Oxford Policy Management

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

Head teacher interview instrument.

Excerpt from enumerator endline manual.

October 2017

1 Head-teacher interview

1.1 Introduction

You will already have introduced yourself and your team to the head teacher at the start of the day.

The head-teacher questionnaire will be administered to all head-teachers in the sample schools. In case the head-teacher is not available, the assistant head-teacher or the acting head-teacher should be interviewed. The interview should take 2.5 to 3 hours.

A number of documents are used during the course of the head teacher interview:

1. **List of teachers who currently work at the school and teach primary classes 1 to 6.**
2. **Record of pupil enrolment this term for primary classes 1 to 6.**
3. **Teacher attendance register/list for the last 5 days the school was open.**
4. **List of all teachers who were employed at the school the** <u>last</u> **school year (September 2016 to August 2017).**

You should already have requested these materials at the beginning of the fieldwork, so that the head-teacher or assistants have time to assemble them.

The start time of the interview will be recorded by the CAPI software.

1.2 School identifying information and interviewer name

For each head teacher interview you must select the state name, LGA name and school name and head teacher name from the lists provided in CAPI. You must also select your name from the provided list of interviewers. (The codes for the sample school, the state and Local Government Area (LGA) it is in are filled in automatically by the CAPI software so you do <u>not</u> have to do this.)

You will need to select the state, LGA and school name twice to make sure the correct state, LGA and school is selected.

STATE_1
State Name (1st Entry)

Jigawa
Katsina
Zamfara

STATE_2
State Name (2nd Entry)

Jigawa
Katsina
Zamfara

LGA_1
LGA Name (1st Entry)

[List of the LGAs in the state selected in STATE_1 and STATE_2]

LGA_2
LGA Name (2nd Entry)

[List of the LGAs in the state selected in STATE_1 and STATE_2]

SCHOOL_1
School Name (1st Entry)

[List of the sample schools in the LGA selected in LGA_1 and LGA_2]

SCHOOL_2
School Name (2nd Entry)

[List of the sample schools in the LGA selected in LGA_1 and LGA_2]

INTERVIEWER
Interviewer Name

[List with names of the Endline Survey interviewers]

1.3 Head teacher consent to be interviewed/observed and to test pupils

Introduce yourself and read the consent form in full to the head teacher. If you are also carrying out a classroom observation with the head teacher, you may combine seeking consent for the two instruments by reading the form just once. Then respond to the following three questions to confirm that you have read the form and that the head teacher has given consent to be interviewed/observed and for pupils to be tested.

If the head teacher does not give consent for the interview you may ask her/him if there is anything he/she has not understood, but if the head teacher continues to refuse to be interviewed you should not seek to alter her/his decision. Record that the head teacher has not given consent and stop the interview.

HTC1 Consent
Record whether you have read out the consent form to the head teacher to conduct the interview, making sure to the best of your ability that the person understood the text.

o   Yes
o   No

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

HTC2 Consent

The head teacher has given consent for up to 8 pupils to be interviewed and tested. The head teacher is aware that oral assent will be sought from the pupil. Confirm that the head teacher has not been coerced into giving consent to conduct the interview, and the consent has been given freely and voluntarily. The head teacher agrees to be interviewed.

○ Yes
○ No

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

HTC3 Consent

A copy of this Informed Consent Form has been provided to and signed by the head teacher.

○ Yes
○ No

No → *The interview ends here. You cannot proceed without the signed informed consent form.*
Exit the questionnaire and inform your supervisor of the head teacher's decision not to sign the consent form.

1.4   Respondent name and position

For most head teachers, we already know their name. However, the head teacher may have changed, or you may be talking to someone who is not the head teacher. We start by confirming the respondent's name and role. If the respondent is an acting or assistant head teacher, we also ask for some background information on the actual head teacher.

MODULE_A_INTRO
I will start by asking you about your name and role at the school.

○ Ready to start

A01 First Name
What is your <u>first</u> name?

A02 Last/Father's name
What is your <u>last</u> name or <u>father's</u> name?

A03 Role
Probe whether the respondent is a head teacher, an assistant head teacher or an acting head teacher.
Are you a head teacher or an assistant head teacher or acting head teacher?

○ Head Teacher
○ Assistant Head Teacher
○ Acting Head Teacher

Assistant Head Teacher or **Acting Head Teacher →** *Skip to question A04A.*

*If the response to A03 is Assistant Head Teacher or (Acting head teacher AND A04A=Yes) the following questions are **not** asked:*
D01, D03-D13 (D02 is asked)
D201-D203 (whole module D2)
E01-E13 (whole module E)
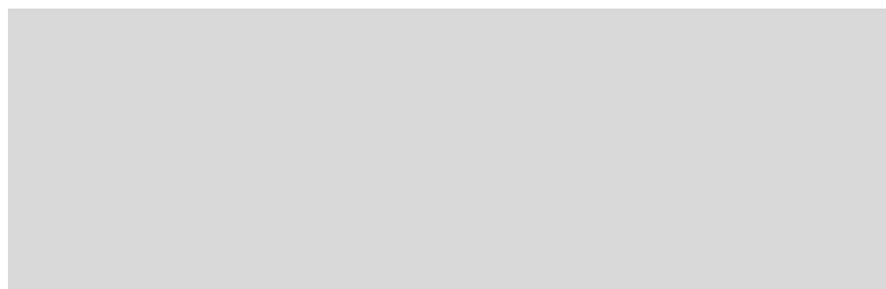
	F01-F11 (whole module F) *G01-G28 (G29-G31 are asked)* *H01-H09 (H10 is asked)* *J001-J002 (whole module J0)* *J01-J25 (whole module J)* *K01-K18 (whole module K)* *L01-L03 (whole module L)*
A04 Role at baseline Were you the head teacher of this school in October 2014? ○ Yes ○ No ○ Refused to answer	**Yes, No, Don't know** → Skip to MODULE C: SCHOOL RECORDS CHECKS.
A04A Head teacher start at school Does this school have an officially appointed head teacher? ○ Yes ○ No ○ Don't know / refused to answer	**This question is only asked if respondent is the Assistant or Acting Head Teacher.** **No** or **Do not know/refused to answer** → Skip to MODULE C: SCHOOL RECORDS CHECKS.
A05 Head teacher start at school When did the <u>current</u> head teacher start working as a <u>head teacher at this school?</u> Select the year and month in the date selector.	

1.5　School records checks

The aim of this module is to understand whether the number of children enrolled in the school has changed since 2014, how regularly teachers attend the school, and whether any teachers have transferred out of the school.

Make sure that you have the **Record of pupil enrolment this term for primary classes 1 to 6** and the **Teacher attendance register/list for the last 5 days the school was open** that you asked the head teacher, acting head teacher or assistant head teacher for when you arrived at the school and introduced yourself and the team.

MODULE C: Introduction I will now ask you about pupil enrollment, teacher attendance and teacher transfers at this school. *Make sure that you have the **Record of pupil enrolment this term for primary classes 1 to 6** and the **Teacher attendance register/list for the last 5 days the school was open** that you asked the head teacher, acting head teacher or assistant head teacher for when you arrived at the school.* ○ Ready to start

C01 Pupil register

Ask to see a record of total enrolment in the school this term. This may be a wall chart or other paper showing the total number of children enrolled in primary classes 1-6. Record whether an enrolment record is available.

○   A record of enrolment for this term is available
○   No enrolment record is available

For pupil enrolment, we want to include all pupils currently employed at the school regardless of which shift they attend. Therefore, ask the head teacher for the pupil enrolment record for all shifts.

However, make sure not to double count. If some pupils attend a morning and afternoon shift, then only count these pupils once.

C02   Pupil enrollment

Check and enter how many pupils are enrolled in this school in classes 1 to 6 this term, according to the record.

This question is only asked if an enrolment record is available (in C01)

C03 Number of class 1-6 pupils registered

How many pupils are currently enrolled at this school in classes 1 to 6?

If the head teacher does not know select the 'Do not know' option in the drop-down menu.

This question is only asked if an enrolment record is **not** available (in C01).

C16A   Number of teachers

How many teachers are currently employed at this school who teach classes 1 to 6? Exclude teachers who do not teach classes 1 to 6, teachers who only teach religious studies, voluntary teachers and substitute/temporary teachers.

This question refers to teachers employed in the current academic school year, i.e. September 2017 to August 2018.

Include teachers who work double shift or part-time.

Ask to see the list of teachers or teacher attendance record, and probe the respondent if the list does not match their answer.

Enter 998 if the response is 'don't know'.

In some schools there will be more than one shift. It could either be the same teachers teaching both shifts or different teachers teaching each shift. Make sure to also probe for and include teachers who might teach a second shift.

C16B   Number of teachers

How many teachers are currently employed at this school who teach classes 1 to 6? Exclude teachers who do not teach classes 1 to 6 and teachers who only teach religious studies. Include voluntary teachers and substitute/temporary teachers.

This question is the same as the previous one, except now we want to include voluntary and substitute/temporary teachers.

This question refers to teachers employed in the current academic school year, i.e. September 2017 to August 2018.

Include teachers who work double shift or part-time.

Ask to see the list of teachers or teacher attendance record, and probe the respondent if the list does not match their answer.

Enter 998 if the response is 'don't know'.

In some schools there will be more than one shift. It could either be the same teachers teaching both shifts or different teachers teaching each shift. Make sure to also probe for and include teachers who might teach a second shift.

C04   Teacher attendance record

Ask to see a record of teacher attendance (sometimes called a timesheet or time book) for the primary classes 1 to 6. Is the teacher attendance record available?

o   Yes
o   No

C05   Teacher attendance information

*If the teacher attendance record is available then please record the date and the number of **present** teachers from the attendance record. Start with the most recent working day (excluding today) and work backwards.*
If the attendance record is not available then ask the respondent to give an estimate of the number of teachers present for the last 5 days when the school was open.
*Exclude **teachers who teach only religious studies and teachers who do NOT teach primary classes 1 to 6. Include all other teachers, including voluntary teachers and substitute/temporary teachers.***
Sometimes there might be separate attendance records for payroll teachers and volunteer teachers, or for teachers teaching different shifts. Make sure to ask the head teacher for all the attendance records.
*If the school has another shift, then count a teacher as present if s/he was present at the school on **any** shift.*

o   Ready to start

If there is no attendance record, it might sometimes be easier for the head teacher to report the number of teachers absent rather than number of teachers present. In that case, subtract the number of teachers absent that the head teacher reports from the number of teachers currently employed at the school (answer to question **C16B**) in order to arrive at the number of teachers present.
Make sure to subtract from C16B and not C16A.

In some schools there will be more than one shift. It could either be the same teachers teaching both

	shifts or different teachers teaching each shift. Make sure to ask for the teacher attendance record for all shifts and count a teacher as present if they were present in either the first or the second shift. If there is no teacher attendance record or signing book, ask the head teacher to report number of teachers present in all shifts.
C06 Teacher attendance in the last 5 days (1) *Select the date of the previous school day.*	
C07 Numeric 2 digits *Record how many teachers were present on [DATE], Enter 98 if it is not clear.*	The date shown will be the date of the previous school day, which you just entered.
C08 Teacher attendance in the last 5 days (2) *Select the date of the school day before [DATE].*	
C09 Numeric 2 digits *Record how many teachers were present on [DATE], Enter 98 if it is not clear.*	The date shown will be the date of the 2nd most recent school day, which you just entered.
C10 Teacher attendance in the last 5 days (3) *Select the date of the school day before [DATE]*	
C11 Numeric 2 digits *Record how many teachers were present on [DATE], Enter 98 if it is not clear.*	The date shown will be the date of the 3rd most recent school day, which you just entered.
C12 Teacher attendance in the last 5 days (4) *Select the date of the school day before [DATE]*	
C13 Numeric 2 digits *Record how many teachers were present on [DATE], Enter 98 if it is not clear.*	The date shown will be the date of the 4th most recent school day, which you just entered.
C14 Teacher attendance in the last 5 days (5) *Select the date of the school day before [DATE]*	

C15 Numeric 2 digits

Record how many teachers were present on [DATE], Enter 98 if it is not clear.

The date shown will be the date of the 5th most recent school day, which you just entered.

C16 Teacher employed last school year

Ask the head teacher to show you a list of all teachers who were employed at the school the last school year (September 2016 to August 2017). Does the head teacher have this list to show you?

○ Yes
○ No

If the head teacher is new at the school and joined in this academic year, ask them to consult the assistant head teacher or any other teacher who was at the school last year and knows the school records well.

C17 Teachers employed at the school last year (list)

Look at the list of teachers who were employed at the school the last school year (September 2016 to August 2017). Count the number of teachers on the list and enter the number.

Record the number of all teachers who were employed at the school the last year including those who only teach religious studies, voluntary teachers, substitute (temporary) teachers, and nursery/pre-school teachers.

There may be multiple lists available. You need to make sure you count all teachers who were already employed at the school at the start of the year in September 2016, plus any teachers who joined during the year.

This will only be asked if a list is available (C16)

Make sure the list you have been given is up to date. If you have reason to believe that the list is not accurate, go over the list with the head teacher to confirm that all teachers on the list were indeed employed at the school last year and that there are no other teachers who were employed but whose name is not on the list.

We want to record the total number of teachers who were employed at the school **at some point** in the last school year.
• If a teacher was employed at the school at the start of the school year in September 2016 but then retired, died or left the school during the year, count as employed.
• If a teacher was not employed at the

school at the start of the year in September 2016 but joined later in the year, then count as employed.
- If, however, a teacher had retired, died or left the school before the start of the school year in September 2016 but the name of the teacher was still on the list, do NOT count as employed.
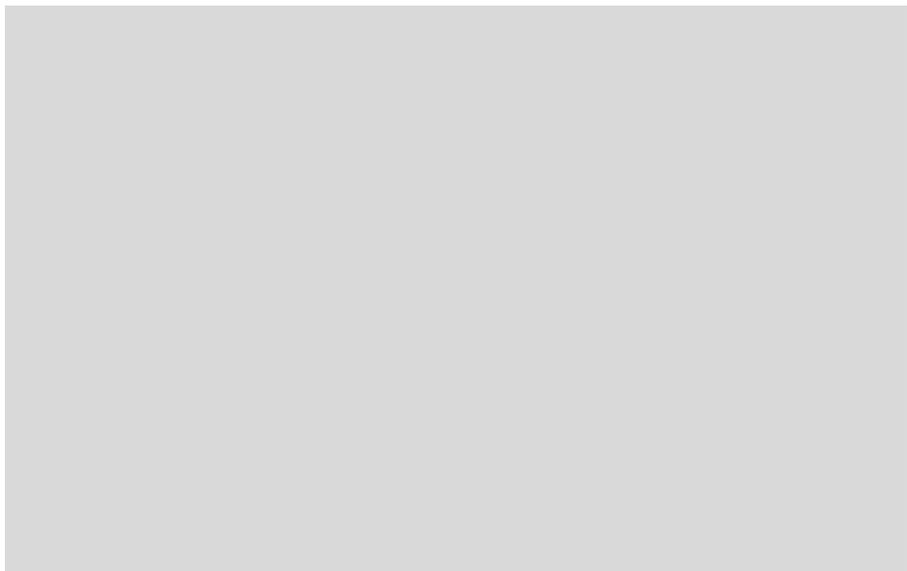
C17B Teachers employed at the school last year
How many teachers were employed at the school the last school year (September 2016 to August 2017)?
Record the number of all teachers who were employed at the school the last year including those who only teach religious studies, voluntary teachers, substitute (temporary) teachers, and nursery/pre-school teachers. This includes any teachers already employed at the school at the start of the year, plus any teachers who joined during the year.

Probe. If the head teacher does not know how many teachers were employed at the school last year enter 998.

This will be asked if the list is not available.

We want to record the total number of teachers who were employed at the school **at some point** in the last school year.
- If a teacher was employed at the school at the start of the school year in September 2016 but then retired, died or left the school during the year, count as employed.
- If a teacher was not employed at the school at the start of the year in September 2016 but joined later in the year, then count as employed.
- If, however, a teacher had retired, died or left the school before the start of the school year in September 2016 but the name of the teacher was still on the list, do NOT count as employed.

C18 Teachers transferred last school year
How many of the teachers who were employed at the school the last school year (September 2016 to August 2017) were <u>transferred to another school</u>?

This number should only include teachers who were transferred to another school (not teachers who retired, resigned or passed away). Help the head teacher count from the list of teachers. If the head teacher does not know how many teachers were transferred the school last year enter 998.

If the head teacher is new at the school and joined in this academic year, ask them to consult the assistant head teacher or any other teacher who was at the school last year and knows the school records well.

1.6   Head teacher background

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

MODULE D: Head teacher background
I will now ask you some questions about background information and your professional qualifications.

o   Ready to start

D01   Sex
Select the sex of the respondent.

o   Male
o   Female

Enter the respondent's sex. Do <u>not</u> ask out aloud.

D02   Contact number
Record contact number of the head teacher. The phone number should be 11 digits long beginning with 07, 08 or 09.

If the head teacher does not have a contact number select 'not known' in the drop-down menu.

What is your contact number?

D03   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?

Questions D03-D13 are only asked if the respondent is a head teacher (not for acting or assistant head teacher)

D04   Year started working as a teacher
Enter the year in which the respondent was first officially posted or employed as a teacher including as a head 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 in <u>any</u> school (including this school)?

D05   Started in this school
Enter the year in which the respondent first became the head teacher of this school. If the respondent does not know select the 'Do not know' option from the drop-down menu.

In which year did you become head teacher of <u>this school</u>?

D06 Started in any school
Enter the year in which the respondent first became the head teacher of any school. If the respondent does not know select the 'Do not now' option from the drop-down menu.

In which year were you first appointed to a head teacher post (in <u>any</u> school including this school**)**?

D07   Qualifications
Prompt and probe if necessary. It's a multiple response question – select all that apply. Prompt specifically for NCE qualification.

Which <u>academic qualifications</u> 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
LLB – Bachelor of Law
M.Ed – Master of Education
MA – Master of Arts
MSc – Master of Science

D08 Receipt of salary

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

Prompt and probe if necessary.

○ 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 head teacher received their salary on the day(s) they expect to receive it every month.

D09 Correct salary amount

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

This question is only asked if the head teacher received a salary in the last academic year.

D10 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
○ Do not know
○ Refused to answer

D11 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 <u>last 5 days when the school was open</u>?

- ☐ 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)
- ☐ Refused to answer

This question is only asked if the head teacher was absent in the last 5 days.

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

D12 Absence from school last term

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

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

D13 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 <u>third term – from May to August 2017</u>?

- ☐ Elections/campaigning
- ☐ Transport
- ☐ Teacher strikes
- ☐ Other mass strikes
- ☐ Own of family illness
- ☐ Late of 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)
- ☐ Refused to answer

This question is only asked if the head teacher was absent at least 1 day during the last term.

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

1.7 Current teaching activities

The following section asks about the current teaching practices of the head teacher, if he/she teaches lessons.

MODULE D2: Current teaching activities

I will now ask you some questions about teaching.

○ Ready to start

D201 Any primary class taught

Primary class means class 1 to 6. Probe if the head teacher regularly teaches any primary class and not just temporarily covering a class. Do not include any class that the head teacher may cover due to temporary absence of a teacher.

Do you regularly teach any primary class in the current school year (2017/18)?

○ Yes
○ No

The rest of this module will be skipped if the respondent does not teach any primary class.

D202 Primary classes taught

Probe the primary classes the head teacher teaches. It's a multiple response question – select all that apply.

Which classes do you teach in the current school year (2017/18)?

- ☐ Class 1
- ☐ Class 2
- ☐ Class 3
- ☐ Class 4
- ☐ Class 5
- ☐ Class 6

D203 Subjects taught

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

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

- ☐ 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.

1.8 Head-teachers' teaching training

This module asks in detail about training related to <u>teaching</u> received by the head teacher in the **past three years**, that is, September 2014 to August 2017.

MODULE E: TEACHING TRAINING I will now ask you about the <u>trainings related to teaching</u> that you have received in the past 3 years (September 2014 to August 2017). Later I will also ask you about any school leadership and management training you may have received the past 3 years.

○ Ready to start

E01 Teaching trainings attended in last three years

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

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

○ Yes
○ No
○ Don't know

The rest of this module will be skipped if the respondent did not attend any training (or doesn't know).

E02 Training attended in last three years

Read out each option and ask for each option whether the head teacher received the training or not.
Give the head teacher the <u>teaching training</u> 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 the head 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 <u>past three years</u> (September 2014 to August 2017), have you attended any training <u>related to teaching</u> 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 another training but not sure who the provider was
☐ Refused to answer

Give the head teacher the teaching training **logo show card** (see Box 1) 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.

Box 1. Programme logos shown on the Show Cards

Reading and Numeracy Activity Early Learning Programme (RANA)

Girls Education Programme (GEP3)

E03A Teaching 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**] <u>teaching</u> training?

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

For each of the training providers selected in E02, you will now ask several questions about them. '[NAME]' will be replaced with the name of the training provider. Remember you are only asking about training on teaching in this module.

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 E02 ('Check training

	attended') or change the answer to E03A ('Change this response').
E04/E06/E08 Teaching training length in the school [YEAR] In total, for how many <u>days</u> in the [**SCHOOL YEAR**] did you attend the [**NAME**] <u>teaching</u> 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.*	*This question is asked for each of the school years selected in question E03.*
E09 Main training agenda What was the [**NAME**] <u>teaching</u> 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 sound groups (in English) □ 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	*If the response is 'Other', please enter the training contents given by the respondent in the Field Note window.*
E10 Training organised by Were any other organisations/agencies involved in the [**NAME**] <u>teaching</u> training? ○ Yes ○ No ○ Don't know	

E11 Training organised by

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

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

- □ ESSPIN
- □ Girls Education Programme (GEP)/UNICEF
- □ 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

This question is only asked if the respondent said that other organisations or agencies were involved in the training.

If the response is 'Other', please enter the name of the training organization/agencies as given by the respondent in the Field Note window.

E12 Training delivered by

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

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

- □ 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 teaching training as given by the respondent in the Field Note window.

E13 Was TDP training useful

How useful was the TDP teaching training?

- ○ Very useful
- ○ Somewhat useful
- ○ Not useful
- ○ Do not know/refused to answer

This question is only asked for teachers who responded that they attended Teacher Development Programme (TDP) teaching training in the past 3 years (E02).

E14 Gain from TDP teaching training
Do not prompt. Select all that apply.

What did you <u>gain</u> 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 <u>only</u> asked for teachers who responded that they attended Teacher Development Programme (TDP) teaching training in the past 3 years (E02).

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.

E15 Weaknesses TDP teaching 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 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 <u>only</u> asked for teachers who responded that they attended Teacher Development Programme (TDP) teaching training in the past 3 years (E02).

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

1.9   Head teachers' school leadership and management (SLM) training

This module asks in detail about training related to school leadership and management (SLM) received by the head teacher in the **past three years**, that is, September 2014 to August 2017.

MODULE_F_INTRO

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

○   Ready to start

F01 SLM training attended in last three years

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

○   Yes
○   No
○   Do not know

The rest of this module will be skipped if the respondent did not attend any SLM training in the past 3 years (or doesn't know).

F02 SLM training attended in last three years

Read out each option and ask for each option whether the head teacher received the training or not.
*Give the head teacher the SLM training **logo show card** to show the relevant programme's logo. Use that together with your SLM training **description show card** to describe the programme to the respondent and probe.*

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

☐   Teacher Development Programme (TDP)
☐   UNICEF's Girls Education Programme (GEP3)
☐   Education Sector Support Programme in Nigeria (ESSPIN)
☐   The Global Partnership for Education
☐   State Universal Basic Education Board (SUBEB)
☐   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 head teacher the SLM 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 SLM 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.

F03A SLM 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 [**NAME**] school leadership and management training?

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

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 F02 ('Check training attended') or change the answer to F03A ('Change this response').

F04/F06/F08 SLM training length in the school [YEAR]

In total, for how many days in the [**SCHOOL YEAR**] did you attend the [**NAME**] school leadership and management 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 F03A.

F09 Main SLM training agenda

What was the [**NAME**] school leadership and management training mainly about?

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

- ☐ Academic leadership
- ☐ School leadership, role of the head teacher
- ☐ School development planning
- ☐ Pupil assessment
- ☐ Record keeping, reporting, information systems
- ☐ School budgeting, financial management
- ☐ School self-evaluation
- ☐ Staff development
- ☐ Teacher management
- ☐ Teacher mentoring
- ☐ Other (specify)
- ☐ Don't know/refused to answer

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

F10A Any other organisations/agencies involved

Were any other organisations/agencies involved in the [**NAME**] school leadership and management training?

No or **Don't know** → *Skip to question F10C.*

○ Yes
○ No
○ Don't know

F10B Name of other organisations/agencies involved

Which other organisations/agencies were involved in the [**NAME**] school leadership and management training?

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

☐ ESSPIN
☐ Girls Education Programme (GEP)/UNICEF
☐ 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 training organization/agencies as given by the respondent in the Field Note window.

F10C SLM Training delivered by

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

Do not prompt but probe if necessary whether the person is from [NAME] or from somewhere else. It's a multiple response 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
☐ Local Government Education Authority (LGEA)
☐ Other SUBEB staff
☐ University or college staff
☐ Other (specify)
☐ Do not know/refused to answer

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

F11 Was TDP school leadership and management training useful

How useful was the TDP <u>school leadership and management</u> training?

- ○ Very useful
- ○ Somewhat useful
- ○ Not useful
- ○ Do not know/refused to answer

This question is <u>only</u> asked for teachers who responded that they attended Teacher Development Programme (TDP) SLM training in past 3 years (F02).

F12 Gain from TDP SLM training

Do not prompt. Select all that apply.

What did you <u>gain</u> from the TDP school leadership and management training?

- □ Academic leadership
- □ School leadership
- □ Teacher management
- □ Staff development
- □ Confidence in my role as head teacher
- □ Support network
- □ Other (specify)
- □ Nothing
- □ Don't know/refused to answer

This question is <u>only</u> asked for teachers who responded that they attended Teacher Development Programme (TDP) SLM training in past 3 years (F02).

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

F13 Weaknesses TDP SLM training

Do not prompt. Select all that apply.

What difficulties, if any, did you experience with the TDP school leadership and management training?

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

This question is <u>only</u> asked for teachers who responded that they attended Teacher Development Programme (TDP) SLM training in past 3 years (F02).

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

1.10 TDP materials and school support visits (SSVs)

This module asks in detail about the materials and support provided by TDP. This includes teaching and audio-visual materials and mobile phones and SD cards, and school support visits (SSVs) by TDP teacher facilitators. The aim is to understand whether schools received the expected support and materials, the reasons if not, whether they were perceived as useful by head teachers, and how they were used.

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

Some of the questions in this module are skipped depending on whether the respondent said they received different types of training in the earlier modules.

The first two questions in this module are only asked for head teachers who responded that they attended Teacher Development Programme (TDP) school leadership and management training in the past 3 years (F02).

Questions G03-G28 and G32 are only asked for head teachers who responded that they attended Teacher Development Programme (TDP) teaching training in the past 3 years (E02).

Questions G29-G31 are always asked.

MODULE G: 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 head 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 head teacher has may look slightly different.*

o   Ready to start

G01 TDP materials for head teachers
Do you have a TDP head teacher handbook?

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

G02 TDP materials for head teachers
Do you think the TDP head teacher handbook is useful?

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

This question is only asked if the head teacher has a handbook (G01)

G03 TDP materials for teachers
Do you have access to a TDP Teacher's Guide?

o   Yes
o   No
o   Do not know

G04 TDP materials for teachers
Which TDP Teacher's Guide(s) do you have access to?

This and the next 2 questions are only asked if the

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

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

respondent has access to a teacher's guide (G03).

G05 TDP materials for teachers

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 it yet
- ☐ Other (specify)
- ☐ Refused to answer

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

G06 TDP materials for teachers

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

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

This question is only asked if the respondent has used the guide (G05)

G07 TDP materials for teachers

Do you have <u>access</u> to any TDP Lesson Plans?

- ○ Yes
- ○ No
- ○ Do not know

The following questions about lesson plans are skipped if the head teacher does not have access to any lesson plans (or doesn't know).

G08 TDP materials for teachers

Which TDP Lesson Plan(s) do you have <u>access</u> 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

G09 TDP materials for teachers

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 haven't used them yet
- ☐ Other (specify)
- ☐ Refused to answer

G10 TDP materials for teachers

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

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

This question is skipped if the head teacher has not yet used the TDP Lesson Plan(s) (G09).

G11 TDP materials for teachers

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

G12 TDP materials for teachers

Are the <u>contents</u> of the TDP lesson plans appropriate given the curriculum you teach?

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

G13 TDP materials for teachers

Do you have <u>access</u> to any TDP flash cards?

- ○ Yes
- ○ No
- ○ Do not know

The following questions on flash cards are skipped if the respondent does not have access to them (or doesn't know)

G14 TDP materials for teachers

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

G15 TDP materials for teachers

Do you use the TDP <u>flash cards</u> in the classroom when you teach?

- ○ Yes
- ○ No
- ○ Refused to answer

G16 TDP materials for teachers

Do you think the TDP flash cards are useful?

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

G17 TDP materials for teachers

Do you have <u>access</u> to a TDP Reading Assessment Guide?

- ○ Yes
- ○ No
- ○ Do not know

The following questions on reading assessment guides are skipped if the respondent does not have access to them (or doesn't know)

G18 TDP materials for teachers

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
- ☐ Other (specify)
- ☐ I haven't used it yet
- ☐ Refused to answer

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

G19 TDP materials for teachers

Do you think the TDP Reading Assessment Guide is useful?

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

This question is skipped if the respondent has not yet used the reading assessment guide (G18)

G20 TDP materials for teachers

Do you have <u>access</u> to <u>TDP teacher's videos</u> on teaching methods?

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

G21 TDP materials for teachers

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

Do not prompt but probe if necessary.

- 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)
- Do not know/refused to answer

This question is only asked if the respondent answered No to G20. *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.*

G22 TDP materials for teachers

Do you have access to <u>TDP audio materials</u> to use with pupils <u>in the classroom?</u>

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

G23 TDP materials for teachers

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

Do not prompt but probe if necessary.

- 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

This question is only asked if the respondent answered No to G22.

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.

G26 TDP materials for teachers

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

○ Yes
○ No
○ Do not know

G27 TDP materials for teachers

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

○ Yes
○ No
○ Do not know

G28 TDP materials for teachers

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

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

*This question is only asked if the response is **Yes** to both G26 and G27.*

G29 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

The following questions on support visits are skipped if the school did not receive any.

For this question and G30 and G31, if the head teacher is new at the school and joined in this academic year, ask them to consult the assistant head teacher or any other teacher who was at the school last year and knows the school records well.

G30 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)?

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

G31 TDP school support visits

What did the TDP teacher facilitator do during his/her <u>most recent</u> 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.

G32 English Reading Club

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.

o   Yes
o   No
o   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.

1.11   Head teacher activities, meetings and supervision

This module asks about activities undertaken by the head teacher to support and supervise teachers at the school.

MODULE H: Head teacher activities, meetings and supervision
I will now ask you about work you may have done in the school during the last school year (September 2016 – August 2017).

o   Ready to start

H01 Issues with pupil attendance
Do not prompt. Record all issues that apply with pupil attendance. Record 'None' if there are no issues.

Why do you think pupils did not attend school regularly in the last school year (September 2016 – August 2017)? List all reasons.

☐   Pupils involved in income generating activity e.g. farming
☐   Lack of uniform
☐   Informal payments cannot be afforded by parents
☐   Bullying
☐   Corporal punishment
☐   Child abuse
☐   Social or religious obligations (funerals, weddings, festivals, condolence visits)
☐   Low quality of teaching
☐   Parents are not supportive about sending their children to school
☐   Disease/illness
☐   Epidemic/disease outbreak
☐   Security and safety related issues
☐   School too far from home
☐   Lack of classrooms
☐   Lack of teachers
☐   Weather-related reasons (e.g. rain, flooding, landslides)
☐   None
☐   Other (specify)
☐   Don't know

If the response is 'Other', please enter the pupil attendance issues as given by the respondent in the Field Note window.

H02 Action on pupil attendance
As the head teacher, have you done anything to improve pupil attendance in the last school year (September 2016 – August 2017)?

o   Yes
o   No
o   I was not the head teacher in the last school year
o   Don't know/refused to answer

No, I was not the head teacher in the last school year, Don't know/refused to answer → *Skip to question H04.*

H03 Action on pupil attendance

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

What are the things you have done to improve pupil attendance in the last school year (September 2016 – August 2017)?

- ☐ Involve SBMC in finding reasons for pupil non-attendance
- ☐ Discuss with teachers, pupils or parents about reasons for pupil non-attendance
- ☐ Provide financial support to pupil
- ☐ Provide uniform free of charge
- ☐ Provide textbooks, exercise books and stationery free of charge
- ☐ Address bullying
- ☐ Address corporal punishment
- ☐ Improve quality of teaching and learning
- ☐ Other (specify)
- ☐ Don't know/refused to answer

If the response is 'Other', please enter the things the respondent has done to improve pupil attendance as given by the respondent in the Field Note window.

If the head teacher has discussed pupil attendance issues during Parent Teacher Association (PTA) meetings, then this would go under option 2 (Discuss with teachers, pupils or parents about reasons for pupil non-attendance).

H04 Lesson observation

Exclude school holidays and day of interview from the time period. If the head teacher has just passed by the lesson casually or for a brief moment, or observed the lesson briefly through the window then that does NOT count towards lesson observation.

Did you sit in any of your teachers' lessons to observe the lesson in the past two weeks (past 10 working days)?
- ○ Yes
- ○ No
- ○ Don't know/refused to answer

H05 Meetings with teachers
How often do you formally meet with your teachers? This refers to any formal meetings with all of the teachers present, or with a group of them. It does not include casual or formal one-to-one meetings or lunches together with a group of teachers.

Probe if necessary. If head teacher conducts meetings every day of the working week, then select 'Daily'. If s/he conducts meetings four days in the week, select 'More than once a week'. Similarly, if head teacher conducts meetings one day in every week, select 'Once a week', but if s/he conducts meetings one day every other week, select 'More than once a month'.

- ○ More than once a day
- ○ Daily
- ○ More than once a week
- ○ Once a week

Never → *Skip to question H07.*

- More than once a month
- Once a month
- Less than once a month
- Never
- Don't know/refused to answer

H06 Meetings with teachers
Do not prompt. It's a multiple response question – select all that apply.

When you meet with teachers, what are the things you typically spend most time discussing with them?

- Teacher absenteeism/lateness
- Pupil attendance
- Teachers' pay/salary
- Lack of teaching/learning materials
- School building conditions/repairs
- Teaching practice/pedagogy
- Individual pupil's needs
- Parents/community
- Need and/or opportunity for teacher training
- Professional development (other than teacher training)
- Record keeping
- Other (specify)
- Don't know/refused to answer

If the response is 'Other', please enter the main things the respondent discusses with teachers during the meetings as given by the respondent in the Field Note window.

H07 Issues with teachers' attendance
Do not prompt. Record all issues that apply to teacher attendance. Record 'None' if there are no issues.

Why do you think teachers did not attend school regularly in the last school year (September 2016 – August 2017)? List all reasons.

- Security and safety related issues
- Pay/salary related
- Low motivation among teachers
- Laziness
- Social or religious obligations (funerals, weddings, festivals, condolence visits)
- Training
- Own or family disease/illness
- Childcare/maternity/paternity leave
- Epidemic/disease outbreak
- Weather-related reasons (rain, flooding, landslides)
- Lack of supervision
- Political activities/strikes
- Involved in other income generating activities

If the response is 'Other', please enter the issues that prevented teachers from attending school regularly as given by the respondent in the Field Note window.

- □ Bad school infrastructure/conditions
- □ Lack of teaching materials
- □ Distance/travel time between teacher's home and school
- □ Transportation problems
- □ Lack of consequences for being absent
- □ None
- □ Other (specify)
- □ Don't know

H08 Any action to improve teacher attendance
As the head teacher, have you done anything to improve teacher attendance in the last school year (September 2016 – August 2017)?

- ○ Yes
- ○ No
- ○ I was not the head teacher in the last school year
- ○ Don't know/refused to answer

No or **Don't know/refused to answer or I was not the head teacher in the last school year** → *Skip to question H10.*

H09 Action to improve teacher attendance
Do not prompt. It's a multiple response question – select all that apply.

What have you done to improve teacher attendance during the last school year (September 2016 – August 2017)?

- □ Ruling attendance book at opening time and following up on absences
- □ Insist on written absence requests
- □ Complete movement book during school hours
- □ Discuss with teachers about attendance
- □ Address pay/salary related grievances
- □ Address childcare/maternity/paternity related issues
- □ Address issues related to school infrastructure/conditions
- □ Address lack of teaching materials
- □ Report to LGA
- □ Other (specify)
- □ Refused to answer

If the response is 'Other', please enter the actions taken by the respondent to improve teacher attendance as given by the respondent in the Field Note window.

H10 Supervisor visit

The inspection/support visit should be from either a SUBEB or an LGEA supervisors.

How often did a SUBEB or LGEA supervisor visit the school for inspection or support during the last school year (September 2016 – August 2017)?

○ Never
○ Less than once a month
○ Once a month
○ Two or three times a month
○ More than three times a month
○ Don't know/refused to answer

If the head teacher is new at the school and joined in this academic year, ask them to consult the assistant head teacher or any other teacher who was at the school last year and knows the school records well.

1.12   Head teacher workload

This short module asks about head teachers' workload.

MODULE J0: Head teacher workload
I will now ask you about your workload as a head teacher at this school.

○   Ready to start

J001 Head teacher workload
Do you think that your workload at the school is appropriate or excessive?

○ Appropriate
○ Excessive
○ Don't know/refused to answer

J002 Head teacher workload
What are the two most important reasons your workload is excessive?

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

☐   There are not enough teachers at the school
☐   I teach too many classes
☐   I have too many administrative and clerical duties
☐   There are many meetings with the LGEA/SUBEB
☐   I have to cover classes for absent teachers
☐   Other (specify)
☐   Don't know/refused to answer

This question is only asked if the respondent said their workload is 'excessive'.

1.13   Teacher motivation (for head teachers who teach)

These questions are only asked for head teachers who regularly teach one or several primary classes 1 to 6 in the current school year.

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

MODULE J: Head teacher motivation
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 of 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 he/she feels uncomfortable answering about a particular statement.

o   Ready to start

J01. Teacher motivation (1)
I enjoy teaching very much

- o   Strongly disagree
- o   Disagree
- o   Agree
- o   Strongly agree
- o   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

1.14   Head teachers' school leadership and management (SLM) practices

MODULE K: School leadership and management
I will now ask you about leadership and management practices at the school.

o   Ready to start

K02 Instructional planning process
How many times per term per teacher do you usually check teachers' lesson plans?

o   Never
o   One time
o   Two times
o   Three or more times
o   Don't know/refused to answer

Never, or **Don't know/refused to answer** → *Skip to question K03*

K02A Instructional planning process
Do you keep records or notes of your lesson plan checks?

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

K03 Personalisation of instruction and learning
Does the school try to identify pupils who have learning difficulties?

o   Yes
o   No

K05 Teacher assessment
Do you assess your teachers' performance? Teacher assessment is when the head teacher sits down with teachers for face-to-face or written assessment of teacher performance.

o   Yes
o   No

No → *Skip to question K07.*

K06B Teacher assessment
How often do you assess teachers' performance in your school?

o   When I think there is a need for it
o   Annually
o   Termly
o   Monthly
o   Weekly
o   Don't know/refused to answer

K06A Teacher assessment
Is the teacher performance assessment based on established criteria? Established criteria are standards that teacher performance is compared to and these standards are known by teachers.

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

K06AA Teacher assessment
Is the teacher performance assessment verbal or written?

o   Verbal
o   Written
o   Verbal and written
o   Don't know/refused to answer

K07 Teacher performance rewards
This question refers to rewards given only for good teacher performance. If all teachers are rewarded at a school regardless of performance, then this does not count.
We also only want to know about rewards provided by the school. We are not asking about rewards that might be provided by the government, state or other sources outside the school.

No → *Skip to MODULE_L_INTRO*

Rewards can be monetary or non-monetary.

Are there any rewards for good teacher performance?

o   Yes
o   No

K08A Teacher performance rewards
Prompt.

Are there rules for <u>how</u> **and** <u>when</u> to reward teachers who perform well?

o   No
o   Yes, non-written rules
o   Yes, written rules
o   Don't know/refused to answer

K08B Teacher performance rewards
How often are teachers who perform well rewarded?

o   When the head teacher feels like it
o   Annually
o   Termly
o   Other (specify)
o   Don't know/refused to answer

If the response is 'Other', please enter when teachers are rewarded as given by the respondent in the Field Note window.

1.15   Use of mobile phone

The following section asks about the use of mobile phones by the respondent.

MODULE_L_INTRO
I will now ask you about your use of mobile phones.

o   Ready to start

L01 Ownership of mobile phone
This could be a personal mobile phone or the mobile phone provided by TDP if the head teacher received one of these.

Do you currently own a mobile phone that works?

o   Yes
o   No

No → *Skip to the next module.*

L02 Feature phone

Can your phone currently play both video and audio?

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

o   Yes, both audio and video
o   No, only audio
o   No, only video
o   No, it cannot play audio or video
o   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 head teacher cannot listen to audio but can play video.

L03 Use of mobile phones
Prompt. It's a multiple response question – select all that apply.

What do you use your mobile phone for?

☐   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

If the response is 'Other', please enter uses of the mobile phone as given by the respondent in the Field Note window.

1.16   School Infrastructure

This module asks about the school infrastructure.

MODULE_M_INTRO
I will now ask you a few questions related to this school and its infrastructure. This is the last part of the interview.

o   Ready to start

M01 Support from other organisations or programmes
Does this school currently receive support in cash or kind from any other organisation or programmes (such as NGOs, mosques, foreign projects, GEP, ESSPIN, private, etc.)?

o   Yes
o   No

No → Skip to question M03.

M02 Support received from

Who does the school receive support from?

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

- ☐ Non-Governmental Organisation (NGO)
- ☐ Religious Institutions (e.g. Church or Mosque)
- ☐ UNICEF/Girls Education Programme (GEP)
- ☐ ESSPIN/DFID
- ☐ Foreign donor (other than UNICEF/DFID such as JICA, WB, USAID)
- ☐ Private individual
- ☐ Private company
- ☐ Other (specify)

If the response is 'Other', please enter who the school receives support from as given by the respondent in the Field Note window.

M03 Electricity in school

Does this school have electricity?

Electricity supply also includes electricity from generator or solar power.

- ○ Yes
- ○ No

Answer yes if any part of the school has an electricity supply, even if the rest of the school does not.

No → *Skip to question M05.*

M04 Electricity in school

Is the electricity supply in this school regular?

- ○ Yes
- ○ No

M05 Water in school

Is there a source of drinking water on the school premises?

- ○ Yes
- ○ No

A source of drinking water means a tap, well or other drinking water supply on the premises. It does not count if children or staff have to carry buckets of water.

M06 Staff room

Does the school have a staff room (a separate room where teachers can work)?

- ○ Yes
- ○ No

M07 Classrooms in school

How many classrooms for classes 1 to 6 does this school have?

If the school is sharing the premises with other schools, then only include the classrooms that belong to

	this school or that are being used by this school's pupils.
M08 Classrooms in school How many classrooms are being used to teach classes 1 to 6?	*Note: The number of classrooms used in M08 can not be greater than the number of classrooms in M07.*
M09 Toilets in school How many toilets are there at this school?	This refers to individual toilets or latrines. **0 →** *Skip to question M11.*
M10 Toilets in school How many toilets are in working order today?	*Note: The number of toilets in L09 can not be greater than the number of toilets in working order in L10.*
M11 School has amplifiers Does the school have an amplifier? ○ Yes (one or more) ○ No ○ Do not know	**No or Do not know →** *Skip to question M17.*
M12 Number of amplifiers How many amplifiers does the school have? *Record the number of amplifiers the school has. Enter 98 if the respondent does not know.*	
M13 Amplifiers provided by Who gave the amplifier(s) to the school? *Probe for the provider of the amplifier. This is a multiple response question - select all that apply.* □ The Teacher Development Programme (TDP) □ ESSPIN □ Girls Education Programme (GEP3) □ SUBEB □ Other (specify) □ Don't know	*If the response is 'Other', please enter who gave the school the amplifiers as given by the respondent in the Field Note window.*

M14 Amplifiers location

Where are the amplifiers located?

If there are multiple amplifiers and they are located in different places, select all that apply.

- □ In the head teacher's office
- □ In the staff room
- □ In the classrooms
- □ In storage away from the school
- □ Other (specify)
- □ Do not know

If the response is 'Other', please enter where the amplifiers are located as given by the respondent in the Field Note window.

M15 All amplifiers work

Does the amplifier work / Do <u>all</u> the amplifiers work?

- ○ Yes
- ○ No
- ○ Do not know

Yes or **Do not know** →
Skip to question M17.

M16 Main reason for amplifier not working

What is the main reason the amplifier(s) do(es) <u>not</u> work?

- ○ Faulty
- ○ Physically broken
- ○ Cannot charge the amplifier
- ○ Other (specify)
- ○ Do not know

M17 School-based management committee

Does the school have a school-based management committee (SBMC)?

This does not include Parent Teacher Associations.

- ○ Yes
- ○ No

No → *Skip to question M19.*

M18 School-based management committee

When did the SBMC last meet?

- ○ This term or during the preceding vacation
- ○ Last term of the previous school year (May – August 2017)
- ○ Earlier than the last term of the previous school year (before May 2017)
- ○ It has not yet met
- ○ Don't know/ refused to answer

M19 Thank you

Thank you very much for your time.

○ End interview

1.17 Enumerator observation of school infrastructure

For this module **you will observe** the condition of the school's roof, outer and inner walls, windows and playground. Do not ask the head teacher.

Walk out of the head teacher's office and look through the window at the **nearest block of classrooms**. If the nearest block of classrooms is not in use, then look at the nearest block that is in use. Note the condition of the roof outside, the ceiling inside, the walls inside and outside, and the window frames. Then look at the school playground if there is one and note its condition.

If the school does not have a particular type of infrastructure, select the option for this. For example, if the school does <u>not</u> have any windows, select the option 'No window'. If the school does not have any walls, select both 'No walls' both for question N02 and N03.

If the school is on a temporary site (<u>for a term or less</u>), then record this information in the Field Note Window of the MODULE_N_INTRO question.

If the school is sharing its premises with another school, then, if applicable, only observe and answer the below questions for the infrastructure that belong to this school. If the schools are sharing the same infrastructure (same classrooms, windows and playgrounds), observe and answer the below questions for the shared infrastructure.

MODULE_N_INTRO

For this final module you will observe *the school's roof, outer walls, windows and classroom walls to record if what condition they are in (do not ask the head teacher).*

If the school does not have a roof, select 'No roof', if the school does not have windows, select 'No windows' and so on for each question in this module.

N01. Roof

What condition is the school's <u>roof</u> in?

○ Good condition
○ Poor condition
○ No roof

This includes the outer part of the roof and the ceiling inside the building.

Good: The roof outside and ceiling inside are complete and look sound.

Poor: Sections of the outside roof are missing; there is no ceiling; ceiling tiles are missing or broken.
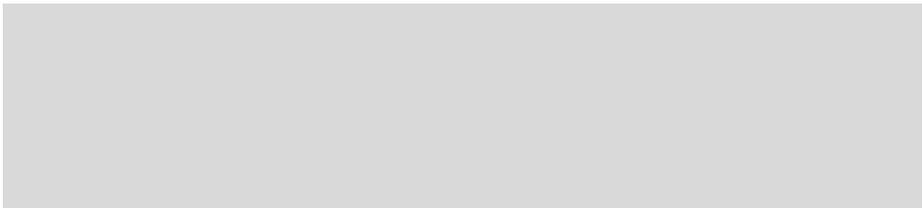
No roof: There is no roof or ceiling on the block at all.

Box 2. Recording school infrastructure: some examples

1. A school block showing outside wall, window shutters and outer roof all in **good** condition.

2. Outer wall is in **poor** condition (parts of the plaster are coming off). Window is in **poor** condition (one shutter missing and the other one partially attached).

3. Interior of a classroom with ceiling in **good** condition and inner wall in **good** condition (despite a few marks).

4. Inner wall in **poor** condition (crack in plaster). Ceiling in **poor** condition (ceiling tiles broken and hanging off). Windows in **poor** condition (shutters missing or insecurely attached).

5. This classroom is missing a ceiling so we mark the roof as **poor condition** (even though the outer roof is okay)

N02. Classroom walls

What condition are the <u>classrooms' inner walls</u> in?

○ Good condition
○ Poor condition
○ No walls

Good: The inside of the classroom wall is complete, has no holes or crumbling bricks, and is plastered and painted. Some of the paint may be coming off.

Poor: the plaster is missing or detached, the bricks are exposed, or bricks are missing, or there are holes. It is completely unpainted.

N03. Classroom outer walls

What condition are the classrooms' <u>outer walls</u> in?

○ Good condition
○ Poor condition
○ No walls

Good: The outside of the classroom wall is complete, has no holes or crumbling bricks, and is plastered.

Poor: the plaster is missing or detached, the bricks are exposed, or bricks are missing, or there are holes.

N04. School windows

What condition are the school's <u>windows</u> in?

○ Good condition
○ Poor condition
○ No windows

Good: the classroom has window frames with shutters. The shutters are mostly well-attached and look like they work.

Poor: some or all of the windows are lacking frames and/or shutters; or the shutters are damaged; or the brick-work or plaster is broken around the window.

'No windows': e.g. there are no rooms and the school is taught outside.

This question does not refer to glass as most schools do not have glass windows.

NO5. School playground

What condition is the school's <u>playground</u> in?

Please note that by playground we mean an area for children to play. It does not matter if there is playing equipment in it or not

○ Good condition
○ Poor condition

'Playground' here means any outdoor area for children to play during breaks.

Good: There is an area which is mostly clean, is not being used for farming or to keep animals, and has no obvious

o No playground	hazards. It may be muddy or sandy.

Bad: The area is dirty, full of animals, or contains hazards such as broken metal or glass.

No playground: there is no outdoor area for children to play in. |

1.18   Interview status

At the end of each interview you will be asked to complete the following information about whether it was fully completed or not.

INTERVIEW_OUTCOME
What was the outcome of this interview/observation?

o   Completed
o   Partially completed
o   Refused to give consent

REASON_OF_INCOMPLETE

Record the reason why this interview/observation was partially completed (e.g. teacher was called away). | *If the interview was only partially completed, record the reason why this interview/observation was only partially completed in the text box.* |

Interview status
o   End the head teacher interview
o   No stay on this questionnaire