

A P P E N D I C E S

=====

- I Suggestions for Further Research
- II Questionnaire
 - 1. The OCDQ - Baroda Form I
 - 2. PCI - Baroda Form I
 - 3. The Dogmatism Scale (Form E)
 (Adapted from Milton Rokeach)
 - 4. 16 P.F. Questionnaire (Form C)
 (Adapted from R.B. Cattell)
- III Experimental Drafts of the OCDQ and the PCI
- IV. List of the Schools Participated in the Study
- V. List of Persons Interviewed.
- VI. School-wise Double Standardized Score on the
 Dimensions of the OCDQ (Baroda Form I)
- VII. Profiles of Sampled Schools Under Three
 Climate Categories.

APPENDIX I

SUGGESTIONS FOR FURTHER RESEARCH

The intensive study reported by the present researcher scratched the surface of the possibilities for changing the organizational climate of schools but some further work in the area of organizational climate would be desirable. A number of possible problems are listed below :

(1) Longitudinal study to determine if an organizational climate changes during the school year or over a period of years.

(2) Longitudinal study to determine if the installation of a new principal alters the climate of the school.

(3) Relating organizational climate to school input. A number of variables such as the amount and kind of facilities available, amount of technical or supervisory help available, numericals stating adequacy of the school, salary levels of the staff, per pupil expenditures, ability level of the pupils, might be worthy of study.

(4) Relating the OCDQ (Baroda-version) results on the secondary school level with the results of the Learning Climate Inventory (LCI), an instrument developed by Hoyle for measuring the learning climate of schools.

(5) Organizational climate of schools and its relationship with the problems of student unrest may be examined.

(6) Studies may be taken up to investigate the relationship of organizational climate of schools and selected characteristics of principals.

(7) Percolations of school climate into the classroom is an important area which demands our attention and studies may be taken in this area from different angle i.e. teacher's influence in the classroom, teacher's values of equality and freedom etc.

(8) Studies may be taken up to find out the relationship between leadership style, organizational climate and student absenteeism.

(9) Organizational climate of schools and its relationship to job satisfaction of teachers may be examined.

(10) The studies on the effect of organizational climate on (a) school morale of students, (b) students' opinion on school climate, (c) students' self-concept, (d) students' attitudes towards school, and (e) satisfaction/dissatisfactions of students are worthy of investigation.

(11) The present problem of school climate should be further investigated using the perceptions and interactions

of (a) pupils, (b) guardians, (c) officers of the State Education Department, and (d) local community pressure groups.

(12) The relationship among teacher pupil control ideology, organizational climate and student attitudes towards school may be worth undertaking.

(13) Relating pupil control ideology of school to school output. A number of variables such as the achievement level of students, students' drop-outs, anxiety level of students and other selected behaviour of students, teacher satisfaction/dissatisfaction might be worthy of study.

(14) Pupil control ideology and its relationship to teacher self-acceptance, acceptance of others may be examined.

(15) Study may be taken up to find out the impact of organizational socialization on the pupil control ideology of teachers.

APPENDIX II

Department of Educational Administration
FACULTY OF EDUCATION AND PSYCHOLOGY,
BARODA.

A STUDY OF SCHOOL CLIMATE AS A FUNCTION OF
PERSONALITY OF SCHOOL PERSONNEL AND PUPIL
CONTROL IDEOLOGY

: Guide :

PROF. D.M. DESAI
Dean, Faculty of Education
and Psychology, Baroda

: Investigator :

MR. KIRIT GANDHI
Shri R.P. Anada College of
Education, Borsad

Dear Friend,

Improvement of school education has a number of focal points. Recent researches have shown that qualities of leadership, teacher morale and organizational climate of schools are highly correlated with diffusion of innovations and change and staff-student motivation and achievement. A school's ideology about pupil control and the acts of student indiscipline that take place have their roots in school climate and have their impact on school quality of standards. They constitute some of the 'essentials' or pre-requisites to strengthen and enrich academic instruction or professional in our school.

The present study is designed in this perspective. You can be a participant in this venture of faith by giving your full and frank responses to these questionnaires. Kindly treat this as professional work and unhesitatingly co-operate. This Booklet contains four questionnaires viz., (1) School Organizational Climate (O.C.D.Q.), (2) Pupil Control Ideology (PCI), (3) The Dogmatism Scale and (4) the 16 P.F. Questionnaire. The items describe typical behaviour and conditions that occur in a school. There are no right or wrong responses. Please indicate your response as directed.

All responses will be kept strictly confidential and their results will be used only for research.

Form A

THE O.C.D.Q. - Indian Version

Department of Educational Administration
M.S. University of Baroda,
Baroda.

The questionnaire is prepared to secure a total 'feel' and 'atmosphere' of the schools and the various conditions under which the teachers work. The items in this questionnaire describe typical behaviours or conditions that occur within a school's organization. The respondents are the school teachers in school. Your responses to these items will indicate to what extent of these descriptions characterizes your school.

Please be sure that you mark EACH item.

Out of the FIVE choices given for each of the following items, please select ONE (and only one) and put the number indicating the choice in the bracket. The choices given are

- (1) never occurs
- (2) rarely occurs
- (3) sometimes occurs
- (4) often occurs
- (5) very frequently occurs

Printed below is an example of a typical item found in this Questionnaire.

EXAMPLE :

Each student spends his recess time
by himself.

1 (2) 3 4 5

In this example the respondent marked alternative (2) to show the interpersonal relationship described by this item. 'Rarely Occurs' in this school. Of course, any of the other alternative could be selected. Depending upon how often the behaviour described by the item does indeed occur in your school.

Please mark your response clearly as in the Example.

Personal Data Form
(for respondents)

(Strictly confidential and specifically for Ph.D. Research)

1. School: _____
2. Village (with Taluka and District): _____
3. Sex : _____
4. Age in complete years : _____
5. Place of residence (Please check ☐ / ☐)
 1. City : _____
 2. Town : _____
 3. Village: (a) Large : _____; (b) Medium _____ (c) Small _____
6. Caste: _____
7. Father's occupation (if deceased, when alive) _____
8. Father's education (if deceased when alive); (Please check ☐ / ☐)
 1. Illiterate: _____ 2. Primary _____ Secondary _____
 - College education upto graduation _____
 - Post-graduate: _____
9. Your total annual income from all sources: Rs. _____
10. Your teaching experience in the present school
in complete years : _____
11. Total teaching experience in years:
 - (a) in City _____ (b) in Village: _____ (c) Total Yrs. _____
12. Your first graduation degree with class:
 - First _____ Second _____ Pass class _____.
13. Post-graduate (academic) degree with class :
 - First _____ Second _____ Pass _____
14. B.Ed. or its equivalent degree with class :
 - First _____; Second _____; Pass _____
15. Research degree; (Check): Academic _____; Education _____

(Please indicate your responses to item 12 to 15 by putting
a tick mark (☐ / ☐))

Section I

The Organizational Climate Description Questionnaire
(The OCDQ - Baroda Form I)

| | <u>Statements</u> | <u>Responses</u> | | | | |
|-----|---|------------------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 1. | The Principal is by the side of a teacher in hour of need. | 1 | 2 | 3 | 4 | 5 |
| 2. | There are internal bickerings and jealousy among the staff of this school. | 1 | 2 | 3 | 4 | 5 |
| 3. | Teachers have to take extra periods for weak students | 1 | 2 | 3 | 4 | 5 |
| 4. | In the beginning of the year, the teachers review and evaluate their school programme | 1 | 2 | 3 | 4 | 5 |
| 5. | The principal dislikes the idea of teachers forming an association of their own | 1 | 2 | 3 | 4 | 5 |
| 6. | The principal helps teachers in their school work. | 1 | 2 | 3 | 4 | 5 |
| 7. | The staff of this school is like a big family. | 1 | 2 | 3 | 4 | 5 |
| 8. | No deviation from prescribed rules is tolerated by the principal. | 1 | 2 | 3 | 4 | 5 |
| 9. | All staff members shoulder responsibility in regard to one or the other activity of the school. | 1 | 2 | 3 | 4 | 5 |
| 10. | Teachers, while teaching, are called in the principal's office, through peons. | 1 | 2 | 3 | 4 | 5 |
| 11. | The principal is frank and free with the teachers, students and parents. | 1 | 2 | 3 | 4 | 5 |

| <u>Statements</u> | <u>Responses</u> |
|--|------------------|
| 12. The principal gets approval of the staff on all school matters before finally deciding about them. | 1 2 3 4 5 |
| 13. The principal resists ideas that deviate from his own. | 1 2 3 4 5 |
| 14. The principal enthusiastically discusses with his staff the new ideas he gathers. | 1 2 3 4 5 |
| 15. Supervisory work of the principal keeps teachers alert. | 1 2 3 4 5 |
| 16. 'More work, only if more pay' is what the teachers say in private. | 1 2 3 4 5 |
| 17. Teachers of this school live under tension. | 1 2 3 4 5 |
| 18. Teachers and students freely communicate with the principal. | 1 2 3 4 5 |
| 19. The staff has full involvement in institutional planning. | 1 2 3 4 5 |
| 20. The principal deputes his teachers for in-service education programmes for better teaching. | 1 2 3 4 5 |
| 21. Group work is favoured by the teachers of this school. | 1 2 3 4 5 |
| 22. Teachers' output is good because their merits are recognized. | 1 2 3 4 5 |
| 23. Parents tell the school what they feel the school should do for their children. | 1 2 3 4 5 |
| 24. The principal is first to arrive and the last to leave the school. | 1 2 3 4 5 |

| | <u>Statements</u> | <u>Responses</u> |
|-----|---|------------------|
| 25. | Constructive suggestions to teachers is the outcome of the supervision work. | 1 2 3 4 5 |
| 26. | This school is visualized as an integrated community of management, teachers, and students. | 1 2 3 4 5 |
| 27. | The principal inquires about the well-being of the family of the teachers when he meets them. | 1 2 3 4 5 |
| 28. | Teachers' best time is wasted in doing clerical work. | 1 2 3 4 5 |
| 29. | Senior subject teachers coordinate teaching in their subjects. | 1 2 3 4 5 |
| 30. | The principal involves the staff in taking all vital decisions regarding the school | 1 2 3 4 5 |
| 31. | The school is ready to associate with the neighbouring community in national celebrations. | 1 2 3 4 5 |
| 32. | The principal is vigilant that school work is completed by the staff. | 1 2 3 4 5 |
| 33. | Teachers take active part in school activities. | 1 2 3 4 5 |
| 34. | The principal motivates rather than pressurises his colleagues. | 1 2 3 4 5 |
| 35. | Teachers feel happy with their work in the school. | 1 2 3 4 5 |
| 36. | Teachers keep many secrets from their colleagues. | 1 2 3 4 5 |

| Statements | Responses | | | | |
|--|-----------|---|---|---|---|
| 37. Friendly and kindly guidance is the motto of the staff of this school. | 1 | 2 | 3 | 4 | 5 |
| 38. A lot of time is wasted in staff meetings. | 1 | 2 | 3 | 4 | 5 |
| 39. There is little recognition of teachers' merit in this school. | 1 | 2 | 3 | 4 | 5 |
| 40. Parents attend the P.T.A. functions in majority. | 1 | 2 | 3 | 4 | 5 |
| 41. The principal misses no opportunity to correct wrong ideas or methods of work of his teachers. | 1 | 2 | 3 | 4 | 5 |
| 42. The principal avoids doing anything that is not liked by the school managing committee. | 1 | 2 | 3 | 4 | 5 |
| 43. Teachers go together on picnic with their families. | 1 | 2 | 3 | 4 | 5 |
| 44. Self-respect of teacher is maintained in this school. | 1 | 2 | 3 | 4 | 5 |
| 45. The principal talks ^{disparagingly} about his school. | 1 | 2 | 3 | 4 | 5 |
| 46. The principal refuses to change a stand once taken by him on any school matter. | 1 | 2 | 3 | 4 | 5 |
| 47. The teachers of this school meet one-another without fear or reservations | 1 | 2 | 3 | 4 | 5 |
| 48. The principal is truly an agent of change. | 1 | 2 | 3 | 4 | 5 |
| 49. Many tests and quizzes consume teachers' time. | 1 | 2 | 3 | 4 | 5 |

| Statements | Responses | | | | |
|---|-----------|---|---|---|---|
| 50. Teachers are cogs in the organizational machine of this school. | 1 | 2 | 3 | 4 | 5 |
| 51. The principal of the school orders rather than directs teachers. | 1 | 2 | 3 | 4 | 5 |
| 52. Teachers rush to help their colleagues in the hour of need. | 1 | 2 | 3 | 4 | 5 |
| 53. The principal tries his best to make the work in the school enjoyable for teachers. | 1 | 2 | 3 | 4 | 5 |
| 54. The principal ensures that his teachers work to their utmost capacity. | 1 | 2 | 3 | 4 | 5 |
| 55. The principal takes <u>to task</u> teachers for their irregularity in assessing pupils' written work. | 1 | 2 | 3 | 4 | 5 |
| 56. 'The duty to school first, everything else last' is the motto of the principal. | 1 | 2 | 3 | 4 | 5 |
| 57. The principal cares more for himself than for the staff. | 1 | 2 | 3 | 4 | 5 |
| 58. The principal is in the habit of taking all important decisions without consulting anyone. | 1 | 2 | 3 | 4 | 5 |
| 59. Teachers hardly get real help and sympathy from the principal in the hour of their need | 1 | 2 | 3 | 4 | 5 |
| 60. The individuality of teachers of this school is well respected. | 1 | 2 | 3 | 4 | 5 |
| 61. The principal is proud of his objectivity and impersonal behaviour | 1 | 2 | 3 | 4 | 5 |

| Statements | Responses |
|---|-----------|
| 62. The principal is bossy to the staff but good to the management. | 1 2 3 4 5 |
| 63. Teachers are happy with recreational facilities provided to them. | 1 2 3 4 5 |
| 64. Teachers connive at student indiscipline. | 1 2 3 4 5 |
| 65. The principal visits the ailing colleague in his home or in the hospital. | 1 2 3 4 5 |
| 66. Every teacher feels free to make his stand clear on any matter pertaining to the school | 1 2 3 4 5 |
| 67. The principal mixes freely with staff members. | 1 2 3 4 5 |
| 68. School celebrations are too frequent in this school. | 1 2 3 4 5 |
| 69. The principal is always available to teachers to discuss school-work. | 1 2 3 4 5 |
| 70. The principal tries to solve the personal problems of the teachers | 1 2 3 4 5 |
| 71. Teachers feel free to try out their innovative ideas regarding teaching in the classroom. | 1 2 3 4 5 |
| 72. The principal gives all facilities to teachers to do their work in the school. | 1 2 3 4 5 |
| 73. Guardians feel at ease while meeting the staff members. | 1 2 3 4 5 |
| 74. Easy-going teachers have hard time in this school. | 1 2 3 4 5 |

| Statements | Responses |
|---|-----------|
| 75. Teachers keep to themselves. | 1 2 3 4 5 |
| 76. Teachers are not in their classes when the bell for the session rings. | 1 2 3 4 5 |
| 77. The principal is really not what he pretends to be. | 1 2 3 4 5 |
| 78. Teachers regard celebration of cultural events in the school as a waste of time. | 1 2 3 4 5 |
| 79. Teachers feel the burden of excursions and other extra-curricular activities. | 1 2 3 4 5 |
| 80. Teachers do not hesitate to criticise administration in staff meeting. | 1 2 3 4 5 |
| 81. Teachers are interested in private tuitions only. | 1 2 3 4 5 |
| 82. Co-ordination of the school activities is done through staff-meetings. | 1 2 3 4 5 |
| 83. The principal is well-prepared, whenever he talks to a group of teachers. | 1 2 3 4 5 |
| 84. The atmosphere of this school is soothing and inspiring. | 1 2 3 4 5 |
| 85. The management takes into confidence all senior teachers before taking a decision pertaining to the school. | 1 2 3 4 5 |
| 86. Teaching programme lacks life. | 1 2 3 4 5 |
| 87. The school calendar specifies all important events date-wise. | 1 2 3 4 5 |

| Statements | Responses | | | | |
|--|-----------|---|---|---|---|
| 88. Notices are circulated in this school at any time during instructional hours. | 1 | 2 | 3 | 4 | 5 |
| 89. The principal takes tea with the staff during the recess. | 1 | 2 | 3 | 4 | 5 |
| 90. Teachers of this school are liked and appreciated by others. | 1 | 2 | 3 | 4 | 5 |
| 91. Teachers' social needs are well-satisfied here. | 1 | 2 | 3 | 4 | 5 |
| 92. Management's behaviour is characterized by conservation, caution, and distrust. | 1 | 2 | 3 | 4 | 5 |
| 93. The principal sets an example to the teachers by working hard himself. | 1 | 2 | 3 | 4 | 5 |
| 94. Teachers resent staying at the school for extra work. | 1 | 2 | 3 | 4 | 5 |
| 95. The principal's behaviour is characterized by affection, sympathy and understanding. | 1 | 2 | 3 | 4 | 5 |
| 96. The principal dislikes teachers who argue or differ from him. | 1 | 2 | 3 | 4 | 5 |
| 97. The principal solves internal problems of his staff. | 1 | 2 | 3 | 4 | 5 |
| 98. Teachers manifest the positive attitude towards the work. | 1 | 2 | 3 | 4 | 5 |
| 99. In this school, teachers form student study circles according to their best understanding. | 1 | 2 | 3 | 4 | 5 |
| 100. The programming done in this school is haphazard. | 1 | 2 | 3 | 4 | 5 |

| Statements | Responses | | | | |
|--|-----------|---|---|---|---|
| 101. The school has humane climate. | 1 | 2 | 3 | 4 | 5 |
| 102. The management is willing to make changes when suggested by the staff. | 1 | 2 | 3 | 4 | 5 |
| 103. The principal keeps teachers at distance. | 1 | 2 | 3 | 4 | 5 |
| 104. It is alleged that there are factions among the staff. | 1 | 2 | 3 | 4 | 5 |
| 105. Teaching in this school means: 'teachers just go and come out of the class.' | 1 | 2 | 3 | 4 | 5 |
| 106. Teachers praise their colleagues for their achievement. | 1 | 2 | 3 | 4 | 5 |
| 107. Teachers are informed soon after administrative decisions are taken. | 1 | 2 | 3 | 4 | 5 |
| 108. Staff meetings serve as a communication device. | 1 | 2 | 3 | 4 | 5 |
| 109. Management frowns on teachers who talk boldly. | 1 | 2 | 3 | 4 | 5 |
| 110. The principal's behaviour is conducive to better work. | 1 | 2 | 3 | 4 | 5 |
| 111. The school work of a sick teacher is readily shared by other teacher in the school. | 1 | 2 | 3 | 4 | 5 |
| 112. The principal explains when he differs from Teachers. | 1 | 2 | 3 | 4 | 5 |
| 113. The principal is a man of confidence to the teachers. | 1 | 2 | 3 | 4 | 5 |
| 114. Many extra-curricular activities interfere with teaching work in this school. | 1 | 2 | 3 | 4 | 5 |
| 115. The school community is happy about its two-way flow of communication among teachers and the administrator. | 1 | 2 | 3 | 4 | 5 |

Section IIPupil Control Ideology Form (PCI-Baroda Form I)

On the following pages a number of statements about teaching are presented. Our purpose is to gather information regarding the actual attitudes of teachers concerning these statements.

You will recognize that statements are of such a nature that there are no correct or incorrect answers. We are interested only in your frank opinion of them.

Your responses will remain confidential, and no individual or school will be named in the report of this study. Your cooperation is greatly appreciated.

Instructions: Following are fifty statements about schools, teachers and pupils. Please indicate your personal opinion about each statement by ^{en} circling the appropriate response at the right of the statement.

Key :

1 = strongly disagree

2 = disagree

3 = undecided

4 = agree

5 = strongly agree

| <u>Statements</u> | | <u>Responses</u> | | | | |
|-------------------|--|------------------|---|---|---|---|
| 1. | Students are students - they should be under the teacher. | 1 | 2 | 3 | 4 | 5 |
| 2. | 'Today's students are not interested in learning. | 1 | 2 | 3 | 4 | 5 |
| 3. | Even from pupils teachers can learn. | 1 | 2 | 3 | 4 | 5 |
| 4. | Students know not moral values. | 1 | 2 | 3 | 4 | 5 |
| 5. | Confidence in oneself alone will develop the pupil's potentialities. | 1 | 2 | 3 | 4 | 5 |
| 6. | No learning is possible without class-control. | 1 | 2 | 3 | 4 | 5 |
| 7. | Effective discipline comes from within and not from without. | 1 | 2 | 3 | 4 | 5 |
| 8. | The principal should first know how to control his pupils and then to teach. | 1 | 2 | 3 | 4 | 5 |
| 9. | Learning takes place best in free climate. | 1 | 2 | 3 | 4 | 5 |
| 10. | Pupils should learn to control themselves. | 1 | 2 | 3 | 4 | 5 |
| 11. | Love and understanding improve even a worst pupil. | 1 | 2 | 3 | 4 | 5 |
| 12. | It is best to encourage an inquiring mind. | 1 | 2 | 3 | 4 | 5 |
| 13. | Aptitude and interest are the best guides for pupils to choose their subjects. | 1 | 2 | 3 | 4 | 5 |
| 14. | Pupils become worse even under benevolent pressure. | 1 | 2 | 3 | 4 | 5 |
| 15. | To spare the rod is to spoil the child. | 1 | 2 | 3 | 4 | 5 |
| 16. | Pupils should feel a sense of belongingness in the school. | 1 | 2 | 3 | 4 | 5 |

| Statements | Responses | | | | |
|--|-----------|---|---|---|---|
| 17. Recognition leads pupils to follow or do better acts. | 1 | 2 | 3 | 4 | 5 |
| 18. A teacher should trust in his students. | 1 | 2 | 3 | 4 | 5 |
| 19. Learning experiences should cater to pupils' individual differences. | 1 | 2 | 3 | 4 | 5 |
| 20. Let not pupils feel insecure in school. | 1 | 2 | 3 | 4 | 5 |
| 21. The individuality of all pupils should be respected. | 1 | 2 | 3 | 4 | 5 |
| 22. Knowledge should be pumped out and not to be pumped in. | 1 | 2 | 3 | 4 | 5 |
| 23. School orders are to be issued and not to be discussed with pupils. | 1 | 2 | 3 | 4 | 5 |
| 24. The best teacher is one who never teaches. | 1 | 2 | 3 | 4 | 5 |
| 25. Without teacher-student interaction no learning takes place. | 1 | 2 | 3 | 4 | 5 |
| 26. It should be realised that pupils also have good ideas. | 1 | 2 | 3 | 4 | 5 |
| 27. A teacher should have confidence in pupils' honesty | 1 | 2 | 3 | 4 | 5 |
| 28. Equality of opportunity should be the concern of every teacher. | 1 | 2 | 3 | 4 | 5 |
| 29. Teachers should be sympathetic towards children who have handicaps. | 1 | 2 | 3 | 4 | 5 |
| 30. Severe punishment never improves a school child. | 1 | 2 | 3 | 4 | 5 |
| 31. Real discipline grows out of free discipline | 1 | 2 | 3 | 4 | 5 |

| Statements | Responses |
|--|-----------|
| 32. Let the pupils be free to accept or reject the teachers' views. | 1 2 3 4 5 |
| 33. Pupils catch democracy best by practising it | 1 2 3 4 5 |
| 34. Pupils' needs and interests should count the most in the school. | 1 2 3 4 5 |
| 35. Unless the teacher teaches, no learning can take place. | 1 2 3 4 5 |
| 36. The school time-table should be adjustable to pupils' needs. | 1 2 3 4 5 |
| 37. The main task of the teacher is to build up pupils' character. | 1 2 3 4 5 |
| 38. School children have basically a sense of responsibility. | 1 2 3 4 5 |
| 39. The teacher has not taught unless the pupils have learnt. | 1 2 3 4 5 |
| 40. Pupils' learning follow their interests. | 1 2 3 4 5 |
| 41. Even co-curricular activities in school teach something precious to pupils. | 1 2 3 4 5 |
| 42. Pupils should feel that they are accepted by the school community. | 1 2 3 4 5 |
| 43. Examination alone is not the measure of pupils' achievement and development. | 1 2 3 4 5 |
| 44. 'I am you and you are I' this sums up teacher pupil relationship. | 1 2 3 4 5 |
| 45. There is nothing wrong in beating a school child. | 1 2 3 4 5 |
| 46. All late comings should be punished. | 1 2 3 4 5 |
| 47. Teaching is a tactful game. | 1 2 3 4 5 |
| 48. Good ideas flow from bottom. | 1 2 3 4 5 |
| 49. There should be student participation in the decision making that concerns them. | 1 2 3 4 5 |
| 50. Examination results do not tell everything. | 1 2 3 4 5 |

Section IIIThe Dogmatism Scale

(Form E)

(Adapted from Milton Rokeach)

Instruction :

The following is a scale of what the general public thinks and feels about a number of important social and personal questions. The best answer to each statement below is your personal opinion. We have tried to cover many different and opposing points of view; you may find your self agreeing strongly with some of the statements, disagreeing just as strongly with others, and perhaps uncertain about others; whether you agree or disagree with any statement, you can be sure that many people feel the same as you do.

At the end of each statement, figures +1, +2,+3, -1, -2, and -3 are given. Depending on how you feel in each case 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

Please mark everyone statement

| <u>Statements</u> | <u>Responses</u> |
|--|-------------------|
| | +1 +2 +3 -1 -2 -3 |
| 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 a democracy and the highest form of democracy is a government run by those who are the 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 a 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 |

| Statements | Responses |
|--|-------------------|
| 10. There is also much to be done and so little time to do it in. | +1 +2 +3 -1 -2 -3 |
| 11. Once I get wound up in a heated discussion I just can't stop. | +2 +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 Shakespeare. | +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 so 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 really 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 |

| Statements | Responses |
|---|-------------------|
| 20. A man who does not 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 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 time 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 thing he does. | +1 +2 +3 -1 -2 -3 |
| 28. In times like these it is often necessary to be more on guard against ideas | |

| | Statements | Responses |
|-----|--|-------------------|
| | put out by people or groups in one's own camp than by those in the ^p 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 +3 -1 -2 -3 |
| 31. | My blood boils whenever a person stubbornly refuses to admit he is 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 idea 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 what's going on is to rely on leaders or experts who can be trusted. | +1 +2 +3 -1 -2 -3 |
| 35. | It is often desirable to reserve judge- ments about what's goi ^u g on until one has had a chance to hear the 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 |

| Statements | Responses |
|---|-------------------|
| 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 sometimes necessary to gamble "all or nothing at all." | +1 +2 +3 -1 -2 -3 |
| 39. Unfortunately, a good many people with whom 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 -1 -2 -3 |

Section IV

Personality Factor Questionnaire

16 P.F. Questionnaire

(Form C)

Adapted from R.B. Cattell

Research Professor in Psychology, University
of Illinois

Instruments

1. The statements in this booklet are included with the purpose of knowing your attitudes and interests. Everyone has a right to express his stand on one or the other issue. Therefore, no answer is either right or wrong. The aim being to help you to understand your own self, respond to each statement with precision and without any reservation.
2. First, you are given three examples to give you an idea of what ^{you} are expected to do. On the right hand side of each statement, three responses are given. Choose your own response and put a cross 'x' on it.

Examples :

- | | | | |
|---|----------------------|--------------|--------|
| (1) I don't like to make fun or talk interesting matters. | ^x True | Uncertain | False. |
| (2) I like group games. | ^x Yes | Occasionally | No |
| (3) The relation a woman bears to her child is the one a cat bears to | | | |
| (a) kitten | | | |
| (b) a puppy | | | |
| (c) a boy | ^x a | B | c |

- (4) Read each statement carefully and respond as you feel about it. Don't waste time in giving a long thought to it. Please answer all statements and check that no statement has remained unanswered.
- (5) Its possible some statements may not fit you. Even then answer them to show what you feel about them. Even if you feel some statements donot concern you personally, please don't hesitate to register your true and honest answer. Don't give wrong answers to impress this investigator.
- (6) When you are not able to decide one or the other answer, choose only the middle one.

(Now start answering the Questionnaire).

Statements

(Indicate your answer by putting a cross on it)

- | | | | | |
|----|---|---------------|-------------------------|-------------|
| 1. | Think my memory is better than it ever was | Yes** True | In Between* Not sure | No False |
| 2. | I could happily live alone, far from anyone, like a hermit | Yes | Occasionally" | No** |
| 3. | If I say the sky is "down" and winter is "hot", I would call a criminal: (a) a gangster, (b) a saint, (c) a cloud. | a | b* | C |
| 4. | When I see "sloppy, untidy people I - (a) just accept it, (b) get disgusted and annoyed | a** | In between | b |
| 5. | It annoys me to hear people say they can do something better than others. | Yes | Occasionally* | No** |
| 6. | At a party I let others keep the jokes and stories going... | Yes | Sometimes* | No** |
| 7. | If my income were more than enough for ordinary daily needs, I would feel I should give the rest to a church or other worth- while cause... | Yes** | Inbetween* | No |
| 8. | Most people I see at a party are undoubtedly glad to meet me.. | Yes** | Sometimes* | No |

9. I would rather exercise by :
 (a) fencing and dancing
 (b) wrestling and baseball... a** In Between* b
10. I smile to myself at the big
 difference between what people
 do and what they say they do... Yes** Occasionally* No
11. As a child I felt sad to leave
 home to go to school each day... Yes Occasionally* No**
12. If a good remark of mine is
 passed by I :
 (a) let it go,
 (b) give people a chance to hear
 it again... a In Between* b**
13. When someone has bad manner I
 feel -
 (a) it is not my business,
 (b) I should show the person
 that people disapprove a In between* b**
14. When I meet a new person I
 would rather:
 (a) discuss his politics and
 social views,
 (b) have him tell me some good,
 new jokes... a** In Between* b
15. When I plan something, I like
 to do so quite alone, without
 any outside help... Yes** Occasionally* No
16. I avoid spending time dreaming
 about "what might have been". Yes** Sometimes* No

17. When I am going to catch a train,
I get little hurried, tense, or Yes** sometimes* No
anxious, though I know I have time
18. I have sometimes, even if briefly
had hateful feelings towards my
parents. Yes In between* No**
19. I could be happy in a job that
required me to listen to un-
pleasant complaints all day from
employees and customers... Yes** In between* No
20. I think the opposite of the
opposite of "inexact" is -
(a) casual, (b) accurate,
(c) rough... a b c*
21. I always have lots of energy
at times when I need it... yes** In between* No
22. I would be extremely emb^{ar}assed
to tell people I'd spend my
vacation at a nudist camp... Yes In between* No**
23. I greatly enjoy all large
gatherings, like parties or
dances... Yes** Sometimes* No
24. I feel that
(a) some jobs just do not need
doing so carefully as
others,
(b) any job should be done
thoroughly if you do it
at all... a In between* b**

25. In streets or stores I dislike
the way some people stare at
one... Yes In between* No**
26. I would rather be -
(a) a bishop, (b) a colonel. a** In between * b
27. If a neighbour cheats me over
small things, I would rather
humor^u him than show him up... Yes Occasionally* No**
28. I would rather see :
(a) a good movie of hardy,
pioneering days,
(b) a clever movie force, or
skit on a society of to-
morrow... a In between* b**
29. When I have been put in charge
of a thing I insist that my
instructions are followed or
else I resign... Yes** Sometimes* No
30. I find it wise to avoid excessive
excit^ement because it tends to
wear me out... Yes** Occasionally* No
31. If I were good at both I would
rather play at -
(a) chess, (b) bowling.. a** In between* b
32. I feel it is cruel to vaccinate
very small children, even against
contagious diseases, and parents
have a right to stop it... Yes In between* No**
33. I put my faith more in -
(a) insurance, (b) good fortune a** In between* b

34. I can forget my worries and responsibilities whenever I need to... Yes sometimes* No**
35. I find it hard to admit when I am wrong. Yes sometimes* No**
36. In a factory I would rather be in charge of -
 (a) machinery or keeping records
 (b) talking to and hiring new people... a In between b**
37. Which word does not belong with the other two :
 (a) cat? (b) near? (c) sun? a b* c
38. My health is affected by sudden changes, causing me to alter my plans for that reason.. Yes occasionally* No**
39. I am quite happy to be waited on at appropriate times, by personal servants... Yes** Sometimes* No
 Often Never
40. I feel a bit awkward in company and do not show up quite so well as I should... Yes Occasionally* No**
41. I think people should observe moral laws more strictly than they do... Yes** Sometimes* No
42. Some things make me so angry that I find it best not to speak... Yes In between* No**
43. I can do hard physical work without feeling worn out as soon as most people... Yes Sometimes* No**

44. I think most witnesses tell the truth
even if it becomes embarrassing. Yes In between* No**
45. I find it helpful to pace up
and down when I am thinking... Yes** Sometimes* No
46. I think this country would do
better to spend more on -
(a) armaments,
(b) education a** In between* b
47. I would rather spend an evening:
(a) in a hard game of cards,
(b) looking at photos of past
vacations... a In between* b**
48. I would rather read :
a) a good historical novel,
b) an essay by a scientist on
harnessing world resources a In between* b**
49. There are really more nice
people than objectionable people
in the world... Yes** In Between* No
50. I honestly think I am more plan-
ful, energetic, and ambitious than
many perhaps equally successful
people... Yes** Occasionally* No
51. There are times when I do not
feel in the right mood of to
see anyone -
(a) very rarely,
(b) quite often... a In between* b**

52. When I know I am doing the right thing I find my task easy. Yes** Sometimes* No
53. I would rather be -
 (a) In a business office, organizing and seeing people,
 (b) an architect, drawing plans in the back room... a** In between* to
54. Black is to gray as pain is to:
 (a) wound? (b) illness? (c) discomfort? a b c*
55. I am always a sound sleeper, never walking or talking in my sleep. Yes** In between* No
56. I can look anyone in the eye and tell a lie with a straight face (if for a right end).. Yes** Occasionally* No
57. I have been active in organizing a club, team, or social group... Yes** Occasionally* No
58. I admire more :-
 (a) a clever but undependable man,
 (b) an average man but strong to resist temptations... a In between* b**
59. When I make a just complaint I always get matters adjusted to my satisfaction... Yes** Sometimes* No

60. Discouraging circumstances can bring me near to tears... Yes** Occasionally* no
61. I think many foreign countries are actually more friendly than we suppose... Yes Sometimes* No**
62. There are times, every day, when I want to enjoy my own thoughts, uninterrupted by other people. Yes** In between* No
63. I get annoyed at being held up by small rules and regulations which, I admit, are really necessary... Yes** In between* No
64. I think much so-called modern "progressive" education is less wise than the old rule 'spare the rod and spoil the child... Yes** Sometimes* No
True False
65. I learned more in school days by :
(a) going to class,
(b) reading a book a In between* b**
66. I avoid involvement in social responsibilities and organizations... Yes** Sometimes* No
67. When a problem gets hard and there is a lot to do, I try -
(a) a different problem
(b) a different attack on the same problem... a In between* b**

68. I get strong emotional moods - anxiety, anger, laughter, etc.- that seem to arise without much actual cause. Yes** Occasionally* No
69. My mind does not work as clearly at some times as at others... Yes In between* No**
True False
70. I am happy to oblige people by making appointments at times they like, even if a bit inconvenient to me... Yes** Sometimes* No
71. I think the proper number to continue the series, 1,2,3, 6,5, is :
(a) 10, (b) 5, (c) 7... a* b c
72. I tend to be critical of other people's work... Yes Occasionally* No**
73. I would rather do without something than put a waiter or waitress to a lot of extra trouble... Yes Occasionally* No**
74. I love to travel - any time... Yes** Occasionally* No
75. I have sometimes come near to fainting, at a violent pain or the sight of blood... Yes** In between* No
76. I greatly enjoy talking to people about local problems... Yes** Sometimes* No
77. I would rather be :
(a) a construction engineer,
(b) a teacher of social ideas and manners... a In between* b**

78. I have to stop my-self from .
getting too involved in trying
to straighten out other
people's problems... Yes** Sometimes* No
79. I find the conversation of my
neighbours dull and boring :
(a) in most cases,
(b) only in a very few cases... a** In between* b
80. I generally fail to notice hidden
propaganda in what I read,
unless someone points to it.. Yes Occasionally* No**
True False
81. I think every story and movie
should remind us of a moral... Yes Sometimes* No**
82. More trouble arises from people
(a) changing and meddling with
ways that are already O.K.,
(b) turning down new, promis-
ing-methods... a In between* b**
83. I sometimes hesitate to use my
own ideas, for fear they might
be impractical. Yes In between* No**
84. Prim, strict people do not
seem to get on well with me. Yes Sometimes* No**
True False
85. My memory does not change much
from day-to-day ... Yes Sometimes* No**
True False
86. I may be less considerate of
other people than they are of me Yes Occasionally* No**
True False

87. I am more restrained than most people in saying what my feelings are... Yes Sometimes* No**
88. If the two hands on a watch come together exactly every 65 minutes (according to an accurate watch), the watch is running:
(a) slow, (b) on time, (c) fast a b c*
89. I get impatient, and begin to fume and fret, when people delay me unnecessarily... Yes Occasionally* No**
90. People say that I like to have things done my own way... Yes** Occasionally* No
True False
91. I usually would say nothing if the tools given me to do a job are not quite what they should be... Yes Sometimes* No**
True False
92. At home, with a bit of spare time, I :
(a) use it in chatting and relaxing,
(b) Plan to fill it with special jobs... a In between* b**
93. I am shy, and careful, about making friendships with new people... Yes Occasionally* No**
94. I think that what people say in poetry could be put just as exactly in plain prose... Yes Sometimes* No**

95. I suspect that people who act friendly to me can be disloyal behind my back :
 (a) yes, generally,
 (b) occasionally,
 (c) no, rarely... a** b* c
96. I think that even the most dramatic experiences during the year leave my personality much the same as it was... Yes Sometimes* No**
97. I tend to speak rather slowly. Yes** Sometimes* No
98. I get unreasonable fears or distastes for somethings, for example, particular animals, places, and so on... Yes** Sometimes* No
99. In a group task I would rather :
 (a) try improvements in organization;
 (b) keep the records and see that rules are kept... a** In between* b
100. To vote well on a social issue I would read:
 (a) a widely recommended novel about it,
 (b) a textbook listing statistical and other facts... a In between* b""
101. I get rather fantastic or ridiculous dream (in sleep) Yes Occasionally* No**
102. If left in a lonely house, I tend, after a time, to feel a bit anxious or fearful. Yes** Sometimes* No

103. I may deceive people by being friendly when I really dislike them... Yes Sometimes* No**
104. Which word does not belong with the other two :
(a) run? (b) see?(c) touch? a* b C
105. If Mary's mother is Fred's father's sister, what relation is Fred to Mary's father:
(a) Cousin? (b) nephew?
(c) uncle? a b* c
-

* One score

** Two scores

Scoring Procedure of 16-P.F. Questionnaire :

On this instrument, subjects are directed to respond to each of the one hundred and five items by putting cross on an appropriate answer (out of three answers).

All except the Factor B have 6 items, and Factor B has 8 items, and 7 items are of MD Scale.

In all cases except the Factor B the "right" answer scores 2 points, the "intermediate" 1 and the "wrong" 0. In case of Factor B only right answers score one point. Thus the raw scores for all the factors except the Factor B range between 0 and 12 and in case of Factor B their range is between 0 and 8.

The raw scores for each of the factors are converted into Sten Scores by the use of Table I and Table II.

Table I

STENS: GENERAL POPULATION (NON-STUDENTS): MEN

Personality Factors

| Raw Score | A | B | C | E | F | G | H | I | L | M | N | O | Q ₁ | Q ₂ | Q ₃ | Q ₄ | Raw Score |
|--------------|----|----|----|----|----|----|----|----|----|----|----|----|----------------|----------------|----------------|----------------|--------------|
| 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 |
| 1 | 1 | 2 | 1 | 2 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 2 | 2 | 1 | 1 | 2 | 1 |
| 2 | 1 | 3 | 1 | 3 | 1 | 1 | 1 | 3 | 2 | 2 | 2 | 3 | 3 | 1 | 1 | 3 | 2 |
| 3 | 2 | 4 | 2 | 4 | 2 | 2 | 2 | 4 | 4 | 3 | 3 | 4 | 3 | 1 | 1 | 4 | 3 |
| 4 | 2 | 6 | 3 | 5 | 3 | 3 | 3 | 5 | 5 | 4 | 4 | 5 | 4 | 1 | 2 | 5 | 4 |
| 5 | 3 | 7 | 3 | 5 | 4 | 4 | 3 | 6 | 6 | 5 | 5 | 6 | 5 | 2 | 3 | 6 | 5 |
| 6 | 4 | 8 | 4 | 6 | 4 | 5 | 4 | 7 | 7 | 6 | 6 | 7 | 6 | 3 | 4 | 7 | 6 |
| 7 | 5 | 9 | 5 | 7 | 5 | 6 | 5 | 8 | 8 | 7 | 7 | 8 | 7 | 4 | 4 | 7 | 7 |
| 8 | 6 | 10 | 6 | 8 | 6 | 7 | 6 | 9 | 9 | 8 | 8 | 9 | 8 | 5 | 5 | 8 | 8 |
| 9 | 7 | | 7 | 9 | 6 | 8 | 7 | 10 | 10 | 9 | 9 | 10 | 9 | 6 | 6 | 9 | 9 |
| 10 | 8 | | 8 | 9 | 7 | 8 | 7 | 10 | 10 | 10 | 10 | 10 | 9 | 8 | 7 | 10 | 10 |
| 11 | 9 | | 9 | 10 | 8 | 9 | 8 | 10 | 10 | 10 | 10 | 10 | 10 | 9 | 8 | 10 | 11 |
| 12 | 10 | | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 12 |
| Mean | 7. | 3. | 7. | 5. | 7. | 6. | 7. | 4. | 4. | 5. | 5. | 4. | 5. | 8. | 8. | 4. | Mean |
| | 7 | 9 | 4 | 0 | 7 | 7 | 5 | 7 | 8 | 3 | 4 | 5 | 5 | 2 | 3 | 6 | |
| 5 | 2. | 1. | 2. | 2. | 2. | 2. | 2. | 2. | 1. | 2. | 2. | 2. | 2. | 1. | 2. | 2. | 6 |
| | 2 | 7 | 3 | 6 | 7 | 2 | 5 | 2 | 9 | 1 | 1 | 0 | 3 | 8 | 3 | 5 | |

Based on 562 cases ranging from 15 to 80 years of age,
and averaging 34 years of age.

Table II

STEN : GENERAL POPULATION (NON-STUDENTS): WOMEN

Personality Factors

| Raw Scores | A | B | C | E | F | G | H | I | L | M | N | O | Q ₁ | Q ₂ | Q ₃ | Q ₄ | Raw Scores |
|---------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----------------|----------------|----------------|----------------|---------------|
| 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 |
| 1 | 1 | 3 | 1 | 3 | 1 | 1 | 1 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 1 | 1 | 1 |
| 2 | 1 | 4 | 1 | 4 | 2 | 1 | 1 | 1 | 3 | 2 | 3 | 2 | 3 | 1 | 1 | 2 | 2 |
| 3 | 2 | 5 | 2 | 5 | 3 | 1 | 2 | 1 | 4 | 3 | 4 | 3 | 4 | 1 | 2 | 3 | 3 |
| 4 | 2 | 6 | 3 | 6 | 3 | 2 | 3 | 2 | 5 | 4 | 5 | 4 | 5 | 1 | 3 | 4 | 4 |
| 5 | 3 | 7 | 4 | 7 | 4 | 3 | 4 | 3 | 6 | 5 | 6 | 5 | 6 | 2 | 3 | 5 | 5 |
| 6 | 4 | 8 | 5 | 8 | 5 | 4 | 5 | 4 | 7 | 6 | 7 | 6 | 7 | 4 | 4 | 6 | 6 |
| 7 | 5 | 9 | 6 | 9 | 6 | 5 | 6 | 5 | 8 | 7 | 8 | 7 | 8 | 5 | 5 | 7 | 7 |
| 8 | 6 | 10 | 6 | 10 | 7 | 6 | 7 | 6 | 9 | 8 | 9 | 8 | 8 | 6 | 6 | 7 | 8 |
| 9 | 7 | 7 | 10 | 7 | 7 | 8 | 7 | 9 | 9 | 9 | 9 | 9 | 9 | 7 | 7 | 8 | 9 |
| 10 | 8 | | 8 | 10 | 8 | 8 | 9 | 8 | 10 | 10 | 10 | 10 | 10 | 8 | 8 | 9 | 10 |
| 11 | 9 | | 9 | 10 | 9 | 9 | 9 | 9 | 10 | 10 | 10 | 10 | 10 | 9 | 9 | 10 | 11 |
| 12 | 10 | | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 12 |
| Mean | 7.4 | 3.6 | 6.9 | 3.6 | 6.6 | 7.6 | 6.6 | 7.5 | 4.9 | 5.3 | 4.5 | 5.4 | 4.8 | 7.8 | 7.3 | 5.8 | Mean |
| 6 | 2.3 | 1.6 | 2.3 | 2.1 | 2.5 | 2.2 | 2.3 | 2.0 | 2.0 | 1.9 | 1.9 | 2.1 | 2.2 | 1.8 | 2.4 | 2.3 | 6 |

Based on 416 cases ranging from 15 to 80 years of age, and averaging 36 years of age.

FACTOR-WISE DISTRIBUTION OF ITEMS OF 16 P.F. QUESTIONNAIRE

| Fac- tors | Item Nos. | Total | Fac- tors | Item Nos. | Total |
|--------------|------------------------------|-------|----------------|--------------------|-------|
| MD | 1,18,35,52,69, 86,103 | 7 | L | 10,27,44,61,78,95 | 6 |
| A | 2,19,36,53,70,87 | 6 | M | 11,28,45,62,79,96 | 6 |
| B | 3,20,37,54,71,88, 104,105 | 8 | N | 12,29,46,63,80,97 | 6 |
| C | 4,21,38,53,72,89 | 6 | O | 13,30,47,64,81,98 | 6 |
| E | 5,22,39,56,73,90 | 6 | Q ₁ | 14,31,48,65,82,99 | 6 |
| F | 6,23,40,57,74,91 | 6 | Q ₂ | 15,32,49,66,83,100 | 6 |
| G | 7,24,41,58,75,92 | 6 | Q ₃ | 16,33,50,67,84,101 | 6 |
| H | 8,25,42,59,76,93 | 6 | Q ₄ | 17,34,51,68,85,102 | 6 |
| I | 9,26,43,60,77,94 | 6 | | | |
| Grand Total | | | | | 105 |

APPENDIX IIIEXPERIMENTAL DRAFTS OF THE OCDQ AND THE PCI

(A) Correlation Analysis of the Experimental Draft of the
OCDQ (Baroda Form-I) for Item Selection for the Final Form.

| Item No. | Statements | Coefficient of Correlation |
|----------------------|--|-------------------------------|
| <u>DISENGAGEMENT</u> | | |
| 22 | Teachers exert pressure on non-confirmist colleagues. | .47 |
| 27 | 'More work, if more pay' is what the teacher say in private | .56 |
| 41 | Teachers are not bothered about whether students pass or fail. | .24 |
| 54 | Teachers take active part in school activities. | .55 |
| 76. | Teachers feel themselves as a part and parcel of this school. | .37 |
| 92 | Teachers raise irrelevant questions at staff meeting. | .22 |
| 110. | The principal takes teachers to task for their irregularity in assessing pupils' written work. | .53 |
| 121 | Teachers connive at student indiscipline. | .54 |
| 130 | Teachers leave the school at the stroke of the bell, at the end of the school day. | .38 |
| 137 | Teachers keep to themselves | .51 |
| 139 | Teachers are not in their classes when the bell for the session rings | .60 |
| 142 | Teachers regard celebration of cultural events in the school as a waste of time. | .61 |

| Item No. | Statements | Coefficient of Correlation |
|-------------|---|-------------------------------|
| 146 | Teachers do not hesitate to criticise administration in staff meeting. | .61 |
| 155 | Teaching programme lacks life. | .54 |
| 165 | Teachers resent staying at the school for extra work. | .61 |
| 178 | Teaching means 'teachers just go and come out of the class'. | .69 |
| 200 | Teachers talk about changing the school. | .41 |

HINDRANCE

| | | |
|-----|---|-----|
| 15 | Teachers while teaching, are called in the principal's office through peons. | .45 |
| 38 | Time-table for absent teachers interferes with the teaching work. | .39 |
| 48 | Teachers' best time is wasted in doing clerical work. | .51 |
| 62 | A lot of time is wasted in staff meeting. | .49 |
| 69 | Teachers have sufficient time to correct student's work. | .34 |
| 78 | Class visitation by the principal is not favoured by teachers. | .33 |
| 83 | Members of the school management committee supervise teachers' class-work. | .05 |
| 101 | Many tests consume teacher's time. | .52 |
| 126 | School celebrations ^{are} too frequent in this school. | .47 |

| Item No. | Statements | Coefficient of Correlation |
|-------------|---|-------------------------------|
| 144 | Teachers feel the burden of excursions and other extra-curricular activities | .55 |
| 157 | Notices are circulated in this school at any time during instructional hours. | .48 |
| 163 | Parents enter the class anytime. | .38 |
| 188 | Classes of the absent teachers are not engaged. | .23 |
| 197 | Many extra-curricular activities interfere with teaching work. | .53 |

INTIMACY

| | | |
|----|--|-----|
| 11 | The staff of this school is like a big family | .63 |
| 13 | Teachers know the members of the family of their colleagues. | .39 |
| 32 | Teachers are not ready to help each other. | .31 |
| 35 | Group work is favoured by the teachers of this school. | .51 |
| 46 | Teachers share their snacks at tea time. | .44 |
| 58 | Teachers keep many secrets from their colleagues. | .47 |
| 68 | Closest friends of teachers in this school are their colleagues. | .24 |
| 79 | Teachers in this school call one another by their first name. | .33 |

| Item No. | Statements | Coefficient of Correlation |
|-------------|--|-------------------------------|
| 82 | Teachers go together on picnic with their families. | .58 |
| 95 | Teachers are hurt if any of their colleagues are wrongly criticized. | .30 |
| 107 | Teachers rush to help their colleagues in the hour of need. | .66 |
| 164 | The principal sets an example to the teachers by working hard himself. | .53 |
| 180 | Teachers praise their colleagues for their achievement. | .51 |
| 190 | The school work of a sick teacher is readily shared by other teachers in the school. | .60 |

ESPRIT

| | | |
|----|--|-----|
| 2 | There are internal bickerings and jealousy among the staff of this school. | .46 |
| 20 | Teachers have a lot of fun when they are together. | .39 |
| 25 | Teachers complain about favouritism done by the school management. | .42 |
| 28 | Teachers of this school live under tension. | .59 |
| 37 | Teachers' output is good because their merits are recognized. | .59 |
| 56 | Teachers feel happy with their work in school | .60 |
| 64 | There is little recognition of teachers' merit in this school. | .59 |

| Item No. | Statements | Coefficient of correlation |
|-------------|---|-------------------------------|
| 80 | Teachers respect their colleagues | .42 |
| 89 | Teachers of this school seem to be well adjusted. | .45 |
| 98 | The staff of this school is stable over a period of time. | .33 |
| 103 | For better salary, teachers are ready to give up the profession. | .29 |
| 119 | Teachers are happy with recreational facili- ties provided to them. | .62 |
| 127 | The teachers voluntarily spend extra-time in coaching weak students. | .40 |
| 147 | Teachers are interested in private tuitions only. | .50 |
| 160 | Teachers' social needs are well-satisfied here | .46 |
| 169 | Teachers manifest the positive attitude towards the work. | .53 |
| 177 | It is alleged that there are factions among the staff. | .61 |

ALOOFNES

| | | |
|----|---|-----|
| 7 | The principal is not affected or disturbed by flattery or criticism. | .34 |
| 12 | No deviations from prescribed rules is tolera- ted by the principal. | .49 |
| 36 | The principal is responsive to the sentimenta- lity of teachers or students. | .39 |

| Item No. | Statements | Coefficient of correlation |
|-------------|--|-------------------------------|
| 45 | The principal keeps to himself. | .31 |
| 59 | The principal issues all instructions in writing. | .26 |
| 72 | The principal is quite conscious of his status | -.04 |
| 84 | There is formality and detachedness in the behaviour of the principal. | .10 |
| 94 | Teachers can enter the principal's office at any time. | .24 |
| 99 | Teachers talk only of school matters with the principal. | .29 |
| 106 | The principal of the school orders rather than directs the teachers. | .57 |
| 114 | Teachers hardly get real help and sympathy from the principal in the hour of their need. | .50 |
| 117 | The principal is proud of his objectivity and impersonal behaviour. | .46 |
| 125 | The principal mixes freely with staff members. | .68 |
| 158 | The principal takes tea with the staff during the recess. | .55 |
| 168 | The principal solves internal problems of his staff. | .51 |
| 174 | The principal encourages teachers to work by themselves. | -.41 |
| 175 | The principal keeps teachers at distance | .52 |
| 184 | The principal joins the staff in their excursion or picnic. | .40 |

| Item No. | Statements | Coefficient of correlation |
|-------------|------------|-------------------------------|
|-------------|------------|-------------------------------|

PRODUCTION EMPHASIS

| | | |
|-----|--|-----|
| 4 | Teachers have to take extra period for weak students. | .49 |
| 23 | The principal talks more than he listens. | .16 |
| 26 | Supervisory work of the principal keeps teachers alert. | .56 |
| 34 | The principal deputes his teachers for in-service education programmes for better teaching | .50 |
| 42 | Constructive suggestions to the teachers is the outcome of the supervision work. | .50 |
| 53 | The principal is vigilant that school work is completed by the staff. | .49 |
| 63 | The principal executes his plans at any cost. | .36 |
| 70 | In this school, the policy of the head is to stress the results rather than the methods. | .21 |
| 86 | The principal keeps teachers on their toe by preparing a tight school time-table. | .19 |
| 96 | The principal shows favour to hard working teachers. | .33 |
| 102 | Repeaters are forced to leave this school | .19 |
| 109 | The principal ensures that his teachers work to their utmost capacity. | .46 |
| 115 | The principal extracts work according to the set time-table. | .27 |
| 120 | Teachers are evaluated on the basis of their output. | .30 |

| Item No. | Statements | Coefficient of correlation |
|-------------|---|-------------------------------|
| 128 | The principal is always available to teachers to discuss school work. | .46 |
| 134 | Easy-going teachers have hard time in this school. | .45 |
| 141 | Supervision of school tests and examinations is very strict. | .13 |
| 161 | Admissions are made strictly on the basis of merits. | .37 |
| 179 | Extra curricular activities are not favoured by the principal. | -.17 |
| 192 | Teachers cannot get leave easily. | .19 |

THRUST

| | | |
|----|---|-----|
| 3 | The principal checks all the correction work done by teachers. | .28 |
| 10 | The principal helps teachers in their school work. | .60 |
| 21 | The principal enthusiastically discusses with his staff the new ideas he gathers. | .66 |
| 40 | The principal is first to arrive and last to leave the school. | .74 |
| 55 | The principal motivates rather than pressurises his colleagues | .66 |
| 71 | The principal misses no opportunity to correct wrong ideas or methods of work of his teachers | .79 |

| Item No | Statements | Coefficient of Correlation |
|------------|---|-------------------------------|
| 75 | The principal demonstrates teaching to improve teacher's work in the school. | .41 |
| 97 | The principal is truly an agent of change. | .55 |
| 111 | 'The duty to school first, everything else last' is the motto of the principal. | .73 |
| 151 | The principal is well-prepared, whenever he talks to a group of teachers. | .73 |
| 187 | The principal's behaviour is conducive to better work. | .60 |
| 191 | The principal of this school is easy to understand. | .49 |
| 193 | The principal explains when he differs from teachers. | .70 |

CONSIDERATION

| | | |
|----|--|-----|
| 1 | The principal is by the side of a teacher in hour of need. | .59 |
| 9 | It is difficult for the principal to part with his power. | .46 |
| 19 | The principal resists ideas that deviate from his own. | .57 |
| 51 | The principal involves the staff in taking all vital decisions regarding the school. | .61 |
| 57 | The principal stays back in the school after school hours to help the teachers doing extra work. | .03 |

| Item No. | Statements | Coefficient of Correlation |
|-------------|---|-------------------------------|
| 65 | The principal grudges to give any extra consideration or help to a needy colleague | .06 |
| 90 | The principal refuses to change a stand once taken by him on any school matter. | .52 |
| 108 | The principal tries his best to make the work in the school enjoyable for teachers. | .76 |
| 112 | The principal cares more for himself than for the staff. | .70 |
| 122 | The principal visits the ailing colleague in his home or in the hospital. | .49 |
| 129 | The principal tries to solve the personal problems of the teachers. | .66 |
| 132 | The principal gives all facilities to teachers to do their work in the school. | .63 |
| 140 | The principal is really not what he pretends to be. | .62 |
| 166 | The principal's behaviour is characterized by affection. | .77 |
| 194 | The principal is a man of confidence to the teachers. | .68 |

NON-GRADED ORDER

| | | |
|----|---|-----|
| 5 | In the beginning of the year, teachers review and evaluate their school programme. | .55 |
| 14 | All staff members shoulder responsibility in regard to one or other activity of the school. | .45 |

| Item No. | Statements | Coefficient of Correlation |
|-------------|---|-------------------------------|
| 24 | Workers and shirkers are both being bothered about the least in this school. | .26 |
| 31 | The staff has full involvement in institu- tional planning. | .55 |
| 49 | Senior subject teachers coordinate teaching in their subjects. | .51 |
| 61 | Monthly budget is a constant source of headache to the managing committee. | .26 |
| 73 | Decision-making is more centralized in mana- gement than in the school staff. | .32 |
| 77 | The management committee of this school is more or less permanent. | .38 |
| 81 | The principal avoids doing anything that is not liked by the managing committee. | .47 |
| 104 | Teachers are cogs in the organizational machine of this school. | .51 |
| 124 | An accepted common goal binds together all the staff in this school. | .38 |
| 143 | Management never changes a decision once taken | .42 |
| 148 | Co-ordination of the school activities is done through staff meetings. | .59 |
| 153 | The principal's opinion is final in the managing committee. | -.11 |
| 162 | Management's behaviour is characterized by conservation, caution, and distrust. | .53 |

| Item No. | Statements | Coefficient of Correlation |
|-------------|--|-------------------------------|
| 171 | The programming done in this school is haphazard. | .56 |
| 183 | The authority of this school operates through a number of sub-divisions. | .25 |
| 195 | The principal does all planning. | .36 |

HUMAN RELATIONS

| | | |
|----|---|-----|
| 6 | 'Give guardians more chance to talk' is the motto of teachers of this school. | .48 |
| 16 | The principal is frank and free with the teachers, students, and parents. | .60 |
| 33 | The staff of this school knows the local community. | .25 |
| 44 | The school is visualized as an integrated community of management, teachers, and students. | .63 |
| 47 | The principal inquires about the well-being of the family of the teachers when he meets them. | .67 |
| 60 | 'Friendly and kindly guidance' is the motto of the staff of this school. | .62 |
| 85 | Self-respect of teachers is maintained in this school. | .52 |
| 88 | The principal talks ^{disparagingly} disparagingly about his staff. | .56 |
| 93 | Teachers of this school meet one another without fear or reservations. | .58 |

| Item No. | Statements | Coefficient of Correlation |
|-------------|---|-------------------------------|
| 100 | The teachers often meet the members of managing committee. | -.06 |
| 105 | The principal is mild with the administrative staff. | .46 |
| 118 | The principal is bossy to the staff but good to the management. | .53 |
| 133 | Guardians feel at ease while meeting the staff members. | .63 |
| 138 | Guardians help the school financially in hours of need. | .51 |
| 149 | Teachers put in their best efforts. | .46 |
| 152 | The atmosphere of this school is soothing and inspiring. | .71 |
| 159 | Teachers of this school are liked and appreciated by others. | .56 |
| 172 | The school has humane climate. | .67 |
| 189 | Divide and rule is the policy of the principal. | .44 |
| 199 | The principal uses some students to spy over others. | .34 |

FEEDBACK

| | | |
|----|--|-----|
| 18 | Staff's only medium of communication with home is children. | .09 |
| 30 | Teachers and students freely communicate with the principal. | .56 |

| Item No. | Statements | Coefficient of Correlation |
|-------------|---|-------------------------------|
| 39 | Parents tell the school what, they feel, the school should do for their children. | .54 |
| 43 | Teachers and students get important news relayed on school mike. | .44 |
| 52 | The school is ready to associate with the neighbouring community in national celebra- tions. | .59 |
| 66 | Parents attend P.T.A. functions in majority. | .54 |
| 87 | It is easy to obtain sufficient correct information about the school. | .43 |
| 135 | The principal welcomes local community to use the facilities available in his school. | .46 |
| 145 | The principal transmits all important informa- tion to teachers and students. | .44 |
| 150 | The principal obtains feedback from the staff and students. | .48 |
| 154 | The management takes into confidence all senior teachers before taking a decision pertaining to the school. | .55 |
| 156 | The school calender specifies all important events date -wise. | .63 |
| 182 | Teachers are informed soon after administrative decisions are taken. | .63 |
| 185 | Staff meetings serve as a communication device | .53 |
| 198 | The school community is happy about its two- way flow of communication among teachers and administrators. | .56 |

| Item No. | Statements | Coefficient of Correlation |
|-------------|------------|-------------------------------|
|-------------|------------|-------------------------------|

AUTONOMY

| | | |
|-----|---|-----|
| 8 | The principal dislikes the idea of teachers forming an association of their own. | .53 |
| 17 | The principal gets approval of the staff on all matters before finally deciding about them | .56 |
| 29 | The principal or the few senior teachers talk the most in staff meetings. | .36 |
| 50 | The principal believes that every staff member can contribute in the school. | .47 |
| 67 | Teachers of this school are free to take up assignments of their interest in extra time | .07 |
| 74 | Decisions of the staff meeting are inspired by the principal. | .26 |
| 91 | No visitor can meet a teacher or a student without the principal's permission. | .30 |
| 113 | The principal is in the habit of taking all important decisions without consulting anyone. | .70 |
| 116 | The individuality of teachers of this school is well respected. | .59 |
| 123 | Everyone feels free to make one's stand clear on any matter pertaining to the school. | .70 |
| 131 | Teachers feel free to try out their innovative ideas regarding teaching in the classroom. | .60 |
| 136 | Management implements constructive suggestions from teachers, even if the suggestions involve spending of more money. | .44 |

| Item No. | Statements | Coefficient of Correlation |
|-------------|--|-------------------------------|
| 167 | The principal dislikes teachers who argue or differ from him. | .61 |
| 170 | In this school, teachers form student study circles according to their best understanding | .58 |
| 173 | The management is willing to make changes when suggested by the staff. | .58 |
| 176 | Teachers are afraid of internal bickerings. | .07 |
| 181 | The principal takes all decision regarding the school. | .29 |
| 186 | Management frowns on teachers who talk boldly. | .65 |
| 196 | Teachers are made to teach as the management wants. | .35 |

(B) Item Analysis of the Experimental Draft of the PCI-Form
for Item Selection for the Final Form.

| Item No. | Statements | t-value |
|-------------|--|---------|
| 1. | Control the child to mould its character. | 1.78 |
| 2. | Students are students - they should be under the teacher. | 1.96 |
| 3 | The pupils should imbibe the teacher's good habits | .88 |
| 4 | Today's students are not interested in learning. | 2.36 |
| 5 | Students should obey rules or they quit. | 1.01 |
| 6 | Even from pupils teachers can learn. | 4.14 |
| 7 | Students know not moral values. | 3.49 |
| 8 | Confidence in oneself alone will develop the pupils' potentialities. | 3.83 |
| 9 | No learning is possible without class-control. | 2.19 |
| 10 | Effective discipline comes from within and not from without. | 3.23 |
| 11 | The principal should first know how to control his pupils and then to teach. | 2.21 |
| 12 | Learning takes place best in free climate. | 4.90 |
| 13 | The destructive among the school pupils should not go unpunished. | .86 |
| 14 | Pupils should learn to control themselves. | 3.71 |
| 15 | It is desirable for a teacher to be impersonal in his dealings with pupils. | 1.57 |
| 16 | Love and understanding improve even a worst pupil | 5.92 |

| Item No. | Statements | t-value |
|-------------|--|---------|
| 17 | It is best to encourage an inquiring mind. | 6.25 |
| 18 | Aptitude and interest are the best guides for pupils to choose their subjects. | 6.79 |
| 19 | Teacher-pupil relations can never be informal. | 0.29 |
| 20 | Pupils become worse even under benevolent pressure | 2.60 |
| 21 | To spare the rod is to spoil the child. | 2.68 |
| 22 | Pupils should feel a sense of belongingness in the school. | 6.44 |
| 23 | Pupils should not have an access to school records | 1.28 |
| 24 | Recognition leads pupils to follow or do better acts. | 5.06 |
| 25 | A teacher should trust in his students. | 6.01 |
| 26 | Learning experience should cater to pupils' individual differences. | 5.02 |
| 27 | Let not pupil feel insecure in school. | 5.52 |
| 28 | The individuality of all pupils should be respected. | 7.87 |
| 29 | Knowledge should be pumped out and not to be pumped in. | 7.77 |
| 30 | School orders are to be issued and not to be discussed with pupils. | 3.45 |
| 31 | The best teacher is one who never teaches. | 4.29 |
| 32 | Without teacher-student interaction no learning takes place. | 3.95 |
| 33 | It should be realised that pupils also have good ideas. | 5.34 |

| Item No. | Statements | t-value |
|-------------|---|---------|
| 34 | A teacher should have confidences in pupils' honesty. | 6.64 |
| 35 | Equality of opportunity should be the concern of every teacher. | 4.89 |
| 36 | Teachers should be sympathetic towards children who have handicaps. | 4.67 |
| 37 | Severe punishment never improves a school child. | 3.86 |
| 38 | Real discipline grows out of free discipline. | 7.74 |
| 39 | Let the pupils be free to accept or reject the teacher's views. | 6.88 |
| 40 | Pupils catch democracy best by practising it. | 8.96 |
| 41 | Pupils' needs and interests should count the most in the school. | 6.94 |
| 42 | Unless the teacher teaches, no learning can take place. | 2.69 |
| 43 | Pupils' immature mind cannot decide their education. | 0.62 |
| 44 | The school time table should be adjustable to pupils' needs. | 4.30 |
| 45 | The main task of the teacher is to build up pupils' character. | 2.22 |
| 46. | School children have basically a sense of responsibility. | 3.60 |
| 47 | The teacher has not taught unless the pupils' have learnt. | 2.06 |
| 48 | Too much democracy spoils school children. | 6.25 |

| Item No. | Statements | t-value |
|-------------|--|---------|
| 49. | Pupils learning follows their interests. | 6.25 |
| 50. | Even co-curricular activities in school teach something precious to pupils. | 4.21 |
| 51. | Pupils should feel that they are accepted by the school community. | 5.41 |
| 52 | At their age it is impossible for the pupils to behave properly. | 1.02 |
| 53 | All acts of pupils should always be watched with vigilance by the teacher. | 1.07 |
| 54. | Examination alone is not the measure of pupils' achievement and development. | 3.72 |
| 55. | 'I am you and you are I' this sums up teacher-pupil relationship. | 2.69 |
| 56 | A teacher should keep his pupils at a respectable distance. | 0.65 |
| 57 | No co-curricular programme without teachers' supervision. | 1.11 |
| 58 | There is nothing wrong in beating a school child. | 4.21 |
| 59 | All late comings should be punished. | 2.65 |
| 60 | Unwilling pupils learn from unwilling teachers. | 1.57 |
| 61 | Teaching is a tactful game. | 5.82 |
| 62 | Good ideas flow from bottom. | 4.38 |
| 63 | There should be student participation in the decision making that concerns them. | 5.83 |
| 64 | Examination results do not tell everything. | 2.90 |
| 65 | 'Pass us and leave us' is the cry among students. | 0.85 |

APPENDIX - IVLIST OF THE SCHOOLS PARTICIPATED IN THE STUDY

1. Mt. Carmel High School, Gandhidham.
2. Jamnagar Vibhaji English School, Jamnagar.
3. St. Xavier's High School, Jamnagar.
4. Nirmala Convent Girls' High School, Rajkot.
5. Carmel Convent High School, Junagadh.
6. Vividhlaxi Vinay Mandir, Shardagram.
7. Vadva Central Madhyamik Shala, Bhavnagar.
8. Shree Kutch Education Society High School, Bhuj.
9. Sharda Mandir, Surendranagar.
10. B.H. Kanya Vidyalaya, Limbadi.
11. Shishuvihar Hindi High School, Jamnagar.
12. S.V. Virani High School, Rajkot.
13. Sheth T.J. Kanya Vidyalaya, Upleta.
14. Kamani Forward High School, Amreli.
15. Arya Kanya Gurukul, Porbandar.
16. Parekh and Mehta High School, Amreli.
17. Doshi M.S. High School, Morbi.
18. Shreyas High School, Bhavnagar.
19. K.K. High School, Savarkundala.
20. Smruti Vidyalaya, Botad.
21. Amarsinhji High School, Vankaner.
22. Municipal Boys High School, Bhayavadar.
23. Akshar Purshottam Swaminarayana Gurukul High School, Gondal.
24. Madress-A-Fevanke High School, Dhoraji.
25. Vinaya Mandir, Sanosra.
26. R.K.M.M. High School, Chalala.

27. Shree V.L. High School, Nalia.
28. Shree Sheth R.D. High School, Mundra.
29. Shah H.D. High School, Una.
30. V.S.Z. High School, Paliad.
31. M.M. Yagnik High School, Saldi.
32. Vinay Mandir, Kodvav.
33. Supedi High School, Supedi.
34. Vinay Mandir, Kanza.
35. Gram Panchayat Madhyamik Shala, Bhangol.
36. C.N.Vidyavihar, Ambawadi, Ahmedabad.
37. Mt. Carmel High School, Ahmedabad.
38. Diwan Ballubhai Madhyamik Shala, Kankaria, Ahmedabad.
39. Mohinaba Kanya Vidyalaya, Ahmedabad.
40. Vividhalaxi Vidya Mandir, Palanpur.
41. Shree Sarvajani Vidyalaya, Mehsana.
42. Adarsh High School, Nava Disa.
43. Vakharia P.J.High School, Kalol.
44. Best High School, Maninagar, Ahmedabad.
45. Nutan Fellowship High School, Ahmedabad.
46. Jai Hind High School, Maninagar, Ahmedabad.
47. Thaker's High School, Ahmedabad.
48. Asarwa Vidyalaya, Asarwa, Ahmedabad.
49. Shree Himat High School, Himatnagar.
50. Shree Sir Pratap High School, Idar.
51. R.D. Sarvajani High School, Mansa.
52. Sheth K.B.Vakil Vividhalaxi Vidyalaya, Radhanpur.
53. Modasa High School, Modasa.
54. Shree Sarvodaya High School, Modasa.
55. Sheth C.J. High School, Vadali.
56. Bharat High School, Kalol.

57. Zaveri R.T. High School, Kadi.
58. Navyug Vidyalaya, Vadgam.
59. Deodar Madhyamik Shala, Deodar.
60. H.K. Vidya Mandir, Bavala.
61. K.B. Shah Vinayamandir, Virangam.
62. C.L.Sarswatikunj, Kathwada.
63. Shree C.D.Patel High School, Talod.
64. Makhdum High School, Modasa.
65. Shree J.S. Mehta High School, Dhamsura.
66. Sheth K.T. High School, Khedbrahma.
67. Sheth G.C. High School, Pilvai.
68. Ambaji Gram Panchayat Madhyamik Shala, Ambaji.
69. Dholka Boys High School, Dholka.
70. Shree Nutan High School, Berna.
71. Our Own High School, Prantij.
72. J.B. Vidyalaya, Gothva.
73. Shree Saraswati Vidyalaya, Samotra.
74. Gramya Bharti Vidyalaya, Vanch.
75. Shree Nootan Vidyalaya, Bhalak.
76. Adarsh Vidyalaya, Manpur.
77. Shree Vidyamandir, Dhima.
78. D.N. High School, Anand.
79. Shree Rosary High School, Vadodara.
80. Shreyas Vidyalaya, Vadodara.
81. St. Anna High School, Nadiad.
82. St. Marry School, Nadiad.
83. G.J. Shardamandir, Vallabh Vidyanagar.
84. University Experimental School, Vadodara.
85. English Teaching School, Vallabh Vidyanagar.
86. The New Era High School, Godhra.

87. B.P. High School, Nadiad.
88. Sharda High School, Anand.
89. Vibhag High School, Dabhoi.
90. Shri J.H. Mehta High School, Santrampur.
91. Madresa E Abbasiya Secondary High School, Lunawada.
92. H.C. Parikh High School, Vadodara.
93. Zenith High School, Vadodara.
94. E.M. High School, Borsad.
95. Nutan Vidyalaya, Godhra.
96. Vandana Vidyalaya, Vadodara.
97. Koyali Vidyamandir, Koyali.
98. H.J. Parikh High School, Zarola.
99. Nutan Vidyalaya, Halol.
100. Navajivan High School, Vadodara.
101. Sardar Patel High School, Borsad.
102. Kisan Madhyamik Vidyalaya, Lunawada.
103. Shri Jyot Vidyamandir, Vadgam.
104. Sharda Mandir High School, Gundia.
105. Sarvajanik High School, Shinor.
106. Sanskar Vidyalaya, Pipalia.
107. Shree Sagar Vidyalaya, Chitral.
108. New English School, Napad.
109. Vinay Mandir, Rudel.
110. New English School, Sisva.
111. Sardar High School, Anara.
112. Jivan Bharati Vidyalaya, Surat.
113. Lutz Convent High School, Surat.
114. St.Joseph English Teaching School, Valsad.
115. Vidyakunj School, Navasari.
116. Pioneer High School, Broach.

117. B.E.S. Union High School, Broach.
118. E.N. Ginwala High School, Ankleshvar.
119. Smt. M.T.M. Girls' High School, Ankleshvar.
120. T & T.V. Sarvajanik High School, Surat.
121. C.B. High School, Valsad.
122. Progressive High School, Broach.
123. Shree M.R. Vidyalaya, Rajpipla.
124. Sarvajanik High School, Sajod.
125. Madressa Anjumane Islam, Kathore.
126. S.V. Vidyalaya, Nizar.
127. Madhyamik Shala, Limzar.
128. Sarvajanik High School, Nani Vahial.

APPENDIX VPERSONS INTERVIEWED(A) Teacher Educators

1. Dr. P.A.Patel, Principal
R.P.Anada College of Education, Borsad.
2. Dr. K.C. Bhatt, Dean,
Faculty of Education, and Principal, Shri Rang College
of Education, Billimora.
3. Dr. Mrs. Neela A. Shelat, Co-ordinator,
Extension Services, Faculty of Education & Psychology,
M.S.University, Baroda.
4. Dr. Sarojben H. Desai,
Prakash College of Education, Ahmedabad.
5. Dr. V.A.Patel, Principal,
Sarvajanic College of Education, Godhra.
6. Dr. K.V. Sheth,
Dept. of Education, South Gujarat University, Surat.
7. Dr. Santibhai Maniar,
Ramba Graduate Teachers' College, Porbandar (Saurashtra)
8. Dr. H.R. Joshi, Professor,
Shri V.T. Choksi College of Education, Surat.
9. Principal G.V. Mahant,
B.C.J. College of Education, Cambay.
10. Dr. N.N. Shukla, Principal
H.J. College of Education, Khar, Bombay.

11. Miss. Jyoti Christian,
M.B. Patel College of Education, Vallabh Vidyanagar.
12. M.M. Patel, Professor,
Head, Education Unit, Arts College, Dwarka.
13. Dr. K.U. Lavingia, Professor,
College of Education, Bhavnagar.
14. Dr. C.C.Pathak, Lecturer,
M.B. Patel College of Education, Vallabh Vidyanagar.

(B) Head Masters

1. Shri Ishvarbhai B. Naik, Principal
Tata High School, Billimora.
2. Shri B.N.Sheth, Principal,
Sheth High School, Hansot.
3. Shri Vaikunthbhai Bhagat, Principal,
Bharati High School, Broach.
4. Shri P.B. Kothari, Principal,
Emp. E.M. High School, Borsad.
5. Shri Vithalbhai Patel, Principal,
English High School, Vallabh Vidyanagar.
6. Shri Dolatbhai M.Desai, Principal,
Mohiniba Girls High School, Ellisbridge, Ahmedabad.
7. Miss. Pushpaben Shukla, Principal,
Muslim Girls School, Baroda.
8. Mrs. Suvidyaben N. Patel, Principal,
M.T.M. Girls High School, Ankleshvar.
9. Mrs. Vidyaben I. Naik, Principal,
Municipal Girls School, Bilimora.

10. Mrs. Kusumben Desai, Principal
Sarvajanic Girls School, Valsad.
11. Shri C.V. Dhulia, Principal,
Supedi High School, Supedi.
12. Shri P.P. Mehta, Principal,
Modasa High School, Modasa.
13. Shri N.H. Trivedi, Principal,
Sheth L.P. High School, Shinol.
14. Dr. M.M. Choksi, Principal,
University Experimental School, Baroda.
15. Miss. Desai, Principal
Girls' School, Karvan.

(C) District Educational
Officers, Inspectors and others

1. Shri A.D. Patel, D.E.O.,
Mehsana District, Patan.
2. Shri M.I. Mamlatdarna, Educational Inspector
Surat District, Surat.
3. Dr. (Miss.) Mahendrika Bhatt, D.E.O.,
Broach District, Broach.
4. Miss. Doliben Contractor, Social Education Officer,
Surat District, Surat.
5. Shri Punjara, D.E.O.,
Kheda District, Kheda.
6. Shri Thakkar, D.E.O.
Panchmahals District, Godhra.

7. Dr. S.C. Tikmani, Research Officer,
Secondary Examination Board, Baroda.
8. Shri M.B. Raval, D.E.O.,
Surat District, Surat.
9. Shri J.G. Danawala, Ex-D.E.O..
Kheda District, Kheda.
10. Smt. Kusumben S. Patel
Deputy Director,
Directorate of Education, Ahmedabad.

APPENDIX VISCHOOL-WISE DOUBLE STANDARDIZED SCORE ON THE DIMENSIONS OF
THE OCDQ (BARODA FORM I)

D = Disengagement C = Consideration
 H = Hindrance T = Thrust
 I = Intimacy NGO = Non-Graded Order
 E = Esprit F = Feedback
 A = Aloofness HR = Human Relation
 PE = Production Emphasis AU = Autonomy

| School No. | D | H | I | E | A | PE | C | T | NGO | F | HR | AU |
|---------------|----|----|----|----|----|----|----|----|-----|----|----|----|
| 01 | 33 | 62 | 46 | 39 | 35 | 61 | 57 | 50 | 62 | 55 | 55 | 44 |
| 02 | 34 | 36 | 52 | 58 | 35 | 40 | 62 | 45 | 52 | 57 | 53 | 65 |
| 03 | 37 | 33 | 57 | 48 | 36 | 54 | 60 | 67 | 50 | 49 | 60 | 49 |
| 04 | 37 | 64 | 51 | 53 | 62 | 53 | 55 | 30 | 57 | 55 | 39 | 43 |
| 05 | 29 | 33 | 55 | 55 | 38 | 52 | 55 | 55 | 55 | 60 | 53 | 59 |
| 06 | 37 | 31 | 48 | 37 | 56 | 55 | 55 | 49 | 58 | 66 | 58 | 49 |
| 07 | 36 | 30 | 61 | 51 | 46 | 42 | 51 | 52 | 54 | 66 | 59 | 52 |
| 08 | 34 | 34 | 56 | 57 | 33 | 59 | 60 | 60 | 51 | 55 | 52 | 47 |
| 09 | 29 | 36 | 58 | 54 | 39 | 50 | 53 | 59 | 46 | 63 | 56 | 56 |
| 10 | 57 | 37 | 49 | 51 | 51 | 29 | 51 | 59 | 43 | 65 | 43 | 63 |
| 11 | 33 | 31 | 52 | 57 | 40 | 45 | 58 | 56 | 56 | 52 | 56 | 63 |
| 12 | 63 | 59 | 48 | 57 | 36 | 28 | 55 | 44 | 48 | 53 | 46 | 63 |
| 13 | 46 | 53 | 34 | 51 | 65 | 57 | 51 | 69 | 42 | 46 | 51 | 36 |
| 14 | 68 | 72 | 47 | 47 | 55 | 44 | 43 | 50 | 44 | 39 | 52 | 39 |
| 15 | 62 | 63 | 36 | 42 | 68 | 51 | 42 | 39 | 56 | 47 | 42 | 51 |
| 16 | 56 | 49 | 53 | 70 | 41 | 34 | 43 | 40 | 41 | 56 | 55 | 62 |
| 17 | 39 | 56 | 66 | 42 | 63 | 42 | 47 | 49 | 56 | 58 | 52 | 30 |
| 18 | 49 | 37 | 55 | 55 | 42 | 32 | 56 | 46 | 42 | 58 | 64 | 65 |

| School No. | D | H | I | E | A | PE | C | T | NGO | FCM | HR | AU |
|---------------|----|----|----|----|----|----|----|----|-----|-----|----|----|
| 19 | 45 | 37 | 62 | 62 | 60 | 30 | 48 | 40 | 52 | 50 | 60 | 55 |
| 20 | 58 | 60 | 51 | 43 | 71 | 52 | 42 | 51 | 41 | 58 | 38 | 36 |
| 21 | 70 | 62 | 31 | 40 | 47 | 61 | 45 | 48 | 47 | 50 | 50 | 50 |
| 22 | 58 | 68 | 55 | 38 | 56 | 40 | 56 | 41 | 37 | 49 | 41 | 62 |
| 23 | 32 | 24 | 64 | 56 | 53 | 44 | 54 | 49 | 50 | 58 | 53 | 58 |
| 24 | 30 | 48 | 48 | 59 | 38 | 57 | 50 | 63 | 57 | 63 | 48 | 38 |
| 25 | 30 | 54 | 49 | 38 | 41 | 65 | 44 | 59 | 60 | 60 | 47 | 52 |
| 26 | 35 | 46 | 51 | 48 | 27 | 54 | 49 | 59 | 59 | 64 | 58 | 49 |
| 27 | 53 | 53 | 49 | 40 | 75 | 58 | 34 | 45 | 56 | 47 | 47 | 43 |
| 28 | 35 | 64 | 45 | 61 | 53 | 57 | 43 | 48 | 58 | 60 | 43 | 33 |
| 29 | 54 | 41 | 39 | 44 | 65 | 41 | 73 | 44 | 46 | 54 | 49 | 49 |
| 30 | 41 | 35 | 53 | 56 | 26 | 59 | 57 | 53 | 53 | 57 | 52 | 58 |
| 31 | 39 | 34 | 50 | 65 | 52 | 42 | 47 | 50 | 65 | 39 | 52 | 63 |
| 32 | 35 | 35 | 66 | 60 | 57 | 45 | 44 | 39 | 59 | 46 | 55 | 59 |
| 33 | 42 | 32 | 65 | 38 | 30 | 56 | 53 | 56 | 51 | 49 | 56 | 53 |
| 34 | 30 | 37 | 44 | 60 | 37 | 53 | 59 | 61 | 58 | 50 | 53 | 59 |
| 35 | 34 | 39 | 51 | 58 | 36 | 46 | 46 | 51 | 65 | 67 | 53 | 55 |
| 36 | 73 | 47 | 52 | 50 | 60 | 36 | 51 | 41 | 44 | 55 | 36 | 55 |
| 37 | 67 | 65 | 50 | 49 | 63 | 44 | 41 | 49 | 39 | 55 | 39 | 40 |
| 38 | 43 | 58 | 46 | 48 | 31 | 48 | 58 | 74 | 53 | 50 | 48 | 43 |
| 39 | 64 | 56 | 56 | 61 | 53 | 35 | 61 | 53 | 40 | 38 | 43 | 38 |
| 40 | 44 | 62 | 38 | 49 | 52 | 59 | 52 | 33 | 54 | 36 | 65 | 57 |
| 41 | 32 | 56 | 50 | 58 | 55 | 68 | 34 | 52 | 54 | 55 | 43 | 43 |
| 42 | 65 | 51 | 53 | 53 | 65 | 57 | 42 | 57 | 40 | 32 | 48 | 38 |
| 43 | 78 | 61 | 46 | 51 | 51 | 41 | 45 | 45 | 51 | 44 | 43 | 41 |
| 44 | 56 | 36 | 34 | 48 | 51 | 34 | 51 | 65 | 51 | 56 | 56 | 63 |
| 45 | 43 | 37 | 54 | 52 | 27 | 62 | 48 | 54 | 60 | 52 | 62 | 48 |
| 46 | 36 | 44 | 46 | 55 | 33 | 48 | 67 | 54 | 46 | 41 | 63 | 61 |
| 47 | 55 | 52 | 50 | 34 | 66 | 70 | 40 | 50 | 50 | 41 | 51 | 41 |

| School No. | D | H | I | E | A | PE | C | T | NGO | F. .. | HR | AU |
|---------------|----|----|----|----|----|----|----|-----|-----|-------|----|----|
| 48 | 60 | 68 | 48 | 51 | 68 | 52 | 46 | 40 | 44 | 38 | 45 | 39 |
| 49 | 57 | 62 | 54 | 48 | 40 | 60 | 34 | 65 | 54 | 34 | 48 | 43 |
| 50 | 30 | 38 | 60 | 52 | 35 | 54 | 56 | 58 | 58 | 46 | 60 | 53 |
| 51 | 58 | 43 | 46 | 31 | 43 | 40 | 49 | 52 | 55 | 68 | 65 | 49 |
| 52 | 49 | 71 | 46 | 46 | 37 | 60 | 42 | 53 | 33 | 49 | 58 | 55 |
| 53 | 66 | 68 | 41 | 48 | 66 | 45 | 40 | 41 | 48 | 48 | 43 | 45 |
| 54 | 76 | 47 | 49 | 41 | 61 | 45 | 49 | 38 | 49 | 41 | 56 | 47 |
| 55 | 64 | 54 | 58 | 46 | 68 | 52 | 34 | 35 | 42 | 48 | 51 | 47 |
| 56 | 70 | 60 | 36 | 37 | 60 | 57 | 43 | 52 | 52 | 44 | 42 | 42 |
| 57 | 59 | 69 | 49 | 46 | 70 | 52 | 42 | 42 | 45 | 41 | 44 | 40 |
| 58 | 55 | 63 | 47 | 50 | 70 | 48 | 34 | 35 | 57 | 47 | 44 | 48 |
| 59 | 55 | 64 | 41 | 41 | 69 | 55 | 39 | 41 | 59 | 51 | 43 | 43 |
| 60 | 61 | 66 | 66 | 47 | 47 | 47 | 42 | 34 | 59 | 42 | 42 | 49 |
| 61 | 60 | 53 | 51 | 56 | 52 | 65 | 44 | 54 | 39 | 53 | 49 | 25 |
| 62 | 68 | 54 | 49 | 40 | 33 | 50 | 42 | 49 | 46 | 43 | 44 | 43 |
| 63 | 69 | 35 | 33 | 67 | 56 | 48 | 48 | 50 | 48 | 52 | 48 | 48 |
| 64 | 38 | 35 | 67 | 67 | 56 | 44 | 56 | 50 | 50 | 47 | 53 | 38 |
| 65 | 59 | 49 | 61 | 63 | 66 | 47 | 52 | 49 | 33 | 40 | 42 | 40 |
| 66 | 37 | 47 | 58 | 48 | 29 | 40 | 53 | 51 | 53 | 64 | 61 | 59 |
| 67 | 70 | 45 | 40 | 43 | 43 | 43 | 68 | 60 | 48 | 45 | 43 | 53 |
| 68 | 67 | 67 | 38 | 36 | 58 | 57 | 42 | 49 | 55 | 44 | 42 | 44 |
| 69 | 42 | 40 | 57 | 49 | 23 | 55 | 60 | 55 | 52 | 55 | 58 | 54 |
| 70 | 60 | 69 | 56 | 34 | 61 | 50 | 48 | 51 | 41 | 35 | 48 | 47 |
| 71 | 53 | 48 | 44 | 57 | 22 | 53 | 55 | 44 | 64 | 55 | 53 | 55 |
| 72 | 66 | 65 | 51 | 37 | 63 | 53 | 43 | 40 | 51 | 37 | 50 | 42 |
| 73 | 47 | 59 | 47 | 41 | 45 | 63 | 62 | 463 | 41 | 53 | 58 | 41 |
| 74 | 62 | 48 | 47 | 46 | 79 | 40 | 46 | 46 | 45 | 45 | 50 | 46 |
| 75 | 57 | 69 | 59 | 49 | 65 | 45 | 38 | 42 | 50 | 39 | 49 | 37 |

| School No. | D | H | I | E | A | PE | C | T | NGO | F... | HR | AU |
|---------------|----|----|----|----|----|----|----|----|-----|------|----|----|
| 76 | 72 | 64 | 47 | 39 | 61 | 48 | 38 | 47 | 43 | 53 | 45 | 43 |
| 77 | 67 | 71 | 40 | 37 | 58 | 46 | 50 | 49 | 41 | 48 | 43 | 49 |
| 78 | 66 | 66 | 56 | 46 | 59 | 49 | 39 | 30 | 52 | 46 | 46 | 46 |
| 79 | 34 | 41 | 46 | 57 | 29 | 62 | 54 | 55 | 49 | 51 | 57 | 62 |
| 80 | 63 | 59 | 47 | 49 | 66 | 56 | 49 | 47 | 47 | 33 | 31 | 52 |
| 81 | 71 | 46 | 50 | 42 | 67 | 52 | 56 | 50 | 37 | 37 | 44 | 48 |
| 82 | 33 | 29 | 56 | 51 | 44 | 65 | 53 | 57 | 47 | 57 | 54 | 53 |
| 83 | 69 | 52 | 39 | 45 | 65 | 34 | 58 | 54 | 41 | 52 | 45 | 45 |
| 84 | 40 | 56 | 43 | 53 | 35 | 45 | 66 | 50 | 50 | 40 | 53 | 69 |
| 85 | 56 | 52 | 33 | 46 | 58 | 41 | 62 | 58 | 41 | 39 | 46 | 68 |
| 86 | 28 | 40 | 60 | 58 | 39 | 61 | 45 | 54 | 44 | 55 | 59 | 55 |
| 87 | 32 | 39 | 53 | 62 | 46 | 59 | 50 | 56 | 32 | 57 | 55 | 59 |
| 88 | 31 | 36 | 59 | 54 | 33 | 54 | 56 | 55 | 53 | 50 | 61 | 58 |
| 89 | 59 | 62 | 40 | 45 | 68 | 36 | 52 | 52 | 42 | 61 | 38 | 45 |
| 90 | 39 | 37 | 53 | 55 | 27 | 46 | 60 | 58 | 53 | 54 | 57 | 59 |
| 91 | 30 | 69 | 44 | 45 | 57 | 56 | 59 | 57 | 39 | 47 | 51 | 47 |
| 92 | 31 | 31 | 57 | 58 | 42 | 53 | 62 | 54 | 51 | 50 | 63 | 44 |
| 93 | 41 | 34 | 56 | 51 | 37 | 56 | 48 | 45 | 73 | 60 | 49 | 50 |
| 94 | 64 | 51 | 42 | 59 | 51 | 50 | 48 | 61 | 25 | 40 | 53 | 55 |
| 95 | 64 | 69 | 37 | 49 | 49 | 40 | 49 | 54 | 54 | 32 | 49 | 52 |
| 96 | 67 | 70 | 44 | 36 | 45 | 52 | 52 | 58 | 45 | 40 | 42 | 49 |
| 97 | 31 | 36 | 52 | 53 | 36 | 51 | 61 | 56 | 63 | 46 | 60 | 55 |
| 98 | 36 | 40 | 60 | 58 | 28 | 46 | 57 | 59 | 57 | 50 | 48 | 58 |
| 99 | 68 | 43 | 48 | 41 | 46 | 56 | 64 | 60 | 34 | 40 | 47 | 54 |
| 100 | 74 | 65 | 46 | 37 | 57 | 47 | 42 | 46 | 44 | 52 | 43 | 47 |
| 101 | 38 | 36 | 39 | 41 | 51 | 66 | 44 | 57 | 62 | 63 | 51 | 50 |
| 102 | 32 | 45 | 50 | 60 | 34 | 59 | 59 | 59 | 38 | 60 | 54 | 52 |
| 103 | 57 | 63 | 35 | 53 | 67 | 57 | 33 | 40 | 52 | 44 | 51 | 48 |

| School No. | D | H | I | E | A | PE | C | T | NGO | FO | HR | AU |
|------------|----|----|----|----|----|----|----|----|-----|----|----|----|
| 104 | 68 | 65 | 42 | 45 | 64 | 50 | 36 | 49 | 43 | 54 | 41 | 43 |
| 105 | 35 | 35 | 58 | 65 | 35 | 45 | 55 | 46 | 58 | 59 | 54 | 56 |
| 106 | 52 | 29 | 59 | 62 | 53 | 48 | 55 | 53 | 55 | 53 | 59 | 41 |
| 107 | 74 | 63 | 40 | 42 | 55 | 47 | 47 | 44 | 41 | 57 | 42 | 47 |
| 108 | 69 | 64 | 37 | 43 | 59 | 34 | 51 | 51 | 56 | 44 | 63 | 48 |
| 109 | 59 | 59 | 37 | 44 | 66 | 29 | 56 | 54 | 46 | 59 | 46 | 46 |
| 110 | 63 | 61 | 46 | 43 | 69 | 55 | 37 | 34 | 54 | 49 | 43 | 45 |
| 111 | 73 | 62 | 43 | 45 | 64 | 47 | 45 | 45 | 46 | 46 | 37 | 47 |
| 112 | 37 | 33 | 60 | 53 | 37 | 46 | 62 | 58 | 41 | 55 | 55 | 62 |
| 113 | 73 | 42 | 46 | 42 | 61 | 47 | 37 | 53 | 47 | 42 | 47 | 61 |
| 114 | 77 | 58 | 44 | 51 | 56 | 47 | 42 | 49 | 40 | 51 | 37 | 47 |
| 115 | 39 | 39 | 59 | 47 | 45 | 57 | 61 | 65 | 47 | 33 | 63 | 45 |
| 116 | 63 | 58 | 44 | 41 | 28 | 47 | 52 | 44 | 52 | 66 | 47 | 58 |
| 117 | 57 | 49 | 48 | 59 | 63 | 34 | 55 | 42 | 43 | 35 | 49 | 67 |
| 118 | 48 | 25 | 54 | 61 | 35 | 51 | 61 | 49 | 54 | 52 | 57 | 52 |
| 119 | 40 | 45 | 67 | 62 | 54 | 44 | 39 | 34 | 59 | 43 | 56 | 57 |
| 120 | 35 | 37 | 51 | 57 | 36 | 45 | 56 | 50 | 59 | 50 | 55 | 70 |
| 121 | 32 | 34 | 56 | 58 | 34 | 51 | 55 | 55 | 58 | 51 | 57 | 59 |
| 122 | 38 | 46 | 55 | 62 | 27 | 51 | 56 | 46 | 61 | 46 | 61 | 50 |
| 123 | 67 | 73 | 44 | 39 | 57 | 45 | 44 | 44 | 48 | 47 | 43 | 48 |
| 124 | 38 | 50 | 52 | 44 | 70 | 62 | 40 | 52 | 46 | 56 | 58 | 34 |
| 125 | 46 | 76 | 52 | 49 | 51 | 61 | 44 | 51 | 43 | 46 | 49 | 33 |
| 126 | 32 | 36 | 63 | 49 | 40 | 59 | 43 | 57 | 59 | 60 | 47 | 56 |
| 127 | 65 | 68 | 44 | 45 | 67 | 49 | 38 | 43 | 45 | 49 | 41 | 45 |
| 128 | 31 | 35 | 48 | 58 | 35 | 59 | 52 | 59 | 59 | 51 | 58 | 56 |

APPENDIX VIIPROFILES OF SAMPLED SCHOOLS UNDER THREE CLIMATE CATEGORIES

| | | | |
|---------------|------|------------------|-------|
| Disengagement | = D | Consideration | = C |
| Hindrance | = H | Thrust | = T |
| Intimacy | = I | Non-Graded Order | = NGO |
| Esprit | = E | Feedback | = F |
| Aloofness | = A | Human Relation | = HR |
| Production | | Autonomy | = AU |
| Emphasis | = PE | | |

| School No. | D | H | I | E | A | PE | CE | T | NGO | F | HR | AU |
|---------------|---|---|---|---|---|----|----|---|-----|---|----|----|
|---------------|---|---|---|---|---|----|----|---|-----|---|----|----|

OPEN CLIMATE

| | | | | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 2 | 34 | 36 | 52 | 58 | 35 | 50 | 62 | 45 | 52 | 57 | 53 | 65 |
| 3 | 37 | 33 | 57 | 48 | 36 | 54 | 60 | 67 | 50 | 49 | 60 | 49 |
| 5 | 29 | 33 | 55 | 55 | 38 | 52 | 55 | 55 | 55 | 60 | 53 | 59 |
| 7 | 36 | 30 | 61 | 51 | 46 | 42 | 51 | 52 | 54 | 66 | 59 | 52 |
| 9 | 29 | 36 | 58 | 54 | 39 | 50 | 53 | 59 | 46 | 63 | 56 | 56 |
| 11 | 33 | 31 | 52 | 57 | 40 | 45 | 58 | 56 | 56 | 52 | 56 | 63 |
| 18 | 49 | 37 | 55 | 55 | 42 | 32 | 56 | 46 | 42 | 58 | 64 | 65 |
| 23 | 32 | 29 | 64 | 56 | 53 | 44 | 54 | 49 | 50 | 58 | 53 | 58 |
| 26 | 35 | 46 | 51 | 48 | 27 | 54 | 49 | 59 | 59 | 64 | 58 | 49 |
| 30 | 41 | 35 | 53 | 56 | 26 | 59 | 57 | 53 | 53 | 57 | 52 | 58 |
| 31 | 39 | 34 | 50 | 65 | 52 | 42 | 47 | 50 | 65 | 39 | 52 | 63 |
| 33 | 42 | 32 | 65 | 58 | 30 | 56 | 53 | 56 | 51 | 49 | 56 | 53 |
| 34 | 30 | 37 | 44 | 60 | 37 | 53 | 59 | 61 | 58 | 50 | 53 | 59 |
| 35 | 34 | 39 | 51 | 58 | 36 | 46 | 46 | 51 | 65 | 67 | 53 | 55 |
| 44 | 56 | 36 | 34 | 48 | 51 | 34 | 51 | 65 | 51 | 56 | 56 | 63 |
| 46 | 36 | 49 | 46 | 55 | 33 | 48 | 67 | 54 | 46 | 41 | 63 | 61 |
| 50 | 30 | 38 | 60 | 52 | 35 | 54 | 56 | 58 | 58 | 46 | 60 | 53 |

| School No. | D | H | I | E | A | PE | C | T | NGR | FE | HR | AU |
|---------------|----|----|----|----|----|----|----|----|-----|----|----|----|
| 66 | 37 | 47 | 58 | 48 | 29 | 40 | 53 | 51 | 53 | 64 | 61 | 59 |
| 69 | 42 | 40 | 57 | 49 | 23 | 55 | 60 | 55 | 52 | 55 | 58 | 54 |
| 79 | 34 | 41 | 46 | 57 | 29 | 62 | 54 | 55 | 49 | 51 | 57 | 62 |
| 82 | 33 | 29 | 56 | 51 | 44 | 65 | 53 | 57 | 47 | 57 | 54 | 53 |
| 87 | 32 | 39 | 53 | 62 | 46 | 59 | 50 | 56 | 32 | 57 | 55 | 59 |
| 88 | 31 | 36 | 59 | 54 | 33 | 54 | 56 | 55 | 53 | 50 | 61 | 58 |
| 90 | 39 | 37 | 53 | 55 | 27 | 46 | 60 | 58 | 53 | 54 | 57 | 59 |
| 92 | 31 | 31 | 57 | 58 | 42 | 53 | 62 | 54 | 51 | 50 | 63 | 49 |
| 97 | 31 | 36 | 52 | 53 | 36 | 51 | 61 | 56 | 63 | 46 | 60 | 55 |
| 98 | 36 | 40 | 60 | 58 | 28 | 46 | 57 | 59 | 57 | 50 | 48 | 58 |
| 102 | 32 | 45 | 50 | 60 | 34 | 59 | 59 | 59 | 38 | 60 | 54 | 52 |
| 105 | 35 | 35 | 58 | 65 | 35 | 45 | 55 | 46 | 58 | 59 | 54 | 56 |
| 106 | 52 | 29 | 59 | 62 | 33 | 48 | 55 | 53 | 55 | 53 | 59 | 41 |
| 112 | 37 | 33 | 60 | 53 | 37 | 46 | 62 | 58 | 41 | 55 | 55 | 62 |
| 118 | 48 | 25 | 54 | 61 | 35 | 51 | 61 | 49 | 54 | 52 | 57 | 52 |
| 120 | 35 | 37 | 51 | 57 | 36 | 45 | 56 | 50 | 59 | 50 | 55 | 70 |
| 121 | 32 | 34 | 56 | 58 | 34 | 51 | 55 | 55 | 58 | 51 | 57 | 59 |
| 122 | 38 | 46 | 55 | 62 | 27 | 51 | 56 | 46 | 61 | 46 | 61 | 50 |
| 126 | 32 | 36 | 63 | 49 | 40 | 59 | 43 | 57 | 59 | 60 | 47 | 56 |
| 128 | 31 | 35 | 48 | 58 | 35 | 59 | 52 | 59 | 59 | 51 | 58 | 56 |

INTERMEDIATE CLIMATE

| | | | | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 1 | 33 | 62 | 46 | 39 | 35 | 61 | 57 | 50 | 62 | 55 | 55 | 44 |
| 4 | 37 | 64 | 51 | 53 | 62 | 53 | 55 | 30 | 57 | 55 | 39 | 43 |
| 6 | 37 | 31 | 48 | 37 | 56 | 55 | 55 | 49 | 58 | 66 | 58 | 49 |
| 8 | 34 | 34 | 56 | 57 | 33 | 59 | 60 | 60 | 51 | 55 | 52 | 47 |
| 10 | 57 | 37 | 49 | 51 | 51 | 29 | 51 | 59 | 43 | 65 | 43 | 63 |
| 12 | 63 | 59 | 48 | 57 | 36 | 28 | 55 | 44 | 48 | 53 | 46 | 63 |
| 16 | 56 | 49 | 53 | 70 | 41 | 34 | 43 | 40 | 41 | 56 | 55 | 62 |

| School No. | D | H | I | E | A | PE | C | T | NGR | CEI | HR | AU |
|---------------|----|----|----|----|----|----|----|----|-----|-----|----|----|
| 17 | 39 | 56 | 66 | 42 | 63 | 42 | 47 | 49 | 56 | 58 | 52 | 30 |
| 19 | 45 | 37 | 62 | 62 | 60 | 30 | 48 | 40 | 52 | 50 | 60 | 55 |
| 22 | 58 | 68 | 55 | 38 | 56 | 40 | 56 | 41 | 37 | 49 | 41 | 62 |
| 24 | 30 | 48 | 48 | 59 | 38 | 57 | 50 | 63 | 57 | 63 | 48 | 38 |
| 25 | 30 | 54 | 49 | 38 | 41 | 65 | 44 | 59 | 60 | 60 | 47 | 52 |
| 28 | 35 | 64 | 45 | 61 | 53 | 57 | 43 | 48 | 58 | 60 | 43 | 33 |
| 29 | 54 | 41 | 39 | 44 | 65 | 41 | 73 | 44 | 46 | 54 | 49 | 49 |
| 32 | 35 | 35 | 66 | 60 | 57 | 45 | 44 | 39 | 59 | 46 | 55 | 59 |
| 36 | 73 | 47 | 52 | 50 | 60 | 36 | 51 | 41 | 44 | 55 | 36 | 66 |
| 38 | 43 | 58 | 46 | 48 | 31 | 48 | 58 | 74 | 53 | 50 | 48 | 43 |
| 39 | 64 | 56 | 56 | 61 | 53 | 35 | 61 | 53 | 40 | 38 | 43 | 38 |
| 40 | 44 | 62 | 38 | 49 | 52 | 59 | 52 | 33 | 54 | 36 | 65 | 57 |
| 41 | 32 | 56 | 50 | 58 | 55 | 68 | 34 | 52 | 54 | 55 | 43 | 43 |
| 45 | 43 | 37 | 54 | 52 | 27 | 62 | 48 | 54 | 60 | 52 | 62 | 48 |
| 51 | 58 | 43 | 46 | 31 | 43 | 40 | 49 | 52 | 55 | 68 | 65 | 49 |
| 52 | 49 | 71 | 46 | 46 | 37 | 60 | 42 | 53 | 33 | 49 | 58 | 55 |
| 63 | 69 | 35 | 33 | 67 | 56 | 48 | 48 | 50 | 48 | 52 | 48 | 48 |
| 64 | 38 | 35 | 67 | 67 | 56 | 44 | 56 | 50 | 50 | 47 | 53 | 38 |
| 65 | 59 | 49 | 61 | 63 | 66 | 47 | 52 | 49 | 33 | 40 | 42 | 40 |
| 67 | 70 | 45 | 40 | 43 | 43 | 43 | 68 | 60 | 48 | 45 | 43 | 53 |
| 71 | 53 | 48 | 44 | 57 | 22 | 53 | 55 | 44 | 64 | 55 | 53 | 55 |
| 73 | 47 | 59 | 47 | 41 | 45 | 63 | 62 | 63 | 41 | 33 | 58 | 41 |
| 84 | 40 | 56 | 43 | 53 | 35 | 45 | 66 | 50 | 50 | 40 | 53 | 69 |
| 85 | 56 | 52 | 33 | 46 | 58 | 41 | 62 | 58 | 41 | 39 | 46 | 68 |
| 86 | 28 | 40 | 60 | 58 | 39 | 61 | 45 | 54 | 44 | 55 | 59 | 55 |
| 93 | 41 | 34 | 56 | 51 | 37 | 56 | 48 | 45 | 73 | 60 | 49 | 50 |
| 94 | 64 | 51 | 42 | 59 | 51 | 50 | 48 | 61 | 25 | 40 | 53 | 55 |
| 95 | 64 | 69 | 37 | 49 | 49 | 40 | 49 | 54 | 54 | 32 | 49 | 52 |
| 99 | 68 | 43 | 48 | 41 | 46 | 56 | 64 | 60 | 34 | 40 | 47 | 54 |

| SCHOOL NO. | D | H | I | E | A | PE | C | T | NGR | CFM | HR | AUT |
|---------------|----|----|----|----|----|----|----|----|-----|-----|----|-----|
| 101 | 38 | 36 | 39 | 41 | 51 | 66 | 44 | 57 | 62 | 63 | 51 | 50 |
| 109 | 59 | 59 | 37 | 44 | 66 | 29 | 56 | 54 | 46 | 59 | 46 | 46 |
| 111 | 73 | 62 | 43 | 45 | 64 | 47 | 45 | 45 | 46 | 46 | 37 | 47 |
| 113 | 73 | 42 | 46 | 42 | 61 | 47 | 37 | 53 | 47 | 42 | 47 | 61 |
| 115 | 39 | 39 | 59 | 47 | 45 | 57 | 61 | 65 | 47 | 33 | 63 | 45 |
| 116 | 63 | 58 | 44 | 41 | 28 | 47 | 52 | 44 | 52 | 66 | 47 | 58 |
| 117 | 57 | 49 | 48 | 59 | 63 | 34 | 55 | 42 | 43 | 35 | 49 | 67 |
| 119 | 40 | 45 | 67 | 62 | 54 | 44 | 39 | 34 | 59 | 43 | 56 | 57 |
| 124 | 38 | 50 | 52 | 44 | 70 | 62 | 40 | 52 | 46 | 56 | 58 | 34 |

CLOSED CLIMATE

| | | | | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 13 | 46 | 53 | 34 | 51 | 65 | 57 | 51 | 69 | 42 | 46 | 51 | 36 |
| 14 | 68 | 72 | 47 | 47 | 55 | 44 | 42 | 50 | 44 | 39 | 52 | 39 |
| 15 | 62 | 63 | 36 | 42 | 68 | 51 | 42 | 39 | 56 | 47 | 42 | 51 |
| 20 | 58 | 60 | 51 | 43 | 71 | 52 | 42 | 51 | 41 | 58 | 38 | 36 |
| 21 | 70 | 62 | 31 | 40 | 47 | 61 | 45 | 48 | 47 | 50 | 50 | 50 |
| 27 | 53 | 53 | 49 | 40 | 75 | 58 | 34 | 45 | 56 | 47 | 47 | 43 |
| 37 | 67 | 65 | 50 | 49 | 63 | 44 | 41 | 49 | 39 | 55 | 39 | 40 |
| 42 | 65 | 51 | 53 | 53 | 65 | 57 | 42 | 57 | 40 | 32 | 48 | 38 |
| 43 | 78 | 61 | 46 | 51 | 51 | 41 | 45 | 45 | 51 | 44 | 43 | 41 |
| 47 | 55 | 52 | 50 | 34 | 66 | 70 | 40 | 50 | 50 | 41 | 51 | 41 |
| 48 | 60 | 68 | 48 | 51 | 66 | 52 | 46 | 40 | 44 | 38 | 45 | 39 |
| 49 | 57 | 62 | 54 | 48 | 40 | 60 | 34 | 65 | 54 | 34 | 48 | 43 |
| 53 | 66 | 68 | 41 | 48 | 66 | 45 | 40 | 41 | 48 | 48 | 43 | 45 |
| 54 | 76 | 47 | 49 | 41 | 61 | 45 | 49 | 38 | 49 | 41 | 56 | 47 |
| 55 | 64 | 54 | 58 | 46 | 68 | 52 | 34 | 35 | 42 | 48 | 51 | 47 |
| 56 | 70 | 60 | 36 | 37 | 60 | 57 | 43 | 52 | 52 | 49 | 42 | 42 |
| 57 | 59 | 69 | 49 | 46 | 70 | 52 | 42 | 42 | 45 | 41 | 44 | 40 |
| 58 | 55 | 63 | 47 | 50 | 70 | 48 | 34 | 35 | 57 | 47 | 44 | 48 |

| SCHOOL NO. | D | H | I | E | A | PE | C | T | NGR | CF | HR | AD |
|---------------|----|----|----|----|----|----|----|----|-----|----|----|----|
| 59 | 55 | 64 | 41 | 41 | 69 | 55 | 39 | 41 | 59 | 51 | 43 | 43 |
| 60 | 61 | 66 | 66 | 47 | 47 | 47 | 42 | 34 | 59 | 42 | 42 | 49 |
| 61 | 60 | 53 | 51 | 56 | 52 | 65 | 44 | 54 | 39 | 53 | 49 | 25 |
| 62 | 68 | 54 | 49 | 40 | 73 | 50 | 42 | 49 | 46 | 43 | 44 | 43 |
| 68 | 67 | 67 | 38 | 36 | 58 | 57 | 42 | 49 | 55 | 44 | 42 | 44 |
| 70 | 60 | 69 | 56 | 34 | 61 | 50 | 48 | 51 | 41 | 35 | 48 | 47 |
| 72 | 66 | 65 | 51 | 37 | 63 | 53 | 43 | 40 | 51 | 37 | 50 | 42 |
| 74 | 62 | 48 | 47 | 46 | 79 | 40 | 46 | 46 | 45 | 45 | 50 | 46 |
| 75 | 57 | 69 | 59 | 49 | 65 | 45 | 38 | 42 | 50 | 39 | 49 | 37 |
| 76 | 72 | 64 | 47 | 39 | 61 | 48 | 38 | 47 | 43 | 53 | 45 | 43 |
| 77 | 67 | 71 | 40 | 37 | 58 | 46 | 50 | 49 | 41 | 48 | 43 | 49 |
| 78 | 66 | 66 | 56 | 46 | 59 | 49 | 39 | 30 | 52 | 46 | 46 | 46 |
| 80 | 63 | 59 | 47 | 49 | 66 | 56 | 49 | 47 | 47 | 33 | 31 | 52 |
| 81 | 71 | 46 | 50 | 42 | 67 | 52 | 56 | 50 | 37 | 37 | 44 | 48 |
| 83 | 69 | 52 | 39 | 45 | 65 | 34 | 58 | 54 | 41 | 52 | 45 | 45 |
| 89 | 59 | 62 | 40 | 45 | 68 | 36 | 52 | 52 | 42 | 61 | 38 | 45 |
| 91 | 30 | 69 | 44 | 45 | 57 | 56 | 59 | 57 | 39 | 47 | 51 | 47 |
| 96 | 67 | 70 | 44 | 36 | 45 | 52 | 52 | 58 | 45 | 40 | 42 | 49 |
| 100 | 74 | 65 | 46 | 37 | 57 | 47 | 42 | 46 | 44 | 52 | 43 | 47 |
| 103 | 57 | 63 | 35 | 53 | 67 | 57 | 33 | 40 | 52 | 44 | 51 | 48 |
| 104 | 68 | 65 | 42 | 45 | 64 | 50 | 36 | 49 | 43 | 54 | 41 | 43 |
| 107 | 74 | 63 | 40 | 42 | 55 | 47 | 47 | 44 | 41 | 57 | 42 | 47 |
| 108 | 69 | 64 | 37 | 43 | 59 | 34 | 51 | 51 | 56 | 44 | 43 | 48 |
| 110 | 63 | 61 | 46 | 43 | 69 | 55 | 37 | 34 | 54 | 49 | 43 | 45 |
| 114 | 77 | 58 | 44 | 51 | 56 | 47 | 42 | 49 | 40 | 51 | 37 | 47 |
| 123 | 67 | 73 | 44 | 39 | 57 | 45 | 44 | 44 | 48 | 47 | 43 | 48 |
| 125 | 46 | 76 | 52 | 49 | 51 | 61 | 44 | 51 | 43 | 46 | 49 | 33 |
| 127 | 65 | 68 | 44 | 45 | 67 | 49 | 38 | 43 | 45 | 49 | 41 | 45 |