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 inorder 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 accessories 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. TEACHER'S 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).