



# ***Growing Up in Ireland – Survey of 5-Year-Olds***

**STRICTLY CONFIDENTIAL**

## **‘TEACHER-ON-SELF QUESTIONNAIRE’**

***Growing Up in Ireland (GUI)*** is a major government study of children. Its purpose is to improve our understanding of all aspects of children and their development. The results of the study will be used by government to develop policies and interventions to support children and their families in the future.

This questionnaire records information about the Study Child’s main class teacher. One of these questionnaires should be completed by each class teacher who has any of the Study Children listed on the blue sheet sent to the Principal.

An information leaflet outlining in more detail the objectives of the study accompanies this questionnaire.

**School ID** (*from blue sheet with list of pupils’ names*)

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**Teacher’s name** (*block capitals please*) \_\_\_\_\_

**Date:** \_\_\_\_\_ day \_\_\_\_\_ month \_\_\_\_\_ year

1. Are you male or female? Male ..... <sub>1</sub> Female ..... <sub>2</sub>

2. To which age group do you belong?

- 20 - 29 yrs ..... <sub>1</sub>
- 30 - 39 yrs ..... <sub>2</sub>
- 40 - 49 yrs ..... <sub>3</sub>
- 50 - 59 yrs ..... <sub>4</sub>
- 60 yrs or older ..... <sub>5</sub>

3. How many years have you been teaching at primary school level? \_\_\_\_\_ years

4. How long have you been teaching in this school? \_\_\_\_\_ years

5. Which of the following qualifications do you hold? (Please tick all that apply)

- (a) A primary school teaching diploma or certificate, or other primary school qualification ..... <sub>1</sub>
- (b) A primary degree in education (BEd)..... <sub>2</sub>
- (c) A primary degree in another subject..... <sub>3</sub>
- (d) A postgraduate diploma in education ..... <sub>4</sub>
- (e) A qualification in learning support, special education or resource teaching..... <sub>5</sub>
- (f) A higher degree in education (PhD, Master's, etc)..... <sub>6</sub>
- (g) A higher degree in another subject (PhD, Master's, etc)..... <sub>7</sub>
- (h) No qualification ..... <sub>8</sub>
- (i) Other (please specify) \_\_\_\_\_ <sub>9</sub>

6. Which year group(s) do you teach? Please tick all that apply.

- Junior Infants ..... <sub>1</sub>      Third Class..... <sub>5</sub>
- Senior Infants..... <sub>2</sub>      Fourth Class..... <sub>6</sub>
- First Class ..... <sub>3</sub>      Fifth Class ..... <sub>7</sub>
- Second Class ..... <sub>4</sub>      Sixth Class ..... <sub>8</sub>

7. How many pupils are in your regular classroom?

Class	Junior Infants	Senior Infants	First Class	Second Class	Third Class	Fourth Class	Fifth Class	Sixth Class
Boys								
Girls								
<b>Total</b>								

8a. In this school, are children allocated to their class on the basis of their ability, achievement or special educational need?

Yes..... <sub>1</sub> No ..... <sub>2</sub>

8b. If yes, which class do you teach?

- Higher ability ..... <sub>1</sub>
- Middle/average ability ..... <sub>2</sub>
- Lower ability ..... <sub>3</sub>
- Special class ..... <sub>4</sub>

9a. Did you do any continuing professional development (in-service training or upskilling) in the last 12 months?

Yes..... <sub>1</sub> No ..... <sub>2</sub>

9b. How many days or hours of professional development did you do? \_\_\_\_\_ days \_\_\_\_\_ hours

9c. Please specify the areas in which you did the professional development:

\_\_\_\_\_  
\_\_\_\_\_

10. In your opinion, how many children in your classroom (including the Study Child if relevant) experience any of the following long-term difficulties? (some children may belong to more than one category)

- a. A limited knowledge of the main language of instruction ..... \_\_\_\_\_ children  
 b. An emotional or behavioural problem ..... \_\_\_\_\_ children  
 c. A learning/intellectual disability ..... \_\_\_\_\_ children  
 d. A physical/sensory disability ..... \_\_\_\_\_ children

11a. In a typical week, would you have any Special Needs Assistants working with you in the Study Child's classroom?

Yes..... <sub>1</sub> No ..... <sub>2</sub>

11b. If yes, for approximately how many hours per week? \_\_\_\_\_ hours per week

12a. *Within normal school hours*, approximately how many *minutes PER WEEK* does the Study Child's class spend on each of the following subjects? Your best estimate is fine. If the class does not receive instruction in a subject, please write 'none'.

Subject	No. of minutes per week	Subject	No. of minutes per week
English	mins/wk	Drama	mins/wk
Gaeilge	mins/wk	Visual Arts	mins/wk
Maths	mins/wk	Music	mins/wk
History	mins/wk	Religion/Ethical education	mins/wk
Geography	mins/wk	Other 1 (specify)	mins/wk
Science	mins/wk	Other 2 (specify)	mins/wk
Social Personal Health Education (SPHE)	mins/wk	Other 3 (specify)	mins/wk
Physical Education	mins/wk	Other 4 (specify)	mins/wk

12b. In an average week, about what percentage of your time in the classroom is based around play-based activity?

\_\_\_\_\_ per cent

**13. Below we have a number of statements about teaching. Please indicate how frequently the following things happen in the Study Child's class.**

	Never or almost never	Some days	Most days	Every day
(a) Pupils listen to you read stories where they can see the print.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
(b) Pupils listen to you read stories where they don't see the print.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
(c) Pupils interact in class by listening, discussing and taking turns in conversations.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
(d) Pupils engage in creative play (e.g. painting, using play-dough, etc) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
(e) Pupils work in pairs .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
(f) Pupils work individually in class .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
(g) Pupils engage in physical play (such as running, jumping, skipping etc) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
(h) Pupils work in groups in class.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
(i) You ask pupils questions in class .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
(j) Pupils ask you questions in class .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
(k) Pupils ask each other questions in class .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
(l) Pupils work on phonics/word sounds.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
(m) Pupils take part in pretend play (e.g. make-believe, dressing up, playing shop) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
(n) Pupils suggest subjects or topics to be covered in class.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
(o) Pupils are encouraged to find things out for themselves.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
(p) You use video or audio recordings in class .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
(q) Children play games with rules (e.g. board games) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
(r) You use a computer/interactive whiteboard to show something to the pupils.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
(s) Pupils themselves use computer facilities or other electronic equipment (e.g. iPads) in class .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
(t) You provide differentiated activities, as appropriate, to pupils.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
(u) Pupils get the opportunity to engage in hands-on activities.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
(v) The pupil's experience and their environment is the starting point for learning .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
(w) You address learning outcomes across a number of subjects at the same time.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
(x) You teach pupils as a whole class .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
(y) Pupils count out loud.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
(z) Pupils play games related to maths/numbers.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
(aa) You discuss new or difficult vocabulary .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

**14a. How often do the children in the Study Child's class use a computer(s) or other electronic device (e.g. iPad) in the SCHOOL?**

Never	Once a month or less	Two or three times a month	Once or twice a week	Three or four times a week	Daily
<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>6</sub>

**14b. Is there an interactive whiteboard in your CLASSROOM?**

Yes..... <sub>1</sub>      No..... <sub>2</sub>

**14c. Do the children in the Study Child's class use a computer (or other electronic device) to access the Internet?**

Yes..... <sub>1</sub>      No..... <sub>2</sub>

**15a. How often would you assess your pupils' progress by using:**

Weekly    Twice a month    Monthly    Every term    Never/Almost never

- (a) Teacher observations ..... <sub>1</sub> ..... <sub>2</sub> ..... <sub>3</sub> ..... <sub>4</sub> ..... <sub>5</sub>
- (b) Teacher-designed tasks and tests ..... <sub>1</sub> ..... <sub>2</sub> ..... <sub>3</sub> ..... <sub>4</sub> ..... <sub>5</sub>
- (c) Teacher's questions ..... <sub>1</sub> ..... <sub>2</sub> ..... <sub>3</sub> ..... <sub>4</sub> ..... <sub>5</sub>

**15b. To what extent do you use the results of this assessment in the planning of your teaching?**

A lot ..... <sub>1</sub>      A little ..... <sub>2</sub>      Not at all ..... <sub>3</sub>

**16. How much control do you feel you have in your school over the following areas:**

No control      Slight control      Some control      Moderate control      A great deal of control

- (a) Deciding how much time to spend on different subject areas ..... <sub>1</sub> ..... <sub>2</sub> ..... <sub>3</sub> ..... <sub>4</sub> ..... <sub>5</sub>
- (b) Deciding about the content of subjects to be taught ..... <sub>1</sub> ..... <sub>2</sub> ..... <sub>3</sub> ..... <sub>4</sub> ..... <sub>5</sub>
- (c) Deciding about teaching techniques ..... <sub>1</sub> ..... <sub>2</sub> ..... <sub>3</sub> ..... <sub>4</sub> ..... <sub>5</sub>
- (d) Choosing textbooks and other learning materials ..... <sub>1</sub> ..... <sub>2</sub> ..... <sub>3</sub> ..... <sub>4</sub> ..... <sub>5</sub>
- (e) Disciplining children ..... <sub>1</sub> ..... <sub>2</sub> ..... <sub>3</sub> ..... <sub>4</sub> ..... <sub>5</sub>
- (f) Selecting the year group you teach ..... <sub>1</sub> ..... <sub>2</sub> ..... <sub>3</sub> ..... <sub>4</sub> ..... <sub>5</sub>

**17. How important do you believe the following characteristics are for a child to be ready for primary school?**

Tick one box on each line.

Not important      Not very important      Somewhat important      Very important      Essential

- (a) Can count to 20 or more ..... <sub>1</sub> ..... <sub>2</sub> ..... <sub>3</sub> ..... <sub>4</sub> ..... <sub>5</sub>
- (b) Takes turns and shares ..... <sub>1</sub> ..... <sub>2</sub> ..... <sub>3</sub> ..... <sub>4</sub> ..... <sub>5</sub>
- (c) Is able to use pencils and paintbrushes ..... <sub>1</sub> ..... <sub>2</sub> ..... <sub>3</sub> ..... <sub>4</sub> ..... <sub>5</sub>
- (d) Is not disruptive of the class ..... <sub>1</sub> ..... <sub>2</sub> ..... <sub>3</sub> ..... <sub>4</sub> ..... <sub>5</sub>
- (e) Is sensitive to other children's feelings ..... <sub>1</sub> ..... <sub>2</sub> ..... <sub>3</sub> ..... <sub>4</sub> ..... <sub>5</sub>
- (f) Sits still and pays attention ..... <sub>1</sub> ..... <sub>2</sub> ..... <sub>3</sub> ..... <sub>4</sub> ..... <sub>5</sub>
- (g) Knows most of the letters of the alphabet ..... <sub>1</sub> ..... <sub>2</sub> ..... <sub>3</sub> ..... <sub>4</sub> ..... <sub>5</sub>
- (h) Identifies primary colours and shapes ..... <sub>1</sub> ..... <sub>2</sub> ..... <sub>3</sub> ..... <sub>4</sub> ..... <sub>5</sub>
- (i) Communicates needs, wants, and thoughts verbally in English/Gaeilge.. ..... <sub>1</sub> ..... <sub>2</sub> ..... <sub>3</sub> ..... <sub>4</sub> ..... <sub>5</sub>
- (j) Can manage personal care ..... <sub>1</sub> ..... <sub>2</sub> ..... <sub>3</sub> ..... <sub>4</sub> ..... <sub>5</sub>

**18. Please indicate the extent to which you agree with each of the following statements on children's preparation for school. Tick one box on each line.**

Strongly disagree      Disagree      Neither agree nor disagree      Agree      Strongly agree

- (a) Attending pre-school (for example, Montessori or Early Start) is very important for success in primary school..... <sub>1</sub> ..... <sub>2</sub> ..... <sub>3</sub> ..... <sub>4</sub> ..... <sub>5</sub>
- (b) Children who begin formal reading and maths instruction in pre-school will do better in primary school ..... <sub>1</sub> ..... <sub>2</sub> ..... <sub>3</sub> ..... <sub>4</sub> ..... <sub>5</sub>
- (c) Parents should make sure their children know the alphabet before they start primary school ..... <sub>1</sub> ..... <sub>2</sub> ..... <sub>3</sub> ..... <sub>4</sub> ..... <sub>5</sub>
- (d) Parents need help in learning how to encourage their child's reading ..... <sub>1</sub> ..... <sub>2</sub> ..... <sub>3</sub> ..... <sub>4</sub> ..... <sub>5</sub>
- (e) Parents should set aside time every day for their children to practise schoolwork ..... <sub>1</sub> ..... <sub>2</sub> ..... <sub>3</sub> ..... <sub>4</sub> ..... <sub>5</sub>
- (f) Parents should read to their children and play counting games at home regularly..... <sub>1</sub> ..... <sub>2</sub> ..... <sub>3</sub> ..... <sub>4</sub> ..... <sub>5</sub>

19. Below we have list of statements about pupils. Please indicate if you feel each is true of nearly all, more than half, less than half, or only a few pupils in the school.

Pupils, in general:

	Nearly all	More than half	Less than half	Only a few
(a) Are well-behaved in class .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
(b) Show respect for their teachers .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
(c) Show respect for their peers .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
(d) Settle into the school quickly .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
(e) Are rewarding to work with .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
(f) Feel they are an important part of the school community / school life	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

20. Please tick on each line to indicate: (a) whether or not you usually receive information in each of the five areas below about the children in your class and (b) if you receive the information, how satisfied you are with it.

Information on:	(a) Receive information?		(b) If information is received, how satisfied are you with it?				
	Yes	No	Very Satisfied	Satisfied	Neither satisfied nor dissatisfied	Dissatisfied	Very Dissatisfied
i. Whether they have attended pre-school	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
ii. What skills they developed at pre-school	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
iii. Family circumstances	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
iv. Whether they have special needs	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
v. Individual child's strengths, interests and challenges	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>

21. In general, what proportion of parents from the children in your class attend:

	Nearly all	More than half	Less than half	Only a few	Not applicable
a. Parent-teacher meetings	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>
b. Other meetings organised by the school	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>

22. What proportion of parents would approach you informally to discuss their child's progress?

Nearly all..... <sub>1</sub>    More than half..... <sub>2</sub>    Less than half ..... <sub>3</sub>    Only a few..... <sub>4</sub>

23. Compared with other Primary Schools of similar size, would you say that, in general, the environment in your school is happier, as happy or less happy for (a) pupils and (b) teachers?

	Happier	As happy	Less happy
(a) Pupils .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
(b) Teachers .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>

24. In general terms:

	Very	Fairly	Not very	Not at all
(a) How <b>stressed</b> do you feel by your job.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
(b) How <b>satisfied</b> do you feel with your job .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

Thank you very much for completing this part of the *Growing Up In Ireland* survey.

Please ensure that you complete a green questionnaire in respect of each pupil whom you teach and who is listed on the blue sheet as being involved in *Growing Up in Ireland*.

When you have finished all your questionnaires, please seal them in the enclosed envelope and return the sealed envelope to the Principal, for return of all questionnaires in the school to the Economic and Social Research Institute (ESRI).