

Appendix X, XI, XII

490

For Teacher Educators

THE CENTRE OF ADVANCED STUDY IN EDUCATION
THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA
Faculty of Education and Psychology
Baroda
1974

Code No.

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**A STUDY OF ORGANIZATIONAL CLIMATE
AND TEACHER MORALE IN COLLEGES OF EDUCATION**

(Only for Ph.D. Research)

Guide :

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Dear Friend,

Improvement of teacher 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 these 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 college of education. There are no right or wrong responses. Please indicate your response as directed.

All responses will be strictly confidential.

THANK YOU FOR YOUR PRECIOUS COOPERATION.

ORGANIZATIONAL CLIMATE OF COLLEGES OF EDUCATION

(Adaptation of the OCDQ by Andrew W. Halpin and Don B. Croft)

Form IV

The Questionnaire is prepared to secure a total "feel" and "atmosphere" of the College of Education and the various conditions under which the teachers work. The items in this Questionnaire describe typical behaviours or conditions that occur within a teachers' college organization. The respondents are the teacher educators in colleges of education. Your responses to these items will indicate to what extent each of these descriptions characterizes your college.

Please be sure that you mark each Item.

Out of the four choices given for each of the following items, please select ONE (and only one) and put a circle around the number indicating the choice. The choices given are :

- (1) rarely occurs
- (2) sometimes occurs
- (3) often occurs
- (4) very frequently occurs

Printed below is an example of a typical item found in this Questionnaire.

EXAMPLE : Each teacher spends his recess time by himself. 1 (2) 3 4

In this example the respondent marked alternative (2) to show the interpersonal relationship described by this item "sometimes occurs" at this college. 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 college.

Please mark your response clearly as in the Example

Name of the College : City :

Your Educational Qualification..... Age:.....

Teaching Experience :Sex : Male/Female

(Responses will be strictly confidential.)

1. rarely occurs
2. sometimes occurs
3. often occurs
4. very frequently occurs

- | | | | | |
|---|---|---|---|---|
| 1. Teachers' closest friends are among the other staff members at this college. | 1 | 2 | 3 | 4 |
| 2. The mannerisms of teachers at this college is annoying. | 1 | 2 | 3 | 4 |
| 3. Teachers spend time after college hours with students who have individual problems. | 1 | 2 | 3 | 4 |
| 4. Instructions for the use of teaching aids are available. | 1 | 2 | 3 | 4 |
| 5. Staff members in this college invite their colleagues to visit them at their homes. | 1 | 2 | 3 | 4 |
| 6. There is a minority group of teachers who always oppose the majority. | 1 | 2 | 3 | 4 |
| 7. Reference books are available for classroom use. | 1 | 2 | 3 | 4 |
| 8. Teachers know the family background of other staff members. | 1 | 2 | 3 | 4 |
| 9. Teachers exert group pressure on non-conforming staff members. | 1 | 2 | 3 | 4 |
| 10. In staff meetings, there is the feeling of "let us get things done". | 1 | 2 | 3 | 4 |
| 11. Administrative paper work is burdensome at the college. | 1 | 2 | 3 | 4 |
| 12. Teachers talk about their personal life to other staff members. | 1 | 2 | 3 | 4 |
| 13. Teachers seek special favours from the principal. | 1 | 2 | 3 | 4 |
| 14. Reference books, resource material and teaching aids are readily available for use. | 1 | 2 | 3 | 4 |
| 15. Private work of the Managing Body takes too much time of the staff members. | 1 | 2 | 3 | 4 |
| 16. Teachers have some fun socializing together during college time. | 1 | 2 | 3 | 4 |
| 17. Teachers interrupt other staff members who ask questions in the staff meetings. | 1 | 2 | 3 | 4 |
| 18. Most of the teachers here accept the faults of their colleagues. | 1 | 2 | 3 | 4 |
| 19. Teachers in this college have to keep late at the college to work on too many things. | 1 | 2 | 3 | 4 |
| 20. Teachers feel quite relaxed when they meet informally. | 1 | 2 | 3 | 4 |
| 21. Teachers ask non-sensical questions in staff meetings. | 1 | 2 | 3 | 4 |
| 22. Custodial service is available when needed. | 1 | 2 | 3 | 4 |
| 23. Routine duties interfere with the teacher training work. | 1 | 2 | 3 | 4 |
| 24. Teachers prepare the practice-teaching time-table, reports of projects, test results and other required material by themselves. | 1 | 2 | 3 | 4 |

Note:—'Teachers' mean the teacher educator staff members.

1. rarely occurs
2. sometimes occurs
3. often occurs
4. very frequently occurs

25. Teachers ramble when they talk in staff meetings.	1	2	3	4
26. Teachers at this college show much college spirit.	1	2	3	4
27. The principal goes out of his way to help teachers.	1	2	3	4
28. The principal helps teachers solve personal problems.	1	2	3	4
29. Teachers at this college stay by themselves even after college hours.	1	2	3	4
30. The teachers accomplish their work with great vigour and pleasure.	1	2	3	4
31. The principal sets an example by working hard herself/himself.	1	2	3	4
32. The principal does personal favours for teachers.	1	2	3	4
33. Each teacher spends his recess time by himself/herself.	1	2	3	4
34. The morale of the teachers is high.	1	2	3	4
35. The principal uses constructive criticisms to improve the teacher's work.	1	2	3	4
36. The principal stays after college hours to help teachers in their work.	1	2	3	4
37. Teachers socialize together in small select groups.	1	2	3	4
38. The principal makes all class scheduling decisions.	1	2	3	4
39. Teachers are contacted by the principal each day.	1	2	3	4
40. The principal is well prepared when he/she speaks at the college functions.	1	2	3	4
41. The principal helps staff members settle minor differences.	1	2	3	4
42. The principal prepares programme of work for the teachers.	1	2	3	4
43. Teachers leave the campus during the college time.	1	2	3	4
44. Teachers help select the order in which the training courses will be taught.	1	2	3	4
45. The principal corrects teacher's lapses.	1	2	3	4
46. The principal talks a great deal in staff meetings.	1	2	3	4
47. The principal explains his/her reasons for criticism to teachers.	1	2	3	4
48. The principal tries to get better conditions of work for the teachers.	1	2	3	4
49. The rules made by the principal are never questioned.	1	2	3	4
50. The principal looks out for the personal welfare of teachers.	1	2	3	4
51. Adequate clerical help is available for teachers.	1	2	3	4

1. rarely occurs
2. sometimes occurs
3. often occurs
4. very frequently occurs

52. The principal runs the staff meetings like a business conference.	1	2	3	4
53. The principal is in the building before teachers arrive.	1	2	3	4
54. The principal and the teachers work together to prepare reports for management and the University.	1	2	3	4
55. Staff meetings are organized according to a tight agenda.	1	2	3	4
56. In staff meetings the principal narrates reports.	1	2	3	4
57. The principal tells teachers of new ideas he/she has come across.	1	2	3	4
58. Teachers talk about leaving the teachers' college.	1	2	3	4
59. The principal checks on the special abilities of teachers.	1	2	3	4
60. Teachers find it easy to understand the principal.	1	2	3	4
61. Teachers are informed of the results of achievement of student teachers.	1	2	3	4
62. The principal is very keen to ensure that teachers work to their full capacity.	1	2	3	4
63. The principal makes an effort to clarify the wrong ideas teachers might have.	1	2	3	4
64. Extra duty for teachers is allotted to keep them more busy.	1	2	3	4

THE PURDUE TEACHER OPINIONNAIRE

Adapted Version of Ralph R. Bentley and

Averno M. Remple

This instrument is designed to provide you the opportunity to express your opinions about your work as a college teacher and various college problems in your particular college situation. There are no right or wrong responses, so do not hesitate to mark the statements frankly.

Fill in the information below. You will notice that there is no place for your name. Please do not record your name. All responses will be strictly confidential and results will be reported by groups only. DO NOT OMIT ANY ITEMS.

INSTRUCTIONS

Directions for recording Responses on Opinionnaire

Read each statement carefully. Then indicate whether you agree, probably agree, probably disagree or disagree with each statement. Mark your answers in the following manner :

- If you agree with the statement, circle "A"..... (A) PA PD D
- If you are somewhat uncertain, but probably agree with the statement, circle "PA"..... A (PA) PD D
- If you are somewhat uncertain, but probably disagree with the statement, circle "PD"..... A PA (PD) D
- If you disagree with the statement, circle "D"..... A PA PD (D)

(BIOGRAPHICAL DATA)

Name of the College.....Place.....

Your Academic Qualification.....

Professional Qualification.....

Age.....Teaching Experience.....Sex : Male/Female

- | | | | | |
|---|---|----|----|---|
| 1. Details, "red tape", and required reports absorb too much of my time..... | A | PA | PD | D |
| 2. The work of individual staff members is appreciated and commended by our principal..... | A | PA | PD | D |
| 3. Teachers feel free to criticize administrative policy at staff meetings called by our principal..... | A | PA | PD | D |
| 4. The staff feels that their suggestions pertaining to salaries are adequately transmitted by the principal to the top administration..... | A | PA | PD | D |
| 5. Our principal shows favouritism in his relations with the teachers in our college..... | A | PA | PD | D |
| 6. Teachers in this college are expected to do an unreasonable amount of record-keeping and clerical work..... | A | PA | PD | D |
| 7. My principal makes a real effort to maintain close contact with the staff..... | A | PA | PD | D |
| 8. Community demands upon the teacher's time are unreasonable..... | A | PA | PD | D |
| 9. I am satisfied with the policies under which pay raises are granted..... | A | PA | PD | D |
| 10. My teaching load is greater than that of most of the other teachers in my college..... | A | PA | PD | D |
| 11. The extra-curricular load of the teachers in our college is unreasonable..... | A | PA | PD | D |
| 12. Our principal's leadership in staff meetings challenges and stimulates our professional growth..... | A | PA | PD | D |
| 13. My teaching position gives me the social status in the community that I desire..... | A | PA | PD | D |
| 14. The number of hours a teacher must work is unreasonable..... | A | PA | PD | D |
| 15. Teaching enables me to enjoy many of the material and cultural things I like..... | A | PA | PD | D |
| 16. My college provides me with adequate teaching supplies and equipment..... | A | PA | PD | D |
| 17. Our college has a wide choice of Special Methods and Special Fields..... | A | PA | PD | D |
| 18. There is a great deal of griping, arguing, taking sides, and feuding among our teachers..... | A | PA | PD | D |
| 19. Teaching gives me a great deal of personal satisfaction..... | A | PA | PD | D |
| 20. The wide choice of Methods and Fields in college makes reasonable provision for students' individual differences..... | A | PA | PD | D |
| 21. The procedures for obtaining materials and services are well defined and efficient..... | A | PA | PD | D |

Note:—'Teachers' here means the teaching staff member of the College of Education.

22. Generally, teachers in our college do not take advantage of one another..... A PA PD D
23. The teachers in our college cooperate with each other to achieve common, personal, and professional objectives..... A PA PD D
24. Teaching enables me to make my greatest contribution to society..... A PA PD D
25. The courses in each paper are in need of major revisions..... A PA PD D
26. I love to do teacher training..... A PA PD D
27. If I could plan my career again, I would choose training teachers..... A PA PD D
28. Experienced staff members accept new and younger members as colleagues.. A PA PD D
29. I would recommend teacher training as an occupation to experienced high school teachers of high scholastic ability..... A PA PD D
30. If I could earn as much money in another occupation, I would stop teaching.... A PA PD D
31. The college schedule places my classes at a disadvantage..... A PA PD D
32. Within the limits of financial resources, the college tries to follow a generous policy regarding fringe benefits, professional travel, professional study, etc..... A PA PD D
33. My principal makes my work easier and more pleasant..... A PA PD D
34. Keeping up professionally is too much of a burden..... A PA PD D
35. Our community makes its teachers feel as though they are a real part of the community..... A PA PD D
36. Salary policies are administered with fairness and justice..... A PA PD D
37. Teaching affords me the security I want in an occupation..... A PA PD D
38. My college principal understands and recognizes good teacher training and teaching procedures..... A PA PD D
39. Teachers clearly understand the policies governing promotion to higher position..... A PA PD D
40. My Special Method Group is used as a "dumping ground" for those who could not be accepted in other Method Groups..... A PA PD D
41. The lines and methods of communication between teachers and the principal in our college are well developed and maintained..... A PA PD D
42. My teaching load in this college is unreasonable..... A PA PD D
43. My principal shows a real interest in my area of work..... A PA PD D
44. Our principal promotes a sense of belongingness among the teachers in our college..... A PA PD D
45. My heavy teaching load unduly restricts my non-professional activities..... A PA PD D

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|---|---|----|----|---|
| 46. I find my contacts with students, for the most part, highly satisfying and rewarding..... | A | PA | PD | D |
| 47. I feel that I am an important part of college..... | A | PA | PD | D |
| 48. The competency of the teachers in our college compares favourably with that of teachers in other colleges with which I am familiar..... | A | PA | PD | D |
| 49. My college provides the teachers with adequate resource material, audio-visual aids and projection equipments..... | A | PA | PD | D |
| 50. I feel successful and competent in my present position..... | A | PA | PD | D |
| 51. I enjoy working with student organizations, clubs, and societies..... | A | PA | PD | D |
| 52. Our teaching staff is congenial to work with..... | A | PA | PD | D |
| 53. The Lesson Supervisor associates are well prepared for their jobs..... | A | PA | PD | D |
| 54. Our college staff has a tendency to form into cliques..... | A | PA | PD | D |
| 55. The teachers in our college work well together..... | A | PA | PD | D |
| 56. I am at a disadvantage professionally because other teachers are better prepared to teach than I am..... | A | PA | PD | D |
| 57. Our college provides adequate clerical services for the teachers..... | A | PA | PD | D |
| 58. As far as I know, the other teachers think I am a good teacher..... | A | PA | PD | D |
| 59. Library facilities and resources are adequate for the subject area which I teach..... | A | PA | PD | D |
| 60. The "stress and strain" resulting from teaching and supervision work makes teacher teaching undesirable for me..... | A | PA | PD | D |
| 61. My principal is concerned with the problems of the staff and handles these problems sympathetically..... | A | PA | PD | D |
| 62. I do not hesitate to discuss any college problem with my principal..... | A | PA | PD | D |
| 63. College teaching gives me the prestige I desire..... | A | PA | PD | D |
| 64. My teacher education job enables me to provide a satisfactory standard of living for my family..... | A | PA | PD | D |
| 65. The salary schedule in our college adequately recognizes teacher competency:... | A | PA | PD | D |
| 66. Most of the people in this district understand and appreciate good teacher education..... | A | PA | PD | D |
| 67. In my judgment, this management is good to build up a career..... | A | PA | PD | D |
| 68. This community respects its teachers and treats them like professional persons..... | A | PA | PD | D |

69. My principal acts as though he is interested in me and my problems..... A PA PD D
70. My college principal supervises rather than "snoopervises" the teachers in our college..... A PA PD D
71. It is difficult for teachers to gain acceptance by the people in this community.... A PA PD D
72. Teachers' meetings as now conducted by our principal waste the time and energy of the staff..... A PA PD D
73. My principal has a reasonable understanding of the problems connected with my teaching and training assignment..... A PA PD D
74. I feel that my work is judged fairly by my principal..... A PA PD D
75. Salaries paid in this college compare favourably with salaries in other colleges with which I am familiar..... A PA PD D
76. Most of the actions of student-teachers irritate me..... A PA PD D
77. The cooperativeness of teachers in our college helps make my work more enjoyable..... A PA PD D
78. My students regard me with respect and seem to have confidence in my professional ability..... A PA PD D
79. The purposes and objectives of the college cannot be achieved by the present curriculum..... A PA PD D
80. The teachers in our college have a desirable influence on the values and attitudes of their students..... A PA PD D
81. This community expects its teachers to meet unreasonable personal standards... A PA PD D
82. My students appreciate the help I give them with their training work..... A PA PD D
83. To me there is no more challenging work than teaching and teacher training.. A PA PD D
84. Other teachers in our college are appreciative of my work..... A PA PD D
85. As a teacher in this community, my non-professional activities outside of college are unduly restricted..... A PA PD D
86. As a teacher, I think I am as competent as most other teachers..... A PA PD D
87. The teachers with whom I work have high professional ethics..... A PA PD D
88. Our college teacher education programme does a good job of preparing student teachers to become enlightened and competent classroom teachers..... A PA PD D
89. I really enjoy working with my students..... A PA PD D
90. The teachers in our college show a great deal of initiative and creativity in their teaching assignments..... A PA PD D

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|--|---|----|----|---|
| 91. Teachers in our community feel free to discuss controversial issues in their classes | A | PA | PD | D |
| 92. My principal tries to make me feel comfortable when he visits my classes or practice teaching schools..... | A | PA | PD | D |
| 93. My principal makes effective use of the individual teacher's capacity and talent..... | A | PA | PD | D |
| 94. The people in this community, generally, have a sincere and wholehearted interest in the teacher education system..... | A | PA | PD | D |
| 95. Teachers feel free to go to the principal about problems of personal group welfare.... | A | PA | PD | D |
| 96. This Management supports ethical procedures regarding the appointment and re-appointment of members of the teaching staff..... | A | PA | PD | D |
| 97. This Management is willing to support a good programme of teacher education..... | A | PA | PD | D |
| 98. Our Management expects the teachers to participate in too many social activities..... | A | PA | PD | D |
| 99. Community pressures prevent me from doing my best as a teacher..... | A | PA | PD | D |
| 100. I am well satisfied with my present teaching position..... | A | PA | PD | D |

LEADERSHIP BEHAVIOUR DESCRIPTION QUESTIONNAIRE

(Adaptation of the LBDQ by Andrew W. Halpin and Don B. Croft.)

Instructions

In this questionnaire, there are thirty short, descriptive statements of ways in which leaders may behave. You will indicate the frequency with which the leader engages in each form of behaviour by checking one of the five adverbs: **Always, often, occasionally, seldom, or never**; and then encircling the number. For example.

1. He keeps to himself 1 2 3 (4) 5

Here the response indicates that the leader keeps to himself 'seldom' which is number 4.

- | | |
|----|--------------|
| 1. | always |
| 2. | often |
| 3. | occasionally |
| 4. | seldom |
| 5. | never |

- | | | | | | |
|---|---|---|---|---|---|
| 1. He makes his attitude clear to the staff. | 1 | 2 | 3 | 4 | 5 |
| 2. He tries out his new ideas with the staff. | 1 | 2 | 3 | 4 | 5 |
| 3. He rules with an iron rod. | 1 | 2 | 3 | 4 | 5 |
| 4. He criticises poor work. | 1 | 2 | 3 | 4 | 5 |
| 5. He speaks in a manner not to be questioned. | 1 | 2 | 3 | 4 | 5 |
| 6. He assigns staff members to a particular task. | 1 | 2 | 3 | 4 | 5 |
| 7. He works without a plan. | 1 | 2 | 3 | 4 | 5 |
| 8. He maintains definite standards of performance. | 1 | 2 | 3 | 4 | 5 |
| 9. He emphasizes the keeping of time-targets. | 1 | 2 | 3 | 4 | 5 |
| 10. He encourages the use of uniform procedures. | 1 | 2 | 3 | 4 | 5 |
| 11. He makes sure that his part in the organization is understood by all members. | 1 | 2 | 3 | 4 | 5 |
| 12. He asks that staff members follow standard rules and regulations. | 1 | 2 | 3 | 4 | 5 |
| 13. He lets staff members know what is expected of them. | 1 | 2 | 3 | 4 | 5 |
| 14. He sees to it that staff members are working upto capacity. | 1 | 2 | 3 | 4 | |
| 15. He sees to it that the work of staff members is coordinated. | 1 | 2 | 3 | 4 | |

2
3
4
5

- | | | | | | |
|--|---|---|---|---|---|
| 16. He does personal favours for staff members. | 1 | 2 | 3 | 4 | 5 |
| 17. He does little things to make it pleasant to be a member of the staff. | 1 | 2 | 3 | 4 | 5 |
| 18. He is easy to understand. | 1 | 2 | 3 | 4 | 5 |
| 19. He finds time to listen to staff members. | 1 | 2 | 3 | 4 | 5 |
| 20. He keeps to himself.* | 1 | 2 | 3 | 4 | 5 |
| 21. He looks out for personal welfare of individual staff members. | 1 | 2 | 3 | 4 | 5 |
| 22. He refuses to explain his actions. | 1 | 2 | 3 | 4 | 5 |
| 23. He acts without consulting the staff. | 1 | 2 | 3 | 4 | 5 |
| 24. He is slow to accept new ideas. | 1 | 2 | 3 | 4 | 5 |
| 25. He treats all staff members as his equal. | 1 | 2 | 3 | 4 | 5 |
| 26. He is willing to make changes. | 1 | 2 | 3 | 4 | 5 |
| 27. He is friendly and approachable. | 1 | 2 | 3 | 4 | 5 |
| 28. He makes staff members feel at ease when talking with them. | 1 | 2 | 3 | 4 | 5 |
| 29. He puts suggestions made by the staff into action. | 1 | 2 | 3 | 4 | 5 |
| 30. He gets staff approval on important matters before going ahead. | 1 | 2 | 3 | 4 | 5 |
-