Appendix-III

Academic Climate Questionnaire

Impact of Democratic Process on Teacher Job Satisfaction and Pupil Achievements in relation to Institutional Climate of Senior Secondary Schools.

Deptt. of Education, Panjab University, Chandigarh.

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 Questionnaire is meant to secure the description of academic climate prevailing in school. Please indicate you opinion with honesty and frankness and data are being collected for research purpose and will be kept strictly confidential.

Thanking you,

Yours sincerely,

(VINOD KUMAR)
Investigator
INSTRUCTIONS

The questionnaire is designed to identify the nature of school climate. It does not rate schools but helps in classifying a school into:

a) Friendly
b) Unfriendly
c) Neutral Climate

Every situation is followed by the four options. You are to mark a tick on a response which most closely approximates your position.

Teacher’s Name: ________________________________

Name of School ________________________________

1. Our approaches to the personality growth of students is that we try

a) To condition students to conform to school norms.

b) To confine ourselves to the task of preparing them for the examination.

c) To watch them growing.

d) To foster the unique individuality among them and work as guardians/trustees.

II What ever is happening in the world outside, it is:

a) Carefully reflected into institutional programme.

b) Resisted with all might because we want to safeguard our students against the outside impact.

c) Not recorded in school climate.

d) Passively observed.
III. When students present their academic difficulties we:
   a) Leave the students on their own to tackle such problems.
   b) Punish them or throw the complaints away.
   c) Review the whole of academic programme in the light of the difficulties.
   d) Discard the complaint and try to condition them to the norms of the school.

IV. When students present their personal problems of unacademic nature, we
   a) Listen to them, appraise the issue and try to provide the best solution under the circumstances.
   b) Think that they must tackle them by themselves.
   c) Feel that personal problems other than academic are not our concern.
   d) Try to direct them in accordance with the philosophy of the school and condition them to it.

V. When a student is defiant in school we
   a) Ignore such behaviour and avoid harsh disciplinary action.
   b) Never succumb to their pressure and make them mend their way or throw them away.
   c) Analyse their behaviour and treat accordingly.
   d) None of the above.