

## APPENDIX A

### BIO-DATA

Case : A

Age : 34

School : SMK La Salle, Petaling Jaya

Education : B.Ed. TESL

Major : English

Sex : Female

Teaching experience : 6 years

Subjects taught at school : MUET and English

Portfolio in school : Secretary of staff meetings  
Secretary of Editorial Board  
Secretary of English Department  
Teachers Advisor of English Society

## INTERVIEW WITH CASE A

I: How do you view yourself?

A: Perfectionist... I like being organized, quite intolerant towards other peoples' weaknesses, like for example my husband who is untidy, I often nag.

I: Do you think carefully before making a decision?

A: Very carefully.

I: Do you prefer to have established procedures to follow?

A: Yes.

I: Are you cautious or careful?

A: Yes.

I: Do you tend to set high standards?

A: Definitely.

I: Do you tend to persevere through to complete a job?

A: Sometime I don't even rest. You see, I am teaching in the private college partime and they require a lesson scheme. I take days... a few days to prepare, to the extent of neglecting other duties especially housework.

I: Do you tend to see information to be put down in black and white?

A: Yes, I can't take things from the air.

I: Do you tend to check out what you hear before believing it?

A: Depends on the person who told me. If it is from a reliable source, I'll believe it. If it is from my mother, I'll take it with a pinch of salt, for I know my mother tend to exaggerate.

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I: Interviewer

A: Case A

- I: Would you agree that one of your weaknesses is that you tend to worry too much?
- A: Always tend to worry
- I: Do you easily feel anxious or troubled?
- A: Yes.
- I: Do you tend to feel depressed easily?
- A: In the past yes. Now, no more... with religion, I cope. But left to idle, I think of what the past (... what happened to me) and get depressed.
- I: Would you agree that you prefer to be a loner?
- A: Actually yes.
- I: Do you tend to be easily hurt by criticisms from others?
- A: Yes.
- I: Can you tell me how you would react when a task or duty is given to you at school?
- A: Find out what is required of me. I sit and start planning and then carry out the task.
- I: What are some qualities that you admire in your work mates?
- A: Ability to improvise which I find it hard. In teaching, I admire teachers who can maintain fantastic discipline in class (pin drop silent).
- I: What type of work environment would you like?
- A: Easy going, a lot of sharing, give and take.
- I: How would you want others to view you?
- A: Very important for me. Others must see... me as competent not a slacker.

In school, it upsets me if the principal thinks I'm not teaching. You know sometimes, when she passes by and if the class is noisy, then, she might think I am not teaching

In my family, generally seen as someone who is a good sister, daughter and wife

I: What are some qualities you tend to dislike in your work mates?

A: Interfering in the way I do things in my class – passing the buck... shirking of their duties, take me for granted.

I also am very concerned for my students, worry that others are not doing their job which effects on the students.

I: If you are holding a task which requires you to instruct to your teammates, how would you react?

A: I am not much of a leader. I would layback and instruct in an informal manner not at all firm for I think all teachers are equal.

You know... all I am good at is taking notes.

I: Do you like details/precision/accuracy in your work?

A: Yes.

I: Are you task oriented/perfectionist?

A: Yes... very much a perfectionist.

I: Can you discuss or share you feelings freely with others?

A: Very few people My cousin here... (mentions a teacher's name).

I: Would you agree that the understanding of ones personality could help in bettering relationships?



A: Yes, the differences.

In understanding myself and implementing... better relationship. There is a self awareness, generally how to relate better to others.

I: Did the analyses of your personality profile help you?

A: Help me to know myself... not to worry so much... (laughs).

## APPENDIX B

### BIO-DATA

Case	B
Age	45
School	SMK La Salle, Petaling Jaya
Education	B A. Honours
Major	History and Sastera (Melayu)
Sex	Female
Marital Status	Married
Teaching Experience	20 years
Subjects taught at school	Pengajian Am dan Bahasa Melayu
Portfolio held in school	Form Teacher of Form 6 Teacher Advisor of Form 6 Society Secretary of Curriculum Head of Pengajian Am Co-ordinator of Form 6

## INTERVIEW WITH CASE B

I: Do you like being with people?

B: Ya.

I: Would you view yourself as a helpful person?

B: I don't know... When people need help, I try to help.

I: Do you consider yourself as supportive and as a warm personality?

B: Yes.

I: Are you concerned about the welfare of others?

B: Yes.

I: What are some of the things you do for the others (teachers) in the school?

B: Relief, I try to help out.

Sometimes money, if they need.

If any of their family members pass away, I'll show my sympathy.

I: Do you find it difficult to say "no" to others?

B: Very difficult.

I: Do you tend to compromise with others to avoid conflicts?

B: Yes, especially older than me or more experienced, or my Ketua, I don't argue, just give my opinion and compromise.

I: How do you react when you encounter a problem with another teacher?

B: Somethings..., why they are like that... why they don't want to help... I'll think back and then the next day, I will be O.K.

I: Do you tend to argue with the teachers?

B: I think I am not that type. I give my opinions only.

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I: Interviewer

B: Case B

- I: Can friends approach you easily?
- B: Yes.
- I: When you are given a task, how would you handle the job?
- B: It has been 3 years I am in charge of the 6 Form Society. Sometimes, people take advantage. But you know, everyone... got their own duty, so I try my best. Even in my mother's house, I am the one who lands up cooking. I do the same thing. If anybody "puji sikit", I will do more. Like my husband praise me, I will do it.
- I: What type of working environment do you like?
- B: Friendly atmosphere/harmony.
- I: Your favourite colours?
- B: All colours suits me but I depend on my husband to choose, I feel happy when he chooses the colours.
- I: How do you find your working mates?
- B: Some are easy to get along, some bossy, some don't care... alah laterlah, that sort you know.
- I: What are some dissatisfactions you have about your working environment?
- B: I try my best to think positively and suit myself. I just want to be happy. When the bell rings, I am looking back to be home with my children without tension. I do my job/work and pray to God that my children are not "degil" (stubborn).
- I: When facing problem how would you react?

- B: School problem, sit down, for a few minutes... think, .... as a Muslim, I pray to God... try to solve the problem... talk to my husband. I think these problems are nothing compared to my experience during my difficult pregnancies... maid problem “paling lama 2 tahun, paling cepet 1 hari” (the longest is 2 years and the shortest period is a day).
- ... I can handle... school problem.
- I: Do you need acceptance from others?
- B: Before Yes, now, “makin lama, makin tak kisah:... (as time passes, I don’t bother) talk to my husband about it only.
- I: Do you get upset easily?
- B: Can get upset easily. Especially when I try to do it and not appreciated and the way they react to it.
- I: What are some qualities you like with your work-mates?
- B: Teamwork. Work together to solve problem, very thing must go smoothly and finish on time.
- I: Do you think that one of your weakness is that you tend to become too trusting.
- B: Not easily “trusting”.
- Especially with money.
- I: How do you want others to view you?
- B: Nice, positive, easy to work with.
- I: Did this personality review help you to understand yourself?
- B: Yes, nobody is perfect... kan... All got weaknesses... it will help.

I: By knowing your colleague's personality, can it help you?

B: I will try to understand and try to help, to see things are O.K.

## APPENDIX C

### BIO-DATA

Case : C

Age : 40

School : SMK La Salle, Petaling Jaya

Education : B. Arts Hon.

Major : Geography

Sex : Female

Marital Status : Married

Teaching Experience : 17 years

Subject taught at school : Geography

Portfolio at School : Head of SPBT (Skim Pinjaman Buku Teks) – Text  
Book Loan Scheme.

## INTERVIEW WITH CASE C

I: How do you view yourself?

C: Ah... (silent)... not very sure.

I: How do you see yourself with the students?

C: With student.... Quiet patient.

I: What about with the teachers?

C: I am patient most of the time...

I will listen.

I: What type of work environment do you like?

C: No pressure... work at my own pace... if there is too much of work... I feel stressed... don't know which one to do... sometimes... too much... I don't feel happy

I: Would you prefer a routine/organized set of work?

C: Routine work, well, it depends on the situation...

If there is no inconvenience... I'll do it lah.

I: Do you find it difficult to say "no" to people?

C: YES (a strong Yes!)

I: Why is that?

C: Especially friends or neighbours when they ask, I don't feel nice to turn them away.

I: Do you tend to accept suggestions and ideas from others?

C: Not really, it depends, but I will listen and try not to hurt their feelings.

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I: Interviewer

C: Case C



- I: How would you react when facing a confrontation or conflict with another (teacher)?
- C: In school, listen first, but I will not argue. I will come home and cry, sometimes I tell my husband and will cry (only in school).  
(Whispering) – I argue with my husband and chuckles.
- I: In any school activities, such as teachers day celebration/annual dinner/sports, what type of job/duty would you like to have?
- C: Not so involved in public – any duty, it is O.K.  
but once in a school “jamuan”, you know the teachers were asked to serve to the guest, I was not happy about that.
- I: Did you tell it out to the people concerned?
- C: No... I was unhappy but did nothing about it.
- I: What are some good qualities you would prefer in your workmates?
- C: Prefer peaceful, not aggressive/demanding.  
I like to talk things and discuss, not shout about it or create trouble.
- I: How would you want others to view you?
- C: Easy-to get along.
- I: What is your favourite colour?
- C: Any colour... not very dark/bold, I think blue... soft colours.
- I: Do you tend to be punctual?
- C: I make sure I am punctual.
- I: In your years of teaching, how do you view yourself in your career?
- C: Serious with work, I'll do my work and finish it up.

- I: As the Head of the SPBT, do you encounter dissatisfactions with other teachers?
- C: I get irritated when simple things are not done.  
For example: do not sign or write the date.
- I: How would you react?
- C: I just go to them personally and ask them.
- I: Do you show any signs of anger?
- C: No, I don't, I never scold.
- I: Would you agree that one of your weaknesses is that you do not exert your rights?
- C: Yes.
- I: What would you value most?
- C: Being appreciated.
- I: Did this personality study help you?
- C: Ya, I think so.
- I: Can it help you to know others?
- C: Ya, maybe we can know why they behave like that... adjust... properly.

## APPENDIX D

### BIO-DATA

Case : D

Age : 36

School SMK LA Salle, Petaling Jaya

Education B A. Hons

Major Sejarah and Tamil

Sex : Female

Marital Status : Married

Teaching Experience 10 years

Subject taught at school : Sejarah and Art

Portfolio held in school : Treasurer of Teachers' Club  
Teacher Advisor of Catholic Society  
Class Teacher of Form 5  
Representative in Blue House  
Secretary in History Department

## INTERVIEW WITH CASE D

I: How do you see/view yourself?

D: Caring and loving

- take care of others' feeling, especially my family. Even when going through hardship. I will never show it.

I: Do you tend to find it difficult to say 'no' to others?

D: Very- very.

I: Why?

D: Do not want the other party to be sad.

I: Do you go all the way out to please others?

D: No. There is a limit – but try my best not to say 'no'.

I: When confronted with conflicts or misunderstandings (teacher), how would you react?

D: If I'm in the wrong, I'll apologize, to continue relationship. If the other are at wrong, I tend to forget about it... be more nice... I will not argue about the conflict... why make the thing worse.

I: What type of environment do you like?

D: Lonely, it is O.K., noisy, also, it is O.K.

I: Can you handle if there is a lot of work?

D: Can manage, even if there is a lot of work, just divide my time.

I: Are you an easy going person?

D: Yes, of course.

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I: Interviewer

D: Case D

I: Do you tend to surprise your family members (husband/parents) in any situation?

D: Very much. On 21/1/01, at my mother-in law's house, all of us had gathered. All the children were dancing to the rap music. I joined in and danced with all of them.

I: So, everyone was surprised?

D: My husband never knew I had that talent. I also plan to surprise my class after this break. During the holiday I am going to school to paint and decorate the classroom.

I: What type of decorations are you thinking of?

D: Decorate with art work – make it colourful... striking and attractive.

I: Type of colours you intend to choose?

D: Shocking pink and bright green.

I: Do you tend to compromise with others to avoid conflicts?

D: Yes...

I: In your teaching, what kind of atmosphere do you create?

D: I'm an active person, the lesson must not be boring. I always ask my students to look at me when I am teaching.

I conduct various types of activities and games.

I: But, you teach Sejarah, why type of games?

D: Usually, quizzes and have a group competition.

I: Do you enjoy yourself in this career?

D: It was my ambition to be a teacher and I do intend to upgrade myself later, I plan to do my Masters in Tamil in India.

I: Interesting.

D: Also on Friday (19/1/01), during the cross-country practise, I ran with the boys and they were so shocked, even (mentioning a teacher's name) was so shocked.

I: When you are given a task/duty at school, how would you react?

D: First, I will study what it is all about, plan the work... I'll give myself some time and then work and try to finish it.

I: Do you find it a burden or stressful to do a heavy task?

D: No, I take it as a challenge and try to do it better.

I: How do you find your other colleagues?

D: Friendly and helpful.

I: How would you want others to view you?

D: As a role model.

I: In which way?

D: I'm different and they can follow me.

## APPENDIX E

### BIO DATA

Case : E

Age : 40

School : SMK La Salle, Petaling Jaya

Education : B.A Hons.

Major : English Literature

Sex : Female

Teaching Experience : 21 years

Subjects taught in school : MUET, English

Portfolio in school : Heads of English Department

Teacher in-charge of school magazine

Teacher for Green House

## INTERVIEW WITH CASE E

I: How do you view yourself?

E: (Gives a cynical laugh)

Friendly, a critical person, caring, likes to set a trend, be a leader, I'm a talker more than a listener.

I: Would you agree that your greatest organ of expression is your mouth and tongue.

E: Definitely.

I: Do people find you strange and unusual

E: Yes, they think I'm strange because of my expression, my mannerism. My speech and my thoughts differ from others.

I: Do you get easily bored by other people's monotonous routine?

E: Very (stresses it and gives a cheeky smile)

I: Do you love to be in the company of people?

E: Not always. In the company of people, a bit cautious, studying people, if I am comfortable, I let all hells loose.

I: Would you be in the center of attraction in a party?

E: Yes.

I: Tell me some activities you enjoy doing

E: Sporting, exercising. I go to the gym, I often go swimming, scuba diving. You know what, my most passionate activity is watching football, I'm a true Liverpoolian fan, my passion of life.



- I: I'm surprised.
- I: Don't be.
- I: Do people view you notorious?
- I: Yes, (unfourtunately). I'm an extravert people, make wrong assumptions . I'll tell you a reason incident. You see A and B, and I went to Singapore. One of the teachers had warned A to be careful of my ways and A reported to me. You see, people think so differently because you are an extravert.
- During my childhood, I had bad experiences, because of my dark complexion. In the 60's, very few Indians had the change to experience my lifestyle. I had a chance to do ballet, and in the convent school, I wasn't accepted to do any plays because I was dark. It was this, I used my mouth to defend myself. My mom taught me to fight for the right, therefore, I used my tongue to be more verbous.
- I: In your service (teaching here in and LSPJ), how have your workmates viewed you.
- E: Initially they are afraid the way I talk/ look. (because I as the Head should be firm, if not everybody will climb on my head). Later on, they know me better..... (chuckles)
- I: Has anybody commented you as charismatic inspiring, captivating, motivating?
- E: Yes, few students.
- I: Do you have a tendency to exaggerate in a delivery?

E: Definitely, very-very. I am a great actress. You know, like a chameleon, I can change to suit situation (if I want). Sometimes I get away with many things.

I: How would you react if you were not given chance to speak?

E: I will go beserk.

I: What are some of your weaknesses?

E: I do break rules/ conventions, I do argue most of the time.

I: Do you agree you are disorganized?

E: I am, sometimes, as the KP my filing of paper matters, I do not do it in time.

I: Do you also tend not be punctual?

E: No, I'm punctual. Punctuality is something I have it in me. I am careful too.

I: Do you find yourself restless?

E: I get bored easily and find others' ideas very unexciting. I'm impulsive.

I: Are you emotional?

E: At times I can be

I: Do you tend do day-dream?

E: A lot.

## APPENDIX F

### BIO DATA

Case : F

Age : 40

School : SMK La Salle, Petaling Jaya.

Education : B.Ed. TESL

Major : TESL

Sex : Female

Marital Status : Married

Teaching Experience : 21 years

Subjects taught in school : English

Portfolio in school : Teacher Advisor of Interact Club

English Language Teacher

English Society

Teacher in Charge of Yellow House (Kesatria)

## INTERVIEW WITH CASE F

I: How do you view yourself?

F: I am an extravert because I mix, mingle with others I am filled with laughter. I like warm surrounding and I love to enjoy life.

I: Do you like fun and excitement?

F: Yes.

I: In the company of people, what are some things you would do?

F: Friendly, I have good interpersonal skills. Usually I introduce myself, ask about them, I am comfortable and make them comfortable. I am more of a ice-breaker.

I: Can you make friends easily?

F: Very friends easily unlike my sister, who don't like me for that. They say I make friends too easily.

I: Do you like new/ challenging tasks?

F: I do ..... challenging/ new task..... how far I can go. I have the potential, sometimes I do it for self discovery.

I: Do you tend to show your feelings easily?

F: Depends on the situation. At times, you cannot show feelings.

I: Would you agree that you tend to talk too much?

F: Yes.

I: Do you do things to impress others.

- F: Yes. I do go overboard. I try to curb it but I cannot. You see if somebody likes a certain dish, I will still go ahead to prepare it regardless of my health and that is me.
- I: Would you agree that you sometimes become the life of party?
- F: Sometimes, I am like the life-wise ..... Not all the time. It depends on the aura. I don't like to clam and to be quite ..... that is not me. Sometimes it depends on the situation but I find people of the same personality and then we click.
- I: How would you view your other workmates?
- F: Nothing much.
- I: What are some activities you have in your English class?
- F: Fun sort of lesson. I conduct language games, quizzes. I have started with public speaking where the students can express their view, and talk. Basically I like them to give their views and opinions. I want them to be thinking students.
- I: The present portfolio as the Interact teacher advisor, do you have any new ideas for the society?
- F: Interact society is fine as it is. You know Shelter home, (the orphanage home). I know the president and I have gone a step further. I have planned a "anak angkat" project (adoption scheme). From there we will see how it progresses.
- I: Do you easily reach out to people?
- F: Very easily especially to the downtrodden. As a little girl itself I cry easily and get easily hurt. I usually show empathy and sympathy. When I was in

Form 4, there was this girl, who fell into the drain. I ran and pulled her out. The others felt I was a fool. But I would go way out to help. And I feel good as an individual. I think it is my father who was the beacon in my life. Right or wrong, he told us to believe in yourself. My father is not around, but I feel he is still the guiding role model. Anything I do, it is to please my father who is still looking on me.

I: Do you express your feelings easily?

F: Yes.

I: Are you persuasive?

F: When I want to.

I: Do you get bored easily with routine work?

F: Yes, routine is not in my dictionary. I like changes, a buzz of activities.

I: Would you agree some of your potential weaknesses as:

(i) easily forget what you've agreed to do

F: Not really.

I: (ii) quite disorganized.

F: Yes. My things are all over the place. But the kitchen is my domain, therefore, I try to keep in order.

I: (iii) tend to exaggerate.

F: Yes.

I: What other weaknesses do you think you might have?

F: I am fickle, cannot decide easily. I do things to impress others, especially those who are important regardless of situation. I not affirmative, therefore people take advantage of me. I get easily hurt.

I: What about punctuality?

F: I am very punctual.

## APPENDIX G

### BIO DATA

Case : G

Age : 39

School : SMK La Salle, Petaling Jaya

Education : B.Ed. (TESL)

Minor : Literature

Sex : Female

Marital status : Married

Teaching Experience : 15 years

Subjects taught in school : English and Seni

Portfolio in school : English Language teacher  
Christion Union Advisor  
Persatuan Seni  
Teacher in charge of Green House.



## INTERVIEW WITH CASE G

I: How do you view yourself?

G: Very open.

I: Would you agree you like to try original approaches?

G: Can give a try-but scared. I am not sure. I think I can do, sometimes nervous in the sense whether it will work or not.

I: What are some activities you enjoy doing?

G: Seni and literature. I like reading poem especially Renaissance period.

I: Would you tend to do things which others considers unusual?

G: Yes. People do not accept.

My marriage to an Indian. At first both sides objected. My husbands side told him that I am only interested in his money (because I am a Chinese) and that I will runaway.

I: Now, after two children, have you runaway from him.

G: I am still there (laughs)

I: Do you tend to be different from others?

G: It's just me. I do not like normal routine work. It is just too boring.

I: In handling a problem, how do you react?

G: Sometimes very emotional, then only think. I cry first. After my husband scolds me. I begin to think. Using my own ideas and strengths to solve problem.

I: Do you tend to agree with others?

- G: Yes, but not verbally. I just go against their thoughts. I do not fire/ start fighting. I just disagree with their perception or ideas. eg.: In my English Literatur lectures, I automatically sleep because I don't agree with the way the lecturer's points or views. I don't like the way he teaches.
- I: Is it difficult for you to follow rules?
- G: Tend to break rules ... like school decorations... if I don't want to do it, I won't do it unless it is "wajib" (compulsory) but that also depends!
- I: When desiring new things, do you get bored easily?
- G: Yes. I like a lot of varieties .... I don't like monotony ..... it kills me .... My brains must function. I don't like to teach English Language. It is monotonous and boring.
- I: Have others perceived you as strange or too individualistic.
- G: Too individualistic
- I: Do you tend to day dream a lot?
- G: Not really.
- I: Do you find working in teams too much of a bother?
- G: Very seldom. It depends on the group. If it is a good group, it will be fun working with them.
- I: What are some things you like doing in the classroom?
- G: Art because there is a variety.  
I don't like English – I force myself to do it.
- I: But English is your option.
- G: I think I entered the wrong line.

- I: How do you find your workmates?
- G: O.K Easy to get along with
- I: If given chance to do a task, how would you react to it?
- G: Depends. If I like it, 100% effort, if not ..... If I have to do it, I have no heart to it. I won't have satisfaction. I get frustrated.
- I: Do you tend to do things which others consider unusual.
- G: Yes.
- I: Would you agree that you are:
- (i) inquisitive
- G: No.
- I: Curious
- G: No.
- I: Innovative
- G: Yes.
- I: Would you agree that you are often misunderstood by others?
- G: Yes.
- I: When your ideas are mocked or curiosity is stifled, how do you feel?
- G: Frustrated, angry.
- I: Are you bothered by what others think of you?
- G: I am not bothered. I don't care, I ignore them.
- I: Do you find others' ideas too shallow and unimaginative?
- G: Especially the school's ideas on certain things ... It gets on my nerves.

You see, even my house decorations is according to the seasons/ festival and also according to my moods. I must have a lot of change. I go shopping not to buy but to see/ look around for new ideas for my decorations. Even during Christmas, my husband left me at Petaling Street. That day I walked and walked to see everything around to my heart's content. When my husband fetched me, I told him there wasn't enough time to cover everything. I need ideas to express myself.

I: Would you consider yourself creative.

G: I am.

I: What can you do?

G: Cross stitch, crochet, paint, do cooking, I like sewing a lot. I make my own clothes/ sew cushion covers for my chairs.

You see, I am fussy, I don't like the same thing.

I: Are you a versatile person?

G: Yes. Last time before marriage, I do not mix around, after my interracial marriage, I have too. My husband works as a pastor, I deal with people now. However, it is not so important for me.

## APPENDIX H

### BIO DATA

Case : H

Age : 34

School : SMK La Salle, Petaling Jaya.

Education : B. A. Hons.

Major : English Literature

Sex : Female

Marital Status : Single

Teaching Experience : 6 years.

Subjects taught in school : English/ Seni

Portfolio in school : Teacher Advisor of Leo Club.

Treasurer of the school magazine.

Teacher in charge of Yellow House

English Language Teacher.

## INTERVIEW WITH CASE H

- I: How do you view yourself?
- H: How do I see myself. Hmmm... (a long pause ....) interesting.
- I: What are some activities you do during your free time?
- H: I don't have free time, I'm so busy. You should know.
- I: O.K if you indulge in some activities, what are they?
- H: Sometimes watching movies, go shopping.....
- I: How is a day spend in your life.
- H: School . . . tuition sometimes till late evenings. I travel to UPM library sometimes to get my stuff ... my own work, that's it.
- I: How do you view others (your workplace)
- H: O.K, I suppose.
- I: What are some things that you find unpleasant in others?
- H: I refuse to answer that question.
- I: In a new situation/ new environment, how would you react?
- H: New situations, it depends. I usually would adjust and work out things the way I want them to be.
- I: Tell me some activities that you do in your classroom.
- H: Newspaper cuttings, readings, oral-discussion. That also depends, on how things turn out to be.

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I: Interviewer

H: Case H

Like in good classes, I have debates, more opinionated issues but with the weaker class, I usually plan the lesson in a guided way. Sometimes the lesson is slow – to the ability of the boys (you should know.....).

How do the boys react during your teaching?

H: Normal I suppose (laughs).

Good classes (Form 5\_) they are good so it no problem and with (Form 5\_) they are not interested. It is difficult.

I: You have decorated your class very attractively. Did you do it by yourself or did you get the boys to do it?

H: The ideas are mind but the boys did it. All those polystyrene cuttings, phrases and articles were their work.

I: As a friend of yours, I understand you are in your masters programme (M.A), you teach in school, you actively give extra tuition classes, and you are also involved in voluntary services. How do manage?

H: I have no choice. I have to do it. No means life is so boring. I need some things to keep me going.

I: Do you get easily bored?

H: Very easily.

I: Are you a restless person?

H: Yes. Right at this moment. I hate this thing, you are doing.

The researcher apologies and just asks a few question to finish up.

I: Have others perceived you as an aggressive/ argumentative?

H: I don't care with what they think. I have better things to do.

**I** O.K what are some things that you like doing.

**H** Cooking, baking/ housekeeping, sometimes gardening, shopping and others.

**I** What are some of your weaknesses?

**H** Overly confident, get irritated fast.



## APPENDIX J

### OBSERVATIONS

	Case A Analytical + Neutral	Case B Neutral + Relational	Case C Neutral	Case D Openness + Neutral
April 2000 - October 2000	<ul style="list-style-type: none"> <li>- a reserved character</li> <li>- low profile</li> <li>- diligent</li> <li>- often seen marking</li> <li>- her English books</li> <li>- never exaggerates</li> </ul>	<ul style="list-style-type: none"> <li>- cool and composed</li> <li>- friendly</li> <li>- lively, with a smiling face</li> </ul> <p>May 2000 – takes part in the parade teachers’ Day Event – dressed in bold colours – flowers on scarf.</p>	<p>..... administration of Leonard</p> <p>Personality Inventory</p> <ul style="list-style-type: none"> <li>- movements slow</li> <li>- soft spoken</li> </ul>	<p>..... patiently deals with her students</p> <ul style="list-style-type: none"> <li>- students tend to approach her easily</li> <li>- quite</li> </ul>
October 2000	<ul style="list-style-type: none"> <li>- dressing – 3 piece suits-wears spectacles.</li> <li>- office-like-dressings.</li> <li>- Her desk-neat/things arranged in neat.</li> <li>- Her home-clean and tidy-things kept neatly.</li> </ul>	<ul style="list-style-type: none"> <li>- shows concern – seen also in the company of friends.</li> <li>- Staffrooms, chit-chatting – sharing feelings – eating-lively atmosphere.</li> <li>- Upset (Oct.) over students behavior in class – emotional about it.</li> </ul>	<p>dressings simple, pastel colours (usually beige/brown colours)</p> <ul style="list-style-type: none"> <li>- earthy</li> <li>- passive/reserved</li> <li>- quiet, calm</li> </ul>	<p>Dressing – simple clothes, shirt and blouses.</p> <ul style="list-style-type: none"> <li>- colours, at times vibrant colours</li> <li>- quite – calm</li> <li>- very composed</li> </ul>
	<ul style="list-style-type: none"> <li>- only talks when approached.</li> <li>- seldom talks.</li> </ul> <p>As-an English teacher-seen-organizing activities-preparations for class work.</p>	<ul style="list-style-type: none"> <li>- very responsive</li> <li>- takes effort and goes all out to get things done.</li> <li>- Approached (me) to finish up the Form 6 register – soon.</li> </ul>	<ul style="list-style-type: none"> <li>- in conversations</li> <li>- tends to listen, responds to the topics</li> </ul>	<ul style="list-style-type: none"> <li>- in control of herself</li> <li>- shows on excitement</li> </ul> <p>May 2000 – teachers’ day</p> <ul style="list-style-type: none"> <li>- took part – danced clad in a bright green saree and pink blouse.</li> </ul>

	Case A (Analytical + Neutral)	Case B (Neutral + Relational)	Case C (Neutral)	Case D (Openness + Neutral)
November 2000	<p>Record-book-written in neat and tidy procedure</p> <ul style="list-style-type: none"> <li>- precise</li> <li>- accurate details</li> <li>- studious</li> <li>- classroom teaching - in control</li> <li>- unhappy if the lesson does not take place as planned.</li> </ul>	<p>Dressing - neat</p> <p>Attractive, elegant, always match the colours of clothes with the shoes and hand bag she carries.</p> <ul style="list-style-type: none"> <li>- carries herself in grand/compose manner</li> </ul>	<ul style="list-style-type: none"> <li>- Jamuan - carries out tasks as instructed.</li> <li>- Completes the duties</li> <li>- Very conscientiousness</li> <li>- Pleasant and approachable</li> <li>- Demure in her ways</li> </ul>	<ul style="list-style-type: none"> <li>- November - annual dinner appeared in bright orange saree</li> <li>- looking radiant</li> </ul>
January 2001	<ul style="list-style-type: none"> <li>- prepares for the staff meeting.</li> <li>- preparation of minutes staff meetings.</li> <li>- Sees things done in a structured manner.</li> </ul>	<p>21/1/01 - warm welcome during the interview.</p> <ul style="list-style-type: none"> <li>- Shows a lot of compassion - a very good host - who makes her guest very comfortable.</li> </ul>	<p>Handles the distribution of SPBT books efficiently (in her quite ways)</p> <ul style="list-style-type: none"> <li>- pleasant smile on her face at all times</li> <li>- very approachable</li> <li>- helpful (especially in my completion of task)</li> </ul>	<ul style="list-style-type: none"> <li>- as the treasurer of the teachers' club - does her work efficiently</li> <li>- at the Catholic society joins her students in the hymn</li> <li>- efficient</li> </ul>

## APPENDIX K

### OBSERVATIONS

	Case E Relational + Openness	Case F Relational	Case G Openness	Case H Openness + Analytical + Relational
April 2000	<ul style="list-style-type: none"> <li>- dark complexion, sharp features, attractive in her ways.</li> <li>- bubbly, energetic</li> <li>- seen in the company of friends</li> </ul>	<ul style="list-style-type: none"> <li>- very energetic</li> <li>- walks briskly</li> <li>- very friendly</li> <li>- approaches other teachers- makes friends rather easily</li> </ul>	<p>Dressing-fanciful</p> <ul style="list-style-type: none"> <li>- adorns costume jewellery</li> <li>- is quite quick in her movements</li> </ul>	<p>Bold and bright, chooses big prints on her materials</p> <ul style="list-style-type: none"> <li>- tries new hair do's (quite adventurous)</li> <li>- Wira Debate-coaches the boys</li> <li>- Successful in taking them to District Petaling beating 19 schools</li> </ul>
May 2000	<ul style="list-style-type: none"> <li>- verbose</li> <li>- always entangled in conversations.</li> <li>- Can be loud/ appear noisy in the staffroom</li> <li>- She is either seen munching something in her mouth or taking</li> <li>- Takes part in the netball game (Teacher's Day Event)</li> </ul>	<ul style="list-style-type: none"> <li>- participates in the netball game (Teacher's Day)</li> <li>- always beaming with ever-ready smile.</li> <li>- Quite pastel colours, at times dresses in a style of her own.</li> <li>- In conversations with teachers, tends to be the taker with so many details/ explanation</li> <li>- Often talking about her cooking, her husband and 3 girls.</li> </ul>	<ul style="list-style-type: none"> <li>- speech is elaborate and confident</li> <li>- exuberances individuality</li> </ul> <p>In the English meeting suggest an ambitions plan</p> <ul style="list-style-type: none"> <li>- wants to put up a Literary night</li> <li>- ideas very brilliant</li> </ul>	<ul style="list-style-type: none"> <li>- handles the treasury of the school magazine.</li> <li>- Classroom teaching-filled with a variety of activity.</li> </ul> <p>Teaching is student-centered.</p> <ul style="list-style-type: none"> <li>- Prepares activities based on the level of classes.</li> </ul>

	Case E Relational + Openness	Case F Relational	Case G Openness	Case H Openness + Analytical + Relational
August – September 2000	<ul style="list-style-type: none"> <li>- very critical of her views of people/ work</li> <li>- sometimes misconstrued by others as cynical/sarcastic.</li> <li>- least bothered with the way others perceive her.</li> <li>- Very persuasive, can canjole her department teachers to get the job done in her own ways.</li> <li>- rather popular among others teachers</li> <li>- often seen teasing and making fun to create light moments.</li> </ul>	<p>Prepares a lot of activities in classroom teaching (e.g. public-speaking)</p> <ul style="list-style-type: none"> <li>- teacher centered teaching</li> <li>- committed in choral speaking full of life and excitement</li> <li>- training boys for choral-speaking</li> </ul>	<ul style="list-style-type: none"> <li>- is quite impulsive</li> <li>- gets unhappy when things are not functioning in order</li> <li>- especially in the beginning of the day.</li> <li>- appears restless and disoriented at times.</li> </ul>	<ul style="list-style-type: none"> <li>- likes to indulge in things with her own perception (individualistic).</li> <li>- does her work/ less talk unless spoken to.</li> <li>- takes the boys (for Debate) at Singapore.</li> <li>- versatile</li> </ul>
October 2000	<p>As the of Head of Department, is flexible in handling her teachers.</p> <ul style="list-style-type: none"> <li>- approachable</li> <li>- often motivates the novice teachers to take part in judging debates/ coaching the boys for various events (Forensics, choral speaking, elocution, debates ext).</li> <li>- delegates her job diplomatically.</li> </ul>	<ul style="list-style-type: none"> <li>- coaching-choral, speaking-brings the boys to district and National level.</li> </ul>	<ul style="list-style-type: none"> <li>- handles her classroom management in order.</li> <li>- Involved in her work-reports cards, 001 cards, getting things done for the end of the year.</li> </ul>	<p>At times acts on impulse.</p> <ul style="list-style-type: none"> <li>- her mannerism/ styles are sometimes misconstrued by others</li> <li>- least bothered on what is happening around her.</li> <li>- does things to extreme (the process of losing weight-she goes on a crash diet (losing weight in less than 3 months).</li> <li>- Moody-unpredictable.</li> </ul>

	Case E Relational + Openness	Case F Relational	Case G Openness	Case H Openness + Analytical + Relational
November 2000	Annual Dinner sang with the karaoke-always seen in a happy mood.	Enterprising (caters cookies) to be sold in the staffroom to collect some fun for the club.		<ul style="list-style-type: none"> <li>- very involved and indulges herself in the preparation of testimonials for her boys.</li> <li>- serious with work.</li> </ul>
January – February 2001	Conducts Department in a relaxed but firm manners. <ul style="list-style-type: none"> <li>- students enjoy working with her for the school magazine</li> </ul>	<ul style="list-style-type: none"> <li>- teacher advisor of interact club</li> <li>- handles efficiently</li> <li>- good public relations</li> <li>- teacher in charge of Yellow-house prepares the organization for cross-country.</li> <li>- very energetic.</li> </ul>	<ul style="list-style-type: none"> <li>- English meeting-quite.</li> <li>- handles her English classes with her own style of teaching.</li> <li>- enjoys poetry teaching in class (she brightens up in teaching poetry)</li> </ul>	<ul style="list-style-type: none"> <li>- classroom decorations are designed attractively</li> <li>- displays a lot of interesting activities on the display boards.</li> <li>- acts impulsively-excuses herself in the middle of the English meeting.</li> </ul>

HEAR IT

ITEMS

# School life makes teachers prone to mental illness

26 NOV 2000, p. 6

**F**AMILIES of teachers who become mentally sick should sue the Government or related parties. No one becomes ill for no reason — there are causes for everything that happens to oneself. Long-term

neglect of health will cause organs to fail and one can develop kidney diseases, heart trouble, arthritis, gout and so on. Likewise, long-term emotional pressure and mental constraints can lead to mental diseases.

Recently, it was reported

that about 300 teachers suffer from mental disabilities or sickness. It is generally accepted that teachers are instrumental in building the future generation; if they are sick, how can they help develop others? It is unfair for others to comment about teachers and the education system without knowing the real facts.

Let's imagine the following situation. The teacher is well prepared to conduct a 40-minute class and gets there in time. The teacher instructs the students to take out their textbooks and finds that only a few students have brought them. There are some who even carry big expensive bags with nothing in them, because it is the 'fashion trend'. People may talk about heavy bags and the need to reduce the load, but this is probably only true for primary schoolchildren. In secondary schools, students do not carry books. Instead, they have a change of clothes for after school, CDs to exchange with friends and other non-educational stuff.

Let's go back to the classroom scenario. Having only 40 minutes, the teacher does not want to waste time. He nonetheless tries to conduct the lesson but a group of students at the back of the classroom begin talking away. They do not pay attention. When confronted, the students deny talking and become very rude and argumentative. In such a situation the teacher splits up the group, asking one or two students to move to the front of the class. Again, the students become rude and defiant, ignoring the teacher's instructions.

It is possible for the teacher to get angry. He has to teach at least six other classes that day. Once his emotions are disturbed, he is expected to contain them and handle the other classes without erupting. This causes tension to build up in him, and it is a fact that in the long-term, tension can cause mental problems and other related diseases.

Teachers are also like the psychologist Pavlov's dogs — they have to move from one place to another at the ring of the bell. There is no time for social activities in school. Teachers do not even have time to greet each other in school. In a school with 150 teachers, many teachers may not know all of their colleagues' names. They get into cliques and only mix around with a small group. It is only then that they can voice their frustrations about their students' misbehaviour. Also, the only place they can meet is, when they rush for their

little break at the canteen. They have to eat very fast and that can cause indigestion.

Nobody cares about the teachers' welfare. All the administration wants are results — there are a hundred and one meetings after school and on weekends to discuss about how to achieve the best results. Although money is spent on decorating the school when a visitor comes, nobody bothers to do anything about the staff room. Teachers who don't have enough space to store their teaching materials have to leave them in the staffroom, which is already cramped and stuffy.

Some people say you can tell if a person is a teacher just by looking at her appearance and dressing. Some think that teachers are the worst dressed people on earth. It could be true. How can you dress up well when you have to rush from one class to another? Teachers sweat profusely not only because they have to rush, but also because they are in a class of about 48 students cramped in one small space called a classroom. This has caused many teachers to suffer claustrophobia. Many teachers cannot stand crowded spaces anymore.

Furthermore, we are exposed to so much chalk, we teachers are prone to sore throats and lung infections. But does anyone care? If a teacher is on medical leave, everyone, including the parents, grumble. They only want results. With such high expectations, teachers are under pressure.

Some kidsu parents give teachers more problems by condoning their children's bad behaviour. In urban areas some children lack attention and the teachers end up counselling them or acting as surrogate parents. For some parents it is a great relief when teachers take on this role of babysitting their children.

We are the peons, typists, clerks, analysts, secretaries, general workers and everything else. We have loads of papers to fill, file and store. This also puts us under pressure. It is enough to drive us up the wall!

Please try to understand the teachers' job. It is no longer a respected one. Young graduates who enter the civil service are making arm-chair policies in the Education Ministry. They do not understand the real situation. Yet they sit in their air-conditioned rooms and sign documents.

Most of the time, when you call for someone in the ministry by telephone, they are not there — they are busy having their breaks. When we make a personal

visit to the ministry, we are made to wait a long time and 'pushed' from one place to another. It is very disgusting and frustrating. Can you imagine the long-term effect of such treatment on teachers?

I would like to suggest that after teaching for about 15 years, teachers should be promoted to the State Education Departments and given a lighter load. They would know exactly what to do because they have worked in the field. The new graduates must work and experience life as teachers to understand the nature of the work. It is sad to see teachers who have worked for about 30 years retire without recognition. Worse still if she or he had transferred to a new school. There is no sense of belonging, respect or concern. It is the new teachers who suffer the most. Well, they are lucky enough because they earn so much more than we had before. After 20 years of teaching, some teachers are still earning less than RM2,000.

Do not complain when teachers leave the profession early. Some of the new teachers are not as dedicated as the older ones. These new teachers are attracted to the higher pay announced by Datuk Seri Najib Tan Razak when he was the Education Minister.

Some leave soon for greener pastures where they are paid five times more, or pull strings to get into the ministry where they can work in a better environment. I suggest that the ministry only employs those who are interested in teaching.

Parents should help teachers by encouraging that their children to respect teachers. Some children do not know how to respect teachers. I do not think that such children respect their parents or even themselves. All religions teach people to respect their teachers. Officials at all levels must look into the welfare of all the teachers immediately. We need space to breathe. Our health is affected in many ways.

Before making comments on teachers, go to the field and study the actual situation and ask teachers about their problems before suggesting that teachers need counselling.

At the end of the day, if a teacher loses her mind at work, her family should take up the case against the system rather than just accept the fact that it is a normal phenomenon.

VIMALA NAIR,  
Petaling Jaya

FROM THE  
STAFFROOM

TEACHER TALK

MILKA VASUGI

# Beware! Teachers at war

21 JAN 2001

It was at one of the staff meetings that I first became aware of the Au-Kwan feud. Mrs Au had just voiced her opinion about the rescheduling of the assessment examination when Mrs Kwan stood up and after an eloquent introduction with many *mintu maa's*, proceeded to tear Mrs Au's proposition to shreds.

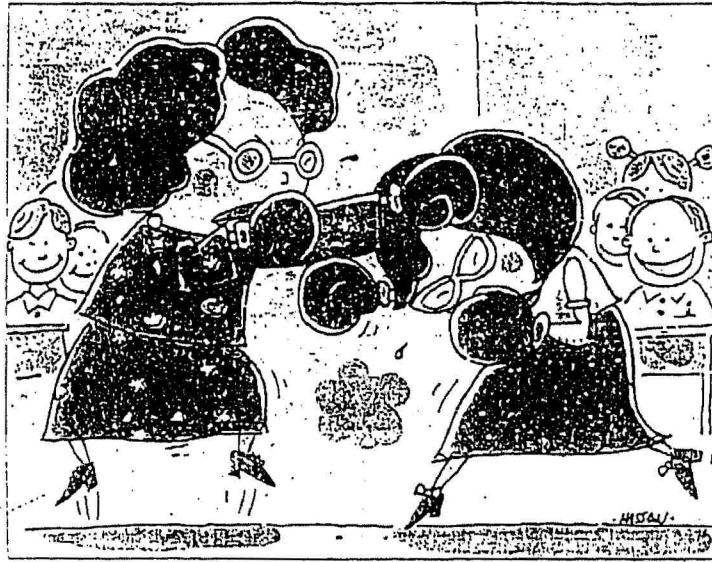
"Oh-oh," whispered Carol on my left. "Watch what happens now."

After Mrs Kwan had finished, Mrs Au with a cynical smile announced that with all due respect and no offence meant, all of Mrs Au's ideas were full of holes.

The atmosphere was tense and the back and forth rejoinders verbalising conflicting viewpoints continued — little speeches delivered with frosty eloquence and subtle insinuations questioning the other's capability.

"This could go on forever," muttered Carol.

The rest of us were getting restless too. We were



already half an hour behind schedule.

The meeting finally ended one hour late thanks to the Au-Kwan debate and as we grumbled our way

home, Carol remarked, "And to think that they were the best of friends just one year ago."

It was an intriguing statement and when I questioned Carol about it the next day she sighed, leant back and said, "It's a long story — something akin to a family quarrel — an in-law squabble if I may say so."

"Teachers-in-law, that is," said Sue knowingly. "You see," began Carol, "Mrs Au and Mrs Kwan were posted to our school two years ago. Having so much in common, they hit it off almost immediately. They were both Biology majors in their late forties, married to successful businessmen who were members of the same clubs. Their children were in the same age group and went to the same schools. Their interests were similar — gourmet cooking, orchids, taichi. They even dressed alike."

"In the most dreadful Hong Kong fashions," Linda said remembering.

"They even waited for each other for coffee breaks," continued Carol.

"Anyway it became so that if you wanted to know where Mrs Au was, you asked Mrs Kwan and vice versa."

"Such a beautiful relationship," sighed Sue, "who would have thought it would end this way."

"The rift began when they were each appointed as Form teachers of the 'end classes' — that is classes at either end of the fifth form," Carol hastened to add.

"Meaning, Mrs Au was made Form teacher of Form Five Science 1 like me this year," said Linda. "Five Science 1 as you know comprises the brighter, smarter, straight-A students — those most likely to succeed, whereas Mrs Kwan was allotted Five Arts

5 at the other end which, literally teems with the, er, shall we say the non-intellectual type."

"Humph," said Sue, who happened to be the present year's Five Arts 5 Form teacher.

"Initially things were fine," Carol continued. "We all sailed along pretty well. Until the first semester exams. Several girls in 5 Science 1 who usually achieved top grades had performed pretty badly. It had come to Mrs Au's knowledge that these same girls had somehow formed 'romantic liaisons' with boys from Five Arts 5."

Mrs Au had been most displeased, Carol informed us. As a rule, serious romantic entanglements or "pairing offs" are discouraged and frowned upon by school authorities due to the possibility of undesirable consequences and the immaturity of these teenagers in handling the relationship. Through experience we have found that the academic performance of the boys and girls who are seriously involved usually becomes unstable, rising and dipping according to the current mood of the relationship.

"Of all the classes," Mrs Au had been overheard saying in a tone of utmost disgust, "they had to pick the dregs of the fifth form, the good-for-nothings."

The affronted Mrs Kwan, notwithstanding her friendship with Mrs Au, had regarded this as a personal insult.

Bristling, she had replied something to the effect that if the so-called blue-stockings of Five Science 1 had found her boys attractive then they probably had that extra oomph, flavour or machismo as compared to the lily-livered, insipid nerds in their own class.

After that scathing reply,

Carol said Mrs Au had tossed her head back and remarked that as a Form teacher, she was morally obliged to ensure that her girls did not jeopardise their bright future by association with individuals of ill-repute.

"And rightly so," quipped Linda. "I would have reacted the same way. As you know my class is where the future nuclear scientists and neuro-surgeons are. My girls do integral calculus with their eyes shut while your boys Sue," she uttered, "aren't even sure how many sides there are in a rectangle. Sheer incompatibility, if you ask me."

"Oh really," said a nettled Sue. "No need to be so hoity-toity. All that integral calculus may be fine but tell me when there is actual work to be done around the school, painting murals or going on rayons for instance, who are the ones to help? Not your namby-pamby Five Science 1 boys to be sure."

"Ah, of course," yawned Linda. "All brawn and no brain."

"Remember what happened on Sports Day," said Sue, glaring at Linda. "Two of your nuclear scientist boys fainted during the march past and had to be carried into the First Aid tent by my girls. At least my kids have what it takes to survive, they're tough, resilient and able to look out for themselves."

"And anyway, there are millions of successful businessmen, entrepreneurs, directors of companies, whatever, who all came from Form Five Arts Five." She folded her hands and nodded significantly at us.

"I'm sure," said Linda with a shrug, "among drain sweepers, rubbish collectors, brick layers. But that's really besides the point. Remember the Malay proverb, *Enggang sama enggang, pipit sama pipit*."

After that there were many more fiery remarks sallied to and fro interspersed with revised versions of Malay proverbs.

Mr Kong, who was passing at this point said, "Well, well, what have we here — sounds like another in-law spat. What did I tell you? History repeats itself."

Knowing Sue and Linda as we did, Carol and I were not unduly bothered. We knew that before the day was over they would probably have made up and be back in the school canteen bickering over some other issue.

But I guess there was some truth in Carol's parting comments — "All these school student romances should be nipped in the bud — at least to prevent any more teacher-in-law wars."