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APPENDIX I : QUESTIONNAIRES FOR TEACHERS  
PERSONAL DATA OF THE TEACHERS

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(For Ph.D. Research only)

ROLE PERCEPTIONS OF TEACHERS AND PRINCIPALS IN  
RELATION TO ORGANIZATIONAL CLIMATE IN THE  
SECONDARY SCHOOLS IN MADRAS CITY

Guide	Investigator
(Dr. (Mrs.) N.A. Shelat	T.K. Swatantra Devi
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Dear Sir / Madam,

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

This study, therefore, is an attempt to identify the Role perceptions of teachers and principals in relation to Organizational Climate in the Secondary Schools in Madras City.

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

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

INVESTIGATOR

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## PERSONAL DATA OF THE TEACHER

- |  |                        |                       |                   |
|--|------------------------|-----------------------|-------------------|
| 1. Name of the School :  |                        |                       |                   |
| 2. Type of Management :  | Govt.                  | Corp.                 | Private Missy.    |
|  | ( )                    | ( )                   | ( )               |
| 3. Type of School :  | Boys                   | Girls                 | Co-edu.           |
|  | ( )                    | ( )                   | ( )               |
| 4. Marital Status :  | Married                | Unmarried             |                   |
|  | ( )                    | ( )                   |                   |
| 5. Sex :   | Male                   | Female                |                   |
|  | ( )                    | ( )                   |                   |
| 6. Age ;   | Below 35 yrs.          | 35 Yrs. & above       |                   |
|  | ( )                    | ( )                   |                   |
| 7. Teaching Experience :   | Less than 5 years      | Between 5-10 Yrs.     | More than 10 Yrs. |
| 8. Professional Teacher :<br>Training                                  | B.Ed.<br>( )           | M.Ed.<br>( )          |                   |
| 9. Academic Qualifications :   | Graduate               | Post-Graduate         |                   |
|  | ( )                    | ( )                   |                   |
| 10. Have you attended any<br>inservice Training                        | Yes<br>( )             | No<br>( )             |                   |
| 11. Do you have professional<br>Reading habits.                        | Yes<br>( )             | No<br>( )             |                   |
| Suggest one Educational Journal :                                      |                        |                       |                   |
| 12. Considering Teaching as a whole<br>how satisfying do you find it ? | Very Satisfying<br>( ) | Not Satisfying<br>( ) |                   |
| 13. Have you worked in any other School ?                              | Yes<br>( )             | No<br>( )             |                   |

LEADERSHIP BEHAVIOUR DESCRIPTIVE QUESTIONNAIRE (LBDQ) - Halpin

<u>Ideal Staff</u>		<u>+ve</u>	<u>-ve</u>
A	- Always occurs	4	0
B	- Often occurs	3	1
C	- Occasionally occurs	2	2
D	- Seldom occurs	1	3
E	- Never occurs	0	0

  

<u>Initiating Structure</u>	<u>Please encircle Response</u>				
1. The Headmaster should make <del>this</del> attitudes clear to the staff	A	B	C	D	E
2. He should try out his new ideas with the staff.	A	B	C	D	E
* 3. He should rule with an iron hand	A	B	C	D	E
4. He should criticize poor work	A	B	C	D	E
* 5. He should speak in a manner not to be questioned.	A	B	C	D	E
6. He should assign staff members to particular tasks.	A	B	C	D	E
* 7. He should work without a plan.	A	B	C	D	E
8. He should maintain definite standards of performance.	A	B	C	D	E
9. He should emphasize the meetings of deadliness.	A	B	C	D	E
10. He should encourage the use of uniform procedures.	A	B	C	D	E
11. He should make sure that his part in the organization is understood by all members.	A	B	C	D	E
12. He should ask that staff members follow standard rules and regulations.	A	B	C	D	E
13. He should let staff members what is expected of them.	A	B	C	D	E
14. He should see to it that staff members are working up to capacity.	A	B	C	D	E
15. He should see to it that the work of staff members is coordinated.	A	B	C	D	E

\* Scored negatively

-46.

ConsiderationPlease encircle Response

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

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\* Scored negatively.

# ORGANIZATIONAL CLIMATE DESCRIPTION QUESTIONNAIRE

## OCDQ - Halpin

	Scoring	
	+vly	-vly
A - Rarely occurs	1	4
B - Sometimes occurs	2	3
C - Often occurs	3	2
D - Very frequently occurs	4	1

## Teacher's Behaviour

### I Disengagement

Please encircle  
your Response

1. The mannerisms of teachers at this school are annoying. A B C D
2. There is a minority group of teachers who always oppose the majority. A B C D
3. Teachers exert group pressure on non-conforming faculty members. A B C D
4. Teachers seek special favours from the Principal. A B C D
5. Teachers interrupt other faculty members who are talking in the staff meeting. A B C D
6. Teachers ask nonsensical questions in faculty meetings. A B C D
7. Teachers ramble when they talk in faculty meetings. A B C D
8. Teachers at this school stay by themselves. A B C D
9. Teachers talk about leaving the school system. A B C D
10. Teachers socialize together in small select groups. A B C D

### II Hindrance :

11. Routine duties interfere with the job of teaching. A B C D
12. Teachers have too many committee requirements. A B C D

13. Students progress reports require too much work. A B C D
14. Administrative paper work is burdensome at this school. A B C D
- \*15. Sufficient time is given to prepare administrative reports. A B C D
- \*16. Instruction for the operation of teaching aids are available. A B C D

### III Esprit :

17. The morale of the teachers is high. A B C D
18. The teachers accomplish their work with great vim, vigour and pleasure. A B C D
19. Teachers at this school show much school spirit. A B C D
20. Custodial service is available when needed. A B C D
21. Most of the teachers here accept the faults of their colleagues. A B C D
22. School supplies are readily available for use in classwork. A B C D
23. There is considerable laughter when teachers gather informally. A B C D
24. In faculty meetings, there is the feeling of 'let's get things done'. A B C D
25. Extra books are available for classroom use. A B C D
26. Teachers spend time after school with students who have individual problems. A B C D

### IV Intimacy :

27. Teacher's closest friends are other faculty members at this school. A B C D
28. Teachers invite other faculty members to visit them at home. A B C D
29. Teachers know the family backgrounds of other faculty members. A B C D

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\* Scored negatively

30. Teachers talk about their personal life to their faculty members. A B C D
31. Teachers have fun ~~seeks~~ socializing together during school time. A B C D
32. Teachers work together preparing administrative reports. A B C D
- \*33. Teachers prepare administrative reports by themselves. A B C D

### Headmaster's Behaviour

#### V Aloofness :

34. Faculty meetings are organized according to a tight agenda. A B C D
35. The Faculty meetings are mainly headmaster reports meetings. A B C D
36. The headmaster runs the faculty meeting like a business conference. A B C D
37. Teachers have the grounds during the school day. A B C D
38. Teachers eat lunch by themselves in their own classrooms. A B C D
39. The rules set by the headmaster are never questioned. A B C D
40. Teachers are contracted by the Headmaster each day. A B C D
- \*41. School secretarial services is available for teacher's use. A B C D
- \*42. Teachers are informed of the results of a supervisors' visit A B C D

#### VI Production Emphasis :

43. The Headmaster makes all class scheduling decisions. A B C D

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\* Scored negatively



44. The Headmaster schedules at the work for the teacher. A B C D
45. The Headmaster checks the subject matter ability of teachers. A B C D
46. The Headmaster corrects teachers' mistakes. A B C D
47. The Headmaster insures that teachers work to their full capacity. A B C D
48. Extra duty for teachers is posted conspicuously. A B C D
49. The Headmaster talks a great deal. A B C D
50. The Headmaster goes out of his way to help teachers. A B C D
51. The Headmaster sets an example by working hard himself. A B C D

#### VII Thrust :

52. The Headmaster uses constructive criticism. A B C D
53. The Headmaster is well prepared when he speaks at school functions. A B C D
54. The Headmaster explains his reasons. A B C D
55. The Headmaster looks out for the personal welfare of teachers. A B C D

56. The principal is in the building before teachers arrive. A B C D
57. The Principal tells teachers of new ideas he has run across. A B C D
58. The principal is easy to understand. A B C D

#### VIII Consideration :

59. The Headmaster helps teachers solve personal problems. A B C D
60. The Headmaster does personal favours for teachers. A B C D

61. The Headmaster stays after school.  
to help teachers finish their work. A B C D
62. The Headmaster helps staff members settle  
minor difference. A B C D
63. Teachers help select which courses will be  
taught. A B C D
64. The Headmaster tries to get better salaries  
for teachers. A B C D

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TASK AND PERSON ORIENTED LEADERSHIP STYLES

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Direction :

The following items describe aspects of leadership behaviour. Respond to each item according to the way you would most likely to have your leader in work group. Circle any one of the following five response.

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

- |   |           |
|---|-----------|
| 1. He would most likely act as the spokesman<br>of the group.                     | A F O S N |
| 2. He would encourage overtime work.  | A F O S N |
| 3. He would allow members complete freedom<br>in their work.                      | A F O S N |
| 4. He would encourage the use of uniform<br>proceedures.                          | A F O S N |
| 5. He would permit the members to use their<br>own judgement in solving problems. | A F O S N |
| 6. He would stress being a head of competing<br>groups.                           | A F O S N |
| 7. He would speak as a representative of the<br>group.                            | A F O S N |
| 8. He would needle members for greater effect                                     | A F O S N |
| 9. He would try out his ideas in the group.                                       | A F O S N |

10. He would let the members do their work the way they think best. A F O S N
11. He would be working hard for a promotion. A F O S N
12. He would tolerate postponement and uncertainty A F O S N
13. He would speak for the group if there was were visitors present. A F O S N
14. He would keep the work moving in a rapid pace, A F O S N
15. He would turn the members to loose on a job and let them go in it. A F O S N
16. He would settle conflicts when they occur in the group. A F O S N
17. He would get swamped by details. A F O S N
18. He would represent the group at outside meetings A F O S N
19. He would be reluctant to allow the members any form of action. A F O S N
20. He would decide what should be done and how it should be done. A F O S N
21. He would push for increased production. A F O S N
22. He would let some members have authority which he could keep A F O S N
23. Things would usually turn out as he has predicted. A F O S N
24. He would allow the group of his degree of initiative. A F O S N
25. He would assign group members in particular tasks. A F O S N
26. He would be willing to make changes. A F O S N
27. He would ask the members to work harder. A F O S N
28. He would schedule the work to be done. A F O S N
29. He would trust the group members to exercise good judgement. A F O S N
30. He would refuse to explain his actions. A F O S N

31. He would persuade others that his ideas are to their achievement. A D O S N
32. He would permit the group to set his own pace. A F O S N
33. He would urge the group to best its previous record. A F O S N
34. He would ask that group members follow standard rules and regulations. A F O S N

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LEADERSHIP BEHAVIOUR DESCRIPTION QUESTIONNAIRE (LBDQ) - Halpin

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<u>Real Staff</u>	<u>+ve</u>	<u>-ve</u>
A - Always occurs	4	0
B - Often occurs	3	1
C - Occasionally occurs	2	2
D - Seldom occurs	1	3
E - Never occurs	0	4

  

<u>Initition Structure</u>	<u>Please encircle Response</u>
1. The Headmaster makes his attitudes clear to the staff	A B C D E
2. He tries out his new ideas with the staff.	A B C D E
* 3. He rules with an iron hand	A B C D E
4. He criticises poor work.	A B C D E
* 5. He speaks in a manner not to be questioned	A B C D E
6. He assigns staff members to particular tasks.	A B C D E
* 7. He works without a plan.	A B C D E
8. He maintains definite standards.	A B C D E
9. He emphasizes the meeting of deadlines.	A B C D E
10. He encourages the use of uniform procedures.	A B C D E
11. He makes sure that his part in the organization is understood by all members.	A B C D E

\*Scored negatively

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 12. He asks that staff members follow standard rules and regulations. | A | B | C | D | E |
| 13. He lets staff members know what is expected of them.              | A | B | C | D | E |
| 14. He sees to it that staff members are working upto capacity.       | A | B | C | D | E |
| 15. He sees to it that the work of staff members is co-ordinated.     | A | B | C | D | E |

### Consideration

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. He does personal favours for staff members,                            | A | B | C | D | E |
| 2. He does little things to make it pleasant to be a member of the staff. | A | B | C | D | E |
| 3. He is easy to understand.  | A | B | C | D | E |
| 4. He finds time to listen to staff members.                              | A | B | C | D | E |
| * 5. He keeps to himself.   | A | B | C | D | E |
| 6. He looks out for the personal welfare of individual staff members.     | A | B | C | D | E |
| * 7. He refuses to explain his actions.                                   | A | B | C | D | E |
| * 8. He acts without consulting the staff.                                | A | B | C | D | E |
| * 9. He is slow to accept new ideas.                                      | A | B | C | D | E |
| 10. He treats all staff members at his equals.                            | A | B | C | D | E |
| 11. He is willing to make changes.  | A | B | C | D | E |
| 12. He is friendly and approachable.                                      | A | B | C | D | E |
| 13. He makes staff members feel at ease when talking with them.           | A | B | C | D | E |
| 14. He puts suggestions made by the staff into operation.                 | A | B | C | D | E |
| 15. He gets staff approval on important matters before going ahead.       | A | B | C | D | E |

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\* Scored negatively.

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