APPENDIX C

SCALE WHICH MEASURES THE EFFICIENT PARTICIPATIVE MANAGEMENT SYSTEM

(PILOT FORM)

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The purpose of the present scale is to measure the efficient participative management system in physical education institutes rated by physical education teachers. The scale is divided into two parts:

(1) Teacher's information

(2) Scale which measures the efficient participative management system in physical education institutes rated by physical education teachers

Part1: Teacher's information

Instruction: Please tick mark ✓ in (......) in front of the choices according to your personal information

1. Sex	(.....)	Male
	(.....)	Female
2. Age	(.....)	20- 30 Years
	(.....)	31 – 40 years
	(.....)	41 – 50 years
	(.....)	51 – 60 years
3. Educational qualification	(.....)	Bachelor degree
	(.....)	Master degree onwards
4. Teaching experience	(.....)	01- 10 Years
	(.....)	11 – 20 years
	(.....)	21 – 30 years
	(.....)	31 – 40 years

Part 2: Scale which measures the efficient participative management system in physical education institutes

Instruction: The following 81 statements involve the efficient participative management system in physical education institutes. Against each statement, 5 columns of level of agreement are given such as "the most", "much", "moderate", "less", and "the least". Please read the statements yourself. After reading, you have to weight it and decide the level of efficient participative management system in your physical education institute. Then, you complete the statements by checking (✓) mark against it in the appropriate column.

There is no correct or incorrect answer to the statements in the scale. All of your responses will be kept confidential, hence feel free to express your opinion. Please answer sincerely as possible every statement. The results obtained from the analysis of the data will be reported anonymously and therefore they will not effect your work. This test only offers orientation and lacks diagnostic value.

There are seven aspects in the scale which measures the efficient participative management system in physical education institutes i.e.

(1) Leadership process

(2) Motivational forces

(3) Communication process

(4) Interaction-influence process

(5) Decision making process

(6) Goal setting process

(7) Controlling process

Abbreviation used in the Scale: PMS = Participative management system

Example

No.	Statements	The most	Much	Moderate	Less	The least
0	Participative management system is performed effectively.	✓				
00	Staff members are motivated to join in participative management system.		✓			

St. No.	Statements	Level of Efficient Participative Management System				
		The most	Much	Moderate	Less	The least
(1) Leadership process						
1	Orientation and commitment about the PMS, transformation process, and needs for changes are clarified by leader for staff members' understanding.					
2	Key elements of PEI such as current results; work environment; strategy; core processes, structure; and development systems are assessed for improving of institution's high performance.					
3	Leader and staff members help together to review the strategy and vision based on current work realities, refocusing and redefining the strategy to fit institution's goals.					
4	Staff members are not encouraged to understand the demands of the current work environment and forecast the future work situation.					
5	Missions and principles of PMS are clarified and identified in order to motivate and inspire the staff members to give cooperation.					
6	Long-term and short-term performance goals are created with clear understanding, using PMS, throughout the institution.					

Continued

St. No.	Statements	Level of Efficient Participative Management System				
		The most	Much	Moderate	Less	The least
(1) Leadership process (Continued)						
7	A design charter, outlining the expected outcomes, scope and parameters of the redesign process are created by leader.					
8	The institution's charter is shared with staff members in order to communicate the need for change and explain how the transformation process will work throughout the institution.					
9	Development of common plan for the management of short term and long-term performance are performed by leader.					
10	Visions are established with clear picture of personal role, sharp, positive, so detailed and big enough.					
11	PMS are emphasized on the process of developing consensus, building teams, making friends and energizing cooperation, and fostering loyalty.					
(2) Motivational forces						
12	Motivation is an important and vital aspect in functioning for accomplishing institution's goals.					
13	Achievement, advancement, recognition, growth, responsibility, and job nature are considered as the intrinsic motivation forces.					

Continued

St. No.	Statements	Level of Efficient Participative Management System				
		The most	Much	Moderate	Less	The least
(2) Motivational force (Continued)						
14	Salary, benefits, working conditions, supervision, policy, safety, security, affiliation, and relationships are all extrinsic motivational forces.					
15	Goals, feedback, and challenges are the three elements of the motivation force.					
16	Staff members are motivated to work individually rather than to work in team.					
17	Staff members are motivated to perform excellence and exhibit confidence in ability to meet challenging goals.					
18	Staff members are motivated to handle multi responsibilities and increase their confidence in their abilities.					
19	Staff members are not motivated to establish a high standard of excellence and seek for continuous improvement.					
20	Staff members are encouraged to have high motivation for challenging tasks and achievement oriented.					
21	Staff members are motivated to develop their career growth, technical skills, monetary, and job security.					
22	Staff members are not sufficiently motivated to understand how to participate in team for increasing of work effectiveness.					

Continued

St. No.	Statements	Level of Efficient Participative Management System				
		The most	Much	Moderate	Less	The least
(3) Communication process						
23	The process of communication is performed through the exchange of thoughts, messages, or information, as by speech, visuals, signals, writing, or behaviour.					
24	Overall purposes or missions are communicated to staff members in brief and easy to fully understand.					
25	A variety of verbal and non-verbal communication such as body language, eye contact, sign language, pictures, graphics, sound, and writing are used effectively by staff members.					
26	Different components of communication such as information sources, message, transmitter, signal, carrier or channel, noise, receiver and destination are effectively used by staff members.					
27	Lack of mutuality is one of the most common causes of misunderstandings or failure of communication.					
28	Staff members pay attention to what the leader is being to communicate by listening and watching.					
29	Leader and staff members use negative or blaming words with a poor attitude while communicate to each others.					

Continued

St. No.	Statements	Level of Efficient Participative Management System				
		The most	Much	Moderate	Less	The least
(3) Communication process (Continued)						
30	Leader communicates expectations of the tasks to staff members and tells them what, when, how to perform the tasks.					
31	Two-way communication between leader and staff members is established for improving of the work effectiveness.					
32	Communication is less effective because staff members are not being in the same context and cultural experiences.					
33	Overload and complexity message are the barriers for successful of communication.					
34	Encouraging and enhancing positive communication between staff is used to be the key to build effective teamwork, minimizing poor communication and avoiding conflict.					
(4) Interaction influence process						
35	Positive interaction among staff members creates an environment and atmosphere in which they feel emotionally safe, secure and happy.					
36	Staff members use calm and friendly voices to create a positive environment at the service.					

Continued

St. No.	Statements	Level of Efficient Participative Management System				
		The most	Much	Moderate	Less	The least
(4) Interaction influence process (Continued)						
37	Staff members show the high degree of sensitivity and respect to those of different social and cultural background.					
38	Staff members maintain and control an emotional stability and feelings in different situations when they are interacted with each other.					
39	Overall staff members cannot remain emotionally constant and not easily to become upset when the work is criticized by others.					
40	Overall staff members avoid trusting each other and beliefs that no one can perform well.					
41	Development of open, honest and supportive team communication is encouraged for effectiveness of the interaction process among staff members.					
42	When staff interacts with each other, several form of accommodation, such as victory, subordination, compromise, toleration, conciliation and conversion are used.					
43	Effective nonverbal communication skills such as smiles and inviting gestures are performed among staff members.					

Continued

St. No.	Statements	Level of Efficient Participative Management System				
		The most	Much	Moderate	Less	The least
(4) Interaction influence process (Continued)						
44	Asking negative questions, using inappropriate language and negative feedback are avoided in the interaction process among staff.					
45	Overall staff members correct and give feedback to each other with timely and appropriately manner.					
46	Staff members interact in the team for choosing the best solution from two or more alternatives.					
(5) Decision making process						
47	The process of decision-making is based on reliable information, feedback and the support of an effective and efficient management information system (MIS).					
48	In the decision-making process, staff members are encouraged to express their thoughts and distinguish information with sound judgement.					
49	Staff members are encouraged to get involved in decision making for settings the goal of work and select the best suited path decisions.					
50	Staff members do not feel free to share their opinions when making decisions and taking particular actions.					

Continued

St. No.	Statements	Level of Efficient Participative Management System				
		The most	Much	Moderate	Less	The least
(5) Decision making process (Continued)						
51	Decision making process is based on consultation and information sharing by the group.					
52	Staff members enjoy listening others' opinions before making decision.					
53	Participative management is characterized by team work, consensus, and participation of institute's board committee.					
54	Feedback are collected and seriously considered by staff members for decisions making of related work, task goals, and paths to resolve goals.					
55	Defining and analyzing the problem, developing alternative solutions, selecting the best solution, converting decision into action, and ensuring feedback for follow-up are the steps used for decision-making.					
56	Analyzing the problem is considered to be the important step in the decision-making process.					
57	Group participation techniques are used while developing alternative solutions in the decision making process.					
58	Feedback is decided whether the decision already taken should be continued or be modified in the light of changed conditions.					

Continued

St. No.	Statements	Level of Efficient Participative Management System				
		The most	Much	Moderate	Less	The least
(6) Goal setting process						
59	SMART Goal setting involves the establishing of specific, measurable, achievable, realistic and time-targeted (SMART) are used effectively in this institute.					
60	Institution's goals are not well defined and make misunderstanding about what behaviours will be rewarded and challenge.					
61	Staff members are motivated to set the challenging goals with a faith in capacities to succeed the excellence work.					
62	Effective goal setting and clarify the paths to reach the goals are arranged by group of staff members.					
63	Staff members join together to determine things that they want to achieve and write them down.					
64	Institution's goals are break down into sub-goals with action plans and specific deadline.					
65	Institution's goals are set by team, consensus, conformity, participation and stability in relationships.					
66	Institution's goals are emphasized on human development, high trust, openness and participation persist.					

Continued

St. No.	Statements	Level of Efficient Participative Management System				
		The most	Much	Moderate	Less	The least
6) Goal setting process (Continued)						
67	Challenging goals are set for staff members and lay path for them to perform to the highest level.					
68	Staff members are not encouraged to performance excellence and exhibits confidence in ability to meet challenging goals.					
69	Institution's goals are reviewed, modified and up-date constantly and effectively motivate to complete the goals.					
(7) Controlling process						
70	Performance standards and behavioral controls are sat by leader and staff members.					
71	Sense of security and control is offered to staff members for achieving performance goals.					
72	Staff members do not follow the standard rules or regulations and do not emphasize on the deadlines or the work schedule to be done.					
73	Efficiency, control and smooth operations are not considered to be the important factor of working standard.					
74	Pre-action controls are used to check problems before the operation of the task start.					

Continued

St. No.	Statements	Level of Efficient Participative Management System				
		The most	Much	Moderate	Less	The least
(7) Controlling process (Continued)						
75	In feed-forward control, staff members join together to identify the issues and the prospective action plans to meet the anticipated problems.					
76	Concurrent control is most widely used in order to provide tools for corrective action while the work is in progress.					
77	Feedback control is used to provide information about whether the goals of the organization are met or not.					
78	Staff members join together to establish the performance standard, both quantitative and qualitative.					
79	Personal observation, statistical reports, or oral reports are used to measure performance standard.					
80	The results of work are compared against an established standard to discover the variations of work.					
81	After the comparison of actual and performance standard, corrective and follow-up is done to find out whether the corrective actions are taken properly.					