

**STARS**  
**CIRCUIT SUPERVISOR QUESTIONNAIRE - MAY 2018**

I. IDENTIFICATION		
A01.	Interviewer code	[ ][ ]
A02.	Interviewer name	[ ]
A03.	Interview date	__ __ / __ __ / __ __ __ __ Day Month Year
A04.	Survey ID	[ ][ ][ ]
A05.	Confirm survey ID	[ ][ ][ ]
A06.	District code	[ ][ ]
A07.	District name	[ ]
A08.	Circuit code	[ ][ ][ ]
A09.	Circuit name	[ ]
A10.	Time interview started	__ __ / __ __ / (24 HRS) HH MM
A11.	Time interview ended	__ __ / __ __ / (24 HRS) HH MM

<b>INTERVIEWER: ADMINISTER INFORMED CONSENT TO PARTICIPANT BEFORE YOU BEGIN.</b>
<b>CONSENT</b>
<b>Informed Consent- Circuit Supervisor</b> <u>Strengthening Teacher Accountability to Reach All Students</u>
Hello, my name is _____. (Enumerator name)
I am a researcher with Innovations for Poverty Action, a research and policy non-profit that discovers and promotes effective solutions to global poverty problems. IPA is working with researchers at the University of Delaware and the University of Massachusetts Boston in the United States, Ghana Education Service, and UNICEF to learn about teaching and learning in upper primary school in Ghana. We are <b>inviting</b> you to participate in this study. This study involves research, which is different from routine care or programming, because we are trying to learn about certain things rather than only providing services. We received official permission from the Ghana Education Service to conduct this survey in your school. Our research team wants to

learn from you. Is this a good time to talk?

*Enumerator: if not a good time, follow up regarding when would be a better time to call back and reschedule. If it is a good time, continue.*

## **1. Purpose:**

The purpose of this survey is to better understand teaching and learning in upper primary schools in Ghana. As part of this study, we would like to talk with you.

## **Procedures:**

If you choose to participate, you will be asked to complete a survey.

The survey will cover...

- Your background characteristics and experience as a circuit supervisor
- Your activities and interactions with school personnel
- Your management practices
- Your perceptions about teaching and learning in schools
- The challenges you face as a circuit supervisor
- Your teacher and student attendance records

The survey will take approximately 45 minutes of your time.

For participating in this survey, you will receive a 10 cedis phone credit in appreciation of your time.

I (or a member of the research team) will likely return in the next academic year to ask some more questions, but you can choose not to participate in these follow-up interviews if you wish.

## **2. Risks and Benefits:**

We hope that this research will help us better understand teaching and learning in upper primary grades to inform future interventions directed toward improving student learning.

We do not anticipate any risks to you from study participation. However, you are free to skip any question that makes you feel uncomfortable.

### 3. Confidentiality:

No names will be stored with survey responses and no names of people or schools will be published from the study.

The research staff will not share your individual personal information with anyone outside the study research team, and they will do their best to protect your information. Neither your name, nor any other personal information about you or your school will be used in reports or shared with GES, your supervisors, or your employees.

### 4. Voluntary Participation:

Participation in this study is voluntary. That means you do not have to participate if you do not want to.

You will not be penalized for declining to participate, and declining participation will not affect your chances of receiving any benefits to which you are otherwise entitled, such as those from the government. (If applicable)

Ending participation at any time for any reason will not have any negative consequences for you or your schools. You may withdraw at any time, which you can do by simply telling me that you no longer want to be part of the study.

Refusal to answer any individual questions will not have any negative consequences for you or your schools.

### 5. Contact (Further Questions) – Please list both:

If you have questions about the research, please contact Henry Atimone at +233-243888818]. If you have any questions about your rights as research participants, please contact IPA IRB at [humansubjects@poverty-action.org](mailto:humansubjects@poverty-action.org)

**Do you have any questions that I can answer?**

No.	Questions	Coding Categories	Skip Rule
B01.	Do you have any further questions?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No	
B02.	Do you agree to participate in this study?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No	1 → C01 2 → M01

## C. BACKGROUND CHARACTERISTICS



<b>C09.</b>	Have you ever worked as a teacher?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No	<b>2.→C11</b>
<b>C10.</b>	How many years did you spend as a teacher?	/ ____ ____ / Years -888 if don't know -999 if refused	
<b>C11.</b>	Have you ever worked as a head teacher?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No	<b>2.→C13</b>
<b>C12.</b>	How many years did you spend as a head teacher?	/ ____ ____ / Years -888 if don't know -999 if refused	
<b>C13.</b>	How do you assess yourself as a circuit supervisor? (Enumerator: read all of the options out loud)	1. <input type="checkbox"/> I am much more effective than other circuit supervisors in schools similar to mine. 2. <input type="checkbox"/> I am more effective than other circuit supervisors in circuits similar to mine. 3. <input type="checkbox"/> I am just as effective as other circuit supervisors in circuits similar to mine. 4. <input type="checkbox"/> I am less effective than other circuit supervisors in circuits similar to mine 5. <input type="checkbox"/> I am much less effective than other circuit supervisors in circuits similar to mine.	
<b>C14.</b>	In the last 5 school days how many days were you absent from work?	<input type="checkbox"/> constrain >=0, <=5	
<b>C15.</b>	During terms 1 and 2, how many times were you absent from work due to an officially excused absence (training, in-service, etc.)?	(Number) [ ____   ____ ] ____ If not absent, put 0 -888 if don't know -999 if refused	
<b>C16.</b>	During terms 1 and 2, how many times did you miss work due to personal reasons that may be officially	(Number) [ ____   ____ ] ____ If not absent, put 0 -888 if don't know	

	excused such as an illness for you or a family member, etc.?	-999 if refused	
C17.	During terms 1 and 2, how many times did you miss work because you did not wish to be at work?	(Number) [ ][ ] If not absent, put 0 -888 if Don't know -999 if refused	
<b>D. CIRCUIT SUPERVISOR</b>			
<b>I am now going to ask you some questions about you as the circuit supervisor</b>			
D01.	Do you have an office?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No -> skip next	2.→D04
D02.	Where is your office located?	1. <input type="checkbox"/> District education office ->skip next 2. <input type="checkbox"/> School somewhere else _____	1.→D04
D03.	At which school is your office located? D03b: enter school name if "Not Listed" selected.	Pull down menu of schools in that circuit including option of "Not listed"	
<b>I am now going to ask you some specific questions about a few schools in your circuit.</b> <b><i>These questions will loop through schools in the study in their circuit. D0[a: first school; D0[b: second school.</i></b>			
D04.	How many times did you visit [SCHOOL NAME] during the 2017/2018 academic year, i.e. between September 2017 and May 2018?	(Number) [ ][ ] If zero, put 0	zero→D07
D05.	At the most recent visit to [SCHOOL NAME], how long did you stay at the school?	/ ____ / ____ / Hours Minutes -888 if don't know -111 Not applicable.	
D06.	During how many visits to [SCHOOL NAME] did you do a classroom observation in the 2017/2018 current academic year, i.e., between September 2017 and May 2018?	[ ][ ] (Number) [constrain <=D04]	
<i>Repeat for each school in the sample.</i>			
D07.	During Terms 1 and 2 of this academic year, how many times did all the circuit supervisors in your district meet together?	(Number) [ ][ ]	

E. TEACHERS/STAFF			
E01.	During Terms 1 and 2 of this academic year, how many times did teachers in your circuit attend in-service trainings? Please include all trainings conducted by the government, NGOs, or by a headmaster.	(Number) [ ][ ]	
E02.	During Terms 1 and 2 of this academic year, how many times did you meet with each headteacher in your circuit on average?	(Number) [ ][ ] -888 if Don't know -999 if refused.	
E03.	During Terms 1 and 2 of this academic year, how many times did you have staff meetings on average (with all teachers in any school in your circuit)?	(Number) [ ][ ] -888 if Don't know -999 if refused.	
E04.	<p>What are the two most significant problems P4-P6 teachers face in teaching?</p> <p><b>DO NOT PROMPT.</b></p> <p><b>A: most significant</b></p> <p><b>B: second most significant</b></p>	1. <input type="checkbox"/> They are not qualified/properly trained 2. <input type="checkbox"/> Confusion over how to teach 3. <input type="checkbox"/> Following new instructions from GES 4. <input type="checkbox"/> They have too many other responsibilities at school 5. <input type="checkbox"/> They have too many other responsibilities outside of school 6. <input type="checkbox"/> Disciplining students/ Lack of student discipline or interest 7. <input type="checkbox"/> Student absenteeism 8. <input type="checkbox"/> Lack of student ability 9. <input type="checkbox"/> Class size too big 10. <input type="checkbox"/> Inadequate facilities /furniture/ books/ materials 11. <input type="checkbox"/> Inadequate pay 12. <input type="checkbox"/> Pay is delayed/unreliable 13. <input type="checkbox"/> Other1 (Specify) _____ 14. <input type="checkbox"/> Other2 (Specify) _____	
E05.	<p>Who do teachers approach for these problems?</p> <p><b>DO NOT PROMPT. CHECK ALL THAT APPLY</b></p>	1. <input type="checkbox"/> Head teacher 2. <input type="checkbox"/> Assistant head teacher 3. <input type="checkbox"/> Circuit Supervisor 4. <input type="checkbox"/> Other teachers	

		5. <input type="checkbox"/> Parents of students 6. Other (specify): _____	
E06.	What are the two main ways in which you monitor teachers' performance? <b>[do not prompt]</b>  <b>DO NOT PROMPT.</b>  A: most common  B second most common	1. <input type="checkbox"/> Having an individual meeting with the teacher to discuss their teaching (informal) 2. <input type="checkbox"/> GES performance appraisal form 3. <input type="checkbox"/> School-specific formal performance review/form filled 4. <input type="checkbox"/> Unannounced inspection of teaching 5. <input type="checkbox"/> Scheduled observation of teaching 6. <input type="checkbox"/> Hearing from a headteacher, assistant head teacher, or other staff member about a teacher's teaching 7. <input type="checkbox"/> Students' performance appraisal 8. <input type="checkbox"/> Checking staff attendance and punctuality 9. <input type="checkbox"/> Examining teachers' lesson plans 10. <input type="checkbox"/> Interaction with students or parents 11. <input type="checkbox"/> Interaction with other teachers and other staff 12. <input type="checkbox"/> Other (specify) _____	
<b>For the next set of questions please rate your agreement with the statement on a scale of 1-5, 5 being "strongly agree", and 1 being "strongly disagree."</b>			
E07.	The pupils would learn more if the teachers were not absent as often.	1. <input type="checkbox"/> Strongly disagree 2. <input type="checkbox"/> Disagree 3. <input type="checkbox"/> Neutral 4. <input type="checkbox"/> Agree 5. <input type="checkbox"/> Strongly agree	
E08.	The pupils would learn more if they were not absent as often.	1. <input type="checkbox"/> Strongly disagree 2. <input type="checkbox"/> Disagree 3. <input type="checkbox"/> Neutral 4. <input type="checkbox"/> Agree 5. <input type="checkbox"/> Strongly agree	
E09.	I am a supportive mentor for teachers in my circuit.	1. <input type="checkbox"/> Strongly disagree 2. <input type="checkbox"/> Disagree 3. <input type="checkbox"/> Neutral 4. <input type="checkbox"/> Agree 5. <input type="checkbox"/> Strongly agree	
E10.	I am a supportive mentor for head teachers in my circuit	1. <input type="checkbox"/> Strongly disagree 2. <input type="checkbox"/> Disagree 3. <input type="checkbox"/> Neutral 4. <input type="checkbox"/> Agree	



		5. <input type="checkbox"/> Strongly agree	
E11.	I provide constructive feedback to teachers in my circuit	1. <input type="checkbox"/> Strongly disagree 2. <input type="checkbox"/> Disagree 3. <input type="checkbox"/> Neutral 4. <input type="checkbox"/> Agree 5. <input type="checkbox"/> Strongly agree	
E12.	I perform valuable work that is essential for keeping the schools in my circuit functioning well.	1. <input type="checkbox"/> Strongly disagree 2. <input type="checkbox"/> Disagree 3. <input type="checkbox"/> Neutral 4. <input type="checkbox"/> Agree 5. <input type="checkbox"/> Strongly agree	

#### F. SCHOOL MANAGEMENT PRACTICES

I am now going to ask you some questions about how often you perform different activities. Please indicate the frequency during the current school year.

	Question	Scale: [1] Never [2] (1-2 times per term) [3] (1-2 times per month) [4] Weekly or more often				
		1	2	3	4	Skip
F01.	How often do you observe teaching? (By observe we mean sitting in on a class for at least 5 minutes.)					
F02.	How often do you give teachers suggestions about how they can improve their teaching?					

**How strongly do you agree or disagree with these statements as applied to this school, your job, and the teachers at this school?**

For each of the following statements, please indicate the extent to which you strongly disagree, disagree, neither agree nor disagree, agree, strongly agree.

No.	Question	Strongly Disagree 1.	Disagree 2.	Neutral 3.	Agree 4.	Strongly Agree 5.
F03.	I give headteachers suggestions about how they can improve their school management.					
F04.	An important part of my job is to ensure that the teaching skills of the staff in my circuit are always					

	improving.						
<b>F05.</b>	An important part of my job is to ensure that teachers are held accountable for the attainment of the school's goals.						
<b>F06.</b>	Teachers in my circuit spend an adequate amount of time on classroom instruction.						
<b>F07.</b>	Head teachers and teachers in my circuit respect me.						
<b>G. Teacher Absenteeism</b>							
<p>We want to learn about your opinion on school and teaching practices. I will present situations about school personnel from a different district than yours. These are people you do not know. Please indicate the extent to which these people are effective at their jobs relative to others in similar positions—much more effective [1], more effective [2], as effective [3], less effective [4], much less effective [5]</p> <p><i>Enumerator: After every question prompt respondent with: Is [name] much more effective, more effective, as effective, less effective, or as less effective than other teachers/head teachers/circuit supervisors in schools similar to mine?</i></p> <p><i>Gender of teacher and/or student in questions below will be randomly assigned.</i></p>							
	<b>Question</b>	much more effective than most other T/HT/CS  1	more effective than most other T/HT/CS  2	As effective as most other T/HT/CS  3	Less effective than most other T/HT/CS  4	much less effective than most other T/HT/CS  5	<b>Refused</b>  <b>99</b>
<b>G01.</b>	[Bridget/Jonathan] is a HT who observes teachers teaching in their classrooms once per term. S/he follows up with teachers directly only if they do something wrong.  Is [name] much more effective, more effective, as effective, less effective, or as less effective than other head teachers in schools in this circuit?						
<b>G02.</b>	[Henry/Becky] is a HT who is absent once per week						

	from school. All of the teachers in the school like the HT						
	Is [name] much more effective, more effective, as effective, less effective, or as less effective than other head teachers in schools in this circuit?						
G03.	[Joyce/Joseph] is a CS that mostly keeps to him/herself during school visits. S/he does not observe lessons or meet with head teachers. Is [name] much more effective, more effective, as effective, less effective, or as less effective than other circuit supervisors in this district?						
G04.	[Cynthia/Cornelius] is a CS that visits a school three times per term, completes relevant forms, but rarely provides feedback to the school. Is [name] much more effective, more effective, as effective, less effective, or as less effective than other circuit supervisors in this district?						
<p>Now I'm going to present to you some situations about individuals that you do not know. Please tell me in whether you think the situation is very acceptable, acceptable, unacceptable, or very unacceptable. You can also say that you are neutral.</p> <p><i>For all of the below, P[X] will correspond to the class of the teacher. Gender of teacher and/or student will be randomly assigned.</i></p>							
		<b>Very acceptable</b> 1	<b>Acceptable</b> 2	<b>Neutral</b> 3	<b>Unacceptable</b> 4	<b>Acceptable</b> 5	<b>Refused</b> 99
G05.	[Samuel/Sarah] is an upper primary pupil. S/he attends school every day, but does not always follow the classroom rules. How acceptable is [name's] behavior?						
G06.	[John/Jessica] is an upper primary pupil. S/he misses school one day per week but always follows the classroom rules when s/he attends. How acceptable is [name's] behavior?						
G07.	[David/Deborah] is an upper primary teacher. He is paid less than his/her brother who works in the factory. S/he is at school every day and spends half of the class time teaching and the other half doing personal activities. How acceptable is [name's] behavior?						

G08.	[Frank/Felicia] is an upper primary teacher. S/he has been a teacher for 20 years. S/he goes to school when s/he feels like it and stays home when s/he doesn't feel like teaching. How acceptable is [name's] behavior?						
G09.	[Harry/Harriet] is an upper primary teacher. Students in his/her class have little interest in learning. S/he is absent frequently because s/he doesn't think students will learn anyway. How acceptable is [name's] behavior?						
<b>H. CIRCUIT SUPERVISOR WORK STRESS AND BURNOUT</b>							
Now I'm going to ask you some questions about your attitudes towards this job. For these questions, please indicate how frequently you experience the following in your work using the scales: 1 = Never; 2 = A few times per year; 3 = A few times per month; 4 = A few times per week; and 5 = Every day. I want to remind you that we will not share your answers with anyone outside of the research team, and that you do not have to answer if you do not want to.							
		<b>Scale: 1 = Never; 2 = A few times per year; 3 = A few times per month; 4 = A few times per week; and 5 = Every day</b>					<b>REFUSED</b>
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>99</b>
H01.	I feel mentally exhausted from my work.						
H02.	I feel fatigued when I get up in the morning.						
H03.	I feel I am positively influencing other people's lives.						
H04.	I feel very energetic about my job.						
H05.	I am satisfied with my job.						

## SURVEY OUTCOME

### M01. Outcome of this questionnaire (tick one)

1. ☐ Refused
2. ☐ Completed >thank and end survey Thank you for your assistance in completion this questionnaire.
3. ☐ Partially completed
4. ☐ Not at school/ not available
5. ☐ Incapacitated
6. ☐ Other (specify) \_\_\_\_\_

**M02. Do not ask respondent** Include any other relevant information here regarding the survey completion. \_\_\_\_\_