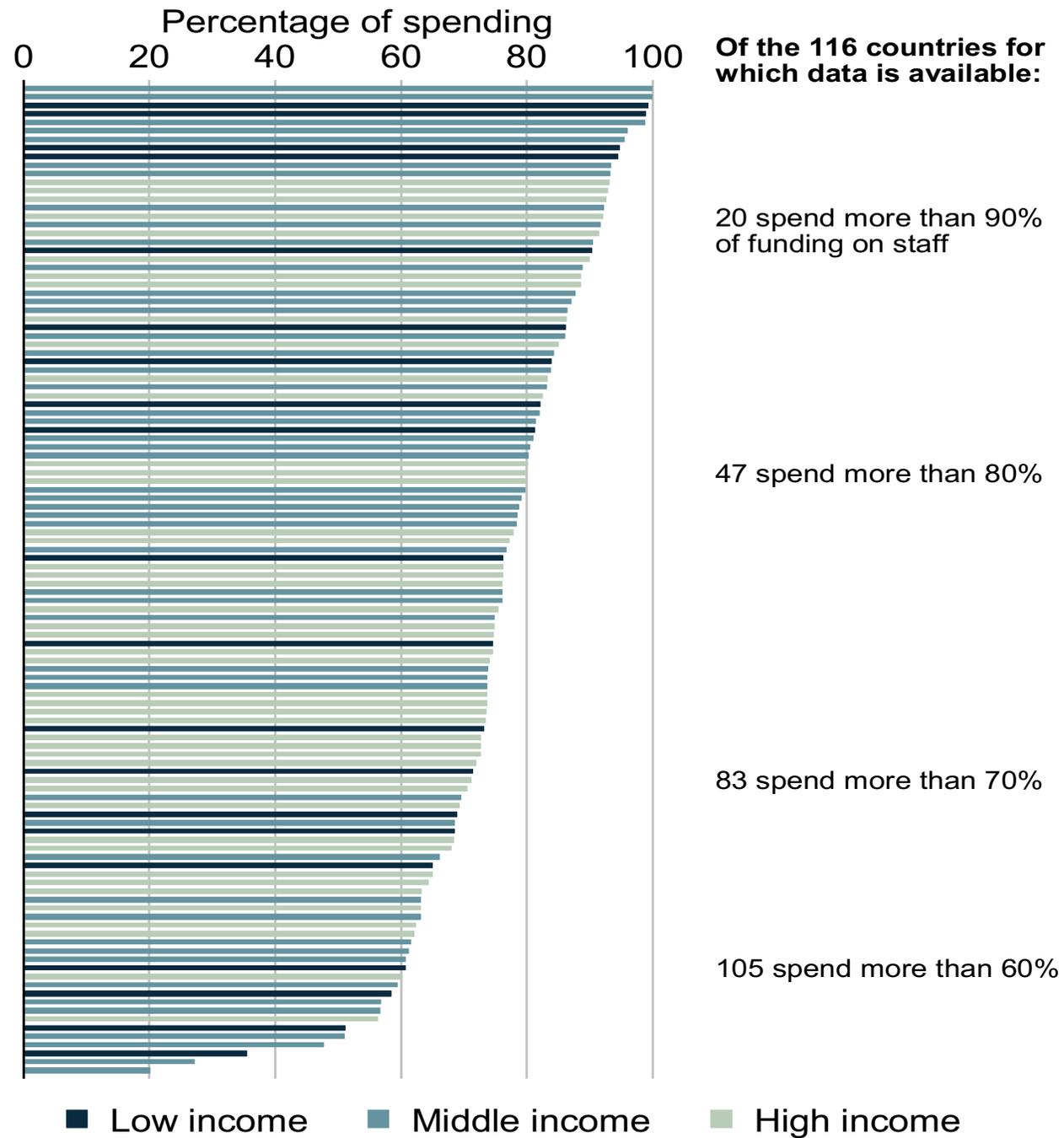


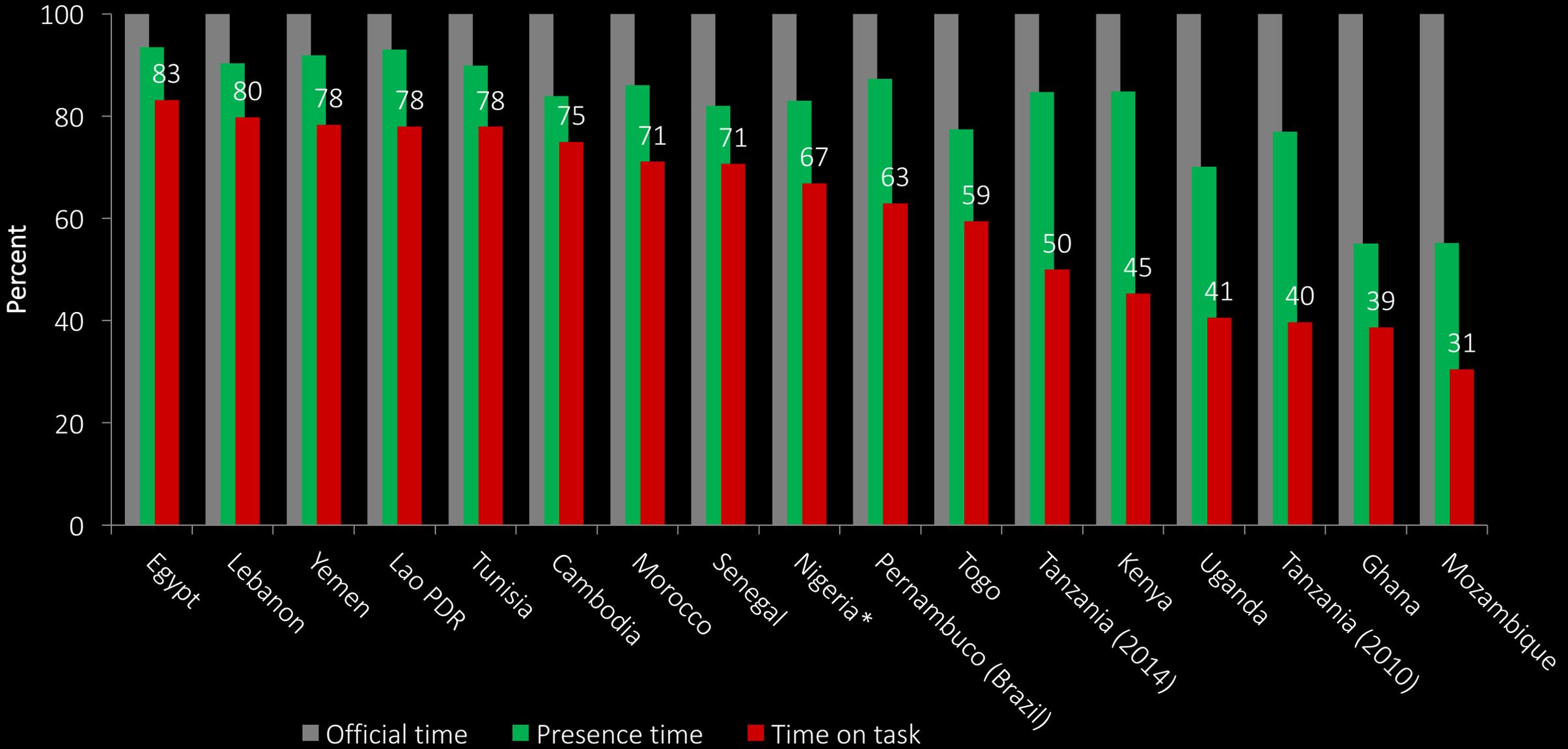
# Better Than Most: Teacher Self-Beliefs in Uganda

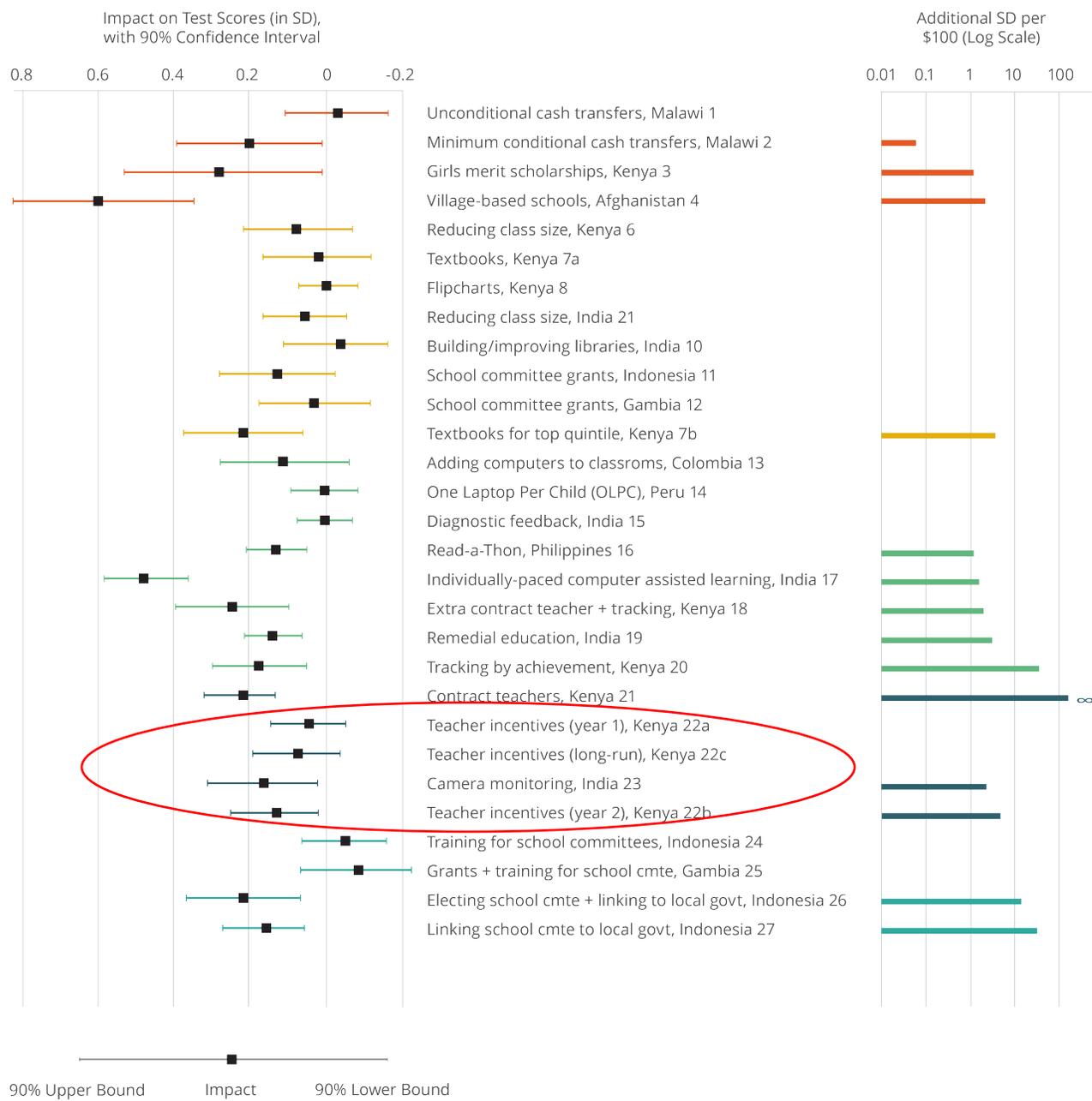
Shwetlena Sabarwal

*(with James Habyarimana and Kanishka Kacker)*



# Teacher effort is low



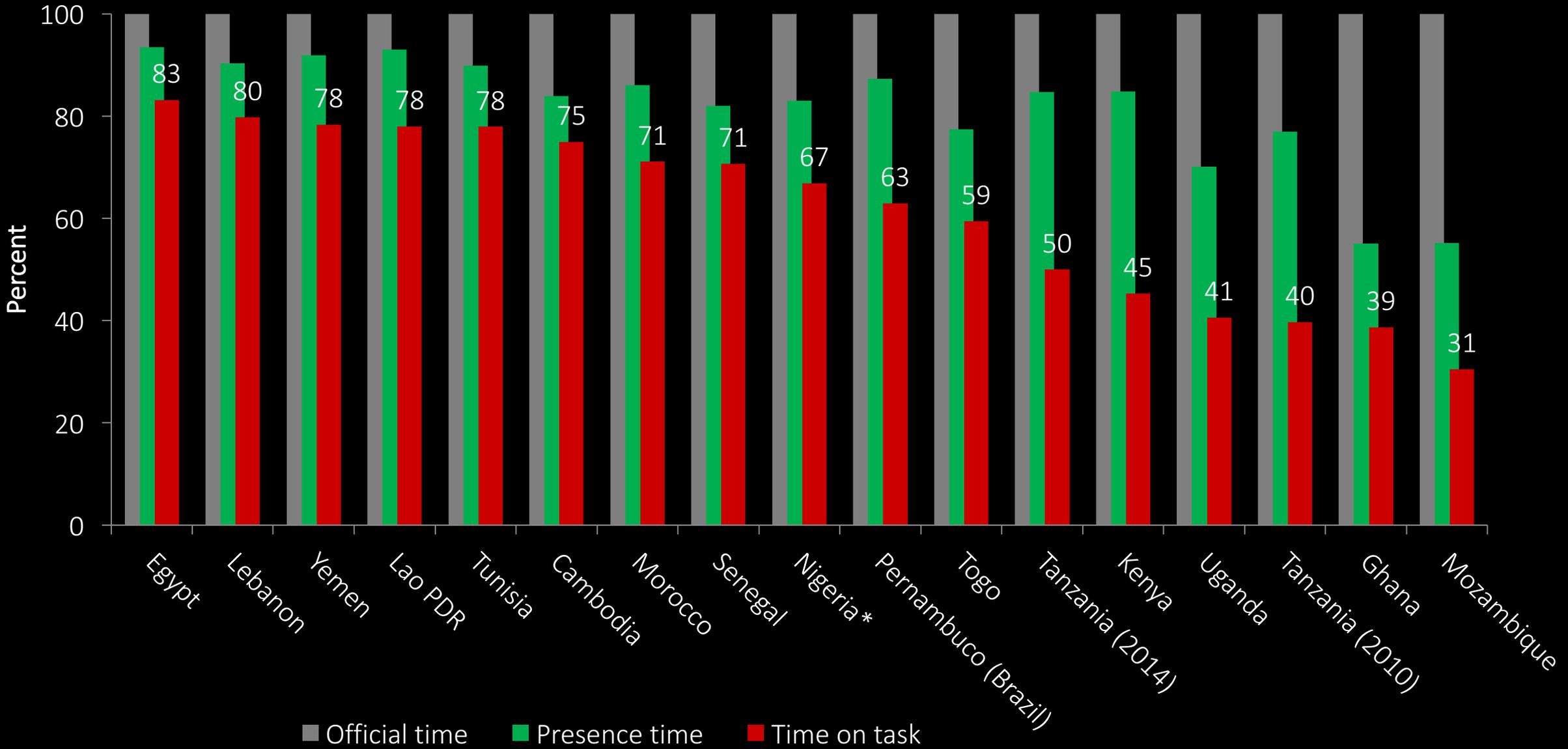


Source: J-PAL

Do teachers believe their effort is low\*?

*\*: in the sense that there are margins to increase it*

# Teacher effort is low



How do teachers perceive their effort?

A survey experiment

Teachers have unrealistically positive perceptions of  
their effort

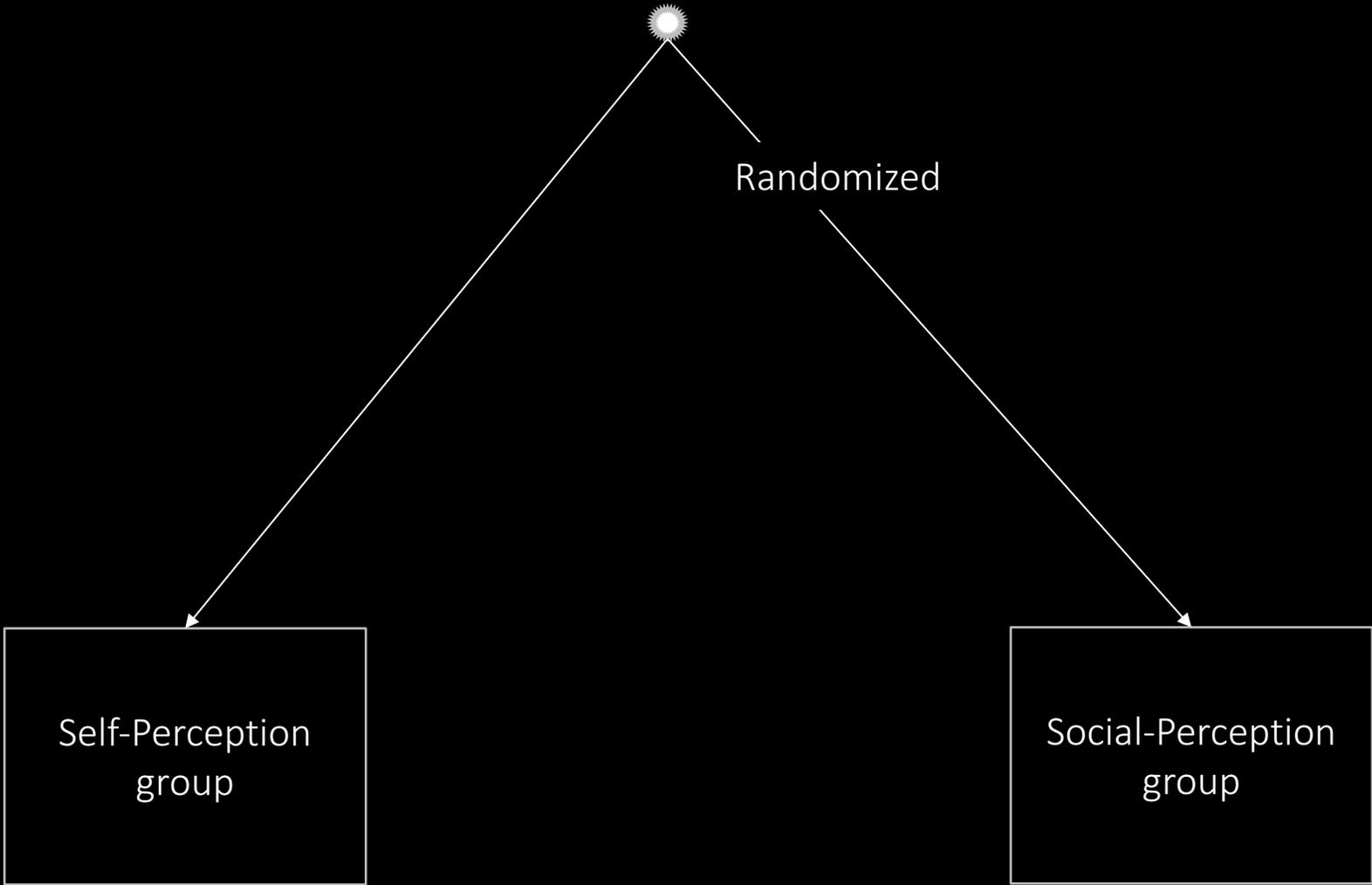
DESIGN

Survey experiment

Uganda

350 secondary teachers

Public Private Partnership (PPP) schools



Contrast

how teachers see themselves

with

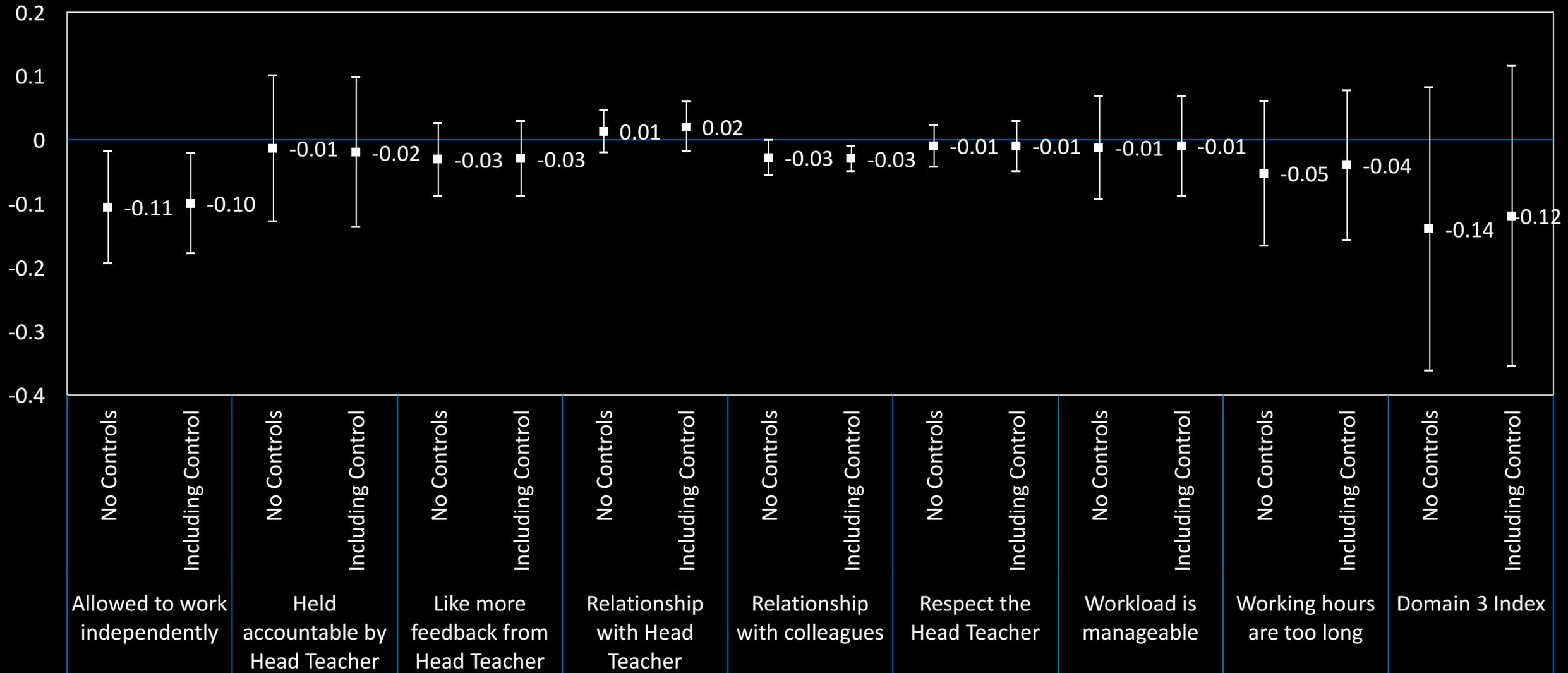
how they see other teachers in the school

*Self Perception > Social Perception → High Relative Self Regard (HRS)*

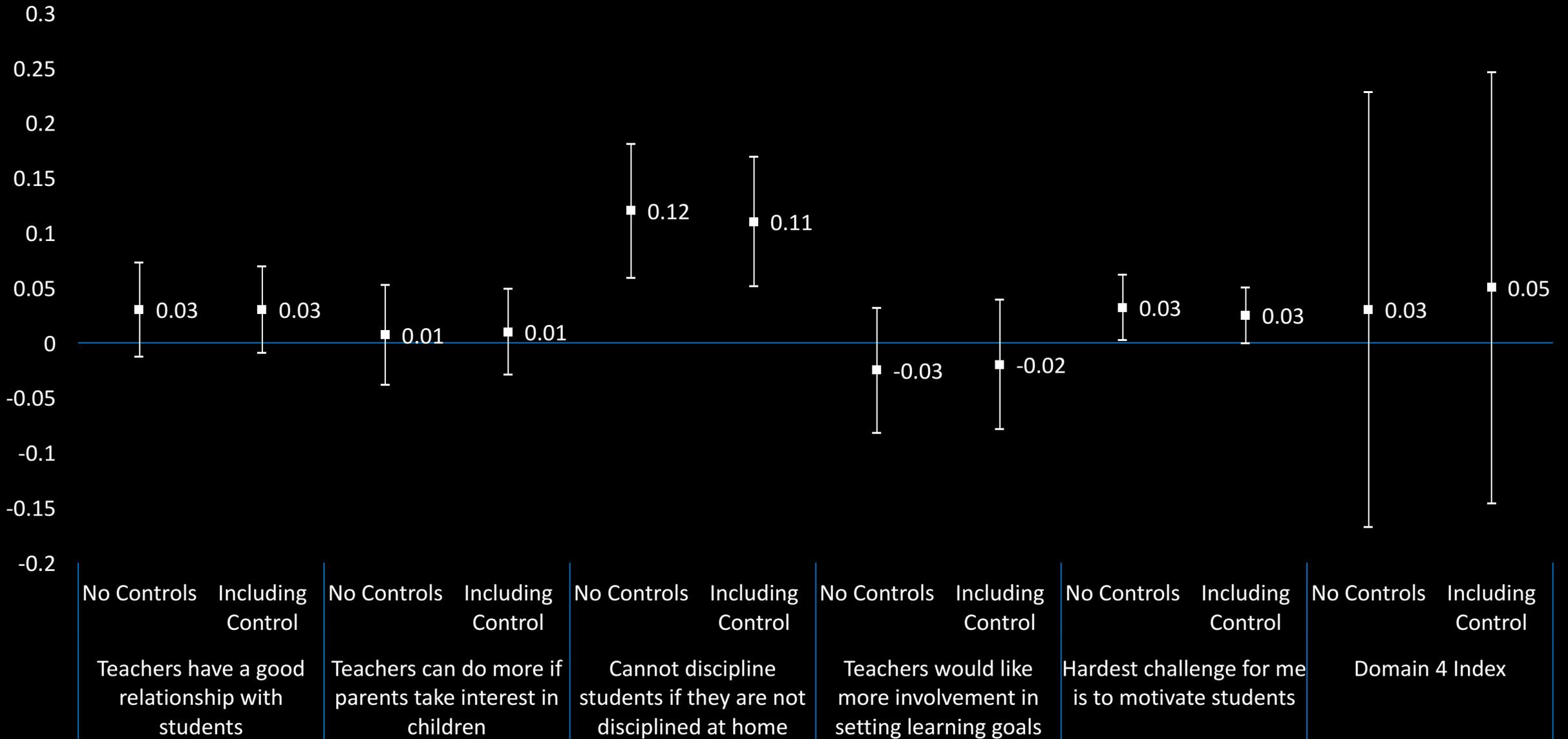
$$\text{Outcome}_i = \alpha + \rho * \text{TREATMENT}_i + \delta X_i + \varepsilon_i$$

RESULTS I

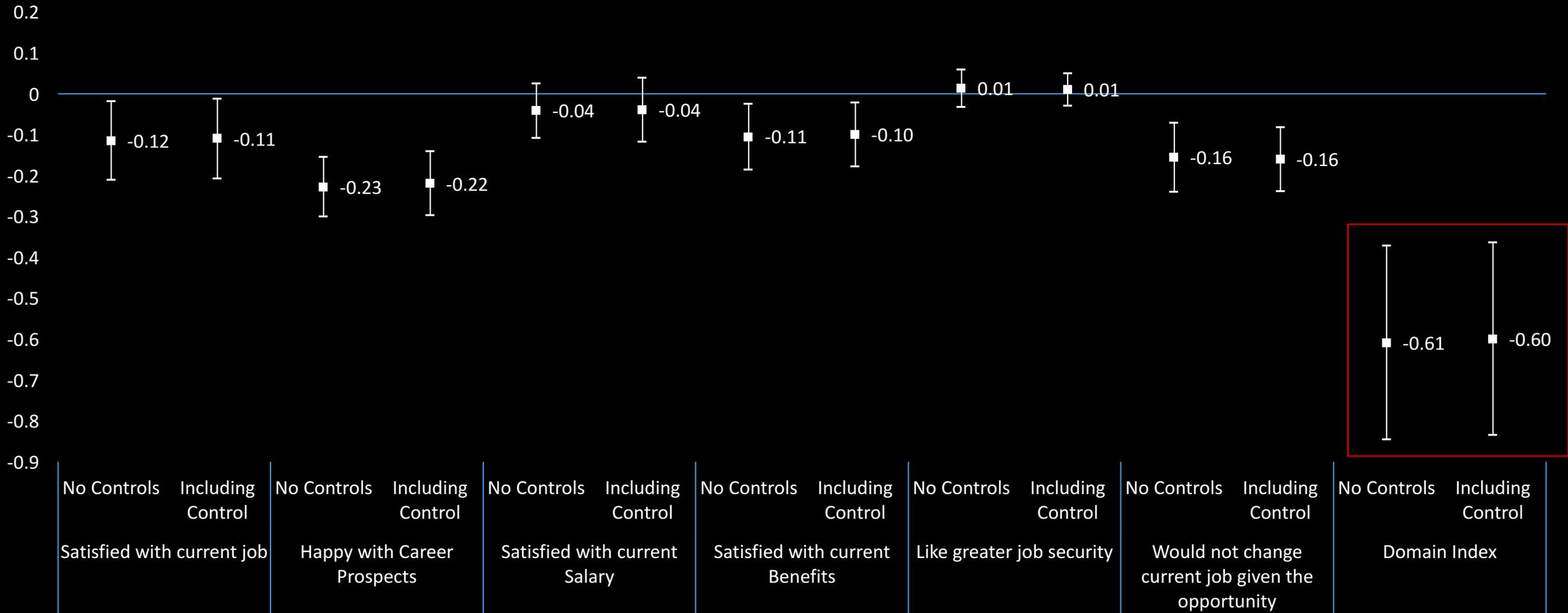
# No clear differences in perceptions of available support structures



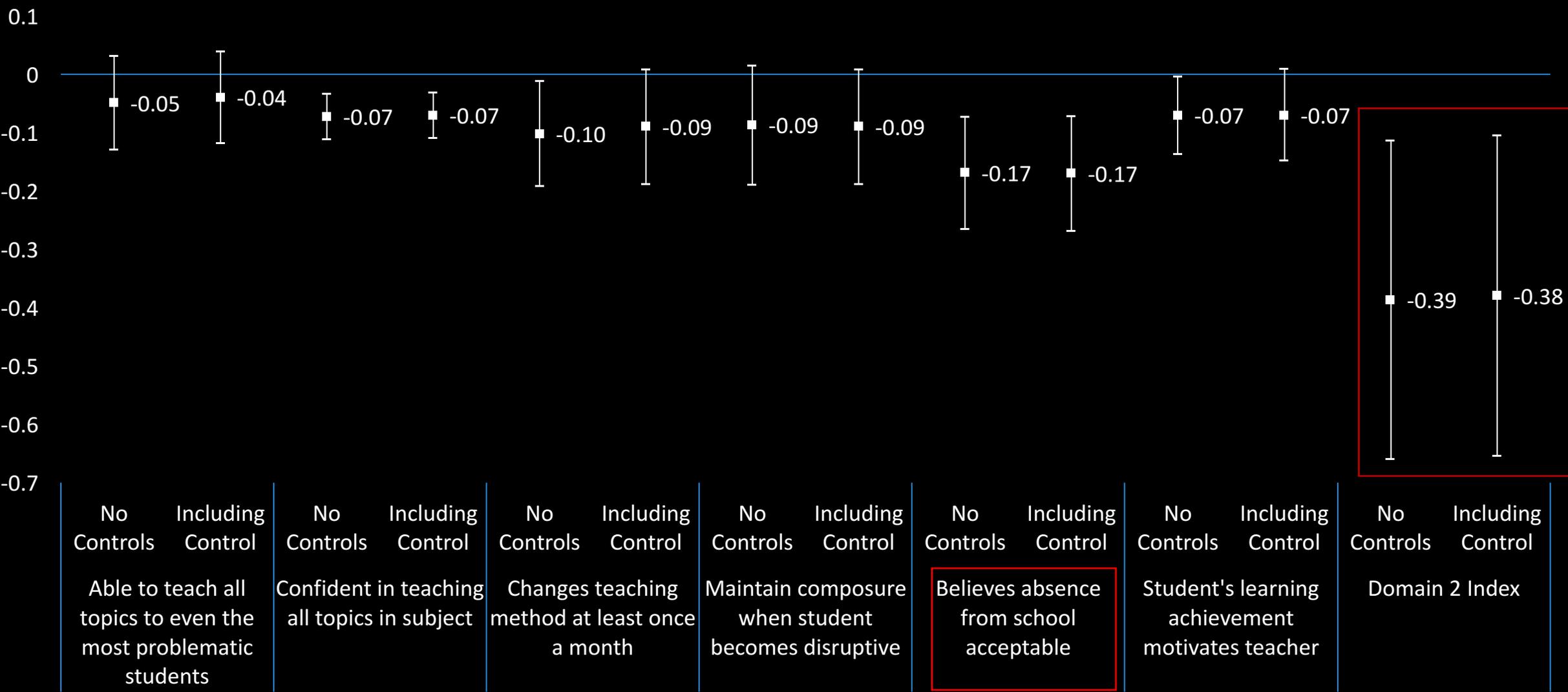
# No clear differences in perceptions of student engagement



# Self-ratings significantly higher for Job Satisfaction



# Self-ratings significantly higher for Ability & Effort



Illusory Superiority

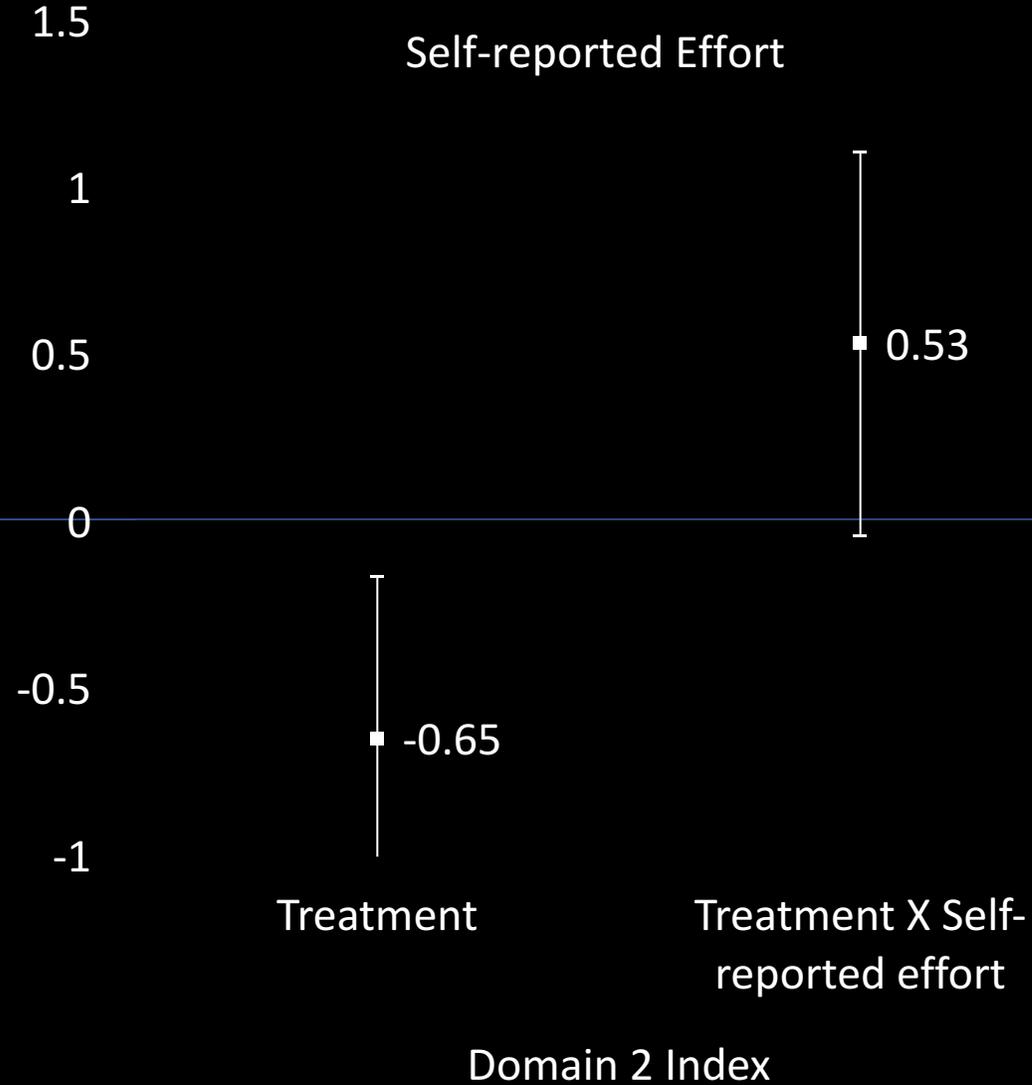
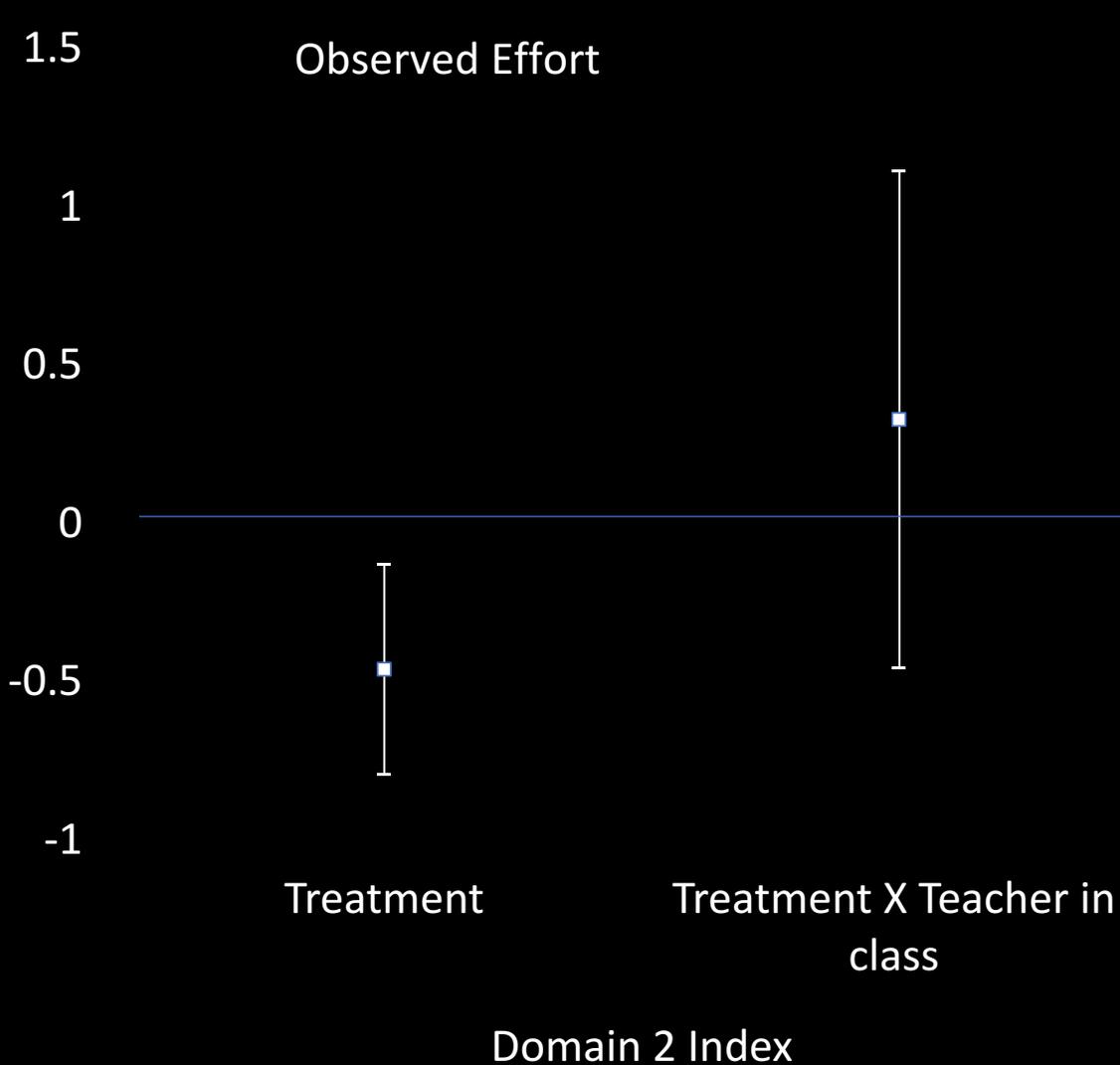
Better Than Average Effect

Lake Woebegone

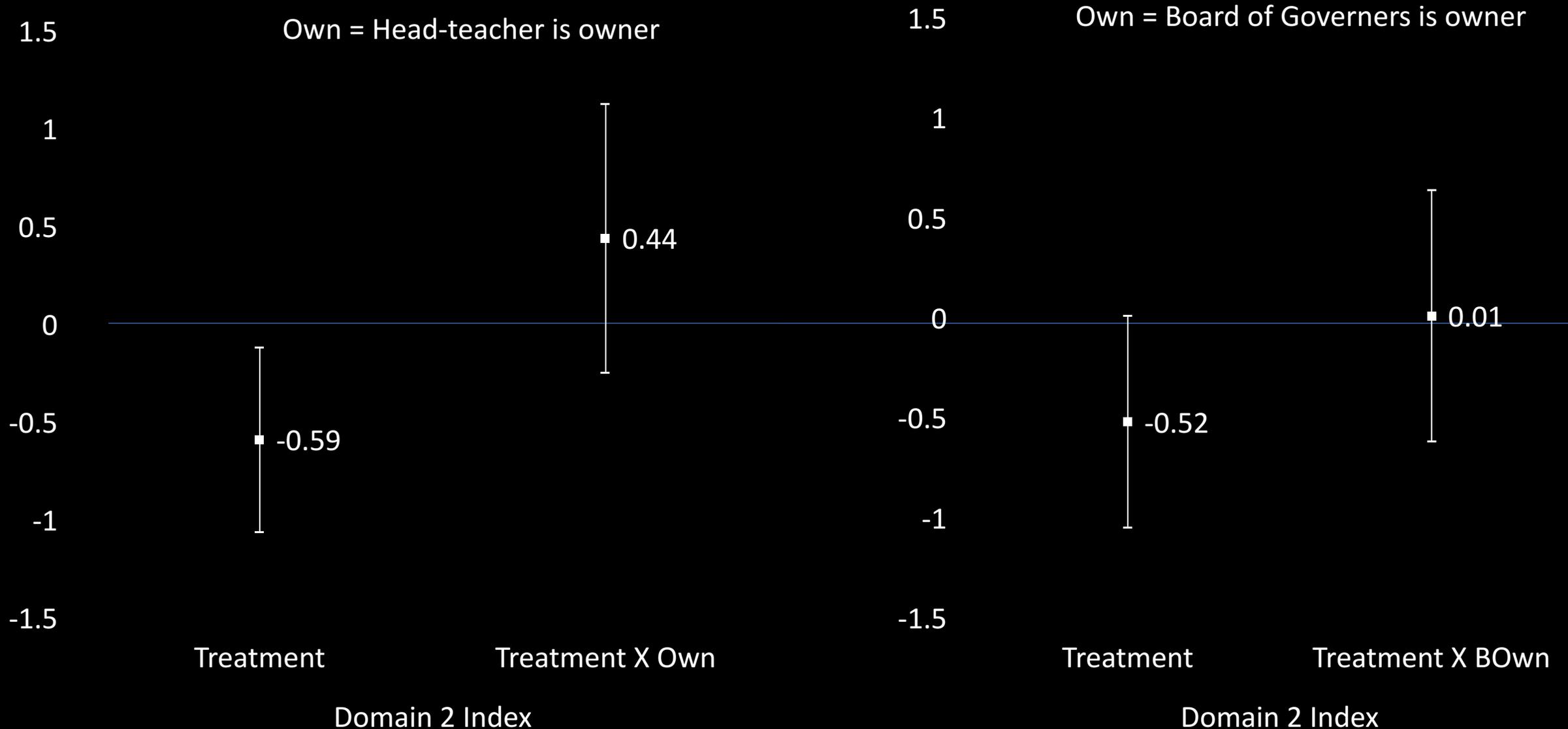
Consistent with Social Psychology

# RESULTS II

# Low-effort teachers more likely to exhibit HRS



# Teachers in owner-managed schools less likely to exhibit HRS



Why might it matter?

# 1. Barriers to incentive & accountability approaches

*Self-perception theory*

*Role of rationalization*

# 2. Importance of objective feedback