

<pre>name: <unnamed> log: C:\Users\s' > iness 2023 (SRS6)/Data > orm_public.scml log type: smcl</unnamed></pre>	taff-riped2022\Dropbox\Codes and Data for Projects\\School Read a and Codes\Codebook\TSRS_2020\TSRS2020_classroom_observation_f
opened on: 2 Aug 2024	4, 08:12:47
1 . codebookr _all,all	
Dataset: > blic.dta	*/Data and Codes\Data\plubic data\TSRS_2020_2021_2022_2023_pu
Last saved:	1 Aug 2024 14:58 DATA HAVE CHANGED SINCE LAST SAVED
Number of variables: Number of observations: Size:	<pre>[none] 456 9,526 262,336,514 bytes ignoring labels, etc. A list of all of the possible non-missing values</pre>
Unique Missing Values:	for the variable and the description of the values.
.a or RF:	The subject explicitly refused to answer the question when he or she should have.
.b or NA:	The subject was never asked the question for one reason or another. Usually this results from "skip patterns" that occur.
.c or DK:	The subject was unable to answer the question either because he or she had no opinion or because the required information was not available.
.d or MI:	Items should be filled out but have no data entry found. This is enumerator's own mistake. The circumstances can be interviewers failing to ask a question or forgetting to record a response
Numeric Missing*:	.a String Missing*: RF .b NA .c DK .d MI
stid	Student identification code
type:	string (str12), but longest is str10
unique values:	9,526 missing "": 0/9,526
examples:	"3209073208" "4516073213" "5712053105" "9301063203"

prov_code

State identification code

type: string (**str2**)

unique values: 19

missing "": 0/9,526

tabulation:	Freq. 523 505 512 478 476 492 490 471 495 497 477 482 553 477 519 495 503 516	"16" "24" "32" "40" "41" "45" "51" "52" "57" "74" "90" "91" "93" "94"
	516	"95"
	565	"96"

roomid

Room code

	type:	string (str10), but longest is str8	
	unique values:	764 missing "": 0/9,526	
	examples:	"32090732" "45160732" "57120531" "93010632"	
scid			School code
	type:	string (str10), but longest is str7	
	unique values:	684 missing "": 0/9,526	
	examples:	"3209007" "4516007" "5712005" "9301006"	
level			room id
	type:	string (str18), but longest is str2	
	unique values:	10 missing "": 0/9,526	
	tabulation:	Freq. Value 5,966 "31" 1,423 "32" 422 "33" 165 "34" 105 "35" 30 "36" 1,370 "91" 15 "92" 15 "94"	

roomlabcl

Grade level of observation

type:	string	(str87), but longest is str11
unique values:	15	missing "": 0/9,526
tabulation:	50 14 162 11 426 45 15 5,021 1,732 1,313 407 180 105	"0.1" "0.1-0.2" "0.1-0.3" "0.2" "0.2-0.3" "0.2/1" "0.2/2" "0.2/2" "0.2/3"

mcmcc107

Total number of students

type:	numeric (byte)		
range: unique values:	[4,63] 42	units: missing .:	
tabulation:	Freq. Value 4 4 45 5 36 6 71 7 206 8 164 9 218 10 230 11 343 12 336 13 357 14 462 15 399 16 337 17 262 18 286 19 428 20 466 21 411 22 228 23 382 24 505 25 413 26 421 27 311 28 328 29 408 30 255 31 45 32 149 33 220 34 117 35 90 36 60 37 60 38 15 39 45 40 15 41 15 42 15 43 15 49		

mean: std. dev:	15 63 338 . 21.5482 8.04575				
percentiles:	10%	25%	50%	75%	90%
	11	15	21	27	31

The number of students at the observation date

type:	numeric (byte)				
range: unique values:	[1,42] 37		units: missing .:		
tabulation: mean: std. dev:	Freq. Value 30 1 3 3 35 4 80 5 76 6 147 7 225 8 270 9 315 10 413 11 464 12 439 13 512 14 476 15 409 16 346 17 417 18 366 19 381 20 513 21 469 22 264 23 391 24 331 25 239 26 239 27 336 28 225 29 177 30 75 31 86 32 120 33 75 34 15 36 30 38 15 40 30 42 492 . 18.5892 7.2227				
percentiles:	10% 10	25% 13	50% 18	75% 24	90% 28

mcmcc101

mcmccl07cnt

Total number of lead teachers

_

type: numeric (**int**)

range: [0,2] unique values: 3 units: 1 missing .: 351/9,526

		15	าว "ผู้ช่วย	กรู่เป็นที่ย 7 "นั ครู่"	ึกศึกษาสัง	เกตการสอน	"
tabulation:	Freq. V. 9,489 "	alue "	15	"ดร สาริอษร	การ ด้ำ "		
unique values:	3 Erog V			missind	. 9,48	5/9,520	
type:		str169), but	longest is	str60 f "": 9,48	0/0 526	
· · · · ·			\				
mccl04txt					Oth	ers, please	specif
percentiles:	10	8 D	25% 0	50% 0	75% 0	90% 0	
mean: std. dev:	247 1 351 . .026921 .161861						
tabulation:	Freq. V. 8,928 0	alue					
range: unique values:	[0,1] 2				ts: 1 f.: 351/9	,526	
type:	numeric	(byte)					
cmcc103					Tota	l number of	intern
percentiles:	10	° 0	25% 0	50% 0	75% 0	90% 1	
mean: std. dev:	.107357 .312387						
	8,198 0 969 1 8 2 351 .						
unique values: tabulation:	3 Freq. V	alue		missing	f.: 351/9	,526	
range:	[0,2]	(2700)			ts: 1		
type:	numeric	(byte)					
cmcc102					Total nu	mber of co-t	eacher
percentiles:	10	20 1	25% 1	50% 1	75% 1	90% 1	
std. dev:	.12279						
mean:	30 0 9,036 1 109 2 351 . 1.00861						

type: numeric (**byte**)

range: unique values:			units: missing .:		,526	
tabulation:	Freq. Value 9,129 0 46 1 351 .					
mean: std. dev:	.005014					
percentiles:	10% 0	25% 0	50% 0	75% 0	90% 0	
acmcc105				Total	number of teach	er
type:	numeric (int)					
range: unique values:	[0,4] 5		units: missing .:		,526	
tabulation:	Freq. Value 15 0 7,872 1 1,212 2 68 3 8 4 351 .					
mean: std. dev:	1.1479 .386481					
percentiles:	10% 1	25% 1	50% 1	75% 1	90% 2	
nemcc105cnt						
			n date, how m	any tea	chers were at wo	rk
type:	numeric (byte)				chers were at wo	ork'
type: range: unique values:	numeric (byte) [0,25] 5		n date, how m units: missing .:	1		ork
type: range:	numeric (byte) [0,25]		units:	1		ork
type: range: unique values: tabulation: mean:	numeric (byte) [0,25] 5 Freq. Value 68 0 7,874 1 1,120 2 53 3 15 25 396 . 1.16627		units:	1		ork
type: range: unique values: tabulation: mean: std. dev: percentiles:	numeric (byte) [0,25] 5 Freq. Value 68 0 7,874 1 1,120 2 53 3 15 25 396 . 1.16627 1.03544 10% 1	25% 1	units: missing .: 50% 1	1 396/9 75% 1	90%	
type: range: unique values: tabulation: mean: std. dev: percentiles:	numeric (byte) [0,25] 5 Freq. Value 68 0 7,874 1 1,120 2 53 3 15 25 396 . 1.16627 1.03544 10% 1	25% 1 ere speci	units: missing .: 50% 1	1 396/9 75% 1	90% 2	
type: range: unique values: tabulation: mean: std. dev: percentiles: ncmccl06 At this grade	numeric (byte) [0,25] 5 Freq. Value 68 0 7,874 1 1,120 2 53 3 15 25 396 . 1.16627 1.03544 10% 1 e level, are the numeric (byte)	25% 1 ere speci	units: missing .: 50% 1	1 396/9 75% 1 assigne	90% 2 ed to each subjec	

mcmccl16		Are th	ere suf	ficient tal	bles and o	chair for	all kids?
type: label:		yte)					
range: unique values:	[1,3] 2			unit: missing	s: 1 .: 351/9	,526	
tabulation:	Freq. Nu 5,381 3,794 351		Label Yes No				
sclecl01 Is the classroom p	hysically d	ivided	into m	ultiple se	ctions suc	ch a a rea	ading sect
type: label:		yte)					
range: unique values:	[1,3] 2			unit. missing	s: 1 .: 351/9	,526	
tabulation:	Freq. Nu 6,109 3,066 351		Label Yes No				
sclec101num			If so,	how many	sections a	are there	in total?
type:	numeric (b	yte)					
range: unique values:	[0,13] 14			unit: missing	s: 1 .: 351/9	,526	
tabulation: mean: std. dev:	Freq. Val 3,092 0 963 1 947 2 1,206 3 966 4 697 5 531 6 410 7 212 8 71 9 34 10 25 11 6 12 15 13 351 . 2.51738 2.52933	ue					
percentiles:	10% 0		25% 0	50% 2	75% 4	90% 6	
sclecl01txt					f so, what		sections?

type: string (**str696**)

unique values: 438

missing "": 3,443/9,526

sclecl02		Is the arrangement of materials in each sector orgernized
		numeric (byte) sclec102
	range: unique values:	
	tabulation:	Freq. Numeric Label 692 1 Not orgernized 5,417 3 Orgernized 3,417 .
sclec103		Is the materials in each sector in good shape
	type: label:	numeric (byte) sclec103
	range: unique values:	[1,3] units: 1 2 missing .: 3,417/9,526
	tabulation:	Freq. Numeric Label 303 1 Not in good shape 5,806 3 In good shape 3,417 .
sclec104	Ar	re there sufficient materials in each sectors for the students
	type: label:	numeric (byte) sclec104
	range: unique values:	
	tabulation:	Freq. Numeric Label 1,389 1 Not sufficient 4,720 3 Sufficient 3,417 .
scpecl12		Is the environment inside the classroom clean and organized
	type: label:	numeric (byte) scpecl12
	range: unique values:	[1,3] units: 1 2 missing .: 351/9,526
	tabulation:	Freq. Numeric Label 8,516 1 Yes 659 3 No 351 .
scpec101	Have children d	lo handwriting or use worksheets for children in the classroom
	type: label:	

warning: variable has leading, embedded, and trailing blanks

range: [1,3] unique values: 2

units: **1** missing .: **351/9,526**

tabulation:	8,273	c Label 1 Yes 3 No •			
mcmccl22	I	s there a	security ca	mera within	the classroom?
type: label:	numeric (byte) mcmcc122				
range: unique values:			units: missing .:	1 351/9,526	
tabulation:	365 8,810 251	c Label 1 Yes 3 No •			
mcmccl18t1 During the period	of observation,	were the	ce any activ	ity in the o	classroom? (fir
type: label:	numeric (byte) mcmccl18t1				
range: unique values:			units: missing .:	1 351/9,526	
tabulation:	7,374	c Label 1 Yes 3 No •			
mcmccl19t1	Time in	which the	activty wa	s done (firs	st observation)
type:	string (str8),	but longe	est is str5		
unique values:	113		missing ""	: 2,152/9,5	526
mcmccl20t1			Activit	y name (firs	st observation)
type:	string (str635)			
unique values:			missing ""	: 2,152/9,5	526
warning:	variable has e	mbedded ar	nd trailing	blanks	
mcmccl21t1			Rea	son for havi	ing no activity
type: label:					
range: unique values:	[1,9] 4		units: missing .:	1 7,725/9,52	26

tabulation: Freq. Numeric Label 1 Teacher rejects request for 88 observation 3 The room is utilized for 25 examination 616 5 Teacher is absent 1,072 9 Others 7,725 mcmccl21t1txt In the case of others, please specify further type: string (str585), but longest is str285 unique values: 37 missing "": 8,910/9,526 tabulation: Freq. Value 8,910 "" 15 "ครูประชุม" 8 "ครูประชุมคำเนินการเรื่องเตรียมสถานทีเข ้ำค่ายถูกเสือ" "ครูประชุมทัศนศึกษา ไม่มีการเรียนการสอน" 12 7 '' ครูปถ่อยนักเรียนวิ่งเล่นอยู่นอกห้องเรีย น" "ครูมาสังเกตการเ 15 "ครูยังไม่ทำการสอน" 8 1 15 "ครูร่วมสังเกตการ '' กรูให้น้องๆทำกวามสะอาคบริเวณสนามและอากา 15 รเรียน " " ครูให้เด็กดูโทรทัศน์และครูมาสังเกตการสั 15 มภาษณ์" 12 "ครุไปอบรม 5 "ครูไม่" " คุณ ครูพาเค⁴ กซ้อมการ 15 และครูดูแลเด็กอ.1 อ.2 ทั้งหมดเนื่องจากครูคนอื่นไปเป็นกรรมการค มสอบ " 9 '' คุณครูให้น้องเตรรชมความพร้อมสำหรับการทด สอบ " 15 "คุณครูไปทำธุระ" 15 "งานกีฬาสี่" " จัดกิจกรรมนอกห้องเรียน คัดพัยกระดาษเ 14 ด พั ยกระคาษเ1 "ถ่ายรูปบัณฑิคน้อย" 15 8 "นอน" 15 "นักเรียนไปซ้อมเด้นสูลาสูบเพื่อการแข่งขั นใต้อาคารหอประชุม " 15 "มีการดิดตั้งแอ่ร์ " " ฮังไม่เริ่ 7 180 "รอทคสอบ" 15 "รอทำแบบทคสอบ" 14 "ศูนย์การศึกษานอกโรงเรียนมาจัดกิจกรรมห้อ งสมุคเคลื่อนที่'" งแม่ เพราะกัน 2 ค.ศ. 8 "เคร็กพรักดามอัชยาศัย" 15 "เคร็กเตรียมนอนกลางวัน" "เรียนคามกรูปกคิ" 11 7 "เวลาเด็กนอนและปล่อยเล่นตามอัชยาศัย" 15 "ใช้ห้องในการทดสอบเด็กในตอนเริ่มต้นแต่เส *ื* ชงดังจึงข้ายห้องไปห้องธุระการและคุณครูป ระจำชั้นไปประชุม " 6 "ไม่มี เนื่องจากทางโรงเรียนให้ทีมงานใช้ห้องอนุบ าล.3 เป็นสถานที่จัดกิจกรรมทดสอบพัฒนาการเด็กปฐ

2,152

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มวัย '' 14 ''ไม่มี เพราะทางโรงเรียนให้ทีมงานใช้ห้องเรียนในก ารจัดกิจกรรมทดสอบพัฒนาการเด็กปฐมวัย''

warning: variable has embedded and trailing blanks

scpec102t1 Are the students doing exercises or worksheets without any activities incorporat type: numeric (byte)
label: scpec102t1 units: 1 missing .: 2,152/9,526 range: [1,5] unique values: 3 tabulation: Freq. Numeric Label 1 Yes 3 No 1,421 5,720 233 5 Not observed 2,152 scpec102t1txt Reason for not observing type: string (str151) unique values: 15 missing "": 9,293/9,526 tabulation: Freq. Value 9,293 '' ขณะเข้าสังเกตุนักเรียน ได้ทำกิจกรรมแล้ว '' 10 "ครูให้ทำกิจกรรมอิสระ" 6 15 "ครูให้เด็กดูการ์ตูน , คุณครูข้ายเด็กไปรวม ห้องเดียวกัน" "คุณครูไม่อยู่" "คอนไปถึงโรงเรียน 15 10 15 "มาตอนจั ุคก 1 15 "มาไม่ทัน ไม่รู้ว่ามีกิจกรรมนำหรือไม่" 15 " ออกกำลังกา "เค้กทำกิจกรรมไปแล้ว" 30 ี้"เดี้ก็เด้รึยมด้วสอบปลายภาค "เดี้กเริ่มกิจกรรมไปแล้ว" 1 2 15 "เวิ่มกิจกร 15 "ไม่มีการทำแบบฝึกหัด" 30 warning: variable has embedded blanks scpecl03t1 Is lecturing and not doing activities with the students the teacher's main metho type: numeric (byte) label: scpec103t1 units: 1 missing .: 2,152/9,526 range: [1,3] unique values: 2 tabulation: Freq. Numeric Label 1 Yes 1,548 5,826 3 No

scpec104t1 Does the teacher turn on the TV or video for the students to watch? type: numeric (byte) label: scpec104t1 units: 1 missing .: 2,152/9,526 range: [1,3] unique values: 2 Numeric Label **1** Yes tabulation: Freq. 899 6,475 3 No 2,152 . scpec105t1 Is the teacher's attention directed towards other sectors of work rather than te type: numeric (byte)
label: scpec105t1 range: [2 unique values: 2 units: 1 missing .: 2,152/9,526 [1,3] Numeric Label **1** Yes Freq. tabulation: 154 7,220 3 No 2,152 scpec106t1 Does the teacher assign group activities, where all students have approximately type: numeric (byte)
label: scpec106t1 units: 1 missing .: 2,152/9,526 range: [1,3]
unique values: 2 Numeric Label **1** Yes **3** No tabulation: Freq. 3,947 3,427 2,152 . scpec107t1 Is there negative language incorporated in the teacher's speech? type: numeric (byte) label: scpec107t1 range: [1,3]
unique values: 2 units: 1 missing .: 2,152/9,526 Numeric Label **1** Yes Freq. tabulation: 67 7,307 3 No 2,152 . scpec108t1 Physical punishment such as hitting type: numeric (byte) label: scpec108t1 range: [1,3]
unique values: 2 units: 1 missing .: 2,152/9,526

tabulation:	Freq. 99 7,275 2,152	1	Label Yes No		
scpec109t1					Verbal reprimand rebuke
type: label:		c (byte) 09t1			
range: unique values:	[1,3] 2			units: missing .:	1 2,152/9,526
tabulation:	Freq. 2,456 4,918 2,152	Numeric 1 3	Label Yes No		
scpecl10t1			Seperat	ion of studen	its from the rest of class
type: label:		c (byte) L0t1			
range: unique values:				units: missing .:	1 2,152/9,526
tabulation:	Freq. 30 7,344 2,152	Numeric 1 3	Yes		
scpecl11t1				Making	student behave correctly
type: label:		c (byte) L1t1			
range: unique values:				units: missing .:	1 2,152/9,526
tabulation:	Freq. 3,043 4,331 2,152	Numeric 1 3	Label Yes No		
scpecl12t1 Are there any addi	itional p	punishment	excute	d by teachers	that are not listed abov
type: label:		c (byte) L2t1			
range: unique values:	[1,3] 2			units: missing .:	1 2,152/9,526
tabulation:	Freq. 94 7,280 2,152	Numeric 1 3	Label Yes No		
scpecl12t1txt				If yes, spe	cify what method was used
type:	string	(str187)			

unique values:	7 missing "": 9,432/9,526
tabulation: warning:	Freq. Value 9,432 "" 15 "วังรอบสนาม" 15 "สั่งสอนคักเคือน" 9 "หอิก" 9 "เก็บขอะ ขอโทษเพื่อน" 16 "แฮกเคร็กไฮ เพราะครูให้สัมภาษณ์เจ้าหน้าที่อยู่" 15 "ให้สังลงกอดอกร้องเพลง ข้อดกลงของห้อง" 15 "ให้สุกขึ้นอิน" variable has embedded blanks
mcmccl18t2 During the period	of observation, were there any activity in the classroom? (sec
	numeric (byte) mcmccl18t2
range: unique values:	
tabulation:	Freq. Numeric Label 7,374 1 Yes 2,152 .
mcmccl19t2	Time in which the activty was done (second observation)
type:	string (str8), but longest is str5
unique values:	130 missing "": 2,152/9,526
mcmccl20t2	Activity name (second observation)
type:	string (str590), but longest is str287
unique values:	435 missing "": 2,152/9,526
warning:	variable has leading, embedded, and trailing blanks
scpec102t2 Are the students of	oing exercises or worksheets without any activities incorporat
type: label:	
range: unique values:	
tabulation:	Freq. Numeric Label 1,727 1 Yes 5,364 3 No 283 5 Not observed 2,152 .
scpec102t2txt	Reason for not observing

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type: string (str132), but longest is str124 missing "": 9,243/9,526 unique values: 21 tabulation: Freq. Value 9,243 "" 13 "กิจกรร 15 "กิจกรรมเคียวเ "กิจกรรมเริ่มไปก่อนแล้ว" 15 " ครูประชุม " 9 15 "ครูสอนโดยเค^กนั่งฟัง" ี้ "ครูให้ดูการ์ดูน" 5 "ครูให้วาดตามจินตนาการ" 15 ''คุณครูสึงงานก่อนที่จะเข้ามาสังเกตช่วงท 12 '' 5 15 "นร.ไปทานข้าวที่'โรงอาหาร" ี่นักเรียนไปว่ายน้ำ" 15 "มาถึงคอนทำกิจกรรมพอค์" 13 "มาถึงเคร็กระบายส์แล้ว" 15 15 15 12 "เด็กดูการ์ตูน" 30 "เด็กทำกิจกรรมไปแล้ว" 15 "เด็กนุร.พักกินข้าว" 14 "เค็กรับประทานอาหาร" "เด็กสอบปลายภาค " 12 1 2 15 " "ไม่มาในช่วงกา 8

warning: variable has trailing blanks

scpec103t2

Is lecturing and not doing activities with the students the teacher's main metho

	numerio scpecl(
range: unique values:				units: missing .:	1 2,152/9,526
tabulation:	Freq. 1,304 6,070 2,152	Numeric 1 3	Label Yes No		

scpec104t2Does the teacher turn on the TV or video for the students to watch?type:numeric (byte)label:scpec104t2range:[1,3]unique values:2tabulation:Freq. Numeric Label62716,7473No2,1522.

scpec105t2

Is the teacher's attention directed towards other sectors of work rather than te

type: numeric (byte) label: scpec105t2

range: [1,3] unique values: 2 units: 1 missing .: 2,152/9,526 Numeric Label 1 Yes tabulation: Freq. 278 7,096 3 No 2,152 . scpec106t2 Does the teacher assign group activities, where all students have approximately type: numeric (**byte**) label: **scpec106t2** range: [1,3] unique values: 2 units: 1 missing .: 2,152/9,526 Numeric Label **1** Yes **3** No tabulation: Freq. 3,457 3,917 2,152 . scpec107t2 Is there negative language incorporated in the teacher's speech? type: numeric (byte) label: scpec107t2 range: [1,3]
unique values: 2 units: 1 missing .: 2,152/9,526 Numeric Label **1** Yes **3** No tabulation: Freq. 85 7,289 2,152 . scpec108t2 Physical punishment such as hitting type: numeric (**byte**) label: **scpec108t2** units: 1 missing .: 2,152/9,526 range: [1,3]
unique values: 2 Numeric Label **1** Yes tabulation: Freq. 1 Yes 3 No 94 7,280 2,152 . scpec109t2 Verbal reprimand rebuke type: numeric (**byte**) label: scpec109t2 units: 1 missing .: 2,152/9,526 range: [1,3]
unique values: 2 Numeric Label 1 Yes tabulation: Freq. 2,475 3 No 4,899 2,152 .

scpecl10t2 Seperation of students from the rest of class type: numeric (byte) label: scpecl10t2 units: 1 missing .: 2,152/9,526 range: [1,3] unique values: 2 Numeric Label **1** Yes tabulation: Freq. 106 7,268 3 No 2,152 . scpecl11t2 Making student behave correctly type: numeric (byte)
label: scpecl11t2 units: 1 missing .: 2,152/9,526 range: [1,3]
unique values: 2 tabulation: Freq. Numeric Label 3,014 1 Yes 3 No Yes 4,360 2,152 . scpecl12t2 Are there any additional punishment excuted by teachers that are not listed abov type: numeric (byte) label: scpecl12t2 units: 1 range: [1,3] missing .: 2,152/9,526 unique values: 2 Numeric Label **1** Yes **3** No tabulation: Freq. 36 7,338 2,152 . scpecl12t2txt If yes, specify what method was used type: string (str262), but longest is str39 unique values: 4 missing "": 9,490/9,526 tabulation: Freq. Value 9,490 " คักเคือน " 12 6 "ถูกนึ่ง 2 ครั้ง" "วิ่งรอบสนาม" 9 '' เก็บขยะ '' 9 warning: variable has embedded blanks sctrcl02t1 Are the students doing exercises or worksheets without any activities incorporat

type: numeric (byte)
label: sctrcl02t1

range: [.,.]
unique values: 0 units: . missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 sctrcl02t1txt Reason for not observing type: string (str130), but longest is str0 unique values: 0 missing "": 9,526/9,526 tabulation: Freq. Value 9,526 "" sctrcl03t1 Is lecturing and not doing activities with the students the teacher's main metho type: numeric (byte) label: sctrcl03t1 range: [.,.]
unique values: 0 units: . missing .: **9,526/9,526** tabulation: Freq. Numeric Label 9,526 . sctrcl04t1 Does the teacher turn on the TV or video for the students to watch? type: numeric (byte)
label: sctrcl04t1 range: [.,.]
unique values: 0 units: . missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 . sctrcl05t1 Is the teacher's attention directed towards other sectors of work rather than te type: numeric (byte)
label: sctrcl05t1 range: [.,.]
unique values: 0 units: . missing .: **9,526/9,526** tabulation: Freq. Numeric Label 9,526 sctrcl06t1 Does the teacher assign group activities, where all students have approximately

type: numeric (byte) label: sctrcl06t1 unique values: 0 units: . unique values: Freq. Numeric Label 9,526 . sctrcl07t1 Is there negative language incorporated in the teacher's speech? type: numeric (byte)
label: sctrcl07t1 range: [.,.] units: missing .: 9,526/9,526 unique values: 0 Numeric Label tabulation: Freq. 9,526 sctrcl08t1 Physical punishment such as hitting type: numeric (**byte**) label: **sctrc108t1** range: [.,.]
unique values: 0 units: . missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 sctrcl09t1 Verbal reprimand rebuke type: numeric (byte)
label: sctrcl09t1 range: [.,.]
unique values: 0 units: . missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 • sctrcl10t1 Seperation of students from the rest of class type: numeric (**byte**) label: **sctrcl10t1** units: . missing .: 9,526/9,526 range: [.,.]
unique values: 0 tabulation: Freq. Numeric Label 9,526 . sctrcl11t1 Making student behave correctly type: numeric (byte)
label: sctrcl11t1 range: [.,.]
unique values: 0 units: . missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 sctrcl12t1

Are there any additional punishment excuted by teachers that are not listed abov

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	numeric (byte)
	sctrcl12t1
range: unique values:	
tabulation:	Freq. Numeric Label 9,526 .
sctrcl12t1txt	If yes, specify what method was used
type:	string (str98), but longest is str0
unique values:	0 missing "": 9,526/9,526
tabulation:	Freq. Value 9,526 ""
sctrcl02t2 Are the students of	doing exercises or worksheets without any activities incorporat
	numeric (byte) sctrc102t2
range: unique values:	
tabulation:	
sctrcl02t2txt	Reason for not observing
type:	string (str126), but longest is str0
unique values:	0 missing "": 9,526/9,526
tabulation:	Freq. Value 9,526 ""
sctrcl03t2 Is lecturing and p	not doing activities with the students the teacher's main metho
type: label:	numeric (byte) sctrc103t2
range: unique values:	[.,.] units: . 0 missing : 9,526/9,526
tabulation:	Freq. Numeric Label 9,526 .
sctrcl04t2 Does	the teacher turn on the TV or video for the students to watch?
	numeric (byte) sctrc104t2
range: unique values:	
tabulation:	Freq. Numeric Label 9,526 .

Is the teacher's attention directed towards other sectors of work rather than type: nummric (byte) label: setrol05t2 range: [.,.] unique values: 0 type: numeric (byte) label: sotrol06t2 Does the teacher assign group activities, where all students have approximate type: numeric (byte) label: sotrol06t2 range: [.,.] unique values: 0 type: numeric (byte) label: sotrol07t2 Is there negative language incorporated in the teacher's spee type: numeric (byte) label: sotrol07t2 range: [.,.] unique values: 0 type: numeric (byte) label: sotrol07t2 range: [.,.] unique values: 0 type: numeric (byte) label: sotrol08t2 pysical punishment such as hitt type: numeric (byte) label: sotrol08t2 range: [.,.] unique values: 0 type: numeric (byte) label: sotrol08t2 range: [.,.] unique values: 0 type: numeric (byte) label: sotrol08t2 verbal reprimand reb type: numeric (byte) label: sotrol08t2 verbal reprimand reb						
label: sctrcl05t2 range: [] unique values: 0 sctrcl06t2 Does the teacher assign group activities, where all students have approximate type: numeric (byte) label: sctrcl06t2 range: [] unique values: 0 type: numeric (byte) label: sctrcl07t2 Is there negative language incorporated in the teacher's spee type: numeric (byte) label: sctrcl07t2 unique values: 0 type: numeric (byte) label: sctrcl07t2 range: [] unique values: 0 type: numeric (byte) label: sctrcl07t2 type: numeric (byte) label: sctrcl07t2 type: numeric (byte) label: sctrcl08t2 range: [] unique values: 0 type: numeric (byte) label: sctrcl08t2 range: [] unique values: 0 type: numeric (byte) label: sctrcl08t2 range: [] unique values: 0 type: numeric (byte) label: sctrcl08t2 verbal reprimand reb type: numeric (byte) label: sctrcl09t2 verbal reprimand reb type: numeric (byte) label: sctrcl09t2 verbal reprimand reb		attention	directed	towards	s other se	ctors of work rather than te
unique valués: 0 missing .: 9,526/9,526 tabulation: Freq. Numeric Label sotrcl06t2 Does the teacher assign group activities, where all students have approximate type: numeric (byte) label: sotrcl06t2 range: [] unique values: 0 units: . unique values: 0 missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 . sotrcl07t2 Is there negative language incorporated in the teacher's spee type: numeric (byte) label: sotrcl07t2 range: [] unique values: 0 missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 . sotrcl08t2 Physical punishment such as hitt type: numeric (byte) label: sotrcl08t2 range: [] unique values: 0 missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 . sotrcl08t2 Verbal reprimand reb type: numeric (byte) label: sotrcl09t2 verbal reprimand reb type: numeric (byte) label: sotrcl09t2 verbal reprimand reb	type: label:	numeric sctrc10	(byte) 5t2			
9,526 . sctrc106t2 Does the teacher assign group activities, where all students have approximate type: numeric (byte) label: sctrc106t2 range: [.,.] units: . unique values: 0 missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 numeric (byte) label: sctrc107t2 is there negative language incorporated in the teacher's spee type: numeric (byte) label: sctrc107t2 range: [.,.] units: . unique values: 0 missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 numeric (byte) label: sctrc108t2 Physical punishment such as hitt type: numeric (byte) label: sctrc108t2 physical punishment such as hitt type: numeric (byte) label: sctrc108t2 verbal reprimand reb sctrc109t2 verbal reprimand reb type: numeric (byte) label: sctrc109t2 numeric Label figst (.,.] units: . unique values: 0 missing .: 9,526/9,526 tabulation: Freq. Numeric Label (.,.] units: . unique values: 0 missing .: 9,526/9,526 tabulation: Freq. Numeric Label						
Does the teacher assign group activities, where all students have approximate type: numeric (byte) label: sctrcl06t2 unique values: 0 missing :: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 . sctrcl07t2 Is there negative language incorporated in the teacher's spee type: numeric (byte) label: sctrcl07t2 range: [.,.] units: . unique values: 0 missing :: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 . sctrcl08t2 Physical punishment such as hitt type: numeric (byte) label: sctrcl08t2 range: [.,.] unique values: 0 missing :: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 . sctrcl09t2 Verbal reprimand reb type: numeric (byte) label: sctrcl09t2 verbal reprimand reb type: numeric (byte) label: sctrcl09t2 range: [.,.] unique values: 0 missing :: 9,526/9,526 tabulation: Freq. Numeric Label 0 missing :: 9,526/9,526 tabulation: Freq. Numeric Label 1 ype: numeric (byte) label: sctrcl09t2 verbal reprimand reb	tabulation:		Numeric	Label		
label: sctrc106t2 range: [.,.] unique values: 0 tabulation: Freq. Numeric Label 9,526 sctrc107t2 Is there negative language incorporated in the teacher's spee type: numeric (byte) label: sctrc107t2 unique values: 0 tabulation: Freq. Numeric Label 9,526 sctrc108t2 Physical punishment such as hitt type: numeric (byte) label: sctrc108t2 range: [.,.] unique values: 0 type: numeric (byte) label: sctrc108t2 range: [.,.] unique values: 0 tabulation: Freq. Numeric Label sctrc109t2 Verbal reprimand reb type: numeric (byte) label: sctrc109t2 type: numeric (byte) type: numeric (byte) label: sctrc109t2 type: numeric (byte) sctrc109t2 type: numeric (byte) type: numeric		assign gr	oup activ	ities, w	where all	students have approximately
unique values: 0 missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 . sctrc107t2 Is there negative language incorporated in the teacher's spee type: numeric (byte) label: sctrc107t2 unique values: 0 missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 . sctrc108t2 Physical punishment such as hitt type: numeric (byte) label: sctrc108t2 range: [.,.] units: . unique values: 0 missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 . sctrc109t2 Verbal reprimand reb type: numeric (byte) label: sctrc109t2 Verbal reprimand reb type: numeric (byte) label: sctrc109t2 . sctrc109t2						
9,526 . sctrc107t2 Is there negative language incorporated in the teacher's spee type: numeric (byte) label: sctrc107t2 range: [.,.] units: . unique values: 0 missing .: 9,526/9,526 tabulation: Freq. Numeric Label sctrc108t2 Physical punishment such as hitt type: numeric (byte) label: sctrc108t2 range: [.,.] units: . unique values: 0 missing .: 9,526/9,526 tabulation: Freq. Numeric Label sctrc109t2 Verbal reprimand reb type: numeric (byte) label: sctrc109t2 type: numeric (byte) label: sctrc109t2 range: [.,.] units: . unique values: 0 missing .: 9,526/9,526 tabulation: Freq. Numeric Label						
type: numeric (byte) label: sctrc107t2 range: [.,.] unique values: 0 tabulation: Freq. Numeric Label 9,526 sctrc108t2 Physical punishment such as hitt type: numeric (byte) label: sctrc108t2 range: [.,.] unique values: 0 tabulation: Freq. Numeric Label 9,526 tabulation: Freq. Numeric Label type: numeric (byte) label: sctrc109t2 type: numeric (byte) label: sctrc109t2 type: numeric (byte) label: sctrc109t2 type: numeric (byte) label: sctrc109t2 type: numeric (byte) label: sctrc109t2 range: [.,.] units: . unique values: 0 type: numeric (byte) label: sctrc109t2 range: [.,.] units: . unique values: 0 type: numeric (byte) label: sctrc109t2 range: [.,.]	tabulation:		Numeric •	Label		
<pre>label: sctrc107t2 range: [.,.] unique values: 0 tabulation: Freq. Numeric Label 9,526 sctrc108t2 range: [.,.] unique values: 0 tabulation: Freq. Numeric Label 9,526 tabulation: Freq. Numeric Label type: numeric (byte) sctrc109t2 verbal reprimand reb type: numeric (byte) label: sctrc109t2 range: [.,.] unique values: 0 type: numeric (byte) label: sctrc109t2 range: [.,.] unique values: 0 type: numeric (byte) label: sctrc109t2 range: [.,.] unique values: 0 type: numeric (byte) label: sctrc109t2 range: [.,.] unique values: 0 type: numeric (byte) label: sctrc109t2 range: [.,.] unique values: 0 type: numeric (byte) label: sctrc109t2 range: [.,.] unique values: 0 type: numeric (byte) label: sctrc109t2 range: [.,.] unique values: 0 type: numeric (byte) label: sctrc109t2 range: [.,.] unique values: 0 type: numeric (byte) label: sctrc109t2 range: [.,.] unique values: 0 type: numeric (byte) label: sctrc109t2 range: [.,.] unique values: 0 type: numeric (byte) label: sctrc109t2 range: [.,.] unique values: 0 type: numeric (byte) label: sctrc109t2 range: [.,.] unique values: 0 type: numeric (byte) label: sctrc109t2 range: [.,.] unique values: 0 type: numeric (byte) label: sctrc109t2 range: [.,.] unique values: 0 type: numeric (byte) label: sctrc109t2 range: [.,.] unique values: 0 type: numeric (byte) label: sctrc109t2 type: numeric (</pre>	sctrc107t2 I	s there n	egative la	anguage	incorpora	ted in the teacher's speech?
unique values: 0 missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 . sctrc108t2 Physical punishment such as hitt type: numeric (byte) label: sctrc108t2 range: [.,.] units: . unique values: 0 missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 . sctrc109t2 Verbal reprimand reb type: numeric (byte) label: sctrc109t2 range: [.,.] units: . unique values: 0 missing .: 9,526/9,526 tabulation: Freq. Numeric Label	type: label:	numeric sctrc10	(byte) 7t2			
9,526 . sctrc108t2 Physical punishment such as hitt type: numeric (byte) label: sctrc108t2 range: [.,.] unique values: 0 tabulation: Freq. Numeric Label sctrc109t2 type: numeric (byte) label: sctrc109t2 range: [.,.] unique values: 0 tabulation: Freq. Numeric Label						
type: numeric (byte) label: sctrc108t2 range: [.,.] units: . unique values: 0 missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 . sctrc109t2 Verbal reprimand reb type: numeric (byte) label: sctrc109t2 range: [.,.] units: . unique values: 0 missing .: 9,526/9,526 tabulation: Freq. Numeric Label	tabulation:		Numeric •	Label		
<pre>label: sctrcl08t2 range: [.,.] unique values: 0 tabulation: Freq. Numeric Label 9,526 sctrcl09t2 verbal reprimand reb type: numeric (byte) label: sctrcl09t2 range: [.,.] unique values: 0 tabulation: Freq. Numeric Label</pre>	sctrc108t2				Physica	l punishment such as hitting
unique values: 0 missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 verbal reprimand reb type: numeric (byte) label: sctrcl09t2 range: [.,.] unique values: 0 missing .: 9,526/9,526 tabulation: Freq. Numeric Label	type: label:	numeric sctrc10	(byte) 8t2			
9,526 . sctrc109t2 Verbal reprimand reb type: numeric (byte) label: sctrc109t2 range: [.,.] units: . unique values: 0 missing .: 9,526/9,526 tabulation: Freq. Numeric Label					unit missing	s: . .: 9,526/9,526
type: numeric (byte) label: sctrcl09t2 range: [.,.] unique values: 0 tabulation: Freq. Numeric Label	tabulation:		Numeric	Label		
label: sctrcl09t2 range: [.,.] units: . unique values: 0 missing .: 9,526/9,526 tabulation: Freq. Numeric Label	sctrc109t2					Verbal reprimand rebuke
unique values: 0 missing .: 9,526/9,526 tabulation: Freq. Numeric Label						
	tabulation:		Numeric •	Label		

Seperation of students from the rest of class

type: numeric (byte) label: sctrcl10t2 range: [.,.] units: . unique values: 0 missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 . sctrcl11t2 Making student behave correctly

> type: numeric (**byte**) label: sctrcl11t2 unique values: 0 units: . unique values: Freq. Numeric Label 9,526 .

sctrcl12t2 Are there any additional punishment excuted by teachers that are not listed abov

type: numeric (**byte**) label: **sctrcl12t2** range: [.,.] unique values: 0 units: . tabulation: Freq. Numeric Label **9,526** .

sctrcl12t2txt

If yes, specify what method was used

type: string (**str135**), but longest is str0 unique values: 0 missing "": 9,526/9,526 tabulation: Freq. Value 9,526 ""

scpecl13p1

One panoramic classroom image (Standing and taking photos from the corner of the

type: numeric (**byte**) label: **scpecl13p1** unique values: **0** tabulation: Freq. Numeric Label **9,526**.

scpec113p2

Pictures of the classroom on all 4 sides (front, back, left and right) showing t

type: numeric (**byte**) label: **scpecl13p2** range: [.,.] units: . unique values: **0** missing .: **9,526/9,526** tabulation: Freq. Numeric Label 9,526 .

scpecl13p3 Pictures of teachers executing activities with the students as a whole from both type: numeric (**byte**) label: **scpecl13p3** range: [.,.] units: . missing .: 9,526/9,526 unique values: 0 Numeric Label tabulation: Freq. 9,526 . scpecl13p4 Pictures of students doing the activity as a whole from both observations. type: numeric (byte) label: scpecl13p4 range: [.,.]
unique values: 0 units: missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 roomid_p01 Room code type: string (str10), but longest is str0 unique values: 0 missing "": 9,526/9,526 tabulation: Freq. Value 9,526 "" roomno p01 Room number type: numeric (byte) range: [.,.]
unique values: 0 units: missing .: 9,526/9,526 tabulation: Freq. Value 9,526 . mean: . std. dev: . percentiles: 10% 25% 50% 75% 90% . . roomlabcl p01 Grade level of observation type: string (str87), but longest is str0 unique values: 0 missing "": 9,526/9,526 tabulation: Freq. Value 9,526 ""

cmccl07_p01				Total	number of st	udent
type:	numeric (byte)					
range: unique values:			units missing .		/9,526	
tabulation:	Freq. Value					
mean: std. dev:	9,526 .					
percentiles:	10%	25% •	50% •	75% •	90% •	
cmccl07cnt_p01		The num	ber of stude	nts at t	he observatio	n da
type:	numeric (byte)					
range: unique values:			units missing .		/9,526	
tabulation:	Freq. Value 9,526 .					
mean: std. dev:	•					
percentiles:	10%	25% •	50%	75% •	90% •	
cmccl01_p01			То	tal numb	er of lead te	ache
type:	numeric (int)					
range: unique values:			units missing .		/9,526	
tabulation:	Freq. Value 9,526 .					
mean: std. dev:						
percentiles:	10%	25% •	50% •	75% •	90% •	
cmccl02_p01				Iotal nu	mber of co-te	ache
type:	numeric (byte)					
			units missing .	: . : 9,526	/9,526	
range: unique values:	0		-			
	Freq. Value					
unique values:						

mcmccl03_p01

type: numeric (byte) range: [.,.]
unique values: 0 units: . missing .: 9,526/9,526 tabulation: Freq. Value 9,526 . mean: std. dev: . percentiles: 10% 25% 50% 75% 90% mcmccl04txt p01 Others type: string (**str169**), but longest is str0 unique values: 0 missing "": 9,526/9,526 tabulation: Freq. Value 9,526 "" mcmccl04 p01 Total number of others type: numeric (byte) range: [.,.]
unique values: 0 units: missing .: 9,526/9,526 tabulation: Freq. Value 9,526 . mean: std. dev: . percentiles: 10% 25% 50% 75% 90% mcmccl05 p01 Total number of teachers type: numeric (int) range: [.,.]
unique values: 0 units: missing .: 9,526/9,526 tabulation: Freq. Value 9,526 . mean: . std. dev: • percentiles: 10% 25% 50% 75% 90% mcmccl05cnt p01 At the observation date, how many teachers were at work? type: numeric (byte)

type: numeric (byte) range: [.,.] unique values: 0 tabulation: Freq. Value 9,526 . mean: std. dev:

	percentiles:		10%	25% •	50% •	75% •	90% •
ncmcc106_		level,	are there	specifi	c teachers	assigned	to each subjects?
	type: label:		.c (byte) .06_p01				
	range: unique values:				units: missing .:		9,526
	tabulation:	Freq. 9,526	Numeric .	Label			
mcmccl16	p01		Are th	ere suff	icient tabl	es and cl	nair for all kids?
	type: label:		.c (byte) .16_p01				
	range: unique values:				units: missing .:		9,526
	tabulation:	Freq. 9,526		Label			
sclecl01_ Is	the classroom p	numeri	ly divided. (byte) .01 p01	l into mu	ltiple sect	ions such	n a a reading sect
	range: unique values:	[.,.]	_		units: missing .:		9,526
	tabulation:	Freq. 9,526	Numeric •	Label			
sclecl01n	uum_p01			If so,	how many se	ctions a	re there in total?
	type:	numeri	c (byte)				
	range: unique values:	[.,.] 0			units: missing .:		9,526
	tabulation:	Freq. 9,526					
	mean: std. dev:	,					
	percentiles:		10%	25% •	50% •	75% •	90%
sclecl01t	xt_p01				If	so, what	are the sections?
	type:	string	(str696),	but lon	gest is str	0	
	unique values:	0			missing ""	: 9,526,	9,526

tabulation: Freq. Value 9,526 ""

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sclecl02 p01 Is the arrangement of materials in each sector orgernized? type: numeric (byte) label: sclec102 p01 range: [.,.] units: missing .: 9,526/9,526 unique values: 0 Numeric Label tabulation: Freq. 9,526 sclec103 p01 Is the materials in each sector in good shape? type: numeric (byte)
label: sclecl03_p01 range: [.,.]
unique values: 0 units: . missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 sclec104 p01 Are there sufficient materials in each sectors for the students? type: numeric (byte)
label: sclecl04_p01 range: [.,.]
unique values: 0 units: . missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 scpecl12 p01 Is the environment inside the classroom clean and organized? type: numeric (byte)
label: scpecl12_p01 units: . missing .: 9,526/9,526 range: [.,.]
unique values: 0 tabulation: Freq. Numeric Label 9,526 . scpec101_p01 Have children do handwriting or use worksheets for children in the classroom. type: numeric (byte)
label: scpecl01_p01 range: [.,.]
unique values: 0 units: . missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 .

Is there a security camera within the classroom?

type: numeric (**byte**) label: mcmccl22_p01 range: [.,.] units: . unique values: 0 missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 .

mcmccl18t1 p01

During the period of observation, were there any activity in the classroom? (fir

type: numeric (byte)
label: mcmccl18t1_p01 range: [.,.]
unique values: 0 units: . missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 mcmccl19t1 p01 Time in which the activty was done (first observation) type: string (str8), but longest is str0 missing "": 9,526/9,526 unique values: 0 tabulation: Freq. Value 9,526 "" mcmccl20t1 p01 Activity name (first observation) type: string (str635), but longest is str0 unique values: 0 missing "": 9,526/9,526 tabulation: Freq. Value 9,526 "" mcmccl21t1 p01 Reason for having no activity type: numeric (byte)
label: mcmccl2lt1_p01 range: [.,.]
unique values: 0 units: . missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 mcmccl21t1txt p01 Others

> type: string (**str585**), but longest is str0 unique values: 0 missing "": 9,526/9,526 tabulation: Freq. Value 9,526 ""

scpec102t1 p01 Are the students doing exercises or worksheets without any activities incorporat type: numeric (byte)
label: scpecl02t1_p01 range: [.,.]
unique values: 0 units: . missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 scpecl02t1txt p01 Reason for not observing type: string (str151), but longest is str0 unique values: 0 missing "": 9,526/9,526 tabulation: Freq. Value 9,526 "" scpecl03t1_p01 Is lecturing and not doing activities with the students the teacher's main metho type: numeric (byte)
label: scpecl03t1_p01 range: [.,.]
unique values: 0 units: . missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 scpecl04t1 p01 Does the teacher turn on the TV or video for the students to watch? type: numeric (byte)
label: scpecl04t1_p01 units: . missing .: 9,526/9,526 range: [.,.]
unique values: 0 tabulation: Freq. Numeric Label 9,526 . scpecl05t1_p01 Is the teacher's attention directed towards other sectors of work rather than te type: numeric (byte)
label: scpecl05t1_p01 range: [.,.]
unique values: 0 units: . missing .: 9,526/9,526 Numeric Label tabulation: Freq. 9,526 .

scpecl06t1_p01

Does the teacher assign group activities, where all students have approximately

type: numeric (byte)
label: scpecl06t1_p01 range: [.,.]
unique values: 0 units: . missing .: 9,526/9,526 tabulation: Freq. 9,526 Numeric Label scpec107t1 p01 Is there negative language incorporated in the teacher's speech? type: numeric (byte)
label: scpec107t1_p01 range: [.,.]
unique values: 0 units: . missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 scpec108t1 p01 Physical punishment such as hitting type: numeric (byte)
label: scpec108t1_p01 range: [.,.]
unique values: 0 units: . missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 . scpecl09t1 p01 Verbal reprimand rebuke type: numeric (**byte**) label: scpec109t1 p01 units: . missing .: 9,526/9,526 range: [.,.] unique values: 0 tabulation: Freq. Numeric Label 9,526 scpecl10t1 p01 Seperation of students from the rest of class type: numeric (byte) label: scpecl10t1_p01 units: . missing .: 9,526/9,526 range: [.,.] unique values: 0 tabulation: Freq. Numeric Label 9,526 scpecl11t1 p01 Making student behave correctly type: numeric (**byte**) label: scpecl11t1 p01

> range: [.,.] units: . unique values: 0 missing .: 9,526/9,526

tabulation:	Freq.	Numeric	Label
	9,526		

scpecl12t1_p01 Are there any additional punishment excuted by teachers that are not listed abov type: numeric (byte) label: scpecl12t1_p01 units: . missing .: 9,526/9,526 range: [.,.] unique values: 0 Numeric Label tabulation: Freq. 9,526 . scpecl12t1txt p01 If yes, specify what method was used type: string (str187), but longest is str0 unique values: 0 missing "": 9,526/9,526 tabulation: Freq. Value 9,526 "" mcmccl18t2 p01 During the period of observation, were there any activity in the classroom? (sec type: numeric (byte)
label: mcmccl18t2_p01 units: . missing .: 9,526/9,526 range: [.,.]
unique values: 0 tabulation: Freq. Numeric Label 9,526 mcmccl19t2_p01 Time in which the activty was done (second observation) type: string (str8), but longest is str0 unique values: missing "": 9,526/9,526 0 tabulation: Freq. Value 9,526 "" mcmccl20t2 p01 Activity name (second observation) type: string (str590), but longest is str0 missing "": 9,526/9,526 unique values: 0 tabulation: Freq. Value 9,526 "" scpec102t2 p01

Are the students doing exercises or worksheets without any activities incorporat

type: numeric (byte)
label: scpecl02t2_p01

range: [.,.]
unique values: 0 units: . missing .: **9,526/9,526** tabulation: Freq. Numeric Label 9,526 scpecl02t2txt p01 Reason for not observing type: string (str132), but longest is str0 missing "": 9,526/9,526 unique values: 0 tabulation: Freq. Value 9,526 "" scpec103t2 p01 Is lecturing and not doing activities with the students the teacher's main metho type: numeric (byte)
label: scpec103t2_p01 range: [.,.]
unique values: 0 units: . missing .: **9,526/9,526** tabulation: Freq. Numeric Label 9,526 . scpecl04t2 p01 Does the teacher turn on the TV or video for the students to watch? type: numeric (byte)
label: scpec104t2_p01 range: [.,.]
unique values: 0 units: . missing .: **9,526/9,526** tabulation: Freq. Numeric Label 9,526 . scpec105t2 p01 Is the teacher's attention directed towards other sectors of work rather than te type: numeric (byte)
label: scpec105t2_p01 range: [.,.]
unique values: 0 units: . missing .: **9,526/9,526** tabulation: Freq. Numeric Label 9,526

type: numeric (byte)
label: scpecl06t2_p01

range: [.,.] units: .
unique values: 0 missing .: 9,526/9,526
tabulation: Freq. Numeric Label
9,526 .

scpec107t2 p01 Is there negative language incorporated in the teacher's speech? type: numeric (byte) label: scpec107t2 p01 range: [.,.] units: missing .: 9,526/9,526 unique values: 0 Numeric Label tabulation: Freq. 9,526 scpec108t2 p01 Physical punishment such as hitting type: numeric (byte)
label: scpecl08t2_p01 range: [.,.]
unique values: 0 units: . missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 scpec109t2 p01 Verbal reprimand rebuke type: numeric (byte)
label: scpec109t2_p01 units: . missing .: 9,526/9,526 range: [.,.]
unique values: 0 tabulation: Freq. Numeric Label 9,526 • scpecl10t2 p01 Seperation of students from the rest of class type: numeric (byte)
label: scpecl10t2_p01 units: . missing .: 9,526/9,526 range: [.,.]
unique values: 0 tabulation: Freq. Numeric Label 9,526 . scpecl11t2_p01 Making student behave correctly type: numeric (byte)
label: scpecl11t2_p01 range: [.,.]
unique values: 0 units: . missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 scpecl12t2 p01

Are there any additional punishment excuted by teachers that are not listed abov

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type: numeric (byte)
label: scpecl12t2_p01 range: [.,.]
unique values: 0 units: missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 scpecl12t2txt p01 If yes, specify what method was used type: string (str262), but longest is str0 unique values: 0 missing "": 9,526/9,526 tabulation: Freq. Value 9,526 "" sctrcl02t1 p01 Are the students doing exercises or worksheets without any activities incorporat type: numeric (byte) label: sctrcl02t1_p01 range: [.,.] units: missing .: 9,526/9,526 unique values: 0 Numeric Label tabulation: Freq. 9,526

sctrcl02t1txt p01

Reason for not observing

type: string (**str130**), but longest is str0 unique values: 0 missing "": 9,526/9,526 tabulation: Freq. Value 9,526 ""

sctrcl03t1_p01 Is lecturing and not doing activities with the students the teacher's main metho

type: numeric (byte) label: sctrcl03t1_p01 range: [.,.] units: . unique values: 0 missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 .

sctrcl04t1_p01 Does the teacher turn on the TV or video for the students to watch?

type: numeric (byte) label: sctrcl04t1_p01 range: [.,.] units: . unique values: 0 missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 . sctrcl05t1 p01 Is the teacher's attention directed towards other sectors of work rather than te type: numeric (byte)
label: sctrcl05t1_p01 range: [.,.]
unique values: 0 units: . missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 sctrcl06t1 p01 Does the teacher assign group activities, where all students have approximately type: numeric (byte)
label: sctrcl06t1_p01 range: [.,.]
unique values: 0 units: . missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 . sctrcl07t1 p01 Is there negative language incorporated in the teacher's speech? type: numeric (byte)
label: sctrcl07t1_p01 units: . missing .: 9,526/9,526 range: [.,.] unique values: 0 tabulation: Freq. Numeric Label 9,526 sctrcl08t1 p01 Physical punishment such as hitting type: numeric (byte)
label: sctrcl08t1_p01 range: [.,.]
unique values: 0 units: . missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 . sctrcl09t1 p01 Verbal reprimand rebuke type: numeric (byte)
label: sctrcl09t1_p01 range: [.,.]
unique values: 0 units: . missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526

sctrcl10t1 p01

Seperation of students from the rest of class

type: numeric (byte)
label: sctrcl10t1_p01 range: [.,.]
unique values: 0 units: . missing .: 9,526/9,526 tabulation: Freq. 9,526 Numeric Label

Making student behave correctly

	numeric sctrcl1				
range: unique values:				units: missing .:	9,526/9,526
tabulation:	Freq. 9,526	Numeric	Label		

sctrcl12t1_p01 Are there any additional punishment excuted by teachers that are not listed abov

	numeric sctrcl1				
range: unique values:				units: missing .:	9,526/9,526
tabulation:	Freq. 9,526	Numeric	Label		

sctrcl12t1txt_p01

sctrcl11t1 p01

If yes, specify what method was used

type:	string	(str98),	but	longest is strO	
unique values:	0			missing "":	9,526/9,526
tabulation:	Freq. 9,526				

sctrcl02t2_p01

Are the students doing exercises or worksheets without any activities incorporat

	numerio sctrcl(c (byte) 02t2_p01			
range: unique values:				units: missing .:	9,526/9,526
tabulation:	Freq. 9,526	Numeric	Label		

sctrcl02t2txt_p01

Reason for not observing

type: string (str126), but longest is str0 missing "": 9,526/9,526 unique values: 0 tabulation: Freq. Value 9,526 ""

sctrc103t2 p01 Is lecturing and not doing activities with the students the teacher's main metho type: numeric (byte)
label: sctrcl03t2_p01 range: [.,.] units: . missing .: 9,526/9,526 unique values: 0 tabulation: Freq. Numeric Label 9,526 sctrcl04t2 p01 Does the teacher turn on the TV or video for the students to watch? type: numeric (byte) label: sctrcl04t2 p01 units: range: [.,.] missing .: 9,526/9,526 unique values: 0 Numeric Label tabulation: Freq. 9,526 sctrc105t2 p01 Is the teacher's attention directed towards other sectors of work rather than te type: numeric (byte)
label: sctrcl05t2_p01 range: [.,.] units: missing .: 9,526/9,526 unique values: 0 tabulation: Freq. Numeric Label 9,526 sctrcl06t2_p01 Does the teacher assign group activities, where all students have approximately type: numeric (byte)
label: sctrcl06t2_p01 units: . missing .: 9,526/9,526 range: [.,.] unique values: 0 tabulation: Freq. Numeric Label 9,526 sctrcl07t2 p01 Is there negative language incorporated in the teacher's speech? type: numeric (byte)
label: sctrcl07t2_p01 range: [.,.] units: missing .: 9,526/9,526

unique values: 0 missing .: 9 tabulation: Freq. Numeric Label 9,526 .

sctrcl08t2_p01

Physical punishment such as hitting

type: numeric (byte)
label: sctrcl08t2_p01 range: [.,.]
unique values: 0 units: missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 sctrcl09t2 p01 Verbal reprimand rebuke type: numeric (byte)
label: sctrcl09t2_p01 range: [.,.]
unique values: 0 units: . missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 • sctrcl10t2_p01 Seperation of students from the rest of class type: numeric (byte)
label: sctrcl10t2_p01 units: . missing .: 9,526/9,526 range: [.,.]
unique values: 0 Numeric Label tabulation: Freq. 9,526 . sctrcl11t2 p01 Making student behave correctly type: numeric (byte) label: sctrcl11t2 p01 units: . missing .: 9,526/9,526 range: [.,.] unique values: 0 tabulation: Freq. Numeric Label 9,526 sctrcl12t2_p01 Are there any additional punishment excuted by teachers that are not listed abov type: numeric (byte)
label: sctrcl12t2_p01 units: . missing .: 9,526/9,526 range: [.,.] unique values: 0 tabulation: Freq. Numeric Label 9,526 . sctrcl12t2txt p01 If yes, specify what method was used type: string (str135), but longest is str0

. String (Stridd), Sat rongest is Strid

unique values: **0**

missing "": 9,526/9,526

tabulation: Freq. Value 9,526 ""

mcmccl23_p01 Where there any traces or evidence of teachers allowing the students to watch te type: numeric (byte)
label: mcmccl23_p01 units: . missing .: 9,526/9,526 range: [.,.] unique values: 0 Numeric Label tabulation: Freq. 9,526 . scpecl13p1_p01 One panoramic classroom image (Standing and taking photos from the corner of the type: numeric (byte)
label: scpecl13p1_p01 range: [.,.]
unique values: 0 units: . missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 . scpecl13p2 p01 Pictures of the classroom on all 4 sides (front, back, left and right) showing t type: numeric (byte)
label: scpecl13p2_p01 units: . missing .: 9,526/9,526 range: [.,.]
unique values: 0 tabulation: Freq. Numeric Label 9,526 . scpecl13p3 p01 Pictures of teachers executing activities with the students as a whole from both type: numeric (byte)
label: scpecl13p3_p01 range: [.,.]
unique values: 0 units: . missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 . scpecl13p4_p01 Pictures of students doing the activity as a whole from both observations.

```
type: numeric (byte)
label: scpecl13p4_p01
range: [.,.] units: .
unique values: 0 missing .: 9,526/9,526
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tabulation: Freq. Numeric Label 9,526 . st_num_p01 Number of students type: numeric (**byte**) range: [.,.]
unique values: 0 units: missing .: 9,526/9,526 tabulation: Freq. Value 9,526 . mean: std. dev: . 10% 25% 50% 75% 90% percentiles: Number of teachers te_num_p01 type: numeric (byte) range: [.,.]
unique values: 0 units: missing .: 9,526/9,526 tabulation: Freq. Value 9,526 . mean: • std. dev: . 90% 10% 25% 50% 75% percentiles: note_p01 Interviewer's notes type: string (str1768), but longest is str0 unique values: 0 missing "": 9,526/9,526 tabulation: Freq. Value 9,526 "" roomid p02 Room code type: string (str10), but longest is str0 missing "": 9,526/9,526 unique values: 0 tabulation: Freq. Value 9,526 "" roomno_p02 Room number type: numeric (byte) range: [.,.]
unique values: 0 units: . missing .: **9,526/9,526**

tabulation:	Freq. 9,526	Value				
mean: std. dev:						
percentiles:		10% •	25%	50% •	75% •	90% •

roomlabcl_p02

mcmccl07_p02

Grade level of observation

Total number of students

type:	string	(str87),	but	longest is strO	
unique values:	0			missing "":	9,526/9,526
tabulation:	Freq. 9,526				

type: numeric (byte) range: [.,.] unique values: 0 units: . missing .: 9,526/9,526 tabulation: Freq. Value 9,526 . . mean: std. dev: • percentiles: 10% 25% 50% 75% 90% • • • • •

mcmccl07cnt_p02		The num	ber of stud	lents at th	ne observat	tion date
type:	numeric (byt	e)				
range: unique values:	[.,.] 0		unit missing	.: 9,526	9,526	
tabulation:	Freq. Value 9,526 .					
mean: std. dev:	•					
percentiles:	10%	25%	50% •	75%	90% •	

mcmccl01_p02

Total number of lead teachers

type:	numeric	(int)
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range: unique values:				units: missing .:		6/9,526
tabulation:	Freq. 9,526	Value •				
mean: std. dev:						
percentiles:		10% •	25% •	50% •	75% •	90% •

ncmcc102_p02			T	otal nu	mber of co	-teacher:
type:	numeric (byte)	1				
range: unique values:	[.,.] O		units: missing .:		5/9,526	
tabulation:	Freq. Value 9,526 .					
mean: std. dev:						
percentiles:	10%	25% •	50% •	75% •	90% •	
ncmcc103_p02				Tota	al number o	f intern
type:	numeric (byte)					
range: unique values:	[.,.] 0		units: missing .:		5/9,526	
tabulation:	Freq. Value 9,526 .					
mean: std. dev:	•					
percentiles:	10%	25% •	50% •	75% •	90% •	
ncmccl04txt_p02						Other
type:	string (str16 9), but l	ongest is str	0		
unique values:	0		missing ""	: 9,52	26/9,526	
tabulation:	Freq. Value 9,526 ""					
ncmcc104_p02				Tot	al number	of other
type:	numeric (byte)	1				
range: unique values:	[.,.] 0		units: missing .:		5/9,526	
tabulation:	Freq. Value 9,526 .					
mean: std. dev:	•					
percentiles:	10%	25% •	50% •	75% •	90% •	
ncmcc105_p02				Total	number of	teacher
type:	numeric (int)					
range: unique values:	[.,.] 0		units: missing .:		5/9,526	

tabulation:	Freq. 9,526	Value •				
mean: std. dev:						
percentiles:		10% •	25%	50% •	75% •	90% •

At the observation date, how many teachers were at work?

type:	numeri	c (byte)				
range: unique values:				units: missing .:		526
tabulation: mean:	Freq. 9,526	Value •				
std. dev:		•				
percentiles:		10% •	25% •	50% •	75% ·	90% •

mcmcc106_p02

mcmccl05cnt_p02

At this grade level, are there specific teachers assigned to each subjects?

	numeric mcmccl0				
range: unique values:				units: missing .:	9,526/9,526
tabulation:	Freq. 9,526	Numeric	Label		

mcmccl16_p02

Are there sufficient tables and chair for all kids?

	numerio mcmccl1				
range: unique values:				units: missing .:	9,526/9,526
tabulation:	Freq. 9,526	Numeric	Label		

sclecl01_p02

Is the classroom physically divided into multiple sections such a a reading sect

type: numeric (**byte**) label: **sclecl01_p02** range: [.,.] units: . unique values: **0** missing .: **9,526/9,526** tabulation: Freq. Numeric Label **9,526** .

sclecl01num_p02

If so, how many sections are there in total?

type: numeric (**byte**)

range unique values	[.,.] 0			units: missing .:	9,526/9,52	6
tabulation		Value •				
mean std. dev	:	•				
percentiles	: 1	0% •	25% •	50% •	75% 9 •	0%
sclecl01txt_p02				If s	o, what are	the sections?
type	string	(str696),	but lor	ngest is strO)	
unique values	: 0			missing "":	9,526/9,5	26
tabulation		Value ""				
sclec102_p02	Is t	he arrang	ement of	f materials i	n each sect	or orgernized?
type label	numeric					
range unique values	[.,.] 0			units: missing .:		6
tabulation	: Freq. 9,526	Numeric	Label			
sclec103_p02		I	s the ma	aterials in e	ach sector	in good shape?
type label	numeric					
range unique values				units: missing .:	9,526/9,52	6
tabulation	: Freq. 9,526	Numeric	Label			
sclec104_p02	Are there	sufficien	t materi	ials in each	sectors for	the students?
type label						
range unique values	[.,.] 0			units: missing .:	9,526/9,52	6
tabulation	Freq. 9,526	Numeric	Label			
scpecl12_p02	Is the	environm	ent insi	ide the class	room clean	and organized?
type label	numeric					
range unique values				units: missing .:	9,526/9,52	6

tabulation: Freq. Numeric Label 9,526 . scpec101_p02 Have children do handwriting or use worksheets for children in the classroom. type: numeric (byte) label: scpec101_p02 range: [.,.]
unique values: 0 units: . missing .: 9,526/9,526 Numeric Label tabulation: Freq. 9,526 . mcmccl22 p02 Is there a security camera within the classroom? type: numeric (byte)
label: mcmccl22_p02 range: [.,.]
unique values: 0 units: . missing .: 9,526/9,526 Numeric Label tabulation: Freq. 9,526 mcmccl18t1 p02 During the period of observation, were there any activity in the classroom? (fir type: numeric (**byte**) label: mcmccl18t1 p02 range: [.,.]
unique values: 0 units: . missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 mcmccl19t1 p02 Time in which the activty was done (first observation) type: string (str8), but longest is str0 unique values: 0 missing "": 9,526/9,526 tabulation: Freq. Value 9,526 "" mcmccl20t1 p02 Activity name (first observation) type: string (str635), but longest is str0 missing "": 9,526/9,526 unique values: 0 tabulation: Freq. Value 9,526 "" mcmccl21t1_p02 Reason for having no activity

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type: label:			
range: unique values:		units: missing .:	9,526/9,526
tabulation:	Freq. Numeric Lak 9,526 .	bel	
mcmccl21t1txt_p02			Others
type:	string (str585), but	: longest is str0	
unique values:	0	missing "":	9,526/9,526
tabulation:	Freq. Value 9,526 ""		
scpecl02t1_p02 Are the students of	loing exercises or wor	ksheets without	any activities incorporat
type: label:	numeric (byte) scpec102t1_p02		
range: unique values:		units: missing .:	9,526/9,526
tabulation:	Freq. Numeric Lak 9,526 .	bel	
scpecl02t1txt_p02			Reason for not observing
type:	string (str151), but	: longest is str0	
unique values:	0	missing "":	9,526/9,526
tabulation:	Freq. Value 9,526 ""		
scpecl03t1_p02 Is lecturing and n	not doing activities w	ith the students	the teacher's main metho
	numeric (byte)	with the students	the teacher's main metho
Is lecturing and r type: label: range: unique values:	numeric (byte) scpecl03t1_p02 [.,.] 0	units:	the teacher's main metho 9,526/9,526
Is lecturing and m type: label: range:	numeric (byte) scpecl03t1_p02 [.,.] 0	units: missing .:	
Is lecturing and r type: label: range: unique values: tabulation:	numeric (byte) scpec103t1_p02 [.,.] 0 Freq. Numeric Lak 9,526 .	units: missing .: pel	
Is lecturing and r type: label: range: unique values: tabulation:	numeric (byte) scpecl03t1_p02 [.,.] 0 Freq. Numeric Lak 9,526 . the teacher turn on t numeric (byte)	units: missing .: pel	9,526/9,526
Is lecturing and r type: label: range: unique values: tabulation: scpecl04t1_p02 Does type:	<pre>numeric (byte) scpecl03t1_p02 [.,.] 0 Freq. Numeric Lak 9,526 the teacher turn on t numeric (byte) scpecl04t1_p02 [.,.]</pre>	units: missing .: bel che TV or video f a units:	9,526/9,526

cpecl05t1_p02 Is the teacher's a	ittentio	n directe	d toward	s other secto	rs of work rather than t
	numeri scpecl	c (byte) 05t1_p02			
range: unique values:				units: missing .:	9,526/9,526
tabulation:	Freq. 9,526	Numeric	Label		
cpecl06t1_p02 Does the teacher a	assign g	roup acti	vities,	where all stu	dents have approximately
	numeri scpecl	c (byte) 06t1_p02			
range: unique values:				units: missing .:	9,526/9,526
tabulation:	Freq. 9,526	Numeric	Label		
cpecl07t1_p02 Is	there	negative	language	incorporated	in the teacher's speech
	numeri scpecl	c (byte) 07t1_p02			
range: unique values:				units: missing .:	9,526/9,526
tabulation:	Freq. 9,526	Numeric	Label		
cpecl08t1_p02				Physical p	unishment such as hittir
	numeri scpecl	c (byte) 08t1_p02			
range: unique values:				units: missing .:	9,526/9,526
tabulation:	Freq. 9,526	Numeric •	Label		
cpecl09t1_p02					Verbal reprimand rebuk
type: label:		c (byte) 09t1_p02			
range: unique values:	[.,.] 0			units: missing .:	9,526/9,526
tabulation:	Freq. 9,526	Numeric	Label		

scpecl10t1_p02

Seperation of students from the rest of class

type: numeric (byte)
label: scpecl10t1_p02 range: [.,.]
unique values: 0 units: . missing .: 9,526/9,526 tabulation: Freq. 9,526 Numeric Label

Making student behave correctly

	numeric scpecl1				
range: unique values:				units: missing .:	9,526/9,526
tabulation:	Freq. 9,526	Numeric	Label		

scpecl12t1_p02 Are there any additional punishment excuted by teachers that are not listed abov

	numeric scpecl1				
range: unique values:				units: missing .:	9,526/9,526
tabulation:	Freq. 9,526	Numeric	Label		

scpecl12t1txt_p02

scpecl11t1_p02

If yes, specify what method was used

type:	string	(str187) ,	but	longest is st	r0	
unique values:	0			missing "	":	9,526/9,526
tabulation:	Freq. 9,526					

mcmccl18t2_p02 During the period of observation, were there any activity in the classroom? (sec

	numeric (byte) mcmccl18t2_p02				
range: unique values:				units: missing .:	9,526/9,526
tabulation:	Freq. 9,526	Numeric	Label		

mcmccl19t2_p02

Time in which the activty was done (second observation)

type: string (**str8**), but longest is str0 unique values: 0 tabulation: Freq. Value 9,526 ""

missing "": 9,526/9,526

mcmccl20t2 p02

type: string (str590), but longest is str0 unique values: 0 missing "": 9,526/9,526 tabulation: Freq. Value 9,526 "" scpecl02t2_p02 Are the students doing exercises or worksheets without any activities incorporat type: numeric (byte)
label: scpec102t2_p02 range: [.,.]
unique values: 0 units: . missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 scpec102t2txt_p02 Reason for not observing type: string (str132), but longest is str0 missing "": 9,526/9,526 unique values: 0 tabulation: Freq. Value 9,526 "" scpec103t2 p02 Is lecturing and not doing activities with the students the teacher's main metho type: numeric (byte)
label: scpec103t2_p02 range: [.,.]
unique values: 0 units: missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 scpec104t2 p02 Does the teacher turn on the TV or video for the students to watch? type: numeric (byte)
label: scpec104t2_p02 range: [.,.]
unique values: 0 units: . missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526

Activity name (second observation)

scpecl05t2_p02
Is the teacher's attention directed towards other sectors of work rather than te

type: numeric (byte)
label: scpec105t2_p02

range: unique values:				units: missing .:	9,526/9,526
tabulation:	Freq. 9,526	Numeric	Label		

scpec106t2_p02 Does the teacher assign group activities, where all students have approximately

	numeric (byte) scpec106t2_p02				
range: unique values:				units: missing .:	9,526/9,526
tabulation:	Freq. 9,526	Numeric	Label		

scpec107t2_p02 Is there negative language incorporated in the teacher's speech?

	numerio scpecl(
range: unique values:				units: missing .:	9,526/9,526
tabulation:	Freq. 9,526	Numeric	Label		

scpecl08t2_p02

Physical punishment such as hitting

type: label:	numeric scpecl0	(byte) 8t2_p02			
range: unique values:				units: missing .:	9,526/9,526
tabulation:	Freq. 9,526	Numeric	Label		

scpec109t2_p02

Verbal reprimand rebuke

	numeric scpec10				
range: unique values:				units: missing .:	9,526/9,526
tabulation:	Freq. 9,526	Numeric	Label		

scpecl10t2_p02

Seperation of students from the rest of class

type: numeric (byte) label: scpecl10t2_p02 range: [.,.] units: . unique values: 0 missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 .

Making student behave correctly

6

	numerio scpecl1	c (byte) 1t2_p02			
range: unique values:				units: missing .:	
tabulation:	Freq. 9,526	Numeric	Label		

scpecl12	t2	2_p02											
Ar	e	there	any	additional	punishment	excuted	by	teachers	that	are	not	listed	abov

	numeric scpecl1				
range: unique values:				units: missing .:	9,526/9,526
tabulation:	Freq. 9,526	Numeric	Label		

scpecl12t2txt_p02

scpecl11t2_p02

If yes, specify what method was used

type: string (str262), but longest is str0
unique values: 0 missing "": 9,526/9,526
tabulation: Freq. Value
9,526 ""

sctrcl02t1_p02 Are the students doing exercises or worksheets without any activities incorporat

	numerio sctrcl(
range: unique values:				units: missing .:	9,526/9,526
tabulation:	Freq. 9,526	Numeric	Label		

sctrcl02t1txt_p02

Reason for not observing

type: string (**str130**), but longest is str0 unique values: 0 missing "": 9,526/9,526 tabulation: Freq. Value 9,526 ""

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sctrcl03t1 p02
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Is lecturing and not doing activities with the students the teacher's main metho
```

type: numeric (byte)
label: sctrcl03t1_p02

range: [.,.]
unique values: 0 units: . missing .: **9,526/9,526** Numeric Label tabulation: Freq. 9,526 sctrcl04t1_p02 Does the teacher turn on the TV or video for the students to watch? type: numeric (byte)
label: sctrcl04t1_p02 range: [.,.]
unique values: 0 units: . missing .: **9,526/9,526** tabulation: Freq. Numeric Label 9,526 • sctrcl05t1 p02 Is the teacher's attention directed towards other sectors of work rather than te type: numeric (byte)
label: sctrcl05t1_p02 range: [.,.]
unique values: 0 units: . missing .: **9,526/9,526** tabulation: Freq. Numeric Label 9,52[.]6 sctrcl06t1 p02 Does the teacher assign group activities, where all students have approximately type: numeric (byte)
label: sctrcl06t1_p02 range: [.,.]
unique values: 0 units: . missing .: **9,526/9,526** tabulation: Freq. Numeric Label 9,526 . sctrcl07t1_p02 Is there negative language incorporated in the teacher's speech? type: numeric (byte)
label: sctrcl07t1_p02 units: . missing .: **9,526/9,526** range: [.,.]
unique values: 0 Numeric Label tabulation: Freq. 9,526 sctrcl08t1 p02 Physical punishment such as hitting type: numeric (byte)
label: sctrcl08t1_p02

> range: [.,.] units: . unique values: 0 missing .: 9,526/9,526

tabulation: Freq. Numeric Label 9,526 . sctrcl09t1_p02 Verbal reprimand rebuke type: numeric (byte)
label: sctrcl09t1_p02 range: [.,.]
unique values: 0 units: . missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 sctrcl10t1_p02 Seperation of students from the rest of class type: numeric (byte)
label: sctrcl10t1_p02 range: [.,.]
unique values: 0 units: . missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 . sctrcl11t1 p02 Making student behave correctly type: numeric (byte)
label: sctrcl11t1_p02 units: . missing .: 9,526/9,526 range: [.,.]
unique values: 0 tabulation: Freq. Numeric Label 9,526 . sctrcl12t1 p02 Are there any additional punishment excuted by teachers that are not listed abov type: numeric (byte)
label: sctrcl12t1_p02 range: [.,.]
unique values: 0 units: . missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526

sctrcl12t1txt p02

If yes, specify what method was used

type: string (**str98**), but longest is str0 unique values: 0 missing "": 9,526/9,526 tabulation: Freq. Value 9,526 ""

sctrcl02t2_p02
Are the students doing exercises or worksheets without any activities incorporat

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	numeric (byte) sctrcl02t2_p02	
range: unique values:	[.,.] units: . O missing .: 9,526/9,526	
tabulation:	Freq. Numeric Label 9,526 .	
sctrc102t2txt_p02	Reason for not observ	ving
type:	string (str126), but longest is str0	
unique values:	0 missing "": 9,526/9,526	
tabulation:	Freq. Value 9,526 ""	
sctrc103t2_p02 Is lecturing and n	not doing activities with the students the teacher's main mo	etho
	numeric (byte) sctrcl03t2_p02	
range: unique values:		
tabulation:	Freq. Numeric Label 9,526 .	
sctrcl04t2 p02 Does	the teacher turn on the TV or video for the students to wa	tch?
type:	numeric (byte) sctrc104t2_p02	
type:	sctrcl04t2_p02	
type: label: range:	sctrc104t2_p02 [.,.] units: . 0 missing .: 9,526/9,526	
type: label: range: unique values: tabulation: sctrc105t2_p02	<pre>sctrcl04t2_p02 [.,.] units: . 0 missing .: 9,526/9,526 Freq. Numeric Label</pre>	n te
type: label: range: unique values: tabulation: sctrc105t2_p02	<pre>sctrcl04t2_p02 [.,.] units: . 0 missing .: 9,526/9,526 Freq. Numeric Label 9,526 . attention directed towards other sectors of work rather than numeric (byte)</pre>	n te
type: label: range: unique values: tabulation: sctrc105t2_p02 Is the teacher's a type:	<pre>sctrcl04t2_p02 [.,.] units: . 0 missing .: 9,526/9,526 Freq. Numeric Label 9,526 . attention directed towards other sectors of work rather than numeric (byte)</pre>	n te
type: label: range: unique values: tabulation: sctrcl05t2_p02 Is the teacher's a type: label: range:	<pre>sctrcl04t2_p02 [.,.] units: . 0 missing .: 9,526/9,526 Freq. Numeric Label 9,526 . attention directed towards other sectors of work rather than numeric (byte) sctrcl05t2_p02 [.,.] units: .</pre>	n te
type: label: range: unique values: tabulation: sctrcl05t2_p02 Is the teacher's a type: label: range: unique values: tabulation:	<pre>sctrcl04t2_p02 [.,.] units: . 0 missing .: 9,526/9,526 Freq. Numeric Label 9,526 . attention directed towards other sectors of work rather than numeric (byte) sctrcl05t2_p02 [.,.] units: . 0 missing .: 9,526/9,526 Freq. Numeric Label</pre>	

range: [.,.] units: . unique values: 0 missing .: 9,526/9,526

tabulation:	Freq. 9,526		: Label		
sctrc107t2_p02 Is	there	negative	language	incorporated	in the teacher's speech?
type: label:		ic (byte) 107t2_p02			
range: unique values:				units: missing .:	9,526/9,526
tabulation:	Freq. 9,526		Label		
sctrc108t2_p02				Physical p	unishment such as hitting
type: label:		ic (byte) 108t2_p02			
range: unique values:				units: missing .:	9,526/9,526
tabulation:	Freq. 9,526		: Label		
sctrc109t2_p02					Verbal reprimand rebuke
type: label:		ic (byte) 109t2_p02			
range: unique values:				units: missing .:	9,526/9,526
tabulation:	Freq. 9,526	Numeric	Label		
sctrcl10t2_p02			Seperat	ion of studen	ts from the rest of class
type: label:		ic (byte) 110t2_p02			
range: unique values:	[.,.] 0			units: missing .:	9,526/9,526
tabulation:	Freq. 9,526		: Label		
sctrcl11t2_p02				Making	student behave correctly
type: label:		ic (byte) 111t2_p02			
range: unique values:				units: missing .:	9,526/9,526

tabulation: Freq. Numeric Label 9,526 .

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sctrcl12t2 p02 Are there any additional punishment excuted by teachers that are not listed abov type: numeric (byte) label: sctrcl12t2_p02 range: [.,.] units: . missing .: 9,526/9,526 unique values: 0 tabulation: Freq. Numeric Label 9,526 sctrcl12t2txt p02 If yes, specify what method was used type: string (str135), but longest is str0 unique values: 0 missing "": 9,526/9,526 tabulation: Freq. Value 9,526 "" mcmcc123_p02 Where there any traces or evidence of teachers allowing the students to watch te type: numeric (byte)
label: mcmccl23_p02 range: [.,.]
unique values: 0 units: . missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 scpecl13p1 p02 One panoramic classroom image (Standing and taking photos from the corner of the type: numeric (byte)
label: scpecl13p1_p02 range: [.,.] units: . missing .: 9,526/9,526 unique values: 0 tabulation: Freq. Numeric Label 9,526 scpecl13p2 p02 Pictures of the classroom on all 4 sides (front, back, left and right) showing t type: numeric (byte) label: scpecl13p2 p02 range: [.,.] units: missing .: 9,526/9,526 unique values: 0 tabulation: Freq. Numeric Label 9,526 scpecl13p3 p02 Pictures of teachers executing activities with the students as a whole from both

type: numeric (byte) label: scpecl13p3_p02 range: [.,.] unique values: 0 units: . tabulation: Freq. Numeric Label 9,526 .

scpecl13p4_p02

Pictures of students doing the activity as a whole from both observations.

type: numeric (byte)
label: scpecl13p4_p02 range: [.,.]
unique values: 0 units: . missing .: **9,526/9,526** Numeric Label tabulation: Freq. 9,526 Number of students st_num_p02 type: numeric (byte) units: . missing .: 9,526/9,526 range: [.,.]
unique values: 0 tabulation: Freq. Value 9,526. mean: : std. dev: percentiles: 10% 50% 25% 75% 90% Number of teachers te_num_p02 type: numeric (byte) units: . missing .: 9,526/9,526 range: [.,.]
unique values: 0 tabulation: Freq. Value 9,52[°]6. mean: •

percentiles: 10% 25% 50% 75% 90%

note p02

std. dev:

Interviewer's notes

type: string (**str1768**), but longest is str0 unique values: 0 missing "": 9,526/9,526 tabulation: Freq. Value 9,526 ""

.

std. dev percentiles		• 10%	25%	50%	75%	90%	
tabulation mean	9,526 :						
unique values	: 0	17-1		missing	.: 9,526	/9,526	
type range		ic (byte)		unit			
cmccl07cnt_p03			The num	ber of stud	ents at t	he observa	ation dat
Percentrics	-	•		•	•	•	
std. dev percentiles		• 10%	2.5%	50%	75%	90%	
mean	9,526 :						
unique values tabulation		Value		missing	.: 9,526	/ 9,526	
	: [.,.]			unit		/0 E0C	
type	: numer:	ic (byte)					
cmcc107_p03					Total	number of	f student
tabulation	: Freq. 9,526						
unique values				missing	"": 9,52	6/9,526	
		g (str87)	, but lo	ngest is st			
oomlabcl_p03					Grade 1	evel of ol	oservatio
		•	•	•	•	•	
percentiles	:	10%	25%		75%	90%	
mean std. dev	:	• •					
tabulation	: Freq. 9,526						
range unique values	: [.,.] : 0			unit missing	s: . .: 9,526	/9,526	
type	: numer:	ic (byte)					
oomno_p03						Ro	oom numbe:
	9,526						
unique values tabulation		Value		missing	"": 9,52	6/9,526	
	-					- /	

mcmccl01 p03 Total number of lead teachers type: numeric (int) range: [.,.]
unique values: 0 units: . missing .: 9,526/9,526 tabulation: Freq. Value 9,526 . mean: • std. dev: . 25% 50% 75% 90% percentiles: 10% mcmccl02 p03 Total number of co-teachers type: numeric (byte) range: [.,.]
unique values: 0 units: . missing .: 9,526/9,526 tabulation: Freq. Value 9,526 . mean: std. dev: 10% 25% 50% 75% 90% percentiles: mcmccl03 p03 Total number of interns type: numeric (**byte**) range: [.,.]
unique values: 0 units: . missing .: **9,526/9,526** tabulation: Freq. Value 9,526 . mean: • std. dev: . percentiles: 10% 25% 50% 75% 90% mcmccl04txt p03 Others type: string (str169), but longest is str0 missing "": 9,526/9,526 unique values: 0 tabulation: Freq. Value 9,526 "" mcmccl04 p03 Total number of others type: numeric (**byte**) range: [.,.]
unique values: 0 units: missing .: 9,526/9,526

tabulation:	Freq. 9,526	Value •				
mean: std. dev:						
percentiles:		10% •	25%	50% •	75% •	90% •

mcmccl05_p03

Total number of teachers

type:	numeri	c (int)				
range: unique values:				units: missing .:		9,526
tabulation:	Freq. 9,526	Value •				
mean: std. dev:						
percentiles:		10% •	25% •	50% •	75% •	90% •

mcmccl05cnt_p03

mcmccl16_p03

At the observation date, how many teachers were at work?

type:	numeri	c (byte)				
range: unique values:				units: missing .:		526
tabulation:	Freq. 9,526	Value •				
mean: std. dev:						
percentiles:		10%	25%	50%	75%	90%
		•	•	•	•	•

type: numeric (**byte**) label: mcmccl06_p03 range: [.,.] unique values: 0 units: . missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 .

Are there sufficient tables and chair for all kids?

type: numeric (**byte**) label: mcmccl16_p03 range: [.,.] units: . unique values: 0 missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 . sclec101 p03 Is the classroom physically divided into multiple sections such a a reading sect type: numeric (byte)
label: sclecl01_p03 range: [.,.]
unique values: 0 units: . missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 sclecl01num p03 If so, how many sections are there in total? type: numeric (byte) range: [.,.]
unique values: 0 units: . missing .: 9,526/9,526 tabulation: Freq. Value 9,526 . mean: . std. dev: . percentiles: 10% 25% 50% 75% 90% sclecl01txt p03 If so, what are the sections? type: string (str696), but longest is str0 unique values: 0 missing "": 9,526/9,526 tabulation: Freq. Value 9,526 "" sclec102_p03 Is the arrangement of materials in each sector orgernized? type: numeric (byte)
label: sclecl02_p03 units: . missing .: 9,526/9,526 range: [.,.] unique values: 0 tabulation: Freq. Numeric Label 9,526 sclec103 p03 Is the materials in each sector in good shape? type: numeric (byte)
label: sclecl03_p03 range: [.,.]
unique values: 0 units: . missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 . sclec104 p03 Are there sufficient materials in each sectors for the students?

type: numeric (byte)
label: sclecl04_p03 range: [.,.]
unique values: 0 units: . missing .: **9,526/9,526** tabulation: Freq. Numeric Label 9,526 scpecl12_p03 Is the environment inside the classroom clean and organized? type: numeric (byte)
label: scpecl12_p03 range: [.,.]
unique values: 0 units: . missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 • scpecl01_p03 Have children do handwriting or use worksheets for children in the classroom. type: numeric (**byte**) label: **scpecl01_p03** range: [.,.]
unique values: 0 units: . missing .: **9,526/9,526** tabulation: Freq. Numeric Label 9,526 . mcmccl22_p03 Is there a security camera within the classroom? type: numeric (**byte**) label: mcmccl22_p03 range: [.,.]
unique values: 0 units: . missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 mcmccl18t1_p03 During the period of observation, were there any activity in the classroom? (fir type: numeric (byte)
label: mcmccl18t1_p03 units: . missing .: 9,526/9,526 range: [.,.]
unique values: 0 tabulation: Freq. Numeric Label 9,526 mcmccl19t1 p03 Time in which the activty was done (first observation) type: string (str8), but longest is str0 missing "": 9,526/9,526 unique values: 0

tabulation: Freq. Value 9,526 ""

mcmccl20t1_p03

type: string (str635), but longest is str0

missing "": 9,526/9,526

tabulation: Freq. Value 9,526 ""

unique values: 0

mcmccl21t1_p03

Reason for having no activity

Activity name (first observation)

	numeric mcmccl2				
range: unique values:				units: missing .:	9,526/9,526
tabulation:	Freq. 9,526	Numeric	Label		

mcmccl21t1txt_p03

type: string (**str585**), but longest is str0 unique values: 0 missing "": 9,526/9,526 tabulation: Freq. Value 9,526 ""

scpecl02t1_p03 Are the students doing exercises or worksheets without any activities incorporat

	numerio scpecl(
range: unique values:				units: missing .:	9,526/9,526
tabulation:	Freq. 9,526	Numeric	Label		

scpecl02t1txt_p03

Reason for not observing

type: string (str151), but longest is str0
unique values: 0 missing "": 9,526/9,526
tabulation: Freq. Value
9,526 ""

scpecl03t1_p03

Is lecturing and not doing activities with the students the teacher's main metho

type: numeric (byte)
label: scpecl03t1_p03

Others

range: [.,.]
unique values: 0 units: . missing .: **9,526/9,526** tabulation: Freq. Numeric Label 9,526 Does the teacher turn on the TV or video for the students to watch? scpecl04t1 p03 type: numeric (byte)
label: scpecl04t1_p03 range: [.,.]
unique values: 0 units: . missing .: **9,526/9,526** Numeric Label tabulation: Freq. 9,526 • scpec105t1 p03 Is the teacher's attention directed towards other sectors of work rather than te type: numeric (byte)
label: scpecl05t1_p03 range: [.,.]
unique values: 0 units: . missing .: **9,526/9,526** Numeric Label tabulation: Freq. 9,52[.]6 scpec106t1 p03 Does the teacher assign group activities, where all students have approximately type: numeric (byte)
label: scpecl06t1_p03 range: [.,.]
unique values: 0 units: . missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 . scpec107t1_p03 Is there negative language incorporated in the teacher's speech? type: numeric (byte)
label: scpec107t1_p03 units: . missing .: **9,526/9,526** range: [.,.]
unique values: 0 tabulation: Freq. Numeric Label 9,526 scpec108t1 p03 Physical punishment such as hitting type: numeric (byte)
label: scpecl08t1_p03

> range: [.,.] units: . unique values: 0 missing .: 9,526/9,526

tabulation: Freq. Numeric Label 9,526 .

scpecl09t1_p03

type: numeric (byte) label: scpecl09t1_p03 range: [.,.] unique values: 0

tabulation: Freq. Numeric Label 9,526 .

Seperation of students from the rest of class

units: . missing .: 9,526/9,526

type: numeric (**byte**) label: **scpecl10t1_p03** range: [.,.] units: . unique values: **0** missing .: **9,526/9,526** tabulation: Freq. Numeric Label **9,526** .

scpecl11t1_p03

scpecl10t1_p03

Making student behave correctly

Verbal reprimand rebuke

type: numeric (byte) label: scpecl11t1_p03 range: [.,.] units: . unique values: 0 missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 .

scpecl12t1_p03

Are there any additional punishment excuted by teachers that are not listed abov

type: numeric (**byte**) label: **scpecl12t1_p03** range: [.,.] units: . unique values: 0 missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 .

scpecl12t1txt_p03

If yes, specify what method was used

type: string (**str187**), but longest is str0 unique values: 0 missing "": 9,526/9,526 tabulation: Freq. Value 9,526 ""

mcmccl18t2_p03
During the period of observation, were there any activity in the classroom? (sec

type: numeric (byte)
label: mcmccl18t2_p03 range: [.,.]
unique values: 0 units: . missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 mcmccl19t2 p03 Time in which the activty was done (second observation) type: string (str8), but longest is str0 unique values: 0 missing "": 9,526/9,526 tabulation: Freq. Value 9,526 "" mcmccl20t2 p03 Activity name (second observation) type: string (str590), but longest is str0 unique values: 0 missing "": 9,526/9,526 tabulation: Freq. Value 9,526 "" scpec102t2 p03 Are the students doing exercises or worksheets without any activities incorporat type: numeric (byte)
label: scpec102t2_p03

range: [.,.] units: . unique values: 0 missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 .

scpec102t2txt_p03

Reason for not observing

type: string (**str132**), but longest is str0 unique values: 0 missing "": 9,526/9,526 tabulation: Freq. Value 9,526 ""

scpec103t2_p03 Is lecturing and not doing activities with the students the teacher's main metho

type: numeric (**byte**) label: **scpecl03t2_p03** range: [.,.] units: . unique values: **0** missing .: **9,526/9,526** tabulation: Freq. Numeric Label **9,526** .

scpec104t2_p03 Does the teacher turn on the TV or video for the students to watch?

	numerio scpecl(
range: unique values:				units: missing .:	9,526/9,526
tabulation:	Freq. 9,526	Numeric	Label		

scpec105t2 p03 Is the teacher's attention directed towards other sectors of work rather than te

	numerio scpecl(
range: unique values:				units: missing .:	9,526/9,526
tabulation:	Freq. 9,526	Numeric	Label		

scpec106t2_p03

Does the teacher assign group activities, where all students have approximately

	numeric scpecl(
range: unique values:				units: missing .:	9,526/9,526
tabulation:	Freq. 9,526	Numeric	Label		

scpec107t2_p03 Is there negative language incorporated in the teacher's speech?

		numeric (byte) scpecl07t2_p03
unique	range: values:	

9,526

tabulation: Freq.

units: . missing .: 9,526/9,526

scpec108t2_p03

Physical punishment such as hitting

type: numeric (byte) label: scpec108t2_p03 units: . missing .: 9,526/9,526 range: [.,.] unique values: 0 tabulation: Freq. Numeric Label 9,526

Numeric Label

.

Verbal reprimand rebuke

type: numeric (byte)
label: scpec109t2_p03 range: [.,.]
unique values: 0 units: . missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 scpecl10t2 p03 Seperation of students from the rest of class type: numeric (byte)
label: scpecl10t2_p03 range: [.,.]
unique values: 0 units: . missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 • scpecl11t2_p03 Making student behave correctly type: numeric (byte)
label: scpecl11t2_p03 units: . missing .: 9,526/9,526 range: [.,.]
unique values: 0 tabulation: Freq. Numeric Label 9,526 . scpecl12t2 p03 Are there any additional punishment excuted by teachers that are not listed abov type: numeric (byte)
label: scpecl12t2_p03 range: [.,.]
unique values: 0 units: . missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 scpecl12t2txt_p03 If yes, specify what method was used type: string (**str262**), but longest is str0 unique values: 0 missing "": 9,526/9,526 tabulation: Freq. Value 9,526 "" sctrcl02t1 p03 Are the students doing exercises or worksheets without any activities incorporat type: numeric (byte)
label: sctrcl02t1_p03

range: [.,.] units: . unique values: 0 missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 .

sctrcl02t1txt_p03

```
Reason for not observing
```

type: string (str130), but longest is str0

missing "": 9,526/9,526

tabulation: Freq. Value 9,526 ""

unique values: 0

sctrcl03t1_p03

Is lecturing and not doing activities with the students the teacher's main metho

	numerio sctrcl(
range: unique values:				units: missing .:	9,526/9,526
tabulation:	Freq. 9,526	Numeric	Label		

sctrcl04t1_p03 Does the teacher turn on the TV or video for the students to watch?

	numeric sctrcl0				
range: unique values:				units: missing .:	9,526/9,526
tabulation:	Freq. 9,526	Numeric	Label		

sctrcl05t1_p03
 Is the teacher's attention directed towards other sectors of work rather than te

type: numeric (**byte**) label: **sctrcl05t1_p03** range: [.,.] units: . unique values: **0** missing .: **9,526/9,526** tabulation: Freq. Numeric Label **9,526** .

sctrcl06t1_p03
Does the teacher assign group activities, where all students have approximately

type: numeric (byte) label: sctrcl06t1_p03 range: [.,.] units: . unique values: 0 missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 . sctrcl07t1 p03 Is there negative language incorporated in the teacher's speech? type: numeric (byte) label: sctrcl07t1 p03 range: [.,.] units: missing .: 9,526/9,526 unique values: 0 Numeric Label tabulation: Freq. 9,526 sctrc108t2 p03 Physical punishment such as hitting type: numeric (byte)
label: sctrcl08t2_p03 range: [.,.]
unique values: 0 units: . missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 sctrcl09t1 p03 Verbal reprimand rebuke type: numeric (byte)
label: sctrcl09t1_p03 units: . missing .: 9,526/9,526 range: [.,.]
unique values: 0 tabulation: Freq. Numeric Label 9,526 • sctrcl10t1 p03 Seperation of students from the rest of class type: numeric (byte)
label: sctrcl10t1_p03 units: . missing .: 9,526/9,526 range: [.,.]
unique values: 0 tabulation: Freq. Numeric Label 9,526 . sctrcl11t1_p03 Making student behave correctly type: numeric (byte)
label: sctrcl11t1_p03 range: [.,.]
unique values: 0 units: . missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 sctrcl12t1 p03

Are there any additional punishment excuted by teachers that are not listed abov

Filday August 2 00.22.	27 2024 Fage /1		
type: label:			
range: unique values:		units: missing .:	9,526/9,526
tabulation:	Freq. Numeric Label 9,526 .		
sctrcl12t1txt_p03		If yes, spe	cify what method was used
type:	string (str98), but long	gest is strO	
unique values:	0	missing "":	9,526/9,526
tabulation:	Freq. Value 9,526 ""		
sctrcl02t2_p03 Are the students d	loing exercises or workshe	ets without	any activities incorporat
type: label:	numeric (byte) sctrc102t2_p03		
range: unique values:	[.,.] 0	units: missing .:	9,526/9,526
tabulation:	Freq. Numeric Label 9,526 .		
sctrcl02t2txt_p03			Reason for not observing
type:	string (str126), but lor	gest is str0	
unique values:	0	missing "":	9,526/9,526
tabulation:	Freq. Value 9,526 ""		

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.....
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sctrcl03t2_p03 Is lecturing and not doing activities with the students the teacher's main metho

> type: numeric (**byte**) label: sctrcl03t2_p03 range: [.,.] units: . unique values: 0 missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 .

sctrcl04t2_p03 Does the teacher turn on the TV or video for the students to watch?

type: numeric (byte) label: sctrc104t2_p03 range: [.,.] units: . unique values: 0 missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 . sctrc105t2 p03 Is the teacher's attention directed towards other sectors of work rather than te type: numeric (byte)
label: sctrcl05t2_p03 range: [.,.]
unique values: 0 units: . missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 sctrcl06t2 p03 Does the teacher assign group activities, where all students have approximately type: numeric (byte)
label: sctrcl06t2_p03 range: [.,.]
unique values: 0 units: . missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 . sctrcl07t2 p03 Is there negative language incorporated in the teacher's speech? type: numeric (byte)
label: sctrcl07t2_p03 range: [.,.]
unique values: 0 units: . missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 sctrcl09t2 p03 Verbal reprimand rebuke type: numeric (byte)
label: sctrcl09t2_p03 range: [.,.]
unique values: 0 units: . missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 . sctrcl10t2 p03 Seperation of students from the rest of class type: numeric (byte) label: sctrcl10t2 p03 range: [.,.]
unique values: 0 units: . missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 sctrcl11t2 p03 Making student behave correctly type: numeric (byte) label: sctrcl11t2_p03 range: [.,.] units: . unique values: 0 missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 .

sctrcl12t2_p03 Are there any additional punishment excuted by teachers that are not listed abov

type: numeric (byte)
label: sctrcl12t2_p03
range: [.,.]
unique values: 0 missing .: 9,526/9,526
tabulation: Freq. Numeric Label
9,526 .
sctrcl12t2txt_p03 If yes, specify what method was used

type: string (**str135**), but longest is str0 unique values: 0 missing "": 9,526/9,526 tabulation: Freq. Value 9,526 ""

type: numeric (byte) label: mcmccl23_p03 range: [.,.] units: . unique values: 0 missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 .

scpecl13p1 p03

One panoramic classroom image (Standing and taking photos from the corner of the

type: numeric (byte)
label: scpecl13p1_p03
range: [.,.] unique values: 0 missing .: 9,526/9,526
tabulation: Freq. Numeric Label
9,526 .

> type: numeric (byte) label: scpecl13p2_p03

range: unique values:				units: missing .:	9,526/9,526
tabulation:	Freq. 9,526	Numeric	Label		

scpecl13p3_p03 Pictures of teachers executing activities with the students as a whole from both

	numeric scpecl1				
range: unique values:				units: missing .:	9,526/9,526
tabulation:	Freq. 9,526	Numeric	Label		

scpecl13p4_p03

Pictures of students doing the activity as a whole from both observations.

label: range: unique values:		03 ric Label	units: missing .:		526
st_num_p03				Nu	umber of students
type:	numeric (byt	e)			
range: unique values:			units: missing .:		526
tabulation:	Freq. Value 9,526 .				
mean: std. dev:	· · ·				
percentiles:		25% •	50% •		90%

te_num_p03

Number of teachers

type	: numer	ic (byte)					
range unique values	: [.,.] : 0			unit missing		26/9,526	
tabulation	: Freq. 9,526						
mean std. dev							
percentiles	:	10%	25%	50%	75%	90%	
		•			•	•	
ote p03						Interviewer	s notes

Interviewer's notes

range: unique values:				units missing .		/9,526	
type:	numeri	c (byte)					
mcmccl07cnt_p04			The n	umber of stude	nts at t	he observa	ation date
percentiles:		10% ·	25%	50% •	75%	90% •	
mean: std. dev:		•					
tabulation:	Freq. 9,526	•					
range: unique values:	[.,.] 0			units missing .		/9,526	
type:	numeri	c (byte)					
mcmccl07_p04					Total	number of	f students
tabulation:	Freq. 9,526	Value ""					
unique values:	0			missing "	": 9,52	6/9,526	
type:	string	(str87)	, but	longest is str	0		
roomlabcl_p04					Grade 1	evel of ob	servation
percentiles:		10% •	25% •	50% •	75% •	90% •	
mean: std. dev:							
tabulation:	Freq. 9,526						
range: unique values:				units missing .		/9,526	
type:	numeri	c (byte)					
roomno_p04						Ro	oom number
	9,52 ⁻ 6	""					
unique values: tabulation:		Value		missing "	": 9,52	6/9,526	
	_	(str10)	, but	longest is str		_ /	
roomid_p04							Room code
tabulation:	Freq. 9,526						
unique values:				missing "	": 9,52	6/9,526	

tabulation:	Freq. 9,526	Value •				
mean: std. dev:						
percentiles:		10% •	25% •	50% •	75% •	90% •

mcmccl01_p04

Total number of lead teachers

type:	numeric	(int)				
range: unique values:				units: missing .:		526
tabulation:	Freq. 9,526	Value •				
mean: std. dev:		•				
percentiles:	1	0% •	25% •	50% •	75% •	90% •

mcmccl02_p04

Total number of co-teachers

type:	numeric (byte)					
range: unique values:			units missing .		/9,526	
tabulation:	Freq. Value 9,526 .					
mean:	•					
std. dev:	•					
percentiles:	10%	25%	50%	75%	90%	
	•	•	•	•	•	

mcmcc103_p04

Total number of interns

Others

type:	numeric (byte)				
range: unique values:			units: missing .:		,526
tabulation:	Freq. Value 9,526 .				
mean: std. dev:	• •				
percentiles:	10%	25% •	50% •	75% •	90% •

mcmccl04txt_p04

type: string (**str169**), but longest is str0

unique values: **0** tabulation: Freq. Value 9,526 ""

missing "": 9,526/9,526

				Tota.	number of oth
numeri	c (byte)				
					9,526
	•				
	10% •	25% •	50% •	75% •	90% •
				Total r	number of teach
numerj	c (int)				
					9,526
	•				
	10%	25%	50%	75%	90%
1	At the obs	servation	date, how ma	any teach	ners were at wo
numeri	c (byte)				
					9,526
	10% •	25% •	50% •	75% •	90% •
le level,	are the	re specif:	ic teachers a	assigned	to each subjec
			units:		
[.,.] 0			missing .:	9,526/9	9,526
	<pre>Freq. 9,526 numeri (.,.) 0 Freq. 9,526 Freq. 10 F</pre>	<pre> 0 Freq. Value 9,526 . . . 10% . . . numeric (int) [.,.] 0 Freq. Value 9,526 . . 10% . . 10% . . . 10% . freq. Value 9,526 . . . 10% . . .</pre>	<pre> 0 Freq. Value 9,526 . . 10% 25% . . 10% 25% . . 10% 25% . . 10% 25% . . 10% 25% . . 10% 25% . . . 10% 25% . . . 10% 25% .</pre>	<pre>missing .: missing .: Freq. Value 9,526 . 10% 25% 50% 10% 25% 50%</pre>	<pre> 0</pre>

type: numeric (**byte**) label: mcmccl16_p04

range: [.,.]
unique values: 0 units: . missing .: 9,526/9,526 Numeric Label tabulation: Freq. 9,526 sclecl01 p04 Is the classroom physically divided into multiple sections such a a reading sect type: numeric (byte) label: sclec101_p04 units: range: [.,.] missing .: 9,526/9,526 unique values: 0 Numeric Label tabulation: Freq. 9,526 sclecl01num p04 If so, how many sections are there in total? type: numeric (byte) range: [.,.]
unique values: 0 units: . missing .: 9,526/9,526 tabulation: Freq. Value 9,526 . mean: • std. dev: . 10% 75% 25% 50% 90% percentiles: sclecl01txt p04 If so, what are the sections? type: string (str696), but longest is str0 missing "": 9,526/9,526 unique values: 0 tabulation: Freq. Value 9,526 "" sclec102 p04 Is the arrangement of materials in each sector orgernized? type: numeric (**byte**) label: **sclec102_p04** range: [.,.] units: missing .: 9,526/9,526 unique values: 0 tabulation: Freq. Numeric Label 9,526 sclec103 p04 Is the materials in each sector in good shape? type: numeric (byte) label: sclec103 p04 range: [.,.]
unique values: 0 units: missing .: 9,526/9,526

tabulation: Freq. Numeric Label 9,526 .

sclecl04_p04 Are there sufficient materials in each sectors for the students? type: numeric (byte)
label: sclecl04_p04 range: [.,.]
unique values: 0 units: . missing .: **9,526/9,526** tabulation: Freq. Numeric Label 9,526 . scpecl12_p04 Is the environment inside the classroom clean and organized? type: numeric (**byte**) label: **scpecl12_p04** range: [.,.]
unique values: 0 units: . missing .: **9,526/9,526** tabulation: Freq. Numeric Label 9,526 . scpec101 p04 Have children do handwriting or use worksheets for children in the classroom. type: numeric (byte)
label: scpecl01_p04 range: [.,.]
unique values: 0 units: . missing .: **9,526/9,526** tabulation: Freq. Numeric Label 9,526 mcmccl22 p04 Is there a security camera within the classroom? type: numeric (**byte**) label: mcmccl22_p04 range: [.,.]
unique values: 0 units: . missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 • mcmccl18t1 p04 During the period of observation, were there any activity in the classroom? (fir

> type: numeric (byte) label: mcmccl18t1_p04 range: [.,.] units: . unique values: 0 missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 .

mcmccl19t1 p04 Time in which the activty was done (first observation) type: string (str8), but longest is str0 unique values: missing "": 9,526/9,526 0 tabulation: Freq. Value 9,526 "" mcmccl20t1_p04 Activity name (first observation) type: string (str635), but longest is str0 missing "": 9,526/9,526 unique values: 0 tabulation: Freq. Value 9,526 "" 9,526 mcmccl21t1_p04 Reason for having no activity type: numeric (byte)
label: mcmccl21t1_p04 range: [.,.]
unique values: 0 units: missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 Others mcmccl21t1txt p04 type: string (str585), but longest is str0 unique values: missing "": 9,526/9,526 0 tabulation: Freq. Value 9,526 "" scpec102t1 p04 Are the students doing exercises or worksheets without any activities incorporat type: numeric (byte) label: scpecl02t1_p04 [.,.] range: units: missing .: 9,526/9,526 unique values: Ō tabulation: Freq. Numeric Label 9,526 scpecl02t1txt_p04 Reason for not observing type: string (str151), but longest is str0 missing "": 9,526/9,526

unique values: 0 mi: tabulation: Freq. Value 9,526 ""
> type: numeric (**byte**) label: **scpec103t1_p04** range: [.,.] unique values: 0 missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 .

scpecl04t1_p04 Does the teacher turn on the TV or video for the students to watch?

type: numeric (byte) label: scpecl04t1_p04 range: [.,.] unique values: 0 missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 .

scpec105t1_p04

Is the teacher's attention directed towards other sectors of work rather than te

type: numeric (**byte**) label: **scpec105t1_p04** range: [.,.] unique values: 0 missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 .

scpecl06t1_p04
Does the teacher assign group activities, where all students have approximately

type: numeric (byte)
label: scpecl06t1_p04
range: [.,.] unique values: 0 missing .: 9,526/9,526
tabulation: Freq. Numeric Label
9,526 .

scpec107t1_p04 Is there negative language incorporated in the teacher's speech?

type: numeric (byte) label: scpecl07t1_p04 range: [.,.] units: . unique values: 0 missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 .

scpec108t1 p04

Physical punishment such as hitting

type: numeric (byte)
label: scpecl08t1_p04 range: [.,.]
unique values: 0 units: missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 scpec109t1 p04 Verbal reprimand rebuke type: numeric (byte)
label: scpec109t1_p04 range: units: . missing .: 9,526/9,526 [.,.] unique values: 0 tabulation: Freq. Numeric Label 9,526 • scpecl10t1 p04 Seperation of students from the rest of class type: numeric (byte)
label: scpecl10t1_p04 range: [.,.]
unique values: 0 units: . missing .: 9,526/9,526 Numeric Label tabulation: Freq. 9,526 . scpecl11t1 p04 Making student behave correctly type: numeric (byte) label: scpecl11t1 p04 range: [.,.] units: missing .: 9,526/9,526 unique values: 0 tabulation: Freq. Numeric Label 9,526 scpecl12t1_p04 Are there any additional punishment excuted by teachers that are not listed abov type: numeric (byte)
label: scpecl12t1_p04 units: . missing .: 9,526/9,526 range: [.,.] unique values: 0 tabulation: Freq. Numeric Label 9,526 . scpecl12t1txt p04 If yes, specify what method was used type: string (str187), but longest is str0

unique values: 0 missing "": 9,526/9,526

tabulation: Freq. Value 9,526 ""

type: label:	numeric (byte) mcmccl18t2_p04	
range: unique values:		units: . missing .: 9,526/9,526
tabulation:	Freq. Numeric Label 9,526 .	
mcmccl19t2_p04	Time in which the	e activty was done (second observation)
type:	string (str8), but long	gest is strO
unique values:	0	missing "": 9,526/9,526
tabulation:	Freq. Value 9,526 ""	
mcmccl20t2_p04		Activity name (second observation)
type:	string (str590), but lo	ongest is str0
unique values:	0	missing "": 9,526/9,526
tabulation:	Freq. Value 9,526 ""	
scpecl02t2_p04 Are the students o	loing exercises or worksh	neets without any activities incorporat
type: label:	numeric (byte) scpecl02t2_p04	
range: unique values:		units: . missing .: 9,526/9,526
	0	
unique values:	0 Freq. Numeric Label	
unique values: tabulation:	0 Freq. Numeric Label	missing .: 9,526/9,526 Reason for not observing
unique values: tabulation: scpec102t2txt_p04	0 Freq. Numeric Label 9,526 .	missing .: 9,526/9,526 Reason for not observing

type: numeric (byte) label: scpec103t2_p04

range: [.,.]
unique values: 0 units: . missing .: **9,526/9,526** tabulation: Freq. Numeric Label 9,526 Does the teacher turn on the TV or video for the students to watch? scpec104t2 p04 type: numeric (byte)
label: scpec104t2_p04 range: [.,.]
unique values: 0 units: . missing .: **9,526/9,526** tabulation: Freq. Numeric Label 9,526 • scpec105t2 p04 Is the teacher's attention directed towards other sectors of work rather than te type: numeric (byte)
label: scpec105t2_p04 range: [.,.]
unique values: 0 units: . missing .: **9,526/9,526** Numeric Label tabulation: Freq. 9,52[.]6 scpec106t2 p04 Does the teacher assign group activities, where all students have approximately type: numeric (byte)
label: scpec106t2_p04 range: [.,.]
unique values: 0 units: . missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 • scpec107t2_p04 Is there negative language incorporated in the teacher's speech? type: numeric (byte) label: scpec107t2_p04 units: . missing .: **9,526/9,526** range: [.,.]
unique values: 0 tabulation: Freq. Numeric Label 9,526 scpec108t2_p04 Physical punishment such as hitting type: numeric (byte)
label: scpec108t2_p04

> range: [.,.] units: . unique values: 0 missing .: 9,526/9,526

tabulation: Freq. Numeric Label 9,526 .

scpec109t2_p04

type: numeric (**byte**) label: **scpecl09t2_p04** range: [.,.] unique values: **0**

tabulation: Freq. Numeric Label 9,526 .

Seperation of students from the rest of class

units: . missing .: 9,526/9,526

type: numeric (byte) label: scpecl10t2_p04 range: [.,.] unique values: 0 missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 .

scpecl11t2_p04

scpecl10t2_p04

Making student behave correctly

Verbal reprimand rebuke

type: numeric (byte) label: scpecl11t2_p04 range: [.,.] units: . unique values: 0 missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 .

scpecl12t2_p04 Are there any additional punishment excuted by

Are there any additional punishment excuted by teachers that are not listed abov

type: numeric (**byte**) label: **scpecl12t2_p04** range: [.,.] unique values: 0 missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 .

scpecl12t2txt_p04

If yes, specify what method was used

type: string (**str262**), but longest is str0 unique values: 0 missing "": 9,526/9,526 tabulation: Freq. Value 9,526 ""

sctrcl02t1_p04
Are the students doing exercises or worksheets without any activities incorporat

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	numeric (byte) sctrcl02t1_p04			
range:	[.,.]	e L	units:	
unique values: tabulation:	Freq. Numeri	.c Label	missing	9,526/9,526
	9,526	•		
sctrcl02t1txt_p04				Reason for not observing
type:	string (str130), but lo	ngest is strO	
unique values:	0		missing "":	9,526/9,526
tabulation:	Freq. Value 9,526 ""			
sctrcl03t1_p04 Is lecturing and r	not doing activi	ties with	the students	the teacher's main metho
	numeric (byte) sctrc103t1_p04			
range: unique values:			units: missing .:	9,526/9,526
tabulation:	Freq. Numeri 9,526	.c Label •		
sctrcl04t1_p04 Does	the teacher tur	n on the	TV or video f	or the students to watch?
type: label:				
range: unique values:	[.,.] 0		units: missing .:	9,526/9,526
tabulation:	Freq. Numeri 9,526	.c Label •		
sctrcl05t1_p04 Is the teacher's a	attention direct	ed toward	s other secto	rs of work rather than te
type: label:				
range: unique values:			units: missing .:	9,526/9,526
tabulation:	Freq. Numeri 9,526	.c Label •		
sctrcl06t1_p04 Does the teacher a	assign group act	ivities,	where all stu	dents have approximately
type: label:				
range: unique values:	[.,.] 0		units: missing .:	9,526/9,526

tabulation:	Freq. 9,526		Label				
sctrcl07t1_p04 Is	there	negative	language	incorporated	in the	teacher's	s speech?
type: label:	numer sctrc	ic (byte) 107t1_p04					
range: unique values:				units: missing .:	9,526/9	,526	
tabulation:	Freq. 9,526		Label				
sctrcl08t1_p04				Physical p	unishmen	it such as	s hitting
type: label:		ic (byte) 108t1_p04					
range: unique values:				units: missing .:		,526	
tabulation:	Freq. 9,526	Numeric.	Label				
sctrcl09t1_p04					Verbal	. reprimar	nd rebuke
type: label:		ic (byte) 109t1_p04					
range: unique values:	[.,.] 0			units: missing .:		,526	
tabulation:	Freq. 9,526		Label				
sctrcl10t1_p04			Seperat	ion of studen	ts from	the rest	of class
type: label:	numer sctrc	ic (byte) 110t1_p04					
range: unique values:	[.,.] 0			units: missing .:	9,526/9	,526	
tabulation:	Freq. 9,526		Label				
sctrcl11t1_p04				Making	student	behave o	correctly
type: label:		ic (byte) 111t1_p04					
range: unique values:	[.,.] 0			units: missing .:	9,526/9	,526	

unique values: 0 tabulation: Freq. Numeric Label 9,526 . sctrcl12t1 p04 Are there any additional punishment excuted by teachers that are not listed abov type: numeric (byte)
label: sctrcl12t1_p04 range: [.,.] units: . missing .: 9,526/9,526 unique values: 0 tabulation: Freq. Numeric Label 9,526 sctrcl12t1txt p04 If yes, specify what method was used type: string (str98), but longest is str0 unique values: 0 missing "": 9,526/9,526 tabulation: Freq. Value 9,526 "" sctrc102t2_p04 Are the students doing exercises or worksheets without any activities incorporat type: numeric (byte)
label: sctrcl02t2_p04 range: [.,.]
unique values: 0 units: . missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 sctrcl02t2txt p04 Reason for not observing type: string (str126), but longest is str0 unique values: 0 missing "": 9,526/9,526 tabulation: Freq. Value 9,526 "" sctrc103t2 p04 Is lecturing and not doing activities with the students the teacher's main metho type: numeric (byte) label: sctrc103t2_p04 units: . missing .: 9,526/9,526 range: [.,.] unique values: 0 tabulation: Freq. Numeric Label 9,526 . sctrcl04t2 p04 Does the teacher turn on the TV or video for the students to watch? type: numeric (byte)
label: sctrcl04t2_p04

units: . missing .: 9,526/9,526 range: [.,.]
unique values: 0 tabulation: Freq. Numeric Label 9,526 sctrc105t2 p04 Is the teacher's attention directed towards other sectors of work rather than te type: numeric (byte) label: sctrc105t2_p04 units: range: [.,.] missing .: 9,526/9,526 unique values: 0 tabulation: Freq. Numeric Label 9,526 sctrcl06t2 p04 Does the teacher assign group activities, where all students have approximately type: numeric (byte)
label: sctrcl06t2_p04 range: [.,.] units: missing .: 9,526/9,526 unique values: 0 Numeric Label tabulation: Freq. 9,526 sctrcl07t2 p04 Is there negative language incorporated in the teacher's speech? type: numeric (byte) label: sctrc107t2_p04 range: [.,.]
unique values: 0 units: missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 . sctrcl08t2_p04 Physical punishment such as hitting type: numeric (byte) label: sctrc108t2_p04 range: [.,.] units: missing .: 9,526/9,526 unique values: 0 tabulation: Freq. Numeric Label 9,526 sctrc109t2_p04 Verbal reprimand rebuke

> type: numeric (byte) label: sctrcl09t2_p04 range: [.,.] units: . unique values: 0 missing .: 9,526/9,526

tabulation: Freq. Numeric Label 9,526 .

sctrcl10t2_p04 Seperation of students from the rest of class type: numeric (byte) label: sctrcl10t2_p04 range: [.,.] unique values: 0 units: . missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 . Making student behave correctly

type: numeric (byte) label: sctrcl11t2_p04 range: [.,.] unique values: 0 units: . missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 .

sctrcl12t2_p04 Are there any additional punishment excuted by teachers that are not listed abov

type: numeric (byte) label: sctrcl12t2_p04 range: [.,.] unique values: 0 units: . tabulation: Freq. Numeric Label 9,526 .

sctrcl12t2txt p04

If yes, specify what method was used

type: string (str135), but longest is str0
unique values: 0 missing "": 9,526/9,526
tabulation: Freq. Value
9,526 ""

mcmccl23_p04
Where there any traces or evidence of teachers allowing the students to watch te

type: numeric (**byte**) label: mcmccl23_p04 range: [.,.] units: . unique values: 0 missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 . scpecl13p1_p04 One panoramic classroom image (Standing and taking photos from the corner of the type: numeric (byte) label: scpecl13p1_p04 range: [.,.] units: . unique values: 0 missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 . scpecl13p2 p04

Pictures of the classroom on all 4 sides (front, back, left and right) showing t

type: numeric (**byte**) label: **scpecl13p2_p04** range: [.,.] unique values: 0 units: . tabulation: Freq. Numeric Label **9,526** .

scpecl13p3_p04
Pictures of teachers executing activities with the students as a whole from both

type: numeric (byte) label: scpecl13p3_p04 range: [.,.] units: . unique values: 0 missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 .

scpecl13p4_p04

Pictures of students doing the activity as a whole from both observations.

type: numeric (**byte**) label: **scpecl13p4_p04** range: [.,.] units: . unique values: 0 missing .: 9,526/9,526 tabulation: Freq. Numeric Label 9,526 .

st_num_p04

Number of students

type: numeric (**byte**) range: [.,.] units: . unique values: 0 missing .: 9,526/9,526 tabulation: Freq. Value 9,526 . mean: . std. dev: .

percentiles:	10% 2020	25% 2020	50% 2020	75% 2020	90% 2020	
mean: std. dev:	9,526 2020 2020 0)				
tabulation:	Freq. Valu	le	-			
range: unique values:	[2020,2020] 1]		ts: 1 .: 0/9,5	26	
type:	numeric (i	nt)				
ar_survey					У	ear surve
tabulation:	Freq. Valu 9,526 "sr:	1e 33"				
unique values:	1		missing	"": 0/9,	526	
type:	string (st	r4)				
rs_survey					t	srs surve
	9,526 ""					
tabulation:		16	mitooting	. 5,52	0, 0, 020	
type: unique values:	string (st : 0	11/68), but	-	str0	6/9 526	
	·					
te_p04					Interview	er's note
percentiles:	108	25% •	50% •	75% •	9U% •	
std. dev:	•		EQQ	760	0.00	
mean:	9,526 .					
unique values: tabulation:	0 Freq Valu	10	missing	.: 9,526	9,526	
range:	[.,.]	/	unit			
type.	numeric (b	7te)				
p04					Number o	f teacher
percentiles:	10% •	- 25%	50% •	75% •	90% •	
	1.0.0	0 5 0	F O O		0.0.0	

type:	numeric (float)		
range:	[2019,2019]	units:	-
unique values:	1	missing .:	

tabulation: mean: std. dev:	Freq. Value 9,526 2019 2019 0				
percentiles:	10% 2019	25% 2019	50% 2019	75% 2019	90% 2019
<pre>2 . log close name: <unnamed> log: C:\Users\st > iness 2023 (SRS6)/Data > orm_public.scml log type: smcl closed on: 2 Aug 2024</unnamed></pre>	and Codes\Cod				ojects\\School Read sroom_observation_f