APPENDIX - E

CENTRE OF ADVANCED STUDY IN EDUCATION
M.S. UNIVERSITY OF BARODA
B A R O D A

CODE NO.

SCORE

Total...

ORGANISATIONAL CLIMATE DESCRIPTION QUETIONNAIRE

Guide :

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General Particulars

Name of the School : _____

Name of the Teacher: _____

Age: _____ Sex: _____ Experience: _____

Instructions:

1. In this questionnaire there are 64 statements. Each statement relates to the behaviour of Principal or Teacher in the school. These statements show relations between 'Principal and Teacher' and 'Teacher to Teacher'. Please read each statement carefully, and keep it in mind that you are giving replies related to the school in which you are working. Please do not value these statements with a view that they are 'desirable' or 'undesirable'.

2. Four adverbs are mentioned against each statement. Out of these four, select one which particularly applies to your school and tick mark in the appropriate column.

3. Please do not hesitate in giving your reply, as the same will be kept strictly confidential.

4. This research depends upon your true and honest replies which please note.

Adopted from Halpin & Croft

	Rarely	Some-times	Often	Very frequ-ently
1. The mannerisms of teacher at this school are annoying.				
2. There is a minority group of teachers who alwlays oppose the majority.				
3. Teachers exert group pressure on non-conforming faculty members.				
4. Teachers seek special favours from the principal.				
5. Teachers interrupt other faculty memebers who are taking in staff meetings.				
6. Teachers ask nonsensical questions in faculty meetings.				
7. Teachers ramble when they talk in faculty meetings.				
8. Teachers at this school stay by themselves.				
9. Teachers talk about leaving the school system.				
10. Teachers socialize together in small select groups.				
11. Routine duties interfere with the job of teaching.				
12. Teachers have too many commitee requirements.				
13. Student progress reports require too much work.				
14. Administration paper work is burdensome at this school.				
15. Sufficient time is given to prepare administrative reports.				

	Rarely	Some-times	Often	very fre-quently
16. Instructions for the operation of teaching aids are available.				
17. The morale of the teachers is high.				
18. The teachers accomplish their work with great vim, vigor and pleasure.				
19. Teachers at this school show much school spirit.				
20. Custodial service is available when needed.				
21. Most of the teachers here accept the faults of their colleagues.				
22. School supplies are readily available for use in class work.				
23. There is considerable laughter when teachers gather informally.				
24. In faculty meetings, there is the feeling of "Let's get things done".				
25. Extra books are available for classroom use.				
26. Teachers spend time after school with students who have individual problems.				
27. Teachers closest friends are other faculty members at this school.				
28. Teachers invite other faculty members to visit them at home.				

	Rarely	Some-times	Often	very fre-quently
29. Teachers know the family background of other faculty members.				
30. Teachers talk about their personal life to other faculty members.				
31. Teachers have fun socialising together during school time.				
32. Teachers work together preparing administratative reports.				
33. Teachers prepare administratative reports by themselves.				
34. Faculty meetings are organized according to a tight agenda.				
35. Faculty meetings are mainly principal-report meetings.				
36. The principal runs the faculty meeting lime a business conference.				
37. Teachers leave the grounds during the school day.				
38. Teachers eat lunch by themselves in their own classrooms.				
39. The rules set by the principal are never questioned.				
40. Teachers are contacted by the principal each day.				

	Rarely	Some-times	Often	very fre-quently
41. School secretarial service is available for teachers use.				
42. Teachers are informed of the results of a super - visor's visit.				
43. The principal makes all class scheduling deci-sions.				
44. The principal schedules the work for the teachers.				
45. The principal checks the subject matter ability of teachers.				
46. The principal corrects teachers's mistakes.				
47. The principal ensures that teachers work to their full capacity.				
48. Extra duty for teacher is posted conspicuously.				
49. The principal talks a great deal.				
50. The principal goes out of his way to help teachers.				
51. The principal sets an example by working hard himself.				
52. The principal uses con-structive criticism.				
53. The principal is well pre-pared when he speaks at school functions.				
54. The principal explains his reasons for criticism to teachers.				

	Rarely	Some-times	Often	very fre-quently
55. The principal looks out for the personal welfare of teachers.				
56. The principal is in the building before teachers arrive.				
57. The principal tells teachers of new ideas he has run across.				
58. The principal is easy to understand.				
59. The principal helps teachers solve personal problems.				
60. The principal does personal favours for teachers.				
61. The principal stays after school to help teachers finish their work.				
62. The principal helps staff members settle minor differences.				
63. Teachers help select which courses will be taught.				
64. The principal tries to get better salaries for teachers.				