

Chapter 9 - Behaviours, Human Interactions, and Perceptions

Table 9.1(r).¹ Percentages and sampling errors for sources of teacher job satisfaction (SACMEQ I and SACMEQ II)

Source of satisfaction	Percentage of teachers indicating reason as ‘very important’			
	SACMEQ I		SACMEQ II	
	%	SE	%	SE
<i>Living conditions</i>				
Travel distance to school				
Availability of teacher Housing				
Quality of teacher housing				
<i>School facilities/equipment</i>				
Quality of school buildings				
Quality of classroom furniture				
<i>Relationships with others</i>				
Quality of school manpower and administration				
Amicable relations with staff				
Good relation with community				
<i>Career advancement</i>				
Expanded opportunities for promotion				
Opportunities for professional development				
Level of teacher salary				
<i>Educational outcomes of pupils</i>				
Seeing pupils learn				

¹ ONLY for Group A Countries : Botswana, Lesotho, Mauritius and Zambia.

SACMEQ I variables: XTSAT01, XTSAT02, XTSAT03, XTSAT04, XTSAT05, XTSAT09, XTSAT10, XTSAT11, XTSAT12, XTSAT13, XTSAT06, XTSAT07.

SACMEQ II variables: ZXSAT01, ZXSAT04, ZXSAT05, ZXSAT03, ZXSAT07, ZXSAT12, ZXSAT13, ZXSAT14, ZXSAT15, ZXSAT16, ZXSAT08, ZXSAT10.

SACMEQ I			SACMEQ II		
Question N°	Original Variable	Recoded Variable	Question N°	Original Variable	Recoded Variable
TQ26.01	TSATDIST 1=not very important; 2=of some importance; 3=very important	XTSAT01 (1,2=0) (3=1)	TQ25.01	XSATIS01 and YSATIS01 1=not important; 2=of some importance; 3=very important	ZXSAT01 and ZYSAT01 (1,2=0) (3=1)
TQ26.02	TSATAHOU 1=not very important; 2=of some importance; 3=very important	XTSAT02 (1,2=0) (3=1)	TQ25.04	XSATIS04 and YSATIS04 1=not important; 2=of some importance; 3=very important	ZXSAT04 and ZYSAT04 (1,2=0) (3=1)
TQ26.03	TSATQHOU 1=not very important; 2=of some importance; 3=very important	XTSAT03 (1,2=0) (3=1)	TQ25.05	XSATIS05 and YSATIS05 1=not important; 2=of some importance; 3=very important	ZXSAT05 and ZYSAT05 (1,2=0) (3=1)
TQ26.04	TSATBLDG 1=not very important; 2=of some importance; 3=very important	XTSAT04 (1,2=0) (3=1)	TQ25.03	XSATIS03 and YSATIS03 1=not important; 2=of some importance; 3=very important	ZXSAT03 and ZYSAT03 (1,2=0) (3=1)
TQ26.05	TSATCFUR 1=not very important; 2=of some importance; 3=very important	XTSAT05 (1,2=0) (3=1)	TQ25.07	XSATIS07 and YSATIS07 1=not important; 2=of some importance; 3=very important	ZXSAT07 and ZYSAT07 (1,2=0) (3=1)
TQ26.09	TSATSMAN 1=not very important; 2=of some importance; 3=very important	XTSAT09 (1,2=0) (3=1)	TQ25.12	XSATIS12 and YSATIS12 1=not important; 2=of some importance; 3=very important	ZXSAT12 and ZYSAT12 (1,2=0) (3=1)
TQ26.10	TSATRSTA 1=not very important; 2=of some importance; 3=very important	XTSAT10 (1,2=0) (3=1)	TQ25.13	XSATIS13 and YSATIS13 1=not important; 2=of some importance; 3=very important	ZXSAT13 and ZYSAT13 (1,2=0) (3=1)
TQ26.11	TSATRCOM 1=not very important; 2=of some importance; 3=very important	XTSAT11 (1,2=0) (3=1)	TQ25.14	XSATIS14 and YSATIS14 1=not important; 2=of some importance; 3=very important	ZXSAT14 and ZYSAT14 (1,2=0) (3=1)
TQ26.12	TSATPROM 1=not very important; 2=of some importance; 3=very important	XTSAT12 (1,2=0) (3=1)	TQ25.15	XSATIS15 and YSATIS15 1=not important; 2=of some importance; 3=very important	ZXSAT15 and ZYSAT15 (1,2=0) (3=1)
TQ26.13	TSATSTUD 1=not very important; 2=of some importance; 3=very important	XTSAT13 (1,2=0) (3=1)	TQ25.16	XSATIS16 and YSATIS16 1=not important; 2=of some importance; 3=very important	ZXSAT16 and ZYSAT16 (1,2=0) (3=1)
TQ26.06	TSATSALA 1=not very important; 2=of some importance; 3=very important	XTSAT06 (1,2=0) (3=1)	TQ25.08	XSATIS08 and YSATIS08 1=not important; 2=of some importance; 3=very important	ZXSAT08 and ZYSAT08 (1,2=0) (3=1)
TQ26.07	TSATLEAN 1=not very important; 2=of some importance; 3=very important	XTSAT07 (1,2=0) (3=1)	TQ25.10	XSATIS10 and YSATIS10 1=not important; 2=of some importance; 3=very important	ZXSAT10 and ZYSAT10 (1,2=0) (3=1)

Table 9.1.² Percentages and sampling errors for sources of teacher job satisfaction (SACMEQ I and SACMEQ II)

Source of satisfaction	Percentage of teachers indicating reason as ‘very important’					
	SACMEQ I		SACMEQ II			
	Reading teacher		Reading teacher		Mathematics teacher	
	%	SE	%	SE	%	SE
<i>Living conditions</i>						
Travel distance to school						
Availability of teacher Housing						
Quality of teacher housing						
<i>School facilities/equipment</i>						
Quality of school buildings						
Quality of classroom furniture						
<i>Relationships with others</i>						
Quality of school manpower and administration						
Amicable relations with staff						
Good relation with community						
<i>Career advancement</i>						
Expanded opportunities for promotion						
Opportunities for professional development						
Level of teacher salary						
<i>Educational outcomes of pupils</i>						
Seeing pupils learn						

² ONLY for Group B Countries : Kenya, Malawi, Mozambique, Namibia, Seychelles, South Africa, Swaziland, Tanzania, Uganda and Zanzibar.

SACMEQ I variables: XTSAT01, XTSAT02, XTSAT03, XTSAT04, XTSAT05, XTSAT09, XTSAT10, XTSAT11, XTSAT12, XTSAT13,XTSAT06, XTSAT07.

SACMEQ II variables: ZXSAT01,ZXSAT04, ZXSAT05, ZXSAT03, ZXSAT07, ZXSAT12, ZXSAT13, ZXSAT14, ZXSAT15 ZXSAT16, ZXSAT08, ZXSAT10, ZYSAT01,ZYSAT04, ZYSAT05, ZYSAT03, ZYSAT07, ZYSAT12, ZYSAT13, ZYSAT14, ZYSAT15 ZYSAT16, ZYSAT08, ZYSAT10.

Table 9.2.³ Percentages and sampling errors for the frequency of advice to teacher from school head (SACMEQ I and SACMEQ II)

Region	Percentage of teachers receiving advice 'sometimes' or 'often'					
	SACMEQ I *		SACMEQ II *			
	Reading teacher *		Reading teacher *		Mathematics teacher *	
	%	SE	%	SE	%	SE
Region 1						
Region 2						
Region 3						
Region 13						
National						

Note: The asterisk means that it is not possible to make a direct comparison between SACMEQ I and SACMEQ II variables.

SACMEQ I variable: XTPRINAD.

SACMEQ II variables: ZXSHADV, ZYSHADV.

SACMEQ I			SACMEQ II		
Question N°	Original Variable	Recoded Variable	Question N°	Original Variable	Recoded Variable
TQ25	TPRINADV (1=never or rarely; 2=sometimes; 3=often)	XTPRINAD (1=0) (2,3=1)	—	—	—
—	—	—	TQ22	XSHADV and YSHADV 1=never; 2=once a year; 3=once a term; 4=once+/month 5=I am the SH	ZXSHADV (Reading) and ZYSHADV (Math) (1=0) (2,3,4=1) (5=missing)

³ ONLY for Group B Countries : Kenya, Malawi, Mozambique, Namibia, Seychelles, South Africa, Swaziland, Tanzania, Uganda and Zanzibar.

Table 9.2(r).⁴ Percentages and sampling errors for the frequency of advice to teacher from school head (SACMEQ I and SACMEQ II)

Region	Percentage of teachers receiving advice 'sometimes' or 'often'			
	SACMEQ I *		SACMEQ II *	
	%	SE	%	SE
Region 1				
Region 2				
Region 3				
Region 13				
National				

Note: The asterisk means that it is not possible to make a direct comparison between SACMEQ I and SACMEQ II variables.

SACMEQ I variable: XTPRINAD.

SACMEQ II variable: ZXSHADV.

SACMEQ I			SACMEQ II		
Question N°	Original Variable	Recoded Variable	Question N°	Original Variable	Recoded Variable
TQ25	TPRINADV 1=never or rarely 2=sometimes 3=often	XTPRINAD (1=0) (2,3=1)	—	—	—
—	—	—	TQ22	XSHADV 1=never; 2=once a year; 3=once a term 4=once+/month 5=I am the SH	ZXSHADV (1=0) (2,3,4=1) (5=missing)

⁴ ONLY for Group A Countries : Botswana, Lesotho, Mauritius and Zambia.

Table 9.3.⁵ Percentages and sampling errors for the frequency of teacher meetings with parents frequently (SACMEQ I and SACMEQ II)

Percentages of teacher meetings with parents frequently						
Region	SACMEQ I		SACMEQ II			
	Reading teacher		Reading teacher		Mathematics teacher	
	%	SE	%	SE	%	SE
Region 1						
Region 2						
Region 3						
Region 13						
National						

SACMEQ I variable: XTMEET.

SACMEQ II variables: ZXMEET, ZYMEET.

SACMEQ I			SACMEQ II		
Question N°	Original Variable	Recoded Variable	Question N°	Original Variable	Recoded Variable
TQ21	TMEETPAR 1=never; 2=once a year; 3=once a term; 4=once+ month	XTMEET (1,2=0) (3,4=1)	TQ17	XMEETPAR and YMEETPAR 1=never; 2=once a year; 3=once a term; 4=once+ month	ZXMEET and ZYMEET (1,2=0) (3,4=1)

⁵ ONLY for Group B Countries : Kenya, Malawi, Mozambique, Namibia, Seychelles, South Africa, Swaziland, Tanzania, Uganda and Zanzibar.

Table 9.3(r).⁶ Percentages and sampling errors for the frequency of teacher meetings with parents frequently (SACMEQ I and SACMEQ II)

Region	Percentages of teacher meetings with parents frequently			
	SACMEQ I		SACMEQ II	
	%	SE	%	SE
Region 1				
Region 2				
Region 3				
Region 13				
National				

SACMEQ I variable: XTMEET.

SACMEQ II variable: ZXMEET.

SACMEQ I			SACMEQ II		
Question N°	Original Variable	Recoded Variable	Question N°	Original Variable	Recoded Variable
TQ21	TMEETPAR 1=never; 2=once a year; 3=once a term; 4=once+ month	XTMEET (1,2=0) (3,4=1)	TQ17	XMEETPAR a 1=never; 2=once a year; 3=once a term; 4=once+ month	ZXMEET (1,2=0) (3,4=1)

⁶ ONLY for Group A Countries : Botswana, Lesotho, Mauritius and Zambia.

Table 9.4. The importance of various school head tasks (SACMEQ I and SACMEQ II)

Task	Percentage rating as 'very important'			
	SACMEQ I		SACMEQ II	
	%	SE	%	SE
Contact with community				
Using progress Records *				
Monitoring pupils progress **				
Administrative tasks				
Discuss educational objectives with the teaching staff				
Professional development (Teachers)				
Professional development (School Heads)**				

* Only in SACMEQ I

** Only in SACMEQ II

SACMEQ I variables: XSACT1, XSACT2, XSACT3, XSACT4, XSACT5,SACMEQ II variables: ZSACTHD1, ZSACTHD3, ZSACTHD4, ZSACTHD5, ZSACTHD6, ZSACTHD2.

SACMEQ I			SACMEQ II		
Question N°	Original Variable	Recoded Variable	Question N°	Original Variable	Recoded Variable
SQ22.1	SACTCOMM 1=not very important; 2=of some importance; 3=very important	XSACT1 (1,2=0) (3=1)	SQ28.1	SACTHD01 1=not important; 2=of some importance; 3=very important	ZSACTHD1 (1,2=0) (3=1)
SQ22.2	SACTRECD 1=not very important; 2=of some importance; 3=very important	XSACT2 (1,2=0) (3=1)	—	—	—
SQ22.3	SACTADMI 1=not very important; 2=of some importance; 3=very important	XSACT3 (1,2=0) (3=1)	SQ28.3	SACTHD03 1=not important; 2=of some importance; 3=very important	ZSACTHD3 (1,2=0) (3=1)
SQ22.4	SACTOBJE 1=not very important; 2=of some importance; 3=very important	XSACT4 (1,2=0) (3=1)	SQ28.4	SACTHD04 1=not important; 2=of some importance; 3=very important	ZSACTHD4 (1,2=0) (3=1)
SQ22.5	SACTPROF 1=not very important; 2=of some importance; 3=very important	XSACT5 (1,2=0) (3=1)	SQ28.5	SACTHD05 1=not important; 2=of some importance; 3=very important	ZSACTHD5 (1,2=0) (3=1)
—	—	—	SQ28.6	SACTHD06 1=not important; 2=of some importance; 3=very important	ZSACTHD6 (1,2=0) (3=1)
—	—	—	SQ28.2	SACTHD02 1=not important; 2=of some importance; 3=very important	ZSACTHD2 (1,2=0) (3=1)

**** Table 9.5(a).** Pupil behavioural problems (SACMEQ I and SACMEQ II)

Frequency of pupil behavioural problem*	Indicating * 'not a problem'/'never' occurs			
	SACMEQ I*		SACMEQ II*	
	%	SE	%	SE
Absenteeism				

Note: The asterisks mean that it is not possible to make a direct comparison between SACMEQ I and SACMEQ II variable.

SACMEQ I variable: XSPROBPA

SACMEQ II variable: ZSPUPP02

SACMEQ I			SACMEQ II		
Question N°	Original Variable	Recoded Variable	Question N°	Original Variable	Recoded Variable
SQ25.3	SPROBPAB (1=not a problem; 2=a minor problem; 3=a major problem)	XSPROBPA (1=1) (2,3=0)	—	—	—
—	—	—	SQ31.02	SPUPPR02 (1=never ;2=sometimes;3=often)	ZSPUPP02 (1=1) (2,3=0)

**** Table 9.5(b).** Pupil behavioural problems (SACMEQ II)

Frequency of pupil behavioural problem	Indicating 'never' occurs	
	%	SE
Arriving late at school		
Skipping classes		
Dropping out of school		
Classroom disturbance		
Cheating		
Use of abusive language		
Vandalism		
Theft		
Intimidation of pupils		
Intimidation of teachers/staff		
Physical injury to staff		
Sexual harassment of pupils		
Sexual harassment of teachers		
Drug abuse		
Alcohol abuse		
Fights		
Health problems		

Note: The asterisks mean that it is not possible to make a direct comparison between Table 9.8(a) and Table 9.8(b).

SACMEQ II variables: ZSPUPP01, ZSPUPP03, ZSPUPP04, ZSPUPP05, ZSPUPP06, ZSPUPP07, ZSPUPP08, ZSPUPP09, ZSPUPP10, ZSPUPP11, ZSPUPP12, ZSPUPP13, ZSPUPP14, ZSPUPP15, ZSPUPP16, ZSPUPP17, ZSPUPP18.

SACMEQ II		
Question N°	Original Variable	Recoded Variable
SQ31.01	SPUPPR01 (1=never ;2=sometimes;3=often)	ZSPUPP01 (1=1) (2,3=0)
SQ31.03	SPUPPR03 (1=never ;2=sometimes;3=often)	ZSPUPP03 (1=1) (2,3=0)
SQ31.04	SPUPPR04 (1=never ;2=sometimes;3=often)	ZSPUPP04 (1=1) (2,3=0)
SQ31.05	SPUPPR05 (1=never ;2=sometimes;3=often)	ZSPUPP05 (1=1) (2,3=0)
SQ31.06	SPUPPR06 (1=never ;2=sometimes;3=often)	ZSPUPP06 (1=1) (2,3=0)
SQ31.07	SPUPPR07 (1=never ;2=sometimes;3=often)	ZSPUPP07 (1=1) (2,3=0)
SQ31.08	SPUPPR08 (1=never ;2=sometimes;3=often)	ZSPUPP08 (1=1) (2,3=0)
SQ31.09	SPUPPR09 (1=never ;2=sometimes;3=often)	ZSPUPP09 (1=1) (2,3=0)
SQ31.10	SPUPPR10 (1=never ;2=sometimes;3=often)	ZSPUPP10 (1=1) (2,3=0)
SQ31.11	SPUPPR11 (1=never ;2=sometimes;3=often)	ZSPUPP11 (1=1) (2,3=0)
SQ31.12	SPUPPR12 (1=never ;2=sometimes;3=often)	ZSPUPP12 (1=1) (2,3=0)
SQ31.13	SPUPPR13 (1=never; 2=sometimes ;3=often)	ZSPUPP13 (1=1) (2,3=0)
SQ31.14	SPUPPR14 (1=never; 2=sometimes; 3=often)	ZSPUPP14 (1=1) (2,3=0)
SQ31.15	SPUPPR15 (1=never ;2=sometimes;3=often)	ZSPUPP15 (1=1) (2,3=0)
SQ31.16	SPUPPR16 (1=never ;2=sometimes;3=often)	ZSPUPP16 (1=1) (2,3=0)
SQ31.17	SPUPPR17 (1=never ;2=sometimes;3=often)	ZSPUPP17 (1=1) (2,3=0)
SQ31.18	SPUPPR18 (1=never ;2=sometimes;3=often)	ZSPUPP18 (1=1) (2,3=0)

**** Table 9.6(a).** Teacher behavioural problems (SACMEQ I)

Frequency of teacher behavioural problem	Indicating 'not a problem'	
	%	SE
Absenteeism		
Sexual harassment of teachers by other teachers		
Laziness		

Note: The asterisks mean that it is not possible to make a direct comparison between Table 9.6(a) and Table 9.6(b).

SACMEQ I Variables: XSPROBTA, XSPROBSE, XSPROBLA.

SACMEQ I			
Question N°	Original Variable	Recoded Variable	Linked to Constructs
SQ25.1	SPROBTAB 1=not a problem; 2=a minor problem; 3=a major problem	XSPROBTA (1=1) (2,3=0)	—
SQ25.4	SPROBSEX 1=not a problem; 2=a minor problem; 3=a major problem	XSPROBSE (1=1) (2,3=0)	—
SQ25.2	SPROBLAZ 1=not a problem; 2=a minor problem; 3=a major problem	XSPROBLA (1=1) (2,3=0)	—

**** Table 9.6(b).** Teacher behavioural problems (SACMEQ II)

Frequency of teacher behavioural problem	Indicating 'never' occurs	
	%	SE
Arriving late at school		
Absenteeism		
Skiping classes		
Intimidation or bullying of pupils		
Sexual harassment of teachers		
Sexual harassment of pupils		
Use of abusive language		
Drug abuse		
Alcohol abuse		
Health problems		

Note: The asterisks mean that it is not possible to make a direct comparison between Table 9.6(a) and Table 9.6b).

SACMEQ II Variables: ZSTCHP01, ZSTCHP02, ZSTCHP03, ZSTCHP04, ZSTCHP05, ZSTCHP06, ZSTCHP07, ZSTCHP08, ZSTCHP09, ZSTCHP10.

SACMEQ II			
Question N°	Original Variable	Recoded Variable	Linked to Constructs
SQ32.01	STCHPR01 (1=never; 2=sometimes; 3=often)	ZSTCHP01 (1=1) (2,3=0)	—
SQ32.02	STCHPR02 (1=never; 2=sometimes; 3=often)	ZSTCHP02 (1=1) (2,3=0)	—
SQ32.03	STCHPR03 (1=never; 2=sometimes;3=often)	ZSTCHP03 (1=1) (2,3=0)	—
SQ32.04	STCHPR04 (1=never; 2=sometimes;3=often)	ZSTCHP04 (1=1) (2,3=0)	—
SQ32.05	STCHPR05 (1=never; 2=sometimes;3=often)	ZSTCHP05 (1=1) (2,3=0)	—
SQ32.06	STCHPR06 (1=never; 2=sometimes;3=often)	ZSTCHP06 (1=1) (2,3=0)	—
SQ32.07	STCHPR07 (1=never; 2=sometimes;3=often)	ZSTCHP07 (1=1) (2,3=0)	—
SQ32.08	STCHPR08 (1=never; 2=sometimes;3=often)	ZSTCHP08 (1=1) (2,3=0)	—
SQ32.09	STCHPR09 (1=never;2 =sometimes;3=often)	ZSTCHP09 (1=1) (2,3=0)	—
SQ32.10	STCHPR10 (1=never; =sometimes;3=often)	ZSTCHP10 (1=1) (2,3=0)	—

Table 9.7(a). Home assistance with school related work (SACMEQ I and SACMEQ II)

Region	Home assistance ‘most of the time’ with school work											
	SACMEQ I *						SACMEQ II *					
	Ensure homework done		Help with the homework		Look at school work done		Ensure homework done		Help with the homework		Look at school work done	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Region 1												
Region 2												
Region 3												
Region 13												
National												

Note: The asterisk means that it is not possible to make a direct comparison between SACMEQ I and SACMEQ II variables.

SACMEQ I variables: XPHMWKDN, XPHMWKHL, XPLOOKWK.

SACMEQ II variables: ZPHMWKDO, ZPHMWKHL, ZPLOOKWK.

SACMEQ I			SACMEQ II		
Question N°	Original Variable	Recoded Variable	Question N°	Original Variable	Recoded Variable
PQ12	PHMWKDON 1= not homework; 2=never; 3=sometimes; 4=most of the time	XPHMWKDN (1,2,3=0) (4=1)	PQ24	PHMWKDON 1= not homework; 2=never; 3=sometimes; 4=most of the time	ZPHMWKDO (1,2,3=0) (4=1)
PQ13	PHMWKHL 1= not homework; 2=never; 3=sometimes; 4=most of the time	XPHMWKHL (1,2,3=0) (4=1)	PQ25	PHMWKHL 1= not get homework; 2=never; 3=sometimes; 4=most of the time	ZPHMWKHL (1,2,3=0) (4=1)
PQ16	PLOOKSWK 1=never; 2=sometimes; 3=most of the time	XPLOOKWK (1,2=0) (3=1)	PQ30	PLOOKWK 1=never; 2=sometimes; 3=most of the time	ZPLOOKWK (1,2=0) (3=1)

Table 9.7(b). Home assistance with reading work (SACMEQ I and SACMEQ II)

Home assistance 'most of the time' with school work								
Region	SACMEQ I *				SACMEQ II *			
	Ask to read		Questions on school reading work		Ask to read		Questions on school reading work	
	%	SE	%	SE	%	SE	%	SE
Region 1								
Region 2								
Region 3								
Region 13								
National								

Note: The asterisk means that it is not possible to make a direct comparison between SACMEQ I and SACMEQ II variables.

SACMEQ I variables: XPREAD, XPQUESTR.

SACMEQ II variables: ZPREAD, ZPQUESTR.

SACMEQ I			SACMEQ II		
Question N°	Original Variable	Recoded Variable	Question N°	Original Variable	Recoded Variable
PQ14	PASKREAD 1=never; 2=sometimes; 3=most of the time	XPREAD (1,2=0) (3=1)	PQ26	PREAD 1=never; 2=sometimes; 3=most of the time	ZPREAD (1,2=0) (3=1)
PQ15	PQUEST 1=never; 2=sometimes; 3=most of the time	XPQUESTR (1,2=0) (3=1)	PQ28	PQUESTR 1=never; 2=sometimes; 3=most of the time	ZPQUESTR (1,2=0) (3=1)

Table 9.7(c). Home assistance with mathematics work (SACMEQ II)

[illegible]

SACMEQ I Variables: ZPCALC, ZPQUESTM.

SACMEQ II			
Question N°	Original Variable	Recoded Variable	Linked to Constructs
PQ27	PCALC 1=never; 2=sometimes; 3=most of the time	ZPCALC (1,2=0) (3=1)	—
PQ29	PQUESTM 1=never; 2=sometimes; 3=most of the time	ZPQUESTM (1,2=0) (3=1)	—

Table 9.8. Percentages and sampling errors for the teachers' perception of effectiveness of reading and mathematics in-service courses (SACMEQ II)

Effectiveness of the in-service courses				
Region	Reading in-service courses		Mathematics in-service courses	
	%	SE	%	SE
Region 1				
Region 2				
Region 3				
Region 13				
National				

SACMEQ II Variables: ZXINSERV, ZYINSERV.

SACMEQ II			
Question N°	Original Variable	Recoded Variable	Linked to Constructs
TQ9	TINSERVE (XINSERVE and YINSERVE) 1=no in-service; 2=not effective; 3=reasonably effective; 4=effective; 5=very effective	ZXINSERV (Reading) and ZYINSERV (Math) (1 =sysmis) (2 thru 3=0) (4,5=1)	—

Table 9.9.⁷ Teachers' descriptions of the actions of the inspector and advisor (SACMEQ II)

Description of the actions	Percentage of teachers agreeing							
	Reading teacher				Mathematics teacher			
	Inspector		Advisor		Inspector		Advisor	
	%	SE	%	SE	%	SE	%	SE
<i>Pedagogical role</i>								
Bring new ideas								
Clarify educational objectives								
Recommend new teaching materials								
Contribution to my classroom teaching								
Explain curriculum content								
Suggest improving teaching methods								
<i>Critical versus advisory role</i>								
Comes to advise								
Comes to criticise								
Finds faults and report them to the employer								
<i>Professional development role</i>								
Provides information for teacher self-development								
Encourage professional contacts with other teachers								
Provides in-service training to teachers								

SACMEQ II Variables: ZXINSP03, ZXINSP04, ZXINSP06, ZXINSP08, ZXINSP05, ZXINSP09, ZXINSP01, ZXINSP02, ZXINSP12, ZXINSP07, ZXINSP10, ZXINSP11, ZXADV03, ZXADV04, ZXADV06, ZXADV08, ZXADV05, ZXADV09, ZXADV01, ZXADV02, ZXADV10, ZXADV12, ZXADV07, ZXADV11, ZYINSP03, ZYINSP04, ZYINSP06, ZYINSP08, ZYINSP05, ZYINSP09, ZYINSP01, ZYINSP02, ZYINSP12, ZYINSP07, ZYINSP10, ZYINSP11, ZYADV03, ZYADV04, ZYADV06, ZYADV08, ZYADV05, ZYADV09, ZYADV01, ZYADV02, ZYADV10, ZYADV12, ZYADV07, ZYADV11.

⁷ ONLY for Group B Countries : Kenya, Malawi, Mozambique, Namibia, Seychelles, South Africa, Swaziland, Tanzania, Uganda and Zanzibar.

Table 9.9(r).⁸ Teachers' descriptions of the actions of the inspector and advisor (SACMEQ II)

Description of the actions	Percentage of teachers agreeing			
	Inspector		Advisor	
	%	SE	%	SE
<i>Pedagogical role</i>				
Bring new ideas				
Clarify educational objectives				
Recommend new teaching materials				
Contribution to my classroom teaching				
Explain curriculum content				
Suggest improving teaching methods				
<i>Critical versus advisory role</i>				
Comes to advise				
Comes to criticise				
Finds faults and report them to the employer				
<i>Professional development role</i>				
Provides information for teacher self-development				
Encourage professional contacts with other teachers				
Provides in-service training to teachers				

SACMEQ II Variables: ZXINSP03, ZXINSP04, ZXINSP06, ZXINSP08, ZXINSP05, ZXINSP09, ZXINSP01, ZXINSP02, ZXINSP12, ZXINSP07, ZXINSP10, ZXINSP11, ZXADV03, ZXADV04, ZXADV06, ZXADV08, ZXADV05, ZXADV09, ZXADV01, ZXADV02, ZXADV10, ZXADV12, ZXADV07, ZXADV11.

⁸ ONLY for Group A Countries : Botswana, Lesotho, Mauritius and Zambia.

SACMEQ II		
Question N°	Original Variable	Recoded Variable
TQ20.03	TINSP03 (XINSP03 and YINSP03) 1=No; 2=Yes	ZXINSP03 and ZYINSP03 (1=0) (2=1)
TQ20.04	TINSP04 (XINSP04 and YINSP04) 1=No; 2=Yes	ZXINSP04 and ZYINSP04 (1=0) (2=1)
TQ20.06	TINSP06 (XINSP06 and YINSP06) 1=No; 2=Yes	ZXINSP06 and ZYINSP06 (1=0) (2=1)
TQ20.08	TINSP08 (XINSP08 and YINSP08) 1=No; 2=Yes	ZXINSP08 and ZYINSP08 (1=0) (2=1)
TQ20.05	TINSP05 (XINSP05 and YINSP05) 1=No; 2=Yes	ZXINSP05 and ZYINSP05 (1=0) (2=1)
TQ20.09	TINSP09 (XINSP09 and YINSP09) 1=No; 2=Yes	ZXINSP09 and ZYINSP09 (1=0) (2=1)
TQ20.01	TINSP01 (XINSP01 and YINSP01) 1=No; 2=Yes	ZXINSP01 and ZYINSP01 (1=0) (2=1)
TQ20.02	TINSP02 (XINSP02 and YINSP02) 1=No; 2=Yes	ZXINSP02 and ZYINSP02 (1=0) (2=1)
TQ20.12	TINSP12 (XINSP12 and YINSP12) 1=No; 2=Yes	ZXINSP12 and ZYINSP12 (1=0) (2=1)
TQ20.07	TINSP07 (XINSP07 and YINSP07) 1=No; 2=Yes	ZXINSP07 and ZYINSP07 (1=0) (2=1)
TQ20.10	TINSP10 (XINSP10 and YINSP10) 1=No; 2=Yes	ZXINSP10 and ZYINSP10 (1=0) (2=1)
TQ20.11	TINSP11 (XINSP11 and YINSP11) 1=No; 2=Yes	ZXINSP11 and ZYINSP11 (1=0) (2=1)
TQ21.03	TADV03 (XADV03 and YADV03) 1=No; 2=Yes	ZXADV03 and ZYADV03 (1=0) (2=1)
TQ21.04	TADV04 (XADV04 and YADV04) 1=No; 2=Yes	ZXADV04 and ZYADV04 (1=0) (2=1)
TQ21.06	TADV06 (XADV06 and YADV06) 1=No; 2=Yes	ZXADV06 and ZYADV06 (1=0) (2=1)
TQ21.08	TADV08 (XADV08 and YADV08) 1=No; 2=Yes	ZXADV08 and ZYADV08 (1=0) (2=1)
TQ21.05	TADV05 (XADV05 and YADV05) 1=No; 2=Yes	ZXADV05 and ZYADV05 (1=0) (2=1)
TQ21.09	TADV09 (XADV09 and YADV09) 1=No; 2=Yes	ZXADV09 and ZYADV09 (1=0) (2=1)
TQ21.01	TADV01 (XADV01 and YADV01) 1=No; 2=Yes	ZXADV01 and ZYADV01 (1=0) (2=1)
TQ21.02	TADV02 (XADV02 and YADV02) 1=No; 2=Yes	ZXADV02 and ZYADV02 (1=0) (2=1)
TQ21.10	TADV10 (XADV10 and YADV10) 1=No; 2=Yes	ZXADV10 and ZYADV10 (1=0) (2=1)
TQ21.12	TADV12 (XADV12 and YADV12) 1=No; 2=Yes	ZXADV12 and ZYADV12 (1=0) (2=1)
TQ21.07	TADV07 (XADV07 and YADV07) 1=No; 2=Yes	ZXADV07 and ZYADV07 (1=0) (2=1)
TQ21.11	TADV11 (XADV11 and YADV11) 1=No; 2=Yes	ZXADV11 and ZYADV11 (1=0) (2=1)

Table 9.10. Parent/community contributions to the school (SACMEQ II)

Type of contribution	Pupils in school with community contributing to	
	%	SE
Building of school facilities		
Maintenance of school facilities		
Construction/maintenance and repair of furniture/equipment		
The purchase of textbooks		
The purchase of stationery		
The purchase of other school supplies		
Payment of examination fees		
Payment of the salaries of additional teachers		
Payment of an additional amount of the salary of teachers		
Payment of the salaries of non-teaching staff		
Payment of an additional amount of the salary of non-teaching staff		
Extra-curricular activities		
Assisting teachers in teaching without pay		
Provision of school meals		

SACMEQ II Variables: ZSCOMM01, ZSCOMM02, ZSCOMM03, ZSCOMM04, ZSCOMM05, ZSCOMM06, ZSCOMM07, ZSCOMM08, ZSCOMM09, ZSCOMM10, ZSCOMM11, ZSCOMM12, ZSCOMM13, ZSCOMM14.

SACMEQ II			
Question N°	Original Variable	Recoded Variable	Linked to Constructs
SQ40.01	SCOMM01 (1=no; 2=yes)	ZSCOMM01 (1=0) (2=1)	—
SQ40.02	SCOMM02 (1=no; 2=yes)	ZSCOMM02 (1=0) (2=1)	—
SQ40.03	SCOMM03 (1=no; 2=yes)	ZSCOMM03 (1=0) (2=1)	—
SQ40.04	SCOMM04 (1=no; 2=yes)	ZSCOMM04 (1=0) (2=1)	—
SQ40.05	SCOMM05 (1=no; 2=yes)	ZSCOMM05 (1=0) (2=1)	—
SQ40.06	SCOMM06 (1=no; 2=yes)	ZSCOMM06 (1=0) (2=1)	—
SQ40.07	SCOMM07 (1=no; 2=yes)	ZSCOMM07 (1=0) (2=1)	—
SQ40.08	SCOMM08 (1=no; 2=yes)	ZSCOMM08 (1=0) (2=1)	—
SQ40.09	SCOMM09 (1=no; 2=yes)	ZSCOMM09 (1=0) (2=1)	—
SQ40.10	SCOMM10 (1=no; 2=yes)	ZSCOMM10 (1=0) (2=1)	—
SQ40.11	SCOMM11 (1=no; 2=yes)	ZSCOMM11 (1=0) (2=1)	—
SQ40.12	SCOMM12 (1=no; 2=yes)	ZSCOMM12 (1=0) (2=1)	—
SQ40.13	SCOMM13 (1=no; 2=yes)	ZSCOMM13 (1=0) (2=1)	—
SQ40.14	SCOMM14 (1=no; 2=yes)	ZSCOMM14 (1=0) (2=1)	—