



LEADERSHIP FOR LITERACY

Codebook for dataset:

gr3_interview_feb_clean.dta

The related instrument is

gr3teacher_feb_instrument.pdf

Name of study:

Leadership for literacy or officially “Succeeding Against the Odds: Understanding resilience and exceptionalism in high-functioning township and rural primary schools in South Africa”.

Funder:

Economic and Social Research Council [grant ES/N01023X/1]

Principal Investigator:

Servaas van der Berg

Study period:

May 2016 - November 2018

Data submission:

February 2019



schoolid UNIQUE school identifier

```

type: numeric (long)
label: schoolid, but label does not exist

range: [100,6100]           units: 100
unique values: 61           missing .: 0/61

mean: 3100
std. dev: 1775.29

percentiles:      10%      25%      50%      75%      90%
                  700      1600     3100     4600     5500
    
```

barcode (unlabeled)

```

type: numeric (long)

range: [16182,415042]       units: 1
unique values: 59           missing .: 2/61

mean: 54549.8
std. dev: 62242.4

percentiles:      10%      25%      50%      75%      90%
                  23800    33857    47152    56512    60657
    
```

province (unlabeled)

```

type: string (str3)

unique values: 3           missing "": 2/61

tabulation:  Freq.  Value
              2     ""
              20    "GP"
              21    "KZN"
              18    "LP"
    
```

GR3_BACKGROUND_selfadminstered (unlabeled)

```

type: numeric (float)

range: [.,.]               units: .
unique values: 0           missing .: 61/61

tabulation:  Freq.  Value
              61     .
    
```

t3_smt 1_1 Are you a SMT (School Management Team member in this school?)

```

type: numeric (byte)
label: t3_smt1

range: [0,2]              units: 1
unique values: 3           missing .: 2/61
    
```

```

tabulation:  Freq.  Numeric  Label
              18      0      Yes
              40      1      No
              1       2      No Response
              2       .
    
```

t3_teacher **1_2 Are you a teacher in this school?**

```

type: numeric (byte)
label: t3_teacher1

range: [0,0]
unique values: 1

units: 1
missing .. 4/61
    
```

```

tabulation:  Freq.  Numeric  Label
              57      0      Yes
              4       .
    
```

t3_subjects_0 **1_3_0 Subjects taught: Home language**

```

type: numeric (byte)
label: YesNo

range: [0,1]
unique values: 2

units: 1
missing .. 2/61
    
```

```

tabulation:  Freq.  Numeric  Label
              2      0      Yes
              57     1      No
              2       .
    
```

t3_subjects_1 **1_3_1 Subjects taught: English**

```

type: numeric (byte)
label: YesNo

range: [0,1]
unique values: 2

units: 1
missing .. 2/61
    
```

```

tabulation:  Freq.  Numeric  Label
              8      0      Yes
              51     1      No
              2       .
    
```

t3_subjects_2 **1_3_2 Subjects taught: Mathematics**

```

type: numeric (byte)
label: YesNo

range: [0,1]
unique values: 2

units: 1
missing .. 2/61
    
```

```

tabulation:  Freq.  Numeric  Label
              6      0      Yes
              53     1      No
              2       .
    
```

t3_subjects_3 **1_3_3 Subjects taught: Natural Science**

```

type: numeric (byte)
label: YesNo
    
```

range: [0,1] units: 1
 unique values: 2 missing .: 2/61

tabulation:	Freq.	Numeric	Label
	57	0	Yes
	2	1	No
	2	.	.

t3_subjects_4 **1_3_4 Subjects taught: Life Science**

type: numeric (byte)
 label: **YesNo**

range: [0,1] units: 1
 unique values: 2 missing .: 2/61

tabulation:	Freq.	Numeric	Label
	56	0	Yes
	3	1	No
	2	.	.

t3_subjects_5 **1_3_5 Subjects taught: EMS**

type: numeric (byte)
 label: **YesNo**

range: [0,0] units: 1
 unique values: 1 missing .: 2/61

tabulation:	Freq.	Numeric	Label
	59	0	Yes
	2	.	.

t3_subjects_6 **1_3_6 Subjects taught: Life orientation/skills**

type: numeric (byte)
 label: **YesNo**

range: [0,1] units: 1
 unique values: 2 missing .: 2/61

tabulation:	Freq.	Numeric	Label
	10	0	Yes
	49	1	No
	2	.	.

t3_subjects_7 **1_3_7: Subjects taught: Other,specify**

type: numeric (byte)
 label: **YesNo**

range: [0,1] units: 1
 unique values: 2 missing .: 2/61

tabulation:	Freq.	Numeric	Label
	57	0	Yes
	2	1	No
	2	.	.

t3_currentpos **1_4 How long have you been teaching grade 3 in total?**

```

type: string (str23)
unique values: 50 missing "": 4/61
examples: "10"
           "18 Years"
           "21 years"
           "9 months"
warning: variable has embedded blanks

```

t3_howlong **1_5 How long worked in this school in total?**

```

type: string (str19)
unique values: 52 missing "": 4/61
examples: "11 YRS"
           "21 years"
           "3.5"
           "6 Yeas"
warning: variable has embedded blanks

```

t3_otherpost **1_6 Ever had teaching/ managerial post in another school?**

```

type: numeric (byte)
label: YesNo
range: [0,1] units: 1
unique values: 2 missing .: 2/61
tabulation: Freq. Numeric Label
             24 0 Yes
             35 1 No
             2 .

```

t3_qualification **1_7 Teacher's HIGHEST qualification?**

```

type: numeric (byte)
label: t3_qualification1
range: [0,5] units: 1
unique values: 6 missing .: 3/61
tabulation: Freq. Numeric Label
             2 0 National senior certificate
             22 1 Diploma
             19 2 Bachelor degree (e.g. B.ED)
             4 3 Postgraduate certificate
             6 4 Honours degree
             5 5 Other, specify:
             3 .

```

t3_lang_0 **1_9_0 Teacher's home language: isiZulu**

```

type: numeric (byte)
label: YesNo
range: [0,1] units: 1
unique values: 2 missing .: 2/61

```

```

tabulation:  Freq.  Numeric  Label
              18      0      Yes
              41      1      No
              2       .
    
```

t3_lang_1 **1_9_1 Teacher's home language: Sepedi**

```

type: numeric (byte)
label: YesNo

range: [0,1]          units: 1
unique values: 2      missing .: 2/61

tabulation:  Freq.  Numeric  Label
              51      0      Yes
              8       1      No
              2       .
    
```

t3_lang_2 **1_9_2 Teacher's home language: Xitsonga**

```

type: numeric (byte)
label: YesNo

range: [0,1]          units: 1
unique values: 2      missing .: 2/61

tabulation:  Freq.  Numeric  Label
              49      0      Yes
              10      1      No
              2       .
    
```

t3_lang_3 **1_9_3 Teacher's home language: TshiVenda**

```

type: numeric (byte)
label: YesNo

range: [0,0]          units: 1
unique values: 1      missing .: 2/61

tabulation:  Freq.  Numeric  Label
              59      0      Yes
              2       .
    
```

t3_lang_4 **1_9_4 Teacher's home language: SeSotho**

```

type: numeric (byte)
label: YesNo

range: [0,1]          units: 1
unique values: 2      missing .: 2/61

tabulation:  Freq.  Numeric  Label
              56      0      Yes
              3       1      No
              2       .
    
```

t3_lang_5 **1_9_5 Teacher's home language: English**

```

type: numeric (byte)
label: YesNo
    
```

range: [0,1] units: 1
 unique values: 2 missing .: 2/61

tabulation:	Freq.	Numeric	Label
	56	0	Yes
	3	1	No
	2	.	.

t3_lang_6 1_9_6 Teacher's home language: Other, specify

type: numeric (byte)
 label: **YesNo**

range: [0,0] units: 1
 unique values: 1 missing .: 2/61

tabulation:	Freq.	Numeric	Label
	59	0	Yes
	2	.	.

t3_langsame 1_10 Is teacher's home language same as most learners?

type: numeric (byte)
 label: **YesNo**

range: [0,1] units: 1
 unique values: 2 missing .: 2/61

tabulation:	Freq.	Numeric	Label
	56	0	Yes
	3	1	No
	2	.	.

t3_langspeak 1_11_1 a. Proficiency in SPEAKING language spoken by most learners

type: numeric (byte)
 label: **speak**

range: [0,3] units: 1
 unique values: 4 missing .: 37/61

tabulation:	Freq.	Numeric	Label
	1	0	I am still learning
	3	1	Ok
	4	2	Good
	16	3	Very good
	37	.	.

t3_langread 1_11_2 b. Proficiency in READING language spoken by most learners

type: numeric (byte)
 label: **speak**

range: [0,3] units: 1
 unique values: 4 missing .: 37/61

tabulation:	Freq.	Numeric	Label
	1	0	I am still learning
	3	1	Ok
	8	2	Good
	12	3	Very good
	37	.	.


```

tabulation:  Freq.  Numeric  Label
              14      0  Never
              7       1  At least once a term
              19      2  Once a week
              6       3  2-3 times a week
              1       4  4 times a week
              6       5  Every day
              6       6  N.A. We don't have any library
                   in this school or one near by.
              2       .
    
```

t3_booksa 2_3_1 a. How many Gr3 learners have access to sets of graded readers

```

type: numeric (byte)
label: books

range: [0,4]          units: 1
unique values: 5      missing .: 5/61
    
```

```

tabulation:  Freq.  Numeric  Label
              10      0  None/very few
              4       1  Less than half
              6       2  More than half but not all
              35      3  All Gr.3's
              1       4  Don't know
              5       .
    
```

t3_booksb 2_3_2 b. How many Gr3 learners have access to DBE workbooks in home language

```

type: numeric (byte)
label: books

range: [0,4]          units: 1
unique values: 4      missing .: 3/61
    
```

```

tabulation:  Freq.  Numeric  Label
              2       0  None/very few
              2       2  More than half but not all
              53      3  All Gr.3's
              1       4  Don't know
              3       .
    
```

t3_booksc 2_3_3 c. How many Gr3 learners have access to DBE workbooks in English

```

type: numeric (byte)
label: books

range: [0,4]          units: 1
unique values: 4      missing .: 3/61
    
```

```

tabulation:  Freq.  Numeric  Label
              2       0  None/very few
              4       2  More than half but not all
              51      3  All Gr.3's
              1       4  Don't know
              3       .
    
```

t3_booksd 2_3_4 d. How many Gr3 learners have access to Home language textbooks

```

type: numeric (byte)
label: books
    
```

range: [0,4] units: 1
 unique values: 5 missing .: 4/61

tabulation:	Freq.	Numeric	Label
	11	0	None/very few
	2	1	Less than half
	7	2	More than half but not all
	35	3	All Gr.3's
	2	4	Don't know
	4	.	

t3_bookse 2_3_5 e. How many Gr3 learners have access to English textbooks

type: numeric (byte)
 label: books

range: [0,4] units: 1
 unique values: 5 missing .: 5/61

tabulation:	Freq.	Numeric	Label
	14	0	None/very few
	3	1	Less than half
	8	2	More than half but not all
	28	3	All Gr.3's
	3	4	Don't know
	5	.	

t3_booksusea 2_4_1 a. How often use: Sets of graded readers

type: numeric (byte)
 label: booksuse

range: [0,4] units: 1
 unique values: 5 missing .: 4/61

tabulation:	Freq.	Numeric	Label
	2	0	Once a term
	3	1	Once a week
	23	2	2-3 times per week
	25	3	Everyday
	4	4	Don't know
	4	.	

t3_booksuseb 2_4_2 b. How often use: DBE workbooks in home language

type: numeric (byte)
 label: booksuse

range: [0,3] units: 1
 unique values: 3 missing .: 6/61

tabulation:	Freq.	Numeric	Label
	1	0	Once a term
	13	2	2-3 times per week
	41	3	Everyday
	6	.	

t3_booksusec 2_4_3 c. How often use: DBE workbooks in English

type: numeric (byte)
 label: booksuse

range: [1,3] units: 1
 unique values: 3 missing .: 8/61

tabulation:	Freq.	Numeric	Label
	2	1	Once a week
	20	2	2-3 times per week
	31	3	Everyday
	8	.	

t3_booksused 2_4_4 d. How often use: Home language textbooks

type: numeric (byte)
 label: **booksuse**

range: [0,4] units: 1
 unique values: 5 missing .: 11/61

tabulation:	Freq.	Numeric	Label
	4	0	Once a term
	4	1	Once a week
	7	2	2-3 times per week
	29	3	Everyday
	6	4	Don't know
	11	.	

t3_booksusee 2_4_5 e. How often use: English textbooks

type: numeric (byte)
 label: **booksuse**

range: [0,4] units: 1
 unique values: 5 missing .: 14/61

tabulation:	Freq.	Numeric	Label
	4	0	Once a term
	5	1	Once a week
	16	2	2-3 times per week
	15	3	Everyday
	7	4	Don't know
	14	.	

t3_gradedreader 2_5 No. graded readers in classroom in total?

type: numeric (byte)
 label: **t3_gradedreader1**

range: [0,6] units: 1
 unique values: 7 missing .: 3/61

tabulation:	Freq.	Numeric	Label
	5	0	None
	7	1	1 to 10
	6	2	11 to 20
	10	3	21 to 30
	16	4	31 to 50
	11	5	51 to 100
	3	6	More than 100
	3	.	

t3_readtimea 2_6 Last week, any time set aside for all learners in school to read?

type: numeric (byte)
 label: **YesNo**

range: [0,1] units: 1
 unique values: 2 missing .: 2/61

tabulation: Freq. Numeric Label
 36 0 Yes
 23 1 No
 2 .

t3_readtimeb 2_7 No. of MINUTES per week set aside for whole-school reading

type: numeric (byte)
 label: **t3_readtimeb1**

range: [0,5] units: 1
 unique values: 6 missing .: 21/61

tabulation: Freq. Numeric Label
 8 0 0-10 mins
 7 1 11-20 mins
 9 2 21-30 mins
 4 3 31-60 mins
 10 4 More than 60 mins or 1 hour
 2 5 Don't know
 21 .

t3_readwellgr3mt 2_8 % of Gr. 3s that read well in MOTHER TONGUE?

type: numeric (byte)
 label: **percent**

range: [0,7] units: 1
 unique values: 8 missing .: 2/61

tabulation: Freq. Numeric Label
 3 0 0-20%
 6 1 21-40%
 9 2 41-50%
 10 3 51-60%
 9 4 61-70%
 12 5 71-80%
 8 6 81-90%
 2 7 91-100%
 2 .

t3_readwellgr3eng 2_9 % of Gr. 3s that read well in ENGLISH?

type: numeric (byte)
 label: **percent**

range: [0,8] units: 1
 unique values: 8 missing .: 2/61

tabulation: Freq. Numeric Label
 11 0 0-20%
 8 1 21-40%
 19 2 41-50%
 10 3 51-60%
 3 4 61-70%
 3 5 71-80%
 4 6 81-90%
 1 8 Don't know
 2 .

t3_teachtoreada 2_10 % of Gr. 3s that can be taught to read well in ENGLISH by Gr.6?

type: numeric (byte)
 label: percent
 range: [0,8] units: 1
 unique values: 9 missing .. 2/61

tabulation:	Freq.	Numeric	Label
	3	0	0-20%
	4	1	21-40%
	10	2	41-50%
	9	3	51-60%
	9	4	61-70%
	14	5	71-80%
	5	6	81-90%
	1	7	91-100%
	4	8	Don't know
	2	.	.

t3_districta 2_11_1 a. How often subject advisor came to classroom in last 12 months?

type: numeric (byte)
 label: district
 range: [0,4] units: 1
 unique values: 5 missing .. 2/61

tabulation:	Freq.	Numeric	Label
	37	0	Never
	7	1	Once
	3	2	2 times
	3	3	3 times
	9	4	More than 3 times
	2	.	.

t3_districtb 2_11_2 b. How often subject advisor observed you teaching in the last 12 months?

type: numeric (byte)
 label: district
 range: [0,4] units: 1
 unique values: 4 missing .. 4/61

tabulation:	Freq.	Numeric	Label
	42	0	Never
	6	1	Once
	3	2	2 times
	6	4	More than 3 times
	4	.	.

t3_parentmeet 2_12 Last meeting w. parent to discuss child's progress in reading?

type: numeric (byte)
 label: t3_parentmeet1
 range: [1,6] units: 1
 unique values: 6 missing .. 2/61

```

tabulation:  Freq.  Numeric  Label
              5         1  Terms 1-3, 2016
              18        2  Last term, Q4 2016
              15        3  This term
              15        4  Last week
              5         5  This week
              1         6  I don't know
              2         .
    
```

GR3_YOUR_OWN_READING_FOR_ENJOY (unlabeled)

```

type:  numeric (float)
range:  [.,.]
unique values:  0
units:  .
missing ..:  61/61

tabulation:  Freq.  Value
              61  .
    
```

t3_oftenread 3_1 How often do you read for enjoyment outside of work requirements?

```

type:  numeric (byte)
label:  t3_oftenread1
range:  [0,4]
unique values:  5
units:  1
missing ..:  2/61

tabulation:  Freq.  Numeric  Label
              2         0  Hardly ever, I am too busy
              1         1  Hardly ever, I don't like
                   reading
              24        2  Some days
              11        3  Most days
              21        4  Everyday
              2         .
    
```

t3_whatyoread_0 3_2_0 Teacher mostly reads: Novel/fiction

```

type:  numeric (byte)
label:  YesNo
range:  [0,1]
unique values:  2
units:  1
missing ..:  2/61

tabulation:  Freq.  Numeric  Label
              39        0  Yes
              20        1  No
              2         .
    
```

t3_whatyoread_1 3_2_1 Teacher mostly reads:Non-fiction books

```

type:  numeric (byte)
label:  YesNo
range:  [0,1]
unique values:  2
units:  1
missing ..:  2/61

tabulation:  Freq.  Numeric  Label
              55        0  Yes
              4         1  No
              2         .
    
```

t3_whatyouread_2 **3_2_2 Teacher mostly reads:Magazines**

```

type: numeric (byte)
label: YesNo

range: [0,1]
unique values: 2

units: 1
missing .. 2/61

tabulation: Freq.  Numeric  Label
              30      0      Yes
              29      1      No
              2          .
    
```

t3_whatyouread_3 **3_2_3 Teacher mostly reads:children's books**

```

type: numeric (byte)
label: YesNo

range: [0,1]
unique values: 2

units: 1
missing .. 2/61

tabulation: Freq.  Numeric  Label
              38      0      Yes
              21      1      No
              2          .
    
```

t3_whatyouread_4 **3_2_4 Teacher mostly reads:Newspapers**

```

type: numeric (byte)
label: YesNo

range: [0,1]
unique values: 2

units: 1
missing .. 2/61

tabulation: Freq.  Numeric  Label
              27      0      Yes
              32      1      No
              2          .
    
```

t3_whatyouread_5 **3_2_5 Teacher mostly reads:Bible or religious text**

```

type: numeric (byte)
label: YesNo

range: [0,1]
unique values: 2

units: 1
missing .. 2/61

tabulation: Freq.  Numeric  Label
              10      0      Yes
              49      1      No
              2          .
    
```

t3_whatyouread_6 **3_2_6 Teacher mostly reads:Online news and information**

```

type: numeric (byte)
label: YesNo

range: [0,1]
unique values: 2

units: 1
missing .. 2/61
    
```

```

tabulation:  Freq.  Numeric  Label
              44      0      Yes
              15      1      No
              2       .
    
```

t3_whatyouread_7 **3_2_7 Teacher mostly reads:no response**

```

type:  numeric (byte)
label:  YesNo

range:  [0,0]
unique values:  1

units:  1
missing .:  2/61

tabulation:  Freq.  Numeric  Label
              59      0      Yes
              2       .
    
```

t3_whatyouread_8 **3_2_8 Teacher mostly reads:Other, specify**

```

type:  numeric (byte)
label:  YesNo

range:  [0,1]
unique values:  2

units:  1
missing .:  2/61

tabulation:  Freq.  Numeric  Label
              58      0      Yes
              1      1      No
              2       .
    
```

t3_booksathome **3_3 How many books are there in your home?**

```

type:  numeric (byte)
label:  t3_booksathome1

range:  [0,3]
unique values:  4

units:  1
missing .:  2/61

tabulation:  Freq.  Numeric  Label
              12      0      None or very few (0-10)
              28      1      Enough to fill a shelf (11-25)
              13      2      Enough to fill a bookcase
                       (25-100)
              6       3      Enough to fill more than one
                       bookcase (more than 100)
              2       .
    
```

t3_fairytale **3_4 Title of teacher's favourite fairy tale?**

```

type:  string (str81)

unique values:  48

missing "":  5/61

examples:  "Cinderella"
           "Munhu wa Xikhekhana"
           "No answers was provided."
           "Small thief."

warning:  variable has embedded blanks
    
```

```

type: numeric (float)
range: [.,.]
unique values: 0
units: .
missing .: 61/61
tabulation: Freq. Value
             61 .
    
```

t3_easierworka 4_1 a. Give easier work to learners who cannot keep up with others?

```

type: numeric (byte)
label: easierwork
range: [3,6]
unique values: 4
units: 1
missing .: 2/61
tabulation: Freq. Numeric Label
             12      3 Once a week
             22      4 2-3 times a week
              3      5 4 times a week
             22      6 Everyday
              2      .
    
```

t3_easierworkb 4_2 b. Strategies for learners who cannot keep up

```

type: string (str283)
unique values: 56
missing "": 5/61
examples: "Give support work/simpler work. Less work
           incomparison to faster ones. Say 5 for fast learners
           and 1 or 2 for slower ones (with sums). Use of lower
           grade books"
           "I give them extra time and extra homework. I normally
           give more attention on a remedial work after a class.
           I also cooperate with parents to inform them about
           the lacking of the learner and ask for support"
           "Phonics and vowels. Build words and finally shorter
           sentences"
           "Teach them during the break. Give them spelling
           words."
warning: variable has embedded blanks
    
```

t3_changeplana 4_3 a. Alter planned teaching to match ability level of learners in the class?

```

type: numeric (byte)
label: easierwork
range: [0,6]
unique values: 6
units: 1
missing .: 2/61
tabulation: Freq. Numeric Label
             3      0 Never
             1      1 At least once a term
             20     3 Once a week
             15     4 2-3 times a week
              1     5 4 times a week
             19     6 Everyday
              2     .
    
```

t3_changeplanb
4_4 b. Tell me a little about what matching teaching to ability level involves?

type: string (str329)
 unique values: 55 missing "": 5/61
 examples: "Firstly teaches the concept planned for the day and all the associated activities. Once teacher notes a few can not catch up, she creates simpler activities for them."
 "I give them the work from the lower grade just for them to catchup"
 "Question papers are made a little harder to check the learners progress and see what they still need to work on. Teacher starts focusing more on individual work assignments according to abilities than the general group work. Giving learners an instruction and then giving them time to decode it as they understand (activity/task)"
 "Use different means of media to present previous chapters e.g posters, flashcards."
 warning: variable has embedded blanks

t3_separateabilitya **4_5 a. Separating learners in your class into ability groups?**

type: numeric (byte)
 label: **easierwork**
 range: [0,7] units: 1
 unique values: 7 missing .: 2/61
 tabulation:

Freq.	Numeric	Label
5	0	Never
13	1	At least once a term
8	2	Monthly
14	3	Once a week
8	4	2-3 times a week
10	6	Everyday
1	7	No response
2	.	

t3_separateabilityb
4_6 b. How do you decide which learners to place in which ability groups

type: string (str280)
 unique values: 55 missing "": 5/61
 examples: "Class participation. Learners ability to read. Result on written test. GROUP A- those who grasp faster and have no challengers learner."
 "It depends on the lesson. Mam says she prefers to mix learners so that they can help each other. She feels as though seperation and mixing should only happen when it is an absolute necessity."
 "Pair the gifted with the slow learners"
 "Through activities. I normally look at their results per activity and make judgement. Those who are struggling, I ask them to come and sit infront and ask those who are doing well to move to the back."
 warning: variable has embedded blanks

GR3_READING **(unlabeled)**

```

type: numeric (float)
range: [.,.]
unique values: 0
units: .
missing ..: 61/61

tabulation: Freq. Value
             61 .
    
```

t3_phonicshday **5_1_1 a. Days last week did phonics: home language**

```

type: numeric (byte)
label: hlday
range: [1,5]
unique values: 5
units: 1
missing ..: 2/61

tabulation: Freq. Numeric Label
             3         1 1 day
             8         2 2 days
            13         3 3 days
            10         4 4 days
            25         5 5 Everyday
             2         .
    
```

t3_readhday **5_1_2 b. Days last week did reading with the whole class: home language**

```

type: numeric (byte)
label: hlday
range: [0,5]
unique values: 6
units: 1
missing ..: 2/61

tabulation: Freq. Numeric Label
             2         0 None
             3         1 1 day
            12         2 2 days
            12         3 3 days
             1         4 4 days
            29         5 5 Everyday
             2         .
    
```

t3_guidedhday **5_1_3 c. Days last week did guided group reading: home language**

```

type: numeric (byte)
label: hlday
range: [0,5]
unique values: 6
units: 1
missing ..: 2/61

tabulation: Freq. Numeric Label
             3         0 None
             4         1 1 day
            15         2 2 days
            17         3 3 days
             4         4 4 days
            16         5 5 Everyday
             2         .
    
```

t3_readengday **5_1_4 d. Days last week did reading in English**

```

type: numeric (byte)
label: hlday

range: [0,5]
unique values: 6

units: 1
missing .. 6/61

tabulation: Freq.  Numeric  Label
              2         0  None
              2         1  1 day
             13         2  2 days
             10         3  3 days
              4         4  4 days
             24         5  5 Everyday
              6         .
    
```

t3_phonicsengday **5_1_5 e. Days last week did phonics in English**

```

type: numeric (byte)
label: hlday

range: [0,5]
unique values: 6

units: 1
missing .. 6/61

tabulation: Freq.  Numeric  Label
              2         0  None
              5         1  1 day
             12         2  2 days
             13         3  3 days
              6         4  4 days
             17         5  5 Everyday
              6         .
    
```

t3_phonicshlmin **5_2 Last week, mins/day spent on phonics in home language?**

```

type: numeric (byte)
label: YesNo

range: [1,1]
unique values: 1

units: 1
missing .. 2/61

tabulation: Freq.  Numeric  Label
              59         1  No
              2         .
    
```

t3_readhlmin **5_2 Last week, mins/day spent on shared reading: home language?**

```

type: numeric (byte)
label: YesNo

range: [1,1]
unique values: 1

units: 1
missing .. 2/61

tabulation: Freq.  Numeric  Label
              59         1  No
              2         .
    
```

t3_guidedhlmin **5_2 Last week, mins/day spent on: Group guided reading in home language?**

```

type: numeric (byte)
label: YesNo
    
```

range: [1,1] units: 1
 unique values: 1 missing .: 2/61

tabulation:	Freq.	Numeric	Label
	59	1	No
	2	.	

t3_readengmin 5_2 Last week, mins/day spent on reading in English?

type: numeric (byte)
 label: YesNo

range: [1,1] units: 1
 unique values: 1 missing .: 2/61

tabulation:	Freq.	Numeric	Label
	59	1	No
	2	.	

t3_phonicsengmin 5_2 Last week, mins/day spent on phonics in English?

type: numeric (byte)
 label: YesNo

range: [1,1] units: 1
 unique values: 1 missing .: 2/61

tabulation:	Freq.	Numeric	Label
	59	1	No
	2	.	

t3_programmefp 5_4 School-wide programmes to improve reading in the foundation phase?

type: numeric (byte)
 label: t3_programmefp1

range: [0,2] units: 1
 unique values: 3 missing .: 2/61

tabulation:	Freq.	Numeric	Label
	43	0	Yes
	15	1	No
	1	2	Don't know
	2	.	

t3_programmefp_comment 5_5 Tell us a little more about school-wide reading programme?

type: string (str291), but longest is str290

unique values: 46 missing "": 5/61

examples: "Drop-all-read: Where learners are given 10 mins on a daily basis to read something.

Runs throughout the

school."
 "N/A"
 "None"
 "The school library has a competition where learners collect books from the Library to take them home and read, The Library set up the competition that runs towards the end of the year per reading and award the learners. School has also a group or reading group where learners meet per week."

warning: variable has embedded blanks

t3_teachtoreadb 5_6 How difficult is it to teach the learners in your class to read?

```

type: numeric (byte)
label: difficult

range: [1,3]                units: 1
unique values: 3            missing .: 2/61

tabulation: Freq.  Numeric  Label
              7          1  Very difficult
              30         2  Difficult
              22         3  Easy
               2          .
    
```

t3_teachtoreadc 5_7 How difficult is it to teach a learner from a very poor family to read?

```

type: numeric (byte)
label: difficult

range: [1,5]                units: 1
unique values: 5            missing .: 2/61

tabulation: Freq.  Numeric  Label
              20         1  Very difficult
              28         2  Difficult
               8         3  Easy
               1         4  Very Easy
               2         5  Don't know
               2          .
    
```

t3_readstrugglea_0 5_8_0 Identify learners struggling to read: By walking around classroom

```

type: numeric (byte)
label: YesNo

range: [0,1]                units: 1
unique values: 2            missing .: 2/61

tabulation: Freq.  Numeric  Label
              47         0  Yes
              12         1  No
               2          .
    
```

t3_readstrugglea_1 5_8_1 Identify learners struggling to read: one on one reading

```

type: numeric (byte)
label: YesNo

range: [0,1]                units: 1
unique values: 2            missing .: 2/61

tabulation: Freq.  Numeric  Label
              16         0  Yes
              43         1  No
               2          .
    
```

t3_readstrugglea_2 5_8_2 Identify learners struggling to read: group guided reading

```

type: numeric (byte)
label: YesNo

range: [0,1]
unique values: 2

units: 1
missing .. 2/61

tabulation: Freq.  Numeric  Label
              35      0      Yes
              24      1      No
              2       .
    
```

t3_readstrugglea_3 **5_8_3 Identify learners struggling to read: Results on language tests**

```

type: numeric (byte)
label: YesNo

range: [0,1]
unique values: 2

units: 1
missing .. 2/61

tabulation: Freq.  Numeric  Label
              56      0      Yes
              3       1      No
              2       .
    
```

t3_readstrugglea_4 **5_8_4 Identify learners struggling to read: one on one reading tests**

```

type: numeric (byte)
label: YesNo

range: [0,1]
unique values: 2

units: 1
missing .. 2/61

tabulation: Freq.  Numeric  Label
              45      0      Yes
              14      1      No
              2       .
    
```

t3_readstrugglea_5 **5_8_5 Identify learners struggling to read:Other, specify**

```

type: numeric (byte)
label: YesNo

range: [0,1]
unique values: 2

units: 1
missing .. 2/61

tabulation: Freq.  Numeric  Label
              56      0      Yes
              3       1      No
              2       .
    
```

t3_commentsc **5_9 Interviewer optional: Further comments to clarify Q5.8?**

```

type: string (str286)

unique values: 25

missing "": 5/61
    
```

examples: "Learners keep on pointing words without reading.
 Learners unnecessarily repeating words. Learners not
 reading fluently."
 "No Answer provided"
 "No answer was provided."
 "Teacher also uses silent reading to identify those
 that are struggling. During silent reading she will
 ask learners on which line is the word 'dog' or
 another."

warning: variable has embedded blanks

t3_readstruggleb_0 5_10_1 Strategies to support weaker readers: Not much

type: numeric (**byte**)
 range: [0,0] units: 1
 unique values: 1 missing .: 2/61

tabulation: Freq. Value
 59 0
 2 .

t3_readstruggleb_1 5_10_1 Strategies to support weaker readers: Give them easier graded readers]

type: numeric (**byte**)
 label: **YesNo**
 range: [0,1] units: 1
 unique values: 2 missing .: 2/61

tabulation: Freq. Numeric Label
 29 0 Yes
 30 1 No
 2 .

t3_readstruggleb_2 5_10_2 Strategies to support weaker readers: Spend time with them after school h

type: numeric (**byte**)
 label: **YesNo**
 range: [0,1] units: 1
 unique values: 2 missing .: 2/61

tabulation: Freq. Numeric Label
 46 0 Yes
 13 1 No
 2 .

t3_readstruggleb_3 5_10_3 Strategies to support weaker readers: Spend time with them during break t

type: numeric (**byte**)
 label: **YesNo**
 range: [0,1] units: 1
 unique values: 2 missing .: 2/61

```

tabulation:  Freq.  Numeric  Label
              51      0      Yes
              8       1      No
              2       .
    
```

t3_readstruggleb_4
5_10_4 Strategies to support weaker readers: Refer them to external remedial tea

```

type: numeric (byte)
label: YesNo

range: [0,1]
unique values: 2

units: 1
missing .: 2/61
    
```

```

tabulation:  Freq.  Numeric  Label
              58      0      Yes
              1       1      No
              2       .
    
```

t3_readstruggleb_5
5_10_5 Strategies to support weaker readers: Refer to remedial teacher in our sc

```

type: numeric (byte)
label: YesNo

range: [0,1]
unique values: 2

units: 1
missing .: 2/61
    
```

```

tabulation:  Freq.  Numeric  Label
              54      0      Yes
              5       1      No
              2       .
    
```

t3_readstruggleb_6 **5_10_6 Strategies to support weaker readers: Involve parents**

```

type: numeric (byte)
label: YesNo

range: [0,1]
unique values: 2

units: 1
missing .: 2/61
    
```

```

tabulation:  Freq.  Numeric  Label
              51      0      Yes
              8       1      No
              2       .
    
```

t3_readstruggleb_7
5_10_7 Strategies to support weaker readers: Create an individual development pl

```

type: numeric (byte)
label: YesNo

range: [0,1]
unique values: 2

units: 1
missing .: 2/61
    
```

```

tabulation:  Freq.  Numeric  Label
              46      0      Yes
              13      1      No
              2       .
    
```

t3_readstruggleb_8 **5_10_8 Strategies to support weaker readers: Other, specify**


```

tabulation:  Freq.  Numeric  Label
              14      0      Yes
              45      1      No
              2       .
    
```

t3_assesd_3 **6_7_3 Who moderates tests/assessments:Deputy Principal**

```

type: numeric (byte)
label: YesNo

range: [0,1]          units: 1
unique values: 2      missing .: 2/61

tabulation:  Freq.  Numeric  Label
              55      0      Yes
              4       1      No
              2       .
    
```

t3_assesd_4 **6_7_4 Who moderates tests/assessments:Principal**

```

type: numeric (byte)
label: YesNo

range: [0,1]          units: 1
unique values: 2      missing .: 2/61

tabulation:  Freq.  Numeric  Label
              54      0      Yes
              5       1      No
              2       .
    
```

t3_assesd_5 **6_7_5 Who moderates tests/assessments:District officials**

```

type: numeric (byte)
label: YesNo

range: [0,1]          units: 1
unique values: 2      missing .: 2/61

tabulation:  Freq.  Numeric  Label
              56      0      Yes
              3       1      No
              2       .
    
```

t3_assesd_6 **6_7_6 No one moderates tests/assessments**

```

type: numeric (byte)
label: YesNo

range: [0,0]          units: 1
unique values: 1      missing .: 2/61

tabulation:  Freq.  Numeric  Label
              59      0      Yes
              2       .
    
```

t3_assesse **6_9 Last year, did Gr. 3 classes write any tests/assessments set by the district**

```

type: numeric (byte)
label: t3_assesse1
    
```

range: [0,1] units: 1
 unique values: 2 missing .: 3/61

tabulation:	Freq.	Numeric	Label
	34	0	Yes
	24	1	No
	3	.	.

t3_challenge 6_10 TWO greatest challenges you face as a teacher in this school?

type: string (str218)

unique values: 55 missing "": 6/61

examples: "Different levels of learners in class learning activities."
 "Lack of reading books, writing books. Student absentism, parental involvement"
 "Overcrowded classe with number of learners per class."
We are not equipped with a full service school training but we have full service plan.
 "School situated around poverty stricken area."

warning: variable has embedded blanks

t3_onething 6_11 Thing you like most about teaching in this school?

type: string (str134)

unique values: 54 missing "": 6/61

examples: "Doesn
 "Seeing development in surrounding communities/families."
 "The discipline between teachers and learners. The professionalism from a principal."
 "This is the best school, everything is in order."

warning: variable has embedded blanks