Dear Friends,

I have undertaken a study entitled “Attitudes and Stress in relation to performance among the prospective teachers of oriental languages” for my Ph.D. work. I request your kind co-operation. Please fill in the following questionnaire. Don’t leave any questions unanswered. The responses would be used for research purpose only.

Thanking you for your co-operation.

Guide                Researcher

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PERSONAL DATA

1. Name :
2. Gender : Male/ Female
3. Economic Status : Poor/Lower Middle/ Upper Middle/Rich
4. Oriental Language : Hindi / Telugu
5. Brought Up : Rural/ Urban
6. Marks Percentage : Theory
7. Teaching Grade : A / B / C
PART A

1. Interest in profession is the primary requisite for any trainee.
2. Teacher training course develops teacher competencies.
3. The subject of Teacher Training Course are meant for teacher development.
4. Sensitivity towards community is necessary for the teacher.
5. Development of wholesome personality is the central aim of education.
7. Nine months teacher training leaves the trainee equipped with the necessary inputs but undigested.
8. Any trainee turns competent if all the programmes of the course are undergone.
9. Teacher education institution cannot fulfill its purpose without minimum essential facilities.
10. Student seminars broaden the teacher behavior.
11. Assignments give scope for competent development of material for the chosen topics.
12. Classroom discussions broaden the minds of learners.
13. Training is necessary for improving quality in education.
14. The trainee cannot peacefully do the intensive Teacher Training Programme without residential accommodation.
15. Guiding the students is an inbuilt responsibility of any teacher.
16. Philosophical foundations develop proper perspective of education.
17. Examinations facilitates the feedback on teaching learning.
18. Without understanding the psychology of the learner the teacher fails in relating learning material to the learner.
19. Without technological foundations the teacher may be a misfit today.
20. Computer literacy is an inevitable requirement of any teacher.
21. Without communicative abilities teacher cannot reach the learner.
22. Use of relevant teaching method/technique for any type of content reflects the teacher competency.
23. Lecture method cannot give scope for the learner development.
24. The focal function of training is how to plan and organize the content.
25. The best help the trainee receives from the teacher educator is in lesson plan.
26. Use of teaching learning material adds to the clarity of the content.
27. Without internship, experience in teaching of the trainee is unimaginable.
28. Internship facilitates the learner centered teaching.
29. Internship, trainee realizes the importance of student teacher relationships.
30. Internship only introduces the trainee to the teaching profession in its locale.
31. Practical activity of the Teacher Training Courses has good scope during internship.
32. Internship helps the teacher trainee a lot in giving experience of teaching.
33. Internship provides for the applied knowledge of school administration.
34. More the teacher is aware of the interactive styles of teaching more he excels in his practice teaching.
35. Community studies record work develops social perspective.
36. Case study facilitates the needed guidance.
37. S.U.P.W. work brings out the talents of the teacher trainee.
38. Cultural studies record sensitizes the teacher to be aware of cultural background of the learner.
40. Experiments and trails in psychology help in understanding the students.
41. Participation in cultural activities provides for emotional development.
42. Participation in literacy activities provides for intellectual development.
43. Participation in group activities provides for social development.
44. Participation in games and sports provides for physical endurance.
45. Participation in civic activities promote civic sense.
46. Participation in service activities develops affective domain.
PART B

1. I feel very tensed thinking about the variety of work in Training period.
2. The non familiar procedures(Chart, model) in Teaching make me irritated.
3. I have the ability to keep things under control even under very stressful conditions.
4. My future is uncertain if I pass this training course.
5. There is not much security in the job which I can get due to this training.
6. The unprecedented bus strikes, bandh or hartal may affect my training.
7. I do not consider my self quite suitable for teaching because of the variety of competencies needed for teaching.
8. I can work even in the difficult situations also.
9. Since teaching is a job which needs a lot of cohesion with the main stream of the society I doubt whether I am fit for that.
10. It will be very difficult to travel from my house/hostel to the practicing school with the teaching aids.
11. Considering the other jobs I feel that the nature of teaching job is satisfactory.
12. I am confused by contradictory instructions the my teachers.
13. My teachers often neglect even my reasonable opinions.
14. I think that I am in close and constant supervision of my teachers.
15. My teachers are ready to help me to solve all the probable difficulties which I may face during training period.
16. I get enough opportunities from my college to flourish my abilities.
17. During this course often I have to perform things which are not at all interesting to me.
18. My courses imposes constraints in acting creatively and independently.
19. I may find it difficult to compromise between my views with formalities of the school.
20. The lack of facilities in the practicing school effected the quality of my teaching.
21. The menter teachers interference in my teaching may affect my teaching.
22. I suspect whether I may get sufficient feedback from the students, ensuring they have understood the topic I taught.
23. I expect the same amount of respect and co-operation of students to also which they give to their teachers.
24. Often I feel very difficult to get along with my classmates.
25. My classmates opinions are often differ with my style of work.
26. I find it difficult to ask suitable questions on topic, I have taught to check their level of understanding.
27. I doubt whether I can prepare the question paper for achievement test following all the technicalities of the blueprint.
28. I don’t think, I can conduct the achievement test and evaluate the answer papers for all the classes I teach in time.
29. Students may ask un-answerable questions based on the topics I teach.
30. There is no opportunity to express my feelings and ideas in teaching.
31. I feel hurt when others criticize my class.
32. I doubt whether I can bring predetermined behavioural changes (specification) in the student.
33. I am not sure whether the students will understand the learning activities fully.
34. I feel it difficult to determine and to prepare appropriate teaching aids for the topic.
35. I may find it difficult to conduct the learning activities during teaching.
36. I may not be able to take the class they way the teachers demonstrated.
37. I don’t have sufficient knowledge to the classes in a better and vivid way.
38. I fear whether I can teach better, when my teacher comes for observation.
39. I doubt whether I can use the teaching aids properly when my teacher comes for supervision.
40. It is difficult to find suitable learning activities which can motivate the students.
41. I feel worried if I teach badly before the supervising teacher that I may lose marks.
42. The confusion in following the different types of lesson plans (2 column, 4 column etc.) may cause difficulty in taking classes.
43. I have freedom to prepare the lesson plan for the topic which I am taking according to my will.
44. Often I cannot determine how much of the topic to be included for effective transaction in one period.
45. It is difficult to find out the proper questions for evaluating the learning activities.
46. I may have to engage myself more in teaching learning activities than the normal working hours.
47. I doubt about my work to my satisfaction on account of the learning load and lack of time.
48. I can complete the topic effectively in time.
49. Lack of time for preparation may affect my teaching if I have to take classes in successive periods.
50. Indiscipline among the students in the class may effect my teaching.
51. I fear what would be the students reaction when I go to the class.
52. It may be difficult to teach having less disciplined classes.
53. I feel worried on thinking that I may have to teach in classes where there are students bigger than me.