



**STRICTLY CONFIDENTIAL**

**Section 1B: Survey status – For Interviewers/Supervisors**

1.	Name of Interviewer  Signature:																																				
2	Visit(s) outcome  [Completed on each visit]	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2"></th> <th colspan="4" style="text-align: center;">Visit Number</th> </tr> <tr> <th style="text-align: center;">1</th> <th style="text-align: center;">2</th> <th style="text-align: center;">3</th> <th style="text-align: center;">4</th> </tr> </thead> <tbody> <tr> <td>Questionnaire completed</td> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> </tr> <tr> <td>Questionnaire partly filled out</td> <td style="text-align: center;">2</td> <td style="text-align: center;">2</td> <td style="text-align: center;">2</td> <td style="text-align: center;">2</td> </tr> <tr> <td>Respondent absent</td> <td style="text-align: center;">3</td> <td style="text-align: center;">3</td> <td style="text-align: center;">3</td> <td style="text-align: center;">3</td> </tr> <tr> <td>Respondent refused to participate</td> <td style="text-align: center;">4</td> <td style="text-align: center;">4</td> <td style="text-align: center;">4</td> <td style="text-align: center;">4</td> </tr> <tr> <td>Other (specify ) _____</td> <td style="text-align: center;">5</td> <td style="text-align: center;">5</td> <td style="text-align: center;">5</td> <td style="text-align: center;">5</td> </tr> </tbody> </table>			Visit Number				1	2	3	4	Questionnaire completed	1	1	1	1	Questionnaire partly filled out	2	2	2	2	Respondent absent	3	3	3	3	Respondent refused to participate	4	4	4	4	Other (specify ) _____	5	5	5	5
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6	REMARKS BY INTERVIEWER																																				
7	REMARKS BY SUPERVISOR																																				

## Section 2: Characteristics of teacher

What is your name?	What classes do you normally teach in this school?  [Circle all that apply]  A=S1 B=S2 C=S3 D=S4 E=S5 F=S6	What subjects do you normally teach in this school?  [Circle all that apply] A=Math B=English C=Physics D=Chemistry E=Biology F=Geography G=History H=Physical Education I=Other (specify)	Gender  1=Male 2=Female	What is your age?	What type of teacher are you?  1=Full-time  2=Part-time  3= Volunteer  Full-time greater or equal to 30 hrs/week  Part-time less than 30 hours a week	How long have you been teaching in this school?  <b>Record the years in (a) and the months in (b)</b>  For example for 1.5 year, write 01 in years and 06 in months		What is the highest level of schooling that you have completed?  1=Did not complete Primary School 2= Primary 3=Lower Secondary 4=Upper secondary 5=University 6=Other tertiary										
1	2					3					4	5	6	7a	7b	8		
	A	B	C	D	E	F	A	B	C	D	E	F	G	H	I			

What type of Teacher Training have you completed?  1=None 2= Grade 2 3= Grade 3 4= Grade 4 5= Grade 5 6= Diploma in Prim. Ed (DPE) 7=Diploma in Sec Ed 8= University Graduate 9=Other (specify)	How do you usually commute to school?  1= On foot 2= On bicycle 3= By Bus/taxi 4= By scooter 5= Personal car 6= Other (specify)	Approximately, how long does it take for you to travel from home to school?		On average, at what time do you arrive in the school?  <i>[use 24 hours clock]</i>		On average, at what time do you leave for home from the school?  <i>[use 24 hours clock]</i>		On average, how many periods do you teach per week	On average, how many students do you have per class?	Do you have lesson plans prepared for this week?  <b>[Be prepared to show them]</b>  1= Yes - lesson plans were available 2= Yes - lesson plans were not available 3= No	Do you have a scheme of work prepared?  <b>[Be prepared to show them]</b>  1= Yes - the scheme of work was available 2= Yes - the scheme of work was not available 3= No	How much is your salary every month?  <b>[Ug shs]</b>
9	10	11a	11b	12a	12b	13a	13b	14	15	16	17	18

### Section 3: Employment activities of teacher

Please tell me about each school that you currently provide teaching services.  If teacher only teaches in this school, please go to section 4.  School Names	Approximately, how long would it take for you to travel from [school] to this school?		For how long have you been providing your teaching/instructional services at [School Name]?	What subjects do you normally teach in the other school(s)?  [Circle all that apply] A=Math B=English C=Physics D=Chemistry E=Biology F=Geography G=History H=Physical Education I=Other (specify) J=Other (specify)	How much do you get paid to teach at this school per month?  [Ug shs]									
	Hours	Minutes												
1	2a	2b	3	4										5
				A	B	C	D	E	F	G	H	I	J	
				A	B	C	D	E	F	G	H	I	J	
				A	B	C	D	E	F	G	H	I	J	
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				A	B	C	D	E	F	G	H	I	J	
				A	B	C	D	E	F	G	H	I	J	

## Section 4: STEP Characteristics

*The following are a series of statements about the general characteristics of a person. Please state at which extent you agree using: almost always, most of the time, some of the time, or almost never with each statement.*

<p>1. Are you conversational?</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>1= Almost always 2= Most of the time 3= Some of the time 4= Almost never 5= Prefer to not answer</p> </div>	<p>2. When doing a task, are you very careful?</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>1= Almost always 2= Most of the time 3= Some of the time 4= Almost never 5= Prefer to not answer</p> </div>	<p>3. Do you come up with ideas others have not thought of before?</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>1= Almost always 2= Most of the time 3= Some of the time 4= Almost never 5= Prefer to not answer</p> </div>	<p>4. Do you like to keep your opinions to yourself?</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>1= Almost always 2= Most of the time 3= Some of the time 4= Almost never 5= Prefer to not answer</p> </div>	<p>5. Are you relaxed during stressful situations?</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>1= Almost always 2= Most of the time 3= Some of the time 4= Almost never 5= Prefer to not answer</p> </div>

<p>6. Do you finish whatever you begin?</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>1= Almost always 2= Most of the time 3= Some of the time 4= Almost never 5= Prefer to not answer</p> </div>	<p>7. Do people take advantage of you?</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>1= Almost always 2= Most of the time 3= Some of the time 4= Almost never 5= Prefer to not answer</p> </div>	<p>8. Do you work very hard? For example, do you keep working when others stop to take a break?</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>1= Almost always 2= Most of the time 3= Some of the time 4= Almost never 5= Prefer to not answer</p> </div>	<p>9. Do you forgive other people easily?</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>1= Almost always 2= Most of the time 3= Some of the time 4= Almost never 5= Prefer to not answer</p> </div>	<p>10. Do you tend to worry?</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>1= Almost always 2= Most of the time 3= Some of the time 4= Almost never 5= Prefer to not answer</p> </div>

<p>11. Are you very interested in learning new things?</p> <p>1= Almost always 2= Most of the time 3= Some of the time 4= Almost never 5= Prefer to not answer</p>	<p>12. Do you prefer relaxation more than hard work?</p> <p>1= Almost always 2= Most of the time 3= Some of the time 4= Almost never 5= Prefer to not answer</p>	<p>13. Do you enjoy working on things that take a very long time (at least several months) to complete?</p> <p>1= Almost always 2= Most of the time 3= Some of the time 4= Almost never 5= Prefer to not answer</p>	<p>14. Do you enjoy beautiful things like nature, art, and music?</p> <p>1= Almost always 2= Most of the time 3= Some of the time 4= Almost never 5= Prefer to not answer</p>	<p>15. Do you think about how the things you do will affect you in the future?</p> <p>1= Almost always 2= Most of the time 3= Some of the time 4= Almost never 5= Prefer to not answer</p>

<p>16. Are you very polite to other people?</p> <p>1= Almost always 2= Most of the time 3= Some of the time 4= Almost never 5= Prefer to not answer</p>	<p>17. Do you work very well and quickly?</p> <p>1= Almost always 2= Most of the time 3= Some of the time 4= Almost never 5= Prefer to not answer</p>	<p>18. Do you get nervous easily?</p> <p>1= Almost always 2= Most of the time 3= Some of the time 4= Almost never 5= Prefer to not answer</p>	<p>19. Are you generous to other people with your time or money?</p> <p>1= Almost always 2= Most of the time 3= Some of the time 4= Almost never 5= Prefer to not answer</p>	<p>20. Are you outgoing and sociable? For example, do you make friends very easily?</p> <p>1= Almost always 2= Most of the time 3= Some of the time 4= Almost never 5= Prefer to not answer</p>

<p>21. Do you think carefully before you make an important decision?</p> <p>1= Almost always 2= Most of the time 3= Some of the time 4= Almost never 5= Prefer to not answer</p>	<p>22. Are people mean/not nice to you?</p> <p>1= Almost always 2= Most of the time 3= Some of the time 4= Almost never 5= Prefer to not answer</p>	<p>23. Do you ask for help when you don't understand something?</p> <p>1= Almost always 2= Most of the time 3= Some of the time 4= Almost never 5= Prefer to not answer</p>	<p>24. Do you think about how the things you do will affect others?</p> <p>1= Almost always 2= Most of the time 3= Some of the time 4= Almost never 5= Prefer to not answer</p>

# UGANDA PRIVATE SCHOOL STUDY

## TEACHER EXERCISE

30 minutes

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A1. Teacher's full name

\_\_\_\_\_

First Name

\_\_\_\_\_

Middle

\_\_\_\_\_

Surname

A2. What subject(s) do you teach? \_\_\_\_\_

A3. School name \_\_\_\_\_

A4. Start time \_\_\_\_\_

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### Section 1

*Instructions: Please read the passage and answer the questions that follow*

### **Should Good Sportsmanship Be Taught in School?**

1. Almost everyone feels that it is important for young people to win fairly and show respect toward others. Should good sportsmanship, then, be taught in school? Critics do not think so. Some feel that actions like showing off are minor and do not need to be addressed through the school curriculum. The need for debate is obvious. The stronger argument, however, favors teaching good sportsmanship. Presented here are the most important benefits of teaching sportsmanship.

#### **Teaching Good Sportsmanship**

2. Teaching good sportsmanship and having a positive attitude in activities like sports, class elections, and science fair competitions are critical to success in school. Activities involving winning or losing can be tense. Acting calmly under pressure helps young adults succeed not only in sports but also in life. Good sportsmanship is not a given; it must be promoted in school. Young people must be directed to role models who practice sportsmanship.

#### **Knowing Rules**

3. Good team players know the rules of the game. A person cannot play by the rules if he or she does not understand what the rules are. Many arguments on the playing field could be avoided if athletes understood their responsibilities. Knowing the rules also applies to other activities. If students enter a science fair competition, for example, they must follow the guidelines. Additionally, knowledge provides a competitive advantage. Those who know the rules are much more likely to succeed. In school, for example, success is definitely emphasized. When students learn sportsmanship, they discover how knowing the rules relates to achievement.

### **Managing Frustration**

4. Using good sportsmanship helps people stay focused and in control. Almost everyone has overheard a heated argument between a player and a referee. Good players do not argue with other players, coaches, or officials. They deal with frustrations calmly; consequently, they stay in control of their game. Good players focus on achieving. Uncontrolled anger can actually cause a person to make errors. This result is especially embarrassing. Additionally, people can be labeled if they act out their frustrations. A good sport is known for his or her positive conduct, and not for being a “hothead” or a “bully.” Teaching students the consequences of their actions is part of sportsmanship. Students therefore learn to manage frustrations in sports and other activities to maximize performance.

### **Taking Responsibility**

5. Good players become skilled at handling responsibility. When people accept responsibility, they achieve their best. Positive thinkers, moreover, influence others, especially those who are struggling with a problem. A gifted basketball player, for example, might teach skills to a less-talented player. Helping others raises the performance of the entire team. The team, consequently, could reach new heights and set new records. Good sportsmanship, however, means “owning up” to mistakes as well. Those who do not practice sportsmanship pass off responsibility. For them, if an opportunity is lost, it is someone else’s fault. Imagine a team of players all acting in their own self-interest—the opposite of what a team *really* should be. Students who participate on a team, be it a math small-group project or the school band, benefit by learning to accept responsibility and learning to encourage others.

### **Enjoying Victory, Accepting Defeat**

6. Sportsmanship allows people to enjoy victory to the fullest. If people win, but their accomplishments are based on cheating or other unethical behavior, are they really winners? Good players follow the rules. They feel proud even in defeat because their game is based on integrity, honesty, and respect. Winners congratulate their opponents as part of recognizing the efforts of others. This friendly behavior spreads goodwill from their team to other teams. Players who show respect to fans, coaches, and other players receive respect in return. They are recognized as leaders. In learning sportsmanship, students explore role models of positive behavior. They learn what it takes to be a leader; they also learn to win and lose with grace.

## Final Points

7. Sportsmanship is a winning idea. It must be taught in school. Students need direction to become “good sports.” Students will be responsible for their own actions and will have a positive influence on others. As students enter the workforce, businesses benefit. The community also benefits, because these students will someday become leaders. We need to start educating students about how sportsmanship pays off for everyone.

## Questions on Passage

Q 1. Read this sentence from paragraph 1 of the essay.

Some feel that actions like showing off are minor and do not need to be addressed through the school curriculum.

What is the meaning of the word minor as it is used in the sentence?

- A. harmful
- B. average
- C. childish
- D. unimportant

Q 2. Which detail is intended to persuade the reader that lack of control hinders performance?

- A. Good team players know the rules of the game.
- B. Uncontrolled anger can actually cause a person to make errors.
- C. Additionally, people can be labeled if they act out their frustrations.
- D. Teaching students the consequences of their actions is part of sportsmanship.

Q 3. Based on the essay, what does the author believe about young people?

- A. Young people seldom experience frustration or anger.
- B. Young people should participate in sports.
- C. Young people can learn fairness and respect.
- D. Young people can ignore the consequences of their actions.

Q 4. An excerpt from a book titled *Staying Calm Under Pressure* would provide the *strongest* support for which section of the essay?

- A. “Teaching Good Sportsmanship”
- B. “Knowing Rules”
- C. “Managing Frustration”
- D. “Taking Responsibility”

Q 5. Read this sentence from paragraph 7 of the essay.

Students need direction to become “good sports.”

As used in the sentence, what does the word direction mean?

- A. location
- B. guidance
- C. ordering
- D. administration

## **Section 2**

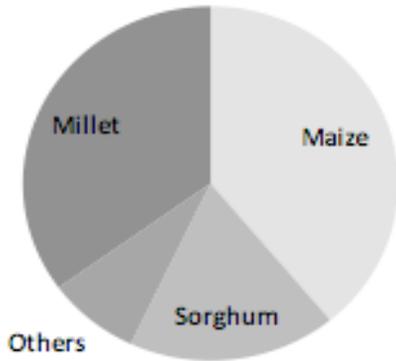
1. A bus takes 25 minutes to travel from town P to town Q on a murrum road. After tarmacing the road, the bus takes 20 minutes to travel the same distance on the tarmaced road. What is the percentage decrease in the time taken?
  - a. 4%
  - b. 5%
  - c. 20%
  - d. 25%
  
2. Alice runs 4 times around a field. Carol runs 3 times around the same field in the same time. If Carol ran around the field 12 times, how many times did Alice run around the field?
  - a. 9
  - b. 11
  - c. 13
  - d. 16
  
3. About 7,000 copies of a book are sold each week. Approximately how many books are sold each year?
  - a. 8,400
  - b. 35,000
  - c. 84,000
  - d. 350,000
  - e. 3,500,000
  
4. Sylvia begins her homework at 6:40 am. If it takes Sylvia three-quarters of an hour to do her homework, at what time will she finish?

Answer: \_\_\_\_\_
  
5. If  $x = -3$ , what is the value of  $-3x$ ?
  - a. -9
  - b. -6
  - c. -1

Rough Space (for calculation)

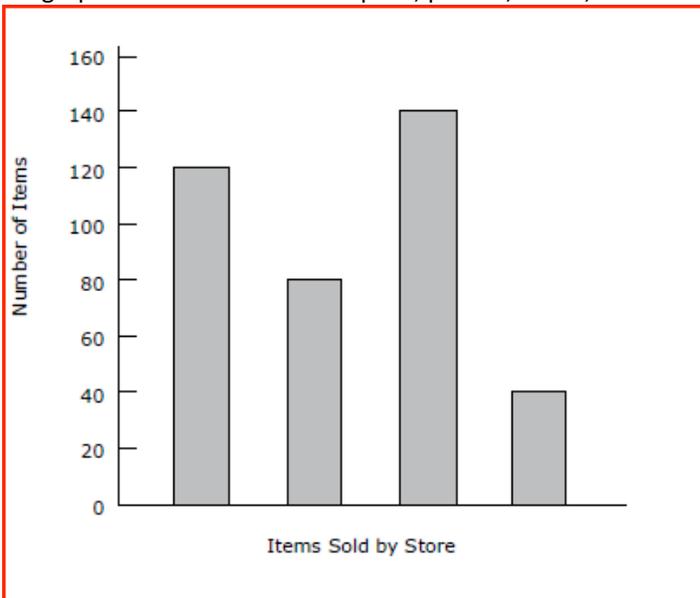
- d. 1
- e. 9

6. The Pie- Chart shows crops grown in Uganda



Which one of these statements is true?

- a. More sorghum are grown than Millet.
  - b. Maize is more than a half of Uganda's crop.
  - c. Sorghum are more than a third of Uganda's crop.
  - d. The total of Sorghum and Millet is greater than the Maize grown.
7. The graph shows the number of pens, pencils, rulers, and erasers sold by a store in one week.

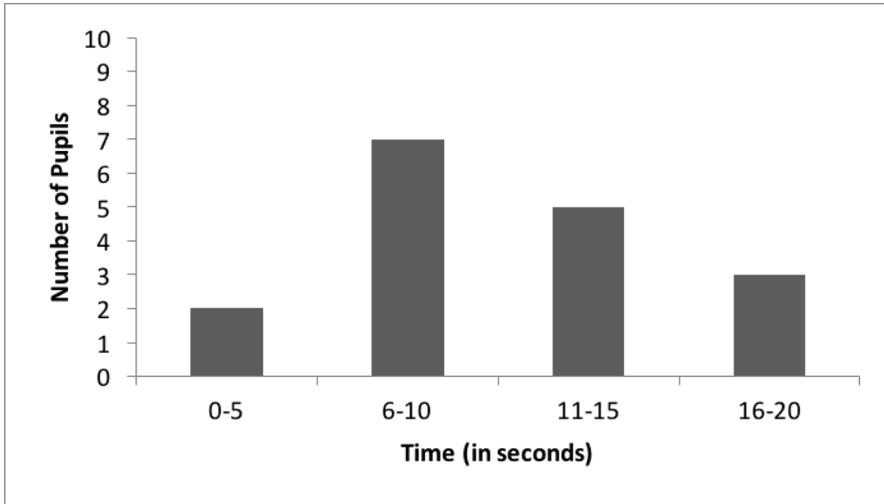


The names of the items are missing from the graph. Pens were the item most often sold, and fewer erasers than any other item were sold. More pencils than rulers were sold. How many pencils were sold?

- a. 40
- b. 80

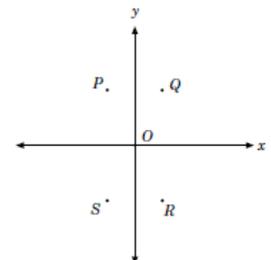
- c. 120
- d. 140

8. The graph shows the time of travel by pupils from home to school.



How many pupils must travel for more than 10 seconds?

- a. 2
  - b. 5
  - c. 7
  - d. 8
  - e. 15
9. Joseph got 78, 76, and 74 marks in Math, Biology and English, while Mary got 72, 82, and 74. How did Joseph's mean marks compare with Mary's mean mark?
- a. Joseph's was 1 mark higher.
  - b. Joseph's was 1 mark lower.
  - c. They were the same.
  - d. Joseph's was 2 marks higher.
  - e. Joe's was 2 points lower.
10. In the axes below, which one of the points could have coordinates (2,-4)?
- a. P
  - b. Q
  - c. R
  - d. S



**End-time:** \_\_\_\_\_

**THANK YOU!**