

**Nigeria Teacher Development Programme  
(TDP) Impact Evaluation of Output 1: In-  
Service Teacher Training Endline Survey 2017**

Teacher interview instrument.

Excerpt from enumerator endline manual.

**October 2017**

# 1 Teacher interview

The teacher questionnaire will be administered by the data collector to all the teachers who were interviewed at baseline and who are still employed at the school in the current school year. These same teachers will also be observed while teaching.

The data collector will conduct a one-to-one personal interview with the selected teachers and their responses will be recorded. **Wherever possible, the interview should be conducted in a quiet place with no other staff present.**

You will start by identifying the state, LGA, school and your own name, as in the head teacher interview (see section above).

## 1.1 Teacher availability

Confirm if the teacher is still enrolled at the school at endline, and if yes, whether the teacher is available for an interview on the day of the visit.

### Q01 Currently Employed

*Is [FIRST NAME and LAST NAME] currently employed at the school?  
(Note: this is not asking about whether teacher is present at the school today but whether the teacher still teaches at this school).*

- Yes
- No

**No** → Skip to question Q03.

### Q012 Available for interview

*Is [FIRST NAME and LAST NAME] available for the interview?*

- Yes
- No

**Yes** → Skip to question CONFIRM\_NAME.  
**No** → End questionnaire and skip to Outcome of interview.

### Q03 Why not employed

*Why is [FIRST NAME and LAST NAME] no longer employed at the school?*

- Teacher has transferred to another school
- Teacher has retired
- Teacher has passed away
- Teacher has quit teaching
- Others
- Do not know

*After this question, end questionnaire and skip to Outcome of interview.*

## 1.2 Teacher identifying information

Confirm that our record of the teacher's name is correct, and record any change in their name.

**CONFIRM\_NAME**

Is your full name [FIRST NAME and LAST NAME]?

- Yes
- No, it has changed
- No, I am not this person

**Yes** → Skip to question TC1.

**No, I am not this person**  
→ Go check with the supervisor.

**T01 First Name**

What is your first name?

**T02 Last/father's name**

What is your last name or father's name?

### 1.3 Consent to be interviewed/observed

Now read the teacher consent form in full to the teacher. If you are carrying out a classroom observation and teacher interview with the same teacher, you may combine seeking consent for the two instruments by reading the form just once. Then respond to the following two questions to confirm that you have read the form and that the teacher has given consent.

If the teacher does not give consent you may ask them if there is anything they have not understood, but if they continue to refuse to be interviewed you should not seek to alter their decision. Record that they have not given consent and stop the interview.

If the teacher gives consent for the interview but not for the lesson observation, then you can proceed with the interview.

**TC1 Consent 1**

*Record whether you have read out the consent form to the teacher to conduct the interview, making sure to the best of your ability that the person understood the text:*

- Yes
- No

**No** → Please ensure that you read out the consent form accurately.

**TC2 Consent 2**

*Confirm that the teacher has not been coerced into giving consent to conduct the interview, and the consent has been given freely and voluntarily. The teacher agrees to be interviewed.*

- Yes
- No

**No** → The interview ends here. You cannot proceed without the teacher's consent.  
Exit the questionnaire and inform your supervisor of the teacher's decision.

### 1.4 Teacher background

This module asks about the teacher's sex, phone contact number, role at the school, age, work experience, academic qualifications, receipt of salary and absence from school.

### Module A: Teacher background

I will start by asking you about background information and your professional qualifications.

- Ready to start

#### A01 Sex

*Select the sex of the respondent.*

- Male
- Female

*Enter the respondent's sex. Do not ask out aloud.*

#### A02 Teacher contact number

*Record contact number of the teacher. The phone number should be 11 digits long beginning with 07, 08 or 09.*

*If the teacher does not have a contact number, select 'not known' from the drop-down menu.*

What is your contact number?

#### A03 Type of Role

*Prompt and probe if the respondent is currently posted in this school as a teacher. Select only one response.*

What is your current employment status at the school?

- Teacher officially posted/employed in this school
- Supply teacher/deputed from another school
- Volunteer teacher
- Not officially employed as a teacher but employed by the school in some other role (e.g. clerk)
- Other (specify)
- Don't know
- Refused to answer

*If the response is 'Other', please enter the type of role given by the respondent in the Field Note window.*

#### A04 Year of birth

*Enter the respondent's year of birth. Probe if required. If the respondent does not know select the 'Do not know' option in the drop-down menu.*

What is your year of birth?

### A05 Started in this school

*Record the year when the respondent first officially became the teacher of this school. Select the 'Do not know' option in the drop-down menu if the response is don't know.*

In which year did you officially start teaching at this school?

### A06 Year started as a teacher

*Enter the year in which the respondent was first officially posted or employed as a teacher in any school. If the respondent does not know select the 'Do not know' option from the drop-down menu.*

In which year did you officially start working as a teacher at any school (including this school)?

### A07 Qualifications

*Prompt and probe if necessary. It's a multiple response question – select all that apply. Prompt specifically for NCE qualification.*

Which academic qualifications do you have (including any teaching qualification)?

- Senior Islamic School (SIS)/Junior Islamic school (JIS)
- Senior Secondary Certificate Examination (SSCE)/West African School Certificate (WASC)/O-level
- Grade II or equivalent
- Ordinary National Diploma (OND)/Diploma
- Nigeria Certificate in Education (NCE)
- Post-Graduate Diploma in Education (PGDE)
- B.Ed or equivalent degree in education
- BA / BSc / Higher National Diploma (HND) / LLB (not in education)
- M.Ed or equivalent degree in education
- MA/MSc (not in education)
- None
- Other (specify)
- Don't know/refused to answer

*If the response is 'Other', please enter the academic qualification given by the respondent in the Field Note window.*

In addition to any academic qualifications they have, this also includes professional certificates from teacher training institutions.

#### **Explanation of abbreviations:**

B.Ed – Bachelor of Education  
BA – Bachelor of Arts  
BSc – Bachelor of Science  
HND – Higher National Diploma  
LLB – Bachelor of Law  
M.Ed – Master of Education  
MA – Master of Arts  
MSc – Master of Science

### A08 Receipt of salary

*Prompt and probe if necessary.*

For the last academic year from September 2016 to August 2017, did you get your salary on time?

- Always on time
- Usually/Mostly on time
- Usually/Mostly delayed
- Always delayed
- Did not receive any salary in the last academic year
- Don't know/refused to answer

This question asks whether the teacher received their salary on the day(s) they expect to receive it every month.

**'Did not receive any salary in the last academic year' or 'Don't know/refused to answer'**  
→ *Skip to question A10.*

### A09 Receipt of salary

Did you receive the correct amount for each of your last three salary payments?

- Yes - all three payment amounts were correct
- No - some payment amounts were not correct
- No - no payment amount was correct
- Don't know/refused to answer

### A10 Absence from school last 5 days

How many days were you absent from school in the last 5 days when the school was open?

- Not absent at all
- One day
- Two days
- Three days
- Four days
- All five days
- Does not know
- Refused to answer

**Not absent at all, Does not know or Refused to answer**  
→ *skip to question A12.*

### A11 Reasons for absence

*Do not prompt. It's a multiple response question – select all that apply.*

What were the main reasons for your absence in the last 5 days when the school was open?

- Elections/campaigning
- Transport
- Teacher strikes
- Other mass strikes
- Own or family illness
- Late or non-payment of salary
- Training
- Meeting or event at LGA/SUBEB
- Social or religious obligations (funerals, weddings, festivals, condolence visits)
- Epidemic/disease outbreak
- Weather-related reasons (rain, flooding, landslides)
- Collect salary
- Maternity leave
- Other income generating activity
- Other (specify)
- Don't know
- Refused to answer

*If the response is 'Other', please enter the reason for absence given by the respondent in the Field Note window.*

### A12 Absence from school last year

Were you absent from school for at least 1 day during the days when the school was open last term (from May to August 2017)?

- Yes
- No
- Don't know
- Refused to answer

**No, Don't know or Refused to answer** → skip to **MODULE B: TRAINING**.

### A13 Reasons for absence

*Do not prompt. It's a multiple response question – select all that apply.*

What were the main reasons for your absence in the third term – from May to August 2017?

- Elections/campaigning
- Transport
- Teacher strikes
- Other mass strikes
- Own or family illness
- Late or non-payment of salary
- Training
- Meeting or event at LGA/SUBEB
- Social or religious obligations (funerals, weddings, festivals, condolence visits)
- Epidemic/disease outbreak
- Weather-related reasons (rain, flooding, landslides)
- Collect salary
- Maternity leave
- Other income generating activity
- Other (specify)
- Don't know
- Refused to answer

*If the response is 'Other', please enter the reason for absence given by the respondent in the Field Note window.*

## 1.5 Teacher's training

This module asks in detail about training related to teaching received by the teacher in the **past 3 years**, that is, September 2014 to August 2017.

### MODULE B: TRAINING

I will now ask you about the trainings related to teaching that you have received in the past 3 years (September 2014 to August 2017).

- Ready to start



**B01 Training attended in last three years**

*Training includes any workshop or seminar related to teaching as well.*

In the past three years (September 2014 to August 2017), have you attended any training related to teaching while being employed as a teacher, either in the school or anywhere else (including other schools or educational settings)?

- Yes
- No
- Don't know

**No or Don't know** → *Skip to Module D: MEETINGS AND SUPERVISION.*

**B02 Training attended in last three years**

*Read out each option and ask for each option whether the teacher received the training or not. It's a multiple response question – select all that apply.*

*Give the teacher the teaching training logo show card to show the relevant programme's logo. Use that together with your teaching training description show card to describe the programme to the respondent and probe.*

*Step down training is NOT included (i.e. if a teacher did not attend the training herself but received the training from another teacher who attended the training, then this does not count).*

In the past three years (September 2014 to August 2017), have you attended any training related to teaching provided by:

- Teacher Development Programme (TDP)
- Teacher Development Programme (TDP) Reading Programme on sound groups
- UNICEF's Reading and Numeracy Activity Early Learning Intervention (RANA)
- Education Sector Support Programme in Nigeria (ESSPIN)
- Jolly Phonics
- The Global Partnership for Education
- State Universal Basic Education Board (SUBEB) based on TDP model
- Other SUBEB (not based on TDP model)
- Universal Basic Education Commission (UBEC)
- National Teacher's Institute (NTI)
- Local government (LGEA)
- 1. Other (specify)
- 2. Other (specify)
- I attended other training but not sure who the provider was
- Refused to answer

Give the teacher the teaching training **logo show card** and point to each programme's logo when asking about each training programme to make sure they are referring to the correct training programme. Use the teaching training **description show card** to describe the different training programmes to the respondent if needed.

*If the response is 'Other', please enter the name of the training(s) given by the respondent in the Field Note window.*

**I attended other training but not sure who the provider was or Refused to answer** → *Skip to Module D.*

**B03A Training school years 2014/15, 2015/16 and 2016/17**

*Probe for each school year. It's a multiple response section – select all that apply.*

In which school year(s) did you attend the [NAME] teaching training?

- I never attended this training/ I did not attend this training during this period
- School year 2016/17 (September 2016 to August 2017)
- School year 2015/16
- School year 2014/15

For each of the training providers selected in B02, you will now ask several questions about them. '[NAME]' will be replaced with the name of the training provider.

If the respondent now says that they never attended this training or that they did attend the training but not in any of these schools years, a warning will appear. You will either need to change the answer to B02 ('Check training attended') or change the answer to B03A ('Change this response')

**B04/B06/B08 Training length in the school [YEAR]**

In total, for how many days in the [SCHOOL YEAR] did you attend the [NAME] training?

*If the training was split over several sessions, probe the respondent to find out how long it lasted altogether. If the respondent does not know, select the 'Do not know' option in the drop-down menu.*

*Note this question is asked for the school years selected in question B03A.*

**B09 Main training agenda**

What was the [NAME] training mainly about?

*Do not prompt but probe if necessary. It's a multiple response question – select all that apply.*

- Teaching methods
- English literacy
- Hausa literacy
- Numeracy/maths
- Science
- Other curriculum subject (subjects other than English literacy, Hausa literacy, numeracy/maths and science)
- Inclusive teaching
- Different sounds groups (in English)

*If the response is 'Other', please enter the given by the respondent in the Field Note window.*

- Phonics methods to teach letter sounds, letter formation and blending using stories, songs and actions
- Development of instructional materials
- Assessment and monitoring of pupil learning
- Use of ICT during lessons (e.g. use of audio-visual materials)
- Other (specify)
- Don't know/refused to answer

**B10 Training organised by**

Were any other organisations/agencies involved in the [NAME] training?

- Yes
- No
- Don't know

**No or Don't know** → Skip to question B12.

**B11 Training organized by**

Which other organisations/agencies were involved in the [NAME] training?

*Do not prompt but probe if necessary. It's a multiple response question – select all that apply.*

- ESSPIN
- School Improvement Programme (SIP) or Teacher Support Programme (TSP)
- LGEA
- State Universal Basic Education Board (SUBEB)
- Universal Basic Education Commission (UBEC)
- National Teacher's Institute (NTI)
- Donor Organisation (World Bank, DFID, JICA)
- Non-government organization
- Community organization
- Other (specify)
- Don't know/refused to answer

*If the response is 'Other', please enter the name of the other organisations/agencies involved in the training given by the respondent in the Field Note window.*

### **B12 Training delivered by**

Who (which persons) actually delivered the [**NAME**] training?

*Do not prompt but probe if necessary whether the person was from the [**NAME**] or from somewhere else.*

*It's a multiple choice question- select all that apply.*

- State School Improvement Team (SSIT)/School Support Officers (SSOs), Social Mobilisation Officers (SMOs), School Improvement Officers (SIOs)
- TDP teacher development team, TDP teacher facilitator
- Staff of the Local Government Education Authority (LGEA)
- Other SUBEB staff
- University or college staff (including colleges of education)
- Other (specify)
- Don't know/refused to answer

*If the response is 'Other', please enter who delivered the training as given by the respondent in the Field Note window.*

### **B13 Was TDP training useful**

How useful was the TDP teaching training?

- Very useful.
- Somewhat useful
- Not useful
- Don't know/refused to answer

*Note that this question is only asked for teachers who responded that they attended Teacher Development Programme (TDP) teaching training that past 3 years to question B02.*

### **B14 Gain from TDP training**

*Scroll options.*

*Do not prompt. Select all that apply.*

What did you gain from the TDP teaching training?

- Curriculum knowledge
- Subject knowledge
- Different sounds groups (in English)
- Teaching methods
- Inclusive teaching methods
- Classroom management skills
- Lesson planning skills
- Development of instructional materials
- Assessment and monitoring of pupil learning
- Use of ICT during lessons (e.g. use of audio-visual materials)
- Confidence in my teaching
- Support network
- Other (specify)
- Nothing
- Don't know/refused to answer

*Note that this question is only asked for teachers who responded that they attended Teacher Development Programme (TDP) teaching training that past 3 years to question B02.*

*If the response is 'Other', please enter gain(s) from the TDP teaching training as given by the respondent in the Field Note window.*

*Curriculum knowledge: teacher learnt what the national curriculum for a particular grade and subject is. This includes what topics are meant to be covered during the year and what skills pupils are meant to master for each grade and subject.*

*Subject knowledge: teachers improved their knowledge of a particular subject. For example, improved their English vocabulary and grammar or learnt more advanced algebra.*

### **B15 Weaknesses with TDP training**

*Do not prompt. Select all that apply.*

What difficulties, if any, did you experience with the TDP teaching training?

- Not relevant to my job
- Materials difficult to understand
- Too much content
- Too theoretical
- Ignored the reality of the teaching environment
- Took up too much time
- Other (specify)
- No difficulties
- Don't know/refused to answer

*Note that this question is only asked for teachers who responded that they attended Teacher Development Programme (TDP) teaching training that past 3 years to question B02.*

*If the response is 'Other', please enter problem(s) with the TDP teaching training as given by the respondent in the Field Note window.*

## **1.6 TDP materials and school support visits**

The questions in this module are only asked for teachers who responded that they attended Teacher Development Programme (TDP) teaching training in the past 3 years to question B02.

This module asks in detail about teaching and audio-visual materials and mobile phones and SD cards provided by the Teacher Development Programme (TDP) and school support visits (SSVs) by TDP teacher facilitators.

For this module, you will use the TDP materials showcard to probe and show examples of the materials to the teacher.

### **Module C: TDP Materials**

I will now ask you about materials and equipment and school support visits provided by the Teacher Development Programme.

*Use the **TDP materials showcard** to show the teacher examples of the TDP materials to make sure he/she are referring to the correct materials. Please note that the photos in the showcard are only **examples** of these materials and the materials the teacher has may look slightly different.*

- Ready to start

### C01 TDP Teacher's Guide

Do you have access to a TDP Teacher's Guide?

- Yes
- No
- Don't know

**No or Don't know** → Skip to question C05.

### C02 TDP Teacher's Guide

Which TDP Teacher's Guide(s) do you have access to?

*Probe and prompt if necessary. It's a multiple response question – select all that apply.*

- Pedagogy
- English
- Maths
- Science and Technology
- Don't know

### C03 TDP Teacher's Guide

What do you use the TDP Teacher's Guide(s) for?

*Do not prompt but probe if necessary. It's a multiple response question – select all that apply.*

- To prepare my lessons
- To teach during my lessons
- I have not used them yet
- Other (specify)
- Refused to answer

**I have not used them yet** → Skip to question C05.

*If the response is 'Other', please enter what the teacher uses the Teacher's Guide for as given by the respondent in the Field Note window.*

### C04 TDP Teacher's Guide

Do you think the TDP Teacher's Guides are useful?

- Yes
- Somewhat
- No
- Do not know

### C05 TDP lesson plans

Do you have access to any TDP Lesson Plans?

- Yes
- No
- Do not know

**No or Don't know** → Skip to question C11.

### C06 TDP lesson plans

Which TDP Lesson Plan(s) do you have access to?

*Probe and prompt if necessary. It doesn't matter which class/grade this is for, only the subject is needed. It's a multiple response question – select all that apply.*

- English/Literacy
- Maths/Numeracy
- Science and Technology
- Don't know

### C07 TDP lesson plans

What do you use the TDP Lesson Plan(s) for?

*Do not prompt but probe if necessary. It's a multiple response question – select all that apply.*

- To prepare my lessons
- To teach during my lessons
- I have not used it yet
- Other (specify)
- Refused to answer

**I have not used it yet** → Skip to question C11.

*If the response is 'Other', please enter the use of the lesson plan as given by the respondent in the Field Note window.*

### C08 TDP lesson plans

Do you think the TDP Lesson Plan(s) are useful?

- Yes
- Somewhat
- No
- Do not know/refused to answer

### C09 TDP lesson plans

Is the length of the TDP lesson plans appropriate given the duration of the lessons you teach?

*Do not prompt but probe if necessary.*

- Yes
- No, they are too long
- No, they are too short
- Don't know/refused to answer

### C10 TDP lesson plans

Are the contents of the TDP lesson plans appropriate given the curriculum you teach?

- Yes
- Somewhat
- No
- Don't know/refused to answer

### C11 TDP flash cards

Do you have access to any TDP flash cards?

- Yes
- No
- Don't know

**No or Don't know** → Skip to question C15.

### C12 TDP flash cards

Which TDP flash cards do you have access to?

*Probe and prompt if necessary. It doesn't matter which topic (e.g. letter sounds, maths signs, numbers 0-20) this is for, only the subject is needed. It's a multiple response question – select all that apply.*

- English/Literacy
- Maths/Numeracy
- Hausa
- Don't know

### C13 TDP flash cards

Do you use the TDP flash cards in the classroom when you teach?

- Yes
- No
- Refused to answer

### C14 TDP flash cards

Do you think the TDP flash cards are useful?

- Yes
- Somewhat
- No
- Do not know/refused to answer



### C15 TDP Reading Assessment Guide

Do you have access to a TDP Reading Assessment Guide?

- Yes
- No
- Do not know

**No or Don't know** → Skip to question C18.

### C16 TDP Reading Assessment Guide

What do you use the TDP Reading Assessment Guide for?

*Do not prompt but probe if necessary. It's a multiple response question – select all that apply.*

- To prepare my lessons
- To teach during my lessons
- To assess my pupils' reading skills
- I have not used it yet
- Other (specify)
- Refused to answer

**I have not used it yet** → Skip to question C18.

*If the response is 'Other', please enter the use of the TDP Reading Assessment Guide given by the respondent in the Field Note window.*

### C17 TDP Reading Assessment Guide

Do you think the TDP Reading Assessment Guide is useful?

- Yes
- Somewhat
- No
- Do not know/refused to answer

### C18 TDP mobile phone and SD cards/memory card

TDP gave out mobile phones to some teachers in 2015 and 2016. Did you receive the mobile phone?

- Yes
- No
- Don't know

### C19 TDP mobile phone and SD cards/memory cards

TDP gave out SD cards/memory cards to some teachers in 2015 and 2016. Did you receive an SD card/memory card?

- Yes
- No
- Don't know

**C20 TDP mobile phone and SD cards**

Did the mobile phone and SD card/memory card TDP gave you work together?

- Yes
- No
- Do not know/refused to answer

*This question is only asked for teachers who responded **Yes** to question C18 and **Yes** to question C19.*

**C21 TDP teacher's videos**

Do you have access to TDP teacher's videos on teaching methods?

- Yes
- No
- Do not know/refused to answer

**Yes or Do not know/refused to answer**  
→ skip to question C23.

**C22 TDP teacher's videos**

Why do you not have access to the TDP teacher's videos on teaching methods?

- I was not given the TDP teacher's videos
- I lost the TDP teacher's videos
- It is not possible to play the TDP teacher's videos on my mobile phone
- Other (specify)
- Don't know/refused to answer

*If the response is 'Other', please enter the reason the respondent does not have access to the TDP teacher's videos as given by the respondent in the Field Note window.*

**C23 TDP audio materials**

Do you have access to TDP audio materials to use with pupils in the classroom?

- Yes
- No
- Do not know/refused to answer

**Yes or Do not know** →  
Skip to question C27.

**C24 TDP audio materials**

Why do you not have **access** to the TDP audio materials to use with pupils in the classroom?

- I was not given the TDP audio materials
- I lost the TDP audio materials
- It is not possible to play the TDP audio materials on my mobile phone
- Other (specify)
- Don't know/refused to answer

*If the response is 'Other', please enter the reason the respondent does not have access to the TDP audio materials as given by the respondent in the Field Note window.*

### C27 TDP school support visits

*TDP school support visits are regular visits by TDP teacher facilitators to support head teachers and teachers in their work. They typically include lesson observations, provision of feedback to teachers based on the lesson observations and an interview and feedback session with the head teacher. The TDP SSVs are different from the Quality Assurance Visits by LGEA staff.*

During the last term (May to August 2017) did a TDP teacher facilitator visit the school to conduct a school support visit (SSV)?

- Yes
- No
- Do not know

**No or Don't know** → Skip to question C30.

### C28 TDP school support visits

How many times did a TDP teacher facilitator conduct a school support visit (SSV) to the school during the last term (May to August 2017)?

- Once
- Twice
- Three times
- Four times
- Five times
- Six times
- More than six times
- Don't know/refused to answer

### C29 TDP school support visits

What did the TDP teacher facilitator do during his/her most recent SSV?

*Do not prompt but probe if necessary. It's a multiple response question – select all that apply.*

- Conducted lesson observations
- Provided feedback to teachers after lesson observation
- Held an interview and feedback session with the head teacher
- Provided in-school support to head teachers (e.g. on how to keep records)
- Provided in-school support to teachers (e.g. on teaching methods)
- Met with the school-based management committee (SBMC)
- Other (specify)
- Don't know/refused to answer

*If the response is 'Other', please enter what the TDP teacher facilitator did as given by the respondent in the Field Note window.*

In-school support to head teachers and teachers refers to support provided by the TDP teacher facilitators when they visit the school. E.g. if teachers are finding it difficult to understand how to use a particular teaching method that was part of the TDP training, the teacher facilitator may hold a small session during the school support visit to go over this method again with the teachers.

### C30 TDP English Reading Clubs

Did you attend any English Reading Club meetings in the last school year (September 2016 to August 2017)?

*The English Reading Club is a club for teachers to come together to improve their English language skills and to learn how to effectively switch between English and Hausa in the classroom.*

- Yes
- No
- Don't know

In the English Reading Club teachers come together to improve their English language skills and to learn how to effectively switch between English and Hausa in the classroom.

## 1.7 Meetings and Supervision

This module asks about the activities undertaken by the teacher has attended as well as about the supervision from the head teacher.

### MODULE D: ACTIVITIES, MEETINGS AND SUPERVISION

I will now ask you about support and supervision at the school.

- Ready to start

#### D01 Meeting with head teacher last term

Did you attend a formal meeting led by the head teacher in the last term (May to August 2017)?

*The question refers to any formal meetings with all of the teachers present, or with a group of them. This does not include casual or formal one-to-one meetings or lunches together with a group of teachers.*

- Yes
- No
- Don't know/refused to answer

**No or Don't know** → Skip to question D03.

#### D01A Meeting with head teacher last term

Did you discuss teaching and pupil learning in any of the formal meetings led by the head teacher in the last term (May to August 2017)?

- Yes
- No
- Don't know/refused to answer

**No or Don't know** → Skip to question D03.

### **D02 Number of meetings with the head teacher**

How many such meetings did you attend last term (third term) – May to August 2017?

*This question refers only to formal meetings led by head teacher where teaching and pupil learning were discussed.*

*Record the number of meetings. If needed, help the respondent reach an answer by probing for the number of times the meeting is held in a week. If the response is 'Don't know', 'Refused to answer' or 'For more than 16 meetings', select the corresponding option in the drop-down menu.*

### **D03 Lesson observation by head teacher**

Did the head teacher sit in any of your lessons to observe the lesson in the last term (third term) – May to August 2017?

*If the head teacher briefly passed by the lesson or stepped into the classroom to say hello this does not count. The head teacher must sit in the classroom to observe most or all of the lesson for it to count as a lesson observation.*

- Yes
- No
- Don't know/refused to answer

**No or Don't know** → Skip to **MODULE E: CURRENT TEACHING PRACTICES**.

*This only counts if the head teacher observed the lesson. If the assistant head teacher or another teacher observed the lesson, then this does not count. However, if the acting head teacher observed the lesson and there is NO head teacher currently appointed, then this counts as Yes.*

### **D04 Number of lessons observed last term**

How many of your lessons did the head teacher observe in the last term (third term) – May to August 2017?

- One
- Two or more
- Do not know/refused to answer

## **1.8 Current teaching practices**

This module asks about the current teaching practices of the teacher.

### **MODULE E: CURRENT TEACHING PRACTICES**

### MODULE E: CURRENT TEACHING PRACTICES

I will now ask you some questions about the classes and subjects you teach.

- Ready to start

#### E01 Classes taught

Which classes do you teach this school year (2017/18)?

*Probe whether the teacher teaches in each class. It's a multiple response question – select all that apply.*

- Class 1
- Class 2
- Class 3
- Class 4
- Class 5
- Class 6
- Does not teach any class this year

**Does not teach any class this year** → Skip to **MODULE F1: TEACHER MOTIVATION**.

#### E02 Subjects taught

What subjects do you teach in the current school year (2017/18)?

*It's a multiple response question – select all that apply. Probe if necessary.*

- English
- Mathematics
- Social studies
- Primary science; basic science and technology (including Computer Studies/ICT; Health Science)
- Islamic studies
- Christian religious studies
- Home economics
- Agriculture
- Civic education
- Hausa
- Arabic
- Cultural and creative arts
- Other (Specify)

*If the response is 'Other', please enter the subject(s) given by the respondent in the Field Note window.*

## 1.9 Teacher motivation

This module asks about different aspects of the school environment that can influence teachers' job motivation.

## MODULE F1: TEACHER MOTIVATION

### MODULE F1: Introduction

I will now ask you how you feel about some aspects of teaching and working at the school. First, I am going to ask some questions and then I am going to read you some statements.

- Ready to start

### F01A Teacher workload

Do you think that your workload at the school is appropriate or excessive?

- Appropriate
- Excessive
- Do not know/refused to answer

**Appropriate or Do not know/refused to answer →**  
*Skip to MODULE\_F\_INTRO.*

### F01B Teacher workload

What are the two most important reasons your workload is excessive?

*Do not prompt. Ask the respondent to mention the two most important reasons why his/her workload is excessive.*

- There are not enough teachers at the school
- There are too many pupils in my classes
- I teach too many classes
- I have too many administrative and clerical duties
- I have to cover classes for absent teachers
- Lack of planning by the head teacher
- Other (Specify)
- Do not know/refused to answer

*If the response is 'Other', please enter reason(s) for why the respondent's workload is excessive as given by the respondent in the Field Note window.*

## MODULE\_F\_INTRO

I will now read you some statements and want you to point at one of the circles on the flash card in front of you to guide me on how strongly you agree or disagree with each of the statements. You can refuse to answer if you feel uncomfortable about a particular statement.

*Place the **flash card with the circles** in front of the respondent.*

*Read each statement in turn. If the respondent hesitates or provides a response that is not on the scale on the flash card, remind them of the instructions: Do you strongly agree, agree, disagree or strongly disagree for each statement.*

*Do not discuss or explain the statements to the respondent. The respondent should give their answer without any help.*

*The respondent can refuse to answer if she he/she feels uncomfortable answering about a particular statement.*

- Ready to start

### **F01 Teacher motivation (1)**

I enjoy teaching very much

- Strongly disagree
- Disagree
- Agree
- Strongly agree
- Refused to answer

Continue by reading of each of the following statements and recording the response in the same way.

- (2) As a teacher, I perform an important role in society
- (3) There is no point trying to teach pupils whose parents cannot read or write
- (4) It is difficult to teach in this school because the building is in poor condition
- (5) It is difficult to manage pupils in my classrooms
- (6) If I could choose another job today, I would still choose teaching
- (7) In the past two years, my job has become more satisfying
- (8) I teach too many classes
- (9) Teachers at my school have the knowledge and skills to do their jobs well
- (10) Teachers at this school are highly committed to their job
- (11) I have teachers that I consider my friends at my school
- (12) Teachers at my school work well together
- (13) Teaching my class yesterday was boring
- (14) It is worth working harder to make sure the pupils do well
- (15) Most of the pupils in this school are not intelligent enough to do well
- (16) Teaching is very tiring
- (17) Teaching well is important to me
- (18) Teachers at this school trust each other
- (19) Pupils work hard in this school and want to succeed
- (20) I try my best to teach my pupils but their parents do not help
- (21) Teachers at this school feel responsible to help each other out
- (22) There are too many pupils in my classroom
- (23) I don't always have the materials I need to do my job
- (24) I have all the support I need to teach my pupils well
- (25) There is no point spending a lot of time preparing for a class

## **1.10 Use of mobile phone**

This module asks about the use of mobile phones by the respondent.



## MODULE G: USE OF MOBILE

Thank you. This is the last part of the interview. I will ask you about your use of mobile phones.

- Ready to start

### G01 Ownership of mobile phone

Do you currently own a mobile phone that works?

*This could be a personal mobile phone or the mobile phone provided by TDP if the teacher received one of these.*

- Yes
- No

**No** → Skip to question G04.

### G02 Feature phone

Can your phone currently play both video and audio?

*Ask to see the phone and probe if the respondent doesn't understand.*

- Yes, both audio and video
- No, only audio
- No, only video
- No, it cannot play audio or video
- Don't know

This question is asking about whether the phone can currently play audio or video. For instance, it could be that the audio function on the phone is not working and therefore the teacher cannot listen to audio but can play video.

### G03 Use of mobile phones

What do you use your mobile phone for?

*Prompt. It's a multiple response question – select all that apply.*

- Voice calls
- Send/receive SMS (text) / MMS
- Listen to radio/music (non-radio)
- Play games
- Take photos/look at photos
- Browse internet
- Read news/stories
- Calculator
- Social media (e.g. Facebook, YouTube, WhatsApp, Instagram)
- Watch/record video
- Clock/alarm
- Other (specify)
- Refused to answer

### G04

Thank you very much for your time.

- End interview