

A P P E N D I C E S

APPENDIX 'A'
INSTRUMENTS USED IN THE STUDY

LETTER OF INTRODUCTION

CONFIDENTIAL

CENTRE OF ADVANCED STUDY IN EDUCATION
Faculty of Education and Psychology
M.S. University of Baroda

Guide :
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Researcher :
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Dear Teacher,

I am requesting your voluntary participation in the completion of this Survey.

The objective of this Survey is to identify the educational factors that are the prominent sources of meaning as well as stress in teaching. The broad purpose is to understand the motivation of teachers and the attitude of teachers towards their profession.

Teachers are being blamed for many of the ills of the present-day education system. However, very little research has been undertaken on the problems and concerns of teachers--the frustrations and the joys of teaching. The need for such a study is being felt and it should be of special interest to you, as a teacher.

This study is being undertaken on behalf of, the Centre of Advanced Study in Educational Research at Baroda.

All information will be treated with complete anonymity and confidence, and strictly for the purpose of research. So please feel free to respond with absolute honesty and frankness.

Thanking you for your kind cooperation.

Yours Sincerely,

Monica Misra

DEMOGRAPHIC INFORMATION

Please fill in or check (✓) the appropriate response as it relates to your present situation.

1. Sex :
 1. () Male
 2. () Female

2. Age (Years) :
 1. () 21 - 30
 2. () 31 - 40
 3. () 41 - 50
 4. () 51 - 60

3. Marital Status :
 1. () Single
 2. () Married
 3. () Widowed
 4. () Divorced/Separated

4. Highest Academic Degree you have received :
 1. () Bachelor's
 2. () Master's
 3. () Ph.D.

5. Highest Professional Degree you have acquired
 1. () T.T.C. (Primary)
 2. () B.Ed.
 3. () M.Ed.
 4. _____ Any other

6. Total years of full-time teaching experience :
 1. () 1 - 5
 2. () 6 - 10
 3. () 11 - 15
 4. () 16 - 20
 5. () 21 - 25
 6. () 25 and over

5. Every day is :
- | | | | | | | |
|----------------|---|---|-----------|------------------|---|---|
| 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| constantly new | | | (neutral) | exactly the same | | |
6. If I could choose, I would :
- | | | | | | | |
|--------------------------------|---|---|-----------|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| prefer never to have been born | | | (neutral) | like nine more lives just like this one | | |
7. After retiring, I would :
- | | | | | | | |
|--|---|---|-----------|-------------------------------------|---|---|
| 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| do some of the exciting things I have always wanted to | | | (neutral) | loaf completely the rest of my life | | |
8. In achieving life goals I have :
- | | | | | | | |
|---------------------------|---|---|-----------|------------------------------------|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| made no progress whatever | | | (neutral) | progressed to complete fulfillment | | |
9. My life is :
- | | | | | | | |
|---------------------------------|---|---|-----------|--|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| empty, filled only with despair | | | (neutral) | running over with exciting good things | | |
10. If I should die today, I would feel that my life has been :
- | | | | | | | |
|-----------------|---|---|-----------|----------------------|---|---|
| 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| very worthwhile | | | (neutral) | completely worthless | | |
11. In thinking of my life, I :
- | | | | | | | |
|--------------------------|---|---|-----------|---------------------------------------|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| often wonder why I exist | | | (neutral) | always see a reason for my being here | | |
12. As I view the world in relation to my life, the world :
- | | | | | | | |
|------------------------|---|---|-----------|--------------------------------|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| completely confuses me | | | (neutral) | fits meaningfully with my life | | |

13. I am a :

1	2	3	4	5	6	7
very irresponsible person			(neutral)			very responsible person

14. Concerning man's freedom to make his own choices, I believe man is :

7	6	5	4	3	2	1
absolutely free to make all life choices			(neutral)			completely bound by limitations of heredity and environment

15. With regard to death, I am :

7	6	5	4	3	2	1
prepared and unafraid			(neutral)			unprepared and frightened

16. With regard to suicide, I have :

1	2	3	4	5	6	7
thought of it seriously as a way out			(neutral)			never given it a second thought

17. I regard my ability to find a meaning, purpose, or mission in life as :

7	6	5	4	3	2	1
very great			(neutral)			practically none

18. My life is :

7	6	5	4	3	2	1
in my hands and I am in control of it			(neutral)			out of my hands and controlled by external factors

19. Facing my daily tasks is :

7	6	5	4	3	2	1
a source of pleasure and satisfaction			(neutral)			a painful and boring experience

20. I have discovered :

1	2	3	4	5	6	7
no mission or purpose in life			(neutral)			clear-cut goals and a satisfying life purpose

SELF-REPORTED MEANING IN LIFE

How meaningful do you regard your present life, to be?

Tick (✓) the appropriate one.

1. Meaningless
2. Slightly meaningful
3. Somewhat meaningful
4. Very meaningful
5. Extremely meaningful

SOURCES OF MEANING

A number of statements are given below which indicate the meaningfulness or purposefulness of your life and your work as a teacher, i.e. all that which make your life and your job worthwhile.

Each statement is to be rated on a 4-point scale. Circle (O) the one that is most appropriate for you.

A. SOURCES OF MEANING IN LIFE

How important is each of the following factors in giving your life meaning? (0) circle the appropriate number.

Sources of meaning	Not Important	Slightly Important	Moderately Important	Extremely Important
1. Religious faith, relationship to God	1	2	3	4
2. Friends-communicating, understanding	1	2	3	4
3. Profession and professional growth	1	2	3	4
4. Parents and siblings	1	2	3	4
5. Spouse / fiancé	1	2	3	4
6. Helping others - feeling useful	1	2	3	4
7. Leisure-time activities	1	2	3	4
8. Job-sense of responsibility and success	1	2	3	4
9. Feeling loved and wanted	1	2	3	4
10. Inner searching, exploring and growth	1	2	3	4
11. Enjoying nature and things around one	1	2	3	4
12. Major life goals	1	2	3	4
13. Money and material possessions	1	2	3	4
14. Children (one's own)	1	2	3	4

B. SOURCES OF MEANING IN TEACHING

How important is each of the following factors in giving your work meaning?

(0) Circle the appropriate number

Sources of meaning	Not Important	Slightly Important	Moderately Important	Extremely Important
1. Spacious routine (much work can be done in one's own time, at one's house)	1	2	3	4
2. Not being tied to a desk the whole day	1	2	3	4
3. Leisure-long vacations	1	2	3	4
4. Job-security	1	2	3	4
5. Being able to use my mind on interesting and valuable subjects	1	2	3	4
6. Freedom from much competition and rivalry	1	2	3	4
7. Chance to associate with other teachers	1	2	3	4
8. To keep on learning as I teach	1	2	3	4
9. Being able to explain a difficult topic successfully	1	2	3	4
10. Moulding and shaping half-formed young minds	1	2	3	4
11. Making a pupil 'excited' about a subject	1	2	3	4

Sources of meaning	Not Important	Slightly Important	Moderately Important	Extremely Important
12. Being in the company of young people	1	2	3	4
13. Special relationship with a few students	1	2	3	4
14. Being successful in 'reaching' a problem student	1	2	3	4
15. Respect received from students and ex-students	1	2	3	4
16. Receiving unexpected tokens of appreciation from students	1	2	3	4
17. Appreciation from Principal/Colleagues/ Parents	1	2	3	4
18. Getting positive feedback from an 'outsider' about my competence	1	2	3	4
19. Success of students in public examination	1	2	3	4
20. A former student's success in education and/or work	1	2	3	4

TEACHING STRESS SURVEY

The following is a list of conditions which could cause annoyance, tension, anxiety or stress in teachers. Please read each item and determine whether and to what extent that particular situation is actually upsetting you and causing you stress now or has done so at any time in the last six months.

Use the following scale to indicate how great a source of stress the following factors are for you.

- 1 = Little or no stress
- 2 = Moderate stress
- 3 = Considerable stress
- 4 = Great stress

Circle (0) the appropriate number.

Item	Little or no stress	Moderate stress	Considerable stress	Great stress
1. Noisy classrooms or surroundings	1	2	3	4
2. Trying to uphold or maintain values	1	2	3	4
3. Too many periods to teach	1	2	3	4
4. Lack of time to spend with individual pupils	1	2	3	4
5. Too much correction work	1	2	3	4
6. Student restlessness or lack of interest in studies	1	2	3	4

Item	Little or no stress	Moderate stress	Considerable stress	Great stress
7. Individual pupils who constantly misbehave	1	2	3	4
8. Insufficient time for completing the syllabus	1	2	3	4
9. Disagreement with a colleague	1	2	3	4
10. Pupil's non-acceptance of teacher authority	1	2	3	4
11. Lack of time to prepare lessons	1	2	3	4
12. Disruptive class/ constant monitoring of student behaviour	1	2	3	4
13. Unnecessary paper-work and clerical tasks	1	2	3	4
14. Inadequate salary and financial benefits	1	2	3	4
15. Lack of opportunity for promotion or advancement	1	2	3	4
16. Head unfair/partial in dealings with teachers	1	2	3	4
17. Autocratic ways of the Head	1	2	3	4
18. Disagreement or conflict with the Head	1	2	3	4

Item	Little or no stress	Moderate stress	Considerable stress	Great stress
19. Lack of cooperation from some teachers	1	2	3	4
20. Lack of recognition for extra work	1	2	3	4
21. Responsibility for pupils' examination success	1	2	3	4
22. No time to relax between lessons	1	2	3	4
23. Low status of the teaching profession	1	2	3	4
24. Lack of participation in decision making	1	2	3	4
25. Having to teach below-average students	1	2	3	4
26. Maintaining classroom discipline	1	2	3	4
27. Shortage of equipment library, laboratory facilities	1	2	3	4
28. Lack of recognition for good teaching	1	2	3	4
29. Too large classes	1	2	3	4
30. Lack of appreciation of new, innovative methods	1	2	3	4

Item	Little or no stress	Moderate Stress	Considerable Stress	Great Stress
31. Disciplinary policy of school not clearly stated	1	2	3	4
32. Feeling locked into a job routine	1	2	3	4
33. Professional disillusionment (teaching is not what I thought it to be)	1	2	3	4
34. Excessive work hours devoted to school and school-related duties	1	2	3	4
35. Disinterested/uncooperative parents	1	2	3	4
36. Over-perfectionist tendency resulting in incomplete job handling	1	2	3	4
37. Lack of time for further study	1	2	3	4
38. Functions of teachers not clearly defined	1	2	3	4
39. Interference by parents with too high expectations for their children	1	2	3	4
40. Having to do housework after returning from school	1	2	3	4
41. Having to do private tuition to supplement income	1	2	3	4

Item	Little or no stress	Moderate Stress	Considerable Stress	Great Stress
42. Having to teach subjects in which one is not interested	1	2	3	4
43. Not being able to use fully one's training	1	2	3	4
44. Classes made up of students differing widely in abilities	1	2	3	4
45. Supervisory duties outside class-room (e.g. hall, lunch, playground)	1	2	3	4
46. Too frequent and poorly organized staff meetings	1	2	3	4
47. Insufficient opportunity for in-service training	1	2	3	4
48. Being the target of verbal abuse/threats by students	1	2	3	4
49. Substituting for absent teachers	1	2	3	4
50. Maintaining self control when angry	1	2	3	4
51. Unreasonable deadline for submitting marks, reports etc.	1	2	3	4
52. Frequent change of duty or work responsibility (e.g. time table)	1	2	3	4

Item	Little or No stress	Moderate Stress	Considerable Stress	Great Stress
53. Lack of time for personal hobbies, interests or social activities	1	2	3	4
54. Parent-teacher conferences	1	2	3	4
55. Seeking Head's intervention in a disciplinary matter	1	2	3	4

SELF-REPORTED STRESS IN TEACHING

In general, how stressful do you find being a teacher?

Check (✓) the appropriate one

- 1 = Not at all stressful
- 2 = Moderately stressful
- 3 = Considerably stressful
- 4 = Extremely stressful

HUMAN SERVICES SURVEY

This scale helps you measure how you feel about your job and the students you teach.

On the following pages are several statements of job-related feelings you might have. Please read each statement carefully and decide if you ever feel this way **about your job**. If you have **never** had this feeling, check the box marked '**NEVER**' and go on to the next statement. However, if you have experienced this feeling, indicate **HOW OFTEN** you feel it by circling the appropriate number on the 6-point scale. Then, decide **HOW STRONG** the feeling is when you experience it by circling the appropriate number on the 7-point scale. An example is shown below.

Frequency of Feeling : **HOW OFTEN** :

	1	2	3	4	5	6
NEVER	A few	Once a	A few	Once	A few	Every
()	times a	month	times a	a	times a	day
	year	or less	month	week	week	

Intensity of Feeling : **HOW STRONG** :

	1	2	3	4	5	6	7
	Very mild,			Moderate		Major,	
	barely					very	
	noticeable					strong	

Example :

00. I feel depressed at work.

NEVER	HOW OFTEN :	1	2	③	4	5	6
()	HOW STRONG :	1	2	3	4	5	⑥ 7

If you occasionally feel depressed at work (say a few times a month) you would circle the number 3. If, when you do feel depressed, it is a fairly strong feeling, but not as strong as you can imagine, you would circle a 6. Kindly fill in **every** item of both 'frequency' and 'intensity' of feeling.

How often:	1 A few times a year	2 Monthly	3 A few times a month	4 Weekly	5 A few times a week	6 Daily
How strong:	1 Very mild	2	3	4 Moderate	5	6 7 Very strong

1. I feel emotionally drained from my work.

Never How often: 1 2 3 4 5 6
() How strong: 1 2 3 4 5 6 7

2. I feel exhausted at the end of the workday.

Never How often: 1 2 3 4 5 6
() How strong: 1 2 3 4 5 6 7

3. I feel fatigued when I get up in the morning and have to face another day on the job.

Never How often: 1 2 3 4 5 6
() How strong: 1 2 3 4 5 6 7

4. I can easily understand how my students feel about things.

Never How often: 1 2 3 4 5 6
() How strong: 1 2 3 4 5 6 7

5. I feel I treat some students as if they were impersonal 'objects'.

Never How often: 1 2 3 4 5 6
() How strong: 1 2 3 4 5 6 7

6. Working with students all day is really a strain for me.

Never How often: 1 2 3 4 5 6
() How strong: 1 2 3 4 5 6 7

7. I deal very effectively with the problems of my students.

Never How often: 1 2 3 4 5 6
() How strong: 1 2 3 4 5 6 7

	1	2	3	4	5	6	
How often:	A few times a year	Monthly	A few times a month	Weekly	A few times a week	Daily	
How strong:	Very mild			Moderate		Very strong	
	1	2	3	4	5	6	7

8. I feel burned out from my work.

Never How often: 1 2 3 4 5 6
() How strong: 1 2 3 4 5 6 7

9. I feel I'm positively influencing other people's lives through my work.

Never How often: 1 2 3 4 5 6
() How strong: 1 2 3 4 5 6 7

10. I have become more callous (hard/insensitive/indifferent) toward people since I took this job.

Never How often: 1 2 3 4 5 6
() How strong: 1 2 3 4 5 6 7

11. I worry that this job is hardening me emotionally.

Never How often: 1 2 3 4 5 6
() How strong: 1 2 3 4 5 6 7

12. I feel very energetic.

Never How often: 1 2 3 4 5 6
() How strong: 1 2 3 4 5 6 7

13. I feel frustrated by my job.

Never How often: 1 2 3 4 5 6
() How strong: 1 2 3 4 5 6 7

14. I feel I'm working too hard on my job.

Never How often: 1 2 3 4 5 6
() How strong: 1 2 3 4 5 6 7

15. I don't really care what happens to some students.

Never How often: 1 2 3 4 5 6
() How strong: 1 2 3 4 5 6 7

	1	2	3	4	5	6
How often:	A few times a year	Monthly	A few times a month	Weekly	A few times a week	Daily

	1	2	3	4	5	6	7
How strong:	Very mild			Moderate			Very strong

16. Working directly with people puts too much stress on me.

Never How often: 1 2 3 4 5 6
 () How strong: 1 2 3 4 5 6 7

17. I can easily create a relaxed atmosphere with my students.

Never How often: 1 2 3 4 5 6
 () How strong: 1 2 3 4 5 6 7

18. I feel exhilarated (cheered/gladdened/elated) after working closely with my students.

Never How often: 1 2 3 4 5 6
 () How strong: 1 2 3 4 5 6 7

19. I have accomplished many worthwhile things in this job.

Never How often: 1 2 3 4 5 6
 () How strong: 1 2 3 4 5 6 7

20. I feel like I'm at the end of my rope (end of my endurance/at the limit)

Never How often: 1 2 3 4 5 6
 () How strong: 1 2 3 4 5 6 7

21. In my work, I deal with emotional problems very calmly.

Never How often: 1 2 3 4 5 6
 () How strong: 1 2 3 4 5 6 7

22. I feel students blame me for some of their problems.

Never How often: 1 2 3 4 5 6
 () How strong: 1 2 3 4 5 6 7
