

INTERVIEW SCHEDULE FOR THE PRINCIPAL  
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1. What are your priorities for your school - what kind of outputs do you expect from your school?
2. What educational priorities do you have in mind for your school leaving (Class X or XII) pupils?
3. Have you conveyed your vision to your staff? In what manner?
4. What is your normal manner of communication with the staff-personal contact? notices? send for them when needed? (how frequently)?
5. Do you sometimes experience staff-members misinterpreting your messages?
6. How is the clerical office organized? How do you keep tabs on them?
7. How do you select your staff?
8. Who initiates the new teacher into her job?
9. Are staff-members allotted work according to their capacities or according to the needs of the Institution?
10. What type of social gatherings are organized in the school?
11. Are there any value inculcation courses for the pupils?
12. Are staff members informed of an agenda before a staff-meeting?
13. When do you allow others involved in a job with you to influence you?
14. How much investment is made in inservice training for the staff?
15. On what occasions do you give a feedback to the staff?

16. What kinds of facilities do you provide for the staff?
17. What is your method of supervision?
18. Is there an evaluation of activities? How is it conducted?
19. Does the school make any provision for gifted pupils? And slow learners?
20. Is there a Parent-Teacher Association? How does it function?
21. How many class IV staff? What facilities are they given?

ORGANIZATIONAL CLIMATE DESCRIPTION QUESTIONNAIRE

1. NAME OF THE SCHOOL \_\_\_\_\_  
District : \_\_\_\_\_
2. Section in which you are teaching : \_\_\_\_\_
3. Years of service in this institution: \_\_\_\_\_ (Years)
4. Major teaching subject: \_\_\_\_\_  
(Actually engaged in the school)
5. Professional Activities : \_\_\_\_\_  
(teacher, supervisor etc.)
6. Co-curricular activities you have been in charge of: \_\_\_\_\_  
\_\_\_\_\_
7. In-service training received \_\_\_\_\_  
(in the present institution)

Out of the 4 choices given for each of the following items, please select one (number) and put a circle around the number indicating your choice. The choices are given on the top right hand corner of each page.

- 1 - rarely occurs
- 2 - sometimes occurs
- 3 - often occurs
- 4 - Very frequently occurs

- |    |  |   |   |   |   |
|----|--|---|---|---|---|
| 1. | Teachers'/closest friends are other staff members at this school.            | 1 | 2 | 3 | 4 |
| 2. | The mannerisms of teachers at this school are annoying.                      | 1 | 2 | 3 | 4 |
| 3. | Teachers spend time after school with students who have individual problems. | 1 | 2 | 3 | 4 |
| 4. | Instructions for the operation of teaching aids are available.               | 1 | 2 | 3 | 4 |

5.	Teachers invite other Staff members to visit them at home.	1	2	3	4
6.	There is a minority group of teachers who always oppose the majority.	1	2	3	4
7.	Extra books are available for classroom use.	1	2	3	4
8.	Sufficient time is given to prepare class reports.	1	2	3	4
9.	Teachers know the family background of other staff members.	1	2	3	4
10.	Teachers exert group pressure on non-conforming staff members.	1	2	3	4
11.	At Staff meetings, there is a feeling of "let's get things done".	1	2	3	4
12.	Administrative paper work is burdensome at this school.	1	2	3	4
13.	Teachers talk about their personal life to other staff members.	1	2	3	4
14.	Teachers seek special favours from the Principal.	1	2	3	4
15.	School supplies are readily available for use in class-work.	1	2	3	4
16.	Student progress reports require too much work.	1	2	3	4
17.	Teachers have fun socializing together during school time.	1	2	3	4
18.	Teachers interrupt other staff members who are talking in staff meetings.	1	2	3	4
19.	Most of the teachers here accept the faults of their colleagues.	1	2	3	4
20.	Teachers have too many committee requirements.	1	2	3	4
21.	There is considerable laughter when teachers gather informally.	1	2	3	4
22.	Teachers ask nonsensical questions in Staff meetings.	1	2	3	4
23.	Custodial service is available when needed.	1	2	3	4
24.	Routine duties interfere with the job of teaching.	1	2	3	4
25.	Teachers prepare administrative reports by themselves.	1	2	3	4

26.	Teachers ramble when they talk at Staff meetings.	1	2	3	4
27.	Teachers at this school show much school spirit.	1	2	3	4
28.	The Principal goes out of his way to help teachers.	1	2	3	4
29.	The Principal helps teachers solve personal problems.	1	2	3	4
30.	Teachers at this school stay by themselves.	1	2	3	4
31.	The teachers accomplish their work with great vim, vigor and pleasure.	1	2	3	4
32.	The Principal sets an example by working hard himself/herself.	1	2	3	4
33.	The Principal does personal favours for teachers.	1	2	3	4
34.	Teachers eat lunch by themselves in their own class-rooms.	1	2	3	4
35.	The morale of the teachers is high.	1	2	3	4
36.	The Principal uses constructive criticism.	1	2	3	4
37.	The Principal stays after school to help teachers finish their work.	1	2	3	4
38.	Teachers socialize together in small select groups.	1	2	3	4
39.	The Principal makes all class-scheduling decisions.	1	2	3	4
40.	Teachers are contacted by the Principal each day.	1	2	3	4
41.	The Principal is well prepared when he / she speaks at a school function.	1	2	3	4
42.	The Principal helps staff members settle minor differences.	1	2	3	4
43.	The Principal schedules the work for the teachers.	1	2	3	4
44.	Teachers leave the grounds during the school day.	1	2	3	4
45.	The Principal criticizes a specific act rather than a Staff member.	1	2	3	4
46.	Teachers help select which courses will be taught.	1	2	3	4
47.	The Principal corrects teachers' mistakes.	1	2	3	4

48.	The Principal talks a great deal.	1	2	3	4
49.	The Principal explains his/her reasons for criticism to teachers.	1	2	3	4
50.	The Principal tries to get better salaries for teachers.	1	2	3	4
51.	Extra duty for teachers is posted conspicuously.	1	2	3	4
52.	The rules set by the Principal are never questioned.	1	2	3	4
53.	The Principal looks out for the personal welfare of teachers.	1	2	3	4
54.	School secretarial service is available for teachers' use.	1	2	3	4
55.	The Principal runs the staff meeting like a business conference.	1	2	3	4
56.	The Principal is in the building before the teachers arrive.	1	2	3	4
57.	Teachers work together preparing administrative reports.	1	2	3	4
58.	Faculty meetings are organized according to a tight agenda.	1	2	3	4
59.	Staff-Meetings are mainly Principal-report meetings.	1	2	3	4
60.	The Principal tells teachers of new ideas he has run across.	1	2	3	4
61.	Teachers talk about leaving the school system.	1	2	3	4
62.	The Principal checks the subject-matter ability of the teachers.	1	2	3	4
63.	The Principal is easy to understand.	1	2	3	4
64.	Teachers are informed of the results of a supervisor's visit.	1	2	3	4

JUNIOR INDEX OF MOTIVATION SCALE (JIM SCALE)

Here is a list of statements, to which you are asked to respond by simply encircling the alphabet that tells how you feel about them.

	If you strongly support or agree with the statement encircle				"A"
	If you generally agree with the statement then encircle				"B"
	If you generally disagree with the statement then encircle				"C"
	If you strongly disagree with the statement encircle				"D"
1.	Late afternoon is the best time of the day.	A	B	C	D
2.	Many children have often been punished without cause.	A	B	C	D
3.	Students should be made to go to school until they are 18 years old.	A	B	C	D
4.	Being right is more important than being kind.	A	B	C	D
* 5.	School is more fun when teachers let students do things they want to.	A	B	C	D
* 6.	Pupils who try, should get good grades even if they make mistakes.	A	B	C	D
* 7.	Successful people are those who make the most money.	A	B	C	D
8.	The best way to spend a free evening is with a good book.	A	B	C	D
* 9.	Most young people do not want to go to school.	A	B	C	D
* 10.	Some new ideas are interesting, but most of them are not.	A	B	C	D

- |       |  |   |   |   |   |
|-------|--|---|---|---|---|
| 11.   | Practical people are usually highly respected.                             | A | B | C | D |
| * 12. | Knowing the answer is more important than knowing where to get the answer. | A | B | C | D |
| 13.   | Many young people feel grouchy.  | A | B | C | D |
| * 14. | The best people refuse to depend on other persons.                         | A | B | C | D |
| 15.   | Some teachers make school more interesting than others.                    | A | B | C | D |
| * 16. | A person's feelings on a topic are not as important as the facts.          | A | B | C | D |
| 17.   | There are more important things in the world than making money.            | A | B | C | D |
| * 18. | Life is mostly sorrow with just a little joy.                              | A | B | C | D |
| 19.   | Some students have to study more than others.                              | A | B | C | D |
| * 20. | Many students often want to run away from home.                            | A | B | C | D |
| 21.   | Being a good speaker is just as important as being a good speller.         | A | B | C | D |
| * 22. | Some teachers seem to enjoy making students suffer.                        | A | B | C | D |
| * 23. | Our whole trouble is that we won't let God help us.                        | A | B | C | D |
| 24.   | Most people worry more before they take a test than during the test.       | A | B | C | D |
| * 25. | No one seems to understand young.  | A | B | C | D |
| 26.   | Learning to cooperate is more important than learning to compete.          | A | B | C | D |
| * 27. | Most people would like school better if teachers did not give grades.      | A | B | C | D |
| * 28. | The world we live in is a pretty lonesome place.                           | A | B | C | D |
| * 29. | It is very foolish to advocate government support of education.            | A | B | C | D |
| 30.   | Most peoples hardest battles are with themselves.                          | A | B | C | D |
| * 31. | There is nothing new under the sun.  | A | B | C | D |
| 32.   | Helping other people is the key to happiness.                              | A | B | C | D |

- \*33. Life seems to be one big struggle after another. A B C D
- \*34. Most people just don't give a "darn" for others. A B C D
- \*35. The best way to achieve security is for the government to guarantee jobs. A B C D
36. Most young people feel uncomfortable when someone of the opposite sex is around. A B C D
- \*37. Many new ideas are not worth the paper they are printed on. A B C D
38. Many teachers are not considerate of students' feelings. A B C D
39. Teachers are generally underpaid. A B C D
40. Being unhealthy is worse than being unhappy. A B C D
- \*41. It is better to forget than to forgive. A B C D
42. Pupils who copy during the examination should fail the test. A B C D
- \*43. Young people should be free to follow their own desires. A B C D
44. Listening to a good speaker is the best way to learn. A B C D
- \*45. The present is all too often full of unhappiness. A B C D
46. Most people just don't know what is good for them. A B C D
47. Understanding yourself helps one understand others. A B C D
- \*48. People who dream a lot at night are apt to be crazy. A B C D
- \*49. Familiarity breeds contempt, so one should never be too friendly. A B C D
- \*50. There is a real limit to man's intelligence. A B C D
- \*51. People who are insulted generally deserve to be. A B C D
52. Experience may be a good teacher, but schools are better. A B C D
53. Wasting time is even worse than wasting money. A B C D
- \*54. People who are quick thinkers usually jump to conclusions. A B C D

- \*55. Most people do not have good ideas until they grow up. A B C D
56. When people are unhappy they should talk to some-one about it. A B C D
- \*57. Looking good is just as important as being good. A B C D
58. The best part of education is that which people teach themselves. A B C D
- \*59. Famous people usually have a lot of money. A B C D
- \*60. Most people cannot learn from the experience of others. A B C D
- \*61. Most teachers like to drive students if they have the chance. A B C D
62. God helps those who help themselves. A B C D
- \*63. One can never desire too much of a good thing. A B C D
- \*64. Being a liar is better than being a gossip. A B C D
- \*65. Asking questions usually gets you into trouble. A B C D
- \*66. Not many people in the world are really kind. A B C D
67. The biggest part of being successful is determination. A B C D
- \*68. Teachers know more and do less than most people. A B C D
- \*69. Hope is really no better than worry. A B C D
- \*70. School is not all that it's cracked to be. A B C D
- \*71. Everything that people do is either right or wrong. A B C D
- \*72. Quick thinking is always better than being polite. A B C D
73. The gentle person often treats himself severely. A B C D
74. Everybody ought to do something worthwhile everyday. A B C D
- \*75. We are never really as happy as we think are. A B C D

- |  |   |   |   |   |
|--|---|---|---|---|
| *76. All those who fail have worked in vain.                                 | A | B | C | D |
| *77. It does not really help much to study about people from other lands.    | A | B | C | D |
| *78. Social progress can only be achieved by returning to our glorious past. | A | B | C | D |
| 79. Some people do not appreciate the value of an education.                 | A | B | C | D |
| *80. A dreamer is a danger to society.                                       |   |   |   |   |

\* Statements whose scores are calculated



## Section B

Here is a list of 6 values. Please encircle the word that you feel applies to yourself - to your Principal.

## TRUTH

- |   |                   |              |              |            |
|---|-------------------|--------------|--------------|------------|
| (a) To what degree does your Principal act on it?                           | always            | often        | some-times   | rarely     |
| (b) To what degree does the example of your Principal attract you to Truth? | Very Great degree | Great degree | Small degree | Not at all |

## GOODNESS

- |  |                   |              |              |            |
|--|-------------------|--------------|--------------|------------|
| (a) To what degree does your Principal act on it?                              | always            | often        | some-times   | rarely     |
| (b) To what degree does the example of your Principal attract you to Goodness? | Very Great degree | Great degree | Small degree | Not at all |

## FAITH (Spiritual)

- |  |                   |              |              |            |
|--|-------------------|--------------|--------------|------------|
| (a) To what degree does your Principal act on it?                            | always            | often        | some-times   | rarely     |
| (b) To what degree does the example of your Principal make you act on Faith? | Very Great degree | Great degree | Small degree | Not at all |

## BEAUTY

- |   |                         |                 |                 |               |
|---|-------------------------|-----------------|-----------------|---------------|
| (a) To what degree does your Principal appreciate Beauty?                         | always                  | often           | some-<br>times  | rarely        |
| (b) To what degree does the example of your Principal make you appreciate Beauty? | Very<br>great<br>degree | Great<br>degree | Small<br>degree | Not<br>at all |

## JUSTICE

- |   |                         |                 |                 |               |
|---|-------------------------|-----------------|-----------------|---------------|
| (a) To what degree does your Principal practise Justice?                                    | always                  | Often           | some-<br>times  | rarely        |
| (b) To what degree do you feel the example of your Principal would make you uphold Justice? | Very<br>great<br>degree | Great<br>degree | Small<br>degree | Not<br>at all |

## COMPETENCE

- |  |                         |                 |                 |               |
|--|-------------------------|-----------------|-----------------|---------------|
| (a) To what degree is your Principal Competent?                                      | always                  | some-<br>times  | often           | rarely        |
| (b) To what degree does the example of your Principal make you seek to be Competent? | Very<br>great<br>degree | Great<br>degree | Small<br>degree | Not<br>at all |

## OBSERVATION SCHEDULE FOR THE INSTITUTION

Yes No

## 1. SCHOOL ATMOSPHERE:

- (a) There is a feeling of restlessness through the day & pupils are seen out of class during class hours.
- (b) The classrooms appear noisy - during change of periods.
- (c) Teachers are punctual in beginning their class.
- (d) Pupils seem absorbed in their work during class hours.

- 2. (a) The school invites guest speakers to address pupils on religious/moral issues or takes them out for lectures.
- (b) The school holds regular value education periods for pupils of various classes.
- (c) Staff meetings do have the formation of pupils on their agenda.
- (d) The school has in-service training for staff in imparting value education.

- 3. (a) Observation of the Decision-making process of staff-meetings. Is communication across status/power boundaries?
- (c) The Principal take up suggestions by any staff member for further discussion.

## 4. PUPIL BEHAVIOUR:

- (a) The pupils look happy and contented.
- (b) They greet their teachers in school.

Yes No

- (c) They are seen loitering aimlessly during break.
- (d) They are rough and rude in their behaviour.
- (e) They are not allowed in the classrooms during break.

## 5. PUBLIC IMAGE:

- (a) Are parents, visitors, agencies attended to courteously?
- (b) Is the Principal courteous to the Staff?
- (c) Is he patient in dealing with all those who meet him?

## 6. INDEX OF TEACHER PROFESSIONAL PERFORMANCE:

1. Do the teachers do only text book teaching?
2. Do they do everything possible to motivate their students?
3. Plan their classes so that different types of students can benefit from them.
4. Provide opportunities for students to go beyond the minimum demands of assigned work.
5. Try new teaching methods in their classrooms.
6. Take a strong interest in the social and emotional problems of their students.

Chart No. 584 Showing the Institutions Grouped into Three Categories According to the Results of Their Performance

JIM Scale		C l i m a t e			Principal Leadership Behaviour							
Rank Code No.	+120 & above	+119 - +100	Rank Code No.	1st Dimension	2nd Dimension	Code No.	Dimension Negative	Dimension Positive				
	Percentage											
1	G	36.3	42.4	21.3	1	N	Open	Autonomous	N	-29	+44	+16
2	T	18.1	63.5	18.4	2	J	Open	Controlled	G	-31	+43	+12
3	N	10.7	64.3	25.0	3	H	Open	Familiar	J	-29	+40	+11
4	H	16.1	48.5	35.4	4	L	Open	Paternal	Z	-31	+41	+10
5	J	7.6	53.8	38.6	5	S	Open	Paternal	O	-32	+42	+10
6	I	3.7	74.1	22.2					H	-34	+43	+9
7	F	5.1	69.1	25.8	6	G	Autonomous	Paternal	X	-31	+39	+8
8	Z	1.7	51.4	45.9	7	K	Autonomous	Paternal	W	-38	+45	+7
9	D	6.6	48.8	44.6	8	R	Autonomous	Paternal	L	-29	+36	+7
10	M	4.8	46.1	49.1	9	I	Autonomous	Closed				
11	L	4.1	45.7	60.2	10	A	Controlled	Closed	U	-31	+37	+6
12	B	1.7	34.3	64.0	11	Z	Familiar	Controlled	A	-35	+40	+5
13	O	9.5	21.5	69.0	12	D	Familiar	Paternal	E	-34	+39	+5
14	X	4.4	34.4	61.2	13	X	Paternal	Open	T	-29	+34	+5
15	U	1.7	34.3	64.0	14	P	Paternal	Controlled	V	-34	+38	+4
16	S	3.4	25.5	74.1	15	T	Paternal	Controlled				
17	C	3.0	21.3	75.7	16	E	Paternal	Familiar	I	-37	+41	+4
18	V	2.7	18.9	78.4	17	O	Paternal	Familiar	Q	-31	+31	+3
19	K	3.0	18.3	78.7	18	V	Paternal	Closed	M	-32	+35	+3
20	A	4.4	-	95.6	19	B	Paternal	Closed	S	-31	+34	+3
21	Q	-	27.3	72.7	20	Q	Paternal	Closed	P	-36	+39	+3
22	E	-	40.0	60.0	21	F	Paternal	Closed	D	-34	+36	+2
23	Y	-	15.5	34.5	22	C	Paternal	Closed	B	-32	+33	+1
24	P	0.2	13.2	36.6	23	W	Paternal	Closed	K	-35	+34	+1
25	R	-	-	100.0	24	M	Paternal	Closed	R	-30	+29	+1
					25	U	Closed	Paternal	F	-31	+27	+1
									C	-31	+27	+1

15. Showing the Type of Climate that Characterizes the Institution vis-à-vis the Principals' Opinion on his Administrative Performance

Disengagement	Hindrance	+Esprit	Intimacy	Alceness	Production Emphasis	+Thrust	+Consideration	Similarity Score	Institution	Curriculum	Organization	Teaching	Evaluation	In-service Training	Staff - Morale	Budgeting
43	43	63	50	42	43	61	55	46.1	M	16	20	16	16	16	28	16
49.3	49.8	59.9	50.2	49.7	49.7	50.4	50.3	46.1	A	14	17	16	16	16	28	16
49.6	50	55	50.2	49.7	49.7	50.2	50	52	E	16	15	16	15	14	28	16
49.8	49.7	58	50	49.9	50	50.2	50.2	49	U	15	15	15	12	16	28	16
47.9	48	51.0	51.1	48.9	48.9	49.7	50.3	51.3	R	15	17	14	11	16	28	14
49.6	50.7	49.9	50.3	50.1	49.5	49.9	49.7	42	M	15	12	16	8	16	28	12
49.6	49.1	49.7	49.8	49.4	52.1	50.1	49.9	46	C	16	15	15	11	15	28	12
50.5	50.4	49.4	50	50.2	49.9	49.7	49.7	42	X	12	16	14	14	16	21	16
50	40.4	50.1	50.2	49.8	50.1	49.6	49.6	53.4	I	14	18	10	13	14	24	16

Disengagement	Hindrance	+ Esprit	+ Intimacy	- Aloofness	- Production Emphasis	+ Thrust	+ Consideration	Similarity Score	Institution	Curriculum	Organization	Teaching	Evaluation	In-service Training	Staff - Morale	Budgeting
49.6	49.3	49.9	50.2	61.6	50.5	50.1	50.1	50.1	J	14	16	11	13	13	27	14
49.5	50	53	50.4	49.9	50.2	50	50	53.7	M	11	17	14	13	12	23	15
50.7	49.9	49.4	50	50.1	49.8	49.8	50.4	47	A	10	10	13	15	13	19	10
49.6	50.3	50	49.9	49.7	50	49.9	50.3	56.3	S	9	14	10	12	10	17	16
49.8	49.5	53	50.2	49.8	50	50	50.3	54.4	P	13	13	10	14	11	22	15
49.8	50	52.7	50	49.9	50.4	49.8	50	54.4	N	11	14	11	10	16	26	16
50	50	50	50.7	50	50.1	50.1	49.8	51.5	Q	15	10	10	9	9	22	14
60.2	49.4	49.8	51.6	49.4	50.2	50	50	51.6	D	13	12	10	10	14	21	16
49.9	49.6	50.1	50.2	49.5	50.2	50	50.1	50.8	V	8	11	13	12	14	24	15

Disengagement	Hindrance	+ Esprit	+ Intimacy	- Aloofness	- Production Emphasis	+ Thrust	+ Consideration	Similarity Score	Institution	Curriculum	Organization	Teaching	Evaluation	In-service Training	Staff - Morale	Budgeting
49	50.2	50.3	51.1	50.6	51.0	50.1	51.1	52.1	B	9	7	9	11	25	16	
50	50.1	49.9	49.8	50.2	49.9	50	49.8	51.3	K	13	13	9	11	11	21	15
50.2	50	49.9	50.3	51	49.7	49.7	50	52.7	W	10	12	12	10	12	24	16
50.2	50	49.9	50	49.8	50.1	49.8	50	50.6	T	12	8	12	10	13	25	15
49.9	50.2	50	50.1	50.1	49.9	49.7	49.7	52.2	O	10	11	11	10	12	25	14
50.4	50	49.8	50.2	50	50.1	49.5	49.7	51.5	P	13	12	12	7	12	23	9
49.7	49.9	49.7	49.8	49.8	50.4	50	50.1	50.1	F	6	12	9	12	9	21	12
50.3	49.7	49.7	50.3	49.8	49.9	50	50	45.3	G	9	11	12	8	9	20	10