APPENDIX-VII

Questionnaire (Observational Questions for Educational Settings)

SCHOOL ENVIRONMENT

PHYSICAL ENVIRONMENT

1. What is the nature of the school building?

2. How large is the building?

3. Is the building large enough to adequately accommodate the students?

4. How old is the building?

5. In general, what is its condition?

6. Are there fences and walls around the school?

7. What way are the grounds there to play for the students.

8. What is the general appearance of the facility?

9. In what section of the community is the school located?

10. Is transportations facility available to and from the school?

11. What is the nature of temperature (like) in the school?

12. Is it adequately heated in the winter and cooled in the summer?

13. Can windows be opened or are they permanently shut?

14. What is the nature of the ventilation system?

15. Do students have private, locked places to keep their personal belongings?

16. Which students are located in the best places in the school?

17. Are bathroom doors and cubicles wide enough for a person in a wheelchair to enter?
18. Are the lavatories clean and free of odour?
19. Are there soap and towels in the lavatory?
20. What kind of audiovisual equipment is available?
21. Where is it stored? How is it procured?
22. Is the equipment used frequently?
23. Do staff members eat with students?
24. What is the dining atmosphere?
25. How is food served? On what vessels?
26. What eating utensils do students use?
27. What are the rules and regulations of the cafeteria?
28. Are children allowed to sit where they wish for lunch?

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1. What is the reputation of the school in the community (good, tough)?
2. What are some of the major problems the school has faced over the past five years?
3. How do various staff people react to outside criticism?
4. What is the racial composition of the school?
5. How do teachers, administrators, students, and parents feel about the racial composition?
6. What is the nature of the relations between different ethnic groups in the school (do groups tend to stick together or is there integration)?
7. What are the words that members of different ethnic groups use to describe other ethnic groups? Themselves?
8. What is the socioeconomic composition of the school?
9. What nicknames do staff members give students?
10. What nicknames do students have for staff?
11. To what extent do programic titles such as “Counselor” or “Rehabilitation” actually reflect activities in the school?.
12. What words and phrases are used in the school which you have not heard before?
13. Are they unique to school?
14. What specifically do staff members mean by “behavior modification “Counseling”, and “occupational training”?
15. How do teachers describe their school?
16. How do students describe their school?
17. What do teachers complain about?
18. How do teachers explain high achievement on the part of students?
19. Do teachers have favorites? What are they like?
20. Do teachers distinguish between “my time” and “school’s time”?
21. How are girls treated differently from boys?
22. Who are the most popular teachers in the school? What seems to make them popular among teachers? Among students?
23. What are the most disliked teachers in the school? What seems to make them disliked?
OTHER STAFF

1. How can you tell what positions people hold?
2. What are the specific qualifications for various staff positions?
3. What training do staff members receive before assuming their responsibilities?
4. What reasons do staff members give for working in the school “I like children”, “Pay”, “convenience”)?
5. What do various staff members think of their jobs?
6. How are the various specialists (counselor, instructional technologists) thought of by students, teachers, parents, and administrators?
7. What goes on in the library?
8. What do various staff members consider the most important aspect of their work?
9. What rules and regulations do staff ignores?
10. Is the student’s time treated as valuable or do staff members break appointments with them and keep them waiting?
11. Is the tone of the school different on different days?
12. Does the nature of the work differ at different times of the year?
13. How do staff members measure their success in the school?
14. How do students measure success?
15. Do you think it would be difficult for you to keep your sense of dignity if you were a student at the school?
16. How do students communicate between classes?
17. Do students approach staff more than the staff approaches students?
18. What are the names used for various achievement groups (Bluebirds)?
19. What type of extracurricular activities are available? Who participates in them? Staff? Students?
20. What type of achievements are most awarded in the school? Athletic? Academic? Other?
21. How much decision-making power do students have?
STUDENTS

1. How often and when do students have the opportunity for physical exercise?

2. Do some students receive more physical exercise than others? What students and why?

3. What kind of activities do the students enjoy doing? Dislike doing? What do students and staff wear?

4. Does dress tell you anything about status systems or informal groups?

5. What about hair styles?

6. What do the children in the class fight about?

7. Who seem to be the most popular children in the class? For what reasons? The least popular? For what reasons?

8. How do the school monitors behave? How are they selected?

9. When various children are troubled, whom do they look to for support?

10. What was the role of the school in having the children put on that treatment?

11. How do various people in the school feel about having modifying drugs?

12. Is medication every used as a substitute for a program?
HUMAN ENVIRONMENT

TEACHERS

1. What do teachers complain about?
2. What do they praise?
3. How do teachers explain low achievement on the part of students?
4. Do teachers have favorites? What are they like?
5. Do teachers distinguish between “my time” and “school’s time”?
6. How do teachers think of sick days and vacation?
7. What do teachers define as unprofessional behaviour?
8. How are girls treated differently from boys?
9. Are there assumptions about what boys can do and what girls can do?
10. Who are the most popular teachers in the school? What seems to make them popular among teachers? Among students?
11. What are the most disliked teachers in the school? What seems to make them disliked?
ADMINISTRATOR

1. How long has the current principal been principal and how do people talk about the previous principal?

2. How do teachers act when the principal enters the room?

3. What do administrators define as unprofessional?

4. How do administrators check on teachers?

5. How is the administration thought of by the staff? By the students?

6. What is the daily, weekly, and monthly school schedule? What are the variations from room to room?

7. What are the formal and informal dress regulations for students?

8. Who uses the loud speaker and for what purposes?

9. What criteria does a student have to meet (age, residence) to be eligible to attend the school?

10. How are the classes organized—who decides who goes in to what classes?

11. How is the decision made?

12. How is participation in special programs and events (trips, plays) distributed among students equally? As rewards? Does participation in these events reflect class or ethnic destinations?

13. Who determines the content of these activities? Do students participate in the planning?

14. How does what is done at each grade level differ?

15. Are the different grades (rooms) decorated differently? How?

16. To what extent, if any, are pupils moved from one class to another without being consulted or without their prior knowledge?
16. What is the nature of student records?
17. Do records contain a place for parent’s grievances?
18. Do records emphasize idiosyncratic episodes rather than a general picture of the whole person?
19. Are items entered into the records which are defamatory and discrediting to the student? If so, is the student given opportunities to respond to these remarks?
20. Are the students records discussed in public by the staff member?
21. Do parents have easy access to files containing information about their children?
PARENTS

1. What communication occurs between the school and parents?
2. Are parents consulted in decisions affecting their child?
3. What rules pertain to visitors?
4. Is there a PTO?
5. What does the PTO do?
6. How many people attend a typical meeting?
7. What “Kind” of people attends?
8. What are the programs for the PTO?
9. How are parents complaints handled?
10. What literature or instructions are given to parents and guardians by the school?
11. What is the nature of the literature?
12. How often do parents have contracts with the school and what is the nature of those contacts?
13. What is the extent and nature of the volunteer program?
14. Are there any conflict between the staff and the volunteers?
15. Over what?
16. What jobs do volunteers do?
17. What is the school’s visiting policy?
18. Are visitors a common occurrence in the school?
19. What are the school’s open houses like?
20. Is the view of the school presented during open houses an accurate description of the school on a regular day?
LEARNING ENVIRONMENT
LEARNING SITUATION

1. What decorations adorn the classroom?
2. Are students interacting with each other? Will they be penalized for such interaction?
3. What is the ability range of the class, as measured by objective tests and past grades?
4. What are children complimented for?
5. Are the classrooms spacious or crowded? In good physical condition or run down? Somber or cheerful, barren or busy?
6. Which of the students in the class have performed well in terms of past measure of achievement? Poorly? Are these accurate reflections of ability?
7. What is the average class size?
8. Is there provision for interest centers in the classroom?
9. Are all students engaged in the same task at the same time.
10. Do the students volunteer answers in discussion readily?
11. Do they talk to each other as well as the teacher?
12. Does classroom procedure optimize cooperation or competition?
13. How often do students work on group projects?
14. How well do students work independently or on long-range assignments? How much experience have they had in working in small groups?
15. Are the seats and desks in the class moveable and are they moved?
16. How do students perceive they will be rewarded for effort? Are all students responsive to the reward system?
17. Is the class heterogeneously or homogeneously grouped? If the latter, what is the criterion for such grouping?

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TEACHER-STUDENT RELATIONSHIP

1. How many dittoes does the teacher use in class during the day?
2. Do students have free time when their work is finished?
3. Has the teacher prepared materials for use during free time?
4. What kinds of group work activities are provided?
5. What role does the teacher play during group activities?
6. Where is the teacher's desk located in the room?
7. What are the teacher's movements during the day in relation to his or her desk?
8. What kinds of curriculum materials are used? (i.e. texts, other readings, games, etc.)
9. Does the main instructional material revolve around the use of texts, with other materials used for "enrichment"?
10. What kinds of teaching devices are on the walls, ceilings, etc?
11. What images of people do they portray?
12. How are classroom chores divided?
13. How is the class paced?
14. What individualized teaching-learning occurs? For whom?
15. Which students have most contact with the teacher?
16. Which students have least contact with the teacher?
17. Which students are touched most and least by the teacher?
DISCIPLINE AND CONTROL

1. Can students choose where they sit?
2. How prominent is control in the day to day operation of the school? Of different classrooms?
3. What restrictions are placed on students’ mobility in the school?
4. What methods of control are used by staff?
5. What is the nature of punishment in the school?
6. How and when are punishment given?
7. How are requests made by students?
8. What tone of voice do staff use when addressing students?
9. What kinds of things do administrators purposely turn their back on?
10. What do teachers purposely turn their back on?
11. What is the nature and extent of corporal punishment?
12. Is the physical integrity of students and staff guaranteed in the school?
13. Is there danger of assault?
14. Is there an independent complaint system through which students can bring grievances against the staff for problems?
15. Are threats made to students?
16. What are typical threats?
17. How many students express hostility?
18. What student’s behaviours elicit punishment?
19. Which staff members have the authority to discipline students?
20. To what extent do the punishments and rewards of the school approximate punishment and reward systems in the larger world?