish problem - constant battle to make students clean up
	45	Struggle to maintain positive physical environment
	46	The impact of disenchanted students (small number) on remainder of school
	47	Many students have learning difficulties and behavioural problems
	48	Whole school approach to KLA's, curriculum & discipline
	49	Parochial outlook
	50	Catering to needs of those not following the "eager learning" path

Question	Variable name/ value	Variable and value labels
	51	Wrong priorities
	52	Lack of respect for teachers
	53	High staff turnover - new staff unaware of clear cut discipline policy
	54	Over entitlement
	55	Forced transfers
	56	Ethnic student misbehaviour
	57	High staff absenteeism
	58	Poor literacy and numeracy skills
	59	Lack of administration leadership
	60	Lack of administration management skill
	61	Students and parents not appreciative of many hours spent by staff in ex curricula activities
	62	Lack of discipline by administration
	63	Supply of everyday resources by students
	64	School policy being determined by minority (ie the behaviour problems)
	65	Lack of professionalism from staff
	66	Retention of post-compulsory students who set bad standards
	67	Poor health
	68	Entrenched staff are resistant to change
	69	Staff conflict
	70	Lack of shared vision in staff/students
	71	Lack of alternative classes
	72	Lack of preparation time
	73	Student confusion about how best to prepare for future
	74	Undesirable hard-to-staff country school in industrial city
	75	Inconsistency with regard to teacher support and the implementation of the behaviour management policy
	76	Lack of staff numbers
	77	Over expectation of parents who push students into subjects they should not do - inappropriate courses
	78	Students and parents with unrealistic views of what they can/will do on completion of school
	79	Lack of government funding
	80	Students are loathe to take responsibility for their own learning, behaviour and actions. They are quick to point to a scapegoat, as is the community
	81	Students with part time work
	82	Gender issues
	83	Distance from specialised help in dealing with school matters eg PD
	84	Quality of teaching staff
	85	Assumed negative attitude toward success and school in general
	86	Integration of overseas students
	87	Lack of support of Christian ethics/practice
	88	Bullying - peer pressure
	89	Inadequate time for all school activities
	90	Large gap between student abilities, within a year level
	91	Uncertainty of student numbers each year
	92	Government interference with curriculum

Question	Variable name/ value	Variable and value labels
3	**Q3**	**How stressful is teaching at your school?**
	1	High
	2	Moderatre
	3	Low
	4	Very low
4		**How much involvement do parents have?**
	Q4A	**Participate in school decision-making**
	Q4B	**Participate in school activities**
	Q4C	**Participate in parent-teacher evenings**
	Q4D	**General support of school goals**
	1	Very high
	2	High
	3	Moderatre
	4	Low
	5	Very low
5		**Satisfaction with the following aspects of school:**
	Q5A	**Relations with students**
	Q5B	**Access to teaching resources**
	Q5C	**Buildings and facilities**
	Q5D	**Teaching equipment**
	Q5E	**Grounds and sports facilities**
	Q5F	**General behaviour of students**
	Q5G	**Out-of-class duties**
	Q5H	**Workload**
	Q5I	**Amount of committee work**
	Q5J	**Class sizes**
	Q5K	**Support from management**
	Q5L	**Decision making**
	Q5M	**Style of management**
	1	Very high
	2	High
	3	Moderatre
	4	Low
	5	Very low

Question	Variable name/ value	Variable and value labels
5	**Q5NA** **Q5NB**	**Other aspects of school**
	01	Devolution
	02	Employer support in community perceptions of teachers
	03	Technology facilities are in the process of being improved
	04	Flexibility for innovation
	05	Collegial support for spec ed
	06	Decision making and management style have improved greatly, but there still exist pockets of negative attitude which has more than a proportional effect on staff attitude
	07	Staying abreast of changes in broader society
	08	Attitude of students to teachers
	09	Morale of staff reduced due to govt cutbacks
	10	Curriculum support - govt directed initiatives
	11	Smaller sized campus
	12	Good relationships 7-10 all round
	13	Principal is a right wing tyrant - staff very dissatisfied
	14	Treatment of contract teachers
	15	Teacher performance review - no time given to prepare for it
	16	Funding
	17	Behaviour of students and support from management, workload and class sizes all going in opposing directions, due to govt squeeze
	18	Lack of student participation
	19	Staff support/one's contribution not valued
	20	Becoming increasingly difficult to get everything done and maintaining time and energy for personal life
	21	Treated as a professional
	22	Issues raised never resolved - put on back burner
	23	Priorities re importance of subjects
	24	Little appreciation from parents and students/lack of community support
	25	Gap between administration (especially financial) and staff
	26	Lack of "specialization" (recognition of such) within Qld teaching service. Teachers are often asked to teach in areas in which they have little or no interest or expertise
	27	Staff relations
	28	Support from Education dept on suspensions and enforcing school policies
	29	Teacher relief time (preparation of new programs)
	30	Communication systems
	31	Subject area management/allocation
	32	Administration (paperwork)
	33	Teaching in general
	34	Computer facilities/office equipment/furniture/staff work facilities
	35	Teacher mentor accessibility
	36	Pay
	37	Promotion opportunities
	38	Support by management outside of school
	39	Opinion of DECS
	40	In service (training)/professional development availability in region

Question	Variable name/ value	Variable and value labels
	41	Saturday sport commitment for teachers
	42	Support from Education Dept/Govt
	43	English speaking countries well below non English speaking
	44	Job security
	45	Unable to moderate with other HS English classes
	46	Getting survey at end of year instead of in the first half may "skew" results
6		**Rating of relationships between:**
	Q6A	**Students**
	Q6B	**Teachers**
	Q6C	**Teachers and students**
	Q6D	**Teachers and the principal**
	Q6E	**Teachers and parents**
	1	Very good
	2	Good
	3	Moderatre
	4	Poor
	5	Very poor
7		**Morale in school:**
	Q7A	**Morale of staff is high**
	Q7B	**Own morale is high**
	1	Strongly agree
	2	Agree
	3	Disagree
	4	Strongly disagree
8		**School is successful at:**
	Q8A	**Achieving good academic results**
	Q8B	**Providing a curriculum for all**
	Q8C	**Teaching useful employment skills**
	Q8D	**Teaching good communication skills**
	Q8E	**Providing extra-curricular programs**
	Q8F	**Preparing students for higher education**
	Q8G	**Engaging students in school life**
	Q8H	**Helping students plan for their careers**
	Q8I	**Providing an all-round education**
	Q8J	**Meeting needs of disadvantaged groups**
	Q8K	**Preparing students to be active and informed citizens**
	1	Very high
	2	High
	3	Moderatre
	4	Low
	5	Very low

Question	Variable name/ value	Variable and value labels
9	**Q9**	**Effectiveness of school as learning environment**
	1	Very effective
	2	Effective
	3	Moderately effective
	4	Ineffective
	5	Very ineffective
10		**Rating of most teachers at school on:**
	Q10A	**Mastery of subject matter**
	Q10B	**Abilities to communicate well with students**
	Q10C	**Being able to maintain students interest**
	Q10D	**Managing discipline**
	Q10E	**Respecting students as young adults**
	Q10F	**Establishing a good learning environment**
	1	Very high
	2	High
	3	Moderatre
	4	Low
	5	Very low
11	**Q11**	**Years of teaching**
12	**Q12**	**Years at school**
13	**Q13**	**Sex:**
	1	Male
	2	Female
14	**Q14**	**Age:**
	1	21-25 years
	2	26 - 30 years
	3	31 - 35 years
	4	36 - 40 years
	5	41 - 45 years
	6	46 - 55 years
	7	56 or over

Question	Variable name/ value	Variable and value labels
15	**Q15A** **Q15B** **Q15C**	**Qualifications:**
	01	BA
	02	Bed
	03	BMusic (inc, music ed)
	04	BFine Arts
	05	BSci
	06	BEng
	07	B.BUSINESS
	08	BEc
	09	BTheol
	10	B Vis Arts
	11	BCom
	12	BPharm
	13	BNursing
	14	Bspec ed
	15	BSurv
	16	BApp Science
	17	B PE
	18	B Computer Science
	19	B Maths
	20	Diploma of Education/B Teaching
	21	Diploma of Teaching
	22	TTC/TPTC/NSTC/TACTC/TSTC/TC/Cert Ed
	23	Dip TESOL/Cert TESOL
	24	Dip Tech Teaching
	25	Honours (unspec)
	26	MEd
	27	MArts
	28	MScience
	29	MSocial Science
	30	PhD
	31	MMusicEducation
	32	MCom
	33	MMaths
	34	MLit
	35	MComm & Tech
	36	Dip PhysEd/Cert PhysEd
	37	Dip Med Stud
	38	Grad Dip Lib
	39	Grad dip spec ed
	40	Dip Art teach
	41	Grad dip art
	42	Dip theol studies/RE
	43	Grad dip applied computing
	44	Grad dip business management
	45	Grad dip env stud

Question	Variable name/ value	Variable and value labels
	46	Assoc dip community welfare
	47	Grad dip psych
	48	trades certif
	49	Dip applied science
	50	Dip school music
	51	Assoc dip lib sci
	52	Grad dip maths ed
	53	Grad dip Educ technology
	54	Grad dip Literacy
	55	Assoc dip maths
	56	Adv Cert Designer Textiles
	57	Grad dip Eco
	58	Grad dip hospitality admin
	59	Cert nursing
	60	Cert RE
	61	Grad dip/Cert Welfare studies
	62	Dip counselling
	63	Dip ind art
	64	Cert Art/Ceramics
	65	Cert Asian studies
	66	Dip fashion design & production
	67	Higher dip art and craft
	68	Grad dip curriculum
	69	Grad dip educ admin
	70	Dip civil engineering
	71	Dip Home Economics
	72	Grad dip Infor & Commun.technology
	73	Dip humanities
	74	Grad dip multicultural educ
	75	Cert tech teaching
	76	Dip fine arts
	77	Dip business studies
	78	Assoc dip student welfare
	79	Grad cert education
	80	M Applied Science
	81	Dip engineering
	82	Grad dip educ & training (tech)
	83	Grad dip career education
	84	Grad dip office admin
	85	Grad dip graphics
	86	Grad dip HR
	87	Grad dip health counselling
	88	Grad dip ESL
	89	Dip ag science
	90	B Ag science
	91	B Jurisprudence
	92	B Info Tech
	93	B For Science
	94	B Social Welfare
	95	B Social Science
	96	B Human Movement studies

Question	Variable name/ value	Variable and value labels
	97	B Technology Education
	98	M Letters
	99	B Laws
16	**Q16A** **Q16B**	**Subject majors:**
	01	Arts
	02	English
	03	History
	04	Ancient civilizations
	05	Political Science
	06	Legal Studies
	07	Sociology
	08	Psychology
	09	Music
	10	Foreign Languages
	11	LOTE
	12	Geography
	13	Humanities
	14	Social Science
	15	Welfare
	16	Asian Studies
	17	Education
	18	Early childhood Education
	19	Aboriginal Studies
	20	Human development
	21	Special Education
	22	Librarian Studies
	23	Home Economics/Home Science/Needlework
	24	Physical Education
	25	Art/Visual Art/Design
	26	Media
	27	Drama/Performing Arts
	28	TESOL
	29	Textiles & Design
	30	Administration
	31	Business, commerce, accounting
	32	Economics
	35	Physics
	36	Chemistry
	37	Geology
	38	Science
	39	Biology
	40	Biochemistry
	42	Health
	43	Microbiology
	44	Environmental Science
	45	Pharmacy

Question	Variable name/ value	Variable and value labels
	46	Zoology
	47	Engineering
	48	Agriculture
	49	Botany
	50	Mathematics
	51	Computer Studies
	52	Technology/Ind arts
	53	Statistics
	54	Biotechnology
	60	Food studies
	61	Theology/RE
	62	Fine arts/ceramics
	63	Fashion design & production
	64	Philosophy
	65	Trades eg Plumbing
	66	American studies
	67	Australian studies
17	**Q17A** **Q17B** **Q17C**	**Subjects teaching at Year 10:**
	01	Art/Visual Art/Ceramics
	02	Audio design
	03	Music
	04	Photography
	05	Textiles & Design
	06	Graphics
	07	Speech/drama/dance
	12	English
	13	English Literature
	14	ESL
	17	Physical Education
	18	Personal development, health & PE
	19	Personal dev, social skills, peer support
	20	Health
	21	Home Economics/Child Care
	22	Human development
	23	Outdoor education
	24	First Aid
	25	LOTE
	26	French
	27	German
	28	Italian
	29	Greek
	30	Japanese
	31	Indonesian
	32	Korean
	33	Spanish

Question	Variable name/ value	Variable and value labels
	34	Chinese
	35	Latin
	36	Aboriginal
	37	Mathematics Intermediate
	38	Advanced Maths/Extension
	41	Science
	42	Physics
	43	Chemistry
	44	Geology
	45	Computer Science
	46	Environmental Science
	47	Biology
	48	Extension science
	49	Agriculture/horticulture
	50	History
	51	Social Science/World cultures
	52	Political Science
	53	Legal Studies
	54	Sociology
	55	Psychology
	56	Geography
	57	Humanities
	58	Media
	59	Asian Studies
	60	Aboriginal Studies
	61	Integrated studies
	62	Child studies
	63	Life skills
	64	Religion
	65	Bus Studies/Eco/Com/Office admin
	66	Career education/citizenship
	67	Personal investment
	68	Work education
	69	Technology
	70	Computer Studies
	71	Food studies
	72	Hospitality
	73	Tech drawing
	74	Woodwork/metalwork/elec
	75	Tourism

The 1996

Teacher questionnaire

ACER

Longitudinal Surveys of Australian Youth
Teacher Questionnaire

In 1995 a number of Year 9 students at your school took part in a national longitudinal study of Australian youth. The main aim of the study is to collect information that can be used for the on-going monitoring of participation in school, training and the labour market. The study forms part of a program of longitudinal surveys being conducted by the Australian Council for Educational Research. It is a project of national significance and is funded by the Commonwealth Department of Employment, Education, Training and Youth Affairs.

To help improve our understanding of the school experiences of students we are seeking important information from Year 10 teachers on aspects of teaching and learning at school. In this questionnaire you are asked about your school as a learning community, about your views on pupil learning and pupil behaviour, and about the aims and programmes of your school.

Your participation in completing this questionnaire is much appreciated and will provide valuable information helping improve our understanding of the relationships between schools and the futures of young people in Australia.

Please answer the questions by either placing a circle around the number next to the answer that is most appropriate, or writing in the space provided. Please answer ALL questions. Should you want to comment further on any questions, additional remarks are most welcome.

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1.   **To what extent do you agree or disagree with the following?**

In your Year 10 classes:	strongly agree	agree	disagree	strongly disagree
Students are eager to learn	1	2	3	4
Students make good progress	1	2	3	4
Students work hard	1	2	3	4
Students are well behaved	1	2	3	4

In your school:	strongly agree	agree	disagree	strongly disagree
Students are eager to learn	1	2	3	4
Students make good progress	1	2	3	4
Students work hard	1	2	3	4
Students are well behaved	1	2	3	4

2.   **To what extent is each of the following a problem in your school?**

	serious	moderate	minor	not at all
Student absenteeism	1	2	3	4
Family problems of students	1	2	3	4
Vandalism of school property	1	2	3	4
Low rates of academic achievement	1	2	3	4
Poor student behaviour	1	2	3	4

	very high	high	moderate	low
Verbal abuse of teachers	1	2	3	4
Lack of student interest in school	1	2	3	4
Lack of parental interest in school affairs	1	2	3	4
High staff turnover	1	2	3	4

3. In general, how stressful do you find teaching at your school?

level of stress

very high	high	moderate	low	very low
1	2	3	4	5

4. In your view, how much involvement do parents have in your school?

level of involvement

	very high	high	moderate	low	very low
Participation in school decision-making	1	2	3	4	5
Participation in school activities such as helping with excursions, camps, and sport	1	2	3	4	5
Participation in parent-teacher evenings	1	2	3	4	5
General support of the school's goals	1	2	3	4	5

5. How satisfied are you with the following aspects of your teaching environment?

level of satisfaction

	very high	high	moderate	low	very low
Relations with students	1	2	3	4	5
Access to teaching resources	1	2	3	4	5
Buildings and facilities	1	2	3	4	5
Teaching equipment	1	2	3	4	5
Grounds and sports facilities	1	2	3	4	5
General behaviour of students	1	2	3	4	5
Out-of-class duties	1	2	3	4	5
Workload	1	2	3	4	5
Amount of committee work	1	2	3	4	5
Class sizes	1	2	3	4	5
Support from management	1	2	3	4	5
Decision making	1	2	3	4	5
Style of management	1	2	3	4	5

Other *(please specify):*   1   2   3   4   5
....

6.   **At your school how would you rate the relationships between:**

	very good	good	poor	very poor
Students	1	2	3	4
Teachers	1	2	3	4
Teachers and students	1	2	3	4
Teachers and the principal	1	2	3	4
Teachers and parents	1	2	3	4

7.   **Do you agree or disagree with the following statements?**

At this school:	strongly agree	agree	disagree	strongly disagree
In general, the morale of staff is high	1	2	3	4
In general, my own morale is high	1	2	3	4

8.   **How successful is your school in:**

level of success

	very high	high	moderate	low	very low
Achieving good academic results	1	2	3	4	5
Providing a curriculum that caters for all students	1	2	3	4	5
Teaching skills useful in employment	1	2	3	4	5
Teaching good communication skills	1	2	3	4	5
Providing a broad range of co-curricular activities	1	2	3	4	5
Preparing students for higher education	1	2	3	4	5
Engaging students in school life	1	2	3	4	5
Helping students successfully plan for their careers	1	2	3	4	5
Providing an all-round education	1	2	3	4	5
Meeting the needs of disadvantaged groups	1	2	3	4	5
Preparing students to be active and informed citizens	1	2	3	4	5

9.   **How would you rate the effectiveness of your school as a learning community?**

very effective	effective	ineffective	very ineffective
1	2	3	4

10. On average, how would you rate most teachers in your school on:
(*While there may be individual variation, please give an average rating*)

	very high	high	moderate	low	very low
Mastery of their subject matter	1	2	3	4	5
Abilities to communicate well with students	1	2	3	4	5
Being able to maintain student interest	1	2	3	4	5
Managing discipline	1	2	3	4	5
Respecting students as young adults	1	2	3	4	5
Establishing a good working atmosphere	1	2	3	4	5

Background information

11. Approximately, how long have you been teaching in total?
_____ Years

12. Approximately, how long have you been teaching at this school?
_____ Years

13. Are you
Male
1
Female
2

14. What is your age?
21 - 25 Years
1
26 - 30 Years
2
31 - 35 Years
3
36 - 40 Years
4
41 - 45 Years
5
46 - 55 Years
6

56 or over
7

15. **What qualification(s) do you hold?**
(e.g. BSc, Dip.Ed; BEd; Diploma of Teaching)

....

16. **In which subjects did you major as part of your initial qualification?**
(e.g. Mathematics, English, History, Physical Education, Fine Arts)

....

17. **What subjects do you teach at Year 10?**

	Key Learning Area	**Subjects taught**
1.	The Arts	
2.	English	
3.	Health and Physical Education	
4.	Languages other than English	
5.	Mathematics	
6.	Science	
7.	Studies of Society and Environment	
8.	Technology	