APPENDICES
APPENDIX - I

DEFINITIONS OF STRESS SYMPTOMS
IN THE BEHAVIOR CHECKLIST

1. DISRUPTIVENESS - refers to behavior which interrupts the normal functioning of the classroom. A disruptive student is one who constantly disturbs and interrupts the proceedings of the normal classroom.

2. ATTENTION SEEKING - refers to deliberate behavior on the part of a child to attract attention.

3. RESTLESSNESS - in a child is characterized by lack of concentration, fidgetiness, day-dreaming etc.

4. DESTRUCTIVENESS - refers to breaking things, damaging school property, destroying other children's things, etc.

5. IRRITABILITY - means being cranky, and grumpy.

6. ARGUMENTATIVENESS - refers to rigidity about one's point of view. Verbal aggression is also considered in the category of argumentativeness.

7. HYPERACTIVITY - refers to bubbling with extra energy. Children rushing around, jumping around, volunteering wildly to perform certain activities, are all manifestations of hyperactivity in the classroom.
8. **INATTENTIVENESS** - refers to lack of concentration or not paying attention to what is being taught.

9. **SHORTNESS OF ATTENTION SPAN** - implies inability to concentrate or grasp beyond a particular restricted length of time.

10. **NERVOUSNESS** - refers to being unsure and somewhat frightened of people and situations.

11. **THUMB SUCKING** - refers to constant sucking of one's thumb.

12. **LACK OF SELF CONFIDENCE** - refers to feelings of self doubt, diffidence and apprehension in facing situations and people.

13. **SOCIAL WITHDRAWAL** - implies alienating oneself socially. Not participating in classroom activities, keeping to oneself, not making friends and not interacting with other children are all manifestations of social withdrawal in the classroom.

14. **PRONENESS TO BECOME FLUSTERED** - refers to getting ruffled or hassled easily.

15. **ANXIETY** - refers to being worried or pre-occupied with something. It is a feeling of apprehension and dread.
16. **INABILITY TO HAVE FUN** - implies an incapacity to enjoy oneself in any situation. Remaining aloof, withdrawn and serious in all situations are indicants of inability to have fun.

17. **DEPRESSION** - refers to having feelings of misery and worthlessness.

18. **LACK OF INTEREST IN THE ENVIRONMENT** - implies that nothing i.e. either studies, games, sports, cultural and social activities interests the child - he/she is completely disinterested in life.

19. **TENSION** - refers to a general feeling of strain - a sense of disturbance of equilibrium which throws a child out of gear.

20. **EMOTIONAL LABILITY** - refers to emotional weakness. For example, being a cry baby, inability to emotionally withstand the teacher's scolding in class, being timid and meek with other children are examples of emotional lability.

22. **TRUANCY** - is running way from school. Bunking school, boycotting classes regularly etc. are examples of truancy.
23. **TICS** - refer to nervous twitches. They are spasmodic.

24. **CONSTANT PHYSICAL AILMENTS** - refers to being ill or feigning illness all the time.

25. **NAIL BITING** - refers to chewing and biting of one's nails.
DEFINITIONS OF THE EIGHT SUB TESTS IN THE SCHOOL ORGANISATIONAL CLIMATE DESCRIPTION QUESTIONNAIRE (SOCDQ) STANDARDISED BY MOTILAL SHARMA.

1. **DISENGAGEMENT** - This refers to the teachers' tendency to be 'not with it.' This dimension describes a group which is going through the motions, a group that is "not in gear" with respect to the task at hand. In short, this sub-test focuses upon the teachers' behavior in a task-oriented situation. It may be concluded that the teachers in a staff high on 'disengagement' do not work well together. They pull in different directions with respect to the task. They bicker among themselves. More specifically it refers to teachers' behavior which is characterized by dissension, personal conflicts, jealousy, and hostile feelings among the group members. It is a measure of the teachers' inability to function as a unit.

2. **ALIENATION** - This refers to the behavior patterns among the group (faculty), including the leader (the headmaster) which are characterized as highly formal and impersonal. It reveals the degree to which the headmaster "goes by the book" and adheres
to policies rather than dealing with the teachers in an informal, face-to-face situation. It also indicates the emotional distance between the group and the leader, and at the same time among the group members.

3. **ESPRIT** - refers to "morale". The teachers feel that their social needs are being satisfied and that they are at the same time enjoying a sense of accomplishment in their job.

4. **INTIMACY** - refers to the teachers' enjoyment of friendly social relations with each other. This dimension describes a social-needs satisfaction which is not necessarily associated with task accomplishment.

5. **PSYCHOPHYSICAL HINDERANCE** - refers to the feeling among the group members that the principal burdens them with routine duties, management demands and other administrative requirements which they consider as unnecessary. At the same time they perceive the principal to be highly dictatorial in his behavior - someone who plays the role of a straw-boss. His way of communication tends to go in only one direction and he is not sensitive to feedback from the staff.
6. **HUMANIZED THRUST** - refers to the behavior of the principal which is marked by his attempt to motivate the teachers through personal example. He does not ask the teachers to give of themselves any more than they willingly give of themselves. The behavior of the principal, though unmistakably task-oriented is at the same time characterized by an inclination to treat the teachers humanely and tender-heartedly, and attempts to do something extra for them in humanistic terms and consequently, viewed favourably by the teachers.

7. **CONTROLS** - refers to the degree to which the principal's behavior can be characterised as bureaucratic and impersonal in nature; at the same time it deals with how far he tries to raise the degree of effectiveness and efficiency by helping the group to work towards a common goal by providing adequate operational guidance and secretarial services.

8. **PRODUCTION EMPHASIS** - refers to behavior by the principal which is characterized by close supervision of the staff. He is highly directive and his communication tends to go only in one direction. He is not sensitive to feedback from the staff.
APPENDIX - III

The appendix presents the tables showing the relationship between stress intensity and stress symptoms scores at the class, school levels, respectively and within each school for boys and girls and Class I and II students:

Table - 1

r and t values between stress intensity and stress symptoms for boys and girls and Class I & II

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th>Girls</th>
<th>Class-I</th>
<th>Class-II</th>
</tr>
</thead>
<tbody>
<tr>
<td>r</td>
<td>.89</td>
<td>.95</td>
<td>.91</td>
<td>.92</td>
</tr>
<tr>
<td>N</td>
<td>717</td>
<td>491</td>
<td>641</td>
<td>562</td>
</tr>
<tr>
<td>P</td>
<td>&lt;.01</td>
<td>&lt;.01</td>
<td>&lt;.01</td>
<td>&lt;.01</td>
</tr>
</tbody>
</table>

From the above table it is clear that stress intensity and stress symptoms are highly positively correlated in the case of boys, girls and class-I and II children.

Table-2 presents the r and t values between stress intensity and stress symptoms for the eight types of schools.
<table>
<thead>
<tr>
<th></th>
<th>Public School</th>
<th>Missionary School</th>
<th>Central School</th>
<th>Government School</th>
<th>N.D.M.C. School</th>
<th>Private Management School</th>
<th>Aided School</th>
<th>Unaided Regional Trust School</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>r</strong></td>
<td>.93</td>
<td>.97</td>
<td>.68</td>
<td>.96</td>
<td>.82</td>
<td>.98</td>
<td>.98</td>
<td>.93</td>
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<tr>
<td><strong>N</strong></td>
<td>170</td>
<td>268</td>
<td>138</td>
<td>127</td>
<td>137</td>
<td>190</td>
<td>98</td>
<td>80</td>
</tr>
<tr>
<td><strong>P</strong></td>
<td>&lt;.01</td>
<td>&lt;.01</td>
<td>&lt;.01</td>
<td>&lt;.01</td>
<td>&lt;.01</td>
<td>&lt;.01</td>
<td>&lt;.01</td>
<td>&lt;.01</td>
</tr>
</tbody>
</table>
From the above table, it is clear that stress intensity and stress symptoms are highly positively correlated in all the eight types of schools.

Table - 3 presents the $r$ and $t$ values between stress intensity and stress symptoms for class I, and II children in the eight types of schools.
Table-3
r and t values between stress intensity and stress Symptoms for Class I and II

<table>
<thead>
<tr>
<th></th>
<th>Public School</th>
<th>Missionary School</th>
<th>Central School</th>
<th>Government School</th>
<th>N.D.M.C. School</th>
<th>Private Management School</th>
<th>Aided School</th>
<th>Unaided Regional Trust School</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CLASS-I</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>r</td>
<td>.96</td>
<td>.98</td>
<td>.97</td>
<td>.95</td>
<td>.66</td>
<td>.95</td>
<td>.98</td>
<td>.87</td>
</tr>
<tr>
<td>N</td>
<td>90</td>
<td>138</td>
<td>80</td>
<td>70</td>
<td>79</td>
<td>95</td>
<td>45</td>
<td>49</td>
</tr>
<tr>
<td>P</td>
<td>&lt;.01</td>
<td>&lt;.01</td>
<td>&lt;.01</td>
<td>&lt;.01</td>
<td>&lt;.01</td>
<td>&lt;.01</td>
<td>&lt;.01</td>
<td>&lt;.01</td>
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<tr>
<td><strong>CLASS-II</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>r</td>
<td>.91</td>
<td>.97</td>
<td>.58</td>
<td>.97</td>
<td>.98</td>
<td>.99</td>
<td>.98</td>
<td>.99</td>
</tr>
<tr>
<td>N</td>
<td>80</td>
<td>130</td>
<td>58</td>
<td>57</td>
<td>58</td>
<td>95</td>
<td>53</td>
<td>31</td>
</tr>
<tr>
<td>P</td>
<td>&lt;.01</td>
<td>&lt;.01</td>
<td>&lt;.01</td>
<td>&lt;.01</td>
<td>&lt;.01</td>
<td>&lt;.01</td>
<td>&lt;.01</td>
<td>&lt;.01</td>
</tr>
</tbody>
</table>
From the above table it is clear that, the correlation between stress intensity and stress symptoms is highly significant in the case of both Class I and II children in all the eight types of schools.

Table - 4 presents the r and t values between stress intensity and stress symptoms for boys and girls in the eight types of schools.
Table 4

r and t values between stress intensity and stress symptoms for boys and girls in the eight types of schools

<table>
<thead>
<tr>
<th></th>
<th>Public School</th>
<th>Missionary School</th>
<th>Central School</th>
<th>Government School</th>
<th>N.D.M.C. School</th>
<th>Private Management School</th>
<th>Aided School</th>
<th>Unaided Regional Trust School</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BOYS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>r</td>
<td>.94</td>
<td>.98</td>
<td>.64</td>
<td>.96</td>
<td>.73</td>
<td>.98</td>
<td>.98</td>
<td>.92</td>
</tr>
<tr>
<td>N</td>
<td>114</td>
<td>171</td>
<td>79</td>
<td>70</td>
<td>82</td>
<td>102</td>
<td>66</td>
<td>33</td>
</tr>
<tr>
<td>P</td>
<td>&lt; .01</td>
<td>&lt; .01</td>
<td>&lt; .01</td>
<td>&lt; .01</td>
<td>&lt; .01</td>
<td>&lt; .01</td>
<td>&lt; .01</td>
<td>&lt; .01</td>
</tr>
</tbody>
</table>

| ** GIRLS**       |               |                   |                |                   |                 |                           |              |                               |
| r                | .95           | .97               | .95            | .93               | .97             | .93                       | .99          | .91                           |
| N                | 56            | 97                | 59             | 57                | 55              | 88                        | 32           | 47                           |
| P                | < .01         | < .01             | < .01          | < .01             | < .01           | < .01                     | < .01        | < .01                         |
From the correlation coefficients in the above table, it may be concluded that stress intensity and stress symptoms are significantly positively correlated in the case of boys and girls in each of the eight types of schools.
APPENDIX - IV

CHECKLIST SUBMITTED FOR EXPERT JUDGEMENT

I am designing a checklist to measure stress amongst junior school children, the age group being 5 to 8 years. For this purpose, I have made a list of various symptomatic manifestations of stress. I would like you to indicate whether in your opinion, the items in my list are actual indicants or symptoms of stress. If you feel that item 1 for example, is an indicant of stress, then please put a tick mark in the column entitled 'yes'. If you feel that it does not indicate stress, then please put a tick mark in the column entitled 'no'. If you feel that the item is not clear or ambiguous, then please put a tick mark in the column entitled 'no'.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Disobedience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Disruptiveness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Boisterousness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Fighting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Attention - seeking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Restlessness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Negativism</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Impertinence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Destructiveness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Irritability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Argumentativeness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Hyperactivity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Profanity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Jealousy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Uncooperativeness</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>---</td>
<td>-----</td>
<td>----</td>
</tr>
<tr>
<td>16.</td>
<td>Distractability</td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>Irresponsibility</td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>Inattentiveness</td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>Laziness in school</td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>Shortness of attention span</td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td>Dislike for school</td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td>Nervousness</td>
<td></td>
</tr>
<tr>
<td>23.</td>
<td>Thumb-sucking</td>
<td></td>
</tr>
<tr>
<td>24.</td>
<td>Skin-allergy</td>
<td></td>
</tr>
<tr>
<td>25.</td>
<td>Feelings of inferiority</td>
<td></td>
</tr>
<tr>
<td>26.</td>
<td>Lack of self confidence</td>
<td></td>
</tr>
<tr>
<td>27.</td>
<td>Social withdrawal</td>
<td></td>
</tr>
<tr>
<td>28.</td>
<td>Proneness to become flustered</td>
<td></td>
</tr>
<tr>
<td>29.</td>
<td>Self-consciousness</td>
<td></td>
</tr>
<tr>
<td>30.</td>
<td>Shyness</td>
<td></td>
</tr>
<tr>
<td>31.</td>
<td>Anxiety</td>
<td></td>
</tr>
<tr>
<td>32.</td>
<td>Lethargy</td>
<td></td>
</tr>
<tr>
<td>33.</td>
<td>Inability to have fun</td>
<td></td>
</tr>
<tr>
<td>34.</td>
<td>Depression</td>
<td></td>
</tr>
<tr>
<td>35.</td>
<td>Reticence</td>
<td></td>
</tr>
<tr>
<td>36.</td>
<td>Hypersensitivity</td>
<td></td>
</tr>
</tbody>
</table>
37. Drowsiness  
38. Aloofness  
39. Pre-occupation  
40. Lack of interest in environment  
41. Clumsiness  
42. Day dreaming  
43. Tension  
44. Suggestibility  
45. Emotional Lability  
46. Preference for younger playmates  
47. Specific fears  
48. Stuttering  
49. Head-aches  
50. Nausea  
51. Truancy from school  
52. Preference for older playmates  
53. Stomach-aches  
54. Thieving  
55. Lying
<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>56.</td>
<td>Poor academic performance</td>
<td></td>
</tr>
<tr>
<td>57.</td>
<td>Tics</td>
<td></td>
</tr>
<tr>
<td>58.</td>
<td>Constant physical ailments</td>
<td></td>
</tr>
<tr>
<td>59.</td>
<td>Nail biting</td>
<td></td>
</tr>
<tr>
<td>60.</td>
<td>Nose picking</td>
<td></td>
</tr>
</tbody>
</table>
## Behavior Checklist to Measure Stress

**NAME:**

**CLASS:**

**SEX:**

### Rating Scale

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Does not occur</td>
</tr>
<tr>
<td>2</td>
<td>Occurs occasionally</td>
</tr>
<tr>
<td>3</td>
<td>Occurs half the time but does not occur the rest of the time</td>
</tr>
<tr>
<td>4</td>
<td>Occurs frequently</td>
</tr>
<tr>
<td>5</td>
<td>Occurs all the time</td>
</tr>
</tbody>
</table>

1. Disruptiveness
2. Attention-seeking
3. Restlessness
4. Destructiveness
5. Irritability
6. Argumentativeness
7. Hyperactivity
8. Inattentiveness
9. Shortness of attention Span
10. Nervousness
11. Thumb sucking
12. Lack of self-confidence
13. Social withdrawal
14. Proneness to become flustered
<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>15.</td>
<td>Anxiety</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>Inability to have fun</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>Depression</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>Lack of interest in environments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>Tension</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>Emotional Lability</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td>Stuttering</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td>Truancy from school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23.</td>
<td>Constant Physical ailments like head aches, nausea, stomach aches etc.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24.</td>
<td>Tics or nervous twitches</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25.</td>
<td>Nail biting</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SCHOOL ORGANISATIONAL CLIMATE
DESCRIPTION QUESTIONNAIRE

INSTRUCTIONS:

The items in this questionnaire describe the behavior conditions that occur within a school. Please indicate to what extent each of these descriptions characterizes your school. Please do not evaluate the items in terms of 'good' or 'bad' behavior, but read each item carefully and respond in terms of how well the statement describes your school.

Here is an example for your help.

1. Teachers at this school call each other by their first name.
   a) rarely occurs  b) sometimes occurs
   c) often occurs    d) very frequently occurs

   In this example, the respondent has marked C to indicate this type of behavior occurs 'often' in this school.

   You may mark any other alternative which you think is suitable.

   Your answers will be kept strictly confidential, and so please be frank and honest.
1. The mannerisms of teachers at this school are annoying.
   a) rarely occurs   b) sometimes occurs
   c) often occurs    d) very frequently occurs

2. The principal uses an example by working hard himself.
   a) rarely occurs   b) sometimes occurs
   c) often occurs    d) very frequently occurs

3. The morale of the teachers is high.
   a) rarely occurs   b) sometimes occurs
   c) often occurs    d) very frequently occurs

4. The principal uses constructive criticism.
   a) rarely occurs   b) sometimes occurs
   c) often occurs    d) very frequently occurs

5. Teacher's closest friends are from the staff members.
   a) rarely occurs   b) sometimes occurs
   c) often occurs    d) very frequently occurs

6. The principal makes all class scheduling decisions.
   a) rarely occurs   b) sometimes occurs
   c) often occurs    d) very frequently occurs

7. The principal is well prepared when he speaks at school functions.
   a) rarely occurs   b) sometimes occurs
   c) often occurs    d) very frequently occurs
8. There is a small group of teachers who always oppose the majority.
   a) rarely occurs   b) sometimes occurs
c) often occurs    d) very frequently occurs

9. Routine duties interfere with the job of teaching.
   a) rarely occurs   b) sometimes occurs
c) often occurs    d) very frequently occurs

10. The principal explains his reasons for criticism to teachers.
    a) rarely occurs   b) sometimes occurs
c) often occurs    d) very frequently occurs

11. The teachers accomplish their work with great vim, vigour and pleasure.
    a) rarely occurs   b) sometimes occurs
c) often occurs    d) very frequently occurs

12. Teachers invite other staff members to visit them at home.
    a) rarely occurs   b) sometimes occurs
c) often occurs    d) very frequently occurs

13. The principal looks out for the personal welfare of teachers.
    a) rarely occurs   b) sometimes occurs
c) often occurs    d) very frequently occurs
14. The principal schedules the work for teachers.
   a) rarely occurs   b) sometimes occurs
   c) often occurs    d) very frequently occurs

15. Staff meetings are organized according to a tight agenda.
   a) rarely occurs   b) sometimes occurs
   c) often occurs    d) very frequently occurs

16. The principal is in the building before teachers arrive.
   a) rarely occurs   b) sometimes occurs
   c) often occurs    d) very frequently occurs

17. Teachers at this school show much school spirit.
   a) rarely occurs   b) sometimes occurs
   c) often occurs    d) very frequently occurs

18. Teachers leave the grounds during the school day.
   a) rarely occurs   b) sometimes occurs
   c) often occurs    d) very frequently occurs

19. The principal tells teachers of new ideas he has come across.
   a) rarely occurs   b) sometimes occurs
   c) often occurs    d) very frequently occurs
20. The rules set by the principal are never questioned.
   a) rarely occurs   b) sometimes occurs
   c) often occurs    d) very frequently occurs

21. Teachers exert group pressure on non-conforming staff members.
   a) rarely occurs   b) sometimes occurs
   c) often occurs    d) very frequently occurs

22. The principal is easy to understand.
   a) rarely occurs   b) sometimes occurs
   c) often occurs    d) very frequently occurs

23. The principal exerts pressure that all the work must be done according to his will.
   a) rarely occurs   b) sometimes occurs
   c) often occurs    d) very frequently occurs

24. Custodial service is available when needed.
   a) rarely occurs   b) sometimes occurs
   c) often occurs    d) very frequently occurs

25. Teachers know the family background of other staff members.
   a) rarely occurs   b) sometimes occurs
   c) often occurs    d) very frequently occurs
26. The teachers diary required too much work.
   a) rarely occurs   b) sometimes occurs
   c) often occurs   d) very frequently occurs

27. School secretarial service is available for teachers use.
   a) rarely occurs   b) sometimes occurs
   c) often occurs   d) very frequently occurs

28. The principal checks the subject matter ability of teachers.
   a) rarely occurs   b) sometimes occurs
   c) often occurs   d) very frequently occurs

29. The principal helps teachers to solve personal problems.
   a) rarely occurs   b) sometimes occurs
   c) often occurs   d) very frequently occurs

30. The principal evaluates teachers' behavior strictly according to rules.
   a) rarely occurs   b) sometimes occurs
   c) often occurs   d) very frequently occurs

31. The principal does personal favours for teachers.
   a) rarely occurs   b) sometimes occurs
   c) often occurs   d) very frequently occurs
32. Teachers seek special favours from the principal.
   a) rarely occurs    b) sometimes occurs
   c) often occurs     d) very frequently occurs

33. Most of the teachers here accept the faults of their colleagues.
   a) rarely occurs    b) sometimes occurs
   c) often occurs     d) very frequently occurs

34. Teachers talk about their personal life to other staff members.
   a) rarely occurs    b) sometimes occurs
   c) often occurs     d) very frequently occurs

35. The principal gives suggestions to correct teachers' mistakes.
   a) rarely occurs    b) sometimes occurs
   c) often occurs     d) very frequently occurs

36. Teachers interrupt other staff members who are talking in staff meetings.
   a) rarely occurs    b) sometimes occurs
   c) often occurs     d) very frequently occurs

37. The principal helps teachers finish their work.
   a) rarely occurs    b) sometimes occurs
   c) often occurs     d) very frequently occurs
38. School supplies are readily available for use in class work.
   a) rarely occurs       b) sometimes occurs
   c) often occurs        d) very frequently occurs

39. Teachers are contacted by the principal every day,
   a) rarely occurs       b) sometimes occurs
   c) often occurs        d) very frequently occurs

40. Teachers have fun socialising together during school time.
   a) rarely occurs       b) sometimes occurs
   c) often occurs        d) very frequently occurs

41. Administrative paper work is burdensome at this school.
   a) rarely occurs       b) sometimes occurs
   c) often occurs        d) very frequently occurs

42. Teachers are informed of the results of a supervisor's visit.
   a) rarely occurs       b) sometimes occurs
   c) often occurs        d) very frequently occurs

43. The principal ensures that teachers work to their full capacity.
   a) rarely often        b) sometimes occurs
   c) often occurs        d) very frequently occurs
44. Teachers ask nonsensical questions in staff meetings.
   a) rarely occurs  b) sometimes occurs
   c) often occurs   d) very frequently occurs

45. In staff meetings there is a feeling of "Let's get things done".
   a) rarely occurs  b) sometimes occurs
   c) often occurs   d) very frequently occurs

46. Teachers work together preparing administrative reports.
   a) rarely occurs  b) sometimes occurs
   c) often occurs   d) very frequently occurs

47. The principal goes out of his way to help teachers.
   a) rarely occurs  b) sometimes occurs
   c) often occurs   d) very frequently occurs

48. Extra duty for teachers is pasted conspicuously.
   a) rarely occurs  b) sometimes occurs
   c) often occurs   d) very frequently occurs

49. Sufficient time is given to prepare administrative reports.
   a) rarely occurs  b) sometimes occurs
   c) often occurs   d) very frequently occurs
50. Staff meetings are mainly principal's reports.
   a) rarely occurs  b) sometimes occurs
c) often occurs   d) very frequently occurs

51. The principal helps staff members settle their minor differences.
   a) rarely occurs  b) sometimes occurs
c) often occurs   d) very frequently occurs

52. Teachers ramble when they talk in staff meetings.
   a) rarely occurs  b) sometimes occurs
c) often occurs   d) very frequently occurs

53. Teachers organize curricular activities in groups.
   a) rarely occurs  b) sometimes occurs
c) often occurs   d) very frequently occurs

54. Teachers enjoy the lunch hour together.
   a) rarely occurs  b) sometimes occurs
c) often occurs   d) very frequently occurs

55. Teachers in this school, stay by themselves.
   a) rarely occurs  b) sometimes occurs
c) often occurs   d) very frequently occurs

56. The principal invites suggestions from teachers in scheduling activities.
   a) rarely occurs  b) sometimes occurs
c) often occurs   d) very frequently occurs
57. Teachers talk about leaving this school.
   a) rarely occurs   b) sometimes occurs
   c) often occurs    d) very frequently occurs

58. Teachers spend time often school with students who have individual problems.
   a) rarely occurs   b) sometimes occurs
   c) often occurs    d) very frequently occurs

59. The principal tries to get financial benefits for the teachers.
   a) rarely occurs   b) sometimes occurs
   c) often occurs    d) very frequently occurs

60. There is considerable laughter when teachers gather informally.
   a) rarely occurs   b) sometimes occurs
   c) often occurs    d) very frequently occurs

61. Teachers socialize together in small selected groups.
   a) rarely occurs   b) sometimes occurs
   c) often occurs    d) very frequently occurs
62. The principal runs the staff meeting like business conference.
   a) rarely occurs  b) sometimes occurs  
   c) often occurs  d) very frequently occurs 

63. Instructions for the operation of teaching aids are available.
   a) rarely occurs  b) sometimes occurs  
   c) often occurs  d) very frequently occurs 

64. The principal reminds the teachers of their duties very often.
   a) rarely occurs  b) sometimes occurs  
   c) often occurs  d) very frequently occurs