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* ANNEXURES *
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ANNEXURE - I

THE M.S. UNIVERSITY OF BARODA

TEACHER INNOVATIVENESS IN TAMIL NADU

Guide:

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Dear Friend,

In our country tremendous changes have taken place, as you are aware of, in the field of education. Several Commissions and Committees have recommended salutary changes in our system of education. This has inspired many teachers to attempt educational innovations. In fact, in every educational campus, we hear of efforts being taken for doing something great in an innovative manner.

This investigation, therefore, is an attempt to identify the innovativeness of teachers. I request you to give your valuable response to all the items in this questionnaire without leaving anyone.

I assure you that your responses and all other information supplied by you will be treated in the customary manner of strict confidentiality for purely research purpose.

Let me thank you for your kind co-operation in providing your valuable responses.

Investigator

SURVEY OF TEACHERS' OPINIONS

1. PURPOSE OF THE QUESTIONNAIRE:

The questionnaire has been designed as part of a large scale research study. The purpose is to ascertain the opinions of teachers in Tamil Nadu in a selected sample of Secondary Schools and Colleges on various educational issues.

The main focus of the study is to investigate the attitude of teachers towards innovations in education. For the purpose of the study an innovation is taken to mean a significant change in educational objectives, curriculum content, teaching methods, pupil grouping, staff deployment, resource utilisation or institutional organisation.

2. POINTS FOR FILLING UP THE QUESTIONNAIRE:

It will be greatly appreciated if you will be good enough to complete the questionnaire fully and accurately.

The following points may kindly be borne in mind.

- a) All responses are merely matters of opinion. There are no right or wrong answers.
- b) In response to each item express your own genuine opinion. Do not respond as how teachers generally are likely to respond or in a manner which you think is considered desirable, if this is in conflict with your own personal opinion.

- c) Answer each question by selecting one response only from the alternatives offered. In some cases the choice of response may seem difficult - even frustrating - but you will note that the response you choose is meant merely to represent the nearest approximation of your opinion.
- d) Try to answer every item as each forms an important part of the total questionnaire.
- e) Do not dwell too long on any response. Give the answer which is uppermost in your mind.

3. ANONYMITY AND CONFIDENTIALITY:

To preserve the anonymity of all respondents neither your name nor the name of your school/college will appear on the questionnaire. All responses will be treated in complete confidence.

For each question please tick the appropriate box

PERSONAL DATA

1. Sex	<input type="checkbox"/> Male	<input type="checkbox"/> Female
2. Age	<input type="checkbox"/> Above 35 years	<input type="checkbox"/> Below 35 years
3. Teaching experience (count completed years only)	<input type="checkbox"/> 5 years and more	<input type="checkbox"/> Less than 5 years
4. Professional qualifi- fication - Do you possess B.Ed. Degree?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

-
- | | | |
|--|--|---------------------------------------|
| 5. Educational Qualification | Degrees completed
() Post Graduate | Degrees not completed
() Graduate |
| 6. Have you taught in any other School/ College for at least one year? | () Yes | () No |
| 7. Have you served as a teacher educator? | () Yes | () No |
| 8. Have you attended any in-service course in education? | () Yes | () No |
| 9. Do you read any research studies in education? | () Yes | () No |
| 10. Do you find teaching satisfying? | () Very satisfying | () Not very satisfying |
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SECTION I

TOOL ON "TEACHER INNOVATIVENESS"

DIMENSION I: DEBATABLE CHANGES IN EDUCATION

Here is an arbitrary list of educational innovations which have been the subject of a good deal of debate and discussion. Some of them you may consider desirable and some undesirable, in varying degrees. Clearly there are no 'right' or 'wrong' answers.

Consider each innovation in turn, imagine that it is being considered for introduction in your school/ college and that, if it were introduced you would be significantly affected by the change.

For each innovation independently indicate the extent to which you would regard the change as desirable or undesirable. Follow the same procedure even if the innovation is already in operation in your school/college.

Use the following key and in response to each item circle the response which approximates most closely to your own personal opinion of the desirability of the change:

- SA = I strongly agree with the change
- A = I agree with the change
- TA = I tend to agree with the change
- TD = I tend to disagree with the change
- D = I disagree with the change
- SD = I strongly disagree with the change

Item	Proposed change	Circle one Response					
1.	A comprehensive programme of educational, personal and social guidance for all pupils.	SA	A	TA	TD	D	SD
2.	Special provision for socially or culturally disadvantaged students in your class(es)	SA	A	TA	TD	D	SD
3.	Provision of a special enrichment programme for the ablest pupils in your class(es)	SA	A	TA	TD	D	SD
4.	Continuous assessment of individual pupil's progress in your class(es) in place of competitive class examinations	SA	A	TA	TD	D	SD
5.	Remedial provision for the least able pupils in your class(es)	SA	A	TA	TD	D	SD

Item	Proposed change	Circle one Response
6.	An experiment in co-ordinating school/college subjects, in which your subject(s) would be involved	SA A TA TD D SD
7.	Syllabi based on the ascertained interests of pupils in your subject(s)	SA A TA TD D SD
8.	Your involvement in a school/college council curriculum project in your subject(s)	SA A TA TD D SD
9.	Experimentation with problem solving/enquiry/discovery approaches to learning in your subject(s)	SA A TA TD D SD
10.	The abolition of conventional system of rewards and punishments.	SA A TA TD D SD
11.	A programme aimed at the development of an informal, non-authoritarian personal relationship between teachers and pupils.	SA A TA TD D SD
12.	A project designed to individualize pupils' learning in your class(es)	SA A TA TD D SD
13.	Experimentation with a programme designed to develop pupil creativity in your subject(s)	SA A TA TD D SD
14.	The use of programmed learning material or teaching machines in your subject(s)	SA A TA TD D SD
15.	Extensive use of educational films and television in your subjects.	SA A TA TD D SD

Item	Proposed change	Circle one Response
16.	The use of technical and audio-visual aids as a normal feature of your teaching method	SA A TA TD D SD
17.	The use of multimedia curriculum packages in your subject(s) such as the one developed by the School council/Nuffield foundation	SA A TA TD D SD
18.	Teaching your subject to pupils in unstreamed mixed ability groups.	SA A TA TD D SD
19.	Flexible or block time-tabling in place of the conventional separate class periods	SA A TA TD D SD
20.	Flexible size and composition of learning groups in place of a reliance on 'the class' as the sole unit of organisation for learning	SA A TA TD D SD
21.	Teaching pupils in mixed age groups based on achievement in place of conventional age grouping in your subject(s)	SA A TA TD D SD
22.	Flexible use of resources and accommodation in place of exclusive reliance on 'class room' based learning	SA A TA TD D SD
23.	A project in team-teaching in which you would be involved	SA A TA TD D SD

Item	Proposed change	Circle one Response					
24.	The use of non-teaching ancillary staff in your class room	SA	A	TA	TD	D	SD
25.	A programme designed to encourage all staff to participate in inservice education	SA	A	TA	TD	D	SD
26.	Co-operative self-evaluation by staff on the objectives of their teaching	SA	A	TA	TD	D	SD
27.	A systematic self-evaluation by staff of the appropriateness and effectiveness of the total curriculum of the school/college	SA	A	TA	TD	D	SD
28.	The formation of a parent-teacher association	SA	A	TA	TD	D	SD
29.	A programme to develop community involvement in the life of the school/college	SA	A	TA	TD	D	SD
30.	Development of a close working liason between teachers and parents	SA	A	TA	TD	D	SD

DIMENSION II:

PROCESS OF CHANGE IN EDUCATION

One may choose to adopt or not to adopt an innovation in education for a variety of reasons. Some of these reasons may include the specific characteristics of the innovation itself or the process and circumstances of the introduction of the innovation.

Imagine that a major new curriculum innovation in your own subject/subjects is being considered for introduction into your school/college and that, if it were introduced, you would be likely to play a major

part in its adoption and use. Now consider each of the following hypothetical statements independently and in response to each statement indicate in turn the degree to which you think it is likely to influence your decision to adopt or not to adopt the innovation in question.

Remember that you are considering throughout a single innovation and assessing some of the 'Pros' and 'Cons' in so far as you would personally be involved in the change.

Use this Key

- A = I would take the initiative if asked to try out innovation.
- B = I would respond to a request for volunteers to try out the innovation.
- C = I would try the innovation only if specifically requested to do so.
- D = I would prefer to continue with my current practices.
- E = I would tend to oppose the introduction of the innovation.
- F = I would definitely oppose the introduction of the innovation.

Item	Proposed change	Circle one response
1.	If I were not given a full understanding of the aims and likely consequences of the change.	A B C D E F
2.	If my roles and responsibilities in the innovation were not clearly defined.	A B C D E F
3.	If the norms and values of the school/college did not appear to favour innovation.	A B C D E F
4.	If there were not adequate means whereby I could readily discuss problems I might have with the innovation.	A B C D E F

Item	Proposed change	Circle one response
5.	If experimentation and creativity among staff were not actively encouraged by the school/college.	A B C D E F
6.	If adequate material resources for the innovation were not assured.	A B C D E F
7.	If I did not feel assured that any mistake I might make in introducing new ideas would be accepted as a normal part of the process of professional growth.	A B C D E F
8.	If I felt that staff were not helped to adjust to the demands of new roles and relationships arising from innovation.	A B C D E F
9.	If I were not given a clear understanding of the need for the change.	A B C D E F
10.	If I had not been involved in making major decisions that affected my role in the innovation.	A B C D E F
11.	If staff generally were not helped to develop the ability to accept new challenges and experiences.	A B C D E F
12.	If there were inadequate provision for consultation regarding the change.	A B C D E F
13.	If it appeared to be in compatible with the values and expectations, of my colleagues.	A B C D E F
14.	If I did not feel free to discuss my new ideas with colleagues without some risk of their resentment or opposition.	A B C D E F

Item	Proposed change	Circle one response
15.	If it were seen to be in conflict with the attitudes and priorities of my colleagues.	A B C D E F
16.	If I felt that my colleagues generally were resistant towards innovation in education.	A B C D E F
17.	If I thought it might be difficult to convince my colleagues of the value of innovation.	A B C D E F
18.	If I felt that my colleagues generally favoured more traditional educational practices.	A B C D E F
19.	If I thought that by adopting it might alienate some of my colleagues	A B C D E F
20.	If I thought that it might adversely affect the morale of some of my colleagues	A B C D E F
21.	If the educational system did not seem to encourage experimental innovative practices.	A B C D E F
22.	If I felt that I did not receive support for change from the local community	A B C D E F
23.	If there appeared to be official administrative resistance to new ideas.	A B C D E F
24.	If there appeared to be little public recognition of innovativeness.	A B C D E F

Item	Proposed change	Circle one response
25.	If teachers were not encouraged by the educational system to develop initiative and creativity	A B C D E F
26.	If I felt that the educational system was not materially helping the dissemination and adoption of new ideas	A B C D E F
27.	If it would involve a major change in any current teaching methods	A B C D E ~ F
28.	If I thought it might enhance the reputation of the school	A B C D E F
29.	If it required keeping abreast of research and reading on the subject	A B C D E F
30.	If it involved teaching pupils in mixed ability groups	A B C D E F
31.	If it required a large amount of daily preparation	A B C D E F
32.	If it involved extensive use of Audio-visual or technological aids	A B C D E F
33.	If it were to require some change in my professional values and beliefs	A B C D E F
34.	If it entailed the use of considerable free discipline in the class-room	A B C D E F
35.	If it involved a radical reappraisal of the objectives of my teachings	A B C D E F

Item	Proposed change	Circle one response
36.	If it involved a planning and carrying out a major part of my teaching along with other teachers	A B C D E F
37.	If it involved a significant integration of the traditional subjects or the school curriculum	A B C D E F
38.	If it were likely to entail evaluation of my progress with the innovation	A B C D E F
39.	If it's superiority over existing practices had not been demonstrated conclusively	A B C D E F
40.	If I thought that failure with the innovation might in any way jeopardise my career prospects	A B C D E F
41.	If I did not have an opportunity to see it in operation elsewhere	A B C D E F
42.	If there seemed to be any risk that the innovation might fail	A B C D E F
43.	If very little were known about the consequences of its use	A B C D E F
44.	If teachers and pupils in some other schools/colleges were not responding very favourably to it	A B C D E F
45.	If it required special retraining through attendance at inservice courses	A B C D E F

Item	Proposed change	Circle one response
46.	If I thought that it might improve the quality of pupil learning	A B C D E F
47.	If I felt that it might help to achieve the goals of the school/college	A B C D E F
48.	If I thought it might improve the morale of my pupils	A B C D E F
49.	If I felt that it might improve the schools/colleges standing in the eyes of the community	A B C D E F
50.	If I felt assured that my work in general was considered by the school/college to be important and valuable	A B C D E F
51.	If it was in line with the preference of the administration of the school/college	A B C D E F
52.	If I felt that by adopting it I would be seen to be making a significant contribution to the school/college	A B C D E F
53.	If I got real professional satisfaction from working on the idea for its own sake	A B C D E F
54.	If it was in a field in which I had a really special professional interest	A B C D E F
55.	If it would give me the opportunity to undertake some good research in the subject	A B C D E F

Item	Proposed change	Circle one response
56.	If the idea was original and creative	A B C D E F
57.	If the idea had theoretical relevance to existing knowledge in the field	A B C D E F
58.	If I thought it would be likely to contribute towards my professional development	A B C D E F
59.	If I thought it would make effective use of my professional skills and talents	A B C D E F
60.	If I felt that it would make for the effective use of my professional time	A B C D E F

DIMENSION III:

VALUES AND OPINIONS IN EDUCATION

The following statements express controversial opinions on various educational issues. Clearly there are no right or wrong answers. Indicate whether on the whole you agree or disagree with each statement by circling the one response which most closely approximates to your own honest opinion on the issue.

Use the following key:

SA = I strongly agree
A = I agree
TA = I rather tend to agree
TD = I rather tend to disagree
D = I disagree
SD = I strongly disagree

Item	Proposed change	Circle one response
1.	Schools/colleges of today are neglecting the three R's (Reading, Writing and Arithmetic)	SA A TA TD D SD
2.	The pupil-teacher relationship is the relationship between a child who needs direction, guidance and control and a teacher who is an expert in supplying direction, guidance and control	SA A TA TD D SD
3.	The backbone of the school/college curriculum is subject matter; activities are useful mainly to facilitate the learning of subject matter	SA A TA TD D SD
4.	The curriculum consists of subject matter to be learned and skills to be acquired	SA A TA TD D SD
5.	The true view of education is arranging learning so that the child gradually builds up a store - house of knowledge that he can use in the future	SA A TA TD D SD
6.	One of the big problems with modern schools/colleges is that discipline is often sacrificed in the interest of students	SA A TA TD D SD

Item	Proposed change	Circle one response					
7.	The curriculum should contain an orderly arrangement of subjects that represent the best of our cultural heritage	SA	A	TA	TD	D	SD
8.	Discipline should be governed by long-range interest and well established standards	SA	A	TA	TD	D	SD
9.	Students need and should have more than usual supervision and discipline	SA	A	TA	TD	D	SD
10.	Learning is essentially a process of increasing one's store of information about the various fields of knowledge	SA	A	TA	TD	D	SD
11.	The goals of education should be dictated by children's interests and needs	SA	A	TA	TD	D	SD
12.	No subject is more important than the personalities of the pupils	SA	A	TA	TD	D	SD
13.	Teachers should have freedom to teach what they think is right and best	SA	A	TA	TD	D	SD
14.	Teachers should encourage pupils to study and criticize our own and other educational systems and practices	SA	A	TA	TD	D	SD
15.	The traditional moral standards expected of our children should not just be accepted, they should be examined, and tested in solving the present problems of students	SA	A	TA	TD	D	SD

Item	Proposed change	Circle one response					
16.	Learning is experimental; the child should be taught to test alternatives before accepting any of them	SA	A	TA	TD	D	SD
17.	Education and educational institutions must be sources of new social ideas	SA	A	TA	TD	D	SD
18.	Right from the very first class, teachers must teach the child at his own level and not at the level of the class he is in	SA	A	TA	TD	D	SD
19.	Students should be allowed more freedom than they usually get in the execution of learning tasks.	SA	A	TA	TD	D	SD
20.	In a democracy, teachers should help students under- stand not only the meaning of democracy but also the meaning of other political systems	SA	A	TA	TD	D	SD
21.	There is nothing new under the sun	SA	A	TA	TD	D	SD
22.	A group which tolerates too many differences of opinion among its members cannot exist for long	SA	A	TA	TD	D	SD
23.	Of all the philosophies which exist in this world there is probably only one which is correct	SA	A	TA	TD	D	SD
24.	Most of the ideas that get printed nowadays are not worth the paper they are printed on	SA	A	TA	TD	D	SD
25.	A person who gets enthusiastic about too many causes is likely to be a pretty 'wishy-washy' sort of person	SA	A	TA	TD	D	SD

Item	Proposed change	Circle one response					
26.	In the long run the best way to live is to pick friends whose tastes and beliefs are the same as one's own	SA	A	TA	TD	D	SD
27.	To compromise with one's opponents is dangerous because it usually leads to betrayal of one's own side	SA	A	TA	TD	D	SD
28.	It is often necessary to be more on one's guard against ideas put out by people in one's own camp than by those in the opposing camp	SA	A	TA	TD	D	SD
29.	There are two kinds of people in this world those who are for the truth and those who are against it	SA	A	TA	TD	D	SD
30.	It is only natural that a person would have a much better acquaintance with ideas he believes in rather than with ideas he opposes	SA	A	TA	TD	D	SD
31.	One should constantly question well-established ways of learning	SA	A	TA	TD	D	SD
32.	It is unwise to take professional risks by introducing new ideas in one's teaching	SA	A	TA	TD	D	SD
33.	One should be willing to try an innovation even though it is realised that it may not be altogether successful	SA	A	TA	TD	D	SD
34.	To improve our educational system some innovations need to be initiated before they have been fully researched	SA	A	TA	TD	D	SD

Item	Proposed change	Circle one response					
35.	One should be wary of being associated with the introduction of unsuccessful new practices as it might jeopardize one's professional career	SA	A	TA	TD	D	SD
36.	One should try out new ways in education even if it is uncertain how they will work out	SA	A	TA	TD	D	SD
37.	It just does not pay to take any professional risks in trying to change established ways of doing things	SA	A	TA	TD	D	SD
38.	One should be wary of introducing new practices lest it might alienate one's colleagues	SA	A	TA	TD	D	SD
39.	One should encourage new ideas in education even if they are little known or unpopular	SA	A	TA	TD	D	SD
40.	One should exercise persistence in sticking on to an innovation despite some initial set-backs	SA	A	TA	TD	D	SD
41.	Innovations in education cause negative attitudes towards good traditional teaching methods	SA	A	TA	TD	D	SD
42.	We should proceed in education on the basis of the proven 'good' rather than the hypothetical 'better'	SA	A	TA	TD	D	SD

Item	Proposed change	Circle one response					
43.	We should put in more effort into consolidating gains in education than in trying out new practices	SA	A	TA	TD	D	SD
44.	Most innovations are not worth the time and effort they require	SA	A	TA	TD	D	SD
45.	One should generally stick on with familiar ways of doing things in one's work	SA	A	TA	TD	D	SD
46.	Most new ideas in education are fads	SA	A	TA	TD	D	SD
47.	The introduction of innovations in education disrupts the academic and administrative life of the school/college	SA	A	TA	TD	D	SD
48.	There is little evidence that innovations really improve the quality of learning	SA	A	TA	TD	D	SD
49.	One should be sceptical about adopting unusual ideas	SA	A	TA	TD	D	SD
50.	There is little incentive in education to experiment with new ideas	SA	A	TA	TD	D	SD
51.	It is of the utmost importance to develop a good understanding of the process of change in education	SA	A	TA	TD	D	SD
52.	Teachers today must have a disposition of open-minded optimism towards innovation in education	SA	A	TA	TD	D	SD

Item	Proposed change	Circle one response					
53.	Schools/colleges should be more innovative because change is a common characteristic of our way of life	SA	A	TA	TD	D	SD
54.	It is very important to continually question the objectives of one's teaching	SA	A	TA	TD	D	SD
55.	Schools/colleges should be more responsive to contemporary changes in society	SA	A	TA	TD	D	SD
56.	One should take the initiative in contacting other schools/colleges trying out interesting new ideas	SA	A	TA	TD	D	SD
57.	One of the characteristics of a good teacher today is readiness to adopt innovations	SA	A	TA	TD	D	SD
58.	Regular self-evaluation of the effectiveness of one's teaching is of utmost importance	SA	A	TA	TD	D	SD
59.	Teachers today should try to bring new ideas and developments to the attention of their colleagues	SA	A	TA	TD	D	SD
60.	It is essential to keep ourselves abreast of research on innovation in education	SA	A	TA	TD	D	SD

SECTION 11

"TEACHER MORALE INVENTORY"

INSTRUCTIONS:

This inventory contains 100 statements.
Each statement elicits certain responses from you.
We should like to have your response keeping in view
your own opinion about the several things mentioned
in various statements.

Please give your FRANK RESPONSES to each
statement in one of the following ways -

1. You may fully agree with the statement (A)
2. You may partly agree with the statement (B)
3. You may not be able to decide whether
you agree or disagree (C)
4. You may partially disagree with the
statement (D)
5. You may fully disagree with the statement (E)

You are requested to give your opinion
indicating how you feel about the description given in
each statement. In other words, please write A or B or
C or D or E keeping in view your own experience in your
school/college.

-
1. I work enthusiastically ()
 2. I feel satisfied at the end of the day ()
 3. I am proud of working in this school/college ()
 4. The teacher seldom gets due respect from
the community ()
 5. The principal gives me every facility to
develop my individual abilities ()

6. I wish to do something new everyday ()
7. I find that the teaching load is rather heavy ()
8. The school/college management fulfils all its promises ()
9. I feel that the teaching profession is unpleasant ()
10. Teaching is not the only job of the teacher, there is something more than that ()
11. I always strive hard to come to the top in my profession ()
12. In this school/college there is good co-operation ()
13. Parents often create problems ()
14. To me salary is important but preparing a child/student for citizenship is more important ()
15. While entering the school/college, I always feel fresh ()
16. I am attempting to keep myself away from the students ()
17. This institution gives importance to work but not to teacher ()
18. I feel teacher's profession very interesting ()
19. I have hardly any teaching aids to do my teaching work smoothly ()
20. I feel that the teacher has forgotten his own duty and has become business like ()
21. Nowhere are such good staff as we have in our school/college ()
22. The present curriculum does not fulfil the aims of education ()
23. Those who have ambition to work in the field of teaching, have great scope in this school/college ()
24. I do not get peace and rest even in the free period ()
25. I enjoy teaching subjects of my liking ()
26. The better programmes of education will always get full co-operation from the community ()
27. Ideals of an institution always remain on paper only ()

28. I will give up this profession if the earning in other professions would be more ()
29. I am strict as far as discipline is concerned ()
30. The school/college management always looks to its interests and does not care to look to the interest of teachers ()
31. I am fully satisfied with my job ()
32. I do not have any interference from the community at any time ()
33. I am nervous while talking to my principal ()
34. After some years the teachers become disinterested in the teaching profession ()
35. I am always disappointed with my low income ()
36. Attitude of our principal towards the staff is strict ()
37. I have full confidence that whatever I teach is at my best ()
38. I feel I will not be able to adjust myself to the principal's temperament ()
39. Our administration gives due consideration to our suggestions ()
40. The workload in this school/college is unbearable ()
41. It is not necessary to have intelligence for entering the teaching profession ()
42. I have become one with my school/college and therefore, I do not want to leave my teaching work ()
43. In our school/college we always tolerate shortcomings of each other ()
44. I meet the students after school/college time to solve their individual difficulties ()
45. Parents never meet us whenever an intimation is sent to them ()
46. Teachers in our school/college feel they belong to one family ()
47. I am concerned only with the salary and not with the work ()
48. I like to teach the student-oriented courses ()
49. Teachers having self respect will find it difficult to work in this organisation ()

50. Very often students threaten to go on strike ()
51. Adequate equipment is always available in the school for carrying out my work ()
52. For the uplift of the society, I consider teacher's profession as the best ()
53. Our Principal always interferes with teaching work ()
54. The salary we are paid, is not enough, considering the work we put-in ()
55. I lose sincerety in my work, on account of the rigid attitudes of the management of the organisation ()
56. I feel that the number of students in the class does not permit me to do my job to my satisfaction ()
57. In our school/college every teacher tries to accomplish the goals of the institution ()
58. My principal forces me to attend a seminar or workshop even in vacations ()
59. In this profession I am able to maintain the status of my liking. ()
60. Great care is taken in this school/college for professional progress of teachers ()
61. I like to stay in the groups of teachers ()
62. Due to interest in my work I am never tired after teaching ()
63. Without taking the ideas of the staff, changes are always effected in the school, college ()
64. With great difficulty I concentrate on the teacher's job ()
65. The parents always complain about the performamance of their children in examinations ()
66. I am fed up with teaching, so I wish to get rid of it. ()
67. I always derive pleasure in teaching the students ()
68. I seldom get any help from colleagues in dealing with incidents of student indiscipline ()
69. The reference material in the school, college library is not enough ()

70. There appears to be differences of opinion between our principal and teachers () ;
71. Parents do not complain if punishment is inflicted upon the pupils ()
72. I am satisfied with my salary ()
73. I have selected this profession on my own liking ()
74. In our closed climate type of organisation, despite my desire, I am unable to perform my duties as per the goals of the institution ()
75. In this school/college an honest, faithful and industrious teacher will never progress ()
76. In our school/college teacher's ability is always recognised ()
77. It is difficult to implement the policies of the management ()
78. I do not wish to leave this school/college even though I get better job in other schools/colleges ()
79. I have never been able to take quick decision on anything ()
80. Everyone observes well the rules and regulations of the school/college ()
81. I am not given the responsibility that suits my abilities ()
82. Our staff is interested in pulling the legs of their colleagues ()
83. Rigid syllabus brings about a lack of interest on the part of teaching in the school/college work ()
84. On account of good atmosphere in this organisation, there is liberty to do whatever I like to do ()
85. The school/college campus where I work is kept clean and attractive ()
86. Every teacher seeks his own interest rather than the interest of the school/college ()
87. There are more disadvantages than advantages in this profession. ()
88. Our principal never lets down any teacher in front of others.

89. Parents desire a better teaching from
us in this school/college ()
90. There appears to be some quarrel amongst
the members of the school/college management ()
91. We are prepared to put new ideas into
curriculum practice ()
92. Due to differences of opinion arising too
often in the daily routine, there is hardly
any interest in the profession. ()
93. I always enjoy working with student
representatives of unions and other
committees ()
94. My teaching load is just sufficient ()
95. I can easily adjust myself to any organi-
sational set-up ()
96. I feel that it is necessary to revise the
school/college curriculum ()
97. Attitude of a person under whom I have to
work is satisfactory to me ()
98. I have more administrative work to do
(Attendance, collecting fees, progress
reports etc.) ()
99. I am amply paid ()
100. I do not like to be present at most of the
meetings of this school/college but I am
required to attend ()