

## LIST OF APPENDICES

## 'A' TOOLS USED

1. Personal Data Sheet for Teachers
2. Personal Data Sheet for Principals
3. Leadership Behaviour Description Questionnaire
4. Organizational Climate Description Questionnaire
5. Teacher Morale
6. A Scale of Innovativeness
7. JIM Scale
8. Open Questionnaire

## 'B' LIST OF SCHOOLS FOR THE PRESENT STUDY

## 'C' SCORES

1. The Sample of 100 schools Grouped according to Four Leadership Behaviour Patterns of the Principals.
2. The Sample of 100 schools profiles grouped according to Six Organizational Climates.
3. The Sample of 100 schools grouped according to High, Average and Low Teacher Morale Group.
4. The Sample of 100 schools grouped according to High, Average and Low Motivation group.
5. The Sample of 100 schools grouped according to High, Average and Low Innovativeness.

## 'D' BIBLIOGRAPHY

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TOOL - 1

## PERSONAL DATA SHEET FOR TEACHERS

1. Name : Code/Class No.
2. Name of the School : Code No.
3. Sex : Male/Female Married/Unmarried
4. Age : Years Months. 5. Place District.
- :21-25 : 26-30 : 31-35 : 36-40 : Above 40 :
6. Academic Qualifications : B.A. : M.A. :  
B.Sc. : M.Sc. :  
B.Com. : M.Com. :  
 Any other ... ..
7. Class Secured : I II III :  
: : :
8. Mode of passing the Examination : single attempt/Compartmental  
 Regular / External
9. Professional Qualifications : B.Ed. : M.Ed. :  
 Any other : : : :  
 years : : :
10. Total Teaching Experience : 0- 9 A \_\_\_  
 10-19 B \_\_\_  
 20-29 C \_\_\_  
 30 or more than 30 D \_\_\_
11. Teaching Experience at the present school : 0- 4 O \_\_\_  
 5- 9 P \_\_\_  
 10-14 Q \_\_\_  
 15-19 R \_\_\_  
 20 or more S \_\_\_
12. Place of residence : Urban/ Rural

13. Stay during the present service: Home/Hostel/Relatives/  
Private Room/ Any other

14. Economic Status : Lower Class/Middle Class $\frac{1}{2}$  Upper Middle Class/  
Upper Class

15. Present Status in the school: Principal \_\_\_\_\_  
Supervisor \_\_\_\_\_  
Asst. Teacher \_\_\_\_\_  
Any other \_\_\_\_\_

16. Parents' Educational Level. :	Qualification	Father	Mother
	:illiterate	:	:
	:Primary & Upper :Primary school	:	:
	:High school	:	:
	:College	:	:
	:Post-Graduate level	:	:

17. Parents' Occupation:			
	: Labour and Un- skilled.	:	:
	: Skilled Worker	:	:
	: Farmer with land	:	:
	: Clerical etc.	:	:
	: Teacher; Primary or Secondary	:	:
	: Lecturer or Petty Officer, H.M.	:	:
	: Officer: (Gazetted officer, or above)	:	:
	: Other, if any.	:	:

The information requested for is purely for research purpose and and will be kept confidential. The success of this study depends on your honest cooperation. Please feel free to check the items quickly.

PERSONAL DATA SHEET FOR PRINCIPAL

1. Name : Code/Class No.

2. Name of the School : Code No.

3. Sex : Male/Female

4. Age : Years 5. Place District.

: 30-35 : 36-40 : 41-45 : 46-50 : 51-55 : 55-60 : Above 60

6. Experience as a Principal : Years

: 0 - 5 : 6-10 : 11-15 : 16-20 : 21-25 : 26-30 : Above 30 :

7. Schools changed as a Principal : No. of schools

1 school : 2 schools : 3 schools : 4 schools ; 5 schools

: More than :  
: 5 schools :

8. Place of Residence : Urban/Rural

## TOOL - 3

## LEADERSHIP BEHAVIOUR DESCRIPTION QUESTIONNAIRE

(Developed by Halpin and Winer in 1952)

1. He makes his attitude clear to the staff.
2. He tries out his new ideas with the staff.
3. He rules with an iron hand
4. He criticises poor work
5. He speaks in a manner not to be questioned.
6. He assigns staff members to particular tasks.
7. He works without a plan.
8. He maintains definite standards of performance.
9. He emphasizes the meaning of deadlines.
10. He encourages the use of uniform procedures.
11. He makes sure that his part in the Organization is understood by all members.
12. He asks that staff members follow standard rules and regulations.
13. He lets staff members know what is expected of them.
14. He sees to it that staff members are working up<sup>1</sup>to capacity.
15. He sees to it that the work of staff members is coordinated.
16. He does personal favours for staff members.
17. He does little things to make it pleasant to be a member of the staff.
18. He is easy to understand.
19. He finds time to listen to staff members.
20. He keeps to himself.
21. He looks out for the personal welfare of individual staff members.
22. He refuses to explain his actions

23. He acts consulting the staff.
24. He is slow to accept new ideas.
25. He treats all staff members as his equals
26. He is willing to make changes
27. He is friendly and approachable.
28. He makes staff members feel at ease when talking with them.
29. He puts suggestions made by the staff into operation
30. He gets staff approval on important matters before going ahead.

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## TOOL - 4

## ORGANIZATIONAL CLIMATE DESCRIPTION QUESTIONNAIRE

(Prepared by Halpin and Croft, 1963)

1. Teachers closest friends are other faculty members at this school.
2. The mannerisms of teachers at this school are annoying.
3. Teachers spend time after school with students who have individual problems.
4. Instructions for the operation of teaching aids are available.
5. Teachers invite other faculty members to visit them at home.
6. There is a minority group of teachers who always oppose the majority.
7. Extra books are available for classroom use.
8. Sufficient time is given to prepare administrative reports.
9. Teachers know the family background of other faculty members.
10. Teachers extra group pressure on nonconforming faculty members.
11. In faculty meetings, there is the feeling of "let's get things done".
12. Administrative paper work is burdensome at this school.
13. Teachers talk about personal life to other faculty members.
14. Teachers seek special favours from the principal.
15. School supplies are readily available for use in classroom.
16. Student progress reports require too much work.
17. Teachers have fun socializing together during school time.
18. Teachers interrupt other faculty members who are talking in staff meetings.
19. Most of the teachers here accept the faults of their colleagues.
20. Teachers have too many committee requirements.

21. There is considerable laughter when teachers gather informally.
22. Teachers ask, nonsensical questions in faculty meetings.
23. Custodial service is available when needed.
24. Routine duties interfere with the job of teaching.
25. Teachers prepare administrative reports by themselves.
26. Teachers ramble when they talk in faculty meetings.
27. Teachers at this school show much school spirit.
28. The principal goes out of his way to help teachers.
29. The principal helps teachers solve personal problems.
30. Teachers at this school stay by themselves.
31. The teachers accomplish their work with great vim, vigour and pleasure.
32. The principal sets an example by working hard himself.
33. The principal does personal favours for teachers.
34. Teachers eat lunch by themselves in their own classrooms.
35. The morale of the teachers is high.
36. The principal uses constructive criticism.
37. The principal stays after school to help teachers finish their work.
38. Teachers socialize together in small select groups.
39. The principal makes all class-scheduling decisions.
40. Teachers are contacted by the principal each day.
41. The principal is well prepared when he speaks at school functions.
42. The principal helps staff members settle minor differences.
43. The principal schedules the work for teachers.
44. Teachers leave the grounds during the school day.
45. Teachers help select which courses will be taught.

46. The principal corrects teachers' mistakes.
47. The principal talks a great deal.
48. The principal explains his reasons for criticism to teachers.
49. The principal tries to get better salaries for teachers.
50. Extra duty for teachers is posted conspicuously.
51. The rules set by the principal are never questioned.
52. The principal looks out for the personal welfare of teachers.
53. School secretarial service is available for teachers' use.
54. The principal runs the faculty meeting like a business conference.
55. The principal is in the building before teachers arrive.
56. Teachers work together preparing administrative reports.
57. Faculty meetings are organized according to a tight agenda.
58. Faculty meetings are mainly principal-report meetings.
59. The principal tells teachers of new ideas he has run across.
60. Teachers talk about leaving the school system.
61. The principal checks the subject matter ability of teachers.
62. Teachers are informed of the results of a supervisor's visit.
63. The principal insures that teachers work to their full capacity.

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## TEACHER MORALE

(Adapted from "School Survey" by Robert J. Coughlan, 1970)

- \* 1. People in the Community the school serves are "education-oriented".
- \* 2. Too many teachers in this school are more concerned with their own personal interests than with the over all welfare of the school..
- \* 3. My work in this school provides me with ample opportunity for personal growth and development..
4. I have plenty of opportunity to express my ideas about salary matters in this school..
5. This school assumes too many educational responsibilities that properly belong in the home or to other community agencies..
- \* 6. It seems to me that the government should reconsider the amount of authority it has delegated to the top administration (I.O.S. D.D.E., D.E., Management (in case of private school)..
7. Insofar as they affect me, decisions made by the top administration are fair and equitable.
8. I am asked to read to many communications from higher-ups (Department or Management) in this school.
9. Our library services for students are very satisfactory..
10. The work of staff specialisits in this school (guidance counsellors, librarians, etc.) is well coordinated with the work of the class-room teachers...
- \*11. I am asked to spend too much time in professional meetings...
12. Our salary scale fails to compensate us sufficiently for years of serviceg..

- \* 13. My immediate supervisor backs me up in my dealings with parents..
- \* 14. Physical facilities for our personal use (staff room etc.) need to be greatly improved.
- 15. The salary scale here gives me little incentive to seek advanced training...
- \* 16. From all I can gether, people who get promotions in this school deserve them...
- \* 17. Certain community pressure groups exert too much influence on the professional work of this school.
- \* 18. The quality of supplementary materials for student in this school needs to be greatly improved..
- \* 19. The school Management/Department seems more concerned about keeping costs down than about building an effecting school program~~me~~.
- \* 20. I feel our salary scale adequately rewards outstanding work..
- 21. I think my performance is evaluated fairly by those who are assigned to appraise my work.
- 22. In this school, the assistance provided to classroom teachers in relation to curriculum and methods is clearly effective.
- 23. The instructional materials provided for me in this school are very satisfactory.
- 24. A student in this school sometimes has to do without needed supplementary materials..
- 25. Little effort~~z~~ is made in this school to evaluate the effectiveness of our instructional program...
- 26. The school library and reference materials are adequate to mmet instructional needs..
- \*27. I think the education department/school management does all it can to help build an effective educational program~~me~~.

28. My immediate supervisor seldom tries to get my ideas about things...
29. The policy for student promotion and retention in this school is sound.
30. The content of the textbooks my students use is poor..
- \*31. As far as I'm concerned, extra-curricular duties (sponsoring student clubs and activities, etc.) are distributed fairly in this school..  
with
32. Most of the students I work have been assigned to the grade level that is best for them..
33. I would prefer a different work assignment (grade level, subject matters, etc.) from the one I have now..
34. In general, I approve of the educational policies of the education department/management..
35. It is easy and convenient to get teaching aids and equipment to use in the classroom.
- \*36. It seems to me that the education department/management fails to concern itself with some really important educational matters..
37. The procedures for judging my work performance are helpful to me in improving my work.
38. Employee benefits in this school (sick leave, educational leave, personal leave, etc.) fail to fit our needs.
- \*39. Almost all students here seem well prepared for advancement to the next grade level.
- \*40. In general, the parents of the students in this school are interested in helping as educate their children.
41. I'm rarely told whether or not I'm doing good work.
42. There is an adequate program of student-teacher consultation in this school after each periodical examination.  
me
43. I am seldom encouraged to attend outside professional conferences and workshops.

44. I fail to understand how my work performance is evaluated..
- \*45. I have sufficient supplies for my work..
46. I have adequate opportunity to express my viewpoints about the philosophy and goals of this school.
- \*47. The parents of students exert too great an influence on educational matters in this school.
48. Our system for reporting student progress to parents needs considerable improvement..
49. We are permitted to discuss controversial matters with students as long as we remain objective and factual.
50. The top administration seems to be willing to give careful consideration to our ideas and suggestions.
- \*51. My immediate supervisor keeps me well informed about matters affecting my work..
52. This school lacks an "atmosphere of learning"..
53. My salary is sufficient to give me a reasonable amount of security.
- \*54. The specialized programmes in this school (music, art, drama, physical education, etc.) need to be greatly improved. .
55. My immediate supervisor seems to have sufficient influence with his superior in deciding what we do and how we do it in our school..
- \*56. Relations between the parents of students and the staff of this school need to be improved..
- \*57. The headmaster seems to have an effective working relationship with the education department/management.
58. Effective remedial help is available to any of my students who are failing in school..
- \*59. Teachers should have a greater voice in selecting student text-books and reference materials in this school..
60. There is a spirit of willingness to experiment with new curriculum ideas in this school.

- \*61. I seldom get the help I need in handling difficult discipline cases..
- 62. The Education Department/Management seems to recognize the professional character of our work in the schools..
- \*63. The emphasis on academic subjects in this school district sometimes operates to the detriment of students who will not be pursuing academic programs; later.
- 64. The number of students I have to work with makes it difficult for me to do a good job.
- 65. The education department/management seems to be interested in obtaining our ideas and suggestions..
- 66. I am required to do too much administrative paper work (attendance reports, progress reports, etc.)..
- 67. For my level of professional competence, I am adequately rewarded financially...
- 68. The top administration seems to lack interest in the personal welfare of the staff of this school..
- 69. Most of the time it's safe to say what you think around here...
- \*70. In my opinion, the top administration/management seems to be divided on too many issues...
- 71. In working with my students, I have adequate opportunity to allow for their individual differences...
- 72. We lack satisfactory procedures in this school for evaluating student progress...
- 73. Administrative matters seem to get more attention in this school ~~for carrying out my work-(desk-space, drawers, bookshelves, and the like);~~ than the education programme.
- 74. Adequate space and equipments are available in this school for carrying out my work-(desk, space, drawers, bookshelves, and the like)..
- 75. I am required to perform too many non-professional duties in this school..
- \*76. People in this school cooperate well.

77. The students I work with seem to need an unusual amount of discipline..
78. My immediate supervisor fails to "go to bat" for us with his supervisors..
79. The buildings and grounds where I work are kept as clean and attractive as possible.
- \*80. In my opinion, our specialised (service(guidance counselling, work, etc.) fail to meet the needs of our students.
81. Generally speaking, I feel I could do far better work with students different from those usually assigned to me..
- \*82. Our practices for marking and reporting student progress are satisfactory.
83. My immediate supervisor seldom shows initiative in seeking ways to help us in our work..
- \*84. There are many cliques or groups in this school that create an unfriendly atmosphere..
85. Interruptions (Messages, monitors, etc.) are kept to a minimum in this school..
86. Adequate facilities are available for my use during off-periods for grading papers, meeting with students and parents, and the like.
87. The top administration usually tries to take action on the complaints of staff members in this school..
88. The poor work performance of some people on this school staff makes it difficult for us to achieve adequate instructional goals..
- \*89. My immediate supervisor is fair in his dealings with me..
90. The general physical condition of my work place (lighting, temperature, ventilation, etc.) hampers me in doing a good job..
91. A few of the people in this school think they run the place...
92. I receive sufficient clerical assistance to do my job effectively..
93. There is little opportunity for me to take part in the development of the curriculum of this school..

94. This school system fails to provide adequately for the needs of exceptional students (slow learners, gifted students, the handicapped)...
95. My professional work load is fair and reasonable..
96. Too many students in this school seem to be more interested in getting grades than in learning..
97. The classrooms, offices, and other work areas in this school need considerable improvement...
- \*98. Most of the meetings I am required to attend in this school are worthwhile...
- \*99. There seems to be too much friction between administrators in this department/management..
100. Too often we are asked to work on committees whose efforts and reports are subsequently ignored.
101. This school lags behind other schools of comparable size and financial resources in introducing up-to-date materials and equipment..
102. The layout of this school is inconvenient for the staff..
103. Even when you take into account differences in student ability, other schools in this locality seem to be ahead of this one in educational effectiveness...
104. My recommendations about promoting and retaining students are usually followed..
- \*105. I feel our school is one big reason why people choose to live in this community..
106. My immediate supervisor seems to take suggestions for improvement as a personal criticism..
107. We are seldom kept informed about what the top administrators in the departments/management are thinking..
108. I would rate this school as one of the best for those who want to work in education..
109. This education department's in-service educational program helps me improve my professional skills.
110. Educational jobs in this school/educational department seem to be graded fairly with respect to salary.

111. In my opinion, adequate educational standards are being upheld in this school.
112. I'm essentially in agreement with the school's student retention policy...
113. My immediate supervisor has an unrealistic view of what goes on in my work situation..
- \*114. Teachers and other professional personnel in this school freely share ideas and materials.
115. Compared with other states our salary scale in this state is okay...
- \*116. My students show normal consideration, courtesy, and respect..
117. Student absences are excessive in this school..
- \*118. I would definitely recommend this school to prospective teachers as a good place to work..
- \*119. Filling in this survey questionnaire is a poor way of finding out how I feel about my work in this school/department.
- \*120. Some good may come of filling in this questionnaire.
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(Note : \* These items were not included in calculation as they were found to be nondiscriminating).

## TOOL - 6

A SCALE OF INNOVATIVENESS LEADING TO  
CHANGE FOR SECONDARY SCHOOLS

(Prepared by Ashama Doctor, 1973)

## RANK

- 10 Highly innovative and as a model for the schools of Gujarat.
- 9 Highly innovative with diffusion in and leadership in nearby schools (acting as change agent)
- 8 A School with institutional practice with diffusion within the institution and having congenial climate.
- 7 A school with two or more institutionalized practices.
- 6 A School with more than one innovative practice and more absorbed in the process of various innovations.
- 5 Reaching the adoption stage for the innovative practice (good potentiality for innovativeness)
- 4 Trying to reach the experimental stage.
- 3 Trying to reach the interest stage
- 2 slightly trying to reach the awareness stage
- 1 A non-innovative, traditional school.

## TOOL - 7

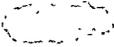
## JUNIOR INDEX OF MOTIVATION SCALE

(JIM Scale : Devised by Jack Frymiar, 1970)

1. Late afternoon is the best time of the day.
2. Many children have often been punished without cause.
3. Students should be made to go to school until they are 18 years old.
4. Being right is more important than being kind.
- \*5. School is more fun when teachers let students do things they want to.
- \*6. Pupils who try should get good grades even if they make mistakes.
- \*7. Successful people are those who make the most money.
8. The best way to spend a free evening is with a good book.
- \*9. Most young people do not want to go to school.
- \*10. Some new ideas are interesting, but most of them are not.
11. Practical people are usually highly respected.
- \*12. Knowing the answer is more important than knowing where to get the answer.
- \*13. Many young people ~~often~~ feel grouchy.
- \*14. The best people refuse to depend on other persons.
15. Some teachers make school more interesting than others.
- \*16. A person's feelings on a topic are not as important as the facts.
17. There are more important things in the world than making money.
- \*18. It does not really help much to study about people from other lands.
- \*19. Life is mostly sorrow with just a little joy.
20. Some students have to study more than others.

- \*21. Many youngsters often want to run away from home.
- 22.2 Being a good speaker is just as important as being a good speller.
- \*23. Some teachers seem to enjoy making students suffer.
- \*24. Our whole trouble is that we want 'let God help us.
- 25. Most people worry more before they take a test than during the test.
- \*26. No one seems to understand young people.
- 27. Learning to cooperate is more important than learning to compete.
- \*28. Most pupils would like school better if teachers did not give grades.
- \*29. The world we live in is a pretty lonesome place.
- \*30. Social progress can only be achieved by returning to our glorious past.
- \*31. It is very foolish to advocate government support of education.
- 32. Most people's hardest battles are with themselves.
- \*33. There is nothing new under the sun.
- 34. Helping other people is key to happiness.
- \*35. Life seems to be one big struggle after another.
- \*36. Most people just don't give a 'darn' for others.
- \*37. The best way to achieve security is for the government to guarantee jobs.
- 38. Some people do not appreciate the value of education.
- 39. Most young people feel uncomfortable around someone of the opposite sex.
- \*40. Many new ideas are not worth the paper they are printed on.
- 41. Many teachers are not considerate of students' feelings.
- 42. Teachers are generally underpaid.

43. Being unhealthy is worse than being happy.
- \*44. It is better to forget than to forgive.
45. Pupils who copy during an examination should fail the test.
- \*46. Young people should be free to follow their own desires.
47. Listening to a good speaker is the best way to learn.
- \*48. The present is all too often full of unhappiness.
49. Most people just don't know what is good for them.
50. Understanding yourself helps one understand others.
- \*51. People who dream a lot at night are apt to be crazy.
- \*52. Familiarity breeds contempt, so one should never be too friendly.
- \*53. There is a real limit to man's intelligence.
- \*54. People who are insulted generally deserve to be.
- \*55. Experience may be a good teacher, but schools are better.
56. Wasting time is even worse than wasting money.
- \*57. People who are quick thinkers usually jump to conclusions.
- \*58. Most people do not have good ideas until they grow up.
59. When people are unhappy they should talk to someone about it.
- \*60. Looking good is just important as being good.
61. The best part of education is that which people teach themselves.
- \*62. Famous people usually have a lot of money.
- \*63. Most people cannot learn from the experience of others.
- \*64. The dreamer is a danger to society.
- \*65. Most teachers like to drive students if they have the chance.
66. God helps those who help themselves.
- \*67. One can never desire too much of a good thing.

- \*68. Being a liar is better than being a gossip.
- \*69. Asking questions usually gets you into trouble.
- \*70. Not many people in the World are really kind.
- 71. The biggest part of being successful is determination.
- \*72. Teachers know more and do less than most other people.
- \*73. Hope is really no better than worry.
- \*74. School is not all that it's cracked up to be.
- \*75. Everything that people do is either right,  or wrong.
- \*76. Quick thinking is always better than being polite.
- 77. The gentle person often treats himself severely.
- 78. Everybody ought to do someting worthwhile everyday.
- \*79. We are never really as happy as we think we are.
- \*80. All those who fail have worked in vain.

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\* Items were scored for the present study.

TOOL - 8

## OPEN QUESTIONNAIRE

:1: How do you feel the 'climate' of your school?

- (a) Very much Inspiring                      Reasons
- (b) Inspiring
- (c) As usual
- (d) Less Inspiring
- (e) Cold

:2: How do you feel the 'morale' of your school?

- (a) Very high                                      Reasons
- (b) High
- (c) Normal
- (d) Low
- (e) Very low

:3: How do you find the Leadership Behaviour of your principal?

- (i) (a) Very heartening                              Reasons
- (b) Heartening.
- (c) Lukewarm
- (d) Disheartening
- (e) Disappointing.

- (ii) (a) Very Democratic                              Reasons
- (b) Democratic
- (c) Traditional
- (d) Authoritarian
- (e) Autocratic

:4: What do you feel about the attitude of students towards the school?

- (a) Very high identification.. Reasons
- (b) High indentification
- (c) Indifferent
- (d) Low identification
- (e) Very low identification

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