

## APPENDIX – 1(a) EGO STATE SCALE

### PRELIMINARY INFORMATION

Name: \_\_\_\_\_ Subject(s) teaching: \_\_\_\_\_  
 School: \_\_\_\_\_ Age: Below 30 years: \_\_\_\_\_  
 Teaching Experience: \_\_\_\_\_ Between 30-35 years: \_\_\_\_\_  
 Sex (M/F): \_\_\_\_\_ Above 40 years: \_\_\_\_\_  
 Qualification: \_\_\_\_\_

### Instructions:

Following are the statements, which were given by a practicing teacher when he was asked to describe his experiences in the teaching profession and life in general. These statements might be true or untrue as far as your experiences as a teacher are concerned. Read each of the statements carefully after which you indicate to what extent a statement is true or untrue to your experiences. Indicate by writing a number in a space provided after each statement. The numbers are given in the scale below whereby '6' means "always true to me" and '0' means "never true to me". There is no right or wrong statement but it is your experience. So, choose a number, which describes your experiences. The number can be 3, 0, 5, 6, 1 or 4. In responding to each statement, read it first and once you have understood it, respond intuitively rather than rationally.

Always	Sometimes	Never
True	True	True
6.....	3.....	1.....0
5.....	2.....	
4.....		

Example: (1) I use only lecture method in teaching. (5)  
 (2) I use teaching aids when teaching. (1)

- |   |     |
|---|-----|
| (1) I am strict with the way I do my work and in my dealings with students. | ( ) |
| (2) I express my concerns with gentleness.                                  | ( ) |
| (3) I became aware of the changes in the expression on student's faces.     | ( ) |
| (4) I can guess at the hidden meanings in what students say in the class.   | ( ) |
| (5) I express my feelings spontaneously.                                    | ( ) |
| (6) I rebel against injustice.  | ( ) |
| (7) I get hurt easily.  | ( ) |
| (8) Students should do what they are told without raising questions.        | ( ) |
| (9) I have a healing influence on my students.                              | ( ) |

- (10) I can remember previous events and conversations. ( )
- (11) I keep past experiences clearly in my mind when making current decisions. ( )
- (12) I have a warm loving relationship with my students. ( )
- (13) I am openly and silently defiant. ( )
- (14) I feel inadequate. ( )
- (15) Whatever I do is based on rules. ( )
- (16) I provide a nurturing environment at school. ( )
- (17) I effectively listen and reproduce student's statements in the class without difficulty. ( )
- (18) I like organizing and reorganizing information. ( )
- (19) I like hearing and telling funny jokes. ( )
- (20) I dislike taking orders. ( )
- (21) I please others rather than myself. ( )
- (22) I get disturbed when students do not follow my instructions. ( )
- (23) I am affectionate in giving attention to students. ( )
- (24) I pay attention to the ways students respond to me. ( )
- (25) I think of various possible solutions to any problems faced by the students. ( )
- (26) I am satisfied with the way I am. ( )
- (27) The way I survive is by being independent. ( )
- (28) I always try hard to meet expectations of others. ( )
- (29) I criticize my own behaviour. ( )
- (30) I comfort students when they are in distress. ( )
- (31) I take time in collecting information from students. ( )
- (32) I make intellectual correlation easily. ( )
- (33) I have a good share of the pleasures of life. ( )
- (34) I challenge those who are dominating. ( )
- (35) I postpone taking decisions even when I am clear about them. ( )
- (36) I always think that I am right in what I tell my students. ( )
- (37) Students feel that I support them. ( )
- (38) In my dealings with students, I am quiet and notice their feelings and behaviour. ( )
- (39) In any crisis, I have several options. ( )

- (40) I am happy when students appreciate me for what I do for them. ( )
- (41) I say 'no' to any new demand on me. ( )
- (42) I wait until I am told to do things. ( )
- (43) I know the best for what is good for the students. ( )
- (44) I help students to enjoy studies. ( )
- (45) I do not forget student's suggestions and requests. ( )
- (46) I feel a sense of integration in my being. ( )
- (47) I often attend parties, picnics and movies. ( )
- (48) I demand others to listen to me. ( )
- (49) I succumb to pressures easily. ( )
- (50) Students' performance is not up to my expectations. ( )
- (51) I receive my students with welcoming gestures. ( )
- (52) I keep my commitments with students. ( )
- (53) In my dealings with my students, I make intuitive assessments. ( )
- (54) I am happy when my needs are met first. ( )
- (55) I want the things to be done in my way. ( )
- (56) I am depressed when someone criticizes my teaching. ( )
- (57) Students should take life more seriously. ( )
- (58) I nurture students warmly. ( )
- (59) I am aware of my body sensations. ( )
- (60) I do several things at the same time. ( )
- (61) I enjoy spending time at imaginative fantasies. ( )
- (62) I strongly resent advices by people. ( )
- (63) I easily give in to the demands of others. ( )
- (64) I should have achieved more than what I have. ( )
- (65) Students seek help from me in their need. ( )
- (66) I can easily repeat back to students what they have said to me. ( )
- (67) I like analysing wholes into parts. ( )
- (68) I bounce with fun and laughter. ( )
- (69) I yell at people who criticize me. ( )
- (70) I do the work without questioning. ( )
- (71) I prefer to be the one controlling students in the class. ( )
- (72) I care for students' growth and development for their better tomorrow. ( )

- (73) I can detect differences in responses given by different students. ( )
- (74) I experiment with alternative ways of achieving goals. ( )
- (75) I spent time in resting and relaxing. ( )
- (76) I blame others when things go wrong. ( )
- (77) I get tongue-tied in new group. ( )

**EGO STATE QUESTIONNAIRE**

**Scoring Sheet**

**KNOW YOUR EGO STATE**

Name : \_\_\_\_\_

M/F : \_\_\_\_\_

CP		NP		PA		CA		NC		RC		CC	
Item No.	Score												
1	_____	2	_____	3	_____	4	_____	5	_____	6	_____	7	_____
8	_____	9	_____	10	_____	11	_____	12	_____	13	_____	14	_____
15	_____	16	_____	17	_____	18	_____	19	_____	20	_____	21	_____
22	_____	23	_____	24	_____	25	_____	26	_____	27	_____	28	_____
29	_____	30	_____	31	_____	32	_____	33	_____	34	_____	35	_____
36	_____	37	_____	38	_____	39	_____	40	_____	41	_____	42	_____
43	_____	44	_____	45	_____	46	_____	47	_____	48	_____	49	_____
50	_____	51	_____	52	_____	53	_____	54	_____	55	_____	56	_____
57	_____	58	_____	59	_____	60	_____	61	_____	62	_____	63	_____
64	_____	65	_____	66	_____	67	_____	68	_____	69	_____	70	_____
71	_____	72	_____	73	_____	74	_____	75	_____	76	_____	77	_____
Total		Total		Total		Total		Total		Total		Total	
% = _____		% = _____		% = _____		% = _____		% = _____		% = _____		% = _____	

Signature: \_\_\_\_\_

**APPENDIX – 1(b)**  
**STYLES PROFILE OF INTERACTION ROLE IN ORGANIZATION-M**  
**(SPIRO-M)**

**QUESTIONNAIRE**

**Name:** \_\_\_\_\_ **Subject(s) teaching:** \_\_\_\_\_  
**School:** \_\_\_\_\_ **Age: Below 30 years:** \_\_\_\_\_  
**Teaching Experience:** \_\_\_\_\_ **Between 30-35 years:** \_\_\_\_\_  
**Sex (M/F):** \_\_\_\_\_ **Above 40 years:** \_\_\_\_\_  
**Qualification:** \_\_\_\_\_

**Instruction:**

Completing this instrument will help you to learn about how you interact with others, an important part of your role in the organization. There are no right or wrong answers. You will learn more about yourself if you respond to each item as candidly as possible.

Write 5, 4, 3, 2 or 1, on the left-hand side of each statement to indicate the frequency with which you behave in this manner. Use the following key to respond to the item. Do not spend too much time in deciding any answer. Use your first reaction.

- 1 means rarely or never behave this way.
- 2 means occasionally behave this way
- 3 means sometimes behave this way
- 4 means often behave this way
- 5 means almost behave this way

- \_\_\_\_\_ 1. I assure my students of my availability to them.
- \_\_\_\_\_ 2. I delay doing things that I do not like.
- \_\_\_\_\_ 3. I encourage my students to question me about what should or not be done.
- \_\_\_\_\_ 4. I communicate strong feelings and resentment to my seniors without caring whether this will affect my relationship with them.
- \_\_\_\_\_ 5. I collect all the information from the students, needed to solve their various problems.
- \_\_\_\_\_ 6. I discuss new ideas with my students without working out the details of these ideas.
- \_\_\_\_\_ 7. I respect and follow school traditions that seem to give the school its identity.
- \_\_\_\_\_ 8. I provide my students with the solutions to their problems.

- \_\_\_\_\_ 9. I take up my students cause and fight for them.
- \_\_\_\_\_ 10. I admonish my students for not acting according to my instructions.
- \_\_\_\_\_ 11. I think of new and creative solutions.
- \_\_\_\_\_ 12. I collect information and data even when these are not immediately needed or used.
- \_\_\_\_\_ 13. I help my students to become aware of some of their own strengths.
- \_\_\_\_\_ 14. I avoid meeting my seniors and students if I have not been able to fulfill their expectations.
- \_\_\_\_\_ 15. I help my students.
- \_\_\_\_\_ 16. I champion my students' causes even at the cost of organizational effectiveness.
- \_\_\_\_\_ 17. I think out many alternative solutions to problems before adopting one for action.
- \_\_\_\_\_ 18. I overwhelm my students with new ideas.
- \_\_\_\_\_ 19. I accept only those seniors and students suggestions that appeal to me.
- \_\_\_\_\_ 20. I instruct my students in detail about work problems and their solutions.
- \_\_\_\_\_ 21. I zealously argue my point of view in organizational meetings.
- \_\_\_\_\_ 22. I give clear instruction to my students about what is exactly to be done.
- \_\_\_\_\_ 23. I try out new things.
- \_\_\_\_\_ 24. I spend my time on specific work to be performed.
- \_\_\_\_\_ 25. I reassure my students of my continued help.
- \_\_\_\_\_ 26. I do not express my negative feelings during unpleasant meetings but continue to be bothered by them.
- \_\_\_\_\_ 27. I help my students to examine the appropriateness of proposed actions.
- \_\_\_\_\_ 28. I express resentment to the authorities concerned about things that have not been done as promised.
- \_\_\_\_\_ 29. I continuously search for various resources from which needed information can be obtained in order to work out solutions to my students' problems.
- \_\_\_\_\_ 30. I try out new ideas or methods without waiting to consolidate the previous ones.
- \_\_\_\_\_ 31. I accept help from others and appreciate it.
- \_\_\_\_\_ 32. I encourage my students to come to me frequently to seek my advice and help.
- \_\_\_\_\_ 33. I express my feelings and reactions frankly in meeting with my own seniors.
- \_\_\_\_\_ 34. I clearly prescribe standards of behaviour to be followed in my work units.
- \_\_\_\_\_ 35. I enjoy trying out new ways and see a problem as a challenge.
- \_\_\_\_\_ 36. I work primarily on organizational tasks, sometimes at the cost of sensitivity and attention to the feelings of people.

**STYLES PROFILE OF INTERACTION ROLE IN ORGANIZATION-M  
(SPIRO-M)**

Transfer your scores from the questionnaire for each item in the following scoring sheet.

**SCORING SHEET**

**OK EGO STATE**

	Item	Score	Item	Score	Item	Score	Raw	Type	
							Total		
Parent	(1)	_____	+	(13)	_____	+	(25)	_____ = _____	Supportive
	(3)	_____	+	(15)	_____	+	(27)	_____ = _____	Normative
	(5)	_____	+	(17)	_____	+	(29)	_____ = _____	Problem Solving
Adult	(11)	_____	+	(23)	_____	+	(35)	_____ = _____	Innovative
Child	(9)	_____	+	(21)	_____	+	(33)	_____ = _____	Confronting
	(7)	_____	+	(19)	_____	+	(31)	_____ = _____	Resilient

**NOT OK EGO STATE**

	Item	Score	Item	Score	Item	Score	Raw	Type	
							Total		
Parent	(8)	_____	+	(20)	_____	+	(32)	_____ = _____	Rescuing
	(10)	_____	+	(22)	_____	+	(34)	_____ = _____	Prescriptive
	(12)	_____	+	(24)	_____	+	(36)	_____ = _____	Task Obsessive
Adult	(6)	_____	+	(18)	_____	+	(30)	_____ = _____	Bohemian
Child	(4)	_____	+	(16)	_____	+	(28)	_____ = _____	Aggressive
	(2)	_____	+	(14)	_____	+	(26)	_____ = _____	Sulking

From the above scoring, enter your scores in the appropriate boxes below into summary sheet.

### EGOSTATES

<b>OK STYLES</b>	<b>Supportive</b>	<b>Normative</b>	<b>Problem Solving</b>	<b>Innovative</b>	<b>Confronting</b>	<b>Resilient</b>
	↓	↓	↓	↓	↓	↓
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>NOT OK STYLES</b>	<b>Rescuing</b>	<b>Prescriptive</b>	<b>Task Obsessive</b>	<b>Bohemian</b>	<b>Aggressive</b>	<b>Sulking</b>
	↓	↓	↓	↓	↓	↓
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>OPERATING EFFECTIVE QUOTIENT</b>	↓	↓	↓	↓	↓	↓
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

**Table 1 : Operating Effectiveness Quotient (OEQ)**

Not OK  
Scores

OK Scores

	3	4	5	6	7	8	9	10	11	12	13	14	15
3	0	100	100	100	100	100	100	100	100	100	100	100	100
4	0	50	67	75	80	83	85	87	89	90	91	92	92
5	0	33	30	60	67	71	75	78	80	82	83	85	86
6	0	25	40	50	57	62	67	70	73	75	77	78	80
7	0	20	33	43	50	55	60	64	67	69	71	73	75
8	0	17	28	37	44	50	54	58	61	64	67	69	70
9	0	14	25	33	40	45	50	54	57	60	62	65	67
10	0	12	22	30	36	42	46	50	53	56	59	61	63
11	0	11	20	27	33	38	43	47	50	53	55	58	60
12	0	10	18	25	31	36	40	44	47	50	53	55	57
13	0	9	17	23	28	33	37	41	44	47	50	52	54
14	0	8	15	21	27	31	35	39	42	48	48	50	52
15	0	8	14	20	25	29	33	37	40	43	45	48	50

For each ego-state style, the OEQ scores are given at the intersection of the OK score (in the column) and the Not-OK score (in the rows). These scores are to be noted on the summary sheet. The table indicates the percentage of potential being used effectively in a particular style. Using the table, one can see how reduction in Not-OK scores improves OEQ. A respondent can thus thrive to obtain the highest score (100) by reducing his or her Not-OK behaviour to maximize the use of his or her potential for the present level of an ego state.

**APPENDIX – 1(c)**  
**JUNIOR INDEX OF MOTIVATION (JIM SCALE)**

Name of the student: \_\_\_\_\_

School: \_\_\_\_\_

Class: \_\_\_\_\_ Age: \_\_\_\_\_ Sex: (M/F) \_\_\_\_\_

**Instructions:**

Dear students, consider each statement given below with regard to your motivation for schooling. You are requested to read each statement in this questionnaire and give your opinion by responding each of them.

Use the following key for your response to the statements:

Write "A" if you totally agree with the statement.

Write "B" if you generally agree with the statement.

Write "C" if you generally disagree with the statement.

Write "D" if you totally disagree with the statement.

Please attempt each statement without fail.

Statements	'A'	'B'	'C'	'D'
1. Late afternoon is the best time of the day.	( )	( )	( )	( )
2. Many children have been punished without cause.	( )	( )	( )	( )
3. Students should be made to go to school until they are 18 years old.	( )	( )	( )	( )
4. Being right is more important than being kind.	( )	( )	( )	( )
5. * School is more fun when teachers let students do things they want to.	( )	( )	( )	( )
6. * Pupils who try should get grade even if they make mistakes.	( )	( )	( )	( )
7. * Successful people are those who make more money.	( )	( )	( )	( )
8. The best way to spend a good evening is with a good book.	( )	( )	( )	( )
9. * Most young people do not want to go to school.	( )	( )	( )	( )
10. Some new ideas are interesting, but most of them are not.	( )	( )	( )	( )
11. Usually practical people are highly respected.	( )	( )	( )	( )

	Statements	'A'	'B'	'C'	'D'
12.	Knowing the answer is more important than knowing where to get the answer	( )	( )	( )	( )
13.	Many young people feel grouchy.	( )	( )	( )	( )
14.	The best people refuse to depend on others.	( )	( )	( )	( )
15.	Some teachers make school more interesting than others.	( )	( )	( )	( )
16.	A person's feelings on a topic are not as important as the facts.	( )	( )	( )	( )
17.	There are more important things in the world than making money.	( )	( )	( )	( )
18.	It does not really help much to study about people from other lands.	( )	( )	( )	( )
19. *	Life is mostly sorrow with just a little joy.	( )	( )	( )	( )
20.	Some students have to study more than others.	( )	( )	( )	( )
21. *	Many youngsters often want to run away from home.	( )	( )	( )	( )
22.	Being a good speaker is just as important as being a good speller.	( )	( )	( )	( )
23. *	Some teachers seem to enjoy making students suffer.	( )	( )	( )	( )
24. *	Our whole trouble is that we won't let God help us.	( )	( )	( )	( )
25.	Most people worry more before they take a test than during the test.	( )	( )	( )	( )
26. *	No one seems to understand young people.	( )	( )	( )	( )
27.	Learning to co-operate is more important than learning to compete.	( )	( )	( )	( )
28. *	Most people would like school better if teachers did not give grades.	( )	( )	( )	( )
29. *	The world we live in is a pretty lonesome place.	( )	( )	( )	( )
30. *	Social progress can be achieved only by returning to our glorious past.	( )	( )	( )	( )
31. *	It is very foolish to advocate government support of education.	( )	( )	( )	( )
32.	Most people's hardest battles are with themselves.	( )	( )	( )	( )
33. *	There is nothing new under the sun.	( )	( )	( )	( )
34.	Helping other people is the key of happiness.	( )	( )	( )	( )
35. *	Life seems to be big struggle after another.	( )	( )	( )	( )

	Statements	'A'	'B'	'C'	'D'
36. *	Most people just don't give a 'darn' for others.	( )	( )	( )	( )
37. *	The best way to achieve security is for the government to guarantee jobs.	( )	( )	( )	( )
38.	Some people do not appreciate the value of education.	( )	( )	( )	( )
39.	Most young people feel uncomfortable around someone of the opposite sex.	( )	( )	( )	( )
40. *	Many new ideas are not worth the paper they are printed on.	( )	( )	( )	( )
41.	Many teachers are not considerate of students' feelings.	( )	( )	( )	( )
42.	Teachers are generally underpaid.	( )	( )	( )	( )
43.	Being unhealthy is worse than being unhappy.	( )	( )	( )	( )
44. *	It is better to forget than to forgive.	( )	( )	( )	( )
45.	Pupils who copy during exams should fail the test.	( )	( )	( )	( )
46. *	Young people should be free to follow their own desire.	( )	( )	( )	( )
47.	Listening to a good speaker is the best way to learn.	( )	( )	( )	( )
48. *	The present is all too often full of unhappiness.	( )	( )	( )	( )
49.	Most people just don't know what is good for them.	( )	( )	( )	( )
50.	Understanding yourself helps one understand others.	( )	( )	( )	( )
51. *	People who dream a lot at night are apt to be crazy.	( )	( )	( )	( )
52.	Familiarity breeds contempt. So one should never be friendly.	( )	( )	( )	( )
53. *	There is a real limit to man's intelligence.	( )	( )	( )	( )
54. *	People who are insulted, generally deserve to be	( )	( )	( )	( )
55. *	Experience may be a good teacher, but schools are better.	( )	( )	( )	( )
56. *	Wasting time is even worse than wasting money.	( )	( )	( )	( )
57. *	People who are quick thinkers usually jump to conclusions.	( )	( )	( )	( )
58. *	Most people do not have good ideas until they grow up.	( )	( )	( )	( )
59.	When people are unhappy they should talk to someone about it.	( )	( )	( )	( )
60. *	Looking good is just important than being good.	( )	( )	( )	( )

	Statements	'A'	'B'	'C'	'D'
61.	The best part of education is that which people teach themselves.	( )	( )	( )	( )
62. *	Famous people usually have a lot of money.	( )	( )	( )	( )
63. *	Most people cannot learn from the experience of others.	( )	( )	( )	( )
64. *	The dreamer is a danger to society.	( )	( )	( )	( )
65. *	Most teachers like to drive students if they have the chance.	( )	( )	( )	( )
66.	God helps those who help themselves.	( )	( )	( )	( )
67. *	One can never desire too much of a good thing.	( )	( )	( )	( )
68. *	Being a liar is better than being a gossip.	( )	( )	( )	( )
69. *	Asking questions usually gets you into trouble.	( )	( )	( )	( )
70. *	Not many people in the world are really kind.	( )	( )	( )	( )
71.	The biggest part of being successful is determination.	( )	( )	( )	( )
72. *	Teachers know more and do less than most other people.	( )	( )	( )	( )
73. *	Hope is really no better than worry.	( )	( )	( )	( )
74. *	School is not all that which is cracked up to be.	( )	( )	( )	( )
75. *	Everything that people do is either right or wrong.	( )	( )	( )	( )
76. *	Quick thinking is always better than being polite.	( )	( )	( )	( )
77.	The gentle person often treats himself severely.	( )	( )	( )	( )
78.	Everybody ought to do something worth while everyday.	( )	( )	( )	( )
79. *	We are never really as happy as we think we are.	( )	( )	( )	( )
80. *	All those who fail have worked in vain.	( )	( )	( )	( )

**APPENDIX – 1(d)**  
**SELF-ESTEEM SCALE**

Name of the student: \_\_\_\_\_

School: \_\_\_\_\_

Class: \_\_\_\_\_ Age: \_\_\_\_\_ Sex: (M/F) \_\_\_\_\_

**Instructions :**

This is not an examination or academic test. Hence, feel relaxed in answering this test. Your answers will be kept confidential. There are no 'right' or 'wrong' answers.

Please answer the following statements based on the opinion you have about yourself. Please read each statement carefully and indicate by putting a tick mark (✓) in the space on the right hand side that applies to you, on the scale from "strongly agree", "agree", "disagree" and "strongly disagree". Don't leave any statement unmarked.

Statements	Strongly Agree	Agree	Disagree	Strongly disagree
1. I feel I am a person of worth, at least on an equal basis with others.	( )	( )	( )	( )
2. I feel that I have number of good qualities.	( )	( )	( )	( )
3. All in all I am inclined to feel that I am a failure.	( )	( )	( )	( )
4. I am able to do things as well as most other people.	( )	( )	( )	( )
5. I feel I do not have much to be proud of.	( )	( )	( )	( )
6. I take a positive attitude towards myself.	( )	( )	( )	( )
7. On the whole I am satisfied with myself.	( )	( )	( )	( )
8. I wish I could have more respect for myself.	( )	( )	( )	( )
9. I certainly feel useless at times.	( )	( )	( )	( )
10. At times, I feel I am no good at all.	( )	( )	( )	( )

## APPENDIX – 1(e) OCTOPACE PROFILE

Name: \_\_\_\_\_ Subject(s) teaching: \_\_\_\_\_  
School: \_\_\_\_\_ Age: Below 30 years: \_\_\_\_\_  
Teaching Experience: \_\_\_\_\_ Between 30-35 years: \_\_\_\_\_  
Sex (M/F): \_\_\_\_\_ Above 40 years: \_\_\_\_\_  
Qualification: \_\_\_\_\_

### Instructions :

This instrument will help you to look at some of the values and beliefs of your school organization. Given below are statements that indicate some organizational values. If these are values of the principal/management of the school generally will be shared in the organization. Read each statement carefully and indicate in the space on the left-hand side of the statement, how much of the spirit contained in the statement is valued in your school organization. For items 25-40, check how widely each belief stated there is shared in the organization. Please be frank in your response to these statements.

Use the following key for your response :

- Write 4 if it is highly valued.
- Write 3 if it is given fairly high valued.
- Write 2 if it is given a rather low value.
- Write 1 if it is given a very low value.

- \_\_\_\_\_ 1. Free interaction among teachers, each respecting other's feelings, competence and sense of judgement.
- \_\_\_\_\_ 2. Facing and not shying away from the problems.
- \_\_\_\_\_ 3. Offering moral support and help to staff members and colleagues in crisis.
- \_\_\_\_\_ 4. Congruity between feelings and expressed behaviour (minimum gap between what people say and do).
- \_\_\_\_\_ 5. Preventive action on most matters.
- \_\_\_\_\_ 6. Taking independent action relating to their jobs.
- \_\_\_\_\_ 7. Team work and team spirit.
- \_\_\_\_\_ 8. Trying out innovative ways of solving problems.
- \_\_\_\_\_ 9. Genuine sharing of information, feelings and thoughts in the meetings.
- \_\_\_\_\_ 10. Going deeper rather than surface analysis of the interpersonal problems.
- \_\_\_\_\_ 11. Interpersonal contact and support amongst teachers.
- \_\_\_\_\_ 12. Tactfulness, smartness and even a little manipulation to get things done.
- \_\_\_\_\_ 13. Senior teachers encouraging their subordinates to think about their development and take action in that direction.
- \_\_\_\_\_ 14. Close supervision and of directing teachers on action.

- \_\_\_\_\_ 15. Accepting and appreciating help offered by others.
- \_\_\_\_\_ 16. Encouraging teachers to take a fresh look to how things are done.
- \_\_\_\_\_ 17. Free discussion and communication between senior teachers and subordinates.
- \_\_\_\_\_ 18. Facing challenges inherent in the work situation.
- \_\_\_\_\_ 19. Confiding in senior teachers without fear of their misusing trust.
- \_\_\_\_\_ 20. Owning up mistake made.
- \_\_\_\_\_ 21. Considering both positive and negative aspects before taking action.
- \_\_\_\_\_ 22. Obeying and checking with senior teachers rather than acting on one's own.
- \_\_\_\_\_ 23. Performing immediate tasks rather than being concerned about large organizational goals.
- \_\_\_\_\_ 24. Making genuine attempts to change behaviour on the basis of feedback received.

Use the following key for the remainder of your responses:-

Write 4 if it is a very widely shared belief.

Write 3 if it is fairly widely shared.

Write 2 if some persons in the organization share this belief.

Write 1 if a few or none have this belief.

- \_\_\_\_\_ 25. Effective leaders put a lid on their feelings.
- \_\_\_\_\_ 26. Trust begets trust.
- \_\_\_\_\_ 27. Pass the buck tactfully when there is problem.
- \_\_\_\_\_ 28. Telling a polite lie is preferable to tell the unpleasant truth.
- \_\_\_\_\_ 29. Prevention is better than cure.
- \_\_\_\_\_ 30. Freedom to teachers breeds to in-discipline.
- \_\_\_\_\_ 31. Usually emphasis on team work dilutes individual accountability.
- \_\_\_\_\_ 32. Thinking out and doing new things tones up organization's vitality.
- \_\_\_\_\_ 33. Free and frank Communication between various levels helps in solving problems.
- \_\_\_\_\_ 34. Surfacing problems is not enough, we should find the solutions.
- \_\_\_\_\_ 35. When the chips are down you have to fend for yourself (people cannot rely on others in times of crisis).
- \_\_\_\_\_ 36. People generally are what they appear to be.
- \_\_\_\_\_ 37. A stitch in time saves nine.
- \_\_\_\_\_ 38. A good way to motivate teachers is to give them autonomy to plan their work.
- \_\_\_\_\_ 39. Teachers' involvement, an organization's mission and goals contribute to productivity.
- \_\_\_\_\_ 40. In today's competitive situation, consolidation and stability are more important than experimentation.

# OCTOPACE PROFILE

## ANSWER SHEET

**Name :**

**Name of the School :**

**Date :**

Please rewrite your response (scores) to each statement on the blank beside the corresponding number on the answer sheet.

Items/Resp.	Items/Resp.	Items/Resp.	Items/Resp.	Items/Resp.	Response Total
1	9	17	25*	33	
2	10	18	26*	34	
3	11	19	27	35*	
4	12*	20	28*	36	
5	13	21	29	37	
6	14*	22*	30*	38	
7	15	23*	31*	39	
8	16	24	32	40*	

**APPENDIX – 1(f)**  
**LEADERSHIP BEHAVIOUR DESCRIPTION QUESTIONNAIRE**  
**(L.B.D.Q.)**

- 1) Name :
- 2) Name of the School :
- 3) Sex:- (Male/Female) :
- 4) Age :                      Years :
- 5) Academic and Professional Qualifications:
 

B.A., M.A.	_____	B.Ed., M.Ed.	_____
B.Com., M.Com.	_____	B.Ed., M.Ed.	_____
B.Sc., M.Sc.	_____	B.Ed., M.Ed.	_____
- 6) Total Teaching Experience :

**Instruction :**

The L.B.D.Q. is composed of a series short of description statements of ways in which the principal or Head may behave. You, as a member of the group, may kindly indicate the frequency with which he emerges in each form of behaviour by tick marking one of the five adverts. All the 30 items of the tool are scored on a scale ranging from 'always' to 'never'.

'A' = Always	'D' = Seldom
'B' = Often	'E' = Never
'C' = Occasionally	

Statements	A	B	C	D	E
1. She makes her attitude clear to the staff.	( )	( )	( )	( )	( )
2. She tries out her new ideas with the staff.	( )	( )	( )	( )	( )
3. She rules with an iron hand.	( )	( )	( )	( )	( )
4. She criticizes poor work.	( )	( )	( )	( )	( )
5. She speaks in a manner not to be questioned.	( )	( )	( )	( )	( )
6. She assigns staff members to particular tasks.	( )	( )	( )	( )	( )
7. She works without a plan.	( )	( )	( )	( )	( )
8. She maintains a definite standard of performance.	( )	( )	( )	( )	( )
9. She emphasizes the meaning of deadlines.	( )	( )	( )	( )	( )

Statements	A	B	C	D	E
10. She encourages the use of uniform procedures.	( )	( )	( )	( )	( )
11. She makes sure that her part in the organization is understood by all members.	( )	( )	( )	( )	( )
12. She asks the staff members follow standard rules and regulations.	( )	( )	( )	( )	( )
13. She lets staff members know what is expected of them.	( )	( )	( )	( )	( )
14. She sees to it that staff members are working up to capacity.	( )	( )	( )	( )	( )
15. She sees to it that the work of staff members is coordinated.	( )	( )	( )	( )	( )
16. She does little things to make it pleasant to be a member of the staff.	( )	( )	( )	( )	( )
17. She is easy to understand.	( )	( )	( )	( )	( )
18. She finds time to listen to staff members.	( )	( )	( )	( )	( )
19. She does personal favours for staff members.	( )	( )	( )	( )	( )
20. She keeps to himself.	( )	( )	( )	( )	( )
21. She looks out for the personal welfare of individual staff members.	( )	( )	( )	( )	( )
22. She refuses to explain her actions.	( )	( )	( )	( )	( )
23. She acts after consulting the staff.	( )	( )	( )	( )	( )
24. She is slow to accept new ideas.	( )	( )	( )	( )	( )
25. She treats all the staff members as his equals.	( )	( )	( )	( )	( )
26. She is willing to make changes.	( )	( )	( )	( )	( )
27. She is friendly and approachable.	( )	( )	( )	( )	( )
28. She makes staff members feel at ease.	( )	( )	( )	( )	( )
29. She puts suggestions made by the staff into operation.	( )	( )	( )	( )	( )
30. She gets staff approval in important matters before going ahead.	( )	( )	( )	( )	( )