

QUESTIONNAIRES

SECTION-I

1. PERSONAL DATA SHEET

1. Name of the Institution \_\_\_\_\_  
Total number of pupils in the school \_\_\_\_\_
2. State whether the institution is....(check )  
a) High school (  ), b) Higher Secondary School (  )
3. Location of the school...(check )  
1) Urban (  ), 2) Semi-urban (  ), 3) Rural (  )
4. Age in complete years \_\_\_\_\_
5. Nature of School management: (check )  
Government (  ); Society (  ); Missionary (  );  
Public Trust (  ).
6. Sex: Male/Female (check )
7. Caste : \_\_\_\_\_
8. Qualification: 

First Degree	Class/ Grade	Professional Degree	Class/ Grade
_____	_____	_____	_____
_____	_____	_____	_____
9. Total income from all sources: \_\_\_\_\_
10. Father's Occupation:  
(if deceased, when alive) \_\_\_\_\_
11. Father's education \_\_\_\_\_
12. Experience (in years) \_\_\_\_\_
  - a) As a teacher \_\_\_\_\_ number of Schools totalling for \_\_\_\_\_ Yrs.
  - b) As a superior <sup>visor</sup> in \_\_\_\_\_ number of schools totally for \_\_\_\_\_ Yrs.
  - c) As a Principal/Head-master in \_\_\_\_\_ number of schools \_\_\_\_\_ totally for \_\_\_\_\_ Yrs.
13. Average percent of time spent by the Principal/Head-master of your school in different kinds of work in a week....
  - 1) Conference with superiors \_\_\_\_\_
  - 2) Consultation with senior teachers \_\_\_\_\_
  - 3) Consultation/discussion/conferences with junior teachers \_\_\_\_\_
  - 4) Reading official correspondance \_\_\_\_\_
  - 5) Answering mail \_\_\_\_\_
  - 6) Checking teachers' correction work \_\_\_\_\_
  - 7) Checking teachers' evaluation work of pupils' performance in school examination \_\_\_\_\_
  - 8) Attending meetings \_\_\_\_\_

- 9) Participation in an inservice training programme \_\_\_\_\_
- 10) Coordination work in the school \_\_\_\_\_
- 11) Meeting outsiders (parents and community) \_\_\_\_\_
- 12) Planning \_\_\_\_\_
- 13) Professional reading \_\_\_\_\_
- 14) Inspection of office work \_\_\_\_\_
- 15) Making speeches in the school \_\_\_\_\_ Out-side school \_\_\_\_\_
- 16) Professional consultation \_\_\_\_\_
- 17) Scheduling \_\_\_\_\_
- 18) Public relations \_\_\_\_\_
- 19) Personnel management work \_\_\_\_\_
- 20) Meeting pupils to know their needs and to understand their problems \_\_\_\_\_
- 21) Supervision of teachers' work \_\_\_\_\_
- 22) Writing reports \_\_\_\_\_

#### TEACHER MORALE INVENTORY (TMI)

Instruction:

This inventory contains 100 statements. Each statement elicits certain responses from you. In general, this inventory is meant to measure MORALE in schools. We should like to have your response, keeping in view your own opinion about several things mentioned in various statements.

Please give your FRANK responses to each statement in one of the following ways:

1. You may fully <sup>agree</sup> with the statement (A)
2. You may partly agree with the statement (B)
3. You may not be able to decide whether you agree or disagree (C)
4. You may partially disagree with statement (D)
5. You may fully disagree with the statement (E)

You are requested to give your opinion indicating how you feel about the description given in each statement. In other words, please write A or B or C or D or E; keeping in view your own experience in your school.

Statements

1. I work with a good spirit ( )
2. I feel satisfied at the end of the day ( )
3. I am proud to have been working in this school ( )
4. The teacher seldom gets due respect and and dignity in the community ( )
5. The principal give me all kinds of facilities to develop my individual abilities ( )
6. I wish to do something new everyday ( )
7. I am sad due to the teaching load ( )
8. The school management fulfillls all its promises ( )
9. I feel that the teaching profession is unpleasant ( )
10. Teaching is not the only job of the teacher, there is something more than that ( )
11. In this school there is a good cooperation ( )
12. I always strive hard to come to the top in my profession ( )
13. Parents often create problems ( )
14. To me salary is important but preparing a child for citizenship is more important ( )
15. While entering the school, I always feel fresh ( )
16. I am attempting to keep myself away from students ( )
17. This institution gives importance to work but not to the teacher ( )
18. I feel teacher's profession is very interesting ( )
19. I have hardly any teaching aids to do my teaching work smoothly. ( )
20. I feel that the teacher has forgotten his own duty and has become businesslike ( )
21. Nowhere there is a good staff as we have in our school. ( )
22. The present curriculum does not fulfill the aims of education. ( )
23. Those who have ambition to work in the field of teaching, have great scope in this school. ( )
24. I do not get peace and rest even in the free period ( )
25. I feel it enjoyable to teach subjects of my own liking. ( )

26. The better programmes of the education get full cooperation forever from the community ( )
27. Goals of the institution have always remained on paper. ( )
28. I will leave this profession if the earning in other professions is more as compared to teaching ( )
29. I am strict as far as discipline is concerned ( )
30. The school management always looks to its interest and does not care to look to the teachers. ( )
31. I am fully satisfied with my job ( )
32. I do not have any interference from the community at anytime. ( )
33. I get frightened while talking to my principal ( )
34. After some years the teachers become disinterested in the teaching profession. ( )
35. I am always troubled by low wages ( )
36. Attitude of our principal with the staff is very strict. ( )
37. I have full confidence that whatever I shall teach I shall do it at my best ( )
38. I feel I will not be able to adjust myself with the principals' nature. ( )
39. Our administration gives careful thought to our suggestions. ( )
40. The workload in this schools is unbearable ( )
41. It is not necessary to have intelligence for entering the teaching profession ( )
42. I have become one with my school and therefore, I do not want to leave my teaching work. ( )
43. In our school, we always tolerate shortcomings of each other. ( )
44. I meet the students after school time to solve their individual difficulties ( )
45. Parents never contact us whenever an intimation is sent to them. ( )
46. Teachers in our school have family like bonds ( )
47. I am concerned only with the salary and not with the work. ( )

48. I like to teach the student-oriented courses ( )
49. Teachers having self-respect will find it difficult to work in this organisation. ( )
50. Very often students threaten to go on strike ( )
51. Adequate equipment are always available in the school for carrying out my work ( )
52. For the uplift of society, I consider the teaching profession to be the best ( )
53. Our principal always interferes in teaching work ( )
54. The salary we are paid, is not enough, considering the work we put-in. ( )
55. I have no sincerity for the work on account of the rigid attitude of the management of the organization. ( )
56. I feel that a number of students in the class do not permit me to do my job to my satisfaction. ( )
57. In our school, every teacher tries to accomplish the goals of the institution. (M )
58. My principal forces me to attend a seminar or workshop even in vacation. ( )
59. In this profession I have been able to maintain status to my liking. ( )
60. Great care is taken in this school for progress of the teachers. ( )
61. I like to stay in the groups of teachers ( )
62. Due to my interest in teaching work I am never tired after teaching work. ( )
63. Without taking the ideas of the staff, changes are always effected in the school. ( )
64. With great difficulty I am continuing in my teaching post. ( )
65. The parents are always coming complaining about the results of their children. ( )
66. I am fed up as a teacher so I wish to get rid of it. ( )
67. I always feel pleasure in teaching the students. ( )
68. I seldom get any help from colleagues in dealing with incidents of student indiscipline. ( )
69. The reference material in the school library is not enough. ( )
70. There appears to be difference of opinion between our principal and the teachers. ( )

71. The parents do not come complaining if punishment is inflicted upon the pupils. ( )
72. I am satisfied with my salary ( )
73. I have selected this profession out of my own liking. ( )
74. In our closed climate type organization, despite my desire. I am unable to perform my duties as per the goals of the institution. ( )
75. In this school, an honest, faithful and industrious teacher will never progress. ( )
76. In our school, teachers' ability is always recognised. ( )
77. It is difficult to follow the policies of the organisation. ( )
78. I do not wish to leave this school even though I get a better job in other schools. ( )
79. I have never been able to take a quick decision for anything. ( )
80. Everyone observes well the rule and regulations of the school. ( )
81. I am not given responsibility according to my abilities. ( )
82. In our staff, everyone is interested in pulling down the other. ( )
83. Rigid syllabus brings lack of interest into the the atmosphere. ( )
84. On account of good atmosphere in this organization, I feel that there is liberty to do whatever work we decide to do. ( )
85. The school campus where I work is kept clean and attractive. ( )
86. Every teacher satisfies his own interest rather than the school's interest. ( )
87. There are many disadvantages than advantages in this profession. ( )
88. Our principal never lets down any teacher in front of others. ( )
89. The parents are interested to have the pupils taught in a better manner by us in this school. ( )
90. There appears to be some quarrel amongst the members of the school management. ( )

- 91. I am prepared to put new ideas regarding curriculum into practice. ( )
- 92. With differences in opinion arising too often in the daily routine, there is hardly any interest in this profession. ( )
- 93. I always enjoy working with students' representative unions and other school committees. ( )
- 94. My teaching workload is just sufficient ( )
- 95. I can easily adjust myself in any organisational set-up. ( )
- 96. I feel that it is necessary to revise the school curriculum. ( )
- 97. My superior in school has a satisfactory attitude towards me. ( )
- 98. I have more administrative work to do (attendance, collecting fees, progress report etc.). ( )
- 99. I am always amply paid ( )
- 100. I do not like to be present in most of the meetings of the school I am required to attend. ( )

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**3. ACHIEVEMENTS OF SUPERVISION WORK IN THE IMPROVEMENT OF TEACHING  
-LEARNING IN THE SCHOOL**

Instructions:

Against each item listed below is a series of symbols (3,2,1,0). The items are some possible or actual achievements of supervision work. Please encircle one of the symbols to indicate your rating of each of the items.

3. if fully achieved  
2. if partially achieved  
1. if a little is achieved, and  
0. if nothing is achieved at all.

<u>Achievements</u>	<u>Score</u>			
	3	2	1	0
1. Release of teacher creativity	3	2	1	0
2. Development of teacher initiative	3	2	1	0
3. Enthusiasm created in teachers for good teaching	3	2	1	0
4. Creating interest in teachers to read educational literature	3	2	1	0
5. Creating attitude among teachers to solve their instructional difficulties through consultation with colleagues.	3	2	1	0
6. Creating a good teaching-learning climate in school.	3	2	1	0

<u>Achievements</u>	<u>Score</u>			
7. Organization of regular staff meetings	3	2	1	0
8. Planning of teaching by the group committees of teacher.	3	2	1	0
9. Teachers' participation in academic decision-making.	3	2	1	0
10. Increase in the professional reading by teachers.	3	2	1	0
11. Fearless academic expression of teachers.	3	2	1	0
12. Planned teaching work	3	2	1	0
13. Climate for educational innovation in the school.	3	2	1	0
14. Creation of democratic environment in the school.	3	2	1	0
15. Increase in achievement motivation of of pupils.	3	2	1	0
16. Increase in student interaction during the learning process.	3	2	1	0
17. Healthy human relationship between the headmaster and the staff.	3	2	1	0
18. Improved staff morale.	3	2	1	0
19. Healthy relationship between the school and the local community.	3	2	1	0
20. Improvement in school discipline	3	2	1	0
21. High ranking of the school by district Educational officer.	3	2	1	0
22. Improvement in staff stability	3	2	1	0
23. Reduction in the extent of wastage in school.	3	2	1	0
25. Improved morale and tone of the school	3	2	1	0
24. Reduction in the extent of stagnation in school	3	2	1	0

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4. ORGANIZATIONAL CLIMATE DESCRIPTION QUESTIONNAIRE (OCDQ)  
 (Adapted from the Tool developed by Andrew W. Halpin and Don. B. Croft)

Sixty-four statements, are given below. Each one describes how a school can be characterised by the behaviour of the teachers' group of its principal. As a member of the staff of your school, kindly indicate the characteristic of your school by encircling the appropriate number from those given at the right hand end of each statement.

Encircle 4 if it occurs very frequently  
 3 if it occurs often  
 2 if it occurs sometimes; and  
 1 if it occurs rarely.

Statements

Score

I. DISENGAGEMENT

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

II. HINDRANCE

- |     |  |   |   |   |   |
|-----|--|---|---|---|---|
| 11. | Routine duties interfere with the job of teaching              | 4 | 3 | 2 | 1 |
| 12. | Teachers have too many committee requirements                  | 4 | 3 | 2 | 1 |
| 13. | Student progress reports require too much work                 | 4 | 3 | 2 | 1 |
| 14. | Administrative paper-work is burdensome at this school.        | 4 | 3 | 2 | 1 |
| 15. | Sufficient time is given to prepare administrative reports.    | 4 | 3 | 2 | 1 |
| 16. | Instructions for the operation of teaching aids are available. | 4 | 3 | 2 | 1 |

III. ESPRIT

- |     |  |   |   |   |   |
|-----|--|---|---|---|---|
| 17. | The morale of the teachers is high                                 | 4 | 3 | 2 | 1 |
| 18. | The teachers accomplish their work with great vigour and pleasure. | 4 | 3 | 2 | 1 |
| 19. | Teachers at this schools show much school spirit.                  | 4 | 3 | 2 | 1 |
| 20. | Custodial service is available when needed.                        | 4 | 3 | 2 | 1 |
| 21. | Most of the teachers here accept the faults of their colleagues.   | 4 | 3 | 2 | 1 |
| 22. | School supplies are readily available for use                      | 4 | 3 | 2 | 1 |

- in class work
23. There is considerable laughter when teachers gather informally. 4 3 2 1
  24. In faculty meetings, there is the feeling of "Let's get things done". 4 3 2 1
  25. Extra books are available for classroom use. 4 3 2 1
  26. Teachers spend time after school with students who have individual problems. 4 3 2 1

#### IV. INTIMACY

27. Teachers' closest friends are other faculty members at this school. 4 3 2 1
28. Teachers invite other faculty members to visit them at home. 4 3 2 1
29. Teachers know the family background of other faculty members. 4 3 2 1
30. Teachers talk about their personal life to other faculty members. 4 3 2 1
31. Teachers have fun socializing together during school time 4 3 2 1
32. Teachers work together preparing administrative reports. 4 3 2 1
33. Teachers prepare administrative reports by themselves. 4 3 2 1

#### V. ALOOFNESS

34. Faculty meetings are organized according to a tight agenda. 4 3 2 1
35. Faculty meetings are mainly principal report meetings. 4 3 2 1
36. The principal runs the faculty meeting like a business conference. 4 3 2 1
37. Teachers leave the grounds during the school day 4 3 2 1
38. Teachers eat lunch by themselves in their own class rooms. 4 3 2 1
39. The rules set by the principal are never questioned. 4 3 2 1
40. Teachers are contacted by the principal each day. 4 3 2 1

- |     |   |   |   |   |   |
|-----|---|---|---|---|---|
| 41. | School secretarial service is available for teacher's use.    | 4 | 3 | 2 | 1 |
| 42. | Teachers are informed of the results of a supervisor's visit. | 4 | 3 | 2 | 1 |

VI. PRODUCTION EMPHASIS

- |     |  |   |   |   |   |
|-----|--|---|---|---|---|
| 43. | The principal makes all class scheduling decisions.              | 4 | 3 | 2 | 1 |
| 44. | The principal schedules the work for the teachers.               | 4 | 3 | 2 | 1 |
| 45. | The principal checks the subject-matter ability of teachers.     | 4 | 3 | 2 | 1 |
| 46. | The principal corrects teachers' mistakes                        | 4 | 3 | 2 | 1 |
| 47. | The principal ensures that teachers work to their full capacity. | 4 | 3 | 2 | 1 |
| 48. | Extra duty for teachers is posted conspicuously.                 | 4 | 3 | 2 | 1 |
| 49. | The principal talks a great deal.                                | 4 | 3 | 2 | 1 |

VII. THRUST

- |     |  |   |   |   |   |
|-----|--|---|---|---|---|
| 50. | The principal goes out of his way to help teachers.                | 4 | 3 | 2 | 1 |
| 51. | The principal sets an example by working hard himself.             | 4 | 3 | 2 | 1 |
| 52. | The principal uses constructive criticism                          | 4 | 3 | 2 | 1 |
| 53. | The principal is well-prepared when he speaks at school functions. | 4 | 3 | 2 | 1 |
| 54. | The principal explains his reasons for criticism.                  | 4 | 3 | 2 | 1 |
| 55. | The principal looks out for the personal welfare of teachers       | 4 | 3 | 2 | 1 |
| 56. | The principal is in the building before teachers arrive.           | 4 | 3 | 2 | 1 |
| 57. | The principal tells teachers of new ideas he has run across.       | 4 | 3 | 2 | 1 |
| 58. | The principal is easy to understand                                | 4 | 3 | 2 | 1 |

VIII. CONSIDERATION

59. The principal helps teachers solve personal problems.	4	3	2	1
60. The principal does personal favours for teachers	4	3	2	1
61. The principal stays after school to help teachers finish their work.	4	3	2	1
62. The principal helps staff members settle minor differences.	4	3	2	1
63. Teachers help select which courses will be taught.	4	3	2	1
64. The principal tries to get better salaries for teachers.	4	3	2	1

5. THE DOGMATISM SCALE

(Adapted Version of Milton Rokeach's Scale)

DIRECTIONS:

Here some statements are given. Please indicate your agreement or disagreement with each statement by encircling one of the six numerical figures given at the right-hand side.

Encircle + 1 if you agree a little  
 + 2 if you agree on the whole  
 + 3 if you agree very much  
 -1 if you disagree a little  
 - 2 if you disagree on the whole  
 - 3 if you disagree very much.

<u>Statements</u>	<u>Rating Scale</u>					
1. The United States and Russia have just about nothing in common.	+1	+2	+3	-1	-2	-3
2. The highest form of Government is Democracy and the highest form of Democracy is a Government run by those who are most intelligent.	+1	+2	+3	-1	-2	-3
3. Even though freedom of speech for all groups is a worthwhile goal, it is unfortunately necessary to restrict the freedom of certain political groups.	+1	+2	+3	-1	-2	-3
4. It is only natural that a person would have a much better acquaintance with ideas he believes in than with ideas he opposes.	+1	+ 2	+3	-1	-2	-3

5.	Man on his own is a helpless and miserable creature.	+1	+2	+3	-1	-2	-3
6.	Fundamentally, the world we live in is pretty lonesome place	+1	+2	+3	-1	-2	-3
7.	Most people just don't give a 'damn' for others.	+1	+2	+3	-1	-2	-3
8.	I'd like it if I could find someone who would tell me how to solve my personal problems.	+1	+2	+3	-1	-2	-3
9.	It is only natural for a person to be rather fearful of the future.	+1	+2	+3	-1	-2	-3
10.	There is so much to be done and so little time to do it.	+1	+2	+3	-1	-2	-3
11.	Once I get wound up in a heated discussion,I just can't stop.	+1	+2	+3	-1	-2	-3
12.	In a discussion I often find it necessary to repeat myself several times to make sure I am being understood.	+1	+2	+3	-1	-2	-3
13.	In a heated discussion I generally become so absorbed in what I am going to say that I forget to listen to what the others are saying.	+1	+2	+3	-1	-2	-3
14.	It is better to be a dead hero than to be a live coward.	+1	+2	+3	-1	-2	-3
15.	While I don't like to admit this even to myself,my secret ambition is to become a great man,like Einstein or Beethoven or Shakespear.	+1	+2	+3	-1	-2	-3
16.	The main thing in life is for a person to want to do something important.	+1	+2	+3	-1	-2	-3
17.	If given the chance I would do something of great benefit to the world.	+1	+2	+3	-1	-2	-3
18.	In the history of mankind there have probably been just a handful of great thinkers.	+1	+2	+3	-1	-2	-3
19.	There are a number of people I have come to hate because of the things they stand for.	+1	+2	+3	-1	-2	-3
20.	A man who does <del>not</del> believe in some great cause has not really lived.	+1	+2	+3	-1	-2	-3

21.	It is only when a person devotes himself to an ideal or a cause, that life becomes meaningful.	+1	+2	+3	-1	-2	-3
22.	Of all the different philosophies which exist in this world there is probably only one which is correct.	+1	+2	+3	-1	-2	-3
23.	A person who gets enthusiastic about too many causes is likely to be a pretty "wishy-washy" sort of person.	+1	+2	+3	-1	-2	-3
24.	To compromise with our political opponents is dangerous because it usually leads to the betrayal of our own side.	+1	+2	+3	-1	-2	-3
25.	When it comes to differences of opinion in religion we must be careful not to compromise with those who believe differently from the way we do.	+1	+2	+3	-1	-2	-3
26.	In times like these, a person must be pretty selfish if he considers primarily his own happiness.	+1	+2	+3	-1	-2	-3
27.	The worst crime a person could commit is to attack publicly the people who believe in the same things he does.	+1	+2	+3	-1	-2	-3
28.	In times like these it is often necessary to be more on guard against ideas put out by people or groups in one's own camp than by those in the opposing camp.	+1	+2	+3	-1	-2	-3
29.	A group which tolerates too much differences of opinion among its own members cannot exist for long.	+1	+2	+3	-1	-2	-3
30.	There are two kinds of people in this world, those who are for the truth and those who are against the truth.	+1	+2	+2	-1	-2	-3
31.	My blood boils whenever a person stubbornly refuses to admit he's wrong.	+1	+2	+3	-1	-2	-3
32.	A person who thinks primarily of his own happiness is beneath contempt.	+1	+2	+3	-1	-2	-3

- |     |   |    |    |    |    |    |    |
|-----|---|----|----|----|----|----|----|
| 33. | Most of the ideas which get printed now-a-days aren't worth the paper they are printed on.  | +1 | +2 | +3 | -1 | -2 | -3 |
| 34. | In this complicated world of ours, the only way we can know <del>what's</del> going on is to rely on leaders or experts who can be true guides.       | +1 | +2 | +3 | +1 | -2 | -3 |
| 35. | It is often desirable to reserve judgement about what is going on until one has had a chance to hear <del>the</del> opinions of those one respects.   | +1 | +2 | +3 | -1 | -2 | -3 |
| 36. | In the long run, the best way to live is to pick friends and associates whose tastes and beliefs are the same as one's own.                           | +1 | +2 | +3 | -1 | -2 | -3 |
| 37. | The present is all too often full of unhappiness, it is only the future that counts.  | +1 | +2 | +3 | -1 | -2 | -3 |
| 38. | If a man is to accomplish his mission in life, it is sometime necessary to gamble "all or nothing at all".  | +1 | +2 | +3 | -1 | -2 | -3 |
| 39. | Unfortunatently, a good many people <del>withwhom</del> I have discussed important social and moral problems don't really understand what's going on. | +1 | +2 | +3 | -1 | -2 | -3 |
| 40. | Most people just don't know what's good for them.   | +1 | +2 | +3 | -4 | -2 | -3 |

#### b. TRADITIONAL-PROGRESSIVE SCHOOL SCALE

Here are some statements describing the nature of your school. Kindly indicate the most characteristic statement by encircling the appropriate figure at the right hand side.

1. Rarely occurs (A)
2. Sometimes occurs (B)
3. Often occurs (C)
4. Very frequently occurs (D)

Statements

- |  |   |   |   |   |
|--|---|---|---|---|
| 1. This school limits its teaching to prescribed department syllabus.  | A | B | C | D |
| 2. It is believed in the school that pupils are usually not capable of solving their problems themselves through democratic process. | A | B | C | D |
| 3. Our principal frowns at all new ideas   | A | B | C | D |
| 4. Subjecting pupils to rigorous discipline is what is emphasised in the school.   | A | B | C | D |
| 5. Self government activities in the SCHOOL are considered to be a waste of time because students cannot govern themselves.          | A | B | C | D |
| 6. Students get opportunity to learn by doing.   | A | B | C | D |
| 7. More learning takes place in students from instructional materials and aids other than prescribed school textbooks.               | A | B | C | D |
| 8. In this school, the principal motivates teachers rather than directs.   | A | B | C | D |
| 9. Extra-curricular activities are considered to be lowering pupil achievement.  | A | B | C | D |
| 10. Teachers resist new practices  | A | B | C | D |
| 11. Teachers recognize and respect individual differences among pupils.  | A | B | C | D |
| 12. This school encourages establishment of hobby clubs for pupils.  | A | B | C | D |
| 13. The principals give unquestioning support to teachers in punishing misbehaving students.   | A | B | C | D |
| 14. This school makes it a point to consult teachers and students on all important academic issues.                                  | A | B | C | D |

- |   |   |   |   |   |
|---|---|---|---|---|
| 15. Pupils are trusted to work together without supervision.  | A | B | C | D |
| 16. This school uses written assignments as a mode of final examination in all subjects.                        | A | B | C | D |
| 17. Staff-meetings provide an open forum for teachers.  | A | B | C | D |
| 18. More of the school time is spent on self-assignments and guidance to pupils than teaching prescribed texts. | A | B | C | D |
| 19. The self-evaluation by the teachers have helped the school to change for the better.                        | A | B | C | D |
| 20. Methods of teaching are directed to stimulate pupil-reasoning and self-learning.                            | A | B | C | D |
| 21. Teachers of this school have participation in the inservice training programmes.                            | A | B | C | D |
| 22. Examinations in this school are not used for diagnostic and remedial work.                                  | A | B | C | D |
| 23. Pupils dare not criticise their teachers even if they do not understand what they teach.                    | A | B | C | D |
| 24. Orderly behaviour is enforced on pupils.  | A | B | C | D |
| 25. The teachers of the school grow on the job.   | A | B | C | D |

#### 7. ADMINISTRATOR BEHAVIOUR DESCRIPTION SCALE

Directions:

Here are some statements which simply describe the behaviour of individuals in leadership positions. Kindly read the five answers provided after each item and decide which one of the five most nearly expresses the frequency with which the leader engages in the behaviour. Please put a bracket around the answer you have selected. Eg. (A) or (B) or (C) or (D)

Note:

The term "group" as employed in the following items refers to a department, division, or other unit of organisation which is supervised by the person being described. The term "members" refers to all personnel in the unit of organisation which is supervised by the person being described.

A = Always  
B = often  
C = occasionally  
D = seldom  
E = never.

- |     |  |   |   |   |   |    |
|-----|--|---|---|---|---|----|
| 1.  | He keeps informed about the work that is being done.         | A | B | C | D | E. |
| 2.  | He makes outside contacts for the group                      | A | B | C | D | E  |
| 3.  | He schedules the work to be done                             | A | B | C | D | E  |
| 4.  | He works right along with the group                          | A | B | C | D | E  |
| 5.  | He explains why a particular action is important.            | A | B | C | D | E  |
| 6.  | He tells the public about the importance of his group.       | A | B | C | D | E  |
| 7.  | He asks members to follow organisational lines.              | A | B | C | D | E  |
| 8.  | He looks out for the welfare of individual member.           | A | B | C | D | E  |
| 9.  | He gives advance notice of changes                           | A | B | C | D | E  |
| 10. | He speaks in public in the name of the group.                | A | B | C | D | E  |
| 11. | He figures ahead on what should be done                      | A | B | C | D | E  |
| 12. | He encourages members to work as a team                      | A | B | C | D | E  |
| 13. | He keeps well informed about the progress of the group.      | A | B | C | D | E  |
| 14. | He backs up the members in their actions.                    | A | B | C | D | E  |
| 15. | He encourages the use of certain uniform procedures.         | A | B | C | D | E  |
| 16. | He makes it pleasant to be a member of the group.            | A | B | C | D | E  |
| 17. | He establishes cordial relations with subordinates.          | A | B | C | D | E  |
| 18. | He establishes cordial relations with superiors.             | A | B | C | D | E  |
| 19. | He knows who is responsible for each job                     | A | B | C | D | E  |
| 20. | He keeps the group informed.                                 | A | B | C | D | E  |
| 21. | He maintains a close working relationship with subordinates. | A | B | C | D | E  |
| 22. | He maintains a close working relationship with superiors.    | A | B | C | D | E  |

## 8. SELF-RATING SCALE

### Directions:

Here are some statements describing the role of an administrator. If you are a principal/head-master kindly rate your behaviour on the scale. If you are not, please rate yourself in terms of comparable activities at the departmental level. If you are a teacher aspiring to become an administrator please rate yourself on the scale to help discover your strengths and weaknesses for self-advancement in future.

Kindly indicate the most appropriate statement by encircling the figure at the right hand side.

A = Exceedingly strong in the given area.  
B = Very strong  
C = Moderately strong  
D = Weak  
E = Very weak or not present.

### I. As an Educator:

- |  |           |
|--|-----------|
| 1. Shares his academic experiences with others   | A B C D E |
| 2. Expresses in some way a personal philosophy of public school education.             | A B C D E |
| 3. Knows needs of learner based on solid college training,                             | A B C D E |
| 4. Leads his staff academically with publications and contributions to journals.       | A B C D E |
| 5. Organises and directs growth of the school(s) in accomplishing educational mission. | A B C D E |

### II. As an Administrator:

- |   |           |
|---|-----------|
| 1. Selects competent people(look into records of those you hired) | A B C D E |
| 2. Organises staff for delegation of authority                    | A B C D E |
| 3. Brings unity in his dealings in all phases                     | A B C D E |
| 4. Makes decisions based on cooperative democratic efforts.       | A B C D E |
| 5. Keeps long-range goals before him constantly                   | A B C D E |
| 6. Evaluates the programme continuously.                          | A B C D E |

### III. As a Personnel Administrator:

- |   |           |
|---|-----------|
| 1. Establishes fair, written policies and systems for management. | A B C D E |
| 2. Develops procedures to improve efficiency for total programme  | A B C D E |
| 3. Watches the "human relations" factor constantly                | A B C D E |
| 4. Keeps channels of communication open at all times.             | A B C D E |

5. Recognises and credits good performance by staff members. A B C D E
6. Provides opportunities for staff growth and development. A B C D E

IV.. As a Public Relation Administrator:

1. Promotes aggressively a programme reflecting school aims. A B C D E
2. Maintains public interest in the school at a high level. A B C D E
3. Leads the entire staff in developing and building excellent programmes in this area. A B C D E
4. Treats all constituents with cordiality and dignity. A B C D E

V. As a Business Administrator:

1. Understands and knows fiscal problems well enough to talk intelligently. A B C D E
2. Provides leadership in securing financial means for the schools. A B C D E
3. Demands efficiency and economy based on financial know-how and constant evaluation of data. A B C D E
4. Talks the language of the business executive in day-to-day contacts. A B C D E

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