APPENDICES
APPENDIX 1

DEMOGRAPHIC CHARACTERISTICS

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

1. Gender : Male/Female
2. Age (Years) :
   (a) ( ) 21-30 yrs
   (b) ( ) 31-40 yrs
   (c) ( ) 41-50 yrs
   (d) ( ) 51-60 yrs
3. Marital Status :
   (a) ( ) Single
   (b) ( ) Married
   (c) ( ) Widowed
   (d) ( ) Divorced/Separated
4. Your Primary assignment (check only one answer)
   (a) ( ) Regular classroom teacher
   (b) ( ) Special educator
5. Highest academic degree you have received
   (a) ( ) Bachelors
   (b) ( ) Masters
   (c) ( ) Ph.D.
6. Years in teaching :
   (a) ( ) 0-5 yrs
   (b) ( ) 5-10 yrs
   (c) ( ) 10+ yrs
7. S.E.S. :
   (1) Parental Education
      Father's (  )
      Mother's (  )
   (2) Parental Occupation
      Father's (  )
      Mother's (  )
   (3) Family Income

WORKSETTING SCALE
INSTRUCTIONS

The following statements relate to your life and outcomes at work. Read each statement and make a tick (✓) mark for the response categories as:
1-Strongly Agree, 2-Partially Agree, 3-Not very Sure, 4-Partially Disagree, and 5-Strongly Disagree which is most appropriate for you.

1. My training is quite adequate to handle my job demands
2. School has sufficient opportunity for in service training in school
3. I make full use of my training at the job
4. My training helps in handling excessive work
5. I spend a lot of time with students
6. I have little time to relax between lessons.
7. My Job is quite demanding.
8. I have difficulty in finishing my work inspite of hard work.
9. I do lot of paper work within strict time limits.
10. I often have to develop new approaches to the problem of my students.
11. I find my job challenging.
12. I am encouraged by students feedback.
13. My students are highly motivated and interested in studies.
14. Good teaching is appreciated by students and others.
15. School curriculum provides me further learning opportunity.
16. I tackle a wide range of emotional problems of students on my job.
17. I tackle a wide range of academic problems of my students.
18. I tackle a wide range of emotional and academic problems of my students.
19. Inspite of large class size, I try to
give time to individual students.
20. I get enough opportunity to meet
students outside the classroom
21. I have personal relations with students
22. My students freely come to my house in
case of a problem
23. My job has a strong and clear guiding
philosophy
24. All have a clear and unified sense of
purpose in the school
25. All share a sense of mission at
the School.
26. The principal provides me feedback
on the job.
27. The principal provides me
constructive guidance and suggestions.
28. The principal makes his/her juniors
feel at ease while talking to them.
29. Our principal is friendly and easily
approachable.
30. The principal accepts suggestions
for changes.
31. The principal discusses the problems
teachers face on the job.
32. The principal is fair in dealing with
teachers.
33. I have to abide in my job, by rules
and regulations.
34. Disciplinary action is taken by the
principal Only.
35. In my job I have to spend lot of time
working alone.
36. I find little time to interact with my
colleagues.
37. I have no friends in the school.
38. I find the job different from what I expected before getting into it
39. Financial benefits and personal relationships are different than expected.
40. I know what is expected of me (at school)
41. I am certain about my authority.
42. I know my responsibilities.
43. Job explanation are clear.
44. I do many things that should be done differently.
45. Many things I do on the job are unnecessary
46. I work on assignments without proper resources and materials to execute it
47. I receive conflicting instructions from the principal

PERSONAL SCALE
1. I have friends outside my work place.
2. My family provides me great pleasure and support.
3. My family and friends help me to reduce my work stress.
4. My non-work commitments (hobby family etc.) provides me a feeling of success and self-worth.
5. Conflicting school and family demands cause strain even at work.

CAREER ORIENTATION SCALE
INSTRUCTIONS
The following paragraphs briefly describe four teacher types. Place 1 beside the para closest to the one you were when you began teaching, 2 beside the para that is closet, 3 beside the next closest para and 4 beside the para least like you were when you began teaching.
Para-1: Nitish is more interested in his personal life than in teaching. His real pleasure comes from his off job interest, such as family and personal development. He is not interested in a demanding job.

Para-2: Sudha feels that she through her career in teaching is contributing towards improvement as well as positive changes in the society. For her teaching is a "Crusade". Personal status and job security are relatively unimportant.

Para-3: Ravi is interested in recognition and advancement in teaching career. Prestige, respect and financial security are important to him. He wants to make good impression on those who might control the advancement of his career.

Para-4: Preeti values the independence and freedom that comes with being a teacher. She prefers a job that provides challenge, new experiences and development of professional skills. Performing well to her own standards is important to her. Career and financial success are less important to her.

STRESS SCALE
INSTRUCTIONS
INDICATE THE EXTEND OF STRESS YOU FEEL AS A RESULT OF THE FOLLOWING ON A FIVE POINT RATING SCALE
1-Highly stressful, 2-Partially stressful, 3-Not very Sure, 4-Partially Low Stressful, and 5- Not at all stressful.

1. Fear of failing/falling short. 1 2 3 4 5
2. Doubts about self 1 2 3 4 5
3. Trying to uphold or inculcate values in students. 1 2 3 4 5
4. Being the target of verbal abuse/threats by students. 1 2 3 4 5
5. Misbehaviour of pupils. 1 2 3 4 5
6. Teaching low ability students. 1 2 3 4 5
7. Constant monitoring of student behaviour. 1 2 3 4 5
8. Students' non-acceptance of teachers authority. 1 2 3 4 5
9. Irrational rules and policies 1 2 3 4 5
10. Frequent and poorly organized staff meetings. 1 2 3 4 5
11. Lack of participation in decision making. 1 2 3 4 5
12. Autocratic ways of principal. 1 2 3 4 5
13. Seeking principal's intervention in a disciplinary matter. 1 2 3 4 5
14. Repetitive tasks. 1 2 3 4 5
15. Lack of students' interest and motivation 1 2 3 4 5
16. Feeling of locked into a job routine. 1 2 3 4 5
17. Inability to deal with individual students. 1 2 3 4 5
18. Feeling of worthlessness on the job. 1 2 3 4 5
19. Lack of enough opportunity to interact with co-workers. 1 2 3 4 5
20. Lack of positive support from other teachers 1 2 3 4 5
21. Low opinion of other teachers about me. 1 2 3 4 5
22. Disagreement with a colleague. 1 2 3 4 5

BURNOUT SCALE

TICK (✓) THE ITEMS GIVEN BELOW ON A FIVE POINT RATING SCALE NAMELY
1-Strongly Agree, 2-Partially agree, 3-Not sure, 4-Partially disagree, and 5-Strongly Disagree which is most appropriate for you.

1. Job security is more important to me now than when I began my job. 1 2 3 4 5
2. I now like to do only specified duties. 1 2 3 4 5
3. Now I am more concerned with the financial benefits. 1 2 3 4 5
4. I prefer my family work over my school work now more than when I joined teaching 1 2 3 4 5
5. I now enjoy my hobbies over the job. Since I began my job I have lowered my personal expectations about:- 1 2 3 4 5
6. Students (started concentrating on a few students). 1 2 3 4 5
7. Teachers 1 2 3 4 5
8. School 1 2 3 4 5
9. The society 1 2 3 4 5
I find it difficult to do the job as I would like to do, because of:

10. Students (view them as less motivated or able)
11. System
12. Self

I try not to get emotionally involved-

13. In dealing with the students
14. with co-workers
15. with the principal
16. parents of children

My experience in my job has made me-

17. less trusting of the students & people in general.
18. Compartmentalize work and private life

OUTCOME SCALE

1. I intent to leave my job.
2. If I have to choose all over again, I would never go for teaching.
3. In addition to my casual leave I often take leaves.

Since I took up this job, I have started experiencing-

4. Poor appetite
5. Headache
6. Hypertension
7. Stomachache
8. Sleeplessness (Insomnia)
9. Backache
## APPENDIX 2

### CODING SCHEME FOR THE DEMOGRAPHIC VARIABLES

<table>
<thead>
<tr>
<th>Classification</th>
<th>Coding</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GENDER</strong></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>1</td>
</tr>
<tr>
<td>Female</td>
<td>2</td>
</tr>
<tr>
<td><strong>AGE</strong></td>
<td></td>
</tr>
<tr>
<td>21-30 yrs</td>
<td>1</td>
</tr>
<tr>
<td>31-40 yrs</td>
<td>2</td>
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<tr>
<td>41-50 yrs</td>
<td>3</td>
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<tr>
<td>51-60 yrs</td>
<td>4</td>
</tr>
<tr>
<td><strong>MARITAL STATUS</strong></td>
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<tr>
<td>Single</td>
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<tr>
<td>Widowed/Divorced/Separated</td>
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</tr>
<tr>
<td>Married</td>
<td>3</td>
</tr>
<tr>
<td><strong>SCHOOL TYPE</strong></td>
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<tr>
<td>Regular School</td>
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</tr>
<tr>
<td>Special School</td>
<td>2</td>
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<tr>
<td><strong>LEVEL OF EDUCATION</strong></td>
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<tr>
<td>Bachelors/B.Ed.</td>
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</tr>
<tr>
<td>Masters/B.Ed.</td>
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<tr>
<td>Ph.D.</td>
<td>3</td>
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<td><strong>YEARS IN TEACHING</strong></td>
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<tr>
<td>0-5 yrs</td>
<td>1</td>
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<tr>
<td>5-10 yrs</td>
<td>2</td>
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<tr>
<td>10+ yrs</td>
<td>3</td>
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<td><strong>SOCIO-ECONOMIC STATUS</strong></td>
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<tr>
<td>(1) Parental Education</td>
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</tr>
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<td>Father's</td>
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</tr>
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<td>Mother's</td>
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<td>(2) Parental Occupation</td>
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</tr>
<tr>
<td>Mother's</td>
<td>2</td>
</tr>
<tr>
<td>(3) Family Income</td>
<td></td>
</tr>
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<td></td>
<td>3</td>
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</table>
SCORING SCHEME AND NEEDED EXPLANATIONS
WORKSETTING SCALE

For the purpose of analysis items 4, 5, 6, 7, 8, 19, 31, 32, 33, 36, 37 were scored as 5, 4, 3, 2 and 1 for the response categories totally agree, partially agree, not sure, partially disagree and totally disagree.

The scores for the various factors of the scale had the following implications:

<table>
<thead>
<tr>
<th>Factor</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work load</td>
<td>Lower was the score lesser was the workload and higher was the score greater was the workload.</td>
</tr>
<tr>
<td>Leadership</td>
<td>Lower score implied participatory leadership while lack of participatory or authoritative style of the leader was indicated by a higher score.</td>
</tr>
<tr>
<td>Stimulation</td>
<td>Lower the score greater was the stimulation while higher the score lesser was the stimulation.</td>
</tr>
<tr>
<td>Orientation</td>
<td>Lower score was indicative of adequate orientation while higher score implied a lack of orientation.</td>
</tr>
<tr>
<td>Interpersonal Interactions</td>
<td>Lower was the score lesser was the interpersonal interactions with students and colleagues while higher score more interpersonal Interactions.</td>
</tr>
<tr>
<td>Autonomy</td>
<td>Lower score meant greater autonomy while higher score lesser autonomy.</td>
</tr>
<tr>
<td>Feedback</td>
<td>Lower score indicated greater feedback while higher score indicated a lack of feedback.</td>
</tr>
<tr>
<td>Reality shock</td>
<td>Lower score indicated lesser reality shock while higher score meant greater reality shock.</td>
</tr>
<tr>
<td>Social Isolation</td>
<td>Lower was the score lesser was the isolation, higher the score greater was the isolation.</td>
</tr>
</tbody>
</table>
Scope of student contact : Lower the score was, greater was a scope of student contact while higher score implied lesser scope of student.

Role clarity : Lower the score greater was the role clarity while higher score meant lack of clarity.

Role conflict : Lower the score lesser was the conflict, on the other hand higher score meant greater role conflict.

PERSONAL SCALE
All items were scored were scored as 1, 2, 3, 4 and 5 for the response categories totally agree, partially agree, not sure, partially disagree and totally disagree.
The scores for the various dimensions of the scale had the following implications.

Personal supports : Lower score indicated a greater support

Personal demands : Lower score implied lesser demands while higher score higher demands.

CAREER ORIENTATION SCALE
Out of the four rankings given by the teachers to the paragraphs, if paragraph 1 was given a ranking of one, the teacher was considered self-investor, if paragraph 2 was given a ranking of one, the teacher was considered a social activist. If paragraph 3 was given a ranking of one, the teacher was considered a careerist and an Artisan if paragraph 4 was given a ranking of one.

STRESS SCALE
For the purpose of analysis all the items of the scale were scored as 1, 2, 3, 4 and 5, and the response categories as highly stressful, partially stressful, not very sure, partially low stressful and not at all stressful.

For all the dimensions of the stress scale - organisational climate, lack of stimulation and fulfillment, problem with students, bureaucracy and incompetence. The scoring was done in a similar manner.

Lower the score lesser was the stress while higher score indicated greater stress.
BURNOUT SCALE

All the items were scored as 1, 2, 3, 4 and 5 for the response categories strongly agree, partially agree, not very sure, partially disagree and strongly disagree. Lower score indicated greater burnout in teachers while higher score indicated less burnout in teachers of special and regular schools.

The scoring scheme was similar for all the factors in the burnout scale reduced workgoals, greater self-interest, emotional detachment, emotional detachment from colleagues, lessened idealism and lessened personal responsibility.

OUTCOME SCALE

All the items of the scale were scored as 1, 2, 3, 4 and 5, for the response categories strongly agree, partially agree, not very sure, partially disagree, and strongly disagree.

Psychosomatic symptoms : Lower the score greater the psychosomatic symptoms experienced while higher the score indicated lesser psychosomatic symptoms.

Intentions to quit : Lower the score meant greater intentions to quit the teaching while higher score indicated lesser intentions to quit the teaching.