

APPENDIX IV(A) : PERSONAL DATA

(For Primary School Principals/Teachers only)

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The Centre of Advanced Study in Education Code No.

Faculty of Education &amp; Psychology

M.S. University of Baroda

Baroda

1979

A Study of Organizational Climate and Teacher Morale  
in the Primary Schools in the Central Zone of Thailand

(Only for Ph.D. Research)

Guide :

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## Appendix IV(A) (contd..)

Personal Data

Name of School : \_\_\_\_\_

1. Principal's Data

1. Mister/Mistress/Miss \_\_\_\_\_
2. Age \_\_\_\_\_ 3. Qualification \_\_\_\_\_
4. Working Experience \_\_\_\_\_

2. Students' Data

1. Boys \_\_\_\_\_ 2. Girls \_\_\_\_\_ 3. Total \_\_\_\_\_

3. Teachers' Data3.1 Number of teachers

	<u>Male</u>	<u>Female</u>	<u>Total</u>
1. Number	_____	_____	_____
2. Unmarried	_____	_____	_____
3. Married	_____	_____	_____

3.2 Teachers' age

	<u>Age</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>
1.	20 - 29	_____	_____	_____
2.	30 - 39	_____	_____	_____
3.	40 - 49	_____	_____	_____
4.	50 - 59	_____	_____	_____

3.3 Qualification

	<u>Male</u>	<u>Female</u>	<u>Total</u>
1. Dip. in Edu.	_____	_____	_____
2. Bachelor	_____	_____	_____
3. Master	_____	_____	_____
4. Others	_____	_____	_____

3.4 Teaching experience

	<u>Years</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>
1.	0 - 9	_____	_____	_____
2.	10 - 19	_____	_____	_____
3.	20 - 29	_____	_____	_____
4.	30 - 39	_____	_____	_____

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Thank you for your precious co-operation.

APPENDIX IV(B) : RESEARCH TOOLS

(For Primary School Teachers only)

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Dear Teachers,

Improvement of primary education has a number of focal points. Recent researches have shown that qualities of leadership, teacher morale and organizational climate of schools and colleges are highly correlated with diffusion of innovations and change and staff - student motivation and achievement. They constitute some of the 'essentials' or 'pre-requisites' to strengthen and enrich academic instruction or professional training in our institutions.

The present study is designed in this perspective. You can be a participant in this venture of faith by giving your full and frank responses to this questionnaires. Kindly treat this as professional work and unhesitatingly co-operate. This booklet contains three questionnaires. The items describe typical behaviour and conditions that occur in a primary school. There are no right or wrong responses. Please indicate your response as directed.

All responses will be strictly confidential.

Thank you for your precious co-operation.



In this example, the respondent marked alternative (3) to show the interpersonal relationship described by this item 'often occurs' at this school. Of course, any of the other alternative could be selected, depending upon how often the behaviour described by the item does indeed occur in your school.

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Name : \_\_\_\_\_ Surname : \_\_\_\_\_ Age : \_\_\_\_\_

Your Educational Qualification : \_\_\_\_\_

Your Teaching Experience : \_\_\_\_\_

Sex : Male / Female

Name of the School : \_\_\_\_\_

City or Region : \_\_\_\_\_

Type of the School : Government, Municipal \_\_\_\_\_

Size of the School : Small, Average, Big \_\_\_\_\_

Shift of the School : One shift, Two shifts \_\_\_\_\_

Region of the School : North, South, East, West \_\_\_\_\_

(1) rarely occurs

(2) sometimes occurs

(3) often occurs

(4) very frequently occurs

1. The principal is by the side of a teacher in hour of need. (1) (2) (3) (4)
2. There are internal bickerings and ~~jealously~~ among the staff of this school. (1) (2) (3) (4)
3. Teachers have to take extra periods for weak students. (1) (2) (3) (4)
4. 'Give guardians more chance to talk' is the motto of teachers of this school. (1) (2) (3) (4)
5. The staff of this school is like a big family. (1) (2) (3) (4)
6. No deviation from prescribed rules is tolerated by the principal. (1) (2) (3) (4)
7. Teachers know the family members of their colleagues. (1) (2) (3) (4)
8. All staff members should hold the responsibility in regard to one or other activity of the school. (1) (2) (3) (4)
9. Teachers, while teaching, are called in the principal's office. (1) (2) (3) (4)
10. The principal is frank and free with the teachers, students and parents, (1) (2) (3) (4)
11. Staff's only medium of communication with home is children. (1) (2) (3) (4)
12. The principal resists ideas that deviate from his own. (1) (2) (3) (4)

13. Teachers have a lot of fun when they are together. (1) (2) (3) (4)
14. The principal enthusiastically discusses with staff the new ideas he gathers. (1) (2) (3) (4)
15. Teachers exert pressure on non-conformist colleagues. (1) (2) (3) (4)
16. Teachers complain about favouritism by school management. (1) (2) (3) (4)
17. 'More work if more pay' is what the teachers say in private. (1) (2) (3) (4)
18. Teachers of this school live under tension. (1) (2) (3) (4)
19. The principal or the few senior teachers talk the most in staff meeting. (1) (2) (3) (4)
20. Teachers and students freely communicate with the principal. (1) (2) (3) (4)
21. Group work is favoured by the teachers of this school. (1) (2) (3) (4)
22. Parents tell the school what they feel, the school should do for their children. (1) (2) (3) (4)
23. The principal is first to arrive and last to leave the school. (1) (2) (3) (4)
24. Teachers are not bothered about whether students pass or fail. (1) (2) (3) (4)

25. Constructive suggestions to the teachers is the outcome of the supervision work. (1) (2) (3) (4)
26. Teachers and students get important news relayed on school microphone. (1) (2) (3) (4)
27. This school is visualized as an integrated community of management, teachers and students. (1) (2) (3) (4)
28. The principal keeps all the matters confidential. (1) (2) (3) (4)
29. Fee collection and accounting is time consuming. (1) (2) (3) (4)
30. Senior subject teachers coordinate teaching in their departments. (1) (2) (3) (4)
31. The principal involves the staff in taking all vital decisions regarding the school. (1) (2) (3) (4)
32. The school is ready to associate with the neighbouring community in national celebrations. (1) (2) (3) (4)
33. The principal motivates rather than orders his colleagues. (1) (2) (3) (4)
34. Teachers feel happy with their work in the school. (1) (2) (3) (4)
35. He stays back in the school after school hours to help a teacher doing extra work. (1) (2) (3) (4)
36. Teachers keep many secrets from their colleagues. (1) (2) (3) (4)

37. The principal issues all instructions in writing. (1) (2) (3) (4)
38. Monthly budget is a constant source of headache to the managing committee. (1) (2) (3) (4)
39. A lot of teachers time is spent in staff meetings. (1) (2) (3) (4)
40. The principal executes his plans at any cost. (1) (2) (3) (4)
41. The principal never grudges any extra consideration or help to a needy colleague. (1) (2) (3) (4)
42. Parents attend PTA functions in majority. (1) (2) (3) (4)
43. Teachers of this school are free to take up assignments of their interest in extra time. (1) (2) (3) (4)
44. Closest friends of teachers in this school are their colleagues. (1) (2) (3) (4)
45. In this school, the head is to stress the results rather than the methods. (1) (2) (3) (4)
46. The principal misses no opportunity to correct wrong ideas or methods of work of his teachers. (1) (2) (3) (4)
47. The principal is quite conscious of his status. (1) (2) (3) (4)
48. Decisions of the staff meeting are inspired by the principal. (1) (2) (3) (4)

49. The principal demonstrates teaching to improve teachers' work in the school. (1) (2) (3) (4)
50. Class visitation by the principal is not favoured by teachers. (1) (2) (3) (4)
51. Teachers in this school call one another by their first name. (1) (2) (3) (4)
52. There is a formality and detechedness in the behaviour of the principal. (1) (2) (3) (4)
53. No visitors can meet a teacher or a student without the principal's permission. (1) (2) (3) (4)
54. Teachers raise irrelavant questions at staff meeting. (1) (2) (3) (4)
55. The staff of this school gets along well with others. (1) (2) (3) (4)
56. Teachers are hurt if any of their colleagues are wrongly criticized. (1) (2) (3) (4)
57. The principal shows favour to hard-working teachers. (1) (2) (3) (4)
58. The principal is truly an agent of change. (1) (2) (3) (4)
59. Teachers talk only of school matters with the principal. (1) (2) (3) (4)
60. The teachers often meet the members of managing committee. (1) (2) (3) (4)

61. Many tests take away teachers' time. (1) (2) (3) (4)
62. Repeaters are forced to leave this school. (1) (2) (3) (4)
63. For better salary, teachers are ready to give up the profession. (1) (2) (3) (4)
64. Teachers are cogs in the organizational machine of this school. (1) (2) (3) (4)
65. The principal of the school orders rather than directs teachers. (1) (2) (3) (4)
66. Teachers rush to help their colleagues in time of need. (1) (2) (3) (4)
67. The principal ensures that teachers work to their utmost capacity. (1) (2) (3) (4)
68. 'The duty to school first everything else last' is the motto of the principal. (1) (2) (3) (4)
69. He cares more for himself than the staff. (1) (2) (3) (4)
70. Teachers hardly get real help and sympathy from the principal in the hour of their need. (1) (2) (3) (4)
71. The principal is busy to the staff but good to the management. (1) (2) (3) (4)
72. Teachers are evaluated on the basis of their output. (1) (2) (3) (4)

73. The principal visits the ailing colleague in his home or in the hospital. (1) (2) (3) (4)
74. Every one feels free to make his stand clear on any matter pertaining to the school. (1) (2) (3) (4)
75. An accepted common goal finds together all the staff in this school. (1) (2) (3) (4)
76. The teachers spend voluntarily extra-time in coaching weak students. (1) (2) (3) (4)
77. The principal tries to solve the personal problems of the teachers. (1) (2) (3) (4)
78. Guardians feel at ease while meeting the staff members. (1) (2) (3) (4)
79. Teachers are not in their classes when the bell for the session rings. (1) (2) (3) (4)
80. Teachers regard staff meetings as a waste of time. (1) (2) (3) (4)
81. Management never changes a decisions once taken. (1) (2) (3) (4)
82. Teachers have administrative work. (1) (2) (3) (4)
83. Teachers speaking at the staff meeting are interrupted. (1) (2) (3) (4)
84. Teachers are interested in private tuitions only. (1) (2) (3) (4)

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|-----------------------------------------------------------------------------------------|-----|-----|-----|-----|
| 85. The principal obtains feed-back from the staff and students.                        | (1) | (2) | (3) | (4) |
| 86. The principal's is final in the managing committee.                                 | (1) | (2) | (3) | (4) |
| 87. Teaching programme in this school lacks life.                                       | (1) | (2) | (3) | (4) |
| 88. The school calender specifies all important events date-wise.                       | (1) | (2) | (3) | (4) |
| 89. Circulation of notices in the class is too frequent.                                | (1) | (2) | (3) | (4) |
| 90. Teachers' social needs are well satisfied here.                                     | (1) | (2) | (3) | (4) |
| 91. Admissions are made strictly on the basis of merits.                                | (1) | (2) | (3) | (4) |
| 92. Parents enter the class at any time.                                                | (1) | (2) | (3) | (4) |
| 93. The principal sets an example to the teachers by working hard himself.              | (1) | (2) | (3) | (4) |
| 94. Teachers resent staying at the school for extra work.                               | (1) | (2) | (3) | (4) |
| 95. The principal's behaviour is characterized by affection sympathy and understanding. | (1) | (2) | (3) | (4) |
| 96. Teachers in this school cannot express their own views.                             | (1) | (2) | (3) | (4) |

97. The programming done in this school is haphazard. (1) (2) (3) (4)
98. The school has human climate. (1) (2) (3) (4)
99. The management is willing to make changes when suggested by the staff. (1) (2) (3) (4)
100. The principal keeps his staff at a distance. (1) (2) (3) (4)
101. Teachers are afraid of internal bickerings. (1) (2) (3) (4)
102. It is alleged that there are factions among the staff. (1) (2) (3) (4)
103. Teachers praise their colleagues for their achievement. (1) (2) (3) (4)
104. Teachers are informed soon after administrative decisions are taken. (1) (2) (3) (4)
105. The authority of this school operates through a number of sub-divisions. (1) (2) (3) (4)
106. The principal joins the staff in their excursion or picnic. (1) (2) (3) (4)
107. Staff meetings serve as a communication device. (1) (2) (3) (4)
108. Management frowns on teachers who talk boldly. (1) (2) (3) (4)

109. The principal's behaviour is conducive to better work. (1) (2) (3) (4)
110. Classes of the absent teachers are not engaged. (1) (2) (3) (4)
111. Divide and rule is the policy of the principal. (1) (2) (3) (4)
112. The school work of a sick teacher is readily shared by other teachers in the school. (1) (2) (3) (4)
113. Teachers cannot get leave easily. (1) (2) (3) (4)
114. The principal explains when he differs from teachers. (1) (2) (3) (4)
115. The principal is a man of confidence to the teachers. (1) (2) (3) (4)
116. The principal does all planning himself. (1) (2) (3) (4)
117. Teachers are made to teach as the management wants. (1) (2) (3) (4)
118. Many extra-curricular activities interfere with teaching work. (1) (2) (3) (4)
119. The principal uses some students to spy over others. (1) (2) (3) (4)
120. Teachers talk about changing the school. (1) (2) (3) (4)

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|-------------------------------------------------------------------------------------------------------------|---|----|----|---|
| 1. The 'red-tape' is non-existent in our school.                                                            | A | PA | PD | D |
| 2. There is a 'WE' feeling among the members of this school.                                                | A | PA | PD | D |
| 3. The principal tells us clearly and frankly what he intends to tell us.                                   | A | PA | PD | D |
| 4. The local community desires that teachers should be professionally up-to-date.                           | A | PA | PD | D |
| 5. I must say my principal is really interested in my work in the school.                                   | A | PA | PD | D |
| 6. If I could plan a career again, I would choose teaching.                                                 | A | PA | PD | D |
| 7. I feel teachers of this school are able to establish a fine rapport with the parents of school children. | A | PA | PD | D |
| 8. I would describe the local community as one which understands and values education.                      | A | PA | PD | D |
| 9. I like to establish permanent residence in this community.                                               | A | PA | PD | D |
| 10. The principal inspires confidence.                                                                      | A | PA | PD | D |
| 11. I regard school promotion rules and practices academically quite sound.                                 | A | PA | PD | D |
| 12. Certain community pressure groups hinder the professional work of this school.                          | A | PA | PD | D |

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|-----|----------------------------------------------------------------------------------------------------|---|----|----|---|
| 13. | Teachers of this school freely share ideas and materials with one another.                         | A | PA | PD | D |
| 14. | We should have better physical conditions of work in our school.                                   | A | PA | PD | D |
| 15. | This community pays as much respect to teachers as it does to other professionals.                 | A | PA | PD | D |
| 16. | Teachers of this school have a free and easy access to the principal.                              | A | PA | PD | D |
| 17. | Our community respects and cares for its teachers.                                                 | A | PA | PD | D |
| 18. | The school curriculum does not reflect the needs of the society.                                   | A | PA | PD | D |
| 19. | The school has a well-planned and efficient system to obtain instructional materials and services. | A | PA | PD | D |
| 20. | Personal standards demanded of teacher by the local community are unreasonable.                    | A | PA | PD | D |
| 21. | Every hour of class teaching is for me a fountain of pleasure and inner satisfaction.              | A | PA | PD | D |
| 22. | It is a real pleasure to work with the community leaders on some of the school committees.         | A | PA | PD | D |
| 23. | Teachers of this school discuss freely administrative acts and decisions in faculty meetings.      | A | PA | PD | D |

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|-----|-------------------------------------------------------------------------------------------------|---|----|----|---|
| 24. | Teaching jobs are fairly well paid in our school system.                                        | A | PA | PD | D |
| 25. | Teachers of this school are driven rather than led.                                             | A | PA | PD | D |
| 26. | Parents of school children exert too great an influence on academic decisions of the school.    | A | PA | PD | D |
| 27. | Employee benefits in this school system fail, to meet teachers' needs.                          | A | PA | PD | D |
| 28. | I have great regard for the professional competency of my principal.                            | A | PA | PD | D |
| 29. | The principal delights in sharing his ideas and experiences with the staff members immediately. | A | PA | PD | D |
| 30. | The principal knows all staff members intimately.                                               | A | PA | PD | D |
| 31. | Teachers do not get additional remuneration for extra-work in the school.                       | A | PA | PD | D |
| 32. | My principal never misses an opportunity to praise openly and recognise our merits and efforts. | A | PA | PD | D |
| 33. | The principal stimulates the staff.                                                             | A | PA | PD | D |
| 34. | I am the most happy when I am with my students.                                                 | A | PA | PD | D |
| 35. | We have little difficulty in this school in getting any instructional material we need.         | A | PA | PD | D |

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|-----|--------------------------------------------------------------------------------|---|----|----|---|
| 36. | Most of us in this school have job satisfaction.                               | A | PA | PD | D |
| 37. | Firing a teacher is very difficult in this school system.                      | A | PA | PD | D |
| 38. | This community is willing to support any sound educational programme.          | A | PA | PD | D |
| 39. | This school should have better guidance and counselling services.              | A | PA | PD | D |
| 40. | Our principal is not fair and impartial in his relations with faculty members. | A | PA | PD | D |
| 41. | My non-professional activities outside the school are unduly restricted.       | A | PA | PD | D |
| 42. | Our school has a well-balanced curriculum.                                     | A | PA | PD | D |
| 43. | The practice of reporting pupil progress of this school is quite satisfactory. | A | PA | PD | D |
| 44. | I feel that the school curriculum needs major revision.                        | A | PA | PD | D |
| 45. | Individual differences among students are catered to by the school curriculum. | A | PA | PD | D |
| 46. | I feel teachers' salary scale should reward meritorius work.                   | A | PA | PD | D |
| 47. | The teachers of this school have hardly a breathing time off their duties.     | A | PA | PD | D |

48. My heavy teaching load unduly restricts my non-professional activities. A PA PD D
49. Students of this school do not get supplementary learning materials they need. A PA PD D
50. This school faculty can be better described as a family. A PA PD D
51. Teachers of this school feel the strain of community pressures. A PA PD D
52. The content of the text-books my students use is rather poor. A PA PD D
53. Our school has quite good library facilities. A PA PD D
54. My school is well-equipped with instructional aids and materials. A PA PD D
55. The local community has real interest in the school. A PA PD D
56. My students love and respect me. A PA PD D
57. Teachers of this school have too many extra-curricular responsibilities. A PA PD D
58. My teaching load is greater than that of the most teachers in the school. A PA PD D
59. I think the community demands too much from teachers. A PA PD D
60. My salary is sufficient to give me a reasonable amount of security. A PA PD D

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|-----|------------------------------------------------------------------------------------------------------------------|---|----|----|---|
| 61. | Teachers of this school have quite a heavy load of record keeping and clerical work.                             | A | PA | PD | D |
| 62. | Teachers of this school freely discuss with the principal all school problems.                                   | A | PA | PD | D |
| 63. | The salary scale in the school gives me little incentive to go in for advanced education.                        | A | PA | PD | D |
| 64. | I serve the society best through my work in the school.                                                          | A | PA | PD | D |
| 65. | Our salary scale fails to compensate sufficiently for years of service.                                          | A | PA | PD | D |
| 66. | The principal takes best work from teachers according to their capacity and talent.                              | A | PA | PD | D |
| 67. | 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. | A | PA | PD | D |
| 68. | Teachers enjoy prestige in this community.                                                                       | A | PA | PD | D |
| 69. | I have a feeling I am not accepted by the school faculty.                                                        | A | PA | PD | D |
| 70. | My best rewards are my students' satisfaction of my work.                                                        | A | PA | PD | D |
| 71. | I enjoy working in the school because I feel at home.                                                            | A | PA | PD | D |
| 72. | Parents tell me their wards appropriate the extra efforts and put into help them.                                | A | PA | PD | D |

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|-----|----------------------------------------------------------------------------------------------|---|----|----|---|
| 73. | My principal is a man of understanding, sympathy and helpful nature.                         | A | PA | PD | D |
| 74. | Those teachers have a sense of belongingness is all due to the school principal.             | A | PA | PD | D |
| 75. | Teachers clearly understand the policies governing salary increases.                         | A | PA | PD | D |
| 76. | Community is free and frequent between teachers and the principal.                           | A | PA | PD | D |
| 77. | The salary schedule of our school adequately recognises teacher competency.                  | A | PA | PD | D |
| 78. | The junior and senior staff of this school both feel equally important and happy.            | A | PA | PD | D |
| 79. | Teachers of this school go together in the matter of their academic and professional growth. | A | PA | PD | D |
| 80. | The faculty of this school is internally divided.                                            | A | PA | PD | D |
| 81. | The principal has a knack to take work from teachers with varying capacity and attitude.     | A | PA | PD | D |
| 82. | Shirkers can never hope to thrive in our school.                                             | A | PA | PD | D |
| 83. | The principal corrects teachers' mistakes in the class.                                      | A | PA | PD | D |
| 84. | Teachers of this school work under tension.                                                  | A | PA | PD | D |

85. 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. A PA PD D
86. Never do I think to get myself transferred from one school to another at any time. A PA PD D
87. I am satisfied to serve at this school at all times. A PA PD D
88. I am often persuaded by my colleague to get myself transferred. A PA PD D
89. I am once or more forced by a school administrative personnel to get myself transferred. A PA PD D
90. I think that an ever transfer from one school to the next is the means through which a change in atmosphere can be easily established. A PA PD D
91. I am discouraged to work under the senior most teacher of administrative status. A PA PD D
92. I believe that the governmental budget does encourage a teacher to get him/her occupation. A PA PD D
93. I have an opinion that the school budget does encourage a teacher to get him/her transferred from one school to another. A PA PD D

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The Thai Version of Leadership Behaviour

Description Questionnaire

(Based on 'Initiating Structure' and 'Consideration' components of LBDQ by Andrew W. Halpin and Don B. Croft)

Instructions :

In this questionnaire, there are fifty-two short, descriptive statements of ways in which principals may behave. You are requested to indicate the frequency with which your principal engages in each form of behaviour by checking ONE of the five adverbs, they are :

- A = always
- B = often
- C = occasionally
- D = seldom
- E = never

and then mark / on the letter indicating the choice.

Example :

He wants teachers to work as he demands. A    B    C    D    E

Here the response indicates that the principal wants teachers to work as he demands 'often' which is letter 'B'.

(Responses will be kept strictly confidential and used only for research purposes.)

1. He is cool and unruffled in his work. A B C D E
2. The policy of principal is to divide and rule. A B C D E
3. He makes his expectations clear to the staff. A B C D E
4. He keeps the organization moving. A B C D E
5. He sets a clear and set time table of duties and work for teachers. A B C D E
6. He assumes on air that he is right and cannot be challenged. A B C D E
7. He insists on completion of all assigned work on time. A B C D E
8. He does not tolerate any indifferent and solvenly work by the staff. A B C D E
9. He makes the staff members work upto their maximum capacity. A B C D E
10. He does not permit deviation from set rules and greed decisions. A B C D E
11. He initiates actions in the school. A B C D E
12. He executes decisions firmly and strictly. A B C D E
13. He gets his instructional plans executed by teachers. A B C D E
14. He sets the tone of hard work through his own example. A B C D E
15. He conscientiously maintains school quality. A B C D E

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|-----|----------------------------------------------------------------------|---|---|---|---|---|
| 16. | He is experimental and innovative.                                   | A | B | C | D | E |
| 17. | He holds regular staff meetings.                                     | A | B | C | D | E |
| 18. | His talk and acts jeopardize the integrity of the staff.             | A | B | C | D | E |
| 19. | He appoints subject committees to plan and supervise instruction.    | A | B | C | D | E |
| 20. | He delegates responsibilities to teachers and coordinate their work. | A | B | C | D | E |
| 21. | He is dynamic and of a pushing type.                                 | A | B | C | D | E |
| 22. | He facilitates cooperative group work by his school teachers.        | A | B | C | D | E |
| 23. | He sacrifices his comforts for school work.                          | A | B | C | D | E |
| 24. | He makes excessive demands on teachers' time and energy.             | A | B | C | D | E |
| 25. | He is kind and considerate.                                          | A | B | C | D | E |
| 26. | He talks with teachers as if he is favouring them.                   | A | B | C | D | E |
| 27. | He has the milk of human kindness in him.                            | A | B | C | D | E |
| 28. | He shares jokes with staff members.                                  | A | B | C | D | E |
| 29. | He consults the staff on important issues.                           | A | B | C | D | E |
| 30. | He is skeptical of new ideas.                                        | A | B | C | D | E |
| 31. | Teachers enjoy working with and for him.                             | A | B | C | D | E |

32. Teachers love him. A B C D E
33. He explains all his decisions to the staff. A B C D E
34. He spends extra-time to help teachers. A B C D E
35. He meets every staff member on terms of equality. A B C D E
36. He always tries to do what he can to make individual staff members happy. A B C D E
37. What he says is different from what he really means. A B C D E
38. He lays aside the work he is busy with when a staff member wants to talk to him. A B C D E
39. He does not hesitate to reprimand a defaulting teachers in the presence of others. A B C D E
40. His dealings with the staff are not straight forward. A B C D E
41. He is busy and not easily approachable. A B C D E
42. He enjoys mixing with the staff. A B C D E
43. He frowns on staff members who differ from him. A B C D E
44. He practices informality but maintains decorum. A B C D E
45. He is pleasant and sympathetic. A B C D E

46. He bullies the submissive teachers. A B C D E
47. He changes his plan if he is convinced. A B C D E
48. He does planning with the help of his colleagues. A B C D E
49. He shares his ideas and experiences with staff members. A B C D E
50. A headmaster extends his full support to the teacher on the one who is desirous of transferring. A B C D E
51. A headmaster wants to see a teacher get transferred when the latter does not follow the former's policy. A B C D E
52. 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. A B C D E
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