

APPENDIX I (a)

FACULTY OF EDUCATION AND PSYCHOLOGY,
DEPARTMENT OF EDUCATION ADMINISTRATION,
M.S. UNIVERSITY OF BARODA,
BARODA-2.

Dear Sir/Madam,

I have undertaken a research work on Managerial Effectiveness of Secondary school Principals. This questionnaire is designed to the skill that a manager manifests in the performance of some key areas within the managerial process. The questionnaire contains three different sections-A, B and C. Where A manifests the Managerial Process, B - some personality attributes and C - few areas of knowledge related to school management.

While expressing your opinion, feel free and be sure that this would be kept totally confidential and served only for research purpose.

Thanking you,

Yours sincerely,

(S.M.Joshi)
Guide & Head,
Department of Educational
Administration.

(Sudipta Chakrabarty)
Research scholar
M.S. University, Baroda.

MANAGERIAL EFFECTIVENESS SCALE (MES)

(A) The following statements indicate the measure of skill that a manager manifests in the performance of some key tasks within the managerial process. You are required to carefully read each statement and assess the extent to which you believe you are manifesting the skill by marking a cross on the level.

Example : I am able to select
suitable personnel through proper
interview technique.

Always Often Rarely Never

In this case the respondent believes that he Rarely selects the suitable personnel.

		<u>Always</u>	<u>Often</u>	<u>Rarely</u>	<u>Never</u>
1.	I am able to identify priorities in terms of organizational goals	()	()	()	()
2.	I am able to analyse the present situation in terms of the strengths and weakness of the organization (school)	()	()	()	()
3.	I am able to define the problem to be taken up for solution.	()	()	()	()
4.	I am able to obtain relevant information concerning the present problem.	()	()	()	()
5.	I am able to identify current objectives of the organization (School).	()	()	()	()
6.	I am able to set objectives in concrete & measurable terms.	()	()	()	()
7.	I am able to detect the factor that can aid the execution of planning.	()	()	()	()
8.	I am able to detect the factor that can hinder the execution of planning.	()	()	()	()

		<u>Always</u>	<u>Often</u>	<u>Rarely</u>	<u>Never</u>
		()	()	()	()
9.	I am able to evaluate these alternatives to reach the objectives.				
10.	I am able to evaluate these alternatives properly.	()	()	()	()
11.	I can choose the most suitable course of action out of these alternatives.	()	()	()	()
12.	I am able to divide the work into manageable tasks.	()	()	()	()
13.	I am able to divide the work equitably amongst the members.	()	()	()	()
14.	I am able to arrange the tasks according to their priority.	()	()	()	()
15.	I allocate the available resources in a manner where it can be used optimally.	()	()	()	()
16.	I don't leave any area of the plan unattended.	()	()	()	()
17.	I arrange the task in a manner where there is no overlapping or duplication.	()	()	()	()
18.	I am able to detect the requirements of the job.	()	()	()	()
19.	I am able to select suitable personnel through proper interview technique.	()	()	()	()
20.	I am able to select suitable personnel through pre-service training programme.	()	()	()	()
21.	I enrich the staff personnel through inservice training programme.	()	()	()	()
22.	I am able to make the work challenging to the various personnel wherever possible.	()	()	()	()

		<u>Always</u>	<u>Often</u>	<u>Rarely</u>	<u>Never</u>
23.	I give proper feedback to the teaching as well as non-teaching staff.	()	()	()	()
24.	I am able to integrate the academic dimension with the administrative dimension.	()	()	()	()
25.	I am able to establish the linkage among different academic functions like, curriculum management, management of co-curricular activities etc.	()	()	()	()
26.	I integrate the different administrative activities, like keeping personnel records, giving admission to students, dealing with teachers, association, maintenance of accounts, mobilisation of resources etc.	()	()	()	()
27.	I am able to make the different sections of the school, like, primary, secondary, higher secondary function in an integrated manner.	()	()	()	()
28.	I give necessary instructions to the staff members associated with different tasks.	()	()	()	()
29.	I deliver information at the proper time.	()	()	()	()
30.	My instructions are clear and easily understood.	()	()	()	()
31.	The manner in which I direct is quite acceptable.	()	()	()	()
32.	I convey relevant information to the staff.	()	()	()	()
33.	I assist the staff by delivering correct information.	()	()	()	()
34.	I guide the staff to perform efficiently.	()	()	()	()

		<u>Always</u>	<u>Often</u>	<u>Rarely</u>	<u>Never</u>
35.	I direct the staff members in such a way that they get motivated to work.	()	()	()	()
36.	My direction is consistent.	()	()	()	()
37.	I am able to detect the error at the time it is committed.	()	()	()	()
38.	I am able to find out the real cause (s) of the fault.	()	()	()	()
39.	I am able to take effective remedial measures to remove the cause of the fault in time.	()	()	()	()
40.	I alter the activities in a way so that the results will approach those called for in the plan.	()	()	()	()
41.	I gather relevant information about the execution of the plan.	()	()	()	()
42.	I am able to accurately perceive the extent to which the goals have been achieved.	()	()	()	()
43.	If objectives are not attained I am able to find out the cause of non-attainment of the desired objectives.	()	()	()	()
44.	I am able to take necessary steps to modify the course of action for the future.	()	()	()	()

(B) The following are some personality attributes presented on bipolar continua. These attributes describe You in WORK RELATED SITUATIONS Go through each continuum carefully and mark a cross on the position you believe indicates your level.

Example :

	maxi- mum -----	High -----	Mode- rate -----	Mode- rate -----	High -----	Maxi- mum -----	
Reliable			x				Unreliable

In this case the respondent believes that he himself is reliable to a Moderate level.

	maxi- mum -----	High -----	Mode- rate -----	Mode- rate -----	High -----	Maxi- mum -----	
1. Self-confident	()	()	()	()	()	()	Hesitant
2. Optimistic	()	()	()	()	()	()	Pessimistic
3. Pleasant	()	()	()	()	()	()	Unpleasant
4. Honest	()	()	()	()	()	()	Dishonest
5. Expert	()	()	()	()	()	()	Novice
6. Initiator	()	()	()	()	()	()	Responder
7. Patient	()	()	()	()	()	()	Impatient
8. Adjustable	()	()	()	()	()	()	Rigid
9. Logical	()	()	()	()	()	()	Illogical
10. Disciplined	()	()	()	()	()	()	Indisciplined
11. Loyal	()	()	()	()	()	()	Disloyal
12. Trusting	()	()	()	()	()	()	Suspicious
13. Reliable	()	()	()	()	()	()	Unreliable
14. Sensitive	()	()	()	()	()	()	Insensitive
15. Interesting	()	()	()	()	()	()	Boring

(C) Following are given certain areas of knowledge related to school management. Please go through each area carefully and indicate your position.

EXAMPLE :

	Knowledge about the psychological concepts like individual difference, motivation, group dynamics etc.	Very High -----	Quite High -----	Quite Low ----- x	Very Low -----
		Very High -----	Quite High -----	Quite Low -----	Very Low -----
1.	Knowledge regarding the recent educational trends like Navodaya Vidyalay, Vocationalization, Women's education etc.	()	()	()	()
2.	Knowledge about some crucial social conditions like, reservation, communal, unemployment etc.	()	()	()	()
3.	Knowledge about the psychological concept like individual differences, motivation, group dynamics etc.	()	()	()	()
4.	Knowledge regarding the various commissions like Mudaliar Commission, Radhakrishnan Commission, Ramamurthy Commission etc.	()	()	()	()
5.	Knowledge regarding the various policies like NPE (1986) POA (1986) etc.	()	()	()	()
6.	Knowledge about the effectiveness of different teaching methods like, lecture, discussion, seminar etc.	()	()	()	()
7.	Knowledge about the co-curricular activities like, their value, its interrelationship with other curricular dimensions etc.	()	()	()	()
8.	Knowledge regarding the techniques and usefulness of educational technology.	()	()	()	()

	Very High ----- ()	Quite High ----- ()	Quite Low ----- ()	Very Low ----- ()
9. Knowledge about the principles and techniques of				
a) pupils' evaluation				
b) staff evaluation				
c) textbook evaluation				
d) curriculum evaluation				
10. principal's awareness of the need of development of	()	()	()	()
a) Staff				
b) Pupil				
c) Curriculum				
11. Knowledge about vocational guidance.	()	()	()	()
12. Knowledge regarding the maintenance of	()	()	()	()
a) records				
b) correspondence				
c) physical facilities, like library, laboratory etc.				
e) equipments.				
13. Knowledge about the management of finance, like	()	()	()	()
a) budgeting				
b) monitoring				
c) auditing				
d) accounting				
14. Knowledge of educational acts, rules and policies of government regarding primary, secondary and higher secondary education.	()	()	()	()
15. Knowledge of the rules and regulations governing:	()	()	()	()
a) admission of students				
b) staff selection				
c) staff promotion				
d) staff termination				

		Very High -----	Quite High -----	Quite Low -----	Very Low -----
16.	Knowledge of Grant-in-aid.	()	()	()	()
17.	Knowledge of various extra examinations like: N.T.S.E. Drawing, Scholarships etc.	()	()	()	()
18.	Knowledge of various scholarships, prizes etc. available in the state level as well as outside.	()	()	()	()

APPENDIX I (b)

FACULTY OF EDUCATION AND PSYCHOLOGY,
DEPARTMENT OF EDUCATIONAL ADMINISTRATION,
M. S. UNIVERSITY OF BARODA,
BARODA-2.

Dear Sir/Madam,

I have taken up a research study on Managerial Effectiveness of the Secondary school Principals. This questionnaire is designed to assess teachers' opinions of the degree to which they feel their principal performs specific job-related tasks in their schools. There are three sections A, B and C in the questionnaire in different forms, section A has dealt with the Managerial Process; section B, with few personality attributes of the manager and section C, with the some knowledge areas related to school management.

Your co-operation would be greatly appreciated. While assessing your principal, feel free and be sure that this would be kept in confidential and would only be used for research purpose.

Thanking you,

Yours Sincerely,

(S. M. Joshi)
Guide & Head,
Educational Administration
M. S. University, Baroda.

(Sudipta Chakrabarty)
Research Scholar
M. S. University, Baroda.

MANAGERIAL EFFECTIVENESS SCALE (MES)

(A) The following statements indicate the measure of skill that a manager manifests in the performance of some key tasks within the managerial process. You are required to carefully read each statement and assess the extent to which you believe your Principal manifests the skill by marking a cross on the level.

EXAMPLE :

	Always	Often	Rarely	Never
She/He is able to select suitable personnel through proper interview techniques.	()	()	()	()

In this case the respondent believes that his Principal Rarely selects the suitable personnel.

- | | Always | Often | Rarely | Never |
|--|--------|-------|--------|-------|
| 1. He/She is able to identify priorities in terms of organizational goals. | () | () | () | () |
| 2. She/He is able to analyze the present situation in terms of the strength and weaknesses of the organization (school). | () | () | () | () |
| 3. She/He is able to define the problem to be taken up for solution. | () | () | () | () |
| 4. She/He is able to obtain relevant information concerning the present problem. | () | () | () | () |
| 5. She/He is able to identify current objectives of the organization (school). | () | () | () | () |
| 6. She/He is able to set objectives in concrete and measurable terms. | () | () | () | () |
| 7. She/He is able to detect the facts that can aid the execution of planning. | () | () | () | () |

	Always	Often	Rarely	Never
8. She/He is able to detect the facts that can hinder the execution of planning.	()	()	()	()
9. She/He develops a number of alternative to reach the objectives.	()	()	()	()
10. She/He is able to evaluate these alternatives properly.	()	()	()	()
11. She/He can choose the most suitable course of action out of these alternatives.	()	()	()	()
12. She/He is able to divide the work into manageable tasks.	()	()	()	()
13. She/He is able to divide the work equitably amongst the members.	()	()	()	()
14. She/He is able to arrange the task according to their priority.	()	()	()	()
15. She/He allocates the available resources in manner where it can be used optimally.	()	()	()	()
16. She/He does not leave any area of the plan unattended.	()	()	()	()
17. She/He arranges the task in a manner where there is no overlapping or duplication.	()	()	()	()
18. She/He is able to detect the requirements of the job.	()	()	()	()
19. She/He is able to select suitable personnel through proper interview techniques.	()	()	()	()
20. She/He enriches the staff personnel through preservice training course.	()	()	()	()

- | | Always | Often | Rarely | Never |
|--|---------|---------|---------|---------|
| 21. She/He enriches the staff personnel through inservice training course. | () | () | () | () |
| 22. She/He is able to make the work challenging to the various personnel wherever possible. | () | () | () | () |
| 23. She/He gives proper feed-back to the teaching as well as non-teaching staff. | () | () | () | () |
| 24. She/He is able to integrate the academic dimension with the administrative dimension. | () | () | () | () |
| 25. She/He is able to establish the linkage among different academic functions, like, curriculum management, management of co-curricular activities etc. | () | () | () | () |
| 26. She/He integrates the different administrative activities, like keeping personnel records, giving admission to students, dealing with teachers' association, maintenance of accounts, mobilisation of resources etc. | () | () | () | () |
| 27. She/He is able to make the different sections of the school, like, primary, secondary, higher secondary, function in an integrated manner. | () | () | () | () |
| 28. She/He gives necessary instructions to the staff members associated with different tasks. | () | () | () | () |
| 29. She/He delivers information at the proper time. | () | () | () | () |
| 30. The manner in which she/he directs is quite acceptable. | () | () | () | () |
| 31. Her/His instructions are clear and understandable. | () | () | () | () |

	Always	Often	Rarely	Never
32. She/He conveys relevant information to the staff.	()	()	()	()
33. She/He assists the staff by delivering correct information.	()	()	()	()
34. She/He guides the staff to perform efficiently.	()	()	()	()
35. Her/His direction is consistent.	()	()	()	()
36. She/He directs the staff members in such a way that they get motivated to work.	()	()	()	()
37. She/He is able to detect the error at the time it is committed.	()	()	()	()
38. She/He is able to find out the real cause(s) of the fault.	()	()	()	()
39. She/He is able to take effective remedial measures to remove the cause of the fault in time.	()	()	()	()
40. She/He alters the activities in a way so that the results will approach those called for in the plan.	()	()	()	()
41. She/He gathers relevant information about the execution of the plan.	()	()	()	()
42. She/He is able to accurately perceive the extent to which the goals have been achieved.	()	()	()	()
43. If objective are not attained she/he is able to find out the cause of non-attainment of the desired objective.	()	()	()	()
44. She/He is able to take necessary steps to modify the course of action for the future.	()	()	()	()

B. The following are some personality attributes presented on bipolar continua. These attribute describe your Principal in WORK RELATED SITUATION. Go through each continuum carefully and mark a cross on the position you believe indicates the level.

Example :

	maxi- mum	High	Mode- rate	Mode- rate	High	Maxi- mum	
	-----	-----	-----	-----	-----	-----	
Reliable			x				Unreliable

In this case the respondent believes that his Principal is Reliable to a Moderate level.

	Maxi- mum	High	Mode- rate	Mode- rate	High	Maxi- mum	
	-----	-----	-----	-----	-----	-----	
1. Self-confident	()	()	()	()	()	()	Hesitant
2. Optimistic	()	()	()	()	()	()	Pessimistic
3. Pleasant	()	()	()	()	()	()	Unpleasant
4. Honest	()	()	()	()	()	()	Dishonest
5. Expert	()	()	()	()	()	()	Novice
6. Initiator	()	()	()	()	()	()	Responder
7. Patient	()	()	()	()	()	()	Impatient
8. Adjustable	()	()	()	()	()	()	Rigid
9. Logical	()	()	()	()	()	()	Illogical
10. Disciplined	()	()	()	()	()	()	Indisciplined
11. Loyal	()	()	()	()	()	()	Disloyal
12. Trusting	()	()	()	()	()	()	Suspicious
13. Reliable	()	()	()	()	()	()	Unreliable
14. Sensitive	()	()	()	()	()	()	Insensitive
15. Interesting	()	()	()	()	()	()	Boring

(c) From some of your Principal's actions it may be possible for you to ascertain his/her level of knowledge in certain areas related to Education. In case of uncertainly please mark a tick () in the () provided.

EXAMPLE :

	Very High ----	Quite High -----	Quite low -----	Very low -----	Don't know -----
Knowledge about vocational guidance.	()	()	(x)	()	()

Here the Responder believes that his/her Principal possesses Quite low knowledge in the area of vocational guidance.

	Very High ----	Quite High -----	Quite low -----	Very low -----	Don't know -----
1. Knowledge about the psychological concepts like, individual difference, motivation, group dynamics etc.	()	()	()	()	()
2. Knowledge about some crucial social conditions, like, reservation, communal, unemployment etc.	()	()	()	()	()
3. Knowledge regarding the latest educational trends, like, Navodaya Vidyalaya, Vocationalization, Women's education etc.	()	()	()	()	()
4. Knowledge regarding the various Commissions, like, Mudarlliar Commission, Ramamurthy Commission etc.	()	()	()	()	()
5. Knowledge regarding the various policies like, NPE (1986), POA (1986) etc.	()	()	()	()	()
6. Knowledge about the effectiveness of different teaching methods, like lecture, discussion, seminar etc.	()	()	()	()	()

		Very High -----	Quite High -----	Quite low -----	Very low -----	Don't know -----
7.	Knowledge about the co-curricular activities, like their value, its inter-relationship with other curricular dimensions etc.	()	()	()	()	()
8.	Knowledge regarding the techniques and usefulness of educational technology.	()	()	()	()	()
9.	Knowledge about the principles and techniques of	()	()	()	()	()
	a) pupils' evaluation					
	b) Staff evaluation					
	c) textbook evaluation					
	d) curriculum evaluation					
10.	Principal's awareness of the	()	()	()	()	()
	a) staff					
	b) pupil					
	c) curriculum					
11.	Knowledge about vocational guidance.	()	()	()	()	()
12.	Knowledge regarding the maintenance of	()	()	()	()	()
	a) records					
	b) correspondence					
	c) school plant					
	d) physical facilities, like, library, laboratory etc.					
13.	Knowledge about the management of finance like.	()	()	()	()	()
	a) budgeting					
	b) monitoring					
	c) auditing					
	d) accounting					
14.	Knowledge of educational acts, rules and policies of Government regarding primary,	()	()	()	()	()

secondary and higher secondary schools.

		Very High -----	Quite High -----	Quite low -----	Very low -----	Don't know -----
15.	Knowledge of the rules and regulation governing :	()	()	()	()	()
	a) admission of students					
	b) staff selection					
	c) staff promotion					
	d) staff termination					
16.	Knowledge of Grant-in-aid	()	()	()	()	()
17.	Knowledge of various extra examinations, like, N.T.S.E., drawing, scholarships etc.	()	()	()	()	()
18.	Knowledge of various scholarships, prizes etc. available in the state level as well as outside.	()	()	()	()	()