

STARS
CIRCUIT SUPERVISOR QUESTIONNAIRE – MAY/JUNE 2019

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

<p>INTERVIEWER: ADMINISTER INFORMED CONSENT TO PARTICIPANT BEFORE YOU BEGIN.</p>	
<p>CONSENT</p>	
<p>Hello, my name is _____. (Enumerator name)</p>	
<p>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.</p>	
<p>We are inviting 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. Even though the study may not directly benefit you, the</p>	

information you share with us will help us better understand teaching and learning in upper primary schools in Ghana to inform future interventions directed toward improving student learning. 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 a better time would be to call back and reschedule. If it is a good time, continue.

Today, I would like to invite you to participate in a survey about your background characteristics; management and supervision; participation in professional development activities; perceptions about role as a circuit supervisor; work stress and burnout; and technology. This should only take about 40 minutes and we will collect this data using a Samsung tablet.

Participation in this study is voluntary. You do not have to participate if you do not want to and there is no known risk to you or your school from participating. All your responses will be confidential and protected. Neither your name, nor any other personal information about you or your school will be used in reports or shared with third parties. You may refuse to answer any of the questions and you may end the interview at any time; however, your decision will not in any way affect you or your school. For participating in this survey, you will receive GH¢ 10 phone credit in appreciation for your time.

There will be a follow-up study during the 2019-2020 academic year and you will be re-contacted at that time and will have the option of re-consenting to participate in the study.

Do you have any questions that I can answer?

If you still have questions, comments, or concerns 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

Do you agree to participate in this study? 1. ☐ Yes 2. ☐ No

No.	Questions	Coding Categories	Skip Rule
B01.	Do you have any further questions?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No	

B07.	In which district?	1. [Pull down menu with 20 UNICEF districts] 2. Other	If other->B10
B08.	Which circuit?	1. [Pull down menu with circuits within the selected district] 2. Other	If other->B10
B08 A	Did you supervise the following schools during Terms 1 and 2: [PREFILLED SCHOOL NAME(S) for the circuit selected]	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No	
B09.	What was the circuit supervisor ID? <i>Do not ask, should pre-fill. Confirm from Tracking form or Henry or Isaac</i>	[][][][][][]	
B10.	We have recorded that [PREFILLED] was the circuit supervisor of this circuit during term 2 of this school year, why is [PREFILLED] no longer the CS?	1. <input type="checkbox"/> He/she was never the CS in this circuit 2. <input type="checkbox"/> She/he retired 3. <input type="checkbox"/> She/he is a CS in another circuit 4. <input type="checkbox"/> She/he has taken another job not as a CS 5. <input type="checkbox"/> She/he is on illness/maternity leave 6. <input type="checkbox"/> She/he is no longer a CS for this circuit but I do not know where she/he has gone -555. <input type="checkbox"/> Other (specify)_____ -999. <input type="checkbox"/> Refused to answer	
B11.	Do you know who the current circuit supervisor is for [PREFILLED CIRCUIT NAME/NUMBER]?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No	2. >> B14
B12.	What is the name of the current circuit supervisor for [PREFILLED CIRCUIT NAME/NUMBER]?	[][][][][][][][][][][][][][][][] [][][][][][][][][][][][][][][][]	
B13.	Would you mind giving me his/her contact information if you have it?	[][][][][][][][][][][][][][][][] [][][][][][][][][][][][][][][][]	

		12. <input type="checkbox"/> Others _____ -999. <input type="checkbox"/> Refuse to answer	
C07.	How many years have you been a circuit supervisor? IN COMPLETED YEARS. OR Respondent can give the year in which they started as a CS	<input type="text"/> <input type="text"/> Years -888 if don't know -999 if refused OR <input type="text"/> <input type="text"/> <input type="text"/> Year	
C08.	How many years have you been a circuit supervisor in <u>this</u> circuit? OR Respondent can give the year in which they started as a CS in this circuit	/ <input type="text"/> <input type="text"/> / <input type="text"/> <input type="text"/> / Years Months -888 if don't know -999 if refused. OR <input type="text"/> <input type="text"/> <input type="text"/> Year	
C09.	Have you ever worked as a teacher?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No	2.→C11
C10.	How many years did you spend as a teacher?	/ <input type="text"/> <input type="text"/> / Years -888 if don't know -999 if refused	
C11.	Have you ever worked as a head teacher?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No	2.→C13
C12.	How many years did you spend as a head teacher?	/ <input type="text"/> <input type="text"/> / Years -888 if don't know -999 if refused	

Questions for all Respondents. Now I'd like to ask you some questions about your job.			
C13.	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 circuits 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.	
C14.	In the last 5 school days how many days were you absent from work?	<input type="checkbox"/> constrain $\geq 0, \leq 5$	
C15.	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	
C16.	During terms 1 and 2, how many times did you miss work due to personal reasons that may be officially excused such as an illness for you or a family member, etc.?	(Number) [][] If not absent, put 0 -888 if don't know -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	
D. CIRCUIT SUPERVISOR			
I am now going to ask you some questions about your work as a circuit supervisor.			
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"	
D04.	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.	
D05.	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.	
I am now going to ask you some specific questions about a few schools in your circuit. These questions will loop through schools in the study in their circuit. D0[a: first school; D0[b: second school.			
D06.	How many times did you visit [SCHOOL NAME] during the 2018/2019 academic year, i.e. between September 2018 and May 2019?	(Number) [__ __] If zero, put 0	zero→D10
D07.	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.	
D08.	During how many visits to [SCHOOL NAME] did you do a classroom observation in the 2018/2019 current academic year, i.e., between September 2018 and May 2019? By classroom observation I mean sitting in the classroom for at least 5 minutes.	[__ __] (Number) [constrain <=D04]	
D09.	Of these observations how many times did you sit in the classroom for at least 30 minutes?	[__ __] (Number) [constrain <=D06]	
D10.	How effective do you think the HT of [SCHOOL NAME] is as a head teacher?	1. <input type="checkbox"/> Much more effective than other HTs in similar schools 2. <input type="checkbox"/> More effective than other HTs in similar schools. 3. <input type="checkbox"/> Just as effective as other HTs in similar schools.. 4. <input type="checkbox"/> Less effective than other HTs in similar schools. 5. <input type="checkbox"/> Much less effective than other HTs in similar schools..	

D11.	During Terms 1 and 2 of this academic year, how many times did teachers in [SCHOOL NAME] attend in-service trainings? Please include all trainings conducted by the government, NGOs, or by a headmaster.	(Number) [__ __] -888 if Don't know -999 if refused.	
<i>Repeat for each school in the sample.</i>			
D12.	During Terms 1 and 2 of this academic year, how many times did all the circuit supervisors in your district meet together?	(Number) [__ __] -888 if Don't know -999 if refused.	
E. TEACHERS/STAFF			
E01.	What are the two most significant problems P4-P6 teachers face in teaching? DO NOT PROMPT. A: most significant B: second most significant	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"/> Student lateness 14. <input type="checkbox"/> Language barrier 15. <input type="checkbox"/> Lack of accommodation 16. <input type="checkbox"/> Lack of parental interest -555. <input type="checkbox"/> Other1 (specify) _____ -555. <input type="checkbox"/> Other2 (specify) _____	

E02.	Who do teachers approach for these problems? DO NOT PROMPT. CHECK ALL THAT APPLY	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 -555. Other (specify): _____	
E03.	What are the two main ways in which you monitor teachers' performance? [do not prompt] DO NOT PROMPT. 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) _____	
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." If you need me to repeat the options at any time let me know.			
E04.	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	
E05.	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	
E06.	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	
E07.	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	
E08.	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	
E09.	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 sitting in on a class for at least 5 minutes?					
F02.	How often do you observe teaching by sitting in on a class for at least 30 minutes?					
F03.	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.
F04.	I give headteachers suggestions about how they can improve their school management.					
F05.	An important part of my job is to ensure that the teaching skills of the staff in my circuit are always improving.					
F06.	An important part of my job is to ensure that teachers are held accountable for the attainment of the school's goals.					
F07.	Teachers in my circuit spend an adequate amount of time on classroom instruction.					
F08.	Head teachers and teachers in my circuit respect me.					
F09.	Schools in my circuit work on goals and/or a school development plan.					
F10.	In the last academic year, I have tried out new ideas in my schools.					
F11.	Schools in my circuit use students' test scores to guide the goals and development plan of the school					

H. CIRCUIT SUPERVISOR WORK STRESS AND BURNOUT

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.

		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					REFUSED
		1	2	3	4	5	99
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.						

I. Technology and Management Questions

Now, I'd like to ask you some questions about the technology and other tools that you use to manage your school.

I01.	Do you have access to mSRC (mobile School Report Card)?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No -888. <input type="checkbox"/> I don't remember/don't know -999. <input type="checkbox"/> Refused	2.-> I04
I02.	How often do you use the mSRC (mobile School Report Card)?	1. <input type="checkbox"/> Multiple times per day 2. <input type="checkbox"/> Once per day 3. <input type="checkbox"/> A few times per week 4. <input type="checkbox"/> Once per week 5. <input type="checkbox"/> Less than once per week -888. <input type="checkbox"/> I don't remember/don't know -999. <input type="checkbox"/> Refused	
I03.	How useful is the mSRC (mobile School Report Card) in keeping records for your schools? [read choices]	1. <input type="checkbox"/> Not very useful 2. <input type="checkbox"/> Somewhat Useful 3. <input type="checkbox"/> Very useful	
Now, I'd like to ask you some questions about targeted instruction.			
I04.	Do you think any of the schools in your circuit are implementing targeted instruction?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No -888. <input type="checkbox"/> I don't remember/don't know -999. <input type="checkbox"/> Refused	

I05.	If a teacher asked you to, do you think you could explain how to do the levelling exam?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No	
I06.	If a teacher asked you to, do you think you could explain or demonstrate how to do a targeted instruction lesson?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No -888. <input type="checkbox"/> I don't remember/don't know	
I07.	Can a student be in one learning level for English and different learning level for math?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No -888. <input type="checkbox"/> I don't remember/don't know	
I08.	After verification of the grouping, when do you call for a re-assessment? <i>Do not read choices out loud.</i>	1. <input type="checkbox"/> After assessment of every pupil 2. <input type="checkbox"/> After groupings have been completed by the teacher 3. <input type="checkbox"/> When a child is not tested 4. <input type="checkbox"/> When there is more than one-level difference for 4 out of 5 children -888. <input type="checkbox"/> I don't remember/don't know	
I09.	What qualifies a pupil to be in level 1 for English? <i>Read choices out loud.</i>	1. <input type="checkbox"/> When a pupil is not able to read letters 2. <input type="checkbox"/> When a pupil can read letters but not words 3. <input type="checkbox"/> When a pupil is able to read words but not sentences 4. <input type="checkbox"/> When a pupil is able to read sentences but not paragraphs -888. <input type="checkbox"/> I don't remember/don't know	
I10.	Can a pupil who is progressing faster than his/her current level be moved in the middle of the term?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No -888. <input type="checkbox"/> I don't remember/don't know	
I11.	What are some of the things you should look out for during a lesson observation (<i>do not read choices select all that are mentioned</i>)?	1. <input type="checkbox"/> Classroom participation and activities (Whole class, group work, individual) 2. <input type="checkbox"/> Use of TLMS 3. <input type="checkbox"/> Effective lesson delivery -555. <input type="checkbox"/> Other, (specify) -888. <input type="checkbox"/> I don't remember/don't know	

These questions would only be for circuit supervisors in management circuits.

Now, I'd like to ask you some questions about how you work with schools. I would like to remind you that your survey answers will remain confidential.

I12.	Since leaving the training, have you used any of the manuals you received at all, for any reason?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No 3. <input type="checkbox"/> Did not receive any manuals -888. <input type="checkbox"/> I don't remember/don't know	
I13.	Do you know that STARS has a Help Desk that you can call or text?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No -888. <input type="checkbox"/> I don't remember/don't know	2.->J01
I14.	Have you tried calling or texting the GES Help Desk?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No	2. -> J01
I15.	If yes, how useful was the GES Help Desk? READ OUT OPTIONS	1. <input type="checkbox"/> Not very useful 2. <input type="checkbox"/> Somewhat Useful 3. <input type="checkbox"/> Very useful	

J. CIRCUIT SUPERVISOR AUTONOMY

Finally, I would like to ask you some different questions. How much ACTUAL influence do you think you have as a CS on decisions concerning the following activities at schools in your circuit? 1 = No influence; 2 = Minor Influence; 3 = Moderate Influence ; 4 =Major Influence. *Show respondent visual aid.*

Enumerator, tick 99 if refused.

		Scale: 1 = No Influence; 2 = Minor Influence; 3 = Moderate Influence; 4=Major Influence				
No.	Questions	1	2	3	4	Refused 99
J01.	Setting performance standards for students in my circuit.					
J02.	Establishing curriculum for schools in my circuit.					
J03.	Determining the content of in-service professional development programs for teachers in my circuit.					

J04.	Hiring or dismissal of new full-time teachers in my circuit.					
J05.	Deciding how budgets for schools in my circuit will be spent.					

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.
