

APPENDIX IVEXPERIMENTAL DRAFT OF THE ICDQ

Correlation Analysis of the Experimental Draft of the ICDQ
(Baroda Form-III) for Item Selection for the Final Form.

Statements	Coefficients of Correlation
<u>DISENGAGEMENT</u>	
1. Teachers regard celebration of cultural events in the Faculty as a waste of time.	.38
2. Teachers are not always in their classes when the period starts.	.70
3. Teachers keep to themselves in this department.	.51
4. Teachers leave the department at the stroke of the bell, at the end of the faculty day.	.28
5. Teachers connive at student indiscipline.	.29
6. The Head takes teachers to task for their irregularity in assessing pupils' written work.	.34
7. Teachers raise irrelevant questions in the staff meetings.	.53
8. Teachers feel themselves as a part and parcel of this Department.	.63
9. Teachers of this Department take active part in the Faculty activities.	.44
10. Teachers are not bothered about whether students attend classes or not.	.69
11. 'More work, if more pay' is what the teachers in the department say in private.	.56

<u>Statements</u>	<u>Coefficients of Correlations</u>
12. Teachers exert pressure on non-conformist colleagues.	.32
13. Teachers talk about changing the Department.	.36
14. Teaching means 'teachers just go and come out of the class'.	.32
15. Teachers resent staying at the department for extra work.	.27
16. Teaching programme lacks life.	.36
17. Teachers do not hesitate to criticise administration in staff meeting.	.35
18. Teachers have to be told and pushed to do their work.	.61
19. Teachers delay taking up their periods.	.76
20. Teachers come to the Faculty when they have a period to take and leave the department after that.	.52

HINDRANCE

21. Preparation of tutorial (test) records by teachers is time-consuming in the Department.	.77
22. Going on casual leave by teachers without pre-notice disrupts the daily teaching work in classes.	.62
23. Parents enter the class anytime.	.30
24. Circulation of departmental notices in the class is too frequent.	.72
25. Teachers feel the burden of excursions and other extra-curricular activities.	.32
26. The Faculty celebrations are too frequent in this faculty.	.34

<u>Statements</u>	<u>Coefficients of Correlation</u>
27. Many tutorials take away, much of teachers' time.	.66
28. The Head of the Department supervises teachers' class-work.	.28
29. Class visitation by the Head is not favoured by teachers.	.27
30. Teachers have sufficient time to correct students' work.	.33
31. A lot of teachers' time is spent in staff meetings.	.73
32. Teachers' best time is wasted in doing clerical work.	.34
33. Time-table for absent teachers interferes with the teaching work.	.36
34. Teachers while teaching, are called in the Head's office through peons.	.32
35. Many extra-curricular activities of the Faculty interfere with teaching work.	.70

INTIMACY

36. The work of a sick teacher is readily shared by the other teachers in the department.	.65
37. Teachers praise their colleagues for their achievement.	.33
38. The Head of the Department sets an example to the teachers by working hard himself.	.35
39. Teachers of this Department rush to help their colleagues in an hour of need.	.71

<u>Statements</u>	<u>Coefficients of Correlation</u>
40. Teachers are hurt if any of their colleagues are wrongly criticized.	.60
41. Teachers go together on picnic with their families.	.36
42. Teachers in this school call one another by their first name.	.32
43. Closest friends of teachers in this Department are their colleagues.	.43
44. Teachers keep many secrets from their colleagues.	.28
45. Teachers of this department share their snacks at tea-time.	.54
46. Cooperative work is favoured by the teachers of this department.	.71
47. Teachers feel happy to help one another.	.57
48. Teachers know the members of the family of their colleagues.	.45
49. The staff of this Department is like a family.	.67
50. Teachers of the Department have a lot of fun when they are together. <u>ESPRIT</u>	.71
51. Teachers put in their best efforts in this Department.	.55
52. There are factions among the staff of this Department.	.73
53. Teachers of this department manifest the positive attitude towards their work.	.68
54. Teachers social needs are well-satisfied in this Department.	.51
55. Teachers are interested in private remunerative work.	.59

<u>Statements</u>	<u>Coefficients of Correlation</u>
56. The teachers voluntarily spend extra time in coaching weak students.	.26
57. Teachers are happy with the recreational facilities provided to them in the Faculty.	.59
58. For better salary, teachers are ready to give up the profession.	.29
59. The staff of this Department is stable over a period of time.	.50
60. Teachers of this Department seem to be well adjusted.	.85
61. Teachers respect their colleagues.	.68
62. There is little recognition of teachers' merit in this department.	.26
63. Teachers feel happy with the conditions of work in the Department.	.82
64. Teachers' output is good in this Department because their merits are recognized.	.77
65. Teachers of this department live under tension.	.32
66. The teachers use students to pressurise Administration to gain their demands.	.72
67. Teachers complain about favouritism by administration.	.50
68. Teachers of this Department give credit to their colleagues for their achievement.	.52
69. There are internal bickerings and jealousy among the staff of this Department.	.48
70. An accepted common goal binds together all the staff in the Department.	.70

<u>Statements</u>	<u>Coefficients of Correlation</u>
<u>ALOOFNESS</u>	
71. The Head joins the staff in their excursion or picnic.	.42
72. The Head keeps his staff at a distance.	.69
73. The Head encourages teachers to work by themselves.	.33
74. The Head solves internal problems of his staff.	.34
75. The Head takes tea with the staff during the recess.	.49
76. The Head mixes freely with staff members.	.61
77. The Head is proud of his objectivity and impersonal behaviour.	.42
78. Teachers hardly get real help and sympathy from the principal in the hour of their need.	.28
79. The Head dictates rather than persuades and convinces the teachers.	.71
80. The Head is in the habit of taking all important decisions in the Department himself without consulting anyone in the department.	.71
81. The teachers can enter the Head's office at any time.	.50
82. There is a formality and detachedness in the behaviour of the Department Head.	.76
83. The Head is quite conscious of his status.	.28
84. The Head issues all instructions in writing.	.34
85. The Head keeps to himself in this office.	.57
86. The Head is responsive to the sentimentality of teachers or students.	.35

<u>Statements</u>	<u>Coefficients of Correlation</u>
87. No deviation from prescribed rules, is tolerated by the Head.	.32
88. The principal is not affected or disturbed by flattery or criticism.	.34
<u>PRODUCTION EMPHASIS</u>	
89. Teachers cannot get leave easily.	.41
90. Admissions in the Department are made strictly on the basis of merits and set criteria.	.55
91. Supervision of examination and tutorials is very strict in this department.	.45
92. Easy-going teachers have hard time in this school.	.38
93. The Head is always available to teachers and students to discuss their problems.	.54
94. Teachers are evaluated on the basis of their output.	.64
95. The Head extracts work from staff according to the duty assigned.	.53
96. The Head ensures that his teachers work to their utmost capacity.	.37
97. The Head shows favour to hard working teachers on his staff.	.53
98. The Departmental Head practises what he has in mind at any cost.	.52
99. The Department Head is vigilant that all Department work is completed by the staff in time.	.52
100. The Head gives his preference to his teachers for deputation to foreign countries and inland summer institutes and seminars.	.49

<u>Statements</u>	<u>Coefficients of Correlation</u>
101. Supervisory work of the Head keeps teachers alert.	.46
102. The Department Head stays back in the Department after Faculty hours to help a teacher doing extra useful work.	.45
103. The Head talks more than he listens.	.36
104. The Head resists ideas that deviate from his own.	.57
105. The Head helps teachers in their departmental work.	.70
106. The Head enthusiastically discusses with his staff the new ideas and experiences he gathers.	.73
107. The Head discusses teaching and research techniques in staff seminars to improve teachers' work in the Department.	.55
108. The Head sets an example to the teachers by working hard himself.	.80
109. The Head of this Department is first to arrive in the Faculty and last to leave.	.76
110. The Head motivates rather than bosses over his colleagues.	.77
111. The Head misses no opportunity to correct wrong ideas or methods of work of his teachers.	.45
112. The Head is truly an agent of change.	.81
113. 'The duty of the department and the Faculty first, everything else last' is the motto of the Head.	.59
114. The Head is well-prepared, whenever he talks to a group of teachers.	.64

<u>Statements</u>	<u>Coefficients of Correlation</u>
115. The Head's leadership is conducive to better work on the part of the teacher.	.78
116. The Head of the Department is not easy to understand.	.71
117. The Head explains his point when he differs from his colleagues.	.64

CONSIDERATION

118. The Head is a man of confidence and inspiration to the teachers.	.81
119. The Head's behaviour is characterised by conservation, caution and distrust.	.60
120. The Head is really not what he pretends to be.	.69
121. The Head gives all facilities to teachers to do their work in the Department.	.68
122. The Head takes interest in the personal problems of the teachers and students.	.72
123. The Department Head visits the ailing colleague in his home or in the hospital.	.48
124. The Head cares more for himself than for the staff.	.72
125. The Head tries his best to make the work in the Department enjoyable for teachers.	.85
126. The Head refuses to change a stand once taken by him on any school matter.	.28
127. The Head grudges to give any extra consideration or help to a teacher in difficulties.	.49
128. The Head of my Department is by the side of a teacher in hour of need.	.70

<u>Statements</u>	<u>Coefficients of Correlation</u>
129. The Head is known for his human relationship.	.78
130. The Head attends to all the difficulties of his staff, even if it means extra work for him.	.61
131. The Head is a man of confidence and inspiration to the staff.	.81
132. It is difficult for the Head to forget that he is a head and to part with his power.	.43
133. The Head resists ideas that deviate from his own.	.33
134. The Head involves the staff in taking all vital decisions regarding the Department.	.23
135. The Head stays back in the Department after Faculty hours to help the teachers doing extra work.	.28

ORGANIZATIONAL STRUCTURE

136. In the beginning of the year, teachers review and evaluate their Department programme.	.40
137. All staff members shoulder responsibility in regard to one or other activity of the Department or the Faculty.	.50
138. Workers and shirkers are both being bothered about the least in this department.	.58
139. The staff has full involvement in the Department academic planning.	.63
140. Senior subject teachers coordinate teaching in their paper or course.	.58
141. Decision-making is more centralised in the Dean's office than in the Department.	.57

<u>Statements</u>	<u>Coefficients of Correlation</u>
142. The Head takes into confidence senior teachers before taking a decision pertaining to the students.	.45
143. Teachers are cogs in the organizational machine of this Department.	.36
144. An accepted common goal binds together all the staff in this department.	.34
145. Departmental Head readily changes decision once taken, if placed under pressure.	.43
146. Co-ordination of the Departmental activities is done through staff meetings.	.49
147. The departmental Head's behaviour is characterized by conservatism, caution and distrust.	.28
148. The programming done in this Department is haphazard.	.65
149. The Head refuses to change a stand once taken by him on any Departmental or Faculty matter.	.47
150. The Head does all planning.	.29

FREEDOM AND DEMOCRATIZATION

151. The idea of teachers forming an association of their own is disliked by the leader.	.58
152. The Head or the few senior teachers talk the most in staff meetings.	.49
153. The Head believes that every staff members can contribute his time in the department.	.50
154. The Department Head involves the staff in taking all vital decisions regarding the department.	.67

<u>Statements</u>	<u>Coefficients of Correlation</u>
155. Teachers of this Department are free to take up extra assignments or their interest in their free time.	.47
156. The individuality of teachers of this Department is well respected.	.57
157. Everyone feels free to make his stand clear on any matter pertaining to the department and the faculty.	.60
158. Every one in the Department feels free to say what he or she desires.	.77
159. The Department Head recommends the constructive proposals from his colleagues to the University even though they involve additional expenditure	.62
160. Teachers speaking at the staff meeting are interrupted by the Head.	.75
161. The Head is obstinate in his views and attitudes and is authoritarian.	.54
162. The Head is suspicious of teachers who argue or differ from him.	.61
163. Teachers of this Department cannot express their own views openly.	.62
164. The Head frowns on teachers who talk boldly.	.64
165. The teachers are made to teach as the Department Head wants.	.44
166. The Head gets approval of the staff on all matters before finally deciding about them.	.29
167. Decisions of the staff meeting are inspired by the Head of the Department.	.34
168. The Head is in the habit of taking all important decisions without consulting anyone.	.38

<u>Statements</u>	<u>Coefficients of Correlation</u>
169. Teachers' feel free to try out their innovative ideas regarding teaching in the classroom.	.28
<u>HUMAN RELATIONS</u>	
170. "Give students more chance to talk" is the motto of the teachers of this department.	.45
171. The Head uses different languages to explain the same event in the Department to different persons.	.54
172. 'Divide and Rule' is the policy in this Department.	.73
173. This Department has a human climate.	.66
174. Teachers of this Department are liked and appreciated by others.	.47
175. The atmosphere of this Department is soothing and inspiring.	.65
176. The Department welcomes other Departments in the University to make use of the facilities available with it.	.56
177. Students feel at ease while meeting the staff members of this Department.	.58
178. The Department Head is bossy to the staff but yielding to the university Administration.	.69
179. Junior teachers hardly get real help and sympathy from the senior teachers and Department Head in their work.	.68
180. The Head is frank and cordial with the staff and students.	.65

<u>Statements</u>	<u>Coefficients of Correlation</u>
181. Teachers of this Department knows their students closely.	.44
182. This Faculty is visualised as an integrated community of Dean, Department Heads, Teachers and students.	.64
183. The Head inquires about the well beings of the family of his colleagues when he meets them.	.47
184. This Department is ready to associate with other educational, social or industrial organizations in training and research programmes pertaining to its field.	.42
185. Friendly and kindly guidance to students and others is the motto of the staff of this Department.	.70
186. Self respect of teachers is maintained in this Department.	.62
187. The Head talks despairingly outside about his Department.	.55
188. The staff of this Department gets along well with others in the Faculty and in the University.	.72
189. Teachers put in their best efforts.	.33
190. Teachers of this department meet one another without fear or reservation.	.38
191. The Head inquires about the well-beings of the family of the teachers when he meets them.	.67

<u>Statements</u>	<u>Coefficients of Correlation</u>
<u>COMMUNICATION</u>	
192. The teaching community of the Faculty is happy about its two way flow of communication among teachers and administrators.	.67
193. Staff meeting serves as a communicative device.	.58
194. Teachers are informed soon after administrative decisions are taken.	.67
195. The Head transmits all important information available with him to his teachers and students.	.69
196. It is easy to obtain sufficient and correct information about the Department.	.65
197. The important informations relating to the teachers and students are put up on the Faculty notice-board.	.64
198. The Head welcomes feed-back from his teachers and students.	.63
199. Teachers and students freely and easily communicate with the Head.	.65
200. The Head of the Department takes into confidence all senior teachers before taking a decision pertaining to the Department.	.28,