

ANNEXURE IMEDIAN VALUE AND Q VALUE ANALYSIS OF THE
EXPERIMENTAL DRAFT FOR ITEM SELECTION FOR THE FINAL FORM

(Sample used of 100 Teachers of Primary Schools of the
-Bangkok area)

Time of Tryout : August 13, 1979.

Researcher : PHRAMAHA VICHAO PENGPHOL

(A) THE THAI OCDQ

Item	Statement	Median Value	Q Value
<u>Disengagement</u>			
22.	Teachers exert pressure on non-conformist colleagues.	5.24	1.95*
26.	'More work if more pay' is what the teachers say in private.	6.50	1.56*
40.	Teachers are not bothered about whether students pass or fail.	3.14	1.22*
52.	Teachers take active part in school activities.	9.70	2.90
74.	Teachers feel themselves as a part and parcel of this school.	14.07	0.06
84.	The principal talks despairingly about his school.	7.35	3.34
86.	The principal refused to change a stand once taken by him on any school matter.	7.50	3.33

Annexure I (contd..)

Item	Statement	Median Value	Q Value
<u>Disengagement</u>			
88.	Teachers raise irrelevant questions at staff meeting.	5.41	1.48*
106.	Teachers have to be told to do their work.	9.70	0.84
113.	The principal is proud of his objectivity and impersonal behaviour.	1.99	0.03
116.	Teachers delay in taking up their periods.	11.06	3.54
125.	Teachers leave the school at the stroke of the bell, at the end of the school day.	9.70	2.90
134.	Teachers are not in their classes when the bell for the session rings.	4.09	1.14*
137.	Teachers regard staff meetings as a waste of time.	3.45	1.34*
141.	Teachers speaking at the staff meeting are interrupted.	3.06	1.28*
150.	Teaching programme in this school lacks of life.	8.33	1.21*
159.	Teachers resent staying at the school for extra work.	4.07	1.13*
172.	Teaching means 'teachers just go in and come out of the class'.	11.06	0.18

Annexure I (contd..)

Item	Statement	Median Value	Q Value
<u>Hindrance</u>			
15.	Teachers, while teaching, are called in the principal's office.	4.07	1.15*
37.	Time-table for absent teachers interfere with the teaching work.	9.00	2.56
46.	The collection and accounting is time consuming.	10.50	1.31*
60.	A lot of teachers' time is spent in staff meetings.	3.37	1.25*
67.	Teachers have sufficient time to correct students' mark.	12.50	0.08
76.	Class visitation by the principal is not favoured by teachers.	3.87	1.16*
97.	Many tests take away teachers' time.	6.00	1.61*
121.	School celebrations are frequent than necessary.	7.10	2.93
139.	Teachers have administrative work.	2.85	1.29*
152.	Circulation of notices in the class is too frequent.	4.37	1.21*
157.	Parents enter the class at any time.	3.62	1.47*
182.	Class of the absent teachers are not engaged.	2.73	1.24*
191.	Many extra-curricular activities interfere with teaching work.	5.08	1.13*

Annexure I (contd..)

Item	Statement	Median Value	Q Value
193.	The principal uses some students to spy over others.	3.06	1.28*
	<u>Esprit</u>		
2.	There are internal bickerings and jealously among the staff of this school.	7.96	1.11*
20.	Teachers have a lot of fun when they are together.	3.61	1.37*
24.	Teachers complain about favouritism by school management.	3.65	1.24*
27.	Teachers of this school live under tension.	5.94	1.34*
36.	Teachers' output is good because their merits are recognized.	2.04	0.96
54.	Teachers feel happy with their work in the school.	3.10	1.22*
62.	There is little recognition of teachers' merit in this school.	13.79	2.83
85.	Teachers of this school seem to be well adjusted.	8.17	0.98
99.	For better salary, teachers are ready to give up the profession.	6.63	1.32*
115.	Teachers are evaluated on the basis of their output.	3.07	1.42*

Annexure I (contd..)

Item	Statement	Median Value	Q Value
<u>Esprit</u>			
122.	The teachers spend voluntarily extra-time in coaching weak students.	3.72	1.56*
142.	Teachers are interested in private tuitions only.	3.23	1.57*
144.	Teachers put in their best efforts.	11.06	2.11
154.	Teachers' social needs are well satisfied here.	3.80	1.27*
163.	Teachers manifest the positive attitude towards the work.	6.97	0.86
171.	It is alleged that there are factions among the staff.	3.56	1.39*
194.	Teachers talk about changing the school.	3.75	1.15*
<u>Intimacy</u>			
11.	The staff of this school is like a big family.	3.50	1.66*
13.	Teachers know the family members of their colleagues.	3.34	1.52*
31.	Teachers are not ready to help each other.	1.93	0.58
34.	Group work is favoured by the teachers of this school.	3.41	1.18*
56.	Teachers keep many secrets from their colleagues	4.75	1.22*

Annexure I (contd..)

Item	Statement	Median Value	Q Value
<u>Intimacy</u>			
66.	Closest friends of teachers in this school are their colleagues.	4.17	1.40*
75.	Teachers respect their colleagues.	11.50	2.60
77.	Teachers in this school call one another by their first name.	3.04	1.44*
79.	Teachers go together on picnic with their families.	8.17	2.87
91.	Teachers are hurt if any of their colleagues are wrongly criticized.	3.34	1.16*
103.	Teachers rush to help their colleagues in time of need.	4.71	1.20*
132.	Teachers keep all the matters confidential.	9.70	4.49
174.	Teachers praise their colleagues for their achievement.	3.65	1.22*
184.	The school work of a sick teacher is readily shared by other teachers in the school.	3.71	1.27*
195.	Teachers share their food at lunch-time.	6.43	5.38
<u>Aloofness</u>			
7.	The principal is not affected or disturbed by flattering or criticism.	9.00	3.20
9.	It is difficult for the principal to part with his power.	11.28	0.39

Annexure I (contd..)

Item	Statement	Median Value	Q Value
<u>Aloofness</u>			
12.	No deviation from prescribed rules is tolerated by the principal.	4.08	1.41*
44.	The principal keeps to himself.	6.32	1.11*
57.	The principal issues all instructions in writing.	3.62	1.31*
70.	The principal is quite conscious of his status.	3.00	1.64*
80.	There is a formality and detechedness in the behaviour of the principal.	5.00	1.25*
95.	Teachers talk only of school matters with the principal.	4.46	1.16*
101.	The principal is mild with his assistants.	2.06	0.84
102.	The principal of this school orders rather than directs teachers.	4.39	1.43*
110.	Teachers hardly get real help and sympathy from the principal in the hour of their need.	5.80	1.40*
169.	The principal keeps his staff at a distance.	3.74	1.35*
178.	The principal joins the staff in their excursion or picnic.	3.44	1.41*

Annexure I (contd..)

Item	Statement	Median Value	Q Value
<u>Production Emphasis</u>			
4.	Teachers have to take extra periods for weak students.	2.65	1.45*
25.	Supervisory work of the principal keeps the teachers alert.	11.28	3.51
33.	The principal deutes his teacher for inservice education programmes for better teaching.	11.28	0.39
41.	Constructive suggestions to the teachers is the outcome of the supervision work.	3.45	1.35*
51.	The principal is vigilant that school work is completed by the staff.	11.50	0.31
61.	The principal executes his plans at any cast.	4.69	1.25*
68.	In this school, the head is to stress the results rather than the methods.	3.91	1.33*
82.	The principal keeps teachers on their toes by preparing a tight school time-table.	7.65	3.50
92.	The principal shows favour to hard-working teachers.	4.46	1.88*
98.	Repeaters are forced to leave this school.	3.50	1.21*

Annexure I (contd..)

Item	Statement	Median Value	Q Value
<u>Production Emphasis</u>			
105.	The principal ensures that teachers work to their utmost capacity.	3.31	1.52*
111.	The principal extracts work according to the set time-table.	12.25	0.25
129.	Easy going teachers have a hard time in this school.	11.28	0.77
136.	Supervision of school tests and examination is very strict.	8.67	0.98
155.	Admissions are made strictly on the basis of merits.	4.26	1.55*
173.	Extra-curricular activities are not favoured by the principal.	9.90	3.10
186.	Teachers cannot get leave easily.	6.00	1.17*
<u>Thrust</u>			
3.	The principal checks all the correction work done by teachers.	10.30	0.58
10.	The principal helps teachers in their school work.	10.10	0.55
19.	The principal resists ideas that deviate from his own.	3.27	1.49*
21.	The principal enthusiastically discusses with staff the new ideas he gathers.	2.96	1.75*

Annexure I (contd..)

Item	Statement	Median Value	Q Value
	<u>Thrust</u>		
53.	The principal motivates rather than orders his colleagues.	3.03	1.51*
69.	The principal misses no opportunity to correct wrong ideas or methods of work of his teachers.	3.22	1.50*
73.	The principal demonstrates teaching to improve teachers' work in the school.	1.81	1.49*
93.	The principal is truly an agent of change.	2.76	1.55*
107.	'The duty to school first everything else last' is the motto of the principal.	3.27	1.56**
123.	The principal is always available to teachers to discuss school work.	11.06	0.97
146.	The principal is well prepared whenever he talks to a group of teachers.	14.36	0.05
158.	The principal sets an example to the teachers by working hard himself.	3.17	1.48*
161.	The principal dislike teachers who argue or differ from him.	11.06	0.23
168.	The principal encourages teachers to work by themselves.	9.32	3.17

Annexure I (contd..)

Item	Statement	Median Value	Q Value
181.	The principal's behaviour is conducive to better work.	3.50	1.27*
187.	The principal explains when he differs from teachers.	3.00	1.23*
<u>Consideration</u>			
1.	The principal is by the side of a teacher in hour of need.	2.87	1.05*
49.	The principal involves the staff in taking all vital decisions regarding the school.	3.50	1.54*
55.	He stays back in the school after school hours to help a teacher doing extra work.	2.00	1.60*
63.	The principal never grudges any extra-consideration or help to a needy colleague.	3.26	1.34*
104.	He tries his best to make the work in the school enjoyable for teachers.	9.50	2.50
108.	He cares more for himself than the staff.	3.13	1.64*
117.	The principal visits the ailing colleague in his home or in the hospital.	2.68	1.13*

Annexure I (contd..)

Item	Statement	Median Value	Q Value
<u>Consideration</u>			
124.	The principal tries to solve the personal problems of the teachers.	2.35	1.29*
127.	The principal gives all facilities to teachers to do their work in the school.	8.17	5.15
160.	The principal's behaviour is characterized by affection, sympathy and understanding.	3.14	1.30*
162.	The principal solves internal problems of his staff.	7.65	3.56
183.	Divide and rule is the policy of the principal.	3.72	1.19*
185.	The principal of this school is easy to understand.	8.95	0.39
188.	The principal is a man of confidence to the teachers.	4.02	1.30*
<u>Freedom and Democratization</u>			
8.	The principal dislikes the idea of teachers forming an association of their own.	7.50	3.10
28.	The principal or the few senior teachers talk the most in staff meeting.	4.81	1.63*
65.	Teachers of this school are free to take up assignments of their interest in extra-time.	3.94	1.29*

Annexure I (contd..)

Item	Statement	Median Value	Q Value
<u>Freedom and Democratization</u>			
72.	Decisions of the staff meeting are inspired by the principal.	2.79	1.35*
90.	Teachers can enter the principal's office at any time.	7.50	0.99
109.	He is in the habit of taking all important decisions without consulting any one.	9.32	3.17
118.	Every one feels free to make his stand clear on any matter pertaining to the school.	3.61	1.29*
126.	Every one in the school feels free to say what he or she desires.	12.75	0.44
164.	Teachers in this school cannot express their own views.	4.86	1.26*
167.	The management is willing to make changes when suggested by the staff.	2.78	1.37*
170.	Teachers are afraid of internal bickerings.	3.79	1.32*
176.	Teachers are informed soon after administrative decisions are taken.	3.26	1.45*
180.	Management frowns on teachers who talk boldly.	4.76	1.21*

Annexure I (contd..)

Item	Statement	Median Value	Q Value
190.	Teachers are made to teach as the management wants.	4.37	1.31*
<u>Communication</u>			
18.	Staff's only medium of communication with home is children.	2.86	1.20*
29.	Teachers and students freely communicate with the principal.	2.94	1.39*
38.	Parents tell the school what they feel, the school should do for their children.	1.92	1.50*
42.	Teachers and students get important news relayed on school microphone.	3.35	1.89*
50.	The school is ready to associate with the neighbouring community in national celebrations.	4.17	1.25*
64.	Parents attend 'Parent-teacher Association' functions in majority.	2.50	1.81*
83.	It is easy to obtain sufficient correct information about the school.	10.83	0.56
135.	The principal is really not what he pretends to be.	9.90	3.37
140.	The principal transmits all important information to teachers and students;	7.93	3.57
145.	The principal obtains feed-back from the staff and students.	3.87	1.10*

Annexure I (contd..)

Item	Statement	Median Value	Q Value
<u>Communication</u>			
151.	The school calender specifies all important events date-wise.	3.16	1.52*
179.	Staff meetings serve as a communication device.	2.86	1.24*
192.	The school community is happy about its two ways flow of communication among teachers and administrators.	8.00	3.55
<u>Human Relation</u>			
6.	'Give guardians more chance to talk' is the motto of teachers of this school.	2.65	1.45*
16.	The principal is frank and free with the teachers, students and parents.	3.86	1.42*
32.	The staff of this school knows the local community.	8.42	2.05
35.	The principal is responsive to the sentimentality of teachers or students.	12.75	2.15
39.	The principal is first to arrive and last to leave the school.	3.62	1.64*
43.	This school is visualized as on integrated community of management, teachers and students.	3.03	1.43*

Annexure I (contd..)

Item	Statement	Median Value	Q Value
<u>Human Relation</u>			
45.	The principal inquires about the well being of the family of the teachers when he meets them.	9.00	0.91
58.	Friendly and kindly guidance is the motto of the staff of this school.	11.06	0.48
81.	Self respect of teachers is maintained in this school.	10.30	0.56
89.	The staff of this school gets along well with others.	3.50	1.60*
96.	The teachers often meet the members of managing committee.	1.93	1.83*
112.	The individuality of teachers of this school is well respected.	9.50	2.50
114.	The principal is busy to the staff but good to the management.	3.31	1.35*
120.	The principal mixes freely with the staff members.	14.36	0.12
128.	Guardians feel at ease while meeting the staff members.	4.00	1.28*
130.	The principal welcomes local community to use the facilities available in his school.	10.50	2.34

Annexure I (contd..)

Item	Statement	Median Value	Q Value
<u>Human Relation</u>			
133.	Guardians help the school financially in hours of need.	14.36	0.10
147.	The atmosphere of this school is soothing and inspiring.	10.83	3.57
153.	The principal takes coffee with the staff during the recess.	7.81	0.88
166.	The school has human climate.	3.79	1.24*
<u>Organization Structure</u>			
5.	Teachers review and evaluate the school programmes.	5.09	0.18
14.	All staff members should hold the responsibility in regard to one or other activity of the school.	3.80	1.61*
17.	Principal gets approval of the staff on all matters before finally deciding them.	7.81	3.31
23.	Workers and shirkers are both being bothered about the least in this school.	1.94	0.34
30.	The staff has full involvement in institutional planning.	9.14	3.19
47.	Senior subject teachers coordinate teaching in their departments.	1.98	1.52*

Annexure I (contd..)

Item	Statement	Median Value	Q Value
<u>Organization Structure</u>			
48.	The principal believes that every staff member can contribute in the school.	9.90	4.05
59.	Monthly budget is a constant source of headache to the managing committee.	5.85	1.32*
71.	Decision-making is more centralized in management than in the school staff.	9.70	2.07
78.	The principal avoids doing anything that is not liked by the managing committee.	10.83	0.56
87.	No visitors can meet a teacher or a student without the principal's permission.	3.44	1.35*
94.	The staff of this school is stable over a period of time.	8.67	4.59
100.	Teachers are cogs in the organizational machine of this school.	4.78	1.24*
119.	An accepted common goal finds together all the staff in this school.	2.92	1.26*
131.	Management implements constructive suggestions from teachers even if the suggestions involve spending of more money.	12.25	0.75

Annexure I (contd..)

Item	Statement	Median Value	Q Value
<u>Organization Structure</u>			
138.	Management never changes a decision once taken.	4.31	1.14*
143.	Co-ordination of the school activities is done through staff meetings.	9.70	0.80
148.	The principal's opinion is final in the managing committee.	3.87	1.10*
149.	The management takes into confidence all senior teachers before taking a decision pertaining to the school.	7.50	3.33
156.	Management's behaviour is characterized by conservatism, caution and distrust.	7.36	2.92
165.	The programming done in this school is haphazard.	6.44	1.28*
175.	The principal takes all decisions regarding the school.	6.43	0.99
177.	The authority of this school operates through a number of sub-divisions.	4.17	1.28*
189.	The principal does all planning by himself.	3.66	1.38*

Note : Items with asterisk (*) are selected for the final study.

Annexure I (contd..)

(B) THE THAI PTO

Item	Statement	Median Value	Q Value
<u>Factor I : Teacher Rapport with Principal</u>			
5.	The principal tells us clearly and frankly what he intends to tell us.	5.24	1.40*
6.	I do not hesitate to discuss any school problem with my principal when I want.	6.43	0.99
9.	I must say my principal is really interested in my work in the school.	3.68	1.38*
10.	Whenever the principal visits my class he always makes me happy.	6.25	0.96
19.	The principal inspires confidence.	5.72	1.31*
20.	I have no opportunity to express my view-points about the philosophy and goals of this school.	5.50	0.08
31.	Teachers of this school have a free and easy access to the principal.	4.50	1.11*
32.	Our principal never misses to participate in any personal function of his teachers.	8.12	0.66
44.	Teachers of this school discuss freely administrative acts and decisions in faculty meetings.	3.63	1.64*
45.	The top administration provides adequately interest in personal welfare of the staff of this school.	6.93	2.35

Annexure I (contd..)

Item	Statement	Median Value	Q Value
<u>Factor I : Teacher Rapport with Principal</u>			
48.	Teachers of this school are driven rather than lead.	2.69	1.64*
49.	It is not safe to discuss any controversial issues in classes in this school.	7.50	2.93
53.	I have great regard for the professional competency of my principal.	4.57	1.57*
54.	I am rather told whether or not I am doing good work.	8.42	2.18
55.	The principal delights in sharing his ideas and experiences with the staff members immediately.	4.35	1.60*
56.	I feel that my work is not judged fairly by my principal.	3.65	0.70
57.	The principal know all staff members intimately.	6.24	1.49*
58.	My principal never scolds me although he finds I have done something wrong.	6.57	2.79
61.	My principal never misses an opportunity to praise openly and recognize our merits and efforts.	4.70	1.74*
62.	The principal stimulates the staff.	4.24	1.82*
63.	Firing a teacher is very difficult in this school system.	3.56	1.39*

Annexure I (contd..)

Item	Statement	Median Value	Q Value
<u>Factor I : Teacher Rapport with Principal</u>			
74.	Our principal is not fair and impartial in his relations with faculty members.	3.31	1.59*
105.	Teachers of this school freely discuss with the principal all school problems.	4.11	1.68*
111.	The principal takes best work from teachers according to their capacity and talent.	4.71	1.11*
119.	My principal is a man of understanding sympathy and helpful nature.	4.83	1.54*
120.	These teachers have a sense of belongingness is all due to the school principal.	2.61	1.82*
122.	Community is free and frequent between teachers and the principal.	4.83	1.16*
130.	The principal has a knack to take work from teachers with varying capacity and attitude.	4.75	1.27*
131.	Shirkers can never hope to thrive in our school.	4.24	1.34*
132.	The principal corrects teachers' mistakes in the class.	4.58	1.77*
139.	I am once or more forced by a school administrative personnel to get myself transferred.	4.46	1.34*

Annexure I (contd..)

Item	Statement	Median Value	Q Value
<u>Factor II : Satisfaction with Teaching</u>			
11.	If I could plan a career again, I would choose teaching.	3.61	1.30*
12.	I feel happy and satisfied with my present job.	7.07	2.94
40.	Every hour of class teaching is for me a fountain of pleasure and inner satisfaction.	4.60	1.13*
41.	The number of students assigned to me make it difficult for me to do a good job.	6.03	2.02
59.	Teachers do not get additional remuneration for extra-work in the school.	7.65	1.42*
60.	Teaching enables me to enjoy my life in the Thai society I belong to.	9.68	0.47
63.	I am the most happy when I am with my students.	4.07	1.16*
64.	The help provided by me to my students is much appreciated by all of them.	9.00	0.79
67.	Most of us in this school have job satisfaction.	4.64	1.11*
68.	Money is nothing, but teaching is everything in my life.	1.06	0.02

Annexure I (contd..)

Item	Statement	Median Value	Q Value
<u>Factor II : Satisfaction with Teaching</u>			
97.	My students love and respect me.	5.41	1.00*
98.	I decide that I will keep teaching throughout my life.	7.50	0.57
108.	I serve the society best through my work in the school.	5.02	1.16*
109.	I never feel bored in my teaching job.	7.81	0.83
112.	I feel I can do much better work if I am assigned a class different from the one I am asked to teach at present.	3.08	1.48*
116.	My best rewards are my students satisfaction of my work.	3.77	1.21*
133.	Teachers of this school work under tension.	4.05	1.97*
<u>Factor III : Rapport among Teachers</u>			
3.	There is a 'WE' feeling among the members of this school.	4.83	1.40*
4.	Our school staff seems to form into many small groups.	2.79	2.04
25.	Teachers of this school freely share ideas and materials with one another.	6.00	1.19*
26.	Most of meetings in our school are interrupted and are waste of time.	8.12	3.28

Annexure I (contd..)

Item	Statement	Median Value	Q Value
<u>Factor III : Rapport among Teachers</u>			
89.	This school faculty can be better described as a family.	1.10	1.41*
90.	This school seems to be run by a few people.	11.28	0.09
114.	I have a feeling I am not accepted by the school faculty.	5.40	1.49*
115.	The cooperativeness of teachers in our school makes my work enjoyable.	5.62	2.68
117.	I enjoy working in the school because I feel at home.	5.07	1.33*
124.	The junior and senior staff of this school both feel equally important and happy.	4.50	1.49*
125.	Our teachers' competency in this school can be compared favourably with that of other schools I am familiar with.	8.95	0.77
126.	Teachers of this school go together in the matter of their academic and professional growth.	4.50	1.12*
127.	Generally, teachers in this school do not take advantage of one another.	6.43	2.68
128.	The faculty of this school is internally divided.	2.36	1.22*
129.	Our teaching staff is congenial to work with.	7.50	0.70

Annexure I (contd..)

Item	Statement	Median Value	Q Value
141.	I am discouraged to work under the senior most teacher of administrative status.	4.03	1.73*
<u>Factor IV : Teacher Salary</u>			
82.	I feel teachers' salary scale should reward meritorious work.	7.37	1.60*
83.	I am free to criticize about the salary scales of teachers in this school.	3.50	2.20
102.	My salary is sufficient to give me a reasonable amount of security.	3.31	1.87*
103.	Teachers are not satisfied with the policies under which pay scales are organized.	7.50	2.93
106.	The salary scale in the school gives me little incentive to go in for advanced education.	2.30	1.94*
107.	Teachers' suggestions pertaining to salaries to the Department of Education are delayed by the administrative staff of the school.	7.10	2.76
110.	Our salary scale fails to compensate sufficiently for years of service.	2.81	1.18*
121.	Teachers clearly understand the policies governing salary increases.	5.50	1.78

Annexure I (contd..)

Item	Statement	Median Value	Q Value
123.	The salary schedule of our school adequately recognise teacher competency.	4.23	1.25*
142.	I believe that the governmental budget does encourage a teacher to get him/her occupation.	2.01	1.33*
143.	I have an opinion that the school budget does encourage a teacher to get him/her transferred from one school to another.	3.77	1.53*
<u>Factor V : Teacher Load</u>			
1.	The 'red-tape' is non-existent in our school.	4.60	1.63*
2.	The number of hours I am assigned to work gives me a lot of burden.	8.17	3.29
7.	The local community desires that teachers should be professionally up-to-date.	6.24	1.74*
8.	I am asked to do so many non-professional duties in school.	8.95	3.21
84.	The teachers of this school have hardly a breathing time of their duties.	4.70	1.43*
85.	In my judgement, extra-curricular duties in this school are unfairly distributed.	7.50	0.68
86.	My heavy teaching load unduly restricts my non-professional activities.	3.08	1.52*

Annexure I (contd..)

Item	Statement	Median Value	Q Value
87.	Keeping up professionally gives me a lot of trouble in life.	7.36	2.66
99.	Teachers of this school have too many extra-curricular responsibilities.	3.10	1.45*
100.	My teaching load is greater than that of the most teachers in the school.	4.06	1.72*
101.	I think the community demands too much from teachers.	3.94	1.53*
104.	Teachers of this school have quite a heavy load of record keeping and clerical work.	3.89	1.21*

Factor VI : Curriculum Issues

21.	I regard school promotion rules and practices academically quite sound.	3.57	1.60*
22.	I think the Educational Department maintains an effective educational programme for helping its school suitably.	7.30	3.10
35.	The school curriculum does not reflect the needs of the society.	3.55	1.40*
36.	The specialized programmes in this school (music, art, drama, physical education, etc.) are quite sound.	2.17	2.02

Annexure I. (contd..)

Item	Statement	Median Value	Q Value
76.	Our school has a well-balanced curriculum.	4.96	1.08*
77.	Our school curriculum does a good job of preparing students to become enlightened and competent citizens.	7.07	0.72
78.	The practice of reporting pupil progress of this school is quite satisfactory.	4.31	1.57*
79.	The present curriculum used in our school does not seem to be achieving our school objectives.	5.74	2.67
80.	I feel that the school curriculum needs a major revision.	2.80	1.37*
81.	Individual differences among students are catered to by the school curriculum.	4.17	1.31*
92.	The content of the text-books my students use is rather poor.	3.26	1.25*

Factor VII : Teacher Status

29.	This community pays a much respect to teachers as it does to other professionals.	4.71	1.14*
30.	My teaching job helps me to provide an appropriate standard of living for my family.	5.00	0.31

Annexure I (contd..)

Item	Statement	Median Value	Q Value
33.	Our community respects and cares for its teachers.	4.98	1.25*
34.	It is easy for teachers to gain acceptance by the people in this community.	8.95	3.78
42.	It is a real pleasure to work with the community leaders on some of the school committees.	4.01	1.17*
43.	I feel that I am a significant part of this school system.	5.00	0.56
46.	Teaching jobs are fairly well paid in our school system.	3.16	1.64*
47.	This community gives me the same respect it gives to the community leaders.	5.85	0.99
51.	Employee benefits in this school system fail to meet teachers' needs.	3.63	1.37*
52.	As far as I know, the other teachers think I am a good coordinator in work and activities.	6.93	0.80
113.	Teachers enjoy prestige in this community.	4.27	1.41*

Annexure I (contd..)

Item	Statement	Median Value	Q Value
<u>Factor VIII : Community Support of Education</u>			
15.	I would describe the local community as one which understands and values education.	4.14	1.44*
16.	I think this community is suitable to settle down with a family.	8.95	0.55
17.	I like to establish permanent residence in this community.	3.13	1.21*
18.	People in this community who serve school are poor 'education-oriented'.	6.93	3.14
70.	This community is willing to support any sound educational programme.	4.43	1.25*
71.	As I know the parents of students of this school are not interested in helping their children in their education.	7.65	2.91
95.	The local community has real interest in the school.	3.50	1.51*
96.	Without our school, this community will be backward.	5.62	2.28
134.	Many people in this community do not know what is 'good education'.	4.24	2.15
<u>Factor IX : School Facilities and Services</u>			
27.	We should have better physical conditions of work in our school.	1.81	1.49*

Annexure I (contd..)

Item	Statement	Median Value	Q Value
28.	Our school practices for reporting the student progress are unsatisfactory.	6.12	0.89
37.	The school has a well-planned and efficient system to obtain instructional materials and services.	4.08	1.35*
65.	We have little difficulty in this school in getting any instructional material we need.	6.61	1.50*
66.	Clerical services for teachers in our school need to be greatly improved and maintained.	6.43	2.97
72.	This school should have better guidance and counselling services.	1.83	1.07*
73.	Sometimes our students have to go through the subject-matter without any supplementary materials which are needed.	1.77	0.84
88.	Students of this school do not get supplementary learning material they need.	3.15	1.64*
93.	Our school has quite good library facilities.	3.50	1.82*
94.	My school is well-equipped with instructional aids and materials.	3.56	1.32*

Annexure I (contd..)

Item	Statement	Median Value	Q Value
135.	I always think to get myself transferred from one school to another when I am allowed to do so especially at the turn out of a transfer period.	3.86	1.87*
136.	Never do I think to get myself transferred from one school to another at any time.	3.15	1.96*
137.	I am satisfied to serve at this school at all times.	4.05	1.71*
138.	I am often persuaded by my colleague to get myself transferred.	3.90	1.39
140.	I think that on ever trasfer from one school to the next is the means through which a change in atmosphere can be easily established.	5.00	1.39*

Factor X : Community Pressures

13.	I feel teachers of this school are able to establish a fine rapport with the parents of school children.	5.79	1.16*
14.	Community pressures make me a bore in the teaching job.	3.98	2.11
23.	Certain community pressure groups hinder the professional work of this school.	3.56	1.75*

Annexure I (contd..)

Item	Statement	Median Value	Q Value
24.	Influences from the community are going to make great changes in our school education.	8.12	0.46
38.	Personal standards demanded of teacher by the local community are unreasonable.	3.68	1.72*
39.	The relationship between the students' parents and the teachers in this school is undesirable.	5.40	2.39
50.	Parents of school children exert too great an influence on academic decisions of the school.	5.25	2.00*
75.	My non-professional activities outside the school are unduly restricted.	3.62	1.52*
91.	Teachers of this school feel the strain of community pressures.	5.60	1.96*
118.	Parents tell me their wards appropriate the extra efforts and put into help them.	3.39	1.81*

Note : Items with asterisk (*) are selected for the final study.

Annexure I (contd..)

(C) THE THAI LBDQ

Item	Statement	Median Value	Q Value
<u>Dimension I : Initiating Structure</u>			
3.	The policy of principal is to decide and rule.	2.91	1.53*
4.	He is expert in giving psychological encouragement to teachers.	3.35	2.54
7.	He keeps the organization moving.	6.24	1.43*
8.	He sets a clear and sets time-table of duties and work for teachers.	3.38	1.92*
9.	He wants teachers to work as he demands.	3.08	2.42
10.	He assumes on air that he is right and cannot be challenged.	6.38	1.68*
11.	He rejects new ideas presented by teachers.	2.97	2.17
12.	He insists on completion of all assigned work on time.	4.40	1.47*
13.	He does not tolerate any indifferent and solvenly work by the staff.	4.39	1.82*
14.	He makes the staff members work upto their maximum capacity.	3.73	1.70*
15.	He does not permit deviation from set rules and greed decisions.	3.69	1.63*

Annexure I (contd..)

Item	Statement	Median Value	Q Value
16.	He initiates actions in the school.	3.45	1.52*
17.	He executes decisions firmly and strictly.	5.08	1.79*
18.	He gets his instructional plans executed by teachers.	3.29	1.53*
19.	He sets the tone of hard work through his own example.	3.72	1.30*
20.	He conscientiously maintains school quality.	6.79	1.37*
21.	He is experimental and innovative.	6.09	1.94*
22.	He holds regular staff meetings.	5.02	1.84*
23.	His talk and acts jeopardize the integrity of the staff.	3.75	1.98*
24.	He appoints subject committees to plan and supervise instruction.	5.12	1.87*
25.	He delegates responsibilities to teachers and coordinate their work.	3.88	1.65*
26.	He is dynamic and of a pushing type.	6.44	1.75*
28.	He sacrifices his comforts for school work.	4.70	1.88*
29.	He makes excessive demands on teachers' time and energy.	4.05	1.95*
38.	He is skeptical of new ideas.	3.06	1.75*

Annexure I (contd..)

Item	Statement	Median Value	Q Value
55.	He changes his plan if he is convinced.	3.36	1.74*
56.	He does planning with the help of his colleagues.	3.86	1.58*
60.	A headmaster does endorse a transfer of the teacher who does not fulfill his commands, nor abide by the teacher's rules, nor stand to the established conduct.	7.07	1.70*
<u>Dimension II : Consideration</u>			
1.	He is cool and unruffled in his work.	3.29	1.91*
2.	He keeps smiling with his teachers.	2.87	0.78
5.	He makes his expectations clear to the staff.	7.50	1.35*
6.	He is a miserly-minded principal.	3.69	2.13
27.	He facilitates cooperative group work by his school teachers.	4.14	1.67*
30.	He is kind and considerate.	3.61	1.82*
31.	He wants to receive but does not to give.	3.20	2.09
32.	He talks with teachers as if he is favouring them.	4.39	2.00*
33.	His talk is very attractive but his action is different.	5.12	2.03

Annexure I (contd..)

Item	Statement	Median Value	Q Value
34.	He has the milk of human kindness in him.	3.33	1.87*
35.	He is polite to everyone in his speech and behaviour.	3.33	2.04
36.	He shares jokes with staff members.	3.50	1.85*
37.	He consults the staff on important issues.	3.08	1.44*
39.	Teachers enjoy working with and for him.	3.50	1.84*
40.	Teachers love him.	3.79	1.68*
41.	He explains all his decisions to the staff.	3.41	1.00*
42.	He spends extra-time to help teachers.	3.50	1.98*
43.	He meets every staff member on terms of equality.	4.19	1.94*
44.	He always tries to do what he can to make individual staff member happy.	3.75	1.71*
45.	What he says is different from what he really means.	3.26	1.67*
46.	He lays aside the work he is busy with when a staff member wants to talk to him.	2.64	1.79*

Annexure I (contd..)

Item	Statement	Median Value	Q Value
47.	He does not hesitate to reprimand a defaulting teacher in the presence of others.	6.06	1.81*
48.	His dealings with the staff are not straight forward.	3.14	1.94*
49.	He is busy and not easily approachable.	4.06	1.90*
50.	He enjoys mixing with the staff.	4.27	1.91*
51.	He frowns on staff members who differ from him.	3.39	1.71*
52.	He practices informality but maintains decorum.	3.88	1.33*
53.	He is pleasant and sympathetic.	4.29	1.76*
54.	He bullies the submissive teachers.	7.93	1.29*
57.	He shares his ideas and experiences with staff members.	3.92	1.49*
58.	A headmaster extends his full support to the teacher on the one who is desirous of transferring.	3.63	1.83*
59.	A headmaster wants to see a teacher get transferred when the latter does not follow the former's policy.	6.79	1.67*

Note : Items with asterisk (*) are selected for the final study.