

TOOLS OF RESEARCH FOR STUDIES IN EDUCATION

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(i)

FOREWORD

This is a collection of some tools of research for studies in Education. An attempt has been made to cover some major variables in educational research. The tools were structured by the author (Dr. S. Sathiyagirirajan) and validated by Dr. N. Natesan, his colleague.

The tools have a high degree of content validity based on sound conceptual frame work and expert opinion. They were tried out on volunteer samples. Items with low reliability (r) and low validity (t) were deleted and not included in the final tools. Almost all the tools were tried out on a volunteer sample of 500 (Higher Secondary school teachers: Men: 125; Women: 125 ; College Teachers: Men : 125: Women : 125) in Southern Districts of T.N. ; Others were tried out on different samples for obvious reasons. Details on these samples, reliability and validity are furnished for each tool for reference. The tools may be revalidated on appropriate samples by the investigators.

The tools will be useful to research scholars in educational studies for their M.Ed dissertations / M.Phil dissertations / Ph.D theses / other research projects.

Feed back is most welcome.

S.Sathiyagirirajan.

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VALIDATION OF TOOLS OF RESEARCH

Two major characteristics of effective tools of research are reliability and validity.

Reliability (Trustworthiness) refers to the consistency or stability of a tool of research.

Validity (Truthfulness) refers to the extent to which the tool measures what it ought to measure.

Validation refers to the procedure of establishing the reliability and validity of a tool of research.

Reliability implies item reliability in the first phase and tool reliability in the second. Similarly validity implies item validity in the first phase and tool validity in the second.

Item reliability and item validity determine selection of items for the tool of research. “Item – Whole” correlation measuring internal consistency indicates item reliability: it refers to the correlation between item score and the total score (actual total score minus the concerned item score) if the variable is unidimensional; if the variable is multidimensional, (split into a number of factors/ components / dimensions), then it refers to correlation between item score and the total score for the concerned component / factor / dimension (actual component total score minus concerned item score). The correlation coefficient (r) must be substantially high.

Item validity is measured by the ‘t’ value (high group – low group discrimination) indicating the significance or otherwise of the difference between the means of the two groups (Top 27% and bottom 27% based on the total score) in the item concerned. The ‘t’ value must be significant at least at 0.05 level.

There are several methods of measuring tool reliability; Test – retest method, Split half, Interrater, KR-20, KR-21 and the like. Correlation coefficient (r) indicates degree of reliability.

Tool validity is determined by checking whether the tool is capable of discriminating between two extreme groups known to be ‘high’ and ‘low’ in the variable (if it is unidimensional).

(iii)

If the variable is multi-dimensional (split into a number of components / factors / dimensions) the two extreme groups are identified for each component. In both cases the 't' value must be significant.

If items are selected based on some criteria for item reliability and item validity then the tool of research is bound to be reliable and valid to that extent. No tool of research is perfect (100% reliable or valid). The tool of research to be employed by the investigator must be reasonably reliable and valid so that it serves the purpose of the investigator.

This validation procedure was employed for all the tools of research structured by the author and relevant details are furnished for each tool (as indicated in the "Foreword").

A note on Self – appraisal inventories.

When self – appraisal inventories are administered, the subjects (persons to whom they are administered) ought to be honest and frank in their responses. There is no right response or wrong response. They must indicate their response. In other words, they must indicate their actual response, not the so – called ideal response. One way of eliciting the actual response from the subject will be blinding him / her on the nature of the variable under study. The investigator may delete the title of the tool and administer it to the subject. At times 'Typical Disguised Behaviour' technique may be employed (For example, if 'Study Habits of College students' are to be investigated instead of 'I' 'The college student' may be used in the statements. The subject is likely to project himself / herself in 'The college student' and indicate his / her genuine response).

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1. TEACHER COMPETENCY

Competency implies ability and willingness to perform Teacher Competency implies ability and willingness to teach. There are three forms of Competency – Knowledge, Performance and Consequence. Knowledge Competency has two layers – knowledge of the academic content and knowledge of the teaching - learning process. The first refers to ‘what ‘ and the second refers to ‘how’. Both are equally important. Performance competency refers to translation of knowledge competency into action. It refers to those effective classroom teacher behaviours which facilitate student learning – Efficiency (doing things right). Consequence competency refers to the result of classroom performance. Are teachers consequential? Do students learn because of teaching? Are teachers effective (doing right things) ? In short Teacher Competency refers to ‘knowing and teaching right things right’.

The tool - TCRS (Teacher Competency Rating Scale) attempts to assess teachers in ‘instruction and evaluation’ and other personal and professional characteristics which facilitate teacher competency. Teacher competency is usually studied as the criterion variable and other factors such as Attitude and Aptitude, one studied as correlates.

TEACHER COMPETENCY RATING SCALE (TCRS)

[Source: I. Stanford Teacher Competency Appraisal Guide

II. Instructor Rating Scale of San Jose College

(Structured by : S.Sathiyagirirajan)]

To be rated on a Five point scale :

- A. To a great extent / Always ;
- B. To a substantial extent / Often
- C. To some extent / Sometimes
- D. To a marginal extent / Rarely
- E. To a negligible extent / Never.

Draw a circle over the letter (A, B, C, D or E) which indicates the most appropriate rating point for the person whose teacher competency you are rating. You are requested to make use of the rating sheet attached and not to make any mark on this scale.

I. Instruction

1. Objectives of the lesson (clearly defined).
2. Setting (Introduction of the lesson is interesting and relevant: clearly linked with the main part of the lesson).
3. Clarity of presentation (content clearly presented; effectively explained and illustrated).
4. Pacing of the lesson (the movement from one part of the lesson to the next is governed by students' achievement; the teacher stays with the class and paces his / her teaching accordingly).

5. Organization of the lesson (well organized; the individual parts of the lesson are related to one another).
6. Student participation and attention (the class is attentive; students participate actively in the lesson when appropriate).
7. Closing (the lesson is ended when its objectives are realized; the 'ending' is interesting and relevant; it is appropriately linked with the main part of the lesson).
8. Instructional Techniques (lecture, discovery, discussion, use of instructional aids – audio / visual and technology).
9. Skill in guiding learning process (students are given opportunity to think and learn independently critically and creatively).

II. Evaluation

10. Variety of evaluative procedures (effective and varied use of methods and techniques to assess the achievement of students).
11. Use of evaluation to improve teaching-learning (effectively uses feedback of the results of performance assessment to improve instruction).
12. Assignments (clear, reasonable, coordinated with class work).
13. Fairness in assessment (fair and impartial: assessment based on several evidences of achievement).
14. Attention to student product (gives close and personal attention to and recognition of student product: answer script, term paper, assignment and the like: offers constructive remarks for improvement).

III. Professional:

15. Knowledge of the subject matter (broad, accurate and up-to-date).
16. Speech and enunciation (speaks clearly and distinctly, has a good speaking voice).
17. Concern for professional standards and growth (shows interest and actively participates in activities meant for maintaining and enriching professional standards and growth).
18. Concern for institutional programmes; identifies himself/herself with the institution and gives his/her best towards realization of the institutional objectives and goals).

IV. Personal

19. Teacher – student rapport (the personal relationship between the teacher and the students is harmonious).
- 20..Rapport with fellow-teachers (relationship with fellow-teachers is harmonious: possesses effective human relations skills).
- 21.Ability to arouse interest (interest among students runs high).
- 22.Manners (manners pleasing: free from annoying mannerisms).
- 23.Willingness to help (friendly, cordial: willing to help students even if busy).
24. Recognition of own limitations (welcomes differences of opinion: intellectually honest).
25. Sense of Humour (good sport: sees the humorous side of any situation; enjoys/shares good jokes even when it is on himself/herself).

TEACHER COMPETENCY – RATING SHEET

1	A	B	C	D	E
2	A	B	C	D	E
3	A	B	C	D	E
4	A	B	C	D	E
5	A	B	C	D	E
6	A	B	C	D	E
7	A	B	C	D	E
8	A	B	C	D	E
9	A	B	C	D	E
10	A	B	C	D	E
11	A	B	C	D	E
12	A	B	C	D	E
13	A	B	C	D	E
14	A	B	C	D	E
15	A	B	C	D	E
16	A	B	C	D	E
17	A	B	C	D	E
18	A	B	C	D	E
19	A	B	C	D	E
20	A	B	C	D	E
21	A	B	C	D	E
22	A	B	C	D	E
23	A	B	C	D	E
24	A	B	C	D	E
25	A	B	C	D	E

TCRS

Item NO.	Item Reliability: Item/whole correlation (r)	Item Validity : High Group - Low Group discrimination (t)
1	0.67	8.72
2	0.74	10.45
3	0.75	11.72
4	0.72	10.08
5	0.74	10.05
6	0.73	8.70
7	0.82	7.62
8	0.67	10.13
9	0.66	7.74
10	0.71	8.78
11	0.77	9.74
12	0.75	9.40
13	0.76	7.40
14	0.77	9.45
15	0.78	10.30
16	0.82	7.86
17	0.65	11.05
18	0.73	9.20
19	0.74	7.25
20	0.75	10.45
21	0.74	9.72
22	0.75	9.36
23	0.77	8.76
24	0.73	7.25
25	0.78	8.15

All r ' s are high and all t' s are highly significant.

Tool Reliability

- (i) N = 100 ; Test – Retest mode of Administration : r = 0.83 (High)
 (ii) N = 100 ; Interrater reliability : r = 0.87 (High)

Tool Validity

High group			Low group			t'
N	Mean	S.D	N	Mean	S.D	6.91
50	74.32	25.73	50	43.45	18.41	

' t ' is significant at 0.001 level.

Scoring : 4,3,2,1,0 for A, B, C, D, E respectively.

Perfect Score : 25 X 4 = 100

Higher the score, higher the teacher competency.

2. PROFESSIONAL PERCEPTION

Perception, here, does not mean mere sensory perception but indicates personal meanings that govern behaviour and thus implies cognitive and affective reaction. Perception is acquired and is the outcome of social learning. One's success or failure depends upon one's perception of one's profession.

Is Teaching a Profession? Does Teaching possess the essential characteristics of a Profession? Does Teaching meet the criteria of a Profession? How do teachers respond or react to these questions? Unless teachers themselves perceive teaching as a profession teaching can never achieve the status of a profession. Professional perception of teachers is likely to facilitate effective professional performance of teachers. Teaching becomes a profession only when its functionaries (Teachers) perceive it as a profession and perform like professionals. This tool (TPPRS) attempts to study the extent to which the teachers perceive teaching as a profession. The statements imply the criteria of a profession.

Teaching Professional Perception Rating Scale (TPPRS)**(Source : Eric Hoyle / Ryan and Cooper)****(Structured by : S.Sathiyagirirajan)**

Read each of the following statements and draw a circle over the appropriate letter *(A , B,C,D or E) which reflects your reaction in the separate response sheet attached. Please do not make any mark on the scale. This is reusable.

*A. Exactly

B. Nearly

C. To some extent

D. Marginally

E. Not at all.

1. Teaching is a unique social service.
2. Teaching is an essential social service.
3. Teaching is consequential.
4. Teaching depends largely upon intellectual skills.
5. Teaching requires intensive pre-service training.
6. Teachers have a considerable degree of academic freedom.
7. Teachers have a considerable degree of accountability.
8. Teaching is more a service than a salaried job.
9. Teachers are members of service oriented and quality conscious professional organizations.
10. Teaching profession has a code of ethics.

TPPRS – RESPOMSE SHEET

1	A	B	C	D	E
2	A	B	C	D	E
3	A	B	C	D	E
4	A	B	C	D	E
5	A	B	C	D	E
6	A	B	C	D	E
7	A	B	C	D	E
8	A	B	C	D	E
9	A	B	C	D	E
10	A	B	C	D	E

TPPRS

Item NO.	Item Reliability: Item/whole correlation (r)	Item Validity : High Group - Low Group discrimination (t)
1	0.76	7.05
2	0.73	6.84
3	0.74	5.92
4	0.82	7.68
5	0.75	6.78
6	0.77	6.66
7	0.80	7.54
8	0.78	6.83
9	0.81	7.34
10	0.78	6.54

All r' s are high and all t' s are highly significant.

Tool Reliability

Test – Retest mode of administration : $r = 0.77$. (high)

Tool Validity

High group			Low group			t'
N	Mean	S.D	N	Mean	S.D	
50	28.75	10.66	50	17.35	8.70	5.85

t is significant at 0.001 level

Scoring : 4,3,2,1,0 for A,B,C,D,E respectively.

Perfect code : $10 \times 4 = 40$

Higher the score, more positive the professional perception.

12.

3. ATTITUDE TOWARDS TEACHING

Teacher Competency depends upon two major factors – Aptitude and Attitude. Both are equally important. They equally determine competency in teaching. Attitude refers to one's general tendency to behave in a particular way – a mind set – a mental set to behave in a set pattern. Opinion is the verbal expression of an attitude. Attitudes are implicit – covert modes of behaviour. Attitudes are manifest only through overt/external modes of behaviour. If a teacher's attitude towards teaching is positive and favourable he is likely to be a good teacher. If, on the other hand, his attitude towards teaching is negative and unfavourable he is not likely to be a good teacher even if he has aptitude for teaching. Teaching is not only 'cognitive' but 'affective' as well.

TEACHING ATTITUDE SCALE (TAS)**(Structured by : S.Sathiyagirirajan)**

Read each of the following statements and draw a circle over the appropriate letter* (A, B, C, D or E) which reflects your reaction in the separate response sheet attached. Please do not make any mark on the scale. This is reusable.

*A. To a great extent ;

B. To a substantial extent;

C. To some extent

D. To a marginal extent;

E. Not at all.

1. I love my subject (academic discipline).
2. I am proud of my subject (academic discipline).
3. I love my students.
4. I maintain healthy interpersonal relations with my superiors, peers and supporting staff.
5. I maintain conducive classroom climate.
6. I maintain conducive communication climate in the institution.
7. I love my institution.
8. I love my profession.

9. I am proud of my institution.
10. I am proud of my profession.
11. I keep myself up-to-date in my subject (academic discipline).
12. I prepare well for classroom teaching.
13. I try to improve my classroom presentation.
14. I cater to the individual differences among students.
15. I assess academic performance of each student sincerely and earnestly.
16. I help each student give his/her best academic performance.
17. I comply with the institutional rules and regulations.
18. I comply with our professional code of conduct.
19. I perform any task related to teaching to the best of my ability.
20. I motivate youngsters with aptitude to take to teaching.

TAS – RESPONSE SHEET

1	A	B	C	D	E
2	A	B	C	D	E
3	A	B	C	D	E
4	A	B	C	D	E
5	A	B	C	D	E
6	A	B	C	D	E
7	A	B	C	D	E
8	A	B	C	D	E
9	A	B	C	D	E
10	A	B	C	D	E
11	A	B	C	D	E
12	A	B	C	D	E
13	A	B	C	D	E
14	A	B	C	D	E
15	A	B	C	D	E
16	A	B	C	D	E
17	A	B	C	D	E
18	A	B	C	D	E
19	A	B	C	D	E
20	A	B	C	D	E

T A S

Item NO.	Item Reliability: Item/whole correlation (r)	Item Validity : High Group - Low Group discrimination (t)	Item No	Item Reliability: Item/whole correlation (r)	Item Validity : High Group - Low Group discrimination (t)
1	0.82	7.83	11	0.72	5.73
2	0.80	7.65	12	0.73	5.68
3	0.77	6.70	13	0.74	5.50
4	0.72	6.66	14	0.76	6.10
5	0.71	5.33	15	0.70	5.70
6	0.71	5.68	16	0.73	5.78
7	0.70	5.54	17	0.75	5.62
8	0.70	6.80	18	0.72	5.50
9	0.77	6.54	19	0.76	6.37
10	0.78	6.35	20	0.75	6.25

All r' s are high all t' s are highly significant.

Tool Reliability

Test - Rest mode of administration: $r = 0.77$ (high) (N =100 ;)

Tool Validity

High group			Low group			t'
N	Mean	S.D	N	Mean	S.D.	
50	57.26	22.80	50	36.70	14.33	5.40

t is significant at 0.001 level.

Scoring : 4 , 3, 2, 1, 0 for A, B, C, D, E respectively.

Perfect Score : $20 \times 4 = 80$.

Higher the score, more positive the teaching attitude.

4. TEACHERS AS PERCEIVED BY OTHERS

How are teachers perceived by other members of society? Is the perception positive and favourable or neutral or negative and unfavourable? Do teachers make an attempt to study how they are perceived by others? Do they make an attempt to improve their performance based on such a feed back?.

The ‘Teacher; was once considered to be a ‘friend’ philosopher and guide’ to all the other members of society. Are teachers of the day conscious and sensitive to their roles – several roles expected of them by society? How do ‘others’ perceive teacher role performance?

“ Teachers are not what they think they are;

Teachers are not what others think they are;

Teachers are what they think others think they are.”

The gap between “others’ perception” and “ self perception of theirs perception” must be closed. Teachers should not assume others’ perception based on hearsay but investigate and find it out. That will help teachers in improving their role performance. The tool (TIOPS) is meant exactly to serve this purpose.

TEACHERS IN OTHERS' PERCEPTION SCALE (TIOPS)**(SOURCE : ERIC HOYLE)****(Structured by : S.Sathiyagirirajan)**

Read each of the following statements and draw a circle over the appropriate letter* (A, B, C, D or E) which reflects your reaction in the separate response sheet attached. Please do not make any mark on the scale. This is reusable.

* A. To a great extent / Always / Exactly;

B. To a substantial extent / Often / Nearly.

C. To some extent / sometimes / Somewhat;

D. To a marginal extent / Rarely / Uncertain

E. To a negligible extent / Never / Not at all.

1. Teachers academically challenge the superior students.
2. Teachers academically stimulate the mediocre students,
3. Teachers academically interest the backward (academically) students.
4. Teachers create academically conducive classroom climate.
5. Teachers love the subjects (academic disciplines) they teach.
6. Teachers facilitate students love their subjects (academic disciplines).
7. Teachers cater to the individual differences of students.
8. Teachers are effective in classroom presentation of academic content.
9. Teachers are up-to-date in their subjects (academic disciplines) they teach.

10. Teachers are instrumental to the academic growth and development of students.
11. Teachers inspire students for playing their role as good citizens.
12. Teachers practise what they preach,
13. Teachers instil human values in students.
14. Teachers are sincere in their work.
15. Teachers are good citizens.
16. Teachers cherish and practise basic human values.
17. Teachers have positive attitude.
18. Teachers possess sound character.
19. Teachers have nice temperament.
20. Teachers have a high degree of adjustment.
21. Teachers are sensitive to social issues.
22. Teachers create social awareness in students.
23. Teachers are democratic in their approach to social issues.
24. Teachers help the members of the society identify and analyze problems objectively.
25. Teachers help the members of the society solve their problems.
26. Teachers help the members of the society take right decisions.

27. Teachers help the members of the society identify good leaders.
28. Teachers provide leadership in the fields of their competence.
29. Teachers identify and orient potential student leaders.
30. Teacher intervention is sought after by society in the resolution of social issues.
31. Teachers help students evolve a sound theory of life.
32. Teachers provide academic counselling to students.
33. Teachers provide vocational counselling to students.
34. Teachers provide personal counselling to students.
35. Teachers maintain healthy interpersonal relations with students.
36. Teachers are warm, cordial and friendly to students.
37. Teachers are accessible, approachable and readily available for student counselling.
38. Teachers identify problem students and offer counselling to them.
39. Teachers make students feel at home in counselling sessions.
40. Teacher counselling is non-moralizing, non-sermonizing, non-advising but concrete, precise and developmental.

TIOPS – RESPONSE SHEET

1	A	B	C	D	E	21	A	B	C	D	E
2	A	B	C	D	E	22	A	B	C	D	E
3	A	B	C	D	E	23	A	B	C	D	E
4	A	B	C	D	E	24	A	B	C	D	E
5	A	B	C	D	E	25	A	B	C	D	E
6	A	B	C	D	E	26	A	B	C	D	E
7	A	B	C	D	E	27	A	B	C	D	E
8	A	B	C	D	E	28	A	B	C	D	E
9	A	B	C	D	E	29	A	B	C	D	E
10	A	B	C	D	E	30	A	B	C	D	E
11	A	B	C	D	E	31	A	B	C	D	E
12	A	B	C	D	E	32	A	B	C	D	E
13	A	B	C	D	E	33	A	B	C	D	E
14	A	B	C	D	E	34	A	B	C	D	E
15	A	B	C	D	E	35	A	B	C	D	E
16	A	B	C	D	E	36	A	B	C	D	E
17	A	B	C	D	E	37	A	B	C	D	E
18	A	B	C	D	E	38	A	B	C	D	E
19	A	B	C	D	E	39	A	B	C	D	E
20	A	B	C	D	E	40	A	B	C	D	E

TIOPS

Item NO.	Item Reliability: Item/whole correlation (r)	Item Validity : High Group - Low Group discrimination (t)	Item No	Item Reliability: Item/whole correlation (r)	Item Validity : High Group - Low Group discrimination (t)
1	0.82	6.25	21	0.72	5.31
2	0.78	5.51	22	0.75	5.71
3	0.77	5.84	23	0.72	5.13
4	0.79	5.75	24	0.74	5.23
5	0.76	5.63	25	0.75	5.93
6	0.81	6.55	26	0.75	5.67
7	0.78	5.62	27	0.75	5.55
8	0.83	6.71	28	0.73	5.86
9	0.75	5.57	29	0.77	5.74
10	0.76	5.88	30	0.76	5.61
11	0.75	5.76	31	0.73	5.1
12	0.73	5.14	32	0.72	5.18
13	0.77	5.85	33	0.71	5.27
14	0.72	5.25	34	0.72	5.26
15	0.73	5.28	35	0.74	5.45
16	0.78	5.74	36	0.73	5.34
17	0.75	5.63	37	0.7	5.12
18	0.74	5.36	38	0.74	5.23
19	0.74	5.47	39	0.76	5.31
20	0.76	5.52	40	0.75	5.56

All r' s are high and all t' s highly significant

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TIOPS

Tool Reliability

Test – Retest mode of administration: $r = 0.82$. (high) (N = 100)

Tool Validity

High group			Low group			t'
N	Mean	S.D	N	Mean	S.D.	
50	128.15	47.60	50	87.80	33.70	4.89

t is significant at 0.001 level.

SAMPLE : Volunteer sample of 500 parents (of Students) from different strata of society – in Southern Districts of Tamilnadu.

Scoring: 4, 3, 2, 1, 0 for A, B, C, D, E respectively.

Components:

- I. Teacher as a mentor of academic career (statements 1 to 10)
- II. Teacher as a role model (statements 11 to 20)
- III. Teacher as a social leader (statements 21 to 30)
- IV. Teacher as a student counsellor (statements 31 to 40)

Perfect Score for each component (10 X 4) = 40 , Aggregate perfect score (40X 4) = 160

Higher the score, more positive and favourable the perception.

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5. PROFESSIONAL ETHICS

The acid test for a profession is that it must have a code of ethics. Teachers must be conscious of this code of ethics, sensitive to it and abide by it meticulously. Then only teaching gains the status of a profession and the social image of these professionals (teachers) gains a deserving 'boost' . Code of ethics for the profession of teaching furnishes teachers with a set of professional rules and regulations. In other words, code of ethics for teaching provides teachers with behavioural guidelines and a sense of direction. Further it also gives teachers a set of values to be cherished and practiced.

The tool – TERS (Teacher Ethics Rating Scale) attempts to study the extent to which teachers of the day abide by their professional code of ethics. The degree of compliance with the ethical code determines their professional status in society. Some teachers are held in high esteem in society whereas others are not. The former abide by their professional ethics whereas the latter do not. Teacher ethics may be studied either as a criterion variable with appropriate correlates or as an appropriate correlate to a criterion depending upon the objectives of the investigation.

PROFESSIONAL ETHICS RATING SCALE (PERS)**(Source : Material of NEA OF USA)****(Structured by: S.Sathiyagirirajan)**

This is a self rating scale consisting of 40 questions. You are requested to go through each question and draw a circle over the letter* (A, B, C, D, or E) which indicates your behaviour level in the separate response sheet attached. Please do not make any mark on this scale. This is reusable.

*A. Always /To a great extent / Exactly;

B. Often / To a substantial extent / Nearly;

C. Sometimes / To some extent / Some what;

D. Rarely / To a marginal extent / Uncertain

E. Never / To a negligible extent / Not at all.

1. Are you just and impartial with students regardless of their physical, mental or emotional characteristics?
2. Do you judge students on the basis of their political, economic, social, community or religious background?
3. Do you recognize differences among students and seek to meet their individual needs?
4. Do you encourage students to formulate and work for high individual

goals?

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5. Do you promote self directed activities of students in the development of their physical, intellectual, creative and spiritual endowments?
6. Do you help students develop an understanding and appreciation of the opportunities and benefits of our democracy?
7. Do you strikingly draw the attention of students to their obligations to our democracy?
8. Do you encroach upon the privacy of students and disrespect their right to have confidential information?
9. Do you keep private information of students confidential except when its release to authorized bodies is required in the interest of the cause of Education?
10. Do you accept remuneration for tutoring (in violation of approved policies)?
11. Do you adhere to any reasonable pattern of behaviour approved by society for the profession?
12. Do you perform the duties of citizenship and effectively participate in social activities?
13. Do you recognize and perform your obligations to students, profession, institution, family and yourself?

14. Do you discuss controversial issues from an objective point of view?

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15. Do you impose (either directly or indirectly) your private political ideologies on students?

16. Do you encourage participation of the public in shaping the institutional goals?

17. Do you keep the public informed of the educational programmes of the institution?

18. Do you respect the society in which you are employed?

19. Are you loyal to the institutional system, society, state and the Nation?

20. Do you try to strengthen the moral, the spiritual and the intellectual life of the society?

21. Do you conduct professional activity through proper channels?

22. Do you discuss confidential and official information with unauthorized persons?

23. Do you apply for employment on the basis of competency only?

24. Do you accept a position which vacancy has been created through unprofessional activity?

25. Do you adhere to the conditions of the contract?

26. Do you give and expect due notice before change of position is made?

27. Are you fair in all reports given concerning the work of other teachers?

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28. Do you engage in gainful employment outside your contract?

29. Do you co-operate in the development of institutional policies and assume the professional obligation thereby incurred?

30. Do you perform any task that is likely to affect your professional status adversely?

31. Do you treat your fellow teachers the way you wish to be treated?

32. Do you stand by other teachers who have acted on your behalf and at your request?

33. Do you speak constructively of other teachers?

34. Do you furnish honest reports on the work of your fellow teachers to responsible persons, in matters involving the welfare of students, the institutional development and their professional growth?

35. Do you maintain active membership in professional organizations?

36. Do you offer constructive suggestions for effective functioning of professional organizations?

37. Are you honest and courageous in pointing out any unprofessional activities of fellow teachers?

38. Do you seek to make professional growth continuous by study, research and such other related activities?

39. Are you useful to fellow teachers in their professional growth and development?

40. Do you make teaching profession so attractive in ideals and

practices that sincere and talented youth will want to take to it?

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PERS – RESPONSE SHEET

1	A	B	C	D	E	21	A	B	C	D	E
2	A	B	C	D	E	22	A	B	C	D	E
3	A	B	C	D	E	23	A	B	C	D	E
4	A	B	C	D	E	24	A	B	C	D	E
5	A	B	C	D	E	25	A	B	C	D	E
6	A	B	C	D	E	26	A	B	C	D	E
7	A	B	C	D	E	27	A	B	C	D	E
8	A	B	C	D	E	28	A	B	C	D	E
9	A	B	C	D	E	29	A	B	C	D	E
10	A	B	C	D	E	30	A	B	C	D	E
11	A	B	C	D	E	31	A	B	C	D	E
12	A	B	C	D	E	32	A	B	C	D	E
13	A	B	C	D	E	33	A	B	C	D	E
14	A	B	C	D	E	34	A	B	C	D	E
15	A	B	C	D	E	35	A	B	C	D	E
16	A	B	C	D	E	36	A	B	C	D	E
17	A	B	C	D	E	37	A	B	C	D	E
18	A	B	C	D	E	38	A	B	C	D	E

19	A	B	C	D	E	39	A	B	C	D	E
20	A	B	C	D	E	40	A	B	C	D	E

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PERS

Item NO.	Item Reliability: Item/whole correlation (r)	Item Validity : High Group - Low Group discrimination (t)	Item No	Item Reliability: Item/whole correlation (r)	Item Validity : High Group - Low Group discrimination (t)
1	0.83	11.39	21	0.75	11.35
2	0.81	10.90	22	0.78	10.75
3	0.76	9.76	23	0.77	10.87
4	0.84	11.45	24	0.85	11.93
5	0.65	10.10	25	0.86	12.15
6	0.82	12.15	26	0.82	10.1
7	0.85	11.75	27	0.78	13.08
8	0.84	12.45	28	0.88	12.75
9	0.85	11.75	29	0.87	11.25
10	0.86	13.25	30	0.84	10.15
11	0.87	12.75	31	0.78	10.77
12	0.87	12.50	32	0.85	12.35
13	0.82	12.30	33	0.86	12.5
14	0.76	10.75	34	0.85	11.27
15	0.88	12.10	35	0.86	10.25
16	0.88	11.85	36	0.85	13.35
17	0.77	10.10	37	0.76	10.78
18	0.81	11.50	38	0.84	12.45

19	0.80	13.50	39	0.87	13.78
20	0.75	12.88	40	0.81	12.1

All r' s are high and all t' s highly significant.

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TOOL RELIABILTY

Test – Retest mode of administration: r=0.83 (high) (N = 100)

Tool Validity

High group			Low group			t'
N	Mean	S.D	N	Mean	S.D.	
50	132.83	45.10	50	92.50	33.45	5.08

t is significant at 0.001 level

Scoring: 4, 3, 2, 1, 0 for A, B, C, D, E respectively.

Items 2, 8, 10,15,22,24,28,30 (Negative ones) are to be scored in the reverse order.

Perfect Score : 40 X 4 = 160

Higher the score, more ethical is teacher behaviour.

6. TEACHR MORALE

Morale refers to zeal, zest and enthusiasm with which one plays one's role in one's organization. It also refers to the willingness of a group or an individual towards achieving organizational objectives. It also refers to healthy interpersonal adjustment, involvement in one's job, a pre-disposition to give one's best and a positive attitude. This is only a general definition. The tool that attempts to study teacher morale identifies behavioural manifestation of the variable which is, thus, operationally defined through the statements of the tool.

Teacher morale is an acid test for institutional climate. Teacher morale facilitates institutional climate which, in turn, facilitates realization of institutional objectives. Administrative Behaviour, Communication Behaviour, Leadership Behaviour, positive personality

factors, sound mental health of teachers are likely to boost teacher morale. Burnout, stress, frustration, conflict, alienation and anxiety are likely to affect teacher morale.

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TEACHER MORALE RATING SCALE (TMRS)

(Source : Gross)

(Structured by : S.Sathiyagirirajan)

Please read each of the following statements (items) and draw a circle over the letter*(A, B, C, D, or E) which reflects your reaction in the separate response sheet attached. Please do not make any mark on these sheets of paper with statements printed on. These are reusable.

This is a self-appraisal/diagnosis scale. Please be frank and honest in your responses: you are requested to record your 'actual' response (and not the 'ideal' – the supposed to be 'right' response).

*A. Exactly / Always / To a great extent.

B. Nearly / Often / To a substantial extent.

C. Somewhat / Sometimes / To a certain extent.

D. Uncertain / Rarely / To a marginal extent.

E. Not at all / Never / To a negligible extent.

1. I am proud of my institution.

2. I am proud of the Head of my institution.

3. I am proud of my superiors.
4. I am proud of my colleagues.
5. I am proud of my students.
6. I enjoy my work in the institution.

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7. I enjoy doing any other work supplementary to mine in the institution.
8. I enjoy my participation in any seminar / workshop or any other such group activity.
9. I enjoy my participation in community – institution association.
10. I enjoy any work assigned to me in the cause of my institution.
11. I am loyal to my employers.
12. I am loyal to the Head of my institution.
13. I am sincere and true to my superiors.
14. I am sincere and true to my colleagues.
15. I am sincere and true to my students.
16. I extend co-operation to the Head of my institution.
17. I extend co-operation to my superiors.
18. I extend co-operation to my colleagues.
19. I extend co-operation to the staff of Departments / sections other than mine in my institution when situation demands.
20. I extend co-operation to the staff assigned to any work related to the cause of the staff of the institution.
21. I comply with the rules and regulations of my institution.

22. I respect the judgment of authorities,

23. I work for the realization of the objectives of my institution.

24. I work as a liaison officer between my institution and society.

25. I work towards building the image of my institution.

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TEACHER MORALE RATING SCALE – RESPONSE SHEET

1	A	B	C	D	E
2	A	B	C	D	E
3	A	B	C	D	E
4	A	B	C	D	E
5	A	B	C	D	E
6	A	B	C	D	E
7	A	B	C	D	E
8	A	B	C	D	E
9	A	B	C	D	E
10	A	B	C	D	E
11	A	B	C	D	E
12	A	B	C	D	E
13	A	B	C	D	E
14	A	B	C	D	E
15	A	B	C	D	E
16	A	B	C	D	E
17	A	B	C	D	E
18	A	B	C	D	E
19	A	B	C	D	E
20	A	B	C	D	E

21	A	B	C	D	E
22	A	B	C	D	E
23	A	B	C	D	E
24	A	B	C	D	E
25	A	B	C	D	E

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TMRS

Item NO.	Item Reliability: Item/whole correlation (r)	Item Validity : High Group - Low Group discrimination (t)
1	0.67	6.66
2	0.69	5.37
3	0.62	6.48
4	0.68	6.17
5	0.62	6.55
6	0.66	6.33
7	0.77	6.15
8	0.64	6.46
9	0.65	6.10
10	0.74	5.44
11	0.65	5.22
12	0.74	6.48
13	0.78	5.69
14	0.63	5.72
15	0.75	5.95
16	0.72	5.23
17	0.76	5.84
18	0.73	5.33
19	0.71	5.61
20	0.75	5.56
21	0.70	5.47
22	0.64	5.50

23	0.62	6.22
24	0.76	5.81
25	0.65	6.34

All r' s are high and all t' s are highly significant.

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TOOL RELIABILITY

Test - Retest mode of administration: Correlation Coefficient: $r = 0.72$. (N = 100)
(High).

Tool Validity

Discrimination between two extreme groups known to be 'High' and 'Low'

High group			Low group			t'
N	Mean	S.D	N	Mean	S.D	4.63
50	84.35	28.77	50	60.45	22.40	

t is significant at 0.001 level

Scoring: 4, 3, 2,1,0 for circled A, B, C, D, E respectively.

Perfect Score: $25 \times 4 = 100$.

Higher the score, higher the teacher morale.

7. JOB SATISFACTION

Job satisfaction facilitates better job performance and job enrichment. Job satisfaction is fairly a transferred epithet. Satisfaction does not lie in the job but in the person. Right in the same job, in the same institution working with the same colleagues and superiors some are jobsatisfied while others are not. It depends upon one's perception of the job – content variable (nature of the job) and context variable (job situations). If the job meets one's hierarchical needs (Malsow) – basic, security (physical and psychological), self esteem and self fulfilment the individual will be naturally jobsatisfied.

Job satisfaction is the most popular factor both in theory and in research. It may be studied either as a criterion or as a correlate / predictor depending upon the objectives of the investigator. Sources of job satisfaction, sources of job dissatisfaction and facilitators and debilitators of job satisfaction have been identified through numerous research studies. If the individual feels he is meant for the job and the job is meant for him he is jobsatisfied.

JOB SATISFACTION RATING SCALE (JSRS)

(Source : Herzberg)

(structured by : S.Sathiyagirirajan)

Please read each of the following statements (items) and draw a circle over the letter* (A, B, C, D, or E) which reflects your reaction in the separate response sheet attached. Please do not make any mark on these sheets of paper with statements printed on. These are reusable.

This is a self-appraisal/diagnosis scale. Please be frank and honest in your responses; you are requested to record your 'actual' response (and not the 'ideal' – the supposed to be 'right' response).

- *A. Exactly / Always / To a great extent
- B. Nearly / Often / To a substantial extent
- C. Somewhat / Sometimes / To a certain extent
- D. Uncertain / Rarely / To a marginal extent
- E. Not at all / Never / To a negligible extent

1. Are you able to meet your basic needs with your salary?
2. Does your job give you an economic status and financial security?

3. Does your job give you a sense of socio-psychological security?
4. Does your job give you a social status and an image?
5. Is there scope for aesthetic appeal in your job?
6. Is there scope for intellectual challenge in your job?
7. Is there scope for self-fulfilment in your job?

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8. Is there scope for professional growth and development in your job?
9. Are your interpersonal relations with your superiors healthy?
10. Are your interpersonal relations with your colleagues healthy?
11. Are your interpersonal relations with your students healthy?
12. Are your interpersonal relations with people who contact your institution healthy?
13. Is job supervision constructive and democratic?
14. Does job supervision facilitate better job performance?
15. Are your institutional policies well formulated and clear?
16. Do your institutional policies take into account the welfare of employees?
17. Are your supervisors democratic in their style of functioning?
18. Do your supervisors motivate you towards best job performance?
19. Does your job facilitate happiness in your personal life?
20. Is job security assured to all sincere and good job performers in your institution?
21. Is good work recognized in your institution?
22. Do you have job autonomy?
23. Are you able to reach your job goals in a reasonable time frame?
24. Are working conditions in your institution conducive to effective functioning of the institution?
25. Are you recognized as a professional expert?

JOB SATISFACTION RATING SCALE – RESPONSE SHEET

1	A	B	C	D	E
2	A	B	C	D	E
3	A	B	C	D	E
4	A	B	C	D	E
5	A	B	C	D	E
6	A	B	C	D	E
7	A	B	C	D	E
8	A	B	C	D	E
9	A	B	C	D	E
10	A	B	C	D	E
11	A	B	C	D	E
12	A	B	C	D	E
13	A	B	C	D	E
14	A	B	C	D	E
15	A	B	C	D	E
16	A	B	C	D	E
17	A	B	C	D	E
18	A	B	C	D	E
19	A	B	C	D	E

20	A	B	C	D	E
21	A	B	C	D	E
22	A	B	C	D	E
23	A	B	C	D	E
24	A	B	C	D	E
25	A	B	C	D	E

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JSRS

Item NO.	Item Reliability: Item/whole correlation (r)	Item Validity : High Group - Low Group discrimination (t)
1	0.73	6.36
2	0.68	5.88
3	0.69	5.95
4	0.64	6.74
5	0.67	6.39
6	0.70	6.24
7	0.72	6.38
8	0.74	5.66
9	0.75	5.83
10	0.72	6.30
11	0.70	6.32
12	0.68	5.84
13	0.66	5.93
14	0.64	5.45
15	0.62	5.71
16	0.76	6.65
17	0.68	6.26
18	0.69	6.35
19	0.70	6.35
20	0.73	6.44

21	0.72	6.13
22	0.74	5.82
23	0.66	5.66
24	0.65	5.41
25	0.78	5.25

All r' s high and at t' s are highly significant.

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TOOL RELIABILITY

Test – Retest mode of administration: Correlation Coefficient: $r = 0.78$ (high)
(N=100)

TOOL VALIDITY

Discrimination between two extreme groups known to be ‘High’ and ‘Low’

High group			Low group			t'
N	Mean	S.D	N	Mean	S.D	5.95
50	70.85	27.30	50	44.30	15.75	

t is significant at 0.001 level.

Scoring : 4 , 3, 2, 1, 0 for circled A, B, C, D, E respectively.
--

Perfect Score : $25 \times 4 = 100$.

Higher the score, higher job satisfaction.

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8. INSTITUTIONAL CLIMATE

Institutional climate indicates the 'feel' the 'personality', the atmosphere, the environment, the tone, the interpersonal relations, the general flow of communication and the feeling 'within'. A conducive institutional climate will help the institution achieve its objectives. Factors which facilitate a conducive climate are effective management with a judicious blend of task-orientation and person-orientation, resourceful leadership and a free flow of communication.

Institutional climate facilitates realization of institutional objectives. Hence the Head of the institution should leave no stone unturned to maintain a conducive institutional climate. Leadership Behaviour, Administrative Behaviour, Communication Behaviour of the Head of the institution will be instrumental to conducive institutional climate. Job dissatisfaction, stress, frustration, conflict, burnout, anxiety, alienation, negative personality factors, mental ill-health, low

morale of teachers will affect institutional climate. Modern management techniques focus on facilitating a conducive institutional climate.

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INSTITUTIONAL CLIMATE RATING SCALE (ICRS)

(Source: Gorton)

(Structured by : S.Sathiyagirirajan)

Please read each of the following statements (items) and draw a circle over the letter* (A, B, C, D, or E) which reflects your reaction in the separate response sheet attached. Please do not make any mark on these sheets of paper with statements printed on. These are reusable.

This is a self-appraisal/diagnosis scale. Please be frank and honest in your responses, you are requested to record your 'actual' response (and not the 'ideal' – the supposed to be 'right' response).

*A. Exactly / Always / To a great extent

B. Nearly / Often / To a substantial extent

C. Somewhat / Sometimes / To a certain extent

D. Uncertain / Rarely / To a marginal extent

E. Not at all / Never / To a negligible extent

1. The Head of my institution is democratic in his / her style of functioning.
2. My superiors / seniors are democratic in their style of functioning.

3. The Head of my institution strikes a balance between task – orientation and compassion.
4. My superiors/seniors strike a balance between task-orientation and person-orientation.
5. I am proud of the traditions and conventions of my institution.
6. I am proud of the tone of my institution.

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7. Communication climate in my institution is conducive to its effective functioning.
8. Emotional climate in my institution is conducive to good human relations.
9. Departmental climate is conducive to effective performance.
10. My colleagues have meaningful and purposeful interaction with one another.
11. My students interact with one another meaningfully and purposefully.
12. Interpersonal relations between the Head of my institution and teachers are healthy.
13. Interpersonal relations among my superiors / seniors are healthy.
14. Interpersonal relations among my colleagues are healthy.
15. Interpersonal relations among my students are healthy.
16. My superiors / seniors are sincere and efficient.
17. My colleagues are sincere and efficient.
18. My students are sincere and diligent.
19. My superiors / seniors display a sense of commitment.
20. My colleagues display a sense of commitment.
21. My students display a sense of commitment.

22. The staff are motivated to give their best.
23. The staff are open minded and receptive to new ventures.
24. The staff are progressive in their outlook and innovative in their approach.
25. Redressal of the staff grievances is prompt.

INSTITUTIONAL CLIMATE RATING SCALE –

1	A	B	C	D	E
2	A	B	C	D	E
3	A	B	C	D	E
4	A	B	C	D	E
5	A	B	C	D	E
6	A	B	C	D	E
7	A	B	C	D	E
8	A	B	C	D	E
9	A	B	C	D	E
10	A	B	C	D	E
11	A	B	C	D	E
12	A	B	C	D	E
13	A	B	C	D	E
14	A	B	C	D	E
15	A	B	C	D	E
16	A	B	C	D	E
17	A	B	C	D	E
18	A	B	C	D	E

19	A	B	C	D	E
20	A	B	C	D	E
21	A	B	C	D	E
22	A	B	C	D	E
23	A	B	C	D	E
24	A	B	C	D	E
25	A	B	C	D	E

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TCRS

Item NO.	Item Reliability: Item/whole correlation (r)	Item Validity : High Group - Low Group discrimination (t)
1	0.72	6.28
2	0.79	6.76
3	0.78	6.62
4	0.72	6.23
5	0.73	6.31
6	0.79	6.46
7	0.76	6.65
8	0.73	6.31
9	0.78	6.48
10	0.75	6.75
11	0.74	6.27
12	0.61	6.94
13	0.77	6.55
14	0.72	6.25
15	0.75	6.46
16	0.76	6.45
17	0.73	6.34
18	0.75	6.44
19	0.80	6.83
20	0.74	6.37

21	0.81	7.12
22	0.72	6.22
23	0.83	7.11
24	0.80	7.18
25	0.72	6.83

All r' s are high and all t' s are highly significant.

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Tool Reliability

Test – Retest mode of administration: Correlation Coefficient : $r = 0.83$ (high)
(N =100)

Tool Validity

Discrimination between two extreme groups known to be 'High' and ' Low'

High group			Low group			t'
N	Mean	S.D	N	Mean	S.D.	4.53
50	77.52	24.54	50	57.75	18.77	

t is significant at 0.001 level.

Scoring : 4, 3, 2, 1, 0 for circled A, B, C, D, E respectively.

Perfect Score : $25 \times 4 = 100$.

Higher the score, more conducive the institutional climate.

9. LEADERSHIP BEHAVIOUR

Leadership behaviour of an individual refers to those modes of behaviour that will be instrumental to lead his team in the right direction to realize the institutional objectives. It also refers to his ability to motivate the members of his team give their best for the institution – his ability to match individual goals with the institution's --- his ability to balance task-orientation and person orientation.

Leadership behaviour of the administrator facilitates effective administrative behaviour and communication behaviour and thus improves the institutional climate and staff morale. Leadership does not mean 'bossing', 'policing' or 'controlling'. It does mean the ability of the individual to make his group work in a conducive atmosphere, give its best and thereby realize the institutional objectives. Are leaders born or made? They are born to be made. Persons with aptitude for and interest in leadership are to be identified and oriented

for the role. 'That leader is the best who leads the least (That government is the best which governs the least). This does not mean the best leader does not lead at all. This does mean that his leadership style is implicit and not explicit. The best leader will lead his / her team informally, casually and effortlessly.

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LEADERSHIP BEHAVIOUR RATING SCALE (LBRS)

(Source : Gorton)

(Structured by : S.Sathiyagirirajan)

Please read each of the following statements (items) and draw a circle over the letter* (A, B, C, D, or E) which reflects your reaction in the separate response sheet attached. Please do not make any mark on these sheets of paper with statements printed on. These are reusable.

This is a self-appraisal/diagnosis scale. Please be frank and honest in your responses; you are requested to record your 'actual' response (and not the 'ideal' – the supposed to be 'right' response).

- *A. Exactly / Always / To a great extent
- B. Nearly / Often / To a substantial extent
- C. Somewhat / Sometimes / To a certain extent
- D. Uncertain / Rarely / To a marginal extent
- E. Not at all / Never / To a negligible extent

1. I am capable of making the staff give their best to the institution.
2. I take right initiative when situation demands.

3. I plan, organize and implement action programmes.
4. I maintain healthy interpersonal relations with the staff.
5. I am effective in communication (oral and written)
6. I offer personal guidance and counselling to the staff.
7. I offer professional guidance and counselling to the staff.
8. I respect the staff.
9. I listen to the staff.

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10. I am warm, friendly, cordial and accessible to the staff.
11. I am democratic in my style of functioning.
12. I support good and sincere staff.
13. I attack problems, not persons.
14. I match individual goals with institutional goals.
15. I am resourceful in solving problems.
16. I am earnest in redressal of staff grievances.
17. I recognize good work.
18. I work with the staff for the realization of organizational objectives.
19. I make institutional climate conducive to effective functioning.
20. I am creative, innovative and progressive.
21. I am receptive and open - minded.
22. I motivate the staff to give their best.
23. I am positive in thought and action.
24. I am resourceful in assessing people and situations.
25. I help the staff take right decisions

Staff – administrative and academic.

**LEADERSHIP BEHAVIOUR RATING SCALE –
RESPONSE SHEET**

1	A	B	C	D	E
2	A	B	C	D	E
3	A	B	C	D	E
4	A	B	C	D	E
5	A	B	C	D	E
6	A	B	C	D	E
7	A	B	C	D	E
8	A	B	C	D	E
9	A	B	C	D	E
10	A	B	C	D	E
11	A	B	C	D	E
12	A	B	C	D	E
13	A	B	C	D	E
14	A	B	C	D	E
15	A	B	C	D	E
16	A	B	C	D	E
17	A	B	C	D	E
18	A	B	C	D	E

19	A	B	C	D	E
20	A	B	C	D	E
21	A	B	C	D	E
22	A	B	C	D	E
23	A	B	C	D	E
24	A	B	C	D	E
25	A	B	C	D	E

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LBRS

Item NO.	Item Reliability: Item/whole correlation (r)	Item Validity : High Group - Low Group discrimination (t)
1	0.72	5.84
2	0.70	6.34
3	0.71	6.16
4	0.71	6.55
5	0.74	6.41
6	0.67	5.84
7	0.68	6.34
8	0.63	6.16
9	0.67	6.55
10	0.77	6.79
11	0.72	5.74
12	0.71	5.95
13	0.76	5.77
14	0.73	6.12
15	0.74	6.28
16	0.75	6.47
17	0.76	6.05
18	0.74	6.51
19	0.78	6.42
20	0.69	6.06

21	0.68	6.33
22	0.75	6.47
23	0.75	6.05
24	0.73	6.51
25	0.75	6.42

All r ' s are high and all t' s are highly significant.

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LBRS

Tool Reliability

Test – Retest mode of administration: Correlation Coefficient: $r = 0.85$ (high)
(N=100)

Tool Validity

Discrimination between two extreme groups known to be 'High' and 'Low'

High group			Low group			t'
N	Mean	S.D	N	Mean	S.D.	8.79
50	79.80	27.50	50	40.50	15.58	

t is significant at 0.001 level

Scoring: 4, 3, 2, 1, 0 for circled A, B, C, D, E respectively.

Perfect Scores : $25 \times 4 = 100$

Higher the score, more effective the Leadership Behaviour

Sample: The tool was tried out on a volunteer sample of 200 Heads of Institutions (Head Masters / Head Mistresses of Higher Secondary Schools And Principals of colleges) in Southern Districts of Tamil Nadu.

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10. ADMINISTRATIVE BEHAVIOUR

Administrative Behaviour refers to those modes of behaviour required for effective administration. Any tool that makes an attempt to study administrative behaviour identifies behavioural manifestations of effective administration. In other words, the statements (of the tool) that study administrative behaviour operationally define administrative behaviour.

In research studies (especially in surveys), Administrative Behaviour may be studied either as a criterion variable or as a correlate variable depending upon the objective of the investigation. Communication Behaviour, Leadership Behaviour, positive personality factors and sound mental health may be hypothetically considered to be facilitators of Administrative Behaviour, Stress, frustration, conflict, alienation, and anxiety may be hypothetically considered to be debilitators of Administrative Behaviour. The degree of relationship between each correlate and the criterion is also studied for the purpose

of comparison. Correlates may also be ranked in order of their relationship with the criterion.

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ADMINISTRATIVE BEHAVIOUR RATING SCALE(ABRS)

(Source : Gorton)

(Structured by: S.Sathiyagirirajan)

Please read each of the following statements(items) and draw a circle over the letter * (A, B, C, D ,or E) which reflects your reaction in the separate response sheet attached. Please do not make any mark on these sheets of paper with statements printed on. These are reusable.

This is a self-appraisal/diagnosis scale. Please be frank and honest in your responses; you are requested to record your 'actual' response (and not the 'ideal' – the supposed to be 'right' response).

- *A. Exactly / Always / To a great extent
- B. Nearly / Often / To a substantial extent
- C. Some what / Sometimes / To a certain extent
- D. Uncertain / Rarely / To a marginal extent
- E. Not at all / To a negligible extent

1. Are you objective about yourself?
2. Are you objective about others?
3. Do you possess ideas and convictions about improvement needed in your institution?

4. Do you possess ideas and convictions about the directions that your institution should take in the future?
5. Are you a problem identifier?
6. Are you a problem solver?
7. Are you a hard worker?

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8. Are you strong on perseverance?
9. Do you possess considerable initiative?
10. Do you like responsibility?
11. Are you interested in continuous self improvement?
12. Are you interested in continuous professional enrichment?
13. Do you possess a good capacity to learn?
14. Do you possess a good capacity to 'catch on'?
15. Do you have ability to plan?
16. Do you have ability to organize?
17. Are you interested in 'detail work'?
18. Are you interested in paper work?
19. Are you well organized?
20. Are you a good decision maker?
21. Are you able to communicate with your colleagues effectively?
22. Are you able to communicate with your superiors effectively?
23. Are you able to communicate with your supporting staff effectively?
24. Are you able to convince others and refine their mode of thinking?
25. Are you able to convince others and refine their mode of behaviour?
26. Do you feel at home with people outside your institution?
27. Do you feel at home with your supporting staff?
28. Do you feel at home with your colleagues?
29. Do you feel at home with your superiors?
30. Do you have the capacity to compromise?
31. Do you have the capacity to be flexible?
32. Do you possess the ability to know when to compromise?
33. Do you possess the ability to know when to be flexible?
34. Do you have the ability to mediate conflict among others?
35. Do you have the ability to reconcile differences among others?
36. Do you tolerate frustration?
37. Do you manage anxiety?

38. Do you face challenges strategically?
 39. Are you relatively free from personal problems?
 40. Are you relatively free from delay or postponement?

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**ADMINISTRATIVE BEHAVIOUR RATING SCALE –
 REPOSE SHEET**

1	A	B	C	D	E	21	A	B	C	D	E
2	A	B	C	D	E	22	A	B	C	D	E
3	A	B	C	D	E	23	A	B	C	D	E
4	A	B	C	D	E	24	A	B	C	D	E
5	A	B	C	D	E	25	A	B	C	D	E
6	A	B	C	D	E	26	A	B	C	D	E
7	A	B	C	D	E	27	A	B	C	D	E
8	A	B	C	D	E	28	A	B	C	D	E
9	A	B	C	D	E	29	A	B	C	D	E
10	A	B	C	D	E	30	A	B	C	D	E
11	A	B	C	D	E	31	A	B	C	D	E
12	A	B	C	D	E	32	A	B	C	D	E
13	A	B	C	D	E	33	A	B	C	D	E
14	A	B	C	D	E	34	A	B	C	D	E
15	A	B	C	D	E	35	A	B	C	D	E

16	A	B	C	D	E	36	A	B	C	D	E
17	A	B	C	D	E	37	A	B	C	D	E
18	A	B	C	D	E	38	A	B	C	D	E
19	A	B	C	D	E	39	A	B	C	D	E
20	A	B	C	D	E	40	A	B	C	D	E

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ABRS

Item NO.	Item Reliability: Item/whole correlation (r)	Item Validity : High Group - Low Group discrimination (t)	Item No	Item Reliability: Item/whole correlation (r)	Item Validity : High Group - Low Group discrimination (t)
1	0.69	4.79	21	0.62	4.15
2	0.68	4.65	22	0.63	4.75
3	0.61	5.08	23	0.61	4.98
4	0.60	4.93	24	0.60	4.25
5	0.66	4.28	25	0.64	4.83
6	0.66	4.23	26	0.69	5.15
7	0.67	4.73	27	0.66	5.30
8	0.68	4.95	28	0.67	5.47
9	0.67	4.87	29	0.67	5.63
10	0.66	4.18	30	0.68	5.55
11	0.62	5.22	31	0.68	5.07
12	0.60	5.08	32	0.62	5.33
13	0.61	5.25	33	0.61	5.05
14	0.62	5.28	34	0.61	5.81
15	0.62	5.14	35	0.69	5.43

16	0.62	4.17	36	0.67	5.27
17	0.67	4.10	37	0.68	5.10
18	0.68	5.87	38	0.68	5.37
19	0.69	5.17	39	0.66	5.28
20	0.60	5.14	40	0.66	4.87

All r 's are high and all t' s are highly significant.

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ABRS

TOOL RELIABILITY

Test – Retest mode of administration: Correlation Coefficient: $r = 0.76$ (high)
(N = 100)

TOOL VALIDITY

Discrimination between two extreme groups known to be 'High' and 'Low'.

High group			Low group			t'
N	Mean	S.D	N	Mean	S.D	
50	130.80	41.50	50	95.32	30.64	4.80

t is significant at 0.001 level.

Scoring : 4, 3, 2, 1, 0 for circled A, B, C, D, E respectively.

Perfect Score : $40 \times 4 = 160$.

Higher the score, mean effective the Administrative Behaviour.

Sample : The tool was tried out on a volunteer sample of 200 Heads of Institutions (Head Masters / Head Mistresses of Higher Secondary Schools and Principals of colleges) in Southern Districts of Tamil Nadu.

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11. COMMUNICATION BEHAVIOUR

Communication Behaviour refers to those modes of behaviour required for effective communication. Any tool that makes an attempt to study communication behaviour identifies behavioural manifestations of effective communication. In other words, the statements (of the tool) that study communication behaviour operationally define communication behaviour.

In research studies (especially in surveys), communication behaviour may be studied either as a criterion variable or as a correlate variable depending upon the objective of the investigation. Effective communication behaviour is likely to facilitate effective administrative behaviour and leadership behaviour. Positive personality factors and sound mental health are likely to facilitate effective communication. Stress, conflict, frustration, alienation and anxiety are the factors which are likely to debilitate effective communication.

**COMMUNICATION BEHAVIOUR RATING SCALE
(CBRS)**

(Source : Gorton)

(Structured by : S. Sathiyagrirajan)

Please read each of the following statements (items) and draw a circle over the letter* (A, B, C, D, or E) which reflects your reaction in the separate response sheet attached. Please do not make any mark on these sheets of paper with statements printed on. These are reusable.

This is a self-appraisal / diagnosis scale. Please be frank and honest in your responses; you are requested to record your 'actual' response (and not the 'ideal' – the supposed to be 'right' response).

- *A. Exactly / Always / To a great extent
- B. Nearly / Often / To a substantial extent
- C. Somewhat / Sometimes / To a certain extent
- D. Uncertain / Rarely / To a marginal extent
- E. Not at all / Never / To a negligible extent

1. I make my colleagues feel at home.

2. I employ a language that is easily understandable to my colleagues.
3. I have means of checking whether my listeners have understood what I have said.
4. I establish eye contact with my colleagues.
5. I smile at my colleagues before I start talking to them.

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6. I acknowledge their greetings.
7. I am accessible.
8. I offer seats to my colleagues before we start talking to one another other.
9. I listen to my colleagues when they present their views / ideas / suggestions.
10. I avoid arguing.
11. My colleagues take me into their confidence.
12. I know the needs and drives of my colleagues.
13. I help them in satisfying their needs.
14. I attempt to match their goals with the institution's.
15. I avoid insulting my colleagues.
16. My formal instructions follow my informal interaction with my colleagues.
17. My 'finest hours' are spent in staff meetings.
18. I avoid offending the feelings and sentiments of my colleagues.
19. I circulate the agenda of the staff meeting well in advance.
20. I can find out when my colleagues communicate for sheet 'emotional release'.
21. I perceive the standpoint of my colleagues.

22. I have regard for the 'personality' of my colleagues.
23. My colleagues feel my instructions are clear.
24. My colleagues feel I am consistent in my instructions.
25. I provide sources to verify facts so that misinformation will not arise.

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26. I make provision for free expression of feelings.
27. I obtain feedback if and when possible.
28. I make the purpose of my communication clear.
29. I write or speak only to the essentials.
30. I objectively analyse my communication skills.
31. I take suitable measures to improve my communication skills.
32. I maintain my emotional balance.
33. My interpersonal relations with my colleagues are healthy.
34. I have a fitting finale for every message of mine.
35. My colleagues leave my room satisfied with the meeting.
36. I objectively analyse my views.
37. I help my colleagues analyse their views objectively.
38. My colleagues feel my written communication is effective.
39. My colleagues feel my oral communication is effective.
40. My colleagues are pleased with my company.

**COMMUNICATION BEHAVIOUR RATING SCALE –
RESPONSE SHEET**

1	A	B	C	D	E	21	A	B	C	D	E
2	A	B	C	D	E	22	A	B	C	D	E
3	A	B	C	D	E	23	A	B	C	D	E
4	A	B	C	D	E	24	A	B	C	D	E
5	A	B	C	D	E	25	A	B	C	D	E
6	A	B	C	D	E	26	A	B	C	D	E
7	A	B	C	D	E	27	A	B	C	D	E
8	A	B	C	D	E	28	A	B	C	D	E
9	A	B	C	D	E	29	A	B	C	D	E
10	A	B	C	D	E	30	A	B	C	D	E
11	A	B	C	D	E	31	A	B	C	D	E
12	A	B	C	D	E	32	A	B	C	D	E
13	A	B	C	D	E	33	A	B	C	D	E
14	A	B	C	D	E	34	A	B	C	D	E
15	A	B	C	D	E	35	A	B	C	D	E

16	A	B	C	D	E	36	A	B	C	D	E
17	A	B	C	D	E	37	A	B	C	D	E
18	A	B	C	D	E	38	A	B	C	D	E
19	A	B	C	D	E	39	A	B	C	D	E
20	A	B	C	D	E	40	A	B	C	D	E

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Item NO.	Item reliability: Item/whole correlation (r)	Item Validity : High Group - Low Group discrimination (t)	Item No	Item Reliability: Item/whole correlation (r)	Item Validity : High Group - Low Group discrimination (t)
1	0.72	4.75	21	0.66	4.87
2	0.70	5.10	22	0.68	5.63
3	0.68	6.18	23	0.63	5.45
4	0.67	6.25	24	0.68	6.10
5	0.62	5.26	25	0.60	5.15
6	0.70	5.56	26	0.69	4.85
7	0.71	5.90	27	0.70	5.85
8	0.69	5.97	28	0.67	5.37
9	0.68	6.05	29	0.66	4.80
10	0.72	6.22	30	0.68	5.68
11	0.67	5.13	31	0.60	5.10
12	0.74	6.67	32	0.62	5.83
13	0.68	5.75	33	0.71	4.76
14	0.72	4.98	34	0.62	5.15
15	0.72	5.35	35	0.64	5.2
16	0.63	6.18	36	0.61	5.35

17	0.60	6.27	37	0.62	5.45
18	0.60	5.85	38	0.68	6.27
19	0.67	6.46	39	0.68	5.25
20	0.70	5.78	40	0.61	5.15

CBRS

All r's are high and all t's are highly significant.

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CBRS

Tool Reliability

Test – Retest mode of administration: Correlation Coefficient: $r = 0.78$ (high)

(N =100)

Tool Validity

Discrimination between two extreme groups known to be 'High' and 'Low.

High group			Low group			t'
N	Mean	S.D	N	Mean	S.D.	
50	128.57	42.65	50	90.25	31.66	5.40

t is significant at 0.001 level.

Scoring: 4, 3, 2, 1, 0 for circled A, B, C, D, E respectively.

Perfect Score $40 \times 4 = 160$.

Higher the score, more effective the Communication Behaviour.

Sample: The tool was tried out on a volunteer sample of 200 Heads of Institutions (Head Masters /Head Mistresses of Higher Secondary Schools and Principals of Colleges) in Southern Districts of Tamil Nadu.

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PERSONALITY

Personality refers to the total quality of a person – it refers to the unique way he adjusts himself to the outside world. It covers the physical, intellectual, emotional and social aspects of his individuality. The acid test of one's personality is one's social effectiveness. Personality gains meaning only in social situations. There are two major approaches to assessment of personality – Trait approach and Holistic approach. In Holistic approach one's personality is assessed as a 'whole'. In trait approach personality is operationally defined as constituting several fairly consistent traits which are identified and the individuals are assessed in each of the traits. The individual can identify his plus points and minus points. He can make the best use of his plus points and employ measures of rectifying his minus points.

The rating scales – 12, 13 and 15 are Trait approach oriented. The traits of the scales are the ones which play a vital role in our daily life – personal and professional. They are fairly culture fair and culture free. Tool 14 is based on Jung’s typology (Introversion - extroversion). It is also culture fair and culture free. An effective personality is an asset. It facilitates success and happiness in life.

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12. RAJAN 12 PTI

(RAJAN 12 PERSONALITY TRAIT INVENTORY)

(Source : Prof. V.N. Subramaniam)

(Structured by : S.Sathiyagirirajan)

Please read each of the following statements (items) and draw a circle over the letter * (A, B, C, D, or E) which reflects your reaction in the separate response sheet attached. Please do not make any mark on these sheets of paper with statements printed on. These are reusable.

This is a self-appraisal/diagnosis scale. Please be frank and honest in your responses; you are requested to record your ‘actual’ response (and not the ‘ideal’ – the supposed to be right response).

*A. Exactly / Always / To a great extent;

B. Nearly /Often / To a substantial extent

C. Somewhat / Sometimes / To a certain extent;

D. Uncertain / Rarely / To a marginal extent;

E. Not at all / Never / To a negligible extent

1. I trust my ability.
2. I give up my task at the first difficulty.
3. I am willing to put aside personal benefits to join group work.
4. I feel depressed at the slightest failure.
5. I keep my emotions under control.
6. I do not accept responsibility of any kind.

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7. I am polite to others irrespective of age,
8. I feel uncomfortable when people are around me.
9. I am willing to take the lead on the task in which I am proficient.
10. I depend on others.
11. I am hopeful of my future.
12. I am ashamed of myself when my poor performance is known to others.
13. I feel at home even in new situations.
14. I am restless when I encounter difficulty in the execution of a task.
15. I participate in group work overlooking personal inconveniences.
16. I feel elated at the slightest measure of success.
17. I have refined way of expressing emotions.
18. When I am compelled to accept responsibility I put the blame on others for failure.

19. I am polite to others irrespective of status.
20. I am avoided by others.
21. I am able to make others work with me.
22. I do not feel like doing anything on my own.
23. I feel life is worth living.
24. I feel myself worthless when others find fault in my performance.
25. I persist in my task till it is completed in spite of difficulties.
26. I am nervous in the presence of strangers.
27. I am cool and calm even when I receive happy news.

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28. I do group work unwillingly.
29. I accept responsibility willingly and discharge it to best of my ability.
30. I give expression to my emotions violently.
31. I find pleasure in company.
32. I am impolite even to those superior to me in age.
33. I show originality and independence in thought.
34. I avoid all leadership.
35. I am aware of my merits.
36. I feel others exploit my services.
37. I am not distracted when I am preoccupied with a task.
38. I am diffident even in familiar situations.
39. I am cool and calm even when I receive sad news.
40. I do group work only when compelled.

41. I accept blame for failure to carry out the duty allotted to me.
42. In an emotional situation gestures and bodily behaviour overwhelm me.
43. I am sought after by others.
44. I am impolite even to those superior to me in status.
45. I show originality and independence in action.
46. I am satisfied to be an ordinary member of a group.
47. I am aware of my limitations.
48. I feel others deceive me.

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**RAJAN 12 PTI
RESPONSE SHEET**

1	A	B	C	D	E	25	A	B	C	D	E
2	A	B	C	D	E	26	A	B	C	D	E
3	A	B	C	D	E	27	A	B	C	D	E
4	A	B	C	D	E	28	A	B	C	D	E
5	A	B	C	D	E	29	A	B	C	D	E
6	A	B	C	D	E	30	A	B	C	D	E
7	A	B	C	D	E	31	A	B	C	D	E
8	A	B	C	D	E	32	A	B	C	D	E
9	A	B	C	D	E	33	A	B	C	D	E
10	A	B	C	D	E	34	A	B	C	D	E
11	A	B	C	D	E	35	A	B	C	D	E
12	A	B	C	D	E	36	A	B	C	D	E
13	A	B	C	D	E	37	A	B	C	D	E
14	A	B	C	D	E	38	A	B	C	D	E

15	A	B	C	D	E	39	A	B	C	D	E
16	A	B	C	D	E	40	A	B	C	D	E
17	A	B	C	D	E	41	A	B	C	D	E
18	A	B	C	D	E	42	A	B	C	D	E
19	A	B	C	D	E	43	A	B	C	D	E
20	A	B	C	D	E	44	A	B	C	D	E
21	A	B	C	D	E	45	A	B	C	D	E
22	A	B	C	D	E	46	A	B	C	D	E
23	A	B	C	D	E	47	A	B	C	D	E
24	A	B	C	D	E	48	A	B	C	D	E

METHODS OF SCORING

Items with odd numbers
(1,3,5,7,.....47)

(Positive Items)

Scoring Formula 5,4,3,2,1 for
A,B,C,D,E respectively.

Items with even numbers
(2, 4,6,8,.....48)

(Negative Items)

Scoring Formula 1,2,3,4,5 for
A,B,C,D,E respectively.

Table of Traits and Corresponding Items

Trait	Positive	Negative	Score
Self Confidence	1,13	26,38	-
Persistence	25,37	2,14	-
Cooperativeness	3,15	28,40	-
Emotional Stability	27,39	4,16	-
Emotional Control	5, 17	30,42	-

Sociability	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Leadership	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Initiative	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Attitude Towards life	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Attitude Towards self	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	

RAJAN 12 PTI

Item NO.	Item Reliability: Item/whole correlation (r)	Item Validity : High Group - Low Group discrimination (t)	Item No	Item Reliability: Item/whole correlation (r)	Item Validity : High Group - Low Group discrimination (t)
1	0.67	5.40	25	0.63	5.65
2	0.63	5.55	26	0.65	5.20
3	0.69	5.81	27	0.65	5.84
4	0.65	5.30	28	0.63	5.15
5	0.81	6.10	29	0.70	6.17
6	0.70	5.62	30	0.67	6.08
7	0.80	6.20	31	0.72	6.09
8	0.74	6.25	32	0.72	6.46
9	0.79	6.45	33	0.74	6.83
10	0.78	6.50	34	0.76	6.70
11	0.82	6.65	35	0.75	6.80
12	0.83	6.25	36	0.70	6.28

13	0.62	6.58	37	0.76	6.39
14	0.79	5.40	38	0.64	5.28
15	0.64	7.40	39	0.73	6.27
16	0.75	5.35	40	0.64	5.28
17	0.65	6.45	41	0.74	5.60
18	0.71	6.83	42	0.69	5.72
19	0.67	6.64	43	0.77	6.16
20	0.66	6.25	44	0.73	5.5
21	0.72	6.16	45	0.71	6.42
22	0.73	6.73	46	0.77	5.43
23	0.82	5.64	47	0.66	6.71
24	0.78	6.15	48	0.63	5.25

All r 's are high and All t' s are highly significant.

S. No. of the Trait	' r ' Item - Whole Correlation	' t ' High group – Low group discrimination	S. No. of the Trait	' r ' Item - Whole Correlation	' t ' High group - Low group discrimination
1	0.62	4.81	7	0.67	6.12
2	0.64	5.44	8	0.62	4.56
3	0.65	5.67	9	0.69	4.98
4	0.67	5.87	10	0.68	4.88
5	0.66	5.25	11	0.63	5.02
6	0.62	6.17	12	0.64	5.72

All r ' s are high and all t ' s are highly significant.

Tool Reliability (r)

Test Retest mode of administration $r = 0.81$ (high) (based on total score) (N=100)

Tool Validity (t)

Discrimination between two groups known to be ‘High’ (more positive) and ‘Low’ (less positive) in Personality traits.

High Group			Low Group			t ‘
N	Mean	SD	N	Mean	SD	
50	163.57	52.8	50	105.75	40.20	6.16

t is significant at 0.001 level.

13. RAJAN 10 PT I

(Structured by S.Sathiyagirirajan)

Read each of the statements that follow and indicate your response by drawing a circle over the letter * (A,B,C) in the response sheet. Do not make any mark on the scale. It is reusable. Do not skip any statement unresponded.

- A- Often / Nearly / To a substantial extent.
- B – Sometimes / Somewhat / To some extent.
- C - Rarely / Uncertain / To a negligible extent.

1	I am good in making social contacts.
2	I express my emotions in socially approved and refined ways.
3	I feel at home with others.
4	Life is worth living in spite of difficulties.

5	I assess myself objectively.
6	I assess others objectively.
7	I am meticulous in working out details of my job,
8	I comply with my self-imposed rules and regulations.
9	I greet others with a smiling face.
10	I am fairly self-confident.
11	I prefer to work alone.
12	I have emotional breakdowns.
13	I am insensitive to the feelings of others.
14	I am rather pessimistic of my future.
15	A feeling of worthlessness overpowers me at the onset of any failure.
16	I feel others are envious of my achievements.
17	I am an easy going type.
18	I feel social norms are threats to individual growth and development.
19	I am a moody type.
20	I depend on others.

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21	I react positively to criticism.
22	I remain cool, calm and collected even at the onset of great success.
23	I co-operate with others for the right cause.
24	I get what I deserve in life.
25	I accept myself for what I am worth.
26	I accept others for what they are worth.
27	I accept responsibility for performing a task in which I am proficient.
28	Only self-disciplined persons can have a social image.
29	I am warm and cordial.
30	I am self -motivated.
31	I feel detached from groups.
32	I am easily annoyed or upset emotionally.
33	I am harsh while interacting with others.
34	Difficulties make my life miserable.

35	I feel I am not accepted by others.
36	I feel others are barriers to my success and happiness.
37	I prefer witty colleagues to hardworking ones.
38	I am extremely flexible and easily compromising.
39	I can be irritated easily.
40	I crave for social approval.
41	I am outwardly expressive.
42	I remain cool, calm and collected even at the onset of utter failure.
43	I am polite to others irrespective of status.
44	I am fairly happy in my personal life.
45	I have potential to lead a successful and happy life.
46	I feel others are helpful to me.
47	I care more for my duties than for my rights.
48	I am a law - abiding citizen.
49	I have a cheerful disposition.
50	I trust my ability.

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PERSONALITY RATING SCALE (RAJAN 10 PTI)

- RESPONSE SHEET

1	A	B	C	26	A	B	C
2	A	B	C	27	A	B	C
3	A	B	C	28	A	B	C
4	A	B	C	29	A	B	C
5	A	B	C	30	A	B	C
6	A	B	C	31	A	B	C
7	A	B	C	32	A	B	C
8	A	B	C	33	A	B	C
9	A	B	C	34	A	B	C
10	A	B	C	35	A	B	C

11	A	B	C	36	A	B	C
12	A	B	C	37	A	B	C
13	A	B	C	38	A	B	C
14	A	B	C	39	A	B	C
15	A	B	C	40	A	B	C
16	A	B	C	41	A	B	C
17	A	B	C	42	A	B	C
18	A	B	C	43	A	B	C
19	A	B	C	44	A	B	C
20	A	B	C	45	A	B	C
21	A	B	C	46	A	B	C
22	A	B	C	47	A	B	C
23	A	B	C	48	A	B	C
24	A	B	C	49	A	B	C
25	A	B	C	50	A	B	C

Scoring : 2,1,0 for A,B, C respectively (for positive items); the scoring is in the reverse order for negative items,

Maximum possible score for a trait: $5 \times 2 = 10$

Least possible score for a trait: $5 \times 0 = 0$

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TABLE OF PERSONALITY TRAITS

S. No	Personality Trait	Positive Items	Negative Items	Score
1	Social Interaction Reserved < - > out going	1,21,41	11,31	
2	Emotional balance / Poise less balanced <--> more balanced	2,22,42	12,32	
3	Inter personal relations less healthy <---> more healthy	3, 23, 43	13,33	
4	Perception of life less Positive <---> more positive	4,24,44	14,34	
5	Perception of self	5,25,45	15,35	

	less Positive <---> more positive			
6	Perception of others less Positive <---> more positive	6,26,46	16,36	
7	Sobriety less serious <---> more serious	7,27,47	17,37	
8	Self – discipline less disciplined <---> more disciplined	8,28,48	18,38	
9	Temperament less cheerful <----> more cheerful	9,29,49	19,39	
10	Self – reliance less independent <--> more independent	10,30,50	20,40	

	0	1	2	3	4	5	6	7	8	9	10	
1. Reserved ----→												Outgoing 1
2. Less . emotionally balanced ->												More emotionally balanced 2
3. Less Healthy Inter personal relations --→												More healthy inter personal relations 3
4. Less positive Perception of life ----→												More positive perception of life 4

5. Less positive perception of self -----→												More positive perception of self 5
6. Less positive perception of others →												More positive perception of others 6
7. Less serious --→												More serious 7
8. Less disciplined --→												More disciplined 8
9. Less cheerful (temperament) ---→												More cheerful (temperament) 9
10. Less independent (Less self – reliant) --→												More independent (More self - reliant) 10
	0	1	2	3	4	5	6	7	8	9	10	

PERSONALITY PROFILE

PERSONALITY RATING SCALE
Item reliability (r) and Item validity (t)

Item NO.	Item Reliability: Item/whole correlation (r)	Item Validity : High Group - Low Group Discrimination (t)	Item No	Item Reliability: Item/whole correlation (r)	Item Validity : High Group - Low Group Discrimination (t)
1	0.67	5.40	26	0.63	5.65
2	0.63	5.55	27	0.65	5.20

3	0.69	5.81	28	0.65	5.84
4	0.65	5.30	29	0.63	5.15
5	0.81	6.10	30	0.70	6.17
6	0.70	5.62	31	0.67	6.08
7	0.80	6.20	32	0.72	6.09
8	0.74	6.25	33	0.72	6.46
9	0.79	6.45	34	0.74	6.83
10	0.78	6.50	35	0.76	6.70
11	0.82	6.65	36	0.75	6.80
12	0.83	6.25	37	0.70	6.28
13	0.62	6.58	38	0.76	6.39
14	0.79	5.40	39	0.64	5.28
15	0.64	7.40	40	0.73	6.27
16	0.75	5.35	41	0.64	5.28
17	0.65	6.45	42	0.74	5.60
18	0.71	6.83	43	0.69	5.72
19	0.67	6.64	44	0.77	6.16
20	0.66	6.25	45	0.73	5.5
21	0.72	6.16	46	0.71	6.42
22	0.73	6.73	47	0.77	5.43
23	0.82	5.64	48	0.66	6.71
24	0.78	6.15	49	0.63	5.25

All r 's are high and All t ' s are highly significant.

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Tool reliability

(KR21 : r)

Tool Validity

(High group – Low group

discrimination: 1

Two extreme groups known to be

high and low in the trait)

TABLE

Trait No	Tool reliability (r)	Tool Validity (t)	Trait No	Tool reliability (r)	Tool Validity (t)
1	0.63	4.23	6	0.66	4.33
2	0.68	3.83	7	0.69	5.24
3	0.72	4.72	8	0.64	6.81
4	0.65	4.54	9	0.71	5.07
5	0.73	6.12	10	0.67	5.37

All r' s are high (greater than 0.60)

All t' s are significant at 0.001 level

Tryout Sample : Volunteer (N-200)

PG Students (College) in Madurai

Boys : 100 ; Girls : 100

14. PEROSNALITY RATING SCALE

(based on Jung's Typology – Introversion and Extroversion)

(Structured by : S.Sathiyagririrajan)

There are 10 pairs of statements. Choose one in each pair which is more typical / characteristic of you and indicate your response in the separate Response

sheet attached by drawing a circle over I or E. Do not make any mark on these sheets of paper.

1. I. I am poor in making social contacts
E I am good in making social contacts
2. I. I am a reserved type
E I am an outgoing type
3. I. I talk only to the essentials
E I talk freely
4. I. I prefer to work alone
E I welcome working in groups
5. I. I try to avoid company
E I deliberately seek company
6. I. I rarely belong to groups
E I easily belong to groups
7. I. I am sensitive to criticism
E I react positively to criticism
8. I. I rarely welcome any new suggestions
E I easily welcome any new suggestions
9. I. I am inwardly reflective
E I am outwardly expressive
10. I. I do not feel at home with strangers
E I feel at home even with strangers.

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I – E RATING SCALE

RESPONSE SHEET

1	I	E
3	I	E
4	I	E
5	I	E
6	I	E

7	I	E
8	I	E
9	I	E
10	I	E

SCORING

Each I is given a score of “- 1”

Each E is given a score of “+ 1”

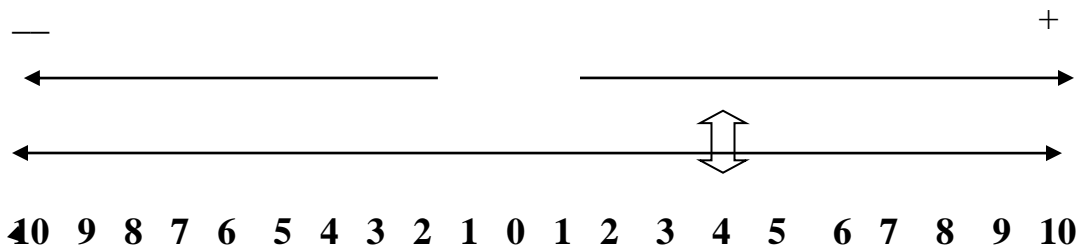
Add both the scores (algebraic sum – No of ‘I’ s + No ‘E’ s)

e.g. I. If No. Of ‘I’ is 3 the score is “-3”

If No. of ‘E’ s is 7 the score is “+7”

The score is $(-3) + (+7) = +4$

This is indicated in the bipolar scale as under



Introversion

Extroversion

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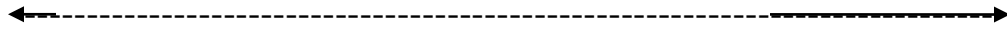
E .g 2 If the no. of ‘ I ‘s is 8 the score is – 8

If the no of ‘E’ s is 2 the score is + 2

the score is $(- 8) + (+ 2) = - 6$

This is indicated in the bipolar scale as under;





10 9 8 7 6 5 4 3 2 1 0 1 2 3 4 5 6 7 8 9 10

Introversion

Extroversion

I-E rating scale

Item reliability (r) and item validity (t)

Introversion

Item NO.	Item Reliability: Item/whole correlation ('r)	Item Validity : High Group - Low Group discrimination(' t)	Remarks
1	0.64	4.42	All r's are high (greater than 0.60) All t's are significant at 0.01 level
2	0.64	3.34	
3	0.66	3.34	
4	0.62	4.20	
5	0.75	3.71	
6	0.76	3.10	
7	0.68	4.85	
8	0.72	3.56	
9	0.73	4.67	
10	0.61	5.78	

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Extroversion

Item NO.	Item Reliability: Item/whole correlation ('r)	Item Validity : High Group - Low Group discrimination(' t)	Remarks
----------	---	--	---------

1	0.76	3.78	All r' s are high (greater than 0.60) All t' s are significant at 0.01 level
2	0.78	3.56	
3	0.67	2.98	
4	0.71	3.48	
5	0.66	3.34	
6	0.62	2.95	
7	0.65	3.42	
8	0.73	3.51	
9	0.64	3.12	
10	0.68	3.26	

I – E Rating Scale

Tool reliability (r) and Tool Validity (t)

KR – 21 : r = 0.76 (High)

High group – Low group discrimination (t) Two extreme groups – introverts and extroverts were compared. And the ‘ t ‘ value indicating the difference between the means was 4.76 (Significant at 001 level.

TRYOUT sample : N = 200 (Volunteer)

School teachers : 100 (Men : 50 ; Women : 50)

College teachers : 100 (Men : 50 ; Women : 50)

In Madurai.

15. CATTELL 15 PF IN EPPS FORMAT

(Structured by S.Sathiyagirirajan)

(Fifteen factors of Cattell 16 PF are employed in this tool. The factor “Intelligence” is deleted for obvious reason (This factor requires a separate

comprehensive test). The tool is structured in EPPS format. Five pairs of statements were structured for each factor based on Cattell 16PFQ Manual. (They were content – validated by a panel of experts). The first statement indicates behaviour of the left of the bipolar dimension and the second statement indicates behaviour on the right of the bipolar dimension. The subject has to choose one which is more typical / characteristic of him / her).

This inventory consists of 75 pairs of statements. Read each of the following pairs and in each pair choose one (L or R) which is more typical / characteristic of you in the perception of your well wishers who assess your behaviour objectively and indicate your response by drawing a circle over L or R in the response sheet attached. Do not make any mark on these sheets of paper. They are reusable. Do not skip any pair unresponded.

1. L. I am disinclined to speak readily
R. I am inclined to speak readily.
 2. L. I am easily annoyed
R. I am rarely annoyed
 3. L. I am submissive
R. I am aggressive
 4. L. I am a serious type
R. I am an easy going type
 5. L. I am convenience oriented
R. I am conviction - oriented
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6. L. I rarely take risks
R. I easily take risks
 7. L. I am rarely sentimental
R. I am fairly sentimental
 8. L. I often trust others

- R. I rarely trust others
- 9. L. I am a down – to earth person
 - R. I give free play to my imagination
- 10. L. I am straight forward
 - R. I employ a polished language
- 11. L. I am fairly confident
 - R. I am rather diffident
- 12. L. I accept authority
 - R. I am sceptical
- 13. L. I am dependent on others
 - R. I am independent of others
- 14. L. I comply with my urges
 - R. I comply with social norms
- 15. L. I am fairly satisfied with what I get
 - R. I am rarely satisfied with what I get
- 16. L. I am emotionally suppressive
 - R. I am emotionally expressive
- 17. L. I am easily upset emotionally.
 - R. I am rarely upset emotionally.
- 18. L. I abide by social rules and regulations.
 - R. I abide by my self-imposed rules and regulations
- 19. L. I am meticulous.
 - R. I am carefree
- 20. L. I am casual in my approach
 - R. I am deliberate in my approach.

- 21. L. I try to avoid social contacts.
 - R. I prefer social contacts.
- 22. L. I rarely take decisions on compassionate grounds
 - R. I often take decisions on compassionate grounds.
- 23. L. I am rarely envious of others.
 - R. I am often envious of others.

24. L. I believe in action
R. I believe in thought before action.
25. L. I am direct.
R. I employ an implied Language.
26. L. I feel secure.
R. I feel insecure.
27. L. I accept 'the tried and the true'
R. I do not take things for granted.
28. L. I often need group support.
R. I rarely need group support.
29. L. I am free from social control
R. I am self-disciplined.
30. L. I am fairly composed.
R. I am rather restless.
31. L. I do not feel at home in new situations
R. I feel at home even in new situations
32. L. I frequently breakdown emotionally
R. I rarely breakdown emotionally
33. L. I care more for my duties than for my rights
R. I care more for my rights than for my duties
34. L. I plan well in advance
R. I am a last minute planner
35. L. I am rarely duty bound
R. I am fairly duty bound
36. L. I am rather aware of my limitations
R. I am fairly aware of my potentials.
37. L. I am not scared of tough people
R. I avoid tough people

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38. L. I am a good team worker
R. I am a poor team worker
39. L. I am a matter of fact person
R. I am a fanciful type
40. L. I am spontaneous
R. I am thoughtful

- 41. L. I am rarely depressed
R. I am often depressed
- 42. L. I am cautious of new ventures
R. I often try out on new ventures
- 43. L. I often seek social approval
R. I am not particular about social approval
- 44. L. I do not care for social demands
R. I try to meet social demands
- 45. L. I am tolerant of frustration
R. I am intolerant of frustration
- 46. L. I prefer to work alone
R. I welcome working in groups.
- 47. L. I am easily provoked by others
R. I am rarely provoked by others
- 48. L. I care more for my responsibilities than for my privileges.
R. I care more for my privileges than for my responsibilities.
- 49. L. I am good at Time Management
R. I am poor in Time Management
- 50. L. I take my obligations lightly
R. I take my obligations seriously
- 51. L. I am a withdrawing type
R. I am a pushy type
- 52. L. I am rough and tough
R. I am fairly delicate
- 53. L. I have regard for others' opinions
R. I am self – opinionated

- 54. L. I rarely indulge in day dreaming
R. I often indulge in day dreaming
- 55. L. I express genuine feelings
R. I express socially approved feelings
- 56. L. I am hopeful of my future

- R. I am anxious of my future
57. L. I respect established ideas
R. I question established ideas
58. L. I abide by group decision
R. I am not influenced by group decision
59. L. I do not believe in social norms
R. I believe in social norms
60. L. I am fairly free from anxiety
R. I am rather anxiety prone
61. L. I feel detached from groups
R. I feel attached to groups
62. L. I am easily provoked by situations
R. I am rarely provoked by situations
63. L. I am rarely accommodative
R. I am easily accommodative
64. L. I prefer hard working people to the witty ones
R. I prefer easy going friends to the serious ones.
65. L. I have the least consideration for others' opinions
R. I respect others' opinions
66. L. I am rarely spontaneous
R. I am easily spontaneous
67. L. I am rarely sensitive to the feelings of others
R. I am often sensitive to the feelings of others

68. L. I believe in the basic good nature of people
R. I do not believe in the so called basic good nature of people
69. L. I am fond of reading non-fiction
R. I am fond of reading fiction
70. L. I am outspoken

- R. I weigh my words before I utter.
71. L. I am a self – assured person
R. I am a worrying type
72. L. I am traditional
R. I am non-traditional
73. L. I am motivated by my group
R. I am self – motivated
74. L. I do not have faith in reputation
R. I have faith in reputation
75. L. I am emotionally balanced even in trying situations
R. I lose my emotional balance in trying situations.

**CATTLELL 15 PF IN EPPS FORMAT
RESPONSE SHEET**

1	L	R	26	L	R	51	L	R
2	L	R	27	L	R	52	L	R
3	L	R	28	L	R	53	L	R

4	L	R	29	L	R	54	L	R
5	L	R	30	L	R	55	L	R
6	L	R	31	L	R	56	L	R
7	L	R	32	L	R	57	L	R
8	L	R	33	L	R	58	L	R
9	L	R	34	L	R	59	L	R
10	L	R	35	L	R	60	L	R
11	L	R	36	L	R	61	L	R
12	L	R	37	L	R	62	L	R
13	L	R	38	L	R	63	L	R
14	L	R	39	L	R	64	L	R
15	L	R	40	L	R	65	L	R
16	L	R	41	L	R	66	L	R
17	L	R	42	L	R	67	L	R
18	L	R	43	L	R	68	L	R
19	L	R	44	L	R	69	L	R
20	L	R	45	L	R	70	L	R
21	L	R	46	L	R	71	L	R
22	L	R	47	L	R	72	L	R
23	L	R	48	L	R	73	L	R
24	L	R	49	L	R	74	L	R
25	L	R	50	L	R	75	L	R

Table of Bipolar factors and corresponding items

S. No.	Bipolar Factor		Items
1	Reserved	↔	Out going
			1,16,31,46,61

2	Emotional unstable ↔ Emotional stable	2,17,32,47,62
3	Humble ↔ Assertive	3,18,33,48,63
4	Sober ↔ Happy go - lucky	4,19,34,49,64
5	Expedient ↔ conscientious	5,20,35,50,65
6	Shy ↔ venture some	6,21,36,51,66
7	Tough minded ↔ Tender Minded	7,22,37,52,67
8	Trusting ↔ Suspicious	8,23,38,53,68
9	Practical ↔ Imaginative	9,24,39,54,69
10	Forthright ↔ Shrewd	10,25,40,55,70
11	Placid ↔ Apprehensive	11,26,41,56,71
12	Conservative ↔ Experimenting	12,27,42,57,72
13	Group dependent ↔ Self - sufficient	13,28,43,58,73
14	Undisciplined ↔ Disciplined	14,29,44,59,74
15	Relaxed ↔ Tense	15,30,45,60,75

Scoring

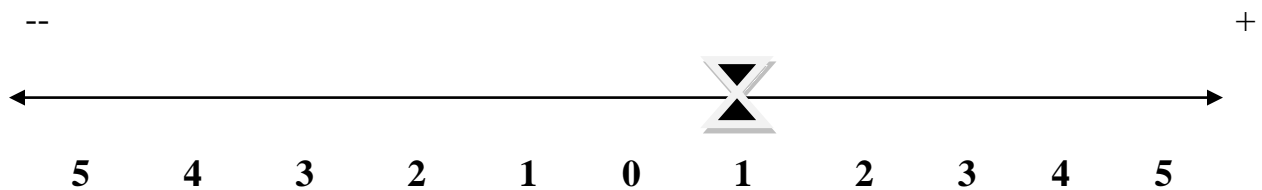
Each personality factor is indicated in a bipolar scale – two attributes denoting opposite directions (left and right – L and R)

Each encircled “L” is given a score of ‘ - 1’

Each encircled “R” is given a score of ‘ + 1’

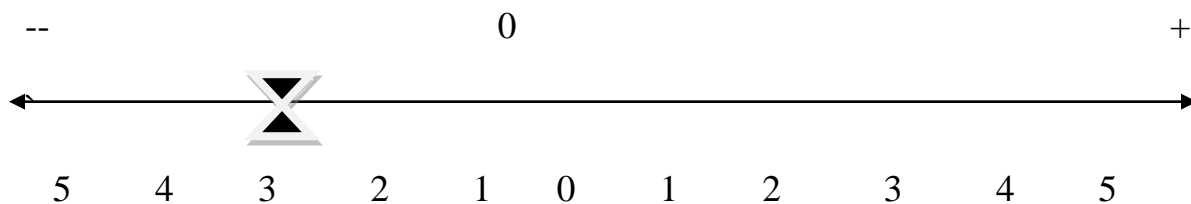
The scores will be added (algebraic sum) for each personality factor (The maximum possible score and the least possible score for the attributes on the right and the left are +5, 0 and -5, 0 respectively).

e. g If the number of “L” s is 2 and the number of “R”s is 3 then the score is $(-2) + (+3) = +1$, . This is indicated in the scale as under



e. g 2. If the number of “L” s is 4 and the number of “R” s is 1 then the score is $(-4) + (+1) = - 3$.

This is indicated in the table as under.



P.S. If “L” s are more than “R” s then the subject is more of the “ left “ than of the right. If “R” s are more than “L” s then the subject is more of the right than of the left.

	5	4	3	2	1	0	1	2	3	4	5	
1. Reserved												Outgoing 1
2 Emotionally Unstable												Emotionally stable 2
3, Humble												Assertive 3
4. Sober												Happy - go - Lucky 4
5. Expedient												Conscientious 5
6. Shy												Venturesome 6
7. Tough minded												Tender minded 7
8. Trusting												Suspicious 8
9. Practical												Imaginative 9
10 Forthright												Shrewd 10
11. Placid												Apprehensive 11
12. Conservative												Experimenting 12
13. Group dependent												Self - sufficient 13
14. Undisciplined												Disciplined 14
15. Relaxed												Tense 15
	5	4	3	2	1	0	1	2	3	4	5	

Cattell 15 PF in the Format of EPPS

Item reliability (r) item validity (t)

Factor	Range of ' r ' s	Range of " t ' s
--------	------------------	------------------

Number	Highest	Lowest	Highest	Lowest
1 L	0.78	0.63	3.76	2.59
R	0.81	0.65	3.68	2.68
2 L	0.76	0.61	3.55	2.76
R	0.82	0.60	3.47	2.66
3 L	0.81	0.65	3.34	2.81
R	0.78	0.63	3.21	2.67
4 L	0.82	0.61	3.73	2.83
R	0.87	0.63	3.21	2.73
5 L	0.77	0.62	3.52	2.75
R	0.79	0.61	3.45	2.78
6 L	0.81	0.65	3.34	2.74
R	0.83	0.63	3.63	2.68
7 L	0.76	0.62	3.86	2.63
R	0.74	0.61	3.87	2.71
8 L	0.72	0.62	3.28	2.81
R	0.82	0.61	3.71	2.67
9 L	0.84	0.61	3.42	2.77
R	0.79	0.64	3.54	2.58
10 L	0.81	0.67	3.62	2.92
R	0.75	0.68	3.33	2.66
11 L	0.77	0.63	3.25	2.72
R	0.78	0.64	3.24	2.81
12 L	0.76	0.67	3.38	2.63
R	0.75	0.68	3.17	2.74
13 L	0.72	0.65	3.16	2.6
R	0.74	0.66	3.81	2.65
14 L	0.75	0.61	3.72	2.58
R	0.74	0.62	3.45	2.69
15 L	0.78	0.67	3.53	2.78
R	0.75	0.65	3.64	2.59

High group – Low group discrimination (t) – Range – item validity

Item / whole : (Component) correlation (r) range – item Reliability

L : Bipolar attribute on the left

R : Bipolar attribute on the right

All r 's are high

All t ' s are significant at 0.01 level

Tool reliability (r) Tool validity (t)

Tool reliability (KR21)

All r' s are high (Range : 0.63 to 0.78)

Tool validity (t) - High group – Low group – discrimination - two extreme groups known to be 'high' and 'low' in the personality factor (L or R- bipolar attribute) were compared and the 't' values indicating the significance of the difference between the means calculated.

All t ' s are significant at 0.01 level (Range : 2.81 to 4.54)

Tryout sample : N = 200 (Volunteer)

School Teachers : 100 (Men ; 50 ; Women: 50)

College Teachers : 100 (Men: 50; Women : 50)

In Madurai.

16. NEED SATISFACTION

Maslow identified need satisfaction as a motivating force for human beings. He identified, based on research, a hierarchy of five need levels - basic,

safety and security, love and belongingness, self-esteem and self-actualization. He observed, “we do not motivate anybody, people are motivated by their own needs”. The function of the motivator is to identify the need level where the individual has got stuck up and help him move up towards self-actualization. Need satisfaction rating scale attempts to find the degree of satisfaction of the subject at each of the five hierarchical levels of Maslow.

Maslow’s theory was indeed a breakthrough not only in its findings but in its method of research itself. His predecessors in motivation research had been studying people with low motivation levels. Maslow identified highly motivated people and attempted to find ‘what makes them tick’? . He belonged to Humanistic School of Thought and had a soft corner for human being. Naturally his theory was a revolt against the mechanical behaviouristic theory.

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NEED SATISFACTION RATINGS SCALE (NSRS)

(Based on Maslow’s Hierarch of Needs)

(Structured by : S. Sathiyagirirajan in collaboration with G.Amaladoss)

Please read each of the following statements (items) and draw a circle over the letter* (A, B, C, D, or E) which reflects your reaction in the separate response sheet attached. Please do not make any mark on these sheets of paper with statements printed on. These are reusable.

This is a self-appraisal/diagnosis scale. Please be frank and honest in your responses; you are requested to record your 'actual' response (and not the 'ideal' – the supposed to be 'right' response).

- *A. Exactly / Always / To a great extent
- B. Nearly / Often / To a substantial extent
- C. Somewhat / Sometimes / To a certain extent
- D. Uncertain / Rarely / To a marginal extent
- E. Not at all / Never / To a negligible extent

1. I can afford to provide a reasonably nutritious food to the members of my family (and to self).
2. I can afford to provide presentable dress materials to the members of my family (and to self.)
3. I can afford to provide good education to my children based on their aptitude and interest.
4. I can afford to provide good healthcare to the members of my family (and to self).

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5. The members of my family (and I) have adequate exercise and rest.
6. I can afford to furnish my house with essential home ware (furniture, kitchenware, TV, fridge, washing machine, audio system and the like).

7. I can afford to have a house built before I retire from service.
8. The retirement benefits of my service will make me lead a peaceful and happy retired life.
9. I am personally safe and secure.
10. I am professionally safe and secure.
11. I feel at home in my profession.
12. Necessary infrastructure is provided to me for effective job performance.
13. I have peace of mind at home.
14. I have peace of mind at my work place.
15. I have orderly and neat surroundings.
16. People around me are good-natured and reliable.
17. I love my profession.
18. I love my family.
19. The members of my family love me.
20. I maintain healthy interpersonal relations with others.
21. I am proud of being a member of my professional organization.
22. My professional organization is proud of me.
23. People around me (relatives, friends and colleagues) love me and are affectionate to me.

24. There is mutual sense of belongingness between me and people around me (relatives, friends and colleagues).
25. I am accepted by others (relatives, friends and colleagues).

26. My talents are recognized.
27. I have self confidence.
28. I accept leadership (I deserve) when situation demands.
29. I achieve personal success.
30. I achieve professional success.
31. I am competent.
32. Others (relatives, friends and colleagues) respect me.
33. I have a sense of fulfilment.
34. There is scope for intellectual enrichment in my profession.
35. There is scope for aesthetic appeal in my profession.
36. I employ cognitive strategy (not emotionality) to solve my problems.
37. I am objective.
38. I give my best as a person.
39. I give my best as a professional.
40. I stand committed to my mission.

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**NEED SATISFACTION RATING SCALE -
RESPONSE SHEET**

1	A	B	C	D	E	21	A	B	C	D	E
---	---	---	---	---	---	----	---	---	---	---	---

2	A	B	C	D	E	22	A	B	C	D	E
3	A	B	C	D	E	23	A	B	C	D	E
4	A	B	C	D	E	24	A	B	C	D	E
5	A	B	C	D	E	25	A	B	C	D	E
6	A	B	C	D	E	26	A	B	C	D	E
7	A	B	C	D	E	27	A	B	C	D	E
8	A	B	C	D	E	28	A	B	C	D	E
9	A	B	C	D	E	29	A	B	C	D	E
10	A	B	C	D	E	30	A	B	C	D	E
11	A	B	C	D	E	31	A	B	C	D	E
12	A	B	C	D	E	32	A	B	C	D	E
13	A	B	C	D	E	33	A	B	C	D	E
14	A	B	C	D	E	34	A	B	C	D	E
15	A	B	C	D	E	35	A	B	C	D	E
16	A	B	C	D	E	36	A	B	C	D	E
17	A	B	C	D	E	37	A	B	C	D	E
18	A	B	C	D	E	38	A	B	C	D	E
19	A	B	C	D	E	39	A	B	C	D	E
20	A	B	C	D	E	40	A	B	C	D	E

Scoring : 4, 3,2,1, 0 for circled A, B, C, D, E respectively.

Perfect Score : $4 \times 4 = 160$.

Perfect need level score: $8 \times 4 = 32$.

Higher the score, higher the need of gratification.

NSRS

Item	Item	Item Validity	Item	Item Reliability:	Item Validity
------	------	---------------	------	-------------------	---------------

NO.	Reliability: Item/whole correlation (r)	: High Group - Low Group discrimination (t)	No	Item/whole correlation (r)	: High Group - Low Group discrimination (t)
1	0.68	5.43	21	0.71	6.18
2	0.70	6.40	22	0.73	6.38
3	0.69	6.65	23	0.63	5.37
4	0.66	6.24	24	0.62	5.23
5	0.77	6.59	25	0.67	5.75
6	0.75	6.05	26	0.75	6.48
7	0.66	5.88	27	0.64	5.43
8	0.70	6.42	28	0.76	6.25
9	0.72	5.87	29	0.74	6.37
10	0.68	6.51	30	0.72	6.21
11	0.64	5.82	31	0.73	6.33
12	0.76	6.07	32	0.69	5.97
13	0.78	5.93	33	0.66	5.65
14	0.72	5.66	34	0.68	5.85
15	0.76	6.55	35	0.72	6.28
16	0.70	6.44	36	0.68	5.72
17	0.68	5.65	37	0.71	6.17
18	0.75	6.05	38	0.74	6.33
19	0.68	6.27	39	0.65	5.57
20	0.70	5.84	40	0.69	5.95

All r' s are high and all t 's are highly significant.

NSRS Scoring Sheet

S.No	Need Level	Statements	Score
1.	Basic	1 - 8	
2.	Safety and Security	9 - 16	
3.	Love and	17 - 24	

	Belongingness		
4.	Esteem	25 - 32	
5.	Self – actualization	33 - 40	

NSRS – PROFILE

	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32			
Need Levels																																				
Basic Needs																																				
Safety & security Needs																																				
Love & Belongingness Needs																																				
Eastern Needs																																				
Self - Actualization Needs																																				
Need Levels																																				

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NSRS

Tool reliability

Test – Retest mode of administration : Correlation Co-efficient : $r = 0.81$ (high)

(N = 100)

Tool Validity

Discrimination between two extreme groups known to be ‘High’ and ‘ Low’
(known to be ‘more need satisfied and ‘less need satisfied)

High Group			Low group			t
N	Mean	SD	N	Mean	SD	6.17
50	140.55	45.30	50	90.34	35.45	

t is significant at 0.001 level.

The frame of reference for this scale is Maslow's hierarchy of needs - Basic , Safety and security, Love and Belongingness , Self – esteem and Self – actualization – in that ascending order. Job – related factors for each level are identified based on expert opinion. Each factor is to be rated on a five point scale in terms of its motivation appeal. Scores obtained by the subject at each level and the subsequent profile will indicate the relative position in terms of his perception of each motivation level - which level appeal to him most? Which appeal to him least? Subjects who perceive the higher levels more positively are likely to be more job satisfied, better job performers and subsequently mentally healthier.

MOTIVATIONLEVELPERCEPTION SCALE (MLPS)

(Based on Maslow's hierarchy

(structured by S.Sathiyagirirajan)

To what extent does each of the following job-related factors appeal to you and make you perform best? Draw a circle over the letter* which indicates your response

*A – To a great extent, B – To a substantial extent ; C – To a certain extent ; D – To a marginal extent ; E – To a negligible extent.

S.No	Factor	Scale				
1	(Attractive) Salary	A	B	C	D	E
2	(Job) Security	A	B	C	D	E
3	Team Spirit	A	B	C	D	E
4	Recognition	A	B	C	D	E
5	Self – fulfillment	A	B	C	D	E
6	(Attractive) Perks	A	B	C	D	E
7	Peace of Mind	A	B	C	D	E
8	(Sense of) Belongingness	A	B	C	D	E
9	Self – esteem	A	B	C	D	E
10	Aesthetic aspects	A	B	C	D	E
11	(Periodic) Promotion	A	B	C	D	E
12	(Physical) Comforts	A	B	C	D	E
13	Cordial Atmosphere	A	B	C	D	E
14	Achievement	A	B	C	D	E
15	(Intellectual) Challenge	A	B	C	D	E
16	(Performance) Bonus	A	B	C	D	E
17	Organized work spot	A	B	C	D	E
18	(Conducive) Emotional climate	A	B	C	D	E
19	Prestige	A	B	C	D	E
20	Realization of Potential	A	B	C	D	E
21	(Decent) Retirement benefits	A	B	C	D	E
22	(Orderly and Neat) Ambience	A	B	C	D	E
23	(Informal) Social get-togethers	A	B	C	D	E
24	Social image	A	B	C	D	E
25	Intrinsic worth (of the job)	A	B	C	D	E

SCORING : 4, 3, 2, 1, 0 for A, B, C, D, E respectively

Sl. No.	Need Level	Statements	Score
1	Basic	1, 6, 11, 16, 21.....	
2	Safety and Security	2, 7, 12, 17, 22.....	
3	Love and Belongingness	3, 8, 13, 18, 23.....	
4	Self - Esteem	4, 9, 14, 19, 24.....	
5	Self - actualization	5, 10, 15, 20, 25.....	

PROFILE

Need level	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1. Basic Needs																						
2. Safety and Security needs																						
3. Love and Belongingness needs																						
4. Self - esteem needs																						
5. Self - actualization needs																						
Need level	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	

Item NO.	Item Reliability: Item/whole (level) correlation (r)	Item Validity : High Group - Low Group discrimination (t)
1	0.75	7.26
2	0.74	7.14
3	0.81	6.37
4	0.68	7.25
5	0.73	5.81
6	0.82	6.72
7	0.72	6.81
8	0.83	6.23
9	0.67	6.69
10	0.84	6.78
11	0.82	6.47
12	0.80	6.30
13	0.71	7.26
14	0.80	5.73
15	0.72	6.22
16	0.83	7.11
17	0.69	6.20
18	0.78	7.14
19	0.79	5.82
20	0.70	7.35
21	0.77	6.73
22	0.77	5.18
23	0.76	6.87
24	0.84	6.22
25	0.76	7.53

All r' s are high and all t' s are highly significant

Tool Reliability

Test - Retest mode of administration : Correlation Coefficient : $r = 0.84$
(high).

Tool Validity

Discrimination between two extreme groups known to be 'High' and 'Low'
(in Motivation)

High group			Low group			t'
N	Mean	S.D	N	Mean	S.D.	5.85
50	52.45	18.16	50	34.27	12.38	

' t ' is significant at 0.001 level

Self –actualization refers to the peak of one’s motivation level (Maslow) . If an individual is willing to give his best, and has a sense of self – fulfilment in personal as well as in professional career he is a self- actualized person. A self-actualized person has certain personal qualities which are unique to him. In self-actualization rating scale these qualities are operationally indicated in the statements which constitute the items of the scale.

Maslow coined a new term, ‘self-actualization’ indicating self-fulfilment as the highest form of self-motivation. This concept appealed to all academics since it eliminates competition. In self-actualization the individual does not compete with anybody (perhaps he is competing with himself, trying to excel his own previous performance). In one sense it is self-realisation. Self- realisation does not only mean ‘knowing thyself’ but optimally utilizing one’s potentialities as well. In fact the ultimate objective of guidance and counselling is to help individuals become self-actualized. A self-actualized person will be personally happy and socially useful.

In psychological research studies, self – actualization may be studied either as a criterion or as a correlate depending upon the objectives of the investigation.

(Source: Maslow; Hamachek)

(Structured by : S.Sathiyagirirajan)

Please read each of the following statements (items) and draw a circle over the letter * (A, B, C, D, or E) which reflects your reaction in the separate response sheet attached. Please do not make any mark on these sheets of paper with statements printed on. These are reusable.

This is a self-appraisal / diagnosis scale. Please be frank and honest in your responses, you are requested to record your 'actual' response (and not the 'ideal' – the supposed to be 'right' response).

- *A. Exactly / Always / To a great extent
- B. Nearly / Often / To a substantial extent
- C. Somewhat / Sometimes / To a certain extent
- D. Uncertain / Rarely / To a marginal extent
- E. Not at all / Never / To a negligible extent

1. I perceive realities.
2. I am aware of my merits.
3. I am spontaneous in thought.
4. I am more person-centred than problem – centred.
5. I have a detached view of life.
6. I have a sense of independence.

7. I appreciate the basic goods of life (like a sunset , a flower, a baby, a melody

and the like).

8. I indulge in wishful thinking
9. I have sympathy for the suffering humanity.
10. I accept myself for what I am.
11. My interpersonal relations are healthy.
12. I have autocratic character structure.
13. Before performing an act I think of its ethical aspects.
14. I demonstrate creativeness in thought.
15. I am aware of my limitations.
16. I put on airs when people come to me for a favour.
17. My individuality is manifest in my behaviour.
18. I am spontaneous in finer emotions.
19. I judge people on the basis of what they are as individuals (not on any other basis - basis of status, religion caste or community).
20. I feel uncomfortable in solitude.
21. I demonstrate creativeness in action.
22. I can see novelty and uniqueness even in ordinary things.
23. I feel I have a mission in life.
24. I feel elated over petty triumphs.
25. I am aware of limitations in people around me.
26. I employ realistic strategies.

27. I critically evaluate our culture.
28. 'Being popular' is more preferable to me than 'being true to myself'.
29. I work on a task meant for me.
30. I am spontaneous in action.
31. I am aware of strengths in people around me.
32. I break down in the face of deprivations and frustrations.
33. I have regard for people with a high sense of ethics.
34. I have a sense of humour.
35. I need privacy for concentration of themes of my interest.
36. I act against my 'conscience' when forced by circumstances.
37. I am concerned with the welfare of humanity as a whole.
38. My devotion to people is profound.
39. I conform to a mode of behaviour only when convinced.
40. My sense of humour is hostile and aggressive.

RESPONSE SHEET

1	A	B	C	D	E	21	A	B	C	D	E
2	A	B	C	D	E	22	A	B	C	D	E
3	A	B	C	D	E	23	A	B	C	D	E
4	A	B	C	D	E	24	A	B	C	D	E
5	A	B	C	D	E	25	A	B	C	D	E
6	A	B	C	D	E	26	A	B	C	D	E
7	A	B	C	D	E	27	A	B	C	D	E
8	A	B	C	D	E	28	A	B	C	D	E
9	A	B	C	D	E	29	A	B	C	D	E
10	A	B	C	D	E	30	A	B	C	D	E
11	A	B	C	D	E	31	A	B	C	D	E
12	A	B	C	D	E	32	A	B	C	D	E
13	A	B	C	D	E	33	A	B	C	D	E
14	A	B	C	D	E	34	A	B	C	D	E
15	A	B	C	D	E	35	A	B	C	D	E
16	A	B	C	D	E	36	A	B	C	D	E
17	A	B	C	D	E	37	A	B	C	D	E
18	A	B	C	D	E	38	A	B	C	D	E
19	A	B	C	D	E	39	A	B	C	D	E
20	A	B	C	D	E	40	A	B	C	D	E

Item NO.	Item Reliability: Item/whole correlation (r)	Item Validity : High Group - Low Group discrimination (t)	Item No	Item Reliability: Item/whole correlation (r)	Item Validity : High Group - Low Group discrimination (t)
1	0.72	4.75	21	0.66	4.87
2	0.70	5.10	22	0.68	5.63
3	0.68	6.18	23	0.63	5.45
4	0.67	6.25	24	0.68	6.10
5	0.62	5.26	25	0.60	5.15
6	0.70	5.56	26	0.69	4.85
7	0.71	5.90	27	0.70	5.85
8	0.69	5.97	28	0.67	5.37
9	0.68	6.05	29	0.66	4.80
10	0.72	6.22	30	0.68	5.68
11	0.67	5.13	31	0.60	5.10
12	0.74	6.67	32	0.62	5.83
13	0.68	5.75	33	0.71	4.76
14	0.72	4.98	34	0.62	5.15
15	0.72	5.35	35	0.64	5.20
16	0.63	6.18	36	0.61	5.35
17	0.60	6.27	37	0.62	5.45
18	0.60	5.85	38	0.68	6.27
19	0.67	6.46	39	0.68	5.25
20	0.70	5.78	40	0.61	5.15

All r 's are high and all t 's are highly significant.

Tool Reliability

Test – Retest mode of administration: Correlation Coefficient : $r = 0.82$ (high)
($N = 100$)

Tool Validity

Discrimination between two extreme groups known to be ‘High’ and ‘Low’

High Group			Low Group			t
N	Mean	SD	N	Mean	SD	3.50
50	121.85	40.57	50	96.45	31.40	

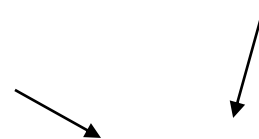
t is significant at 0.001 level.

Scoring : 4, 3, 2, 1, 0 for circled A, B, C, D, E respectively.

Items 4, 8, 12, 16, 20, 24, 28, 32, 36, 40 to be scored in the reverse order.

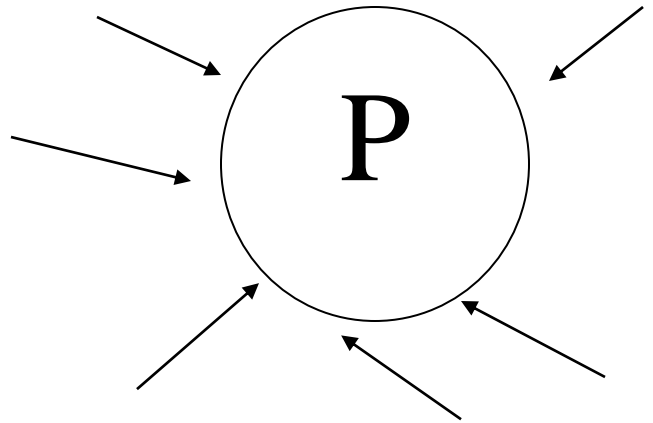
Perfect Score : $40 \times 4 = 160$.

Higher the score, higher the self-actualization.



P – the person, the individual

- Being Attacked
- By Problems
- (read or imaginary)



Stress refers to a situation when you feel that you are being attacked by several problems simultaneously. You are confused and completely at sea. Most of the problems may even be imaginary, but in your perception they are real and as severe as any other. You become scared and hence your reasoning faculty fails. You are not able to prioritise your problems in terms of their severity, intensity, acuteness or urgency. Stress will affect your physical health and mental health. Unless you remain cool, calm, and collected, make the best use of your thinking and reasoning faculties and attack problems one by one in order of priority stress will overpower you and make you ineffective.

Please read each of the following statements (items) and draw a circle over the letter* (A, B, C, D, or E) which reflects your reaction in the separate response sheet attached. Please do not make any mark on these sheets of paper with statements printed on. These are reusable.

This is a self-appraisal / diagnosis scale. Please be frank and honest in your responses; you are requested to record your 'actual' response (and not the 'ideal' – the supposed to be 'right' response).

- *A . Exactly / Always / To a great extent
- B. Nearly / Often / To a substantial extent
- C. Somewhat / Sometimes / To a marginal extent
- D. Uncertain / Rarely / To a marginal extent
- E. Not at all / Never / To a negligible extent

1. I am being attacked by several problems simultaneously.
2. I am not able to rank my problems in order of their complexity.
3. I am not able to rank my problems in order of their urgency.
4. Home related work is demanding.
5. Job related work is demanding.
6. Social obligations are demanding.

7. I am mentally tired.
8. I am physically tired.
9. I am restless.

10. I spend sleepless nights.
11. I suffer from head ache.
12. I have problems related to indigestion.
13. I feel I am not keeping good health (though medical diagnosis reveals that I am physically fit).
14. I lose my emotional balance.
15. My reasoning faculty fails.
16. I complete my work in a hurry.
17. Anxiety overpowers me when I am assigned any work.
18. My heartbeat increases when I am confronted with a problem.
19. My pulse rate increases when I am confronted with a problem.
20. I am badly in need of 'Holidaying'.

STRESS RATING SCALE (SRS) – RESPONSE SHEET

1	A	B	C	D	E
---	---	---	---	---	---

2	A	B	C	D	E
3	A	B	C	D	E
4	A	B	C	D	E
5	A	B	C	D	E
6	A	B	C	D	E
7	A	B	C	D	E
8	A	B	C	D	E
9	A	B	C	D	E
10	A	B	C	D	E
11	A	B	C	D	E
12	A	B	C	D	E
13	A	B	C	D	E
14	A	B	C	D	E
15	A	B	C	D	E
16	A	B	C	D	E
17	A	B	C	D	E
18	A	B	C	D	E
19	A	B	C	D	E
20	A	B	C	D	E

Scoring: 4,3, 2, 1, 0 for circled A, B, C, D, E respectively.

Perfect Score : $20 \times 4 = 80$

Higher the score, higher the stress.

Item	Item Reliability:	Item	Item	Item Reliability:	Item Validity
No.	From 0 to 1	Validity	No.	From 0 to 1	With Content

	(r)	discriminati on (t)		(r)	discrimination (t)
1	0.72	6.20	11	0.73	6.70
2	0.70	6.52	12	0.77	6.75
3	0.73	6.45	13	0.75	6.31
4	0.75	6.60	14	0.78	6.52
5	0.68	6.47	15	0.75	6.46
6	0.70	6.28	16	0.78	6.17
7	0.67	6.15	17	0.74	6.58
8	0.70	6.63	18	0.76	7.41
9	0.75	6.14	19	0.75	7.25
10	0.71	6.45	20	0.77	7.33

All r ' s are high and all t' s are highly significant

SRS

Tool Reliability

Test - Retest mode of administration : Correlation Coefficient: $r = 0.77$ (high)
(N=100)

Tool Validity

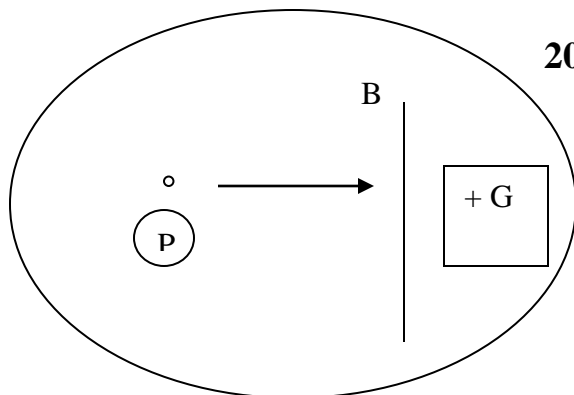
Discrimination between two extreme groups known to be 'High" and ' Low'

High Group			Low Group			T
N	Mean	SD	N	Mean	SD	6.16
50	62.25	18.78	50	40.36	15.65	

t is significant at 0.001 level.

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20. FRUSTRATION



P – the Person

G - Goal

+ attraction

→ Psychological Movement

B – Barrier

When the attempt of an individual to reach a goal is blocked he is frustrated. To avoid frustration, one must choose always reachable goals. One's aspirations must match one's abilities. One must desire what one deserves ('deserve before you desire').

There are three possible behaviours when an individual is frustrated. He can surmount the barrier and reach the goal. In other words, he pierces through the barriers and reaches the goal (fair play),. He may circumvent (avoid the barrier) and reach the goal (foul play – backdoor entry). He may substitute the bigger goal (G) by a smaller goal (g), reach the smaller goal now and then gradually march towards the bigger goal (G). This is called goal substitution.

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FRUSTRATION RATING SCALE (FRS)

(Structured by : S.Sathiyagirirajan)

\ Please read each of the following statements (item) and draw a circle over the letter* (A, B, C, D, or E) which reflects your reaction in the separate

response sheet attached. Please do not make any mark on these sheets of paper with statements printed on. These are reusable.

This is a self-appraisal / diagnosis scale. Please be frank and honest in your responses, you are requested to record your 'actual' response (and not the 'ideal' – the supposed to be 'right' response).

- *A. Exactly / Always / To a great extent
- B. Nearly / Often / To a substantial extent
- C. Somewhat / Sometimes / To a certain extent
- D. Uncertain / Rarely / To a marginal extent
- E. Not at all / Never / To a negligible extent

1. My goals are beyond my reach.
2. Others set unreachable goals for me.
3. There are several barriers to my goals.
4. I am not able to surmount my barriers.
5. I am not able to identify substitute goals.
6. My attempts to reach my goals are blocked.
7. Opportunities for my career advancement are meagre.

8. My attempts for my career upward mobility have been futile.
9. I am not able to conform to professional norms.
10. I am not able to conform to social norms.
11. I am not able to conform to domestic norms.
12. My basic needs remain ungratified.

13. I feel insecure and unsafe.
14. I do not have a sense of belongingness.
15. I do not have a sense of self esteem.
16. I do not have a sense of self fulfilment.
17. I breakdown emotionally whenever I am disappointed,
18. I become aggressive whenever I am disappointed
19. I do not have frustration tolerance.
20. I become tense whenever I am disappointed.

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**FRUSTRATION RATING SCALE (FRS) –
RESPONSE SHEET**

1	A	B	C	D	E	21	A	B	C	D	E
2	A	B	C	D	E	22	A	B	C	D	E
3	A	B	C	D	E	23	A	B	C	D	E

4	A	B	C	D	E	24	A	B	C	D	E
5	A	B	C	D	E	25	A	B	C	D	E
6	A	B	C	D	E	26	A	B	C	D	E
7	A	B	C	D	E	27	A	B	C	D	E
8	A	B	C	D	E	28	A	B	C	D	E
9	A	B	C	D	E	29	A	B	C	D	E
10	A	B	C	D	E	30	A	B	C	D	E
11	A	B	C	D	E	31	A	B	C	D	E
12	A	B	C	D	E	32	A	B	C	D	E
13	A	B	C	D	E	33	A	B	C	D	E
14	A	B	C	D	E	34	A	B	C	D	E
15	A	B	C	D	E	35	A	B	C	D	E
16	A	B	C	D	E	36	A	B	C	D	E
17	A	B	C	D	E	37	A	B	C	D	E
18	A	B	C	D	E	38	A	B	C	D	E
19	A	B	C	D	E	39	A	B	C	D	E
20	A	B	C	D	E	40	A	B	C	D	E

Scoring : 4, 3, 2, 1, 0 for circled A, B, C, D, E respectively.

Perfect Score : $20 \times 4 = 80$.

Higher the score, higher the frustration.

Item NO.	Item Reliability: Item/whole correlation	Item Validity : High Group - Low Group	Item No	Item Reliability: Item/whole correlation	Item Validity : High Group - Low Group
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	(r)	discrimination (t)		(r)	discrimination (t)
1	0.61	5.75	11	0.67	5.34
2	0.67	5.87	12	0.68	5.73
3	0.68	5.78	13	0.67	5.85
4	0.65	5.91	14	0.69	5.50
5	0.71	5.36	15	0.63	6.16
6	0.66	5.59	16	0.65	5.61
7	0.72	5.82	17	0.68	6.27
8	0.73	5.63	18	0.66	6.38
9	0.65	6.05	19	0.70	5.52
10	0.74	5.44	20	0.64	6.39

All r ' s are high and all t ' s are highly significant.

Tool Reliability

Test – Retest mode of administration: Correlation Coefficient: r = 0.78 (high)
(N=100)

Tool Validity

Discrimination between two extreme groups known to be ‘High’ and ‘Low’

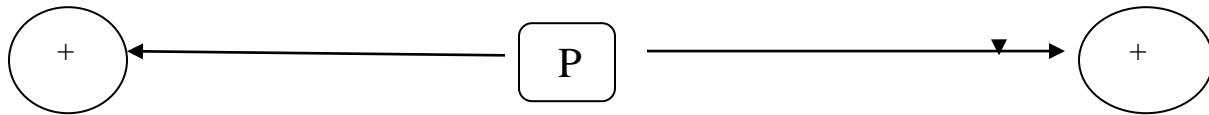
High Group			Low Group			t
N	Mean	SD	N	Mean	SD	
50	58.27	16.48	50	38.59	13.36	6.56

‘ t ‘ is significant at 0.001 level.

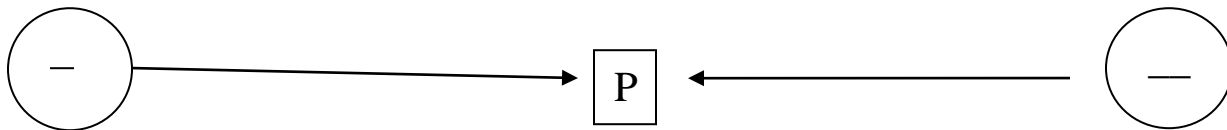
21. CONFLICT

Conflict is a situation when there is a clash between two goals, motives, thoughts or ideas. The two may be equally attractive or equally repulsive. The

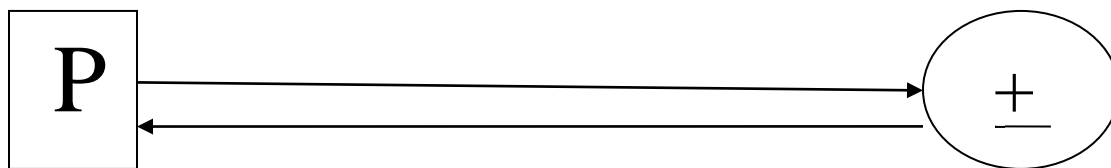
individual is forced to choose one of the two. There can be an approach – approach conflict if the two goals are equally attractive.



There can be an avoidance – avoidance conflicts if the two situations equally repulsive.



There are also times when the same goal may be attractive at times in the perception of the individual and may be equally repulsive at other times in his perception. In other words, it will have plus points as well as minus points. Plus points attract him and minus points repel him. It is a case of approach – avoidance conflict.



Conflicts are to be resolved as early as possible and choices made as quickly as possible, Conflicts should not be left unresolved. One must be resourceful enough in finding a way out if any conflict. Non – resolution of conflicts will affect one’s mental health.

Please read each of the following statements (items) and draw a circle over the letter* (A, B, C, D, or E) which reflects your reaction in the separate response sheet attached. Please do not make any mark on those sheets of paper with statements printed on. These are reusable.

This is a self-appraisal / diagnosis scale. Please be frank and honest in your responses; you are requested to record your 'actual' response (and not the 'ideal' – the supposed to be 'right' response).

*A. Exactly / Always / To a great extent.

B. Nearly / Often / To a substantial extent

C. Somewhat / Sometimes / To a certain extent

D. Uncertain / Rarely / To a marginal extent

E. Not at all / Never / To a negligible extent

1. I postpone decisions.
2. I postpone actions.
3. I cannot take quick decisions.
4. I cannot take decisions under pressure.
5. I cannot act under pressure.
6. I have difficulty in making choices.
7. I am not able to weigh pros and cons of situations.

8. I am confronted with equally attractive choices.
9. I am confronted with equally repulsive choices.

10. I am not able to select one of the two equally promising choices.
11. I am not able to recognize the superiority of one choice over the other.
12. I have difficulty in identifying a less repulsive choice.
13. Flanked by goals which seem to be equally attractive, I am not able to decide which to approach.
14. Flanked by situations which seem to be equally repulsive, I am not able to decide which to avoid.
15. I try to avoid situations which demand quick decisions.
16. I try to escape from situations with equally repulsive choices.
17. Some choices seem to be partly attractive and partly repulsive.
18. When choices are partly attractive and partly repulsive, I am not able to decide whether to approach or to avoid.
19. When choices have plus points and minus points, I am not able to assess whether plus points are more or minus ones.
20. I become tense in non-decision making situations.

1	A	B	C	D	E
2	A	B	C	D	E
3	A	B	C	D	E
4	A	B	C	D	E
5	A	B	C	D	E
6	A	B	C	D	E
7	A	B	C	D	E
8	A	B	C	D	E
9	A	B	C	D	E
10	A	B	C	D	E
11	A	B	C	D	E
12	A	B	C	D	E
13	A	B	C	D	E
14	A	B	C	D	E
15	A	B	C	D	E
16	A	B	C	D	E
17	A	B	C	D	E
18	A	B	C	D	E
19	A	B	C	D	E
20	A	B	C	D	E

Scoring : 4, 3, 2, 1, 0 for circled A, B, C, D, E respectively.

Perfect Score : $20 \times 4 = 80$

Higher the score, higher the conflict.

Item	Item	Item Validity	Item	Item Reliability:	Item Validity
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NO.	Reliability: Item/whole correlation (r)	: High Group - Low Group discrimination (t)	No	Item/whole correlation (r)	: High Group - Low Group discrimination (t)
1	0.71	5.50	11	0.75	6.14
2	0.77	5.76	12	0.67	6.73
3	0.78	5.81	13	0.68	6.81
4	0.72	6.67	14	0.76	6.15
5	0.72	5.82	15	0.68	6.40
6	0.74	6.18	16	0.71	6.06
7	0.70	6.54	17	0.75	5.80
8	0.68	5.83	18	0.68	5.72
9	0.67	6.35	19	0.73	6.37
10	0.74	5.90	20	0.69	6.28

All r' s are high and all t' s are highly significant.

Tool Reliability

Test – Retest mode of administration: Correlation Coefficient: $r = 0.78$ (high)
(N=100)

Tool Validity

Discrimination between two extreme groups known to be 'High' and ' Low'.

High Group			Low Group			T
N	Mean	SD	N	Mean	SD	
50	60.56	20.77	50	40.35	14.48	5.65

t is significant at 0.001 level.

Alienation refers to an intense feeling of purposelessness, normlessness, powerlessness, goallessness and self-estrangement. Alienation will, at the outset, make people unsocial and later if it is felt for a quite longer period it is likely to make people antisocial. Alienation may lead to emotional disturbance. The first behavioural manifestation of alienation is likely to be 'being alone' most of the time. Children and adolescents are often found moving in groups – in two's, three's, four's. However some of them will always be found alone avoiding company. If the behaviour is occasional there may be some reason. If this behaviour manifests often and that too rather consistently, then definitely something is wrong somewhere. This test is equally applicable to adults working in institutions. When the individual is not able to derive intrinsic motivation in his work (doing it rather mechanically in a monotonous way) and he is not able to find satisfaction and happiness in sources around him either in his work spot or at home, he is likely to become alienated. The counsellor in an institution must identify such employees (before it is too late) and put them in the right track. Alienated teachers are threats to an institution.

(Structured by: S. Sathiyagirirajan)

Please read each of the following statements (items) and draw a circle over the letter* (A, B, C, D, or E) which reflects your reaction in the separate response sheet attached. Please do not make any mark on these sheets of paper with statements printed on. These are reusable.

This is a self-appraisal / diagnosis scale. Please be frank and honest in your response; you are requested to record your 'actual' response (and not the 'ideal' – the supposed to be 'right' response).

- *A Exactly / Always / To a great extent
- B Nearly / Often / To a substantial extent
- C Somewhat / Sometimes / To a certain extent
- D Uncertain / Rarely / To a marginal extent
- E Not at all / Never / To a negligible extent

1. I do not feel at home with others.
2. I am not able to make others work.
3. I am not able to translate my decision into action.
4. I am not able to facilitate action.
5. I do not have a well defined life style.
6. I do not have a well defined value system.

7. I do not have well defined life goals.
8. I do not have any purpose in life.

9. I do not comply with any rules or regulations.
10. I do not bother about socially approved behaviour.
11. Ends are more important to me than means.
12. I do not have any self-imposed rules or regulations.
13. “ I care for nobody ; nobody cares for me”.
14. I do not have close relationship with anybody.
15. I have a sense of detachment from our cultural standards.
16. I am distant and different from others.
17. I am not able to identify any self – rewarding activity.
18. I am not able to identify intrinsic value in any work.
19. I do not find any meaning in life.
20. I do not have a sense of belongingness or loyalty to job.

REPONSE SHEET

1	A	B	C	D	E
2	A	B	C	D	E
3	A	B	C	D	E
4	A	B	C	D	E
5	A	B	C	D	E
6	A	B	C	D	E
7	A	B	C	D	E
8	A	B	C	D	E
9	A	B	C	D	E
10	A	B	C	D	E
11	A	B	C	D	E
12	A	B	C	D	E
13	A	B	C	D	E
14	A	B	C	D	E
15	A	B	C	D	E
16	A	B	C	D	E
17	A	B	C	D	E
18	A	B	C	D	E
19	A	B	C	D	E
20	A	B	C	D	E

Item NO.	Item Reliability: Item/whole correlation (r)	Item Validity : High Group - Low Group discrimination (t)
1	0.68	5.81
2	0.74	6.18
3	0.72	6.57
4	0.77	6.46
5	0.78	6.82
6	0.77	6.19
7	0.78	5.90
8	0.76	6.45
9	0.77	6.54
10	0.70	5.63
11	0.67	5.83
12	0.7	6.39
13	0.75	6.28
14	0.73	6.67
15	0.78	6.80
16	0.71	6.71
17	0.69	6.16
18	0.75	6.05
19	0.76	5.72
20	0.66	5.54

All r ' s are high and all t ' s are highly significant.

Tool Reliability

Test – Retest mode of administration: Correlation Coefficient : $r = 0.73$ (high)
($N = 100$).

Tool Validity

Discrimination between two extreme groups known to be ‘High’ and ‘Low’

High Group			Low Group			t
N	Mean	SD	N	Mean	SD	3.12
50	50.15	17.37	50	40.48	13.26	

‘t’ is significant at 0.001 level.

Scoring : 4, 3, 2, 1, 0 for circled A, B, C, D, E respectively.

Perfect Score : $20 \times 4 = 80$.

Higher the score, higher the alienation.

Burnout refers to a self-perceived stage an individual reaches in his job when he feels all his energies are exhausted. He feels tired and fed up – frustrated and disappointed. He loses his zeal, zest and enthusiasm for the job. He feels he has lost his competency for the job. He feels his services are being exploited at the cost of his personal and professional growth and development. This stage may even lead to self-pity, and depression. If it is not identified earlier and (self) remedial treatment initiated the individual may even become emotionally disturbed.

Some degree of burnout feeling is bound to occur to most of us because of the monotony of the job or if there is no scope for periodical career advancement for us. Job rotation is one way of avoiding burnout sensation. The nature of job will vary though basic skills and knowledge required will be the same. Periodic holidaying will be another strategy for solving the burnout problem. The best strategy will be job enrichment. It is a joint venture of the employer and the employee. The employer can organize and conduct a series of inservice programmes periodically to expose the employee into new visions and vistas in his job. In addition the employee himself can deliberately expose himself to new avenues of personal and professional enrichment.

BURNOUT RATING SCALE (BRS)

(Structured by : S. Sathiyagirirajan)

Please read each of the following statements (items) and draw a circle over the letter* (A, B, C, D, or E) which reflects your reaction in the separate response sheet attached. Please do not make any mark on these sheets of paper with statements printed on. These are reusable.

This is a self –appraisal / diagnosis scale. Please be frank and honest in your responses; you are requested to record your ‘actual’ response (and not the ‘ideal’ – the supposed to be ‘right’ response).

- *A. Exactly / Always / To a great extent
- B. Nearly / Often / To a substantial extent
- C. Somewhat / Sometimes / To a certain extent
- D. Uncertain / Rarely / To a marginal extent
- E. Not at all / Never / To a negligible extent

1. I am not so effective in my job as I used to be.
2. I am fed up with my job.
3. I feel I am expected to repeat the same old performance in my job.
4. I feel I need a change.
5. I feel I need some rest,
6. I lose interest in my job.
7. My job is not so exciting as it used to be.
8. I am not so enthusiastic in my job as I used to be.

9. My colleagues take me for granted.
10. My superiors take me for granted.
11. I feel like taking some long leave.
12. I suffer from head ache.
13. I suffer from digestive disorders.
14. I am restless.
15. I lose my emotional balance.
16. I am not so energetic as I used to be.
17. I am not so competent as I used to be.
18. My job seems to be taxing.
19. My job does not appeal to me.
20. There are more unpleasant tasks related to my job than pleasant ones.
21. My interpersonal relations with my colleagues are not healthy.
22. My interpersonal relations with my supporting staff are not healthy.
23. My interpersonal relations with my seniors are not healthy.
24. I feel I am overworked.
25. I feel I am made to do the work meant for others.
26. I feel I do work of others more than mine.

27. I feel I work more than necessary.
28. People around me exploit my services.
29. My job affects my physical health.
30. My job affects my mental health.
31. My work is not recognized.
32. My work is not rewarded.
33. I feel I have chosen a wrong job.
34. I feel I work in a wrong place.
35. I feel I have worked more the institutional development than for my self-enrichment.
36. I feel I have lost the power of concentration on my work.
37. I feel physically tired at the end of the day.
38. I feel mentally tired at the end of the day.
39. I feel I waste time and energy in my job.
40. The amount of work I execute does not match its output.

BURNOUT RATING SCALE (BRS) – RESPONSE SHEET

1	A	B	C	D	E	21	A	B	C	D	E
2	A	B	C	D	E	22	A	B	C	D	E
3	A	B	C	D	E	23	A	B	C	D	E
4	A	B	C	D	E	24	A	B	C	D	E
5	A	B	C	D	E	25	A	B	C	D	E
6	A	B	C	D	E	26	A	B	C	D	E
7	A	B	C	D	E	27	A	B	C	D	E
8	A	B	C	D	E	28	A	B	C	D	E
9	A	B	C	D	E	29	A	B	C	D	E
10	A	B	C	D	E	30	A	B	C	D	E
11	A	B	C	D	E	31	A	B	C	D	E
12	A	B	C	D	E	32	A	B	C	D	E
13	A	B	C	D	E	33	A	B	C	D	E
14	A	B	C	D	E	34	A	B	C	D	E
15	A	B	C	D	E	35	A	B	C	D	E
16	A	B	C	D	E	36	A	B	C	D	E
17	A	B	C	D	E	37	A	B	C	D	E
18	A	B	C	D	E	38	A	B	C	D	E
19	A	B	C	D	E	39	A	B	C	D	E
20	A	B	C	D	E	40	A	B	C	D	E

BRS

Item NO.	Item Reliability: Item/whole correlation (r)	Item Validity : High Group - Low Group discrimination (t)	Item No	Item Reliability: Item/whole correlation (r)
1	0.71	6.33	21	0.75
2	0.74	6.52	22	0.75
3	0.73	6.78	23	0.71
4	0.76	6.67	24	0.75
5	0.72	6.23	25	0.71
6	0.71	6.52	26	0.73
7	0.72	6.25	27	0.73
8	0.73	6.18	28	0.77
9	0.72	6.27	29	0.76
10	0.74	6.52	30	0.73
11	0.76	6.18	31	0.71
12	0.78	6.40	32	0.75
13	0.78	6.33	33	0.71
14	0.72	6.38	34	0.75
15	0.76	6.45	35	0.74
16	0.71	6.25	36	0.71
17	0.71	6.17	37	0.74
18	0.72	6.28	38	0.73
19	0.77	6.34	39	0.74
20	0.75	6.23	40	0.74

All r 's are high and all t 's are highly significant.

BRS

Tool Reliability

Test – Retest mode of administration : Correlation Coefficient: $r = 0.81$ (high)
($N = 100$).

Tool Validity

Discrimination between two extreme groups known to be ‘High’ and ‘Low’.

High Group			Low Group			t
N	Mean	SD	N	Mean	SD	6.93
50	130.83	41.25	50	80.47	30.69	

t is significant at 0.01 level.

Scoring : 4,3, 2,1,0 for circled A, B, C, D, E respectively.

Perfect Score : $40 \times 4 = 160$

Higher the score, higher the burnout.

24. ANXIETY

Anxiety is a vague feeling that something bad is likely to happen if the assigned task is not performed. In fear one is clear of what one is afraid of whereas in anxiety one is not able to specify what exactly frightens one. A little amount of anxiety may make an individual prepare for the task set in fairly well and achieve the desired results. However, when anxiety exceeds the limit (there are individual differences in this 'limit') it makes the individual ineffective and prevents him from rising to his potential.

Pressure (either perceived or real) to perform up to a criterion level will make the individual anxious. Anxiety will affect physical as well as mental health. Home climate and organizational climate play a vital role in reducing anxiety. If the emotional climate at home and in the institution is conducive individuals will rarely develop anxiety. Close relatives and superiors are largely responsible for pressure on individuals when they are expected to achieve a level which they cannot even if they are at their best. Individuals must be accepted as they are by respective superiors. Individuals who grow and develop in an anxiety atmosphere will become anxious individuals. They cannot perform effectively, nor can they give their best.

ANXIETY RATING SCALE (ANRS)**(Structured by: S. Sathiyagirirajan)**

Please read each of the following statements (items) and draw a circle over the letter* (A, B, C, D, or E) which reflects your reaction in the separate response sheet attached. Please do not make any mark on these sheets of paper with statements printed on. These are reusable.

This is a self-appraisal / diagnosis scale. Please be frank and honest in your responses; you are requested to record your ‘ actual’ response (and not the ‘ideal’ – the supposed to be ‘right’ response).

- *A. Exactly / Always / To a great extent
- B. Nearly / Often / To a substantial extent
- C. Somewhat / Sometimes / To a certain extent
- D. Uncertain / Rarely / To a marginal extent
- E. Not at all / Never / To a negligible extent

1. I feel something bad is likely to happen to me.
2. I feel ‘something is wrong somewhere’.
3. I am not able to specify ‘what is wrong? Where?’
4. My performance does not match my preparation.
5. My performance does not match my potential.
6. I feel I am not adequately prepared to perform the task assigned to me.

7. Others feel I am adequately prepared for the performance of tasks assigned to me.
8. I am worried more about my performance than about my preparation.
9. I am worried more about the consequence than about my performance.
10. I become nervous when I am about to start performing a task.
11. I become diffident when I am about to start performing a task.
12. A vague feeling of inadequacy overpowers me when I am assigned a new task.
13. I am sensitive to others' criticism.
14. I do not perform so effectively as others with the same potential as mine.
15. I do not perform so effectively as others with the same preparation as mine.
16. I am in need of constant encouragement.
17. I feel I do not get what I deserve.
18. I suffer from sleeplessness.
19. I feel I have been losing the power of concentration.
20. A vague feeling of uneasiness overpowers me when I am assigned a new task.

ANXIETY RATING SCALE (ANRS) – RESPONSE SHEET

1	A	B	C	D	E
2	A	B	C	D	E
3	A	B	C	D	E
4	A	B	C	D	E
5	A	B	C	D	E
6	A	B	C	D	E
7	A	B	C	D	E
8	A	B	C	D	E
9	A	B	C	D	E
10	A	B	C	D	E
11	A	B	C	D	E
12	A	B	C	D	E
13	A	B	C	D	E
14	A	B	C	D	E
15	A	B	C	D	E
16	A	B	C	D	E
17	A	B	C	D	E
18	A	B	C	D	E
19	A	B	C	D	E
20	A	B	C	D	E

Scoring : 4 , 3, 2, 1, 0 for circled A, B, C, D, E respectively.

Perfect Score : $20 \times 4 = 80$.

Higher the score, higher the anxiety.

ANRS

Item NO.	Item Reliability: Item/whole correlation (r)	Item Validity : High Group - Low Group discrimination (t)	Item No	Item Reliability: Item/whole correlation (r)	Item Validity : High Group - Low Group discrimination (t)
1	0.73	6.44	11	0.75	6.39
2	0.71	6.15	12	0.70	6.24
3	0.69	5.80	13	0.69	5.82
4	0.68	6.26	14	0.72	5.73
5	0.70	5.82	15	0.68	6.10
6	0.69	6.08	16	0.70	5.86
7	0.70	6.17	17	0.72	6.25
8	0.68	6.54	18	0.76	6.71
9	0.72	6.63	19	0.77	6.27
10	0.74	6.71	20	0.78	6.38

All r 's are high and All t ' s are highly significant.

Tool Reliability

Test – Retest mode of administration: Correlation Coefficient : $r = 0.83(N = 100)$.

Tool Validity

Discrimination between two extreme groups known to be 'high' and 'Low'

High Group			Low Group			t
N	Mean	SD	N	Mean	SD	
50	54.35	17.53	50	42.72	11.17	4.10

t is significant at 0.001 level.

25. MENTAL HEALTH

Mental health is a basic requirement for success in life (in addition to factors like intelligence, knowledge, wisdom and personality). Mental health is, today, defined not directly but indirectly by its indicators – personal happiness, job satisfaction, emotional balance, adjustment (inter and intra) , motivation (intrinsic), healthy interpersonal relations, sense of humour and a mission in life. Factors which affect mental health are stress, frustration and conflict. When an individual learns how to deal with these factors and develop coping behaviour of facing and solving problems that confront him in his life he can maintain sound mental health.

Mental health of a teacher is not only a personal necessity but a professional responsibility as well. A teacher with sound mental health is likely to facilitate a classroom climate conducive to sound mental health of students. A teacher with sound mental health operates in the ‘Adult Ego State’ with an ‘I am ok: you are ok’ life style (Eric Berne). Hence he is likely to motivate his students to give their best.

MENTAL HEALTH RATING SCALE (MHRS)

(Structured by : S. Sathiyagirirajan in collaboration with L.Saraswathi)

Please read each of the following statements (items) and draw a circle over the letter* (A, B, C, D, or E) which reflects your reaction in the separate response sheet attached. Please do not make any mark on these sheets of paper with statements printed on. These are reusable.

This is a self – appraisal / diagnosis scale. Please be frank and honest in your responses; you are requested to record your ‘actual’ response (and not the ‘ideal’ – the supposed to be ‘right’ response).

- * A. Exactly / Always / To a great extent
- B. Nearly / Often / To a substantial extent
- C. Somewhat / Sometimes / To a certain extent
- D. Uncertain / Rarely / To a marginal extent
- E. Not at all / Never / To a negligible extent

1. I am happy in my day to-day activities.
2. I cultivate happiness as a trait.
3. I identify the sources of happiness
4. Difficulties I face in my life make me unhappy.
5. I make the best use of the sources of happiness.
6. I have strategies of dealing with the sources of unhappiness.
7. Inconveniences I confront in my daily life affect my cheerful temperament.
8. People around me make me happy.
9. I avoid situations which are likely to make me unhappy.
10. I make people around me happy.

11. Satisfaction lies in the person and not in the job.
12. There are enough challenges in my job.
13. I feel like leaving my job.
14. I identify sources of satisfaction in my job.
15. I am on the lookout for a 'better' job.
16. I avoid job situations which are likely to make me dissatisfied.
17. I know how to make the best use of the sources of satisfaction in my job.
18. 'Minus points' in my job outweigh its 'Plus points'.
19. I know how to deal with the sources of dissatisfaction in my job.
20. There is adequate scope for advancement in my job.
21. I regulate my emotions.
22. I have a refined way of expressing emotions.
23. Some situations in my daily life make me lose my balance.
24. I remain cool, calm and collected even in trying situations.
25. Gestures and bodily behaviours overwhelm me in emotional situations.
26. I become elated at the slightest measure of success.
27. I avoid situations which are likely to make others emotional.
28. I become depressed at the slightest measures of failure.
29. I become emotional at the slightest irritation.
30. I avoid situations which are likely to make me emotional.
31. I am positive in my approach to life in general.
32. I feel life is worth living.
33. My failures make me miserable.
34. I think positive people reach their goals.
35. I get what I deserve.
36. I seek the advice of positive people.

37. I become arrogant when I achieve success.
38. I instil confidence in people around me.
39. I share my joys and sorrows with people around me.
40. People around me share their joys and sorrows.
41. I am aware of my merits.
42. I am aware of my limitations.
43. I take measures to remedy my limitations.
44. I desire what I deserve.
45. I fall a prey to flattery.
46. I take measures to make the best use of my merits.
47. I move towards my goal in a phased manner.
48. I seem to underestimate my ability.
49. I choose realistic and reachable goals.
50. I accept myself for what I am worth.
51. I am willing to learn from others.
52. I accept others for what they are worth.
53. I help others in improving their competency.
54. I indulge in negative criticism of others.
55. I help others in making the best use of their talents.
56. I draw lessons from the experiences of others.
57. I avoid cynical remarks.
58. I try to instil confidence in negative and pessimistic people.
59. 'Minus points' in others draw my attention more than 'Plus points'.
60. I avoid nagging.
61. I find pleasure in whatever work I am in.
62. I feel like doing some work because it appeals to me.

63. I crave for recognition for any work of mine.
64. I do not perform any work half heartedly.
65. Ends are important, not the means.
66. The worth of a work manifests itself only when we perform it.
67. Approval of an activity is the only criterion for indulging in it.
68. The intrinsic worth of a work is more rewarding than its extrinsic worth.
69. Disapproval of an activity is the only criterion for not indulging in it.
70. Work is worship if it is a source of joy.
71. I avoid arguing.
72. I avoid insulting others.
73. I avoid offending the feelings of others.
74. I have regard for others.
75. I respect the thoughts and feelings of others.
76. I greet others on appropriate occasions.
77. I feel at home in the company of others.
78. I acknowledge the greetings of others.
79. Others feel at home in my company.
80. I employ principles of healthy interpersonal relations in my social interactions.
81. I make others feel relaxed with my sense of humour.
82. My jokes are aggressive.
83. I take my failures supportively.
84. My jokes are hostile.
85. I enjoy good jokes even when they are directed towards me.
86. My jokes are sarcastic.
87. One can identify fun in any aspect of life.
88. Everybody is somebody's fool.

89. I laugh at my follies and mistakes.
90. I take my disappointments sportively.
91. My life is meaningful.
92. I know my objectives of my life.
93. I know my specific goals in life.
94. My goals are sequentially phased.
95. I know what I should aspire for at different stages of my life.
96. I take measures to realize my objectives.
97. I try my best to reach my goals.
98. I employ fair means to reach my goals.
99. Realisation of my objectives in life makes me personally happy
100. Realisation of my objectives in life makes me socially useful.

MENTAL HEALTH RATING SCALE (MHRS)-**RESPONSE SHEET**

1	A	B	C	D	E	26	A	B	C	D	E
2	A	B	C	D	E	27	A	B	C	D	E
3	A	B	C	D	E	28	A	B	C	D	E
4	A	B	C	D	E	29	A	B	C	D	E
5	A	B	C	D	E	30	A	B	C	D	E
6	A	B	C	D	E	31	A	B	C	D	E
7	A	B	C	D	E	32	A	B	C	D	E
8	A	B	C	D	E	33	A	B	C	D	E
9	A	B	C	D	E	34	A	B	C	D	E
10	A	B	C	D	E	35	A	B	C	D	E
11	A	B	C	D	E	36	A	B	C	D	E
12	A	B	C	D	E	37	A	B	C	D	E
13	A	B	C	D	E	38	A	B	C	D	E
14	A	B	C	D	E	39	A	B	C	D	E
15	A	B	C	D	E	40	A	B	C	D	E
16	A	B	C	D	E	41	A	B	C	D	E
17	A	B	C	D	E	42	A	B	C	D	E
18	A	B	C	D	E	43	A	B	C	D	E
19	A	B	C	D	E	44	A	B	C	D	E
20	A	B	C	D	E	45	A	B	C	D	E
21	A	B	C	D	E	46	A	B	C	D	E
22	A	B	C	D	E	47	A	B	C	D	E
23	A	B	C	D	E	48	A	B	C	D	E
24	A	B	C	D	E	49	A	B	C	D	E
25	A	B	C	D	E	50	A	B	C	D	E

**MENTAL HEALTH RATING SCALE (MHRS) –
RESPONSE SHEET**

51	A	B	C	D	E	76	A	B	C	D	E
52	A	B	C	D	E	77	A	B	C	D	E
53	A	B	C	D	E	78	A	B	C	D	E
54	A	B	C	D	E	79	A	B	C	D	E
55	A	B	C	D	E	80	A	B	C	D	E
56	A	B	C	D	E	81	A	B	C	D	E
57	A	B	C	D	E	82	A	B	C	D	E
58	A	B	C	D	E	83	A	B	C	D	E
59	A	B	C	D	E	84	A	B	C	D	E
60	A	B	C	D	E	85	A	B	C	D	E
61	A	B	C	D	E	86	A	B	C	D	E
62	A	B	C	D	E	87	A	B	C	D	E
63	A	B	C	D	E	88	A	B	C	D	E
64	A	B	C	D	E	89	A	B	C	D	E
65	A	B	C	D	E	90	A	B	C	D	E
66	A	B	C	D	E	91	A	B	C	D	E
67	A	B	C	D	E	92	A	B	C	D	E
68	A	B	C	D	E	93	A	B	C	D	E
69	A	B	C	D	E	94	A	B	C	D	E
70	A	B	C	D	E	95	A	B	C	D	E
71	A	B	C	D	E	96	A	B	C	D	E
72	A	B	C	D	E	97	A	B	C	D	E
73	A	B	C	D	E	98	A	B	C	D	E
74	A	B	C	D	E	99	A	B	C	D	E
75	A	B	C	D	E	100	A	B	C	D	E

MENTAL HEALTH – SCORING

S. No	Items	Component	Score
1	1 – 10	Personal Happiness	
2	11 – 20	Job Satisfaction	
3	21 - 30	Emotional Balance	
4	31 - 40	Perception of Life	
5	41 - 50	Perception of Self	
6	51 - 60	Perception of Others	
7	61 - 70	Intrinsic Motivation	
8	71 - 80	Interpersonal Relations	
9	80 - 90	Sense of Humour	
10	91 - 100	Mission in Life	
		Total Score	

Scoring : 4,3,2,1,0 for A, B, C, D, E respectively. Negative Statements with the following serial numbers are to be scored in the reverse order:

4, 7, 13, 15, 18, 23, 25, 26, 28, 29, 33, 37, 45, 48, 54, 59, 63, 65, 67, 69, 82, 84, 86.

MENTAL HEALTH - PROFILE

Dimensions	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40		
1. Personal Happiness																																						
2. Job Satisfaction																																						
3. Emotional Balance																																						
4. Perception of Life																																						
5. Perception of Self.																																						
6. Perception of others																																						
7. Intrinsic Motivation																																						
8. Interpersonal Relations																																						
9. Sense of Humour																																						
10. Mission in Life																																						
	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40		

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MHRS

Item NO.	Item Reliability: Item/whole correlation (r)	Item Validity : High Group - Low Group discrimination (t)	Item No	Item Reliability: Item/whole correlation (r)	Item Validity : High Group - Low Group discrimination (t)
1	0.67	6.48	26	0.67	5.70
2	0.64	6.66	27	0.64	5.50
3	0.74	6.20	28	0.74	6.40
4	0.76	5.45	29	0.76	6.66
5	0.76	6.40	30	0.66	5.67
6	0.79	6.90	31	0.69	5.90
7	0.72	5.85	32	0.75	6.58
8	0.68	5.60	33	0.72	6.20
9	0.67	6.57	34	0.71	6.15
10	0.66	6.17	35	0.65	5.32
11	0.66	6.32	36	0.70	6.23
12	0.71	6.12	37	0.70	6.11
13	0.68	5.80	38	0.70	5.60
14	0.72	6.63	39	0.68	6.05
15	0.73	5.74	40	0.72	5.72
16	0.75	5.64	41	0.74	6.15
17	0.75	5.36	42	0.65	5.46
18	0.79	5.75	43	0.68	5.74
19	0.70	6.73	44	0.67	5.80
20	0.64	6.29	45	0.66	6.27
21	0.64	5.47	46	0.65	5.78
22	0.72	6.72	47	0.64	5.68
23	0.63	6.18	48	0.73	5.50
24	0.67	5.91	49	0.67	5.45
25	0.64	6.40	50	0.64	6.30

All t ' s are high and all t ' s are highly significant.

Item NO.	Item Reliability: Item/whole correlation (r)	Item Validity : High Group - Low Group discrimination (t)	Item No	Item Reliability: Item/whole correlation (r)	Item Validity : High Group - Low Group discrimination (t)
51	0.73	5.56	76	0.73	5.75
52	0.75	6.13	77	0.75	6.72
53	0.63	6.85	78	0.74	6.33
54	0.65	5.16	79	0.72	6.04
55	0.74	6.27	80	0.71	5.37
56	0.67	6.68	81	0.62	6.55
57	0.73	5.64	82	0.70	5.45
58	0.65	6.52	83	0.73	6.10
59	0.72	6.20	84	0.75	5.81
60	0.71	5.48	85	0.79	5.10
61	0.70	6.25	86	0.64	5.66
62	0.61	6.44	87	0.77	6.17
63	0.75	5.21	88	0.68	5.58
64	0.69	5.43	89	0.78	6.28
65	0.74	6.32	90	0.74	6.46
66	0.66	5.70	91	0.70	6.37
67	0.71	6.20	92	0.63	6.38
68	0.79	5.50	93	0.76	6.14
69	0.62	6.15	94	0.65	5.12
70	0.72	6.45	95	0.72	6.23
71	0.77	6.10	96	0.69	6.30
72	0.68	7.00	97	0.61	5.40
73	0.66	5.18	98	0.67	5.85
74	0.70	6.87	99	0.71	5.35
75	0.64	5.84	100	0.66	6.60

All r 's are high and all t' s are highly significant.

MHRS**Tool Reliability**

Test – Retest mode of administration: Correlation Coefficient: $r = 0.77$ (High)
(N=100)

Tool Validity

Discrimination between two extreme groups known to be ‘High’ and ‘Low’.

High group			Low group			t'
N	Mean	S.D	N	Mean	S.D	4.60
50	304.84	111.32	50	218.36	72.72	

t is significant at 0.001 level.

26. DEFENSIVE BEHAVIOUR

When an individual is confronted with a problem, his choice is between coping behaviour and defensive behaviour. Some of us identify problems, analyse them, and try our best to solve them. If the solution is beyond our reach, in spite of our best efforts, we seek the advice of our (resourceful) well wishers to solve them. If the solution is beyond our reach even then, we learn how to pull on with such unsolved problems. This type of behaviour is called coping behaviour. However most of us do not admit our inability to solve problems. We feel it is rather infrading,. Such of us employ defensive behaviour which is manifest in what are called ‘ego’ defences or defence mechanisms. These defence mechanisms are self deceptive and are unconscious manifestations of our defensive behaviour.

One way of improving mental health will be to identify our defences and shake them off. In this attempt we need the services of our well wishers – close friends and relatives who can easily identify our defences and draw our attention to them. These defences are barriers to coping behaviour. (Through defences we are only saving our face, not solving our problems). Only through coping behaviour one can improve one’s mental health.

DEFENSIVE BEHAVIOUR RATING SCALE (DBRS)

(Structured by: S. Sathiyagirirajan)

Please read each of the statements (items) that follow and draw a circle over the letter* (A, B, C, D, or E) which reflects your reaction in the separate response sheet attached. Please do not make any mark on these sheets of paper with statements printed on. These are reusable.

This is a self – appraisal / diagnosis scale. Please be frank and honest in your responses: you are requested to record your ‘actual’ response (and not the ‘ideal’ – the supposed to be ‘right’ response).

- *A. Exactly / Always / To a great extent
- B. Nearly / Often / To a substantial extent
- C. Somewhat / sometimes / To a certain extent
- D. Uncertain / Rarely / To a marginal extent
- E. Not at all / Never / To a negligible extent

1. I am lost in thoughts.
2. I warm myself in pleasant fantasy.
3. I try to escape from the real world.
4. I undertake excursions to my dream world.
5. I try more to save my face than to solve my problem.
6. I project my merits to cover my limitations.
7. I try to compensate my deficiency in one field by my proficiency in another.
8. I try to avoid working in fields in which I am not competent.

9. I attribute my negative motives to others.
10. I defend myself by offending others.
11. I make others perform tasks which I cannot.
12. I hold others responsible for my faults.
13. I give feasible false excuses for my inability to perform a task.
14. Goals within my reach seem to be valuable.
15. Goals beyond my reach seem to be worthless.
16. I discover 'good' reasons to cover 'real' reasons for my inability to perform a task.
17. I prefer to be in the company of high achievers.
18. I try to gain friendship of high achievers.
19. I bask in the glory of high achievers known to me.
20. I establish belongingness with high achievers.
21. I do not recognize achievement of others.
22. Achievements of others seem to be worthless.
23. I boost my achievements.
24. I belittle achievements of others.
25. If I am ill-treated by some one, I ill-treat some one else.
26. If I cannot retaliate hostile behaviour of some people. I become hostile to some other people.
27. If I am humiliated or snubbed by my superiors. I humiliate or snub my subordinates.

28. Since I cannot express my negative feelings or emotions in my work spot or social situations, I displace them towards the members of my family or people close to me.
29. I become physically indisposed when I am assigned a difficult task.
30. I become physically indisposed when I am assigned an unpleasant task.
31. I become physically indisposed when I am emotionally upset.
32. I become physically indisposed when I am not able to solve a problem.
33. I try to hide my genuine feelings.
34. I try to express false feelings.
35. I express a (false) reaction just opposite of a genuine one.
36. I express socially approved reactions (even when my genuine reactions are not so).
37. There is a wide gap between my ideal self and actual self.
38. I forget any situation that tarnishes my self - image.
39. I forget any behaviour of mine inconsistent with my self –image.
40. I forget unpleasant experiences.

**DEFENSIVE BEHAVIOUR RATING SCALE (DBRS) –
RESPONSE SHEET**

1	A	B	C	D	E	21	A	B	C	D	E
2	A	B	C	D	E	22	A	B	C	D	E
3	A	B	C	D	E	23	A	B	C	D	E
4	A	B	C	D	E	24	A	B	C	D	E
5	A	B	C	D	E	25	A	B	C	D	E
6	A	B	C	D	E	26	A	B	C	D	E
7	A	B	C	D	E	27	A	B	C	D	E
8	A	B	C	D	E	28	A	B	C	D	E
9	A	B	C	D	E	29	A	B	C	D	E
10	A	B	C	D	E	30	A	B	C	D	E
11	A	B	C	D	E	31	A	B	C	D	E
12	A	B	C	D	E	32	A	B	C	D	E
13	A	B	C	D	E	33	A	B	C	D	E
14	A	B	C	D	E	34	A	B	C	D	E
15	A	B	C	D	E	35	A	B	C	D	E
16	A	B	C	D	E	36	A	B	C	D	E
17	A	B	C	D	E	37	A	B	C	D	E
18	A	B	C	D	E	38	A	B	C	D	E
19	A	B	C	D	E	39	A	B	C	D	E
20	A	B	C	D	E	40	A	B	C	D	E

Scoring : 4,3, 2, 1, 0 for circled A, B, C, D, E respectively.

Perfect Score : $40 \times 4 = 160$;

Perfect single behaviour score: $4 \times 4 = 16$;

Higher the score, higher defensive behaviour,

Lower the score, higher coping behaviour.

Scoring Sheet

S. No	Defensive Behaviour	statements	Score
1	Day dreaming	1 - 4	
2	Compensation	5 - 8	
3	Projection	9 - 12	
4	Rationalization	13 - 16	
5	Identification	17 - 20	
6	Belittling	21 - 24	
7	Displacement	25 - 28	
8	Conversion	29 - 32	
9	Reaction formation	33 - 36	
10	Repression	37 - 40	

DEFENSIVE BEHAVIOUR – PROFILE

Coping ←————→ Defensive

DIMENSIONS	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1. Day dreaming																	
2. Compensation																	
3. Projection																	
4. Rationalization																	
5. Identification																	
6. Belittling																	
7. Displacement																	
8. Conversion																	
9. Reaction formation																	
10. Repression																	
	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Coping ←————→ Defensive

DBRS

Item NO.	Item Reliability: Item/whole correlation (r)	Item Validity : High Group - Low Group discrimination (t)	Item No	Item Reliability: Item/whole correlation (r)	Item Validity : High Group - Low Group discrimination (t)
1	0.63	5.57	21	0.67	5.72
2	0.67	5.93	22	0.66	5.05
3	0.61	5.58	23	0.66	5.83
4	0.65	5.74	24	0.64	4.72
5	0.67	5.57	25	0.65	5.77
6	0.62	5.78	26	0.67	4.93
7	0.68	5.23	27	0.65	5.87
8	0.65	5.95	28	0.68	5.37
9	0.67	5.74	29	0.69	5.23
10	0.65	5.25	30	0.63	4.74
11	0.67	5.83	31	0.67	4.86
12	0.63	5.10	32	0.60	5.63
13	0.69	5.37	33	0.68	4.65
14	0.67	5.72	34	0.67	5.47
15	0.62	5.57	35	0.67	5.52
16	0.68	5.77	36	0.69	5.65
17	0.60	5.28	37	0.68	4.53
18	0.67	5.35	38	0.63	4.87
19	0.62	5.73	39	0.62	4.92
20	0.63	5.27	40	0.67	5.30

All r ' s are high and all t ' s are highly significant.

DBRS**Tool Reliability**

Test – Reset mode of administration: Correlation Coefficient: $r = 0.78$ (high)

(N = 100)

Tool Validity

Discrimination between two extreme groups known to be ‘High’ and ‘Low’

High group			Low group			t'
N	Mean	S.D	N	Mean	S.D.	7.16
50	125.58	34.88	50	80.54	27.55	

‘ t ‘ is significant at 0.001 level.

INTEREST

Interest refers to the general tendency of an individual to seek out and participate in the activities of his choice. Interests in life areas are classified into the following types (Modified All Port – Vernon values)

-Theoretical (Academic / Intellectual Pursuits - Head oriented)

-Practical (Pragmatic / Down to earth – Hand - oriented)

-Aesthetic (finer aspects of life - Heart oriented)

-Social (Service to Humanity)

According to Thorndike and Hagen. ‘ Interest’ is a vital segment of one’s personality. Lack of ‘ Interest’ in any of the life areas (indicated above) creates a ‘gap’ in one’s Personality – an incomplete or imperfect Personality.

27. INTEREST PREFERENCE SCALE

To what extent does each of the following areas of interest / activities appeal to you? Indicate your response (in the separate response sheet attached) by drawing a circle over A, B or C (A – To a substantial extent / often. B – To some extent / sometimes; C – To a negligible extent / rarely) Do not make any mark on these sheets of paper. They are reusable. Do not skip any item unresponded.

S. No.	Area of Interest / Activity
1	Knowledge enrichment
2	Skill Development
3	Music
4	Motivating Others
5	Helping others
6	Intellectual Challenge
7	Useful work
8	Poetry
9	Supervisory work
10	Social work
11	Academic pursuits
12	Practical Approach
13	Art
14	Managing others
15	Charity
16	Research
17	Pragmatic Approach
18	Painting
19	Planning, organizing and executing programmes
20	Championing a social cause
21	Philosophy
22	Business
23	Fiction
24	Group Leadership
25	Service to humanity

**INTEREST PREFERENCE SCALE
RESPONSE SHEET**

S. No				S. No			
1	A	B	C	14	A	B	C
2	A	B	C	15	A	B	C
3	A	B	C	16	A	B	C
4	A	B	C	17	A	B	C
5	A	B	C	18	A	B	C
6	A	B	C	19	A	B	C
7	A	B	C	20	A	B	C
8	A	B	C	21	A	B	C
9	A	B	C	22	A	B	C
10	A	B	C	23	A	B	C
11	A	B	C	24	A	B	C
12	A	B	C	25	A	B	C
13	A	B	C				

Scoring : 2, 1, 0 for A, B, C respectively.

S. No	Field of Interest	Items	Score
1	Theoretical	1,6,11,16,21	
2	Practical	2,7,12,17,22	
3	Aesthetic	3,8,13,18,23	
4	Administrative	4,9,14,19,24	
5	Social	5,10,15,20,25	

Maximum possible score for each field : $5 \times 2 = 10$

PROFILE

		← Score →										
		0	1	2	3	4	5	6	7	8	9	10
Theoretical												
Practical												
Aesthetic												
Administrative												
Social												
		0	1	2	3	4	5	6	7	8	9	10
		← Score →										

INTEREST PREFERENCE SCALE

Item Reliability (r) and item validity (t)

Item NO.	Item/whole correlation (r)	High Group - Low Group discrimination (t)	Item No	Item/whole correlation (r)	High Group - Low Group discrimination (t)
1	0.73	3.57	14	0.73	2.77
2	0.61	3.46	15	0.78	3.72
3	0.63	2.72	16	0.72	2.85
4	0.72	3.38	17	0.73	3.24
5	0.65	2.83	18	0.61	3.46
6	0.62	2.83	19	0.67	2.86
7	0.71	2.71	20	0.66	2.88
8	0.73	3.24	21	0.62	3.54
9	0.64	2.91	22	0.64	2.75
10	0.72	3.15	23	0.71	2.87
11	0.71	3.92	24	0.61	3.68
12	0.62	2.76	25	0.73	3.85
13	0.63	3.81			

All r ' s are high and

All t ' s are highly significant.

Tool reliability (r) – KR – 21 (N = 100)

Tool Validity (Two known groups high and low in the type / area of interest compared) (t)

Theoretical type : r = 0.81 ; t = 3.83

Practical type : r = 0.78 ; t = 3.54

Aesthetic type : r = 0.75 ; t = 3.72

Administrative type : r = 0.84 ; t = 3.44

Social type : r = 0.77 ; t = 3.81

All r' s are high (greater than 0.60)

All t 's are significant at 0.001 level

Tryout sample : Volunteer (N:200)

School Teachers : 100 (Men 50 : Women 50)

College Teachers : 100 (Men 50 : Women 50)

In MADURAI.

28. INTEREST PREFERENCE SCHEDULE

This schedule consists of 20 pairs of statements. In each pair choose one statement which is more typical or more characteristic of you. Draw a circle over either A or B indicating your choice. Do not skip any statement unresponded. Indicate your choice in the separate response sheet provided. Do not make any mark on these sheets of paper. They are reusable.

The 21st item expects you to rank the fields of interest in order of your preference. It is the key item of the schedule . Do not skip it unresponded.

1. A. I believe in sound theories
B. I believe in proven practices.
2. A. Academic pursuits appeal to me
B. Fine arts appeal to me.
3. A. I prefer to be an academic
B. I prefer to be an administrator.
4. A. I am interested in academic research
B. I am interested in social work
5. A. Utility is my criterion
B. Aesthetic appeal is my criterion
6. A. I believe in pragmatic approach
B. I believe in motivating people
7. A. I believe in skill – oriented activities
B. I believe in service – oriented activities

8. A. The aesthetic appeal of finer aspects of life makes the happy
B. I am happy when my managerial acumen is manifest in administration
9. A. The aesthetic appeal of fine arts makes my life meaningful.
B. Opportunity to serve humanity makes my life meaningful.
10. A. I manage people.
B. I love people
11. A. I am theoretical
B. I am practical.
12. A. I am head oriented
B. I am heart oriented
13. A. I believe in academic leadership
B. I believe in administrative leadership
14. A. I believe in academic commitment
B. I believe in social commitment
15. A. 'Down to earth' approach appeals to me
B. Good poetry appeals to me
16. A. I am a practical person
B. I am an effective group leader
17. A. I perceive realities of life
B. I empathize with the helpless.

18. A. Music facilitates my emotional release
 B. I cultivate leadership qualities in myself
19. A. I appreciate basic goods in life.
 B. I feel like championing the causes of the down – trodden
20. A. I believe in social intelligence.
 B. I believe in social service.
21. Rank your field of interest (1, 2, 3, 4,5)

	Field of Interest	Rank
A	Theoretical	
B	Practical	
C	Aesthetic	
D	Administrative	
E	Social	

INTEREST PREFERENCE SCHEDULE

Response Sheet

Item No	Options		Item No	options	
1	A	B	11	A	B
2	A	B	12	A	B
3	A	B	13	A	B
4	A	B	14	A	B
5	A	B	15	A	B
6	A	B	16	A	B
7	A	B	17	A	B
8	A	B	18	A	B
9	A	B	19	A	B
10	A	B	20	A	B

Item 21 (Ranking)

Field of Interest	Rank
A Theoretical	
B Practical	
C Aesthetic	
D Administrative	
E Social	

Scoring : Each choice is given a score of ' 1 ' (1 to 20)

The maximum possible score for a field / area of interest is : 8

The least possible score for a field / area of interest : 0

Item No: 21 (Ranking)

5, 4, 3, 2, 1 for ranks 1, 2, 3, 4, 5 respectively.

The maximum possible score for a field / area of interest in all the 21 items put together is : $8 + 5 = 13$

The least possible score for a field / area of interest in all the 21 items put together is : $0 + 1 = 1$.

	Field / Area of Interest	Choices indicating the field	Score
A	Theoretical	1A,2A,3A,4A,11A,12A, 13A,14A	
B	Practical	1B, 5A,6A,7A,11B,15A,16A,17A	

C	Aesthetic	2B,5B,8A,9A,12B, 15B,18A, 19A	
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D	Administrative	3B, 6B, 8B, 10A, 13B, 16B, 18B, 20A	
E	Social	4B, 7B, 9B, 10B, 14B, 17B, 19B, 20B	

INTEREST PREFERENCE - PROFILE

	0	1	2	3	4	5	6	7	8	9	10	11	12	13
A. Theoretical														
B. Practical														
C. Aesthetic														
D. Administrative														
E. Social														
	0	1	2	3	4	5	6	7	8	9	10	11	12	13

Item reliability (r) and item validity (t)

Item NO.	Item Reliability: Item/whole correlation (r)	Item Validity : High Group - Low Group discrimination (t)
1	0.66	3.72
2	0.65	3.65
3	0.73	3.54
4	0.67	4.27
5	0.66	3.46
6	0.68	4.83
7	0.72	3.78
8	0.75	4.81
9	0.71	3.65
10	0.64	3.56
11	0.68	3.86
12	0.67	3.45
13	0.66	4.36
14	0.65	4.45
15	0.74	3.76
16	0.66	3.65
17	0.75	4.56
18	0.65	4.65
19	0.76	4.78
20	0.77	4.17
21	0.78	3.85

All r 's are high

All t 's are highly significant.

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Tool reliability (r) and Tool validity (t)

Tool reliability (KR21) (N = 100)

Theoretical r = 0.72

Practical r = 0.75

Aesthetic r = 0.68

Administrative r = 0.66

Social r = 0.65

All r 's are high

Tool Validity (t) : Two extreme groups known to be high and low in the field of interest indicate were compared and the 't' values calculated to denote the significance of the difference between the means of the two groups.

Theoretical t = 4.69

Practical t = 4.58

Aesthetic t = 3.86

Administrative t = 3.77

Social t = 3.95

All t' s are significant 0.001 level

TRY OUT sample : N = 200 (Volunteer)

School Teachers : 100 (Men : 50 ; Women : 50)

College Teachers : 100 (Men : 50; Women :50)

29. SELF – CONCEPT

Self – concept implies the concept one has of oneself. Positive self-concept facilitates success and happiness. The basic components of self-concept are self – assessment, self – image, self – management self – orientation and self – esteem. The tool on self – concept consists of statements which are the behavioural manifestations of these components.

Self – concept is a well known variable in research – in education, psychology, sociology and OB (organizational behaviour). Self –concept is a vital component of personality. This variable is often used in research in guidance and counselling. An effective counsellor has an unconditional positive regard (Carl Rogers) for the self – concept of the counsellee.

Self – concept is studied either as a criterion variable or as a correlate variable depending upon the objective of the investigation.

SELF CONCEPT RATING SCALE

Read each of the following statements and indicate your response by drawing a circle over A, B or C in the separate response sheet attached. Do not make any mark on these sheets of paper. They are reusable. Do not skip any statement unresponded.

A : Often / To a substantial extent / Nearly

B : Sometimes / To a certain extent / Somewhat

C : Rarely / To a negligible extent / Uncertain

1. I know my proficiency level.
2. I know my field of interest,
3. I know the field for which I have aptitude.
4. I have frustration tolerance.
5. I manage stressful situations.
6. I resolve conflicts.
7. I manage anxiety.
8. I am free from phobias (irrational fears)
9. I am free from manias (overexcited reactions)
10. My attitude towards self is positive.
11. My attitude towards others is positive.
12. My attitude towards life (in general) is positive.
13. I know how to make the best use of my abilities.
14. I am self – reliant.
15. I desire what I deserve.
16. I am achievement oriented.

17. I am free from haughtiness or arrogance.

18. I know how to manage depressing situations.

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19. I avoid unjust comparison.

(Comparing myself with others – superior or inferior to me in potential).

20. I avoid unhealthy competition.

(Avoiding malpractices in competition)

21. My social contribution is significant.

22. There is scope for my self – enrichment.

23. I comply with my personal code of conduct.

24. I comply with my professional code of conduct.

25. My behaviour is consistent with my self – image.

SELF – CONCEPT RATING SCALE

RESPONSE SHEET

S. No	Opinion			S. No	opinion		
1	A	B	C	14	A	B	C
2	A	B	C	15	A	B	C
3	A	B	C	16	A	B	C
4	A	B	C	17	A	B	C
5	A	B	C	18	A	B	C
6	A	B	C	19	A	B	C
7	A	B	C	20	A	B	C
8	A	B	C	21	A	B	C
9	A	B	C	22	A	B	C
10	A	B	C	23	A	B	C
11	A	B	C	24	A	B	C
12	A	B	C	25	A	B	C
13	A	B	C				

Scoring : 2,1,0 for A, B, C respectively

Maximum possible score: $25 \times 2 = 50$

Minimum possible score: $25 \times 0 = 0$

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SELF – CONCEPT RATING SCALE

Item reliability (r) and Item validity (t)

Item NO.	Item/whole correlation (r)	High Group - Low Group discrimination (t)	Item No	Item/whole correlation (r)	High Group - Low Group discrimination (t)
1	0.64	3.25	14	0.76	3.55
2	0.63	3.45	15	0.65	3.14
3	0.62	3.77	16	0.71	3.86
4	0.64	3.37	17	0.64	3.31
5	0.61	3.47	18	0.73	3.23
6	0.66	3.68	19	0.78	3.21
7	0.67	3.88	20	0.68	3.95
8	0.65	3.30	21	0.62	3.26
9	0.68	3.18	22	0.73	3.46
10	0.62	3.66	23	0.64	3.94
11	0.74	3.56	24	0.70	3.28
12	0.72	3.47	25	0.61	3.37
13	0.67	3.77			

All r' s are high and All t ' s are highly significant.

Tool reliability

KR 21 : $r = 0.75$ (high) (N = 100)

Tool Validity

High Group (More positive)			Low Group (Less positive)			t
N	Mean	SD	N	Mean	SD	
50	32.75	11.55	50	22.45	7.63	5.78

t significant 0.001 level

Try out Sample: Volunteer (N – 200)
School Teachers: 100 (Men : 50 ; Women : 50)
College Teachers: 100 (Men : 50 ; Women : 50) In Madurai.

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30. SELF ESTEEM

Self – esteem is a personality trait. Positive self – esteem facilitates success and happiness. Self esteem is a need level identified by Maslow in his ‘hierarchy of needs’. It paves the way for self – actualization. Self – esteem does not refer to haughtiness or arrogance or over excited behaviour at the onset of success and achievement. It is a vital component of self – concept. Self - esteem is also studied as a uni-dimensional single variable.

Statements of the tool on self – esteem are its behavioural manifestations.

Self – esteem is also positively related to other positive traits of personality.

Self – esteem may be studied either as a criterion or as a correlate depending upon the objectives of the investigations.

SELF ESTEEM RATING SCALE

Read each of the following statements and indicate your response by drawing a circle over A, B or C * in the separate response sheet attached. Do not make any mark on these sheets of paper. They are reusable. Do not skip any statement un – responded.

A : To Substantial extent / Often / Nearly

B : To some extent / Sometimes / Somewhat

C : To a negligible extent / Rarely / Uncertain

1. I have self – respect
2. I am proud of my achievements
3. I enjoy my successes
4. I identify causes for my failures
5. I am free from overexcitement at the onset of my success
6. I am free from emotional breakdown at the onset of my failure.
7. I am proud of people close to me
8. I am proud of my institution
9. Self competition is the best competition
10. Self motivation is the best motivation
11. I give my best in all my endeavour
12. I assess myself objectively
13. I desire before I desire

1. I am proud of my potential
2. I am proud of my performance
3. I reach my goals through fair means
4. I am conscious of my social image
5. My self-esteem facilitates my achievements
6. I comply with my self-imposed rules and regulations
7. I am proud of my profession

SELF ESTEEM RATING SCALE
RESPONSE SHEET

S. No	Opinion			S. No	opinion		
1	A	B	C	11	A	B	C
2	A	B	C	12	A	B	C
3	A	B	C	13	A	B	C
4	A	B	C	14	A	B	C
5	A	B	C	15	A	B	C
6	A	B	C	16	A	B	C
7	A	B	C	17	A	B	C
8	A	B	C	18	A	B	C
9	A	B	C	19	A	B	C
10	A	B	C	20	A	B	C

SELF - ESTEEM RATING SCALE

Item NO.	Item/whole correlation (r)	High Group - Low Group discrimination (t)
1	0.72	2.81
2	0.63	2.62
3	0.62	2.73
4	0.61	2.91
5	0.64	2.81
6	0.68	3.25
7	0.74	3.36
8	0.67	2.61
9	0.66	2.72
10	0.65	2.91
11	0.65	2.82
12	0.71	2.72
13	0.72	3.43
14	0.64	3.54
15	0.66	2.65
16	0.67	2.95
17	0.63	2.86
18	0.61	2.67
19	0.68	2.78
20	0.62	2.97

All r ' s are high All t ' s are highly significant .

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Tool reliability

KR 21 : $r = 0.78$ (high) (N = 100)

Tool Validity

Two extreme groups known to be 'high' and 'low' in self – esteem)

High Group			Low Group			T
N	Mean	SD	N	Mean	SD	6.12
50	27.50	9.25	50	16.75	5.50	

't' significant at 0.001 level

Scoring: 2, 1, 0 for A, B, C respectively

Maximum possible Score: $20 \times 2 = 40$

Minimum Possible Score: $20 \times 0 = 0$

Try out sample: Volunteer (N = 200)

School Teachers: 100 (Men; 50; Women: 50)

College Teachers: 100 (Men: 50; Women: 50)

in Madurai.

31. HUMAN VALUES – PREFERENCE

One's perception of several basic human values may seem to be equally positive, but the real test emerges when there is a conflict between two values. In such a situation, one prefers one value to the other. How do subjects prioritise basic human values? This tool (HVPRS) attempts to study value preference of the subjects; It is structured on the model of EPPS (Edwards Personal Preference Schedule) – a personality inventory. Each of the fourteen basic human values is operationally defined through statements (behavioural manifestations of the concerned value). Preferences of the subjects may be ranked. Value preferences indicate the degree of intrinsic worth attached to the values. Differential studies may be attempted in value preferences. How do men and women differ in value preferences? How do different professionals differ in value preferences? How do different age groups differ in value preferences? How does one's socio – economic status or educational status influence value preferences? Does intelligence influence value preferences? Do personality factors influence value preferences? These and similar questions may be of research interest to investigators.

HUMAN VALUES PREFERENCE SCHEDULE (HVPRS)

(Structured by : S. Sathiyagirirajan in collaboration with Sr. James Celine)

This schedule consists of 91 pairs of statements. Here is an example:

- A. I am fond of books
- B. I am fond of children

Which of these two statements is more characteristic of you? If 'being fond of books' is more characteristic than being fond of children, then you should choose A over B. If 'being fond of children' is more characteristic of you than 'being fond of books' then you should choose B over A.

You may like both A and B. In this case, you would have to choose between the two and you should choose the one that you like better. If you dislike both A and B, then you should choose the one that you dislike less.

Your choice, in each instance, should be in terms of what you like at the present time, and not in terms of what you think you should like. This is not a test. There are no right or wrong answers. Your choice should be a description of your own personal likes. Make a choice for every pair of statements; do not skip any.

Note:

For each numbered item draw a circle around A or B to indicate the statement you have chosen. Remember; make the circles in the response sheet.

This booklet is reusable. Please return it along with your response sheet.

1. A. I like to be responsible in all my activities.
B. I like to be right in my decision.
2. A. I like to be punctual.
B. I like to be morally liable for carrying out the work assigned to me.
3. A. I like to be responsible to the consequences of any activity of mine.
B. I like to think of success of the group when I work in a group.
4. A. I like to be friendly with others.
B. I like to accept responsibility implied in my job.
5. A. I do not like to scapegoat others for the consequences of my activity.
B. I like to be true to others.
6. A. I like to be fair in my decision.
B. I like to be regular.
7. A. I like to co-operate with the fellow members of my group.
B. I like to treat others fairly.
8. A. I like to give others right treatment.
B. I like to be cordial with others.
9. A. I like to be faithful to others.
B. I like to be objective when I take decisions.

10. A. I like to be in the appointed place at the appointed time.
B. I like to identify myself with my work group.
11. A. I like to express my finer sentiments with others.
B. I like others to be in the appointed place in the appointed time.

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12. A. I like to stick to a schedule of work.
B. I like to be unfailing in my loyalty.
13. A. I like to give my best for the success of my group.
B. I like to be affectionate with others.
14. A. I like to avoid telling lies
B. I like to be responsible in all activities.
15. A. I like to be morally bound for carrying out the work assigned to me.
B. I like to help others.
16. A. I like to take reasonable risks.
B. I like to be responsible for the consequences of any activity of mine.
17. A. I like to accept responsibility implied in my job.
B. I like to be compassionate to others.
18. A. I like to trust my ability.
B. I do not like to scapegoat others for the consequences of my activity.
19. A. I like to be right in my decision.
B. I do not like to cheat others.
20. A. I like to be useful to others.
B. I like to be fair in my decision.
21. A. I like to treat others fairly.
B. I do not like to feel downhearted if I happen to lose.
22. A. I like to take pity on deserving people.
B. I like to give others right treatment.

23 A. I like to be objective when I take decisions.

B I like to trust my competence.

24. A. I do not like to deceive others.

B. I like to be punctual.

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25. A. I like to be regular.

B. I like to work for others.

26. A. I like to comply with rules and regulations.

B. I like to be in the appointed place at the appointed time.

27. A. I like to accept responsibility implied in my job.

B. I like to work hard.

28. A. I like to be cool, calm and collected even in trying situations.

B.I like to be responsible for the consequences of my activity.

29. A. I do not like to scapegoat others for the consequences of my activity.

B. I like to be generous.

30. A. I like to be steady in my progress.

B. I like to be fair in my decision.

31. A. I like to treat others fairly.

B. I like to be courageous.

32. A. I like to forgive others.

B. I like to be objective when I take decisions.

33. A. I like others to be in the appointed place in the appointed time.

B. I like to be tender –hearted.

34. A. I like to depend on myself.

B. I like to stick to a schedule of work.

35. A, I like to be punctual.

B. I like to be careful in my work.

36. A. I like to be self controlled.
B. I like to stick to a schedule of work.
37. A. I like others to be in the appointed place in the appointed time.
B. I like to help even those people who have done harm to me.
38. A. I like to be sincere to others.
B. I like to prefer group achievement to individual achievement.
39. A. I like to think of success of the group when I work in a group.
B. I like to avoid stealing.
40. A. I like to serve the needy ones.
B. I do not like to indulge in foul play.
41. A. I like to identify myself with my work group.
B. I do not like to indulge in foul play.
42. A. I like to give my best for the success of my group.
B. I like to sympathise deserving people.
43. A. I like to avoid depending on others.
B. I like to prefer group achievement to individual achievement.
44. A. I like to be co-operative with the fellow members of my group.
B. I like to work hard to reach my goal.
45. A. I like to be fearless.
B. I like to give my best for the success of the group.

46. A. I like to prefer group achievement to individual achievement.
B. I like to be large – hearted.
47. A. I like to be warm in interpersonal relations.
B. I like to be earnest in my work.
48. A. I like to be straightforward in my dealings.
B. I like to be friendly with others.
49. A. I like to be cordial with others.
B. I like to spend my leisure in social service.
50. A. I like to accept and admire superior performance of others .
B. I like to express my finer sentiments with others.
51. A. I like to be affectionate with others.
B. I like to console people in distress.
- 52.. A. I like to stand on my own legs.
B. I like to be warm in interpersonal relations.
53. A. I like to be true to others.
B. I like to avoid telling lies.
54. A. I like to help others.
B. I like to be faithful to others.
55. A. I like to be unfailing in my loyalty.
B. I like to take reasonable risks.
56. A. I like to be compassionate to others.

B. I like to be sincere to others.

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57. A. I like to be earnest in my work.

B. I like to trust my ability.

58. A. I like to avoid cheating others.

B. I like to be useful to others.

59. A. I do not like to feel down-hearted if I happen to lose.

B. I like to avoid deceiving others.

60. A. I like to avoid stealing things.

B. I like to take pity on deserving people.

61. A. I like to trust my competence.

B. I like to be straightforward in my dealings.

62. A. I like to help others.

B. I like to comply with rules and regulations.

63. A. I like to be tender-hearted.

B. I like to depend on myself.

64. A. I like to spend my leisure in social service.

B. I like to depend on myself.

65. A. I do not like to indulge in foul play.

B. I like to sympathise with deserving people.

66. A. I like to avoid depending on others.

B. I like to accept and admire superior performance of others.

67. A. I like to console people in distress.

B. I like to stand on my own legs.

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68. A. I like to trust my ability.

B. I like to work hard.

69. A. I like to be cool, calm and collected.

B. I like to trust my competence.

70. A. I like to depend on myself.

B. I like to be generous.

71. A. I like to be steady in my progress.

B. I like to be courageous.

72. A. I like to help even those people who have done harm to me.

B. I like to be careful in my work.

73. A. I like to be fearless.

B. I like to be large hearted.

74. A. I like to plan and work systematically.

B. I like to be tender – hearted.

75. A. I like to sympathise with deserving people.

B. I like to avoid ‘going to pieces’ when confronted with difficulties.

76. A. I like to be gracious.

B. I like to be tender – hearted.

77. A. I like to take reasonable risks.

B. I like to work hard to reach my goal.

78. A. I like to be fearless.

B. I like to comply with rules and regulations.

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79. A. I like to accept and admire superior performance of others.

B. I like to be large – hearted.

80. A. I like to be careful in my work.

B. I like to work for others.

81. A. I like to be useful to others.

B. I like to be self – controlled.

82. A. I like to help even those people who have done harm to me.

B. I like to help others.

83. A. I like to avoid cheating others.

B. I like to be steady in my progress,

84. A. I like to be courageous.

B. I like to avoid deceiving others.

85. A. I like to avoid stealing things.

B. I like to forgive others.

86. A. I like to be generous,
B. I like to be unfailing in my loyalty.
87. A. I like to be sincere to others.
B. I like to be cool, calm and collected.
88. A. I like to work hard.
B. I like to be earnest in my work.
89. A. I like to be friendly with others.
B. I like to plan and work systematically.
90. A. I like to avoid 'going to pieces' when confronted with difficulties.
B. I like to be cordial with others.
91. A. I like to express my finer sentiments.
B. I like to be gracious.

HUMAN VALUES PREFERENCE SCHEDULE (HVPrS)**REPOSE SHEET**

1	A	B	24	A	B	47	A	B	70	A	B
2	A	B	25	A	B	48	A	B	71	A	B
3	A	B	26	A	B	49	A	B	72	A	B
4	A	B	27	A	B	50	A	B	73	A	B
5	A	B	28	A	B	51	A	B	74	A	B
6	A	B	29	A	B	52	A	B	75	A	B
7	A	B	30	A	B	53	A	B	76	A	B
8	A	B	31	A	B	54	A	B	77	A	B
9	A	B	32	A	B	55	A	B	78	A	B
10	A	B	33	A	B	56	A	B	79	A	B
11	A	B	34	A	B	57	A	B	80	A	B
12	A	B	35	A	B	58	A	B	81	A	B
13	A	B	36	A	B	59	A	B	82	A	B
14	A	B	37	A	B	60	A	B	83	A	B
15	A	B	38	A	B	61	A	B	84	A	B
16	A	B	39	A	B	62	A	B	85	A	B
17	A	B	40	A	B	63	A	B	86	A	B
18	A	B	41	A	B	64	A	B	87	A	B
19	A	B	42	A	B	65	A	B	88	A	B
20	A	B	43	A	B	66	A	B	89	A	B
21	A	B	44	A	B	67	A	B	90	A	B
22	A	B	45	A	B	68	A	B	91	A	B
23	A	B	46	A	B	69	A	B			

SCORING PROCEDURE

Every choice is given 1 score. The maximum possible score for a value is 13.

The least possible score for a value is 0.

Basic Human Values	Statements numbers / Sub divisions
I. Responsibility	1A, 2B, 3A, 4B, 5A, 14B, 15A,16B, 17A, 18B, 27A, 28B, 29A
II. Justice	1B, 6A, 7B, 8A, 9B, 19A, 20B, 21A, 22B, 23A, 30B. 31A, 32B
III. Punctuality and Regularity	2A, 6A, 7B, 8A, 9B, 19A, 20B, 21A, 26B, 33A, 34B, 35A, 36B, 37A,
IV. Team Spirit	3B, 7A, 10B, 13A, 38B, 39A, 40B, 41A, 42A, 43B, 44A, 45B, 46A
V. Love	4A, 8B, 11A, 13B, 47A, 48B, 49A, 50B, 51A, 52B, 89A, 90B, 91A
VI. Loyalty \	5B, 9A, 12B, 38A, 47B, 53A, 54B, 55A, 56B, 57B, 86B, 87A, 88B
VII. Honesty	14A, 19B, 24A, 39B, 48A, 53B, 58A, 59B, 60A, 61B, 83A, 84B, 85A
VIII. Service	15B, 20A, 25B, 40A, 49B, 54A, 58B, 62A, 63B, 64A, 80B, 81A, 82B

IX. Sportmanliness	16A, 21B, 26A, 41B, 50A, 55B, 59A, 62B, 65A, 66B, 77A, 78B, 79A
X. Sympathy	17B, 22A, 33B, 42B, 51B, 56A, 60B, 63A, 65B, 67A, 74B, 75A, 76B
XI. Self – reliance	18A, 23B, 34A, 43A, 52A, 57B, 61A, 64B, 66A, 67B, 68A, 69B, 70A
XII . Diligence	27B, 30A, 35B, 44B, 68B, 71A, 72B, 74A, 77B, 80A, 83B, 88A, 89B
XIII. Fortitude	28A, 31A, 36A, 45A, 69A, 71B, 73A, 75B, 98A, 81B, 84A, 87B, 90A
XIV. Magnanimity	29B, 32A, 37B, 46A, 70B, 72A, 73B, 76A, 79B, 82A, 85B, 86A, 91B

S. No	Human Value	Score
I.	Responsibility	
II	Justice	
III	Punctuality and Regularity	
IV	Team Spirit	
V	Love	
VI	Loyalty	
VII	Honesty	
VIII	Service	
IX	Sport manliness	
X	Sympathy	
XI	Self - reliance	
XII	Diligence	
XIII	Fortitude	
XIV	Magnanimity	

HVP r S PROFILE

		0	1	2	3	4	5	6	7	8	9	10	11	12	13
I.	Responsibility	.	.	.	.	.	.	.	.	.	.	.	.	.	.
II	Justice	.	.	.	.	.	.	.	.	.	.	.	.	.	.
III	Punctuality and Regularity	.	.	.	.	.	.	.	.	.	.	.	.	.	.
IV	Team Spirit	.	.	.	.	.	.	.	.	.	.	.	.	.	.
V	Love	.	.	.	.	.	.	.	.	.	.	.	.	.	.
VI	Loyalty	.	.	.	.	.	.	.	.	.	.	.	.	.	.
VII	Honesty	.	.	.	.	.	.	.	.	.	.	.	.	.	.
VIII	Service	.	.	.	.	.	.	.	.	.	.	.	.	.	.
IX	Sportmanliness	.	.	.	.	.	.	.	.	.	.	.	.	.	.
X	Sympathy	.	.	.	.	.	.	.	.	.	.	.	.	.	.
XI	Self - reliance	.	.	.	.	.	.	.	.	.	.	.	.	.	.
XII	Diligence	.	.	.	.	.	.	.	.	.	.	.	.	.	.
XIII	Fortitude	.	.	.	.	.	.	.	.	.	.	.	.	.	.
XIV	Magnanimity	.	.	.	.	.	.	.	.	.	.	.	.	.	.
		0	1	2	3	4	5	6	7	8	9	10	11	12	13

TRYOUT**(Results on Selected Values)**

Serial Number of Value	Item reliability Item/whole correlation (r)	Item Validity High Group - Low Group discrimination (t)
1	0.62	4.40
2	0.69	4.65
3	0.68	5.77
4	0.64	6.58
5	0.64	6.49
6	0.61	5.36
7	0.66	6.44
8	0.62	4.33
9	0.67	6.25
10	0.65	5.26
11	0.64	4.82
12	0.66	4.91
13	0.63	6.17
14	0.62	5.35

All r ' s are high and all t ' s are highly significant.

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Tool Reliability (Test Retest method ' r ')
and Tool Validity (High group – Low group discrimination ' t ')

STUDY RESULTS

Serial Number of value	(r)	(t)
1	0.68	5.63
2	0.63	4.21
3	0.72	4.87
4	0.65	4.53
5	0.61	5.78
6	0.62	5.21
7	0.71	5.13
8	0.66	5.07
9	0.63	4.89
10	0.68	5.22
11	0.65	4.21
12	0.66	4.56
13	0.67	4.27
14	0.73	4.95

All r ' s are high and all t ' s are highly significant.

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32. VALUE ORIENTATION

Values are principles or standards of behaviour; they refer to implicit definition of what is wanted, what is best and what is desirable for the individual. Values are individual standards and are implicit principles of behaviour. (Norms are social standards and explicit principles of behaviour). Values are individual norms and norms are social values. To achieve success and happiness one must become the best possible human being. This implies that one must cherish basic human values and cultivate them as personality traits.

An attempt is made by the author to identify some major basic human values. The list of twenty five basic human values is based on his exposure to research oriented books and articles. The twenty five basic human values are classified, arbitrarily, into five categories – regulating, humanizing, socializing, enriching and elevating. A value classified under one category performs more of that implied

function than the other four. In other words the category label is predominant for the value.

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VALUE ORIENTATION SCALE

Here is a list of 25 basic human values. Indicate the extent to which you cherish each value (your self-orientation) by drawing a circle over A, B or C in the separate response sheet. Do not make any mark on these sheets of paper. They are reusable. Do not skip any item unresponded.

A : To a substantial extent / often / nearly

B : To some extent / Sometimes / Some what

C : To a negligible extent / rarely / Uncertain

Regulating

1. Punctuality and regularity

(Be punctual; keep your appointments: be regular , comply with a reasonable and feasible schedule of work and rest)

2. Self – discipline

(Control and discipline yourself; comply with self – imposed rules and regulations)

3. Diligence

(Achievement = intelligence + diligence ; cultivate the habit of systematic hard work)

4. Perseverance

(Persist in your task for a right cause till it is fully executed; concentrate on it and don't get distracted)

5. Trustworthiness (be reliable; be dependable, be consistent; be stable; be truthful)

Humanizing:

6. Kindness, sympathy and empathy (be kind to others; be tender –hearted; take pity on people in distress ; try to understand the feelings of others

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by looking at things from their points of view)

7. Humility

(be humble, unassuming, be free from haughtiness or arrogance)

8. Love and affection

(Express your finer sentiments freely, establish healthy interpersonal relations)

9. Gratitude

(Be grateful to others for their kindness, sympathy, empathy, love, affection and help)

10. Cheerfulness

(Be cheerful; cultivate a relatively permanent and consistent cheerful temperament)

Socializing

11. Team spirit (give your best for your group achievement; develop a sense of belongingness to your group; work for the realization of your group objectives)

12. Co-operation (Be co-operative and extend full co-operation to others for the right cause and give your best while co-operating).

13. Citizenship (be a good citizen, discharge your duties and responsibilities to the best of your ability; be a law – abiding citizen)

14. Courtesy

(Be polite to others irrespective of age or status; be warm, cordial and friendly)

15. Service

(Help people in need, do something to the suffering humanity, the down trodden and the exploited to the extent possible)

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Enriching

16. Self – reliance and confidence (trust your ability based on objective self –assessment; be self-dependent, be self-motivated, act with initiative and drive)

17. Vibrancy

(Be vibrant, alive, active, dynamic, act with zeal, zest and enthusiasm)

18. Sense of duty and responsibility

(Be conscientious; be duty bound; accept the responsibility of the executing the task assigned to you; hold yourself responsible for the consequences of your action)

19. Sense of justice

(Be right in taking decision; be fair; be straightforward without being impolite)

20. Objectivity

(Be free from subjectivity; no personal whims and fancies; no prejudices; no irrational sentiments; be objective in assessing people or situations)

Elevating

21. Honesty and Loyalty

(be true to yourself and to others; admit your limitations and indicate the limitations of others politely without offending their feelings; don't cheat or deceive others, don't be a hypocrite, be faithful to yourself and to others)

22. Courage

(Be brave, have guts to safeguard the rights and privileges of self and others; champion the right cause)

23. Tranquillity

(Maintain your emotional balance – poise even in trying situations / achieving situations; be self-controlled, be free from emotional breakdown; be free from over excited reaction or depression; be free from manias or phobias)

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24. Magnanimity

(Be generous; forgive others who harm you; don't hesitate to help even harmful and ungrateful people when they are in trouble, be gracious)

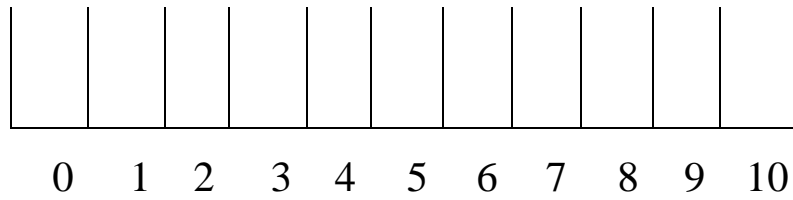
25. Spirituality

(Devote sometime everyday to spiritual exposure – prayer, meditation, and the like)

**VALUE ORIENTATION SCALE
RESPONSE SHEET**

S. No	Opinion			S. No	opinion		
1	A	B	C	11	A	B	C
2	A	B	C	12	A	B	C
3	A	B	C	13	A	B	C
4	A	B	C	14	A	B	C
5	A	B	C	15	A	B	C
6	A	B	C	16	A	B	C
7	A	B	C	17	A	B	C
8	A	B	C	18	A	B	C
9	A	B	C	19	A	B	C
10	A	B	C	20	A	B	C
11	A	B	C	24	A	B	C

Elevating



TOOL : VALUE ORIENTATION SCALE

Item Reliability (r) and Item Validity (t)

Item NO.	Item/whole correlation (r)	High Group - Low Group discrimination (t)	Item No	Item/whole correlation (r)	High Group - Low Group discrimination (t)
1	0.82	6.25	14	0.72	5.25
2	0.78	5.51	15	0.73	5.28
3	0.77	5.84	16	0.78	5.74
4	0.79	5.75	17	0.75	5.63
5	0.76	5.63	18	0.74	5.36
6	0.81	6.55	19	0.76	5.47
7	0.78	5.62	20	0.72	5.52
8	0.83	6.71	21	0.74	5.31
9	0.75	5.57	22	0.75	5.71
10	0.76	5.88	23	0.75	5.13
11	0.75	5.76	24	0.73	5.23

12	0.73	5.14	25	0.77	5.94
13	0.77	5.85			

All r ' s are high and All t ' s are highly significant.

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Tool reliability (KR21) and Tool validity (' t ' value - High group - Low group discrimination)

Category	' r '	' t '
Regulating	0.75	3.64
Humanizing	0.72	4.91
Socializing	0.77	3.82
Enriching	0.81	4.72
Elevating	0.74	4.55

All r ' s are high and all t ' s are highly significant

TRYOUT SAMPLE: Volunteer (N = 200)

School Teachers: 100 (Men: 50 ; Women 50)

College Teachers: 100 (Men: 50 : Women 50)

in MADURAI.

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33. EMOTIONAL INTELLIGENCE

Intelligence is being broadly classified into “Intellectual” and “Emotional” Intellectual intelligence implies “abstract intelligence” of Thorndike. Emotional intelligence implies “Social intelligence” of Thorndike. Emotional Intelligence is defined in terms of being able to monitor and regulate one’s own and other’s feelings, to guide thought and action. The five basic components of Emotional intelligence are self-awareness, self-regulation, self-motivation, empathy and social skills.

The statements of the tool on emotional intelligence are the behavioural manifestations of the variable.

Of late Emotional intelligence has gained popularity in research – education and psychology. E.Q. (Emotional Quotient – an index of emotional

intelligence) is as important as and often more important than I.Q (Intelligence Quotient – an index of intellectual intelligence) for success and happiness in life.

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EMOTIONAL INTELLIGENCE RATING SCALE

(Structured by S. Sathiyagirirajan)

Read each of the following statements and indicate your response in the separate response sheet attached. Draw a circle over A, B, or C (A – To a substantial extent / often, B – To some extent / sometimes, C – To a negligible extent / rarely). Do not make any mark on these sheets of paper. They are reusable. Do not skip any statement unresponded.

1. I am aware of my feelings.
2. I express my feelings in refined ways
3. I desire what I deserve.
4. I am aware of the feelings of others.
5. My interpersonal relations are healthy
6. I avoid situations which are likely to provoke me emotionally.
7. I express my sentiments in appropriate situations.
8. I am more interested in my task than in its outcome.

9. I accept others.
10. I pull on nicely with others
11. I am aware of my emotions
12. I express my emotions in socially approved ways
13. More challenging remote goals appeal to me rather than less challenging immediate goals.
14. I respect the views of others.
15. I feel at home with others.
16. I assess the feelings of others objectively.
17. I avoid offending the feeling of others.

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18. I seek a specific standard of excellence in whatever work I perform.
19. I listen to others when they release their emotions.
20. Others feel at home with me
21. I accept myself
22. I avoid situations which are likely to provoke others emotionally.
23. I derive a sense of fulfilment in whatever work I perform
24. I perceive situations from the point of view of others.
25. I am sought after by others for guidance.

EMOTIONAL INTELLIGENCE RATING SCALE RESPONSE SHEET

S. No	Opinion			S. No	opinion		
1	A	B	C	11	A	B	C
2	A	B	C	12	A	B	C
3	A	B	C	13	A	B	C
4	A	B	C	14	A	B	C

5	A	B	C	15	A	B	C
6	A	B	C	16	A	B	C
7	A	B	C	17	A	B	C
8	A	B	C	18	A	B	C
9	A	B	C	19	A	B	C
10	A	B	C	20	A	B	C
11	A	B	C	24	A	B	C
12	A	B	C	25	A	B	C
13	A	B	C				

Scoring: 2, 1, 0 for A, B, C respectively.

Maximum Possible Score for each component: $5 \times 2 = 10$

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S. No.	Components	Items	Score
1	Self - Awareness	1, 6, 11, 16, 21	
2	Self - Regulation	2, 7, 12, 17, 22	
3	Self - Motivation	3, 8, 13, 18, 23	
4	Empathy	4, 9, 14, 19, 24	
5	Interpersonal Skills	5, 10, 15, 20, 25	

Emotional Intelligence – Profile

Score

Components 0 1 2 3 4 5 6 7 8 9 10

1. Self - awareness

2. Self - regulation

3. Self – motivation

4. Empathy

5. Inter personal skills

0 1 2 3 4 5 6 7 8 9 10
Score

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Emotional Intelligence rating scale

Item Reliability (r) and Item validity (t)

S. No	Item / Whole correlation (r)	High Group - Low Group discrimination (t)
1	0.66	4.12
2	0.61	5.24
3	0.65	4.36
4	0.64	5.15
5	0.61	4.47
6	0.65	4.58
7	0.66	4.13
8	0.69	4.69
9	0.68	4.24
10	0.67	5.31
11	0.67	4.44

12	0.66	5.53
13	0.62	4.65
14	0.66	4.76
15	0.62	5.51
16	0.63	4.12
17	0.68	4.27
18	0.67	5.38
19	0.62	5.55
20	0.63	4.78
21	0.68	4.97
22	0.61	4.59
23	0.64	5.85
24	0.63	5.66
25	0.64	5.49

All r 's are high and
all t 's are highly significant

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Tool Reliability

KR 21 : r =0.76 (High)

Tool Validity

(Ability to discriminate between two known extreme groups (High and Low))

High group (Emotionally more intelligent)			Low group (Emotionally less Intelligent)			t'
N	Mean	S.D	N	Mean	S.D	
50	32.75	11.55	50	22.45	7.63	5.78

‘ t ‘ significant at 0.001 level

Tryout Sample; Volunteer (N = 200)

School Teachers : 100 (Men : 50; Women : 50)

College Teachers : 100 (Men: 50; Women : 50)

in MADURAI.

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34. COUNSELLING COMPETENCY

Guidance is general; counselling is specific. Guidance is a process of helping individuals through their own efforts to discover and develop their talents and potentialities for personal happiness and social usefulness.

Counselling is a process of helping individuals in specific situations – situations of confusion, indecision and distress, stress, frustration and conflict.

Counselling is an interaction (a series of sittings) between the counsellor and the counsellee. In addition to a basic knowledge of applied psychology. emotional intelligence and unconditional positive regard for the counsellee, an effective counsellor must possess certain characteristics. The statements of the

tool are the behavioural manifestations of these very characteristics. The tool is labelled counselling competency (similar to teaching competency).

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COUNSELLING COMPETENCY RATING SCALE

(Structured by : S. Sathiyagirirajan)

Read each of the following statements and indicate your response by drawing a circle over A, B, or C * in the separate response sheet. Do not make any mark on these sheets of paper. They are reusable. Do not skip any statement unresponded.

*A : To a substantial extent / often / nearly

B : To some extent / sometimes / somewhat

C : To a negligible extent / rarely / Uncertain

1. I feel at home with students.
2. Students feel at home with me.
3. My interpersonal relations with students are healthy
4. I am accessible to students.
5. I help students take right decisions.
6. I help students solve their problems.
7. I am genuinely interested in student welfare

8. Students take me into their confidence
9. I am aware of the various forces (socio –psychological, cultural and political) that influence the student population.
10. I am free from personal whims and fancies
11. I am aware of my merits and limitations.
12. I listen to students when they air their grievances
13. I pay attention to the emotional release of students.
14. I accept even ill – mannered students.
15. I can view problems from the student’s point of view.
16. I treat my students on compassionate grounds when situation demands.
17. I can assess and judge human behaviour objectively.
18. I have a sound theory of life.
19. I help my students develop a sound theory of life.
20. I help my students with precise and concrete solutions to their problems.

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COUNSELLING COMPETENCY RATING SCALE

REPOSE SHEET

Item No	Options		
1	A	B	C
2	A	B	C
3	A	B	C
4	A	B	C
5	A	B	C
6	A	B	C
7	A	B	C
8	A	B	C
9	A	B	C
10	A	B	C
11	A	B	C

12	A	B	C
13	A	B	C
14	A	B	C
15	A	B	C
16	A	B	C
17	A	B	C
18	A	B	C
19	A	B	C
20	A	B	C

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Item reliability

Item validity

S. No	Item / Whole correlation (r)	High Group - Low Group discrimination (t)
1	0.65	2.83
2	0.64	2.82
3	0.63	2.84
4	0.73	3.31
5	0.62	2.75
6	0.62	2.78
7	0.61	2.76
8	0.71	2.27
9	0.79	3.87
10	0.66	3.16
11	0.68	2.78
12	0.67	2.95
13	0.68	2.88

14	0.77	2.74
15	0.66	3.46
16	0.65	3.63
17	0.74	3.54
18	0.73	2.82
19	0.72	2.92
20	0.61	3.71

All r 's are high and all t' s are highly significant.

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Tool Reliability (r)

Split Half : r = 0.72 (High)

KR 21 r = 0.76 (High)

Tool Validity (t)

High group			Low group			t'
N	Mean	S.D	N	Mean	S.D.	
50	24.90	8.30	50	19.50	6.30	3.92

‘ t ‘ significant at 0.01 level

Scoring: 2, 1, 0 for A, B, C respectively

Maximum Possible Score : $20 \times 2 = 40$

Least Possible Score: $20 \times 0 = 0$

Try out sample; Volunteer (N = 100)

Student counsellors (Honorary positions) in colleges of Arts and Sciences in T.N.
(Teachers with some orientation – a degree, diploma, a certificate, some exposure to student counselling).

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35. ATTITUDE TOWARDS STUDIES

Attitude refers to the tendency of an individual to behave in a set predetermined pattern.

Attitude facilitates achievement

Mastery of the subjects of study (academic disciplines) largely depends upon one's attitude towards studies. When the attitude towards studies is positive and favourable, one is likely to succeed in academic achievement. Teachers play a vital role in developing in students a positive and favourable attitude towards studies – often indirectly through their love of their subjects and through their zeal, zest and enthusiasm in teaching their subjects.

The statements of the tool are the behavioural manifestations of the variable
(Attitude towards studies)

Attitude towards studies is usually studied as a correlate variable of academic achievement.

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STUDENT ATTITUDE TOWARDS STUDIES – A SCALE

(Structured by : S. Sathiyagirirajan)

Read each of the following statements and indicate your response by drawing a circle over A, B, or C in the separate response sheet. Do not make any mark on these sheets of paper. They are reusable. Do not skip any statement unresponded.

A : Strongly Agree

B : Agree

C : Uncertain

1. The first and the foremost task of a student is to devote attention to studies.
2. All academic disciplines (subjects of study) are equally important.
3. One must choose a course of study in accordance with one's aptitude and interest.

4. Any effective learning experience is a delightful experience.
5. Any effective learning is the result of hard work and whole hearted involvement.
6. Mastery of the subject of study, by itself, is a reward for ongoing academic pursuit.
7. Mastery of the subject of study enhances one's social image.
8. Students who master their subjects of study are sought after by their fellow – students.
9. Mastery of the subject of study enhances one's sense of achievement.
10. Mastery of the subject of study paves the way for employment opportunities.

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11. Mastery of the subject of study makes one personally happy.
12. Mastery of the subject of study makes one socially useful.
13. Effective study habits facilitate mastery of the subject of study.
14. Different subjects of study require different study techniques.
15. Students, who make the best use of class room teaching, master their subjects of study.
16. Students who love their subjects of study are likely to attain mastery of knowledge.
17. Students who are thorough with the fundamentals are likely to attain mastery of knowledge.

18. Students, who make the best of use of the library and other sources of knowledge, master their subjects of study.
19. Regular study is the best preparation for examination.
20. Mastery of the subjects of study paves the way for success in life.

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STUDENT ATTITUDE TOWARDS STUDIES – A SCALE

RESPONSE SHEET

S. No	Opinion			S. No	opinion		
1	A	B	C	11	A	B	C
2	A	B	C	12	A	B	C
3	A	B	C	13	A	B	C
4	A	B	C	14	A	B	C
5	A	B	C	15	A	B	C
6	A	B	C	16	A	B	C
7	A	B	C	17	A	B	C

8	A	B	C	18	A	B	C
9	A	B	C	19	A	B	C
10	A	B	C	20	A	B	C

Scoring: 2, 1, 0 for A, B, C respectively

Maximum possible score: $20 \times 2 = 40$

Least possible score: $20 \times 0 = 0$

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ATTITUDE TOWARDS STUDIES – A SCALE

Item Reliability

Item Validity

Item NO.	Item/whole correlation (r)	High Group - Low Group discrimination (t)	Item No	Item/whole correlation (r)	High Group - Low Group discrimination (t)
1	0.66	2.62	11	0.71	3.16
2	0.65	2.85	12	0.67	2.97
3	0.75	2.71	13	0.68	2.88
4	0.64	2.84	14	0.64	2.77
5	0.63	3.53	15	0.63	2.66
6	0.62	3.41	16	0.62	2.95
7	0.74	2.72	17	0.61	2.84
8	0.61	2.63	18	0.76	3.43
9	0.73	3.34	19	0.68	2.72
10	0.72	3.25	20	0.67	2.61

All r ' s are high and all t ' s are highly significant.

Tool Reliability (r)

Split Half r = 0.83 KR 21 : r = 0.71(N =100)

Tool Validity (t)

High Group (More positive attitude)			Low Group (Less positive attitude)			t
N	Mean	SD	N	Mean	SD	
50	27.75	9.25	50	18.50	6.25	3.85

't' is significant at 0.001 level

Tryout Sample: Volunteer (N = 200)

200 College Students (100 boys: 100 girls) of

The P.G. Degree Courses in Madurai

36. STUDY HABITS

Effective study habits facilitate high academic achievement as manifest in tests and examination. Effective teachers not only teach their subjects effectively but help their students cultivate effective study habits. Effective study habits ought to be cultivated by students' right from childhood. Students who have cultivated effective study habits are not scared of tests or examinations. Ineffective study habits will affect the academic achievement of even bright students whereas effective study habits will improve the academic achievements of even low achievers. This variable, 'study habits' is studied as correlate of academic

achievement (criterion). It is not a casual correlate but a causal correlate of the criterion – academic achievement.

Statements of this inventory on “Study Habits” reflect the habits of high achievers at all levels of formal education right from school. The tool was content validated by a panel (expert opinion).

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STUDY HABITS INVENTORY

(Structural by : S. Sathiyagirirajan)

Read each of the following statements and indicate your response by drawing a circle over A, B or C in the separate response sheet. Do not make any mark on these sheets of paper. They are reusable. Do not skip any statement unresponded.

- A. Often / To a substantial extent / Nearly
- B. Sometimes / To some extent / Somewhat
- C. Rarely / To a negligible extent / Uncertain

1. I am regular in attending classroom lectures
2. I make the best use of classroom lectures.
3. I organize notes taken in the class every day.
4. I enrich classroom notes with additional materials.

5. I make the best use of the library
6. I study regularly.
7. I have a daily study schedule
8. I use available spare time for study.
9. I seek clarification of doubts from teachers.
10. I learn from all the available sources (teachers / library / high achieving fellow students / others)
11. I indulge in group study, if and when appropriate
12. I employ effective study techniques advocated by teachers / high achieving fellow students.
13. I am free from examination fear (I am not scared of tests / examination)
14. My study sittings will have periodic rest intervals.
15. After studying a lesson, I reflect and review.
16. I employ periodic revision of lessons.

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17. My memory is meaningful (not rote)
18. I take adequate rest
19. I sleep adequately
20. I take reasonably nutritious diet
21. I have adequate entertainment
22. I am free from emotional disturbances
23. I am free from distraction, while studying
24. I am free from pressure of competition
25. Knowledge enrichment is the objective of my study.

STUDY HABITS INVENTORY – RESPONSE SHEET

1	A	B	C	11	A	B	C
2	A	B	C	12	A	B	C
3	A	B	C	13	A	B	C

4	A	B	C	14	A	B	C
5	A	B	C	15	A	B	C
6	A	B	C	16	A	B	C
7	A	B	C	17	A	B	C
8	A	B	C	18	A	B	C
9	A	B	C	19	A	B	C
10	A	B	C	20	A	B	C
11	A	B	C	24	A	B	C
12	A	B	C	25	A	B	C
13	A	B	C				

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Item reliability (r) and Item validity (t)

Item No	Item reliability (r) Item - whole correlation	Item validity (t) High group - Low group discrimination
1	0.67	4.52
2	0.72	3.71
3	0.78	3.68
4	0.77	3.57
5	0.67	4.66
6	0.66	4.75
7	0.68	4.84
8	0.65	3.83
9	0.66	3.61
10	0.65	3.72
11	0.76	3.51
12	0.68	3.82

13	0.65	4.35
14	0.75	3.64
15	0.67	4.83
16	0.66	3.56
17	0.68	3.77
18	0.72	4.78
19	0.74	3.89
20	0.73	4.68
21	0.65	3.69
22	0.65	3.87
23	0.67	3.76
24	0.68	4.54
25	0.71	3.55

All r ' s are high and all t ' s are highly significant

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Tool reliability (r) KR – 21

r = 0.72 (Higher secondary students)

r = 0.68 (UG students)

r = 0.66 (PG students)

(All r ' s are high)

Tool Validity (t)

Two extreme groups known to be “more effective in study habits” and “ less effective in study habits “ were compared and ‘t ‘ s calculated denoting the significance of the difference between the means.

Higher secondary students : t = 3.74

UG students : t = 4.25

PG students : t = 4.76

(All t's are significant at 0.001 level)

TRY OUT sample: N = 600 (Volunteer) Madurai

Higher Secondary Students: 200 (Boys: 100; Girls: 100)

UG Students: 200 (Boys: 100; Girls: 100)

PG Students: 200 (Boys: 100; Girls: 100)

37. SUCCESS ORIENTATION

Success is achieved when one gets what one desires and deserves.

Success is not victory over others; it is, in fact, victory over oneself, defeating one's own negative thoughts and behaviours which pull one down from reaching goals and scaling heights which one cherishes and deserves. Performing a task based on one's aptitude and interest is an indicator of success. Success is making the best use of one's potentials, giving one's best in personal and professional career and being useful to society.

Success orientation refers to self directed efforts of the individual to achieve success. They may be classified into Basics, and Specifics. Basics refer to physical, mental, emotional and social factors which orient the individual to success. Specifics refer to specific characteristics which make individuals success prone.

The questionnaire that follows is a shortened summary of the author's book entitled, "Towards success and happiness".

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SUCCESS ORIENTATION QUESTIONNAIRE

(Structured by : S. Sathiyagirirajan)

Read each of the following questions and indicate your response by drawing a circle over A, B, C in the separate response sheet attached. Do not make any mark on these sheets of paper. They are reusable. Do not leave any question unresponded.

A : To a substantial extent / often

B : To some extent / Sometimes

C : To a negligible extent / rarely

BASICS :

a. Physical factors:

1. Do you pay attention to your physique (posture, poise, and gait) through corrective exercises?
2. Do you pay attention to your personal appearance?
3. Do you pay attention to the ambience of your work spot and residence in terms of neatness, cleanliness and orderliness?
4. Do you pay attention to your personal hygiene?
5. Do you pay attention to your personal healthcare (through exercises, balanced diet and rest)?

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b. Mental (Intellectual) factors:

6. Do you make the best use of your intelligence?
7. Do you perform tasks based on your aptitude?
8. Do you acquire relevant knowledge?
9. Is your memory meaningful? (Not rote)
10. Do you employ knowledge for the right use?

e. Emotional factors:

11. Are you emotionally balanced?
12. Do you express emotions in socially approved and refined ways?

13. Are your attitudes objective and positive?
14. Are you free from prejudices and irrational sentiments?
15. Can you make situations pleasant?
- d. Social factors:
 16. Are you socially useful?
 17. Does your character facilitate your social image?
 18. Do you have a nice temperament?
 19. Do you have a high degree of adjustment?
 20. Do you cherish and cultivate basic human values?

II. SPECIFICS

- 21 Do you assess and enrich yourself personally and professionally?
 - 22 Are your goals specific, meaningful, attainable, relevant and time bound?
 23. Are you personally and professionally well organized?
 24. Do you have a sense of humour?
 25. Do you manage your time effectively?
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- 26 Do you manage your finances effectively?
 - 27 Do you have useful hobbies?
 - 28 Do you have problem solving attitude?
 29. Do you maintain a personal diary?
 30. Do you have faith in God?
 31. Can you plan, organize and execute action programmes?
 32. Are you effective in communication (oral and written?)
 33. Do you give your best as a person and as a professional?
 34. Can you help others take right decisions?

35. Are you proud of your job?
36. Are you self – reliant?
37. Do you have initiative and drive?
38. Can you manage stress?
39. Can you tolerate frustration?
40. Can you resolve conflicts?
41. Can you face crisis?
42. Are you free from anxiety?
43. Do you feel at home with others?
44. Do you learn from experience?
45. Can you learn from criticism?
46. Do you pay adequate attention to each aspect of your work?
47. Are you resourceful?
48. Do you make the best use of opportunities?
49. Do you know how others perceive you?
50. Are you dynamic?

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SUCCESS ORIENTATION QUESTIONNAIRE – RESPONSE SHEET

1	A	B	C	26	A	B	C
2	A	B	C	27	A	B	C
3	A	B	C	28	A	B	C
4	A	B	C	29	A	B	C
5	A	B	C	30	A	B	C
6	A	B	C	31	A	B	C
7	A	B	C	32	A	B	C
8	A	B	C	33	A	B	C

9	A	B	C	34	A	B	C
10	A	B	C	35	A	B	C
11	A	B	C	36	A	B	C
12	A	B	C	37	A	B	C
13	A	B	C	38	A	B	C
14	A	B	C	39	A	B	C
15	A	B	C	40	A	B	C
16	A	B	C	41	A	B	C
17	A	B	C	42	A	B	C
18	A	B	C	43	A	B	C
19	A	B	C	44	A	B	C
20	A	B	C	45	A	B	C
21	A	B	C	46	A	B	C
22	A	B	C	47	A	B	C
23	A	B	C	48	A	B	C
24	A	B	C	49	A	B	C
25	A	B	C	50	A	B	C

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SUCCESS ORIENTATION QUESTIONNAIRE

Item Reliability (r) and Item Validity (t)

Item NO.	Item/whole correlation (r)	High Group - Low Group discrimination (t)	Item No	Item/whole correlation (r)	High Group - Low Group discrimination (t)
1	0.67	6.48	26	0.67	5.70
2	0.64	6.66	27	0.64	5.50
3	0.74	6.20	28	0.74	6.40

4	0.76	5.45	29	0.76	6.66
5	0.76	6.40	30	0.66	5.67
6	0.79	6.90	31	0.69	5.90
7	0.72	5.85	32	0.75	6.58
8	0.68	5.60	33	0.72	6.20
9	0.67	6.57	34	0.71	6.15
10	0.66	6.17	35	0.65	5.32
11	0.66	6.32	36	0.70	6.23
12	0.71	6.12	37	0.70	6.11
13	0.68	5.80	38	0.70	5.60
14	0.72	6.63	39	0.68	6.05
15	0.73	5.74	40	0.72	5.72
16	0.75	5.64	41	0.74	6.15
17	0.75	5.36	42	0.65	5.46
18	0.79	5.75	43	0.68	5.74
19	0.70	6.73	44	0.67	5.80
20	0.64	6.29	45	0.66	6.27
21	0.64	5.47	46	0.65	5.78
22	0.72	6.72	47	0.64	5.68
23	0.63	6.18	48	0.73	5.50
24	0.67	5.91	49	0.67	5.45
25	0.64	6.40	50	0.64	6.30

All r ' s are high and all t' s are highly significant.

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Tool Reliability (r)

KR 21 : r = 0.73 (High)

Tool validity (t)

(Two extreme groups known to be 'high' and ' low' in success orientation compared)

High Group (More success oriented)	Low group (Less success oriented)	t
---------------------------------------	--------------------------------------	---

N	Mean	SD	N	Mean	SD	6.64
50	66.75	21.50	50	43.50	14.25	

‘ t ‘ Significant at 0.001 level

TRYOUT SAMPLE : VOLUNTEER (N = 200)

School Teachers : 100 (50 Men : 50 Women)

College Teachers : 100 (50 Men : 50 Women)

in MADURAI.

Scoring : 2, 1, 0 for A, B, C respectively

Maximum Possible Score : $50 \times 2 = 100$

Least Possible Score : $50 \times 0 = 0$

RESEARCH PERCEPTION

Positive Perception of a job leads to effective job Performance. Positive Professional Perception facilitates effective Professional Performance. Positive research perception facilitates effective research Performance, Perception refers to cognitive reaction Attitude refers to affective reaction. Positive Perception leads to positive Attitude. Positive Attitude coupled with Aptitude will facilitates effective Performance in a field of one's choice.

This self – appraisal inventory assesses one’s research perception.

Research Perception Scale (RPS)

(Structured by S. Sathiyagirirajan)

Read each of the following statements and indicate your choice by drawing circle over A, B or C * in the separate response sheet. Do not make any mark on these sheets of paper. They are reusable. * A – Exactly; B – Nearly ; C – Uncertain.

1. Research expands knowledge base of one’s field.
2. The rationale of any research is its relevance to the Professional field of the investigator.
3. A researcher ought to identify and define a researchable problem of his interest.
4. Research employs a systematic and scientific process.
5. Research is based on reliable and valid data.
6. A research finding is testable and verifiable.
7. Sound theories emerge out of rigorous research.
8. A succeeding research finding supplements the preceding one.
9. A researcher ought to be intellectually honest.
10. A researcher does not take things for granted; he investigates (He is sceptical).
11. Research is a patient unhurried activity; it is rigorous, laborious and time consuming, but finally rewarding.

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12. A researcher ought to be objective (no whims or fancies).
13. A researcher ought to be rational and arrive at logical conclusions (not sentimental).
14. Researchability of a problem refers to accessibility or the investigator’s ability to collect reliable and valid data for research.
15. Quest for knowledge based on thirst for knowledge leads to Research.
16. A researcher never tries to prove or disprove something but he tests that thing.
17. Research is a social service.

18. Research facilitates National Development.

19. Research is a lifelong learning.

20. A researcher ought to be resourceful and diligent.

RESPONSE SHEET – (RPS)

S.NO	OPTIONS			S.NO	OPTIONS		
1	A	B	C	11	A	B	C
2	A	B	C	12	A	B	C
3	A	B	C	13	A	B	C
4	A	B	C	14	A	B	C
5	A	B	C	15	A	B	C
6	A	B	C	16	A	B	C
7	A	B	C	17	A	B	C
8	A	B	C	18	A	B	C
9	A	B	C	19	A	B	C
10	A	B	C	20	A	B	C

Scoring: 2 , 1 , 0 for A, B, C, respectively.

Perfect Score : 20 X 2 = 40

Higher the score, more positive research Perception.

Item Reliability (r) and Validity (t) - RPS

S. No	Item whole	High group	S. No	Item whole	High group
	Correction	Low group		Correction	Low group
	(r)	Discrimination		(r)	discrimination
		(t)			(t)
1	0.66	4.12	11	0.62	5.25
2	0.63	5.23	12	0.68	4.12

3	0.62	5.16	13	0.65	5.43
4	0.67	5.48	14	0.67	4.52
5	0.61	4.87	15	0.66	5.61
6	0.68	5.25	16	0.66	4.18
7	0.66	4.53	17	0.63	5.27
8	0.65	4.72	18	0.61	5.36
9	0.67	5.34	19	0.67	4.45
10	0.69	4.61	20	0.69	4.54

All r' s are high and all t' s are highly significant.

Tool reliability (r)

Split Half r = 0.68 (high)

K R 21 r = 0.72 (high)

Tool validity (t)

Discrimination between groups

Known to be 'High' and 'Low' in Research Perception

High group			Low group			t'
N	Mean	S.D	N	Mean	S.D.	5.21
50	30.5	10.25	50	21.25	7.25	

't' is significant at 0.001 level

Volunteer sample : 200 Research scholars
Of Madurai Kamaraj University.

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39. ACADEMIC LEADERSHIP (A Self – appraisal Inventory)

(Structured by : S. Sathiyagirirajan)

You can assess yourself objectively in each key aspect of Academic leadership by drawing a circle over the appropriate letter (A, B, C, D or E) which indicates your rating point.

(A – Excellent: B – Good: C – Mediocre: D – Below Mediocre: E – Poor)

Serial No	Key Aspects of Academic Leadership	Rating Scale
	How good / effective are you in?	
1	Teaching	A B C D E
2	Research	A B C D E
3	Outreach Services	A B C D E
4	Enriching your professional competency	A B C D E
5	Motivating your staff to give their best	A B C D E
6	Taking initiative with a drive to achieve academic excellence	A B C D E
7	Planning, organizing and executing academic enrichment programmes	A B C D E
8	Maintaining healthy interpersonal relations with your staff	A B C D E
9	Oral communication (appropriate facial expressions: body language, eye contact; good speaking voice, sense of humour)	A B C D E
10	Written communication (Clear, simple) idiomatic language ; precision ; appropriate diction	A B C D E
11	Being receptive and open minded in staff meetings on academic programmes	A B C D E
12	Making your staff feel at home (creating a 'comfort zone')	A B C D E

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13	Being democratic in your style of functioning	A B C D E
14	Matching individual academic goals of your staff with the institutional academic goals	A B C D E
15	Being resourceful in predicting, identifying and solving academic problems	A B C D E
16	Recognizing and rewarding good academic performance	A B C D E
17	Fostering a sense of job security in sincere staff	A B C D E

18	Making institutional academic climate conducive to good performance	A B C D E
19	Helping your staff take right academic decisions	A B C D E
20	Extending unconditional positive regard to each member of your staff	A B C D E
21	Facilitating professional enrichment of your staff	A B C D E
22	Redressed of staff grievances	A B C D E
23	Catering to the individual differences of your students (enrichment for the gifted; stimulation for the mediocre, remediation for the low achievers)	A B C D E
24	Introducing Creative, innovative and progressive academic programmes	A B C D E
25	Learning from constructive criticism of your academic programmes	A B C D E

Scoring Procedure:

4, 3, 2, 1, 0 for each encircled A, B, C, D, E respectively.

Maximum Aggregate Score: 25 x 4 = 100

P.S.

Please do not compare your scores with those of your fellow – participants – inter comparison (and feel elated or dejected) because degree of objectivity in self-rating varies from individual to individual. However compare your own (self) rating in different key aspects of Academic leadership (Intracomparison) –your merits and limitations. Self appraisal leads to self – diagnosis which, in turn, leads to self –remediation and subsequently self – enrichment.

Outstanding Academic Leadership facilitates Academic Excellence

40. Evaluation of an Educational Institution

(Structured by S. Sathiyagirirajan)

National Development depends upon, Inter alia, the competence and commitment of the youth who form a part of the work force. Quality of such youth obviously depends upon the institution which mentors them.

This rating scale attempts to study your perception and assessment of factors which facilitate quality performance in Higher Education.

You may be a member of the faculty or a student or a parent or a citizen who is aware of the quality level of the institution.

Please indicate your response in the separate response sheet furnished by encircling A, B, C, D or E which corresponds to your response. Please do not leave any statement unresponded . Please do not make any marks on the sheets of paper. They are reusable.

- A) To a greater extent / exactly / almost always:
- B) To a substantial extent / nearly / often
- C) To a certain extent / somewhat / sometimes
- D) To a marginal extent / marginally / occasionally:
- E) To a negligible extent / almost not / almost never:

A. Role of Functionaries :

(Functionaries - Key office bearers of the Management, the staff – academic, administrative, technical, supportive).

1. Are they aware of the goals of Higher Education?
2. Are they aware of ways and means of achieving these goals?
3. Are they earnest and sincere in their attempts?
4. Do they involve students in these attempts?
5. Do they get exposed to any orientation on these tasks by a competent body?
6. Do they monitor progress periodically?
7. Do they get feedback from appropriate bodies?
8. Do they introduce appropriate innovations when needed?
9. Do they make constructive use of criticism? (Are they open minded?)
10. Do they initiate measures to improve the quality of the institution based on evaluation by competent bodies?.

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B. Infrastructure:

11. Is the institution located away from the city/town in pollution free environment?
12. Are the Blocks well constructed and well ventilated?
13. Are the classroom furnished with modern equipment?
14. Are the laboratories / workshops furnished with modern equipment?
15. Are the Hostel facilities satisfactory?

16. Are the rest rooms in all the blocks neat and clean?
17. Does the institution have adequate playground and facilities for games / sports?
18. Do the Learning resources centres of the Institution possess current journals magazines and latest books and technology based resources for the courses of study offered by the Institution?
19. Do Day Scholars and staff have adequate transport facilities for Commutation?
20. Can the institution meet any emergency (Medical / Accident etc.)?

C. Quality of the Faculty : Predictors

21. Are they qualified as per norms?
22. Were they academically brilliant in their student days?
23. Are they effective in oral communication?
24. Are they effective in written communication?
25. Do they have aptitude for teaching?
26. Do they evince interest in teaching?
27. Are they uptodate in their subjects?
28. Do they love their subjects, profession and students?
29. Are their interpersonal relations with others healthy?
30. Do they match their individual goals with the institution's?

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D. Quality of the Faculty :- Professional ethics

31. Are they proud of their Profession?
32. Are they proud of the Institution?
33. Do they accept social responsibility?
34. Are they aware of the various forces with influence students in the campus?
35. Are they lifelong learners?

36. Do they accept responsibility for the consequences of their performance?
37. Do they comply with their professional code of conduct?
38. Are they fair and impartial in evaluating student performance?
39. Do they defend their colleagues for the right cause?
40. Do they employ only fair means to achieve their goals?

E. Quality of the Faculty :- Performance

41. How effective are they in classroom presentations?
42. How good are they in research?
43. How good are they in outreach programmes?
44. Do they employ students' feedback to improve their performance?
45. Do they monitor the learner progress periodically?
46. Do they judiciously employ technology to improve the quality of teaching?
47. Do they employ effective instructional strategies?
48. Do they cater to the individual differences among students?
49. Do they establish good rapport with students?
50. Do they facilitate effective and meaningful student participation in the classroom?

F. Curriculum:

51. Do the members of the faculty undergo periodic inservice programmes in curriculum construction and implementation?
52. Is Curriculum revised periodically and made need based?

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53. Does the current curriculum achieve academic excellence?
54. Does the current curriculum maintain balance between 'theory' and 'Practicals'?
55. Are the prospective employers involved in curriculum construction?
56. Is the current curriculum on par with that of advanced institutions in India?
57. Is the current curriculum on par with that of institution in advanced countries?
58. Does the current curriculum meet the criterion of social relevance?

59. Is meaningful and relevant feedback from faculty, students and prospective employers taken into account while restructuring curriculum?
60. Does an external body of experienced and competent academics evaluate the curriculum periodically?

G. Autonomy:

61. Are the functionaries aware that autonomy implies accountability?
62. Are the functionaries aware that autonomy implies flexibility (freedom from rigidity).
63. Are the functionaries aware that autonomy implies active participation of faculty, student and appropriate sections of the society in decision making to realize the objectives of Higher Education?
64. Are locally available resources included in the curriculum?
65. Does the institution undertake projects which are locally relevant?
66. Do the members of the faculty tryout new methods of instruction and evaluation discussed in inservice programmes?
67. Are the functionaries exposed to an orientation programme in autonomy?
68. Do the functionaries make a 'SWOT' (strengths, weaknesses, opportunities, threats) analysis on 'Autonomy' periodically?
69. Did the institution deserve 'Autonomy' before it desired it?
70. Are the functionaries aware that autonomy is a challenge as well as an opportunity to achieve quality in Higher Education?

H. Student orientation:

71. Is admission based on aptitude and interest of students?
72. Are students oriented for the academic content at the entry stage?
73. Are they oriented for the new campus life?
74. Are admissions to different courses of study based on aptitude and interest of students?
75. Is student counselling personal, academic and professional?
76. Do students get exposed to remedial teaching (after diagnosis)?

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77. Do they get an orientation in life skills?
78. Do they get exposed to a programme of personality Development?
79. Do they get exposed to a programme of improvement of Mental Health?
80. Do they get exposed to 'Value Education'?

I. Academic Network:

81. Is the institution in the academic network of other institutions of quality?
82. Does the Institution invite competent faculty from other institutions for facilitation of sessions in current trends?

83. Does the institution depute faculty to study the effectiveness of quality performance measures in other institutions?
84. Does the academic network include advanced institutions of India?
85. Does the academic network include advanced institutions abroad?
86. Does the academic network facilitate Human Resources Development?
87. Does the academic network facilitate curriculum restructuring?
88. Does the academic network facilitate participation in in-service programmes?
89. Does the academic network facilitate evaluation of the programmes and activities of the institutions?
90. Does the academic network initiate specific measures to facilitate quality performance Higher Education?
- J. Institutional climate:**
91. Do students manifest a sense of identity with the institution?
92. Do the academic staff manifest a sense of identity with the institution?
93. Do the administrative staff manifest a sense of identity with the institution?
94. Do the technical staff manifest a sense of identity with the institution?
95. Do the members of the staff and students interact with one another freely and meaningfully?
96. Do the members of the staff play their role effectively?
97. Do students devote their best attention to their studies?
98. Has the institution built up a favourable academic image?
99. Are students with good academic performance and skills offered jobs during placement?
100. Is the institution the top choice for most students who desire to pursue Higher Education?

Response Sheet

1	A B C D E	26	A B C D E	51	A B C D E	76	A B C D E
2	A B C D E	27	A B C D E	52	A B C D E	77	A B C D E
3	A B C D E	28	A B C D E	53	A B C D E	78	A B C D E
4	A B C D E	29	A B C D E	54	A B C D E	79	A B C D E

5	A B C D E	30	A B C D E	55	A B C D E	80	A B C D E
6	A B C D E	31	A B C D E	56	A B C D E	81	A B C D E
7	A B C D E	32	A B C D E	57	A B C D E	82	A B C D E
8	A B C D E	33	A B C D E	58	A B C D E	83	A B C D E
9	A B C D E	34	A B C D E	59	A B C D E	84	A B C D E
10	A B C D E	35	A B C D E	60	A B C D E	85	A B C D E
11	A B C D E	36	A B C D E	61	A B C D E	86	A B C D E
12	A B C D E	37	A B C D E	62	A B C D E	87	A B C D E
13	A B C D E	38	A B C D E	63	A B C D E	88	A B C D E
14	A B C D E	39	A B C D E	64	A B C D E	89	A B C D E
15	A B C D E	40	A B C D E	65	A B C D E	90	A B C D E
16	A B C D E	41	A B C D E	66	A B C D E	91	A B C D E
17	A B C D E	42	A B C D E	67	A B C D E	92	A B C D E
18	A B C D E	43	A B C D E	68	A B C D E	93	A B C D E
19	A B C D E	44	A B C D E	69	A B C D E	94	A B C D E
20	A B C D E	45	A B C D E	70	A B C D E	95	A B C D E
21	A B C D E	46	A B C D E	71	A B C D E	96	A B C D E
22	A B C D E	47	A B C D E	72	A B C D E	97	A B C D E
23	A B C D E	48	A B C D E	73	A B C D E	98	A B C D E
24	A B C D E	49	A B C D E	74	A B C D E	99	A B C D E
25	A B C D E	50	A B C D E	75	A B C D E	100	A B C D E

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PROFILE

Scoring: 5,4,3, 2, 1 for A, B, C, D, E respectively

Maximum score for a factor: $10 \times 5 = 50$

Minimum score for a factor: $10 \times 1 = 10$

	10	15	20	25	30	35	40	45	50
1. Role of Functionaries									
2. Infrastructure									
3. Faculty quality – predictors									
4. Faculty quality - professional ethics									
5. Faculty quality - Performance									
6. Curriculum									
7. Autonomy									
8. Student Orientation									
9. Academic Network									
10. Institutional Climate									
	10	15	20	25	30	35	40	45	50

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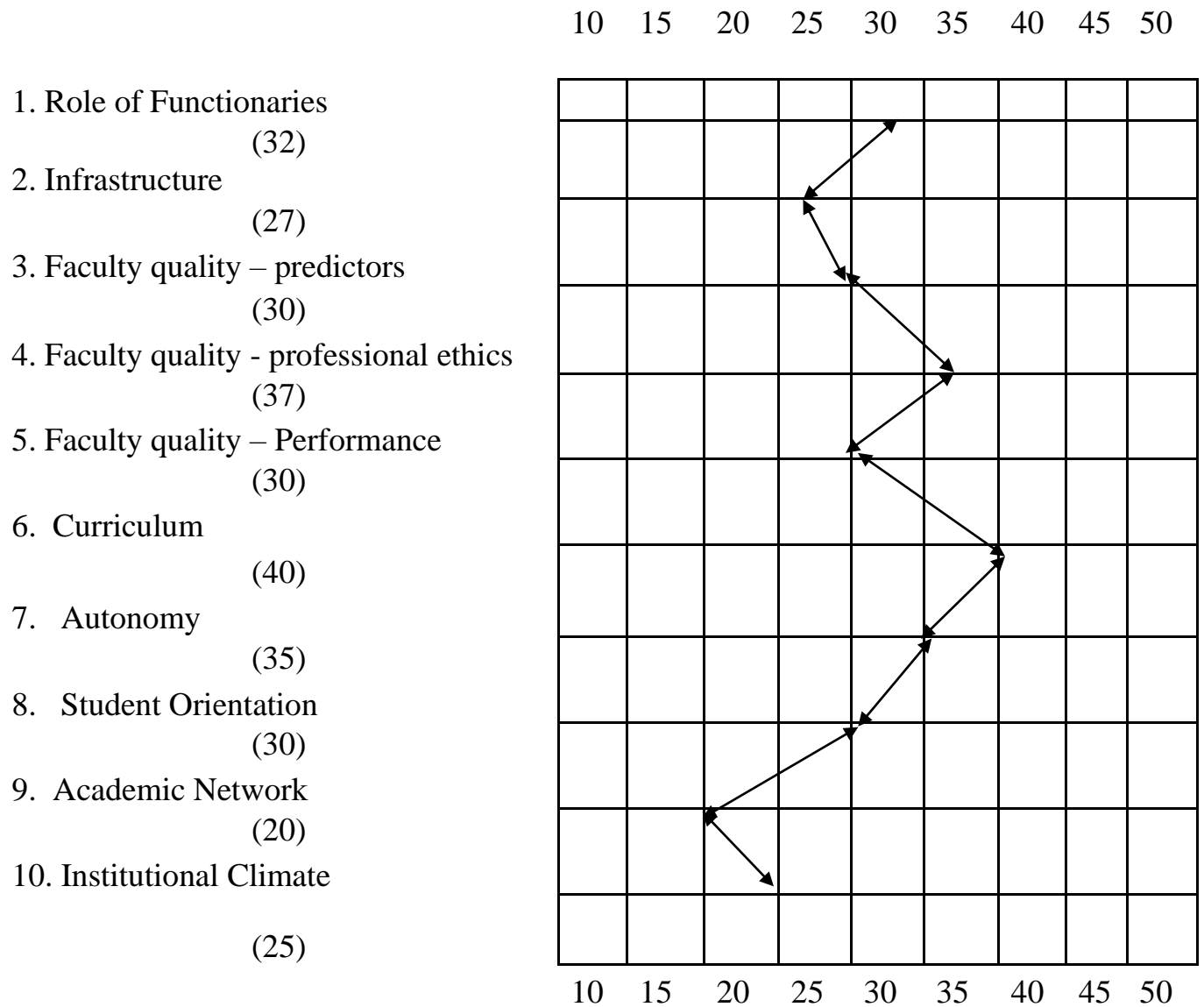
A HYPOTHETICAL PROFILE

Scoring: 5,4,3,1 for A, B, C, D E respectively.

Maximum score for a factor: $10 \times 5 = 50$

Minimum score for a factor: $10 \times 1 = 10$

(Hypothetical Scores are furnished within brackets)



A Note on Tools 41 to 48

These tools were structured and validated in the year 2000 – 2001. The author chose ‘Mathematics’, ‘Science’ and ‘The English Language’ as the

academic discipline variables for these attitude scales. Several statements are likely to recur in Attitude Scales dealing with a discipline because cognitive or effective outcomes- the common behavioural manifestations of the impact of these disciplines are to be included in the scales.

These tools were structured to meet the requirements of M.Ed. research scholars for their Dissertations. They were school teachers doing M .Ed degree course.

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**41. ATTITUDE TOWARDS MATHEMATICS LEARNING
(ATML)
(Structured by S. Sathiyagirirajan)**

Read each of the following statements and indicate your response* in the separate response sheet enclosed.

*A – Exactly; B – Nearly ; C – Uncertain

1. Mastery of mathematical concepts and skills is challenging and rewarding.
2. Achievement in Mathematics is an indicator of one's (general) mental ability.
3. Mathematics learning facilitates functioning of one's potential.
4. Mathematics learning challenges several factors of one's intelligence.
5. Effective Mathematics learning facilitates one's achievement in Science (Computer Science, Statistics, Physics, Chemistry and related disciplines)
6. Effective Mathematics learning facilitates one's ability in computational skills.
7. Mastery of Mathematical concept and skills enhances one's academic image.
8. Brilliant students or Mathematics are sought after by their fellow – students for ' Peer tutoring'.
9. Mastery of mathematical concepts and skills enhances one's social image.
- 10 Effective Mathematics learning instils in one effective study skills.
- 11 Effective Mathematics learning instils in one effective study habits.
- 12 Effective Mathematics learning instils in one a habit of logical thinking.
- 13 Effective Mathematics learning is a profit as well as pleasure.
- 14 Effective Mathematics learning facilitates better academic performance in Higher Studies.
- 15 Effective Mathematics learning is a gate to employment opportunities.
- 16 Effective Mathematics learning instils in one diligence (systematic hard work).
- 17 Effective Mathematics learning instils in one self-confidence in studies.
18. Effective Mathematics learning develops in one abstract thinking.
19. Effective Mathematics learning cultivates in one problem solving attitude.
20. Effective Mathematics learning facilitates objectivity in assessing people and situations.

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Attitude Towards Mathematics Learning (ATML)

Response Sheet

Item No	Options	Item No	Options
1	A B C	11	A B C
2	A B C	12	A B C
3	A B C	13	A B C
4	A B C	14	A B C
5	A B C	15	A B C
6	A B C	16	A B C
7	A B C	17	A B C
8	A B C	18	A B C
9	A B C	19	A B C
10	A B C	20	A B C

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Item reliability

Item – Whole correlation (r)

Item No	' r '	Item NO	' r '
1	0.63	11	0.64

2	0.64	12	0.74
3	0.74	13	0.73
4	0.73	14	0.63
5	0.65	15	0.75
6	0.72	16	0.69
7	0.76	17	0.72
8	0.66	18	0.68
9	0.77	19	0.71
10	0.65	20	0.67

All r ' s are greater than 0.60 (high)

Item validity

High group – Low group discrimination (t)

Item No	' t '	Item NO	' t '
1	3.55	11	5.88
2	4.40	12	3.98
3	4.64	13	4.77
4	3.36	14	3.86
5	4.73	15	4.60
6	3.82	16	3.45
7	5.27	17	4.50
8	3.91	18	3.81
9	5.18	19	4.43
10	3.22	20	4.34

All t 's are significant at 0.01 level.

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Tool Reliability

KR 21 : r = 0.72 (high)

Tool Validity (t)

High Group			Low group			t
N	Mean	SD	N	Mean	SD	5.08
50	28.72	9.30	50	18.35	6.25	

‘ t ‘ significant at 0.001 level

Scoring: 2, 1,0 for A, B, C respectively.

Maximum Possible Score: $20 \times 2 = 40$

Least Possible Score: $20 \times 0 = 0$

Sample Size: (N) : 100 P.G. Students in Madurai.

(Boys: 50: Girls: 50) - Volunteer Sample

Read each of the following statements and indicate your response* in the separate response sheet enclosed.

*A – Exactly; B – Nearly ; C –Uncertain

1. Effective Teaching of Mathematics is challenging, and rewarding.
2. Effective Teaching of Mathematics is an academic service.
3. Effective Teaching of Mathematics is a social service.
4. Effective Teaching of Mathematics is profit as well as a pleasure.
5. Effective Teachers of Mathematics are the most sought after teachers by their students.
6. Effective Teaching of Mathematics enhances one's academic image.
7. Effective Teaching of Mathematics enhances one's professional image.
8. Effective Teaching of Mathematics enhances one's social image.
9. Effective Teaching of Mathematics challenges several factors of one's general mental ability.
10. Effective Teaching of Mathematics facilitates functioning of student's potentials.
11. Effective Teachers of Mathematics are role models to their students who opt for teaching career.
12. Effective Teaching of Mathematics will motivate brilliant students of mathematics to opt for teaching career.
13. Effective Teaching of Mathematics implicitly leads to personality development.
14. Effective Teaching of Mathematics instils in students problem solving attitude.
15. Effective Teachers of Mathematics love their profession.
16. The best way to learn Mathematics is to teach it effectively.
17. Effective Teaching of Mathematics orient students for higher Studies.
18. Effective Teaching of Mathematics instils in students diligence (Systematic hard work).
19. Effective Teaching of Mathematics cultivates in students effective study habits and skills.
20. Effective Teaching of Mathematics is a self – fulfilling activity.

Item No	Options			Item No	Options		
1	A	B	C	11	A	B	C
2	A	B	C	12	A	B	C
3	A	B	C	13	A	B	C
4	A	B	C	14	A	B	C
5	A	B	C	15	A	B	C
6	A	B	C	16	A	B	C
7	A	B	C	17	A	B	C
8	A	B	C	18	A	B	C
9	A	B	C	19	A	B	C
10	A	B	C	20	A	B	C

Item reliability

Item – Whole correlation (r)

Item No	' r '	Item NO	' r '
1	0.64	11	0.69
2	0.78	12	0.74
3	0.79	13	0.68
4	0.63	14	0.73
5	0.78	15	0.70
6	0.62	16	0.67
7	0.77	17	0.71
8	0.61	18	0.72
9	0.76	19	0.75
10	0.65	20	0.66

All r 's are greater than 0.60 (high)

Item validity

High group – Low group discrimination (t)

Item No	' t '	Item NO	' t '
1	3.33	11	4.83
2	4.11	12	3.72
3	3.22	13	4.91
4	4.44	14	3.68
5	4.79	15	4.59
6	3.68	16	3.46
7	4.57	17	4.27
8	3.86	18	3.35
9	3.95	19	4.14
10	4.14	20	3.23

All t 's are significant at 0.001level

Tool Reliability

KR21 : r = 0.68 (high)

Tool Validity (t)

High Group			Low group			t
N	Mean	SD	N	Mean	SD	
50	28.72	9.30	50	18.35	6.25	5.08

' t ' significant at 0.001 level

Scoring : 2,1,0,for A, B, C respectively.

Maximum Possible Score : $20 \times 2 = 40$

Least Possible Score : $20 \times 0 = 0$

Sample Size : (N) : 100 P.G. Teachers of Mathematics

(Higher secondary Level) (Men : 50 : Women : 50) –

Volunteer Sample.

(Structured by S.Sathiyagirirajan)

(Mathematical Attitude is a term coined by the ‘author’)

Read each of the following statements and indicate your response * in the separate response sheet enclosed.

*A – Exactly; B – Nearly ; C – Uncertain

1. We must assess ourselves objectively.
2. We must assess others objectively.
3. We must assess situations objectively.
4. We must be logical in our thinking.
5. We must free ourselves from irrational sentiments.
6. We must free ourselves from prejudices.
7. We must focus on essentials in our communication.
8. We must be precise and concise in our communication.
9. We must be genuine in expressing our feelings.
10. We must be reliable.
11. Our statements must be valid.
12. We must not believe in rumours.
13. We must not take things for granted.
14. We must verify data furnished to us by others.
15. We must be resourceful in time management.
16. We must be resourceful in financial management.
17. We must deserve what we desire.
18. We must have a problem solving attitude.
19. We must accept ourselves.
20. We must accept others.

Response Sheet

Item No	Options	Item No	Options
1	A B C	11	A B C
2	A B C	12	A B C
3	A B C	13	A B C
4	A B C	14	A B C
5	A B C	15	A B C
6	A B C	16	A B C
7	A B C	17	A B C
8	A B C	18	A B C
9	A B C	19	A B C
10	A B C	20	A B C

Item – Whole correlation (r)

Item No	' r '	Item NO	' r '
1	0.64	11	0.66
2	0.63	12	0.72
3	0.63	13	0.63
4	0.71	14	0.67
5	0.72	15	0.61
6	0.62	16	0.74
7	0.79	17	0.68
8	0.78	18	0.75
9	0.61	19	0.76
10	0.77	20	0.69

All r ' s are greater than 0.60 (high)

Item validity

High group – Low group discrimination (t)

Item No	' t '	Item NO	' t '
1	3.31	11	4.65
2	4.42	12	3.73
3	3.29	13	4.52
4	4.78	14	4.80
5	4.67	15	3.49
6	3.16	16	4.98
7	4.55	17	4.37
8	3.84	18	4.16
9	4.93	19	3.25
10	4.13	20	4.24

All t ' s are significant at 0.001 level.

KR 21 : $r = 0.77$ (high)

Tool Validity (t)

High Group			Low group			T
N	Mean	SD	N	Mean	SD	6.95
50	22.16	7.50	50	11.25	4.17	

‘ t ‘ significant at 0.001 level

Scoring : 2, 1, 0 for A, B, C respectively.

Maximum Possible Score : $20 \times 2 = 40$

Least Possible Score : $20 \times 0 = 0$

Sample Size : (N) : 100 (Men : 50 ; Women : 50)

P.G. Teachers of Mathematics at the Higher Secondary

Stage in Madurai.

(Structured by S. Sathiyagirirajan)

Read each of the following statements and indicate your response *in the separate response sheet enclosed.

*A – Exactly ; B – Nearly; C – Uncertain

1. Science learning is a delightful experience.
2. Science is learnt more by ‘experiments’ than through ‘books’.
3. Mastery of concepts and skills in Science facilitates one’s academic competence.
4. Mastery of concepts and skills in Science facilitates one’s social effectiveness.
5. Effective Science learning facilitates achievement in Higher Studies.
6. Effective Science learning facilitates personal achievement.
7. Effective Science learning facilitates personality development.
8. Effective Science learning instils in students diligence (Systematic hard work)
9. Effective Science learning facilitates effective ways of thinking.
10. Effective Science learning facilitates one’s resourcefulness.
11. Effective Science learning caters to several factors of general mental ability.
12. Mastery of concepts and skills in science is a profit as well as a pleasure.
13. Effective Science learning sharpens one’s power of observation.
14. Effective Science learning challenges one’s potential.
15. Effective Science learning instils in one a sense of achievement.
16. Effective Science learning makes one personally happy.
17. Effective Science learning makes one socially useful.
18. Effective Science learning facilitates success of life.
19. Effective Science learning instils in the learner a problem solving attitude.
20. Effective Science learning cultivates in the learner effective study habits and skills.

Response Sheet

Item No	Options	Item No	Options
1	A B C	11	A B C
2	A B C	12	A B C
3	A B C	13	A B C
4	A B C	14	A B C
5	A B C	15	A B C
6	A B C	16	A B C
7	A B C	17	A B C
8	A B C	18	A B C
9	A B C	19	A B C
10	A B C	20	A B C

Item – Whole correlation (r)

Item No	' r '	Item NO	' r '
1	0.72	11	0.62
2	0.66	12	0.72
3	0.71	13	0.74
4	0.73	14	0.69
5	0.63	15	0.68
6	0.69	16	0.77
7	0.74	17	0.64
8	0.68	18	0.66
9	0.65	19	0.66
10	0.67	20	0.75

All r ' s are greater than 0.60 (high)

Item validity

High group – Low group discrimination (t)

Item No	' t '	Item NO	' t '
1	3.23	11	3.14
2	4.59	12	4.45
3	3.38	13	3.82
4	4.67	14	4.31
5	3.56	15	3.45
6	4.74	16	4.67
7	3.65	17	3.88
8	4.23	18	4.79
9	3.72	19	4.88
10	4.11	20	3.92

All t ' s are significant at 0.001 level.

KR 21 : $r = 0.66$ (high)

Tool Validity (t)

High Group			Low group			t
N	Mean	SD	N	Mean	SD	4.88
50	32.10	10.55	50	21.56	7.20	

‘ t ‘ significant at 0.001 level

Scoring : 2, 1, 0 for A, B, C respectively.

Maximum Possible Score : $20 \times 2 = 40$

Least Possible Score : $20 \times 0 = 0$

Sample : (Volunteer) : (N) Size : 200 (Boys : 100 ; Girls : 50)

(P.G. Students of Physics / Chemistry / Biosciences) in Madurai.

(Structured by S. Sathiyagirirajan)

Read each of the following statements and indicate your response *in the separate response sheet enclosed.

*A – Exactly ; B – Nearly ; C – Uncertain

1. Effective Science Teaching is an academic service.
2. Effective Science Teaching is a social service.
3. Effective Science Teaching is a challenge as well as a reward.
4. Effective Science Teaching prepares the students population for Higher Studies.
5. Effective Science Teaching prepares the student population for life.
6. The best way to learn science is to teach it effectively.
7. Effective Science Teachers love their profession.
8. Effective Science Teaching is a profit as well as a pleasure.
9. Effective Science Teaching is an indicator of one's resourcefulness.
10. Demonstration of appropriate experiments preceding presentation of theories is the most effective way of teaching science.
11. Effective Science Teaching caters to several factors of general mental ability.
12. Effective Science Teachers motivate brilliant students to opt for teaching career.
13. Effective Science Teaching instils in the student population scientific attitude.
14. Effective Science Teachers are role models for students who opt for teaching career.
15. Effective Science Teaching enhances one's professional image.
16. Effective Science Teaching enhances one's social image.
17. Effective Science Teaching instils in students diligence (Systematic hard work)
18. Effective Science Teaching instils in students effective study habits.
19. Effective Science Teaching instils in students effective study skills.
20. Effective Science Teachers lead their students in the path of 'discovery'.

Attitude Towards Science Teaching (ATST)

Response Sheet

Item No	Options	Item No	Options
1	A B C	11	A B C
2	A B C	12	A B C
3	A B C	13	A B C
4	A B C	14	A B C
5	A B C	15	A B C
6	A B C	16	A B C
7	A B C	17	A B C
8	A B C	18	A B C
9	A B C	19	A B C
10	A B C	20	A B C

Item – Whole correlation (r)

Item No	' r '	Item No	' r'
1	0.62	11	0.74
2	0.73	12	0.61
3	0.75	13	0.62
4	0.69	14	0.76
5	0.78	15	0.77
6	0.63	16	0.69
7	0.79	17	0.71
8	0.65	18	0.67
9	0.64	19	0.68
10	0.72	20	0.66

All r ' s are greater than 0.60 (high)

Item validity

High group – Low group discrimination (t)

Item No	' t '	Item No	' t'
1	4.54	11	3.22
2	3.83	12	3.39
3	3.95	13	4.18
4	3.71	14	4.19
5	4.42	15	3.27
6	3.16	16	4.65
7	3.68	17	4.76
8	4.37	18	3.14
9	3.59	19	4.83
10	4.21	20	3.42

All t ' s are significant at 0.001 level.

Tool Reliability

KR 21 : $r = 0.74$ (high)

Tool Validity (t)

High Group			Low group			t
N	Mean	SD	N	Mean	SD	5.92
50	25.63	8.15	50	17.05	6.50	

‘ t ‘ significant at 0.001 level

Scoring : 2, 1, 0 for A, B, C respectively.

Maximum Possible Score : $20 \times 2 = 40$

Least Possible Score : $20 \times 0 = 0$

Sample : (Volunteer) : (N) Size : 200 (Men : 100 ; Women : 100)

(P.G. Teachers (Physics / Chemistry / Biosciences) at the Higher Secondary level in Madurai.

(Structured by S.Sathiyagirirajan)

Read each of the following statements and indicate your response* in the separate response sheet enclosed.

*A – Exactly; B – Nearly ; C – Uncertain

1. We must develop powers of keen observation.
2. We should be objective in assessing situations.
3. We should be objective in assessing data gathered.
4. We should be objective in assessing ourselves.
5. We should be objective in assessing others.
6. We should not have any personal whims and fancies.
7. We should not take things for granted.
8. We should probe, investigate and find truths by ourselves.
9. We must be intellectually honest.
10. We must be open minded.
11. We must be willing to learn from any source.
12. Verifiability is the acid test of science.
13. We must arrive at conclusions based on reliable and valid data.
14. We must predict problems before their onset.
15. We must face and solve our problems.
16. There is no place for irrational sentiments in research.
17. Research must be socially relevant.
18. High achievers in any field give their best.
19. Self – motivation is the best motivation.
20. Self – competition is the best competition.

Response Sheet

Item No	Options	Item No	Options
1	A B C	11	A B C
2	A B C	12	A B C
3	A B C	13	A B C
4	A B C	14	A B C
5	A B C	15	A B C
6	A B C	16	A B C
7	A B C	17	A B C
8	A B C	18	A B C
9	A B C	19	A B C
10	A B C	20	A B C

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Item reliability

Item – Whole correlation (r)

Item No	' r '	Item No	' r '
1	0.63	11	0.72
2	0.65	12	0.74
3	0.76	13	0.67
4	0.71	14	0.68
5	0.69	15	0.64
6	0.69	16	0.65
7	0.63	17	0.76
8	0.75	18	0.72
9	0.66	19	0.67
10	0.61	20	0.68

All r ' s are greater than 0.60 (high)

Item validity

High group – Low group discrimination (t)

Item No	' t '	Item No	' t '
1	4.14	11	3.88
2	3.71	12	4.27
3	4.90	13	4.52
4	4.63	14	3.86
5	3.39	15	4.44
6	4.33	16	4.25
7	3.75	17	4.42
8	3.29	18	3.36
9	4.57	19	3.53
10	3.18	20	3.64

All t ' s are significant at 0.001 level.

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Tool Reliability

KR 21 : r = 0.69 (high)

Tool Validity (t)

High Group			Low group			t
N	Mean	SD	N	Mean	SD	6.44
50	24.30	8.35	50	13.15	4.50	

‘ t ‘ significant at 0.001 level

Scoring : 2, 1, 0 for A, B, C respectively.

Maximum Possible Score : $20 \times 2 = 40$

Least Possible Score : $20 \times 0 = 0$

Sample : (Volunteer) : (N) Size : 200 (Men : 100 ; Women : 100)

P.G. Teachers (Physics / Chemistry / Biosciences) at the Higher Secondary level.
in MADURAI.

(Structured by S. Sathiyagirirajan)

Read each of the following statements and indicate your response * in the separate response sheet enclosed.

*A – Exactly ; B – Nearly ; C – Uncertain

(MEL : Mastery of English Language

MEL

1. enhances one's academic image.
2. Enhances one's social image.
3. Improve one's oral communication.
4. Improves one's written communication.
5. Facilitates one's library usage. (Since English is the library language).
6. Is a challenge as well as a reward.
7. Is a profit as well as a pleasure.
8. Facilitates effective interaction with others in a social gathering.
9. Facilitates effective interaction with people from other states /Nations.
10. Facilitates effective study skills.
11. Facilitates effective social networking.
12. Facilitates better academic performance in Higher Studies.
13. Is an asset to the student population.
14. Facilitates self – confidence.
15. Facilitates self – reliance.
16. Makes one socially effective.
17. Makes one personally happy.
18. Facilitates one's reading interests.
19. Enhances one's employment opportunities.
20. Facilitates one assume leadership in group discussions.

Item No	Options	Item No	Options
1	A B C	11	A B C
2	A B C	12	A B C
3	A B C	13	A B C
4	A B C	14	A B C
5	A B C	15	A B C
6	A B C	16	A B C
7	A B C	17	A B C
8	A B C	18	A B C
9	A B C	19	A B C
10	A B C	20	A B C

Item reliability

Item – Whole correlation (r)

Item No	' r '	Item No	' r '
1	0.74	11	0.65
2	0.61	12	0.75
3	0.73	13	0.66
4	0.74	14	0.74
5	0.72	15	0.67
6	0.69	16	0.73
7	0.78	17	0.68
8	0.71	18	0.72
9	0.77	19	0.69
10	0.66	20	0.71

All r ' s are greater than 0.60 (high)

Item validity

High group – Low group discrimination (t)

Item No	' t '	Item No	' t '
1	3.24	11	3.49
2	4.16	12	3.22
3	3.55	13	4.51
4	3.48	14	4.13
5	3.37	15	4.64
6	4.50	16	3.25
7	3.69	17	4.76
8	3.98	18	4.38
9	4.87	19	3.87
10	3.78	20	4.92

All t ' s are significant at 0.001 level.

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Tool Reliability

KR 21 : r = 0.69 (high)

Tool Validity (t)

High Group			Low group			t
N	Mean	SD	N	Mean	SD	6.42
50	29.35	10.25	50	18.54	6.17	

‘ t ‘ significant at 0.001 level

Scoring : 2, 1, 0 for A, B, C respectively. Maximum Possible Score : $20 \times 2 = 40$ Least Possible Score : $20 \times 0 = 0$
Sample : (Volunteer) : (N) Size : 500 (Boys : 250 ; Girls : 250) U.G. Students in Colleges in Madurai.

Read each of the following statements and indicate your response *in the separate response sheet enclosed.

*A – Exactly; B – Nearly ; C – Uncertain

(EELT : Effective English Language Teaching)

1. is an academic service.
2. is a social service.
3. is a challenge as well as a reward.
4. is a profit as well as pleasure.
5. delights the teacher and his students simultaneously.
6. is a preparation for Higher Studies for students.
7. requires resourceful teachers.
8. requires a pleasing personality.
9. requires an impressive personality.
10. requires inspiring teachers.
11. caters to individual differences.
12. improves the oral communication skills of students .
13. improves written communication skills of students.
14. leads to the personality development of student population.
15. enhances the employment opportunities of student population.
16. Prepares the student population for effective use of the library .
(since English is the library language)
17. makes students personally happy.
18. makes students socially useful.
Effective English Teachers . . .
19. are role models to students who opt for teaching career.
20. motivate bright students to opt for teaching career.

Response sheet

Item No	Options	Item No	Options
1	A B C	11	A B C
2	A B C	12	A B C
3	A B C	13	A B C
4	A B C	14	A B C
5	A B C	15	A B C
6	A B C	16	A B C
7	A B C	17	A B C
8	A B C	18	A B C
9	A B C	19	A B C
10	A B C	20	A B C

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Item reliability

Item – Whole correlation (r)

Item No	' r '	Item No	' r '
1	0.64	11	0.77
2	0.65	12	0.76
3	0.71	13	0.61
4	0.73	14	0.63
5	0.62	15	0.72
6	0.77	16	0.75
7	0.66	17	0.73
8	0.78	18	0.64
9	0.79	19	0.68
10	0.72	20	0.69

All r ' s are greater than 0.60 (high)

Item validity

High group – Low group discrimination (t)

Item No	' t '	Item No	' t '
1	4.88	11	3.26
2	3.79	12	3.97
3	4.15	13	3.74
4	3.39	14	4.85
5	4.63	15	3.42
6	3.58	16	3.93
7	4.61	17	3.81
8	3.57	18	4.73
9	3.65	19	3.72
10	3.96	20	3.84

All t ' s are significant at 0.001 level.

297

Tool Reliability

KR 21 : r = 0.66 (high)

Tool Validity (t)

High Group			Low group			T
N	Mean	SD	N	Mean	SD	5.30
50	25.52	8.13	50	14.25	5.10	

‘ t ‘ significant at 0.001 level

Scoring : 2, 1, 0 for A, B, C respectively.

Maximum Possible Score : $20 \times 2 = 40$

Least Possible Score : $20 \times 0 = 0$

Sample : (Volunteer) : (N) Size : 200 (Men : 100 ; Women : 100)

P.G. Teachers at the Higher Secondary Level in Madurai.

(Value Education as perceived by P.G.Students in colleges in MADURAI in 2003 – 2004).

This perception scale was structured and tried out on a volunteer sample of 300 students (Boys : 150 ; Girls : 150) doing their P.G. degree courses in colleges in MADURAI for validation.

The author involved students (not teachers) in this research study since he felt they are likely to play a significant role in future social development. Their positive perception of ‘ Value Education’ is likely to facilitate a responsible and duty bound society which will be instrumental to National Development- Education ought to give equal importance to‘Head’(intellectual education) and Heart (value education).

**VALUE EDUCATION PERCEPTION SCALE (VEPS)
(Structured by S. Sathiyagirirajan)**

Read each of the following statements and indicate your reaction by drawing a circle over A, B or C in the separate Response Sheet attached .

(A – Exactly ; B – Nearly : C – Somewhat)

Do not make any marks on these sheets of paper. They are reusable.

1. Value education is indispensable for the student population.
2. Value education supplements and complements intellectual education.
3. Value education is to be informal.
4. The instructional strategy of value education is ‘ Dialogue cum Discussion’.
5. Striking and appealing anecdotes play a vital role in value education.
6. News items highlighting value – oriented activities of even common people are to be brought to the notice of the student population.
7. Basic human values facilitate one’s happiness.
8. Basic human values facilitate one’s genuine success.
9. Day to day life experiences teach us Basic human values.
10. Only Socially responsible and socially committed teachers can instil Basic human values in the student population.

Item No	Options		
1	A	B	C
2	A	B	C
3	A	B	C
4	A	B	C
5	A	B	C
6	A	B	C
7	A	B	C
8	A	B	C
9	A	B	C
10	A	B	C

Scoring : 3, 2, 1 for A, B,C respectively.

Perfect score : $10 \times 3 = 30$.

Item No	Item reliability Item -whole Correlation	Item Validity High group - Low group discrimination
	(r)	(t)
1	0.66	4.32
2	0.73	5.81
3	0.62	4.14
4	0.63	4.63
5	0.65	5.79
6	0.72	4.58
7	0.67	5.90
8	0.71	4.47
9	0.66	5.15
10	0.64	4.26

All r ' s are high and all t ' s are significant at 0.001 level.

Tool Reliability

KR 21 : r = 0.66 (high)

Tool validity

High Group			Low group			T
N	Mean	SD	N	Mean	SD	
30	21.35	7.50	30	14.25	5.05	3.10

' t ' significant at 0.01 level

50. STUDENT PERCEPTION OF ‘PHYSICAL EDUCATION’

(Physical Education as perceived by athletes, Sports persons and players in various games in MADURAI colleges in 2003 – 2004).

This perception scale was structured and tried out on a volunteer sample of 300 students (Boys : 150; Girls : 150) in colleges in Madurai. The sample consisted of regular participants in athletic events, sports and games.

‘ Physical Education’ is a neglected aspect of Indian Educational system. Most teachers and most students perceive it as a time – wasting activity indulged by academically backward students. This is not the case in advanced Nations. It is high time that Indian Educational system started paying equal attention to Physical Education as well.

PHYSICAL EDUCATION PERCEPTION SCALE (PEPS)

(Structured by S.Sathiyagirrajan)

Read each of the following statements and indicate your reaction by drawing a circle around A, B or C in the Response Sheet attached .

(A – Exactly : B – Nearly : C – Somewhat)

Do not make any marks on these sheets of paper. They are reusable.

1. Physical Education deals with not only Physical exercises but athletic events, sports and games as well.
2. Physical Education is Education through physical activities.
3. Physical Education facilitates sound mental health through sound physical health.
4. Physical Education cultivates in students positive personality traits.
5. Physical Education instils in student team spirit.
6. Physical Education instils in students self – discipline.
7. Participation in sports and games prepares students to face trials and tribulations in life.
8. Participation in Sports and Games teaches students life skills.
9. Physical Education is a means to an end (not an end itself) – the end being meaningful life.
10. Participation in Sports and games teaches students how to face success as well as failure.

PEPS - Response Sheet

Item No	Options		
1	A	B	C
2	A	B	C
3	A	B	C
4	A	B	C
5	A	B	C
6	A	B	C
7	A	B	C
8	A	B	C
9	A	B	C
10	A	B	C

Scoring : 3 , 2, 1 for A, B, C respectively.

Perfect Score : $10 \times 3 = 30$

Item No	Item reliability Item -whole Correlation	Item Validity High group - Low group discrimination
	(r)	(t)
1	0.62	5.12
2	0.64	4.35
3	0.66	5.26
4	0.63	4.95
5	0.62	5.80
6	0.68	5.74
7	0.63	4.53
8	0.61	4.48
9	0.67	5.61
10	0.69	4.27

All r ' s are high and all t ' s are significant at 0.001 level.

Tool Reliability

KR 21 : r = 0.71 (high)

Tool validity ('t')

High Group			Low group			t
N	Mean	SD	N	Mean	SD	
30	22.80	7.65	30	12.55	5.70	3.33

' t ' is significant 0.001 level.