APPENDIX A

QUESTIONNAIRE

Name:

Dear Sir/Madam,

I am working for M. Phil degree as a student in the N.K.T. National College of Education. The topic of my research is "Stress in relation to social desirability, coping strategies and job satisfaction among school teachers".

The study aims at getting an insight into the sources of stress and the job satisfaction among teachers.

I shall be grateful to you if you could kindly fill in these questionnaires. I request you to be very frank and objective in giving your response. I assure you that the information given by you will be kept confidential and used purely for research purpose.

Your kind co-operation is solicited.

Thanking you,

Yours sincerely,

SUNETRA SAMUEL
**SECTION I**

Please mark a tick mark in the relevant columns

1. **Name of the School** : Govt./Aided/Private/ Corporation Boys/Girls/Co-Ed.

2. **Sex** : Male/Female

3. **Qualifications:**
   Academic : Graduate/Post Graduate
   Professional : B.E.,/M.Ed.

4. **Subject Taught** : Science/Arts

5. **Length of Teaching experience in completed years** : 0-4/5-10/11-19/ over 20


7. **Grade level taught** : Hr.Sec/Secondary/Primary
SECTION II

Teachers Stress Source Scale

Direction

The purpose of this scale is to discover to what extent the items listed below are sources of stress to teachers. In your role as a teacher please indicate the extent to which the following items are sources of stress to you.

1. Please put a tick mark (✓) under the column against items.

2. Please response to all the sources of stress listed

No Mild Moderate Much Extreme
Stress Stress Stress Stress Stress

A. PUPIL'S BEHAVIOUR

1. Indifference towards home work
2. Lack of interest in written work
3. Too great an interest in games and sports
4. Easy going nature
5. Poor concentration
6. Lack of attention in the class
7. Poor response in the class
8. Irregular attendance
9. Poor grasping power (comprehension)
10. Poor to retention power
11. Lack of Interest in learning new material
12. Truancy (Pupil absents from school without valid reasons)
13. Lack of initial/background knowledge in subjects
14. Frequent late coming to the class
15. Lack of motivation to get good marks
16. Too much reliance on 'readymade' notes
17. Over confidence
18. Doing some other work in the classroom
19. Disturbing other pupils
20. Non observance of classroom rules and regulations
21. Noise made by the pupils
22. Mal-practice in tests/examination
23. Non acceptance of teachers/authority

B. WORKING CONDITIONS
24. Extra work after school hours
25. Too much of correction work (Pupils note book, records, test papers)
26. Inadequate salary
27. Large classes
28. Heavy syllabus
29. Too many extra curricular activities
30. Standing throughout the day
31. Lack of classrooms and space in the class-rooms
32. Over crowded class rooms
33. Inconvenient periods (such as last period in the morning or in the evening)
34. Inadequate maintenance of school buildings
35. Lack of teaching materials, aids or equipments for practicals
36. Lack of inservice training programme
37. Poorly ventilated and badly lighted class rooms
38. Noisy playground in the neighbourhood of the classroom
39. No recreational facilities in the staff room
40. Lack of time to relax between lessons
41. Lack of reference materials for students and teachers
42. Poor promotion opportunities in the job
43. Noise from nearby classes and noise due to traffic outside
44. Fear of transfer
45. Lack of time for giving individual attention to students
46. Too many rules and regulations
47. Too much substitute work (when teachers are absent)
48. Too much non academic work
49. A heterogeneous group of pupils with differing ability levels

6. SCHOOL ETHOS
50. Lack of respect and regard from the public
51. Lack of co-operation among teachers
52. Inefficient administration
53. Lack of harmony among teachers and Headmaster
54. Lack of encouragement for original and creative work
55. Lack of consultation between teachers and Headmaster
56. Authoritarian attitude of the Headmaster
57. Lack of Parents' co-operation
58. Parents' intrusion in non-academic matters
59. Parents' indifferences towards their children's studies
60. Lack of support from the public to improve the conditions of the school
61. Un-professional behaviour of colleagues
62. Close supervision of the Headmaster
63. Too much of interference of the management in teaching
64. Strict disciplinary procedures
65. Little scope for developing values in students
### SECTION III

<table>
<thead>
<tr>
<th>Stress Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Stress</td>
</tr>
<tr>
<td>Mild stress</td>
</tr>
<tr>
<td>Moderate stress</td>
</tr>
<tr>
<td>Much stress</td>
</tr>
<tr>
<td>Extreme stress</td>
</tr>
</tbody>
</table>

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

SOCIAL DESIRABILITY

Listed below are a number of statements concerning attitudes and traits. Read each item and decide whether the statement is true or false as it pertains to you personally. Indicate your answer either 'true' or 'false' by a tick mark (√) in the space provided against each item.

1. Before voting I thoroughly investigate the qualifications of all the candidates.

2. I never hesitate to go out of my way to help some one in trouble.

3. It is sometimes hard for me to go on with my work if I am not encouraged.

4. I have never intensely disliked anyone.

5. On occasions I have had doubts about my ability to succeed in life.

6. I sometimes feel resentful when I don’t get my way.

7. I am always careful about my manner of dress.

8. My table manners at home are as good as when I eat out in a restaurant.

9. If I could get in to a movie without paying and be sure I was not seen I would probably do it.

10. On a few occasions, I have given up doing something because, I thought too little of my ability.

11. I like to gossip at times.

12. There have been times when I felt like rebelling against people in authority even though I knew they were right.

13. No matter who I’m talking to, I am always a good listener.

14. I can remember 'playing sick' to get out of something.

15. There have been occasions when I took advantage of someone.

16. I’m always willing to admit it when I make a mistake.

17. I always try to practice what I preach.
18. I don't find it particularly difficult to get along with loud mouthed, obnoxious people.

19. I sometimes try to get even rather than forgive and forget.

20. When I don’t know something I don’t at all mind admitting it.

21. I am always courteous, even to people who are disagreeable.

22. At times, I have really insisted on having things my own way.

23. There have been occasions when I felt like smashing things.

24. I would never think of letting someone else be punished for my wrong doings.

25. I never resent being asked to return a favour.

26. I have never been irked when people expressed ideas very different from my own.

27. I never make a long trip without checking the safety of the journey.

28. There have been times when I was quite jealous of the good fortune of others.

29. I have almost never felt the urge to tell someone off.

30. I am sometimes irritated by people who ask favour of me.

31. I have never felt that I was punished without cause.

32. I sometimes think when people have a misfortune they only got what they deserved.

33. I have never deliberately said something that hurt some one’s feelings.
SECTION V
COPING STRATEGIES SCALE

The purpose of this scale is to discover to which level the coping strategies are possessed by the individuals. In your role as a teacher, please indicate your coping level by a 'tick' mark (✓) under the corresponding of column against each item.

1. I can work quickly when needed, but take my time when there is no need to rush.
   True False

2. I never feel a sense of guilt when taking time off.

3. I can control my temper; when I lose it, this is calculated and I don't go beyond what I intended to say or do.

4. I can leave my work and relax.

5. I am able to look at a pile of work to be done and not get 'thrown' by it, or get a panicky feeling that I'll never manage.

6. If something does not happen just when I expected or wanted it to I can simply get on with something else and 'forget' about the unfinished thing.

7. I can focus on one thing at once and clear my mind of other things to be done.

8. I can usually get other people to see all sides of a problem.

9. I can take a measured look at a job to be done without feeling an urge to rush into action before getting things properly through out.

10. I can unwind quickly on holiday and begin to enjoy myself from the start.

11. I can get disappointments without getting too upset; I recognise that one cannot have everything the way one wishes.

12. I can forget my mistakes without too much difficulty, recognizing that not everything goes the way one wants it to.

13. I can let go and enjoy my relaxation time.
14. I am able to turn my mind from one problem to focus on another without the former getting in the way.

15. I do not let worries get out of hand; my worries are constructive/problem-solving rather than negative restatements of the problem.

16. I can usually strike some kind of acceptable balance between what I want and what others expect.

17. Giving negative feedback to subordinates is not too difficult.

18. I can usually deal effectively with aggressive people so that the heat is taken out of the situation.

19. I am able to give my view without being over assertive in most situations.

20. I am able to tell other people what I feel and think; I do not simmer privately or explode.

21. I can delegate; I do not take something on myself rather than ask a subordinate to take on an extra chore.

22. I can say 'no' when a colleague makes an unreasonable demand, without getting into conflict.
SECTION VI

JOB SATISFACTION SCALE

Thirty satisfaction items of the teaching job are listed below - please indicate the extent to which you feel you are satisfied with each item. The response to each item is required on a five point scale-please indicate, your satisfaction level by a 'tick' mark (✓) under the corresponding column against each item.

| Very dissatisfied | Fairly dissatisfied | Neither satisfied | Fairly satisfied | Very satisfied |

1. The availability of library and audio-visual resources.
2. The number of hours you teach each week.
3. The number of hours on non-teaching duties each week.
4. Your freedom to select teaching materials (within available funds).
5. The preparation time available during the school day.
6. The physical conditions of your classrooms.
7. Your allocation to teaching a particular class/unit.
8. The size of the classes you teach.
9. The availability of facilities for your recreation activities.
10. The amount of preparation and correction required of you during and out of school time.
11. Your entitlements to leave of absence.
12. The attitude of pupils' towards learning.
14. The attitude of parents towards education.
15. The general behaviour of pupils in the school.
16. The level of pupil achievement in your class (es).
17. The stimulation in your work.
18. The ability level of pupils in your class (es).
19. The general behaviour of pupils in your class (es).
20. The expectations of senior/the principal hold for you as a teacher.
21. Your relationships with senior staff in the school.
22. Your relationship with other teachers.
23. Recognition by others of your work.
24. The provision of useful advice to assist you with problems you encounter in teaching.
25. The time tabling of the programme/activities.
26. Your involvement in decisions about school policy.

27. The distribution of resources within your school.

28. The status of teachers in society.

29. The salary you receive.

30. The attitudes of society towards education.
### APPENDIX B

**Scoring Key for Marlowe-Crowne's Social Desirability Scale**

<table>
<thead>
<tr>
<th>No</th>
<th>Response</th>
<th>No.</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>True</td>
<td>18</td>
<td>True</td>
</tr>
<tr>
<td>2</td>
<td>True</td>
<td>19</td>
<td>False</td>
</tr>
<tr>
<td>3</td>
<td>False</td>
<td>20</td>
<td>True</td>
</tr>
<tr>
<td>4</td>
<td>True</td>
<td>21</td>
<td>True</td>
</tr>
<tr>
<td>5</td>
<td>False</td>
<td>22</td>
<td>False</td>
</tr>
<tr>
<td>6</td>
<td>False</td>
<td>23</td>
<td>False</td>
</tr>
<tr>
<td>7</td>
<td>True</td>
<td>24</td>
<td>True</td>
</tr>
<tr>
<td>8</td>
<td>True</td>
<td>25</td>
<td>True</td>
</tr>
<tr>
<td>9</td>
<td>False</td>
<td>26</td>
<td>True</td>
</tr>
<tr>
<td>10</td>
<td>False</td>
<td>27</td>
<td>True</td>
</tr>
<tr>
<td>11</td>
<td>False</td>
<td>28</td>
<td>False</td>
</tr>
<tr>
<td>12</td>
<td>False</td>
<td>29</td>
<td>True</td>
</tr>
<tr>
<td>13</td>
<td>True</td>
<td>30</td>
<td>False</td>
</tr>
<tr>
<td>14</td>
<td>False</td>
<td>31</td>
<td>True</td>
</tr>
<tr>
<td>15</td>
<td>False</td>
<td>32</td>
<td>False</td>
</tr>
<tr>
<td>16</td>
<td>True</td>
<td>33</td>
<td>True</td>
</tr>
<tr>
<td>17</td>
<td>True</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>