

APPENDIX NO. II

QUESTIONNAIRE FOR
PRINCIPALS & PERSONAL DATA SHEET (For Ph.D. Research only)ROLE PERCEPTIONS OF TEACHERS AND PRINCIPALS IN
RELATION TO ORGANIZATIONAL CLIMATE IN THE
SECONDARY SCHOOLS IN MADRAS CITY

Guide	Investigator
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Dear Sir/Madam,

There has been rapid changes of vast magnitude in all spheres in the last two decades in Education. Great expansion in the field of education is going on through out the world. In the educational field researches have been conducted on the various aspects like Teacher Morale, Organizational Climate and Leadership Behaviour.

This study, therefore, is an attempt to identify the Role Perceptions of Teachers and Principals in relation to Organizational Climate in the Secondary Schools in Madras City.

I assure you that your responses and any other information you supply will be treated in the customary manner of strict confidentiality for purely research purpose.

Let me thank your kind co-operation in providing your valuable responses.

July, 1980.

Investigator

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CENTRE OF ADVANCED STUDY IN EDUCATION
Faculty of Education and Psychology
The M.S. University of
Baroda

1. Name of the School :

2. Type of the School :	Govt.	Corp.	Private	Missy.
	()	()	()	()

3. Enrolment of Pupils : Below 500 500-1000 Above 1000
 () () ()

4. Marital Status : ☐ Married ☐ Unmarried

5. Sex : () Male () Female

6. Age : Below 35 yrs. 35 Yrs. & above
() ()

[illegible]

(a) As a Teacher: () () ()

(b) As a Principal () () ()

8. Professional Teacher Training	B.Ed. ()	M.Ed. ()
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9. Academic Qualifications :	Graduate	Post-graduate

10. Have you attended any Inservice Training Yes No
() ()

[illegible]

(b) Suggest one educational :
Journal

	Very Satisfying	Not Satisfying
12. Considering Teaching as a whole: how satisfying do you find it.	()	()

13. Have you worked in any other Schools ?	Yes ()	No ()	No. of S/S ()
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LEADERSHIP BEHAVIOUR DESCRIPTIVE QUESTIONNAIRE (LBDQ) - Halpin

Ideal Self		+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 response					
1.	I should make my attitude clear to the staff.	A	B	C	D	E	
2.	I should try out new ideas with the staff	A	B	C	D	E	
*3.	I should rule with an iron hand	A	B	C	D	E	
4.	I should criticize poor work	A	B	C	D	E	
*5.	I should speak in a manner not to be questioned	A	B	C	D	E	
6.	I should assign staff members to particular tasks	A	B	C	D	E	
*7.	I should work without a plan	A	B	C	D	E	
8.	I should maintain definite standard of performance	A	B	C	D	E	
9.	I should emphasize the meeting of dead- liness	A	B	C	D	E	
10.	I should encourage the use of uniform procedures	A	B	C	D	E	
11.	I should make sure that my part in the organization is understood by all members.	A	B	C	D	E	
12.	I should ask that staff members follow standard rules and regulations	A	B	C	D	E	
13.	I should let staff members know what is expected of them	A	B	C	D	E	
14.	I should see to it that staff members are working upto capacity	A	B	C	D	E	
15.	I should see to it that the work of staff members is coordinated	A	B	C	D	E	

* Scored negatively

Consideration	Please encircle response				
1. I should do personal favours to staff members	A	B	C	D	E
2. I should do little things to make it pleasant to be a member of the staff	A	B	C	D	E
3. I should be easy to understand	A	B	C	D	E
4. I should find time to listen to staff members	A	B	C	D	E
*5. I should keep to myself	A	B	C	D	E
6. I should look out for the personal welfare of individual staff members	A	B	C	D	E
*7. I should refuse to explain my action	A	B	C	D	E
*8. I should act without consulting the staff	A	B	C	D	E
*9. I should be slow to accept new ideas	A	B	C	D	E
10. I should treat all staff members as my equal	A	B	C	D	E
11. I should be willing to make changes	A	B	C	D	E
12. I should be friendly and approachable	A	B	C	D	E
13. I should make staff members feel at ease when talking with them	A	B	C	D	E
14. I should put suggestions made by the staff into operation	A	B	C	D	E
15. I should get staff approval on important matters before going ahead	A	B	C	D	E

* Scored negatively

ORGANISATIONAL CLIMATE DESCRIPTION QUESTIONNAIRE (OCDQ) - Halpin

Scoring

		<u>+vly</u>	<u>-vly</u>
A	= Rarely occurs	1	4
B	= Sometimes occurs	2	3
C	= Often occurs	3	2
D	= Very frequently occurs	4	1

TEACHERS' BEHAVIOUR

1. Disengagement :

Encircle your
Responses

- | | | | | |
|--|---|---|---|---|
| 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 non-conforming 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 meeting | 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. | Students 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 :

- | | | | | | |
|-----|--|---|---|---|---|
| 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 background 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 Aloofness :

- | | | | | |
|---|---|---|---|---|
| 34. Faculty meetings are organized according to a tight agenda. | A | B | C | D |
| 35. The 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 have 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 at 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 insures that teachers work to their full capacity. | A | B | C | D |
| 47. Extra duty for teachers is posted conspicuously. | A | B | C | D |
| 48. The headmaster talks a great deal. | A | B | C | D |
| 49. The headmaster goes out of his way to help teachers. | A | B | C | D |
| 50. The headmaster sets an example by working hard himself. | A | B | C | D |

VII Thrust :

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

VIII Consideration :

- | | | | | |
|---|---|---|---|---|
| 58. The headmaster helps teachers solve personal problems. | A | B | C | D |
| 59. The headmaster does personal favours for teachers. | A | B | C | D |
| 60. The headmaster stays after school to help teachers finish their work. | A | B | C | D |
| 61. The headmaster helps staff members settle minor difference. | A | B | C | D |

62. Teachers help select which courses will be taught

A B C D

63. The Headmaster tries to get better salaries for teachers.

A B C D

* Scored negatively

And
TASK, PERSON ORIENTED LEADERSHIP STYLE

Directions : The following items describe aspects of leadership behaviour. Respond to each item according to the way you would most likely act if you were the leader of a work group. Circle whether you would most likely behave to the described way :

A	-	Always	5
F	-	Frequently	4
O	-	Occasionally	3
S	-	Seldom	2 2
N	-	Never	1

- | | | | | | | |
|-----|--|---|---|---|---|---|
| 1. | I would most likely act as the spokesman of the group. | A | F | O | S | N |
| 2. | I would encourage overtime work | A | F | O | S | N |
| 3. | I would allow members complete freedom in their work | A | F | O | S | N |
| 4. | I would encourage the use of uniform procedures | A | F | O | S | N |
| 5. | I would permit the members to use their own judgement in solving problems. | A | F | O | S | N |
| 6. | I would stress being ahead of groups. | A | F | O | S | N |
| 7. | I would speak as a representative of the groups. | A | F | O | S | N |
| 8. | I would needle members for greater effort. | A | F | O | S | N |
| 9. | I would try out my ideas in the group. | A | F | O | S | N |
| 10. | I would let the members to their work the way they think best. | A | F | O | S | N |
| 11. | I would be working hard for a promotion. | A | F | O | S | N |
| 12. | I would tolerate postponement and uncertainty. | A | F | O | S | N |

- | | |
|---|-----------|
| 13. I would speak for the group if there were visitors present. | A F O S N |
| 14. I would keep the work moving in a rapid pace. | A F O S N |
| 15. I would turn the members loose on a job and let them go to it. | A F O S N |
| 16. I would settle conflicts when they occur in the group. | A F O S N |
| 17. I would get swamped by details. | A F O S N |
| 18. I would represent the group at outside meetings. | A F O S N |
| 19. I would be reluctant to allow the members any form of action. | A F O S N |
| 20. I would decide what should be done and how it should be done. | A F O S N |
| 21. I would push for increased production. | A F O S N |
| 22. I would let some members have authority which I could keep. | A F O S N |
| 23. Things would usually turn out as I had predicted. | A F O S N |
| 24. I would allow the group a high degree of initiative. | A F O S N |
| 25. I would assign group members to particular tasks. | A F O S N |
| 26. I would be willing to make changes. | A F O S N |
| 27. I would ask the members to work harder. | A F O S N |
| 28. I would trust the group members to exercise good judgement. | A F O S N |
| 29. I would schedule the work to be done. | A F O S N |
| 30. I would refuse to explain my action. | A F O S N |
| 31. I would persuade others that my ideas are to their achievement. | A F O S N |

32. I would permit the group to set its own pace. A F O S N
33. I would urge the group to beat its previous
record. A F O S N
34. I would act without consulting the groups. A F O S N
35. I would ask that group members follow
standard rules and regulations. A F O S N

LEADERSHIP BEHAVIOUR DESCRIPTIVE QUESTIONNAIRE

LBDQ - Halpin

REAL SELF

+ve -ve

Scores :

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 RESPONSE

1. I make my attitudes clear to my staff. A B C D E
2. I try out my new ideas with the staff. A B C D E
- *3. I rule with an iron hand. A B C D E
4. I criticise poor work. A B C D E
- *5. I speak in a manner not to be questioned. A B C D E
6. I assign staff members to particular tasks. A B C D E
- *7. I work without a plan. A B C D E
8. I maintain definite standards of performance. A B C D E
9. I emphasize the meeting of deadlines. A B C D E
10. I encourage the use of uniform procedures. A B C D E
11. I make sure that my part in the organization is understood by all members. A B C D E
12. I ask that staff members follow rules and regulations. A B C D E

* Scored negatively

- | | | | | | |
|--|---|---|---|---|---|
| 13. I let staff members know what is expected of them. | A | B | C | D | E |
| 14. I see to it that staff members are working upto capacity. | A | B | C | D | E |
| 15. I see to it that the work of staff members is coordinated. | A | B | C | D | E |

CONSIDERATION

- | | | | | | |
|--|---|---|---|---|---|
| 1. I do personal favours for staff members. | A | B | C | D | E |
| 2. I do little things to make it pleasant to be a member of the staff. | A | B | C | D | E |
| 3. I am easy to understand. | A | B | C | D | E |
| 4. I find time to listen to staff members. | A | B | C | D | E |
| *5. I keep to myself. | A | B | C | D | E |
| 6. I look out for the personal welfare of individual staff members. | A | B | C | D | E |
| *7. I refuse to explain my actions. | A | B | C | D | E |
| *8. I act without consulting the staff. | A | B | C | D | E |
| *9. I am slow to accept new ideas. | A | B | C | D | E |
| 10. I treat all staff members as my equal. | A | B | C | D | E |
| 11. I am willing to make changes. | A | B | C | D | E |
| 12. I am friendly and approachable. | A | B | C | D | E |
| 13. I make staff members feel at ease when talking with them. | A | B | C | D | E |
| 14. I put suggestions made by the staff into operation. | A | B | C | D | E |
| 15. I get staff approval on important matters before going ahead. | A | B | C | D | E |

* Scored negatively
