

Human Relations
A Questionnaire Survey

Section A

Question 1: How important do you (as a Principal) consider each one of the following areas of responsibilities for a Principal?

Instruction: Place a number 1 to 4 to rank each of the following category:

1 = Least Important

2 = Slightly Important

3 = Moderately Important

4 = Most Important

AREA OF RESPONSIBILITY	RANKING
<p>STAFF WELFARE</p> <p>Improving work environment... improving benefits-in-kind... looking after each lecturer, tutor and administration staff needs, concerns and welfare... teaching ability... developing/teaching new subjects... staff training and development... staff motivation... strengthening relationship with staff, etc.</p>	
<p>STUDENTS WELFARE</p> <p>Improving students performance and examination results... resolving student study, personal and financial problems... class attendance and absenteeism... student motivation... organizing students activities and functions... strengthening relationship with existing students, etc.</p>	
<p>COURSE MANAGEMENT & PROMOTION</p> <p>Time tabling and classroom utilization... coverage of syllabus... student feedback and complaints... course counseling and student recruitment... marketing efforts, open days and previews... building and strengthening relationship with secondary schools, etc.</p>	
<p>GOVERNMENTAL REQUIREMENTS</p> <p>Ensuring the college and the courses are properly registered... dealing with the State and Federal Ministry of Education, Immigration Department, Local licensing authorities... strengthening relationship with government departments and authorities, etc.</p>	
<p>INCOME, EXPENSES and PROFITABILITY</p> <p>Responsible for the profitability of the college centre... justifying all expenses against income received... reporting and liaising with corporate office... dealing with suppliers, landlords and/or tenants...</p>	

Question 2: Do you agree that sometimes it is a very difficult decision for a Principal to decide which area is more important and should therefore come first?

[] Yes [] No

Question 3: How important do you (as a Principal) consider each one of the following areas of responsibilities for a Principal?

Instruction: Please circle the number under the category which best indicates your opinion. For example, if you think it is "MOST IMPORTANT", please circle "4". Circle "1" if you think it is "LEAST IMPORTANT".

AREAS OF RESPONSIBILITY (related to Personal Human Relations)	MOST IMPORTANT	MODERATELY IMPORTANT	SLIGHTLY IMPORTANT	LEAST IMPORTANT
1. To spend time with teachers to discuss/ communicate ways that will build positive relationships between the teachers and the Principal.	4	3	2	1
2. To motivate , encourage and/or train teachers to enhance the teacher's individual growth (staff development) and camaraderie among all staff.	1	2	3	4
3. To project a nurturing and caring demeanor (attitude/behaviour) towards teachers while establishing trust and confidence among the teachers.	1	2	3	4
4. To spend time with teachers to discuss academic issues , class evaluation/feedback and students' complaints about them.	1	2	3	4
5. To demonstrate equality and fairness in dealing with all staff, besides demonstrating self-awareness, maturity and emotional balance in his/her job.	1	2	3	4
6. To correct and reprimand staff with attitude problems or those who are uncooperative, non performing, and/or irresponsible, etc.	1	2	3	4
7. To spend time with teachers to discuss their personal concerns and family problems.	1	2	3	4
8. To consult staff before implementing new ideas or policy for improving the college, reducing expenses and increasing profitability, etc.	1	2	3	4

Question 4: During an average working week, how much time would you **NORMALLY SPEND** on Personal Human Relations related matters?

Instruction: Please tick the box which best indicate your response.

- ☐ Less than 20% of the office time
- ☐ 20% to less than 40%
- ☐ 40 % to less than 60% (about half the time)
- ☐ 60% to less than 80%
- ☐ 80% or more

Question 5: During an average working week, how much time would you **PREFER TO SPEND** on Personal Human Relations related matters?

Instruction: Please tick the box which best indicate your response.

- ☐ Less than 20% of the office time
- ☐ 20% to less than 40%
- ☐ 40 % to less than 60% (about half the time)
- ☐ 60% to less than 80%
- ☐ 80% or more

Question 6: The following is a list of activities principals may or may not be involved in when working with teachers.

- a) To what extent are you **ACTUALLY** involved in each of these activities?
- b) To what extent would you **PREFER** to be involved in each of these activities?

Instruction: Circle the number that which best indicates your responses to question (a) in the left column A and to question (b) in column B.

A Extent I perceive myself to be actually involved in					B Extent I prefer myself to be involved in				
Major involvement	Moderate involvement	Slight involvement	No involvement	ACTIVITY	Major involvement	Moderate involvement	Slight involvement	No involvement	
4	3	2	1		4	3	2	1	
4	3	2	1	Attend meetings or getting involved in discussing Group issues , future plans and developing new courses, etc.	4	3	2	1	
4	3	2	1	Attend dinners and social functions organised by foreign universities, professional bodies, etc.	4	3	2	1	
4	3	2	1	Liasing with government authorities regarding official matters/permits and attending seminars on education, etc.	4	3	2	1	
4	3	2	1	Conduct meetings with staff to discuss, plan and/or implement new courses, projects, goals, etc. for the college.	4	3	2	1	
4	3	2	1	Conduct formal meetings with staff to motivate and/or inform staff of latest college achievements and problems.	4	3	2	1	
4	3	2	1	Conduct meetings with senior staff (Head of Departments, etc.) for updates and to provide directions .	4	3	2	1	
4	3	2	1	Observe individual teachers at work and discuss with the respective teacher about the observations .	4	3	2	1	
4	3	2	1	Conduct training sessions for teachers on improving teaching techniques and performance.	4	3	2	1	
4	3	2	1	Work with teachers on teaching aids , notes, handouts, lesson plans, etc. for effective classroom teaching.	4	3	2	1	
4	3	2	1	Conduct one-to-one discussions with teachers on academic matters and students feedback.	4	3	2	1	
4	3	2	1	Conduct one-to-one discussions with problematic teachers on disciplinary/ personal issues and staff grievances.	4	3	2	1	
4	3	2	1	Attend college functions organised by teachers, students or college.	4	3	2	1	
4	3	2	1	Attend staff's private social functions, e.g. weddings, birthdays, etc.	4	3	2	1	
4	3	2	1	Publicly recognise excellent work done by teachers and their achievements.	4	3	2	1	

Question 7: The following is a list of items (labeled A to M) which principals may or may not think of as **HINDRANCES** which prevent them from having sufficient time or means to carry out their responsibilities as they would like to.

What do you think are the TWO main hindrances which prevent YOU from achieving the ideal in each of the activities listed?

Instruction: Indicate the two hindrances that affect each activity by writing in the alphabets that correspond with the hindrances.

For example, if the hindrance is "lack of clerical help/staff", write "A". If there are other hindrance not mentioned in the list, please specify it and write in the corresponding alphabet.

HINDRANCES

- | | |
|---|--|
| A. Lack of clerical/administrative help. | J. Lack of office space. |
| B. Having to teach regular classes. | K. Lack of co-operation from teachers. |
| C. Need to complete more urgent activity. | L. Lack of trained teaching personnel. |
| D. Inadequate preparation for job. | M. Lack of finance. |
| E. Ministry of Education demands. | |
| F. Overcrowded building. | N. |
| G. Campaigns and drives. | O. |
| H. Failure to see activity as important. | P. |
| I. Parents demands. | Q. |

Others - Please specify:

ACTIVITY	Hindrances To Ideal Involvement	
Attend meetings and getting involved in discussing Group issues , future plans and developing new courses, etc.		
Attend dinners and social functions organised by foreign universities, professional bodies, etc.		
Liasing with government authorities regarding official matters, permits and attending seminars on education, etc.		
Conduct meetings with staff to discuss, plan and/or implement new courses, projects, goals, etc. for the college.		
Conduct formal meetings with staff to motivate and/or inform staff of latest college achievements and problems.		
Conduct meetings with senior staff (Head of Departments, etc.) for updates and to provide directions .		
Observe individual teachers at work and discuss with the respective teacher about the observations .		
Conduct training sessions for teachers on improving teaching techniques and performance.		
Work with teachers on teaching aids , notes, handouts, lesson plans, etc. for effective classroom teaching.		
Conduct one-to-one discussions with teachers on academic matters and students feedback.		
Conduct one-to-one discussions with problematic teachers on disciplinary/ personal issues and staff grievances.		
Attend college functions organised by teachers, students or college.		
Attend staff's private social functions, e.g. weddings, birthdays, etc.		
Publicly recognise excellent work done by teachers and their achievements.		

- A Lack of clerical/administrative staff
- B Having to teach regular classes
- C Need to complete more urgent activity
- D Inadequate preparation for job
- E Ministry of Education demands
- F Overcrowded building
- G Campaigns and drives

- H Failure to see activity as important
- I Parents demands
- J Lack of office space
- K Lack of cooperation from teachers
- L Lack of trained teaching personnel
- M Lack of finance

Section B

Question 8: We would like to know about your background.

Instruction: Please tick the box which best indicate your status.

- a) **Age:** ☐ below 25 years ☐ 25 - 34 years ☐ 35 – 44 years ☐ 45 years & above
- b) **Sex:** ☐ Male ☐ Female
- c) **Race:** ☐ Malay ☐ Chinese ☐ Indian ☐ Others
- d) **Marital Status** ☐ Single ☐ Married ☐ Divorced ☐ Widowed
- e) **Highest Qualification**
☐ Diploma ☐ Bachelor degree ☐ Masters degree ☐ Doctorate/Ph.D.
☐ Others (please specify) _____

f) **When you are in doubt about matters/problems relating to your work, do you normally consult:**

	<u>Very Often</u>	<u>Often</u>	<u>Not Often</u>	<u>Never</u>
A more junior colleague	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Another teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Immediate Head/Senior/Supervisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Principal/Manager	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Director of Studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chairman/Managing Director	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
State Education Department	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Others _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please specify				

g) **Please indicate the number of years you have been working:**

	<u>Never</u>	<u>1-5</u>	<u>6-10</u>	<u>11-15</u>	<u>16-20</u>	<u>21-25</u>	<u>>25</u>
In industries other than education/teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher (total years in different colleges)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher (before becoming a Officer/Head)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher (before becoming a Principal)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher in this current college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Officer/Head in this current college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Principal of this current college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff in this current college (all positions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<p>STUDENTS WELFARE</p> <p>Improving students performance and examination results... resolving student study, personal and financial problems... class attendance and absenteeism... student motivation... organizing students activities and functions... strengthening relationship with existing students, etc.</p>	
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<p>INCOME, EXPENSES and PROFITABILITY</p> <p>Responsible for the profitability of the college centre... justifying all expenses against income received... reporting and liaising with corporate office... dealing with suppliers, landlords and/or tenants...</p>	

Question 2: Do you agree that sometimes it is a very difficult decision for a Principal to decide which area is more important and should therefore come first?
[] Yes [] No

Question 3: How important do you (as a Teacher) consider each one of the following areas of responsibilities for a Principal?

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8. To consult staff before implementing new ideas or policy for improving the college, reducing expenses and increasing profitability, etc.	4	3	2	1

Question 4: During an average working week, how much time have you **PERCEIVED** your Principal to normally spent on Human Relations related matters?

Instruction: Please tick the box which best indicate your response.

- ☐ Less than 20% of the office time
- ☐ 20% to less than 40%
- ☐ 40 % to less than 60% (about half the time)
- ☐ 60% to less than 80%
- ☐ 80% or more

Question 5: During an average working week, how much time would you **PREFER** your Principal to spent on Human Relations related matters?

Instruction: Please tick the box which best indicate your response.

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Question 6: The following is a list of activities principals may or may not be involved in when working with teachers.

- a) To what extent are you **PERCEIVED** your Principal to be involved in each of these activities?
- b) To what extent would you **PREFER** your Principal to be involved in each of these activities?

Instruction: Circle the number that which best indicates your responses to question (a) in the left column A and to question (b) in column B.

A Extent I <u>perceive</u> the Principal to be involved in				ACTIVITY	B Extent I <u>prefer</u> the principal to be involved in			
Major involvement	Moderate involvement	Slight involvement	No involvement		Major involvement	Moderate involvement	Slight involvement	No involvement
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4	3	2	1	Attend college functions organised by teachers, students or college.	4	3	2	1
4	3	2	1	Attend staff's private social functions, e.g. weddings, birthdays, etc.	4	3	2	1
4	3	2	1	Publicly recognise excellent work done by teachers and their achievements.	4	3	2	1

Question 7: The following is a list of items (labeled A to M) which principals may or may not think of as **HINDRANCES** which prevent them from having sufficient time or means to carry out their responsibilities as they would like to.

What do you think are the TWO main hindrances which prevent YOUR PRINCIPAL from achieving the ideal in each of the activities listed?

Instruction: Indicate the two hindrances that affect each activity by writing in the alphabets that correspond with the hindrances.

For example, if the hindrance is "lack of clerical help/staff", write "A". If there are other hindrance not mentioned in the list, please specify it and write in the corresponding alphabet.

HINDRANCES

- | | |
|---|--|
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| B. Having to teach regular classes. | K. Lack of co-operation from teachers. |
| C. Need to complete more urgent activity. | L. Lack of trained teaching personnel. |
| D. Inadequate preparation for job. | M. Lack of finance. |
| E. Ministry of Education demands. | <u>Others - Please specify:</u> |
| F. Overcrowded building. | N. |
| G. Campaigns and drives. | O. |
| H. Failure to see activity as important. | P. |
| I. Parents demands. | Q. |

ACTIVITY	Hindrances To Ideal Involvement	
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Attend staff's private social functions, e.g. weddings, birthdays, etc.		
Publicly recognise excellent work done by teachers and their achievements.		

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- B Having to teach regular classes
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- J Lack of office space
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Section B

Question 8: We would like to know about your background.

Instruction: Please tick the box which best indicate your status.

- h) **Age:** ☐ below 25 years ☐ 25 - 34 years ☐ 35 – 44 years ☐ 45 years & above
- i) **Sex:** ☐ Male ☐ Female
- j) **Race:** ☐ Malay ☐ Chinese ☐ Indian ☐ Others
- k) **Marital Status** ☐ Single ☐ Married ☐ Divorced ☐ Widowed
- l) **Highest Qualification**
☐ Diploma ☐ Bachelor degree ☐ Masters degree ☐ Doctorate/Ph.D.
☐ Others (please specify) _____

m) **When you are in doubt about matters/problems relating to your work, do you normally consult:**

	<u>Very Often</u>	<u>Often</u>	<u>Not Often</u>	<u>Never</u>
A more junior colleague	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Another teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Immediate Head/Senior/Supervisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Principal/Manager	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Director of Studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chairman/Managing Director	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
State Education Department	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Others _____ Please specify	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

n) **Please indicate the number of years you have been working:**

	<u>Never</u>	<u>1–5</u>	<u>6–10</u>	<u>11–15</u>	<u>16–20</u>	<u>21–25</u>	<u>>25</u>
In industries other than education/teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher (total years in different colleges)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher (before becoming a Officer/Head)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher (before becoming a Principal)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher in this current college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Officer/Head in this current college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Principal of this current college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff in this current college (all positions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix C.1

Respondents by Age Group

Age (Years)	Number of Respondents	Total Number of Respondents	Percentage
Below 25	1	27 *	3.70%
25 - 34	16	27	59.30%
35 - 44	9	27	33.30%
45 and above	1	27	3.70%

* 1 void response

Appendix C.2

Respondents by Sex

Sex	Number of Respondents	Total Number of Respondents	Percentage
Male	12	27 *	44.40%
Female	15	27	55.60%

* 1 void response

Appendix C.3

Respondents by Race

Race	Number of Respondents	Total Number of Respondents	Percentage
Malay	0	26 *	0%
Chinese	14	26	53.90%
Indian	9	26	34.60%
Others	3	26	11.50%

* 2 void responses

Appendix C.4

Respondents by Marital Status

Marital Status	Number of Respondents	Total Number of Respondents	Percentage
Single	6	26 *	23.10%
Married	20	26	76.90%
Divorced	0	26	0%
Widowed	0	26	0%

* 2 void responses

Appendix C.5

Respondents by Academic Qualification

Qualification	Number of Respondents	Total Number of Respondents	Percentage
Diploma	1	26 *	3.90%
Bachelor Degree	13	26	50.00%
Master Degree	3	26	11.50%
PhD / Doctorate	0	26	0%
Others	9	26	34.60%

* 2 void responses

Appendix C.6

Principal-Teacher Responses to Importance of Principals Areas of Responsibilities

a) Principal's Response

Respondents	Area of Responsibilities				
	Staff Wel.	Students Wel.	C. Mgmt.	Govt. Reqmn.	Sch. Income
1	4	3	4	3	4
Total Value	4	3	4	3	4
Total Respondents	1	1	1	1	1
	Staff Wel.	Students Wel.	C. Mgmt.	Govt. Reqmn.	Sch. Income
Average Value	4	3	4	3	4

b) Teachers' Responses

Respondents	Area of Responsibilities				
	Staff Wel.	Students Wel.	C. Mgmt.	Govt. Reqmn.	Sch. Income
1	4	2	3	4	4
2	4	1	2	1	3
3	3	4	2	1	1
4	4	4	4	4	4
5	4	3	2	1	2
6	4	3	2	1	1
7	3	2	1	4	1
8	3	2	4	1	1
9	3	4	2	4	4
10	4	1	1	2	3
11	4	4	3	3	4
12	4	4	4	4	4
13	4	4	4	4	4
14	4	4	2	3	3
15	3	2	1	4	1
16	4	4	3	3	3
17	4	4	4	4	4
18	4	4	3	3	3
19	2	1	1	3	4
20	2	3	4	1	1
21	2	3	1	4	4
22	2	3	4	1	1
23	4	3	1	1	1
24	4	4	3	2	2
25	4	1	3	1	2
26	3	2	1	1	4
27	3	3	4	2	4
Total Value	93	79	69	67	73
Total Respondents	27	27	27	27	27
	Staff Wel.	Students Wel.	C. Mgmt.	Govt. Reqmn.	Sch. Income
Average Value	3.4	2.9	2.6	2.5	2.7

Key : 1 = Least Important, 2 = Slightly Important, 3 = Moderately Important, 4 = Most Important

Appendix C.7

Principal-Teacher Responses to Principal's Time Spend on Human - Relations Matters

a) Principal's Response

Respondents	Amount of Time	
	Perceived	Preferred
1	4	4
Total Value	4	4
Total Respondents	1	1
	Perceived	Preferred
Average Value	4	4

b) Teachers' Responses

Respondents	Amount of Time	
	Perceived	Preferred
1	1	1
2	3	3
3	1	3
4	2	4
5	2	2
6	2	3
7	1	3
8	1	2
9	2	4
10	2	2
11	3	3
12	3	4
13	2	3
14	1	2
15	1	2
16	1	3
17	1	2
18	1	2
19	2	3
20	1	3
21	2	3
22	2	3
23	1	3
24	1	3
25	2	4
26	1	2
27	1	4
Total Value	43	76
Total Respondents	27	27
	Perceived	Preferred
Average Value	1.6	2.8

Key : 1 = Less than 20 % of the office time
 2 = 20% to less than 40% of the office time
 3 = 40% to less than 60% of the office time
 4 = 60% to less than 80% of the office time
 5 = 80% or more of the office time

Appendix C.8

Perceptions of Principal-Teacher Rating on Involvement of Principal in Specific-Focus Activities

Principal's Response

Respondents	Activities												
	Q 6.1	Q 6.2	Q 6.3	Q 6.4	Q 6.5	Q 6.6	Q 6.7	Q 6.8	Q 6.9	Q 6.10	Q 6.11	Q 6.12	Q 6.13
1	4	2	3	4	4	4	3	3	2	3	3	3	2
Total Value	4	2	3	4	4	4	3	3	2	3	3	3	2
Respondents	1	1	1	1	1	1	1	1	1	1	1	1	1
Question	Q 6.1	Q 6.2	Q 6.3	Q 6.4	Q 6.5	Q 6.6	Q 6.7	Q 6.8	Q 6.9	Q 6.10	Q 6.11	Q 6.12	Q 6.13
Average Value	4	2	3	4	4	4	3	3	2	3	3	3	2

Teachers' Responses

Respondents	Activities												
	Q 6.1	Q 6.2	Q 6.3	Q 6.4	Q 6.5	Q 6.6	Q 6.7	Q 6.8	Q 6.9	Q 6.10	Q 6.11	Q 6.12	Q 6.13
1	3	2	1	4	4	4	3	3	2	1	4	4	3
2	4	3	3	3	4	4	3	3	3	3	4	3	3
3	4	2	1	3	3	4	1	2	2	1	4	3	1
4	4	4	4	4	4	4	2	4	3	4	4	4	3
5	4	3	3	4	4	4	3	3	2	2	2	4	3
6	4	4	4	4	4	4	3	3	1	1	2	4	1
7	4	4	4	4	4	4	4	3	3	3	4	4	3
8	3	3	4	4	2	2	2	1	2	1	4	4	2
9	4	4	3	3	4	3	3	3	3	4	4	4	3
10	4	3	3	4	4	void	3	4	3	3	4	3	2
11	4	3	4	4	4	4	2	3	2	1	4	3	3
12	4	4	4	4	4	4	2	4	3	1	3	3	void
13	4	3	3	3	3	4	3	4	2	2	3	3	2
14	4	2	3	3	3	4	3	2	2	2	3	4	2
15	4	3	4	4	3	4	1	2	1	1	3	3	2
16	3	3	3	3	3	3	3	3	2	2	3	3	3
17	4	2	2	4	4	void	1	4	1	4	4	3	2
18	3	3	2	3	3	4	2	2	1	2	4	4	3
19	3	3	3	2	3	3	2	2	1	3	3	1	3
20	4	3	3	3	4	3	3	3	3	3	3	4	4
21	4	3	3	3	3	4	3	3	1	3	4	3	3
22	4	3	2	3	3	4	2	1	1	1	2	2	2
23	4	4	3	4	4	4	4	4	4	4	4	4	4
24	3	3	2	3	3	4	3	3	3	3	3	3	3
25	4	4	4	4	4	4	4	4	2	4	4	3	3
26	4	2	3	4	4	4	4	4	1	2	3	3	1
27	3	2	3	3	3	3	3	3	3	3	3	2	1
Total Value	101	82	81	94	95	93	72	80	57	64	92	88	65
Respondents	27	27	27	27	27	25	27	27	27	27	27	27	26
Question	Q 6.1	Q 6.2	Q 6.3	Q 6.4	Q 6.5	Q 6.6	Q 6.7	Q 6.8	Q 6.9	Q 6.10	Q 6.11	Q 6.12	Q 6.13
Average Value	3.7	3.0	3.0	3.5	3.5	3.7	2.7	3.0	2.1	2.4	3.4	3.3	2.5

Key : 1 = No Involvement
 2 = Slight Involvement
 3 = Moderate Involvement
 4 = Major Involvement

Appendix C.9

Preference of Principal-Teacher Rating on Involvement of Principal in Specific-Focus Activities

Principal's Response

	Activities												
Respondents	Q 6.1	Q 6.2	Q 6.3	Q 6.4	Q 6.5	Q 6.6	Q 6.7	Q 6.8	Q 6.9	Q 6.10	Q 6.11	Q 6.12	Q 6.13
1	4	2	3	4	4	4	2	2	2	3	2	2	2
Total Value	4	2	3	4	4	4	2	2	2	3	2	2	2
Respondents	1	1	1	1	1	1	1	1	1	1	1	1	1
Question	Q 6.1	Q 6.2	Q 6.3	Q 6.4	Q 6.5	Q 6.6	Q 6.7	Q 6.8	Q 6.9	Q 6.10	Q 6.11	Q 6.12	Q 6.13
Average Value	4	2	3	4	4	4	2	2	2	3	2	2	2

Teachers' Responses

	Activities												
Respondents	Q 6.1	Q 6.2	Q 6.3	Q 6.4	Q 6.5	Q 6.6	Q 6.7	Q 6.8	Q 6.9	Q 6.10	Q 6.11	Q 6.12	Q 6.13
1	3	2	2	3	2	2	2	3	1	1	4	4	3
2	4	3	3	3	4	4	2	2	2	2	3	3	2
3	3	2	1	1	3	3	1	1	1	1	2	3	1
4	4	4	3	4	4	4	1	2	2	3	3	4	2
5	4	3	3	4	4	4	2	2	1	2	2	4	3
6	4	4	3	3	4	4	1	1	1	1	1	4	1
7	4	4	2	3	3	3	1	2	1	1	1	4	3
8	4	4	3	4	3	3	2	2	1	1	4	4	2
9	4	3	4	3	2	4	2	2	1	2	3	4	3
10	4	3	3	3	3	void	2	2	1	2	2	3	2
11	4	3	4	4	3	4	3	3	1	1	4	3	3
12	4	4	4	4	4	4	2	3	2	1	3	3	void
13	4	3	3	3	3	4	2	2	3	1	3	3	2
14	4	3	3	3	3	3	2	1	1	1	2	4	2
15	4	2	2	2	2	4	1	3	1	1	4	3	2
16	3	4	3	3	3	2	2	2	1	2	3	3	2
17	4	2	2	4	4	void	1	4	1	4	4	2	1
18	3	1	1	3	3	4	1	1	1	1	4	4	2
19	4	4	2	4	4	2	1	1	1	2	2	3	1
20	4	2	3	2	3	4	2	1	1	1	3	4	4
21	4	3	3	2	3	4	2	2	1	1	1	3	1
22	4	4	2	3	4	4	1	2	1	1	2	2	2
23	4	4	3	4	2	2	4	2	2	2	4	2	2
24	3	1	1	3	3	4	2	1	1	2	3	2	2
25	2	3	4	3	3	3	2	2	2	2	2	3	3
26	4	2	3	2	3	3	1	void	1	1	2	3	1
27	3	3	3	3	3	3	3	3	3	2	2	3	3
Total Value	100	80	73	83	85	85	48	52	36	42	73	87	55
Respondents	27	27	27	27	27	25	27	26	27	27	27	27	26
Question	Q 6.1	Q 6.2	Q 6.3	Q 6.4	Q 6.5	Q 6.6	Q 6.7	Q 6.8	Q 6.9	Q 6.10	Q 6.11	Q 6.12	Q 6.13
Average Value	3.7	3.0	2.7	3.1	3.1	3.4	1.8	2.0	1.3	1.6	2.7	3.2	2.1

Key : 1 = No Involvement
 2 = Slight Involvement
 3 = Moderate Involvement
 4 = Major Involvement

Appendix C.10

Teachers' Responses to Two Main Hindrances Obstructing the Principal's Specific-Focus Activities

	Activity	A	B	C	D	E	F	G	H	I	J	K	L
1	7.01	9	1	11	4	1		1	3		1		1
2	7.02	1		16			1	3	7			2	
3	7.03	8		12	3	7			3				
4	7.04	4	1	14	3				5		1	4	
5	7.05	2	1	12	4				5			6	1
6	7.06	5	1	14	1			3	5			*	*
7	7.07	4		14	2				9			5	2
8	7.08	4	1	8	2				6			3	5
9	7.09	4		14	2				9			3	1
10	7.10	3		17					10			3	1
11	7.11	2		14				1	10			8	2
12	7.12	3		14			1	1	7				1
13	7.13	1		16				1	12				1
14	7.14	2		7	2			1	14			1	1

Key

A Lack of clerical/administrative staff

B Having to teach regular classes

C Need to complete more urgent activity

D Inadequate preparation for job

E Ministry of Education demands

F Overcrowded buildings

G Campaigns and drives

H Failure to see activity as important

I Parents demands

J Lack of office space

K Lack of cooperation from teachers

L Lack of trained teaching personnel

M Lack of finance

* Refer to hindrances

Appendix C.11

Principal-Teacher Responses to Principal's Rating of Her Decision

a) Principal's Response

	Type of Response	
	Yes	No
No. of respondents	1	0
Total Respondents	1	1
Percentage of Respondents	100%	0%

b) Teachers' Responses

	Type of Response	
	Yes	No
No. of respondents	21	6
Total Respondents	27	27
Percentage of Respondents	77.70%	22.80%

Appendix C.12

Principal-Teacher Rating of Importance on Principal's Areas of Responsibilities

a) Principal's Response

Respondents	Questions							
	Q 3.1	Q 3.2	Q 3.3	Q 3.4	Q 3.5	Q 3.6	Q 3.7	Q 3.8
1	4	4	4	3	3	3	2	3
Total Value	4	4	4	3	3	3	2	3
Total Respondents	1	1	1	1	1	1	1	1
Question	Q 3.1	Q 3.2	Q 3.3	Q 3.4	Q 3.5	Q 3.6	Q 3.7	Q 3.8
Average Value	4	4	4	3	3	3	2	3

b) Teachers' Responses

Respondents	Questions							
	Q 3.1	Q 3.2	Q 3.3	Q 3.4	Q 3.5	Q 3.6	Q 3.7	Q 3.8
1	4	4	3	3	4	4	3	3
2	3	3	4	2	3	4	3	4
3	3	3	3	3	3	2	3	3
4	3	4	4	3	4	4	3	4
5	3	3	4	4	4	4	3	4
6	4	4	4	3	3	4	2	4
7	3	4	4	4	4	4	4	4
8	2	3	3	3	4	3	2	3
9	4	3	3	3	3	3	2	4
10	4	3	4	3	4	4	1	4
11	4	4	3	4	4	4	3	3
12	1	4	1	2	1	2	3	3
13	3	4	4	4	4	3	3	4
14	3	3	3	2	3	4	2	3
15	3	4	4	4	4	4	2	4
16	4	4	4	4	4	4	4	4
17	2	2	2	4	4	4	3	4
18	4	4	4	4	4	4	4	4
19	4	4	4	3	4	4	1	3
20	3	3	3	3	3	3	2	4
21	4	3	3	4	4	4	3	3
22	1	4	4	4	4	4	1	4
23	2	2	2	3	2	4	1	4
24	4	4	4	4	4	4	4	4
25	3	3	4	3	4	4	2	2
26	3	4	4	4	4	4	1	2
27	4	4	4	3	4	4	3	4
Total Value	85	94	93	90	97	100	68	96
Total Respondents	27	27	27	27	27	27	27	27
Question	3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.8
Average Value	3.1	3.5	3.4	3.3	3.6	3.7	2.5	3.6

Key : 1 = Least Important
 2 = Slightly Important
 3 = Moderately Important
 4 = Most Important

Appendix C.13
Principal-Teacher Responses to Work - Related Consultations

a) Principal's Response

Respondents	Categories of People Consulted							
	A	B	C	D	E	F	G	H
1	void	void	void	void	4	void	void	void
Total Value	void	void	void	void	4	void	void	void
Total Respondents	1	1	1	1	1	1	1	1
Work Consultation	A	B	C	D	E	F	G	H
Average Value	void	void	void	void	4	void	void	void

b) Teachers' Responses

Respondents	Categories of People Consulted							
	A	B	C	D	E	F	G	H
1	void	void	4	3	1	1	1	void
2	void	4	3	3	1	1	1	void
3	1	4	3	2	1	1	1	void
4	2	3	3	2	1	1	1	void
5	void	4	void	void	void	void	void	void
6	void	2	void	void	void	void	void	void
7	1	1	3	1	1	1	1	void
8	3	3	3	2	1	1	1	void
9	3	3	3	3	1	1	1	1
10	2	3	3	2	1	1	1	void
11	void	void	void	4	void	void	void	void
12	void	3	3	void	void	void	void	void
13	1	3	4	void	void	void	void	void
14	1	2	4	2	1	1	1	void
15	void	void	3	void	void	void	void	void
16	2	2	3	3	1	1	1	void
17	void	4	void	void	void	void	void	void
18	1	4	3	2	1	1	1	void
19	1	3	4	2	1	1	1	void
20	2	4	4	2	1	1	1	void
21	void	void	4	void	void	void	void	void
22	void	3	3	void	void	void	void	void
23	1	3	3	3	1	1	1	1
24	2	3	4	2	2	1	1	void
25	2	2	3	1	1	1	1	void
26	void	4	2	2	1	1	1	void
27	2	2	3	3	1	1	1	4
Total Value	27	69	75	44	19	18	18	6
Total Respondents	16	22	23	19	18	18	18	3
People Consulted	A	B	C	D	E	F	G	H
Average Value	1.7	3.1	3.3	2.3	1.1	1.0	1.0	2.0

Keys : A = A more junior colleague

B = Another teacher

C = Immediate Head/Senior/Supervisor

D = Principal/Manager

E = Director of Studies

F = Chairman/Managing Director

G = State Education Department

H = Others

1 = Never

2 = Not often

3 = Often

4 = Very often

Appendix C.14
Principal's and Teachers' Work Experiences

a) Principal's Response

Respondents	Work Capacity							
	A	B	C	D	E	F	G	H
1	2	3	void	3	void	void	2	4
Total Value	2	3	void	3	void	void	2	4
Total Respondents	1	1	void	1	void	void	1	1
Work Capacity	A	B	C	D	E	F	G	H
Average Value	2	3	void	3	void	void	2	4

b) Teachers' Responses

Respondents	Work Capacity							
	A	B	C	D	E	F	G	H
1	2	void	void	void	void	void	void	2
2	2	1	4	4	4	2	1	4
3	1	4	1	1	3	1	1	3
4	1	4	4	4	3	1	1	3
5	2	2	2	2	2	1	1	1
6	2	2	void	void	2	void	void	void
7	2	2	1	1	2	1	1	1
8	3	3	1	1	1	1	1	3
9	3	2	1	1	1	1	1	2
10	2	2	void	void	2	void	void	void
11	2	void	2	void	void	3	void	void
12	1	4	1	1	3	1	1	1
13	void	2	void	void	2	void	void	void
14	2	2	void	void	2	1	1	2
15	3	void	void	void	3	void	void	void
16	2	1	void	void	2	void	void	2
17	2	3	void	void	3	1	1	3
18	2	1	void	void	2	void	void	void
19	3	2	2	1	2	2	1	2
20	2	3	1	1	3	1	1	1
21	2	3	void	void	3	void	void	void
22	2	1	1	void	2	2	void	2
23	2	1	4	1	3	1	1	1
24	2	4	1	void	3	void	void	3
25	3	2	2	2	2	1	1	2
26	1	3	void	void	2	void	void	2
27	2	2	1	1	2	1	1	2
Total Value	53	56	29	21	59	22	15	42
Total Respondents	26	24	16	13	25	17	15	20
Work Capacity	A	B	C	D	E	F	G	H
Average Value	2.0	2.3	1.8	1.6	2.4	1.3	1.0	2.1

Keys : A = Industries other than education/teaching
 B = Teacher (total years in different college)
 C = Teacher (before becoming a officer/head)
 D = Teacher (before becoming a principal)
 E = Teacher in this current college
 F = Officer/head in this current college
 G = Principal of this current college
 H = Staff in this current college (all positions)

1 = Never
 2 = 1 - 5 years
 3 = 6 - 10 years
 4 = 11 - 15 years
 5 = 16 - 20 years
 6 = 21 - 25 years
 7 = > 25 years