

LASER PULSE

**Long-term Assistance and Services for Research (LASER)
Partners for University-Led Solutions Engine (PULSE)**

**Well-being ASSETS: Measure of primary school
teachers' perceptions of occupational well-being in
Uganda**

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ABOUT LASER PULSE

LASER (Long-term Assistance and Services for Research) PULSE (Partners for University-Led Solutions Engine) is a five-year, \$70M program funded through USAID's Innovation, Technology, and Research Hub, that delivers research-driven solutions to field-sourced development challenges in USAID partner countries. A consortium led by Purdue University, with core partners Catholic Relief Services, Indiana University, Makerere University, and the University of Notre Dame, implements the LASER PULSE program through a growing network of 2,700+ researchers and development practitioners in 61 countries. LASER PULSE collaborates with USAID missions, bureaus, and independent offices, and other local stakeholders to identify research needs for critical development challenges, and funds and strengthens the capacity of researcher-practitioner teams to co-design solutions that translate into policy and practice.

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What is the purpose of this guide?

This document provides guidance on how to use a context-specific measure of teachers' well-being: **Well-being Assessment of Skills and Supports that Enable Teachers to Succeed (Well-being ASSETS)**. This measure was designed in 2021 by a consortium of research-practice partners—University of Notre Dame, Luigi Giussani Institute of Higher Education, and Save the Children—specifically for use with teachers working in settlement and non-settlement schools in Uganda.

The document provides an overview of what teacher well-being looks like in Uganda, how the measure was developed, and what items are included in the measure. We also provide guidance on how to administer, score, and interpret the data that you get from the use of this measure.

This guidance is meant for any practitioner or researcher who intends to better understand what well-being looks like among a group of teachers that they are working with.

What is teacher well-being?

“Teacher well-being encompasses how teachers feel and function in their jobs; it is context-specific and includes teachers’ affections, attitudes, and evaluations of their work” (Falk et al., 2019; p.7). The umbrella term—teacher well-being—has been used to reference the relationship between four broad constructs: self-efficacy, job stress & burnout, job satisfaction, and social and emotional skills. *Teacher self-efficacy* is the belief that the teacher can support children’s learning and development, academically and behaviorally (Collie et al., 2015). *Job stress* refers to the negative emotions and reactions teachers experience when there is a mismatch in the assets they bring to work and the adversity they face (Prilleltensky et al., 2016). Teachers who experience regular and repeated job stress may begin to feel exhausted, ineffective, powerless, and alienated—also referred to as *burnout*. *Job satisfaction* refers to a teacher’s sense of fulfillment and joy from day-to-day activities and long-term programs (Collie et al., 2012). The last construct is a teacher’s *social and emotional competence*; their SEL skills. These five constructs of teacher well-being are influenced by individual characteristics—like gender, displacement status, and content knowledge—school-level factors—like school leadership and available resources—and external stressors—like community violence and natural disasters (Falk et al., 2019).

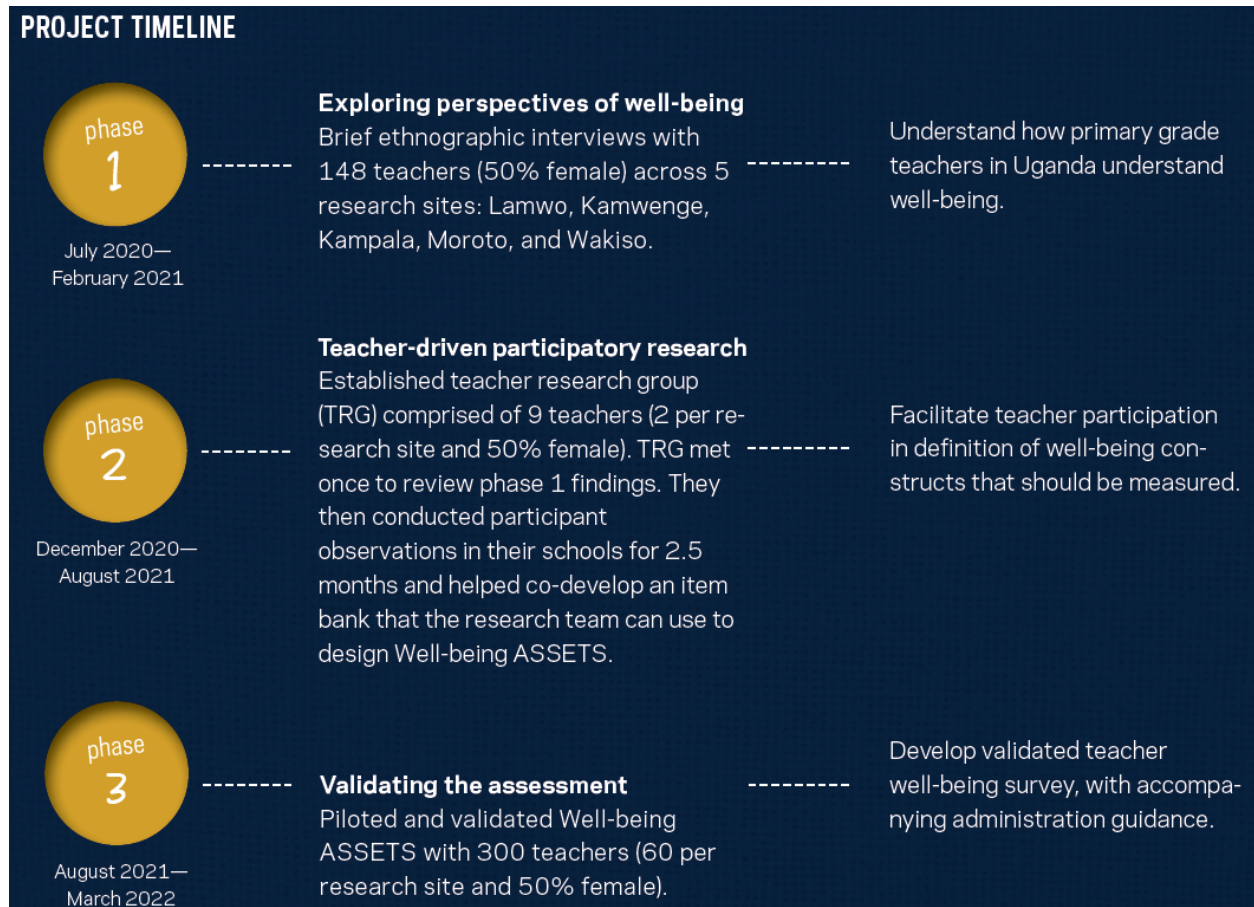
These individual, school-level, and external challenges can lead to emotional exhaustion, lower cognitive and social-emotional functioning, and ultimately hinder teachers’ ability to help students learn and develop. Teachers’ well-being affects the quality of instruction, ability to form meaningful relationships with students, classroom management, and capacity to create an inclusive classroom (Greenberg et al., 2016; Jennings, 2016; McCallum et al., 2017). Teachers with higher levels of well-being typically have higher social and emotional competence and thus, are better able to regulate their emotions, model SEL skills in the classroom, and form supportive relationships with students (Jennings & Greenberg, 2009).

How did we develop Well-being ASSETS?

Over a two-year period between mid-2020 to mid-2022, our research-practice consortium engaged a diverse group of teachers from settlement and non-settlement schools in Uganda to co-create a

contextually-appropriate teacher well-being measurement tool. We provide a brief illustration of the three phases of our research in Figure 1.

Figure 1. Description of the three phases of the study that helped develop Well-being ASSETS



What does teacher well-being look like in Uganda?

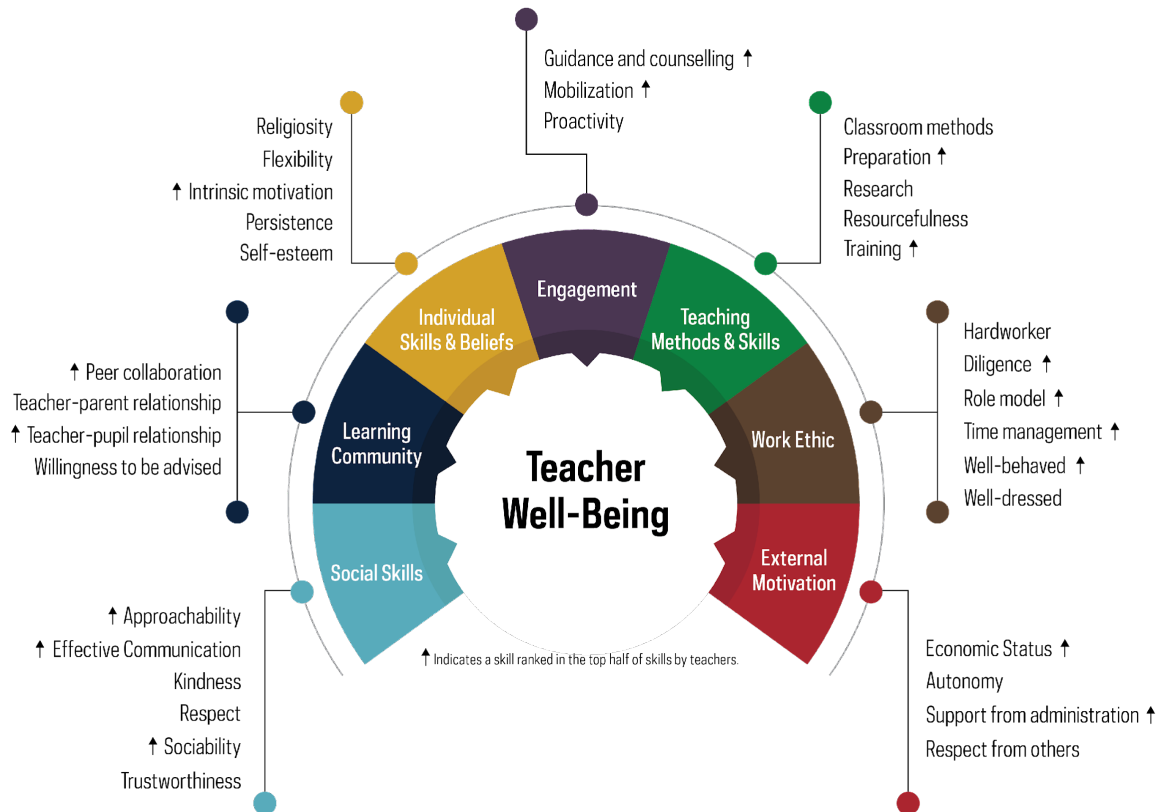
Based on phase 1 and 2 of this study, we were able to articulate how teachers from settlement and non-settlement schools in Uganda understood their occupational well-being and the factors that affect that well-being. Below is an overview of our main findings as well as an illustration of the teacher well-being framework that we developed.

Teachers had a very broad definition of well-being. Teachers defined well-being as being free from problems and stress, and holistically healthy. "I understand it as not being disturbed socially, emotionally and physically. Not being disturbed socially is not being prevented from socializing with other teachers. Not being disturbed emotionally is when one is not isolated. Not being disturbed physically is when your health is okay."

Teachers identified seven groups of factors that support their well-being. These factors (see Figure 2) covered the intrapersonal (individual skills and beliefs) and interpersonal skills of teachers (social skills), as well as the settings and systems (external motivation and learning community) that allow teachers to succeed.

Teachers also highlighted the skills and preparation that are required for the teaching profession (work ethic and teaching methods) as being critically important for well-being. Overall, teachers noted that peer cooperation, training, and preparation were the most important factors that supported a teacher in doing well.

Figure 2. Illustration of the seven families of themes that emerged during the Phase 1 data collection in five research sites in Uganda



| | |
|-------------------------------|---|
| Social Skills | Teacher has the interpersonal skills (kindness, respect, trustworthiness, and general sociability) that makes them approachable to students/peers and allows them to communicate effectively inside and outside the school. |
| Learning Community | Teacher feels supported by community of peers, community members, and students that share a common goal. This includes helping and being helped by peers, being open to advice from colleagues, having a strong relationship with students, and receiving constructive feedback from parents/community. |
| Individual Skills and Beliefs | Teacher loves their job and has the confidence and perseverance to deliver lessons, deal with challenges, and adapt to changing situations. They may also draw on their religion for support when making big decisions or dealing with problems. |
| Engagement | Teacher is committed to the profession and goes beyond their regular teaching duties to counsel students parents, and peers; mobilize resources to support their school; and proactively address gaps in programming. |
| Teaching Methods and Skills | Teacher has had sufficient pre-service and in-service training to use the right teaching methods in their classroom. This includes doing research on a topic they are teaching, preparing prior to entering the classroom, and using unique methods/materials in their teaching. |
| Work Ethic | Teacher is hardworking and completes all of their tasks in a timely manner. They are also generally well-dressed, well-behaved, and a role model for other teachers. |
| External Motivation | Teacher feels valued, respected, and supported by the school administration and broader community. They also experience a sense of independence, primarily through their economic needs being met through their salary, subsidized accommodations, or support for a business venture. |

Cultivating supportive and caring relationships with colleagues is integral to teacher well-being. Cooperation among teachers was the most frequently mentioned factor as well as the most highly ranked by participants: “He relates with others in [the] way that he cooperates with others, he likes to work in a

team. In that way he is able to share knowledge with other fellow teachers.” This factor consists of sharing knowledge and resources with peers as well as receiving help from others.

School administration is important to teacher well-being, especially when administrators are supportive, approachable, and respectful. For Ugandan teachers, external motivation consisted of their economic status as well as the emotional, physical, and material support given by the school administration. The lack of this support is perceived to hinder instruction and therefore well-being.

Strong teaching methods were most commonly prioritized by teachers working in a refugee context. Teachers that are doing well can be recognized by their training, how they design and conduct their lessons, and how they prepare before entering the classroom. While these teaching methods and skills were important for all teachers, they were most frequently identified and prioritized by teachers working with refugee children in Lamwo and Kamwenge.

We did not find substantive sex differences. The sex of the teacher did not influence which factors participants identified or which factors they prioritized. The only difference in sex that we found was in the theme of respect: female teachers more frequently discussed the importance of displaying respect to others as compared to receiving respect from others.

What is Well-being ASSETS?

What is included in Well-being ASSETS?

In Phase 3, we consulted with members of an Expert Advisory Group—Jonathan Kamwana, Ruth Kyambadde, Dr. Cleophus Mugenyi, Dr. Anthony Mugagga Muwagga, Esau Willy Nshabirwe, William Osafo-Mohama, and Rosemary Rugamba Rwanyange—to determine which factors identified during Phase 1 and 2 of the study should be measured in Phase 3. We identified seven constructs.

- *Peer Collaboration:* “Working hand in hand” and sharing with other teachers. Bi-directional relationship of helping colleagues and being advised/supported by them. This collaboration helps learning from each other, improving teaching practices, providing more ideas, and/or widening thinking capacity.
- *Preparation:* Before the start of class, plans and prepares the materials, content, and strategies needed for the teaching-learning process. Organizing the work which enables the teacher to effectively deliver content.
- *Support from Administration:* Physical, emotional, material, or economic help/motivation given to teacher directly by members of the school administration or the structures/facilities that the administration put in place.
- *Intrinsic Motivation:* Affinity/love/motivation/drive for or positive attitude toward teaching, school, or students. Helps teacher feel motivated to prepare for class, be on time, or find avenues to further personal learning.
- *Sociability:* Welcoming, friendly, outgoing, and/or social within the school with administrators, teachers, and students, or outside the school with parents and community members. This includes having a “good sense of humor”, not holding onto a grudge, and not discriminating against people of specific backgrounds.
- *Teacher-Pupil Relationship:* Strong and supportive bi-directional relationship with students. Uses this relationship to improve teaching
- *Sense of well-being:* General sense of safety in the school and community, and the presence of strong relationships inside and outside the school.

Well-being ASSETS also includes two preliminary sections: *Location Information* and *Teacher Background Information*. These sections are meant to capture demographic and background information about the teacher. These two sections can be revised and edited as needed to fit the purpose for which the Well-being ASSETS is being used.

What can I use Well-being ASSETS for?

In the table below, we provide the most common use cases for well-being measures and whether Well-being ASSETS can be used for each purpose.

Table 1. Different research and learning purposes for which the Well-being ASSETS can and cannot be used

| Type of use | Use case | Can Well-being ASSETS be used for this? |
|--------------------|--|---|
| Reflection | Repetitive formal or informal self-assessment done by teacher to understand their skills and improve their professional satisfaction. | No |
| Tracking | High-stakes assessment where teacher salary, promotion, or other benefits are determined based on their performance on an assessment | No |
| Screening | Diagnostic assessment used to determine the needs of individual teachers and place teachers into different professional development programs | No |
| Situation Analysis | Rapid assessment to determine the needs of the average teacher in a specific area | Yes |
| Monitoring | Cross-sectional use (one wave of data collection or multiple waves of data collection with different teachers) of tool to support organizational/policy level decisions on programs | Yes |
| Evaluation | Cross-sectional or longitudinal use (multiple waves of data collection with the same teachers) of tool to assess the effect or impact of interventions, often in the presence of a comparison or control group | Yes |

How can I administer Well-being ASSETS?

The Well-being ASSETS can be administered on paper or digitally. If you choose to administer the Well-being ASSETS digitally, we recommend using an Open Data Kit (ODK) supported platform (like Kobo Toolbox) on an Android tablet or smartphone. Whether you choose the paper or digital version of the Well-being ASSETS, it can be administered in the following ways:

- *One-to-one in person:* An assessor sits down face-to-face with a teacher and reads out each item of the assessment, marking down the teacher's response.
- *One-to-one remotely:* An assessor phones a teacher and reads out each item of the assessment, marking down the teacher's response. Note: The Well-being ASSETS is a long assessment for phone-based administration and so you may have to select sections of the Well-being ASSETS to administer or administer the whole tool over multiple phone calls.
- *One-to-one remotely, self-administered:* A link with the tool (or a paper copy of the tool) is provided to the teacher who fills out the assessment at their own pace, without external support from a trained assessor. To ensure the rigor of Well-being ASSETS, please confirm that all teachers who will be self-administering the tool are fluent in the language in which the tool is being administered.
- *Group:* The assessor can read the items from the Well-being ASSETS to a group of teachers (maximum 10) with teachers following along and marking their responses on a paper or electronic version of the instrument.

Can I select parts of the Well-being ASSETS?

Yes, you can use the entire Well-being ASSETS (all seven constructs) or chose to use only some of the constructs defined in the tool.

The Well-being ASSETS was designed to measure seven different constructs related to teacher well-being in Uganda. We have validated each of the constructs separately, with no cross-loading or dependent items. This means that the items that measure each construct, validly and reliably capture that construct. However, if you decide to only measure some of the constructs defined in Well-being ASSETS, please use all the items under the specific constructs you choose. For example, if you only plan to measure Peer Collaboration, please use both vignettes (C1 and C2) and all the self-report items (C3-C10) in the Peer Collaboration section of Well-being ASSETS (see Annex 1).

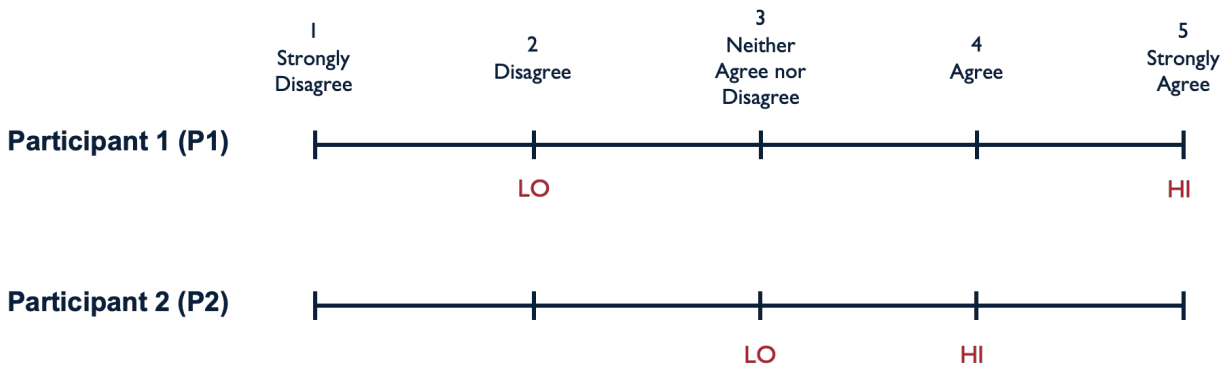
How does Well-being ASSETS measure each construct?

Well-being ASSETS uses anchoring vignettes to measure each of the seven constructs. Anchoring vignettes are stories or scenarios that represent different levels or intensities of the construct being measured. By understanding how a participant rates the vignettes on the same response scale as the self-report items, we can anchor their self-report of their behaviors, attitudes, and/or perceptions to the vignettes (Hopkins & King, 2010; King et al., 2004; King & Wand, 2007). This allows us to adjust the self-report scoring of different individuals, with different beliefs and biases, to a common set of vignettes.

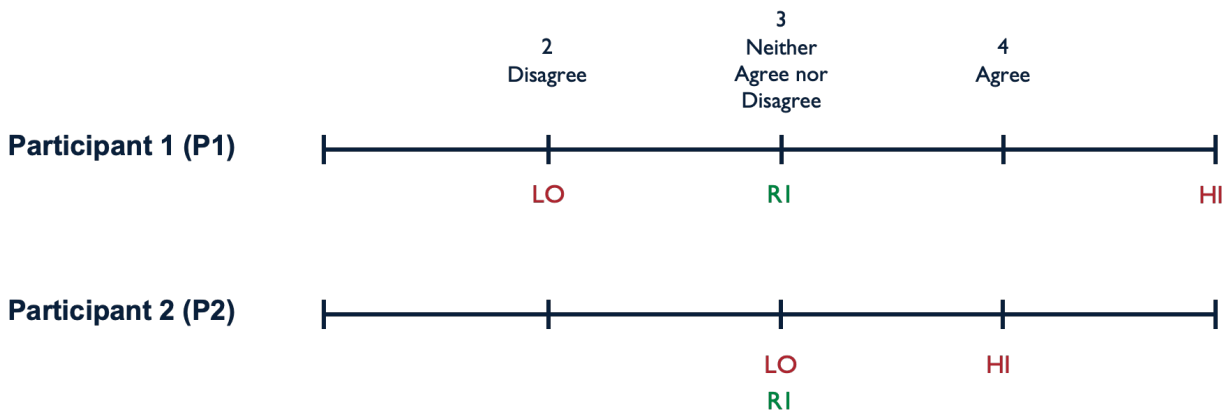
In Well-being ASSETS, we use two vignettes to measure each construct. One vignette demonstrates what most participants in our study considered an exemplary or high representation (HI) of the construct being measured. The second vignette demonstrates what most participants in our study considered a low representation (LO) of the construct being measured. We ask participants to rate these vignettes on the same 5-point Likert-type scale that they use for the self-report measures. Below is an example of the HI and LO vignette from the Peer Collaboration section of Well-being ASSETS (see Annex 1).

- **HI:** Margaret is a teacher. Margaret often works hand in hand with other teachers at the school. Margaret often has discussions with other teachers about what she is teaching. How much do you agree with this statement: Margaret is good at collaborating with other teachers.
- **LO:** Monica is a teacher. Monica often works by herself at the school. Monica only discusses her lessons with other teachers when it is part of an activity organized by the school’s administration. How much do you agree with this statement: Monica is good at collaborating with other teachers.

Two different teachers may rate these two vignettes differently on the 5-point Likert-type response scale. In the figure below we provide an example of how two participants may score the HI and LO vignettes.



Once a participant has scored these two vignettes, we can present them with self-report items about Peer Collaboration. For example, one of the first self-report items in the Peer Collaboration section of Well-being ASSETS is: *Teachers at my school help each other solve problems at school*. Below is a figure that demonstrates how the two participants (from above) may rate themselves on this self-report item (RI), as compared to their ratings for the HI and LO vignettes. Both participants say that they “Neither Agree nor Disagree” about RI.

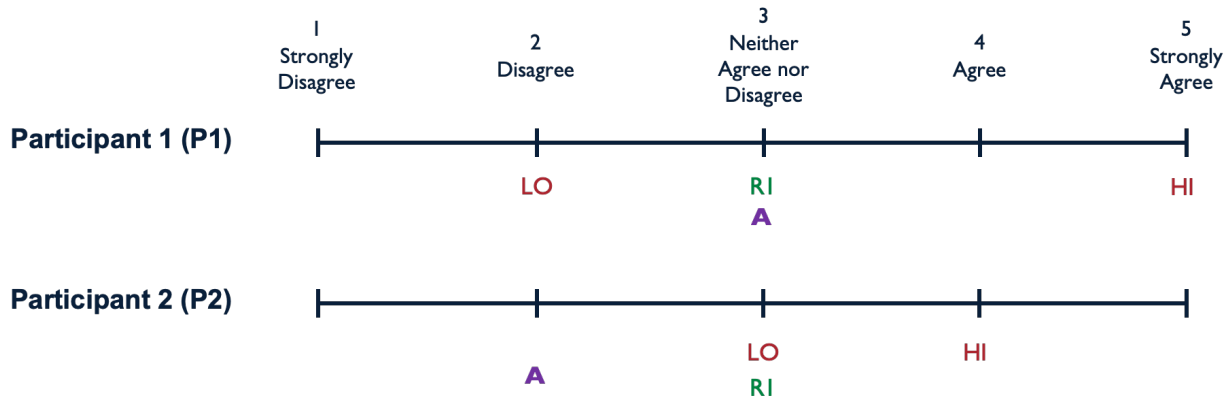


But because we have their ratings for the HI and LO vignettes, we can re-score their RI response as an adjusted score (A). To do this we use the following logic (where “R” represents any self-report item, like RI):

- If $R < LO = 1$

- If $R = LO = 2$
- If $R > LO$ But $< HI = 3$
- If $R = HI = 4$
- If $R > HI = 5$

In the figure below we illustrate the adjusted score (A) for the two participants using the logic presented above. The score for Participant 1 remains a “3” since their self-report to the first item (RI) was in between their rating for the HI and LO vignettes. The score for Participant 2 is changes from “3” to “2” because their self-report to the first item (RI) was equal to the rating for the LO vignette.



How do I score the Well-being ASSETS?

Here are the steps to calculate the score for each construct:

1. Using the anchoring vignettes and scoring logic described above, adjust the self-report scores for each item, for each participant based on how the participant scored the HI and LO vignette for that construct

Table 2. Identification of HI and LO vignette for each construct being measured in Well-being ASSETS

| Construct | HI: Exemplary or high representation vignette | LO: Low representation vignette |
|-----------------------------|---|---------------------------------|
| Peer Collaboration | C1 | C2 |
| Preparation | D2 | D1 |
| Support from Administration | E1 | E2 |
| Intrinsic Motivation | F2 | F1 |
| Sociability | G1 | G2 |
| Teacher-Pupil Relationship | H2 | H1 |
| Sense of well-being | J1 | J2 |

2. Add the adjusted score values for all the items for the construct you are focused on. For example, there are 8 items (C3-C10) measuring peer collaboration. The total score for Peer Collaboration would be the sum of the adjusted values for all 8 items
(C3+C4+C5+C6+C7+C8+C9+C10)
3. Calculate the construct score by dividing the total score for the items by the total number of items. For example, the construct score for Peer Collaboration would be
(C3+C4+C5+C6+C7+C8+C9+C10)/8
4. You should be left with a construct score between 1-5 for each individual in your sample.
5. Repeat steps 1-4 for each construct

How do I interpret the scores from the Well-being ASSETS?

Because we have not had an opportunity to use the Well-being ASSETS in a variety of research settings, we cannot provide definitive guidance on how to interpret the numeric values from Well-being ASSETS in Uganda. The scores have not been normed or benchmarked to a nationally representative sample. However, we offer general guidance to help you start to interpret the scores in different situations. This is preliminary guidance and will be revised as the tool is used more extensively in Uganda.

Interpretation of the Well-being ASSETS scores will depend on the purpose for which Well-being ASSETS is being used. As described in Table 1 (above), Well-being ASSETS was designed for use in a situation analysis, monitoring exercise, or evaluation study. Below, we describe how we would approach the interpretation of the Well-being ASSETS scores for these three use cases.

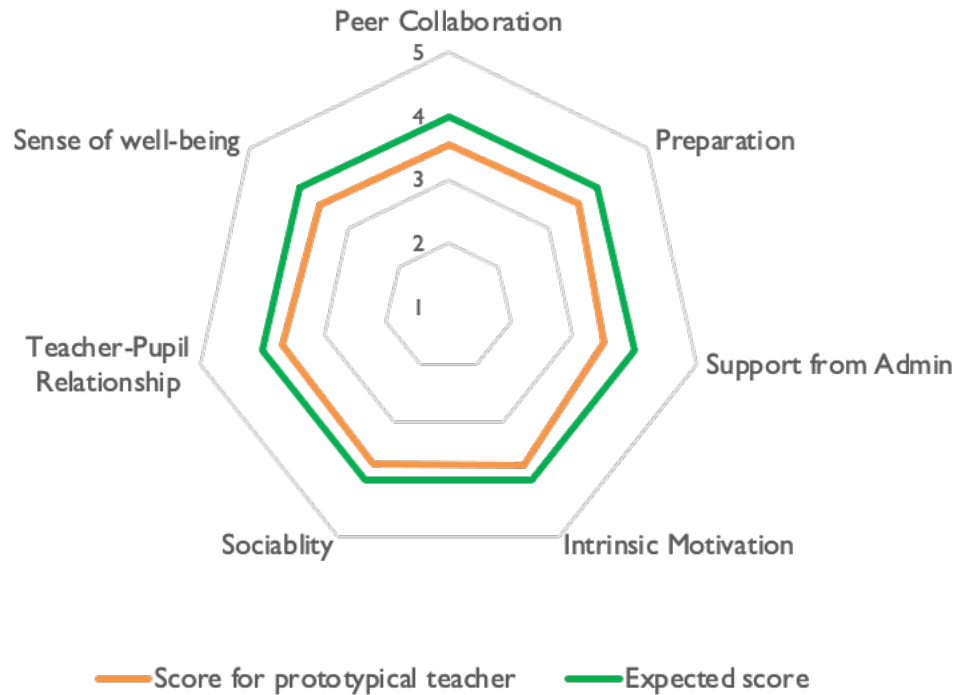
Situation Analysis

A situation analysis or needs assessment is a rapid assessment designed to determine the needs of the average teacher in a specific area. A common goal during a situation analysis is to understand how the prototypical or average teacher in an area is doing in relation to their well-being. Because of this, most situation analyses use the average or mean score.

The Likert-type scale that we use in Well-being ASSETS has the following response options: strongly disagree (1), disagree (2), neither agree nor disagree (3), agree (4), strongly agree (5). We would expect that the prototypical teacher who feels like they have a strong set of well-being assets would respond agree (4) or strongly agree (5) to most of the items under each construct. This would mean that this prototypical teacher would have a score of 4 or higher on each construct.

We visualize this using the data from the validation study for Well-being ASSETS. As we display in Figure 1, the inner orange line is the actual score for the average or prototypical teacher for each of the seven constructs. The outer green line represents where we would expect teachers' scores to be if they agreed or strongly agreed with most of the items for that construct. The gap between the orange and green line represents the gap that we would want to address through programs or interventions focused on teacher well-being.

Figure 3. Scores for the prototypical teacher from the Well-being ASSETS validation study (n=300) conducted in November 2021 in Lamwo, Kamwenge, Kampala, Moroto, and Wakiso

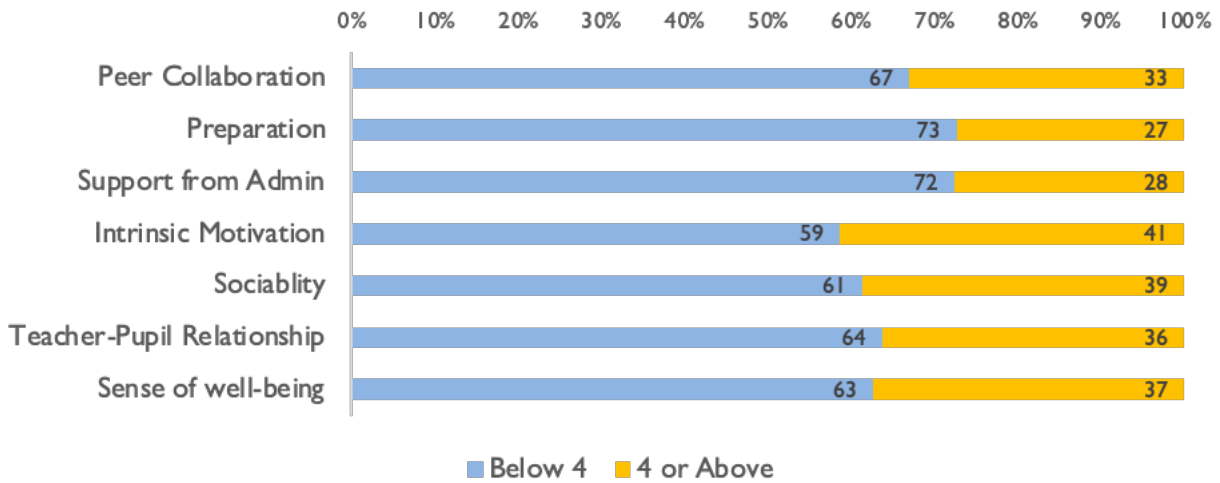


Monitoring

Monitoring exercises often collect cross-sectional data (one wave of data collection or multiple waves of data collection with different teachers) to support organizational/policy level decisions on programs or interventions. A common goal of a monitoring exercise is to understand the percent of participants who achieve a pre-decided level or benchmark. Because we have not been able to norm the Well-being ASSETS scores with a nationally representative sample, we use a similar theoretical benchmark as we use above for the situation analysis use case: a teacher who is doing well would have a score of 4 or higher on each construct.

We visualize this using the data from the validation study for Well-being ASSETS. As we display in Figure 2, the blue bars represent the percent of teachers who scored below 4 on the total score for each construct. The yellow bars represent the percent of teachers who scored 4 or above on the total score for each construct. Currently, a third of teachers in our sample were “Thriving” (scoring a 4 or above) across the different constructs measured using Well-being ASSETS. Over time, with multiple uses of Well-being ASSETS as part of a program or intervention, we would expect to see a positive shift in the percent of teachers who make up the yellow bars in this figure.

Figure 4. Percent of teachers scoring above and below the theoretical benchmark for each construct (from the Well-being ASSETS validation study (n=300) conducted in November 2021 in Lamwo, Kamwenge, Kampala, Moroto, and Wakiso)



Evaluation

Evaluation studies often use cross-sectional or longitudinal data (multiple waves of data collection with the same teachers) to assess the effect or impact of interventions (with a comparison or control group). A common goal during an evaluation study is to understand relative change: change in the teacher well-being factors for teachers receiving an intervention/program relative to teachers in a comparison group who are not receiving the intervention/program. Therefore, instead of looking at scores for the prototypical teacher or the percent of teachers who reach a theoretical benchmark, we would interpret scores relative to a comparison group in the presence of an intervention or program.

What if I have more questions about Well-being ASSETS?

If you would like more information about Well-being ASSETS or the psychometric properties of the measure, please contact the Principal Investigator for this study Dr. Nikhit D'Sa at nds@nd.edu.

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Annex I: Well-being Assessment of Skills and Supports that Enable Teachers to Succeed (Well-being ASSETS)

| Location information | | Response | | |
|----------------------|--|----------------------------------|---|---|
| A1 | Date | DD/MM/YYYY | | |
| A2 | Location where data is being collected | Area 1 | ✓ | 1 |
| | | Area 2 | ✓ | 2 |
| | | Area 3 | ✓ | 3 |
| | | Area 4 | ✓ | 4 |
| | | Area 5 | ✓ | 5 |
| A3 | Type of school where data is being collected | Government day school | ✓ | 1 |
| | | Government boarding school | ✓ | 2 |
| | | Government day & boarding school | ✓ | 3 |
| | | Private day school | ✓ | 4 |
| | | Private boarding school | ✓ | 5 |
| | | Private day & boarding school | ✓ | 6 |
| | | Other | ✓ | 7 |
| A4 | Is the school in a refugee settlement? | Yes | ✓ | 1 |
| | | No | ✓ | 0 |
| A5 | We are trying to learn more about the things that allow teachers to do well in their work. In this survey we will ask you to reflect on the things that support you as a teacher. You may experience slight discomfort reflecting on the things that affect your success and wellness. You or your school will not receive any payment for your participation. All the information that you share will be kept confidential. At no time will your actual identity be revealed. Do you agree to participate in this survey? | Yes | ✓ | 1 |
| | | No | ✓ | 0 |



| Background information | | Response | | |
|------------------------|--|------------------------|---|----|
| B1 | What is your sex? | Female | ✓ | 1 |
| | | Male | ✓ | 0 |
| | | Do not want to respond | ✓ | 99 |
| B2 | What is your age? <i>Enter whole number only. For example, enter “34” instead of “34.5” or “Thirty-four”. If you do not want to respond, enter “99”</i> | | | |
| B3 | What is your highest level of education? (Mark only one option) | Below grade III | ✓ | 1 |
| | | Grade III | ✓ | 2 |
| | | Grade V (Diploma) | ✓ | 3 |
| | | Degree | ✓ | 4 |
| | | Master | ✓ | 5 |
| | | Other | ✓ | 6 |
| | | Not applicable | ✓ | 98 |
| | | Do not want to respond | ✓ | 99 |
| B4 | What grade/level are you currently teaching? (Mark all options that apply) | Lower primary 1 (P1) | ✓ | 1 |
| | | Lower primary 2 (P2) | ✓ | 2 |
| | | Lower primary 3 (P3) | ✓ | 3 |
| | | Transition year (P4) | ✓ | 4 |
| | | Upper primary 1 (P5) | ✓ | 5 |
| | | Upper primary 2 (P6) | ✓ | 6 |
| | | Upper primary 3 (P7) | ✓ | 7 |
| | | Other | ✓ | 8 |
| | | Not applicable | ✓ | 98 |
| | | Do not want to respond | ✓ | 99 |
| B5 | How many years have you taught at this school? <i>Enter whole number only. For example, enter “4” instead of “4.5” or “Four”. If you do not want to respond, enter “99”</i> <i>If this is your first year teaching at the school:</i> <ul style="list-style-type: none"> • Enter “1” if you have taught for 6 months or more • Enter “0” if you have taught for less than 6 months | | | |
| B6 | How many years have you been a teacher? <i>Enter whole number only. For example, enter “4” instead of “4.5” or “Four”. In you do not want to respond, enter “99”</i> <i>If this is your first year teaching:</i> <ul style="list-style-type: none"> • Enter “1” if you have taught for 6 months or more • Enter “0” if you have taught for less than 6 months | | | |

| Peer collaboration | | Strongly disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
|--|---|-------------------|----------|----------------------------|-------|----------------|
| To start, here are two examples of two different teachers. They are both successful teachers. | | | | | | |
| C1 | Margaret is a teacher. Margaret often works hand in hand with other teachers at the school. Margaret often has discussions with other teachers about what she is teaching. How much do you agree with this statement: Margaret is good at collaborating with other teachers. | 1 | 2 | 3 | 4 | 5 |
| C2 | Monica is a teacher. Monica often works by herself at the school. Monica only discusses her lessons with other teachers when it is part of an activity organized by the school's administration. How much do you agree with this statement: Monica is good at collaborating with other teachers. | 1 | 2 | 3 | 4 | 5 |
| Now, think about the teachers at the school where you currently work. How much do you agree with each statement? | | | | | | |
| Teachers at my school... | | | | | | |
| C3 | ...help each other solve problems at school | 1 | 2 | 3 | 4 | 5 |
| C4 | ...help each other develop professionally | 1 | 2 | 3 | 4 | 5 |
| C5 | ...share assessment or evaluation responsibilities | 1 | 2 | 3 | 4 | 5 |
| C6 | ...support each other with pupils' behavior challenges | 1 | 2 | 3 | 4 | 5 |
| C7 | ...work together to meet the learning objectives of the syllabus | 1 | 2 | 3 | 4 | 5 |
| C8 | ...are respectful to each other | 1 | 2 | 3 | 4 | 5 |
| C9 | ...are friendly with each other | 1 | 2 | 3 | 4 | 5 |
| C10 | ...show support for each other's personal life | 1 | 2 | 3 | 4 | 5 |

| Preparation | | Strongly disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
|--|--|-------------------|----------|----------------------------|-------|----------------|
| Here are two more examples of two different teachers. They are both successful teachers. | | | | | | |
| D1 | Robert is a teacher. Robert often plans his class a few minutes before teaching. He does not spend much time doing extra research on the topic he is teaching. How much do you agree with this statement: Robert is well prepared as a teacher. | 1 | 2 | 3 | 4 | 5 |
| D2 | John is a teacher. John often plans for his class a day or two before teaching. He does research and draws on his training to improve the lesson. How much do you agree with this statement: John is well prepared as a teacher. | 1 | 2 | 3 | 4 | 5 |
| Think about yourself as a teacher. How much do you agree with each statement? | | | | | | |
| D3 | I have teaching tools and materials ready before I start teaching most of my classes | 1 | 2 | 3 | 4 | 5 |
| D4 | Before I start a class, I prepare multiple plans to allow for flexibility | 1 | 2 | 3 | 4 | 5 |
| D5 | I prepare for lessons with my pupils' needs in mind | 1 | 2 | 3 | 4 | 5 |
| D6 | I am able to complete the syllabus if there are no interruptions | 1 | 2 | 3 | 4 | 5 |
| D7 | I do research on the topic I am teaching before I enter the class | 1 | 2 | 3 | 4 | 5 |
| D8 | I ask colleagues for help when the content is complex | 1 | 2 | 3 | 4 | 5 |
| D9 | The training I received before I became a teacher prepared me for teaching in the classroom | 1 | 2 | 3 | 4 | 5 |
| D10 | The training I received after I became a teacher helped me improve my teaching in the classroom | 1 | 2 | 3 | 4 | 5 |

| Support from administration | | Strongly disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
|--|--|-------------------|----------|----------------------------|-------|----------------|
| For this next section we will focus on the administration at your school. The administration is the leadership at your school. This could be the headteacher, principal, vice-principal, and head of department. | | | | | | |
| To start, here are two stories about two successful teachers. | | | | | | |
| E1 | Charles is a teacher. The administration at Charles' school often gives teachers adequate materials and feedback. They try to help teachers access new trainings and certifications. How much do you agree with this statement: The administration at Charles' school is supportive of teachers. | 1 | 2 | 3 | 4 | 5 |
| E2 | James is a teacher. The administration at James' school does not have the time to regularly provide teachers with feedback on their teaching. The administration does not go out of its way to help teachers access new trainings and certifications. How much do you agree with this statement: The administration at James' school is supportive of teachers. | 1 | 2 | 3 | 4 | 5 |
| Think about the administration at your school. How much do you agree with each statement? | | | | | | |
| The administration... | | | | | | |
| E3 | ... provides teachers with the required materials and learning aids | 1 | 2 | 3 | 4 | 5 |
| E4 | ... rewards teachers for positive work | 1 | 2 | 3 | 4 | 5 |
| E5 | ... gives teachers constructive feedback and supervision | 1 | 2 | 3 | 4 | 5 |
| E6 | ... allocates enough time and resources for collaboration between teachers | 1 | 2 | 3 | 4 | 5 |
| E7 | ... allocates enough time and resources for professional development | 1 | 2 | 3 | 4 | 5 |
| E8 | ... supports teachers in solving personal problems | 1 | 2 | 3 | 4 | 5 |
| E9 | ... supports teachers in solving professional problems | 1 | 2 | 3 | 4 | 5 |
| E10 | ... supports teachers in taking time off for personal issues or if they are sick | 1 | 2 | 3 | 4 | 5 |

| Intrinsic motivation | | Strongly disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
|---|---|-------------------|----------|----------------------------|-------|----------------|
| Here are two more examples of two successful teachers. | | | | | | |
| F1 | Betty is a teacher. Betty likes teaching but does not view it as her main profession. She tries not to engage in the school in issues beyond her role as a teacher. How much do you agree with this statement: Betty is internally motivated as a teacher. | 1 | 2 | 3 | 4 | 5 |
| F2 | Florence is a teacher. Florence views teaching as her main profession and her life's goal. She often goes out of the way to address any issues that come up in the classroom or school, even if the issue is beyond her role as a teacher. How much do you agree with this statement: Florence is internally motivated as a teacher. | 1 | 2 | 3 | 4 | 5 |
| Think about yourself as a teacher. How much do you agree with each statement? | | | | | | |
| F3 | I like learning new content to teach my pupils | 1 | 2 | 3 | 4 | 5 |
| F4 | I love the teaching profession | 1 | 2 | 3 | 4 | 5 |
| F5 | I love the school that I currently work at | 1 | 2 | 3 | 4 | 5 |
| F6 | I am able to complete my work without reminders | 1 | 2 | 3 | 4 | 5 |
| F7 | I create extra learning opportunities for learners who need them | 1 | 2 | 3 | 4 | 5 |
| F8 | I go out of my way to communicate with parents about their pupils' progress | 1 | 2 | 3 | 4 | 5 |
| F9 | I go above and beyond the scope of my work as a teacher | 1 | 2 | 3 | 4 | 5 |

| Sociability | | Strongly disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
|---|---|-------------------|----------|----------------------------|-------|----------------|
| Here are two more examples of two successful teachers. | | | | | | |
| G1 | Anne is a teacher. Anne is welcoming of others when they visit the school. She is friendly with other teachers. How much do you agree with this statement: Anne is sociable. | 1 | 2 | 3 | 4 | 5 |
| G2 | Jane is a teacher. Jane tries not to engage with visitors who come to the school. She is nice but tends to keep to herself. How much do you agree with this statement: Jane is sociable. | 1 | 2 | 3 | 4 | 5 |
| Think about yourself as a teacher. How much do you agree with each statement? | | | | | | |
| G3 | I have a friendly relationship with my pupils | 1 | 2 | 3 | 4 | 5 |
| G4 | I make jokes or do things to make my pupils laugh | 1 | 2 | 3 | 4 | 5 |
| G5 | I engage in games and activities that my pupils are playing | 1 | 2 | 3 | 4 | 5 |
| G6 | I often know what is going on in the home lives of my pupils | 1 | 2 | 3 | 4 | 5 |
| G7 | I know the names of most of the parents of my pupils | 1 | 2 | 3 | 4 | 5 |
| G8 | I go out my way to welcome new teachers and staff to the school | 1 | 2 | 3 | 4 | 5 |
| G9 | I am friends with most of the teachers at my school | 1 | 2 | 3 | 4 | 5 |
| G10 | I make jokes or do things to make my colleagues laugh | 1 | 2 | 3 | 4 | 5 |

| Teacher-pupil relationship | | Strongly disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
|---|--|-------------------|----------|----------------------------|-------|----------------|
| Here are two more examples of two successful teachers. | | | | | | |
| H1 | Ronald is a teacher. Ronald cares about his pupils' academic achievement but does not generally help them with non-academic issues. He is respectful of all pupils but does not involve himself in their personal life. How much do you agree with this statement: Ronald has a strong relationship with his pupils. | 1 | 2 | 3 | 4 | 5 |
| H2 | Stephen is a teacher. Stephen goes out of his way to welcome new pupils and make sure all pupils feel comfortable in the school. He cares about the well-being of pupils and tries to help them with issues inside and outside of school. How much do you agree with this statement: Stephen has a strong relationship with his pupils. | 1 | 2 | 3 | 4 | 5 |
| Think about yourself as a teacher. How much do you agree with each statement? | | | | | | |
| H3 | I take the time to help pupils who are struggling | 1 | 2 | 3 | 4 | 5 |
| H4 | I mentor my pupils with the challenges they are experiencing | 1 | 2 | 3 | 4 | 5 |
| H5 | I give my pupils positive feedback whenever possible | 1 | 2 | 3 | 4 | 5 |
| H6 | I care for my pupils like a parent | 1 | 2 | 3 | 4 | 5 |
| H7 | If a pupil misses a class, I follow up to make sure they know what they missed | 1 | 2 | 3 | 4 | 5 |
| H8 | I encourage shy pupils to participate more in class | 1 | 2 | 3 | 4 | 5 |
| H9 | I encourage pupils to solve their personal problems with each other | 1 | 2 | 3 | 4 | 5 |
| H10 | I encourage pupils to participate in activities outside of the classroom | 1 | 2 | 3 | 4 | 5 |

| Sense of well-being | | Strongly disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
|---|--|-------------------|----------|----------------------------|-------|----------------|
| Here are two more examples of two successful teachers. | | | | | | |
| J1 | Alice is a teacher. Alice has most of her needs met. She receives her salary on time, has reasonable accommodations, and generally feels satisfied by the work as a teacher. How much do you agree with this statement: Alice is doing well as a teacher. | 1 | 2 | 3 | 4 | 5 |
| J2 | Juliet is a teacher. Juliet sometimes struggles to meet her needs. Her salary is sometimes late and she sometimes feels stressed by the work as a teacher. How much do you agree with this statement: Juliet is doing well as a teacher. | 1 | 2 | 3 | 4 | 5 |
| Think about yourself as a teacher. How much do you agree with each statement? | | | | | | |
| J3 | I feel safe in my school | 1 | 2 | 3 | 4 | 5 |
| J4 | I feel safe in my community | 1 | 2 | 3 | 4 | 5 |
| J5 | I have strong relationships in my school | 1 | 2 | 3 | 4 | 5 |
| J6 | I have strong relationships in my community | 1 | 2 | 3 | 4 | 5 |
| J7 | I am in good health | 1 | 2 | 3 | 4 | 5 |