APPENDICES
Appendix A

Bangalore University
(Department of Education)

Teaching Effectiveness Scale
(Dr. B.G. Sudha and B. S. Satyanarayana)

Directions:

In the following pages are given ninety three statements describing how your teacher Sri/Smt________________________________ who is teaching you__________ subject/s is effective in teaching. Against each statement are given four modes of responses namely "NT" - which means the statement does not truly describes the teacher; "IT" - which means that I personally feel the statement describes my teacher truly; "MY" - which means that many of us feel that the statement describes my teacher truly; and "AT" - which means that all of us feel that the statement describes my teacher truly.

Please read each statement carefully and decide as to what extent the statement describes your teacher. If you feel that the statement does not describe the teacher truly, then encircle NT. If you personally feel that the statement describes your teacher truly then encircle IT. In addition to you, if you think that many of your classmates also feel that it describes your teacher truly then encircle NT. If you consider that this is the feeling of all the students that the statement describes the teacher truly, then encircle AT.
Please remember that you should encircle one of the four alternatives.

Respond to all the statements likewise deciding as to what extent they are applicable to your teacher mentioned above.

THIS IS NOT A TEST

There are no right or wrong responses as they are simply descriptive statements about the teaching. As your responses will be kept CONFIDENTIAL, you may freely indicate your views.
PLEASE FILL IN THE FOLLOWING ABOUT YOURSELF

1) Name of the Student : 
2) Standard : 
3) Section : 
4) Medium of Instruction : 
5) Sex : 
6) Name of the School : 

7) Where the school is situated : 
   Place Rural/Urban : 

8) Type of School : /CORPORATION.

Note: The term he/she in the statement refers only to the teacher mentioned above.
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<thead>
<tr>
<th></th>
<th>Not True</th>
<th>I personally feel it is true</th>
<th>Many of us feel it is true</th>
<th>All of us feel it is true</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. My teacher is able to understand our feelings and difficulties.</td>
<td>NT</td>
<td>IT&lt;sub&gt;5&lt;/sub&gt;</td>
<td>MT</td>
<td>AT</td>
</tr>
<tr>
<td>2. My teacher takes us to task whenever we are not regular in studies</td>
<td>NT</td>
<td>IT</td>
<td>MT</td>
<td>AT</td>
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<tr>
<td>3. My teacher is very dignified in the class</td>
<td>NT</td>
<td>IT</td>
<td>MT</td>
<td>AT</td>
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<tr>
<td>4. The teaching of my teacher reveals the depth of his/her reading.</td>
<td>NT</td>
<td>IT</td>
<td>MT</td>
<td>AT</td>
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<tr>
<td>5. My teacher links up very nicely to what he/she has taught in the earlier classes because he/she never forgets things.</td>
<td>NT</td>
<td>IT</td>
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<td>AT</td>
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<tr>
<td>6. My teacher exhibits in his/her teaching the up-to-date knowledge.</td>
<td>NT</td>
<td>IT</td>
<td>MT</td>
<td>AT</td>
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<tr>
<td>7. There is no problem of understanding of my teachers teaching because he/she is very clear about his/her concepts.</td>
<td>NT</td>
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<td>MT</td>
<td>AT</td>
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</tbody>
</table>
C. My

8. My teacher is meticulously attentive to every academic aspect of the classroom.

9. As my teacher comes prepared well to each class they are very instructive.

10. My teacher has a very good command over the language.

11. My teacher draws beautiful figures while explaining in class.

12. The lessons of my teacher are so lively because he/she has a knack of asking varieties of questions.

13. If my teacher gets stuck up with a point he/she confesses his/her ignorance and promises us to tell us about it the next time, and does it.

14. My teacher is Fair during tests and exams because his/her mode of testing is free from subjectivity.

15. My teacher corrects all the home work and individually gives instruction for improvements.
<table>
<thead>
<tr>
<th></th>
<th>Not</th>
<th>I personally feel it is true</th>
<th>Many of us feel it is true</th>
<th>All of us feel it is true</th>
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<tr>
<td>16. Whenever I am not progressing properly my teacher demands that he/she would meet my parents</td>
<td>NT</td>
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<td>AT</td>
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<td>17. My teacher has enough patience to answer any of our questions, however foolish they may be.</td>
<td>NT</td>
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<td>AT</td>
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<td>18. My teacher enquires personally about our health and other personal problems.</td>
<td>NT</td>
<td>IT</td>
<td>MT</td>
<td>AT</td>
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<tr>
<td>19. The way our teacher behaves in the class we cannot take liberties with him/her.</td>
<td>NT</td>
<td>IT</td>
<td>MT</td>
<td>AT</td>
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<td>20. It is not possible to learn from our teacher the effective way of reading because he/she himself/herself lacks it.</td>
<td>NT</td>
<td>IT</td>
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<td>AT</td>
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<td>21. My teacher remembers all the home work he/she gives and pulls us when we do not submit it on time.</td>
<td>NT</td>
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<td>22. In his/her teaching my teacher gives a lot of reference about the latest information.</td>
<td>NT</td>
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<td>23. My teacher teaches so clearly that there is no need for rising doubts in his/her class.</td>
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<td>AT</td>
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<td></td>
<td>Not I personally</td>
<td>Many of us feel</td>
<td>All of us feel</td>
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<td>24.</td>
<td>My teacher is insensitive to our feelings and problems.</td>
<td>NT IT MT AT</td>
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<td>25.</td>
<td>My teacher thinks and argues so logically that he/she is able to answer any question.</td>
<td>NT IT MT AT</td>
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<tr>
<td>26.</td>
<td>My teacher uses very apt words to express the concept he/she is explaining.</td>
<td>NT IT MT AT</td>
<td></td>
<td></td>
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<tr>
<td>27.</td>
<td>As my teacher brings and shows maps and charts, his/her lessons are interesting.</td>
<td>NT IT MT AT</td>
<td></td>
<td></td>
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<tr>
<td>28.</td>
<td>As my teacher only dictates notes in the class, there is no occasion to ask questions.</td>
<td>NT IT MT AT</td>
<td></td>
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<td>29.</td>
<td>My teacher never accepts her/her mistakes and he/she bluffs it off.</td>
<td>NT IT MT AT</td>
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<td>30.</td>
<td>I feel my teacher is partial while correcting the papers of tests and examinations.</td>
<td>NT IT MT AT</td>
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<td>31.</td>
<td>My teacher makes it a point to discuss our answers in tests and examinations.</td>
<td>NT IT MT AT</td>
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<tr>
<td>32.</td>
<td>My teacher does not hesitate to come and meet my parents at home about my progress if necessary.</td>
<td>NT IT MT AT</td>
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</table>
33. My teacher has a knack of adjusting his/her teaching to the level of every one of us.  
34. My teacher is accessible to us at all times so that we can clear our personal and academic doubts.  
35. We do not like the classes of this teacher because he/she uses bad and abusive language.  
36. I emulate (follow) the reading habit of my teacher.  
37. The teaching of my teacher is sporadic because he/she does not know where he/she stops and where he/she starts.  
38. The teaching of my teacher is limited to textual knowledge only.  
39. In his/her teaching my teacher gives wrong information or concepts.  
40. My teacher observes very attentively to everything we do (one mischievous behaviour) in the classroom.
41. The teaching of my teacher is so systematic and clear in each step that most of us follow him/her in his/her class.  

42. My teacher struggles very much to express his/her ideas in the class.  

43. As my teacher makes use of films and filmstrips in his/her teaching, his/her classes are interesting.  

44. If I cannot follow a question asked by the teacher, he/she helps me to understand it by making it simple.  

45. As my teacher thinks that he/she knows everything, there is no question of correcting himself/herself.  

46. My teacher penalises the students for their misbehaviour, while correcting their papers by giving less marks.  

47. My teacher never bothers to correct papers let alone informing us about our mistakes.
48. My teacher insists that my parents should check my progress periodically.

49. My teacher has the capacity to experience our difficulties the way we experience.

50. My teacher is very particular regarding our submission of assignment (home work) and he/she would not pardon our lapses.

51. My teacher is so gentle and soft spoken that we would be very silent in his/her class.

52. The way my teacher teaches is so boring because he/she lacks a good study habit.

53. My teacher covers in a class a vast related areas drawing information from various sources.

54. My teacher is a source of latest knowledge in the subject to all of us.

55. My teacher gets embarrassed when we rise questions because he/she himself/herself is not clear about the answer.
56. By the way my teacher teaches he/she sustains our interest in his/her lesson from the beginning to the end.

57. The teaching of my teacher is so confusing as his/her thinking is very muddled.

58. By the way my teacher uses very frequently such expressions as "I mean", "you see" etc., it is evident that the teacher does not have the good command over the language.

59. The teaching of my teacher is so dry because he/she does not give any verbal illustrations and examples.

60. I get very much involved in the class because my teacher questions in depth to make the point class.

61. If I ask something which my teacher does not know he/she will snub me.
62. My teacher corrects our answer scripts purely on their merit. NT IT MT AT

63. My teacher points out the mistakes we have committed in the answers and corrects them to put us on the right lines. NT IT MT AT

64. To my teacher, giving a progress report about us is a mere ritual. NT IT MT AT

65. The way our teacher behaves with us, I feel that he/she is one among us. NT IT MT AT

66. My teacher is very eager that we should understand all that he/she teaches to us. NT IT MT AT

67. Many students make fun of this teacher because he/she behave in a very cheap way. NT IT MT AT

68. I get inspired by the way my teacher spends his/her leisure time by reading in different libraries. NT IT MT AT

69. Because of his/her resourcefullness, my teacher is able to tackle any issue in the class. NT IT MT AT

70. The teaching of my teacher is sterile and routing as he/she confines to the old knowledge. NT IT MT AT
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<td>71. Because my teacher is very clear about the purpose of the lesson he/she is teaching, his/her classes are very illuminative.</td>
<td>NT</td>
<td>IT</td>
<td>MT</td>
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<tr>
<td>72. The lessons of our teacher is so absorbing for us because he/she never discourages us when we interrupt him/her in the middle.</td>
<td>NT</td>
<td>IT</td>
<td>MT</td>
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<tr>
<td>73. As my teacher spends a lot of time while planning each of his/her lessons, his/her teaching is very effective.</td>
<td>NT</td>
<td>IT</td>
<td>MT</td>
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<tr>
<td>74. The use of the terminologies by my teacher is very correct that the students have no difficulty in understanding him/her.</td>
<td>NT</td>
<td>IT</td>
<td>MT</td>
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<tr>
<td>75. My teacher makes use of the black board very extensively in order to illustrate his/her teaching points.</td>
<td>NT</td>
<td>IT</td>
<td>MT</td>
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<tr>
<td>76. I cannot enter into any discussion in the class of my teacher, because he/she does not encourage questioning.</td>
<td>NT</td>
<td>IT</td>
<td>MT</td>
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</table>
In case of things that my teacher does not know, he/she would direct me to someone who knows about it.

I am afraid that we suffer in the hands of the teacher during examinations, if I have to argue with him/her in the class.

My teacher utilises the answers of each one of us in the examination to help us to correct and improve ourselves.

My teacher is not bothered about our parental concern regarding our progress.

My teacher is not at all worried about our academic progress.

The classes of this teacher is very lively because he/she is humorous though very disciplined.

The teaching of my teacher is so inspiring because of his/her vast knowledge.

We would never miss the class of this teacher because they are extremely instructive and educative.
85. We get ourselves absorbed in the lessons of our teacher because he/she generates interest and evokes our curiosity at the very beginning of the lesson.

86. The teaching of my teacher is very effective because he/she develops the topic very logically and sequentially.

87. The classes of my teacher are very interesting because he/she gives a lot of illustrations from daily life to clarify a concept.

88. I can get the details of any sources of the information readily from my teacher.

89. As my teacher is very much concerned about us he/she takes a lot of interest in all our activities.
90. The straight and direct way my teacher treats us makes us respect him/her.

91. My teacher never spares any trouble to himself/herself in order to help us to understand what he/she teaches.

92. Academically my teacher is a very good guide to me.

93. My teacher gets upset if we do not come up to his/her expectations.
### APPENDIX B

**Scoring key for the teaching effectiveness scale**

<table>
<thead>
<tr>
<th>Human relationship dimension</th>
<th>Content dimension</th>
<th>Instructional dimension</th>
<th>Evaluative dimension</th>
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<td>+ 1</td>
<td>35</td>
<td>4</td>
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<td>+ 2</td>
<td>67</td>
<td>5</td>
<td>37</td>
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<tr>
<td>+ 3</td>
<td>81</td>
<td>6</td>
<td>38</td>
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<td>+ 17</td>
<td>93</td>
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*Note:* +Ve items were scored as 0123 for the response pattern NT, IT, MT, and AT.

and -Ve items are scored as 3210 to the response pattern of NT, IT, MT, AT.
APPENDIX C

BANGALORE UNIVERSITY
DEPARTMENT OF EDUCATION

Dr. B.G. SUDHA,
B.S. Satyanarayana

Teaching Aptitude Scale
(A Paired choice technique)

Directions.

In the following pages are given thirty six statements, each followed by two response patterns. These statements are about teaching. Please read each one of these statements along with the response patterns and decide which one of the response is most appropriate according to you underline that response to indicate your choice of the appropriateness of the response. Please remember that there are no right or wrong responses.

In this manner read all the thirty six statements with their corresponding responses and indicate your response by underlining it as stated above. Remember you have to underline any one of the two responses given under each statements.

As it is intended to identify your views about the teaching and the information would be kept confidential and would be used only for research purposes, you may please respond to these statements as Frankly and truly as possible.
Please fill in the following information about yourself:—

1) Name:______________________________________________

2) Sex: Male/Female

3) Qualification:__________________________________________

4) Age:__________________________ Years.

5) Marital Status

6) School in which you are working:—

7) Length of teaching Experience:—

8) Before becoming a teacher have you worked in any other Field (Please Specify).

9) If you get a better opportunity would you prefer to leave the teaching job and take up some thing else. YES/NO
Start From here:-

1) If anybody wants to become a good teacher he/she should:
   (a) Know the Students well
   (b) Keep the class very lively

2) To become a good teacher one should:
   (a) Undergo a training
   (b) Love the children very much

3) The main concern of teachers is:
   (a) to teach well in the class
   (b) to maintain discipline

4) The characteristics of a good teaching is:
   (a) to be loved by children
   (b) to be appreciated by the head master/head mistress.

5) Good teachers should:
   (a) Clear the doubts of Students
   (b) Keep the class under control

6) An effective teacher is one who:
   (a) is well qualified
   (b) maintains discipline well

7) A good teacher should be competent to:
   (a) come down to the level of students and teach
   (b) understand any subject.
8) Teaching is a noble profession because:
   (a) to teach others is sacred
   (b) it is not attractive economically

9) Successful teachers are those have the ability to:
   (a) Face any problems of the students
   (b) Face any administrative problem

10) A good teacher should possess the capacity to:
   (a) Learn by himself/herself.
   (b) Teach any subject.

11) Teaching should not be entrusted to anybody because:
   (a) It is a very difficult task
   (b) Its consequences are disastrous.

12) As a result of self evaluation of their own work by the teachers they should:
   (a) modify and improve their behaviour.
   (b) resign their job, if found incompetent

13) The effective teachers are those who have:
   (a) a good interpersonel relationship.
   (b) experienced in co-curricular activities.

14) A good teacher is characterized by his/her:
   (a) Communication skills.
   (b) Studious habits.
15) A genuine teacher is one who is always:
   (a) concerned about the students.
   (b) bothered about the views of the headmaster/headmistress about himself/herself.

16) The quality of the teaching of a teacher is measured by:
   (a) What the students feel about it.
   (b) What his/her colleagues think about him/her.

17) Good teachers are:
   (a) good communicators.
   (b) popular individuals.

18) The criterion to determine the quality of the work of a teacher is:
   (a) the impact of his/her teaching.
   (b) the extent of his/her preparation.

19) To become a teacher is:
   (a) ennobling
   (b) degrading

20) While selecting teachers one should consider their:
   (a) Commitment
   (b) age

21) Any one who wants to become a teacher should be ready to:
   (a) know his/her responsibility
   (b) live in poverty
22) Effective teachers always strive for:
   (a) improvement of their own interpersonal relationship.
   (b) the progress of the students.

23) The effective teaching is that which
   (a) inspires the students
   (b) present the subject matter clearly to the students.

24) Effective teachers are those who take extra pains to
   (a) clear the doubts of the students
   (b) do not get affected by other negative factors.

25) Everybody cannot become a teacher because:
   (a) real teachers are born teachers
   (b) it demands a sense of self dedication.

26) The hallmark of a good teachers is that they are:
   (a) great scholars
   (b) good companions.

27) Good teaching is characterised by:
   (a) Self-satisfaction.
   (b) gratitude from the parents.

28) While selecting the teachers one should consider the applicants:
   (a) communication skills
   (b) capacity for hard work
29) Good teacher is one who is:
   (a) an effective counsellor
   (b) a wise philosopher.

30) While preparing teachers one should give importance up:
   (a) a strong emotional commitment.
   (b) an intensive training.

31) The Factor that is needed to become a good teacher is:
   (a) an opportunity for training
   (b) a deep commitment.

32) The teaching profession is:
   (a) a most respectable job
   (b) as good as any other job.

33) The most important quality of a good teacher is:
   (a) Compassion
   (b) humane attitude

34) The most important Factor in teaching is:
   (a) qualities of a leader
   (b) mutual relationship.

35) The teaching profession is:
   (a) no more than that of a machine.
   (b) an enkindling act

36) Whatever may be ones profession one should teach because:
   (a) one could be free from worldly worries.
   (b) it is a social obligation.
## APPENDIX D

### Scoring Key for the teaching aptitude scale

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<td>+</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>33</td>
<td>+</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>34</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>35</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>36</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note:** + Ve items were scored as 2 and - Ve items were scored as 1
APPENDIX E

Frequency distribution of Aptitude scores from which the cut off points were competed.

<table>
<thead>
<tr>
<th>C. I</th>
<th>F</th>
<th>Cum F</th>
</tr>
</thead>
<tbody>
<tr>
<td>71 - 73</td>
<td>1</td>
<td>60</td>
</tr>
<tr>
<td>68 - 70</td>
<td>8</td>
<td>59</td>
</tr>
<tr>
<td>65 - 67</td>
<td>14</td>
<td>51</td>
</tr>
<tr>
<td>62 - 64</td>
<td>14</td>
<td>37</td>
</tr>
<tr>
<td>59 - 61</td>
<td>14</td>
<td>23</td>
</tr>
<tr>
<td>56 - 58</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>53 - 55</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>50 - 52</td>
<td>6</td>
<td>6</td>
</tr>
</tbody>
</table>

N = 60

\[ Q_1 = LRL + \frac{(\frac{3N}{4} - fc)x_i}{fw} \]
\[ = 58.5 + \frac{(15 - 9)}{14} \times 3 \]
\[ + 62 \]
\[ Q_1 = 62 \]

\[ Q_3 = LRL + \frac{(3N/4 - fc)}{fw} \times 1 \]
\[ = 64.5 + \frac{(45 - 37)}{14} \times 3 \]
\[ = 64.5 + 1.71 \]
\[ = 66 \]

\[ Q = \frac{Q_3 - Q_1}{2} = \frac{66 - 62}{2} = 1.71 \]
\[ Q_3 = 66 \]
APPENDIX F

Frequency distribution of the age of the teachers from which the cut off points were computed

<table>
<thead>
<tr>
<th>C. I</th>
<th>F</th>
<th>C. F</th>
</tr>
</thead>
<tbody>
<tr>
<td>54 - 56</td>
<td>1</td>
<td>60</td>
</tr>
<tr>
<td>51 - 53</td>
<td>2</td>
<td>59</td>
</tr>
<tr>
<td>48 - 50</td>
<td>4</td>
<td>57</td>
</tr>
<tr>
<td>45 - 47</td>
<td>5</td>
<td>53</td>
</tr>
<tr>
<td>42 - 44</td>
<td>10</td>
<td>48</td>
</tr>
<tr>
<td>39 - 41</td>
<td>9</td>
<td>38</td>
</tr>
<tr>
<td>36 - 38</td>
<td>2</td>
<td>29</td>
</tr>
<tr>
<td>33 - 35</td>
<td>7</td>
<td>27</td>
</tr>
<tr>
<td>30 - 32</td>
<td>13</td>
<td>20</td>
</tr>
<tr>
<td>27 - 29</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>26</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

N=60

\[ Q_1 = \text{LRL} + \left( \frac{N/4 - fc}{fw} \right) \times 1 \]

\[ = 29.8 + \left( \frac{15-7}{13} \right) \times 3 \]

\[ = 29.5 + 1.84 \]

\[ = 31.34 \]

\[ Q_1 = 31 \]

\[ Q_3 = \text{LRL} + \left( \frac{3N/4 - fc}{fw} \right) \times 1 \]

\[ = 41.5 + \left( \frac{45 - 38}{10} \right) \times 3 \]

\[ = 44 \]

\[ Q_3 = 44 \]
APPENDIX G

Frequency distribution of teaching experience of teachers from which the cut off points were computed.

<table>
<thead>
<tr>
<th>C.I</th>
<th>f</th>
<th>C.f</th>
</tr>
</thead>
<tbody>
<tr>
<td>24 - 26</td>
<td>1</td>
<td>60</td>
</tr>
<tr>
<td>21 - 23</td>
<td>7</td>
<td>59</td>
</tr>
<tr>
<td>18 - 20</td>
<td>9</td>
<td>52</td>
</tr>
<tr>
<td>15 - 17</td>
<td>11</td>
<td>43</td>
</tr>
<tr>
<td>12 - 14</td>
<td>2</td>
<td>32</td>
</tr>
<tr>
<td>9 - 11</td>
<td>9</td>
<td>30</td>
</tr>
<tr>
<td>6 - 8</td>
<td>10</td>
<td>21</td>
</tr>
<tr>
<td>3 - 5</td>
<td>11</td>
<td>11</td>
</tr>
</tbody>
</table>

N = 60

\[ Q_1 = LRL + \left( \frac{N/4 - fc}{fw} \right) i \]
\[ = 5.5 + \frac{(15 - 11)}{10} 3 \]
\[ = 5.5 + 1.2 = 6.7 \quad Q_1 = 7 \]

\[ Q_3 = LRL + \left( \frac{3N/4 - fc}{fw} \right) i \]
\[ = 17.5 + \frac{45 - 43}{9} \times 3 \]
\[ = 17.5 + 0.66 = 18 \quad Q_3 = 18 \]
APPENDIX 'H'

List of schools from which the sample of teachers was drawn for administration of tools.

1. Crescent High School, Basavanagudi, Bangalore.
2. Bangalore High School, Chamarajpet, Bangalore.
4. Sarvottama High School, Chamarajpet, Bangalore.
5. Model Education Society, Jayanagar, Bangalore.
8. Corporation Girls High School, Srirampuram, Bangalore.
9. Corporation Boys High School, Malleswaram, Bangalore.