

STARS
HEAD TEACHER QUESTIONNAIRE - May 2018

[illegible]

INTERVIEWER: ADMINISTER INFORMED CONSENT TO PARTICIPANT BEFORE YOU BEGIN. READ ALOUD
B. CONSENT
<p>Hello, my name is _____. (Enumerator name)</p> <p>I am a researcher with Innovations for Poverty Action, a research and policy non-profit that discovers and promotes effective solutions to global poverty problems. IPA is working with researchers at the University of Delaware and the University of Massachusetts Boston in the United States, Ghana Education Service, and UNICEF to learn about teaching and learning in upper primary school in Ghana. We are inviting you to participate in this study. This study involves research, which is different from routine care or programming, because we are trying to learn about certain things rather than only providing services. We received official permission from the Ghana Education Service to conduct this survey in your school. Our research team wants to learn from you.</p>

1. Purpose:

The purpose of this survey is to better understand teaching and learning in upper primary schools in Ghana. As part of this study, we would like to talk with teachers, head teachers, and students at your school.

Procedures:

If you choose to participate, you will be asked to complete a survey.

The survey will cover...

- Your background characteristics and experience as a head teacher
- Your activities and interactions with school personnel
- Your management practices
- Your perceptions about teaching and learning in schools
- The challenges you face as a head teacher
- Your teacher and student attendance records

The survey will take approximately 45 minutes of your time.

For participating in this survey, you will receive 10 cedis phone credit in appreciation of your time.

I (or a member of the research team) will likely return in the next academic year to ask some more questions, but you can choose not to participate in these follow-up interviews if you wish.

2. Risks and Benefits:

We hope that this research will help us better understand teaching and learning in upper primary grades to inform future interventions directed toward improving student learning.

We do not anticipate any risks to you from study participation. However, you are free to skip any question that makes you feel uncomfortable.

3. Confidentiality:

No names will be stored with survey responses and no names of people or schools will be published from the study. The research staff will not share your individual personal information with anyone outside the study research team, and they will do their best to protect your information. Neither your name, nor any other personal information about you or your school will be used in reports or shared with GES, your supervisors, or your employees.

Participation in this study is voluntary. That means you do not have to participate if you do not want to. You will not be penalized for declining to participate, and declining participation will not affect your chances of receiving any benefits to which you are otherwise entitled, such as those from the government. Ending participation at any time for any reason will not have any negative consequences for you or your school. You may withdraw at any time, which you can do by simply telling me that you no longer want to be part of the study. Refusal to answer any individual questions will not have any negative consequences for you or your school.

If you have questions about the research, please contact Henry Atimone at +233-243888818 If you have any questions about your rights as research participants, please contact IPA IRB at humansubjects@poverty-action.org

C. BACKGROUND CHARACTERISTICS			
No.	Questions	Coding Categories	Skip To
C01.	What is your first name?	[][][][][][][][][][][][][][][][]	
C02.	What is your surname?	[][][][][][][][][][][][][][][][]	
C03.	What is/are your phone number(s)? ENTER NUMBER(S).	[][][][][][][][][][][][][][][][] [][][][][][][][][][][][][][][][]	
C04.	Gender of head teacher FILL OUT WITHOUT ASKING.	1. [] Male 2. [] Female	
C05.	How old are you? IN COMPLETED YEARS.	[][][]	
C06.	What is the highest level of education that you have completed?	1. [] None 2. [] Primary school 3. [] Middle/JSS/JHS 4. [] SSS/SHS 5. [] O/A level 6. [] Vocational/Technical/Commercial 7. [] Post-secondary certificates	

		8. <input type="checkbox"/> Diploma/HND 9. <input type="checkbox"/> Bachelor degree 10. <input type="checkbox"/> Master's 11. <input type="checkbox"/> PhD 12. <input type="checkbox"/> Others _____ -999. <input type="checkbox"/> Refuse to answer	
C07.	How many years have you been a head teacher? IN COMPLETED YEARS. OR Respondent can give the year in which they started as a head teacher.	<input type="text"/> <input type="text"/> <input type="text"/> Years -888 if don't know -999 if refused OR <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> Year	
C08.	How many years have you been a head teacher at <u>this</u> school? OR Respondent can give the year in which they started as a head teacher at this school.	/ <input type="text"/> <input type="text"/> / <input type="text"/> <input type="text"/> / Years Months -888 if don't know -999 if refused. OR <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> Year	
C09.	How many years did you spend as a subject/class teacher before you became a head teacher? [enter 0 if was never a teacher]	/ <input type="text"/> <input type="text"/> / Years -888 if don't know -999 if refused	
C10.	In the last 5 school days, how many days were you absent from work?	<input type="text"/> constrain >=0, <=5	
C11.	How do you assess yourself as a head teacher? (Enumerator: read all of the options out loud)	1. I am much more effective than other head teachers in schools similar to mine. 2. I am more effective than other head teachers in schools similar to mine. 3. I am just as effective as other head teachers in	

		schools similar to mine. 4. I am less effective than other head teachers in schools similar to mine. 5. I am much less effective than other head teachers in schools similar to mine.	
C12.	During terms 1 and 2 how many times were you absent from work due to an officially excused absence (training, in-service, etc.)?	(Number) [][] If not absent, put 0 -888 if Don't know -999 if refused	
C13.	During terms 1 and 2, how many times did you miss work due to personal reasons that may be officially excused such as illness for you or a family member, etc.?	(Number) [][] If not absent, put 0 -888 if Don't know -999 if refused	
C14.	During terms 1 and 2, how many times did you miss work because you did not wish to be at work?	(Number) [][] If not absent, put 0 -888 if Don't know -999 if refused	
D. SCHOOL PROFILE AND ENUMERATOR FILL-IN FROM SCHOOL RECORDS			
I. TEACHER			
I'm now going to ask you some questions about the conditions in your school.			
D01.	What grades are included in your school? <i>Tick all that apply.</i>	1. [] KG1-KG2 2. [] P1-P3 3. [] P4-P6 4. [] JHS1-JHS3 5. [] SHS1-SHS3	
D02.	Does this school keep a record of teacher attendance? IF YES, ASK TO SEE RECORDS.	1. [] Yes, showed records. 2. [] Yes, did not show records. 3. [] No.	

D21.	How many P5 streams does this school have?	[]	If 0 → D01 If 1 → D23 If >1 → D22
D22.	How are pupils allocated to streams?	1. By ability [if HT does not understand: for example, all the top pupils are in Stream A, then next best pupils in Stream B, etc.] 2. By date of registration 3. No set rule, just place them in different streams 4. Other _____	
D23.	How many pupils are currently enrolled in P5?	[][][] girls [][][] boys	
E. SCHOOL ORGANIZATION			
I will now ask you some questions about your school and general practices.			
I. SCHOOL/CLASSES			
E01.	Does the school follow a written curriculum for the P4-P6 classes?	1. [] Yes 2. [] No	1 → E.02 2 → E.03
E02.	Where did the school obtain the curriculum? DO NOT PROMPT.	1. [] GES 2. [] Purchased 3. [] Borrowed from another school 4. [] Gift/donation from a philanthropist 5. [] Other (Specify) _____	
E03.	Overall, how often do P4 to P6 teachers in this school use lesson plans for teaching?	1. Every day and every class 2. Every day but not every class 3. Most days (more than 3 per week) 4. Some days (1-2 days per week) 5. Less than once per week	
E04.	What is the start time of this school?	[][] : [][] HH MM	
E05.	What is the end time of this school?	[][] : [][] HH MM	
E06.	In a normal school day, how many hours do you spend at school?	[][] [Constrain <=24]	

		-888 Don't know -999 Refused	
E07.	In a normal school day, how many hours do you spend in your office?	[][] [Constrain <= E06] -888 Don't know -999 Refused	
II. TEACHERS/STAFF			
E08.	During Terms 1 and 2, how many times did teachers in your school attend in-service trainings? Please include all trainings conducted by the government, NGOs, by you or another one of your staff.	(Number) [][][] -888 if Don't know -999 if refused.	
E09.	Do teachers receive any rewards for good performance? For example, financial rewards, public acknowledgement, private acknowledgement, etc?	1. [] Yes 2. [] No	
E10.	What kind of rewards are given for good performance? DO NOT PROMPT. CHECK ALL THAT APPLY	1. [] Transfer 2. [] Promotion 3. [] Additional Payment (cash or in-kind) 4. [] Social recognition/Public announcement 5. [] Private announcement 6. [] Other (specify) _____	
E11.	During terms 1 and 2, how many times did you have a staff meeting (with all teachers in the school)?	(Number) [][][] -888 if Don't know -999 if refused.	
E12.	What are the two most significant problems P4-P6 teachers face in teaching? DO NOT PROMPT. E18A: most significant E18B: second most significant	1. [] They are not qualified/properly trained 2. [] Confusion over how to teach 3. [] Following new instructions from GES 4. [] They have too many other responsibilities at school. 5. [] They have too many other responsibilities outside of school. 6. [] Disciplining students/Lack of student discipline or	

		<p>interest</p> <p>7. <input type="checkbox"/> Student absenteeism</p> <p>8. <input type="checkbox"/> Lack of student ability</p> <p>9. <input type="checkbox"/> Class size too big</p> <p>10. <input type="checkbox"/> Inadequate facilities/furniture/books/materials</p> <p>11. <input type="checkbox"/> Inadequate pay</p> <p>12. <input type="checkbox"/> Pay is delayed/unreliable</p> <p>13. <input type="checkbox"/> Other1 (specify) _____</p> <p>14. <input type="checkbox"/> Other2 (specify) _____</p>	
E13.	<p>Who do P4-P6 teachers approach for these problems?</p> <p>DO NOT PROMPT. CHECK ALL THAT APPLY</p>	<p>1. <input type="checkbox"/> Head teacher</p> <p>2. <input type="checkbox"/> Assistant head teacher</p> <p>3. <input type="checkbox"/> Circuit Supervisor</p> <p>4. <input type="checkbox"/> Other teachers</p> <p>5. <input type="checkbox"/> Parents of students</p> <p>6. Other (specify): _____</p>	
E14.	<p>What percentage of teachers at this school arrive after the official start of school on a normal school day?</p>	<p>[_] [.] [.] [constraint >=0, <=100]</p>	
E15.	<p>If teachers are absent, do teachers typically provide you a reason for their absence?</p>	<p>1. <input type="checkbox"/> Yes</p> <p>2. <input type="checkbox"/> No</p>	
E16.	<p>How much advance notice do teachers typically provide you when they are absent?</p>	<p>1. <input type="checkbox"/> No notice (just don't show up)</p> <p>2. <input type="checkbox"/> Same day</p> <p>3. <input type="checkbox"/> Day before</p> <p>4. <input type="checkbox"/> A few days before</p> <p>5. <input type="checkbox"/> A week before or more</p>	
E17.	<p>When a teacher is absent or on leave, what are the two most common strategies the school adopts?</p> <p>A: most common</p> <p>B second most common</p> <p>[do not prompt]</p>	<p>1. <input type="checkbox"/> A substitute teacher teaches the lesson;</p> <p>2. <input type="checkbox"/> Headmaster teaches the lesson</p> <p>3. <input type="checkbox"/> The class is combined with another section of the same grade;</p> <p>4. <input type="checkbox"/> The class is combined with another class of a different grade;</p> <p>5. <input type="checkbox"/> Some community members are invited to take the class</p> <p>6. <input type="checkbox"/> Students complete work under supervision;</p>	

		7. <input type="checkbox"/> Students complete work without supervision 8. <input type="checkbox"/> Class leader or student of higher class is asked to handle the class 9. <input type="checkbox"/> Students are assigned some non-academic work e.g. gardening, cleaning 10. <input type="checkbox"/> Students of the class spend their time playing in classroom or school compound 11. <input type="checkbox"/> Students of the class are allowed to go home; 12. <input type="checkbox"/> Nothing; 13. <input type="checkbox"/> Other (specify)	
E18.	What are the two main ways in which you monitor teachers' performance? A: First way B: Second way [do not prompt]	1. <input type="checkbox"/> Having an individual meeting with the teacher to discuss their teaching (informal) 2. <input type="checkbox"/> GES performance appraisal form 3. <input type="checkbox"/> School-specific formal performance review/form filled 4. <input type="checkbox"/> Unannounced inspection of teaching 5. <input type="checkbox"/> Scheduled observation of teaching 6. <input type="checkbox"/> Hearing from a circuit supervisor, assistant head teacher, or other staff member about a teacher's teaching 7. <input type="checkbox"/> Students' performance appraisal 8. <input type="checkbox"/> Checking staff attendance and punctuality 9. <input type="checkbox"/> Examining teachers' lesson plans 10. <input type="checkbox"/> Interaction with students or parents 11. <input type="checkbox"/> Interaction with other teachers and other staff 12. <input type="checkbox"/> Other (specify)	
E19.	How would you assess the effectiveness of [D05] {if more than one answer in D05, go through each teacher here as E19A, E19B, etc.}	1. Much more effective than other teachers in schools similar to mine. 2. More effective than other teachers in schools similar to mine. 3. Just as effective as other teachers in schools similar to mine. 4. Less effective than other teachers in schools similar to mine. 5. Much less effective than other teachers in schools	

		similar to mine.	
E20.	How would you assess the effectiveness of [D09] ? {if more than one answer in D09, go through each teacher here as E20A, E20B, etc.}	1. Much more effective than other teachers in schools similar to mine. 2. More effective than other teachers in schools similar to mine. 3. Just as effective as other teachers in schools similar to mine. 4. Less effective than other teachers in schools similar to mine. 5. Much less effective than other teachers in schools similar to mine.	
E21.	How would you assess the effectiveness of [D13] ? {if more than one answer in D13, go through each teacher here as E21A, E21B, etc.}	1. Much more effective than other teachers in schools similar to mine. 2. More effective than other teachers in schools similar to mine. 3. Just as effective as other teachers in schools similar to mine. 4. Less effective than other teachers in schools similar to mine. 5. Much less effective than other teachers in schools similar to mine.	
I. CIRCUIT SUPERVISOR			
Now I'm going to ask you some questions about your circuit supervisor.			
E22.	What is the first name of your circuit supervisor?	[] [] [] [] [] [] [] [] [] [] [] [] [] [] If don't know, put 99	
E23.	What is the surname of your circuit supervisor	[] [] [] [] [] [] [] [] [] [] [] [] [] [] If don't know, put 99	
E24.	Does the circuit supervisor use your school as an office?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No	
E25.	How many times did the circuit supervisor visit the school during the 2017/2018 academic year, i.e. between September 2017 and May 2018? [if the CS has an office at the school, this would be actual school visits, not just being present in his/her office]	(Number) [] [] [] If zero, put 0	

E26.	What was the date of the last time the CS visited your school? <i>Enumerator: Respondent can estimate if they do not know precise date.</i>	/ ____ / ____ / ____ / Day/Month/Year -111 Not applicable.	
E27.	At the most recent visit, how long did the circuit supervisor stay at the school?	/ ____ / ____ / Hours Minutes -888 if don't know -111 Not applicable.	
E28.	During how many visits did your CS do a classroom observation in the 2017/2018 current academic year, i.e., between September 2017 and May 2018?	(Number) [____] [constraint: <=E25]	
E29.	Aside from school visits, how many times did you meet with your circuit supervisor during terms 1 and 2 of this year?	(Number) [____]	
Now I'm going to ask you some questions about your relationship with your teachers and circuit supervisor. For the next set of questions please rate your agreement with the statement on a scale of 1-5, 5 being "strongly agree", and 1 being "strongly disagree."			
E30.	The pupils would learn more if the teachers were not absent as often.	1. <input type="checkbox"/> Strongly disagree 2. <input type="checkbox"/> Disagree 3. <input type="checkbox"/> Neutral 4. <input type="checkbox"/> Agree 5. <input type="checkbox"/> Strongly agree	
E31.	The pupils would learn more if they were not absent as often.	1. <input type="checkbox"/> Strongly disagree 2. <input type="checkbox"/> Disagree 3. <input type="checkbox"/> Neutral 4. <input type="checkbox"/> Agree 5. <input type="checkbox"/> Strongly agree	
E32.	I am a valuable mentor for teachers in my school.	1. <input type="checkbox"/> Strongly disagree 2. <input type="checkbox"/> Disagree 3. <input type="checkbox"/> Neutral 4. <input type="checkbox"/> Agree 5. <input type="checkbox"/> Strongly agree	
E33.	I provide constructive feedback to teachers in my school.	1. <input type="checkbox"/> Strongly disagree 2. <input type="checkbox"/> Disagree 3. <input type="checkbox"/> Neutral	

		4. <input type="checkbox"/> Agree 5. <input type="checkbox"/> Strongly agree				
E34.	My CS is a valuable mentor.	1. <input type="checkbox"/> Strongly disagree 2. <input type="checkbox"/> Disagree 3. <input type="checkbox"/> Neutral 4. <input type="checkbox"/> Agree 5. <input type="checkbox"/> Strongly agree				
E35.	My CS works with me to solve the problems I face at this school.	1. <input type="checkbox"/> Strongly disagree 2. <input type="checkbox"/> Disagree 3. <input type="checkbox"/> Neutral 4. <input type="checkbox"/> Agree 5. <input type="checkbox"/> Strongly agree				
E36.	My CS performs valuable work that is essential for keeping the school functioning well.	1. <input type="checkbox"/> Strongly disagree 2. <input type="checkbox"/> Disagree 3. <input type="checkbox"/> Neutral 4. <input type="checkbox"/> Agree 5. <input type="checkbox"/> Strongly agree				
F. SCHOOL MANAGEMENT PRACTICES						
I am now going to ask you some questions about how often you perform different activities. Please indicate the frequency during the current school year. [1] Never [2] (1-2 times per term) [3] (1-2 times per month) [4] Weekly or more often						
	Question	Scale: [1] Never [2] (1-2 times per term) [3] (1-2 times per month) [4] Weekly or more often				
		1	2	3	4	5 (Other, specify)
F01.	How often do you observe teaching? (By observe we mean sitting in a class for at least 5 minutes.)					
F02.	How often do you give teachers suggestions about how they can improve their teaching?					
F03.	How often do you take the initiative to discuss matters when a teacher has problems in the classroom?					
How strongly do you agree or disagree with these statements as applied to this school, your job, and the teachers at this school?						
For each of the following statements, please indicate the extent to which you strongly disagree, disagree, neither agree nor disagree, agree, strongly agree.						
No.	Question	Scale: [1] Strongly Disagree [2] Disagree [3] Neutral [4] Agree [5] Strongly Agree				Skip

		1	2	3	4	5	
F04.	Pupils' scores on tests and/or assessments are used to inform pupils' promotion and to improve teaching practices						
F05.	An important part of my job is to ensure that the teaching skills of the staff are always improving.						
F06.	An important part of my job is to ensure that teachers are held accountable for the attainment of the school's goals.						
F07.	Teachers in my school spend an adequate amount of time on classroom instruction.						
F08.	Teachers in my school and my circuit supervisor respect me.						
G. List Randomization and Teacher Absenteeism							
Now I'm going to read you a list of statements. Please tell me in total how many, if any, are true for you for <u>this term</u> . Please do not tell me which ones are true, or which ones are not true. Do you have any questions? [Enumerator answers any questions.]							
[respondent will be asked EITHER G01 or G02, not both. Will be based on pre-determined basis from respondent ID]							
G01.	<p>A. I have been absent this term due to illness</p> <p>B. I have been absent this term due to a teacher training</p> <p>C. I have been absent this term because of bad weather</p> <p>D. I have been absent this term because of a religious holiday</p> <p>How many are true for you this term?</p>	<input type="text"/> [constrain >=0, <=4]					
G02.	<p>A. I have been absent this term due to illness.</p> <p>B. I have been absent this term due to a teacher training.</p> <p>C. I have been absent this term because of bad weather</p> <p>D. I have been absent this term because of a religious holiday</p> <p>E. I have been absent this term because I did not feel like coming to work</p>	<input type="text"/> [constrain >=0, <=5]					

	How many are true for you for this term?						
<p>We want to learn about your opinion on school and teaching practices. I will present situations about school personnel from a different district that yours. These are people you do not know. Please indicate the extent to which these people are effective at their jobs relative to others in similar positions—much more effective [1], more effective [2], as effective [3], less effective [4], much less effective [5]</p> <p><i>Enumerator: After every question prompt respondent with: Is [name] much more effective, more effective, as effective, less effective, or as less effective than other teachers/head teachers/circuit supervisors in schools similar to mine?</i></p> <p><i>Gender of teacher and/or student in questions below will be randomly assigned.</i></p>							
	Question	much more effective than most other T/HT/CS 1	more effective than most other T/HT/CS 2	As effective as most other T/HT/CS 3	Less effective than most other T/HT/CS 4	much less effective than most other T/HT/CS 5	Refused 99
G03.	[Mary/Peter] is a teacher who has been absent at least once a week from school. All of her/his pupils like her/him a lot. Is [name] much more effective, more effective, as effective, less effective, or as less effective than other teachers in schools in this circuit?						
G04.	[Bridget/Jonathan] is a HT who observes teachers teaching in their classrooms once per term. S/he follows up with teachers directly only if they do something wrong. Is [name] much more effective, more effective, as effective, less effective, or as less effective than other head teachers in schools in this circuit?						
G05.	[Henry/Becky] is a HT who is absent once per week from school. All of the teachers in the school like the HT. Is [name] much more effective, more effective, as effective, less effective, or as less effective than						

	other head teachers in schools in this circuit?						
G06.	[Joyce/Joseph] is a CS that mostly keeps to him/herself during school visits. S/he does not observe lessons or meet with head teachers. Is [name] much more effective, more effective, as effective, less effective, or as less effective than other circuit supervisors in schools in this district?						
G07.	[Cynthia/Cornelius] is a CS that visits a school three times per term, completes relevant forms, but rarely provides feedback to the school. Is [name] much more effective, more effective, as effective, less effective, or as less effective than other circuit supervisors in schools in this district?						
<p>Now I'm going to present to you some situations about individuals that you do not know. Please tell me in whether you think the situation is very acceptable, acceptable, unacceptable, or very unacceptable. You can also say that you are neutral.</p> <p><i>For all of the below, P[X] will correspond to the class of the teacher. Gender of teacher and/or student will be randomly assigned.</i></p>							
	Question	Scale: [1] Very Acceptable [2] Acceptable [3] Neutral [4] Unacceptable [5] Very Unacceptable					
		1	2	3	4	5	Refusal 99
G08.	[Samuel/Sarah] is an upper primary pupil. S/he attends school every day, but does not always follow the classroom rules. How acceptable is [name's] behavior?						
G09.	[John/Jessica] is an upper primary pupil. S/he misses school one day per week but always follows the classroom rules when s/he attends. How acceptable is [name's] behavior?						
G10.	[David/Deborah] is an upper primary teacher. S/he is paid less than his/her brother who works in the factory. S/he is at school every day and spends half of the class time teaching and the other half doing personal activities. How acceptable is [name's] behavior?						
G11.	[Frank/Felicia] is an upper primary teacher. S/he has been a teacher for 20 years. S/he goes to school when						

	s/he feels like it and stays home when s/he doesn't feel like teaching. How acceptable is [name's] behavior?						
G12.	[Harry/Harriet] is an upper primary teacher. Students in his/her class have little interest in learning. S/he is absent frequently because s/he doesn't think students will learn anyway. How acceptable is [name's] behavior?						
G13.	[Michael/Mary] is an upper primary teacher. S/he comes to school 2 or 3 out of 5 days per week. s/he can explain concepts to most of the students in his/her class. How acceptable is [name's] behavior?						

H. HEAD TEACHER WORK STRESS / BURNOUT

Finally, we would like to ask you some questions about your attitude towards work. For these questions, please indicate how frequently you experience the following in your work using the scales: **1** = Never; **2** = A few times per year; **3** = A few times per month; **4** = A few times per week; and **5** = Every day. I want to remind you that we will not share your individual answers with those outside the research team, and that you do not have to answer if you do not want to.

. Enumerator, tick 99 if refused.

No	Question	Scale: 1 = Never; 2 = A few times per year; 3 = A few times per month; 4 = A few times per week; and 5 = Every day					Refused
		1	2	3	4	5	99
H01.	I feel mentally exhausted from my work.						
H02.	I feel fatigued when I get up in the morning.						
H03.	I feel I am positively influencing other people's lives.						
H04.	I feel very energetic about my job.						
H05.	I am satisfied with my job at this school.						

SURVEY OUTCOME

M01. Outcome of this questionnaire (tick one)

1. ☐ Refused
2. ☐ Completed >thank and end survey Thank you for your assistance in completion this questionnaire.
3. ☐ Partially completed
4. ☐ Not at school/ not available
5. ☐ Incapacitated
6. ☐ Other (specify)_____

M02. *Do not ask respondent* Include any other relevant information here regarding the survey completion.
