

B. CONSENT

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.

Earlier this academic year we invited 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 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.

I would like to invite you to participate in a survey about your background; experience as a head teacher; school characteristics and activities; work stress and burnout; technology; and targeted instruction. This should only take about 40minutes and we will collect this data using a Samsung tablet.

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.

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.

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. Ending participation at any time for any reason will not have any negative consequences for you or your school. 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 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? 1. Yes 2. No

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

C03.	We have recorded that [PREFILLED] was the head teacher during term 2 of this school year, why is [PREFILLED] no longer the HT?	1. <input type="checkbox"/> He/she was never the HT at this school 2. <input type="checkbox"/> She/he retired 3. <input type="checkbox"/> She/he is a HT at another school 4. <input type="checkbox"/> She/he has taken another job not as a HT 5. <input type="checkbox"/> She/he is on illness/maternity leave 6. <input type="checkbox"/> She/he is no longer here but I do not know where she/he has gone -555 <input type="checkbox"/> Other (specify)	
C04.	What is/are your phone number(s)? ENTER NUMBER(S).	[] []	
C05.	Gender of head teacher FILL OUT WITHOUT ASKING.	1. <input type="checkbox"/> Male 2. <input type="checkbox"/> Female	
C06.	How old are you? IN COMPLETED YEARS.	[] []	
C07.	What is the highest level of education that you have completed?	1. <input type="checkbox"/> None 2. <input type="checkbox"/> Primary school 3. <input type="checkbox"/> Middle/JSS/JHS 4. <input type="checkbox"/> SSS/SHS 5. <input type="checkbox"/> O/A level 6. <input type="checkbox"/> Vocational/Technical/Commercial 7. <input type="checkbox"/> Post-secondary certificates 8. <input type="checkbox"/> Diploma/HND 9. <input type="checkbox"/> Bachelor degree 10. <input type="checkbox"/> Master's 11. <input type="checkbox"/> PhD -555. <input type="checkbox"/> Others _____ -999. <input type="checkbox"/> Refuse to answer	
C08.	How many years have you been a head teacher? IN COMPLETED YEARS. OR Respondent can give the year in which they started as a head teacher.	[] [] [] Years -888 if don't know -999 if refused OR [] [] [] [] [] [] Year	

C09.	How many years have you been a head teacher at <u>this</u> school? OR Respondent can give the year in which they started as a head teacher at this school.	/ ____ / ____ / Years Months -888 if don't know -999 if refused. OR [] [] [] [] Year	
C10.	How many years did you spend as a subject/class teacher before you became a head teacher? [enter 0 if was never a teacher]	/ ____ / Years -888 if don't know -999 if refused	

D. SCHOOL PROFILE AND ENUMERATOR FILL-IN FROM SCHOOL RECORDS

I. TEACHER

I'm now going to ask you some questions about the conditions in your school.

D01.	Does this school keep a record of teacher attendance? IF YES, ASK TO SEE RECORDS.	1. <input type="checkbox"/> Yes, showed records. 2. <input type="checkbox"/> Yes, did not show records. 3. <input type="checkbox"/> No.	
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II. STUDENT

D02.	Does this school keep a record of student attendance? IF YES, ASK TO SEE RECORDS.	1. <input type="checkbox"/> Yes, showed records. 2. <input type="checkbox"/> Yes, did not show records. 3. <input type="checkbox"/> No.	
D03.	What is the total number of boys enrolled in this school? <i>If HT does not keep records, ask HT to estimate.</i>	[] [] [] [] -888 if don't know -999 if refused	
D04.	What is the total number of girls enrolled in this school? <i>If HT does not keep records, ask HT to estimate.</i>	[] [] [] [] -888 if don't know	

		-999 if refused	
D05.	How many P4 streams does this school have?	[][]	If 0 → D07 If 1 → D07 If >1 → D06
D06.	How are P4 pupils allocated to streams? <i>DO NOT PROMPT</i>	1. [] By ability [if HT does not understand: for example, all the top pupils are in Stream A, then next best pupils in Stream B, etc.] 2. [] By date of registration 3. [] No set rule, just place them in different streams -555 [] Other _____	
D07.	How many pupils are currently enrolled in P4? <i>If respondent says “Don’t Know”, gently prod before marking Don’t Know.</i>	[][][] girls [][][] boys -888 if don’t know	
D08.	How many P5 streams does this school have?	[]	If 0 → D10 If 1 → D10 If >1 → D09
D09.	How are P5 pupils allocated to streams? <i>DO NOT PROMPT</i>	1. [] By ability [if HT does not understand: for example, all the top pupils are in Stream A, then next best pupils in Stream B, etc.] 2. [] By date of registration 3. [] No set rule, just place them in different streams -555 Other (Specify) _____	
D10.	How many pupils are currently enrolled in P5? <i>If respondent says “Don’t Know”, gently prod before marking Don’t Know.</i>	[][][] girls [][][] boys -888 if don’t know	
D11.	How many P6 streams does this school have?	[]	If 0 → D13 If 1 → D13 If >1 → D12
D12.	How are P6 pupils allocated to streams? <i>DO NOT PROMPT</i>	1. [] By ability [if HT does not understand: for example, all the top pupils are in Stream A, then next best pupils in Stream B, etc.] 2. [] By date of registration 3. [] No set rule, just place them in different streams -555 Other _____	
D13.	How many pupils are currently enrolled in P6? <i>If respondent says “Don’t Know”, gently prod before marking Don’t Know.</i>	[][][] girls [][][] boys -888 if don’t know	

E. SCHOOL ORGANIZATION

I will now ask you some questions about your school and general practices.

I. SCHOOL/CLASSES

E01.	Does the school follow a written curriculum for the P4-P6 classes?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No	
E02.	Do P4 to P6 teachers have lesson plans for teaching?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> NO	2 ->E04
E03.	Overall, how often do P4 to P6 teachers in this school use lesson plans for teaching? Read options to the respondent	1. <input type="checkbox"/> Every day and every class 2. <input type="checkbox"/> Every day but not every class 3. <input type="checkbox"/> Most days (more than 3 per week) 4. <input type="checkbox"/> Some days (1-2 days per week) 5. <input type="checkbox"/> Less than once per week -888 if don't know -999 if refused	
E04.	In a normal school day, how many hours do you spend at school?	[__ __] hours [Constrain <=24] -888 Don't know -999 Refused	
E05.	On average how long per week do you spend on administrative work? [ENTER NUMBER OF HOURS/MINUTES]	[__ __] hours [__ __] minutes -888 <input type="checkbox"/> Don't remember/don't know -999 <input type="checkbox"/> Refused	
E06.	On average how long per week do you spend on monitoring? [ENTER NUMBER OF HOURS/MINUTES]	[__ __] hours [__ __] minutes -888 <input type="checkbox"/> Don't remember/don't know -999 <input type="checkbox"/> Refused	
E07.	On average how long per week do you spend on coaching and retraining teachers? [ENTER NUMBER OF HOURS/MINUTES]	[__ __] hours [__ __] minutes -888 <input type="checkbox"/> Don't remember/don't know -999 <input type="checkbox"/> Refused	

E08.	In the last 5 school days, how many days were you absent from work?	[] constrain >=0, <=5	
E09.	The last day that you were absent, why were you absent from school?	<ul style="list-style-type: none"> 1. [] Illness of self 2. [] Personal or family issues other than sickness 3. [] Out on official or school duty / functions 4. [] Transport difficulties 5. [] Bad weather conditions 6. [] Bereavement / Funerals 7. [] Relaxed school policies on absenteeism 8. [] Excessive workload or stressful working environment 9. [] Seeking for additional income 10. [] School leadership or culture overlooks absenteeism 11. [] Pursuing further studies 12. [] Maternity leave 13. [] Illness of family member <p>-555 [] Other specify -888 if don't know -999 if refused</p>	
E10.	How do you assess yourself as a head teacher? (Enumerator: read all of the options out loud)	<ul style="list-style-type: none"> 1. [] I am much more effective than other head teachers in schools similar to mine. 2. [] I am more effective than other head teachers in schools similar to mine. 3. [] I am just as effective as other head teachers in schools similar to mine. 4. [] I am less effective than other head teachers in schools similar to mine. 5. [] I am much less effective than other head teachers in schools similar to mine. 	

Programming note: Randomize whether G01/G02 comes now or near the end of the survey.

II. TEACHERS/STAFF

E11.	During Terms 1 and 2, how many unique in-service trainings were attended by at least some teachers from your school? Please include all trainings conducted by the government, NGOs, by you or another one of your staff.	(Number) [__ __]__ -888 if Don't know -999 if refused.	
E12.	Do teachers receive any rewards for good performance? For example, financial rewards, public acknowledgement, private acknowledgement, etc?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No	2->E14
E13.	What kind of rewards are given for good performance? DO NOT PROMPT. CHECK ALL THAT APPLY	1. <input type="checkbox"/> Transfer 2. <input type="checkbox"/> Promotion 3. <input type="checkbox"/> Additional Payment (cash or in-kind) 4. <input type="checkbox"/> Social recognition/Public announcement 5. <input type="checkbox"/> Private announcement -555. <input type="checkbox"/> Other (specify) _____	
E14.	During terms 1 and 2, how many times did you have a staff meeting (with all teachers in the school)?	. (Number) [__ __]__ -888 if Don't know -999 if refused	
E15.	During this academic year, did you have a scheduled meeting with any parents to discuss their children's progress in school?	1. <input type="checkbox"/> YES 2. <input type="checkbox"/> NO	2->E17
E16.	Approximately what percent of parents of students in P4-P6 do you think that you met with during this academic year?	[_ _] [constraint >=0, <=100]	
E17.	What are the two most significant problems P4-P6 teachers face in teaching? DO NOT PROMPT. E18A: most significant E18B: 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 11. <input type="checkbox"/> Inadequate pay 12. <input type="checkbox"/> Pay is delayed/unreliable 13. <input type="checkbox"/> Inadequate materials (books, etc.) 13. <input type="checkbox"/> Inadequate materials (books, etc.) 14. <input type="checkbox"/> Student lateness 15. <input type="checkbox"/> Language barrier 16. <input type="checkbox"/> Lack of accommodation 17. <input type="checkbox"/> Lack of parental interest -555. <input type="checkbox"/> Other1 (specify) _____ -555. <input type="checkbox"/> Other2 (specify) _____ _____	
E18.	Who do P4-P6 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): _____	
E19.	What percentage of teachers at this school arrive after the official start of school on a normal school day?	[_][_][_] [constraint >=0, <=100]	
E20.	If teachers are absent, do teachers typically provide you a reason for their absence?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No	
E21.	How much advance notice do teachers typically provide you when they are absent?	1. <input type="checkbox"/> No notice (just don't show up) 2. <input type="checkbox"/> Same day 3. <input type="checkbox"/> Day before 4. <input type="checkbox"/> A few days before 5. <input type="checkbox"/> A week before or more	
E22.	When a teacher is absent or on leave, what are the two most common strategies the school adopts? A: most common	1. <input type="checkbox"/> A substitute teacher teaches the lesson; 2. <input type="checkbox"/> Headmaster teaches the lesson 3. <input type="checkbox"/> The class is combined with another section of the same	

	<p>B second most common [do not prompt]</p>	<p>grade; 4. <input type="checkbox"/> The class is combined with another class of a different grade; 5. <input type="checkbox"/> Some community members are invited to take the class 6. <input type="checkbox"/> Students complete work under supervision; 7. <input type="checkbox"/> Students complete work without supervision 8. <input type="checkbox"/> Class leader or student of higher class is asked to handle the class 9. <input type="checkbox"/> Students are assigned some non-academic work e.g. gardening, cleaning 10. <input type="checkbox"/> Students of the class spend their time playing in classroom or school compound 11. <input type="checkbox"/> Students of the class are allowed to go home; 12. <input type="checkbox"/> Nothing; -555. <input type="checkbox"/> Other (specify) -999 if refused</p>	
<p>E23.</p>	<p>What are the main reasons teachers give when they are absent? <i>Do not prompt, tick all that respondent mentions.</i></p>	<p>1. <input type="checkbox"/> Illness or family obligation. 2. <input type="checkbox"/> Teacher training. 3. <input type="checkbox"/> Weather 4. <input type="checkbox"/> Religious festival 5. <input type="checkbox"/> Teachers are tired 6. <input type="checkbox"/> Attendance is not important or monitored. -555 <input type="checkbox"/> Other reason (specify) _____ -999 if refused</p>	
<p>E24.</p>	<p>What are the two main ways in which you monitor teachers' performance? A: First way B: Second way [do not prompt]</p>	<p>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 circuit supervisor, 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</p>	

		5. Much less effective than other teachers in schools similar to mine.	
I. CIRCUIT SUPERVISOR			
Now I'm going to ask you some questions about your circuit supervisor.			
E37.	Is your circuit supervisor [insert prefilled]?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No If don't know, put 99	1-> E40
E38.	What is the first name of your circuit supervisor?	[] [] [] [] [] [] [] [] [] [] [] If don't know, put 99	
E39.	What is the surname of your circuit supervisor?	[] [] [] [] [] [] [] [] [] [] [] If don't know, put 99	
E40.	How would you assess [insert CS name] as a circuit supervisor? Enumerator: read all of the options out loud)	1. <input type="checkbox"/> Much more effective than other circuit supervisors in circuits similar to mine. 2. <input type="checkbox"/> More effective than other circuit supervisors in circuits similar to mine. 3. <input type="checkbox"/> Just as effective as other circuit supervisors in circuits similar to mine. 4. <input type="checkbox"/> Less effective than other circuit supervisors in circuits similar to mine. 5. <input type="checkbox"/> Much less effective than other circuit supervisors in circuits similar to mine.	
E41.	During term 1 and Term 2 how many times did the circuit supervisor visit the school.[if the CS has an office at the school, this would be official school visits, not just being present in his/her office]	(Number) [] [] If zero, put 0	0->E44
E42.	What was the date of the last time the CS visited your school? <i>Enumerator: Respondent can estimate if they do not know precise date.</i>	/ ____ / ____ / ____ / Day/Month/Year -111 Not applicable.	
E43.	At the most recent visit, how long did the circuit supervisor stay at the school?	/ ____ / ____ / Hours Minutes -888 if don't know -111 Not applicable.	

E44.	During term 1 and 2 of this school year, how many visits did your CS do a classroom observation?	(Number) [__ __] [constraint: <=E25]	
E45.	Aside from school visits, how many times did you meet with your circuit supervisor during terms 1 and 2 of this year, i.e., between September 2018 and May 2019?	(Number) [__ __]	
<p>Now I'm going to ask you some questions about your relationship with your teachers and circuit supervisor. 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."</p> <p><i>Show the respondent the visual aid.</i></p>			
E46.	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	
E47.	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	
E48.	I am a valuable mentor for teachers in my school.	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	
E49.	I provide constructive feedback to teachers in my school.	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	
E50.	My CS is a valuable mentor.	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	

E51.	My CS works with me to solve the problems I face at this school.	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	
E52.	My CS performs valuable work that is essential for keeping the school 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	
E53.	My CS is a good manager.	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	
E54.	I am satisfied with my job at this school.	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. [1] Never [2] (1-2 times per term) [3] (1-2 times per month) [4] Weekly or more often

	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	5(Other specify)
F01.	How often do you give teachers suggestions about how they can improve their teaching?					
F02.	How often do you take the initiative to discuss matters when a teacher has problems in the classroom?					
F03.	How often does this school give tests and assessments to students to guide them about their progress (note: excluding class exercises)?					

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	Scale: [1] Strongly Disagree [2] Disagree [3] Neutral [4] Agree [5] Strongly Agree					Skip
		1	2	3	4	5	
F04.	Pupils' scores on tests and/or assessments are used to inform pupils' promotion and to improve teaching practices						
F05.	An important part of my job is to ensure that the teaching skills of the staff 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 school spend an adequate amount of time on classroom instruction.						
F08.	Teachers in my school and my circuit supervisor respect me.						
F09.	Teachers encourage students to approach them outside class for supplemental help if students are facing difficulty in learning in class						
F10.	The school uses student's scores to establish the teachers' effectiveness						
F11.	Teachers pay attention to individual student needs in their classroom						
F12.	The school uses teacher's feedback to guide goals and development plans						
F13.	I encourage teachers to try new teaching practices e.g. based on teacher trainings						

F14.	Teachers share new teaching practices with other teachers in the school						

RANDOMIZE G01, G02 TO BE JUST AFTER C14 OR AFTER F16.

G. List Randomization and Teacher Absenteeism

Now I'm going to read you a list of statements. Please tell me in total how many, if any, are true for you for this term. Please do not tell me which ones are true, or which ones are not true. Do you have any questions? [Enumerator answers any questions.]

[respondent will be asked EITHER G01 or G02, not both. This will be based on a randomized basis.]

G01.	<p>A. I have been absent this term due to illness B. I have been absent this term due to a teacher training C. I have been absent this term because of bad weather D. I have been absent this term because of a religious holiday</p> <p>How many are true for you this term?</p>	<p>[__] [constrain >=0, <=4]</p>	
G02.	<p>1. I have been absent this term due to illness. 2. I have been absent this term due to a teacher training. 3. I have been absent this term because of bad weather 4. I have been absent this term because of a religious holiday 5. I have been absent this term because I did not feel like coming to work</p> <p>How many are true for you for this term?</p>	<p>[__] [constrain >=0, <=5]</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]

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?

Enumerator: Gender of teacher/HT/CS will be randomly assigned.

	Question	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	Refused 99
G03.	[Mary/Peter] is a teacher who has been absent at least once a week from school. All of her/his pupils like her/him a lot. Is [name] much more effective, more effective, as effective, less effective, or as less effective than other teachers in schools in this circuit?						
G04.	[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?						
G05.	[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?						
G06.	[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 schools in this district?						

G07.	[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 schools in this district?						
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H. HEAD TEACHER WORK STRESS / BURNOUT

we would like to ask you some questions about your attitude towards work. 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 or less; 3 = Once a month or less; 4=A few times per month; 5=Once a week; 6 = A few times per week; and 7 = 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. Remember that there are no right or wrong answers. *Show respondent visual aid.*
Enumerator, tick 99 if refused.

No	Question	Scale: 1 = Never; 2 = A few times per year or less; 3 = Once a month or less; 4=A few times per month; 5=Once a week; 6 = A few times per week; and 7 = Every day							
		1	2	3	4	5	6	7	Refused
H01.	I feel mentally exhausted from my work.								
H02.	I feel fatigued (<i>ie. tired or exhausted</i>) when I get up in the morning and have to face the day.								
H03.	I feel I am positively influencing other people's lives through my work.								
H04.	I feel very energetic (<i>i.e., active</i>) about my job.								
H05.	Working with people all day puts too much stress on me.								
H06.	I feel excited after working closely with my students.								

J. TECHNOLOGY

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

J01.	Do you have an mSRC (mobile School Report Card) tablet?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No	2.-> J04
J02.	Can you show me your mSRC (mobile School Report Card) tablet?	1. <input type="checkbox"/> Yes, shows MSRC tablet 2. <input type="checkbox"/> Yes, does not show MSRC tablet 3. <input type="checkbox"/> No	
J03.	How useful is the mSRC (mobile School Report Card) in keeping records for your school? <i>[Read choices.]</i>	1. <input type="checkbox"/> Not very useful 2. <input type="checkbox"/> Somewhat useful 3. <input type="checkbox"/> Very useful	
J04.	Have you ever used WhatsApp to try to improve teaching in your school? <i>[Read choices]</i>	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No	

K. TARGETED INSTRUCTION

These questions would only be for head teachers in targeted instruction schools. Now I'd like to ask you a few questions about targeted instruction.

K01.	Were P4-P6 students in this school taught by level instead of class at least once in the previous 5 school days?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No	2.-> K03
K02.	In a typical week, how many days do your P4-P6 teachers teach students by levels instead of by class?	<input type="text"/> (constraint >=0, <=5)	If 4 or 5->K04
K03.	Targeted instruction is designed to happen 4 days per week, why does your school not do it 4 days per week? <i>Do not prompt. Tick all that respondent mentions.</i>	1. <input type="checkbox"/> I did not understand method/do not know how 2. <input type="checkbox"/> Teachers did not understand / do not know how 3. <input type="checkbox"/> Teachers did not like it 3. <input type="checkbox"/> Do not have the materials (either instruction booklet or TLMs) 4. <input type="checkbox"/> Tried it and did not like it 5. <input type="checkbox"/> Tried it and thought it was too difficult 6. <input type="checkbox"/> Did not think students would learn better 7. <input type="checkbox"/> Not enough teachers to implement 8. <input type="checkbox"/> Did not know it was supposed to be done 4 days per week	

		9. <input type="checkbox"/> We do it for correct number of hours, but condense it into fewer than 4 days 10. <input type="checkbox"/> Other (specify)	
K04.	Have you done the sample-based verification assessment to verify student levelling during Term 3? <i>Enumerator can clarify: sample-based verification is when the HT selects several students and administers the levelling exam to test if they were sorted into the correct level.</i>	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No	
K05.	<i>Skip this question if D31=2</i> At the training you received a targeted instruction manual. Can you show it to me?	1. <input type="checkbox"/> Yes showed manual 2. <input type="checkbox"/> No did not show manual	
K06.	Did you inform student parents that targeted instruction was happening in this school? For example, you held a meeting or sent home information about targeted instruction.	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No	

I. HEAD TEACHER AUTONOMY

Now I would like to ask you some different questions. How much ACTUAL influence do you think you have as a Head teacher on decisions concerning the following activities? 1 = No influence; 2 = Minor Influence; 3 = Moderate Influence ; 4 =Major Influence. *Show respondent visual aid.*

Enumerator, tick 99 if refused.

No.	Questions	Scale: 1 = No Influence; 2 = Minor Influence; 3 = Moderate Influence; 4=Major Influence				Refused 99
		1	2	3	4	
I01.	Setting performance standards for students of this school.					
I02.	Establishing curriculum at this school.					
I03.	Determining the content of in-service professional development programs for teachers of this school.					
I04.	Hiring or firing of new full-time teachers of this school.					
I05.	Setting discipline policy at this school.					

I06.	Deciding how your school budget will be spent,					
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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.
