

**TOOLS OF RESEARCH FOR STUDIES IN  
ORGANIZATIONAL BEHAVIOUR  
(MANAGEMENT)**

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## **PREFACE**

Dear Reader,

This is a collection of research tools for studies in organizational behaviour (Management Science). All the major variables of OB have been covered. You will find that some statements (items) recur in several tools. This cannot be avoided (need not be avoided) since these are the behavioural manifestations common to the variables concerned ( for example, some symptoms are common to several diseases).

These tools will be useful to research scholars (of Management Studies) interested in OB for their P.G.degree. projects, M.Phil. dissertations, Ph.D. theses and other research projects.

Feedback is most welcome.

**S. SATHIYAGIRIRAJAN.**

**FOREWORD**  
**(About the tools .....)**

These tools were structured by Dr. S. Sathiyagirirajan and validated by Dr. N. Natesan (his colleague in Madurai Kamaraj University).

The tools have a high degree of content validity based on sound conceptual framework and expert opinion. Further the tools were tried out on a volunteer sample of 1000 subjects (Men: 500; Women: 500) representing different professions – Teaching, Law, Engineering, Medicine, Administration holding middle level positions and in the age group of ‘35-44’ spread all over Tamil Nadu. Details on reliability and validity for each item as well as for the tool as a whole are furnished for each tool. The tools may be revalidated on appropriate samples of the investigator’s choice.

The tools are self-appraisal ones. Subjects are expected to be honest and frank in their responses. If need be, (if the investigator feels like) in an attempt to elicit the actual response (not the ‘ideal response’) the title of the tool concerned may be deleted while administering it to the sample so that the subjects may be blinded on the nature of the variable studied. This is likely to elicit frank responses.

These self-appraisal tools can be converted into others’ appraisal ones if the ‘first person’ in each statement is converted to the ‘third person’ and corresponding changes made appropriately in the statements and in the guidelines / instructions.

**S.SATHIYAGIRIRAJAN**

## **Criteria of an Effective Tool of Research**

The two major criteria of an effective tool of research are reliability and validity.

Reliability (Trustworthiness) refers to the consistency or stability of a tool of research. A tool of research cannot measure any variable effectively unless it measures consistently.

Validity (Truthfulness) of a tool of research may be defined as the extent to which the tool measures what it ought to measure (what it is supposed to measure).

Item reliability and item validity play a vital role in the selection of items for a tool of research.

Item-whole correlation measuring the internal consistency indicates item reliability.

Item validity is measured by the 't' value (high group – low group discrimination) indicating the significance of the difference between the means of the two groups (Top 27% and Bottom 27% based on the aggregate score).

There are several methods of measuring tool reliability. The oft used method is the Test-Retest mode of administration of the tool or Split-half, if appropriate.

Correlation coefficient ( $r$ ) indicates the 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 concerned. The 't' value indicates the validity of the tool as a whole.

If items are selected on the basis of some criteria of item reliability and item validity, then the tool 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.

Sophisticated statistical techniques will help the investigator in data analysis and interpretation

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## 1. 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 Emotional 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 purposes of comparison. Correlates may also be ranked in order of their relationship with the criterion. .

**ADMINISTRATIVE BEHAVIOUR RATING SCALE (ABRS)**  
**(Source: GORTON: 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 / Almost Always / To a great extent
- A. Nearly / Often / To a substantial extent
- B. Sometimes / To some extent
- C. Rarely / To a marginal extent
- D. Almost Never / Not at all

1. I assess myself objectively.
2. I assess others objectively.
3. I think of improvements required in my organization.
4. I plan for the future of the organisation.
5. I identify problems.
6. I solve problems.
7. I am good in 'detail work'.
8. I am a diligent worker.
9. I am good in paper work.
10. I am strong in perseverance.
11. I am well organized.
12. I take initiative when situation demands
13. I am a good decision maker.

14. I am responsible.
15. I work for my personal enrichment.
16. I work for my professional enrichment.
17. I am an effective learner.
18. I am resourceful.
19. I am a good planner.
20. I am a good organizer.
21. I am good in communicating with my supporting staff.
22. I am good in communicating with my colleagues .
23. I am good in communicating with my superiors.
24. I can modify other's thinking
25. I can modify other's behaviour.
26. I pull on nicely with persons outside my organization.
27. I pull on nicely with my supporting staff .
28. I pull on nicely with my colleagues.
29. I pull on nicely with my superiors.
30. I can compromise.
31. I am flexible.
32. I know when to compromise.
33. I know when to be flexible.
34. I can mediate conflicts among others.
35. I can reconcile differences among others.
36. I have frustration tolerance.
37. I have anxiety tolerance.
38. I have tolerance for challenges.
39. I am free from personal problems.
40. I avoid procrastination.

## ADMISTRATIVE 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	E	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

**ABRS**

<b>Item No.</b>	<b>Item reliability Item /Whole/ component Correlation (r)</b>	<b>Item Validity High group – Low Group Discrimination (t)</b>	<b>Item No.</b>	<b>Item reliability Item /Whole/ component Correlation (r)</b>	<b>Item Validity High group – Low Group Discrimination (t)</b>
1.	0.56	4.15	21.	0.60	5.14
2.	0.56	3.98	22.	0.61	5.17
3.	0.58	4.75	23.	0.59	5.87
4.	0.58	4.23	24.	0.58	4.10
5.	0.57	4.25	25.	0.57	4.17
6.	0.59	4.83	26.	0.62	5.14
7.	0.61	5.15	27.	0.62	5.28
8.	0.61	5.30	28.	0.61	5.25
9.	0.62	5.47	29.	0.60	5.08
10.	0.58	4.63	30.	0.62	5.22
11.	0.58	4.55	31.	0.56	4.18
12.	0.57	4.07	32.	0.57	4.87
13.	0.57	4.33	33.	0.58	4.95
14.	0.56	4.05	34.	0.57	4.73
15.	0.59	4.81	35.	0.56	4.23
16.	0.64	5.43	36.	0.56	4.38
17.	0.60	5.27	37.	0.60	4.93
18.	0.61	5.10	38.	0.61	5.08
19.	0.63	5.37	39.	0.58	4.85
20.	0.62	5.28	40.	0.59	4.79

**ABRS**  
**Tool Reliability**

Test – Retest mode of Administration

Correlation Coefficient,  $r = 0.70$

**Tool Validity**

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

<b>High Group</b>			<b>Low Group</b>			<b>t</b>
<b>N</b>	<b>Mean</b>	<b>S.D.</b>	<b>N</b>	<b>Mean</b>	<b>S.D.</b>	
100	136.50	34.70	100	97.65	26.80	8.85

‘t’ significant at 0.01 level.

Scoring Formula: 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 Administrative Behaviour.

## 2. 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 emotional health are likely to facilitate effective communication. Stress, conflict, frustration, alienation and anxiety are the factors which are likely to affect effective communication.

**COMMUNICATION BEHAVIOUR RATING SCALE (CBRS)**  
**(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 / Almost Always / To a great extent
- B. Nearly / Often / To a substantial extent
- C. Sometimes / To some extent
- D. Rarely / To a marginal extent
- E. Almost Never / Not at all

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 colleagues have understood what I have said/written.
4. I establish eye contact with my colleagues.
5. I smile at my colleagues before I start talking to them.
6. I acknowledge their greetings.
7. I am accessible.
8. I offer seats to my colleagues before we start talking to one another..
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 organization's.
15. I avoid insulting my colleagues.
16. My formal instructions follow my informal interactions 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 know when my colleagues communicate for sheer 'emotional release'.
21. I perceive the standpoint of my colleagues.
22. I have unconditional positive regard for 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.
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. (oral and written )
31. I take suitable measures to improve my communication skills.(oral and written)
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 presentation is effective.
39. My colleagues feel my oral presentation is effective.
40. My colleagues are pleased with my communication behaviour.

## COMMUNICATION BEHAVIOUR RATING SCALE (CBRS)

### - 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	E	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

## CBRS

<b>Item No.</b>	<b>Item reliability Item /Whole/ component Correlation (r)</b>	<b>Item Validity High group – Low Group Discrimination (t)</b>	<b>Item No.</b>	<b>Item reliability Item /Whole/ component Correlation (r)</b>	<b>Item Validity High group – Low Group Discrimination (t)</b>
1.	0.60	5.07	21.	0.58	4.75
2.	0.62	5.23	22.	0.59	5.07
3.	0.71	6.27	23.	0.71	6.18
4.	0.62	5.24	24.	0.70	6.25
5.	0.64	5.25	25.	0.62	5.26
6.	0.61	5.18	26.	0.67	5.56
7.	0.62	5.16	27.	0.69	5.90
8.	0.58	4.76	28.	0.68	5.97
9.	0.68	5.83	29.	0.70	6.03
10.	0.61	5.10	30.	0.72	6.22
11.	0.58	4.87	31.	0.63	5.13
12.	0.66	5.63	32.	0.70	6.67
13.	0.67	5.45	33.	0.67	5.75
14.	0.70	6.07	34.	0.60	4.98
15.	0.59	4.93	35.	0.63	5.33
16.	0.60	5.08	36.	0.72	6.18
17.	0.68	5.83	37.	0.72	6.27
18.	0.63	5.37	38.	0.68	5.85
19.	0.58	4.83	39.	0.74	6.46
20.	0.66	5.68	40.	0.67	5.78

**CBRS**  
**Tool Reliability**

Test – Retest mode of Administration

Correlation Coefficient,  $r = 0.75$

**Tool Validity**

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

<b>High Group</b>			<b>Low Group</b>			<b>t</b>
<b>N</b>	<b>Mean</b>	<b>S.D.</b>	<b>N</b>	<b>Mean</b>	<b>S.D.</b>	
100	132.75	41.50	100	95.35	29.50	7.76

‘t’ significant at 0.01 level.

Scoring Formula: 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.

### 3. SELF-ACTUALIZATION

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 professional career he is a self-actualized person. A self-actualized person has certain personal qualities which discriminate him from others. 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 utilising 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 or criterion as a correlate depending upon the objectives of the investigator.

### SELF ACTUALIZATION RATING SCALE (SARS)

(Sources: (i) Maslow: Motivation and Personality

(ii) Hamachek: Encounters with self

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 / Almost Always / To a great extent

B. Nearly / Often / To a substantial extent

C. Sometimes / To some extent

D. Rarely / To a marginal extent

E. Almost Never / Not at all

1. I employ a realistic approach.
2. I am aware of my merits.
3. I am spontaneous in thinking
4. I am more problem-poser oriented than problem oriented.
5. I have a sense of detachment from mundane life.
6. I think and act independently
7. Basic goods( a sunset, a flower, a melody, and the hike) in the day-today life appeal to me.
8. I am a daydreamer
9. I sympathize and empathize with the suffering humanity.
10. I accept myself.
11. My interpersonal relations with people around me are healthy.
12. I have an autocratic style of life.
13. I give thought to ethical and moral aspects of a task before performing it.
14. I am creative in thinking.

15. I am aware of my limitations.
16. I become haughty and arrogant when people approach me for a favour.
17. I maintain individuality in all my behaviours.
18. I am spontaneous in expressing finer emotions.
19. I assess people on the basis of their individuality (not on any other basis –status, caste or community)
20. I am restive in solitude.
21. I am creative in performance.
22. I can perceive novelty and uniqueness even in ordinary things.
23. I have a mission in life.
24. I feel overjoyed over trivial successes.
25. I know the limitations of people around me.
26. I face facts and realities.
27. I can assess objectively our traditions and conventions.
28. ‘Popularity’ appeals to me more than ‘truthfulness to self’.
29. I identify and work on the tasks meant for me.
30. I am spontaneous in action.
31. I know the merits of people around me.
32. I ‘go to pieces’ when frustrated and disappointed.
33. I respect people with ethical values.
34. I have a sense of humour.
35. I seek privacy for focussing on areas of my interest.
36. When situations force me I act against my conscience.
37. I am concerned with the welfare of the entire humanity.
38. I am deeply devoted to work.
39. I comply with a rule only when convinced.
40. My sense of humour is hostile and aggressive.

**SELF ACTUALIZATION RATING SCALE (SARS)**

**- 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	E	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

## SARS

<b>Item No.</b>	<b>Item reliability Item /Whole/ component Correlation (r)</b>	<b>Item Validity High group – Low Group Discrimination (t)</b>	<b>Item No.</b>	<b>Item reliability Item /Whole/ component Correlation (r)</b>	<b>Item Validity High group – Low Group Discrimination (t)</b>
1.	0.78	6.65	21.	0.64	5.45
2.	0.68	5.83	22.	0.66	5.67
3.	0.64	5.44	23.	0.78	6.66
4.	0.66	5.62	24.	0.62	5.27
5.	0.69	5.95	25.	0.67	5.77
6.	0.61	5.18	26.	0.74	6.44
7.	0.78	6.53	27.	0.61	5.92
8.	0.71	6.77	28.	0.68	5.87
9.	0.75	6.48	29.	0.65	5.53
10.	0.78	6.66	30.	0.76	6.48
11.	0.70	6.07	31.	0.65	5.83
12.	0.65	5.52	32.	0.64	5.47
13.	0.72	6.23	33.	0.77	6.58
14.	0.62	5.27	34.	0.70	6.07
15.	0.73	6.23	35.	0.77	6.52
16.	0.65	5.57	36.	0.76	6.58
17.	0.78	6.66	37.	0.68	5.83
18.	0.63	5.37	38.	0.66	5.67
19.	0.77	6.52	39.	0.63	5.33
20.	0.66	5.63	40.	0.64	5.47

## SARS

### Tool Reliability

Test – Retest mode of Administration

Correlation Coefficient  $r = 0.77$

### 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.	
100	125.80	38.75	100	98.50	27.30	5.76

‘t’ significant at 0.01 level.

Scoring Formula: 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.

#### 4. BURNOUT

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 containing burnout problem. The best strategy will be job enrichment. It is a joint venture of the employer and the employee. The employer will organise and conduct a series of in-service programmes periodically to expose the employee into new visions and vistas in his job. In addition the employee himself will deliberately expose himself to new avenues of personal and professional enrichment.

**BURNOUT RATING SCALE (BRS)**  
(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 / Almost Always / To a great extent
- B. Nearly / Often / To a substantial extent
- C. Sometimes / To some extent
- D. Rarely / To a marginal extent
- E. Almost Never / Not at all

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 superiors 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 recognised.
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 for the organizational 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	E	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	0.	A	B	C	D	E

**BRS**

<b>Item No.</b>	<b>Item reliability Item /Whole/ component Correlation (r)</b>	<b>Item Validity High group – Low Group Discrimination (t)</b>	<b>Item No.</b>	<b>Item reliability Item /Whole/ component Correlation (r)</b>	<b>Item Validity High group – Low Group Discrimination (t)</b>
1.	0.77	6.52	21.	0.71	6.25
2.	0.72	6.27	22.	0.73	6.37
3.	0.71	6.18	23.	0.76	6.44
4.	0.71	6.25	24.	0.77	6.52
5.	0.76	6.52	25.	0.73	6.38
6.	0.72	6.23	26.	0.73	6.22
7.	0.78	6.67	27.	0.71	6.17
8.	0.78	6.78	28.	0.75	6.44
9.	0.76	6.52	29.	0.71	6.18
10.	0.74	6.33	30.	0.75	6.47
11.	0.72	6.23	31.	0.75	6.38
12.	0.73	6.34	32.	0.74	6.32
13.	0.72	6.28	33.	0.74	6.27
14.	0.71	6.17	34.	0.73	6.22
15.	0.72	6.25	35.	0.74	6.44
16.	0.76	6.45	36.	0.71	6.18
17.	0.76	6.38	37.	0.74	6.33
18.	0.73	6.33	38.	0.75	6.48
19.	0.74	6.40	39.	0.71	6.17
20.	0.71	6.18	40.	0.75	6.45

**BRS**  
**Tool Reliability**

Test – Retest mode of Administration

Correlation Coefficient,  $r = 0.82$

**Tool Validity**

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

<b>High Group</b>			<b>Low Group</b>			<b>t</b>
<b>N</b>	<b>Mean</b>	<b>S.D.</b>	<b>N</b>	<b>Mean</b>	<b>S.D.</b>	
100	122.65	38.70	100	84.25	28.75	7.97

‘t’ significant at 0.01 level.

Scoring Formula: 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.

## 5. DEFENSIVE BEHAVIOUR

When an individual is confronted with a problem, his choice is between coping strategy (behaviour) and defensive strategy (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 and solve them. If the solution is beyond our reach even then, we learn how to pull on with such unsolved problems. This strategy is called coping behaviour. However most of us do not want to admit our inability to solve problems. We feel it is rather infradig. Such of us employ defensive strategy (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 emotional 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. Those defences are barriers to coping behaviour. (Through defences we are only saving our face not solving our problems). Only through coping strategy one can improve one's emotional 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 / Almost Always / To a great extent
- B. Nearly / Often / To a substantial extent
- C. Sometimes / To some extent
- D. Rarely / To a marginal extent
- E. Almost Never / Not at all

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 recognise 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 supporting staff.
28. Since I cannot express my negative feelings or emotions in my work place or social situations, I displace them towards the members of my family or people close to me.
29. I am physically indisposed when I am assigned a difficult task..
30. I am physically indisposed when I am assigned an unpleasant task.
31. I am physically indisposed when I am emotionally up set.
32. I am physically indisposed when I am not able to solve problems.
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.

**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	E	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 Sheet

(Scoring Formula: 4, 3, 2, 1, 0 for circled A, B, C, D, E respectively.  
 Perfect aggregate 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)

Sl.No.	Defensive Behaviour	Statements	Score*
1.	Daydreaming	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	
		1-40	

\* Perfect score for each behaviour  $4 \times 4 = 16$

**DEFENSIVE BEHAVIOUR – PROFILE**

←  
Towardng Coping

→  
Towards Defensive

Defensive Behaviour	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1. Daydreaming																	
2. Compensation																	
3. Projection																	
4. Rationalization																	
5. Identification																	
6. Belittling																	
7. Displacement																	
8. Submission																	
9. Reaction formation																	
10. Repression																	

←  
Towardng Coping

→  
Towards Defensive

### DBRS

Item No.	Item reliability Item /Whole/ component Correlation (r)	Item Validity High group – Low Group Discrimination (t)	Item No.	Item reliability Item /Whole/ component Correlation (r)	Item Validity High group – Low Group Discrimination (t)
1.	0.60	5.08	21.	0.57	4.74
2.	0.68	5.85	22.	0.62	5.23
3.	0.62	5.27	23.	0.63	5.37
4.	0.57	4.74	24.	0.68	5.87
5.	0.59	4.95	25.	0.59	4.93
6.	0.63	5.33	26.	0.67	5.77
7.	0.67	5.78	27.	0.57	4.72
8.	0.55	4.57	28.	0.68	5.83
9.	0.67	5.74	29.	0.60	5.05
10.	0.55	4.57	30.	0.67	5.72
11.	0.58	4.93	31.	0.63	5.33
12.	0.62	5.27	32.	0.59	4.92
13.	0.67	5.73	33.	0.58	4.87
14.	0.63	5.35	34.	0.55	4.53
15.	0.62	5.28	35.	0.66	5.65
16.	0.57	4.77	36.	0.65	5.52
17.	0.55	4.57	37.	0.64	5.47
18.	0.61	5.13	38.	0.56	4.63
19.	0.67	5.72	39.	0.66	5.63
20.	0.63	5.37	40.	0.57	4.73

#### Tool Reliability

Test – Retest mode of Administration

Correlation Coefficient,  $r = 0.72$

#### 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.	
100	130.85	37.50	100	88.35	28.75	8.99

‘t’ significant at 0.01 level.

## 6. NEED GRATIFICATION

Maslow identified need gratification 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 observes, “We do not motivate any body; 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 Gratification 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. Research studies in Management Sciences have made the best use of Maslow’s theory of motivation.

## NEED GRATIFICATION RATING SCALE (NGRS)

(Based on Maslow's Hierarchy of Needs)

Structured by S. Sathiyagirirajan and G. Amaladoss)

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 / Almost Always / To a great extent
- B. Nearly / Often / To a substantial extent
- C. Sometimes / To some extent
- D. Rarely / To a marginal extent
- E. Almost Never / Not at all

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).
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 functioning of my job.
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 organisation.
22. My professional organisation is proud of me.
23. I win love and affection of people around me (relatives, friends and colleagues).
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 recognised.
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. I command respect from others (relatives, friends and colleagues).
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 strategies (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 work.

**NEED GRATIFICATION 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	E	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

### NGRS Scoring Sheet

Sl.No.	Need Level	Statements	Score*
1.	Basic	1-8	
2.	Safety and security	9-16	
3.	Love and Belongingness	17-24	
4.	Esteem	25-32	
5.	Self-actualization	33-40	

(Scoring Formula: 4, 3, 2, 1, 0 for circled A, B, C, D, E respectively. Perfect aggregate score:  $40 \times 4 = 160$ ; Perfect need level score:  $8 \times 4 = 32$ ; Higher the score, higher the need gratification).



## NGRS

Item No.	Item reliability Item /Whole/ component Correlation (r)	Item Validity High group – Low Group Discrimination (t)	Item No.	Item reliability Item /Whole/ component Correlation (r)	Item Validity High group – Low Group Discrimination (t)
1.	0.77	6.51	21.	0.72	6.21
2.	0.68	5.87	22.	0.74	6.37
3.	0.75	6.42	23.	0.76	6.25
4.	0.68	5.88	24.	0.64	5.43
5.	0.70	6.03	25.	0.75	6.48
6.	0.76	6.59	26.	0.67	5.75
7.	0.72	6.24	27.	0.62	5.23
8.	0.78	6.65	28.	0.63	5.37
9.	0.76	6.40	29.	0.73	6.38
10.	0.64	5.43	30.	0.71	6.18
11.	0.68	5.84	31.	0.69	5.95
12.	0.72	6.27	32.	0.65	5.57
13.	0.70	6.03	33.	0.74	6.33
14.	0.66	5.65	34.	0.71	6.17
15.	0.75	6.44	35.	0.67	5.72
16.	0.77	6.55	36.	0.72	6.28
17.	0.66	5.66	37.	0.68	5.85
18.	0.69	5.93	38.	0.66	5.65
19.	0.70	6.07	39.	0.69	5.97
20.	0.68	5.82	40.	0.73	6.33

**Tool Reliability**

Test – Retest mode of Administration

Correlation Coefficient,  $r = 0.75$ **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.	
100	134.65	41.80	100	87.50	25.60	9.62

‘t’ significant at 0.01 level.

## 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 organization working with the same colleagues and superiors some are job satisfied 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 job satisfied.

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. However these so called facilitators of job satisfaction do not automatically make the employees satisfied. Human being is unique and seems to be beyond research. If the individual feels he is meant for the job and the job is meant for him he is job satisfied. Job satisfaction is more a psychological factor.

**JOB SATISFACTION RATING SCALE (JSRS)**  
(Source: Herzberg: 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 / Almost Always / To a great extent
- B. Nearly / Often / To a substantial extent
- C. Sometimes / To some extent
- D. Rarely / To a marginal extent
- E. Almost Never / Not at all

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?
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 supporting staff healthy?
12. Are your interpersonal relations with people who contact your organization healthy?
13. Is job supervision constructive and democratic?
14. Does job supervision facilitate better job performance?
15. Are your organizational policies well formulated and clear?
16. Do your organizational 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 staff in your organization?
21. Is good performance recognised in your organization?
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 organization conducive to effective functioning of the organization?
25. Are you recognized as a professional expert?

## JOB SATISFACTION RATING SCALE

### - RESPONSE SHEET

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

**JSRS**

<b>Item No.</b>	<b>Item reliability Item /Whole/ component Correlation (r)</b>	<b>Item Validity High group – Low Group Discrimination (t)</b>
1.	0.62	5.25
2.	0.64	5.41
3.	0.66	5.66
4.	0.68	5.82
5.	0.70	6.13
6.	0.72	6.27
7.	0.75	6.44
8.	0.74	6.35
9.	0.72	6.26
10.	0.70	6.05
11.	0.67	5.71
12.	0.64	5.45
13.	0.69	5.93
14.	0.68	5.84
15.	0.73	6.32
16.	0.78	6.30
17.	0.65	5.83
18.	0.66	5.66
19.	0.74	6.38
20.	0.72	6.24
21.	0.73	6.39
22.	0.70	6.07
23.	0.69	5.95
24.	0.68	5.88
25.	0.76	6.36

**JSRS**  
**Tool Reliability**

Test – Retest mode of Administration

Correlation Coefficient,  $r = 0.74$

**Tool Validity**

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

<b>High Group</b>			<b>Low Group</b>			<b>t</b>
<b>N</b>	<b>Mean</b>	<b>S.D.</b>	<b>N</b>	<b>Mean</b>	<b>S.D.</b>	
100	68.30	22.65	100	48.75	14.50	7.27

‘t’ significant at 0.01 level.

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

Perfect score:  $25 \times 4 = 100$

Higher the score, higher the job satisfaction.

## 8. ORGANIZATIONAL CLIMATE

Organizational 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 organizational climate will help the organization 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.

Organizational climate facilitates realisation of organizational objectives. Hence the Head of the Organization should leave no stone unturned to maintain a conducive organizational climate. Leadership Behaviour, Administrative Behaviour, Communication Behaviour of the Head of the organization will be instrumental to organizational climate. Job dissatisfaction, stress, frustration, conflict, burnout, anxiety, alienation, negative personality factors, emotional ill health, lower morale of staff will affect organizational climate. Modern management techniques focus on facilitating a conducive organizational climate.

## **ORGANIZATIONAL CLIMATE RATING SCALE (OCRS)**

(Source: Gorton: 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 / Almost Always / To a great extent
- B. Nearly / Often / To a substantial extent
- C. Sometimes / To some extent
- D. Rarely / To a marginal extent
- E. Almost Never / Not at all

1. The Head of my organization is democratic in his/her style of functioning.
2. My superiors / seniors are democratic in their style of functioning.
3. The Head of my organization strikes a balance between task-orientation and compassion.
4. My superiors / seniors strike a balance between task-orientation and compassion.
5. I am proud of the traditions and conventions of my organization.
6. I am proud of the tone of my organization.
7. Communication climate in my organization is conducive to its effective functioning.
8. Emotional climate in my organization is conducive to good human relations.
9. Department/Section climate is conducive to effective performance.

10. My peers have meaningful and purposeful interaction with one another.
11. My supporting staff interact with one another meaningfully and purposefully.
12. Interpersonal relations between the Head of my organization and the staff are healthy.
13. Interpersonal relations among my superiors / seniors are healthy.
14. Interpersonal relations among my colleagues are healthy.
15. Interpersonal relations among my supporting staff are healthy.
16. My superiors / seniors are sincere and efficient.
17. My colleagues are sincere and efficient.
18. My supporting staff are sincere and efficient.
19. My superiors / seniors display a sense of commitment.
20. My colleagues display a sense of commitment.
21. My supporting staff 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 staff grievances is prompt.

## ORGANIZATIONAL CLIMATE RATING SCALE

### - RESPONSE SHEET

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

### OCRS

Item No.	Item reliability Item /Whole/component Correlation (r)	Item Validity High group – Low Group Discrimination (t)
1.	0.73	6.31
2.	0.72	6.23
3.	0.78	6.62
4.	0.79	6.76
5.	0.72	6.28
6.	0.80	6.83
7.	0.82	7.07
8.	0.83	7.11
9.	0.72	6.22
10.	0.81	7.12
11.	0.74	6.37
12.	0.80	6.83
13.	0.75	6.44
14.	0.73	6.34
15.	0.76	6.49
16.	0.75	6.46
17.	0.72	6.25
18.	0.77	6.55
19.	0.81	6.94
20.	0.74	6.27
21.	0.75	6.46
22.	0.78	6.65
23.	0.73	6.31
24.	0.76	6.48
25.	0.79	6.79

**OCRS**  
**Tool Reliability**

Test – Retest mode of Administration

Correlation Coefficient,  $r = 0.84$

**Tool Validity**

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

<b>High Group</b>			<b>Low Group</b>			<b>t</b>
<b>N</b>	<b>Mean</b>	<b>S.D.</b>	<b>N</b>	<b>Mean</b>	<b>S.D.</b>	
100	71.25	22.35	100	55.50	17.60	5.53

‘t’ significant at 0.01 level.

Scoring Formula: 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 organizational climate.

## 9. STAFF 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 staff morale identifies behavioural manifestations of the variable which is, thus, operationally defined through the statements of the tool.

Staff morale is an acid test for organizational climate. Staff morale facilitates organizational climate which, in turn, facilitates realisation of organizational objectives. Administrative Behaviour, Communication Behaviour and Leadership Behaviour of superiors are likely to facilitate staff morale. Job satisfaction, positive personality factors and emotional health of the staff are likely to boost their morale. Burnout, stress, frustration, conflict, alienation and anxiety are likely to affect staff morale.

**STAFF MORALE RATING SCALE (SMRS)**  
(Source: Gross; 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 / Almost Always / To a great extent
- B. Nearly / Often / To a substantial extent
- C. Sometimes / To some extent
- D. Rarely / To a marginal extent
- E. Almost Never / Not at all

1. I am proud of my organization.
2. I am proud of the Head of my organization.
3. I am proud of my superiors.
4. I am proud of my colleagues.
5. I am proud of my supporting staff .
6. I enjoy my work in the organization.
7. I enjoy doing any other work supplementary to mine in the organization.
8. I enjoy my participation in any seminar / workshop or any other group activity organised by my organization.

9. I enjoy my participation in community – organization association.
10. I enjoy any work assigned to me in the cause of organization.
11. I am loyal to my employers.
12. I am loyal to the Head of my organization.
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 supporting staff .
16. I extend co-operation to the Head of my organization.
17. I extend co-operation to my superiors.
18. I extend co-operation to my colleagues.
19. I extend co-operation to my supporting staff.
20. I extend co-operation to the staff of other sections when situation demands.
21. I comply with the rules and regulations of my organization.
22. I respect the judgement of authorities.
23. I work for the realisation of the objectives of my organization.
24. I work as a liaison officer between my organization and society.
25. I work towards building the image of my organization.

## STAFF MORALE RATING SCALE

### - RESPONSE SHEET

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

## SNRS

<b>Item No.</b>	<b>Item Reliability Item /Whole /component Correlation (r)</b>	<b>Item Validity High group – Low Group Discrimination (t)</b>
1.	0.74	6.34
2.	0.65	5.81
3.	0.74	6.22
4.	0.65	5.51
5.	0.64	5.47
6.	0.77	6.56
7.	0.66	5.61
8.	0.63	5.33
9.	0.68	5.84
10.	0.62	5.23
11.	0.69	5.95
12.	0.67	5.72
13.	0.66	5.69
14.	0.76	6.48
15.	0.62	5.22
16.	0.64	5.44
17.	0.70	6.09
18.	0.75	6.46
19.	0.71	6.15
20.	0.73	6.33
21.	0.76	6.55
22.	0.72	6.17
23.	0.75	6.48
24.	0.63	5.37
25.	0.78	6.66

**SMRS****Tool Reliability**

Test – Retest mode of Administration

Correlation Coefficient,  $r = 0.77$

**Tool Validity**

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

<b>High Group</b>			<b>Low Group</b>			<b>t</b>
<b>N</b>	<b>Mean</b>	<b>S.D.</b>	<b>N</b>	<b>Mean</b>	<b>S.D.</b>	
100	78.60	22.50	100	57.80	17.50	7.30

‘t’ significant at 0.01 level.

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

Perfect score:  $25 \times 4 = 100$

Higher the score, higher the staff morale.

## 10. 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 realise organizational objectives. It also refers to his ability to motivate the members of his team give their best for the organization – his ability to match individual goals with the organization'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 organizational 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 realise the organizational 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 the strains of being led ('bossing') will not be manifest. The best leader will lead the team informally, casually and effortlessly.

**LEADERSHIP BEHAVIOUR RATING SCALE (LBRS)**

(Source: Gorton; 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 / Almost Always / To a great extent
- B. Nearly / Often / To a substantial extent
- C. Sometimes / To some extent
- D. Rarely / To a marginal extent
- E. Almost Never / Not at all

1. I am capable of making the staff give their best to the organization.
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.
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 organizational goals.
15. I am resourceful in solving problems.
16. I am earnest in redressal of staff grievances.
17. I recognise good work.
18. I work with the staff for the realisation of organizational objectives.
19. I make organizational climate conducive to effective functioning of the organization.
20. I am creative, innovative and progressive.
21. I am receptive and open-minded.
22. I am capable of motivating the staff.
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.

## LEADERSHIP BEHAVIOUR RATING SCALE

### - RESPONSE SHEET

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

**LBRs**

<b>Item No.</b>	<b>Item reliability Item /Whole/ component Correlation (r)</b>	<b>Item Validity High group –Low Group Discrimination (t)</b>
1.	0.78	6.61
2.	0.61	5.92
3.	0.72	6.28
4.	0.71	6.17
5.	0.77	6.59
6.	0.70	6.06
7.	0.74	6.33
8.	0.76	6.41
9.	0.75	6.47
10.	0.77	6.55
11.	0.70	6.05
12.	0.71	6.16
13.	0.76	6.51
14.	0.74	6.34
15.	0.75	6.42
16.	0.68	5.84
17.	0.73	6.33
18.	0.72	6.23
19.	0.70	6.16
20.	0.67	5.77
21.	0.69	5.95
22.	0.71	6.12
23.	0.67	5.74
24.	0.72	6.28
25.	0.73	6.39

**LBRs**  
**Tool Reliability**

Test – Retest mode of Administration

Correlation Coefficient,  $r = 0.81$

**Tool Validity**

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

<b>High Group</b>			<b>Low Group</b>			<b>t</b>
<b>N</b>	<b>Mean</b>	<b>S.D.</b>	<b>N</b>	<b>Mean</b>	<b>S.D.</b>	
100	73.45	20.80	100	44.45	13.70	11.65

‘t’ significant at 0.01 level.

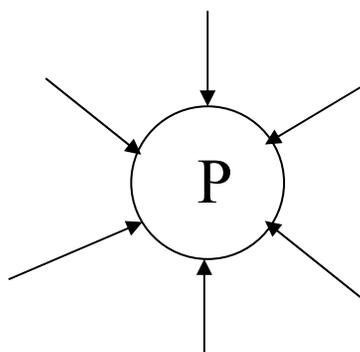
Scoring Formula: 4, 3, 2, 1, 0 for circled A, B, C, D, E respectively.

Perfect score:  $25 \times 4 = 100$

Higher the score, more effective the Leadership Behaviour.

## 11. STRESS

Stress refers to a situation when you feel that you are 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 emotional 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.



P – the person, the individual

→ being attacked by problems  
→ (real or imaginary)

**STRESS RATING SCALE (SRS)**  
(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 / Almost Always / To a great extent
- B. Nearly / Often / To a substantial extent
- C. Sometimes / To some extent
- D. Rarely / To a marginal extent
- E. Almost Never / Not at all

1. I am being attacked by several problems simultaneously.
2. I am not able to rank my problems in order of their intensity.
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 seem to 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 heart beat 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	11.	A	B	C	D	E
2.	A	B	C	D	E	12.	A	B	C	D	E
3.	A	B	C	D	E	13.	A	B	C	D	E
4.	A	B	C	D	E	14.	A	B	C	D	E
5.	A	B	C	D	E	15.	A	B	C	D	E
6.	A	B	C	D	E	16.	A	B	C	D	E
7.	A	B	C	D	E	17.	A	B	C	D	E
8.	A	B	C	D	E	18.	A	B	C	D	E
9.	A	B	C	D	E	19.	A	B	C	D	E
10.	A	B	C	D	E	20.	A	B	C	D	E

## SRS

<b>Item No.</b>	<b>Item reliability Item /Whole/ component Correlation (r)</b>	<b>Item Validity High group – Low Group Discrimination (t)</b>
1.	0.85	7.33
2.	0.83	7.25
3.	0.80	7.14
4.	0.77	6.58
5.	0.82	7.17
6.	0.77	6.46
7.	0.78	6.52
8.	0.75	6.31
9.	0.79	6.71
10.	0.76	6.69
11.	0.74	6.34
12.	0.78	6.63
13.	0.80	7.15
14.	0.81	7.28
15.	0.78	6.47
16.	0.80	7.66
17.	0.78	6.61
18.	0.75	6.49
19.	0.77	6.52
20.	0.73	6.30

**SRS**  
**Tool Reliability**

Test – Retest mode of Administration

Correlation Coefficient,  $r = 0.84$

**Tool Validity**

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

<b>High Group</b>			<b>Low Group</b>			<b>t</b>
<b>N</b>	<b>Mean</b>	<b>S.D.</b>	<b>N</b>	<b>Mean</b>	<b>S.D.</b>	
100	58.50	16.35	100	45.15	14.80	6.04

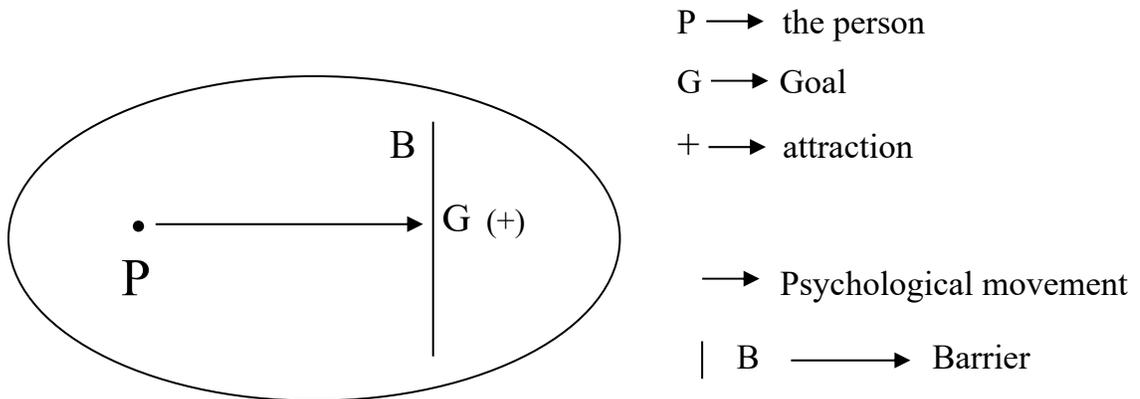
‘t’ significant at 0.01 level.

Scoring Formula: 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.

## 12. FRUSTRATION



When the attempt of an individual to reach a goal is blocked he is frustrated. To avoid frustration, one must choose always researchable 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.

## **FRUSTRATION RATING SCALE (FRS)**

(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 / Almost Always / To a great extent
- B. Nearly / Often / To a substantial extent
- C. Sometimes / To some extent
- D. Rarely / To a marginal extent
- E. Almost Never / Not at all

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 have emotional breakdown 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.

**FRS**  
**- RESPONSE SHEET**

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

## FRS

<b>Item No.</b>	<b>Item reliability Item /Whole/ component Correlation (r)</b>	<b>Item Validity High group – Low Group Discrimination (t)</b>
1.	0.74	6.39
2.	0.65	5.52
3.	0.73	6.38
4.	0.72	6.27
5.	0.66	5.61
6.	0.71	6.16
7.	0.65	5.50
8.	0.68	5.85
9.	0.67	5.73
10.	0.63	5.34
11.	0.64	5.44
12.	0.70	6.05
13.	0.66	5.63
14.	0.68	5.82
15.	0.65	5.59
16.	0.63	5.36
17.	0.69	5.91
18.	0.67	5.78
19.	0.68	5.87
20.	0.67	5.75

**FRS**  
**Tool Reliability**

Test – Retest mode of Administration

Correlation Coefficient,  $r = 0.78$

**Tool Validity**

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

<b>High Group</b>			<b>Low Group</b>			<b>t</b>
<b>N</b>	<b>Mean</b>	<b>S.D.</b>	<b>N</b>	<b>Mean</b>	<b>S.D.</b>	
100	56.45	14.30	100	41.60	12.75	7.90

‘t’ significant at 0.01 level.

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

Perfect score:  $20 \times 4 = 80$

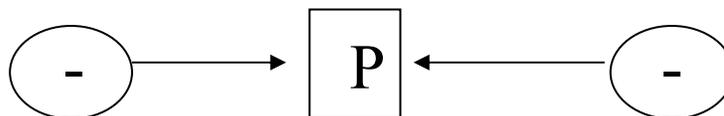
Higher the score, higher the Frustration.

### 13. CONFLICT

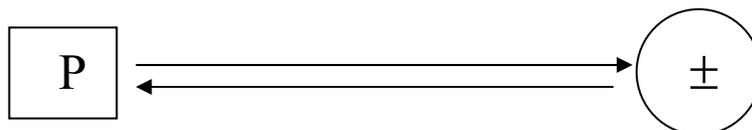
Conflict is a situation when there is a clash between two goals, motives, thoughts or ideas. The two may be equally attractive or equally repulsive. The individual is forced to choose one of the two. There can be an approach-approach conflict if the two goals are equally attractive.



There can be an avoidance – avoidance conflict 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 of any conflict. Non-resolution of conflicts will affect one's emotional health.

P.S. + Attraction; - ; Repulsion.

**CONFLICT RATING SCALE (CRS)**  
(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 / Almost Always / To a great extent
- B. Nearly / Often / To a substantial extent
- C. Sometimes / To some extent
- D. Rarely / To a marginal extent
- E. Almost Never / Not at all

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 equally promising choices.
11. I am not able to recognise the superiority of one goal 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.

**CRS**  
**- RESPONSE SHEET**

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

## CRS

<b>Item No.</b>	<b>Item reliability Item /Whole/ component Correlation (r)</b>	<b>Item Validity High group – Low Group Discrimination (t)</b>
1.	0.74	6.28
2.	0.73	6.37
3.	0.67	5.72
4.	0.68	5.80
5.	0.70	6.06
6.	0.74	6.40
7.	0.72	6.25
8.	0.78	6.81
9.	0.77	6.73
10.	0.71	6.14
11.	0.69	5.90
12.	0.73	6.35
13.	0.68	5.83
14.	0.75	6.54
15.	0.71	6.18
16.	0.68	5.82
17.	0.76	6.67
18.	0.67	5.81
19.	0.67	5.76
20.	0.75	5.50

**CRS**  
**Tool Reliability**

Test – Retest mode of Administration

Correlation Coefficient,  $r = 0.83$

**Tool Validity**

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

<b>High Group</b>			<b>Low Group</b>			<b>t</b>
<b>N</b>	<b>Mean</b>	<b>S.D.</b>	<b>N</b>	<b>Mean</b>	<b>S.D.</b>	
100	63.70	19.45	100	44.40	13.35	8.18

‘t’ significant at 0.01 level.

Scoring Formula: 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.

## 14. ALIENATION

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 also 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, fours. 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 rather consistently, then definitely something is wrong somewhere. This test is equally applicable to adults working in organizations. 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 place or at home, he is likely to become alienated. The counsellor in an organisation must identify such employees (before it is too late) and put them in the right track. Alienated employees are threats to an organization.

## ALIENATION RATING SCALE (ALRS)

(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 / Almost Always / To a great extent
- B. Nearly / Often / To a substantial extent
- C. Sometimes / To some extent
- D. Rarely / To a marginal extent
- E. Almost Never / Not at all

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 am a tool in the hands of others.
20. I do not have a sense of belongingness or loyalty to any work.

**AIRS**  
**- RESPONSE SHEET**

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

## AIRS

<b>Item No.</b>	<b>Item reliability Item /Whole/ component Correlation (r)</b>	<b>Item Validity High group – Low Group Discrimination (t)</b>
1.	0.64	5.54
2.	0.68	5.72
3.	0.70	6.05
4.	0.72	6.16
5.	0.77	6.71
6.	0.78	6.80
7.	0.77	6.67
8.	0.72	6.28
9.	0.74	6.39
10.	0.68	5.83
11.	0.66	5.63
12.	0.76	6.54
13.	0.75	6.45
14.	0.69	5.90
15.	0.71	6.19
16.	0.79	6.82
17.	0.73	6.46
18.	0.75	6.57
19.	0.70	6.18
20.	0.67	5.81

**AIRS**  
**Tool Reliability**

Test – Retest mode of Administration

Correlation Coefficient,  $r = 0.82$

**Tool Validity**

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

<b>High Group</b>			<b>Low Group</b>			<b>t</b>
<b>N</b>	<b>Mean</b>	<b>S.D.</b>	<b>N</b>	<b>Mean</b>	<b>S.D.</b>	
100	53.25	16.52	100	42.75	12.65	5.05

‘t’ significant at 0.01 level.

Scoring Formula: 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.

## 15. ANXIETY

Anxiety is a vague feeling that something bad is likely to happen. 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 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 emotional health. Home climate and organizational climate play a vital role in reducing anxiety. If the emotional climate at home and in the organization 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 give 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. An effective administrator will not make his staff overanxious.

## **ANXIETY RATING SCALE (AnRS)**

(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 / Almost Always / To a great extent
- B. Nearly / Often / To a substantial extent
- C. Sometimes / To some extent
- D. Rarely / To a marginal extent
- E. Almost Never / Not at all

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

## AnRS

<b>Item No.</b>	<b>Item reliability Item /Whole/ component Correlation (r)</b>	<b>Item Validity High group – Low Group Discrimination (t)</b>
1.	0.78	6.71
2.	0.77	6.63
3.	0.76	6.54
4.	0.72	6.17
5.	0.70	6.08
6.	0.68	5.82
7.	0.72	6.26
8.	0.69	5.80
9.	0.70	6.15
10.	0.75	6.44
11.	0.74	6.38
12.	0.72	6.27
13.	0.68	6.71
14.	0.70	6.25
15.	0.69	5.86
16.	0.70	6.10
17.	0.68	5.73
18.	0.69	5.82
19.	0.71	6.24
20.	0.73	6.39

**AnRS**  
**Tool Reliability**

Test – Retest mode of Administration

Correlation Coefficient,  $r = 0.82$

**Tool Validity**

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

<b>High Group</b>			<b>Low Group</b>			<b>t</b>
<b>N</b>	<b>Mean</b>	<b>S.D.</b>	<b>N</b>	<b>Mean</b>	<b>S.D.</b>	
100	57.50	16.35	100	46.60	12.40	5.32

‘t’ significant at 0.01 level.

Scoring Formula: 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.

## 16. 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 (personality is blend of several traits; it is a merger – an organised 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 develop strategies of dealing with his minus points.

The rating scale that follows is structured in trait approach. The twelve traits of the scale are the ones which play a vital role in our daily life – personal and professional. It is fairly culture fair and culture free. A positive personality is an asset. It facilitates success and happiness in life.

**PERSONALITY RATING SCALE (PRS)**  
(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 / Almost Always / To a great extent
- B. Nearly / Often / To a substantial extent
- C. Sometimes / To some extent
- D. Rarely / To a marginal extent
- E. Almost Never / Not at all

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.

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 a happy news.

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 a 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.

**PERSONALITY RATING SCALE (PRS)**

**- 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	E	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

### METHOD 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	--
Sense of Responsibility	29,41	6,18	--
Courtesy	7,19	32,44	--
Sociability	31,43	8,20	--
Leadership	9,21	34,46	--
Initiative	33,45	10,22	--
Attitude Towards Life	11,23	36,48	--
Attitude Towards Self	35,47	12,24	--

### PERSONALITY PROFILE

Trait	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Self Confidence	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Persistence	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Cooperativeness	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Emotional Stability	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Emotional Control	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Sense of Responsibility	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Courtesy	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
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

## PRS

Item No.	Item reliability Item /Whole/ component Correlation (r)	Item Validity High group – Low Group Discrimination (t)	Item No.	Item reliability Item /Whole/ component Correlation (r)	Item Validity High group – Low Group Discrimination (t)
1.	0.83	7.24	25.	0.81	7.15
2.	0.62	5.25	26.	0.66	5.64
3.	0.79	6.71	27.	0.77	6.73
4.	0.64	5.43	28.	0.71	6.16
5.	0.75	6.42	29.	0.73	6.27
6.	0.65	5.51	30.	0.77	6.64
7.	0.71	6.16	31.	0.69	6.83
8.	0.67	5.72	32.	0.84	7.45
9.	0.66	5.60	33.	0.64	5.36
10.	0.72	6.27	34.	0.83	7.39
11.	0.62	5.28	35.	0.64	5.37
12.	0.73	6.39	36.	0.76	6.58
13.	0.82	7.28	37.	0.80	7.12
14.	0.78	6.80	38.	0.75	6.61
15.	0.78	6.70	39.	0.76	6.50
16.	0.79	6.83	40.	0.74	6.40
17.	0.74	6.46	41.	0.72	6.28
18.	0.80	7.09	42.	0.82	7.20
19.	0.70	6.08	43.	0.67	5.62
20.	0.81	7.17	44.	0.70	6.09
21.	0.65	5.55	45.	0.63	5.30
22.	0.69	5.84	46.	0.68	5.81
23.	0.63	5.20	47.	0.65	5.55
24.	0.67	5.65	48.	0.63	5.40

**Tool Reliability**

Test – Retest mode of Administration

Correlation Coefficient,  $r = 0.84$ **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.	
100	156.75	47.25	100	110.50	36.65	7.71

‘t’ significant at 0.01 level.

## 17. EMOTIONAL HEALTH

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

Emotional Health of an Administrator is not only a personal necessity but a professional responsibility. An administrator with sound emotional health is likely to facilitate an organizational climate conducive to sound emotional health of the staff. An administrator with sound emotional health operates in the ‘Adult Ego’ stage with an ‘I am ok; you are ok’ life style (Eric Berne). Hence he is likely to motivate his staff to give their best and thereby realise the organizational objectives.

**EMOTIONAL HEALTH RATING SCALE (EHRS)**  
(Structured by S. Sathiyagirirajan and L. Saraswathi)

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 / Almost Always / To a great extent
- B. Nearly / Often / To a substantial extent
- C. Sometimes / To some extent
- D. Rarely / To a marginal extent
- E. Almost Never / Not at all

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 which make my potential function. .
13. I feel like leaving my job.
14. I identify sources of satisfaction in my job.
15. I am on the look out for a 'better' job.
16. I avoid job situations which are likely the 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.
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 measure 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 take measures to remedy my limitations.
43. I desire what I deserve.
44. I am aware of my limitations.
45. I fall 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 human 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 sportively.
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 realise 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.

## EMOTIONAL HEALTH RATING SCALE (EHRS)

### - 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	E	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

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	E	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

**EHRIS**

<b>S.No.</b>	<b>Indicator</b>	<b>Items</b>	<b>Score</b>	<b>S.No.</b>	<b>Indicator</b>	<b>Items</b>	<b>Score</b>
1.	Personal Happiness	(1-10)		6.	Perception of others	(51-60)	
2.	Job Satisfaction	(11-20)		7.	Intrinsic Motivation	(61-70)	
3.	Emotional Balance	(21-30)		8.	Interpersonal relations	(71-80)	
4.	Perception of Life	(31-40)		9.	Sense of Humour	(81-90)	
5.	Perception of Self	(41-50)		10.	Mission in Life	(91-100)	
						Total Score	

(Scoring: 4, 3, 2, 1, 0 for A, B, C, D, E respectively. Statements(Negative) 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, ) perfect score for each indicator is (10x4) 40



## EHRS

<b>Item No.</b>	<b>Item reliability Item /Whole/ component Correlation (r)</b>	<b>Item Validity High group – Low Group Discrimination (t)</b>	<b>Item No.</b>	<b>Item reliability Item /Whole/ component Correlation (r)</b>	<b>Item Validity High group – Low Group Discrimination (t)</b>
1.	0.69	5.91	26.	0.73	6.31
2.	0.71	6.18	27.	0.64	5.40
3.	0.78	6.72	28.	0.65	5.49
4.	0.64	5.47	29.	0.66	5.68
5.	0.72	6.29	30.	0.67	5.78
6.	0.77	6.73	31.	0.72	6.27
7.	0.66	5.75	32.	0.67	5.75
8.	0.64	5.36	33.	0.68	5.74
9.	0.66	5.64	34.	0.65	5.46
10.	0.68	5.74	35.	0.71	6.15
11.	0.76	6.63	36.	0.67	5.72
12.	0.68	5.80	37.	0.70	6.04
13.	0.71	6.12	38.	0.69	5.61
14.	0.73	6.32	39.	0.70	6.11
15.	0.72	6.11	40.	0.70	6.23
16.	0.75	6.57	41.	0.65	5.52
17.	0.65	5.61	42.	0.71	6.19
18.	0.69	5.85	43.	0.72	6.20
19.	0.70	6.10	44.	0.75	6.58
20.	0.64	5.40	45.	0.69	5.90
21.	0.74	6.40	46.	0.66	5.67
22.	0.64	5.39	47.	0.76	6.66
23.	0.73	6.20	48.	0.74	6.40
24.	0.77	6.66	49.	0.64	5.50
25.	0.74	6.48	50.	0.67	5.70

## EHRS

Item No.	Item reliability Item /Whole/ component Correlation (r)	Item Validity High group – Low Group Discrimination (t)	Item No.	Item reliability Item /Whole/ component Correlation (r)	Item Validity High group – Low Group Discrimination (t)
51.	0.64	5.45	76.	0.66	5.58
52.	0.70	6.20	77.	0.71	7.17
53.	0.76	6.52	78.	0.67	5.66
54.	0.68	5.64	79.	0.61	5.09
55.	0.77	6.68	80.	0.69	5.81
56.	0.72	6.27	81.	0.72	6.10
57.	0.62	5.16	82.	0.65	5.46
58.	0.79	6.85	83.	0.76	6.55
59.	0.71	6.13	84.	0.63	5.37
60.	0.66	5.56	85.	0.70	6.04
61.	0.74	6.35	86.	0.74	6.33
62.	0.69	5.84	87.	0.78	6.72
63.	0.78	6.87	88.	0.68	5.78
64.	0.61	5.18	89.	0.77	6.61
65.	0.80	7.00	90.	0.64	5.39
66.	0.81	7.12	91.	0.79	6.80
67.	0.82	7.13	92.	0.75	6.40
68.	0.65	5.51	93.	0.73	6.29
69.	0.83	7.20	94.	0.80	7.13
70.	0.67	5.70	95.	0.62	5.12
71.	0.84	7.32	96.	0.81	7.14
72.	0.75	5.43	97.	0.82	7.38
73.	0.63	5.21	98.	0.84	7.37
74.	0.85	7.44	99.	0.85	7.46
75.	0.73	6.25	100.	0.83	7.25

**Tool Reliability**

Test – Retest mode of Administration

Correlation Coefficient,  $r = 0.84$ **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.	
100	721.60	94.50	100	221.50	74.80	8.27

't' significant at 0.01 level.

## 18. STAFF MOTIVATION

Staff motivation deals with factors which facilitate motivation of staff. It also implies the extent to which the staff are motivated to do their job and to improve their job performance. Maslow's hierarchy (the five levels) is employed in the tool; the results may indicate the relative position of the staff at each level (which level appeals to them most? Which level appeals to them least?) Their standing in the five levels can be ranked – either in ascending order or in descending order.

The tool – Staff Motivation Rating Scale (structured by the author) employs 'Disguised Typical Behaviour' technique. The usual first person (singular) has been replaced by the third person (plural) – 'The staff'. When subjects are requested to react to such statements they will project themselves to 'the staff' and record their own reactions. (They will 'disguise' in the 'staff' and express their 'typical behaviour').

### STAFF MOTIVATION RATING SCALE (SMRS)

(Based on Maslow's hierarchy of needs; Source: University Associates, Loyalla, California, USA,  
Structured by S. Sathiyagirirajan)

Please read each of the following statements and draw a circle over the letter – A, B, C, D or E (A – Exactly / To a great extent; B - Nearly / To a substantial extent; C - To some extent; D - To a marginal extent; E - Not at all) indicating your reaction in the separate response sheet attached. Please do not make any mark on this scale. This is reusable.

1. A decent salary will make the staff work earnestly.
2. Job security will improve the job performance of the staff.
3. A cordial and warm supervisory climate will make the staff work sincerely.
4. Recognition of 'good' performance will make the staff give 'better' performance.
5. The stimulating and challenging nature of the job does depend upon the staff perception.
6. Incentive to good performance will improve the job performance of the staff.
7. Clear job descriptions will help the staff know what exactly is expected by them.
8. Indifferent supervision / co-ordination will be injurious to the affective tone of the organization.
9. The staff feel that their potentialities are to be made the best use of in the organization.
10. The staff are willing to give their best job performance.
11. Reward for individual (good) work will improve the job performance of the staff.

12. The achievement of the organization does depend upon the quality of work of the staff.
13. Periodic social get-togethers will facilitate a conducive climate to work in the organization.
14. The staff feel that their performance is to be recognised by their supervisors and superiors.
15. The staff are self-reliant and are capable of taking job-related decisions and scheduling their work with minimum essential supervision.
16. The organization's retirement benefits and perks do determine job performance of staff.
17. Adequate infrastructure and good physical working conditions will improve the performance of the staff.
18. The quality of informal interactions among the staff and between the staff and their supervisors and superiors do influence job performance of staff.
19. When the staff are appreciated for their competence, they will turn out good work.
20. The intrinsic worth of their job appeals to the staff more than its extrinsic worth.

### SMRS

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

S.No.	Need Level	Statements	Perfect Score	Score Obtained
1.	Basic	1,6,11,16	16	
2.	Safety and Security	2,7,12,17	16	
3.	Love and Belongingness	3,8,13,18	16	
4.	Self-esteem	4,9,14,19	16	
5.	Self-actualization	5,10,15,20	16	

### Motivation Profile

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

I	Basic																
II	Safety and Security																
III	Love and Belongingness																
IV	Self-esteem																
V	Self-actualization																

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

### SMRS

Item No.	Item reliability Item /Whole/ component Correlation (r)	Item Validity High group – Low Group Discrimination (t)
1.	0.76	6.78
2.	0.77	6.69
3.	0.70	6.23
4.	0.78	6.81
5.	0.79	6.72
6.	0.69	5.81
7.	0.80	7.25
8.	0.71	6.37
9.	0.80	7.14
10.	0.82	7.26
11.	0.82	7.35
12.	0.67	5.82
13.	0.81	7.14
14.	0.72	6.20
15.	0.81	7.11
16.	0.73	6.22
17.	0.68	5.73
18.	0.81	7.26
19.	0.74	6.30
20.	0.75	6.47

#### Tool Reliability

Test – Retest mode of Administration

Correlation Coefficient,  $r = 0.77$

#### 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.	
100	66.50	26.75	100	30.80	12.50	4.67

‘t’ significant at 0.01 level.