

A P P E N D I X : I

(For Ph.D. Research only)

THE M. S. UNIVERSITY OF BARODA

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A STUDY OF INNOVATION DISSONANCE AND  
ITS CORRELATES IN THE SECONDARY SCHOOLS

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Dear friend,

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

This study is therefore an attempt to find out causes and reasons for this resistance to innovation. I would request you as my fellow teachers 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 disparity between an educational reform (or) innovation and its implementation.

(Responses will be kept strictly confidential)

February 1978

Investigator.

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#### SURVEY OF TEACHERS' OPINIONS

##### 1. PURPOSE OF THE QUESTIONNAIRE

The questionnaire has been designed as part of a large-scale research study, whose purpose is to ascertain the opinions of teachers in a selected sample of (secondary) schools 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 methods, pupil grouping, staff deployment, resource utilisation or school organisation.

##### 2. 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.

The 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 express your own genuine opinion. Do not respond as you think teachers generally might be likely to respond, or in a manner which you think might be considered desirable, if this is in conflict with your own personal opinion.
- C) Answer each question by selecting one response only from the alternative 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.

3. ANONYMITY AND CONFIDENTIALITY :

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

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

NOTE :- For reasons of brevity the terms 'school' and 'pupil' have been used. Where appropriate, interpret the terms as 'College' and 'student' respectively.

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 uppermost in your mind.

For each question please tick the appropriate box. Do not write your name or the name of the school.

Q				Q.	C.
1	Age	Under 35 years	35 Years or over	1	
		<input type="checkbox"/>	<input type="checkbox"/>		
2	Sex	Male	Female	2	
		<input type="checkbox"/>	<input type="checkbox"/>		
3	Teaching experience (count completed years only)	Less than 5 years	5 or more years	3	
		<input type="checkbox"/>	<input type="checkbox"/>		
4	Professional teacher training	Trained	Un Trained	4	
		<input type="checkbox"/>	<input type="checkbox"/>		
5	Other Academic Qualification completed.	Degree completed	Degree not completed	5	
		<input type="checkbox"/>	<input type="checkbox"/>		

6 Have you taught in another school for at least one year? Yes No 6

<input type="checkbox"/>	<input type="checkbox"/>
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7 Have you had teaching or other first hand professional experience in any educational system? Some None 7

<input type="checkbox"/>	<input type="checkbox"/>
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8 In the past three years have you attended in-service courses in education? Some None 8

<input type="checkbox"/>	<input type="checkbox"/>
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9 In the past three years have you read any research studies in education? Some None 9

<input type="checkbox"/>	<input type="checkbox"/>
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10 Considering teaching as a whole how satisfying do you find it? Very Satisfying Not very satisfying 10

<input type="checkbox"/>	<input type="checkbox"/>
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\*or since you entered teaching if you have been teaching for less than three years.

SECTION ONE - DEBATABLE CHANGES 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 would regard the change as desirable or undesirable. Follow the same procedure even if the innovation is already in operation in your school.

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 the 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

Item	Proposed Change	Circle one Response	Item
1	A comprehensive programme of educational personal and social guidance for all pupils.	SA A TA TD D SD	1
2	Special provision for socially or culturally disadvantaged pupils in your class (es).	SA A TA TD D SD	2
3	Provision of a special enrichment programme for the ablest pupils in your class (es).	SA A TA TD D SD	3
4	Continuous assessment of individual pupil progress in your class(es) in place of competitive class examinations.	SA A TA TD D SD	4

Item	Proposed Change	Circle one Response	Item
5	Remedial provision for the least able pupils in your class(es).	SA A TA TD D SD	5
6	An experiment in co-ordinating school subjects, in which your subject(s) would be involved.	SA A TA TD D SD	6
7	Syllabbi based on the ascertained interests of pupils in your subject(s).	SA A TA TD D SD	7
8	Involvement in a school(s) council curriculum project in your subject(s).	SA A TA TD D SD	8
9	Experimentation with problem-solving/enquiry/discovery approaches to learning in your subject(s).	SA A TA TD D SD	9
10	The abolition of conventional school rewards and punishments.	SA A TA TD D SD	10
11	A programme aimed at the development of an informal, non-authoritarian personal relationship between teachers and pupils.	SA A TA TD D SD	11
12	A project designed to individualize pupils learning of your class(es).	SA A TA TD D SD	12
13	Experimentation with a programme designed to develop pupil creativity in your subject(s).	SA A TA TD D SD	13
14	The use of programmed learning through text books or teaching machines in your subject(s).	SA A TA TD D SD	14
15	Extensive use of educational film and television in your subject(s).	SA A TA TD D SD	15

Item	Proposed Change	Circle one Response	Item
16	The use of technological and audio-visual aids as a normal feature of your teaching method.	SA A TA TD D SD	16
17	The use of multimedia curriculum packages in your subject(s) such as developed by the School Council/Nuffield foundation.	SA A TA TD D SD	17
18	Teaching pupils in unstreamed mixed ability groups in your subject(s).	SA A TA TD D SD	18
19	Flexible or block time-tabling in place of the conventional separate class periods.	SA A TA TD D SD	19
20	Flexible size and composition of learning groups in place of a reliance on 'the class' as the sole unit of organisation for learning.	SA A TA TD D SD	20
21	Teaching pupils in mixed age groups based on achievement in place of conventional age grouping in your subject(s).	SA A TA TD D SD	21
22	Flexible use of resources and accomodation in place of exclusive reliance on 'class-room' based learning.	SA A TA TD D SD	22
23	A project in team teaching, in which you would be involved.	SA A TA TD D SD	23
24	The use of non-teaching ancillary staff in your class room.	SA A TA TD D SD	24
25	A Programme designed to encourage all staff to participate in in-service education.	SA A TA TD D SD	25
26	Co-operative self-evaluation by staff of the objectives of their teaching.	SA A TA TD D SD	26

Item	Proposed Change	Circle one Response	Item
27	A systematic self-evaluation by staff of the appropriateness and effectiveness of the total curriculum of the school.	SA A TA TD D SD	27
28	The formation of a parent-teacher association.	SA A TA TD D SD	28
29	A programme to develop community involvement in the life of the school.	SA A TA TD D SD	29
30	Development of a close working liaison between teachers and parents.	SA A TA TD D SD	30

## 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 and circumstances of the introduction of the innovation.

Imagine that a major new curriculum innovation in your own subject/subjects is being considered for introduction into your school 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 influence your decision 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 this key.

- A = I would take the initiative in asking to try out innovation.
- B = I would respond to a request for question 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	Item
1	If I were not given a full understanding of the aims and likely consequences of the change.	A B C D E F	1
2	If my roles and responsibilities in the innovation were not clearly defined.	A B C D E F	
3	If the norms and values of the school did not appear to favour innovation.	A B C D E F	3
4	If there were not adequate means whereby I could readily discuss problems I might have with the innovation.	A B C D E F	4
5	If experimentation and creativity among staff were not actively encouraged by the school.	A B C D E F	5
6	If adequate material resources for the innovation were not assured.	A B C D E F	6

Item	Proposed change	Circle one response	Item
7	If I did not feel assured that any mistakes 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	7
8	If I felt that staff were not helped to adjust to the demands of new roles and relationships arising from innovations.	A B C D E F	8
9	If I were not given a clear understanding of the need for change.	A B C D E F	9
10	If I had not been involved in making major decisions that affected my role in the innovation.	A B C D E F	10
11	If staff generally were not helped to develop the ability to accept new challenges and experiences.	A B C D E F	11
12	If there were inadequate provision for consultation and communication regarding change.	A B C D E F	12
13	If it appeared to be in compatible with the values and expectations of my colleagues.	A B C D E F	13
14	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	14
15	If it were seen to be in conflict with the attitudes and priorities of my colleagues.	A B C D E F	15
16	If I felt that my colleagues generally were resistant towards innovation in education.	A B C D E F	16
17	If I thought it might be difficult to convince my colleagues of the value of the innovation.	A B C D E F	17

Item	Proposed change	Circle one response	Item
18	If I felt that my colleagues generally favoured more traditional educational practices.	A B C D E F	18
19	If I thought that by adopting it I might alienate some of my colleagues.	A B C D E F	19
20	If I thought that it might adversely affect the morale of some of my colleagues.	A B C D E F	20
21	If the educational system did not seem to encourage experimental, innovative practices.	A B C D E F	21
22	If I felt that I did not receive support for change from the local community.	A B C D E F	22
23	If there appeared to be official administrative resistance to new ideas.	A B C D E F	23
24	If there appeared to be little public recognition of innovativeness.	A B C D E F	24
25	If teachers were not encouraged by the educational system to develop initiative and creativity.	A B C D E F	25
26	If I felt that the educational system was not materially helping the dissemination and adoption of new ideas.	A B C D E F	26
27	If it would involve a major change in any current teaching methods.	A B C D E F	27
28	If I thought it might enhance the reputation of the school.	A B C D E F	28
29	If it required keeping abreast of research and reading on the subject.	A B C D E F	29
30	If it involved teaching pupils in mixed ability groups.	A B C D E F	30

Item	Proposed change	Circle one response	Item
31	If it required a large amount of daily preparation.	A B C D E F	31
32	If it involved extensive use of Audio-visual or technological aids.	A B C D E F	32
33	If it were to require some change in my professional values and beliefs.	A B C D E F	33
34	If it entailed the use of considerably free discipline in the class-room.	A B C D E F	34
35	If it involved a radical reappraisal of the objectives of my teaching.	A B C D E F	35
36	If it involved planning and carrying out a major part of my teaching along with other teachers.	A B C D E F	36
37	If it involved a significant integration of the traditional subjects of the school curriculum.	A B C D E F	37
38	If it were likely to entail evaluation of my progress with the innovation.	A B C D E F	38
39	If its superiority over existing practices had not been demonstrated conclusively.	A B C D E F	39
40	If I thought that failure with the innovation might in any way jeopardise my career prospects.	A B C D E F	40
41	If I had not an opportunity to see it in operation elsewhere.	A B C D E F	41
42	If there seemed to be any risk that the innovation might fail.	A B C D E F	42
43	If very little were known about the consequences of its use.	A B C D E F	43

Item	Proposed change	Circle one response	Item
44	If teachers and pupils in some other schools were not responding very favourably to it.	A B C D E F	44
45	If it required special retraining through attendance at in-service courses.	A B C D E F	45
46	If I thought that it might improve the quality of pupil learning.	A B C D E F	46
47	If I felt that it might help to achieve the goals of the school.	A B C D E F	47
48	If I thought it might improve the morale of my pupils.	A B C D E F	48
49	If I felt that it might improve the school's standing in the eyes of the community.	A B C D E F	49
50	If I felt assured that my work in general was considered by the school to be important and valuable.	A B C D E F	50
51	If it was in line with the preference of the administration of the school.	A B C D E F	51
52	If I felt that by adopting if I would be seen to be making a significant contribution to the school.	A B C D E F	52
53	If I got real professional satisfaction from working on the idea for its own sake.	A B C D E F	53
54	If it was in a field in which I had a really special professional interest.	A B C D E F	54
55	If it would give me the opportunity to undertake some good research in the subject.	A B C D E F	55

Item	Proposed Change	Circle one response	Item
56	If the idea was original and creative.	A B C D E F	56
57	If the idea had theoretical relevance to existing knowledge in the field.	A B C D E F	57
58	If I thought it would be likely to contribute towards my professional development.	A B C D E F	58
59	If I thought it would make effective use of my professional skills and talents.	A B C D E F	59
60	If I felt that it would make for the effective use of my professional time.	A B C D E F	60

SECTION THREE - VALUES AND OPINIONS IN EDUCATION

The following statements express debatable opinions on various educational issues. Clearly there are 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	Item
10	Schools of today are neglecting the three R's.	SA A TA TD D SD	1

Item	Proposed Change	Circle one response	Item
2	The pupil-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 SD	2
3	The back bone of the school curriculum is subject matter; activities are useful mainly to facilitate the learning of subject matter.	SA A TA TD D SD	3
4	The curriculum consists of subject matter to be learned and skills to be acquired.	SA A TA TD D SD	4
5	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	5
6	One of the big difficulties with modern schools is that discipline is often sacrificed to the interests of the children.	SA A TA TD D SD	6
7	The curriculum should contain an orderly arrangement of subjects that represent the best of our cultural heritage.	SA A TA TD D SD	7
8	Discipline should be governed by long-range interests and well established standards.	SA A TA TD D SD	8
9	Children need and should have more supervision and discipline than they usually get.	SA A TA TD D SD	9
10	Learning is essentially a process of increasing one's store of information about the various fields of knowledge.	SA A TA TD D SD	10

Item	Proposed change	Circle one response	Item
11	The goals of education should be dictated by children's interests and needs.	SA A TA TD D SD	11
12	No subject is more important than the personalities of the pupils.	SA A TA TD D SD	12
13	Teachers should have freedom to teach what they think is right and best.	SA A TA TD D SD	13
14	Teachers should encourage pupils to study and criticize our own and other economic systems and practices.	SA A TA TD D SD	14
15	The traditional moral standards of our children should not just be accepted, they should be examined and tested in solving the present problems of students.	SA A TA TD D SD	15
16	Learning is experimental; the child should be taught to test alternatives before accepting any of them.	SA A TA TD D SD	16
17	Education and educational institutions must be sources of new social ideas.	SA A TA TD D SD	17
18	Right from the very first class, teachers must teach the child at his own level and not at the level of the class he is in.	SA A TA TD D SD	18
19	Children should be allowed more freedom than they usually get in the execution of learning activities.	SA A TA TD D SD	19
20	In a democracy, teachers should help students understand not only the meaning of democracy but also the meaning of other political system.	SA A TA TD D SD	20
21	There is nothing new under the sun	SA A TA TD D SD	21

Item	Proposed change	Circle one Response	Item
22	A group which tolerates too many differences of opinion among its members cannot exist for long.	SA A TA TD D SD	22
23	Of all the Philosophies which exist in this world there is probably only one which is correct.	SA A TA TD D SD	23
24	Most of the ideas that get printed nowadays are not worth the paper they are printed on.	SA A TA TD D SD	24
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	25
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	26
27	To compromise with one's opponents is dangerous because it usually leads to betrayal of one's own side.	SA A TA TD D SD	27
28	It is often necessary to be more on one's guard against ideas put out by people in one's own camp than by those in the opposing camp.	SA A TA TD D SD	28
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 <u>SD</u>	29
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	30
31	One should constantly question well established ways of teaching.	SA A TA TD D SD	31

Item	Proposed change	Circle one Response	Item
32*	It is unwise to take professional risks by introducing new ideas in one's teaching.	SA A TA TD D SD	32
33	One should be willing to try an innovation even though it is realised that it may not be altogether successful.	SA A TA TD D SD	33
34	To improve our educational system some innovations need to be initiated before they have been fully researched.	SA A TA TD D SD	34
35	One should be wary of being associated with the introduction of unsuccessful new practices as it might jeopardize one's professional career.	SA A TA TD D SD	35
36	One should try out new ways in education even if it's uncertain how they will work out	SA A TA TD D SD	36
37*	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	37
38*	One should be wary of introducing new practices lest it might alienate one's colleagues.	SA A TA TD D SD	38
39	One should encourage new ideas in education even if they are little known or unpopular.	SA A TA TD D SD	39
40	One should exercise persistence in sticking with an innovation despite some initial set-backs.	SA A TA TD D SD	40
41	Innovations in education cause negative attitudes towards good traditional teaching methods.	SA A TA TD D SD	41
42	We should proceed in education on the basis of the proven 'good' rather than the hypothetical 'better!'	SA A TA TD D SD	42

Item	Proposed change	Circle one response	Item
43	We should put more effort into consolidating gains in education than in trying new practices.	SA A TA TD D SD	43
44	Most innovations are not worth the time and effort they require.	SA A TA TD D SD	44
45	One should generally stick with familiar ways of doing things in one's work.	SA A TA TD D SD	45
46	Most new ideas in education are fads.	SA A TA TD D SD	46
47	The introduction of innovations in education distrupts the school too much.	SA A TA TD D SD	47
48	There is little evidence that innovations really improve the quality of learning.	SA A TA TD D SD	48
49	One should be sceptical about adopting unusual ideas.	SA A TA TD D SD	49
50	There is little incentive in education to experiment with new ideas.	SA A TA TD D SD	50
51	It is of the utmost importance to develop a good understanding of the process of change in education.	SA A TA TD D SD	51
52	Teachers today must have a disposition of open-minded optimism towards innovation in education.	SA A TA TD D SD	52
53	School should be more innovative because change is a common characteristics of our way of life.	SA A TA TD D SD	53
54	It is very important to continually question the objectives of one's teaching.	SA A TA TD D SD	54
55	Schools should be more responsive to contemporary change in society.	SA A TA TD D SD	55

Item	Proposed change	Circle one response	Item
56	One should take the initiative in contacting other schools trying out interesting new ideas.	SA A TA TD D SD	56
57	One of the characteristics of a good teacher today is readiness to adopt innovations.	SA A TA TD D SD	57
58	Regular self-evaluation of the effectiveness of one's teaching is of the utmost importance.	SA A TA TD D SD	58
59	Teachers today should try to bring new ideas and developments to the attention of one's colleagues.	SA A TA TD D SD	59
60	It is essential to keep abreast of research on innovation in education.	SA A TA TD D SD	60

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

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 encircle to response
1	He makes his attitudes clear to the staff.	A B C D E
2	He tries out his new ideas with the Staff.	A B C D E

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Initiating Structure	Please encircle to response
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- |    |   |   |   |   |   |   |
|----|---|---|---|---|---|---|
| 3  | He rules with an iron hand.*  | A | B | C | D | E |
| 4  | He criticizes poor work.  | A | B | C | D | E |
| 5  | He speaks in a manner not to be questioned.                                   | A | B | C | D | E |
| 6  | He assigns staff members to particular tasks.                                 | A | B | C | D | E |
| 7  | He works without a plan*  | A | B | C | D | E |
| 8  | He maintains definite standards.  | A | B | C | D | E |
| 9  | He emphasizes the meeting of deadlines.                                       | A | B | C | D | E |
| 10 | He encourages the use of uniform procedures.                                  | A | B | C | D | E |
| 11 | He makes sure that his part in the organization is understood by all members. | A | B | C | D | E |
| 12 | He asks that staff members follow standard rules and regulations.             | A | B | C | D | E |
| 13 | He lets staff members know what is expected of them.                          | A | B | C | D | E |
| 14 | He sees to it that staff members are working up to capacity.                  | A | B | C | D | E |
| 15 | He sees to it that the work of staff members is coordinated.                  | A | B | C | D | E |

CONSIDERATION

- |   |  |   |   |   |   |   |
|---|--|---|---|---|---|---|
| 1 | He does personal favours for staff members.                            | A | B | C | D | E |
| 2 | He does little things to make it pleasant to be a member of the staff. | A | B | C | D | E |
| 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 |

Initiating Structure		Please encircle to response				
5	He keeps to himself.*	A	B	C	D	E
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 with out 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 taking with 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

\* To be scored negatively.

ORGANISATIONAL CLIMATE DESCRIPTION QUESTIONNAIRE

OCDQ (HALPIN)

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

I DISENGAGEMENT

Encircle your  
response.

- 1 The mannerisms of teachers at this school are annoying. A B C D
- 2 There is a minority group of teachers who always oppose the majority. A B C D
- 3 Teachers exert group pressure on nonconforming faculty members A B C D
- 4 Teachers seek special favours from the principal A B C D
- 5 Teachers interrupt other faculty members who are talking in the staff meetings. A B C D
- 6 Teachers ask nonsensical questions in faculty meetings. A B C D
- 7 Teachers ramble when they talk in faculty meetings. A B C D
- 8 Teachers at this school stay by themselves. A B C D
- 9 Teachers talk about leaving the school system A B C D
- 10 Teachers socialize together in small select groups. A B C D

II HINDRANCE

- 11 Routine duties interfere with the job of teaching. A B C D
- 12 Teachers have too many committee requirements. A B C D
- 13 Student progress reports require too much work. A B C D
- 14 Administrative paper work is burdensome at this school. A B C D
- 15 Sufficient time is given to prepare administrative reports. A B C D
- 16 Instructions for the operation of teaching aids are available. A B C D

- III ESPRIT
- Encircle your response
- 17 The morale of the teachers is high A B C D
- 18 The teachers accomplish their work with great vim, vigour and pleasure A B C D
- 19 Teachers at this school show much school spirit. A B C D
- 20 Custodial service is available when needed. A B C D
- 21 Most of the teachers here accept the faults of their colleagues. A B C D
- 22 School supplies are readily available for use in classwork. A B C D
- 23 There is considerable laughter when teachers gather informally. A B C D
- 24 In faculty meetings, there is the feeling of 'let's get things done'. A B C D
- 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
- IV INTIMACY
- 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

----- HEADMASTER'S BEHAVIOUR -----

V. ALCOFNESS

- |     |   |   |   |   |   |
|-----|---|---|---|---|---|
| 34  | Faculty meetings are organized accroding to a tight agenda.         | A | B | C | D |
| 35  | Faculty meetings are mainly headmaster reports meetings.            | A | B | C | D |
| 36  | The headmaster runs the faculty meeting 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 Headmaster are never questioned.               | A | B | C | D |
| 40  | Teachers are contacted by the Headmaster 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 |

VI PRODUCT EMPHASIS

- |    |   |   |   |   |   |
|----|---|---|---|---|---|
| 43 | The headmaster makes all class-scheduling decisions.              | A | B | C | D |
| 44 | The headmaster schedules the work for the teacher.                | A | B | C | D |
| 45 | The headmaster checks the subject-matter ability of teachers.     | A | B | C | D |
| 46 | The headmaster corrects teachers' mistakes.                       | A | B | C | D |
| 47 | The headmaster insures that teachers work to their full capacity. | A | B | C | D |
| 48 | Extra duty for teachers is posted conspicuously.                  | A | B | C | D |
| 49 | The headmaster talks a great deal                                 | A | B | C | D |

VII THRUST

- |    |   |   |   |   |   |
|----|---|---|---|---|---|
| 50 | The headmaster goes out of his way to help teachers.                | A | B | C | D |
| 51 | The headmaster sets an example by working hard himself.             | A | B | C | D |
| 52 | The headmaster uses constructive criticism                          | A | B | C | D |
| 53 | The headmaster is well prepared when he speaks at school functions. | A | B | C | D |
| 54 | The headmaster explains his reasons                                 | A | B | C | D |
| 55 | The headmaster looks out for the personal welfare of teachers.      | A | B | C | D |
| 56 | The headmaster is in the building before the teachers arrive        | A | B | C | D |
| 57 | The headmaster tells teachers of new ideas he has run across.       | A | B | C | D |
| 58 | The headmaster is easy to understand                                | A | B | C | D |

VIII CONSIDERATION

- |    |   |   |   |   |   |
|----|---|---|---|---|---|
| 59 | The headmaster helps teachers solve personal problems.                | A | B | C | D |
| 60 | The headmaster does personal favours for teachers.                    | A | B | C | D |
| 61 | The headmaster stays after school to help teachers finish their work. | A | B | C | D |
| 62 | The headmaster helps staff members settle minor difference.           | A | B | C | D |
| 63 | Teachers help select which courses will be taught.                    | A | B | C | D |
| 64 | The headmaster tries to get better salaries for teachers.             | A | B | C | D |

Please do not omit any items.

THURSTONE TEMPERAMENT SCHEDULE

By

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THE UNIVERSITY OF CHICAGO.

This schedule was developed to show types of temperament. It is a list of questions about likes and dislikes, preferences and habits, in everyday life.

There are no right or wrong answers to these questions; one answer can be just as good as some other answer. Be sure to follow the instructions below carefully. Only by doing so will you obtain results which are accurate and of value to you.

INSTRUCTIONS FOR MARKING ANSWERS :

For each question, make tick mark (✓) for the answer that fits you best. If your answer is "Yes", make it under "Yes". If your answer is "No", make it under "No". If you cannot decide, make it under the question mark.

If you want to change an answer, draw a circle around your first answer and make it under the answer you prefer. DO NOT erase any answer you have marked.

Be sure that you put the answer to each page in the proper column. Whenever you turn a page, make certain that the answer sheet lines up with the questions.

S.No.	ITEM	YES	?	NO
1.	Are you more restless and fidgety than most people?			
2.	Do you ordinarily work quickly and energetically ?			

S.No.	ITEM	YES	?	NO
3.	In conversation, do you often gesture with hands and heads?			
4.	Do you drive your vehicle rather faster ?			
5.	Are you rather deliberate in telephone conversations ?			
6.	Are you often in a hurry ?			
7.	As a boy (or) girl, did you prefer work in which you could move round?			
8.	Do people consider you to be rather quiet?			
9.	Do you talk more slowly than most people?			
10.	Do you usually speak louder than most people?			
11.	Do you usually work fast ?			
12.	Do you eat rapidly even when there is plenty of time ?			
13.	Do you prefer to linger over a meal and enjoy it ?			
14.	Do you like work that is slow and deliberate ?			
15.	Do you often let a problem work itself out by waning ?			
16.	Do you like to drive a car rather fast when there is no speed limit ?			
17.	Is your handwriting rather fast ?			
18.	Do you often work slowly and leisurely?			
19.	Do you often try to persuade others to your points of view ?			
20.	Do you generally work faster than most people ?			

S. No.	ITEM	YES	?	NO
21.	Do you enjoy spending leisure time on physical work ?			
22.	Do you have a low-pitched voice ?			
23.	Do you enjoy working with tools?			
24.	Do you enjoy having good physical work-out?			
25.	Do you like work that requires physical exertion ?			
26.	Do you swear often ?			
27.	Do you often participate in physical sports ?			
28.	Are you handy with tools ?			
29.	Have you ever done any hunting ?			
30.	Do you like fishing ?			
31.	Have you participated in Wrestling ?			
32.	Have you played on a base ball team ?			
33.	Do you like work in which there is vigorous activity?			
34.	Do you enjoy a race or game better when you bet on it ?			
35.	Have you ever been captain of a team ?			
36.	Are you resourceful in fixing mechanical things about the house ?			
37.	Have you ever done any racing ?			
38.	Have you done horseback riding as a sport ?			
39.	Have you participated in boxing ?			
40.	Have you played on a football team ?			

S.No.	ITEM	YES	?	NO
41.	Do you let yourself go and have a gay time at a party ?			
42.	Do you often make people laugh?			
43.	Do you like to be where there is something doing all the time ?			
44.	Do you usually notice the furniture or rugs in a strange house ?			
45.	Do you like work that has a lot of excitement ?			
46.	Do you like work requiring patience and cheerfulness ?			
47.	Are you frequently considered to be happy-go lucky ?			
48.	Do you make up your mind easily ?			
49.	Do you like work involving competition ?			
50.	Do you like work in which you must change often from one task to another ?			
51.	In watching a game, do you yell along with the others ?			
52.	Do you usually have a "ready answer" ?			
53.	Do you frequently feel "on top of the world" ?			
54.	Do you remember the names of the people you meet ?			
55.	Do you like to take change just for the excitement ?			
56.	In the morning, do you usually bound out of bed energetically ?			
57.	Do you spend much of your leisure time out-of doors ?			
58.	Do you usually make up your mind quickly ?			

S.No.	ITEM	YES	?	NO
59.	As a younger, were you occasionally the leader in reckless stunt ?			
60.	Do you frequently forget things ?			
61.	Do you find it difficult to speak before an audience ?			
62.	Do you often take the initiative in planning for a party ?			
63.	Do you often tell stories to entertain others ?			
64.	Do you like to be the chairman of a meeting ?			
65.	Do you enjoy being the host at a party ?			
66.	Do you enjoy presenting a new project before a group ?			
67.	Do you enjoy promoting a new project ?			
68.	Do you like to introduce the speaker at a meeting ?			
69.	Do you enjoy introducing people ?			
70.	Do people have to go more than half-way to get to know you ?			
71.	Do you frequently keep in the background on social occasion ?			
72.	Do you assure responsibilities without much hesitation ?			
73.	Were you bashful when you were a child?			
74.	Are you like to take charge in case of an accident ?			
75.	Would you enjoy being the toastmaster at a banquet ?			
76.	Do you like work in which you must influence others ?			

S.No.	ITEM	YES	?	NO
77.	Do you find it easy to give instructions to servants ?			
78.	Do you often wait and let others take the initiative ?			
79.	Do you avoid Public speaking ?			
80.	At a party, do you often find yourself talking to a group of people ?			
81.	Is your mood easily influence by people around you ?			
82.	Can you relax in a noisy room ?			
83.	Do you often see so many lalternatives that a decision is difficult ?			
84.	Do you remain calm when a friend is in pain?			
85.	Can you study with the radio on ?			
86.	Do you often alternate between happiness and sadness ?			
87.	Do you tend to become hungry quickly with a sudden pang ?			
88.	Are you usually cool and composed in a dangerous situation ?			
89.	Can you work under distraction ?			
90.	Do you often fret about the little daily chores ?			
91.	Are you annoyed to leave a task unfinished ?			
92.	When you are emotionally upset, do you tend to lose your appetite ?			
93.	Does it irritate you to be interrupted when you are concentrating ?			
94.	Can you return to work easily ?			
95.	Does it bother you to have to finish a job by a dead-line ?			
96.	Do you often feel impatient ?			
97.	Does it take a long time in the morning before you are fully awake ?			
98.	Are you generally regarded as optimistic ?			
99.	Are you often annoyed to have to leave your work ?			
100.	Are you hands and feel often cold ?			

S.No.	ITEM	YES	?	NO
101.	Do you often praise and encourage your friends ?			
102.	Do you like work requiring many conferences with new people ?			
103.	Do you spend many evenings with friends ?			
104.	Do you like work that requires much talking ?			
105.	Are there some foods that you strongly dislike ?			
106.	Do you get acquainted with your neighbours ?			
107.	Are you sometimes considered to be cold and unsympathetic ?			
108.	Do you like work that puts you in contact with a lot of people ?			
109.	Do you usually agree with the group about how things should be done ?			
110.	Do you easily win the friendship of strangers ?			
111.	Do you feel sentimental about anniversaries and birthdays ?			
112.	Do people readily tell you about their personal troubles ?			
113.	Do you tend to join many organizations?			
114.	Are you relatively free from self-consciousness ?			
115.	Do you like working as a member of a group ?			
116.	Can you put strangers at ease ?			
117.	Is it easy for you to express yourself in conversation ?			
118.	Does it usually take a long time to get acquainted with you ?			

S.No.	ITEM	YES	?	NO
119.	Do you have a large and sprawling handwriting ?			
120.	Are you at ease in a large group of people ?			
121.	Do you often contribute new ideas in your work ?			
122.	Are you considered to be absent-minded ?			
123.	Do you like work that must be very systematic and orderly ?			
124.	Are you often bored with people ?			
125.	Do you like to work with theoretical ideas ?			
126.	As a child, were you inclined to take life seriously ?			
127.	Do you like working alone ?			
128.	When you have an important problem, do you prefer to think it through alone ?			
129.	Do you like work that requires much reading ?			
130.	Do you like work that requires scientific precision ?			
131.	Do you often like to change devices and procedures ?			
132.	Do you often prefer to spend an evening alone ?			
133.	Do you tend to take on more things than you can finish well ?			
134.	Did you often play alone as a child?			
135.	Do you like to invent new procedures and devices ?			
136.	Are you more interested in planning a project than in carrying it out ?			
137.	Do you often get behind in your work ?			

S.No.	ITEM	YES	?	NO
138.	Do you like work where have yave peace and quiet ?			
139.	Do you like work that requires accuracy in find detail.			
140.	Do you often find books more interesting than people ?			

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