Appendix - II

SOCIO-EMOTIONAL CLIMATE QUESTIONNAIRE

Impact of Democratic process on Teacher job-satisfaction and Pupil achievement in relation to Institutional Climate of Senior Secondary Schools.

Dear Sir,

A study on institutional climate is being conducted by me for the Ph.D. thesis under the guidance of Dr. Anand Bhushan in the Deptt. of Education, Panjab University, Chandigarh.

I hereby take the opportunity of meeting you through this letter with a view to get your co-operation in the study.

The following questionnaire is meant to secure the description of interpersonal relationships existing in the institutional climate viz Head-teacher relationship, Teacher-taught relationship and student-student relationship.

Please indicate to what degree these relationships exist in your school with honesty and frankness. As the data are being collected for research purpose and will be kept strictly confidential.

Thanking You,

Yours sincerely,

VINOD KUMAR
Investigator
GENERAL INFORMATION

1. Name in Full
2. Male/Female
3. Age
4. Marital Status
5. Educational Qualifications
6. Present Address
7. Name of School
8. Place
9. Teaching Experience
   i) Primary School
   ii) Secondary School
   iii) Other Educational Institutions
   iv) Total Experience
10. Date of joining as teacher

Instructions:
You must have filled in the information sheet. In this questionnaire, there are 36 statements pertaining to socio-emotional climate in schools. You have to indicate your opinion in regard to each one of these statements. On right hand top of every page 5 columns have been given as under:

1. S.A. - Strongly Agree
2. FA - Fairly Agree
3. N - Neutral
4. FD - Fairly Disagree
5. SD - Strongly Disagree
Against each statement 5 brackets have been given. You have to tick mark in the bracket ( ), in the appropriate column to express your opinion regarding the statement. Please do write your opinion against each statement.
<table>
<thead>
<tr>
<th></th>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Principal and Teachers live like family members</td>
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<td>2</td>
<td>Principal does not push up the teachers to take up more work</td>
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<td>3</td>
<td>Principal takes teacher’s suggestions seriously</td>
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<td>4</td>
<td>Principal cares little for teacher’s co-operation in school functioning.</td>
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<td>5</td>
<td>Principal is receptive to the problems of teachers</td>
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<td>6</td>
<td>Principal always favours a group of favourites</td>
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<td>7</td>
<td>Principal is good at human resource management</td>
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<td>8</td>
<td>Principal gives top priority to welfare of staff</td>
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<td>9</td>
<td>Principal maintains uniform relations with loyalists and the critics.</td>
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<td>10</td>
<td>Principal has a helping attitude towards teachers</td>
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<td>11</td>
<td>Principal tries his best to implement the decision taken</td>
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<td>12</td>
<td>Principal does not have personal touch with students</td>
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<td>13</td>
<td>Principal tries to solve the student’s problems in the interest of the school</td>
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<td>14</td>
<td>Principal is not respectful to the student’s parents</td>
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<td>15</td>
<td>Principal is always ready to attend to them</td>
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<td>16</td>
<td>Principal is active in religious &amp; national festivals</td>
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<td></td>
<td>Statement</td>
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<td>17</td>
<td>Principal is not sensitive to general problems of immediate community.</td>
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<td>18</td>
<td>Principal does not care for personal problems of students.</td>
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<td>19</td>
<td>Principal is not sensitive for the academic developments of students.</td>
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<td>20</td>
<td>Principal is forward looking and progressive in his attitude towards handling of students problems.</td>
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<td>21</td>
<td>Principal does not take personal interest in the overall development of students.</td>
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<td>22</td>
<td>Principal is not impartial and just in face of students problems.</td>
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<td>23</td>
<td>Principal is not careful about the good of the all the students as a whole.</td>
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<td>24</td>
<td>Teachers do not discriminate students on the basis of caste and creed in respect of solving their problems.</td>
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<td>25</td>
<td>The scores of well mannered and smart students are favourably affected in the assessment of the teachers.</td>
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<td>26</td>
<td>Teacher's evaluation of the students are affected in the light of personal relations with teachers.</td>
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<td>27</td>
<td>Teachers do not confine themselves to the prescribed contents only in their teaching.</td>
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<td>28</td>
<td>Teachers are guides and friends to students.</td>
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</table>
29. Teachers always stand by each other in need and adversity. ( ) ( ) ( ) ( ) ( )

30. Teachers do not give extra time for helping the weak and below average students. ( ) ( ) ( ) ( ) ( )

31. Teachers help each other among the members of staff. ( ) ( ) ( ) ( ) ( )

32. Teachers do not always learn from the experiences of other teachers. ( ) ( ) ( ) ( ) ( )

33. Teachers are benefited by the scholarship of other fellow teachers. ( ) ( ) ( ) ( ) ( )

34. Among staff there are small cohesive groups which have intimate relations. ( ) ( ) ( ) ( ) ( )

35. There exists inter group rivalries among staff. ( ) ( ) ( ) ( ) ( )

36. Socio cultural functions are useful for student-student interaction. ( ) ( ) ( ) ( ) ( )