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## A B S T R A C T

The aim of this study was to determine the influence of insufficient father-identification on scholastic achievement.

Two methods of enquiry were used. A study of the available relevant literature was made in order to give an outline of former investigations on the father-child relationship and more specifically the father-son relationship. Subsequently the empirical method was used to test the validity of specific hypotheses.

A cultural historical picture of the role played by the father in the father-son relationship of different cultures through the ages is given. The patriarchal family form prevailed in most cultures. The father was the strict head of the family. In many cases he had unlimited power and demanded obedience from the members of his family. In some cultures the father exerted an influence on the cognitive development of his son. It was even possible in other cultures for the son to have identified with the father. Nowadays, however, the father's most important contribution is to provide for his family economically. In the Republic of South Africa, however, the father still plays an important role. Even here some fathers are affected by economic prosperity, materialism and

*being busy* which leads to their withdrawal from the home. This frequent absence is to the detriment of contact with his son.

The father's influence on his son's academic achievement has to be considered in the educational context, and therefore the role of the father as educator in his son's development is discussed. Because the father, as familial educator in the family, plays an important part in his son's development, early contact between father and son is imperative. The father's role in the family set-up is *instrumentally-superior* and universal and he is superior in power whilst the mother's role is *expressive and superior*.

Sex-role adoption is problematic for the boy in many aspects. The father has to assist the boy in adopting a satisfactory sex-role identity in order to avoid derailment, maladjustment and feminisation. Both the father's presence and his influence are necessary for the development of the boy's personality, especially his self-confidence, self-esteem and self-concept. The father makes an essential contribution to the boy's development in the emotional, social, sexual and moral fields.

A study of the concept of identification as portrayed by the psychoanalysts as well as by the sociologists was made. Subsequently also father-identification is discussed. Identification is a complex process which takes place among humans. Under normal circumstances

initial identification takes place in the family between parent and child. It begins when the child starts imitating certain characteristics of the parent and this eventually leads to the child's internalization of the characteristics, values and norms of the parents. The following exposition of the concept of identification was formulated for this investigation: Identification is the concept used for the chain of events which develops between an adult, the educator, and a child when the child, through observation and through experience, accepts and internalizes certain values, norms, actions, attitudes and characteristics of the adult as his own, to such an extent that the child often unconsciously, experiences and expressed them as his own. The child therefore consciously and unconsciously follows the example of the adult. He gradually thinks and feels like the adult; in this way he identifies with the adult. Identification is therefore a complex chain of events which initiates between child and parent and requires the active involvement of the parent. The parent's involvement and therefore also the identification-process continues at least until the child's developmental curve of growth has reached its maximum, i.e. until after adolescence. Although both parents serve as models for identification, the parent of the same sex is the most important.

After the initial identification with his mother, the boy gradually becomes aware of the cultural requirements of his environment, namely masculine behaviour;

so he turns to his father, and reverts from identification with his mother to identification with his father.

The child's identification with his parents, more specifically the boy's identification with his father, provides him with a model according to which to develop his own identity and to internalize his own sex-role as part of his self-image. Internalizing the norms and values of a positive, well-balanced, affectionate, masculine father ensures eventual identification with a masculine sex-role. Identification with his father not only assists the boy in developing a self-identity, it also influences his social, emotional, sexual and moral maturation.

The standard eight pupils involved in this investigation were in mid-adolescence. Because many adolescents experience an identity diffusion, this confusing era of a quest for identity which is often accompanied by intense affective cogniscence, is discussed. Special attention is paid to the affective experiences of the adolescent.

Identity and identification are closely related - one implies the other. In his quest for identity and faced by an identity crisis, the adolescent is still dependent on his parents. The boy is dependent on his father. The adolescent's fast physical, psychological and cognitive development, his *growth spurt*, causes confusion but simultaneously introduces a vast field of new experiences. During this phase of develop-

ment the adolescent has to develop his self-concept and self-identity and has to reinforce his sex-role identity. Identification with his father aids positive progress in this sphere of development.

As this investigation is concerned with the scholastic achievement of boys, attention is given to the child's work-load at school. The theory of learning at school is discussed with special reference to the learning theory of Bloom. The affective entry characteristics with which the child enters the school task, largely determine the manner in which he will cope with the task.

Because intelligence is used as an example of cognitive entry behaviour in the learning task, it is discussed briefly. The father can also contribute to the intellectual and cognitive development of the boy. Motivation and academic self-concept are affective entry characteristics in the learning task which largely influence the affective results of the school assignment.

Because under- and over-achievers constitute a vital portion of this experimental research, the matter of under- and overachievement is discussed. Attention is paid to defining under- and over-achievers and their characteristics, their personality traits as well as the methods used to identify them. Underachievement is predominantly a male rather than a female problem which often starts before or during the early stages of primary school. Parents can

have a marked influence on under- and over-achievement. Their behaviour can curb or foster this phenomenon. Three related research studies in connection with father-identification and under- and over-achievement are discussed. The results differ considerably:

- \* Ringness (1967) found that the high achievers tended to identify with their fathers to a greater extent than the low achievers.  
In a follow-up study, however, he could find no difference in the father-identification of high achievers, normal achievers and low achievers.
- \* Danesino and Layman (1969) found that one group of high achieving male students identified with their fathers while another group identified with their mothers. They did, however, determine that high achieving male students tended to identify more closely with their fathers than the low achievers.
- \* Shaw and White (1965) determined that male achievers identified with their fathers but under-achievers did not.

In order to determine whether there is a relationship between father-identification and scholastic achievement a number of hypotheses were formulated and tested. The experimental research was conducted as follows: Three hundred and eighty seven Afrikaans speaking standard eight pupils were selected from twelve secondary schools in South-Western Transvaal by means of



randomized, stratified cluster sampling. The test battery consisted of a number of available tests, tests compiled by the author as well as tests compiled by three doctoral students doing related research studies.

Scholastic achievement, the dependent variable was operationalised to the average percentage in standard seven with percentage for Afrikaans standard seven, percentage for English standard seven and percentage for Mathematics standard seven as additional components of scholastic achievement. Although standard eight pupils were used in this research, their final marks in standard seven were used because the questionnaires were completed towards the middle of the standard eight year and these standard seven marks were therefore regarded as more reliable than the mid-year standard eight marks. These marks as well as the I.Q.'s were obtained from the Ed. Lab. Cards.

The following independent variables were used in the various analyses:

a) Particulars of the subjects:

Sex, age in months, non-verbal I.Q., verbal I.Q., number of schools attended.

b) Aspects concerning the home, the family and socio-economic status:

- \* size of residence, number of children in the family, number of people in the residence;

- \* completeness of the family, length of father's absence or length of period the child was fatherless;
- \* age of child when parents were divorced, age of child when father died, age of child when mother died, substitute for parent(s);
- \* father's age, mother's age, educational level of the father, educational level of the mother, father's occupation, mother's occupation;
- \* identification with the home, home-adjustment, health-adjustment, submissiveness, self-assertion.

c) Parental involvement:

- \* time father spends at home, time father spends with the child, time mother spends with the child;
- \* educational aspirations of parents for child, occupational aspirations of parents for child;
- \* educational involvement of father, educational involvement of mother;
- \* father-identification, mother-identification.

d) Involvement of other people:

- \* identification with other persons, masculinity-femininity, sociability in group, attitude towards teachers.

e) Aspects concerning the subject:

- \* self-evaluation, general self-concept, academic self-concept, measure of certainty with regard

- to identity, self-confidence, self-esteem, personal-self, self-criticism, health;
- \* inadequate integration, inadequate ego-development, lack of ego-strength;
  - \* physical self, familial self, social self, self in relation to values.
- f) The subject and his inner feelings:
- \* emotionality, hostility-friendliness, nervousness, self-control;
  - \* suspiciousness or paranoiac feeling of insecurity, inclination to feelings of guilt, tension due to frustration or pressure of the id;
  - \* conscious and sub-conscious anxiety.
- g) The subject and his school:
- \* school-affect, attitude towards different subjects and teachers;
  - \* educational aspirations of the child, occupational aspirations of the child;
  - \* achievement motivation.

Special attention is paid to the adolescent boy in this research study. In order to obtain a clearer picture of the father-identification of the boy and his scholastic achievement, the boys in the ordinary course are constantly compared to the girls in the ordinary course and the boys in the practical course. The boys in the practical course already lag behind

boys in the ordinary course in terms of ability. The father-identification of the boy in the practical course will possibly differ from the father-identification of the boy in the ordinary course. The possibility also exists that father-identification will exert a greater influence on the under- or over-achiever.

The two most important hypotheses that were tested are:

a) There is a relationship between father-identification and scholastic achievement. This hypothesis is subdivided into a number of sub-hypotheses in which each group of subjects and each component of scholastic achievement was used. A number of supporting hypotheses were also formulated. The relationship between father-identification and scholastic achievement is compared to the relationship between mother-identification and scholastic achievement, identification with the home and scholastic achievement, as well as other affective entry characteristics and scholastic achievement.

b) There is a difference in the father-identification of over-achievers, achievers and under-achievers in:

- \* average percentage for standard seven;
- \* percentage for Afrikaans standard seven;
- \* percentage for English standard seven;
- \* percentage for Mathematics standard seven.

The truth of these hypotheses for

- \* boys ordinary course,
- \* girls ordinary course,
- \* boys practical course is also tested.

A number of supporting hypotheses similar to those formulated for the whole group of subjects originally selected, are also formulated and tested.

The computer program BMDP4M was used to perform a factor-analysis in order to reduce the number of variables meaningfully. By means of multiple regression analysis the influence of the dependent variables was kept constant and the variance in scholastic achievement, which is accounted for only by father-identification, was determined. The contribution of each of the variables to the variance in scholastic achievement was determined. By comparing the variance accounted for by father-identification in scholastic achievement with the variance accounted for by each of the independent variables, the relative contribution of father-identification to scholastic achievement could be determined.

A number of over-achievers ( $P^+$ ), achievers (P) and under-achievers ( $P^-$ ) in each of the components of scholastic achievement, were then selected for each of the groups of pupils by means of multiple regression analysis. Marks that should be achieved by the pupils according to their individual ability were predicted for each pupil - and referred to as pre-

dicted marks - by using the following criterion variables:

- \* non-verbal and verbal I.Q.;
- \* the educational level of the father and mother;
- \* father's occupation;
- \* size of family.

The components of scholastic achievement were used alternatively as the actual marks. A positive difference between the actual marks and the predicted marks indicates over-achievement whilst a negative residue between the actual marks and the predicted marks indicates under-achievement.

The BMDPIV-program was used to execute a one-way analysis of variance. The independent variables were used as dependent variables in this analysis. This was done to determine whether the average of over-achievers, achievers and under-achievers in each of the dependent variables differed significantly.

The resultant findings are:

- 1) *Father-identification and scholastic achievement:*
  - a) According to the study which was made of the available literature a relationship does exist between father-identification and scholastic achievement. This relationship, however, could not be determined by means of the experimental research done for this study as no significant proportion of the variance in scholastic achievement was accounted for by *father-identification*.

b) No significant differences between the averages of over-achievers, achievers and under-achievers with regard to *father-identification* could be determined.

2) *Mother-identification and scholastic achievement:*

a) A significant proportion of the variance in average percentage in standard seven, for girls in the ordinary course, was accounted for by *mother-identification*;

$R^2$  (all the variables)     $-R^2$  (all the variables, *mother-identification* excluded)

= 0,0070;     $p < 0,05$ .

b) By using *mother-identification* as dependent variable, differences were determined between the over-achievers, achievers and under-achievers in percentage for Afrikaans standard seven for;

\* boys ordinary course;

{  $F(2;42) = 3,38$ ;     $p < 0,05$  };

$\bar{X}_p^+ = 109,13$      $\bar{X}_p = 107,20$      $\bar{X}_p^- = 119,60$ ;

\* girls ordinary course;

{  $F(2;42) = 3,84$ ;     $p < 0,05$  };

$\bar{X}_p^+ = 105,73$      $\bar{X}_p = 116,67$      $\bar{X}_p^- = 124,07$ .

The lower the child's achievement at school in relation to what he should achieve, the better his identification with his mother.

The proportion of the variance in scholastic achievement accounted for by mother-identification is larger than the proportion of the variance in scholastic achievement accounted for by father-identification. The girls in the ordinary course, particularly, identify with the mother.

3) *Identification with the home as variable and scholastic achievement:*

a) A significant proportion of the variance percentage for mathematics in standard seven, for boys in the practical course, was accounted for by *identification with the home*;

$R^2$  (all the variables)       $-R^2$  (all the variables, *identification with the home* excluded)

= 0,0384;  $p < 0,05$ .

b) By using *identification with the home* as dependent variable, differences were determined between the over-achievers, achievers and under-achievers in percentage for Afrikaans in standard seven for:

\* boys ordinary course;

{  $F(2;42) = 3,44$ ;  $p < 0,05$  };

$\bar{X}_p^+ = 48,07$        $\bar{X}_p = 45,53$        $\bar{X}_p^- = 55,80$ ;



\* girls ordinary course;

$$\{F(2;42) = 3,64; p < 0,05\};$$

$$\bar{X}_p^+ = 45,60 \quad \bar{X}_p = 51,33 \quad \bar{X}_p^- = 59,33.$$

The proportion of the variance in scholastic achievement, accounted for by identification with the home is larger than the proportion of the variance in scholastic achievement, accounted for by father-identification.

Similar to mother-identification the boys and girls in the ordinary course who are over-achievers, achievers and under-achievers, tend to identify more with the home. These academically orientated boys and girls are dependent on their families for progress at school.

4) *Verbal and non-verbal I.Q. and scholastic achievement:*

Significant proportions of the variance in scholastic achievement were accounted for by verbal and non-verbal I.Q., especially for boys and girls in the ordinary course, who are the more academically orientated pupils.

According to the results of the experimental research it can be said that verbal and non-verbal I.Q. is a more important contributor to scholastic achievement than father-identification.

I.Q., as a cognitive entry behaviour, is therefore very important for achieving success at school.

5) *Joint affective entry characteristics and scholastic achievement:*

The proportions of variance in scholastic achievement accounted for by the joint entry characteristics, were highly significant.

6) *Individual affective entry characteristics and scholastic achievement:*

a) The influence of the affective entry characteristics on scholastic achievement determined individually, resulted in the following findings:

\* The proportions of the variance in scholastic achievement accounted for by a large number of entry characteristics are highly significant.

\* The prominent variable in this field is home-adjustment. This holds true particularly for the boys and girls in the ordinary course.

\* The proportions of the variance in scholastic achievement accounted for by the variable academic self-concept are also significant, particularly for the boys and girls in the ordinary course.

b) Significant differences between the averages of over-achievers, achievers and under-achievers in scholastic achievement were determined by variables related to:

- \* home-adjustment; boys and girls in the ordinary course;
- \* school and school set-up; each of the groups of pupils;
- \* the father and variables concerning the father; boys in the practical course.

According to this research study the conclusion can be made that father-identification is a complex variable which cannot be easily measured, empirically. What the child internalizes is most probably the product of the characteristics of both parents. That which is measured by father-identification and mother-identification therefore, consists of the characteristics of both parents. A number of other reasons given for the complex character of father-identification, were also discussed, including the limen-effect and inter-correlation with other variables.

Father-identification, according to this study, does not have a marked effect on scholastic achievement. Mother-identification and even more so identification with the home and the child's home-adjustment are far more prominent and are important factors in the child's progress at school.

Identification with the home can only be fully deployed and can only make a full contribution to the scholastic achievement of the child if the father and mother fulfil their individual roles as equal partners. Because the father is the instrumentally-

superior parent, he is responsible for disclosing the instrumentally-directed abilities of his son. He therefore has to take full responsibility for his son. It is imperative that the father becomes involved with his son through communication and dialogue. The father must initiate and sustain dialogue.

The boy in the practical course is in special need of the aid and assistance of his father in order to progress at school. Fathers of over-achieving, achieving and under-achieving boys in the practical course can largely support their sons in their school set-up.

As a result of these findings the following recommendations are made:

- \* The fact that the over-achievers identify with their home to a greater extent than the under-achievers accentuates the importance of the assistance the family gives the boy in his scholastic progress. Every step should be taken to ensure that children grow up in complete and happy families.
- \* Under-achievement is an ever-present problem and everything possible should be done to identify under-achievers in order to initiate remedial procedures as soon as possible.
- \* By using the computer and the method of multiple regression analysis under- and over-achievers may be identified during the junior secondary phase of the high school. Under-achievers could

then be subjected to remedial programmes.

The results of this research show that a large number of variables contribute significantly to the variance in scholastic achievement. These variables were only partly explored and implemented in this research study and therefore a number of topics for further research are indicated.

Eiv VRAELYS: VADERIDENTIFIKASIE - ITKIN<sup>9</sup>

VAN ..... VOORLETTERS .....

Op die onderstaande stellings kan jy *waar*, *onwaar* of *oneker* antwoord. As jy van mening is dat die stelling *waar* is van jou *VADER* of jou gevoel teenoor jou *VADER* trek 'n kruisie, "X" in die blokkie langs *waar* na die stelling; as jy glo dat dit *onwaar* is, in die blokkie langs *onwaar*. As jou antwoord dalk *ja* en *nee* of *oneker* is, trek die kruisie in die blokkie langs die "?".

- |        |  |   |      |   |   |   |        |   |
|--------|--|---|------|---|---|---|--------|---|
| 1.     | Daar is 'n nuwe band tussen my en my vader   | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr><td style="padding: 2px;">waar</td><td style="padding: 2px;">1</td></tr> <tr><td style="padding: 2px;">?</td><td style="padding: 2px;">2</td></tr> <tr><td style="padding: 2px;">onwaar</td><td style="padding: 2px;">3</td></tr> </table> | waar | 1 | ? | 2 | onwaar | 3 |
| waar   | 1  |   |      |   |   |   |        |   |
| ?      | 2  |   |      |   |   |   |        |   |
| onwaar | 3  |   |      |   |   |   |        |   |
| 2.     | Daar is gewoonlik 'n grondige rede vir 'n versoek wat my vader rig.  | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr><td style="padding: 2px;">waar</td><td style="padding: 2px;">1</td></tr> <tr><td style="padding: 2px;">?</td><td style="padding: 2px;">2</td></tr> <tr><td style="padding: 2px;">onwaar</td><td style="padding: 2px;">3</td></tr> </table> | waar | 1 | ? | 2 | onwaar | 3 |
| waar   | 1  |   |      |   |   |   |        |   |
| ?      | 2  |   |      |   |   |   |        |   |
| onwaar | 3  |   |      |   |   |   |        |   |
| 3.     | Ek sal graag dieselfde soort ouer wil wees as wat my vader is.   | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr><td style="padding: 2px;">waar</td><td style="padding: 2px;">1</td></tr> <tr><td style="padding: 2px;">?</td><td style="padding: 2px;">2</td></tr> <tr><td style="padding: 2px;">onwaar</td><td style="padding: 2px;">3</td></tr> </table> | waar | 1 | ? | 2 | onwaar | 3 |
| waar   | 1  |   |      |   |   |   |        |   |
| ?      | 2  |   |      |   |   |   |        |   |
| onwaar | 3  |   |      |   |   |   |        |   |
| 4.     | Ek glo dat my vader my vermoë onderskat.   | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr><td style="padding: 2px;">waar</td><td style="padding: 2px;">1</td></tr> <tr><td style="padding: 2px;">?</td><td style="padding: 2px;">2</td></tr> <tr><td style="padding: 2px;">onwaar</td><td style="padding: 2px;">3</td></tr> </table> | waar | 1 | ? | 2 | onwaar | 3 |
| waar   | 1  |   |      |   |   |   |        |   |
| ?      | 2  |   |      |   |   |   |        |   |
| onwaar | 3  |   |      |   |   |   |        |   |
| 5.     | Ek glo dat my vader onnodiglik met my foutvind en nooit tevrede skyn te wees met enigiets wat ek doen nie. | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr><td style="padding: 2px;">waar</td><td style="padding: 2px;">1</td></tr> <tr><td style="padding: 2px;">?</td><td style="padding: 2px;">2</td></tr> <tr><td style="padding: 2px;">onwaar</td><td style="padding: 2px;">3</td></tr> </table> | waar | 1 | ? | 2 | onwaar | 3 |
| waar   | 1  |   |      |   |   |   |        |   |
| ?      | 2  |   |      |   |   |   |        |   |
| onwaar | 3  |   |      |   |   |   |        |   |
| 6.     | Ek glo dat my vader nie voldoende agting vir my menings het nie.   | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr><td style="padding: 2px;">waar</td><td style="padding: 2px;">1</td></tr> <tr><td style="padding: 2px;">?</td><td style="padding: 2px;">2</td></tr> <tr><td style="padding: 2px;">onwaar</td><td style="padding: 2px;">3</td></tr> </table> | waar | 1 | ? | 2 | onwaar | 3 |
| waar   | 1  |   |      |   |   |   |        |   |
| ?      | 2  |   |      |   |   |   |        |   |
| onwaar | 3  |   |      |   |   |   |        |   |
| 7.     | Volgens my mening stel my vader nie genoegsaam daarin belang of ek vriende het of nie.                     | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr><td style="padding: 2px;">waar</td><td style="padding: 2px;">1</td></tr> <tr><td style="padding: 2px;">?</td><td style="padding: 2px;">2</td></tr> <tr><td style="padding: 2px;">onwaar</td><td style="padding: 2px;">3</td></tr> </table> | waar | 1 | ? | 2 | onwaar | 3 |
| waar   | 1  |   |      |   |   |   |        |   |
| ?      | 2  |   |      |   |   |   |        |   |
| onwaar | 3  |   |      |   |   |   |        |   |
| 8.     | Volgens my oordeel het my vader my nie regverdig behandel toe ek jonk was nie.                             | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr><td style="padding: 2px;">waar</td><td style="padding: 2px;">1</td></tr> <tr><td style="padding: 2px;">?</td><td style="padding: 2px;">2</td></tr> <tr><td style="padding: 2px;">onwaar</td><td style="padding: 2px;">3</td></tr> </table> | waar | 1 | ? | 2 | onwaar | 3 |
| waar   | 1  |   |      |   |   |   |        |   |
| ?      | 2  |   |      |   |   |   |        |   |
| onwaar | 3  |   |      |   |   |   |        |   |
| 9.     | Ek glo dat my vader een van die mees bewonderenswaardige persone is wat ek ken.                            | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr><td style="padding: 2px;">waar</td><td style="padding: 2px;">1</td></tr> <tr><td style="padding: 2px;">?</td><td style="padding: 2px;">2</td></tr> <tr><td style="padding: 2px;">onwaar</td><td style="padding: 2px;">3</td></tr> </table> | waar | 1 | ? | 2 | onwaar | 3 |
| waar   | 1  |   |      |   |   |   |        |   |
| ?      | 2  |   |      |   |   |   |        |   |
| onwaar | 3  |   |      |   |   |   |        |   |

<sup>9</sup> Die vertaling van Whittle (1969, p. 203-213) is vir hierdie vraelys gebruik, maar effens verander. Volgens Shaw en Wright (1967, p. 420-424) word vrae 20-35 op 'n vyfpuntskaal beoordeel deur die letters A tot E te gebruik. By die vraelyste van hierdie toetsbatterry waar beoordeling op 'n vyfpuntskaal geskied, word die syfers vyf tot een gebruik. Om verwarring te voorkom is vir die vraelyste van Itkin ook vyf tot een gebruik (vgl. ook bylae A2).

10. My vader was nog altyd een van die beste vriende wat ek gehad het.

WAAR	1
?	2
ONWAAR	3

11. My vader beskou die grootmaak van sy kinders as die belangrikste taak in sy lewe.

WAAR	1
?	2
ONWAAR	3

Elk van die volgende is 'n stelling of vraag wat jy moet voltooi of beantwoord deur een van die alternatiewe te kies. Dui jou keuse aan deur 'n kruisie "X" langs jou keuse te maak. Sorg dat die een wat jy kies jou gevoel of opinie die beste weergee.

12. My vader ...

- a. stel baie belang in alles wat sy kinders raak  
b. toon 'n gemiddelde belangstelling in die dinge wat sy kinders raak  
c. stel nie baie belang in dinge wat sy kinders raak nie  
d. stel min belang in die dinge wat sy kinders raak  
e. stel geensins belang in dinge wat sy kinders raak nie

1
2
3
4
5

13. Ek kom ... oor die weg met my vader.

- a. Baie goed  
b. Goed  
c. Redelik  
d. Nie baie goed nie  
e. Swak

1
2
3
4
5

14. Wat betref my vader in my vertroue neem ...

- a. voel ek my vry om hom intieme vrae te vra  
b. vra ek hom dikwels intieme vrae  
c. vra ek hom somtyds intieme vrae  
d. vra ek hom selde intieme vrae  
e. vra ek hom nooit intieme vrae nie

1
2
3
4
5

15. Watter van die volgende stellings weerspieël jou gevoel teenoor jou vader die beste?

- a. Ek verafgod my vader  
b. Ek bewonder my vader  
c. Ek eerbiedig my vader  
d. Ek eerbiedig nie juis my vader nie  
e. Ek eerbiedig glad nie my vader nie

1
2
3
4
5

16. Watter beskrywing pas jou vader die beste?

- a. Hy staan altyd krities teenoor sy kinders, en is nooit ingenome met wat hulle doen nie
- b. Hy staan taamlik krities teenoor sy kinders en is nie dikwels ingenome met wat hulle doen nie
- c. Hy is nie baie krities teenoor sy kinders nie, maar is ook nie besonder ingenome met wat hulle doen nie
- d. Hy is dikwels ingenome met wat sy kinders doen en prys hulle vir hulle prestasies
- e. Hy kla selde oor sy kinders en prys hulle baie

	1
	2
	3
	4
	5

17. Ek beskou my vader as ...

- a. altyd gewillig om slegs die beste van sy kinders te dink
- b. gewoonlik geneig om goed van sy kinders te dink
- c. nie geneig om goed of kwaad van sy kinders te dink nie
- d. somtyds geneig om krities teenoor sy kinders te staan
- e. altyd gereed om slegs die ergste van kinders te dink

	1
	2
	3
	4
	5

18. My vader ...

- a. doen nooit klein dingetjies vir sy kinders om toegeneentheid of bedagsaamheid te vertoon nie
- b. doen selde klein dingetjies om toegeneentheid of bedagsaamheid te vertoon
- c. doen soms klein dingetjies om toegeneentheid of bedagsaam te vertoon
- d. doen dikwels klein dingetjies om toegeneentheid of bedagsaamheid te vertoon
- e. doen altyd klein dingetjies om toegeneentheid of bedagsaamheid te vertoon

	1
	2
	3
	4
	5

19. Volgens my mening ...

- a. is my vader so geheg aan sy kinders dat hy hulle altyd in sy nabyheid wil hê
- b. geniet my vader dit om 'n gedeelte van sy tyd by sy kinders deur te bring
- c. hou my vader daarvan om 'n bietjie van sy tyd by sy kinders deur te bring
- d. hou my vader nie daarvan om tyd saam met sy kinders deur te bring nie
- e. bring my vader baie teensinnig 'n deel van sy tyd by sy kinders deur

	1
	2
	3
	4
	5



Die volgende is 'n lys van persoonlikheidseienskappe. Besluit tot watter mate die eienskap jou *VADER* die beste pas, en trek 'n kringetjie om die syfer. Indien hy byvoorbeeld die eienskap in 'n gemiddelde mate besit, word die kringetjie om 3 getrek. Werk vanaf die gemiddelde "3", dan links of regs. Slegs *EEN* kringetjie per vraag. Jy *MOET* asseblief *ELKE* vraag beantwoord.

	5	4	3	2	1
	baie groot mate	meer as gemiddeld	gemiddeld	minder as gemiddeld	geringe mate of gladnie
20. Regverdig	5	4	3	2	1
21. Selfsugtig	5	4	3	2	1
22. Hulpvaardig	5	4	3	2	1
23. Sarkasties	5	4	3	2	1
24. Bedagsaam	5	4	3	2	1
25. Baasspelerig	5	4	3	2	1
26. Aangenaam	5	4	3	2	1
27. Goedhartig	5	4	3	2	1
28. Afgunstig	5	4	3	2	1
29. Toegeneë	5	4	3	2	1
30. Liefdeloos	5	4	3	2	1
31. Begrypend	5	4	3	2	1
32. Suspisieus	5	4	3	2	1
33. Simpatiek	5	4	3	2	1
34. Hoflik	5	4	3	2	1
35. Vertrouend	5	4	3	2	1

◇ ◇ ◇

## BYLAE A2

Eix VRAELYS: MOEDERIDENTIFIKASIE - ITKIN

VAN ..... VOORLETTERS .....

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Hierdie vraelys is net soos die een wat gebruik is vir die meting van *vaderidentifikasie - Itkin* (vgl. bylae A1), *vader* is egter telkens vervang met *moeder*.

○○○

# BYLAE A3

Ex1 VRAELYS: IDENTIFIKASIE MET GESIN - RUNDQUIST  
EN SLETTO

VAN ..... VOORLETTERS .....

Lees elke stelling sorgvuldig deur en trek 'n kruisie "X" in die blok-  
kie langs die sinsnede wat jou gevoel ten opsigte van die betrokke  
stelling die beste weergee. Beantwoord waar moontlik die stellings  
volgens jou eie persoonlike ondervinding. Moet nie te lank by elke  
item stilstaan nie. As jy twyfel, gebruik die sinsnede wat naasten-  
by jou huidige gevoel ten opsigte van die stelling weergee. **WEEK**  
**VINNIG**. Moet nie 'n item oorslaan nie.

1. 'n Mens se ouershuis is die aange-  
naamste plek in die wêreld.

stem geheel en al saam	1
stem saam	2
onseker	3
verskil	4
verskil geheel en al	5

2. Ouers ver wag te veel van hulle  
kinders.

stem geheel en al saam	1
stem saam	2
onseker	3
verskil	4
verskil geheel en al	5

3. 'n Mens behoort belangrike planne  
met jou gesinslede te bespreek.

stem geheel en al saam	1
stem saam	2
onseker	3
verskil	4
verskil geheel en al	5

4. Wanneer toekomsplanne beraam word  
behoort 'n mens se ouers die be-  
langrikste oorweging te wees.

stem geheel en al saam	1
stem saam	2
onseker	3
verskil	4
verskil geheel en al	5

5. 'n Man behoort bereid te wees om  
enigiets vir sy gesin op te offer.

stem geheel en al saam	1
stem saam	2
onseker	3
verskil	4
verskil geheel en al	5

6. Ouers ver wag te dikwels dat hulle  
volwasse kinders hulle moet ge-  
hoorsaam.

stem geheel en al saam	1
stem saam	2
onseker	3
verskil	4
verskil geheel en al	5

7. h Mens vind tuis minder begrip as elders.
- |                        |   |
|------------------------|---|
| stem geheel en al saam | 1 |
| stem saam              | 2 |
| onseker                | 3 |
| verskil                | 4 |
| verskil geheel en al   | 5 |
8. h Mens se grootste verpligting is teenoor jou ouerhuis.
- |                        |   |
|------------------------|---|
| stem geheel en al saam | 1 |
| stem saam              | 2 |
| onseker                | 3 |
| verskil                | 4 |
| verskil geheel en al   | 5 |
9. Dit is moeilik om h aangename gesindheid tuis te handhaaf.
- |                        |   |
|------------------------|---|
| stem geheel en al saam | 1 |
| stem saam              | 2 |
| onseker                | 3 |
| verskil                | 4 |
| verskil geheel en al   | 5 |
10. Gesinslede kan geheel en al ver-  
trou word.
- |                        |   |
|------------------------|---|
| stem geheel en al saam | 1 |
| stem saam              | 2 |
| onseker                | 3 |
| verskil                | 4 |
| verskil geheel en al   | 5 |
11. h Mens word senuweeagtig tuis.
- |                        |   |
|------------------------|---|
| stem geheel en al saam | 1 |
| stem saam              | 2 |
| onseker                | 3 |
| verskil                | 4 |
| verskil geheel en al   | 5 |
12. Die genot van huislike samesyn word baie oorskak.
- |                        |   |
|------------------------|---|
| stem geheel en al saam | 1 |
| stem saam              | 2 |
| onseker                | 3 |
| verskil                | 4 |
| verskil geheel en al   | 5 |
13. h Mens se ouers behandel jou ge-  
woonlik regverdig en op verstan-  
dige wyse.
- |                        |   |
|------------------------|---|
| stem geheel en al saam | 1 |
| stem saam              | 2 |
| onseker                | 3 |
| verskil                | 4 |
| verskil geheel en al   | 5 |
14. h Mens behoort meer van jou per-  
soonlike sake aan jou gesinslede  
te vertel.
- |                        |   |
|------------------------|---|
| stem geheel en al saam | 1 |
| stem saam              | 2 |
| onseker                | 3 |
| verskil                | 4 |
| verskil geheel en al   | 5 |
15. Tuis voel h mens die meeste te-  
vrede.
- |                        |   |
|------------------------|---|
| stem geheel en al saam | 1 |
| stem saam              | 2 |
| onseker                | 3 |
| verskil                | 4 |
| verskil geheel en al   | 5 |

16. Gedurende 'n periode van swaarkry word familiebande versterk.

stem geheel en al saam	1
stem saam	2
onseker	3
verskil	4
verskil geheel en al	5

17. Ouers se idees is geneig om ouderwets te wees.

stem geheel en al saam	1
stem saam	2
onseker	3
verskil	4
verskil geheel en al	5

18. Gesinslede is te nuuskierig om-trent 'n mens se persoonlike sake.

stem geheel en al saam	1
stem saam	2
onseker	3
verskil	4
verskil geheel en al	5

19. Ouers glo in hul kinders, selfs wanneer hulle nie betrekings kan kry nie.

stem geheel en al saam	1
stem saam	2
onseker	3
verskil	4
verskil geheel en al	5

20. Ouers is te gesteld op die vriende wat 'n mens kies.

stem geheel en al saam	1
stem saam	2
onseker	3
verskil	4
verskil geheel en al	5

21. Vir die hedendaagse jongman is verpligtinge teenoor sy ouerhuis 'n groot belemmering.

stem geheel en al saam	1
stem saam	2
onseker	3
verskil	4
verskil geheel en al	5

22. Wat idees betref, leef ouers en kinders in verskillende wêreldes.

stem geheel en al saam	1
stem saam	2
onseker	3
verskil	4
verskil geheel en al	5

◇◇◇

## Evi AANPASSINGSVRAELYS - BELL

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## A A N W Y S I N G S

Stel jy belang om meer van jou eie persoonlikheid te leer? As jy al die vrae op die volgende bladsye eerlik en weldeurdag beantwoord, mag jy daarna moontlik jouself beter begryp.

Daar is geen *regte* of *verkeerde* antwoorde nie. Dui jou antwoord op elke vraag aan deur 'n merkjie te maak in die toepaslike spasie op die antwoordblad vir "Ja", "Nee" of "?". Gebruik die vraagteken slegs as jy seker is dat jy nie "Ja" of "Nee" kan antwoord nie. **MOET NIE ENIGE MERKIES OP DIE TOETSBOEKIE MAAK NIE.** Alhoewel daar geen tydsbeperking vir die vrae is nie moet jy vinnig werk.

Indien jy nie by jou ouers inwoon nie, beantwoord dan sekere vrae ten opsigte van die mense by wie jy woon.

1. Is jy 'n persoon wat dikwels dagdroom?
2. Steek jy maklik 'n verkoue aan by ander mense?
3. Hou jy baie van toneelspeleery?
4. Dink jy dat baie mense se geselskap taamlik laf en banaal is?
5. Is jy bang as jy 'n dokter moet besoek as gevolg van een of ander siekte?
6. Probeer jy by 'n onthaal of 'n partytjie die belangrikste persoon ontmoet?
7. Is jou oë baie gevoelig vir lig?
8. Het jy al ooit 'n sterk begeerte gehad om van die huis af weg te loop?
9. Is jy baie geïnteresseerd in kleure?
10. Dink jy dit sal ooit vir al die volke van die wêreld moontlik wees om in vrede saam te lewe?
11. Aanvaar jy verantwoordelikheid om mense by 'n partytjie aan mekaar voor te stel?
12. Voel jy soms dat jou ouers in jou teleurgesteld is?
13. Het jy dikwels aanvalle van neerslagtigheid?
14. Kry jy hooikoors of asma?
15. Het jy gevind dat daar baie mense is wat jy net nie kan vertrou nie?
16. Hou jy daarvan om kleurvolle klere te dra?
17. Het jy dikwels baie probleme om te dink aan 'n geskikte opmerking om in die geselskap van 'n groep te maak?
18. Het jy ooit skarlakenkoors of witseerkeel gehad?
19. Verkies jy om te stort eerder as om te bad?
20. Dink jy dit is 'n goeie plan om liewers 'n bietjie "toe te smeer" as om jouself aan verleentheid bloot te stel deur die hele waarheid bloot te lê?
21. Het jy al ooit die voortou geneem om 'n vervelige partytjie op te vrolik?
22. Is jou moeder geneig om in julle huis te domineer?
23. Sal jy daarvan hou om 'n sosiale werker te wees?

24. Geniet jy sosiale samekomste net om tussen mense te wees?
25. Het h aantal mense onvriendelik teenoor jou opgetree?
26. Het enige een van jou ouers jou herhaaldelik onregverdiglik gekritiseer?
27. Voel jy verleë as jy h openbare vergadering moet binnegaan nadat al die mense reeds plaasgeneem het?
28. Voel jy dikwels eensaam selfs al is jy tussen mense?
29. Sal jy daarvan hou om h binnenshuisversierder te wees?
30. Is jy al ooit in enige soort ongeluk ernstig beseer?
31. Voel jy dat daar h gebrek aan opregte liefde en toegeneentheid in jou huis is?
32. Is dit vir jou moeilik om in die skool h mondelinge verslag voor die klas te lewer?
33. Het jy baie hoofpyn?
34. Het jy al ooit gevoel dat iemand probeer het om jou leed aan te doen?
35. Sal jy daarvan hou om h privaat sekretaris(esse) te wees?
36. Voel jy dikwels dat mense jou nie verstaan nie?
37. Is jou verhouding met jou vader gewoonlik aangenaam?
38. Ondervind jy soms moeilikheid om aan die slaap te raak, selfs as daar geen geraas is wat jou steur nie?
39. Gesels jy soms met medereisigers as jy in h bus of h trein ry?
40. Voel jy dikwels teen die einde van die dag baie moeg?
41. Maak die gedagte van h aardbewing of h brand jou bang?
42. Glo jy daaraan om die meeste van die tyd "onbeskof" reguit te wees?
43. Gebruik jy dikwels die woord "oulik" om mense of dinge te beskryf?
44. Word jy bang by die gedagte aan inbrekers in julle huis in die nag?
45. Het jy onlangs gewig verloor?
46. Dring enige een van jou ouers soms daarop aan dat jy hom of haar gehoorsaam afgesien daarvan of die versoek redelik is of nie?
47. Vind jy dit maklik om van ander mense hulp te vra?
48. Lees jy dikwels tydskrifte soos "Sarie" en "Fair Lady"?
49. Het siekte of dood in jou naaste familie daartoe bygedra om die lewe tuis vir jou ongelukkig te maak?
50. Kry jy dikwels aanvalle van duiseligheid?
51. Het mense jou al ooit daarvan beskuldig dat jy te krities teenoor hulle was?
52. Het gebrek aan geld daartoe bygedra dat jy ongelukkig is tuis?
53. Word jy maklik tot trane beweeg?
54. Is jy baie skaam?
55. Skrik h groot vuur jou af?
56. As jy iets van h persoon wat jy nie baie goed ken nie, wil hê, sal jy eerder h nota of h brief skryf as om hom of haar persoonlik te gaan vra?
57. Vind enige een van jou ouers dikwels fout met jou gedrag?
58. Het jy al ooit h operasie ondergaan?
59. Sal jy baie selfbewus voel as jy h idee moet voorstel om h bespreking tussen h groep mense te begin?
60. Is jy bang om op h slang af te kom?
61. Voel jy soms dat daar h geweldige klomp "dom ouens" in die wêreld is?
62. Is jy bang vir kranksinnige persone?
63. Maak jou ouers dikwels beswaar teen die maats met wie jy omgaan?
64. Loop dinge vir jou soms verkeerd sonder dat jy daarvoor verantwoordelik is?

65. Kry jy baie verkoues?
66. Het jy ervaring daarvan om planne te beraam vir en rigting te gee aan die optrede van ander mense?
67. Is jy al in die verleentheid gestel as gevolg van die soort werk wat jou vader doen om sy gesin te onderhou?
68. Het jy dikwels die ondervinding dat 'n vriend jou verkul?
69. Lees jy gewoonlik die sport afdeling van die koerant?
70. Is jy baie vatbaar vir mangel- en stembandontsteking?
71. Is jy bang vir weerlig?
72. Word een van jou ouers maklik geïrriteer?
73. Kry jy maklik griep?
74. Is jy dikwels neerslagtig as gevolg van lae punte op skool?
75. Vind jy dit moeilik om 'n gesprek te voer met iemand aan wie jy pas voorgestel is?
76. Dink jy dat jy die vroulike geslag kan vertrou om eerlik met jou te wees?
77. Ontstel dit jou as jy iemand hoor vuil taal gebruik?
78. Het jy al ooit gevoel dat iemand jou hipnotiseer en jou teen jou sin laat oortree?
79. Was jy taamlik siek gedurende die afgelope jaar?
80. Verskil jy dikwels met een of albei jou ouers oor die manier waarop die werk in die huis gedoen behoort te word?
81. Beny jy soms ander mense hulle oënskynlike geluk?
82. Ken jy dikwels in die klas die antwoord op 'n vraag maar beantwoord dit nie omdat jy bang is om voor die ander kinders te praat?
83. Het jy dikwels probleme met winderigheid in jou maag of ingewande?
84. Irriteer die uiters eenvoudige, nafewe persoon jou baie?
85. Het jy 'n hekel aan die woord "pens" en "derms"?
86. Was jy al ooit op 'n hoë plek bang dat jy sal afspring?
87. Is daar dikwels familie-rusies tussen jou naasbestaandes?
88. Vind jy dit maklik om vriendskaplike kontakte met lede van die teenoorgestelde geslag aan te knoop?
89. Raak jy maklik ontmoedig?
90. Baklei jy dikwels met jou broers en susters?
91. Het jy al mense ontmoet van wie jy gladnie gehou het nie?
92. Sal dit jou walg as jy iemand tabaksop sien spuug?
93. Laat die optrede van een of albei jou ouers met tye vrees by jou ontstaan?
94. Is jy dikwels spyt oor die dinge wat jy doen?
95. As jy 'n gas by 'n belangrike ete is, sal jy eerder sonder iets klaarkom as om vir iemand te vra om dit vir jou aan te gee?
96. Dink jy jou ouers weier om raak te sien dat jy groot word en behandel jou nog soos 'n klein kindjie?
97. Is jy dikwels oorspanne?
98. Dink jy die meeste mense sou oneerlik wees as dit nie was vir hulle vrees om gevang en gestraf te word nie?
99. Walg 'n sterk sweetreuk jou?
100. Pla dit jou as dit voel asof iemand besig is om jou gedagtes te lees?
101. Het jy reeds in openbare byeenkomste opgetrec?
102. Voel jy dikwels moeg as jy soggens opstaan?
103. Voel jy dat jou ouers buitengewoon streng is met jou?
104. Word jy maklik kwaad?
105. Was dit al nodig dat jy herhaaldelik mediese behandeling kry?
106. Vestig jy dikwels die aandag op "dom aanmerkings" wat party van jou maats maak?
107. Ontstel 'n dronk man jou?
108. Vind jy dit baie moeilik om in die openbaar te praat?
109. Voel jy dikwels somer net ellendig?
110. Het een van jou ouers sekere persoonlike gewoontes wat jou irriteer?



111. Is julle huis toegerus met die gewone noodsaaklike geriewe?
112. Dink jy dat die meeste mense van jou misbruik sal maak as hulle n kans kry?
113. Hou jy daarvan om te lees van nuwe klere-modes?
114. Is jy gepla met minderwaardigheidsgevoelens?
115. Voel jy feitlik altyd moeg?
116. Hou jy daarvan om baie tyd te bestee aan die versorging van jou hande en gesig?
117. Dink jy dit is waar dat die enigste manier om vooruit te kom in die lewe is om vir jouself te sorg?
118. Beskou jy jouself as n taamlike senuweegagtige persoon?
119. Hou jy daarvan om te dans?
120. Voel jy dikwels selfbewus as gevolg van jou persoonlike voorkoms?
121. Het jy jou ma meer lief as jou Pa?
122. Kry jy aanvalle van slegte spysvertering?
123. Geniet jy dit om blomme te rangskik?
124. Het jy al ooit gevoel dat mense "agter jou rug" van jou praat?
125. Dink jy dat n klomp van ons sosiale gewoontes en sedelike gebruike "taamlik sinneloos" is?
126. Bloos jy maklik?
127. Moet jy dikwels stilbly of die huis verlaat ten einde die vrede te bewaar?
128. Voel jy baie selfbewus in die teenwoordigheid van mense wat jy baie bewonder, maar wat jy nie baie goed ken nie?
129. Kry jy partykeer steekpyne in jou kop?
130. Geniet jy dit om met iemand van jou eie geslag te dans?
131. Word jy ooit gepla deur die gevoel dat dinge nie werklik is nie?
132. Ondervind jy dikwels naardie of voming of maagongesteldheid?
133. Is jy soms die leier by n sosiale aangeleentheid?
134. Word jou gevoelens maklik seergemaak?
135. Vind jy dat baie van die mense wat jy ontmoet baie onredelik is?
136. Hou jy daarvan om juwele te dra?
137. Loop jy ooit oor die straat om te voorkom dat jy n sekere persoon raakloop?
138. Het jy soms botsende gevoelens van liefde en haat vir lede van jou familie?
139. Is jou vader wat jy sou beskou as die ideale man?
140. Dink jy dit is n goeie plan om ander op hulle foute te wys?
141. Sal jy, as jy laat aankom by n vergadering, eerder bly staan of terugstaan as om n voorste sitplek in te neem?
142. Was jy baie dikwels siek toe jy klein was?
143. Bekommer jy jou oor moontlike ongelukke?
144. Maak jy maklik vriende?
145. Hou jy daarvan om te lees in verband met die bou van vliegtuie en oorlogskepe?
146. Het jou ouers jou baie gestraf die afgelope vyf jaar?
147. Het jy al die ondervinding gehad dat jy, deur iemand wat veronderstel is om n vriend te wees, gekul is en daardeur verlies geleidelik het?
148. Het jy dikwels die probleem dat jy swaar deur jou neus asemhaal?
149. Is jy dikwels die middelpunt van die geselskap by n partytjie?
150. Word enigeen van jou ouers gou kwaad?
151. Is jy geneig om eerder n paar intieme vriende te hê as baie terloopse kennisse?
152. Hinder die idee jou dat mense op straat jou dophou?
153. Hou jy daarvan om handwerk soos brei, hekel en naaldwerk te doen?
154. Dink jy dit is verkeerd om net vir die pret hase te skiet?
155. Sukkel jy om van n verkoue ontslae te raak?
156. Maak een van jou ouers jou ongelukkig deur jou persoonlike voorkoms te kritiseer?
157. Krap kritiek jou baie om?

158. Is dit vir jou 'n verleentheid as jy moet verlov vra om 'n groep mense te verlaat?
159. Dink jy dat mense werklik die tyd en inspanning wat dit hulle kos om vir ander iets te doen geniet?
160. Weet jy wat die wêreldrekord is vir die 100 meter naeloop of die paalspring of die 1500 meter wedloop?
161. Is jy taamlik ondergewig?
162. Kom jy dikwels aan etenstafel sonder dat jy regtig honger is?
163. Is jou ouers permanent geskei?
164. Is jy dikwels opgewonde?
165. Bly jy tydens sosiale geleenthede op die agtergrond?
166. Dra jy 'n bril?
167. Voel jy dat baie van die sogenaamde "goeie dae" wat ons vir ander probeer doen dikwels meer kwaad as goed doen?
168. Is enige een van jou ouers baie senuweeagtig?
169. Word jy gepla deur 'n spesifieke nuttelose idee wat aanhoudend in jou gedagtes opkom?
170. Ontstel dit jou baie as 'n onderwyser onverwags by julle kom kuier?
171. Vind jy dit nodig om jou gesondheid op te pas?
172. Raak jy maklik ontsteld?
173. Verskil jy van jou ouers wat betref jou voornemende beroeps- rigting?
174. Hou jy daarvan om deel te neem aan feestelike samekomste en lewendige partytjies?
175. Het jy gevind dat jy met baie mense moet "wakkerloop" anders maak hulle van jou misbruik?
176. Is jy soms opgeruimd en soms terneergedruk sonder klaarblyklike rede?
177. Vind jy dit moeilik om 'n geselskap met 'n vreemdeling aan te knoop?
178. Kweel jy jou te lank oor vernederende ondervindinge?
179. Is jy dikwels van die skool afwesig as gevolg van siekte?
180. Was jy ooit uitermate bang vir iets wat jy weet jou geen kwaad kan aandoen nie?
181. Het jy probleme met jou spysverteringstelsel?
182. Het jy 'n gevoel dat jou maats 'n gelukkiger lewe tuis het as jy?
183. Geniet jy dit om kos voor te berei en huiswerk te doen?
184. Is jou verhouding met jou moeder gewoonlik aangenaam?
185. Is jy bang vir swart knopiespinnekoppe?
186. Is daar van jou tande wat jy weet deur 'n tandarts nagesien behoort te word?
187. Voel jy selfbewus as jy in die klas voordra?
188. Domineer een van jou ouers jou te veel?
189. Voel jy dikwels meerderwaardig teenoor diegene wat saam met jou is?
190. Vind jy dit nou en dan nodig om nuuskierige mense te berispe?
191. Het jy probleme gehad met jou hart of longe of niere?
192. Stem jy saam met die stelling: Die meeste mense sal van siens- wyse verander as jy hulle genoeg aanbied (m.a.w. die meeste mense kan omgekoop word)?
193. Kan jy dikwels nie slaap nie omdat gedagtes deur jou kop draai?
194. Voel jy dikwels dat een of albei jou ouers jou nie verstaan nie?
195. Stel jy belang in danse wat iets uitbeeld soos bv. ballet?
196. Is jy bang om alleen te wees in die donker?
197. Stem jy saam dat daar gladnie so iets as 'n absoluut onselfsug- tige daad bestaan nie?
198. Is jy huiwerig om vrywillig voor te dra in die klas?
199. Het jy al ooit 'n velkwaal of veluitslag soos atleetvoet, kar- bonkels of bloedvinte gehad?
200. Huiwer jy om alleen in 'n vertrek in te stap as 'n groep mense in die vertrek rondsit en gesels?



# BYLAE B2

## VRAELYS - BELL; VERDELING VAN VRAE TUSSEN DIE VER- SKILLENDSE ONDERAFDELINGS

onderafdelings											
aanpassing tuis		gesondheidsaan- passing		onderdanigheid selfstandigheid		emosionaliteit		vyandigheid, vriendelikheid		manlikheid, vroulikheid	
8	103	2	105	6	119	1	114	4	124	3	113
12	110	7	115	11	128	5	118	10	125	9	116
22	111	14	122	21	133	13	120	15	135	16	123
26	121	18	129	24	137	28	126	20	140	19	130
31	127	30	132	27	141	41	131	25	147	23	136
37	138	33	142	32	144	53	134	34	159	29	145
46	139	38	148	39	149	60	143	36	167	35	153
49	146	40	155	47	151	64	152	42	175	43	154
52	150	45	161	54	158	71	157	51	189	44	160
57	156	50	162	56	165	74	164	61	190	48	183
63	163	58	166	59	170	78	169	68	192	55	185
67	168	65	171	66	174	81	172	76	197	62	195
72	173	70	179	75	177	86	176	84		69	
80	182	73	181	82	187	89	178	91		77	
87	184	79	186	88	198	94	180	98		85	
90	188	83	191	95	200	100	193	106		92	
93	194	97	199	101		104	196	112		99	
96		102		108		109		117		107	

Ev VRAELYS: VADERIDENTIFIKASIE - EKSTEEN

VAN ..... VOORLETTERS ....

Beoordeel jou VADER volgens die volgende lys persoonlikheidseienskappe. Besluit in watter mate elke eienskap jou VADER die beste beskryf. Gee asseblief jou eerlike mening. Hier volg 'n voorbeeld:

As jy dink jou VADER is baie fluks trek jy 'n kringetjie om 5. As jy dink hy is bietjie lui, maar darem nie baie lui nie, trek jy 'n kringetjie om 2. Wees asseblief baie eerlik met jou antwoorde en werk winnig. Sleigs een kringetjie per ry. Maak seker dat jy EEN kringetjie in ELKE ry het. Werk vanaf die gemiddelde, naamlik "3", dan links of regs.

FLUKS	5	4	3	2	1	LUI
VOORBEELD	baie fluks	taamlik fluks	nie juis fluks of lui nie	bie-tjie lui	baie lui	
Ek dink my vader is ...						
1. hartlik	5	4	3	2	1	kil
2. dooierig	5	4	3	2	1	lewendig
3. bedagsaam	5	4	3	2	1	onbedagsaam
4. afhanklik	5	4	3	2	1	selfstandig
5. ligvoets	5	4	3	2	1	lomp
6. blymoedig	5	4	3	2	1	swaarmoedig
7. lighartig	5	4	3	2	1	ernstig
8. ywerig	5	4	3	2	1	traag
9. hulpvaardig	5	4	3	2	1	lui
10. lawaierig	5	4	3	2	1	stemmig
11. roekeloos	5	4	3	2	1	versigtig
12. geesdriftig	5	4	3	2	1	sonder ywer
13. verdraagsaam	5	4	3	2	1	onverdraagsaam
14. lusteloos	5	4	3	2	1	energiek
15. beskeie	5	4	3	2	1	verwaand
16. vriendelik	5	4	3	2	1	onvriendelik
17. fyngevoelig	5	4	3	2	1	ongevoelig
18. aqtelosig	5	4	3	2	1	deeglik
19. eerlik	5	4	3	2	1	skelm
20. voortvarend	5	4	3	2	1	planmatig
21. vindingryk	5	4	3	2	1	onoorspronklik
22. saggeaard	5	4	3	2	1	hardvochtig
23. prakties	5	4	3	2	1	onprakties
24. vals	5	4	3	2	1	opreg
25. skrandter	5	4	3	2	1	dom
26. oorhaastig	5	4	3	2	1	weldeurdag
27. verwaand	5	4	3	2	1	beskeie

FLUKS	5	4	3	2	1	LUI
	baie fluks	taamlik fluks	nie juis fluks of lui nie	bie-tjie lui	baie lui	
28. vooruitstrewend	5	4	3	2	1	sukkelend
29. taktvol	5	4	3	2	1	beledigend
30. liefhebbend	5	4	3	2	1	haatdraend
31. teruggetrokke	5	4	3	2	1	spontaan
32. handig	5	4	3	2	1	onhandig
33. selfingenome	5	4	3	2	1	beskeie
34. liggeraak	5	4	3	2	1	dikveilig
35. weekhartig	5	4	3	2	1	hardvotig
36. vernuftig	5	4	3	2	1	onhandig
37. geduldig	5	4	3	2	1	ongeduldig
38. simpatiek	5	4	3	2	1	onsimpatiek
39. eensydig	5	4	3	2	1	veelsydig
40. eersugtig	5	4	3	2	1	ambisieeloos
41. ontoesiasities	5	4	3	2	1	onontoesiasities
42. redelik	5	4	3	2	1	onredelik
43. traag	5	4	3	2	1	ondernemend
44. fluks	5	4	3	2	1	lui
45. liefdevol	5	4	3	2	1	haatdraend
46. gesellig	5	4	3	2	1	ongesellig
47. bedaard	5	4	3	2	1	opvlieënd
48. neerslagtig	5	4	3	2	1	opgeruimd
49. dwars	5	4	3	2	1	tegemotkomend
50. ontaktvol	5	4	3	2	1	taktvol

Beantwoord elke vraag deur 'n kruisie X te trek in die blokkie langs die woord wat jou siening van jou VADER die beste weergee.

51. Tot watter mate bewonder jy jou vader?

gladnie		1
baie min		2
taamlik		3
baie		4
besonder baie		5

52. Hoeveel aard jy na jou vader?

gladnie		1
baie min		2
taamlik		3
baie		4
besonder baie		5

53. Tot watter mate wil jy graag soos jou vader wees as jy groot is?

gladnie		1
baie min		2
taamlik		3
baie		4
besonder baie		5

54. Tot watter mate sien jy op na jou vader?

gladnie		1
baie min		2
taamlik		3
baie		4
besonder baie		5

55. Tot watter mate sou jy jou vader se optredes graag wou navolg?

gladnie		1
baie min		2
taamlik		3
baie		4
besonder baie		5

◇◇◇

Ex VRAELYS: MOEDERIDENTIFIKASIE - EKSTEEN  
VAN ..... VOORLETTERS .....

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Hierdie vraelys is net soos die een wat gebruik is vir die meting van *vaderidentifikasie - Eksteen* (vgl. bylae C1), *vader* is egter telkens vervang met *moeder*.

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## BYLAE C3

E11 VRAELYS: SELFBEORDELING - EKSTEEN

VAN .....VOORLETTERS .....

Beoordeel *jouself* volgens die volgende lys persoonlikheidsiens-  
skappe. Besluit in watter mate elke eienskap jouself die beste  
beskryf. Hier volg 'n *voorbeeld*: As jy dink jy is baie fluks ...

---

Die verdere instruksies en vrae 1 tot 50, is dieselfde as dié wat  
by die meting van *vaderidentifikasie - Eksteen* gebruik is  
(vgl. bylae C1).

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EVIL VRAELYS: IDENTIFIKASIE MET EERSTE PERSOON -  
EKSTEEN

VAN ..... VOORLETTERS .....

Kies nou 'n *OUER PERSOON* van wie jy *BAIE HOU* en wat jy *BATE  
GOED KEN*, maar nie jou vader of moeder nie. Dink goed oor die persoon.  
Hoe lyk hy/sy? Wat is kenmerkende eienskappe van hom/haar? Ken jy  
hom/haar werklik as mens?

Die persoon wat ek kies is.

a) *Geslag* .....

man	1
vrou	2

b) *Verwantskap* Hierdie persoon is my:

.....  
(bv. onderwyser(es), oupa, tante,  
oom, pa se vriend ens.)

Beoordeel nou hierdie persoon volgens die volgende lys persoonlik-  
heidseienskappe. Besluit in watter mate elke eienskap die persoon  
die beste beskryf.

Die verdere instruksies en vrae 1 tot 50, is dieselfde as dié wat  
by die meting van *vaderidentifikasie - Eksteen* gebruik is (vgl.  
bylae C1).

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# BYLAE C5

## Exii VRAELYS: IDENTIFIKASIE MET TWEDE PERSOON - EKSTEEN

VAN ..... VOORLETTERS .....

Kies nou weer 'n *OUER PERSOON* van wie jy *BAIE HOU* en wat jy *BAIE GOED KEN*, maar van die *teenoorgestelde geslag* as wat jy *eerste gekies het* in lys (Evii). Dit moet nie jou vader of moeder wees nie. Dink goed na oor die persoon. Hoe lyk hy/sy? Wat is kenmerkende eienskappe van hom/haar? Ken jy hom/haar werklik as mens?

Die persoon wat ek kies is:

a) Geslag .....

man	1
vrou	2

b) Verwantskap. Hierdie persoon is my:

.....  
(bv. onderwyser(es), oupa,  
tante, oom, pa se vriend ens.)

Beoordeel nou hierdie persoon volgens die volgende lys persoonlikheidsenskappe. Besluit tot watter mate elke eienskap die persoon die beste beskryf.

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Die verdere instruksies en vrae 1 tot 50, is dieselfde as dié wat by die meting van *vaderidentifikasie - Eksteem* gebruik is (vgl. bylae C1).

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E111 VRAELYS: OPVOEDENDE BETROKKENHEID, VADER  
- EKSTEEN

VAN ..... VOORLETTERS .....

Die volgende vrae het op jou VADER betrekking. DINK GOED NA OOR JOU VADER. HOE LYK HY? WAT WERK HY? WAT IS KENMERKENDE EIENSKAPPE VAN HOM? IS HY SOMS ONNEDELIK? IS HY LIEF VIR JOU? GESELS EN SPEEL HY MET JOU? IS HY BATE WEG VAN DIE HUIS? KEN JY HOM WERKLIK AS MENS?

Indien jou vader oorlede is, of nie by julle inwoon nie, beantwoord jy die vrae oor jou stiefvader of voog of soos jy jou vader onthou. PLAAS 'N KRUISIE, "x" in die blokkie wat jou VADER die beste sal beskryf. Gee jou eerlike antwoorde. Beantwoord al die vrae. SLEGS EEN KRUISIE PER VRAAG.

1. Hy laat my voel dat hy vir hulp en raad beskikbaar is indien ek hom nodig het.

nooit	1
selde	2
partykeer	3
dikwels	4
altyd	5

2. Indien hy wil hê ek moet iets doen, verduidelik hy waarom.

nooit	1
selde	2
partykeer	3
dikwels	4
altyd	5

3. Hy wil hê dat ek beter as ander kinders moet presteer.

nooit	1
selde	2
partykeer	3
dikwels	4
altyd	5

4. As ek ongehoorsaam is, of iets doen wat verbied is, straf hy my deur my nie toe te laat om dinge te doen wat ek geniet nie.

nooit	1
selde	2
partykeer	3
dikwels	4
altyd	5

5. Ek kan hom oorreed om te doen feitlik net wat ek wil.

nooit	1
selde	2
partykeer	3
dikwels	4
altyd	5

6. Indien ek iets doen waarvan hy nie hou nie, is hy teleurgesteld en seergemaak.

nooit	1
selde	2
partykeer	3
dikwels	4
altyd	5

7. Hy stel belang in my doen en late.
- |           |   |
|-----------|---|
| nooit     | 1 |
| selde     | 2 |
| partykeer | 3 |
| dikwels   | 4 |
| altyd     | 5 |
8. Hy laat my toe om my eie planne te maak in verband met dinge wat ek graag wil doen, selfs al maak ek foute.
- |           |   |
|-----------|---|
| nooit     | 1 |
| selde     | 2 |
| partykeer | 3 |
| dikwels   | 4 |
| altyd     | 5 |
9. Hy bespreek koerant- en ander nuusberigte en sake van die dag met my.
- |           |   |
|-----------|---|
| nooit     | 1 |
| selde     | 2 |
| partykeer | 3 |
| dikwels   | 4 |
| altyd     | 5 |
10. Hy bespreek my toekomplanne met my.
- |           |   |
|-----------|---|
| nooit     | 1 |
| selde     | 2 |
| partykeer | 3 |
| dikwels   | 4 |
| altyd     | 5 |
11. Hy bespreek my skoolwerk met my.
- |           |   |
|-----------|---|
| nooit     | 1 |
| selde     | 2 |
| partykeer | 3 |
| dikwels   | 4 |
| altyd     | 5 |
12. Hy vertrou en help my wanneer ek probleme het.
- |           |   |
|-----------|---|
| nooit     | 1 |
| selde     | 2 |
| partykeer | 3 |
| dikwels   | 4 |
| altyd     | 5 |
13. Indien ek iets doen waarvan hy nie hou nie, weet ek presies wat ek van hom kan verwag.
- |           |   |
|-----------|---|
| nooit     | 1 |
| selde     | 2 |
| partykeer | 3 |
| dikwels   | 4 |
| altyd     | 5 |
14. Hy kry dit maklik reg om my te straf.
- |           |   |
|-----------|---|
| nooit     | 1 |
| selde     | 2 |
| partykeer | 3 |
| dikwels   | 4 |
| altyd     | 5 |
15. Ek weet presies hoe hy wil hê ek moet optree.
- |           |   |
|-----------|---|
| nooit     | 1 |
| selde     | 2 |
| partykeer | 3 |
| dikwels   | 4 |
| altyd     | 5 |

16. Hy laat my voel dat ek oor enigiets met hom kan gesels.

nooit	1
selde	2
partykeer	3
dikwels	4
altyd	5

17. Hy is bekommerd dat ek nie na myself kan kyk nie.

nooit	1
selde	2
partykeer	3
dikwels	4
altyd	5

18. Hy moedig my aan om nuwe dinge op my eie aan te pak.

nooit	1
selde	2
partykeer	3
dikwels	4
altyd	5

000

# BYLAE C7

Eviil VRAELYS: OPVOEDENDE BETROKKENHEID, MOEDER -  
EKSTEEN

VAN ..... VOORLETTERS .....

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Hierdie vraelys is net soos dié een wat gebruik is vir die meting van *opvoedende betrokkenheid, vader* (vgl. bylae C6), *vader* is egter telkens vervang met *moeder*.

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BEANTWOORD DIE VOLGENDE VRAE. DEUR 'N KRUISIE IN DIE REGTE BLOK-KIE TE TREK.

1. Watter kursus volg jy?

Gewone	1
Prakties	2

2. Wat is jou geslag?

Manlik	1
Vroulik	2

3. Hoe oud is jy?

14 jaar	1
15 jaar	2
16 jaar	3
17 jaar	4

4. Aantal laer- en hoërskole wat jy tot dusver bygewoon het.

2	1
3	2
4	3
5	4
6	5
7 of meer	6

5. Hoe ver het jou vader studeer? (of stiefvader of voog)

standerd 6 of laer	1
standerd 7	2
standerd 8	3
standerd 9	4
standerd 10	5
kwifikasie verwerf aan universiteit of kollege	6

6. Hoe ver het jou moeder studeer? (of stiefmoeder of voog)

standerd 6 of laer	1
standerd 7	2
standerd 8	3
standerd 9	4
standerd 10	5
kwifikasie verwerf aan universiteit of kollege	6

7. Wat is die hoogste standerd wat jou ouers wil hê dat jy op skool moet voltooi?

standerd 6	1
standerd 7	2
standerd 8	3
standerd 9	4
standerd 10	5

8. Ver wag jou ouers van jou om na jou skoolopleiding aan 'n universiteit of 'n kollege verder te studeer?

Universiteit	1
Kollege	2
Nee	3

9. Watter soort werk doen jou vader?

.....

10. Watter soort werk doen jou moeder?

.....

11. Watter soort werk wil jou ouers hê moet jy eendag doen?

.....

12. Watter soort werk/beroep sal jy eendag graag wil doen/beoefen?

.....

13. Hoeveel kinders is julle in julle gesin?

Aantal kinders	
1 - 2	1
3 - 4	2
5	3
6	4
7 of meer	5

14. Hoeveel mense woon in julle huis?

Aantal mense	
2 - 5	1
6	2
7	3
8	4
9 of meer	5

15. Beskryf julle huis deur 'n kruisie te maak in die toepaslike blokkie

15.1 Aantal slaapkamers

meer as 4	1
4	2
3	3
2	4
1	5

15.2 Aantal sitkamers

2	1
1	2
geen	3

15.3 Aantal eetkamers

1	1
geen	2

15.4 Aantal kombuise

1	1
geen	2

15.5 Aantal badkamers

3	1
2	2
1	3
geen	4

15.6 Aantal motorhuise

3	1
2	2
1	3
geen	4

15.7 Hoeveel motors besit jou ouers?

1	1
2	2
3 of meer	3

15.8 Watter soort motors besit jou ouers?

	1
	2
	3

16. Bly jou ouers bymekaar?

Ja my ouers bly bymekaar	1
Nee hulle is geskei	2
Nee my vader is oorlede	3
Nee my moeder is oorlede	4
Nee my ouers is albei oorlede	5

*Indian jy by vraag 16 NEE geantwoord het, moet jy ook vrae 17, 18 en 19 beantwoord.*

17. Hoe lank is daar nie meer 'n vader in julle huis nie?

minder as 2 jaar	1
3 - 4 jaar	2
5 - 6 jaar	3
7 - 8 jaar	4
9 - 10 jaar	5
11 - 12 jaar	6
13 en meer	7

18. Hoe oud was jy toe jou ouers geskei is/jou vader oorlede is/jou moeder oorlede is?

18.1 Ouers geskei

minder as 2 jaar	1
3 - 4 jaar	2
5 - 6 jaar	3
7 - 8 jaar	4
9 - 10 jaar	5
11 - 12 jaar	6
13 + jaar	7

18.2 Vader oorlede

minder as 2 jaar	1
3 - 4 jaar	2
5 - 6 jaar	3
7 - 8 jaar	4
9 - 10 jaar	5
11 - 12 jaar	6
13 + jaar	7

18.3 Moeder oorlede

minder as 2 jaar	1
3 - 4 jaar	2
5 - 6 jaar	3
7 - 8 jaar	4
9 - 10 jaar	5
11 - 12 jaar	6
13 + jaar	7



19. Indien jou ouers geskei of een of albei oorlede is, het iemand anders hulle plek ingeneem?

Ja ek het 'n stiefvader	1
Ja ek het 'n stiefmoeder	2
Ja ek bly by my voogde	3
Nee ek het nie 'n stiefvader nie	4
Nee ek het nie 'n stiefmoeder nie	5
Nee ek het nie voogde nie	6

20. Hoeveel tyd bring jou vader tuis deur?

minder as 6-uur per week	1
0 - 2 uur per dag	2
meer as 2-uur per dag	3

21. Hoeveel tyd spandeer jou vader om met jou te kommunikeer (gesels, speel, saam te werk, sake te bespreek, ensovoorts)?

nooit	1
minder as 30 min. per dag	2
30 min. - 1 uur per dag	3
meer as 1 uur per dag	4

22. Hoeveel tyd spandeer jou moeder om met jou te kommunikeer (gesels, speel, saam te werk, sake te bespreek, ensovoorts)?

nooit	1
minder as 30 min. per dag	2
30 min. - 1 uur per dag	3
meer as 1 uur per dag	4

23. Hoe oud is jou vader?

31 - 35 jaar	1
36 - 40 jaar	2
41 - 45 jaar	3
46 - 50 jaar	4
51 - 60 jaar	5
Bo 60 jaar	6

24. Hoe oud is jou moeder?

31 - 35 jaar	1
36 - 40 jaar	2
41 - 45 jaar	3
46 - 50 jaar	4
51 - 60 jaar	5
Bo 60 jaar	6

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Tii VRAELYS: SELFKONSEPSKAAL - VREY

VAN ..... VOORLETTERS .....

INSTRUKSIES

In elke item van hierdie vraelys word daar kontrasterende beskrywings van twee persone, genaamd A en B, gegee. Lees die twee beskrywings in 'n item en vergelyk uself met elkeen. Besluit dan watter een van die twee, A of B, die meeste ooreenkoms met u vertoon. Aan die regterkant van die item sal u twee letters A en B sien. As u meer soos A is, maak dan 'n kruis oor die letter A aan die regterkant van die bladsy. As u meer soos B is, dan maak u 'n kruis oor die letter B. U mag miskien nie presies soos enige van die twee wees nie, maar u moet besluit watter een van die twee die naaste aan u kom. Maak 'n kruis oor ðf A ðf B maar nie oor altwee vir dieselfde item nie.

Die prosedure is dieselfde vir elke item. Daar is geen tydsbeperking nie, maar werk vinnig en beantwoord elke item.

LET WEL

A en B is nie dieselfde persoon vir elke item nie. Die pare verskil die meeste van die tyd, daarom moet u antwoord op een item nooit u antwoord op 'n ander item beïnvloed nie.

Daar is honderd vrae wat die proefpersoon moet beantwoord. Die volgende vrae is voorbeelde van tipiese vrae wat gevra is:

- \* A voel altyd minderwaardig in geselskap  
B voel nooit minderwaardig in geselskap nie .....  A  B
- \* A is iemand wat soms lus voel om te swets as dinge verkeerd loop  
B raak nooit ontstel as dinge verkeerd loop nie ....  A  B
- \* A kan nooit met 'n taak volhard totdat dit voltooi is nie  
B volhard enduit met elke taak wat aangepak word ...  A  B
- \* A is besonder gewild by vriende van dieselfde geslag  
B is nie baie gewild by vriende van dieselfde geslag nie .....  A  B
- \* A verstaan sy familieleden gewoonlik baie goed  
B ondervind gewoonlik heelwat misverstand met sy familie .....  A  B

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# F

## PI VRAELYS: IDENTITEIT VAN PROEFPERSOON

VAN ..... VOORLETTERS .....

By elkeen van die volgende stellings is h (a) en (b) moontlikheid. Nie een van die twee is of reg of verkeerd, of positief, of negatief nie. Dit dui slegs op verskillende sienswyse waarop ons as mense geregtig is. Wees asseblief absoluut eerlik en kies die een wat die naaste aan u eie mening is deur h kruis in die betrokke blokkie agter die stelling te trek. Antwoord asseblief op al die stellings.

- |     |   |                          |
|-----|---|--------------------------|
| 1a. | Ek geniet dit om aktief deel te neem aan jeugorganisasies en jeuggroepe.  | <input type="checkbox"/> |
| b.  | Ek verkies stokperdjies wat ek teen my eie tempo, en wanneer ek wil, kan doen.  | <input type="checkbox"/> |
| 2a. | As ek dagdroom is dit primêr oor my verlede.  | <input type="checkbox"/> |
| b.  | As ek dagdroom is dit primêr oor my toekoms en wat dit vir my inhoud.   | <input type="checkbox"/> |
| 3a. | Ek dink altyd na voltooiing van h taak dat ek dit beter kon doen.   | <input type="checkbox"/> |
| b.  | As ek h taak waaraan ek ernstig gewerk het voltooi het, het ek gewoonlik geen twyfel oor die kwaliteit daarvan nie.                         | <input type="checkbox"/> |
| 4a. | Ek sal gewoonlik my mening lug al blyk dit dat ek die enigste een in die groep is wat die besondere standpunt huldig.                       | <input type="checkbox"/> |
| b.  | As ek die enigste een in h groep is wat h besondere standpunt huldig sal ek liever stilbly om selfbewustheid te voorkom.                    | <input type="checkbox"/> |
| 5a. | In die algemeen het h mens baie beter selfbeheer, en beheer oor situasies, as jy nie emosioneel met ander mense betrokke raak nie.          | <input type="checkbox"/> |
| b.  | h Mens hoef nie bevrees te wees dat jy beheer oor jouself in situasies sal verloor slegs omdat jy intiem met ander mense betrokke raak nie. | <input type="checkbox"/> |
| 6a. | As gevolg van my vermoëns, twyfel ek oor die soort mens wat ek sal word.  | <input type="checkbox"/> |
| b.  | Ek probeer nou reeds idees formuleer wat my sal help om toekomstige doelwitte te verwesenlik.   | <input type="checkbox"/> |
| 7a. | Ek evalueer myself op grond van my suksesvolle of mislukte optredes in h besondere situasie.  | <input type="checkbox"/> |
| b.  | My evaluering van myself is plooibaar, maar bly in die meeste situasies dieselfde.  | <input type="checkbox"/> |

- 8a. Alhoewel daar nadele aan kompetisie verbonde is, stem ek saam dat dit soms nodig en selfs goed is.
- b. Ek geniet nie kompetisie nie en sien selde die nut daarvan in.
- 9a. Soms weet ek nie wat daar van my verwag word nie.
- b. Ek het 'n duidelike beeld van hoe my lewe gaan, verloop.
- 10a. Wat ek van myself verwag en wat ander van my verwag is dikwels teenstrydig.
- b. In die meeste instansies gee ek nie om wat ander van my verwag nie aangesien ek sekere dinge in elk geval seker sou doen.
- 11a. As ek 'n opdrag moet uitvoer waarvan ek nie hou nie vind ek gewoonlik dat ek myself genoegsaam kan dissiplineer om dit uit te voer.
- b. Baie keer wanneer ek 'n besondere taak moet uitvoer vind ek dat ek my kragte eerder inspan om iets wat nie verband hou, maar meer interessant is, te doen, eerder as om daarop te konsentreer om die taak te voltoer.
- 12a. As gevolg van my lewensfilosofie het ek vertroue in myself en in die samelewing in die algemeen.
- b. As gevolg van die onbetroubare aard van die mens en die samelewing is dit logies dat ek geen vertroue in die samelewing in ander en selfs in myself sal hê nie.
- 13a. Ek weet nou reeds presies watter beroep ek eendag gaan volg.
- b. Ek dink nie dit is belangrik om my nou reeds oor 'n beroep te kwel nie, want mens weet nie wat die toekoms inhou nie.
- 14a. My mening oor ons land se toekoms stem meestal ooreen met die van my maats.
- b. Ek en my maats gesels nie juis oor landsake nie - veral nie oor sake vër in die toekoms nie.
- 15a. Dit is nie belangrik dat spel op 'n kompetisie basis moet plaasvind nie.
- b. Wanneer ek speel, verkies ek om op 'n kompetisie basis met ander kragte te meet.
- 16a. Ek sal my deel, en meer, vir my land bydra, maar ek kan dit nie nou, as kind, reeds ten volle doen nie.
- b. Ek vertrou dat ek nou reeds, in dit wat ek doen, my deel vir my land bydra.
- 17a. Ek het al heimlik met my ouers en/of onderwysers verskil oor haarstyle en modes.
- b. Ek dink nie 'n mens moet met haarstyle en modes eksperimenteer voordat mens bietjie meer volwasse is nie.

- 18a. Die anderstaliges in ons land is meer kultuurlos wat die modes betref.
- b. Die jeug van my taalgroep is bereid om met nuwe modes te eksperimenteer.
- 19a. Ek handel my werk af, maar dit is vir my moeilik om net eers te begin.
- b. Ek stel nie werk uit nie en handel dit liever dadelik af.
- 20a. Ek werk omdat ek besef dat dit ook in landsbelang is.
- b. Ek werk omdat ek weet dat ek mettertyd vir myself sal moet sorg.
- 21a. Oor die algemeen gesels ek maklik met iemand van die teenoorgestelde geslag oor sake wat vir my na aan die hart is.
- b. Oor die algemeen gesels ek moeilik met iemand van die teenoorgestelde geslag oor sake wat vir my na aan die hart is.
- 22a. Dit is vir my onbegryplik dat die huwelik as tradisionele instelling in sekere lande besig is om uit te sterf.
- b. Ek kan begryp dat die huwelik in ons huidige tydsgewrig 'n verouderde instelling is en dat dit deur iets anders vervang moet word.
- 23a. Alhoewel ek weet dat my voorstelle soms die beste is bly ek liever stil en voer so goed as moontlik die voorstelle van ander uit.
- b. Gewoonlik aanvaar my maats die voorstelle wat ek oor sake maak.
- 24a. As ek 'n sterk leier met 'n groot aanhang is, sal ek suiwer op grond van my eie mening (al sou dit met reëls en wette bots) leiding gee.
- b. As ek 'n sterk leier met 'n groot aanhang is, sal ek altyd binne die perke van reëls en wette my leierskap beoefen.
- 25a. Ek is 'n gelowige en glo dat alles wat in my kerk gebeur reg is.
- b. Ek is 'n gelowige, maar sekere gebruike van my kerk is hinderlik.
- 26a. Dit is vir my duidelik waarom verskillende kultuurgroepe afsonderlik van mekaar wil ontwikkel.
- b. Ek kan nie begryp waarom verskillende kultuurgroepe nie as 'n eenheid in vrede kan saamleef nie.
- 27a. Ek aanvaar alle reëls (ook modes, haarstyle ens.) nadat ek daarvoor nagedink het en besluit het dat dit reg is.
- b. Ek aanvaar alle reëls (ook modes, haarstyle ens.) maar ek twyfel of dit altyd sinvol is.

- 28a. Reëls en wette bevoordeel sekere groepe meer.
- b. Reëls en wette is tot die voordeel van alle groepe.
- 29a. Ek is so lojaal teenoor my maats dat ek hulle ten koste van myself (al word ek byvoorbeeld geskors) sal beskerm.
- b. Ek is lojaal teenoor my maats, maar sal hulle nie ten koste van myself beskerm nie.
- 30a. Ek is 'n voorstander daarvan dat weermagopleiding en grensdiens verpligtend moet wees.
- b. Ek is 'n voorstander daarvan dat 'n mens 'n keuse gegun moet word en self moet kan kies of jy weermagopleiding en gevolglik grensdiens wil ondergaan.
- 31a. Dit is vir my belangrik dat elke kultuurgroep in ons land hulle eie skole moet hê.
- b. Ek glo dat die standaard van die werk by die skool die keuringsfaktor moet wees en dat aan alle kultuurgroepe die geleentheid gegun moet word om na dieselfde skole te gaan.
- 32a. Ek glo dat elke kultuurgroep hulle eie kerkdienste in hulle eie kerkgebou behoort by te woon.
- b. Solank mense van dieselfde geloof is kan hulle na dieselfde kerkgebou gaan, ongeag hulle kultuurpatroon.

Enige op- of aanmerkings wat u oor enige van die vrae mag hê:

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# BYLAE G

VI VRAELYS: LEERLING EN ONDERWYSER - VENTER

VAN ..... VOORLETTERS .....

1. Dink aan jou standerd sewe - onderwysers/esse. Hoe het jy van jou onderwysers/esse in standerd sewe gehou? (Maak 'n kruisie in die vierkantjie wat van toepassing is.)

a) My Wiskunde-onderwyser(s):      b) My Afrikaans-onderwyser(s):

Vreeslik baie        
 Baie        
 Gemiddeld        
 Min        
 Gladnie     

Vreeslik baie        
 Baie        
 Gemiddeld        
 Min        
 Gladnie     

c) My Engels-onderwyser(s):

Vreeslik baie        
 Baie        
 Gemiddeld        
 Min        
 Gladnie     

d) My Duits-onderwyser(s):

Vreeslik baie        
 Baie        
 Gemiddeld        
 Min        
 Gladnie     

e) My Latyn-onderwyser(s):

Vreeslik baie        
 Baie        
 Gemiddeld        
 Min        
 Gladnie     

f) My Bantoetaal-onderwyser(s):

Vreeslik baie        
 Baie        
 Gemiddeld        
 Min        
 Gladnie     

g) My Rekeningkunde-onderwyser(s):

Vreeslik baie        
 Baie        
 Gemiddeld        
 Min        
 Gladnie     

h) My Biologie-onderwyser(s):

Vreeslik baie        
 Baie        
 Gemiddeld        
 Min        
 Gladnie

i) My Wetenskap-onderwyser(s):

Vreeslik baie   
Baie   
Gemiddeld   
Min   
Gladnie

j) My Tegnieese-oriëntasie-onderwyser(s):

Vreeslik baie   
Baie   
Gemiddeld   
Min   
Gladnie

k) My Aardrykskunde-onderwyser(s):

Vreeslik baie   
Baie   
Gemiddeld   
Min   
Gladnie

l) My Geskiedenis-onderwyser(s):

Vreeslik baie   
Baie   
Gemiddeld   
Min   
Gladnie

m) My Musiek-onderwyser(s):

Vreeslik baie   
Baie   
Gemiddeld   
Min   
Gladnie

2. Dink aan die vakke wat jy in standaard sewe geneem het. Hoe bang was jy vir jou:

a) Wiskunde-onderwyser(s):

Vreeslik baie   
Baie   
Gemiddeld   
Min   
Gladnie

b) Afrikaans-onderwyser(s):

Vreeslik baie   
Baie   
Gemiddeld   
Min   
Gladnie

c) Engels-onderwyser(s):

Vreeslik baie   
Baie   
Gemiddeld   
Min   
Gladnie

d) Duits-onderwyser(s):

Vreeslik baie   
Baie   
Gemiddeld   
Min   
Gladnie



- |  |   |
|--|---|
| <p>e) Latyn-onderwyser(s):</p> <p>Vreeslik baie <input type="checkbox"/></p> <p>Baie <input type="checkbox"/></p> <p>Gemiddeld <input type="checkbox"/></p> <p>Min <input type="checkbox"/></p> <p>Gladnie <input type="checkbox"/></p>              | <p>f) Bantoetaal-onderwyser(s):</p> <p>Vreeslik baie <input type="checkbox"/></p> <p>Baie <input type="checkbox"/></p> <p>Gemiddeld <input type="checkbox"/></p> <p>Min <input type="checkbox"/></p> <p>Gladnie <input type="checkbox"/></p>                |
| <p>g) Rekeningkunde-onderwyser(s):</p> <p>Vreeslik baie <input type="checkbox"/></p> <p>Baie <input type="checkbox"/></p> <p>Gemiddeld <input type="checkbox"/></p> <p>Min <input type="checkbox"/></p> <p>Gladnie <input type="checkbox"/></p>      | <p>h) Biologie-onderwyser(s):</p> <p>Vreeslik baie <input type="checkbox"/></p> <p>Baie <input type="checkbox"/></p> <p>Gemiddeld <input type="checkbox"/></p> <p>Min <input type="checkbox"/></p> <p>Gladnie <input type="checkbox"/></p>                  |
| <p>i) Wetenskap-onderwyser(s):</p> <p>Vreeslik baie <input type="checkbox"/></p> <p>Baie <input type="checkbox"/></p> <p>Gemiddeld <input type="checkbox"/></p> <p>Min <input type="checkbox"/></p> <p>Gladnie <input type="checkbox"/></p>          | <p>i) Tegnieese-oriëntasie-<br/>onderwyser(s):</p> <p>Vreeslik baie <input type="checkbox"/></p> <p>Baie <input type="checkbox"/></p> <p>Gemiddeld <input type="checkbox"/></p> <p>Min <input type="checkbox"/></p> <p>Gladnie <input type="checkbox"/></p> |
| <p>k) Aardrykskunde-<br/>onderwyser(s):</p> <p>Vreeslik baie <input type="checkbox"/></p> <p>Baie <input type="checkbox"/></p> <p>Gemiddeld <input type="checkbox"/></p> <p>Min <input type="checkbox"/></p> <p>Gladnie <input type="checkbox"/></p> | <p>l) Geskiedenis-<br/>onderwyser(s):</p> <p>Vreeslik baie <input type="checkbox"/></p> <p>Baie <input type="checkbox"/></p> <p>Gemiddeld <input type="checkbox"/></p> <p>Min <input type="checkbox"/></p> <p>Gladnie <input type="checkbox"/></p>          |
| <p>m) Musiek-<br/>onderwyser(s):</p> <p>Vreeslik baie <input type="checkbox"/></p> <p>Baie <input type="checkbox"/></p> <p>Gemiddeld <input type="checkbox"/></p> <p>Min <input type="checkbox"/></p> <p>Gladnie <input type="checkbox"/></p>        |   |

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Vii AFFEK-VRAELYS

VAN ..... VOORLETTERS .....

Met hierdie vraelys wil ons graag hê dat jy ons moet vertel wat jy dink van jou eie vermoë om skoolwerk en wat daarmee saamgaan, te kan doen.

Daar is geen regte of verkeerde antwoord nie; jy kan dus nie goed of swak vaar in die vraelys nie. Jou maats, ouers of onderwysers sal nie sien wat jy hier antwoord nie. Wees daarom asseblief doodeerlik.

*Hoe om te werk te gaan:*

- \* Lees elke vraag of bewering noukeurig deur. Besluit watter antwoord die beste by jouself pas en dui die antwoord aan deur 'n kringetjie te maak om die nommer van die blokkie by daardie antwoord.

Byvoorbeeld: Vraag 100 : Ek gaan skool 

①
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 Ek gaan nog nie skool nie 

2
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- \* By elke vraag moet u net een blokkie kies.
- \* Moet asseblief nie een vraag oorslaan nie, as jy twyfel, kies dan die een wat na jou mening die meeste soos jy is.
- \* Daar is geen tydsbeperking nie, maar werk asseblief vinnig.

AFDELING A

Kies elke keer watter persoon van (1) of (2) die meeste soos jyself is. Moet asseblief nie een oorslaan nie en probeer so eerlik as moontlik besluit.

1. (1) hou daarvan om skool te gaan, al sou hy dit nie openlik sê nie 

(1)	(2)
-----	-----

  
 (2) hou nie van skoolgaan nie en sê dit openlik
2. (1) moet selde spesiale takies vir sy/haar onderwyser(esse) doen 

(1)	(2)
-----	-----

  
 (2) moet dikwels spesiale takies vir sy/haar onderwyser(esse) doen
3. (1) kry selde of nooit strafwerk by die skool nie 

(1)	(2)
-----	-----

  
 (2) kry dikwels strafwerk by die skool

4. (1) is meestal lusteloos en afsydig in die klas (1) (2)  
 (2) is meestal lewenslustig en "by" in die klas
5. (1) sal eendag terug verlang na sy skooldae  
 (al sou hy dit nie nou teenoor sy maats erken nie) (1) (2)  
 (2) sal nie eendag terug verlang na sy skooldae nie
6. (1) vaar in sy skoolwerk én sport baie goed  
 (2) vaar net in sy sport goed  
 (3) vaar net in sy skoolwerk goed (1) (2) (3) (4)  
 (4) vaar nie in een van die twee gebiede goed nie.

**AFDELING B**

Hier volg nou 'n aantal bewerings omtrent jou skool waarmee sommige leerlinge sal saamstem en andere mee sal verskil. Dui weer jou keuse met 'n kringetjie aan (Net een kring per vraag).

	Stem beslis saam	Stem saam	On- seker	Verskil	Verskil beslis
1. Ek kan nie kop of stert uitmaak van wat aangaan by die skool nie	1	2	3	4	5
2. Ek voel regtig deel van die skool	1	2	3	4	5
3. Ek voel al meer en meer hulpeloos as gevolg van wat by die skool gebeur	1	2	3	4	5
4. Die grootte en ingewikkeldheid van hierdie skool maak dit baie moeilik om uit te vind waar hulp en advies gekry kan word	1	2	3	4	5
5. Ek voel selde verlore of alleen by die skool	1	2	3	4	5
6. 'n Leerling het min hoop om sy persoonlike belange te beskerm wanneer dit nie dieselfde is as die belange van die skool nie	1	2	3	4	5

	Stem beslis saam	Stem saam	On- seker	Verskil	Verskil beslis
7. Die lewe by die skool is soms deurmekaar dat h mens nie weet waarheen om te gaan nie	1	2	3	4	5
8. h Leerling kan maar vergeet om gebeure by die skool te wil verander	1	2	3	4	5
9. Hierdie skool is net eenvoudig te groot om na elke leerling se belange te kyk.	1	2	3	4	5

AFDELING C

- |   |                                |                                |                                |
|---|--------------------------------|--------------------------------|--------------------------------|
| 1. Ek het baie sonne verkeerd   | BYNA<br>NOOIT                  | SOMS                           | BAIE<br>DIKWELS                |
|   | <input type="text" value="1"/> | <input type="text" value="2"/> | <input type="text" value="3"/> |
|   | JA                             | NIE<br>SEKER                   | NEE                            |
| 2. Ek reken ek vaar nogal goed met my skoolwerk                         | <input type="text" value="1"/> | <input type="text" value="2"/> | <input type="text" value="3"/> |
|   | BYNA<br>NOOIT                  | SOMS                           | BAIE<br>DIKWELS                |
| 3. Ek is hopeloos met skoolwerk   | <input type="text" value="1"/> | <input type="text" value="2"/> | <input type="text" value="3"/> |
|   | JA                             | NIE<br>SEKER                   | NEE                            |
| 4. My onderwyser(s) dink dat ek slim is                                 | <input type="text" value="1"/> | <input type="text" value="2"/> | <input type="text" value="3"/> |
|   | ALTYD                          | SOMS                           | BYNA<br>NOOIT                  |
| 5. Ek vaar baie goed in Wiskunde  | <input type="text" value="1"/> | <input type="text" value="2"/> | <input type="text" value="3"/> |
|   | MEESTAL                        | SOMS                           | BYNA<br>NOOIT                  |
| 6. Ek vaar baie goed as ons toetse skrywe                               | <input type="text" value="1"/> | <input type="text" value="2"/> | <input type="text" value="3"/> |
|   | BYNE<br>NOOIT                  | SOMS                           | BAIE<br>DIKWELS                |
| 7. Ek sukkel om baie van die skoolwerk te verstaan                      | <input type="text" value="1"/> | <input type="text" value="2"/> | <input type="text" value="3"/> |
|   | BYNA<br>NOOIT                  | SOMS                           | JA<br>DIKWELS                  |
| 8. Ek dink soms dat ek niks goed kan doen nie                           | <input type="text" value="1"/> | <input type="text" value="2"/> | <input type="text" value="3"/> |
|   | NEE                            | NIE<br>SEKER                   | JA DIS<br>WAAR                 |
| 9. Dit lyk nie of ek enige iets in die skool werklik goed kan doen nie. | <input type="text" value="1"/> | <input type="text" value="2"/> | <input type="text" value="3"/> |

AFDELING D

1. Hoe vaar jy in jou skoolwerk in vergelyking met jou paar beste maats?

Ek doen die beste	1
Ek doen beter as 'n paar	2
Ek doen so in die middel langs	3
Ek doen swakker as die meeste	4
Ek doen die swakste	5

2. Hoe doen jy in jou skoolwerk in vergelyking met al die kinders in jou klas?

Ek doen die beste	1
Ek doen beter as 'n hele klomp	2
Ek doen so in die middel langs	3
Ek doen swakker as die meeste	4
Ek doen die swakste	5

3. Dink aan al die kinders in jou skool wat in dieselfde standerd is. Hoe doen jy in jou skoolwerk in vergelyking met hulle?

Tussen die bestes	1
Beter as baie van hulle	2
So tussen die middelstes	3
Swakker as baie van hulle	4
Tussen die swakstes	5

4. Om 'n dokter, onderwyser of 'n wetenskaplike te kan word eendag, moet jy moeilike eksamens op universiteit of kollege kan slaag. Hoe goed reken jy is jou kans om dit te kan doen?

Baie goed	1
Goed	2
Nie seker nie	3
Nie juis 'n kans nie	4
Glad nie 'n kans nie	5

5. Vergeet vir 'n oomblik hoeveel punte jou onderwysers jou vir jou skoolwerk gee. Hoe goed is jou skoolwerk volgens jou eie oordeel?

My werk is baie goed	1
My werk is goed	2
My werk is gemiddeld	3
My werk is ondergemiddeld	4
My werk is baie swak	5

6. Hoeveel punte dink jy is jy regtig instaat om te kry?

Meer as of ongeveer 80%	1
Ongeveer 70%	2
Meestal ongeveer 50%	3
Meestal ongeveer 30%	4
Meestal minder as 20%	5

AFDELING E

INSTRUKSIES

Lees elk van die volgende stellings. As jy dink dit is waar, maak 'n kring in die blokkie reg onder WAAR. As jy dink dit is vals, maak die kring onder VALS. Moet asseblief nie een ooralaan nie. Al is dit dalk moeilik om te besluit, besluit asseblief die een of die ander.

	WAAR	VALS
1. Die instruksies vir hierdie toets is nie vir my duidelik nie.	1	2
2. Toe ek kleiner was het ek gehou van die bevredigende gevoel om iets deeglik te doen.	1	2
3. Die gevoel van 'n taak wat goed gedoen is, is baie lekker.	1	2
4. Ek dink nie ek is 'n goeie probeerder nie.	1	2
5. Ek bewonder meer die wenner, as wat ekself 'n wenner is.	1	2
6. As iets werd is om te doen, dan is dit die moeite werd om dit deeglik te doen.	1	2
7. Om te misluk is geen sonde nie.	1	2
8. Aansporingsmiddels bv. geld, sterretjies ens. doen meer kwaad as goed.	1	2
9. Dit betaal nie om pessimisties te wees in 'n vreemde situasie nie.	1	2
10. Ek hou nie van allerhande tierlantyntjies en omslagtigheide nie.	1	2
11. Ek werk op my beste as ek 'n taak het waarvan ek hou.	1	2
12. Dit is nooit goed om vir jouself uitdagings te stel nie.	1	2
13. Ek volg my eie weg, dit maak nie saak wat die ander sê of doen nie.	1	2
14. Selfs 'n goeie rugby- of netbalspeelster kan nie veel doen as hy/sy nie goeie balbesit kry nie.	1	2
15. Die hedendaagse lewe is nie te mededingend (kompete-rend) nie.	1	2
16. 'n Mens kan soms te hard probeer, daarom is dit beter om dinge maar hul eie gang te laat gaan.	1	2
17. Die meeste mense wil sukses behaal omdat dit ander mense meer van hulle laat dink.	1	2

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## BYLAE I

### VERDERE VRAELYTE

Voorbeelde van die volgende twee vraelyste wat gebruik is word nie as bylaes ingesluit nie:

- \* T1 PHSF-verhoudingsvraelys; RGN, 859PV;
- \* Tiii IPAT-selfondersoekvraelys; RGN, 617/2PP (vgl. par. 7.11; tabel 7.9).

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