

Appendix G

Guideline for Observation of Primary Schools

Note : This observation guideline can be used as a frame of reference for observing various events involved in the school functioning. The focus is on classroom activities supplemented by events occurring outside the classroom.

General Guidelines for the Observations :

- o Observations must be conducted by two observers over a period of time.
- o The arrival of the observers should be unannounced and if possible time of arrival should be varied each day.
- o Begin with unfocused observations striving to record all the details in order to gain familiarity with the overall setting and detect aspects that require further exploration.
- o Next move to specific focused level, concentrating on the aspects considered relevant. This would lead to observation and description of particular events.
- o Focus on both teachers and children in terms of their interaction processes.
- o Understand the nature of various situations observed without subjecting them to interpretations during the process of observations.

1. DESCRIPTION OF PHYSICAL FACILITIES AND SCHOOL ROUTINE
 - a. Availability of space both indoor and outdoor
 - b. Drinking water and toilet facility
 - c. Furniture and other assessories available in the classroom
 - d. Availability of instructional resources, materials and teaching-learning aids
 - e. Daily time table
2. CHARACTERISTICS OF TEACHING-LEARNING PROCESS
 - a. Teacher-pupil ratio in the classroom
 - b. General teaching learning situation in terms of events that appear to affect children's learning
 - c. Teaching style, content and teaching strategies used for instruction, communication and providing feedback.
 - d. Interaction processes, as reflected through communication styles in the classroom
 - e. Modes of discipline enforcement
 - f. System of administration
 - g. Modes of assessment
3. TEACHERS' ATTITUDES AND BEHAVIOUR REFLECTED TOWARDS PROFESSION AND CHILDREN
4. PERCEPTION OF PARENTS REGARDING EDUCATION OF CHILDREN
5. OPPORTUNITIES FOR PARENT-TEACHER INTERACTION

SOURCES : • AVALOS (1986)
• COPPLE, SIEGEL & SAUNDERS (1979).