APPENDIX I

QUESTIONNAIRE

Sir/Madam,

In the recent years, the roles and responsibilities of the senior secondary school principals have undergone tremendous change in the wake of ever growing demand put on the school system due to increasing application of science and technology in every sphere of life. These changes have also been reflected in our socio-economic conditions which have made school-management, indeed, a multi-sided challenging task. It is in this context that the principal is regarded as keystone of an educational institution. As a manager of an educational organisation and a representative of all the areas of managerial work, he has to perform varied roles of which administrative roles are regarded as the most important.

This questionnaire is being employed to investigate the administrative problems perceived by you as a principal of a senior secondary school.

You are requested to respond and rate every problem keeping in view the level of its seriousness.

All your responses to the problems will be kept confidential. Therefore, please respond in a free and frank manner.

Hoping your valuable co-operation in this research investigation.

Yours faithfully,

(ARUN KUMAR SHARMA)
PART : I

Please carefully fill in your responses to the items given below in the space provided for the purpose or tick mark (√) at the relevant places.

1. Full Name of the Principal __________________________

2. Name of the School __________________________

3. Age __________ years

4. Sex
   a) Male ( )
   b) Female ( )

5. Marital Status
   a) Married / Unmarried
   b) Widow / Widower
   c) Divorced / Separated

6. Qualifications:
   a) Educational:
      i) B.A./B.Sc./B.Com./Any other equivalent degree
         __________________________
      ii) M.A./M.Sc./M.Com./Any other equivalent degree
          __________________________
      iii) Any other educational qualification
           __________________________
   b) Professional :
      i) B.Ed. ( )
      ii) M.Ed. ( )
      iii) M.Phil. ( )
      iv) Ph.D ( )
v) Any other

7. **Teaching Experience Acquired Before Becoming Principal of a Senior Secondary School**:

<table>
<thead>
<tr>
<th>Experience as</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1-5</td>
</tr>
<tr>
<td>a) Primary teacher</td>
<td></td>
</tr>
<tr>
<td>b) C &amp; V teacher (Hi., Pbi., Skt. etc.)</td>
<td></td>
</tr>
<tr>
<td>c) T.G.T. (Master/Mistress)</td>
<td></td>
</tr>
<tr>
<td>d) Lecturer/P.G.T.</td>
<td></td>
</tr>
</tbody>
</table>

8. **Administrative Experience Acquired Before Becoming Principal of a Senior Secondary School**:

<table>
<thead>
<tr>
<th>Experience as</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1-5</td>
</tr>
<tr>
<td>a) In charge of a Primary School</td>
<td></td>
</tr>
<tr>
<td>b) In charge of a Middle School</td>
<td></td>
</tr>
<tr>
<td>c) Head of a High/Secondary School</td>
<td></td>
</tr>
<tr>
<td>d) In any other capacity</td>
<td></td>
</tr>
</tbody>
</table>
9. Administrative Experience as Principal of a Senior Secondary School: ____________ Years

10. Number of Students Enrolled in Your School:

<table>
<thead>
<tr>
<th>Classes</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Secondary level</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Sr. Sec. level</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11.a). Existing Strength of Teaching Personnel:

<table>
<thead>
<tr>
<th>Classes</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Secondary level</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Sr. Sec. level</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11.b). Existing Strength of Part-Time Teaching Personnel:

<table>
<thead>
<tr>
<th>Classes</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Secondary level</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Sr. Sec. level</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

12.a). Existing Strength of Regular Non-Teaching Personnel:

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Accountant</td>
<td></td>
</tr>
<tr>
<td>b) Assistant</td>
<td></td>
</tr>
<tr>
<td>c) Clerk</td>
<td></td>
</tr>
<tr>
<td>d) Lab. Attendant</td>
<td></td>
</tr>
<tr>
<td>e) Class IV employees</td>
<td></td>
</tr>
<tr>
<td>f) Any other</td>
<td></td>
</tr>
</tbody>
</table>
12.b. Existing Strength of Part-Time Non-Teaching Personnel:

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Accountant</td>
<td>______</td>
</tr>
<tr>
<td>b) Assistant</td>
<td>______</td>
</tr>
<tr>
<td>c) Clerk</td>
<td>______</td>
</tr>
<tr>
<td>d) Lab. Attendant</td>
<td>______</td>
</tr>
<tr>
<td>e) Class IV employees</td>
<td>______</td>
</tr>
<tr>
<td>f) Any other</td>
<td>______</td>
</tr>
</tbody>
</table>

**PART II**

Please consider carefully each statement given below and tick mark (✓) each one of them in the relevant column according to the level of seriousness of each problem existing in your institution.

The seriousness of each problem has been divided into five levels. The description of each level is given below:

<table>
<thead>
<tr>
<th>Description of the Level of Seriousness</th>
<th>Grading of the Level of Seriousness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all serious</td>
<td>1</td>
</tr>
<tr>
<td>A little serious</td>
<td>2</td>
</tr>
<tr>
<td>Moderately serious</td>
<td>3</td>
</tr>
<tr>
<td>Serious</td>
<td>4</td>
</tr>
<tr>
<td>Very serious</td>
<td>5</td>
</tr>
</tbody>
</table>
# I. Administrative Problems Relating to Teaching Personnel

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Problems</th>
<th>Level of Seriousness</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Shortage of teachers in the school.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>Unsuitable and unqualified teachers.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>Frequent transfers of teachers.</td>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
<td>Some teachers have language problem.</td>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
<td>Time-table adjustment problem for part-time teachers for vocational courses.</td>
<td>5.</td>
</tr>
<tr>
<td>6.</td>
<td>Teachers are not dedicated to their work.</td>
<td>1. 2. 3. 4. 5.</td>
</tr>
<tr>
<td>7.</td>
<td>Dictatorial attitude towards students.</td>
<td>1. 2. 3. 4. 5.</td>
</tr>
<tr>
<td>8.</td>
<td>Rude and disrespectful behaviour of teachers towards the principal.</td>
<td>1. 2. 3. 4. 5.</td>
</tr>
<tr>
<td>9.</td>
<td>Teachers are in the habit of coming late to school.</td>
<td>1. 2. 3. 4. 5.</td>
</tr>
</tbody>
</table>
10. Those teachers who give private tuitions do not take their classes seriously.

11. Teachers do not abide by the school regulations.


13. Teachers oppose participation in non-academic functions.

14. Complaints of teachers about over-crowded classes.

15. Teaching personnel complain about heavy work-load assigned to them.

16. Lecturers resent taking junior classes.

17. Resentment of personnel over collection of students’ fee.

18. Resentment of teachers over maintenance of school funds and registers.

19. Teachers use outdated and traditional methods of teaching.

20. Teachers do not study reference books for updating their knowledge.

21. Maintaining of cumulative records of students is not done by teachers.
22. Teachers criticise the existing system of management of the schools.

23. Fixation of salaries is a common complaint of the teachers.

24. Settlement of service matters is another complaint of the teachers.

25. Periods are not taken regularly by the teachers.

26. Teaching personnel dislike attending in-service-training programmes to keep their knowledge up-to-date.

27. Groupism amongst school teachers.

28. Leg-pulling and back-biting amongst the teachers.

II. ADMINISTRATIVE PROBLEMS CONCERNING NON-TEACHING PERSONNEL

29. Inadequate number of non-teaching personnel in the school.

30. Administrative staff members are not properly trained to perform different duties assigned to them.

31. Non-teaching personnel are not conversant with office procedures.
32. Office staff members are not very efficient in accounts matters.

33. Non-co-operative attitude of non-teaching staff.

34. Non-teaching personnel have an irresponsible approach towards their duty.

35. Dishonesty towards their duty is a common feature of the non-teaching staff.

36. Office personnel adopt arrogant and rude behaviour.

37. Class IV employees do not perform their duties properly.

III. ADMINISTRATIVE PROBLEMS PERTAINING TO STUDENTS

38. Rapid increase in students' enrolment causes indiscipline.


40. Students complain about ill-equipped libraries and science laboratories.

41. There is resentment over non-issuing of sports material amongst students.
42. Students often complaint about poor functioning of the school canteen.

43. Complaints about unhygienic condition of the toilets.

44. Students are frequently involved in acts of violence and rowdyism.

45. Truancy in students is a common problem.

46. Emotional and illogical approach amongst students.

47. Arrogant behaviour of students.

48. Aggressiveness towards teachers by the students.

49. Indulgence in smoking by students.

50. Drug addiction amongst students.

51. Non-availability of hostel accommodation is a complaint of out-station students.

52. Disciplinary problems of exceptional students.

53. Lack of interest in studies among students.

54. Short-cut methods are adopted to get pass marks in the examination by the students.
IV. ADMINISTRATIVE PROBLEMS CONCERNING TIME-TABLE

55. Time-table is not prepared according to the norms fixed by the department.

56. Teachers are seldom satisfied with the time-table.

57. Time-table reflects personal bias of the time-table maker.

58. No provision is made for allotment of extra periods for gifted and slow-learners.

59. Shortage of teachers leads to imbalance in time-table.

60. Adjustment of periods of part-time teachers affects regular time-table.

61. Allotment of extra periods create resentment amongst the teachers.

62. Teachers complain about adjustment of their vacant periods.

63. Substitutes for teachers on leave are not provided in time.

64. Allotment of Board classes is a problem for time-table maker as teachers avoid taking these classes.
V. ADMINISTRATIVE PROBLEMS PERTAINING TO CURRICULUM

65. Curriculum is not designed according to the mental level of the students.

66. Syllabus is very complex and lengthy.

67. Curriculum causes dullness among the students and the teachers.

68. Time allotted for coverage of different activities and syllabus is not sufficient.

69. Curriculum is not flexible.

70. Frequent changes in the syllabus create problems for students and teachers.

71. Curriculum does not prepare the learners for life.

72. Some topics in the syllabus are beyond comprehension of the subject teachers.

VI. ADMINISTRATIVE PROBLEMS CONCERNING CONDUCT OF EXAMINATIONS

73. Ability to apply facts to synthesise and organise knowledge is often ignored.

74. Terminal examinations waste precious time of students and teachers.
75. Too much time of the teachers is wasted in setting of question papers and conduct of examinations.

76. Unfair means are used to pass the examinations.

77.1 Teachers do not set their papers according to the prescribed syllabus for various examinations.

77.2 Students and parents remain dissatisfied with the question papers.

78. For preparing question papers, teachers take help from guide-books and other such literature.

79. Paper marking and preparation of terminal results are considered as an extra burden by the teachers.

80.1 Answer books are not evaluated properly by the teachers.

80.2 Students are often not satisfied with the marking of answer sheets.

81. Teachers dislike giving supervisory duties in the terminal examinations.

82. Teachers provide undue help to some students in the examinations.
83. Appointment of school principals as centre superintendent in C.B.S.E. and other Board examinations affects school administration adversely.

84. Bureaucrats and politicians exert influence to get their wards pass in the examinations.

85. Government authorities influence and interfere in the school matters pertaining to examinations.

VII. ADMINISTRATIVE PROBLEMS RELATING TO SUPERVISION AND INSPECTION

86. Teachers do not understand the purpose of supervision and inspection conducted by the school authorities.

87. Class-room inspection by the school authorities is not favoured by the teachers.

88. Supervision and inspection is considered as a wastage of time by the teachers.

89. Teachers are too rigid and traditional in outlook to listen to principal’s suggestions for improvement.

90. Daily/weekly diaries are not written by teachers.
91. Principal finds it difficult to supervise the work of the teachers.

92. Inspection of school records and various fund registers waste precious time of the school Principal.

93. Principal feels that school supervision and inspection should remain either with the office of the District Education Officer (DEO) or Director Public Instruction (DPI) and should not be his/her responsibility.

VIII. ADMINISTRATIVE PROBLEMS PERTAINING TO P.T.A. AND COMMUNITY RELATIONS

94. Parents do not understand the significance of school PTA.

95. PTA and community members do not co-operate with the school authorities.

96. Obstacles are created by PTA and community members in the smooth functioning of the school activities.

97. PTA often criticises school administration.

98. Parents develop indifferent attitude towards the school teachers.
99. Assistance in solving academic and financial problems of the school, is not provided by PTA.

100. PTA puts restriction in using its fund for school activities/functions.

101. Restrictions are put on raising of PTA fund by the parents.

102. Parents shirk their responsibility with regard to the education of their wards.

103. PTA meetings take up a lot of the principal’s precious time.

104. Members of the PTA do not pay due respect to the Principal.

105. There is a lack of co-ordination between the PTA and school Principal.

106. There is a lack of proper communication between the PTA and school Principal.

107. Community members use the school campus without seeking prior permission of the school authorities.
IX. ADMINISTRATIVE PROBLEMS PERTAINING TO INDISCIPLINE

108. Over-crowded classes cause indiscipline.


110. Indiscipline is created by students who attend private tuitions.

111. There is absence of moral instruction in the morning assembly.

112. There is adverse impact of mass-media on the minds of students.

113. Students create indiscipline by coming late to the school.

114. Students do not follow school regulations.

115. Non-adjustment of vacant periods creates indiscipline.

116. Teachers do not take their classes regularly.

117. Ineffective teaching causes indiscipline.

118. Poor class-room control causes disciplinary problems.

119. Group formation by teachers causes problems in maintaining discipline.
120. Indiscipline is created by interference of teacher unions in school administration.

121. Interference of student unions in school matters create disciplinary problems.

122. Interference of politically motivated organisations in school affairs.

123. Undue interference of the wards of VIPs and politicians in the school administration.

X. ADMINISTRATIVE PROBLEMS PERTAINING TO INADEQUATE PHYSICAL FACILITIES.

124. Inadequate building facilities do not meet the requirements of students.

125. Shortage of adequate furniture.

126. Ill-equipped school laboratories.

127. Lack of spacious playgrounds.

128. Insufficient sports material.

129. Inadequate water and power supply particularly in summer season.
130. Shortage of books and periodicals in the library.

131. Paucity of audio-visual equipment in school.

XI. ADMINISTRATIVE PROBLEMS ARISING DUE TO GOVERNMENT INTERFERENCE.

132. Higher authorities put undue pressure for admission of undeserving students.

133. Authorities interfere at the time of promotion of students.

134. High ranking officers seek undue advantage of the principal and teachers for certain students.

135. Principal's recommendations are ignored at the time of appointment of school personnel.

136. Mid-term transfers of staff members affect the working of school.

137. Teachers are deputed by the department for various irrelevant assignments.

138. School funds are misused for non-academic functions.
139. Involvement of department for purchase of library books, science equipment and sports material causes problems for the school Principal.

140. Department puts pressure on the principal and teachers for prescribing certain substandard books for various subjects.

141. Departmental meetings take much of the Principal's time and disturb his daily routine.

142. Funds allotted for maintenance of the school are not sufficient.

143. Official procedures for getting sanction of school funds under various heads are very time-consuming and cumbersome.

144. The school principal finds it difficult to run the school efficiently due to rigid rules and regulations for utilisation of various funds.

145. Auditors find faults with the teachers' maintenance of various fund registers.

146. The school principal cannot mobilise local resources to increase funds.

XII. FINANCIAL PROBLEMS
147. The school gets insufficient budget for:

147.1. Library books.
147.2. Science laboratory equipment.
147.3. Teaching aids.
147.4. Medicines for school children.
147.5. Equipment for school office & staff-room.
147.6. Beautification and upkeep of school campus.

Dated: ______________
Signature of the school Principal with official stamp