APPENDIX 4: Questionnaire Survey Forms for Post Pilot Study, Survey Statistics

No. of Questionnaire [＿＿＿＿＿]　　No. of Surveyor [＿＿＿＿＿]

Date [＿＿＿＿＿]

Survey for Head Master

> ✓ **This survey targets Head Master of this school.**
> ✓ **Please answer all the questions.**
> ✓ **If necessary, please ask for help from the surveyors.**

This questionnaire is conducted by the BEIP program under the bilateral cooperation between MENJ (Morocco) and JICA (Japan). This program aims at encouraging the decision-making procedure at local level and strengthening the role of schools, communities and provincial delegation, in order to ameliorate the efficiency of primary education. To evaluate the impact of the program, the questionnaire survey is conducted, along with the Focus Group Interview survey, targeting headmasters, teachers and pupils of the schools who are involved in this education process. This evaluation is conducted with 2 stages: one at the beginning and the other at the end of the project.

The questionnaire targets particularly the head masters working at the pilot schools (mother schools, autonomous schools and satellite schools) to understand the current situation. In some questions, Community and Commune are referred. Here, Community means the villages around the school unit, while Commune means the administrative units.

Based on the understanding of the importance of the survey, the head masters are asked to answer all the questions honestly after the complete understanding, (if needed, ask surveyors for clarification).

To indicate the answers, the teachers are asked to select _one_ answer that best describes your opinion and to put a cross (X) in each designated frame.

1. School Identity

1.1　Province　　　: …………………………..
1.2　Commune　　　: …………………………..
1.3　School Code　　: …………………………
1.4　School Name　　: ……………………….

2. Head Master's Identity

2.1　Full Name　　　: …………………………………….
2.2　Sex　　　　　: 1.　Male
　　　　　　　　　　 2.　Female
2.3　Date of Birth　 : ………………………….
2.4　Place of Birth　 : …………………………...
2.5　Can you communicate in Berber language with children and parents?

Not at all	Only a little	Somewhat	Mostly	Very fluent
1	2	3	4	5

2.6　What is your academic background?
　　　1.　Primary school certificate
　　　2.　College (Junior High School) certificate (Brevet, CES)
　　　3.　Baccalaureate
　　　4.　Bac+2
　　　5.　Bac+4
　　　6.　Others

2.7　What is your highest education qualification?
　　　1.　Graduate from CFI

　　　2.　Certificate of Competence in Pedagogy
　　　3.　Graduate from CPR
　　　4.　Graduate from ENS
　　　5.　With no initial training
　　　6.　Other

2.8　What specialization did you receive in initial pedagogical training?
　　　1.　Monolingual
　　　2.　Bilingual
　　　3.　No initial training
　　　4.　Distance Education
　　　5.　Other

3. Professional Career

3.1　How many years have you been involved in **education sector**?

　　　　　＿＿＿＿＿years

3.2　How many years have you been **a school Head Master**?

　　　　　＿＿＿＿＿years

3.3　How many years have you been **the Head Master in this school**?

　　　　　＿＿＿＿＿years

3.4　Have you received a training to be able to teach multi graded class?
　　　1.　Yes
　　　2.　No

3.5　Have you ever taught multi-graded class in schools?
　　　1.　Yes
　　　2.　No

3.6　How many times have you participated training outside school between May 2004 and April 2005?

　　　　　＿＿＿＿＿times

3.7　How many times have you participated training inside the school between May 2004 and April 2005?

　　　　　＿＿＿＿＿times

4. Information about your School Sector

		Never	Seldom	Some-times	Often	Always
4.1	Is the attendance record kept regularly?	1	2	3	4	5
4.2	Is the financial record regularly updated?	1	2	3	4	5
4.3	Is the financial record always ready for disclosure?	1	2	3	4	5
4.4	Does everyone in the school follow school rules and policies?	1	2	3	4	5
4.5	Are teachers motivated to come to school?	1	2	3	4	5
4.6	Are there any stolen school equipments?	1	2	3	4	5

4.7	To what degree is each of the following a problem in your school sector?	Never	Seldom	Some-times	Often	Always
4.7.1	Pupils' tardiness	1	2	3	4	5
4.7.2	Pupils' absenteeism	1	2	3	4	5
4.7.3	Pupils' dropout	1	2	3	4	5
4.7.4	Pupil's repetition	1	2	3	4	5
4.7.5	Disruption in some classrooms	1	2	3	4	5
4.7.6	Vandalism	1	2	3	4	5
4.7.7	Pupils' motivation toward academic achievement	1	2	3	4	5
4.7.8	Teachers' tardiness	1	2	3	4	5
4.7.9	Teachers' absenteeism	1	2	3	4	5
4.7.10	Teachers' motivation to teach	1	2	3	4	5
4.7.11	Parental support for Pupils' achievement	1	2	3	4	5
4.7.12	Pupils' cigarette use/possession	1	2	3	4	5
4.7.13	Pupils' drug use/possession	1	2	3	4	5

4.8	What are the conditions of the following items in your school sector?	Does not Exist	Very bad condition	Bad condition	Satisfactory	Good Condition	Very good condition
4.8.1	Library	0	1	2	3	4	5
4.8.2	Teachers' Room	0	1	2	3	4	5
4.8.3	Potable Water	0	1	2	3	4	5
4.8.4	Latrine	0	1	2	3	4	5
4.8.5	Canteen	0	1	2	3	4	5
4.8.6	School Fences	0	1	2	3	4	5
4.8.7	Sports Ground	0	1	2	3	4	5
4.8.8	Teachers' Houses	0	1	2	3	4	5
4.8.9	Computer	0	1	2	3	4	5
4.8.10	Multimedia facilities	0	1	2	3	4	5

5. School Management

		Never	Seldom	Some-times	Often	Always
5.1	Are you confident in school management?	1	2	3	4	5
5.2	Do teachers participate in preparing school rules?	1	2	3	4	5
5.3	Are teachers involved in planning school program?	1	2	3	4	5
5.4	Do teachers express their opinions in meeting?	1	2	3	4	5
5.5	Do parents express their opinions in meeting?	1	2	3	4	5
5.6	Are parents involved in making school rules?	1	2	3	4	5
5.7	Do parents recommend what should be taught?	1	2	3	4	5
5.8	Are parents involved in planning the school budget?	1	2	3	4	5
5.9	Are parents involved in the control of school budget?	1	2	3	4	5
5.10	Do parents assist in selecting non-teaching personnel?	1	2	3	4	5
5.11	During meetings, do you take into consideration the opinions of the following people?					
5.11.1	Teachers	1	2	3	4	5
5.11.2	School personnel	1	2	3	4	5
5.11.3	Parents	1	2	3	4	5
5.11.4	SMC members	1	2	3	4	5
5.12	Do you set high expectation regarding teacher and school personnel achievement?	1	2	3	4	5
5.13	Do you think teachers undertake their responsibilities to achieve objectives?	1	2	3	4	5
5.14	Do you think school personnel undertake its responsibilities to achieve objectives?	1	2	3	4	5
5.15	Do all the school personnel benefit from INSET of professional development?	1	2	3	4	5

6. Community

6.1	How do you assess the community around your school (compared with other schools that you know) in the following respect?	Very Weak	Weak	Average	Good	Very Good
6.1.1	Level of community's interests in the education	1	2	3	4	5
6.1.2	Socio-economic level of the community	1	2	3	4	5
6.1.3	Coverage in terms of public service	1	2	3	4	5
6.1.4	Coverage in terms of infrastructure	1	2	3	4	5
6.1.5	Coverage in terms of facilities	1	2	3	4	5
6.1.6	Degree of parent cooperation in terms of support for the school's educational goals	1	2	3	4	5
6.1.7	Level of public transportation	1	2	3	4	5
6.1.8	Level of public services/communication (e.g. TV, radio, telephone)	1	2	3	4	5

		Never	Seldom	Some-times	Often	Always
6.2	Do the representatives of community assist the SMC?	1	2	3	4	5
6.3	Does Community support the school by providing contributions such as funds, expertise, equipment, and others?	1	2	3	4	5
6.4	Do Community members assist Local Contents subject?	1	2	3	4	5
6.5	Are School facilities and equipments open for community usage?	1	2	3	4	5

7. Interaction/Communication

7.1	How many times did you contact the following people regarding your school and/or education in the area **between May 2004 and April 2005**?	0 time	1 time	2 times	3 times	4 times and more
7.1.1	Teachers / per class / per **month**	1	2	3	4	5
7.1.2	Provincial Delegation Personnel / per **month**	1	2	3	4	5
7.1.3	School Management Council / per **trimester**	1	2	3	4	5
7.1.4	Commune president / per **trimester**	1	2	3	4	5
7.1.5	Commune Education Committee /per **trimester**	1	2	3	4	5
7.1.6	Head Master of other schools / per **trimester**	1	2	3	4	5
7.1.7	Imams (Religious Organizations)/per **trimester**	1	2	3	4	5
7.1.8	Economic actors and businessmen /per **trimester**	1	2	3	4	5
7.1.9	NGOs /per **trimester**	1	2	3	4	5
7.1.10	Parents / per pupil / per **year**	1	2	3	4	5
7.1.11	Director of CFI / per **trimester**	1	2	3	4	5
7.1.12	Inspectors of pedagogy / per **trimester**	1	2	3	4	5
7.1.13	Inspectors of planning / per **trimester**	1	2	3	4	5
7.1.14	Administrative Coordinator / per **trimester**	1	2	3	4	5

		Never	Seldom	Some-times	Often	Always
7.2	Is the communication inside school smooth?	1	2	3	4	5
7.3	Does the school communicate with Community organizations through publicity, announcements and advertisements?	1	2	3	4	5
7.4	Does the school organize group meetings with local organizations and associations?	1	2	3	4	5

8. Visit to Satellite Schools

8.1	How many times per month do you visit your satellite schools **on average**? (if you visit one satellite twice, it counts two satellite schools) ………………………… visits/per month

8.2	What do you do when you visit satellite schools?	Never	Seldom	Some-times	Often	Always
8.2.1	Observe the classes	1	2	3	4	5
8.2.2	Listen to the teachers about the problems in their school unit	1	2	3	4	5
8.2.3	Ask the parents and community members about the good practice in their school unit	1	2	3	4	5
8.2.4	Ask the parents and community members about the problems they have	1	2	3	4	5
8.2.5	Give pedagogic advice to the teachers	1	2	3	4	5
8.2.6	Give the advice to the teachers on the communication with the parents	1	2	3	4	5

9. Level of Satisfaction

9.1	Are you satisfied with:	Never	Seldom	Some-times	Often	Always
9.1.1	Your performance as Head Master?	1	2	3	4	5
9.1.2	Performance of the school?	1	2	3	4	5
9.1.3	Pupils' academic achievement?	1	2	3	4	5
9.1.4	Pupils' attitudes/discipline?	1	2	3	4	5
9.1.5	Teachers' capability?	1	2	3	4	5
9.1.6	Teachers' performance?	1	2	3	4	5
9.1.7	Parents' support to school?	1	2	3	4	5
9.1.8	Community's concern with your school?	1	2	3	4	5
9.1.9	Communal council's concern with your school?	1	2	3	4	5
9.1.10	Provincial delegation's concern with your school?	1	2	3	4	5
9.1.11	Communal council's recognition of your contributions to the school?	1	2	3	4	5
9.1.12	Community's recognition of your contributions to the school?	1	2	3	4	5
9.1.13	Participation of yourself in school management?	1	2	3	4	5
9.1.14	Your contribution to the improvement of school quality?	1	2	3	4	5
9.1.15	Your new challenges to improve school quality?	1	2	3	4	5
9.1.16	Professional and/or monetary rewards for the work you do for the school?	1	2	3	4	5

10. About the Changes during the Last Year

10. 1 Changes of Teaching Process of the School Sector

10.1	10.1.1	Compared to the last year, how much did each of the following items change as whole school sector?					
			Very much less/worse	A little less/worse	About the same	A little more/better	Very much more/better
		a) Teaching aids/materials	1	2	3	4	5
		b) Teachers' Guides	1	2	3	4	5
		c) Teachers' training	1	2	3	4	5
		d) Teachers' motivation to teach	1	2	3	4	5
		e) Educational plan	1	2	3	4	5
		f)Teaching skill of teachers	1	2	3	4	5
		g) Communication/interaction among teachers	1	2	3	4	5
		h) Communication with Provincial Delegation Personnel	1	2	3	4	5
		i) Communication with parents	1	2	3	4	5
		j) Interschool activities	1	2	3	4	5
		k) Extra-curricular activities	1	2	3	4	5
		l) Achievement evaluation by teacher	1	2	3	4	5
		m) School rules	1	2	3	4	5

	n) Overall performance of the school	1	2	3	4	5

10.1.2 Compared to the last year, how much did each of the following items on your attitude change?

	Very much less/worse	A little less/worse	About the same	A little more/better	Very much more/better
a) Participating Head Master training	1	2	3	4	5
b) Communicating with teachers	1	2	3	4	5
c) Communicating with Provincial Delegation personnel	1	2	3	4	5
d) Communicating with parents	1	2	3	4	5
e) Communicating with Community	1	2	3	4	5

10.2 Changes of Pupils' Attitude of the School Sector

10.2 10.2.1 Compared to the last year, how much did the following items of the school sector change?

	Very much less/worse	A little less/worse	About the same	A little more/better	Very much more/better
a) Attendance	1	2	3	4	5
b) Enrolment	1	2	3	4	5
c) Dropout	1	2	3	4	5
d) Repetition	1	2	3	4	5
e) Discipline/Attitude	1	2	3	4	5
f) Academic achievement	1	2	3	4	5
g) Pupils' performance	1	2	3	4	5
h) Pupil participation in school activities	1	2	3	4	5
i) Pupil participation in interschool activities	1	2	3	4	5

10.3 Changes of School Environment of the School Sector

10.3 10.3.1 Compared to the last year, how much did the following items of the school sector change?

	Very much less/worse	A little less/worse	About the same	A little more/better	Very much more/better
a) Sanitary facilities (toilet, water, etc)	1	2	3	4	5
b) Solar panel	1	2	3	4	5
c) Electricity	1	2	3	4	5
d) Printing facilities	1	2	3	4	5
e) Classroom rehabilitation	1	2	3	4	5
f) Classroom furniture/ equipments	1	2	3	4	5
g) Library	1	2	3	4	5
h) Computer	1	2	3	4	5
i) Multimedia facilities	1	2	3	4	5
j) Sports facilities	1	2	3	4	5
k) Canteen	1	2	3	4	5
l) School fence	1	2	3	4	5
m) Teacher house	1	2	3	4	5

10.4 Changes of Interaction between School and Community of the School Sector

10.4	10.4.1	Compared to the last year, how much did each of the following items on education awareness of community/ parents of the school sector change?					
			Very much less/worse	**A little less/worse**	**About the same**	**A little more/better**	**Very much more/better**
		a) Participation in awareness campaign	1	2	3	4	5
		b) Participation in school management	1	2	3	4	5
		c) Participation in the Pilot Project Activities	1	2	3	4	5
		d) Communication between school and SMC	1	2	3	4	5
		e) Communication between school and Community	1	2	3	4	5
		f) Utilization of school facilities/ resources by Community	1	2	3	4	5
	10.4.2	Compared to the last year, how much did each of the following items on interaction between school and community/ parents of the school sector change?					
			Very much less/worse	**A little less/worse**	**About the same**	**A little more/better**	**Very much more/better**
		a) Awareness campaign	1	2	3	4	5
		b) Teachers' visit to pupils' homes	1	2	3	4	5
		c) Pupils' visit to Community	1	2	3	4	5
		d) Parent-teacher meeting	1	2	3	4	5
		e) Opening of school facilities/resources to Community	1	2	3	4	5
		f) Parents support	1	2	3	4	5
		g) Community support	1	2	3	4	5
		h) Commune support	1	2	3	4	5
		i) Provincial Delegation support	1	2	3	4	5
		j) Socio-economic level of Community	1	2	3	4	5

This is the end of the questionnaire.
Thank you very much for your cooperation.

No. of Questionnaire [   ]   No. of Surveyor [   ]
Date [   ]

Survey for Teachers

> ✓ ***This survey targets teachers of this school.***
> ✓ ***Please answer all the questions.***
> ✓ ***If necessary, please ask for help from the surveyors.***

This questionnaire is conducted by the BEIP program under the bilateral cooperation between MENJ (Morocco) and JICA (Japan). This program aims at encouraging the decision-making procedure at local level and strengthening the role of schools, communities and provincial delegation, in order to ameliorate the efficiency of primary education. To evaluate the impact of the program, the questionnaire survey is conducted, along with the Focus Group Interview survey, targeting headmasters, teachers and pupils of the schools who are involved in this education process. This evaluation is conducted with 2 stages: one at the beginning and the other at the end of the project.

The questionnaire targets particularly all the teachers working at the pilot schools (mother schools, autonomous schools and satellite schools) to understand the current situation. In some questions, Community and Commune are referred. Here, Community means the villages around the school unit, while Commune means the administrative units.

Based on the understanding of the importance of the survey, the teachers are asked to answer all the questions honestly after the complete understanding (if needed, ask surveyors for clarification).

To indicate the answers, the teachers are asked to select ***one*** answer that best describes your opinion and to put a cross (X) in each designated frame.

1. School Identity

1.1   Province   : ……………………………..
1.2   Commune   : ……………………………..
1.3   School Code   : ……………………………
1.4   School Name   : ……………………………
1.5   Name of Satellite School: ……………………………

2. Teacher's Identity

2.1   Full Name   : …………………………………………..
2.2   Sex   : 1. Male
                       2. Female
2.3   Date of Birth   : ………………………………
2.4   Place of Birth : ………………………………...
2.5   Can you communicate in Berber language with children and parents?

Not at all	Only a little	Somewhat	Mostly	Very fluent
1	2	3	4	5

2.6   The distance between your present dwelling place and your school
      …………………………..Kilometers

2.7   What is your administrative status?
   1.   Permanent/Government employed teacher (MENJ)
   2.   Trainee employed teacher (MENJ)
   3.   Part-time teacher (MENJ)
   4.   Temporarily -employed teacher (MENJ)
   5.   External civil servant of the Commune
   6.   Other

2.8   What is your academic background?
   1.   Primary school certificate
   2.   College (Junior High School) certificate (Brevet, CES)
   3.   Baccalaureate
   4.   Bac+2
   5.   Bac+4
   6.   Other

2.9   What is your highest education qualification?
   1.   Graduate from CFI
   2.   Certificate of Competence in Pedagogy
   3.   Graduate from CPR
   4.   Graduate from ENS
   5.   With no initial training
   6.   Other

2.10   What specialization did you receive in initial pedagogical training?
   1.   Monolingual
   2.   Bilingual
   3.   With no initial training
   4.   Distance Education
   5.   Other

3. Professional Career & Practice

3.1   How long have you been **a teacher**?
               (   ) years

3.2   How long have you been teaching **in this school**?
               (   ) years

3.3   Have you received a training to be able to teach multi graded class?
   1.   Yes
   2.   No

3.4   Have you ever taught multi graded class?

      1. Yes

      2. No

3.5   Now do you teach one graded class or multi-graded class?

      1. One graded class

      2. 2 graded class

      3. 3 graded class

      4. 4 graded class

      5. 5 graded class

      6. 6 graded class

3.6   During last month, how many days have you missed your classes?

None	1 days	2 days	3 days	4 days	5 days	6 days	7 days	8 days	9 days or more
1	2	3	4	5	6	7	8	9	10

3.7   How many times have you participated training outside school between May 2004 and April 2005?

      _____times

3.8   How many times have you participated training inside the school between May 2004 and April 2005?

      _____times

4. School Management

		Never	Seldom	Some-times	Often	Always
4.1	Does the Head Master inspire a shared vision among school staff?	1	2	3	4	5
4.2	Does the Head Master inspire a shared vision among SMC/Parents?	1	2	3	4	5
4.3	Does the Head Master empower the school staff to make decisions on their own?	1	2	3	4	5
4.4	Does the Head Master empower SMC/Parents to make decisions on their own?	1	2	3	4	5
4.5	Does the Head Master ask the community for advice to increase the financial resources?	1	2	3	4	5
4.6	Does the SMC ask the community for advice to increase the financial resources?	1	2	3	4	5
4.7	Does the Head Master ask for external help to develop the school resources?	1	2	3	4	5
4.8	Does the SMC ask for external help to develop the school resources?	1	2	3	4	5
4.9	Does the Head Master have reports on the use of received external funds?	1	2	3	4	5
4.10	Does the SMC have reports on the use of received external funds?	1	2	3	4	5

		Never	Seldom	Some-times	Often	Always
4.11	Do the Head Master and SMC hold meetings with local actors to discuss over school financial issues?	1	2	3	4	5
4.12	Do you feel that SMC members contribute to planning school programs?	1	2	3	4	5
4.13	Do you feel that teachers undertake their responsibilities to ensure a good performance of the school?	1	2	3	4	5
4.14	Do you feel that the school staff undertake their responsibilities to ensure a good performance of the school?	1	2	3	4	5
4.15	Does the school staff have access to professional development opportunities, such as training?	1	2	3	4	5
4.16	Is communication inside the school smooth?	1	2	3	4	5
4.17	Are you involved in planning school programs?	1	2	3	4	5
4.18	Do you contribute to SMC meetings by sharing information?	1	2	3	4	5
4.19	Do you participate in preparing school rules?	1	2	3	4	5
4.20	Do you meet other teachers to discuss pedagogical issues?	1	2	3	4	5
4.21	Do you meet other teachers to discuss extra-school activities?	1	2	3	4	5
4.22	Do you meet other teachers to discuss over encountered problems?	1	2	3	4	5
4.23	Are the school problems quickly treated?	1	2	3	4	5

5. Teaching-Learning Process

		Never	Seldom	Some-times	Often	Always
5.1	Are you confident in subject knowledge?	1	2	3	4	5
5.2	Are you confident in interactive teaching methodology?	1	2	3	4	5
5.3	How often do you adapt the following methods to conduct your lessons?					

			Never	Seldom	Some-times	Often	Always
5.3.1		Preparation of detailed lesson plans that include objectives and intended learning outcomes	1	2	3	4	5
5.3.2		Distribution of syllabus to pupils	1	2	3	4	5
5.3.3		Development of teaching aids, such as handouts, models, or charts to be used in your lessons	1	2	3	4	5

Do you use the following didactic materials to teach your main subject?

			Never	Seldom	Some-times	Often	Always
5.4.1		Blackboards or green boards	1	2	3	4	5

		1	2	3	4	5
5.4.2	Hand-made material	1	2	3	4	5
5.4.3	Textbooks	1	2	3	4	5
5.4.4	Teachers guides	1	2	3	4	5
5.4.5	Curriculum outline/Plan	1	2	3	4	5
5.4.6	Curriculum Syllabus	1	2	3	4	5
5.4.7	Models/skeletons	1	2	3	4	5
5.4.8	Photos/picture cards	1	2	3	4	5
5.4.9	Maps/globes	1	2	3	4	5
5.4.10	Audio equipment (radio cassette, CD etc.)	1	2	3	4	5
5.4.11	Visual equipment (video, DVD etc)	1	2	3	4	5

5.5 How do you assess your pupils?

		Never	Seldom	Some-times	Often	Always
5.5.1	by multiple choice tests	1	2	3	4	5
5.5.2	by essay tests	1	2	3	4	5
5.5.3	by homework	1	2	3	4	5
5.5.4	by presentations	1	2	3	4	5
5.5.5	by work samples	1	2	3	4	5
5.5.6	by 'Test d'aptitudes, de connaissances et d'intelligence'	1	2	3	4	5

5.6 Interaction with pupils

5.6.1	Do you encourage pupils to express their opinions in class?	1	2	3	4	5
5.6.2	Do you orally check homework?	1	2	3	4	5
5.6.3	Do you advice pupils after class?	1	2	3	4	5
5.6.4	Do you give the homework back to pupils after correcting?	1	2	3	4	5

5.7	How many times (**per trimester**) do you have access to the following people to animate your lessons?	Never	1 time	2 times	3 times	4/4+ times
5.6.1	Pupils' parents	1	2	3	4	5
5.6.2	Experts/specialists with special competence	1	2	3	4	5
5.6.3	Others	1	2	3	4	5

6. Pupils' Participation

		Never	Seldom	Some-times	Often	Always
6.1	Do pupils engage in listening to the lecture in the class?	1	2	3	4	5
6.2	Do pupils engage in group activities during the class?	1	2	3	4	5
6.3	Do pupils engage in observation at science experiments?	1	2	3	4	5
6.4	Do pupils engage in presentation?	1	2	3	4	5
6.5	Do pupils raise questions in the class?	1	2	3	4	5
6.6	Do pupils complete individual activities such as individual projects and research?	1	2	3	4	5
6.7	Do pupils help other pupils by tutoring each other?	1	2	3	4	5
6.8	Do pupils understand the lessons?	1	2	3	4	5

7. Parents Involvement

		Never	Seldom	Some-times	Often	Always
7.1	Do parents help their children with their homework?	1	2	3	4	5
7.2	Do parents make their children aware of the importance of the school?	1	2	3	4	5
7.3	Do parents attend school events?	1	2	3	4	5
7.4	Do parents pay their children's school expenses?	1	2	3	4	5
7.5	Do you meet parents to discuss how parents can help their children to perform better?	1	2	3	4	5
7.6	Do you meet parents to discuss how parents can help school?	1	2	3	4	5
7.7	How many times did you visit pupils' houses for the last one year from May 2004 to April 2005?	1	2	3	4	5

7.8	How many parents visited you or your class room **from May 2004 to April 2005**? Please write down a total number of people (if a person comes twice, it counts 2 people).
	…………………………parents (no. of people)