APPENDIX I

LIST OF SCHOOLS INCLUDED FOR THE STUDY

GOVERNMENT HIGHER SECONDARY SCHOOLS

7. Government Higher Secondary School (G), Kayalpatnam - 628 204.
GOVERNMENT AIDED HIGHER SECONDARY SCHOOLS


3. St. Mary Anne Best Girls Higher Secondary School, Pandaranchettivilai - 628 203


7. Valliammai Girls Higher Secondary School, Kulasekaranpattinam - 628 112

8. St. Aloysius Girls Higher Secondary School, Thoothukudi - 1


12. V.V.D. Memorial Higher Secondary School, Arockiapuram, Thoothukudi - 2


MATRICULATION HIGHER SECONDARY SCHOOL

1. Sri Kamatchi Vidyalaya Matriculation Higher Secondary School, Thoothukudi - 628 003
2. B.M.C.M. Matriculation Higher Secondary School, Thoothukudi - 8
3. Kamak Matriculation Higher Secondary School, Thoothukudi - 628 005
4. Kamlavati Higher Secondary School, Sahupuram - 628 229
5. Anita Kumaran Matriculation Higher Secondary School, Thandupathu - 628 208
7. Star Matriculation Higher Secondary School, Thoothukudi - 2
8. Geetha Matriculation Higher Secondary School, Thoothukudi - 628 005
10. Seventh Day Matriculation Higher Secondary School, Kovilpatti - 628 513
APPENDIX II

Guide:

 Investigators:

- Name
- Position
- Contact Information

...continued
1. பங்குவிக்க எப்படி:

2. முன்பாகம்:

3. கூறியேற்றம்:

4. முடியும்:

5. முன்பாகத்தின் படி:

6. பங்கு அளவின் படி:

7. வரவுசீட்டுத் தூண்டும் பங்குப்பூர்த்தியில் அளவினால்:

8. வரவுசீட்டு பங்குப்பூர்த்தியில் அளவினால்:

9. பங்குவிக்கப்பெரும் பங்கு வரவுசீட்டுத் தூண்டும் செயல்களின்:

அவ்விற்குறைந்த தினசரி விளைவுப் படி:

1. ஆய்வாளின் பங்குக்கு முன்பாக பதிவு முறையின் காரணமாக அவ்விலாக, பங்குவிக்கப்பெரும் பகுதியைச் செய்து வரவுசீட்டுத் தூண்டும் வரவுகள் வழங்குவதற்கு அனுமதிக்கவுள்ளது. அவ்வாறு நீதி அளித்துள்ள இடைய்வை விளக்கவுள்ளது,

2) அவ்விலாக குறுக்கு பங்குவிக்கப் பக்கத்தில் குறுக்கு பங்குவிக்கப் படி வரவுசீட்டுத் தூண்டும் வரவுகளை வழங்குவதற்கு வழங்கிய படி காரணமாக வரவுசீட்டுத் தூண்டும் வரவுகளை வழங்குவதற்கு வழங்கிய படி:

3) அவ்விலாக குறுக்குப் பங்குவிக்கப் பக்கத்தில் வரவுசீட்டுத் தூண்டும் வரவுகளை வழங்குவதற்கு வழங்கிய படி வரவுசீட்டுத் தூண்டும் வரவுகளை வழங்குவதற்கு வழங்கிய படியாக: 

2) குறுக்கு பங்குவிக்கப் பங்குவிக்கப் பக்கத்தில் வரவுசீட்டுத் தூண்டும் வரவுகளை வழங்குவதற்கு வழங்கிய படியாக: 

3) குறுக்கு பங்குவிக்கப் பங்குவிக்கப் பக்கத்தில் வரவுசீட்டுத் 

4) குறுக்கு பங்குவிக்கப் பங்குவிக்கப் 

5) குறுக்கு பங்குவிக்கப் 

6) குறுக்கு 

7) குறுக்கு 

8) குறுக்கு 

9) குறுக்கு
2. பணியை கொண்டு தமிழ்த்தை, தமிழ்ப்புற ஒன்றாக்குதல் விளக்கமுற்று கணக்கெடுப்புச் செய்யும் வகையில் பணியை வைக்கும் வழிகாட்டும் பணிபுரோப்பாக்கம்

3. கால பணியை அகால வரையறையும், சுருக்கமான வரையறை முறைப்படி பணியை வைக்கும் வழிகாட்டும் பணிபுரோப்பாக்கம்

4. அதிகாரப்பெற்றவர் விளக்கமில்லாத விளக்கத்தை அதிகாரத்தின் ரீதை மற்றும் சுருக்கமான விளக்கத்தை சுருக்கமாக வைக்கும் வழிகாட்டும் பணிபுரோப்பாக்கம்

5. மக்கள் நடவடிக்கையின் கொடுக்கும் விளக்கம் பல்வேறு வகையிலக்கம் செய்து வைக்கும் வழிகாட்டும் பணிபுரோப்பாக்கம்

6. பல்கலை அறிவியல் பல்வேறு வகையிலக்க விளக்கத்தை அறிவியல் பல்வேறு வகையிலக்க விளக்கத்தை வைக்கும் வழிகாட்டும் பணிபுரோப்பாக்கம்.
1. பல்வேறு சூழ்நிலையில் பிரார்த்தனை மேல்பார்வையுடன் பிரியா புதுப்பிக்கப்பட்டது
   அலங்காரங்கள் விளக்கம் அதிகப்படியாக்கும்.

5. குருவியற்ற குன்றுணர்வின் செவ்வியல்களைப் பற்றி தொடர்புக்கு அலங்கார
   பிரியாப்படுத்தக்குப் பார்க்க முதலோரும்,

6) குருவியற்ற பிரியாப்படுத்தக்கு அலங்காரங்களை, குன்றுணர்வின் செவ்வியல்களை விளக்கம், இருக்கிறது தொடர்புக்கு
   குருவியற்ற பார்க்க முதலோரும்.

2. குருவியற்ற பிரியாப்படுத்தக்கு அலங்காரங்களைப் பிரியாப்படுத்தக்கு
   இருக்கிறது.

7. பாடல்களில் இளைய பிரியம் செவ்வியல்களைப் பிரியாப்படுத்தாது
   குருவியற்ற பார்க்க.

8) இளைய பிரியம் பிரார்த்தனையுடன் அலங்கார, இளைய பிரியம்
   பிரார்த்தனைகளும் குருவியற்ற பார்க்க முதலோரும்.

9) ஓரும் ப்ரியம் லைய பொழுது குன்றுணர்வின் குருவியற்ற
   அலங்காரங்களை கூடுதல் அறிவுரையும் முதலோரும்.
1) இன விளக்க உருவங்களைக் கருதி கருதி எழுந்த வருகை.

2. பல்கலைக் கழகத்தில் நடைப்படுத்தப்படும் வருகை எழுந்த வருகை.

3) சேகரணம் ஆறு பல்கலைக் கழகத்தில் நடைப்படுத்தப்பட்ட எழுந்த வருகை.

8) குறிப்பிட்டு வருகை எழுந்த வருகை எழுந்த வருகை எழுந்த வருகை.

9) மாணவர்கள் மாணவர்கள் மாணவர்கள் மாணவர்கள் மாணவர்கள் மாணவர்கள்.

10. பல்கலைக் கழகத்தில் நடைப்படுத்தப்பட்டுள்ள எழுந்த வருகை 

4) வருகை எழுந்த வருகை எழுந்த வருகை எழுந்த வருகை 

5) வருகை எழுந்த வருகை எழுந்த வருகை 

6) வருகை எழுந்த வருகை 

7) வருகை எழுந்த வருகை
11. பொது விளக்கம்: யாராலும் குறிப்பிட்டு அல்லது குறிப்பிட்டு விளக்கம் விளக்கத்துக்கு அடிப்படை விளக்கத்துக்கு.

அ) அதன் அடையாள விளக்கம்.

ஆ) புதுவைநிலை, புதுவைநிலைகள் குறிப்பிட்டு குறிப்பிட்டு விளக்கம் விளக்கத்துக்கு அழகான அடையாள விளக்கத்துக்கு?

இ) அளவு விளக்கத்துக்கு விளக்கத்துக்கு நேரடையும் அடையாளங்கள் குறிப்பிட்டு குறிப்பிட்டு விளக்கத்துக்கு அழகான அடையாள விளக்கத்துக்கு?

12. இடைவெளி விளக்கம்: "புதுவைவிளக்கம் புதுவை விளக்கம்" விளக்கத்துக்கு குறிப்பிட்டு குறிப்பிட்டு அடையாளங்களுக்கு அழகான அடையாள விளக்கத்துக்கு.

அ) தம்மை விளக்கத்துக்கு குறிப்பிட்டு விளக்கத்துக்கு அடையாளங்கள் குறிப்பிட்டு விளக்கத்துக்கு அழகான அடையாள விளக்கத்துக்கு?

ஆ) புதுவைவிளக்கம் புதுவை விளக்கத்துக்கு அடையாளங்கள் குறிப்பிட்டு விளக்கத்துக்கு?

13. புதுவைவிளைவு விளக்கத்தில் புதுவை விளைவு அடையாளங்கள் குறிப்பிட்டு விளக்கத்தில் அடையாளங்கள் குறிப்பிட்டு விளக்கத்தில்

அ) விளக்கம் அடை விளக்கம் விளக்கத்தில் விளக்கம் அழகான விளக்கம்

ஆ) விளக்கம் அடை விளக்கம் விளக்கத்தில் விளக்கம் அழகான விளக்கம்.
14. பாதுகாப்பு துறவுப் பெயர் மாற்றமான விளக்க (ஆக்சன் விளக்க / மேற்கோற்றுப் பினக்) - விளக்க அடையாளப் போர்ப்பு நிறுத்திராத அல்லது விளக்கங்களை பார்வையாக்குவது,

15. பாதுகாப்பு துறவுப் பெயர் மாற்றமான விளக்க அடையாளப் போர்ப்பு நிறுத்திராத அல்லது விளக்கங்களை பார்வையாக்குவது,
2) அதும் பராமரிதல் செய்துபோன்று தன்மையாக மாற்றப்பட்டு விளக்கத் அமைக்கு ஏற்ற்குறை ஏற்படக் கூற்றின் போக்கின்ற ரீதியாக விளக்கத்தினை.

17. ஒரு குறுநிலையில் சிரைவெளியின் முக உறுப்பு மத் பிராமசாலைவா போக்கு தசாந்தத்திற்கு விளக்கத்தின் ரீதியாக விளக்கத்தின் ஏற்ற்குறை அமைப்பு முறைகள்,

3) அமைக்கும் அடுத்து வரும் குறுநிலையின் வருநர் போக்கின்ற ரீதியாக விளக்கத்தினை.

18. அதுக்காக குறுநிலையில் வசதியான வருடமான போக்கின்ற ரீதியாக விளக்கத்தின் ஏற்ற்குறை அமைப்பு வருநர்.

4) அமைக்கும் வசதியான வருடமான போக்கின்ற ரீதியாக விளக்கத்தினை.

19. மற்றும் குறுநிலையில் வசதியான வருடமான போக்கின்ற ரீதியாக விளக்கத்தினை.

5) அது / வருநரம் அடுத்து வசதியான வருடமான போக்கின்ற ரீதியாக விளக்கத்தினை.
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அ) சுரு / சிற்பமாறு அந்தமையும் பரத்து மாலையும் / பொருளில் பின்வரும் பிற்காலமாறு சாந்தித்தது

ஆ) தேர்த்தியும் மாறு / மூட்டு பிற்காலமாறு சாந்தித்தது.

20. புரியும் கண்டும், மண்டபகுதியும் கூட்டாக விளக்கப்பட்டது அருகே / புரியும் விளக்காக விளக்கப்பட்டது

இ) நிலையில் இருந்து குறுக்காக நமது வருகையை விளக்கம் காந்தாக்கத்தை எழுப்பப்பட்டது

ஆ) ஆய்வாக்காலம் புரியாமலை அருங்காக குறுக்காக செய்திகள் வந்தவையும் புரியாமலை நேபாலை காந்தாக்கத்தை எழுப்பப்பட்டது

இ) குறுக்காக நிறுத்து வெறுமையும் விளக்காக அந்தராலும், வந்தவையும் புரியாமலை வந்தவையும் விளக்காக எழுப்பப்பட்டது.
DECISION MAKING STYLES SITUATION TEST

GUIDE
Dr. L. Vasantha Srinivasan,
Principal (Rtd.)
V.O.C. College of Education,
Thoothukudi District.

INVESTIGATOR
Mrs. A. Vasanthi,
Lecturer in Physical Science,
Dr. Sivanthi Aditanar College of
Education, Tiruchendur,
Thoothukudi District.

Dear Sir/Madam,

Some problems which Headmasters/Headmistresses of Higher Secondary Schools face and three alternative solutions to each problem are given. Please selecte the solution which is best according to you and place the appropriate letter in the given bracket. Please choose your best option as objectively as possible. This information would be kept most confidential and used for research purposes only.

Please answer all the items.

Thank You
BIO-DATA

Name of the School : 
Address of the school : 
Age : 
Educational qualification : 
Type of the Institution : 
Locality of the Institution : 
Years of experience as HM : 
Years of experience as Teacher : 
Student strength in your Insitution :

DECISION MAKING STYLE - SITUATION TEST

1. If some teachers oppose to organise a exhibition asked by the Chief Education Officer, during his visit to your school,
   (a) I will orgnaise the exhibition with the willing teachers.
   (b) I will notify the Chief Education Officer's opinion to all the teacher through a circular and ask everyone to participate.
   (c) I will arrange for some incentives to those who take part in it.

2. If the teachers demand a change in the time table devised by you,
   (a) I will ask them to follow the regular one.
   (b) I will arrange for a teachers meet and thereby to decide whether to folow the same or not.
(c) I will never lend my ears to all those requests and carry on with my work.

3. If there is a torrential downpour for the last two days in your area and so the teacher and the students alike, ask for leave,
   (a) I will act on the lines of Government orders/superiors.
   (b) I will act on my own, to declare a leave.
   (c) To know the views of all the teachers, I will arrange for a teachers meet at once.

4. If all the teachers go on a strike, putting forth a request,
   (a) I will try to engage the students in their studies, by giving them some questions in the subject and leaving the class leader incharge.
   (b) I will arrange for a show, with the students who have turned up in order to reveal their talents.
   (c) I will send all those students who have turned up to their homes after giving their attendance.

5. If a complaint arises that the school’s administrative atmosphere is affected due to the teachers association’s acts,
   (a) A teacher’s association meeting will be convened and I will go through the requests and assure them that all their requests will be fulfilled at an early date.
(b) I will ask the members of the association to maintain it in a low tone, if not I will threaten to dissolve the association or take disciplinary action on them.

(c) I will try to compromise with the members of the association.

6. If a teacher complaints a student, to have misbehaved in the class,
   (a) I will give full freedom to the teacher to inquire and to correct him.
   (b) I will punish the student in front of the teacher.
   (c) I will try to compromise between the student and the teacher.

7. When a clash that occurred between the students of two classes, comes to your knowledge,
   (a) The students of both the classes would be advised not to act so in the future.
   (b) I will find out which class students were the root cause and a dose of moral lessons would be arranged for them.
   (c) I will punish both the classes.

8. If a student was caught because of copying in a revision test, conducted by the school,
   (a) I will warn the concerned student and then permit him to write exams.
   (b) I will go to the exam hall and know all that had happened and then punish him if he is really guilty.
I will allow him to write his exams, sitting at the Principal's room.

9. If a group of students come to you complaining that the lessons taught by a particular teacher is not understood,
   (a) After analysing the complaint and if it is true, I would warn the teacher.
   (b) I will inform the students that the teacher would be warned to teach the lessons more effectively.
   (c) I will call the concerned teacher and advise him to read books concerned with the subject.

10. If a teacher goes on casual leave, when the examinations are nearing,
    (a) I will send some other teacher who is free to control the students.
    (b) I will go to the class and revise the lessons.
    (c) I will ask the class captain to control the class.

11. If a group of teachers and students stand before you asking permission for a long distance tour,
    (a) I will grant permission at once.
    (b) I will permit them after enquiring whether the parents have given their consent and all the funds and boarding arrangements have been done.
    (c) I will not only permit them but also take part in it and ask the students to prepare a report on it.
12. If some of the selected teachers refuse to attend an inservice programme, being conducted at some other area,
   (a) Whatever it may be, I will just force them to attend it on the stipulated date.
   (b) I will brief to them all the advantages of the course and pass a circular asking for any other willing teachers.
   (c) I will just ask only the interested teachers to participate.

13. If the teachers have difference of opinion concerning a particular prize, which is to be distributed to the winner of a sports meet held at your school,
   (a) I will make the particular event to be played again.
   (b) I will agree with the views expressed by the majority of the teachers.
   (c) I will request to give away prizes equal to both the students without distinguishing as first or second.

14. If the chief guest invited for a special function (annual day/sports day) did not turn up on that occasion,
   (a) The function would go on without the chief guest.
   (b) I will preside over the function myself.
   (c) If experienced or a famous personality is available, I will invite him for the function, over the phone.
15. If a student's valuable thing is lost in the school campus,
   (a) I will order everyone to search.
   (b) I will buy something of the same kind and give it to the student.
   (c) I will announce for prizes to those who find.

16. If a teacher is not appointed for a particular subject for a long time,
   (a) I will appoint a person from the Parents Teachers Association.
   (b) Other teachers who teach the same lessons would be asked to handle that subject.
   (c) I will divide the lessons into topics and give them to the students and ask them to prepare the topics to be discussed in a seminar.

17. If you get a phone call, when you are in a discussion with a famous personality,
   (a) After having his consent, I will attend the call.
   (b) I will just attend the call, without caring for any one.
   (c) I will ask the office assistant to attend the call and ask him to give the information to me.

18. If you find a flaw in the teaching of a teacher while supervising the classes,
   (a) I will point out the flaw, in front of the students.
   (b) I will call the particular teacher and point out the flaw after the class is over.
   (c) I will enter the class and take the class without flaw in front of the teacher.
19. If a request comes for a new parking shed for two wheelers from teachers and students,
   
   (a) I will construct only if the Government / Management consents and funds it.

   (b) After getting the approval from the Government / Management, I will construct from the funds collected from the students / Public / Parents.

   (c) I will decide that the existing parking shed is sufficient.

20. If the Management/Government points out the campus / classes are untidy,
   
   (a) I will promise that I will take steps to maintain it clean, in the future.

   (b) I will discuss with the students how to keep the campus and classes clean.

   (c) I will announce that the most tidiest class would be given the star status and award prizes.
TEACHER MORALE INVENTORY
(Structured by Pramila Dekhtawala)

INSTRUCTION

This inventory contains 100 statements. Each statement elicits certain response from you. We should like to have your response keeping in view your own opinion about the several things mentioned in various statements.

Please give your FRANK RESPONSES to each statement in one of the following ways.

1. You may fully agree with the statement (A)
2. You may partly agree with the statement (B)
3. You may not be able to decide whether you agree or disagree (C)
4. You may partially disagree with the statement (D)
5. You may fully disagree with the statement (E)

You are requested to give your opinion indicating how you feel about the description given in each statement. In other words, please write A or B or C or D or E keeping in view your own experience in your school / college.

1. I work enthusiastically
2. I feel satisfied at the end of the day
3. I am proud of working in this school / college
4. The teacher seldom gets due respect from the community ( )
5. The principal gives me every facility to develop my individual abilities ( )
6. I wish to do something new everyday ( )
7. I find that the teaching load is rather heavy ( )
8. The school / college management fulfils all its promises ( )
9. I feel that the teaching profession is unpleasant ( )
10. Teaching is not the only job of the teacher, there is something more than that ( )
11. In this school / college there is good co-operation ( )
12. I always strive hard to come to the top in my profession ( )
13. Parents often create problems ( )
14. To me salary is important but preparing a child / student for citizenship is more important ( )
15. While entering the school / college, I always feel fresh ( )
16. I am attempting to keep myself away from the students ( )
17. This institution gives importance to work but not to teacher ( )
18. I feel teacher's profession very interesting ( )
19. I have hardly any teaching aids to do my teaching work smoothly ( )
20. I feel that the teacher has forgotten his own duty and has become business like ( )
21. Nowhere are such good staff as we have in our school / college ( )
22. The present curriculum does not fulfil the aims of education ( )
23. Those who have ambition to work in the field of teaching, have great scope in this school / college. ( )
24. I do not get peace and rest even in the free period ( )
25. I enjoy teaching subjects of my liking ( )
26. The better programmes of the education will always get full co-operation from the community ( )
27. Ideals of an institution always remain on paper only ( )
28. I will give up this profession if the earning in other professions would be more ( )
29. I am strict as for as discipline is concerned ( )
30. The school / college management always looks to its interests and does not care to look to the interest of teachers. ( )
31. I am fully satisfied with my job. ( )
32. I do not have any interference from the community at any time. ( )
33. I am nervous while talking to my principal. ( )
34. After some years the teachers become disinterested in the teaching profession. ( )
35. I am always disappointed with my low income ( )
36. Attitudes of our principal towards the staff is strict ( )
37. I have full confidence that whatever I teach is at my best ( )
38. I feel I will not be able to adjust myself to the principal's temperament ( )
39. Our administration gives due consideration to our suggestions. ( )
40. The workload in this school / college is unbearable ( )
41. It is not necessary to have intelligence for entering the teaching profession

42. I have become one with my school / college and therefore, I do not want to leave my teaching work.

43. In our school / college we always tolerate shortcomings of each other

44. I meet the students after school / college time to solve their individual difficulties

45. Parents never meet us whenever an intimation is sent to them

46. Teachers in our school / college feel they belong to one family

47. I am concerned only with the salary and not with the work

48. I like to teach the student-oriented courses.

49. Teachers having self-respect will find it difficult to work in this organisation.

50. Very often students threaten to go on strike.

51. Adequate equipment is always available in the college for carrying out my work.

52. For the uplift of the society, I consider teacher's profession as the best.

53. Our Principal always interferes with teaching work.

54. The salary we are paid, is not enough, considering the work we put-in

55. I lose sincerity in my work, on account of the rigid attitudes of the management of the organisation.
56. I feel that the number of students in the class does not permit me to do my job to my satisfaction.

57. In our school / college every teacher tries to accomplish the goals of the institution.

58. My principal forces me to attend a seminar or worship even in vacations.

59. In this profession I am able to maintain the status of my liking.

60. Great care is taken in this school / college for professional progress of teachers.

61. I like to stay in the groups of teachers

62. Due to my interest in my work I am never tired after teaching.

63. Without taking the ideas of the staff, changes are always effected in the school / college

64. With great difficulty I concentrate on the teacher's job.

65. The parents always complain about the performance of their wards in examinations.

66. I am fed up with teaching, so I wish to get rid of it.

67. I always derive pleasure in teaching the students.

68. I seldom get any help from colleagues in dealing with incidents of student indiscipline.

69. The reference material in the school / college library is not enough

70. There appears to be differences of opinion between our principal and teachers
71. Parents do not complain if punishment is inflicted upon the students.

72. I am satisfied with my salary.

73. I have selected this profession on my own liking.

74. In our closed climate type of organisation, despite my desire. I am unable to perform my duties as per the goals of the institution.

75. In this school / college an honest, faithful and industrious teacher will never progress.

76. In our school / college teacher's ability is always recognized.

77. It is difficult to implement the policies of the management.

78. I do not wish to leave this school / college even though I get better job in other school / colleges.

79. I have never been able to take quick decision on anything.

80. Everyone observes well the rules and regulations of the school / college.

81. I am not given the responsibility that suits my abilities.

82. Our staff is interested in pulling the legs of their colleagues.

83. Rigid syllabus brings about a lack of interest on the part of teaching in the school / college work.

84. On account of good atmosphere in this organisation, there is liberty to do whatever I like to do.

85. The school / college campus where I work is kept clean and attractive.
86. Every teacher seeks his own interest rather than the interest of the school / college.

87. There are more disadvantages than advantages in this profession.

88. Our principal never lets down any teacher in front of others.

89. Parents desire a better teaching from us in this school / college.

90. There appears to be some quarrel amongst the members of the school / college management.

91. We are prepared to put new ideas into curriculum practice.

92. Due to differences of opinion arising too often in the daily routine, there is hardly any interest in the profession.

93. I always enjoy working with student representatives of unions and other committees.

94. My teaching load is just sufficient.

95. I can easily adjust myself to any organizational set-up.

96. I feel that it is necessary to revise the school / college curriculum.

97. Attitude of a person under whom I have to work is satisfactory to me.

98. I have more administrative work to do.

99. I am amply paid.

100. I do not like to be present at most of the meetings of this school / college but I am required to attend.
BIO - DATA

Name of the School : 
Type of the School : 
Sex : M / F
Age : Years
Religion :
Marital Status: Single / Married :
Educational Qualification:

GUIDE
Dr. L. Vasantha Srinivasan,
Principal (Rtd.)
V.O.C. College of Education,
Thoothukudi District.

INVESTIGATOR
Mrs. A. Vasanthi,
Lecturer in Physical Science,
Dr. Sivanthi Aditanar College of
Education, Tiruchendur,
Thoothukudi District.
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Note:

1. The items underlined indicate the negative statements.
2. Small a - e represents 5 main components of morale.
3. The numerical value stated along with the main component represents the sub-components.

Five Components of Teacher Morale Inventory are us under:

1. Individual Characteristics
2. Behavioural Characteristics
3. Group Spirit
4. Attitude towards the Job
5. Community Involvements.

**1. INDIVIDUAL CHARACTERISTICS**

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2. BEHAVIOURAL CHARACTERISTICS

1. Discipline 29, 50, 68, 80
2. Effect 24, 44, 58, 93, 100
3. Good Personal Adjustment 16, 38, 61, 95
4. Rationality 10, 20, 52, 86
5. Efficiency 3, 34, 41, 76
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   b) Satisfaction with Salary 14, 35, 54, 72, 99
3. Attitude towards environment 18, 51, 69, 85
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5. Curriculum 22, 48, 91, 96
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1. Community Support 4, 26, 45, 89
2. Community Pressure 13, 32, 65, 71

Negative Items:

4, 7, 9, 13, 16, 17, 19, 20, 22, 24, 27, 28, 30, 33

34, 35, 36, 38, 40, 41, 45, 47, 49, 50, 53, 54, 55

56, 58, 63, 64, 65, 66, 68, 69, 70, 74, 77, 79

81, 82, 83, 86, 87, 90, 92, 96, 98 and 100

Please Note:

If the item is positive - scoring will be 5, 4, 3, 2, 1 and

If it is negative then scoring will be in reverse order i.e. 1, 2, 3, 4, 5.
15 dimensions of decision style are listed below. Each dimension of the decision style in general of your principal has to be rated on a scale that has two opposing characteristics on either pole. Think of the way in which your principal generally decides the issues and rate his decision-making style on each dimension. For example, the dimension, "Speed of Decision" has 'Slow' and 'Fast' on the two extreme poles. If you think that the principal is extremely slow in decision-making then tick the space very close to slow or the space very close to fast, if you think that his decision-making is extremely fast; Otherwise choose any one of the five other spaces that you feel would best indicate the speed of his decision-making and tick that space. By doing so you are rating the speed with which your principal takes decision on a continuum that has slow and fast as extremities with seven anchoring points. Please respond to all 15 dimensions in a similar way.

**Speed of Decision**

1. Slow  

   Requests Advice

2. Never  

   almost always
Receptivity to Advice

3. High ___ ___ ___ ___ ___ ___ Low

Objectivity

4. Highly ___ ___ ___ ___ ___ ___ Highly
    emotional
    objective

Attention to Detail

5. Very ___ ___ ___ ___ ___ patient
    Impatient
    with
    detail

Desire for factual evidence

*6. Strong ___ ___ ___ ___ ___ Little
    Interest

Willingness to delay decisions

*7. Anxious ___ ___ ___ ___ ___ willing to
    to get
    deliberate
    decision
    at length
    over with

Ability to decide in face of limited information

*8. Unable to ___ ___ ___ ___ ___ Quite
    make a
    willing
    to decide
    decision
Liking for decision-making
*9. Enjoys ____ ____ ____ ____ ____ Dreads

Independence of Judgment
10. Swayed ____ ____ ____ ____ ____ Not swayed by anyone

Explicitness of method
    intuitive

Readiness to delegate decisions
*12. Quite ____ ____ ____ ____ ____ Very reluctant willing

Time horizon of decision
13. Pre- ____ ____ ____ ____ ____ Concerned
    occupied
    with the immediate
    with long run.

Performance under stress
14. Badly ____ ____ ____ ____ ____ Performance improves impaired

Anxiety about decision after it has been made
15. Feels ____ ____ ____ ____ ____ Concentrate
    great stress
    only on
    until outcome
    present
    is known
decision

* Scores range from seven to one and in other items scores range from one to seven.