

APPENDIX C

- **THE INTERVIEW GUIDE**

- (a) There is a general belief among parents, learners, educators and administrators that learners who participate in sporting activities like soccer, netball, athletics, rugby, volleyball perform poorly in their academic schoolwork. Some parents even go to the extent of discouraging their children from participating in sporting activities fearing that they will perform poorly in their academic work.

Others also claim that the more beautiful or handsome one is the less one performs academically.

Some also think that learners who are physically handicapped perform poorly in their academic work. What are your views on these issues?

The question is intended to establish whether the learners' feelings about their involvement in physical activities, their appearance and physical handicaps interfere with learning and is responsible for better or worse academic performance in school. This will give the researcher an idea of whether the physical self-concept influences one's academic achievement positively or negatively.

- (b) How do you feel about your academic performance in this school generally? How do you feel when you pass or fail? Do you sometimes become anxious about your schoolwork or performance in school? How do these feelings influence your performance in school? How do feelings of anxiety and /or depression influence your performance in school?

The question seeks to establish whether or not emotional self-concept or anxiety and/or depression improve or decrease the learners' academic performance or attitude towards a test or whether the learners become anxious about the examination and how this influences their school performance overall and in individual subjects.

- c) How do you rate your academic performance in this school/class generally? What are your impressions about this school with regard to promoting academic achievement for the learners?

Some learners in high performing schools perform very well in their schoolwork and others badly. Similarly learners in low performing schools also perform very well and poorly. What are your views about these experiences?

The question is aimed at establishing the global/generalised school self-concept in a given school environment and its influence on academic achievement. It also seeks to establish whether the reputation of a school as a high/low performer has an influence on one's self-concept and academic achievement.

- (d) How do you describe your relationship with other people (the head, educators, peers) in this school? How does the relationship affect your performance in school?

The question is intended to solicit information about educator, parental and peer support/rejection and how it influences academic achievement (social self-concept and academic achievement). The question seeks to elicit information about the popularity of the school as well.

- (e) Some people set high goals for life and others very low. What factors generally influence you in setting your goals?

Sometimes you perform very well and at other times badly in tests/exams. Some learners think that they are not good at some subjects and yet they perform well in those subjects. How does your past performance influence your current and future performance in school? How do you explain your performance in your schoolwork generally? When faced with a difficult task, homework/assignment, what would you do?

Some learners also think that certain subjects are difficult. As a result they get low marks. What is your opinion on this?

There is a general belief among people that boys perform better than girls overall and in individual subjects. Do you think that it is possible for boys to take subjects traditionally meant for girls or vice versa? Girls are said to be generally afraid of mathematics. What are your views on these issues?

The question seeks to solicit learners' views regarding their cognitive self-concept and in particular; goal setting, attribution for success or failure, gender, influence of past performance and academic achievement overall and in individual subjects.