STARS
TEACHER QUESTIONNAIRE – MAY/JUNE 2019

	A. 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.	Locality	[__]__]__]__]__]__]__]__]__]__]__]__]__]__]__]__]__]__]
A09.	Landmarks	[__]__]__]__]__]__]__]__]__]__]__]__]__]__]__]__]__]__]
A10.	ID of the school	[__]__]__]
A11.	Name of the school	[__]__]__]__]__]__]__]__]__]__]__]__]__]__]__]__]__]__]
A12.	Time interview started	___ ___/ ___ ___/ (24 HRS) HH MM
A13.	Time interview ended	___ ___/ ___ ___/ (24 HRS) HH MM
A14.	Is this a mop-up survey?	1. [ ] Yes 2. [ ] No

INTERVIEWER: ADMINISTER INFORMED CONSENT TO PARTICIPANT BEFORE YOU BEGIN.
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.

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 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.

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 teachers, head teachers, and students at your school. If you choose to participate, you will be asked to complete a survey. The survey will cover your background characteristics and experience as a teacher, your activities and interactions with school personnel, your perceptions about teaching and learning in schools, and the challenges you face as a teacher. The survey will take approximately 45 minutes of your time. For participating in this survey, you will receive 5 cedis phone credit in appreciation of your time.

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. (If applicable) 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₵ 5 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.

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. Do you have any questions that I can answer?
Do you agree to participate in this survey today? 1. [ ] Yes 2. [ ] No

No.	Questions	Coding Categories	Skip To
B01	Do you agree to participate in this survey today?	1. [ ] Yes 2. [ ] No	→M01

C. BACKGROUND CHARACTERISTICS			
No.	Questions	Coding Categories	Skip Rule
C01.	What is your name? [Select from pre-filled list of teachers from baseline and spot check 1/2 with an option to add a new name]	[_]__]__]__]__]__]_	
C02.	*Do not ask, should pre-fill based upon answer to C01*	1. [ ] Respondent participated in our baseline survey or one of the spot check surveys 2. [ ] New respondent	1.-> C13 2.->C04
C03.	*Do not read* Teacher Survey ID	[_]__]__]__]__]__]_ *Should pre-fill*	
C04.	What is your first name?	[__]__]__]__]__]__]__]__]__]__]__]__]__]	

C05.	What is your surname?	[__]__]__]__]__]__]__]__]__]__]__]__]	
C06.	What is/are your phone number(s)? ENTER NUMBER(S).	[__]__]__]__]__]__]__]__]__]__]__]__]__] [__]__]__]__]__]__]__]__]__]__]__]__]__] Enter -888 if no phone numbers Enter -999 if refused	
C07.	Gender of teacher FILL OUT WITHOUT ASKING.	1. [ ] Male 2. [ ] Female	
C08.	How old are you? IN COMPLETED YEARS.	[__]__] *years* -888 if don't know -999 if refused	
C09.	What is the highest level of education that you have completed?	1. [ ] None 2. [ ] Primary school 3. [ ] Middle/JSS/JHS 4. [ ] SSS/SHS 5. [ ] O/A level 6. [ ] Vocational/Technical/Commercial 7. [ ] Post-secondary certificates 8. [ ] Diploma/HND 9. [ ] Bachelor degree 10. [ ] Master's 11. [ ] PhD -555 [ ] Others _____ -999. [ ]Refuse to answer	
C10.	Are you a national service/ Mentee/ NABCO teacher?	1. [ ] Yes 2. [ ] No	
C11.	How many years have you been a teacher? IN COMPLETED YEARS.	/___ ___/Years If less than one year, enter 0.	

	OR	OR	
	Respondent can give the year in which they started as a head teacher at this school	[__]__] _]__] Year	
C12.	How many years have you been a teacher <u>in this school</u>? IN COMPLETED YEARS. OR Respondent can give the year in which they started as a head teacher at this school	/___ ___/Years If less than one year, enter 0. OR [__]__] _]__] Year	
Enumerator: ask these questions to all respondents. Now I'd like to start off by asking you some questions about your job.			
C13.	How do you assess yourself as a teacher? (Enumerator: read all of the options out loud)	1. [ ] I am much more effective than other teachers in schools similar to mine 2. [ ] I am somewhat more effective than other teachers in schools similar to mine 3. [ ] I am just as effective as other teachers in schools similar to mine 4. [ ] I am somewhat less effective than other teachers in schools similar to mine 5. [ ] I am much less effective than other teachers in schools similar to mine	
Programming note: Randomize whether G01/G02 comes now or near the end of the survey.			
C14.	In the last 5 school days, how many days were you absent from work?	[__] constrain >=0, <=5	
C15.	In the last 5 school days, how many days were you late to work?	[__] constrain >=0, <=5	
C16.	During terms 1 and 2, how many times did you miss teaching due to an officially excused absence (training, in-service, 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 teaching due to personal reasons that may be officially excused such as illness for you or a family member, etc.?	(Number) [___|___]___ If not absent, put 0 -888 if don't know -999 if refused	
C18.	During terms 1 and 2, how many times did you miss teaching because you do not wish to teach?	(Number) [___|___]___ If not absent, put 0 -888 if don't know -999 if refused	
I am now going to ask you some questions about your students, classroom, and resources.			
C19.	What class(es) are you teaching this term? MULTIPLE RESPONSES ALLOWED	1. [ ] P4 2. [ ] P5 3. [ ] P6 4. [ ] Other: Specify:_____	
C20.	Are you currently in a sandwich or distance learning program?	1. [ ] Yes 2. [ ] No	
C21.	What are the two most significant problems you face in teaching? DO NOT PROMPT. A: most significant B: second most significant	1. [ ] I am not qualified/properly trained 2. [ ] Confusion over how to teach 3. [ ] Following new instructions from GES 4. [ ] I have too many other responsibilities at school 5. [ ] I have too many other responsibilities outside of school 6. [ ] Disciplining students/ Lack of student discipline or interest 7. [ ] Student absenteeism 8. [ ] Lack of student ability 9. [ ] Class size too big 10. [ ] Inadequate facilities /furniture 11. [ ] Inadequate pay 12. [ ] Pay is delayed/unreliable 13. [ ] Inadequate materials (books, etc)	

		14. [ ] Student lateness
		15. [ ] Language barrier
		16. [ ] Lack of accommodation
		17. [ ] Lack of parental interest
		-555. [ ] Other1 (specify) _____
		-555. [ ] Other2 (specify)
C22.	Who do you approach for these problems? **_DO NOT PROMPT. CHECK ALL THAT APPLY_**	1. [ ] Head teacher 2. [ ] Assistant head teacher 3. [ ] Circuit Supervisor 4. [ ] Other teachers 5. [ ] Parents of students -555 [ ] Other (specify): _____
C23.	Who do you approach for questions and problems related to teaching, teaching materials or students? _Do not read options, tick all that respondent mentions_	1. [ ] Head teacher 2. [ ] Assistant head teacher 3. [ ] Circuit Supervisor 4. [ ] Other teachers 5. [ ] Parents of students -555 [ ] Other (specify): _____
C24.	What percent of the pupils in your class do you think are at grade level in English?	[__]__]__] [constrain >=0, <=100] -888 if don't know -999 if refused
C25.	What percent of the pupils in your class do you think are at grade level in Math?	[__]__]__][constrain >=0, <=100] -888 if don't know -999 if refused
C26.	What percent of the pupils in your class can read a simple sentence in English?	[__]__]__][constrain >=0, <=100] -888 if don't know -999 if refused
C27.	What percent of the pupils in your class could do a simple two digits minus one digit subtraction question, e.g. 14 minus 7?	[__]__]__][constrain >=0, <=100] -888 if don't know -999 if refused

D. SUPPORT

I am now going to ask you a series of questions about how you feel about your job. For each question, rate your agreement with the statement on a scale of 1-5, 5 being "strongly agree", 4 = agree, 3=neutral, 2=disagree, and 1 being "strongly disagree."

Remember, we will not be sharing your individual responses with anyone at your school.
Enumerator, tick 99 if refused.

No.	Questions	1.	2.	3.	4.	5.
D01.	I feel valued and appreciated as a teacher.					
D02.	My head teacher has helped me become a better teacher.					
D03.	My circuit supervisor has helped me become a better teacher.					
D04.	I feel confident in my ability to teach in the classroom.					
D05.	If I have a teaching question or issue, I can go to someone at my school for help or guidance.					
D06.	Teachers need mentorship and coaching to be effective in the classroom					
D07.	I get along with my fellow teachers well.					
D08.	Having students with different ability levels in the same classroom makes it difficult to teach effectively.					
D09.	Even if a teacher tries hard, often only the top students can learn the lesson.					

E. HT Mentorship

We're now going to ask you come questions about how you interact with your head teacher.

E01.	How would you assess the effectiveness of your head teacher? **Enumerator: read all the options out loud**	1. [ ] Much more effective than head teachers in schools similar to mine. 2. [ ] More effective than head teachers in schools similar to mine. 3. [ ] Just as effective as head teachers in schools similar to mine. 4. [ ] Less effective than head teachers in schools similar to mine. 5. [ ] Much less effective than head teachers in schools similar to mine. -888 if Don't know -999 if refused.	

E02.	During terms 1 and 2, how many times did your head teacher hold staff meetings (with all teachers in the school)?	(Number) [___|___]___] -888 if Don't know -999 if refused.	
E03.	So far this term, how many times did your head teacher observe your classroom teaching? By observe we mean sitting in your class for at least 5 minutes.	(Number) [___|___]___] -888 if Don't know -999 if refused.	0->E08
E04.	Of these observations how many times did your head teacher observe you for at least 30 minutes?	(Number) [___|___]___] -888 if Don't know -999 if refused. **Check E03<E02**	
E05.	After the last observation, did your head teacher give you feedback about your classroom teaching?	1. [ ] Yes 2. [ ] No	2. →E09
E06.	During the feedback, did your head teacher tell you something that you could work on to improve your teaching?	1. [ ] Yes 2. [ ] No -888 if Don't know -999 if refused.	
E07.	Did you find this feedback very useful, somewhat useful, or not useful?	1. [ ] Very useful 2. [ ] Somewhat useful 3. [ ] Not useful	
E08.	Why was the feedback given to you not useful?	1. [ ] I did not understand the feedback given 2. [ ] I did not agree with the feedback given 3. [ ] It was vague and not specific 4. [ ] It was not possible to implement -555 [ ] Other (specify)_____	

E09.	Do you think your head teacher should do more to support your teaching?	1. [ ] Yes 2. [ ] No	2->E11
E10.	What should your Head Teacher do to support your teaching? *Do not prompt tick all that apply.*	1. [ ] Observe more lessons 2. [ ] Provide better feedback 3. [ ] Help with difficult students 4. [ ] Assist with lesson planning -555 [ ] Other (specify) _____ -888.[ ] Don't know -999 [ ] Refused.	
E11.	Does your head teacher acknowledge you for doing a good job at teaching?	1. [ ] Yes 2. [ ] No	
E12.	Does your head teacher acknowledge other teachers for doing a good job at teaching?	1. [ ] Yes 2. [ ] No	
E13.	Does your head teacher criticize you for not fulfilling your responsibilities sufficiently? **Read options to respondent.**	1. [ ] Yes, always 2. [ ] Yes, sometimes 3. [ ] Never -999 [ ] Refused	
E14.	Does your head teacher criticize other teachers for not fulfilling their responsibilities sufficiently? **Read options to respondent.**	1. [ ] Yes, always 2. [ ] Yes, sometimes 3. [ ] Never -999 [ ] Refused	
E15.	Does the head teacher treat all teachers equally? **Read options to respondent.**	1. [ ] Yes, always 2. [ ] Yes, sometimes 3. [ ] Never -999 [ ] Refused	
CS Mentorship			
Now I'd like to ask you some questions about your CS.			

E16.	How would you assess the effectiveness of your Circuit supervisor? Enumerator: read all of the options out loud)	1. [ ] Much more effective than other circuit supervisors in circuits similar to mine. 2. [ ] More effective than other circuit supervisors in circuits similar to mine. 3. [ ] Just as effective as other circuit supervisors in circuits similar to mine. 4. [ ] Less effective than other circuit supervisors in circuits similar to mine. 5. [ ] Much less effective than other circuit supervisors in circuits similar to mine. -888 if Don't know -999 if refused.	
E17.	During terms 1 and 2, how many times did your circuit supervisor have staff meetings on average (with all teachers in your school)?	(Number) [___|___] *If zero, put 0* -888 if Don't know -999 if refused	
E18.	So far this term, how many times did your circuit supervisor observe your classroom teaching? By observe we mean sitting in your class for at least 5 minutes.	(Number) [___|___]___] -888 if Don't know -999 if refused.	0 -> E17
E19.	Of these observations, how many times did your circuit supervisor observe you for at least 30 minutes?	(Number) [___|___]___] -888 if Don't know -999 if refused. [constraint: <=D16]	
E20.	After their last observation, did your circuit supervisor give you feedback about your classroom teaching?	1. [ ] Yes 2. [ ] No	2.->E18

11

E21.	Did you find this feedback very useful, somewhat useful, or not useful?	1. [ ] Very useful 2. [ ] Somewhat useful 3. [ ] Not useful	
E22.	Why was the feedback given to you not useful?	5. [ ] I did not understand the feedback given 6. [ ] I did not agree with the feedback given 7. [ ] It was vague and not specific 8. [ ] It was not possible to implement -555 [ ] Other (specify)_____	
E23.	Do you think your Circuit Supervisor should do more to support your teaching?	1. [ ] Yes 2. [ ] No	2->E20
E24.	What should your Circuit Supervisor do to support your teaching? *Do not prompt tick all that apply.*	1. [ ] Observe more lessons 2. [ ] Provide better feedback 3. [ ] Help with difficult students 4. [ ] Assist with lesson planning -555 [ ] Other (specify) _____ -888.[ ] Don't know -999 [ ] Refused.	
Now I'd like to ask you some questions about your job and workplace environment.			
E25.	In the last school year 2017/2018, did you receive any rewards for good performance? For example, financial rewards, public acknowledgement, private acknowledgement, etc?	1. [ ] Yes 2. [ ] No	2. →E22
E26.	What was the reward?	1. [ ] Transfer 2. [ ] Promotion 3. [ ] Additional Payment (cash or in-kind)	

		4. [ ] Social recognition/Public announcement 5. [ ] Private announcement -555 [ ] Other (specify) _____ -999 [ ] Refused	
E27.	Who gave the reward?	1. [ ] Head teacher 2. [ ] Circuit supervisor 3. [ ] School committee 4. [ ] Community organization 5. [ ] State or district government 6. [ ] NGO 7. [ ] Parent of a child -555 [ ] Other (specify) _____ -999 [ ] Refused	
E28.	How many trainings or workshops have you attended this academic year?	[___] [enter 0 if none]	zero→F01
E29.	Who organized these trainings or workshops? TICK ALL THAT APPLY	1. [ ] Head teacher 2. [ ] Circuit Supervisor 3. [ ] Other GES official 4. [ ] NGO 5. [ ] GNAT 6. [ ] NAGRAT 7. [ ] GES/MOE -555. [ ] Other (specify) _____ -888 [ ] Don't remember/don't know -999 [ ] Refused	
E30.	Do you find the trainings and workshop to be useful for improving your teaching?	1. [ ] Yes, always 2. [ ] Yes, sometimes 3. [ ] Never -999 [ ] Refused	

	F. Time Use		
	Now I'd like to ask you a few questions on how you spend your time.		
F01.	On average, how long do you spend on commuting to school, (one-way)? [ENTER NUMBER OF HOURS/MINUTES]	[___|___] hours [___|___] minutes -888 [ ] Don't remember/don't know -999 [ ] Refused	
F02.	On average how long per week do you spend on lesson preparation not including grading? [ENTER NUMBER OF HOURS//MINUTES]	In school: [___|___] hours [___|___] minutes At home: [___|___] hours [___|___] minutes -888 [ ] Don't remember/don't know -999 [ ] Refused	
F03.	On average how long per week do you spend on teaching? [ENTER NUMBER OF HOURS/MINUTES]	**In school:** [___|___] hours [___|___] minutes -888 [ ] Don't remember/don't know -999 [ ] Refused	
F04.	On average how long per week do you spend on marking or grading? [ENTER NUMBER OF HOURS/MINUTES]	**In school:** [___|___] hours [___|___] minutes **At home:** [___|___] hours [___|___] minutes -888 [ ] Don't remember/don't know -999 [ ] Refused	

F05.	Do you currently do any other work or job aside your teaching position in this school that earns you money? Include income-generating self-employment activities.	1. [ ] Yes 2. [ ] No -999 [ ] Refused	2→G01
F06.	How long per week do you work at that other job? [ENTER NUMBER OF HOURS/MINUTES]	[___|___] hours [___|___] minutes	
F07.	What type of work is this other job(s)?	1. [ ] Teacher at another school 2. [ ] Tutor/Remedial instructor 3. [ ] Farming/selling produce or home-produced items- 555. [ ] Other (specify) _____ -999 [ ] Refused	

RANDOMIZE G01, G02 TO BE JUST AFTER C13 OR AFTER F06.

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 <u>this term</u> are true overall. 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.	***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 How many are true for you this term?	[___] [constrain >=0, <=4]	

G02.	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 E. I have been absent this term because I did not feel like coming to school How many are true for you this term?	[___] [constrain >=0, <=5]	

We want to learn about your opinion on school and teaching practices. I will present situations about school personnel from a different district that 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: Gender of teacher and/or student will be randomly assigned.

No.	Questions	Much more effective than most other T/HT/CS	More effective than most other T/HT/CS	As effective as most other T/HT/CS	Less effective than most other T/HT/CS	Much less effective than most other T/HT/CS
		1.	2.	3.	4.	5.
G03.	[Mary/Peter] is a teacher who is 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 who 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.					

		Very acceptable 1	Acceptable 2	Neutral 3	Unacceptable 4	Very Unacceptable 5
	Is [name] much more effective, more effective, as effective, less effective, or as less effective than other circuit supervisors in schools in this district?					

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.
For all of the below, gender of teacher and/or student will be randomly assigned.

		Scale: [1] Very Acceptable [2] Acceptable [3] Neutral [4] Unacceptable [5] Very Unacceptable				
	Questions	**Very acceptable** **1**	**Acceptable** **2**	**Neutral** **3**	**Unacceptable** **4**	**Very Unacceptable** **5**
G08.	[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?					
G09.	[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?					
G10.	[David/Deborah] is an upper primary teacher. S/he is paid less than his brother who works in a 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?					

G11.	[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?					
G12.	[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?					
G13.	[Michael/Mary] is an upper primary teacher. S/he comes to school 2 or 3 out of 5 days per week. s/he can explain concepts to most of the students in his/her class. How acceptable is [name's] behavior?					

F WORK STRESS/BURNOUT

Now 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, and your responses will not be shared with anyone outside the study team.

Enumerator, tick 99 if refused.

	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								
No.	Questions	1	2	3	4	5	6	7	Refused 99
H01.	I feel mentally exhausted from my work.								

H02.	I feel fatigued *(i.e. tired or exhausted)* when I get up in the morning and have to face another day on the job.						
H03.	I feel I am positively influencing other people's lives through my work.						
H04.	I feel very energetic *(i.e., active)* 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.						

I. TEACHER AUTONOMY

We would like to ask you some more questions about your everyday work. For these questions, please indicate how strongly you agree or disagree with each statement using the scales: 1 = Strongly Disagree; 2 = Disagree; 3= Agree; 4 =Strongly agree. 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.

Enumerator: *Show respondent visual aid.* Enumerator, tick 99 if refused.

		Scale: 1 = Strongly Disagree; 2 = Disagree; 3=Agree; 4 =Strongly agree				
No.	Questions	1	2	3	4	Refused 99
I01.	The selection of student-learning activities in my class is under my control.					
I02.	Standards of behavior in my classroom are set primarily by myself.					
I03.	I have little say over the lessons and topics that are selected for teaching.					
I04.	I have little say over the evaluation and assessment activities for students					
I05.	I select the teaching materials I use with my students.					
I06.	I select the teaching methods and strategies I use with my students.					

| I07. | I am under pressure to complete the official class curriculum during the school year | | | | | | I07. | |

J. TARGETED INSTRUCTION QUESTIONS

The following questions are for TI schools only. Now I'd like to ask you about your experience in doing targeted instruction.
Non-TI schools should skip to M01.

J01.	What names do you use for the three levels for TI?	1. [ ] Level 1, 2, 3 or alternate where student level is obvious 2. [ ] Some other names where student level is not obvious	
J02.	Did you teach students split into levels and not in classes in the last 5 days?	1. [ ] Yes 2. [ ] No	2. -> J07
J03.	Has your learning progress sheet been updated during Term 2 or 3 of this year?	1. [ ] Yes, did not see sheet 2. [ ] Yes, did see sheet 3, [ ] No	
J04.	Today, were the P4, P5, and P6 classes split into levels? *Enumerator: tick yes if the classes will be split later today.*	1. [ ] Yes 2. [ ] No	
J05.	How much do you enjoy doing TI in the classroom? *Read all options out loud.*	1. [ ] Not at all enjoy 2. [ ] Somewhat enjoy 3. [ ] Very much enjoy	
J06.	How hard has it been to do the targeted instruction lessons and activities? *Read all options out loud.*	1. [ ] Very hard 2. [ ] Somewhat hard 3. [ ] Somewhat easy 4. [ ] Very easy	

M01. Outcome of this questionnaire (circle one)
1. [ ] Refused
2. [ ] Completed >thank respondent and end survey. Thank you, we have now completed this questionnaire. Thank you very much for your time.
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. _____