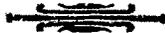


CENTRE OF ADVANCED STUDY IN EDUCATION

FACULTY OF EDUCATION AND PSYCHOLOGY

M. S. UNIVERSITY OF BARODA

A STUDY OF INNOVATIVE PRONENESS AND ITS CORRELATES IN THE SECONDARY SCHOOLS



Guide :

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The M. S. University of Baroda.

Investigator :

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M.A. (History), M.Ed.

(Teacher Fellow)

Dear friend,

In our country, several factors during the post independent period, have led to various educational committees and commissions to examine the various facets of education to recommend improved practices. This has resulted in certain educational reforms. These reforms and changes are being practised by teachers and pupils alike. This is again due to several internal and external factors including behavioural problems and institutional innovating proneness

This study is therefore an attempt to find out the factors affecting innovative proneness in secondary schools. I would request you to kindly furnish the required data by giving earnest co-operation and valuable thought to the Questionnaire. In doing so, you will help in making clear the causes for the innovative proneness. By your kind co-operation I will be able to complete this noble research work in time.

[Responses will be kept strictly confidential.]

With regards.

August 1979

Yours Sincerely,
Khushanuma Begum Khan

APPENDIX - A INNOVATIVE PRONENESS SCALE FOR TEACHERS

PURPOSE OF THE QUESTIONNAIRE

The questionnaire has been designed as part of a Large scale research study, whose purpose is to obtain the opinions of teachers of all the secondary and higher secondary schools of Gujarat state on various educational issues

A particular focus of interest is the attitudes of teachers towards innovation in education. For the purpose of the study an innovation is taken to mean a significant change in educational objectives, curriculum content, teaching method, pupil grouping, staff development, resource utilization and institution organization.

COMPLETION OF THE QUESTIONNAIRE

It will be greatly appreciated if you will be good enough to complete the questionnaire as fully and accurately as possible

following points should be carefully noted :

- (A) All responses are merely matters of opinion. There are no right or wrong answers.
- (B) In response to each item please express your own genuine opinion.
- (C) Answer each question by selecting one response only from the alternatives offered. In some cases the choice of response may seem difficult, even frustrating - but you will note that the response you choose is meant merely to represent the nearest approximation to your opinion.
- (D) Try to answer every item, as each forms, an important part of the total questionnaire.
- (E) Do not dwell too long on any response. Give the answer which is the uppermost in your mind

ANONYMITY AND CONFIDENTIALITY

To preserve the anonymity of all respondents neither your name nor the name of your institution will appear on the questionnaire. All responses will be treated in complete confidence.

Thank you for your co-operation, which is much appreciated

PERSONAL INFORMATION

For each question please tick (✓) the appropriate box. Do not write your or the name of the institution.

- | | | |
|--|---|---|
| 1. Age | Under
35 years <input type="checkbox"/> | 35 Years
or over <input type="checkbox"/> |
| 2. Sex | Male <input type="checkbox"/> | Female <input type="checkbox"/> |
| 3. Teaching experience (Count completed years only) | Less than
5 years <input type="checkbox"/> | 5 or more
years <input type="checkbox"/> |
| 4. Other Academic
qualification | Degree
completed | Degree not
completed |
| | S. S. C. <input type="checkbox"/> | |
| | B. A. <input type="checkbox"/> | |
| | B. Com <input type="checkbox"/> | |
| | B. Sc. <input type="checkbox"/> | |
| | M. Sc. <input type="checkbox"/> | |
| | M. Com. <input type="checkbox"/> | |
| | M. A. <input type="checkbox"/> | |
| 5. Professional Teacher
Training | Trained | Not trained |
| | T D. <input type="checkbox"/> | |
| | Dip. Ed. <input type="checkbox"/> | |
| | B. T <input type="checkbox"/> | |
| | B. Ed. <input type="checkbox"/> | |
| | M Ed. <input type="checkbox"/> | |
| | Ph. D. <input type="checkbox"/> | |
| 6. Have you taught in
another institution for
at least one year ? | Yes <input type="checkbox"/> | No. <input type="checkbox"/> |
| 7. Have you had teaching
or other first hand
professional experience
system ? | some <input type="checkbox"/> | None <input type="checkbox"/> |
| 8. In the past three years
have you attended
in service courses in education
organized by Extension
Department, or
CASE, or NCERT ? | some <input type="checkbox"/> | None <input type="checkbox"/> |
| 9. In the past three years
have you read any research
studies in Education ? | some <input type="checkbox"/> | None <input type="checkbox"/> |
| 10. Considering teaching as a
whole how satisfying do
you find it ? | Very
satisfying <input type="checkbox"/> | Not very
satisfying <input type="checkbox"/> |

3
SECTION ONE

STABLE CHANGE IN EDUCATION

Here is an arbitrary list of educational innovations which have been the subject of a good deal of debate and discussion. Some of them you may consider desirable and some undesirable, in varying degrees. Clearly there are no 'Right' or 'Wrong' answers.

Consider each innovation in turn. Imagine that it is being considered for introduction into your school and that, if it were introduced you would be significantly affected by the change.

For each innovation independently indicate the extent to which you should regard the change as desirable or undesirable. Follow the same procedure even if the innovation is in operation in your institution.

Use the following key and in response to each item circle the response which approximates most closely to your own personal opinion of the desirability of the change.

- SA — I would strongly agree with change.
- A — I would agree with the change.
- TA — I would tend to agree with the change.
- TD — I would tend to disagree with the change.
- D — I would disagree with the change.
- SD — I would strongly disagree with the change.

Proposed Change	Circle one Response
Special provision for socially or culturally disadvantaged pupils in your class (es).	SA A TA TD D SD
Giving intensive subject matter knowledge with the help of schools of other disciplines.	SA A TA TD D SD
Provision of a special enrichment programme for the ablest pupils in your school.	SA A TA TD D SD
Classroom teaching in collaboration with other staff members.	SA A TA TD D SD
Remedial provision for the least able students in your class(es).	SA A TA TD D SD
An experiment in coordinating various subjects in which your subject (s) would be involved.	SA A TA TD D SD
Syllabuses based on the ascertained interest of students in your subject(s)	SA A TA TD D SD
Reformulation of curriculum in view of 10 + 2 + 3.	SA A TA TD D SD

Item	Proposed Change	Circle one Response
9	Annual examinations creating competition among the children is to be replaced by continuous and comprehensive evaluation of their progress.	SA A TA TD D SD
10	The programme of felicitation of the distinct achievement by the students.	SA A TA TD D SD
11	A programme aimed at the development of an informal, non-authoritarian personal relationship between teachers and pupils	SA A TA TD D SD
12	A project designed to individualise student learning in your class(es)	SA A TA TD D SD
13	Experimentation with a programme designed to develop pupil creativity in your subject(s).	SA A TA TD D SD
14	The use of programmed learning through text books or teaching machines in your subject(s).	SA A TA TD D SD
15	Extensive use of educational film and television in your subject(s).	SA A TA TD D SD
16	The use of technological and audio-visual aids as a normal feature of your teaching method.	SA A TA TD D SD
17	The use of multimedia- curriculum packages in your subject(s) such as developed by the N.C.E.R T.	SA A TA TD D SD
18	Teaching of your subject to the children possessing various abilities in the various streams	SA A TA TD D SD
19	Introduction of subjectwise Timetable in place of traditional classwise Timetable.	SA A TA TD D SD
20	Flexible size and composition of learning groups, in place of 'the class' as the sole unit of organisation for learning.	SA A TA TD D SD
21	Teaching of your subject with seminar method.	SA A TA TD D SD

Proposed Change	Circle one Response
Flexible use of resource and accomo- dation in place of exclusive reliance on 'class-room based' learning.	SA A TA TD D SD
A Project in teach-learning in which you would be involved	SA A TA TD D SD
The use of non-teaching ancillary staff in your classroom.	SA A TA TD D SD
A programme designed to encourage all staff to participate in inservice education.	SA A TA TD D SD
Experimentation with problem solving enquiry/discovery approaches to learn- ing in your subject(s).	SA A TA TD D SD
A systematic self-evaluation by staff of the appropriateness and effective- ness of the total curriculum of the school.	SA A TA TD D SD
Co-operative self-evaluation by staff of the objectives of their teaching.	SA A TA TD D SD
A programme to develop community involvement in the life of the institu- tion.	SA A TA TD D SD
Reformulation of curriculum on the basis of a close working liaison between teachers and students	SA A TA TD D SD

SECTION TWO

PROCESS OF CHANGE IN EDUCATION

One may choose to adopt or not to adopt an innovation in education for a variety of reasons. Some of these reasons may include the specific characteristics of the innovation itself or the process circumstances of the innovation.

Imagine that a major new curriculum innovation in your own subject/subjects is being considered for introduction into your institution and that, if it were introduced, you would be likely to play a major part in its adoption and use. Now consider each of the following hypothetical statements independently and in response to each statement in turn indicate the degree to which you think it might be likely to adopt or not to adopt the innovation in question.

Remember that throughout you are considering a single innovation and assessing some of the 'Pros' and 'Cons' in so far as you would personally be involved in the change.

Use of this key :

A - I would take the initiative in asking to tryout the innovation.

B - I would respond to a request for volunteers to try out the innovation.

C - I would try the innovation only if specifically requested to do so.

D - I would prefer to continue with my current practices.

E - I would tend to be opposed to the introduction of the innovation.

F - I would definitely be opposed to the introduction of the innovation

Item	Proposed Change	Circle one response
1	If it appeared to be incompatible with the values and expectations of my colleagues.	A B C D E F
2	If I did not feel free to discuss my new ideas freely with colleagues without some risk of their resentment or opposition.	A B C D E F
3	If it were seen to be in conflict with the attitudes and priority of my colleagues.	A B C D E F
4	If I felt that my colleagues generally were resistant towards innovation in Education.	A B C D E F
5	If I thought it might be difficult to convince my colleagues of value of the innovation.	A B C D E F
6	If I felt that my colleagues generally favoured more traditional education practices.	A B C D E F
7	If I thought that by adopting it I might alienate some of colleagues.	A B C D E F
8	If I thought that it might adversely affect the morale of my colleagues.	A B C D E F
9	If I were not given a full understanding of the seems and likely consequences of the change.	A B C D E F
10	If my roles and responsibilities in the innovation were not clearly defined.	A B C D E F

Proposed Change	Circle one Response					
the norms and values of the institution did not appear to favour innovation.	A	B	C	D	E	F
there were not adequate means whereby I could readily discuss problems I might have with the innovation.	A	B	C	D	E	F
experimentation and creativity among staff were not actively encouraged at the institution.	A	B	C	D	E	F
adequate material resources for the innovation were not assured.	A	B	C	D	E	F
I did not feel assured that any stakes I might make in introducing new ideas would be accepted as a normal part of the process of professional growth.	A	B	C	D	E	F
I felt that staff were not helped to adjust to the demands of new roles and relationship arising from innovations.	A	B	C	D	E	F
I were not given a clear understanding of the need for change.	A	B	C	D	E	F
I had not been involved in making major decisions that affected my role in the innovation.	A	B	C	D	E	F
staff generally were not helped to develop the ability to accept new changes and experiences.	A	B	C	D	E	F
there were inadequate provision for consultation and communication regarding change.	A	B	C	D	E	F
the educational system did not seem encourage experimental innovative practices	A	B	C	D	E	F
I felt that I did not receive support for change from the local community.	A	B	C	D	E	F
there appeared to be official administrative resistance to new ideas.	A	B	C	D	E	F

Item	Proposed Change	Circle one Response					
24	If there appeared to be little public recognition of innovativeness.	A	B	C	D	E	F
25	If teachers were not encouraged by the educational system to develop initiative and creativity.	A	B	C	D	E	F
26	If I felt that the educational system were not materially helping the dissemination and adoption of new ideas.	A	B	C	D	E	F
27	If it were to require some change in my professional values and beliefs.	A	B	C	D	E	F
28	If it entailed the use of considerably free discipline in the classroom.	A	B	C	D	E	F
29	If it involved a radical reappraisal of the objectives of my teaching.	A	B	C	D	E	F
30	If it involved planning and carrying out a major part of my teaching along with other teachers.	A	B	C	D	E	F
31	If it involved a significant integration of the traditional subjects of the institution curriculum.	A	B	C	D	E	F
32	If it were likely to entail evaluation of my progress with the innovation.	A	B	C	D	E	F
33	If it would involve a major change in my current teaching methods.	A	B	C	D	E	F
34	If it required special retraining through attendance at inservice courses.	A	B	C	D	E	F
35	If it required keeping abreast of research and reading on the subjects.	A	B	C	D	E	F
36	If it involved teaching pupil in mixed ability groups.	A	B	C	D	E	F
37	If it required a large amount [of daily preparation.	A	B	C	D	E	F
38	If it involved extensive use of audio-visual or technological aids.	A	B	C	D	E	F

Proposed Change	Circle one Response					
I got real professional satisfaction from working the idea for its own sake.	A	B	C	D	E	F
it was in a field in which I had a really special professional interest.	A	B	C	D	E	F
it would give me the opportunity to undertake the good research in the subject.	A	B	C	D	E	F
the idea was original and creative.	A	B	C	D	E	F
the idea had theoretical relevance to existing knowledge in the field.	A	B	C	D	E	F
I thought it would be likely to contribute towards professional development.	A	B	C	D	E	F
I thought it would make effective use of professional skills and talents.	A	B	C	D	E	F
I felt that it would make for the effective use of professional time	A	B	C	D	E	F
I thought that it might enhance the reputation of the school	A	B	C	D	E	F
I thought that it might improve the equality of pupil learning	A	B	C	D	E	F
I felt that it might help to achieve the goals of the institution.	A	B	C	D	E	F
I thought it might improve the moral of my students.	A	B	C	D	E	F
I felt that it might improve the institution's standing in the eyes of the community.	A	B	C	D	E	F
I felt assured that my work in general was considered by the institution to be important and valuable.	A	B	C	D	E	F
it was on line with the preference of the administration of the institution	A	B	C	D	E	F
I felt that by adding it I would be seen to be making a significant contribution to the institution.	A	B	C	D	E	F
its superiority over existing practices had not been demonstrated conclusively.	A	B	C	D	E	F

Item	Proposed Change	Circle one Response				
56	If I thought that failure with the innovation might in any way jeopardise my career prospects.	A	B	C	D	E
57	If I had not had an opportunity to see it in operation elsewhere.	A	B	C	D	E
58	If there seemed to be any risk that the innovation might fail	A	B	C	D	E
59	If very little were known about the consequences of its use	A	B	C	D	E
60	If teachers and students in some other institution were not responding very favourably to it.	A	B	C	D	E

SECTION THREE

VALUES AND OPINION IN EDUCATION

The following statements express debatable opinions on various educational issues. Clearly there is no right or wrong answers. Indicate whether **on the whole you** agree or disagree with each statement by circling the one response **which most closely approximates to your own honest opinion on the issue**.

Use the following Key :

SA - I strongly agree

A - I agree

TA - I rather tend to agree

TD - I rather tend to disagree

D - I disagree

SD - I strongly disagree

Item	Proposed Change	Circle one response				
1	Schools of today are neglecting the three R's	SA	A	TA	TD	D
2	The student teacher relationship is the relationship between a child who needs direction, guidance and control and a teacher who is an expert in supplying direction guidance and control	SA	A	TA	TD	D
3	The backbone of the school curriculum is subject matters activities and useful mainly to facilitate the learning of subject matter.	SA	A	TA	TD	D

Proposed Change	Circle one Response
The curriculum consists of subject matter to be learned and skills to be acquired.	SA A TA TD D SD
The true view of Education is so arranging learning that the child gradually builds up a store-house of knowledge that he can use in the future.	SA A TA TD D SD
One of the big difficulties which modern schools is that discipline is often sacrificed to the interests of the students.	SA A TA TD D SD
The curriculum should contain an orderly arrangement of subjects that represent the best of our cultural heritage.	SA A TA TD D SD
Discipline should be governed by long-range interests and well-established standards	SA A TA TD D SD
Children need and should have more supervision and discipline than they usually get.	SA A TA TD D SD
Learning is essentially a process of increasing one's store of information about the various fields of knowledge.	SA A TA TD D SD
The goals of Education should be dictated by students' interests and needs.	SA A TA TD D SD
No subject is more important than the personalities of the students.	SA A TA TD D SD
Teachers should have freedom to teach what they think is right and best.	SA A TA TD D SD
Teachers should encourage students to study and criticize our own and other economic systems and practices	SA A TA TD D SD
The traditional moral standards of our students should not just be accepted, they should be examined and tested in solving the present problems of students.	SA A TA TD D SD
Learning is experimental the student should be taught to test alternatives before accepting any of them.	SA A TA TD D SD
Education and educational institutions must be sources of new social ideas.	SA A TA TD D SD
Right from the very first class, teachers must teach the student at his own level and at the level of the class he is in.	SA A TA TD D SD

Item	Proposed Change	Circle one Response
19	Children should be allowed more freedom than they usually get in the execution of learning activities.	SA A TA TD D SD
20	In a democracy, teachers should help students understand not only the meaning of democracy but also meaning of other political system.	SA A TA TD D SD
21	Everything on the earth is changeable	SA A TA TD D SD
22	A group which tolerates too many differences of opinion among its members cannot exist for long.	SA A TA TD D SD
23	Of all the philosophies which exist in this world there is probably only one which is correct.	SA A TA TD D SD
24	Most of the ideas that got printed now-a-days are not worth the paper they are printed on.	SA A TA TD D SD
25	A person who gets enthusiastic about too many causes is likely to be a pretty 'wishy-washy' sort of person.	SA A TA TD D SD
26	In the long run the best way to live is to pick friends whose tastes and beliefs are the same as one's own.	SA A TA TD D SD
27	To compromise with one's opponants is dangerous because it usually leads to betrayal of one's own	SA A TA TD D SD
28	It is often necessary to be more on one's guared against ideas put out by people in one's own camp than by those in the opposing camp.	SA A TA TD D SD
29	There are two kinds of people in this world : those who are for the truth and those who are against it.	SA A TA TD D SD
30	It is only natural that a person would have a much better acquaintance with ideas he believes in rather than with ideas he opposes.	SA A TA TD D SD
31	One should constantly question well established ways of teaching.	SA A TA TD D SD
32	It is unwise to take professional risks by introducing new ideas in one's teaching.	SA A TA TD D SD
33	One should be willingly to try an innovation even though it is realized that it may not be altogether successful.	SA A TA TD D SD

Proposed Change	Circle one response
To improve our educational system some innovations need to be initiated before they have been fully searched.	SA A TA TD D SD
One should be wary of being associated with the introduction of an unsuccessful new practices as it might jeopardize one's professional career.	SA A TA TD D SD
One should try out new ways in education even if it is uncertain how they will work out.	SA A TA TD D SD
It just does not pay to take any professional risks in trying to change established ways of doing things.	SA A TA TD D SD
One should be wary of introducing new practices lest it might alienate one's colleagues.	SA A TA TD D SD
One should not accept new ideas which are not consolidated in the field of education.	SA A TA TD D SD
One should exercise persistence in sticking with an innovation despite some initial set-backs.	SA A TA TD D SD
Innovations in education cause negative attitudes towards good traditional teaching methods.	SA A TA TD D SD
We should proceed in education on the basis of the proven 'good' rather than the hypothetical 'better'.	SA A TA TD D SD
We should put more effort into consolidating gains in education than in trying new practices.	SA A TA TD D SD
Most innovations are not worth time and effort they require.	SA A TA TD D SD
One should generally stick with familiar ways of doing things in one's work.	SA A TA TD D SD
Most new ideas in education are a fad.	SA A TA TD D SD
The introduction of innovations in education disrupts the institution too much.	SA A TA TD D SD
There is little evidence that innovations really improve the quality of learning.	SA A TA TD D SD
One should be sceptical about adopting unusual ideas.	SA A TA TD D SD
There is little incentive in education to experiment with new ideas.	SA A TA TD D SD
It is of the utmost importance to develop a good understanding of the process of change in education.	SA A TA TD D SD

Item	Proposed Change	Circle one Response
52	Teachers today must have a disposition of open minded optimism towards innovation in education.	SA A TA TD D S
53	Institution should be innovative because change is a common characteristic of our way of life.	SA A TA TD D S
54	It is very important to continually question the objectives of one's teaching.	SA A TA TD D S
55	Educational institution should be more responsive to contemporary changes in society.	SA A TA TD D S
56	One should take the initiative in contacting other schools trying out interesting new ideas.	SA A TA TD D S
57	One of the characteristics of a good teacher today is readiness to adopt innovations.	SA A TA TD D S
58	Regular self-evaluation of the effectiveness of one's teaching is of the utmost importance.	SA A TA TD D S
59	Teachers today should try to bring new ideas and developments to the attention of one's colleagues.	SA A TA TD D S
60	It is essential to keep abreast of research on innovations in education.	SA A TA TD D S

Your co-operation in completing this questionnaire is much appreciated. Kindly go over to next part.



Leadership Behaviour Description Questionnaire LBDQ (Halpin)

	+ ve	- ve
A = always occurs	4	0
B = often occurs	3	1
C = occasionally occurs	2	2
D = Seldom occurs	1	3
E = Never occurs	0	4

Initiating Structure

Please Circle Response

He makes his attitude clear to the staff.	A	B	C	D	E
He tries out his new ideas with the staff.	A	B	C	D	E
He rules with an iron hand	A	B	C	D	E
He criticizes poor work.	A	B	C	D	E
He speaks in a manner not to be questioned.	A	B	C	D	E
He assigns staff members to particular tasks.	A	B	C	D	E
He works without a plan.	A	B	C	D	E
He maintains definite standards.	A	B	C	D	E
He emphasizes the meeting of deadlines	A	B	C	D	E
He encourages the use of uniform procedures.	A	B	C	D	E
He makes sure that his part in the organization is understood by all members.	A	B	C	D	E
He asks that staff members follow standard rules and regulations.	A	B	C	D	E
He lets staff members know what is expected of them.	A	B	C	D	E
He sees to it that staff members are working up to capacity.	A	B	C	D	E
He sees to it that the work of staff members is coordinated,	A	B	C	D	E

Consideration

He does personal favours for staff members.	A	B	C	D	E
He does little things to make it pleasant to be a member of the staff	A	B	C	D	E

Item	Initiating Structure	Please encircle Response				
3	He is easy to understand.	A	B	C	D	E
4	He finds time to listen to staff members.	A	B	C	D	E
5	He keeps to himself.					
6	He looks out for the personal welfare of individual staff members.	A	B	C	D	E
7	He refuses to explain his actions.	A	B	C	D	E
8	He acts without consulting the staff.	A	B	C	D	E
9	He is slow to accept new ideas.	A	B	C	D	E
10	He treats all staff members as his equals.	A	B	C	D	E
11	He is willing to make changes.	A	B	C	D	E
12	He is friendly and approachable.	A	B	C	D	E
13	He makes staff members feel at ease when talking to them.	A	B	C	D	E
14	He puts suggestions made by the staff into operation.	A	B	C	D	E
15	He gets staff approval on important matters before going ahead.	A	B	C	D	E

Organisational Climate Description Questionnaire OCDQ (Halpin)

	Scoring	S
	+ vly.	
A - Rarely occurs	1	
B - Sometimes occurs	2	
C - Often occurs	3	
D - Very frequently occurs	4	

Teachers' Behaviour

Item	encircle your Response		
1 The mannerisms of teachers at this school are annoying	A	B	C
2 There is a minority group of teachers who always oppose the majority.	A	B	C

Encircle your Response

Teachers exert group pressure on nonconforming faculty members.	A	B	C	D
Teachers seek special favours from the principal.	A	B	C	D
Teachers interrupt other faculty members who are speaking in the staff meetings.	A	B	C	D
Teachers ask nonsensical questions in faculty meetings.	A	B	C	D
Teachers ramble when they talk in faculty meetings.	A	B	C	D
Teachers at this school stay by themselves.	A	B	C	D
Teachers talk about leaving the school system.	A	B	C	D
Teachers socialize together in small select groups.	A	B	C	D
Routine duties interfere with the job of teaching.	A	B	C	D
Teachers have too many committee requirements.	A	B	C	D
Student progress reports require too much work.	A	B	C	D
Administrative paper work is burdensome at this school.	A	B	C	D
Sufficient time is given to prepare administrative reports.	A	B	C	D
Instructions for the operation of teaching aids are available.	A	B	C	D
The morale of the teachers is high.	A	B	C	D
The teachers accomplish their work with great vim, vigour and pleasure.	A	B	C	D
Teachers at this school show much school spirit.	A	B	C	D
Custodial service is available when needed.	A	B	C	D
Most of the teachers here accept the fault of their colleagues.	A	B	C	D
School supplies are readily available for use in class work.	A	B	C	D
There is considerable laughter when teachers gather informally.	A	B	C	D
In faculty meetings, there is the feeling of 'let's get things done.'	A	B	C	D

Item	Encircle your Response			
25 Extra books are available for classroom use.	A	B	C	D
26 Teachers spend time after school with students who have individual problems.	A	B	C	D
27 Teachers' closest friends are other faculty members at this school.	A	B	C	D
28 Teachers invite other faculty members to visit them at home.	A	B	C	D
29 Teachers know the family backgrounds of other faculty members.	A	B	C	D
30 Teachers talk about their personal life to their faculty members.	A	B	C	D
31 Teachers have fun socializing together during school time.	A	B	C	D
32 Teachers work together preparing administrative reports.	A	B	C	D
33 Teachers prepare administrative reports by themselves.	A	B	C	D
34 Faculty meetings are organized according to a tight agenda.	A	B	C	D
35 Faculty meetings are mainly headmaster reports meetings.	A	B	C	D
36 The head-master runs the faculty meetings like a business conference.	A	B	C	D
37 Teachers leave the grounds during the school day.	A	B	C	D
38 Teachers eat lunch by themselves in their own class rooms.	A	B	C	D
39 The rules set by the Head-master are never questioned.	A	B	C	D
40 Teachers are contacted by the Head master each day	A	B	C	D
41 School secretarial service is available for teacher's use.	A	B	C	D
42 Teachers are informed of the results of a supervisors' visit.	A	B	C	D

Encircle your response

The head-master makes all class-scheduling decisions.	A	B	C	D
The head-master schedules the work for the teachers.	A	B	C	D
The head-master checks the subject-matter ability of teachers.	A	B	C	D
The head-master corrects teachers' mistakes.	A	B	C	D
The head-master insures that teachers work to their full capacity.	A	B	C	D
Extra duty for teachers is posted conspicuously.	A	B	C	D
The head-master talks a great deal.	A	B	C	D
The head-master goes out of his way to help teachers	A	B	C	D
The head-master sets an example by working hard himself.	A	B	C	D
The head-master uses constructive criticism.	A	B	C	D
The head-master is well prepared when he speaks at school functions.	A	B	C	D
The head-master explains his reasons.	A	B	C	D
The headmaster looks out for the personal welfare of teachers.	A	B	C	D
The head-master is in the building before the teachers arrive.	A	B	C	D
The head-master tells teachers of new ideas he has run across.	A	B	C	D
The head-master is easy to understand.	A	B	C	D
The head-master helps teachers solve personal problems.	A	B	C	D
The head-master does personal favours for teachers.	A	B	C	D
The head-master stays after school to help teachers furnish their work.	A	B	C	D
The head-master helps staff members settle minor differences.	A	B	C	D
Teachers help select which courses will be taught.	A	B	C	D
The head-master tries to get better salaries for teachers.	A	B	C	D

[Please do not omit any item.]

Job Satisfaction Inventory

Directions :

Different people experience different degrees of satisfaction or dissatisfaction with the various aspects of the job. The following are some aspects of the job followed by a rating scale. Kindly examine each aspect and decide the degree of satisfaction or dissatisfaction you feel in your present job. Then **TICK** under the appropriate alternative. Please look at the example below. Suppose you feel "some-dissatisfied" with your "accomplishment in the job" then you will put a tick (✓) under the statement. Notice that this has already been done for you.

Example :

ACCOMPLISHMENT IN MY JOB

Very dissatisfied	Some what dissatisfied ✓	Neither satisfied nor dissatisfied	Some what satisfied	Very satisfied
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Similarly examine each aspect and make one choice for every aspect and mark your own feeling in the appropriate column.

[Do not skip any aspect, Now go ahead]

Aspect of the job	Very dissatisfied	Some-what dissatisfied	Neither satisfied nor dissatisfied	Some-what satisfied	Very satisfied
1 Salary I get					
2 Cordial relations with my colleagues					
3 Interest shown by my head of the department or institution in my work					
4 Security of my job					
5 Cordial relations with my head of the dept. or institution					
6 Comforts of Physical working conditions (like place of work, noise light, temperature) of my job					
7 Liking for the nature of my job					
8 Achievement in my work					
9 Use of my talents					
10 Responsibility in my job					