

Ghana - Quality for Preschool Impact Evaluation 2016, Midline Survey

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Sampling

Sampling Procedure

This impact evaluation applies a cluster-randomized design. Eligible schools were randomly selected to participate in the study. The eligible population was schools with KG 1 and KG 2 classrooms (the two years of universal preprimary education) in six districts in the Greater Accra Region. In these six districts, we have sampled 240 schools; 108 public schools and 132 private schools in total.

The unit of randomization for this randomized control trial (RCT) is schools, whereby eligible schools (stratified by public and private sector schools) are randomly assigned to: (1) in-service teacher-training program only; (2) in-service teacher-training program plus parental awareness program; or (3) control (current standard operating) condition.

The sampling frame for this study was based on data in the Education Management Information System (EMIS) from the Ghana Education Service. This data was verified in a 'school listing exercise' conducted in May 2015.

Sample selection was done in four stages:

The first stage involved purposive selection of six districts within the region based on two criteria: (a) most disadvantaged (using UNICEF's District League Table scores, out of sixteen total districts); and (b) close proximity to Accra Metropolitan for travel for the training of the KG teachers. The six selected municipalities were La Nkwantanang-Madina Municipal, Ga Central Municipal, Ledzokuku-Krowor Municipal, Adentan Municipal, Ga South Municipal and Ga East Municipal.

The second stage involved the selection of public and private schools from each of the selected districts in the Accra region. We found 678 public and private schools (schools with kindergarten) in the EMIS database. Of these 361 schools were sampled randomly (stratified by district and school type) for the school listing exercise, done in May 2015. This was made up of 118 public schools and 243 private schools. The sampling method used for the school listing exercise was based on two approaches depending on the type of school. For the public schools, the full universe of public schools (i.e., 118) were included in the school listing exercise. However, private schools were randomly sampled using probability proportional to the size of the private schools in each district. Specifically, the private schools were sampled in each district proportionate to the total number of district private schools relative to the total number of private schools. In so doing, one school from the Ga South Municipal was removed and added to Ga Central so that all districts have a number of private schools divisible by three. This approach yielded 122 private schools. Additionally, 20 private schools were randomly selected from each of the districts (i.e., based on the remaining list of private schools in each district following from the first selection) to serve as replacement lists. The replacement list was necessary given the potential refusals from the private schools. There were no replacement lists for the public schools since all public schools would automatically qualify for participation.

The third stage involved selecting the final sample for the evaluation using the sampling frame obtained through the listing exercise. A total of 240 schools were randomly selected, distributed by district and sector. Schools were randomized into treatment groups after the first round of baseline data collection was completed.

The survey respondents were sampled using different sampling techniques:

- a. KG teachers: The research team sampled two KG teachers from each school; one from KG1 and KG2. KG teachers were sampled using purposive sampling method. In schools where there were more than two KG classes, the KG teachers from the "A" stream were selected. For the treatment schools, all KG teachers were invited to participate in the teacher training program.
- b. KG child-caregiver pair: The research team sampled KG children and their respective caregivers using simple random sampling method. Fifteen KG children-caregivers pair were sampled from each school. For schools with less than 15 KG children (8 from KG1, 7 from KG2 where possible), all KG children were included in the survey. KG children were selected from the same class as the selected KG teacher. The survey team used the class register to randomly select KG children who were present on the day of the school visit. Sampling was not stratified by gender or age. The caregivers of these selected child respondents were invited to participate in the survey.

The research team sought informed consent from the school head teacher, caregivers, as well as child respondents.

Response Rate

Schools: Of the 240 randomly sampled schools at baseline, 235 were surveyed at Midline. This represents 97% of the sample schools. Of the remaining 3% (n = 5), three schools dropped out of the study and 2 schools closed down.

KG teachers: 78% of KG teachers were interviewed at Midline survey. Notably, we interviewed 348 of the 444 teachers

surveyed at baseline. This is because 96 teachers had either transferred (moved) to other schools (or classes) or had left the teaching profession.

KG children: Of the 3435 children who were assessed at baseline, 2975 were assessed at Midline. This represents 87% coverage rate. Thirteen percent of the children could no be tracked at Midline due largely to change in school [because of family migration outside the catchment districts or region].

Caregivers: Caregiver participation in the QP4G study increased from 2134 at Baseline to 2710 at Midline. This represented 27% increase in the caregiver coverage over the baseline. The increase in the caregiver coverage was largely due to the 576 additional active contact numbers obtained from the caregivers. These caregiver, hitherto, had no contact numbers at baseline.

Weighting

No weights were used in the analysis.

Questionnaires

Overview

Data were collected at Midline Survey using structured questionnaires or forms.

Child Direct Assessment: The KG Child Assessment was conducted using the International Development and Early Learning Assessment (IDELA) tool designed by Save the Children. IDELA was adapted based on extensive pre-testing and piloting by different members of the evaluation team. The adapted version measured five indicators of ECD. The indicators were early numeracy skills, language/literacy skills and development, physical well-being and motor development, socio-emotional development, and approaches to learning. IDELA contained 28 items. In addition, one task was added – the Pencil Tap – to assess executive function skills. Apart from the English language, IDELA was translated and administered into three local languages, namely, Twi, Ga, and Ewe. These local language versions had gone through rigorous processes of translation and back translation. The IDELA tool has not been shared as Save the Children have proprietary rights over this.

KG Class Environmental Scan: The KG classroom observation involved taking inventories of the KG classrooms [environmental scan] and conducting video recordings of the classroom processes. The KG Class Environmental Scan tool was designed to take inventories of the facilities in the KG classrooms. The classroom video recordings have not been shared as they contain PIs.

TIPPS: The video recordings taken during the classroom observations were coded using an early childhood education adapted version of Teacher Instructional Practices and Processes Systems (TIPPS). Seidman, Raza, Kim, and McCoy (2014) of New York University developed the TIPPS instrument. TIPPS observes nineteen key concepts of teacher practices and classroom processes that influence children's cognitive and social-emotional development. The concept sheet was used to code the kindergarten classroom videos. The TIPPS tool has not been shared as New York University has proprietary rights over this.

KG Teacher survey: The Midline KG Teacher Survey was based on the modification of the Baseline version. The modifications took into account the data need for measuring outcomes of the teacher training intervention as well as concerns about respondent burden/distress, response rates, and costs. Two modules were added: (a) participation in in-service training (i.e., participation in any in-service training including QP4G teacher training, issues of contamination or spill-over effects, and receipt of text-message intervention); and (b) perceptions of early childhood development. The latter module was culled from the Caregiver Survey. Also, KG teachers who took part in the Baseline II survey were excluded from answering the following time-invariant questions: (a) background characteristics such as local languages of teachers/caregivers, the level of proficiency in speaking and writing in English and local languages; teacher's paternal and maternal educational level, and (b) English reading knowledge.

Caregiver Survey: The Midline Caregiver survey was based on the modification of the Baseline II Caregiver Survey. The modification involved the removal of the food security, tracking, and mobility updates modules as well as the addition of modules on child discipline and parental participation in the parental awareness raising program. The module on child discipline was adopted from the UNICEF's MICS 2013 Household Questionnaire. A Call Records Form was also designed to track and screen each caregiver before the actual interview was conducted. Four local language dictionaries of keywords and phrases were developed for the Caregiver Survey. The selected languages were Ga, Ewe, Twi, and Hausa. These languages were selected because they were used extensively in interviewing the caregivers at Baseline II survey.

School Attendance Records: The School Attendance Records Form was designed to record school attendance information for the sampled KG teachers and children. The Form captured school-specific attendance details such as the active number of school days, the number of national/school-related holidays per term, and child-specific information such as present/absent from school.

Questionnaires are provided under the Related Materials tab.

Data Collection

Data Collection Dates

Start	End	Cycle
2016-05-16	2016-07-11	Child Direct Assessment
2016-05-16	2016-07-11	Teacher Interviewer and Classroom Observation
2016-05-16	2016-07-25	School Attendance Records
2016-07-20	2016-08-12	Video Coding
2016-08-18	2016-09-26	Caregiver Phone Survey

Data Collection Mode

Other [oth]

DATA COLLECTION NOTES

Specialized data collection teams were hired for each specific data collection activity – child direct assessment, teacher survey, caregiver survey, school attendance records, and classroom observation. Each of these unique data collection teams was provided specialized training based on the focus of the data collection activity, content of the data collection instrument and specific protocols relating to the particular data collection activity. Training of each of these specialized teams included classroom training and school visits or field practice.

Data were collected using different means of administration. Child direct assessment and teacher survey were conducted using in-person interviews through computer-assisted personal interview. The child direct assessment and teacher survey lasted approximately 45 minutes. The caregiver survey was administered via phone using computer-assisted telephone interview. The caregiver survey duration was approximately 50 minutes. This includes a screening of caregivers to determine their eligibility for the interview. Classroom observation was done by physically observing the inventory of facilities in the facilities in the KG classrooms (environmental scan) and videotaping classroom processes and systems. These videos were then coded in a centralized location by trained and certified video coders. School attendance records involved the review of pupil attendance register and teacher attendance book and translating specific information on a number of days present and/or absent from school per term. This activity took about 1 hour per each KG class for the selected children and teachers.

To gain access to the selected schools, prior approval was sought from the Regional Ghana Education Service and the District Education Directors for the selected districts. The research team sought informed consent from the school head teachers, teachers, and caregivers. Each child's assent was sought before conducting the child direct assessment.

Teacher survey was administered strictly in the English language. Child direct assessment and caregiver survey were administered in the particular language the respondent understands and could speak fluently. The key languages were English, Twi, Ga, and Ewe. The child direct assessment was fully translated and back-translated in the local languages used for the assessment. The key stock of words or dictionary regarding specific variables were developed for the caregiver survey.

After each data collection activity, a debriefing was conducted to learn about the data collection procedures, instrument administration, logistics, challenges and lessons learned during the particular data collection activity.

Unlike the school attendance instrument that was fully piloted, the other data collection instruments were partially piloted based on the modifications done to the baseline instruments.

Issues that occurred in the field were managed on a case-by-case basis in line with the overall focus of the study and specific protocols developed for the Midline survey. Notably, corrective actions were developed and implemented for specific cases relating to the merger of KG units in some schools, splitting of some schools, closure of two schools [and the need to track respondents from those schools], as well as transfer and movement of teachers and children across and within schools.

Data Collectors

Name	Abbreviation	Affiliation
Innovations for Poverty Action, Ghana	IPA	

SUPERVISION

Five different data collection teams were formed for the various Midline surveys. The teams conducted child assessment, teacher interviews, and classroom observation, video coding, school attendance records taking, and caregiver phone survey.

Data collection activities, namely, video coding, school attendance records taking, and caregiver phone survey were done in a centralized location while the others were done in the selected schools. The school survey activities had seven field teams, comprising team leaders, child assessors, and teacher interviewers/videographers. A field supervisor managed at least four teams. One auditor audited the teacher survey. Each school survey team visited a school a day. However, in order to ensure their productivity, they were tasked to visit more than one school a day if the number of children in one of the schools was less than 15.

The caregiver phone survey had three auditors; two for auditing and one for sending top-ups to the respondents as a gift. The number of the phone interviewers were 15.

Each phase of the data collection activity was monitored through field visits. The monitoring team covered IPA's Research Manager, Research Associate, Field Manager, and Survey Coordinator. Team leaders and field supervisors were also involved in monitoring their assigned team(s). With the exception of the caregiver survey and the video coding activities, field visits were done through accompaniment and spot checks. On-site observations were done for the caregiver survey and video coding activities since these activities were conducted in a central location (i.e., IPA office). The field visit was done to establish whether the protocols were followed and to assess the performance of the field staff. Each field staff was visited and observed multiple times during the data collection period by different monitors. Specific monitoring protocols, namely, IDELA Monitoring Form, Teacher Interviewers Monitoring Form, and Video Quality Form were used (these instruments are not shared).

Data Processing

Data Editing

Data consistency checks namely high-frequency checks and backchecks (audits) were conducted for all surveys remotely. Corrections were made during and after data collection after errors were reconciled.

All checks and cleaning was done using STATA and IPA data management systems. IPA possesses all the relevant code.

Other Processing

Data was collected electronically using SurveyCTO software (based on ODK). The SurveyCTO software has enhanced data quality controls systems or features such as automatic skip patterns, relevance, and constraints, which were integrated into the programming to guarantee data quality.

Data Appraisal

No content available

File Description

Variable List

QP4G_Attendance_Records_Children_Midline

Content	School attendance: Child name and unique ID, school term, number of total attendance per term, number of days of absence per term.
Cases	3390
Variable(s)	36
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V1	a5	A05. Child ID	discrete	character	
V2	a6	A06. Confirm Child ID	discrete	character	
V3	a8	A08. District name	discrete	character	
V4	a9	A09. ID of the school	discrete	character	
V5	b1	B01. Permission given by school head to begin?	discrete	numeric	
V6	filter1	Filter1. Does school have Pupil's Attendance Register or record for the first te	discrete	numeric	
V7	c1_weeks	C1.1. Total number of weeks spent in the first term.	discrete	numeric	
V8	sa1a	Total number of active school days in term one of 2015/2016 school year	discrete	numeric	
V9	c2_national_holiday	C2_national_holiday	discrete	character	
V10	c2_school_holiday	C2.2. Number of school-related holidays observed during the first term.	discrete	numeric	
V11	c3	C3. Was there a period during the first term in which attendance was neither rec	discrete	numeric	
V12	c4	C4. How many days within the first term was attendance neither recorded nor comp	contin	numeric	
V13	c5	C5. Was \${A7} ever absent from school for 14 days or more in a row during the f	discrete	numeric	
V14	c6	C6. How many days (i.e., 14 days or more in a row) within the first term was \${	contin	numeric	
V15	sa1b	Total school attendance in term one of 2015/2016 school year	contin	numeric	
V16	filter2	Filter2. Does school have Pupil's Attendance Register or record for the second t	discrete	numeric	
V17	d1_weeks	D1.1. Total number of weeks spent in the second term.	discrete	numeric	
V18	sa2a	Total number of active school days in term two of 2015/2016 school year	contin	numeric	
V19	d2_national_holiday	D2_national_holiday	discrete	character	
V20	d2_school_holiday	D2.2. Number of school-related holidays observed during the second term.	discrete	numeric	
V21	d3	D3. Was there a period during the second term in which attendance was neither re	discrete	numeric	
V22	d4	D4. How many days within the second term was attendance neither recorded nor com	contin	numeric	

ID	Name	Label	Type	Format	Question
V23	d5	D5. Was \${A7} ever absent from school for 14 days or more in a row during the s	discrete	numeric	
V24	d6	D6. How many days (i.e., 14 days or more in a row) within the second term was \$	contin	numeric	
V25	sa2b	Total school attendance in term two of 2015/2016 school year	contin	numeric	
V26	filter3	Filter3. Does school have Pupil's Attendance Register or record for the third te	discrete	numeric	
V27	e1_weeks	E1.1. Total number of weeks spent in the third term.	discrete	numeric	
V28	sa3a	Total number of active school days in term three of 2015/2016 school year	contin	numeric	
V29	e2_national_holiday	E2_national_holiday	discrete	character	
V30	e2_school_holiday	E2.2. Number of school-related holidays observed during the third term.	discrete	numeric	
V31	e3	E3. Was there a period during the third term in which attendance was neither rec	discrete	numeric	
V32	e4	E4. How many days within the third term was attendance neither recorded nor comp	contin	numeric	
V33	e5	E5. Was \${A7} ever absent from school for 14 days or more in a row during the t	discrete	numeric	
V34	e6	E6. How many days (i.e., 14 days or more in a row) within the third term was \${	contin	numeric	
V35	sa3b	Total school attendance in term three of 2015/2016 school year	contin	numeric	
V36	b2	B02. Outcome of the class attendance recording.	discrete	numeric	

QP4G_Attendance_Records_Teachers_Midline

Content	Kindergarten Teacher School Attendance Record
Cases	429
Variable(s)	40
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V37	a5	A05. Teacher ID	discrete	character	
V38	a6	A06. Confirm Teacher ID	discrete	character	
V39	a8	A08. District name	discrete	character	
V40	a9	A09. ID of the school	discrete	character	
V41	b1	B01. Permission given by school head to begin?	discrete	numeric	
V42	filter1	Filter1. Does school have Teacher's Attendance Book or record for the first term	discrete	numeric	
V43	c1_weeks	C1.1. Total number of weeks spent in the first term.	discrete	numeric	
V44	sa1a	Total number of active school days in term one of 2015/2016 school year	contin	numeric	
V45	c2_national_holiday	C2_national_holiday	discrete	character	
V46	c2_school_holiday	C2.2. Number of school-related holidays observed during the first term.	discrete	numeric	
V47	c3	C3. Was there a period during the first term in which attendance was neither rec	discrete	numeric	
V48	c4	C4. How many days within the first term was attendance neither recorded nor comp	contin	numeric	
V49	c5	C5. Was \${A7} ever absent from school for 14 days or more in a row during the f	discrete	numeric	
V50	c6	C6. How many days (i.e., 14 days or more in a row) within the first term was \${	contin	numeric	
V51	sa1b	Total school attendance in term one of 2015/2016 school year	contin	numeric	
V52	filter2	Filter2. Does school have Teacher's Attendance Book or record for the second ter	discrete	numeric	
V53	d1_weeks	D1.1. Total number of weeks spent in the second term.	discrete	numeric	
V54	sa2a	Total number of active school days in term two of 2015/2016 school year	contin	numeric	
V55	d2_national_holiday	D2_national_holiday	discrete	character	
V56	d2_school_holiday	D2.2. Number of school-related holidays observed during the second term.	discrete	numeric	
V57	d3	D3. Was there a period during the second term in which attendance was neither re	discrete	numeric	
V58	d4	D4. How many days within the second term was attendance neither recorded nor com	contin	numeric	

ID	Name	Label	Type	Format	Question
V59	d5	D5. Was \${A7} ever absent from school for 14 days or more in a row during the s	discrete	numeric	
V60	d6	D6. How many days (i.e., 14 days or more in a row) within the second term was \$	contin	numeric	
V61	sa2b	Total school attendance in term two of 2015/2016 school year	contin	numeric	
V62	filter3	Filter3. Does school have Teacher's Attendance Book or record for the third term	discrete	numeric	
V63	e1_weeks	E1.1. Total number of weeks spent in the third term.	discrete	numeric	
V64	sa3a	Total number of active school days in term three of 2015/2016 school year	contin	numeric	
V65	e2_national_holiday	E2_national_holiday	discrete	character	
V66	e2_school_holiday	E2.2. Number of school-related holidays observed during the third term.	discrete	numeric	
V67	e3	E3. Was there a period during the third term in which attendance was neither rec	discrete	numeric	
V68	e4	E4. How many days within the third term was attendance neither recorded nor comp	contin	numeric	
V69	e5	E5. Was \${A7} ever absent from school for 14 days or more in a row during the t	discrete	numeric	
V70	e6	E6. How many days (i.e., 14 days or more in a row) within the third term was \${	contin	numeric	
V71	sa3b	Total school attendance in term three of 2015/2016 school year	contin	numeric	
V72	totalschooldays	Total number of days in school during 2015/2016 school year	contin	numeric	
V73	totalpresence	Total days present in school during 2015/2016 school year	contin	numeric	
V74	totalabsent	Total days absent from school during 2015/2016 school year	contin	numeric	
V75	percent_present	Percent of days present in school during 2015/2016 school year	contin	numeric	
V76	percent_absent	Percent of days absent from school during 2015/2016 school year	contin	numeric	

QP4G_Caregiver_Survey_Midline

Content	Kindergarten Caregiver Main Questionnaire - Follow-up I Survey
Cases	2917
Variable(s)	192
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V77	a1	A01. Interviewer code	contin	numeric	
V78	a3	A03. Interview date	discrete	character	
V79	a4	A04. Caregiver ID	discrete	character	
V80	a5	A05. Confirm Caregiver ID	discrete	character	
V81	a7	A07. Primary caregiver's gender	discrete	numeric	
V82	a16	A16. INTERVIEWER: How many children do you have listed in \${A13} for \${A6}?	discrete	numeric	
V83	child1a17_1	A17.1. Child ID	discrete	character	
V84	child2a17_2	A17.2. Child ID	discrete	character	
V85	child3a17_3	A17.3. Child ID	discrete	character	
V86	child4a17_4	A17.4. Child ID	discrete	character	
V87	child5a17_5	A17.5. Child ID	discrete	character	
V88	b1	B01. Do you agree to participate in this survey?	discrete	numeric	
V89	c2	C02. Is primary caregiver same as baseline primary caregiver or as provided in t	discrete	numeric	
V90	c3	C03. What is your relationship to child?	discrete	numeric	
V91	c4c4_1	C04.1 For how many years have you been the primary caregiver of child?	contin	numeric	
V92	c4c4_2	C04.2 For how many months have you been the primary caregiver of child?	contin	numeric	
V93	c4_months	C4_months	discrete	character	
V94	c5	C05. What is your age?	contin	numeric	
V95	c6	C06. What is the highest level of education you have completed?	discrete	numeric	
V96	c06_ospec	C06.1. Please specify	discrete	character	
V97	c7	C07. What are the two main languages you use to communicate with child at home	discrete	character	
V98	c7_1	C7_1. English	discrete	numeric	
V99	c7_2	C7_2. Twi/Fanti	discrete	numeric	
V100	c7_3	C7_3. Ewe	discrete	numeric	
V101	c7_4	C7_4. Ga	discrete	numeric	
V102	c7_5	C7_5. Dangme	discrete	numeric	
V103	c7_6	C7_6. Hausa	discrete	numeric	

ID	Name	Label	Type	Format	Question
V104	c07_1_ospec	C07.1. Please specify other main language you use to communicate with child at h	discrete	character	
V105	c07_2_ospec	C07.2. Please specify other main language you use to communicate with child at h	discrete	character	
V106	c8	C08. What is your marital status?	discrete	numeric	
V107	c9c9_1	1. In what year was child born?	contin	numeric	
V108	c9c9_2	2. In what month was child born?	contin	numeric	
V109	c9_months	C9_months	discrete	character	
V110	c10	C10. How old was child at his/her last birthday?	contin	numeric	
V111	d1	D01. How many members does your household have, including you?	discrete	numeric	
V112	d2	D02. Are all household members aged 5 to 17 currently in school?	discrete	numeric	
V113	d3	D03. Can the male head/spouse read a phrase/sentence in English?	discrete	numeric	
V114	d4	D04. What is the main construction material used for the outer wall of your curr	discrete	numeric	
V115	d5	D05. What type of toilet facility does the household usually use?	discrete	numeric	
V116	d6	D06. What is the main fuel used by the household for cooking?	discrete	numeric	
V117	d7	D07. Does any household member own a working box iron or electric iron?	discrete	numeric	
V118	d8	D08. Does any household member own a working television, video player, VCD/DVD/M	discrete	numeric	
V119	d9	D09. How many working mobile phones do members of the household own?	discrete	numeric	
V120	d10	D10. Does any household member own a working bicycle, motor cycle, or car?	discrete	numeric	
V121	f1_a	F01.a. In the past 3 days, did you or any household member over 15 years of age	discrete	numeric	
V122	f1_a_ii	F01.a(ii).If yes: Who engages in this activity with child?	discrete	character	
V123	f1_a_ii_1	F1_a_ii_1. Mother	discrete	numeric	
V124	f1_a_ii_2	F1_a_ii_2. Father	discrete	numeric	
V125	f1_a_ii_3	F1_a_ii_3. Another adult relative	discrete	numeric	
V126	f1_a_ii_4	F1_a_ii_4. Other non-relative	discrete	numeric	
V127	f1_b	F01.b. In the past 3 days, did you or any household member over 15 years of age	discrete	numeric	
V128	f1_b_ii	F01.b(ii).If yes: Who engages in this activity with child?	discrete	character	
V129	f1_b_ii_1	F1_b_ii_1. Mother	discrete	numeric	
V130	f1_b_ii_2	F1_b_ii_2. Father	discrete	numeric	
V131	f1_b_ii_3	F1_b_ii_3. Another adult relative	discrete	numeric	
V132	f1_b_ii_4	F1_b_ii_4. Other non-relative	discrete	numeric	
V133	f1_c	F01.c. In the past 3 days, did you or any household member over 15 years of age	discrete	numeric	
V134	f1_c_ii	F01.c(ii).If yes: Who engages in this activity with child?	discrete	character	
V135	f1_c_ii_1	F1_c_ii_1. Mother	discrete	numeric	
V136	f1_c_ii_2	F1_c_ii_2. Father	discrete	numeric	
V137	f1_c_ii_3	F1_c_ii_3. Another adult relative	discrete	numeric	
V138	f1_c_ii_4	F1_c_ii_4. Other non-relative	discrete	numeric	

ID	Name	Label	Type	Format	Question
V139	f1_d	F01.d. In the past 3 days, did you or any household member over 15 years of age	discrete	numeric	
V140	f1_d_ii	F01.d(ii).If yes: Who engages in this activity with child?	discrete	character	
V141	f1_d_ii_1	F1_d_ii_1. Mother	discrete	numeric	
V142	f1_d_ii_2	F1_d_ii_2. Father	discrete	numeric	
V143	f1_d_ii_3	F1_d_ii_3. Another adult relative	discrete	numeric	
V144	f1_d_ii_4	F1_d_ii_4. Other non-relative	discrete	numeric	
V145	f1_e	F01.e. In the past 3 days, did you or any household member over 15 years of age	discrete	numeric	
V146	f1_e_ii	F01.e(ii).If yes: Who engages in this activity with child?	discrete	character	
V147	f1_e_ii_1	F1_e_ii_1. Mother	discrete	numeric	
V148	f1_e_ii_2	F1_e_ii_2. Father	discrete	numeric	
V149	f1_e_ii_3	F1_e_ii_3. Another adult relative	discrete	numeric	
V150	f1_e_ii_4	F1_e_ii_4. Other non-relative	discrete	numeric	
V151	f1_f	F01.f. In the past 3 days, did you or any household member over 15 years of age,	discrete	numeric	
V152	f1_f_ii	F01.f(ii).If yes: Who engages in this activity with child?	discrete	character	
V153	f1_f_ii_1	F1_f_ii_1. Mother	discrete	numeric	
V154	f1_f_ii_2	F1_f_ii_2. Father	discrete	numeric	
V155	f1_f_ii_3	F1_f_ii_3. Another adult relative	discrete	numeric	
V156	f1_f_ii_4	F1_f_ii_4. Other non-relative	discrete	numeric	
V157	f2	F02. How many children's books or picture books do you have for child?	contin	numeric	
V158	f3	F03. During the past 30 days (4 weeks), how often have you or has another adult	discrete	numeric	
V159	f4a	F04a. How many times (have/has) child's (mother/father/both of them/{you or} oth	contin	numeric	
V160	f4b	F04b. How many times (have/has) child's (mother/father/both of them/{you or} oth	contin	numeric	
V161	f4c	F04c. How many times (have/has) child's (mother/father/both of them/{you or} oth	contin	numeric	
V162	f4d	F04d. How many times (have/has) child's (mother/father/both of them/{you or} oth	contin	numeric	
V163	f4e	F04e. How many times (have/has) child's (mother/father/both of them/{you or} oth	contin	numeric	
V164	f5a	F05a. Does child play with homemade toys (such as dolls, cars, or other toys at	discrete	numeric	
V165	f5b	F05b. Does child play with toys from a shop or manufactured toys?	discrete	numeric	
V166	f5c	F05c. Does child play with household objects (such as bowls or pots)?	discrete	numeric	
V167	f5d	F05d. Does child play with objects found outside (such as sticks, rocks, animal	discrete	numeric	
V168	f5e	F05e. Does child play with any drawing or writing materials?	discrete	numeric	
V169	f5f	F05f. Does child play with any puzzles (even a two piece puzzle counts)?	discrete	numeric	
V170	f6	F06. Did you or any other adults in your household attend any PTA meeting in chi	discrete	numeric	
V171	f7	F07. Did you or any other adults in your household attend any PTA meeting in chi	discrete	numeric	

ID	Name	Label	Type	Format	Question
V172	f8	F08. (If yes to F07): How many PTA meetings in child's school did you or any oth	contin	numeric	
V173	f9	F09. Did you receive any flyers from child's school between January and July	discrete	numeric	
V174	g2	G02. What makes a good kindergarten school?	discrete	character	
V175	g2_1	G2_1. Good food for children	discrete	numeric	
V176	g2_2	G2_2. Motivated teachers	discrete	numeric	
V177	g2_3	G2_3. Availability of transportation	discrete	numeric	
V178	g2_4	G2_4. Opening hours/schedule	discrete	numeric	
V179	g2_5	G2_5. Overall reputation of the school	discrete	numeric	
V180	g2_6	G2_6. Quality of teachers(experience)/instruction	discrete	numeric	
V181	g2_7	G2_7. School	discrete	numeric	
V182	g2_8	G2_8. The school has a good curriculum	discrete	numeric	
V183	g2_9	G2_9. Teacher/pupil ratio or class size	discrete	numeric	
V184	g2_10	G2_10. School	discrete	numeric	
V185	g2_11	G2_11. English as main language of instruction	discrete	numeric	
V186	g2_12	G2_12. Children are given homework regularly	discrete	numeric	
V187	g2_13	G2_13. School neighborhood/locality	discrete	numeric	
V188	g2_14	G2_14. Language diversity (English and Arabic)	discrete	numeric	
V189	g2_15	G2_15. Recommendation from significant others	discrete	numeric	
V190	g2_16	G2_16. Ethnic/religious/social values of school	discrete	numeric	
V191	g2_17	G2_17. Moderate school fees and flexible payment terms	discrete	numeric	
V192	g2_18	G2_18. Good infrastructure/facilities/equipment	discrete	numeric	
V193	g2_19	G2_19. Good communication between school and parents	discrete	numeric	
V194	g2_20	G2_20. Distance to/from home	discrete	numeric	
V195	g2_21	G2_21. Safe, clean and healthy school environment	discrete	numeric	
V196	g2_22	G2_22. Children well behaved, learn discipline	discrete	numeric	
V197	g2_23	G2_23. Other	discrete	numeric	
V198	g2_ospec	G02.1. Please specify what other factors makes a good kindergarten school?	discrete	character	
V199	g3	G03. To what extent are you satisfied with child's school?	discrete	numeric	
V200	g4	G04. What were the reasons for choosing to send child to his/her current school	discrete	character	
V201	g4_1	G04_1. Closeness/proximity to/from home and/or work	discrete	numeric	
V202	g4_2	G04_2. Availability of transportation	discrete	numeric	
V203	g4_3	G04_3. Opening hours/schedule	discrete	numeric	
V204	g4_4	G04_4. Overall reputation of the school	discrete	numeric	
V205	g4_5	G04_5. Quality of teachers(experience)/instruction	discrete	numeric	
V206	g4_6	G04_6. School	discrete	numeric	
V207	g4_7	G04_7. The school has a good curriculum	discrete	numeric	
V208	g4_8	G04_8. Teacher/pupil ratio or class size	discrete	numeric	
V209	g4_9	G04_9. School	discrete	numeric	
V210	g4_10	G04_10. English as main language of instruction	discrete	numeric	

ID	Name	Label	Type	Format	Question
V211	g4_11	G04_11. Children are given homework regularly	discrete	numeric	
V212	g4_12	G04_12. School neighborhood/locality	discrete	numeric	
V213	g4_13	G04_13. Language diversity (English and Arabic)	discrete	numeric	
V214	g4_14	G04_14. Recommendation from significant others	discrete	numeric	
V215	g4_15	G04_15. Ethnic/religious/social values of school	discrete	numeric	
V216	g4_16	G04_16. Moderate school fees and flexible payment terms	discrete	numeric	
V217	g4_17	G04_17. Good infrastructure/facilities/equipment	discrete	numeric	
V218	g4_18	G04_18. Good communication between school and parents	discrete	numeric	
V219	g4_19	G04_19. Safe, clean and healthy school environment	discrete	numeric	
V220	g4_20	G04_20. Same school as that of siblings/neighbors	discrete	numeric	
V221	g4_21	G04_21. No vacancy in other schools	discrete	numeric	
V222	g4_22	G04_22. Other	discrete	numeric	
V223	g4_ospec	G04.1. Please specify other reasons for choosing to send child to his/her curren	discrete	character	
V224	g5	G05. Is child still enrolled in the same school as the first/second/third term o	discrete	numeric	
V225	g51	G05.1. Why have child stopped going to that school?	discrete	character	
V226	g51_1	G5.1_1. School was too far from child	discrete	numeric	
V227	g51_2	G5.1_2. High tuition or fees	discrete	numeric	
V228	g51_3	G5.1_3. Extra cost of sending child to school too high	discrete	numeric	
V229	g51_4	G5.1_4. School lacks transportation	discrete	numeric	
V230	g51_5	G5.1_5. Teachers are not well trained and/or experienced	discrete	numeric	
V231	g51_6	G5.1_6. Performance of children in the school is poor	discrete	numeric	
V232	g51_7	G5.1_7. Children are not allowed to play as part of learning	discrete	numeric	
V233	g51_8	G5.1_8. School has poor infrastructure/facilities/equipment	discrete	numeric	
V234	g51_9	G5.1_9. Poor communication between school and parents	discrete	numeric	
V235	g51_10	G5.1_10. The school	discrete	numeric	
V236	g51_11	G5.1_11. Better informed about school choice criteria for my child	discrete	numeric	
V237	g51_12	G5.1_12. Other (please specify)	discrete	numeric	
V238	g51_ospec	G05.1.1. Please specify other reason why child stopped going to that school?	discrete	character	
V239	g6a	a. KG teachers know about children's needs as they grow and develop	discrete	numeric	
V240	g6b	b. KG teachers encourage children to recognize letters or words	discrete	numeric	
V241	g6c	c. KG teachers encourage children to recognize numbers or shapes	discrete	numeric	
V242	g6d	d. KG teachers work with families to set individual plans and goals for children	discrete	numeric	
V243	g6e	e. KG teachers provide materials for play and learning	discrete	numeric	
V244	g6f	f. KG teachers measure children's development over time to determine how they're	discrete	numeric	
V245	g7a	a. KG teachers help children to build relationships with peers and adults	discrete	numeric	
V246	g7b	b. KG teachers help children learn to control their behavior	discrete	numeric	
V247	g7c	c. KG teachers encourage children to express thoughts and feelings	discrete	numeric	
V248	g7d	d. KG teachers help children resolve conflicts with other children	discrete	numeric	

ID	Name	Label	Type	Format	Question
V249	g7e	e. KG teachers discipline and/or behavior guidance styles match the parents	discrete	numeric	
V250	g8a	a. KG teachers consider parents' goals, ideas, and suggestions when caring for c	discrete	numeric	
V251	g8b	b. KG teachers be willing to work with parents about their work schedules	discrete	numeric	
V252	g8c	c. KG teachers include families in decision-making for the child's education	discrete	numeric	
V253	g8d	d. KG teachers care about the entire family, not just the child	discrete	numeric	
V254	g8e	e. KG teachers connect families to outside or community resources	discrete	numeric	
V255	i1_a	l1_a. Took away privileges, forbade something child liked (e.g., watching TV, pl	discrete	numeric	
V256	i1_b	l1_b. Explained why child's behaviour was wrong in the past month	discrete	numeric	
V257	i1_c	l1_c. Shook child in the past month	discrete	numeric	
V258	i1_d	l1_d. Shouted, yelled or screamed at child in the past month?	discrete	numeric	
V259	i1_e	l1_e. Gave child something else to do in the past month?	discrete	numeric	
V260	i1_f	l1_f. Spanked, hit or slapped child on the bottom with bare hand in the past mon	discrete	numeric	
V261	i1_g	l1_g. Hit child on the bottom or elsewhere on the body with something like a bel	discrete	numeric	
V262	i1_h	l1_h. Called child dumb, lazy, or another name like that in the past month?	discrete	numeric	
V263	i1_i	l1_i. Hit or slapped child on the face, head or ears in the past month?	discrete	numeric	
V264	i1_j	l1_j. Hit or slapped child on the hand, arm, or leg in the past month?	discrete	numeric	
V265	i1_k	l1_k. Beat child up, that is hit him/her over and over as hard as one could in t	discrete	numeric	
V266	i2	l2. Do you believe that in order to bring up, raise, or educate a child properly	discrete	numeric	
V267	b5	B05. Language used to conduct the interview	discrete	numeric	
V268	b6	B06. Outcome of this questionnaire.	discrete	numeric	

QP4G_Child_Assessment_Midline

Content	Child Direct Assessment: Socio-emotional skills, early literacy skills, early numeracy skills, motor skills, and executive function skills; and assessor's reported ratings.
Cases	3867
Variable(s)	199
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V269	a5	A05. Child ID - FUPI	discrete	character	
V270	a6	A06. Child ID Original	discrete	character	
V271	a8	A08. Child's sex	discrete	numeric	
V272	a9	A09. Child's class [ENTER KG 1; KG 2; or COMBINED KG]	discrete	character	
V273	a9_confirm	A09.1. Please confirm whether the child is still in the same class as shown in A	discrete	numeric	
V274	a9_current	A09.2. If no, what is the current class of the child?	discrete	numeric	
V275	a11	A11. ID of the school	discrete	character	
V276	a13	A13. Type of school [1= PRIVATE; 2 = PUBLIC]	discrete	character	
V277	a14_year	A14.1 Child's date of birth (Year)	contin	numeric	
V278	a14_months	A14.2 Child's date of birth (Months)	contin	numeric	
V279	a15	A15. Child's age	contin	numeric	
V280	add_info	Does school have information on child's admission date?	discrete	numeric	
V281	admission_yy	Year of child's admission to school	contin	numeric	
V282	admission_mm	Month of child's admission to school	contin	numeric	
V283	admission_dd	Day of child's admission to school	contin	numeric	
V284	term	A17. What term was the child admitted to this school?	discrete	numeric	
V285	consent	B01. Permission given by child to begin?	discrete	numeric	
V286	b2	B02. Why is the child permanently unavailable?	discrete	numeric	
V287	b3	B03. If child move from the KG class he/she was in the first term of the 2015/20	discrete	numeric	
V288	b3_ospec	B03.1. Please specify	discrete	character	
V289	item101	item101	discrete	numeric	
V290	item102	item102	discrete	numeric	
V291	item103	item103	discrete	numeric	
V292	item104	item104	discrete	numeric	
V293	item105	item105	discrete	numeric	
V294	item106	item106	discrete	numeric	
V295	item201	item201	discrete	numeric	

ID	Name	Label	Type	Format	Question
V296	item202	item202	discrete	numeric	
V297	item203	item203	discrete	numeric	
V298	item204	item204	discrete	numeric	
V299	item301	item301	discrete	numeric	
V300	item302	item302	discrete	numeric	
V301	item401	item401	discrete	numeric	
V302	item402	item402	discrete	numeric	
V303	item403	item403	discrete	numeric	
V304	item404	item404	discrete	numeric	
V305	item405	item405	discrete	numeric	
V306	item501	item501	discrete	numeric	
V307	item502	item502	discrete	numeric	
V308	item503	item503	discrete	numeric	
V309	item504	item504	discrete	numeric	
V310	item505	item505	discrete	numeric	
V311	item506	item506	discrete	numeric	
V312	item507	item507	discrete	numeric	
V313	item508	item508	discrete	numeric	
V314	item509	item509	discrete	numeric	
V315	item510	item510	discrete	numeric	
V316	item5_check	item5_check	discrete	numeric	
V317	item511	item511	discrete	numeric	
V318	item512	item512	discrete	numeric	
V319	item513	item513	discrete	numeric	
V320	item514	item514	discrete	numeric	
V321	item515	item515	discrete	numeric	
V322	item516	item516	discrete	numeric	
V323	item517	item517	discrete	numeric	
V324	item518	item518	discrete	numeric	
V325	item519	item519	discrete	numeric	
V326	item520	item520	discrete	numeric	
V327	item601	item601	discrete	numeric	
V328	item602	item602	discrete	numeric	
V329	item603	item603	discrete	numeric	
V330	item604	item604	discrete	numeric	
V331	item605	item605	discrete	numeric	
V332	item606	item606	discrete	numeric	
V333	item701	item701	discrete	numeric	
V334	item702	item702	discrete	numeric	
V335	item703	item703	discrete	numeric	

ID	Name	Label	Type	Format	Question
V336	item704	item704	discrete	numeric	
V337	item705	item705	discrete	numeric	
V338	item801	item801	discrete	numeric	
V339	item802	item802	discrete	numeric	
V340	item803	item803	discrete	numeric	
V341	item804	item804	discrete	numeric	
V342	item805	item805	discrete	numeric	
V343	item806	item806	discrete	numeric	
V344	item807	item807	discrete	numeric	
V345	item808	item808	discrete	numeric	
V346	item901	item901	discrete	numeric	
V347	item902	item902	discrete	numeric	
V348	item903	item903	discrete	numeric	
V349	item904	item904	discrete	numeric	
V350	item905	item905	discrete	numeric	
V351	item1001	item1001	discrete	numeric	
V352	item1101	item1101	contin	numeric	
V353	item1102	item1102	discrete	numeric	
V354	item1103	item1103	discrete	numeric	
V355	item1104	item1104	discrete	numeric	
V356	item1201	item1201	contin	numeric	
V357	item1301	item1301	discrete	numeric	
V358	item1302	item1302	discrete	numeric	
V359	item1303	item1303	discrete	numeric	
V360	item1304	item1304	discrete	numeric	
V361	item1401	item1401	discrete	numeric	
V362	item1402	item1402	discrete	numeric	
V363	item1403	item1403	discrete	numeric	
V364	item1501	item1501	discrete	numeric	
V365	item1502	item1502	discrete	numeric	
V366	item1503	item1503	discrete	numeric	
V367	item1601	item1601	discrete	numeric	
V368	item1602	item1602	discrete	numeric	
V369	item1603	item1603	discrete	numeric	
V370	item1604	item1604	discrete	numeric	
V371	item1605	item1605	discrete	numeric	
V372	item17_check	item17_check	discrete	numeric	
V373	item1701	item1701	discrete	numeric	
V374	item1702	item1702	discrete	numeric	
V375	item1703	item1703	discrete	numeric	

ID	Name	Label	Type	Format	Question
V376	item1704	item1704	discrete	numeric	
V377	item1705	item1705	discrete	numeric	
V378	item1706	item1706	discrete	numeric	
V379	item1801	item1801	discrete	numeric	
V380	item1802	item1802	discrete	numeric	
V381	item1803	item1803	discrete	numeric	
V382	item1804	item1804	discrete	numeric	
V383	item1805	item1805	discrete	numeric	
V384	item1806	item1806	discrete	numeric	
V385	item1807	item1807	discrete	numeric	
V386	item1808	item1808	discrete	numeric	
V387	item1809	item1809	discrete	numeric	
V388	item1901	item1901	contin	numeric	
V389	item1902	item1902	contin	numeric	
V390	item2001	item2001	discrete	numeric	
V391	item2002	item2002	discrete	numeric	
V392	item2003	item2003	discrete	numeric	
V393	item2101	item2101	discrete	numeric	
V394	item2102	item2102	discrete	numeric	
V395	item2103	item2103	discrete	numeric	
V396	item2104	item2104	discrete	numeric	
V397	item2105	item2105	discrete	numeric	
V398	item2106	item2106	discrete	numeric	
V399	item2107	item2107	discrete	numeric	
V400	item2108	item2108	discrete	numeric	
V401	item2109	item2109	discrete	numeric	
V402	item2110	item2110	discrete	numeric	
V403	item21_check	item21_check	discrete	numeric	
V404	item2111	item2111	discrete	numeric	
V405	item2112	item2112	discrete	numeric	
V406	item2113	item2113	discrete	numeric	
V407	item2114	item2114	discrete	numeric	
V408	item2115	item2115	discrete	numeric	
V409	item2116	item2116	discrete	numeric	
V410	item2117	item2117	discrete	numeric	
V411	item2118	item2118	discrete	numeric	
V412	item2119	item2119	discrete	numeric	
V413	item2120	item2120	discrete	numeric	
V414	item2201	item2201	discrete	numeric	
V415	item2202	item2202	discrete	numeric	

ID	Name	Label	Type	Format	Question
V416	item2203	item2203	discrete	numeric	
V417	item2301	item2301	discrete	numeric	
V418	item2401	item2401	discrete	numeric	
V419	item2402	item2402	discrete	numeric	
V420	item2403	item2403	discrete	numeric	
V421	item2404	item2404	discrete	numeric	
V422	item2405	item2405	discrete	numeric	
V423	item2406	item2406	discrete	numeric	
V424	item2407	item2407	discrete	numeric	
V425	item2408	item2408	discrete	numeric	
V426	item2501	item2501	contin	numeric	
V427	item2502	item2502	discrete	numeric	
V428	item2601	item2601	discrete	numeric	
V429	item2602	item2602	discrete	numeric	
V430	item2603	item2603	discrete	numeric	
V431	item2604	item2604	discrete	numeric	
V432	item2605	item2605	discrete	numeric	
V433	item2606	item2606	discrete	numeric	
V434	item2607	item2607	discrete	numeric	
V435	item2608	item2608	discrete	numeric	
V436	item2609	item2609	discrete	numeric	
V437	item2610	item2610	discrete	numeric	
V438	item2611	item2611	discrete	numeric	
V439	item2701	item2701	discrete	numeric	
V440	item2702	item2702	discrete	numeric	
V441	item2703	item2703	discrete	numeric	
V442	item2704	item2704	discrete	numeric	
V443	item2801	item2801	discrete	numeric	
V444	item2802	item2802	discrete	numeric	
V445	item2803	item2803	discrete	numeric	
V446	item2804	item2804	discrete	numeric	
V447	item2805	item2805	discrete	numeric	
V448	item2806	item2806	discrete	numeric	
V449	item2807	item2807	discrete	numeric	
V450	item2808	item2808	discrete	numeric	
V451	item2809	item2809	discrete	numeric	
V452	item2810	item2810	discrete	numeric	
V453	item2811	item2811	discrete	numeric	
V454	item2812	item2812	discrete	numeric	
V455	item2813	item2813	discrete	numeric	

ID	Name	Label	Type	Format	Question
V456	item2814	item2814	discrete	numeric	
V457	item2815	item2815	discrete	numeric	
V458	item2816	item2816	discrete	numeric	
V459	item2901	item2901	discrete	numeric	
V460	item2902	item2902	discrete	numeric	
V461	item2903	item2903	discrete	numeric	
V462	item2904	item2904	discrete	numeric	
V463	item2905	item2905	discrete	numeric	
V464	item2906	item2906	discrete	numeric	
V465	item2907	item2907	discrete	numeric	
V466	b5	B05. In which language was the assessment conducted?	discrete	numeric	
V467	b6	B06. Outcome of the child assessment.	discrete	numeric	

QP4G_Environmental_Scan_Midline

Content	Classroom observation: Direct observation of inventory of facilities within kindergarten classrooms; videotaping of kindergarten classroom processes, teaching, and learning (not being submitted); video coding of kindergarten classroom video recordings using Teacher Instructional Practices and Processes Systems (instrument not being submitted).
Cases	443
Variable(s)	42
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V468	a1	A01. Interviewer code	contin	numeric	
V469	ida4	A04. Original Teacher ID	contin	numeric	
V470	ida5	A05. Teacher ID FUPI	contin	numeric	
V471	prefilla6	A06. District name	discrete	character	
V472	prefilla7	A07. ID of the School	discrete	character	
V473	prefilla9	A09. Type of school	discrete	character	
V474	b1	B01. Do you agree to participate in this survey?	discrete	numeric	
V475	c1	C01. KG Class	discrete	character	
V476	c2	C02. Subject being taught in class during video recording.	discrete	numeric	
V477	c2_ospec	C02.1. Please specify	discrete	character	
V478	c3	C03. Were there any problems encountered during videotaping?	discrete	numeric	
V479	c4	C04. What were the problems encountered during videotaping?	discrete	character	
V480	c4_1	C4_1. Were there any problems encountered during videotaping? - Poor lighting	discrete	numeric	
V481	c4_2	C4_2. Were there any problems encountered during videotaping - Poor lighting?	discrete	numeric	
V482	c4_3	C4_3. Were there any problems encountered during videotaping - Poor sound?	discrete	numeric	
V483	c4_4	C4_4. Were there any problems encountered during videotaping? - Recordings cancel	discrete	numeric	
V484	c4_5	C4_5. Were there any problems encountered during videotaping?- Other	discrete	numeric	
V485	c4_ospec	C4_ospec. Were there any problems encountered during videotaping?- Please specify	discrete	character	
V486	secdd1	D01. How many teachers are in the classroom?	discrete	numeric	
V487	secdd2	D02. The classroom is:	discrete	numeric	
V488	secdd3	D03. What is the seating arrangement in the classroom?	discrete	numeric	
V489	secdd4	D04. Approximately how many childrens are in the classroom?	discrete	numeric	
V490	secdd5	D05. The majority of childrens are on:	discrete	numeric	
V491	d6d6_a	D06.a. Are children wearing uniforms?	discrete	numeric	

ID	Name	Label	Type	Format	Question
V492	d6d6_b	D06.b. Are there writing materials in the classroom? (e.g., pencils, chalk, pape	discrete	numeric	
V493	d6d6_c	D06.c. Are there books in the classroom?	discrete	numeric	
V494	d6d6_d	D06.d. Is there adequate seating space for all childrens?	discrete	numeric	
V495	d6d6_e	D06.e. Is there adequate writing space for all childrens?	discrete	numeric	
V496	d6d6_f	D06.f. Does outside noise affect communication?	discrete	numeric	
V497	d6d6_g	D06.g. Does the classroom have a blackboard?	discrete	numeric	
V498	d6d6_h	D06.h. Are there charts/posters displayed in classroom?	discrete	numeric	
V499	d6d6_i	D06.i. Is there a chair and/or table for teacher in classroom?	discrete	numeric	
V500	d6d6_j	D06.j. Is there adequate lighting in the classroom?	discrete	numeric	
V501	d6d6_k	D06.k. childrens participate in classroom management activities (such as cleanin	discrete	numeric	
V502	b5	B05. Outcome of this questionnaire.	discrete	numeric	
V503	b5_ospec	B5.1. Please specify	discrete	character	
V504	b6	B06. If refused, why?	discrete	numeric	
V505	b6_ospec	B6.1. Please specify	discrete	character	
V506	b7	B07. Why is the questionnaire incomplete?	discrete	character	
V507	formdef_version	Form version used on device	discrete	numeric	
V508	key	Unique submission ID	discrete	character	
V509	aa3	A03. Interview date	discrete	character	

QP4G_Teacher_Survey_Midline

Content	Kindergarten teacher survey: KG teachers background, poverty status, household food security situation, perceptions about ECD, participation in in-service training, work conditions, teacher well-being, and teaching knowledge.
Cases	537
Variable(s)	289
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V510	a5	A05. Teacher ID Original	contin	numeric	
V511	a6	A06. Teacher ID FUPI	contin	numeric	
V512	a7	A07. District name	discrete	character	
V513	a8	A08. ID of the School	discrete	character	
V514	a10	A10. Type of school [1= PRIVATE; 2 = PUBLIC]	discrete	character	
V515	a11	A11. KG Class [ENTER 1 FOR KG 1; 2 FOR KG2; 3 FOR COMBINED]	discrete	character	
V516	b1	B01. Do you agree to participate in this survey?	discrete	numeric	
V517	int_before	Were you interviewed by an IPA Surveyor during the first term (i.e., September -	discrete	numeric	
V518	c1	C01.Were you working in \${A9} as KG teacher during the first term (Sept/Nov 201	discrete	numeric	
V519	c1_a	C01.a. How long (in months) have you been posted to this school?	discrete	numeric	
V520	c4	C04. Sex of kindergarten teacher	discrete	numeric	
V521	c5	C05. How old are you?	contin	numeric	
V522	c6_years	C06.1 Overall, how many years have you been a preschool teacher?	contin	numeric	
V523	c6_months	C06.2 Overall, how many months have you been a preschool teacher?	contin	numeric	
V524	c6_yr	C6_yr	discrete	character	
V525	c6_fullyear	C6_fullyear	discrete	character	
V526	c7_years	C07.1 How many years have you taught at this school as a kindergarten teacher?	contin	numeric	
V527	c7_months	C07.2 How many months have you taught at this school as a kindergarten teacher?	discrete	numeric	
V528	c8	C08. What is the highest level of education that you have completed?	discrete	numeric	
V529	c08_ospec	C08.1. Please specify	discrete	character	
V530	c9	C09. Do you have any education or training (e.g. seminars or workshops) in early	discrete	numeric	
V531	c10	C10. What is the highest level of qualification in early childhood development t	discrete	numeric	
V532	c10_ospec	C10.1. Please specify	discrete	character	
V533	c11	C11. What is the highest level of education that your father has completed?	discrete	numeric	
V534	c11_ospec	C11.1. Please specify	discrete	character	

ID	Name	Label	Type	Format	Question
V535	c12	C12. What is the highest level of education that your mother has completed?	discrete	numeric	
V536	c12_ospec	C12.1. Please specify	discrete	character	
V537	c13	C13. What is your marital status?	discrete	numeric	
V538	c14	C14. What is/are your local languages?	discrete	character	
V539	c14_1	C14_1. Local language of teacher - Twi/Fante	discrete	numeric	
V540	c14_2	C14_2. Local language of teacher - Ewe	discrete	numeric	
V541	c14_3	C14_3. Local language of teacher - Ga	discrete	numeric	
V542	c14_4	C14_4. Local language of teacher - Dangme	discrete	numeric	
V543	c14_5	C14_5. Local language of teacher - Hausa	discrete	numeric	
V544	c14_6	C14_6. Local language of teacher - Dagbani	discrete	numeric	
V545	c14_7	C14_7. Local language of teacher - Dagaare	discrete	numeric	
V546	c14_8	C14_8. Local language of teacher - Nzema	discrete	numeric	
V547	c14_9	C14_9. Local languages of teacher - Kasem	discrete	numeric	
V548	c14_10	C14_10. Local language of teacher - Gonja	discrete	numeric	
V549	c14_11	C14_11. What is/are your other local languages?	discrete	numeric	
V550	c14_ospec	C14_ospec. Specify your other local language	discrete	character	
V551	c15_a	C15.a. How do you assess yourself in speaking English?	discrete	numeric	
V552	c15_b	C15.b. How do you assess yourself in speaking Twi/Fante?	discrete	numeric	
V553	c15_c	C15.c. How do you assess yourself in speaking Ewe?	discrete	numeric	
V554	c15_d	C15.d. How do you assess yourself in speaking Ga?	discrete	numeric	
V555	c15_e	C15.e. How do you assess yourself in speaking Dangme?	discrete	numeric	
V556	c15_f	C15.f. How do you assess yourself in speaking Hausa?	discrete	numeric	
V557	c15_g	C15.g. How do you assess yourself in speaking Dagbani?	discrete	numeric	
V558	c15_h	C15.h. How do you assess yourself in speaking Dagaare?	discrete	numeric	
V559	c15_i	C15.i. How do you assess yourself in speaking Nzema?	discrete	numeric	
V560	c15_j	C15.j. How do you assess yourself in speaking Kasem?	discrete	numeric	
V561	c15_k	C15.k. How do you assess yourself in speaking Gonja?	discrete	numeric	
V562	c15_l	C15.g. How do you assess yourself in speaking \${C14_ospec}	discrete	numeric	
V563	c16_a	C16.a. What is your level of writing English?	discrete	numeric	
V564	c16_b	C16.b. What is your level of writing Twi/Fante?	discrete	numeric	
V565	c16_c	C16.c. What is your level of writing Ewe?	discrete	numeric	
V566	c16_d	C16.d. What is your level of writing Ga?	discrete	numeric	
V567	c16_e	C16.e. What is your level of writing Dangme?	discrete	numeric	
V568	c16_f	C16.f. What is your level of writing Hausa?	discrete	numeric	
V569	c16_g	C16.g. What is your level of writing Dagbani?	discrete	numeric	
V570	c16_h	C16.h. What is your level of writing Dagaare?	discrete	numeric	
V571	c16_i	C16.i. What is your level of writing Nzema?	discrete	numeric	
V572	c16_j	C16.j. What is your level of writing Kasem?	discrete	numeric	
V573	c16_k	C16.k. What is your level of writing Gonja?	discrete	numeric	
V574	c16_l	C16.l. What is your level of writing \${C14_ospec}	discrete	numeric	

ID	Name	Label	Type	Format	Question
V575	c17	C17.What is/are the main languages used for instruction at the kindergarten leve	discrete	numeric	
V576	c18	C18.What are the main local languages that you use for instruction at the kinder	discrete	character	
V577	c18_1	C18_1. Main local languages used for instruction at KG Level - Twi/Fante	discrete	numeric	
V578	c18_2	C18_2. Main local languages used for instruction at KG Level - Ewe	discrete	numeric	
V579	c18_3	C18_3. Main local languages used for instruction at KG Level - Ga	discrete	numeric	
V580	c18_4	C18_4. Main local languages used for instruction at KG Level - Dangme	discrete	numeric	
V581	c18_5	C18_5. Main local languages used for instruction at KG Level - Hausa	discrete	numeric	
V582	c18_6	C18_6. Main local languages used for instruction at KG Level - Dagbani	discrete	numeric	
V583	c18_7	C18_7. Main local languages used for instruction at KG Level - Dagaare	discrete	numeric	
V584	c18_8	C18_8. Main local languages used for instruction at KG Level - Nzema	discrete	numeric	
V585	c18_9	C18_9. Main local languages used for instruction at KG Level - Kasem	discrete	numeric	
V586	c18_10	C18_10. Main local languages used for instruction at KG Level - Gonja	discrete	numeric	
V587	c18_11	C18_11. What are the other main local language used for instruction at KG level?	discrete	numeric	
V588	c18_ospec	C18_ospec. Specify the other main local language used for instruction at KG Leve	discrete	character	
V589	c19	C19. Did you receive any in-service teacher training in early childhood educatio	discrete	numeric	
V590	c20	C20. Who organized the in-service teacher training? DO NOT PROMPT.	discrete	character	
V591	c20_1	C20_1. Who organized the in-service Teacher training - School/PTA?	discrete	numeric	
V592	c20_2	C20_2. Who organized the in-service Teacher training - GES Circuit, District, Re	discrete	numeric	
V593	c20_3	C20_3. Who organized the in-service Teacher training - Teacher association (e.g.	discrete	numeric	
V594	c20_4	C20_4. Who organized the in-service Teacher training - NNTTC/IPA?	discrete	numeric	
V595	c20_5	C20_5. Who organized the other in-service Teacher training?	discrete	numeric	
V596	c20_ospec	C20_ospec. Specify other who organized in-service teacher training	discrete	character	
V597	c21	C21. How many days of training did you receive since September 2015?	contin	numeric	
V598	c22	C22. If training was organised by NNTTC, how much did you pay as the cost of the	contin	numeric	
V599	c23	C23. Did you receive any teaching and learning materials (TLMs) from the in-serv	discrete	numeric	
V600	c24	C24. (If yes), did you give/share any of the teaching and learning materials (TL	discrete	numeric	
V601	c25	C25. How did you share the materials with your colleagues? Through ..	discrete	character	
V602	c25_1	C25_1. How did you share materials with colleagues - Verbal discussions or brief	discrete	numeric	
V603	c25_2	C25_2. How did you share materials with colleagues - Photocopy of the materials	discrete	numeric	
V604	c25_3	C25_3. How did you share materials with colleagues - School-based or cluster-bas	discrete	numeric	
V605	c25_4	C25_4. Other ways in which you shared materials with colleagues	discrete	numeric	
V606	c25_ospec	c25_ospec. Specify other materials shared with colleagues	discrete	character	
V607	c27	C27. Did the Circuit Supervisor and/or ECD Coordinator visit your school since S	discrete	numeric	
V608	c28	C28. (If yes) Did the Circuit Supervisor and/or ECD Coordinator provide feedback	discrete	numeric	

ID	Name	Label	Type	Format	Question
V609	c29	C29. How many times did the Circuit Supervisor and/or ECD Coordinator visit the	discrete	numeric	
V610	c30	C30. Was the feedback provided by the Circuit Supervisor and/or ECD Coordinator	discrete	numeric	
V611	c31	C31. If feedback provided by the Circuit Supervisor and/or ECD Coordinator was n	discrete	character	
V612	c31_1	C31_1. Reason why feedback provided in improving teaching practice was not helpf	discrete	numeric	
V613	c31_2	C31_2. Reason why feedback provided in improving teaching practice was not helpf	discrete	numeric	
V614	c31_3	C31_3. Reason why feedback provided in improving teaching practice was not helpf	discrete	numeric	
V615	c31_4	C31_4. Reason why feedback provided in improving teaching practice was not helpf	discrete	numeric	
V616	c31_5	C31_5. Other reason why feedback provided in improving teaching practice was not	discrete	numeric	
V617	c31_ospec	C31.1. Please specify other reasons why feedback provided by the Circuit Supervi	discrete	character	
V618	c32	C32. Following the Circuit Supervisor and/or ECD Coordinator's visit, did your h	discrete	numeric	
V619	c33	C33. Has your head teacher come to sit in your class to monitor your work and/or	discrete	numeric	
V620	c34	C34. How often has your head teacher monitored your work?	discrete	numeric	
V621	c35	C35. Did you receive any text message on the QP4G study (from IPA) reminding you	discrete	numeric	
V622	c36	C36. How often did you receive these messages?	discrete	numeric	
V623	c37	C37. Which aspect(s) of the text message(s) were useful?	discrete	character	
V624	c37_1	C37_1. Aspect(s) of text message(s) useful - None	discrete	numeric	
V625	c37_2	C37_2. Aspect(s) of text message(s) useful - Detailed Information	discrete	numeric	
V626	c37_3	C37_3. Aspect(s) of text message(s) useful - Timing (e.g. before school)	discrete	numeric	
V627	c37_4	C37_4. Aspect(s) of text message(s) useful - Frequency (i.e., daily, weekly, etc	discrete	numeric	
V628	c37_5	C37_5. Which other aspect(s) of text message(s) useful	discrete	numeric	
V629	c37_999	C37_999	discrete	numeric	
V630	c37_ospec	c37_ospec. Specify other aspect(s) of text message(s) useful	discrete	character	
V631	c38	C38. Did you find the timing of the text messages before school to be helpful?	discrete	numeric	
V632	c39	C39. How often do you think the text messages should have been sent ...?	discrete	numeric	
V633	c40	C40. Did you share the text message with any other teacher in your school?	discrete	numeric	
V634	c41	C41. Did you share the text message with any other teacher outside of your schoo	discrete	numeric	
V635	d1	D01. How many members (including yourself) does your household have?	discrete	numeric	
V636	d2	D02. How many children (less than 18 years) live in your household?	discrete	numeric	
V637	d3	D03. How many adults, including yourself (more than 18 years) live in your house	discrete	numeric	
V638	d4	D04. Are all household members aged 5 to 17 currently in school?	discrete	numeric	
V639	d5	D05. Can the male head/spouse read a phrase/sentence in English?	discrete	numeric	
V640	d6	D06. What is the main construction material used for the outer wall of your curr	discrete	numeric	

ID	Name	Label	Type	Format	Question
V641	d7	D07. What type of toilet facility does the household usually use?	discrete	numeric	
V642	d8	D08. What is the main fuel used by the household for cooking?	discrete	numeric	
V643	d9	D09. Does any household member own a working box iron or electric iron?	discrete	numeric	
V644	d10	D10. Does any household member own a working television, video player, VCD/DVD/M	discrete	numeric	
V645	d11	D11. How many working mobile phones do members of the household own?	discrete	numeric	
V646	d12	D12. Do you own or have access to a functioning mobile phone (for the number alr	discrete	character	
V647	d12_1	D12_1. Own or have access to a functioning mobile phone (for the number already	discrete	numeric	
V648	d12_2	D12_2. Own or have access to a functioning mobile phone (for the number already	discrete	numeric	
V649	d12_3	D12_3. Own or have access to a functioning mobile phone (for the number already	discrete	numeric	
V650	d13	D13. Does any household member own a working bicycle, motor cycle, or car?	discrete	numeric	
V651	d14	D14. In the past four weeks, how many people in your household have been very sic	discrete	numeric	
V652	d15	D15. How do you rate your own physical health?	discrete	numeric	
V653	e1	E01. In the past 4 weeks (30 days), was there ever no food of any kind to eat in	discrete	numeric	
V654	e2	E02. How often did this happen in the past 4 weeks (30 days)?	discrete	numeric	
V655	e3	E03. In the past 4 weeks (30 days), did you or any household member go to sleep	discrete	numeric	
V656	e4	E04. How often did this happen in the past 4 weeks (30 days)?	discrete	numeric	
V657	e5	E05. In the past 4 weeks (30 days), did you or any household member go a whole d	discrete	numeric	
V658	e6	E06. How often did this happen in the past 4 weeks (30 days)?	discrete	numeric	
V659	f1	F01. Were you born in the community in which you currently stay?	discrete	numeric	
V660	f2	F02. Were you living at your current community/town before you began teaching at	discrete	numeric	
V661	f3_years	F03.1. How many years have you lived in the community where you currently stay?	contin	numeric	
V662	f3_months	F03.2. How many months have you lived in the community where you currently stay?	contin	numeric	
V663	f4	F04. How many of your closest family members live nearby?	discrete	numeric	
V664	f5	F05. How many of your closest friends who you really rely on for support live ne	discrete	numeric	
V665	f6	F06. What is the main means of transportation that you use to get to school ever	discrete	numeric	
V666	f6_ospec	F06.1. Please specify	discrete	character	
V667	f7_hours	F07.1. On average, how many hours does it take you to get to school every day?	discrete	numeric	
V668	f7_minutes	F07.2. On average, how many minutes does it take you to get to school every day?	contin	numeric	
V669	g1	G01. Is your teaching position temporary (will end in months to a year) or perma	discrete	numeric	
V670	g2	G02. Apart from this school, do you work as a teacher at another school?	discrete	numeric	
V671	g3	G03. If YES: Please indicate in how many other schools you work as a teacher.	discrete	numeric	
V672	g4	G04. What KG grades do you currently teach in this school?	discrete	character	

ID	Name	Label	Type	Format	Question
V673	g4_1	G4_1. What KG grades do you currently teach - KG 1	discrete	numeric	
V674	g4_2	G4_2. What KG grades do you currently teach - KG 2	discrete	numeric	
V675	g4_3	G4_3. What KG grades do you currently teach - Combined KG	discrete	numeric	
V676	g4_4	G4_4. What KG grades do you currently teach - Other classes	discrete	numeric	
V677	g5_kg1	G05.1. How many children (i.e., class size) are you primarily responsible for ev	contin	numeric	
V678	g5_kg2	G05.2. How many children (i.e., class size) are you primarily responsible for ev	contin	numeric	
V679	g5_comkg	G05.3. How many children (i.e., class size) are you primarily responsible for eve	contin	numeric	
V680	g5_ospec	G05.4. How many children (i.e., class size) are you primarily responsible for ev	contin	numeric	
V681	g6_a	G06.a. How many hours per week are you required/expected to be at school and wor	contin	numeric	
V682	g6_b	G06.b. How many hours per week are you required/expected to be outside of school	contin	numeric	
V683	g7_a	G07.a. On average, what percentage of daily class time is spent on Administrativ	contin	numeric	
V684	g7_b	G07.b. On average, what percentage of daily class time is spent on Keeping order	contin	numeric	
V685	g7_c	G07.c. On average, what percentage of daily class time is spent on Actual teachi	contin	numeric	
V686	g8	G08. How frequently are you supposed to be paid your salary?	discrete	numeric	
V687	g9	G09. How frequently are you actually paid on time?	discrete	numeric	
V688	g10	G10. Do you currently work for monetary compensation outside of your teaching po	discrete	numeric	
V689	g11	G11. If YES, about how many hours a week do you work in this other job?	contin	numeric	
V690	g12	G12. In the last year, did you do any job outside your teaching position in this	discrete	numeric	
V691	g13	G13. If YES: On the average, how many hours a week did you work in this job? DO N	contin	numeric	
V692	g14	G14. What is your salary per month? DO NOT PROMPT.	discrete	numeric	
V693	g15	G15. How much bonus/extra money do you receive from parents? € TM contribution per t	contin	numeric	
V694	g16	G16. How do you rate the quality of supervision that you receive from your schoo	discrete	numeric	
V695	g17_a	G17.a. Classes are too large	discrete	numeric	
V696	g17_b	G17.b. Classes are taught by inexperienced or poorly trained teachers	discrete	numeric	
V697	g17_c	G17.c. Lack of financial resources to create good environment for teachers and c	discrete	numeric	
V698	g17_d	G17.d. The school head has unrealistically high expectations of its teachers	discrete	numeric	
V699	g17_e	G17.e. The school changes curriculum too often	discrete	numeric	
V700	g17_f	G17.f. The school uses curriculum that are too difficult for the children	discrete	numeric	
V701	g17_g	G17.g. The parents in the community place demands on teachers that are too high	discrete	numeric	
V702	g18_a	G18.a. How much do parents support your work as a teacher by helping their child	discrete	numeric	
V703	g18_b	G18.b. How much do parents support your work as a teacher by sharing your values	discrete	numeric	
V704	g18_c	G18.c. How much do parents support your work as a teacher by helping their child	discrete	numeric	

ID	Name	Label	Type	Format	Question
V705	g18_d	G18.d. How much do parents support your work as a teacher by visiting school to	discrete	numeric	
V706	g18_e	G18.e.How much do parents support your work as a teacher by expecting their chil	discrete	numeric	
V707	g18_f	G18.f. How much do parents support your work as a teacher by expecting their chi	discrete	numeric	
V708	g18_g	G18.g. How much do parents support your work as a teacher by participating in th	discrete	numeric	
V709	g19	G19. How much respect do the parents and leaders of this community have for teac	discrete	numeric	
V710	g20	G20. In your opinion, how much are teachers valued by the citizens and leaders o	discrete	numeric	
V711	h1_a	H01.a. How often during the past one month have you been lacking in energy?	discrete	numeric	
V712	h1_b	H01.b.How often during the past one month have you felt that you have lost inter	discrete	numeric	
V713	h1_c	H01.c.How often during the past one month have you felt that you have lost confi	discrete	numeric	
V714	h1_d	H01.d.How often during the past one month have you felt hopeless?	discrete	numeric	
V715	h1_e	H01.e. How often during the past one month have you felt that you have difficult	discrete	numeric	
V716	h1_f	H01.f. How often during the past one month have you felt that you have lost weig	discrete	numeric	
V717	h1_g	H01.g. How often during the past one month have you been waking early?	discrete	numeric	
V718	h1_h	H01.h. How often during the past one month have you felt slowed up?	discrete	numeric	
V719	h1_i	H01.i. How often during the past one month have you tended to feel worse in the	discrete	numeric	
V720	h1_j	H01.j. How often during the past one month have you felt very anxious?	discrete	numeric	
V721	h1_k	H01.k. How often during the past one month have you been worrying a lot?	discrete	numeric	
V722	h1_l	H01.l. How often during the past one month have you been irritable?	discrete	numeric	
V723	h1_m	H01.m. How often during the past one month have you been having difficulty relax	discrete	numeric	
V724	h1_n	H01.n. How often during the past one month have you been sleeping poorly?	discrete	numeric	
V725	h1_o	H01.o. How often during the past one month have you been having headaches or nec	discrete	numeric	
V726	h1_p	H01.p. How often during the past one month have you been having any of the follo	discrete	numeric	
V727	h1_q	H01.q. How often during the past one month have you been worrying about your hea	discrete	numeric	
V728	h1_r	H01.r. How often during the past one month have you been having difficulty falli	discrete	numeric	
V729	h2_a	H02.a. How much children can learn in school is primarily determined by their ab	discrete	numeric	
V730	h2_b	H02.b.If the children have not learned discipline at home, there is not much the	discrete	numeric	
V731	h2_c	H02.c. A teacher cannot do much to improve children's achievements if they have	discrete	numeric	
V732	h2_d	H02.d.It is practically impossible for a teacher to motivate a child for academi	discrete	numeric	
V733	h2_e	H02.e.Good teaching is more important to children engagement in schoolwork than	discrete	numeric	

ID	Name	Label	Type	Format	Question
V734	h3_a	H03.a. I am motivated to help children learn to read and write.	discrete	numeric	
V735	h3_b	H03.b. I question my school's approach to teaching children reading and writing.	discrete	numeric	
V736	h3_c	H03.c. I am motivated to help children learn math.	discrete	numeric	
V737	h3_d	H03.d. I strongly agree with my school's goals for the children.	discrete	numeric	
V738	h3_e	H03.e. I am motivated to help children develop well emotionally (i.e., feel good	discrete	numeric	
V739	h3_f	H03.f. I enjoy teaching most days.	discrete	numeric	
V740	h3_g	H03.g. I am motivated to help children develop well socially (i.e., behave well,	discrete	numeric	
V741	h3_h	H03.h. I question my school's approach to helping children develop socially.	discrete	numeric	
V742	h3_i	H03.i. I have clear personal goals as a teacher	discrete	numeric	
V743	h4	H04. Which of the following do you consider the most important thing to you in y	discrete	numeric	
V744	h4_ospec	H04.1. Please specify	discrete	character	
V745	h5_a	a. I am satisfied with my job at this school	discrete	numeric	
V746	h5_b	b. I am satisfied with my decision to be a teacher	discrete	numeric	
V747	h5_c	c. I want to transfer to another school	discrete	numeric	
V748	h5_d	d. I want to leave the teaching profession	discrete	numeric	
V749	h6_a	a. Other teachers are satisfied with their job at this school	discrete	numeric	
V750	h6_b	b. Other teachers are satisfied with their decision to be a teacher in this scho	discrete	numeric	
V751	h6_c	c. Other teachers in this school want to transfer to another school	discrete	numeric	
V752	h6_d	d. Other teachers in this school want to leave the teaching profession	discrete	numeric	
V753	h7_1	H07.1. I feel emotionally drained from my work.	discrete	numeric	
V754	h7_2	H07.2. I feel used up at the end of the workday.	discrete	numeric	
V755	h7_3	H07.3. I feel fatigued when I get up in the morning and have to face another day	discrete	numeric	
V756	h7_4	H07.4. I can easily understand how my school children feel about things.	discrete	numeric	
V757	h7_5	H07.5. I feel I treat some school children as if they were impersonal objects	discrete	numeric	
V758	h7_6	H07.6. Working with people all day is really a strain on me.	discrete	numeric	
V759	h7_7	H07.7. I deal very effectively with the problems of my school children.	discrete	numeric	
V760	h7_8	H07.8. I feel burned out from my work.	discrete	numeric	
V761	h7_9	H07.9. I feel I'm positively influencing other people's lives through my wor	discrete	numeric	
V762	h7_10	H07.10. I've become more cold toward people since I took this job.	discrete	numeric	
V763	h7_11	H07.11. I worry that this job is hardening me emotionally.	discrete	numeric	
V764	h7_12	H07.12. I feel very energetic.	discrete	numeric	
V765	h7_13	H07.13. I feel frustrated by my job.	discrete	numeric	
V766	h7_14	H07.14. I feel I'm working too hard on my job.	discrete	numeric	
V767	h7_15	H07.15. I don't really care what happens to some school children.	discrete	numeric	
V768	h7_16	H07.16. Working with people directly puts too much stress on me.	discrete	numeric	
V769	h7_17	H07.17. I can easily create a relaxed atmosphere with my school children.	discrete	numeric	
V770	h7_18	H07.18. I feel excited after working closely with my school children.	discrete	numeric	
V771	h7_19	H07.19. I have accomplished many worthwhile things in this job.	discrete	numeric	

ID	Name	Label	Type	Format	Question
V772	h7_20	H07.20. I feel like I'm at the end of my rope.	discrete	numeric	
V773	h7_21	H07.21. In my work, I deal with emotional problems very calmly.	discrete	numeric	
V774	i1	I01. Which of the following letters is a consonant?	discrete	numeric	
V775	i2	I02. Which of the following letters is a vowel?	discrete	numeric	
V776	i3	I03. What is a syllable in the word 'unbelievable'?	discrete	numeric	
V777	i4	I04. How many syllabus are in the word 'irregular'?	discrete	numeric	
V778	i5	I05. How many speech sounds does the word 'cat' have?	discrete	numeric	
V779	i6	I06. Which of the following words rhymes with 'cough'?	discrete	numeric	
V780	i7	I07. How many speech sounds does the word 'check' have	discrete	numeric	
V781	i8	I08. When teaching English, which of the following words should be taught first?	discrete	numeric	
V782	j1_a	J01_a. ... know about children's needs as they grow and develop?	discrete	numeric	
V783	j1_b	J01_b. ... encourage children to recognize letters or words?	discrete	numeric	
V784	j1_c	J01_c. ... encourage children to recognize numbers or shapes?	discrete	numeric	
V785	j1d	J01_d. ... work with families to set individual plans and goals for children?	discrete	numeric	
V786	j1_e	J01_e. ... provide materials for play and learning?	discrete	numeric	
V787	j1_f	J01_f. ... measure children's development over time to determine how they're doi	discrete	numeric	
V788	j2_a	J02_a. ... help children to build relationships with peers and adults?	discrete	numeric	
V789	j2_b	J02_b. ... help children learn to control their behavior?	discrete	numeric	
V790	j2_c	J02_c. ... encourage children to express thoughts and feelings?	discrete	numeric	
V791	j2_d	J02_d. ... help children resolve conflicts with other children?	discrete	numeric	
V792	j2_e	J02_e. ... discipline and/or behavior guidance styles match the parents?	discrete	numeric	
V793	j3_a	J03_a. ... consider parents' goals, ideas, and suggestions when caring for child	discrete	numeric	
V794	j3_b	J03_b. ... be willing to work with parents about their work schedules?	discrete	numeric	
V795	j3_c	J03_c. ... include families in decision-making for the child's education?	discrete	numeric	
V796	j3_d	J03_d. ... care about the entire family, not just the child?	discrete	numeric	
V797	j3_e	J03_e. ... connect families to outside or community resources?	discrete	numeric	
V798	b5	B05. Outcome of this questionnaire.	discrete	numeric	

QP4G_TIPPS_Midline

Content

Cases 432

Variable(s) 58

Structure Type:
Keys: ()

Version

Producer

Missing Data

Variables

ID	Name	Label	Type	Format	Question
V799	a5	A04. Teacher ID	contin	numeric	
V800	id3a7	A07. District name	discrete	character	
V801	id3a8	A08. School ID	discrete	character	
V802	id3a10	A10. KG Class	discrete	character	
V803	id3a11	A11. Type of school	discrete	character	
V804	id3a12	A12. Subject being taught in class	discrete	character	
V805	id3a12_ospec	id3a12_ospec	discrete	character	
V806	secb1b1_a	secb1b1_a	discrete	numeric	
V807	secb1b1_b	secb1b1_b	discrete	numeric	
V808	secb1b1_c	secb1b1_c	discrete	numeric	
V809	secb1b1_d	secb1b1_d	discrete	numeric	
V810	secb1b1_e	secb1b1_e	discrete	numeric	
V811	b2_1b2_a	b2_1b2_a	discrete	numeric	
V812	b2_1b2_b	b2_1b2_b	discrete	numeric	
V813	b2_1b2_c	b2_1b2_c	discrete	numeric	
V814	b2_1b2_d	b2_1b2_d	discrete	numeric	
V815	b2_2b2_e	b2_2b2_e	discrete	numeric	
V816	b2_2b2_f	b2_2b2_f	discrete	numeric	
V817	b2_2b2_g	b2_2b2_g	discrete	numeric	
V818	b2_2b2_h	b2_2b2_h	discrete	numeric	
V819	c1c1_a	c1c1_a	discrete	numeric	
V820	c1c1_b	c1c1_b	discrete	numeric	
V821	c2c2_a	c2c2_a	discrete	numeric	
V822	c2c2_b	c2c2_b	discrete	numeric	
V823	c3c3_a	c3c3_a	discrete	numeric	
V824	c3c3_b	c3c3_b	discrete	numeric	
V825	c4c4_a	c4c4_a	discrete	numeric	
V826	c4c4_b	c4c4_b	discrete	numeric	

ID	Name	Label	Type	Format	Question
V827	c5c5_a	c5c5_a	discrete	numeric	
V828	c5c5_b	c5c5_b	discrete	numeric	
V829	c6c6_a	c6c6_a	discrete	numeric	
V830	c6c6_b	c6c6_b	discrete	numeric	
V831	c7c7_a	c7c7_a	discrete	numeric	
V832	c7c7_b	c7c7_b	discrete	numeric	
V833	c8c8_a	c8c8_a	discrete	numeric	
V834	c8c8_b	c8c8_b	discrete	numeric	
V835	c9c9_a	c9c9_a	discrete	numeric	
V836	c9c9_b	c9c9_b	discrete	numeric	
V837	c10c10_a	c10c10_a	discrete	numeric	
V838	c10c10_b	c10c10_b	discrete	numeric	
V839	c11c11_a	c11c11_a	discrete	numeric	
V840	c11c11_b	c11c11_b	discrete	numeric	
V841	c12c12_a	c12c12_a	discrete	numeric	
V842	c12c12_b	c12c12_b	discrete	numeric	
V843	c13c13_a	c13c13_a	discrete	numeric	
V844	c13c13_b	c13c13_b	discrete	numeric	
V845	c14c14_a	c14c14_a	discrete	numeric	
V846	c14c14_b	c14c14_b	discrete	numeric	
V847	c15c15_a	c15c15_a	discrete	numeric	
V848	c15c15_b	c15c15_b	discrete	numeric	
V849	c16c16_a	c16c16_a	discrete	numeric	
V850	c16c16_b	c16c16_b	discrete	numeric	
V851	c17c17_a	c17c17_a	discrete	numeric	
V852	c17c17_b	c17c17_b	discrete	numeric	
V853	c18c18_a	c18c18_a	discrete	numeric	
V854	c18c18_b	c18c18_b	discrete	numeric	
V855	c19c19_a	c19c19_a	discrete	numeric	
V856	c19c19_b	c19c19_b	discrete	numeric	

A05. Child ID (a5)

File: QP4G_Attendance_Records_Children_Midline

Overview

Type: Discrete
 Format: character
 Width: 7

Valid cases: 3390
 Invalid: 0

A06. Confirm Child ID (a6)

File: QP4G_Attendance_Records_Children_Midline

Overview

Type: Discrete
 Format: character
 Width: 7

Valid cases: 3390
 Invalid: 0

A08. District name (a8)

File: QP4G_Attendance_Records_Children_Midline

Overview

Type: Discrete
 Format: character
 Width: 10

Valid cases: 3390
 Invalid: 0

A09. ID of the school (a9)

File: QP4G_Attendance_Records_Children_Midline

Overview

Type: Discrete
 Format: character
 Width: 4

Valid cases: 3390
 Invalid: 0

B01. Permission given by school head to begin? (b1)

File: QP4G_Attendance_Records_Children_Midline

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 0-1

Valid cases: 3390
 Invalid: 0
 Minimum: 1
 Maximum: 1

Filter1. Does school have Pupil's Attendance Register or record for the first te (filter1)

File: QP4G_Attendance_Records_Children_Midline

Overview

Filter1. Does school have Pupil's Attendance Register or record for the first te (filter1)

File: QP4G_Attendance_Records_Children_Midline

Type: Discrete	Valid cases: 3390
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

C1.1. Total number of weeks spent in the first term. (c1_weeks)

File: QP4G_Attendance_Records_Children_Midline

Overview

Type: Discrete	Valid cases: 3218
Format: numeric	Invalid: 172
Width: 2	Minimum: 13
Decimals: 0	Maximum: 16
Range: 13-16	Mean: 15.1
	Standard deviation: 0.4

Total number of active school days in term one of 2015/2016 school year (sa1a)

File: QP4G_Attendance_Records_Children_Midline

Overview

Type: Discrete	Valid cases: 3375
Format: numeric	Invalid: 15
Width: 2	Minimum: 61
Decimals: 0	Maximum: 77
Range: 61-77	Mean: 69.8
	Standard deviation: 2.2

C2_national_holiday (c2_national_holiday)

File: QP4G_Attendance_Records_Children_Midline

Overview

Type: Discrete	Valid cases: 3218
Format: character	Invalid: 0
Width: 1	

C2.2. Number of school-related holidays observed during the first term. (c2_school_holiday)

File: QP4G_Attendance_Records_Children_Midline

Overview

C2.2. Number of school-related holidays observed during the first term. (c2_school_holiday)

File: QP4G_Attendance_Records_Children_Midline

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-4

Valid cases: 3218
Invalid: 172
Minimum: 0
Maximum: 4
Mean: 0.8
Standard deviation: 1

C3. Was there a period during the first term in which attendance was neither rec (c3)

File: QP4G_Attendance_Records_Children_Midline

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 3218
Invalid: 172
Minimum: 0
Maximum: 1

C4. How many days within the first term was attendance neither recorded nor comp (c4)

File: QP4G_Attendance_Records_Children_Midline

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 1-75

Valid cases: 855
Invalid: 2535
Minimum: 1
Maximum: 75
Mean: 9.4
Standard deviation: 16.2

C5. Was \$A7} ever absent from school for 14 days or more in a row during the f (c5)

File: QP4G_Attendance_Records_Children_Midline

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 3218
Invalid: 172
Minimum: 0
Maximum: 1

C6. How many days (i.e., 14 days or more in a row) within the first term was \$ { (c6)

File: QP4G_Attendance_Records_Children_Midline

Overview

C6. How many days (i.e., 14 days or more in a row) within the first term was \$ { (c6)

File: QP4G_Attendance_Records_Children_Midline

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 14-76

Valid cases: 47
Invalid: 3343
Minimum: 14
Maximum: 76
Mean: 27.3
Standard deviation: 19.4

Total school attendance in term one of 2015/2016 school year (sa1b)

File: QP4G_Attendance_Records_Children_Midline

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 0-75

Valid cases: 3390
Invalid: 0
Minimum: 0
Maximum: 75
Mean: 58.4
Standard deviation: 17.3

Filter2. Does school have Pupil's Attendance Register or record for the second t (filter2)

File: QP4G_Attendance_Records_Children_Midline

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 3390
Invalid: 0
Minimum: 0
Maximum: 1

D1.1. Total number of weeks spent in the second term. (d1_weeks)

File: QP4G_Attendance_Records_Children_Midline

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 11-16

Valid cases: 3260
Invalid: 130
Minimum: 11
Maximum: 16
Mean: 14.2
Standard deviation: 0.7

Total number of active school days in term two of 2015/2016 school year (sa2a)

File: QP4G_Attendance_Records_Children_Midline

Overview

Total number of active school days in term two of 2015/2016 school year (sa2a)

File: QP4G_Attendance_Records_Children_Midline

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 49-80

Valid cases: 3375
Invalid: 15
Minimum: 49
Maximum: 80
Mean: 65.6
Standard deviation: 3.7

D2_national_holiday (d2_national_holiday)

File: QP4G_Attendance_Records_Children_Midline

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 3260
Invalid: 0

D2.2. Number of school-related holidays observed during the second term. (d2_school_holiday)

File: QP4G_Attendance_Records_Children_Midline

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-5

Valid cases: 3260
Invalid: 130
Minimum: 0
Maximum: 5
Mean: 0.7
Standard deviation: 0.9

D3. Was there a period during the second term in which attendance was neither re (d3)

File: QP4G_Attendance_Records_Children_Midline

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 3260
Invalid: 130
Minimum: 0
Maximum: 1

D4. How many days within the second term was attendance neither recorded nor com (d4)

File: QP4G_Attendance_Records_Children_Midline

Overview

D4. How many days within the second term was attendance neither recorded nor com (d4)

File: QP4G_Attendance_Records_Children_Midline

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 1-71

Valid cases: 869
Invalid: 2521
Minimum: 1
Maximum: 71
Mean: 8.5
Standard deviation: 12.5

D5. Was \$A7 ever absent from school for 14 days or more in a row during the s (d5)

File: QP4G_Attendance_Records_Children_Midline

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 3260
Invalid: 130
Minimum: 0
Maximum: 1

D6. How many days (i.e., 14 days or more in a row) within the second term was \$ (d6)

File: QP4G_Attendance_Records_Children_Midline

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 14-71

Valid cases: 71
Invalid: 3319
Minimum: 14
Maximum: 71
Mean: 25.2
Standard deviation: 15.8

Total school attendance in term two of 2015/2016 school year (sa2b)

File: QP4G_Attendance_Records_Children_Midline

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 0-78

Valid cases: 3390
Invalid: 0
Minimum: 0
Maximum: 78
Mean: 54.1
Standard deviation: 14.5

Filter3. Does school have Pupil's Attendance Register or record for the third te (filter3)

File: QP4G_Attendance_Records_Children_Midline

Filter3. Does school have Pupil's Attendance Register or record for the third te (filter3)

File: QP4G_Attendance_Records_Children_Midline

Overview

Type: Discrete	Valid cases: 3389
Format: numeric	Invalid: 1
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

E1.1. Total number of weeks spent in the third term. (e1_weeks)

File: QP4G_Attendance_Records_Children_Midline

Overview

Type: Discrete	Valid cases: 3343
Format: numeric	Invalid: 47
Width: 2	Minimum: 11
Decimals: 0	Maximum: 15
Range: 11-15	Mean: 12.6
	Standard deviation: 0.9

Total number of active school days in term three of 2015/2016 school year (sa3a)

File: QP4G_Attendance_Records_Children_Midline

Overview

Type: Continuous	Valid cases: 3375
Format: numeric	Invalid: 15
Width: 2	Minimum: 42
Decimals: 0	Maximum: 76
Range: 42-76	Mean: 56.3
	Standard deviation: 5.5

E2_national_holiday (e2_national_holiday)

File: QP4G_Attendance_Records_Children_Midline

Overview

Type: Discrete	Valid cases: 3343
Format: character	Invalid: 0
Width: 1	

E2.2. Number of school-related holidays observed during the third term. (e2_school_holiday)

File: QP4G_Attendance_Records_Children_Midline

Overview

E2.2. Number of school-related holidays observed during the third term. (e2_school_holiday)

File: QP4G_Attendance_Records_Children_Midline

Type: Discrete	Valid cases: 3343
Format: numeric	Invalid: 47
Width: 1	Minimum: 0
Decimals: 0	Maximum: 5
Range: 0-5	Mean: 0.9
	Standard deviation: 1.2

E3. Was there a period during the third term in which attendance was neither rec (e3)

File: QP4G_Attendance_Records_Children_Midline

Overview

Type: Discrete	Valid cases: 3343
Format: numeric	Invalid: 47
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

E4. How many days within the third term was attendance neither recorded nor comp (e4)

File: QP4G_Attendance_Records_Children_Midline

Overview

Type: Continuous	Valid cases: 1460
Format: numeric	Invalid: 1930
Width: 2	Minimum: 0
Decimals: 0	Maximum: 52
Range: 0-52	Mean: 7.6
	Standard deviation: 9.3

E5. Was \$A7 ever absent from school for 14 days or more in a row during the t (e5)

File: QP4G_Attendance_Records_Children_Midline

Overview

Type: Discrete	Valid cases: 3343
Format: numeric	Invalid: 47
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

E6. How many days (i.e., 14 days or more in a row) within the third term was \$ (e6)

File: QP4G_Attendance_Records_Children_Midline

Overview

E6. How many days (i.e., 14 days or more in a row) within the third term was \$ { (e6)

File: QP4G_Attendance_Records_Children_Midline

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 14-57

Valid cases: 64
Invalid: 3326
Minimum: 14
Maximum: 57
Mean: 23.8
Standard deviation: 9.7

Total school attendance in term three of 2015/2016 school year (sa3b)

File: QP4G_Attendance_Records_Children_Midline

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 0-66

Valid cases: 3390
Invalid: 0
Minimum: 0
Maximum: 66
Mean: 38.1
Standard deviation: 10

B02. Outcome of the class attendance recording. (b2)

File: QP4G_Attendance_Records_Children_Midline

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-7

Valid cases: 3390
Invalid: 0
Minimum: 2
Maximum: 4

A05. Teacher ID (a5)

File: QP4G_Attendance_Records_Teachers_Midline

Overview

Type: Discrete
Format: character
Width: 6

Valid cases: 429
Invalid: 0

A06. Confirm Teacher ID (a6)

File: QP4G_Attendance_Records_Teachers_Midline

Overview

Type: Discrete
Format: character
Width: 6

Valid cases: 429
Invalid: 0

A08. District name (a8)

File: QP4G_Attendance_Records_Teachers_Midline

Overview

Type: Discrete
Format: character
Width: 10

Valid cases: 429
Invalid: 0

A09. ID of the school (a9)

File: QP4G_Attendance_Records_Teachers_Midline

Overview

Type: Discrete
Format: character
Width: 4

Valid cases: 429
Invalid: 0

B01. Permission given by school head to begin? (b1)

File: QP4G_Attendance_Records_Teachers_Midline

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 429
Invalid: 0
Minimum: 1
Maximum: 1

Filter1. Does school have Teacher's Attendance Book or record for the first term (filter1)

File: QP4G_Attendance_Records_Teachers_Midline

Overview

Filter1. Does school have Teacher's Attendance Book or record for the first term (filter1)

File: QP4G_Attendance_Records_Teachers_Midline

Type: Discrete	Valid cases: 429
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

C1.1. Total number of weeks spent in the first term. (c1_weeks)

File: QP4G_Attendance_Records_Teachers_Midline

Overview

Type: Discrete	Valid cases: 358
Format: numeric	Invalid: 71
Width: 2	Minimum: 14
Decimals: 0	Maximum: 16
Range: 14-16	Mean: 15.1
	Standard deviation: 0.3

Total number of active school days in term one of 2015/2016 school year (sa1a)

File: QP4G_Attendance_Records_Teachers_Midline

Overview

Type: Continuous	Valid cases: 429
Format: numeric	Invalid: 0
Width: 2	Minimum: 0
Decimals: 0	Maximum: 77
Range: 0-77	Mean: 69.5
	Standard deviation: 5.3

C2_national_holiday (c2_national_holiday)

File: QP4G_Attendance_Records_Teachers_Midline

Overview

Type: Discrete	Valid cases: 303
Format: character	Invalid: 0
Width: 1	

C2.2. Number of school-related holidays observed during the first term. (c2_school_holiday)

File: QP4G_Attendance_Records_Teachers_Midline

Overview

C2.2. Number of school-related holidays observed during the first term. (c2_school_holiday)

File: QP4G_Attendance_Records_Teachers_Midline

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-4

Valid cases: 358
Invalid: 71
Minimum: 0
Maximum: 4
Mean: 0.8
Standard deviation: 1

C3. Was there a period during the first term in which attendance was neither rec (c3)

File: QP4G_Attendance_Records_Teachers_Midline

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 358
Invalid: 71
Minimum: 0
Maximum: 1

C4. How many days within the first term was attendance neither recorded nor comp (c4)

File: QP4G_Attendance_Records_Teachers_Midline

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 1-75

Valid cases: 140
Invalid: 289
Minimum: 1
Maximum: 75
Mean: 22
Standard deviation: 23.2

C5. Was \$A7} ever absent from school for 14 days or more in a row during the f (c5)

File: QP4G_Attendance_Records_Teachers_Midline

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 358
Invalid: 71
Minimum: 0
Maximum: 1

C6. How many days (i.e., 14 days or more in a row) within the first term was \$ { (c6)

File: QP4G_Attendance_Records_Teachers_Midline

Overview

C6. How many days (i.e., 14 days or more in a row) within the first term was \$ { (c6)

File: QP4G_Attendance_Records_Teachers_Midline

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 16-76

Valid cases: 19
Invalid: 410
Minimum: 16
Maximum: 76
Mean: 42.9
Standard deviation: 21.3

Total school attendance in term one of 2015/2016 school year (sa1b)

File: QP4G_Attendance_Records_Teachers_Midline

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 0-75

Valid cases: 429
Invalid: 0
Minimum: 0
Maximum: 75
Mean: 45.5
Standard deviation: 26.3

Filter2. Does school have Teacher's Attendance Book or record for the second ter (filter2)

File: QP4G_Attendance_Records_Teachers_Midline

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 429
Invalid: 0
Minimum: 0
Maximum: 1

D1.1. Total number of weeks spent in the second term. (d1_weeks)

File: QP4G_Attendance_Records_Teachers_Midline

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 11-16

Valid cases: 399
Invalid: 30
Minimum: 11
Maximum: 16
Mean: 14.2
Standard deviation: 0.7

Total number of active school days in term two of 2015/2016 school year (sa2a)

File: QP4G_Attendance_Records_Teachers_Midline

Overview

Total number of active school days in term two of 2015/2016 school year (sa2a)

File: QP4G_Attendance_Records_Teachers_Midline

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 49-80

Valid cases: 429
Invalid: 0
Minimum: 49
Maximum: 80
Mean: 65.7
Standard deviation: 3.8

D2_national_holiday (d2_national_holiday)

File: QP4G_Attendance_Records_Teachers_Midline

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 338
Invalid: 0

D2.2. Number of school-related holidays observed during the second term. (d2_school_holiday)

File: QP4G_Attendance_Records_Teachers_Midline

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-3

Valid cases: 399
Invalid: 30
Minimum: 0
Maximum: 3
Mean: 0.7
Standard deviation: 0.9

D3. Was there a period during the second term in which attendance was neither re (d3)

File: QP4G_Attendance_Records_Teachers_Midline

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 399
Invalid: 30
Minimum: 0
Maximum: 1

D4. How many days within the second term was attendance neither recorded nor com (d4)

File: QP4G_Attendance_Records_Teachers_Midline

Overview

D4. How many days within the second term was attendance neither recorded nor com (d4)

File: QP4G_Attendance_Records_Teachers_Midline

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 1-70

Valid cases: 147
Invalid: 282
Minimum: 1
Maximum: 70
Mean: 14.6
Standard deviation: 19.7

D5. Was \$A7 ever absent from school for 14 days or more in a row during the s (d5)

File: QP4G_Attendance_Records_Teachers_Midline

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 399
Invalid: 30
Minimum: 0
Maximum: 1

D6. How many days (i.e., 14 days or more in a row) within the second term was \$ (d6)

File: QP4G_Attendance_Records_Teachers_Midline

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 14-69

Valid cases: 11
Invalid: 418
Minimum: 14
Maximum: 69
Mean: 40.5
Standard deviation: 18

Total school attendance in term two of 2015/2016 school year (sa2b)

File: QP4G_Attendance_Records_Teachers_Midline

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 0-76

Valid cases: 429
Invalid: 0
Minimum: 0
Maximum: 76
Mean: 51.9
Standard deviation: 19.7

Filter3. Does school have Teacher's Attendance Book or record for the third term (filter3)

File: QP4G_Attendance_Records_Teachers_Midline

Filter3. Does school have Teacher's Attendance Book or record for the third term (filter3)

File: QP4G_Attendance_Records_Teachers_Midline

Overview

Type: Discrete	Valid cases: 429
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

E1.1. Total number of weeks spent in the third term. (e1_weeks)

File: QP4G_Attendance_Records_Teachers_Midline

Overview

Type: Discrete	Valid cases: 416
Format: numeric	Invalid: 13
Width: 2	Minimum: 11
Decimals: 0	Maximum: 15
Range: 11-15	Mean: 12.6
	Standard deviation: 0.9

Total number of active school days in term three of 2015/2016 school year (sa3a)

File: QP4G_Attendance_Records_Teachers_Midline

Overview

Type: Continuous	Valid cases: 429
Format: numeric	Invalid: 0
Width: 2	Minimum: 42
Decimals: 0	Maximum: 76
Range: 42-76	Mean: 56.4
	Standard deviation: 5.6

E2_national_holiday (e2_national_holiday)

File: QP4G_Attendance_Records_Teachers_Midline

Overview

Type: Discrete	Valid cases: 352
Format: character	Invalid: 0
Width: 1	

E2.2. Number of school-related holidays observed during the third term. (e2_school_holiday)

File: QP4G_Attendance_Records_Teachers_Midline

Overview

E2.2. Number of school-related holidays observed during the third term. (e2_school_holiday)

File: QP4G_Attendance_Records_Teachers_Midline

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-4

Valid cases: 416
Invalid: 13
Minimum: 0
Maximum: 4
Mean: 0.8
Standard deviation: 1.1

E3. Was there a period during the third term in which attendance was neither rec (e3)

File: QP4G_Attendance_Records_Teachers_Midline

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 416
Invalid: 13
Minimum: 0
Maximum: 1

E4. How many days within the third term was attendance neither recorded nor comp (e4)

File: QP4G_Attendance_Records_Teachers_Midline

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 1-55

Valid cases: 161
Invalid: 268
Minimum: 1
Maximum: 55
Mean: 9.4
Standard deviation: 10.7

E5. Was \$A7 ever absent from school for 14 days or more in a row during the t (e5)

File: QP4G_Attendance_Records_Teachers_Midline

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 416
Invalid: 13
Minimum: 0
Maximum: 1

E6. How many days (i.e., 14 days or more in a row) within the third term was \$ (e6)

File: QP4G_Attendance_Records_Teachers_Midline

Overview

E6. How many days (i.e., 14 days or more in a row) within the third term was \$ { (e6)

File: QP4G_Attendance_Records_Teachers_Midline

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 18-48

Valid cases: 9
Invalid: 420
Minimum: 18
Maximum: 48
Mean: 30
Standard deviation: 11.4

Total school attendance in term three of 2015/2016 school year (sa3b)

File: QP4G_Attendance_Records_Teachers_Midline

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 0-63

Valid cases: 429
Invalid: 0
Minimum: 0
Maximum: 63
Mean: 39.1
Standard deviation: 11.4

Total number of days in school during 2015/2016 school year (totalschooldays)

File: QP4G_Attendance_Records_Teachers_Midline

Overview

Type: Continuous
Format: numeric
Width: 3
Decimals: 0
Range: 146-220

Valid cases: 429
Invalid: 0
Minimum: 146
Maximum: 220
Mean: 191.6
Standard deviation: 8.7

Total days present in school during 2015/2016 school year (totalpresence)

File: QP4G_Attendance_Records_Teachers_Midline

Overview

Type: Continuous
Format: numeric
Width: 3
Decimals: 0
Range: 0-191

Valid cases: 429
Invalid: 0
Minimum: 0
Maximum: 191
Mean: 136.5
Standard deviation: 45.9

Total days absent from school during 2015/2016 school year (totalabsent)

File: QP4G_Attendance_Records_Teachers_Midline

Total days absent from school during 2015/2016 school year (totalabsent)

File: QP4G_Attendance_Records_Teachers_Midline

Overview

Type: Continuous	Valid cases: 429
Format: numeric	Invalid: 0
Width: 3	Minimum: 0
Decimals: 0	Maximum: 204
Range: 0-204	Mean: 55.1
	Standard deviation: 47.6

Percent of days present in school during 2015/2016 school year (percent_present)

File: QP4G_Attendance_Records_Teachers_Midline

Overview

Type: Continuous	Valid cases: 429
Format: numeric	Invalid: 0
Width: 6	Minimum: 0
Decimals: 2	Maximum: 100
Range: 0-100	Mean: 71.5
	Standard deviation: 24.3

Percent of days absent from school during 2015/2016 school year (percent_absent)

File: QP4G_Attendance_Records_Teachers_Midline

Overview

Type: Continuous	Valid cases: 429
Format: numeric	Invalid: 0
Width: 6	Minimum: 0
Decimals: 2	Maximum: 100
Range: 0-100	Mean: 28.5
	Standard deviation: 24.3

A01. Interviewer code (a1)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Continuous	Valid cases: 2917
Format: numeric	Invalid: 0
Width: 3	Minimum: 12
Decimals: 0	Maximum: 111
Range: 12-111	Mean: 21.9
	Standard deviation: 8.3

A03. Interview date (a3)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 2915
Format: character	Invalid: 0
Width: 9	

A04. Caregiver ID (a4)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 2917
Format: character	Invalid: 0
Width: 8	

A05. Confirm Caregiver ID (a5)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 2917
Format: character	Invalid: 0
Width: 8	

A07. Primary caregiver's gender (a7)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 2917
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-2	

A16. INTERVIEWER: How many children do you have listed in \${A13} for \${A6}? (a16)

File: QP4G_Caregiver_Survey_Midline

A16. INTERVIEWER: How many children do you have listed in \${A13} for \${A6}? (a16)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 2917
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 5
Range: 1-5	Mean: 1.1
	Standard deviation: 0.3

A17.1. Child ID (child1a17_1)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 2917
Format: character	Invalid: 0
Width: 7	

A17.2. Child ID (child2a17_2)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 188
Format: character	Invalid: 0
Width: 7	

A17.3. Child ID (child3a17_3)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 5
Format: character	Invalid: 0
Width: 7	

A17.4. Child ID (child4a17_4)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 5
Format: character	Invalid: 0
Width: 7	

A17.5. Child ID (child5a17_5)

File: QP4G_Caregiver_Survey_Midline

Overview

A17.5. Child ID (child5a17_5)

File: QP4G_Caregiver_Survey_Midline

Type: Discrete
Format: character
Width: 7

Valid cases: 5
Invalid: 0

B01. Do you agree to participate in this survey? (b1)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 2917
Invalid: 0
Minimum: 1
Maximum: 2

C02. Is primary caregiver same as baseline primary caregiver or as provided in t (c2)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 2710
Invalid: 207
Minimum: 1
Maximum: 2

C03. What is your relationship to child? (c3)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: -222-15

Valid cases: 2710
Invalid: 207
Minimum: 1
Maximum: 14

C04.1 For how many years have you been the primary caregiver of child? (c4c4_1)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Continuous
Format: numeric
Width: 4
Decimals: 0
Range: -999-11

Valid cases: 2705
Invalid: 212
Minimum: -999
Maximum: 11
Mean: -8.6
Standard deviation: 111.5

C04.2 For how many months have you been the primary caregiver of child? (c4c4_2)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Continuous	Valid cases: 2705
Format: numeric	Invalid: 212
Width: 4	Minimum: -999
Decimals: 0	Maximum: 11
Range: -999-11	Mean: -175.2
	Standard deviation: 361.6

C4_months (c4_months)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 2705
Format: character	Invalid: 0
Width: 6	

C05. What is your age? (c5)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Continuous	Valid cases: 2710
Format: numeric	Invalid: 207
Width: 4	Minimum: -999
Decimals: 0	Maximum: 80
Range: -999-80	Mean: 31
	Standard deviation: 86

C06. What is the highest level of education you have completed? (c6)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 2710
Format: numeric	Invalid: 207
Width: 4	Minimum: -999
Decimals: 0	Maximum: 13
Range: -999-13	

C06.1. Please specify (c06_ospec)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 10
Format: character	Invalid: 0
Width: 32	

C07. What are the two main languages you use to communicate with child at home (c7)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 2710
Format: character	Invalid: 0
Width: 3	

C7_1. English (c7_1)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 2710
Format: numeric	Invalid: 207
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0.5
	Standard deviation: 0.5

C7_2. Twi/Fanti (c7_2)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 2710
Format: numeric	Invalid: 207
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0.6
	Standard deviation: 0.5

C7_3. Ewe (c7_3)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 2710
Format: numeric	Invalid: 207
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0.2
	Standard deviation: 0.4

C7_4. Ga (c7_4)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 2710
Format: numeric	Invalid: 207
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0.2
	Standard deviation: 0.4

C7_5. Dangme (c7_5)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 2710
Format: numeric	Invalid: 207
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0
	Standard deviation: 0.2

C7_6. Hausa (c7_6)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 2710
Format: numeric	Invalid: 207
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0.1
	Standard deviation: 0.2

C07.1. Please specify other main language you use to communicate with child at h (c07_1_ospec)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 270
Format: character	Invalid: 0
Width: 13	

C07.2. Please specify other main language you use to communicate with child at h (c07_2_ospec)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 4
Format: character	Invalid: 0
Width: 8	

C08. What is your marital status? (c8)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 2709
Format: numeric	Invalid: 208
Width: 4	Minimum: -999
Decimals: 0	Maximum: 7
Range: -999-7	

1. In what year was child born? (c9c9_1)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Continuous	Valid cases: 2705
Format: numeric	Invalid: 212
Width: 4	Minimum: -999
Decimals: 0	Maximum: 2013
Range: -999-2013	Mean: 1920
	Standard deviation: 507.7

2. In what month was child born? (c9c9_2)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Continuous	Valid cases: 2705
Format: numeric	Invalid: 212
Width: 4	Minimum: -999
Decimals: 0	Maximum: 12
Range: -999-12	Mean: -106
	Standard deviation: 299.6

C9_months (c9_months)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 2705
Format: character	Invalid: 0
Width: 5	

C10. How old was child at his/her last birthday? (c10)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Continuous	Valid cases: 2710
Format: numeric	Invalid: 207
Width: 4	Minimum: -999
Decimals: 0	Maximum: 11
Range: -999-11	Mean: -8.8
	Standard deviation: 115.4

D01. How many members does your household have, including you? (d1)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 2709
Format: numeric	Invalid: 208
Width: 4	Minimum: -222
Decimals: 0	Maximum: 8
Range: -222-8	

D02. Are all household members aged 5 to 17 currently in school?
(d2)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 2709
Format: numeric	Invalid: 208
Width: 4	Minimum: -222
Decimals: 0	Maximum: 3
Range: -222-3	

D03. Can the male head/spouse read a phrase/sentence in English?
(d3)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 2709
Format: numeric	Invalid: 208
Width: 4	Minimum: -222
Decimals: 0	Maximum: 3
Range: -222-3	

D04. What is the main construction material used for the outer wall of your curr (d4)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 2709
Format: numeric	Invalid: 208
Width: 4	Minimum: -222
Decimals: 0	Maximum: 2
Range: -222-2	

D05. What type of toilet facility does the household usually use?
(d5)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 2709
Format: numeric	Invalid: 208
Width: 4	Minimum: -222
Decimals: 0	Maximum: 4
Range: -222-4	

D06. What is the main fuel used by the household for cooking? (d6)

File: QP4G_Caregiver_Survey_Midline

Overview

D06. What is the main fuel used by the household for cooking? (d6)

File: QP4G_Caregiver_Survey_Midline

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: -222-4

Valid cases: 2709
Invalid: 208
Minimum: -222
Maximum: 4

D07. Does any household member own a working box iron or electric iron? (d7)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: -222-2

Valid cases: 2709
Invalid: 208
Minimum: -222
Maximum: 2

D08. Does any household member own a working television, video player, VCD/DVD/M (d8)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: -222-3

Valid cases: 2709
Invalid: 208
Minimum: -222
Maximum: 3

D09. How many working mobile phones do members of the household own? (d9)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: -222-4

Valid cases: 2709
Invalid: 208
Minimum: -222
Maximum: 4

D10. Does any household member own a working bicycle, motor cycle, or car? (d10)

File: QP4G_Caregiver_Survey_Midline

Overview

D10. Does any household member own a working bicycle, motor cycle, or car? (d10)

File: QP4G_Caregiver_Survey_Midline

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: -222-3

Valid cases: 2709
Invalid: 208
Minimum: -222
Maximum: 3

F01.a. In the past 3 days, did you or any household member over 15 years of age (f1_a)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: -222-3

Valid cases: 2708
Invalid: 209
Minimum: -111
Maximum: 3

F01.a(ii).If yes: Who engages in this activity with child? (f1_a_ii)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete
Format: character
Width: 5

Valid cases: 1269
Invalid: 0

F1_a_ii_1. Mother (f1_a_ii_1)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 1269
Invalid: 1648
Minimum: 0
Maximum: 1
Mean: 0.4
Standard deviation: 0.5

F1_a_ii_2. Father (f1_a_ii_2)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 1269
Invalid: 1648
Minimum: 0
Maximum: 1
Mean: 0.3
Standard deviation: 0.4

F1_a_ii_3. Another adult relative (f1_a_ii_3)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 1269
Format: numeric	Invalid: 1648
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0.4
	Standard deviation: 0.5

F1_a_ii_4. Other non-relative (f1_a_ii_4)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 1269
Format: numeric	Invalid: 1648
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0
	Standard deviation: 0.2

F01.b. In the past 3 days, did you or any household member over 15 years of age (f1_b)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 2708
Format: numeric	Invalid: 209
Width: 4	Minimum: -111
Decimals: 0	Maximum: 3
Range: -222-3	

F01.b(ii).If yes: Who engages in this activity with child? (f1_b_ii)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 668
Format: character	Invalid: 0
Width: 5	

F1_b_ii_1. Mother (f1_b_ii_1)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 668
Format: numeric	Invalid: 2249
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0.4
	Standard deviation: 0.5

F1_b_ii_2. Father (f1_b_ii_2)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 668
Format: numeric	Invalid: 2249
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0.3
	Standard deviation: 0.4

F1_b_ii_3. Another adult relative (f1_b_ii_3)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 668
Format: numeric	Invalid: 2249
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0.4
	Standard deviation: 0.5

F1_b_ii_4. Other non-relative (f1_b_ii_4)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 668
Format: numeric	Invalid: 2249
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0
	Standard deviation: 0.2

F01.c. In the past 3 days, did you or any household member over 15 years of age (f1_c)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 2708
Format: numeric	Invalid: 209
Width: 4	Minimum: -222
Decimals: 0	Maximum: 3
Range: -222-3	

F01.c(ii).If yes: Who engages in this activity with child? (f1_c_ii)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 1109
Format: character	Invalid: 0
Width: 7	

F1_c_ii_1. Mother (f1_c_ii_1)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 1109
Format: numeric	Invalid: 1808
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0.7
	Standard deviation: 0.5

F1_c_ii_2. Father (f1_c_ii_2)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 1109
Format: numeric	Invalid: 1808
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0.2
	Standard deviation: 0.4

F1_c_ii_3. Another adult relative (f1_c_ii_3)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 1109
Format: numeric	Invalid: 1808
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0.3
	Standard deviation: 0.5

F1_c_ii_4. Other non-relative (f1_c_ii_4)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 1109
Format: numeric	Invalid: 1808
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0
	Standard deviation: 0.2

F01.d. In the past 3 days, did you or any household member over 15 years of age (f1_d)

File: QP4G_Caregiver_Survey_Midline

Overview

F01.d. In the past 3 days, did you or any household member over 15 years of age (f1_d)

File: QP4G_Caregiver_Survey_Midline

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: -222-3

Valid cases: 2708
Invalid: 209
Minimum: -222
Maximum: 3

F01.d(ii).If yes: Who engages in this activity with child? (f1_d_ii)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete
Format: character
Width: 5

Valid cases: 674
Invalid: 0

F1_d_ii_1. Mother (f1_d_ii_1)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 674
Invalid: 2243
Minimum: 0
Maximum: 1
Mean: 0.6
Standard deviation: 0.5

F1_d_ii_2. Father (f1_d_ii_2)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 674
Invalid: 2243
Minimum: 0
Maximum: 1
Mean: 0.3
Standard deviation: 0.5

F1_d_ii_3. Another adult relative (f1_d_ii_3)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 674
Invalid: 2243
Minimum: 0
Maximum: 1
Mean: 0.2
Standard deviation: 0.4

F1_d_ii_4. Other non-relative (f1_d_ii_4)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 674
Format: numeric	Invalid: 2243
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0
	Standard deviation: 0.1

F01.e. In the past 3 days, did you or any household member over 15 years of age (f1_e)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 2708
Format: numeric	Invalid: 209
Width: 4	Minimum: -222
Decimals: 0	Maximum: 3
Range: -222-3	

F01.e(ii).If yes: Who engages in this activity with child? (f1_e_ii)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 1632
Format: character	Invalid: 0
Width: 7	

F1_e_ii_1. Mother (f1_e_ii_1)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 1632
Format: numeric	Invalid: 1285
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0.6
	Standard deviation: 0.5

F1_e_ii_2. Father (f1_e_ii_2)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 1632
Format: numeric	Invalid: 1285
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0.4
	Standard deviation: 0.5

F1_e_ii_3. Another adult relative (f1_e_ii_3)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 1632
Format: numeric	Invalid: 1285
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0.4
	Standard deviation: 0.5

F1_e_ii_4. Other non-relative (f1_e_ii_4)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 1632
Format: numeric	Invalid: 1285
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0.1
	Standard deviation: 0.2

F01.f. In the past 3 days, did you or any household member over 15 years of age, (f1_f)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 2708
Format: numeric	Invalid: 209
Width: 4	Minimum: -222
Decimals: 0	Maximum: 3
Range: -222-3	

F01.f(ii).If yes: Who engages in this activity with child? (f1_f_ii)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 1109
Format: character	Invalid: 0
Width: 5	

F1_f_ii_1. Mother (f1_f_ii_1)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 1109
Format: numeric	Invalid: 1808
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0.4
	Standard deviation: 0.5

F1_f_ii_2. Father (f1_f_ii_2)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 1109
Format: numeric	Invalid: 1808
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0.3
	Standard deviation: 0.4

F1_f_ii_3. Another adult relative (f1_f_ii_3)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 1109
Format: numeric	Invalid: 1808
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0.4
	Standard deviation: 0.5

F1_f_ii_4. Other non-relative (f1_f_ii_4)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 1109
Format: numeric	Invalid: 1808
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0
	Standard deviation: 0.2

F02. How many children's books or picture books do you have for child? (f2)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Continuous	Valid cases: 2708
Format: numeric	Invalid: 209
Width: 4	Minimum: -999
Decimals: 0	Maximum: 60
Range: -999-60	Mean: -84.7
	Standard deviation: 265.9

F03. During the past 30 days (4 weeks), how often have you or has another adult (f3)

File: QP4G_Caregiver_Survey_Midline

Overview

F03. During the past 30 days (4 weeks), how often have you or has another adult (f3)

File: QP4G_Caregiver_Survey_Midline

Type: Discrete	Valid cases: 2708
Format: numeric	Invalid: 209
Width: 4	Minimum: -999
Decimals: 0	Maximum: 4
Range: -999-4	

F04a. How many times (have/has) child's (mother/father/both of them/{you or} oth (f4a)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Continuous	Valid cases: 2708
Format: numeric	Invalid: 209
Width: 4	Minimum: -888
Decimals: 0	Maximum: 9
Range: -888-9	Mean: -101.6
	Standard deviation: 280.5

F04b. How many times (have/has) child's (mother/father/both of them/{you or} oth (f4b)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Continuous	Valid cases: 2708
Format: numeric	Invalid: 209
Width: 4	Minimum: -888
Decimals: 0	Maximum: 15
Range: -888-15	Mean: -127.7
	Standard deviation: 300.1

F04c. How many times (have/has) child's (mother/father/both of them/{you or} oth (f4c)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Continuous	Valid cases: 2708
Format: numeric	Invalid: 209
Width: 4	Minimum: -888
Decimals: 0	Maximum: 10
Range: -888-10	Mean: -53.4
	Standard deviation: 181.6

F04d. How many times (have/has) child's (mother/father/both of them/{you or} oth (f4d)

File: QP4G_Caregiver_Survey_Midline

F04d. How many times (have/has) child's (mother/father/both of them/{you or} oth (f4d)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Continuous	Valid cases: 2708
Format: numeric	Invalid: 209
Width: 4	Minimum: -888
Decimals: 0	Maximum: 10
Range: -888-10	Mean: -36.9
	Standard deviation: 133.4

F04e. How many times (have/has) child's (mother/father/both of them/{you or} (f4e)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Continuous	Valid cases: 2708
Format: numeric	Invalid: 209
Width: 4	Minimum: -999
Decimals: 0	Maximum: 10
Range: -999-10	Mean: -83.6
	Standard deviation: 233.3

F05a. Does child play with homemade toys (such as dolls, cars, or other toys at (f5a)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 2708
Format: numeric	Invalid: 209
Width: 4	Minimum: -222
Decimals: 0	Maximum: 3
Range: -222-3	

F05b. Does child play with toys from a shop or manufactured toys? (f5b)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 2708
Format: numeric	Invalid: 209
Width: 4	Minimum: -222
Decimals: 0	Maximum: 3
Range: -222-3	

F05c. Does child play with household objects (such as bowls or pots)? (f5c)

File: QP4G_Caregiver_Survey_Midline

F05c. Does child play with household objects (such as bowls or pots)? (f5c)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 2708
Format: numeric	Invalid: 209
Width: 4	Minimum: -222
Decimals: 0	Maximum: 3
Range: -222-3	

F05d. Does child play with objects found outside (such as sticks, rocks, animal (f5d)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 2708
Format: numeric	Invalid: 209
Width: 4	Minimum: -222
Decimals: 0	Maximum: 3
Range: -222-3	

F05e. Does child play with any drawing or writing materials? (f5e)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 2708
Format: numeric	Invalid: 209
Width: 4	Minimum: -222
Decimals: 0	Maximum: 3
Range: -222-3	

F05f. Does child play with any puzzles (even a two piece puzzle counts)? (f5f)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 2708
Format: numeric	Invalid: 209
Width: 4	Minimum: -222
Decimals: 0	Maximum: 3
Range: -222-3	

F06. Did you or any other adults in your household attend any PTA meeting in chi (f6)

File: QP4G_Caregiver_Survey_Midline

Overview

F06. Did you or any other adults in your household attend any PTA meeting in chi (f6)

File: QP4G_Caregiver_Survey_Midline

Type: Discrete	Valid cases: 2708
Format: numeric	Invalid: 209
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-2	

F07. Did you or any other adults in your household attend any PTA meeting in chi (f7)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 2148
Format: numeric	Invalid: 769
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-2	

F08. (If yes to F07): How many PTA meetings in child's school did you or any oth (f8)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Continuous	Valid cases: 620
Format: numeric	Invalid: 2297
Width: 4	Minimum: -888
Decimals: 0	Maximum: 5
Range: -888-5	Mean: -25.5
	Standard deviation: 153.5

F09. Did you receive any flyers from child's school between January and July (f9)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 2708
Format: numeric	Invalid: 209
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-2	

G02. What makes a good kindergarten school? (g2)

File: QP4G_Caregiver_Survey_Midline

Overview

G02. What makes a good kindergarten school? (g2)

File: QP4G_Caregiver_Survey_Midline

Type: Discrete
Format: character
Width: 31

Valid cases: 2709
Invalid: 0

G2_1. Good food for children (g2_1)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 2709
Invalid: 208
Minimum: 0
Maximum: 1
Mean: 0.1
Standard deviation: 0.2

G2_2. Motivated teachers (g2_2)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 2710
Invalid: 207
Minimum: 0
Maximum: 1
Mean: 0.1
Standard deviation: 0.3

G2_3. Availability of transportation (g2_3)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 2709
Invalid: 208
Minimum: 0
Maximum: 1
Mean: 0
Standard deviation: 0.1

G2_4. Opening hours/schedule (g2_4)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 2709
Invalid: 208
Minimum: 0
Maximum: 1
Mean: 0
Standard deviation: 0.1

G2_5. Overall reputation of the school (g2_5)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 2709
Format: numeric	Invalid: 208
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0.1
	Standard deviation: 0.3

G2_6. Quality of teachers(experience)/instruction (g2_6)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 2709
Format: numeric	Invalid: 208
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0.6
	Standard deviation: 0.5

G2_7. School (g2_7)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 2709
Format: numeric	Invalid: 208
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0.2
	Standard deviation: 0.4

G2_8. The school has a good curriculum (g2_8)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 2709
Format: numeric	Invalid: 208
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0.1
	Standard deviation: 0.3

G2_9. Teacher/pupil ratio or class size (g2_9)

File: QP4G_Caregiver_Survey_Midline

Overview

G2_9. Teacher/pupil ratio or class size (g2_9)

File: QP4G_Caregiver_Survey_Midline

Type: Discrete	Valid cases: 2709
Format: numeric	Invalid: 208
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0
	Standard deviation: 0.2

G2_10. School (g2_10)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 2709
Format: numeric	Invalid: 208
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0.2
	Standard deviation: 0.4

G2_11. English as main language of instruction (g2_11)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 2709
Format: numeric	Invalid: 208
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0.1
	Standard deviation: 0.3

G2_12. Children are given homework regularly (g2_12)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 2709
Format: numeric	Invalid: 208
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0
	Standard deviation: 0.2

G2_13. School neighborhood/locality (g2_13)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 2709
Format: numeric	Invalid: 208
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0
	Standard deviation: 0.1

G2_14. Language diversity (English and Arabic) (g2_14)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 2709
Format: numeric	Invalid: 208
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0
	Standard deviation: 0.1

G2_15. Recommendation from significant others (g2_15)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 2709
Format: numeric	Invalid: 208
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0
	Standard deviation: 0.1

G2_16. Ethnic/religious/social values of school (g2_16)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 2709
Format: numeric	Invalid: 208
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0
	Standard deviation: 0.1

G2_17. Moderate school fees and flexible payment terms (g2_17)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 2709
Format: numeric	Invalid: 208
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0
	Standard deviation: 0.2

G2_18. Good infrastructure/facilities/equipment (g2_18)

File: QP4G_Caregiver_Survey_Midline

Overview

G2_18. Good infrastructure/facilities/equipment (g2_18)

File: QP4G_Caregiver_Survey_Midline

Type: Discrete	Valid cases: 2709
Format: numeric	Invalid: 208
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0.2
	Standard deviation: 0.4

G2_19. Good communication between school and parents (g2_19)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 2709
Format: numeric	Invalid: 208
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0
	Standard deviation: 0.2

G2_20. Distance to/from home (g2_20)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 2709
Format: numeric	Invalid: 208
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0
	Standard deviation: 0.1

G2_21. Safe, clean and healthy school environment (g2_21)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 2709
Format: numeric	Invalid: 208
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0.2
	Standard deviation: 0.4

G2_22. Children well behaved, learn discipline (g2_22)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 2709
Format: numeric	Invalid: 208
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0.2
	Standard deviation: 0.4

G2_23. Other (g2_23)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 2710
Format: numeric	Invalid: 207
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0
	Standard deviation: 0.1

G02.1. Please specify what other factors makes a good kindergarten school? (g2_ospec)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 303
Format: character	Invalid: 0
Width: 32	

G03. To what extent are you satisfied with child's school? (g3)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 2704
Format: numeric	Invalid: 213
Width: 4	Minimum: -222
Decimals: 0	Maximum: 5
Range: -222-5	

G04. What were the reasons for choosing to send child to his/her current school (g4)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 2704
Format: character	Invalid: 0
Width: 21	

G04_1. Closeness/proximity to/from home and/or work (g4_1)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 2704
Format: numeric	Invalid: 213
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0.2
	Standard deviation: 0.4

G04_2. Availability of transportation (g4_2)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 2704
Format: numeric	Invalid: 213
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0
	Standard deviation: 0.1

G04_3. Opening hours/schedule (g4_3)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 2704
Format: numeric	Invalid: 213
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0
	Standard deviation: 0.1

G04_4. Overall reputation of the school (g4_4)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 2704
Format: numeric	Invalid: 213
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0.1
	Standard deviation: 0.3

G04_5. Quality of teachers(experience)/instruction (g4_5)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 2704
Format: numeric	Invalid: 213
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0.4
	Standard deviation: 0.5

G04_6. School (g4_6)

File: QP4G_Caregiver_Survey_Midline

Overview

G04_6. School (g4_6)

File: QP4G_Caregiver_Survey_Midline

Type: Discrete	Valid cases: 2704
Format: numeric	Invalid: 213
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0.1
	Standard deviation: 0.4

G04_7. The school has a good curriculum (g4_7)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 2704
Format: numeric	Invalid: 213
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0
	Standard deviation: 0.2

G04_8. Teacher/pupil ratio or class size (g4_8)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 2704
Format: numeric	Invalid: 213
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0
	Standard deviation: 0.1

G04_9. School (g4_9)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 2704
Format: numeric	Invalid: 213
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0
	Standard deviation: 0.2

G04_10. English as main language of instruction (g4_10)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 2704
Format: numeric	Invalid: 213
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0
	Standard deviation: 0.2

G04_11. Children are given homework regularly (g4_11)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 2704
Format: numeric	Invalid: 213
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0
	Standard deviation: 0.1

G04_12. School neighborhood/locality (g4_12)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 2704
Format: numeric	Invalid: 213
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0
	Standard deviation: 0.1

G04_13. Language diversity (English and Arabic) (g4_13)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 2704
Format: numeric	Invalid: 213
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0
	Standard deviation: 0.1

G04_14. Recommendation from significant others (g4_14)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 2704
Format: numeric	Invalid: 213
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0.1
	Standard deviation: 0.3

G04_15. Ethnic/religious/social values of school (g4_15)

File: QP4G_Caregiver_Survey_Midline

Overview

G04_15. Ethnic/religious/social values of school (g4_15)

File: QP4G_Caregiver_Survey_Midline

Type: Discrete	Valid cases: 2704
Format: numeric	Invalid: 213
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0
	Standard deviation: 0.2

G04_16. Moderate school fees and flexible payment terms (g4_16)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 2704
Format: numeric	Invalid: 213
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0.2
	Standard deviation: 0.4

G04_17. Good infrastructure/facilities/equipment (g4_17)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 2704
Format: numeric	Invalid: 213
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0
	Standard deviation: 0.2

G04_18. Good communication between school and parents (g4_18)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 2704
Format: numeric	Invalid: 213
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0
	Standard deviation: 0.2

G04_19. Safe, clean and healthy school environment (g4_19)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 2704
Format: numeric	Invalid: 213
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0.1
	Standard deviation: 0.3

G04_20. Same school as that of siblings/neighbors (g4_20)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 2704
Format: numeric	Invalid: 213
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0.2
	Standard deviation: 0.4

G04_21. No vacancy in other schools (g4_21)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 2704
Format: numeric	Invalid: 213
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0
	Standard deviation: 0

G04_22. Other (g4_22)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 2704
Format: numeric	Invalid: 213
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0
	Standard deviation: 0.2

G04.1. Please specify other reasons for choosing to send child to his/her current (g4_ospec)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 118
Format: character	Invalid: 0
Width: 68	

G05. Is child still enrolled in the same school as the first/second/third term o (g5)

File: QP4G_Caregiver_Survey_Midline

Overview

G05. Is child still enrolled in the same school as the first/second/third term o (g5)

File: QP4G_Caregiver_Survey_Midline

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: -999-2

Valid cases: 2704
Invalid: 213
Minimum: -888
Maximum: 2

G05.1. Why have child stopped going to that school? (g51)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete
Format: character
Width: 6

Valid cases: 206
Invalid: 0

G5.1_1. School was too far from child (g51_1)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 206
Invalid: 2711
Minimum: 0
Maximum: 1
Mean: 0.3
Standard deviation: 0.5

G5.1_2. High tuition or fees (g51_2)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 206
Invalid: 2711
Minimum: 0
Maximum: 1
Mean: 0.1
Standard deviation: 0.3

G5.1_3. Extra cost of sending child to school too high (g51_3)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 206
Invalid: 2711
Minimum: 0
Maximum: 1
Mean: 0.1
Standard deviation: 0.3

G5.1_4. School lacks transportation (g51_4)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 206
Format: numeric	Invalid: 2711
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0
	Standard deviation: 0.1

G5.1_5. Teachers are not well trained and/or experienced (g51_5)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 206
Format: numeric	Invalid: 2711
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0
	Standard deviation: 0.2

G5.1_6. Performance of children in the school is poor (g51_6)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 206
Format: numeric	Invalid: 2711
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0.1
	Standard deviation: 0.3

G5.1_7. Children are not allowed to play as part of learning (g51_7)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 206
Format: numeric	Invalid: 2711
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0
	Standard deviation: 0.1

G5.1_8. School has poor infrastructure/facilities/equipment (g51_8)

File: QP4G_Caregiver_Survey_Midline

Overview

G5.1_8. School has poor infrastructure/facilities/equipment (g51_8)

File: QP4G_Caregiver_Survey_Midline

Type: Discrete	Valid cases: 206
Format: numeric	Invalid: 2711
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0
	Standard deviation: 0.2

G5.1_9. Poor communication between school and parents (g51_9)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 206
Format: numeric	Invalid: 2711
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0
	Standard deviation: 0.1

G5.1_10. The school (g51_10)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 206
Format: numeric	Invalid: 2711
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0
	Standard deviation: 0.1

G5.1_11. Better informed about school choice criteria for my child (g51_11)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 206
Format: numeric	Invalid: 2711
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0
	Standard deviation: 0.2

G5.1_12. Other (please specify) (g51_12)

File: QP4G_Caregiver_Survey_Midline

Overview

G5.1_12. Other (please specify) (g51_12)

File: QP4G_Caregiver_Survey_Midline

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 0-1

Valid cases: 206
 Invalid: 2711
 Minimum: 0
 Maximum: 1
 Mean: 0.4
 Standard deviation: 0.5

G05.1.1. Please specify other reason why child stopped going to that school? (g51_ospec)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete
 Format: character
 Width: 37

Valid cases: 81
 Invalid: 0

a. KG teachers know about children's needs as they grow and develop (g6a)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: -222-5

Valid cases: 2709
 Invalid: 208
 Minimum: -222
 Maximum: 5

b. KG teachers encourage children to recognize letters or words (g6b)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: -222-5

Valid cases: 2709
 Invalid: 208
 Minimum: -222
 Maximum: 5

c. KG teachers encourage children to recognize numbers or shapes (g6c)

File: QP4G_Caregiver_Survey_Midline

Overview

c. KG teachers encourage children to recognize numbers or shapes (g6c)

File: QP4G_Caregiver_Survey_Midline

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: -222-5

Valid cases: 2709
Invalid: 208
Minimum: -222
Maximum: 5

d. KG teachers work with families to set individual plans and goals for children (g6d)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: -222-5

Valid cases: 2709
Invalid: 208
Minimum: -222
Maximum: 5

e. KG teachers provide materials for play and learning (g6e)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: -222-5

Valid cases: 2709
Invalid: 208
Minimum: -222
Maximum: 5

f. KG teachers measure children's development over time to determine how they're (g6f)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: -222-5

Valid cases: 2709
Invalid: 208
Minimum: -222
Maximum: 5

a. KG teachers help children to build relationships with peers and adults (g7a)

File: QP4G_Caregiver_Survey_Midline

Overview

a. KG teachers help children to build relationships with peers and adults (g7a)

File: QP4G_Caregiver_Survey_Midline

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: -222-5

Valid cases: 2709
Invalid: 208
Minimum: -222
Maximum: 5

b. KG teachers help children learn to control their behavior (g7b)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: -222-5

Valid cases: 2709
Invalid: 208
Minimum: -222
Maximum: 5

c. KG teachers encourage children to express thoughts and feelings (g7c)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: -222-5

Valid cases: 2709
Invalid: 208
Minimum: -222
Maximum: 5

d. KG teachers help children resolve conflicts with other children (g7d)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: -222-5

Valid cases: 2709
Invalid: 208
Minimum: -222
Maximum: 5

e. KG teachers discipline and/or behavior guidance styles match the parents (g7e)

File: QP4G_Caregiver_Survey_Midline

Overview

e. KG teachers discipline and/or behavior guidance styles match the parents (g7e)

File: QP4G_Caregiver_Survey_Midline

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: -222-5

Valid cases: 2709
Invalid: 208
Minimum: -222
Maximum: 5

a. KG teachers consider parents' goals, ideas, and suggestions when caring for c (g8a)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: -222-5

Valid cases: 2709
Invalid: 208
Minimum: -222
Maximum: 5

b. KG teachers be willing to work with parents about their work schedules (g8b)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: -222-5

Valid cases: 2709
Invalid: 208
Minimum: -222
Maximum: 5

c. KG teachers include families in decision-making for the child's education (g8c)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: -222-5

Valid cases: 2709
Invalid: 208
Minimum: -222
Maximum: 5

d. KG teachers care about the entire family, not just the child (g8d)

File: QP4G_Caregiver_Survey_Midline

Overview

d. KG teachers care about the entire family, not just the child (g8d)

File: QP4G_Caregiver_Survey_Midline

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: -222-5

Valid cases: 2709
Invalid: 208
Minimum: -222
Maximum: 5

e. KG teachers connect families to outside or community resources (g8e)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: -222-5

Valid cases: 2709
Invalid: 208
Minimum: -222
Maximum: 5

I1_a. Took away privileges, forbade something child liked (e.g., watching TV, pl (i1_a)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: -999-2

Valid cases: 2701
Invalid: 216
Minimum: -888
Maximum: 2

I1_b. Explained why child's behaviour was wrong in the past month (i1_b)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: -999-2

Valid cases: 2701
Invalid: 216
Minimum: -888
Maximum: 2

I1_c. Shook child in the past month (i1_c)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: -999-2

Valid cases: 2701
Invalid: 216
Minimum: -888
Maximum: 2

I1_d. Shouted, yelled or screamed at child in the past month? (i1_d)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 2701
Format: numeric	Invalid: 216
Width: 4	Minimum: -888
Decimals: 0	Maximum: 2
Range: -999-2	

I1_e. Gave child something else to do in the past month? (i1_e)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 2701
Format: numeric	Invalid: 216
Width: 4	Minimum: -888
Decimals: 0	Maximum: 2
Range: -999-2	

I1_f. Spanked, hit or slapped child on the bottom with bare hand in the past mon (i1_f)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 2701
Format: numeric	Invalid: 216
Width: 4	Minimum: -888
Decimals: 0	Maximum: 2
Range: -999-2	

I1_g. Hit child on the bottom or elsewhere on the body with something like a bel (i1_g)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete	Valid cases: 2701
Format: numeric	Invalid: 216
Width: 4	Minimum: -888
Decimals: 0	Maximum: 2
Range: -999-2	

I1_h. Called child dumb, lazy, or another name like that in the past month? (i1_h)

File: QP4G_Caregiver_Survey_Midline

Overview

I1_h. Called child dumb, lazy, or another name like that in the past month? (i1_h)

File: QP4G_Caregiver_Survey_Midline

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: -999-2

Valid cases: 2701
Invalid: 216
Minimum: -999
Maximum: 2

I1_i. Hit or slapped child on the face, head or ears in the past month? (i1_i)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: -999-2

Valid cases: 2701
Invalid: 216
Minimum: -999
Maximum: 2

I1_j. Hit or slapped child on the hand, arm, or leg in the past month? (i1_j)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: -999-2

Valid cases: 2701
Invalid: 216
Minimum: -888
Maximum: 2

I1_k. Beat child up, that is hit him/her over and over as hard as one could in t (i1_k)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: -999-2

Valid cases: 2701
Invalid: 216
Minimum: -999
Maximum: 2

I2. Do you believe that in order to bring up, raise, or educate a child properly (i2)

File: QP4G_Caregiver_Survey_Midline

Overview

I2. Do you believe that in order to bring up, raise, or educate a child properly (i2)

File: QP4G_Caregiver_Survey_Midline

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: -999-2

Valid cases: 2701
Invalid: 216
Minimum: -999
Maximum: 2

B05. Language used to conduct the interview (b5)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: -222-10

Valid cases: 2701
Invalid: 216
Minimum: -222
Maximum: 10

B06. Outcome of this questionnaire. (b6)

File: QP4G_Caregiver_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-6

Valid cases: 2917
Invalid: 0
Minimum: 1
Maximum: 6

A05. Child ID - FUPI (a5)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete
 Format: character
 Width: 7

Valid cases: 3867
 Invalid: 0

A06. Child ID Original (a6)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete
 Format: character
 Width: 7

Valid cases: 3867
 Invalid: 0

A08. Child's sex (a8)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-2

Valid cases: 3867
 Invalid: 0
 Minimum: 1
 Maximum: 2

A09. Child's class [ENTER KG 1; KG 2; or COMBINED KG] (a9)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete
 Format: character
 Width: 11

Valid cases: 3867
 Invalid: 0

A09.1. Please confirm whether the child is still in the same class as shown in A (a9_confirm)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 0-3

Valid cases: 3867
 Invalid: 0
 Minimum: 0
 Maximum: 3

A09.2. If no, what is the current class of the child? (a9_current)

File: QP4G_Child_Assessment_Midline

Overview

A09.2. If no, what is the current class of the child? (a9_current)

File: QP4G_Child_Assessment_Midline

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-3

Valid cases: 152
 Invalid: 3715
 Minimum: 1
 Maximum: 3

A11. ID of the school (a11)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete
 Format: character
 Width: 4

Valid cases: 3867
 Invalid: 0

A13. Type of school [1= PRIVATE; 2 = PUBLIC] (a13)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete
 Format: character
 Width: 1

Valid cases: 3867
 Invalid: 0

A14.1 Child's date of birth (Year) (a14_year)

File: QP4G_Child_Assessment_Midline

Overview

Type: Continuous
 Format: numeric
 Width: 4
 Decimals: 0
 Range: -88-2013

Valid cases: 3867
 Invalid: 0
 Minimum: -88
 Maximum: 2013
 Mean: 1625.6
 Standard deviation: 811.4

A14.2 Child's date of birth (Months) (a14_months)

File: QP4G_Child_Assessment_Midline

Overview

Type: Continuous
 Format: numeric
 Width: 3
 Decimals: 0
 Range: -88-12

Valid cases: 3867
 Invalid: 0
 Minimum: -88
 Maximum: 12
 Mean: -13.4
 Standard deviation: 38.6

A15. Child's age (a15)

File: QP4G_Child_Assessment_Midline

Overview

A15. Child's age (a15)

File: QP4G_Child_Assessment_Midline

Type: Continuous	Valid cases: 3867
Format: numeric	Invalid: 0
Width: 3	Minimum: -88
Decimals: 0	Maximum: 11
Range: -88-11	Mean: -10.8
	Standard deviation: 35.8

Does school have information on child's admission date? (add_info)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3867
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

Year of child's admission to school (admission_yy)

File: QP4G_Child_Assessment_Midline

Overview

Type: Continuous	Valid cases: 2670
Format: numeric	Invalid: 1197
Width: 4	Minimum: -88
Decimals: 0	Maximum: 2016
Range: -88-2016	Mean: 1752.1
	Standard deviation: 694.1

Month of child's admission to school (admission_mm)

File: QP4G_Child_Assessment_Midline

Overview

Type: Continuous	Valid cases: 2670
Format: numeric	Invalid: 1197
Width: 3	Minimum: -88
Decimals: 0	Maximum: 11
Range: -88-11	Mean: -3.7
	Standard deviation: 30.9

Day of child's admission to school (admission_dd)

File: QP4G_Child_Assessment_Midline

Overview

Type: Continuous	Valid cases: 2670
Format: numeric	Invalid: 1197
Width: 3	Minimum: -88
Decimals: 0	Maximum: 31
Range: -88-31	Mean: -6.3
	Standard deviation: 39.7

A17. What term was the child admitted to this school? (term)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 1197
Format: numeric	Invalid: 2670
Width: 1	Minimum: 1
Decimals: 0	Maximum: 7
Range: 1-7	

B01. Permission given by child to begin? (consent)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3867
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 3
Range: 1-3	

B02. Why is the child permanently unavailable? (b2)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 369
Format: numeric	Invalid: 3498
Width: 1	Minimum: 1
Decimals: 0	Maximum: 3
Range: 1-3	

B03. If child move from the KG class he/she was in the first term of the 2015/20 (b3)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 21
Format: numeric	Invalid: 3846
Width: 1	Minimum: 1
Decimals: 0	Maximum: 3
Range: 1-3	

B03.1. Please specify (b3_ospec)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 0
Format: character	Invalid: 0
Width: 1	

item101 (item101)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item102 (item102)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item103 (item103)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item104 (item104)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item105 (item105)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item106 (item106)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item201 (item201)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: 0
Decimals: 0	Maximum: 1
Range: -99-1	

item202 (item202)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -88
Decimals: 0	Maximum: 1
Range: -99-1	

item203 (item203)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item204 (item204)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item301 (item301)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item302 (item302)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 1526
Format: numeric	Invalid: 2341
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item401 (item401)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: 0
Decimals: 0	Maximum: 1
Range: -99-1	

item402 (item402)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item403 (item403)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item404 (item404)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item405 (item405)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item501 (item501)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item502 (item502)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item503 (item503)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item504 (item504)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item505 (item505)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item506 (item506)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item507 (item507)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item508 (item508)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item509 (item509)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item510 (item510)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item5_check (item5_check)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

item511 (item511)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3000
Format: numeric	Invalid: 867
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item512 (item512)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3000
Format: numeric	Invalid: 867
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item513 (item513)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3000
Format: numeric	Invalid: 867
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item514 (item514)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3000
Format: numeric	Invalid: 867
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item515 (item515)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3000
Format: numeric	Invalid: 867
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item516 (item516)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3000
Format: numeric	Invalid: 867
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item517 (item517)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3000
Format: numeric	Invalid: 867
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item518 (item518)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3000
Format: numeric	Invalid: 867
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item519 (item519)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3000
Format: numeric	Invalid: 867
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item520 (item520)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3000
Format: numeric	Invalid: 867
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item601 (item601)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item602 (item602)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item603 (item603)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item604 (item604)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

item605 (item605)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

item606 (item606)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

item701 (item701)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item702 (item702)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item703 (item703)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item704 (item704)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item705 (item705)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item801 (item801)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -88
Decimals: 0	Maximum: 1
Range: -99-1	

item802 (item802)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item803 (item803)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item804 (item804)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item805 (item805)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item806 (item806)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item807 (item807)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item808 (item808)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item901 (item901)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item902 (item902)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item903 (item903)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item904 (item904)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item905 (item905)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item1001 (item1001)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item1101 (item1101)

File: QP4G_Child_Assessment_Midline

Overview

Type: Continuous	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 4	Minimum: 0
Decimals: 2	Maximum: 6
Range: 0-6	Mean: 1.6
	Standard deviation: 1.9

item1102 (item1102)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

item1103 (item1103)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

item1104 (item1104)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

item1201 (item1201)

File: QP4G_Child_Assessment_Midline

Overview

Type: Continuous	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -99
Decimals: 0	Maximum: 10
Range: -99-10	Mean: 5.4
	Standard deviation: 4.3

item1301 (item1301)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item1302 (item1302)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item1303 (item1303)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item1304 (item1304)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item1401 (item1401)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item1402 (item1402)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item1403 (item1403)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 2858
Format: numeric	Invalid: 1009
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item1501 (item1501)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -99
Decimals: 0	Maximum: 2
Range: -99-2	

item1502 (item1502)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -99
Decimals: 0	Maximum: 2
Range: -99-2	

item1503 (item1503)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -99
Decimals: 0	Maximum: 2
Range: -99-2	

item1601 (item1601)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item1602 (item1602)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item1603 (item1603)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item1604 (item1604)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item1605 (item1605)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item17_check (item17_check)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

item1701 (item1701)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 584
Format: numeric	Invalid: 3283
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item1702 (item1702)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 584
Format: numeric	Invalid: 3283
Width: 3	Minimum: 0
Decimals: 0	Maximum: 1
Range: -99-1	

item1703 (item1703)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 584
Format: numeric	Invalid: 3283
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item1704 (item1704)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 584
Format: numeric	Invalid: 3283
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item1705 (item1705)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 584
Format: numeric	Invalid: 3283
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item1706 (item1706)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 584
Format: numeric	Invalid: 3283
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item1801 (item1801)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

item1802 (item1802)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3087
Format: numeric	Invalid: 780
Width: 1	Minimum: 0
Decimals: 0	Maximum: 2
Range: 0-2	

item1803 (item1803)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3087
Format: numeric	Invalid: 780
Width: 1	Minimum: 0
Decimals: 0	Maximum: 2
Range: 0-2	

item1804 (item1804)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3087
Format: numeric	Invalid: 780
Width: 1	Minimum: 0
Decimals: 0	Maximum: 2
Range: 0-2	

item1805 (item1805)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3087
Format: numeric	Invalid: 780
Width: 1	Minimum: 0
Decimals: 0	Maximum: 2
Range: 0-2	

item1806 (item1806)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3087
Format: numeric	Invalid: 780
Width: 1	Minimum: 0
Decimals: 0	Maximum: 2
Range: 0-2	

item1807 (item1807)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3087
Format: numeric	Invalid: 780
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

item1808 (item1808)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3087
Format: numeric	Invalid: 780
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

item1809 (item1809)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3087
Format: numeric	Invalid: 780
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

item1901 (item1901)

File: QP4G_Child_Assessment_Midline

Overview

Type: Continuous	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -99
Decimals: 0	Maximum: 10
Range: -99-10	Mean: 5.3
	Standard deviation: 3.4

item1902 (item1902)

File: QP4G_Child_Assessment_Midline

Overview

Type: Continuous	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -99
Decimals: 0	Maximum: 10
Range: -99-10	Mean: 5
	Standard deviation: 3.4

item2001 (item2001)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item2002 (item2002)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item2003 (item2003)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item2101 (item2101)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item2102 (item2102)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item2103 (item2103)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item2104 (item2104)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item2105 (item2105)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item2106 (item2106)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item2107 (item2107)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item2108 (item2108)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item2109 (item2109)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item2110 (item2110)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item21_check (item21_check)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

item2111 (item2111)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 2433
Format: numeric	Invalid: 1434
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item2112 (item2112)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 2433
Format: numeric	Invalid: 1434
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item2113 (item2113)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 2433
Format: numeric	Invalid: 1434
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item2114 (item2114)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 2433
Format: numeric	Invalid: 1434
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item2115 (item2115)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 2433
Format: numeric	Invalid: 1434
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item2116 (item2116)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 2433
Format: numeric	Invalid: 1434
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item2117 (item2117)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 2433
Format: numeric	Invalid: 1434
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item2118 (item2118)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 2433
Format: numeric	Invalid: 1434
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item2119 (item2119)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 2433
Format: numeric	Invalid: 1434
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item2120 (item2120)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 2433
Format: numeric	Invalid: 1434
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item2201 (item2201)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item2202 (item2202)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item2203 (item2203)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item2301 (item2301)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -99
Decimals: 0	Maximum: 4
Range: -99-4	

item2401 (item2401)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item2402 (item2402)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item2403 (item2403)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item2404 (item2404)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item2405 (item2405)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item2406 (item2406)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

item2407 (item2407)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

item2408 (item2408)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

item2501 (item2501)

File: QP4G_Child_Assessment_Midline

Overview

Type: Continuous	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -99
Decimals: 0	Maximum: 4
Range: -99-4	Mean: 3.6
	Standard deviation: 2.5

item2502 (item2502)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

item2601 (item2601)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item2602 (item2602)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item2603 (item2603)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item2604 (item2604)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item2605 (item2605)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item2606 (item2606)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item2607 (item2607)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item2608 (item2608)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item2609 (item2609)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

item2610 (item2610)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

item2611 (item2611)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

item2701 (item2701)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 1	Minimum: 0
Decimals: 0	Maximum: 4
Range: 0-4	Mean: 2.9
	Standard deviation: 1.2

item2702 (item2702)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

item2703 (item2703)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

item2704 (item2704)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

item2801 (item2801)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: 0
Decimals: 0	Maximum: 3
Range: -88-3	

item2802 (item2802)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -88
Decimals: 0	Maximum: 3
Range: -88-3	

item2803 (item2803)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -88
Decimals: 0	Maximum: 3
Range: -88-3	

item2804 (item2804)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -88
Decimals: 0	Maximum: 3
Range: -88-3	

item2805 (item2805)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -88
Decimals: 0	Maximum: 3
Range: -88-3	

item2806 (item2806)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: 0
Decimals: 0	Maximum: 3
Range: -88-3	

item2807 (item2807)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -88
Decimals: 0	Maximum: 3
Range: -88-3	

item2808 (item2808)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -88
Decimals: 0	Maximum: 3
Range: -88-3	

item2809 (item2809)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -88
Decimals: 0	Maximum: 3
Range: -88-3	

item2810 (item2810)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -88
Decimals: 0	Maximum: 3
Range: -88-3	

item2811 (item2811)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -88
Decimals: 0	Maximum: 3
Range: -88-3	

item2812 (item2812)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -88
Decimals: 0	Maximum: 3
Range: -88-3	

item2813 (item2813)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -88
Decimals: 0	Maximum: 3
Range: -88-3	

item2814 (item2814)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -88
Decimals: 0	Maximum: 3
Range: -88-3	

item2815 (item2815)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -88
Decimals: 0	Maximum: 3
Range: -88-3	

item2816 (item2816)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -88
Decimals: 0	Maximum: 3
Range: -88-3	

item2901 (item2901)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -88
Decimals: 0	Maximum: 4
Range: -88-4	

item2902 (item2902)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -88
Decimals: 0	Maximum: 4
Range: -88-4	

item2903 (item2903)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -88
Decimals: 0	Maximum: 4
Range: -88-4	

item2904 (item2904)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -88
Decimals: 0	Maximum: 4
Range: -88-4	

item2905 (item2905)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -88
Decimals: 0	Maximum: 4
Range: -88-4	

item2906 (item2906)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: -88
Decimals: 0	Maximum: 4
Range: -88-4	

item2907 (item2907)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 3	Minimum: 1
Decimals: 0	Maximum: 4
Range: -88-4	

B05. In which language was the assessment conducted? (b5)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3407
Format: numeric	Invalid: 460
Width: 1	Minimum: 1
Decimals: 0	Maximum: 7
Range: 1-7	

B06. Outcome of the child assessment. (b6)

File: QP4G_Child_Assessment_Midline

Overview

Type: Discrete	Valid cases: 3867
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 7
Range: 1-7	

A01. Interviewer code (a1)

File: QP4G_Environmental_Scan_Midline

Overview

Type: Continuous	Valid cases: 443
Format: numeric	Invalid: 0
Width: 3	Minimum: 11
Decimals: 0	Maximum: 222
Range: 11-222	Mean: 43.4
	Standard deviation: 27.5

A04. Original Teacher ID (ida4)

File: QP4G_Environmental_Scan_Midline

Overview

Type: Continuous	Valid cases: 443
Format: numeric	Invalid: 0
Width: 6	Minimum: 100131
Decimals: 0	Maximum: 603041
Range: 100131-603041	Mean: 324510.4
	Standard deviation: 159298.7

A05. Teacher ID FUPI (ida5)

File: QP4G_Environmental_Scan_Midline

Overview

Type: Continuous	Valid cases: 443
Format: numeric	Invalid: 0
Width: 6	Minimum: 100131
Decimals: 0	Maximum: 603041
Range: 100131-603041	Mean: 324554.7
	Standard deviation: 159258.3

A06. District name (prefilla6)

File: QP4G_Environmental_Scan_Midline

Overview

Type: Discrete	Valid cases: 443
Format: character	Invalid: 0
Width: 21	

A07. ID of the School (prefilla7)

File: QP4G_Environmental_Scan_Midline

Overview

Type: Discrete	Valid cases: 443
Format: character	Invalid: 0
Width: 6	

A09. Type of school (prefilla9)

File: QP4G_Environmental_Scan_Midline

Overview

Type: Discrete	Valid cases: 443
Format: character	Invalid: 0
Width: 1	

B01. Do you agree to participate in this survey? (b1)

File: QP4G_Environmental_Scan_Midline

Overview

Type: Discrete	Valid cases: 443
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-3	

C01. KG Class (c1)

File: QP4G_Environmental_Scan_Midline

Overview

Type: Discrete	Valid cases: 433
Format: character	Invalid: 0
Width: 11	

C02. Subject being taught in class during video recording. (c2)

File: QP4G_Environmental_Scan_Midline

Overview

Type: Discrete	Valid cases: 433
Format: numeric	Invalid: 10
Width: 1	Minimum: 1
Decimals: 0	Maximum: 8
Range: 1-8	

C02.1. Please specify (c2_ospec)

File: QP4G_Environmental_Scan_Midline

Overview

Type: Discrete	Valid cases: 15
Format: character	Invalid: 0
Width: 29	

C03. Were there any problems encountered during videotaping? (c3)

File: QP4G_Environmental_Scan_Midline

Overview

C03. Were there any problems encountered during videotaping?
(c3)

File: QP4G_Environmental_Scan_Midline

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 433
Invalid: 10
Minimum: 0
Maximum: 1

C04. What were the problems encountered during videotaping?
(c4)

File: QP4G_Environmental_Scan_Midline

Overview

Type: Discrete
Format: character
Width: 7

Valid cases: 54
Invalid: 0

C4_1. Were there any problems encountered during videotaping? -
Poor lighting (c4_1)

File: QP4G_Environmental_Scan_Midline

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 54
Invalid: 389
Minimum: 0
Maximum: 1
Mean: 0.2
Standard deviation: 0.4

C4_2. Were there any problems encountered during videotaping -
Poor lighting? (c4_2)

File: QP4G_Environmental_Scan_Midline

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 54
Invalid: 389
Minimum: 0
Maximum: 1
Mean: 0.5
Standard deviation: 0.5

C4_3. Were there any problems encountered during videotaping -
Poor sound? (c4_3)

File: QP4G_Environmental_Scan_Midline

Overview

C4_3. Were there any problems encountered during videotaping - Poor sound? (c4_3)

File: QP4G_Environmental_Scan_Midline

Type: Discrete	Valid cases: 54
Format: numeric	Invalid: 389
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0.1
	Standard deviation: 0.3

C4_4. Were there any problems encountered during videotaping? - Recordings canceled (c4_4)

File: QP4G_Environmental_Scan_Midline

Overview

Type: Discrete	Valid cases: 54
Format: numeric	Invalid: 389
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0.1
	Standard deviation: 0.4

C4_5. Were there any problems encountered during videotaping? - Other (c4_5)

File: QP4G_Environmental_Scan_Midline

Overview

Type: Discrete	Valid cases: 54
Format: numeric	Invalid: 389
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0.3
	Standard deviation: 0.5

C4_ospec. Were there any problems encountered during videotaping? - Please specify (c4_ospec)

File: QP4G_Environmental_Scan_Midline

Overview

Type: Discrete	Valid cases: 15
Format: character	
Width: 127	

D01. How many teachers are in the classroom? (secdd1)

File: QP4G_Environmental_Scan_Midline

Overview

D01. How many teachers are in the classroom? (secdd1)

File: QP4G_Environmental_Scan_Midline

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-4

Valid cases: 433
 Invalid: 10
 Minimum: 2
 Maximum: 4

D02. The classroom is: (secdd2)

File: QP4G_Environmental_Scan_Midline

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-3

Valid cases: 433
 Invalid: 10
 Minimum: 1
 Maximum: 3

D03. What is the seating arrangement in the classroom? (secdd3)

File: QP4G_Environmental_Scan_Midline

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-3

Valid cases: 433
 Invalid: 10
 Minimum: 1
 Maximum: 3

D04. Approximately how many childrens are in the classroom? (secdd4)

File: QP4G_Environmental_Scan_Midline

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-5

Valid cases: 433
 Invalid: 10
 Minimum: 1
 Maximum: 5

D05. The majority of childrens are on: (secdd5)

File: QP4G_Environmental_Scan_Midline

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-5

Valid cases: 433
 Invalid: 10
 Minimum: 3
 Maximum: 4

D06.a. Are children wearing uniforms? (d6d6_a)

File: QP4G_Environmental_Scan_Midline

Overview

Type: Discrete	Valid cases: 433
Format: numeric	Invalid: 10
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-3	

D06.b. Are there writing materials in the classroom? (e.g., pencils, chalk, pape (d6d6_b)

File: QP4G_Environmental_Scan_Midline

Overview

Type: Discrete	Valid cases: 433
Format: numeric	Invalid: 10
Width: 1	Minimum: 1
Decimals: 0	Maximum: 3
Range: 1-3	

D06.c. Are there books in the classroom? (d6d6_c)

File: QP4G_Environmental_Scan_Midline

Overview

Type: Discrete	Valid cases: 433
Format: numeric	Invalid: 10
Width: 1	Minimum: 1
Decimals: 0	Maximum: 3
Range: 1-3	

D06.d. Is there adequate seating space for all childrens? (d6d6_d)

File: QP4G_Environmental_Scan_Midline

Overview

Type: Discrete	Valid cases: 433
Format: numeric	Invalid: 10
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-3	

D06.e. Is there adequate writing space for all childrens? (d6d6_e)

File: QP4G_Environmental_Scan_Midline

Overview

Type: Discrete	Valid cases: 433
Format: numeric	Invalid: 10
Width: 1	Minimum: 1
Decimals: 0	Maximum: 3
Range: 1-3	

D06.f. Does outside noise affect communication? (d6d6_f)

File: QP4G_Environmental_Scan_Midline

Overview

Type: Discrete	Valid cases: 433
Format: numeric	Invalid: 10
Width: 1	Minimum: 1
Decimals: 0	Maximum: 3
Range: 1-3	

D06.g. Does the classroom have a blackboard? (d6d6_g)

File: QP4G_Environmental_Scan_Midline

Overview

Type: Discrete	Valid cases: 433
Format: numeric	Invalid: 10
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-3	

D06.h. Are there charts/posters displayed in classroom? (d6d6_h)

File: QP4G_Environmental_Scan_Midline

Overview

Type: Discrete	Valid cases: 433
Format: numeric	Invalid: 10
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-3	

D06.i. Is there a chair and/or table for teacher in classroom?
(d6d6_i)

File: QP4G_Environmental_Scan_Midline

Overview

Type: Discrete	Valid cases: 433
Format: numeric	Invalid: 10
Width: 1	Minimum: 1
Decimals: 0	Maximum: 3
Range: 1-3	

D06.j. Is there adequate lighting in the classroom? (d6d6_j)

File: QP4G_Environmental_Scan_Midline

Overview

Type: Discrete	Valid cases: 433
Format: numeric	Invalid: 10
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-3	

D06.k. childrens participate in classroom management activities
(such as cleanin (d6d6_k)

File: QP4G_Environmental_Scan_Midline

Overview

Type: Discrete	Valid cases: 433
Format: numeric	Invalid: 10
Width: 1	Minimum: 1
Decimals: 0	Maximum: 3
Range: 1-3	

B05. Outcome of this questionnaire. (b5)

File: QP4G_Environmental_Scan_Midline

Overview

Type: Discrete	Valid cases: 443
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 4
Range: 1-7	

B5.1. Please specify (b5_ospec)

File: QP4G_Environmental_Scan_Midline

Overview

Type: Discrete	Valid cases: 0
Format: character	Invalid: 0
Width: 1	

B06. If refused, why? (b6)

File: QP4G_Environmental_Scan_Midline

Overview

Type: Discrete	Valid cases: 9
Format: numeric	Invalid: 434
Width: 1	Minimum: 2
Decimals: 0	Maximum: 4
Range: 1-4	

B6.1. Please specify (b6_ospec)

File: QP4G_Environmental_Scan_Midline

Overview

Type: Discrete	Valid cases: 1
Format: character	Invalid: 0
Width: 17	

B07. Why is the questionnaire incomplete? (b7)

File: QP4G_Environmental_Scan_Midline

B07. Why is the questionnaire incomplete? (b7)

File: QP4G_Environmental_Scan_Midline

Overview

Type: Discrete
 Format: character
 Width: 38

Valid cases: 1
 Invalid: 0

Form version used on device (formdef_version)

File: QP4G_Environmental_Scan_Midline

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 20160513-20160513

Valid cases: 443
 Invalid: 0
 Minimum: 20160513
 Maximum: 20160513
 Mean: 20160513
 Standard deviation: 1

Unique submission ID (key)

File: QP4G_Environmental_Scan_Midline

Overview

Type: Discrete
 Format: character
 Width: 41

Valid cases: 443
 Invalid: 0

A03. Interview date (aa3)

File: QP4G_Environmental_Scan_Midline

Overview

Type: Discrete
 Format: character
 Width: 10

Valid cases: 443
 Minimum: NaN
 Maximum: NaN

A05. Teacher ID Original (a5)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Continuous	Valid cases: 537
Format: numeric	Invalid: 0
Width: 6	Minimum: 100131
Decimals: 0	Maximum: 603041
Range: 100131-603041	Mean: 328566.5
	Standard deviation: 159759.7

A06. Teacher ID FUPI (a6)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Continuous	Valid cases: 537
Format: numeric	Invalid: 0
Width: 6	Minimum: 100111
Decimals: 0	Maximum: 603041
Range: 100111-603041	Mean: 328603.6
	Standard deviation: 159724.4

A07. District name (a7)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 537
Format: character	Invalid: 0
Width: 21	

A08. ID of the School (a8)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 537
Format: character	Invalid: 0
Width: 4	

A10. Type of school [1= PRIVATE; 2 = PUBLIC] (a10)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 537
Format: character	Invalid: 0
Width: 1	

A11. KG Class [ENTER 1 FOR KG 1; 2 FOR KG2; 3 FOR COMBINED] (a11)

File: QP4G_Teacher_Survey_Midline

A11. KG Class [ENTER 1 FOR KG 1; 2 FOR KG2; 3 FOR COMBINED] (a11)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete
Format: character
Width: 11

Valid cases: 537
Invalid: 0

B01. Do you agree to participate in this survey? (b1)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-3

Valid cases: 537
Invalid: 0
Minimum: 1
Maximum: 3

Were you interviewed by an IPA Surveyor during the first term (i.e., September - (int_before)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 441
Invalid: 96
Minimum: 1
Maximum: 2

C01. Were you working in \${A9} as KG teacher during the first term (Sept/Nov 201 (c1)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 441
Invalid: 96
Minimum: 1
Maximum: 2

C01.a. How long (in months) have you been posted to this school? (c1_a)

File: QP4G_Teacher_Survey_Midline

Overview

C01.a. How long (in months) have you been posted to this school?
(c1_a)

File: QP4G_Teacher_Survey_Midline

Type: Discrete	Valid cases: 50
Format: numeric	Invalid: 487
Width: 2	Minimum: 1
Decimals: 0	Maximum: 11
Range: 1-11	Mean: 4.9
	Standard deviation: 2.7

C04. Sex of kindergarten teacher (c4)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 441
Format: numeric	Invalid: 96
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-2	

C05. How old are you? (c5)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Continuous	Valid cases: 441
Format: numeric	Invalid: 96
Width: 2	Minimum: 18
Decimals: 0	Maximum: 70
Range: 18-70	Mean: 35.3
	Standard deviation: 11.2

C06.1 Overall, how many years have you been a preschool teacher?
(c6_years)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Continuous	Valid cases: 441
Format: numeric	Invalid: 96
Width: 2	Minimum: 0
Decimals: 0	Maximum: 52
Range: 0-52	Mean: 5.9
	Standard deviation: 6.7

C06.2 Overall, how many months have you been a preschool teacher? (c6_months)

File: QP4G_Teacher_Survey_Midline

Overview

C06.2 Overall, how many months have you been a preschool teacher? (c6_months)

File: QP4G_Teacher_Survey_Midline

Type: Continuous
Format: numeric
Width: 4
Decimals: 0
Range: -888-11

Valid cases: 441
Invalid: 96
Minimum: -888
Maximum: 11
Mean: 3.3
Standard deviation: 42.7

C6_yr (c6_yr)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete
Format: character
Width: 4

Valid cases: 441
Invalid: 0

C6_fullyear (c6_fullyear)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete
Format: character
Width: 4

Valid cases: 441
Invalid: 0

C07.1 How many years have you taught at this school as a kindergarten teacher? (c7_years)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 0-22

Valid cases: 441
Invalid: 96
Minimum: 0
Maximum: 22
Mean: 3.2
Standard deviation: 3.8

C07.2 How many months have you taught at this school as a kindergarten teacher? (c7_months)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-11

Valid cases: 441
Invalid: 96
Minimum: 0
Maximum: 11
Mean: 5.8
Standard deviation: 3.5

C08. What is the highest level of education that you have completed? (c8)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 441
Format: numeric	Invalid: 96
Width: 4	Minimum: 3
Decimals: 0	Maximum: 12
Range: -999-12	

C08.1. Please specify (c08_ospec)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 44
Format: character	Invalid: 0
Width: 30	

C09. Do you have any education or training (e.g. seminars or workshops) in early (c9)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 441
Format: numeric	Invalid: 96
Width: 4	Minimum: 1
Decimals: 0	Maximum: 2
Range: -999-2	

C10. What is the highest level of qualification in early childhood development t (c10)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 381
Format: numeric	Invalid: 156
Width: 1	Minimum: 1
Decimals: 0	Maximum: 6
Range: 1-6	

C10.1. Please specify (c10_ospec)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 1
Format: character	Invalid: 0
Width: 35	

C11. What is the highest level of education that your father has completed? (c11)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 63
Format: numeric	Invalid: 474
Width: 4	Minimum: -111
Decimals: 0	Maximum: 10
Range: -999-12	

C11.1. Please specify (c11_ospec)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 0
Format: character	Invalid: 0
Width: 1	

C12. What is the highest level of education that your mother has completed? (c12)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 76
Format: numeric	Invalid: 461
Width: 4	Minimum: -111
Decimals: 0	Maximum: 9
Range: -999-12	

C12.1. Please specify (c12_ospec)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 0
Format: character	Invalid: 0
Width: 1	

C13. What is your marital status? (c13)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 440
Format: numeric	Invalid: 97
Width: 4	Minimum: 1
Decimals: 0	Maximum: 7
Range: -999-7	

C14.What is/are your local languages? (c14)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete
 Format: character
 Width: 8

Valid cases: 89
 Invalid: 0

C14_1. Local language of teacher - Twi/Fante (c14_1)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 0-1

Valid cases: 89
 Invalid: 448
 Minimum: 0
 Maximum: 1
 Mean: 1
 Standard deviation: 0.2

C14_2. Local language of teacher - Ewe (c14_2)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 0-1

Valid cases: 89
 Invalid: 448
 Minimum: 0
 Maximum: 1
 Mean: 0.3
 Standard deviation: 0.5

C14_3. Local language of teacher - Ga (c14_3)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 0-1

Valid cases: 89
 Invalid: 448
 Minimum: 0
 Maximum: 1
 Mean: 0.6
 Standard deviation: 0.5

C14_4. Local language of teacher - Dangme (c14_4)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 0-1

Valid cases: 89
 Invalid: 448
 Minimum: 0
 Maximum: 1
 Mean: 0.1
 Standard deviation: 0.3

C14_5. Local language of teacher - Hausa (c14_5)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 89
Format: numeric	Invalid: 448
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0
	Standard deviation: 0.2

C14_6. Local language of teacher - Dagbani (c14_6)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 89
Format: numeric	Invalid: 448
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0
	Standard deviation: 0.2

C14_7. Local language of teacher - Dagaare (c14_7)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 89
Format: numeric	Invalid: 448
Width: 1	Minimum: 0
Decimals: 0	Maximum: 0
Range: 0-0	Mean: 0
	Standard deviation: 0

C14_8. Local language of teacher - Nzema (c14_8)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 89
Format: numeric	Invalid: 448
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0
	Standard deviation: 0.1

C14_9. Local languages of teacher - Kasem (c14_9)

File: QP4G_Teacher_Survey_Midline

Overview

C14_9. Local languages of teacher - Kasem (c14_9)

File: QP4G_Teacher_Survey_Midline

Type: Discrete	Valid cases: 89
Format: numeric	Invalid: 448
Width: 1	Minimum: 0
Decimals: 0	Maximum: 0
Range: 0-0	Mean: 0
	Standard deviation: 0

C14_10. Local language of teacher - Gonja (c14_10)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 89
Format: numeric	Invalid: 448
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0
	Standard deviation: 0.1

C14_11. What is/are your other local languages? (c14_11)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 89
Format: numeric	Invalid: 448
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0.1
	Standard deviation: 0.3

C14_ospec. Specify your other local language (c14_ospec)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 6
Format: character	Invalid: 0
Width: 8	

C15.a. How do you assess yourself in speaking English? (c15_a)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 89
Format: numeric	Invalid: 448
Width: 1	Minimum: 2
Decimals: 0	Maximum: 4
Range: 1-4	

C15.b. How do you assess yourself in speaking Twi/Fante? (c15_b)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 85
Format: numeric	Invalid: 452
Width: 1	Minimum: 2
Decimals: 0	Maximum: 4
Range: 1-4	

C15.c. How do you assess yourself in speaking Ewe? (c15_c)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 25
Format: numeric	Invalid: 512
Width: 1	Minimum: 2
Decimals: 0	Maximum: 4
Range: 1-4	

C15.d. How do you assess yourself in speaking Ga? (c15_d)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 50
Format: numeric	Invalid: 487
Width: 1	Minimum: 2
Decimals: 0	Maximum: 4
Range: 1-4	

C15.e. How do you assess yourself in speaking Dangme? (c15_e)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 7
Format: numeric	Invalid: 530
Width: 1	Minimum: 2
Decimals: 0	Maximum: 4
Range: 1-4	

C.15.f. How do you assess yourself in speaking Hausa? (c15_f)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 3
Format: numeric	Invalid: 534
Width: 1	Minimum: 3
Decimals: 0	Maximum: 4
Range: 1-4	

C.15.g. How do you assess yourself in speaking Dagbani? (c15_g)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 3
Format: numeric	Invalid: 534
Width: 1	Minimum: 4
Decimals: 0	Maximum: 4
Range: 1-4	

C.15.h. How do you assess yourself in speaking Dagaare? (c15_h)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 537
Width: 1	
Decimals: 0	
Range: 1-4	

C.15.i. How do you assess yourself in speaking Nzema? (c15_i)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 2
Format: numeric	Invalid: 535
Width: 1	Minimum: 4
Decimals: 0	Maximum: 4
Range: 1-4	

C.15.j. How do you assess yourself in speaking Kasem? (c15_j)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 537
Width: 1	
Decimals: 0	
Range: 1-4	

C.15.j. How do you assess yourself in speaking Gonja? (c15_k)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 1
Format: numeric	Invalid: 536
Width: 1	Minimum: 4
Decimals: 0	Maximum: 4
Range: 1-4	

C15.g. How do you assess yourself in speaking $\{C14_ospec\}$ (c15_l)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 6
Format: numeric	Invalid: 531
Width: 1	Minimum: 2
Decimals: 0	Maximum: 4
Range: 1-4	

C16.a. What is your level of writing English? (c16_a)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 89
Format: numeric	Invalid: 448
Width: 1	Minimum: 2
Decimals: 0	Maximum: 4
Range: 1-4	

C16.b. What is your level of writing Twi/Fante? (c16_b)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 85
Format: numeric	Invalid: 452
Width: 1	Minimum: 1
Decimals: 0	Maximum: 4
Range: 1-4	

C16.c. What is your level of writing Ewe? (c16_c)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 25
Format: numeric	Invalid: 512
Width: 1	Minimum: 1
Decimals: 0	Maximum: 4
Range: 1-4	

C16.d. What is your level of writing Ga? (c16_d)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 50
Format: numeric	Invalid: 487
Width: 1	Minimum: 1
Decimals: 0	Maximum: 4
Range: 1-4	

C16.e. What is your level of writing Dangme? (c16_e)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 7
Format: numeric	Invalid: 530
Width: 1	Minimum: 1
Decimals: 0	Maximum: 4
Range: 1-4	

C.16.f. What is your level of writing Hausa? (c16_f)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 3
Format: numeric	Invalid: 534
Width: 1	Minimum: 1
Decimals: 0	Maximum: 1
Range: 1-4	

C.16.g. What is your level of writing Dagbani? (c16_g)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 3
Format: numeric	Invalid: 534
Width: 1	Minimum: 1
Decimals: 0	Maximum: 4
Range: 1-4	

C.16.h. What is your level of writing Dagaare? (c16_h)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 537
Width: 1	
Decimals: 0	
Range: 1-4	

C.16.i. What is your level of writing Nzema? (c16_i)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 2
Format: numeric	Invalid: 535
Width: 1	Minimum: 1
Decimals: 0	Maximum: 3
Range: 1-4	

C.16.j. What is your level of writing Kasem? (c16_j)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 537
Width: 1	
Decimals: 0	
Range: 1-4	

C.16.k. What is your level of writing Gonja? (c16_k)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 1
Format: numeric	Invalid: 536
Width: 1	Minimum: 1
Decimals: 0	Maximum: 1
Range: 1-4	

C16.l. What is your level of writing \${C14_ospec} (c16_l)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 6
Format: numeric	Invalid: 531
Width: 1	Minimum: 1
Decimals: 0	Maximum: 3
Range: 1-4	

C17.What is/are the main languages used for instruction at the kindergarten leve (c17)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 441
Format: numeric	Invalid: 96
Width: 1	Minimum: 1
Decimals: 0	Maximum: 3
Range: 1-3	

C18.What are the main local languages that you use for instruction at the kinder (c18)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 425
Format: character	Invalid: 0
Width: 4	

C18_1. Main local languages used for instruction at KG Level - Twi/Fante (c18_1)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 425
Format: numeric	Invalid: 112
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0.9
	Standard deviation: 0.2

C18_2. Main local languages used for instruction at KG Level - Ewe (c18_2)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 425
Format: numeric	Invalid: 112
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0
	Standard deviation: 0.2

C18_3. Main local languages used for instruction at KG Level - Ga (c18_3)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 425
Format: numeric	Invalid: 112
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0.3
	Standard deviation: 0.5

C18_4. Main local languages used for instruction at KG Level - Dangme (c18_4)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 425
Format: numeric	Invalid: 112
Width: 1	Minimum: 0
Decimals: 0	Maximum: 0
Range: 0-0	Mean: 0
	Standard deviation: 0

C18_5. Main local languages used for instruction at KG Level - Hausa (c18_5)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 425
Format: numeric	Invalid: 112
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0
	Standard deviation: 0.1

C18_6. Main local languages used for instruction at KG Level - Dagbani (c18_6)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 425
Format: numeric	Invalid: 112
Width: 1	Minimum: 0
Decimals: 0	Maximum: 0
Range: 0-0	Mean: 0
	Standard deviation: 0

C18_7. Main local languages used for instruction at KG Level - Dagaare (c18_7)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 425
Format: numeric	Invalid: 112
Width: 1	Minimum: 0
Decimals: 0	Maximum: 0
Range: 0-0	Mean: 0
	Standard deviation: 0

C18_8. Main local languages used for instruction at KG Level - Nzema (c18_8)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 425
Format: numeric	Invalid: 112
Width: 1	Minimum: 0
Decimals: 0	Maximum: 0
Range: 0-0	Mean: 0
	Standard deviation: 0

C18_9. Main local languages used for instruction at KG Level - Kasem (c18_9)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 425
Format: numeric	Invalid: 112
Width: 1	Minimum: 0
Decimals: 0	Maximum: 0
Range: 0-0	Mean: 0
	Standard deviation: 0

C18_10. Main local languages used for instruction at KG Level - Gonja (c18_10)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 425
Format: numeric	Invalid: 112
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0
	Standard deviation: 0

C18_11. What are the other main local language used for instruction at KG level? (c18_11)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 425
Format: numeric	Invalid: 112
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0
	Standard deviation: 0

C18_ospec. Specify the other main local language used for instruction at KG Leve (c18_ospec)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 1
Format: character	Invalid: 0
Width: 21	

C19. Did you receive any in-service teacher training in early childhood educatio (c19)

File: QP4G_Teacher_Survey_Midline

C19. Did you receive any in-service teacher training in early childhood education (c19)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 381
Format: numeric	Invalid: 156
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-2	

C20. Who organized the in-service teacher training? DO NOT PROMPT. (c20)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 326
Format: character	Invalid: 0
Width: 5	

C20_1. Who organized the in-service Teacher training - School/PTA? (c20_1)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 320
Format: numeric	Invalid: 217
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0.1
	Standard deviation: 0.3

C20_2. Who organized the in-service Teacher training - GES Circuit, District, Re (c20_2)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 320
Format: numeric	Invalid: 217
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0.2
	Standard deviation: 0.4

C20_3. Who organized the in-service Teacher training - Teacher association (e.g. (c20_3)

File: QP4G_Teacher_Survey_Midline

Overview

C20_3. Who organized the in-service Teacher training - Teacher association (e.g. (c20_3)

File: QP4G_Teacher_Survey_Midline

Type: Discrete	Valid cases: 320
Format: numeric	Invalid: 217
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0
	Standard deviation: 0.1

C20_4. Who organized the in-service Teacher training - NNTTC/IPA? (c20_4)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 320
Format: numeric	Invalid: 217
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0.8
	Standard deviation: 0.4

C20_5. Who organized the other in-service Teacher training? (c20_5)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 320
Format: numeric	Invalid: 217
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0.1
	Standard deviation: 0.2

C20_ospec. Specify other who organized in-service teacher training (c20_ospec)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 18
Format: character	Invalid: 0
Width: 35	

C21. How many days of training did you receive since September 2015? (c21)

File: QP4G_Teacher_Survey_Midline

Overview

C21. How many days of training did you receive since September 2015? (c21)

File: QP4G_Teacher_Survey_Midline

Type: Continuous	Valid cases: 324
Format: numeric	Invalid: 213
Width: 2	Minimum: 1
Decimals: 0	Maximum: 30
Range: 1-30	Mean: 7
	Standard deviation: 4

C22. If training was organised by NNTTC, how much did you pay as the cost of the (c22)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Continuous	Valid cases: 257
Format: numeric	Invalid: 280
Width: 4	Minimum: -111
Decimals: 0	Maximum: 125
Range: -111-125	Mean: 0.1
	Standard deviation: 10.4

C23. Did you receive any teaching and learning materials (TLMs) from the in-serv (c23)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 323
Format: numeric	Invalid: 214
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-2	

C24. (If yes), did you give/share any of the teaching and learning materials (TL (c24)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 288
Format: numeric	Invalid: 249
Width: 4	Minimum: -111
Decimals: 0	Maximum: 4
Range: -111-4	

C25. How did you share the materials with your colleagues? Through .. (c25)

File: QP4G_Teacher_Survey_Midline

Overview

C25. How did you share the materials with your colleagues? Through .. (c25)

File: QP4G_Teacher_Survey_Midline

Type: Discrete
Format: character
Width: 5

Valid cases: 174
Invalid: 0

C25_1. How did you share materials with colleagues - Verbal discussions or brief (c25_1)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 174
Invalid: 363
Minimum: 0
Maximum: 1
Mean: 0.8
Standard deviation: 0.4

C25_2. How did you share materials with colleagues - Photocopy of the materials (c25_2)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 174
Invalid: 363
Minimum: 0
Maximum: 1
Mean: 0.3
Standard deviation: 0.5

C25_3. How did you share materials with colleagues - School-based or cluster-bas (c25_3)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-1

Valid cases: 174
Invalid: 363
Minimum: 0
Maximum: 1
Mean: 0.2
Standard deviation: 0.4

C25_4. Other ways in which you shared materials with colleagues (c25_4)

File: QP4G_Teacher_Survey_Midline

Overview

C25_4. Other ways in which you shared materials with colleagues (c25_4)

File: QP4G_Teacher_Survey_Midline

Type: Discrete	Valid cases: 174
Format: numeric	Invalid: 363
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0.1
	Standard deviation: 0.4

c25_ospec. Specify other materials shared with colleagues (c25_ospec)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 25
Format: character	Invalid: 0
Width: 50	

C27. Did the Circuit Supervisor and/or ECD Coordinator visit your school since S (c27)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 325
Format: numeric	Invalid: 212
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-2	

C28. (If yes) Did the Circuit Supervisor and/or ECD Coordinator provide feedback (c28)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 298
Format: numeric	Invalid: 239
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-2	

C29. How many times did the Circuit Supervisor and/or ECD Coordinator visit the (c29)

File: QP4G_Teacher_Survey_Midline

Overview

C29. How many times did the Circuit Supervisor and/or ECD Coordinator visit the (c29)

File: QP4G_Teacher_Survey_Midline

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-10

Valid cases: 291
Invalid: 246
Minimum: 0
Maximum: 10
Mean: 3.8
Standard deviation: 2

C30. Was the feedback provided by the Circuit Supervisor and/or ECD Coordinator (c30)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 284
Invalid: 253
Minimum: 1
Maximum: 2

C31. If feedback provided by the Circuit Supervisor and/or ECD Coordinator was n (c31)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 3
Invalid: 0

C31_1. Reason why feedback provided in improving teaching practice was not helpful (c31_1)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-0

Valid cases: 3
Invalid: 534
Minimum: 0
Maximum: 0
Mean: 0
Standard deviation: 0

C31_2. Reason why feedback provided in improving teaching practice was not helpful (c31_2)

File: QP4G_Teacher_Survey_Midline

Overview

C31_2. Reason why feedback provided in improving teaching practice was not helpful (c31_2)

File: QP4G_Teacher_Survey_Midline

Type: Discrete	Valid cases: 3
Format: numeric	Invalid: 534
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0.3
	Standard deviation: 0.6

C31_3. Reason why feedback provided in improving teaching practice was not helpful (c31_3)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 3
Format: numeric	Invalid: 534
Width: 1	Minimum: 0
Decimals: 0	Maximum: 0
Range: 0-0	Mean: 0
	Standard deviation: 0

C31_4. Reason why feedback provided in improving teaching practice was not helpful (c31_4)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 3
Format: numeric	Invalid: 534
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0.3
	Standard deviation: 0.6

C31_5. Other reason why feedback provided in improving teaching practice was not (c31_5)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 3
Format: numeric	Invalid: 534
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0.3
	Standard deviation: 0.6

C31.1. Please specify other reasons why feedback provided by the Circuit Supervisor (c31_ospec)

File: QP4G_Teacher_Survey_Midline

C31.1. Please specify other reasons why feedback provided by the Circuit Supervi (c31_ospec)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 1
Format: character	Invalid: 0
Width: 64	

C32. Following the Circuit Supervisor and/or ECD Coordinator's visit, did your h (c32)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 286
Format: numeric	Invalid: 251
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-2	

C33. Has your head teacher come to sit in your class to monitor your work and/or (c33)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 297
Format: numeric	Invalid: 240
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-2	

C34. How often has your head teacher monitored your work? (c34)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 256
Format: numeric	Invalid: 281
Width: 1	Minimum: 1
Decimals: 0	Maximum: 5
Range: 1-5	

C35. Did you receive any text message on the QP4G study (from IPA) reminding you (c35)

File: QP4G_Teacher_Survey_Midline

Overview

C35. Did you receive any text message on the QP4G study (from IPA) reminding you (c35)

File: QP4G_Teacher_Survey_Midline

Type: Discrete	Valid cases: 323
Format: numeric	Invalid: 214
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-2	

C36. How often did you receive these messages? (c36)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 136
Format: numeric	Invalid: 401
Width: 1	Minimum: 1
Decimals: 0	Maximum: 5
Range: 1-5	

C37. Which aspect(s) of the text message(s) were useful? (c37)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 136
Format: character	Invalid: 0
Width: 7	

C37_1. Aspect(s) of text message(s) useful - None (c37_1)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 136
Format: numeric	Invalid: 401
Width: 1	Minimum: 0
Decimals: 0	Maximum: 0
Range: 0-0	Mean: 0
	Standard deviation: 0

C37_2. Aspect(s) of text message(s) useful - Detailed Information (c37_2)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 136
Format: numeric	Invalid: 401
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0.7
	Standard deviation: 0.4

C37_3. Aspect(s) of text message(s) useful - Timing (e.g. before school) (c37_3)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 136
Format: numeric	Invalid: 401
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0.5
	Standard deviation: 0.5

C37_4. Aspect(s) of text message(s) useful - Frequency (i.e., daily, weekly, etc (c37_4)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 136
Format: numeric	Invalid: 401
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0.4
	Standard deviation: 0.5

C37_5. Which other aspect(s) of text message(s) useful (c37_5)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 136
Format: numeric	Invalid: 401
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0
	Standard deviation: 0.2

C37__999 (c37__999)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 136
Format: numeric	Invalid: 401
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0
	Standard deviation: 0.1

c37_ospec. Specify other aspect(s) of text message(s) useful (c37_ospec)

File: QP4G_Teacher_Survey_Midline

Overview

c37_ospec. Specify other aspect(s) of text message(s) useful
(c37_ospec)

File: QP4G_Teacher_Survey_Midline

Type: Discrete
Format: character
Width: 49

Valid cases: 4
Invalid: 0

C38. Did you find the timing of the text messages before school to be helpful? (c38)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: -999-2

Valid cases: 136
Invalid: 401
Minimum: 1
Maximum: 2

C39. How often do you think the text messages should have been sent ...? (c39)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: -999-5

Valid cases: 136
Invalid: 401
Minimum: 1
Maximum: 5

C40. Did you share the text message with any other teacher in your school? (c40)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: -999-2

Valid cases: 136
Invalid: 401
Minimum: 1
Maximum: 2

C41. Did you share the text message with any other teacher outside of your school? (c41)

File: QP4G_Teacher_Survey_Midline

Overview

C41. Did you share the text message with any other teacher outside of your school (c41)

File: QP4G_Teacher_Survey_Midline

Type: Discrete	Valid cases: 136
Format: numeric	Invalid: 401
Width: 4	Minimum: 1
Decimals: 0	Maximum: 2
Range: -999-2	

D01. How many members (including yourself) does your household have? (d1)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 441
Format: numeric	Invalid: 96
Width: 1	Minimum: 1
Decimals: 0	Maximum: 8
Range: 1-8	

D02. How many children (less than 18 years) live in your household? (d2)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 441
Format: numeric	Invalid: 96
Width: 1	Minimum: 0
Decimals: 0	Maximum: 8
Range: 0-8	Mean: 1.8
	Standard deviation: 1.4

D03. How many adults, including yourself (more than 18 years) live in your house (d3)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 441
Format: numeric	Invalid: 96
Width: 2	Minimum: 1
Decimals: 0	Maximum: 11
Range: 1-11	Mean: 2.9
	Standard deviation: 1.5

D04. Are all household members aged 5 to 17 currently in school? (d4)

File: QP4G_Teacher_Survey_Midline

Overview

D04. Are all household members aged 5 to 17 currently in school?
(d4)

File: QP4G_Teacher_Survey_Midline

Type: Discrete	Valid cases: 441
Format: numeric	Invalid: 96
Width: 1	Minimum: 1
Decimals: 0	Maximum: 3
Range: 1-3	

D05. Can the male head/spouse read a phrase/sentence in English?
(d5)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 441
Format: numeric	Invalid: 96
Width: 1	Minimum: 1
Decimals: 0	Maximum: 3
Range: 1-3	

D06. What is the main construction material used for the outer wall of your curr (d6)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 441
Format: numeric	Invalid: 96
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-2	

D07. What type of toilet facility does the household usually use?
(d7)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 441
Format: numeric	Invalid: 96
Width: 1	Minimum: 1
Decimals: 0	Maximum: 4
Range: 1-4	

D08. What is the main fuel used by the household for cooking? (d8)

File: QP4G_Teacher_Survey_Midline

Overview

D08. What is the main fuel used by the household for cooking? (d8)

File: QP4G_Teacher_Survey_Midline

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-4

Valid cases: 441
Invalid: 96
Minimum: 2
Maximum: 4

D09. Does any household member own a working box iron or electric iron? (d9)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 441
Invalid: 96
Minimum: 1
Maximum: 2

D10. Does any household member own a working television, video player, VCD/DVD/M (d10)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-3

Valid cases: 441
Invalid: 96
Minimum: 1
Maximum: 3

D11. How many working mobile phones do members of the household own? (d11)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-4

Valid cases: 441
Invalid: 96
Minimum: 1
Maximum: 4

D12. Do you own or have access to a functioning mobile phone (for the number alr (d12)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete
Format: character
Width: 3

Valid cases: 441
Invalid: 0

D12_1. Own or have access to a functioning mobile phone (for the number already (d12_1)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 441
Format: numeric	Invalid: 96
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0.8
	Standard deviation: 0.4

D12_2. Own or have access to a functioning mobile phone (for the number already (d12_2)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 441
Format: numeric	Invalid: 96
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0.3
	Standard deviation: 0.4

D12_3. Own or have access to a functioning mobile phone (for the number already (d12_3)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 441
Format: numeric	Invalid: 96
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	Mean: 0
	Standard deviation: 0.1

D13. Does any household member own a working bicycle, motor cycle, or car? (d13)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 441
Format: numeric	Invalid: 96
Width: 1	Minimum: 1
Decimals: 0	Maximum: 3
Range: 1-3	

D14. In the past four weeks, how many people in your household have been very sic (d14)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 441
Format: numeric	Invalid: 96
Width: 1	Minimum: 0
Decimals: 0	Maximum: 3
Range: 0-3	Mean: 0.3
	Standard deviation: 0.6

D15. How do you rate your own physical health? (d15)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 441
Format: numeric	Invalid: 96
Width: 4	Minimum: 1
Decimals: 0	Maximum: 4
Range: -999-4	

E01. In the past 4 weeks (30 days), was there ever no food of any kind to eat in (e1)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 441
Format: numeric	Invalid: 96
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-2	

E02. How often did this happen in the past 4 weeks (30 days)? (e2)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 25
Format: numeric	Invalid: 512
Width: 1	Minimum: 1
Decimals: 0	Maximum: 3
Range: 1-3	

E03. In the past 4 weeks (30 days), did you or any household member go to sleep (e3)

File: QP4G_Teacher_Survey_Midline

Overview

E03. In the past 4 weeks (30 days), did you or any household member go to sleep (e3)

File: QP4G_Teacher_Survey_Midline

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 441
Invalid: 96
Minimum: 1
Maximum: 2

E04. How often did this happen in the past 4 weeks (30 days)? (e4)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-3

Valid cases: 13
Invalid: 524
Minimum: 1
Maximum: 3

E05. In the past 4 weeks (30 days), did you or any household member go a whole d (e5)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 441
Invalid: 96
Minimum: 1
Maximum: 2

E06. How often did this happen in the past 4 weeks (30 days)? (e6)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-3

Valid cases: 5
Invalid: 532
Minimum: 1
Maximum: 2

F01. Were you born in the community in which you currently stay? (f1)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 441
Invalid: 96
Minimum: 1
Maximum: 2

F02. Were you living at your current community/town before you began teaching at (f2)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 441
Format: numeric	Invalid: 96
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-2	

F03.1. How many years have you lived in the community where you currently stay? (f3_years)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Continuous	Valid cases: 440
Format: numeric	Invalid: 97
Width: 2	Minimum: 0
Decimals: 0	Maximum: 59
Range: 0-59	Mean: 9
	Standard deviation: 10

F03.2. How many months have you lived in the community where you currently stay? (f3_months)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Continuous	Valid cases: 424
Format: numeric	Invalid: 113
Width: 4	Minimum: -888
Decimals: 0	Maximum: 11
Range: -888-11	Mean: 2
	Standard deviation: 43.5

F04. How many of your closest family members live nearby? (f4)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 441
Format: numeric	Invalid: 96
Width: 4	Minimum: 1
Decimals: 0	Maximum: 5
Range: -999-5	

F05. How many of your closest friends who you really rely on for support live ne (f5)

File: QP4G_Teacher_Survey_Midline

Overview

F05. How many of your closest friends who you really rely on for support live ne (f5)

File: QP4G_Teacher_Survey_Midline

Type: Discrete	Valid cases: 441
Format: numeric	Invalid: 96
Width: 4	Minimum: 1
Decimals: 0	Maximum: 4
Range: -999-5	

F06. What is the main means of transportation that you use to get to school ever (f6)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 441
Format: numeric	Invalid: 96
Width: 4	Minimum: 1
Decimals: 0	Maximum: 6
Range: -999-7	

F06.1. Please specify (f6_ospec)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 0
Format: character	Invalid: 0
Width: 1	

F07.1. On average, how many hours does it take you to get to school every day? (f7_hours)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 440
Format: numeric	Invalid: 97
Width: 1	Minimum: 0
Decimals: 0	Maximum: 3
Range: 0-3	Mean: 0.3
	Standard deviation: 0.6

F07.2. On average, how many minutes does it take you to get to school every day? (f7_minutes)

File: QP4G_Teacher_Survey_Midline

Overview

F07.2. On average, how many minutes does it take you to get to school every day? (f7_minutes)

File: QP4G_Teacher_Survey_Midline

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 0-55

Valid cases: 441
Invalid: 96
Minimum: 0
Maximum: 55
Mean: 21.7
Standard deviation: 14.6

G01. Is your teaching position temporary (will end in months to a year) or perma (g1)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: -999-2

Valid cases: 440
Invalid: 97
Minimum: 1
Maximum: 2

G02. Apart from this school, do you work as a teacher at another school? (g2)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 441
Invalid: 96
Minimum: 1
Maximum: 2

G03. If YES: Please indicate in how many other schools you work as a teacher. (g3)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-1

Valid cases: 3
Invalid: 534
Minimum: 1
Maximum: 1
Mean: 1
Standard deviation: 0

G04. What KG grades do you currently teach in this school? (g4)

File: QP4G_Teacher_Survey_Midline

Overview

G04.What KG grades do you currently teach in this school? (g4)

File: QP4G_Teacher_Survey_Midline

Type: Discrete
 Format: character
 Width: 3

Valid cases: 441
 Invalid: 0

G4_1. What KG grades do you currently teach - KG 1 (g4_1)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 0-1

Valid cases: 441
 Invalid: 96
 Minimum: 0
 Maximum: 1
 Mean: 0.5
 Standard deviation: 0.5

G4_2. What KG grades do you currently teach - KG 2 (g4_2)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 0-1

Valid cases: 441
 Invalid: 96
 Minimum: 0
 Maximum: 1
 Mean: 0.5
 Standard deviation: 0.5

G4_3. What KG grades do you currently teach - Combined KG (g4_3)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 0-1

Valid cases: 441
 Invalid: 96
 Minimum: 0
 Maximum: 1
 Mean: 0.1
 Standard deviation: 0.2

G4_4. What KG grades do you currently teach - Other classes (g4_4)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 0-1

Valid cases: 441
 Invalid: 96
 Minimum: 0
 Maximum: 1
 Mean: 0
 Standard deviation: 0.1

G05.1. How many children (i.e., class size) are you primarily responsible for ev (g5_kg1)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Continuous	Valid cases: 208
Format: numeric	Invalid: 329
Width: 2	Minimum: 2
Decimals: 0	Maximum: 75
Range: 2-75	Mean: 27.7
	Standard deviation: 14.2

G05.2. How many children (i.e., class size) are you primarily responsible for ev (g5_kg2)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Continuous	Valid cases: 210
Format: numeric	Invalid: 327
Width: 2	Minimum: 3
Decimals: 0	Maximum: 71
Range: 3-71	Mean: 25.8
	Standard deviation: 12.3

G05.3. How many children (i.e., class size) are you primarily responsible for eve (g5_comkg)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Continuous	Valid cases: 26
Format: numeric	Invalid: 511
Width: 2	Minimum: 5
Decimals: 0	Maximum: 49
Range: 5-49	Mean: 19.9
	Standard deviation: 12.6

G05.4. How many children (i.e., class size) are you primarily responsible for ev (g5_ospec)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Continuous	Valid cases: 5
Format: numeric	Invalid: 532
Width: 2	Minimum: 0
Decimals: 0	Maximum: 40
Range: 0-40	Mean: 23
	Standard deviation: 16.8

G06.a. How many hours per week are you required/expected to be at school and wor (g6_a)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Continuous	Valid cases: 441
Format: numeric	Invalid: 96
Width: 5	Minimum: 0
Decimals: 2	Maximum: 50
Range: 0-50	Mean: 37.7
	Standard deviation: 6

G06.b.How many hours per week are you required/expected to be outside of school (g6_b)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Continuous	Valid cases: 441
Format: numeric	Invalid: 96
Width: 2	Minimum: 0
Decimals: 0	Maximum: 30
Range: 0-30	Mean: 3.2
	Standard deviation: 4

G07.a. On average, what percentage of daily class time is spent on Administrativ (g7_a)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Continuous	Valid cases: 441
Format: numeric	Invalid: 96
Width: 6	Minimum: 0
Decimals: 2	Maximum: 100
Range: 0-100	Mean: 21.7
	Standard deviation: 20.2

G07.b.On average, what percentage of daily class time is spent on Keeping order (g7_b)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Continuous	Valid cases: 441
Format: numeric	Invalid: 96
Width: 3	Minimum: 0
Decimals: 0	Maximum: 100
Range: 0-100	Mean: 39.2
	Standard deviation: 26.7

G07.c. On average, what percentage of daily class time is spent on Actual teachi (g7_c)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Continuous	Valid cases: 441
Format: numeric	Invalid: 96
Width: 6	Minimum: 0
Decimals: 2	Maximum: 100
Range: 0-100	Mean: 66.3
	Standard deviation: 17.8

G08. How frequently are you supposed to be paid your salary? (g8)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 441
Format: numeric	Invalid: 96
Width: 4	Minimum: 3
Decimals: 0	Maximum: 4
Range: -999-4	

G09. How frequently are you actually paid on time? (g9)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 436
Format: numeric	Invalid: 101
Width: 4	Minimum: 1
Decimals: 0	Maximum: 5
Range: -999-5	

G10. Do you currently work for monetary compensation outside of your teaching po (g10)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 441
Format: numeric	Invalid: 96
Width: 4	Minimum: 1
Decimals: 0	Maximum: 2
Range: -999-2	

G11. If YES, about how many hours a week do you work in this other job? (g11)

File: QP4G_Teacher_Survey_Midline

Overview

G11. If YES, about how many hours a week do you work in this other job? (g11)

File: QP4G_Teacher_Survey_Midline

Type: Continuous	Valid cases: 55
Format: numeric	Invalid: 482
Width: 2	Minimum: 1
Decimals: 0	Maximum: 40
Range: 1-40	Mean: 9
	Standard deviation: 8.1

G12. In the last year, did you do any job outside your teaching position in this (g12)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 440
Format: numeric	Invalid: 97
Width: 4	Minimum: 1
Decimals: 0	Maximum: 2
Range: -999-2	

G13.If YES: On the average, how many hours a week did you work in this job? DO N (g13)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Continuous	Valid cases: 63
Format: numeric	Invalid: 474
Width: 2	Minimum: 1
Decimals: 0	Maximum: 40
Range: 1-40	Mean: 10.4
	Standard deviation: 9.3

G14.What is your salary per month? DO NOT PROMPT. (g14)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 436
Format: numeric	Invalid: 101
Width: 4	Minimum: 1
Decimals: 0	Maximum: 4
Range: -999-4	

G15.How much bonus/extra money do you receive from parents' contribution per t (g15)

File: QP4G_Teacher_Survey_Midline

Overview

G15. How much bonus/extra money do you receive from parents' contribution per t (g15)

File: QP4G_Teacher_Survey_Midline

Type: Continuous
Format: numeric
Width: 6
Decimals: 2
Range: 0-999

Valid cases: 441
Invalid: 96
Minimum: 0
Maximum: 999
Mean: 20.8
Standard deviation: 65.5

G16. How do you rate the quality of supervision that you receive from your school (g16)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: -999-5

Valid cases: 441
Invalid: 96
Minimum: 1
Maximum: 5

G17.a. Classes are too large (g17_a)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-3

Valid cases: 441
Invalid: 96
Minimum: 1
Maximum: 3

G17.b. Classes are taught by inexperienced or poorly trained teachers (g17_b)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-3

Valid cases: 441
Invalid: 96
Minimum: 1
Maximum: 3

G17.c. Lack of financial resources to create good environment for teachers and c (g17_c)

File: QP4G_Teacher_Survey_Midline

Overview

G17.c. Lack of financial resources to create good environment for teachers and c (g17_c)

File: QP4G_Teacher_Survey_Midline

Type: Discrete	Valid cases: 441
Format: numeric	Invalid: 96
Width: 1	Minimum: 1
Decimals: 0	Maximum: 3
Range: 1-3	

G17.d. The school head has unrealistically high expectations of its teachers (g17_d)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 441
Format: numeric	Invalid: 96
Width: 1	Minimum: 1
Decimals: 0	Maximum: 3
Range: 1-3	

G17.e. The school changes curriculum too often (g17_e)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 441
Format: numeric	Invalid: 96
Width: 1	Minimum: 1
Decimals: 0	Maximum: 3
Range: 1-3	

G17.f. The school uses curriculum that are too difficult for the children (g17_f)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 441
Format: numeric	Invalid: 96
Width: 1	Minimum: 1
Decimals: 0	Maximum: 3
Range: 1-3	

G17.g. The parents in the community place demands on teachers that are too high (g17_g)

File: QP4G_Teacher_Survey_Midline

Overview

G17.g. The parents in the community place demands on teachers that are too high (g17_g)

File: QP4G_Teacher_Survey_Midline

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-3

Valid cases: 441
Invalid: 96
Minimum: 1
Maximum: 3

G18.a. How much do parents support your work as a teacher by helping their child (g18_a)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-5

Valid cases: 441
Invalid: 96
Minimum: 1
Maximum: 5

G18.b. How much do parents support your work as a teacher by sharing your values (g18_b)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-5

Valid cases: 441
Invalid: 96
Minimum: 1
Maximum: 5

G18.c. How much do parents support your work as a teacher by helping their child (g18_c)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-5

Valid cases: 441
Invalid: 96
Minimum: 1
Maximum: 5

G18.d. How much do parents support your work as a teacher by visiting school to (g18_d)

File: QP4G_Teacher_Survey_Midline

Overview

G18.d. How much do parents support your work as a teacher by visiting school to (g18_d)

File: QP4G_Teacher_Survey_Midline

Type: Discrete	Valid cases: 441
Format: numeric	Invalid: 96
Width: 1	Minimum: 1
Decimals: 0	Maximum: 5
Range: 1-5	

G18.e. How much do parents support your work as a teacher by expecting their child (g18_e)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 441
Format: numeric	Invalid: 96
Width: 1	Minimum: 1
Decimals: 0	Maximum: 5
Range: 1-5	

G18.f. How much do parents support your work as a teacher by expecting their child (g18_f)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 441
Format: numeric	Invalid: 96
Width: 1	Minimum: 1
Decimals: 0	Maximum: 5
Range: 1-5	

G18.g. How much do parents support your work as a teacher by participating in this (g18_g)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 441
Format: numeric	Invalid: 96
Width: 1	Minimum: 1
Decimals: 0	Maximum: 5
Range: 1-5	

G19. How much respect do the parents and leaders of this community have for teachers (g19)

File: QP4G_Teacher_Survey_Midline

Overview

G19. How much respect do the parents and leaders of this community have for teac (g19)

File: QP4G_Teacher_Survey_Midline

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-5

Valid cases: 441
Invalid: 96
Minimum: 1
Maximum: 5

G20. In your opinion, how much are teachers valued by the citizens and leaders o (g20)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-5

Valid cases: 441
Invalid: 96
Minimum: 1
Maximum: 5

H01.a. How often during the past one month have you been lacking in energy? (h1_a)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-5

Valid cases: 441
Invalid: 96
Minimum: 1
Maximum: 5

H01.b.How often during the past one month have you felt that you have lost inter (h1_b)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-5

Valid cases: 441
Invalid: 96
Minimum: 1
Maximum: 4

H01.c.How often during the past one month have you felt that you have lost confi (h1_c)

File: QP4G_Teacher_Survey_Midline

Overview

H01.c.How often during the past one month have you felt that you have lost confi (h1_c)

File: QP4G_Teacher_Survey_Midline

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-5

Valid cases: 441
Invalid: 96
Minimum: 1
Maximum: 5

H01.d.How often during the past one month have you felt hopeless? (h1_d)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-5

Valid cases: 441
Invalid: 96
Minimum: 1
Maximum: 5

H01.e. How often during the past one month have you felt that you have difficult (h1_e)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-5

Valid cases: 441
Invalid: 96
Minimum: 1
Maximum: 5

H01.f. How often during the past one month have you felt that you have lost weig (h1_f)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-5

Valid cases: 441
Invalid: 96
Minimum: 1
Maximum: 5

H01.g. How often during the past one month have you been waking early? (h1_g)

File: QP4G_Teacher_Survey_Midline

Overview

H01.g. How often during the past one month have you been waking early? (h1_g)

File: QP4G_Teacher_Survey_Midline

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-5

Valid cases: 441
Invalid: 96
Minimum: 1
Maximum: 5

H01.h. How often during the past one month have you felt slowed up? (h1_h)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-5

Valid cases: 441
Invalid: 96
Minimum: 1
Maximum: 5

H01.i. How often during the past one month have you tended to feel worse in the (h1_i)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-5

Valid cases: 441
Invalid: 96
Minimum: 1
Maximum: 5

H01.j. How often during the past one month have you felt very anxious? (h1_j)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-5

Valid cases: 441
Invalid: 96
Minimum: 1
Maximum: 5

H01.k. How often during the past one month have you been worrying a lot? (h1_k)

File: QP4G_Teacher_Survey_Midline

Overview

H01.k. How often during the past one month have you been worrying a lot? (h1_k)

File: QP4G_Teacher_Survey_Midline

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-5

Valid cases: 441
Invalid: 96
Minimum: 1
Maximum: 5

H01.l. How often during the past one month have you been irritable? (h1_l)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-5

Valid cases: 441
Invalid: 96
Minimum: 1
Maximum: 5

H01.m. How often during the past one month have you been having difficulty relax (h1_m)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-5

Valid cases: 441
Invalid: 96
Minimum: 1
Maximum: 5

H01.n. How often during the past one month have you been sleeping poorly? (h1_n)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-5

Valid cases: 441
Invalid: 96
Minimum: 1
Maximum: 5

H01.o. How often during the past one month have you been having headaches or nec (h1_o)

File: QP4G_Teacher_Survey_Midline

Overview

H01.o. How often during the past one month have you been having headaches or nec (h1_o)

File: QP4G_Teacher_Survey_Midline

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-5

Valid cases: 441
Invalid: 96
Minimum: 1
Maximum: 5

H01.p. How often during the past one month have you been having any of the follo (h1_p)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-5

Valid cases: 441
Invalid: 96
Minimum: 1
Maximum: 5

H01.q. How often during the past one month have you been worrying about your hea (h1_q)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-5

Valid cases: 441
Invalid: 96
Minimum: 1
Maximum: 5

H01.r. How often during the past one month have you been having difficulty falli (h1_r)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-5

Valid cases: 441
Invalid: 96
Minimum: 1
Maximum: 5

H02.a. How much children can learn in school is primarily determined by their ab (h2_a)

File: QP4G_Teacher_Survey_Midline

Overview

H02.a. How much children can learn in school is primarily determined by their ab (h2_a)

File: QP4G_Teacher_Survey_Midline

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-5

Valid cases: 441
Invalid: 96
Minimum: 1
Maximum: 5

H02.b.If the children have not learned discipline at home, there is not much the (h2_b)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-5

Valid cases: 441
Invalid: 96
Minimum: 1
Maximum: 5

H02.c. A teacher cannot do much to improve children's achievements if they have (h2_c)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-5

Valid cases: 441
Invalid: 96
Minimum: 1
Maximum: 5

H02.d.It is practically impossible for a teacher to motivate a child for academi (h2_d)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-5

Valid cases: 441
Invalid: 96
Minimum: 1
Maximum: 5

H02.e.Good teaching is more important to children engagement in schoolwork than (h2_e)

File: QP4G_Teacher_Survey_Midline

Overview

H02.e. Good teaching is more important to children engagement in schoolwork than (h2_e)

File: QP4G_Teacher_Survey_Midline

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-5

Valid cases: 441
Invalid: 96
Minimum: 1
Maximum: 5

H03.a. I am motivated to help children learn to read and write. (h3_a)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-5

Valid cases: 441
Invalid: 96
Minimum: 1
Maximum: 5

H03.b. I question my school's approach to teaching children reading and writing. (h3_b)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-5

Valid cases: 441
Invalid: 96
Minimum: 1
Maximum: 5

H03.c. I am motivated to help children learn math. (h3_c)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-5

Valid cases: 441
Invalid: 96
Minimum: 1
Maximum: 5

H03.d. I strongly agree with my school's goals for the children. (h3_d)

File: QP4G_Teacher_Survey_Midline

Overview

H03.d. I strongly agree with my school's goals for the children.
(h3_d)

File: QP4G_Teacher_Survey_Midline

Type: Discrete	Valid cases: 441
Format: numeric	Invalid: 96
Width: 1	Minimum: 1
Decimals: 0	Maximum: 5
Range: 1-5	

H03.e. I am motivated to help children develop well emotionally
(i.e., feel good (h3_e)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 441
Format: numeric	Invalid: 96
Width: 1	Minimum: 1
Decimals: 0	Maximum: 5
Range: 1-5	

H03.f. I enjoy teaching most days. (h3_f)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 441
Format: numeric	Invalid: 96
Width: 1	Minimum: 1
Decimals: 0	Maximum: 5
Range: 1-5	

H03.g. I am motivated to help children develop well socially (i.e.,
behave well, (h3_g)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 441
Format: numeric	Invalid: 96
Width: 1	Minimum: 1
Decimals: 0	Maximum: 5
Range: 1-5	

H03.h. I question my school's approach to helping children
develop socially. (h3_h)

File: QP4G_Teacher_Survey_Midline

Overview

H03.h. I question my school's approach to helping children develop socially. (h3_h)

File: QP4G_Teacher_Survey_Midline

Type: Discrete	Valid cases: 441
Format: numeric	Invalid: 96
Width: 1	Minimum: 1
Decimals: 0	Maximum: 5
Range: 1-5	

H03.i. I have clear personal goals as a teacher (h3_i)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 441
Format: numeric	Invalid: 96
Width: 1	Minimum: 1
Decimals: 0	Maximum: 5
Range: 1-5	

H04. Which of the following do you consider the most important thing to you in y (h4)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 441
Format: numeric	Invalid: 96
Width: 1	Minimum: 1
Decimals: 0	Maximum: 5
Range: 1-5	

H04.1. Please specify (h4_ospec)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 4
Format: character	Invalid: 0
Width: 92	

a. I am satisfied with my job at this school (h5_a)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 441
Format: numeric	Invalid: 96
Width: 1	Minimum: 1
Decimals: 0	Maximum: 4
Range: 1-4	

b. I am satisfied with my decision to be a teacher (h5_b)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 441
Format: numeric	Invalid: 96
Width: 1	Minimum: 1
Decimals: 0	Maximum: 4
Range: 1-4	

c. I want to transfer to another school (h5_c)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 441
Format: numeric	Invalid: 96
Width: 1	Minimum: 1
Decimals: 0	Maximum: 4
Range: 1-4	

d. I want to leave the teaching profession (h5_d)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 441
Format: numeric	Invalid: 96
Width: 1	Minimum: 1
Decimals: 0	Maximum: 4
Range: 1-4	

a. Other teachers are satisfied with their job at this school (h6_a)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 441
Format: numeric	Invalid: 96
Width: 1	Minimum: 1
Decimals: 0	Maximum: 4
Range: 1-4	

b. Other teachers are satisfied with their decision to be a teacher in this scho (h6_b)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 441
Format: numeric	Invalid: 96
Width: 1	Minimum: 1
Decimals: 0	Maximum: 4
Range: 1-4	

c. Other teachers in this school want to transfer to another school (h6_c)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 441
Format: numeric	Invalid: 96
Width: 1	Minimum: 1
Decimals: 0	Maximum: 4
Range: 1-4	

d. Other teachers in this school want to leave the teaching profession (h6_d)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 441
Format: numeric	Invalid: 96
Width: 1	Minimum: 1
Decimals: 0	Maximum: 4
Range: 1-4	

H07.1. I feel emotionally drained from my work. (h7_1)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 441
Format: numeric	Invalid: 96
Width: 1	Minimum: 1
Decimals: 0	Maximum: 7
Range: 1-7	

H07.2. I feel used up at the end of the workday. (h7_2)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 441
Format: numeric	Invalid: 96
Width: 1	Minimum: 1
Decimals: 0	Maximum: 7
Range: 1-7	

H07.3. I feel fatigued when I get up in the morning and have to face another day (h7_3)

File: QP4G_Teacher_Survey_Midline

Overview

H07.3. I feel fatigued when I get up in the morning and have to face another day (h7_3)

File: QP4G_Teacher_Survey_Midline

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-7

Valid cases: 441
Invalid: 96
Minimum: 1
Maximum: 7

H07.4. I can easily understand how my school children feel about things. (h7_4)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-7

Valid cases: 441
Invalid: 96
Minimum: 1
Maximum: 7

H07.5. I feel I treat some school children as if they were impersonal objects (h7_5)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-7

Valid cases: 441
Invalid: 96
Minimum: 1
Maximum: 7

H07.6. Working with people all day is really a strain on me. (h7_6)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-7

Valid cases: 441
Invalid: 96
Minimum: 1
Maximum: 7

H07.7. I deal very effectively with the problems of my school children. (h7_7)

File: QP4G_Teacher_Survey_Midline

Overview

H07.7. I deal very effectively with the problems of my school children. (h7_7)

File: QP4G_Teacher_Survey_Midline

Type: Discrete	Valid cases: 441
Format: numeric	Invalid: 96
Width: 1	Minimum: 1
Decimals: 0	Maximum: 7
Range: 1-7	

H07.8. I feel burned out from my work. (h7_8)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 441
Format: numeric	Invalid: 96
Width: 1	Minimum: 1
Decimals: 0	Maximum: 7
Range: 1-7	

H07.9. I feel I€™m positively influencing other people€™s lives through my wor (h7_9)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 441
Format: numeric	Invalid: 96
Width: 1	Minimum: 1
Decimals: 0	Maximum: 7
Range: 1-7	

H07.10. I€™ve become more cold toward people since I took this job. (h7_10)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 441
Format: numeric	Invalid: 96
Width: 1	Minimum: 1
Decimals: 0	Maximum: 7
Range: 1-7	

H07.11. I worry that this job is hardening me emotionally. (h7_11)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 441
Format: numeric	Invalid: 96
Width: 1	Minimum: 1
Decimals: 0	Maximum: 7
Range: 1-7	

H07.12. I feel very energetic. (h7_12)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 441
Format: numeric	Invalid: 96
Width: 1	Minimum: 1
Decimals: 0	Maximum: 7
Range: 1-7	

H07.13. I feel frustrated by my job. (h7_13)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 441
Format: numeric	Invalid: 96
Width: 1	Minimum: 1
Decimals: 0	Maximum: 7
Range: 1-7	

H07.14. I feel I'm working too hard on my job. (h7_14)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 441
Format: numeric	Invalid: 96
Width: 1	Minimum: 1
Decimals: 0	Maximum: 7
Range: 1-7	

H07.15. I don't really care what happens to some school children. (h7_15)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 441
Format: numeric	Invalid: 96
Width: 1	Minimum: 1
Decimals: 0	Maximum: 7
Range: 1-7	

H07.16. Working with people directly puts too much stress on me. (h7_16)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 441
Format: numeric	Invalid: 96
Width: 1	Minimum: 1
Decimals: 0	Maximum: 7
Range: 1-7	

H07.17. I can easily create a relaxed atmosphere with my school children. (h7_17)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 441
Format: numeric	Invalid: 96
Width: 1	Minimum: 1
Decimals: 0	Maximum: 7
Range: 1-7	

H07.18. I feel excited after working closely with my school children. (h7_18)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 441
Format: numeric	Invalid: 96
Width: 1	Minimum: 1
Decimals: 0	Maximum: 7
Range: 1-7	

H07.19. I have accomplished many worthwhile things in this job. (h7_19)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 441
Format: numeric	Invalid: 96
Width: 1	Minimum: 1
Decimals: 0	Maximum: 7
Range: 1-7	

H07.20. I feel like I'm at the end of my rope. (h7_20)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 441
Format: numeric	Invalid: 96
Width: 1	Minimum: 1
Decimals: 0	Maximum: 7
Range: 1-7	

H07.21. In my work, I deal with emotional problems very calmly. (h7_21)

File: QP4G_Teacher_Survey_Midline

Overview

H07.21. In my work, I deal with emotional problems very calmly.
(h7_21)

File: QP4G_Teacher_Survey_Midline

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-7

Valid cases: 441
Invalid: 96
Minimum: 1
Maximum: 7

I01. Which of the following letters is a consonant? (i1)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: -888-5

Valid cases: 87
Invalid: 450
Minimum: 1
Maximum: 5

I02. Which of the following letters is a vowel? (i2)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: -888-5

Valid cases: 89
Invalid: 448
Minimum: 1
Maximum: 5

I03. What is a syllable in the word 'unbelievable'? (i3)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: -888-5

Valid cases: 76
Invalid: 461
Minimum: 1
Maximum: 5

I04. How many syllabus are in the word 'irregular'? (i4)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: -888-4

Valid cases: 81
Invalid: 456
Minimum: 1
Maximum: 4

I05. How many speech sounds does the word 'cat' have? (i5)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 89
Format: numeric	Invalid: 448
Width: 4	Minimum: 1
Decimals: 0	Maximum: 4
Range: -888-4	

I06. Which of the following words rhymes with 'cough'? (i6)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 88
Format: numeric	Invalid: 449
Width: 4	Minimum: 1
Decimals: 0	Maximum: 4
Range: -888-4	

I07. How many speech sounds does the word 'check' have (i7)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 87
Format: numeric	Invalid: 450
Width: 4	Minimum: 1
Decimals: 0	Maximum: 4
Range: -888-4	

I08. When teaching English, which of the following words should be taught first? (i8)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 88
Format: numeric	Invalid: 449
Width: 4	Minimum: 1
Decimals: 0	Maximum: 5
Range: -888-5	

JO1_a. ... know about children's needs as they grow and develop? (j1_a)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 441
Format: numeric	Invalid: 96
Width: 1	Minimum: 3
Decimals: 0	Maximum: 5
Range: 1-5	

JO1_b. ... encourage children to recognize letters or words? (j1_b)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 441
Format: numeric	Invalid: 96
Width: 1	Minimum: 2
Decimals: 0	Maximum: 5
Range: 1-5	

JO1_c. ... encourage children to recognize numbers or shapes? (j1_c)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 441
Format: numeric	Invalid: 96
Width: 1	Minimum: 3
Decimals: 0	Maximum: 5
Range: 1-5	

JO1_d. ... work with families to set individual plans and goals for children? (j1d)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 441
Format: numeric	Invalid: 96
Width: 1	Minimum: 1
Decimals: 0	Maximum: 5
Range: 1-5	

JO1_e. ... provide materials for play and learning? (j1_e)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 441
Format: numeric	Invalid: 96
Width: 1	Minimum: 2
Decimals: 0	Maximum: 5
Range: 1-5	

JO1_f. ... measure children's development over time to determine how they're doi (j1_f)

File: QP4G_Teacher_Survey_Midline

Overview

JO1_f. ... measure children's development over time to determine how they're doi (j1_f)

File: QP4G_Teacher_Survey_Midline

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-5

Valid cases: 441
Invalid: 96
Minimum: 1
Maximum: 5

JO2_a. ... help children to build relationships with peers and adults? (j2_a)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-5

Valid cases: 441
Invalid: 96
Minimum: 2
Maximum: 5

JO2_b. ... help children learn to control their behavior? (j2_b)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-5

Valid cases: 441
Invalid: 96
Minimum: 2
Maximum: 5

JO2_c. ... encourage children to express thoughts and feelings? (j2_c)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-5

Valid cases: 441
Invalid: 96
Minimum: 1
Maximum: 5

JO2_d. ... help children resolve conflicts with other children? (j2_d)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-5

Valid cases: 441
Invalid: 96
Minimum: 1
Maximum: 5

JO2_e. ... discipline and/or behavior guidance styles match the parents? (j2_e)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 441
Format: numeric	Invalid: 96
Width: 1	Minimum: 1
Decimals: 0	Maximum: 5
Range: 1-5	

JO3_a. ... consider parents' goals, ideas, and suggestions when caring for child (j3_a)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 441
Format: numeric	Invalid: 96
Width: 1	Minimum: 1
Decimals: 0	Maximum: 5
Range: 1-5	

JO3_b. ... be willing to work with parents about their work schedules? (j3_b)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 441
Format: numeric	Invalid: 96
Width: 1	Minimum: 1
Decimals: 0	Maximum: 5
Range: 1-5	

JO3_c. ... include families in decision-making for the child's education? (j3_c)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete	Valid cases: 441
Format: numeric	Invalid: 96
Width: 1	Minimum: 1
Decimals: 0	Maximum: 5
Range: 1-5	

JO3_d. ... care about the entire family, not just the child? (j3_d)

File: QP4G_Teacher_Survey_Midline

Overview

JO3_d. ... care about the entire family, not just the child? (j3_d)

File: QP4G_Teacher_Survey_Midline

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-5

Valid cases: 441
Invalid: 96
Minimum: 1
Maximum: 5

JO3_e. ... connect families to outside or community resources?
(j3_e)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-5

Valid cases: 441
Invalid: 96
Minimum: 1
Maximum: 5

B05. Outcome of this questionnaire. (b5)

File: QP4G_Teacher_Survey_Midline

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-7

Valid cases: 537
Invalid: 0
Minimum: 1
Maximum: 7

A04. Teacher ID (a5)

File: QP4G_TIPPS_Midline

Overview

Type: Continuous	Valid cases: 432
Format: numeric	Invalid: 0
Width: 6	Minimum: 100131
Decimals: 0	Maximum: 603041
Range: 100131-603041	Mean: 325468.1
	Standard deviation: 160639.4

A07. District name (id3a7)

File: QP4G_TIPPS_Midline

Overview

Type: Discrete	Valid cases: 430
Format: character	Invalid: 0
Width: 21	

A08. School ID (id3a8)

File: QP4G_TIPPS_Midline

Overview

Type: Discrete	Valid cases: 431
Format: character	Invalid: 0
Width: 4	

A10. KG Class (id3a10)

File: QP4G_TIPPS_Midline

Overview

Type: Discrete	Valid cases: 431
Format: character	Invalid: 0
Width: 11	

A11. Type of school (id3a11)

File: QP4G_TIPPS_Midline

Overview

Type: Discrete	Valid cases: 431
Format: character	Invalid: 0
Width: 1	

A12. Subject being taught in class (id3a12)

File: QP4G_TIPPS_Midline

Overview

A12. Subject being taught in class (id3a12)

File: QP4G_TIPPS_Midline

Type: Discrete
 Format: character
 Width: 45

Valid cases: 428
 Invalid: 0

id3a12_ospec (id3a12_ospec)

File: QP4G_TIPPS_Midline

Overview

Type: Discrete
 Format: character
 Width: 29

Valid cases: 9
 Invalid: 0

secb1b1_a (secb1b1_a)

File: QP4G_TIPPS_Midline

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-2

Valid cases: 432
 Invalid: 0
 Minimum: 1
 Maximum: 2

secb1b1_b (secb1b1_b)

File: QP4G_TIPPS_Midline

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-2

Valid cases: 432
 Invalid: 0
 Minimum: 1
 Maximum: 2

secb1b1_c (secb1b1_c)

File: QP4G_TIPPS_Midline

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-2

Valid cases: 432
 Invalid: 0
 Minimum: 1
 Maximum: 2

secb1b1_d (secb1b1_d)

File: QP4G_TIPPS_Midline

Overview

secb1b1_d (secb1b1_d)

File: QP4G_TIPPS_Midline

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 432
Invalid: 0
Minimum: 1
Maximum: 2

secb1b1_e (secb1b1_e)

File: QP4G_TIPPS_Midline

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 432
Invalid: 0
Minimum: 1
Maximum: 2

b2_1b2_a (b2_1b2_a)

File: QP4G_TIPPS_Midline

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 432
Invalid: 0
Minimum: 1
Maximum: 2

b2_1b2_b (b2_1b2_b)

File: QP4G_TIPPS_Midline

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 432
Invalid: 0
Minimum: 1
Maximum: 2

b2_1b2_c (b2_1b2_c)

File: QP4G_TIPPS_Midline

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 432
Invalid: 0
Minimum: 1
Maximum: 2

b2_1b2_d (b2_1b2_d)

File: QP4G_TIPPS_Midline

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-2

Valid cases: 432
 Invalid: 0
 Minimum: 1
 Maximum: 2

b2_2b2_e (b2_2b2_e)

File: QP4G_TIPPS_Midline

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-2

Valid cases: 432
 Invalid: 0
 Minimum: 1
 Maximum: 2

b2_2b2_f (b2_2b2_f)

File: QP4G_TIPPS_Midline

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-2

Valid cases: 432
 Invalid: 0
 Minimum: 1
 Maximum: 2

b2_2b2_g (b2_2b2_g)

File: QP4G_TIPPS_Midline

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-2

Valid cases: 432
 Invalid: 0
 Minimum: 1
 Maximum: 2

b2_2b2_h (b2_2b2_h)

File: QP4G_TIPPS_Midline

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-2

Valid cases: 432
 Invalid: 0
 Minimum: 1
 Maximum: 2

c1c1_a (c1c1_a)

File: QP4G_TIPPS_Midline

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-2

Valid cases: 432
 Invalid: 0
 Minimum: 1
 Maximum: 2

c1c1_b (c1c1_b)

File: QP4G_TIPPS_Midline

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-2

Valid cases: 0
 Invalid: 432

c2c2_a (c2c2_a)

File: QP4G_TIPPS_Midline

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-2

Valid cases: 388
 Invalid: 44
 Minimum: 1
 Maximum: 2

c2c2_b (c2c2_b)

File: QP4G_TIPPS_Midline

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-2

Valid cases: 44
 Invalid: 388
 Minimum: 1
 Maximum: 2

c3c3_a (c3c3_a)

File: QP4G_TIPPS_Midline

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-2

Valid cases: 404
 Invalid: 28
 Minimum: 1
 Maximum: 2

c3c3_b (c3c3_b)

File: QP4G_TIPPS_Midline

Overview

Type: Discrete	Valid cases: 28
Format: numeric	Invalid: 404
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-2	

c4c4_a (c4c4_a)

File: QP4G_TIPPS_Midline

Overview

Type: Discrete	Valid cases: 302
Format: numeric	Invalid: 130
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-2	

c4c4_b (c4c4_b)

File: QP4G_TIPPS_Midline

Overview

Type: Discrete	Valid cases: 130
Format: numeric	Invalid: 302
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-2	

c5c5_a (c5c5_a)

File: QP4G_TIPPS_Midline

Overview

Type: Discrete	Valid cases: 28
Format: numeric	Invalid: 404
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-2	

c5c5_b (c5c5_b)

File: QP4G_TIPPS_Midline

Overview

Type: Discrete	Valid cases: 404
Format: numeric	Invalid: 28
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-2	

c6c6_a (c6c6_a)

File: QP4G_TIPPS_Midline

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-2

Valid cases: 340
 Invalid: 92
 Minimum: 1
 Maximum: 2

c6c6_b (c6c6_b)

File: QP4G_TIPPS_Midline

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-2

Valid cases: 92
 Invalid: 340
 Minimum: 1
 Maximum: 2

c7c7_a (c7c7_a)

File: QP4G_TIPPS_Midline

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-2

Valid cases: 309
 Invalid: 123
 Minimum: 1
 Maximum: 2

c7c7_b (c7c7_b)

File: QP4G_TIPPS_Midline

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-2

Valid cases: 123
 Invalid: 309
 Minimum: 1
 Maximum: 2

c8c8_a (c8c8_a)

File: QP4G_TIPPS_Midline

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-2

Valid cases: 193
 Invalid: 239
 Minimum: 1
 Maximum: 2

c8c8_b (c8c8_b)

File: QP4G_TIPPS_Midline

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-2

Valid cases: 239
 Invalid: 193
 Minimum: 1
 Maximum: 2

c9c9_a (c9c9_a)

File: QP4G_TIPPS_Midline

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-2

Valid cases: 330
 Invalid: 102
 Minimum: 1
 Maximum: 2

c9c9_b (c9c9_b)

File: QP4G_TIPPS_Midline

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-2

Valid cases: 102
 Invalid: 330
 Minimum: 1
 Maximum: 2

c10c10_a (c10c10_a)

File: QP4G_TIPPS_Midline

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-2

Valid cases: 146
 Invalid: 286
 Minimum: 1
 Maximum: 2

c10c10_b (c10c10_b)

File: QP4G_TIPPS_Midline

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-2

Valid cases: 286
 Invalid: 146
 Minimum: 1
 Maximum: 2

c11c11_a (c11c11_a)

File: QP4G_TIPPS_Midline

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-2

Valid cases: 35
 Invalid: 397
 Minimum: 1
 Maximum: 2

c11c11_b (c11c11_b)

File: QP4G_TIPPS_Midline

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-2

Valid cases: 397
 Invalid: 35
 Minimum: 1
 Maximum: 2

c12c12_a (c12c12_a)

File: QP4G_TIPPS_Midline

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-2

Valid cases: 97
 Invalid: 335
 Minimum: 1
 Maximum: 2

c12c12_b (c12c12_b)

File: QP4G_TIPPS_Midline

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-2

Valid cases: 335
 Invalid: 97
 Minimum: 1
 Maximum: 2

c13c13_a (c13c13_a)

File: QP4G_TIPPS_Midline

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-2

Valid cases: 393
 Invalid: 39
 Minimum: 1
 Maximum: 2

c13c13_b (c13c13_b)

File: QP4G_TIPPS_Midline

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-2

Valid cases: 39
 Invalid: 393
 Minimum: 1
 Maximum: 2

c14c14_a (c14c14_a)

File: QP4G_TIPPS_Midline

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-2

Valid cases: 50
 Invalid: 382
 Minimum: 1
 Maximum: 2

c14c14_b (c14c14_b)

File: QP4G_TIPPS_Midline

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-2

Valid cases: 382
 Invalid: 50
 Minimum: 1
 Maximum: 2

c15c15_a (c15c15_a)

File: QP4G_TIPPS_Midline

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-2

Valid cases: 424
 Invalid: 8
 Minimum: 1
 Maximum: 2

c15c15_b (c15c15_b)

File: QP4G_TIPPS_Midline

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-2

Valid cases: 8
 Invalid: 424
 Minimum: 2
 Maximum: 2

c16c16_a (c16c16_a)

File: QP4G_TIPPS_Midline

Overview

Type: Discrete	Valid cases: 428
Format: numeric	Invalid: 4
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-2	

c16c16_b (c16c16_b)

File: QP4G_TIPPS_Midline

Overview

Type: Discrete	Valid cases: 4
Format: numeric	Invalid: 428
Width: 1	Minimum: 2
Decimals: 0	Maximum: 2
Range: 1-2	

c17c17_a (c17c17_a)

File: QP4G_TIPPS_Midline

Overview

Type: Discrete	Valid cases: 64
Format: numeric	Invalid: 368
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-2	

c17c17_b (c17c17_b)

File: QP4G_TIPPS_Midline

Overview

Type: Discrete	Valid cases: 368
Format: numeric	Invalid: 64
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-2	

c18c18_a (c18c18_a)

File: QP4G_TIPPS_Midline

Overview

Type: Discrete	Valid cases: 63
Format: numeric	Invalid: 369
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-2	

c18c18_b (c18c18_b)

File: QP4G_TIPPS_Midline

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-2

Valid cases: 369
 Invalid: 63
 Minimum: 1
 Maximum: 2

c19c19_a (c19c19_a)

File: QP4G_TIPPS_Midline

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-2

Valid cases: 25
 Invalid: 407
 Minimum: 1
 Maximum: 2

c19c19_b (c19c19_b)

File: QP4G_TIPPS_Midline

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-2

Valid cases: 407
 Invalid: 25
 Minimum: 1
 Maximum: 2

Related Materials

Questionnaires

Kindergarten Teacher School Attendance Record

Title Kindergarten Teacher School Attendance Record
 Author(s) Innovations for Poverty Action
 Country Ghana
 Language English
 Filename QP4G_Attendance Record_Teachers_Midline.pdf

Kindergarten Children School Attendance Record

Title Kindergarten Children School Attendance Record
 Author(s) Innovations for Poverty Action
 Country Ghana
 Language English
 Filename QP4G_Attendance_Record_Children_Midline.pdf

Kindergarten Caregiver Main Questionnaire - Follow-up I Survey

Title Kindergarten Caregiver Main Questionnaire - Follow-up I Survey
 Author(s) Innovations for Poverty Action
 Country Ghana
 Language English
 Filename QP4G_Caregiver_Survey_Midline.pdf

Kindergarten Classroom Observation Form - Follow-up I Survey

Title Kindergarten Classroom Observation Form - Follow-up I Survey
 subtitle Environmental Scan
 Author(s) Innovations for Poverty Action
 Country Ghana
 Language English
 Filename QP4G_Enviromental_Scan_Midline.pdf

Kindergarten Teacher Questionnaire - Follow-up I Survey

Title Kindergarten Teacher Questionnaire - Follow-up I Survey
 Author(s) Innovations for Poverty Action
 Country Ghana
 Language English
 Filename QP4G_Teacher_Survey_Midline.pdf

Technical documents

Midline Caregiver Training

Title Midline Caregiver Training
 Country Ghana
 Language English
 Filename QP4G_Caregiver_Interviewers_Agenda_Midline.pdf

Midline School Survey - Manual for Caregiver Phone Interviewers

Title Midline School Survey - Manual for Caregiver Phone Interviewers
 Country Ghana
 Language English
 Filename QP4G_Caregiver_Interviewers_Manual_Midline.pdf

Midline Survey Training - Child Assessors' Agenda

Title Midline Survey Training - Child Assessors' Agenda
 Country Ghana
 Language English
 Filename QP4G_Child_Assessors_Agenda_Midline.pdf

Midline School Survey - Manual for Child Assessors

Title Midline School Survey - Manual for Child Assessors
 Country Ghana
 Language English
 Filename QP4G_Child_Assessors_Manual_Midline.pdf

Protocols for School Attendance Records

Title Protocols for School Attendance Records
 Country Ghana
 Language English
 Filename QP4G_School_Attendance_Records_Protocol_Midline.pdf

Follow up 1 Training - Teacher Interviewers' Agenda

Title Follow up 1 Training - Teacher Interviewers' Agenda
 Country Ghana
 Language English
 Filename QP4G_Teacher_Interviewers_Agenda_Midline.pdf

Manual for Kindergarten Teacher Interviewers and Videographers

Title Manual for Kindergarten Teacher Interviewers and Videographers
 Country Ghana
 Language English
 Filename QP4G_Teacher_Interviewers_Manual_Midline.pdf
