CHAPTER V

ANALYSIS AND INTERPRETATION OF DATA

The obtained data were scored, categorised and analysed to see if they supported the underlying assumptions and hypotheses.

5.1.0 DESCRIPTION OF THE SAMPLE

A description of the sample in terms of (a) sex, (b) age, (c) marital status, (d) qualification, and (e) teaching experience is given below.

N = 345 Secondary Teachers

TABLE 5.1 : Sex Distribution of Teachers

	Sex	Frequency	Relative Frequency (in percent)
1.	Male	180	52.17
2.	Female	165	47.85
		345	100.00

TABLE 5.2 : Age Distribution of Teachers

	Age group in years	Frequency	Relative Frequency (in percent)
1.	21 - 30	102	29.57
2.	31- 40	144	41.74
3.	41 -50	70	20.29
4.	51 - 60	29	8.41
		345	100.00

Table 5.3 : Sex-wise Distribution of Age of Teachers

		Total	21-30	31-40	41-50	51-60
		345	102	144	70	29
SEX	Male	180	58	80	30	12
	%	(52.2)	(56.9)	(55.6)	(42.9)	(41.4)
	Female	165	44	64	40	17
	%	(47.8)	(43.1)	(44.4)	(57.1)	(58.6)

It will be seen from table 5.2 that the percentage of older teachers among the sample is quite low. It is likely that many teachers leave the profession after some years and quite a number do not continue in the profession till retirement. Another possible explanation would be the fact that the 40 inservice teachers from the B.Ed. classes would be relatively younger.

Table 5.3 indicates that the number of women teachers in the two older age-groups is proportionately higher than the number of male teachers. The trend that many more women teachers continue in the profession for a longer time could be indicative of the frequent observation of higher level of job satisfaction among women teachers.

TABLE 5.4 : Marital Status Distribution of Teachers

	Marital Status	Frequency	Relative Frequency (in percent)
1.	Single	109	31.59
2.	Married	230	66.67
3.	Widowed/Separated/ Divorced	6	1.74
		345	100.00

Table 5.5 : Sex-wise Distribution of Marital Status of Teachers

			Total	Single	Married
		F	345	109	236
		%	(100.0)	(31.6)	(68.4)
S E X	Male	F	180	64	116
		%	(52.2)	(58.7)	(49.2)
	Female	F	165	45	120
		%	(47.8)	(41.3)	(50.8)

Table 5.6 : Qualification Distribution of Teachers

	Qualification	Frequency	Relative Frequency (in percent)
1.	Graduate	19	5.51
2.	Trained Graduate	147	42.61
3.	Post-Graduate	36	10.43
4.	Trained Post-Graduate	140	40.58
5.	Ph.D.	3	0.87
		345	100.00

The In-Service teachers in the B.Ed. Classes are included among the trained graduates as they have since then qualified.

Table 5.7 : Teaching Experience Distribution of Teachers

Teaching Experience in Years	Frequency	Relative Frequency (in percent)
1 - 10	186	53.91
11 - 20	103	29.85
21 and above	56	16.23
	345	100.00

Table 5.7 indicates that more than half the sample had less than 10 years of teaching experience. This is in keeping with the findings in Table 5.2. Fewer teachers with longer teaching experience are in the profession. And majority of the In-Service B.Ed. and M.A. teachers would be having less than 10 years of teaching experience.

Table 5.8 : Sex-wise Distribution of Teaching Experience

			Total	Teaching Experience in Years		
				1-10	11-20	21 and above
		F	345	186	103	56
		%	(100.0)	(53.9)	(29.9)	(16.2)
SEX	Male	F	180	103	52	25
		%	(52.2)	(55.4)	(50.5)	(44.6)
	Female	F	165	83	51	31
		%	(47.8)	(44.6)	(49.5)	(55.4)

As with age-distribution (Table 5.3), here also the trend is of higher percentage of women teachers having longer teaching experience.

5.2.0 MEANING IN LIFE

Meaning in life of teachers was studied by four measures - (1) PIL, (2) SRM, (3) Sources of MIL, and (4) Sources of MIT. Objectives 1, 2 and 3 and Hypotheses 1 to 15 related to meaning in life.

5.2.1 Level of Meaning in Life

Objective 1 is related to the level of meaning in life of Calcutta teachers as assessed by the PIL and SRM. It is studied by testing hypotheses 1 and 2.

5.2.1.a Purpose in Life (PIL)

Results : Sample PIL Score range - 55 to 138

Mean - 100.86

Median - 103.00

S.D. - 15.81

The lowest score of Calcutta teachers is 55. This shows that none of the teachers perceived his or her life as completely meaningless.

However, the sample mean of 100.86 is very low, lower than the mean PIL scores of normal population of other available studies. It is in fact at par with the norm means of psychiatric patients (Crumbaugh and Maholick, 1964).

A comparative picture of Mean PIL scores of some other studies given in Table 5.9 will show the low purpose in life of Calcutta teachers.

Table 5.9 : Comparison of Mean PIL Scores

Study	Mean Score
Present Study	100.86
Crumbaugh and Maholick (1964) --	
Patients	99.00
Non-Patients	119.00
Crumbaugh and Maholick (1968) --	
Group M 112.42 — Normal Group I	118.90
Group M 112.42 — Normal Group II	114.27
Group M 112.42 — Normal Group III	108.45
Group M 112.42 — Normal Group IV	106.45
Schizophrenic Patients	96.66
Doerris (1970) --	
Low participating College Students	100.45
High Participating College Students	106.10
Yarnell (1971) --	
Normal	110.03
Schizophrenics	81.88
Crandall & Rasmussen (1975)	108.89
Ruffin (1982)	113.05
Mehta (1982) --	
Handicapped	102.20
Non-Handicapped	113.64

Table 5.9 reveals that the Mean PIL scores of Calcutta teachers is the lowest among all the normal non-patient samples. Existential vacuum is regarded as an affliction of the affluent society of the West and should be more pronounced among Western Samples. However, the Mean scores of all the normal Western samples were higher. Secondly, according to Frankl, existential vacuum is caused by loss of tradition in modern Western society. Indians, because of their strong traditional moorings and familial support are expected to experience lesser degree of existential vacuum, and have higher PIL scores. Under the circumstances, the low Mean PIL score of Calcutta teachers comes as a surprise and should be a cause of serious concern. The score is low also in comparison to the scores of the Indian samples. All the four male and female, handicapped and non-handicapped groups of the Mehta (1981) Study had higher mean PIL scores, ranging from 102.2 to 113.64

The scores were grouped into three categories - Low-Purpose (L-PIL)), Moderate-Purpose (M-PIL), and High-Purpose (H-PIL) - on the basis of quartiles. Scores lying below the first quartile (Q1) i.e. 25th percentile - scores 55 to 90 (Cumf. 25.22) were included in the Low-Purpose group; the scores between Q1 and Q3 i.e. between 25th Percentile and 75th Percentile - scores 91 to 111 (Cumf. 75.36) were included in the Moderate-

Purpose group; Scores above Q3 or 75th Percentile - scores 112 to 138 formed the High-Purpose group.

The above distribution of scores also indicates that the level of PIL of Calcutta teachers is low. The cut-off score of 112 for the H-PIL group of Calcutta samples, is according to the norm of Crumbaugh and Maholick (1969), just indicative of definite purpose and meaning in life, as score below that is regarded as an indication of indecisiveness.

Table 5.10 : Comparison of L-PIL, M-PIL and H-PIL Groups in Three Studies

Study	L-PIL	M-PIL	H-PIL
1. Crandall and Rasmussen (1975)	74 - 106	107 - 114	115 - 133
2. Sultana (1983)	40-94	95 - 116	117 - 140
3. Present Study	55 - 90	91 - 111	112 - 138

As will be evident from Table 5.10, the score range of all the three groups in the present study is lower than the score ranges of both American and Bangladesh samples, although the minimum score in the present study is much higher than in the Sultana study.

5.2.1.b Sex, Age and PIL (Ho 1 and Ho 2)

Table 5.11 : Sex, Age and PIL

Ho	Variables	X^2	df	Level of Significance	Direction of difference
1	Sex and PIL	0.575	2	Not Significant*	NIL
2	Age and PIL	6.242	6	Not Significant*	NIL

* at .05 level

There is no significant difference in the level of PIL of male and female teachers. Therefore, Ho 1 is retained.

There is no significant difference in the level of PIL of teachers of the four age-groups. Therefore, Ho 2 is retained.

The present findings are in line with most of the previous research which found no relation between Sex and PIL (Crumbaugh and Maholick, 1964; Meier and Edward, 1974; Jacobson and Ritter, 1977) and between Age and PIL (Crumbaugh and Maholick, 1964; Crumbaugh, 1969; Yarnell, 1971). Finding a purpose in life is not dependent on these factors of gender or age.

5.2.1.c Self-reported Meaning in Life (SRM)

Distribution of responses to the question - 'How meaningful do you regard your present life to be?' is given in Table 5.12

Table 5.12 : Self-reported Meaning in Life : Distribution of Responses

	Level of Meaning	Frequency	Relative Frequency in percent
1.	Meaningless	5	1.45
2.	Slightly Meaningful	35	10.14
3.	Moderately Meaningful	143	41.45
4.	Very Meaningful	133	38.55
5.	Extremely Meaningful	29	8.41
		345	100.00

Above results show that the life satisfaction of Calcutta teachers is quite high according to their own perception. Only 1.45% perceive their life as meaningless and quite a small percentage of 10.14 regard their life to be 'slightly' meaningful. Almost half the sample, nearly 47% regard their life to be 'very' meaningful and 'extremely' meaningful.

For further analysis, responses were re-grouped to form three categories - 1. Low Meaning (L-SRM) by combining the responses in category 1 and 2 (Meaningless and Slightly Meaningful); 2. Moderate Meaning (M-SRM); 3. High Meaning (H-SRM), by combining category 4 and 5 (Very Meaningful and Extremely Meaningful).

5.2.2 Sources of Meaning in Life and Teaching

Objective 2 relates to sources of meaning in personal and professional life of teachers and is studied by testing hypotheses 3 to 6.

5.2.2.a Sources of Meaning in Life (MIL)

Items in order of importance as sources of meaning in life, their Median and mean values and the percentage distribution of responses is given in table 5.13 on the next page.

Table 5.13 : Rank Order of Important Sources of Meaning, Medians, Mean Values and Distribution of Responses

Item	Median	Mean	Percentage			
			Not Imp.	Slight Imp.	Moderate Imp.	Extreme Imp.
8. Job Success	4	3.652	0.87	2.90	26.38	69.86
14. Children (Own)*	4	3.649	1.16	2.90	11.59	44.64
4. Parents & Siblings	4	3.462	3.48	8.41	26.38	61.74
9. Feeling loved and wanted	4	3.440	0.29	11.01	33.04	55.65
5. Spouse/Fiancé**	4	3.394	4.66	3.77	22.61	41.74
2. Friends,Communicating	3	3.360	1.16	8.70	43.19	46.96
1. Religious faith	3	3.359	12.75	14.78	28.70	43.77
6. Helping others, feeling useful	3	3.341	1.45	6.67	47.83	44.06
3. Professional growth	3	3.339	12.75	14.78	28.70	43.77
12. Major life goals	4	3.336	2.61	11.30	35.94	50.14
11. Enjoying Nature	3	3.240	2.03	13.91	42.03	42.03
10. Inner Searching	3	3.176	4.64	12.46	43.48	39.42
7. Leisure-time activities	3	3.078	2.03	16.52	52.75	28.70
13. Money and Material possessions	3	2.950	4.64	17.39	56.23	21.75

* 137 (39.71%) did not check this item as they were issueless or single.

** 94 (27.25%) did not check this item as they were single and did not have a fiancé.

From the results in Table 5.13 the following trends are noticeable.

Calcutta teachers derive meaning in life primarily from human relationships, friendly and familial interaction

and affective experiences (Items ranked 2 to 6). This is in congruence with Klinger's (1977) findings where most of the students (89%) mentioned a personal relationship as something that contributed meaning to their lives.

A fairly low rating is given to 'Religious faith' by the teachers (more than 25% rated it as 'not important' or 'slightly important'). Also this is the item which received the largest percentage of 'not important' response (12.75%). This can perhaps be explained by the fact that the subjects belong to the Left-dominated State of West Bengal and many of them in the very politically conscious community of the city are likely to be marxists themselves and do not believe in religion or give much importance to it and consequently derive any meaning from it. However, Klinger (1977) also found in his study that one of the traditionally loftiest sources of meaning - 'Religion' was among the weakest.

'Money and material possessions', surprisingly, has been accorded a very low priority (No.13) considering the fact that teachers are forever complaining about their low salary and other financial benefits. Underplaying the importance of money and material possessions may be due to an unconscious desire not to show oneself as too materialistic. The emphasis on 'service', on teaching as a 'dedication' is a potent source of inhibition, since many people, both inside and outside teaching believe that teachers are not supposed to consider money, prestige

and security as important. Such normative pressures make it probable that money and material possessions may be more important in the life of the teachers than what the results indicate. On the other hand, the low rating could be partly genuine. Many teachers join the profession because of other reasons - because they like to work with people and especially young people, because they like to continue with their academic interests, because they like more free time and vacations, because the profession has respectability and security, especially for women. They had joined teaching knowing very well that monetary rewards are and will remain low in teaching. And, even if one is not very materialistic, economic security is a need that must be met to some extent and we can very well see a justification for teachers' complaints about low salary and material benefits.

'Job success' has been rated very high but 'Professional growth' comes quite low in the hierarchy. Teachers seem to be concerned about the day to day functioning and success in their job, as for example, taking the examination results of students as important indicator of job success, but they do not appear to be concerned about their professional growth. Low position given to 'Inner searching' also seem to corroborate this. The Calcutta teachers seem to be operating at the lower levels of need-satisfaction like Security needs and Competence needs and their need for self-actualisation is not high.

This is also confirmed by the relatively low position of 'Major life goals', indicating lack of ambition - professional as well as social.

'Helping others' is ranked eighth and comes mid-way in the hierarchy, so Calcutta teachers are perhaps not as altruistic as they are generally believed to be or expected to be.

'Leisure time activities' and 'Enjoying nature' come almost at the bottom of the list. Calcutta teachers, engrossed in the grim struggle for existence, which is the lot of the common man in the city, seldom have opportunity and leisure for enjoying nature and other activities and have perhaps become numb and insensitive toward them. Teachers have to spend almost all their spare time in trying to earn some extra money through private tuitions to supplement their inadequate salary. And many of them live in the suburbs as with the Rs.100.00 they get as house-rent one cannot get even one room in the slums of Calcutta and as such have to spend considerable part of their free time in commuting between home and school.

This is ultimately likely to have a serious repurcussion on the mental health of the teachers.

5.2.2.b Source of MIL Score

A total count of response was obtained for each subject from his/her responses to the important sources of meaning.

The possible range of response scores for the 14 items was 14 to 56.

Sample range of scores - 24 to 56
Mean - 44
Median - 45
SD - 6.45

The scores were categorised into - Low Meaning (L-MIL), Moderate Meaning (M-MIL) and High Meaning (H-MIL) by taking Q1 (approximately) to constitute the Low Meaning group, Q1 to Q3 to constitute the Moderate Meaning group and the top quartile, above Q3 to constitute the High Meaning group.

Scores 24 to 40 - Low Meaning (L-MIL)
Scores 41 to 48 - Mod. Meaning (M-MIL)
Scores 49 to 56 - High Meaning (H-MIL)

These results show a tendency of scores to bunch towards the upper end; there is no score between 14 and 23, the lowest score being 24 while the highest score is 56, the maximum.

This indicates that many teachers derive meaning from varied sources or incentives. It agrees with Klinger's (1977) findings that most people find their sense of meaning in life in enjoying and pursuing many kinds of incentives, some lofty and remote but most everyday and homely.

5.2.2.c Sex, Age and Sources of MIL (Ho 3 and Ho 4)

Chi Square values of sex differences, age differences in sources of meaning in life of teachers are presented in Table 5.14

Table 5.14 : Sex, Age and Sources of MIL

Ho	Variables	X^2	df	Level of Significance	Direction of Difference
3	Sex and MIL	3.560	2	Not Significant*	--
4	Age and MIL	33.235	6	P .001	A3>A2>A4>A1 (App.B)

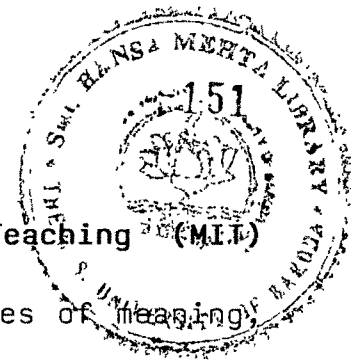
* at .05 level

Key : Age group A1 = 21-30 years
A2 = 31-40 years
A3 = 41-50 years
A4 = 51-60 years

There is no significant difference in sources of MIL scores of male and female teachers. Therefore Ho 3 is retained.

There is a significant difference in sources of MIL scores of teachers of different age groups. Therefore, Ho 4 is rejected.

Results indicate higher scores for older teachers. According to Frankl, existential vacuum is more prevalent among the young, the pre-30 age group, as the crumbling of traditional values is more noticeable among the young in any society. Another reason for this could be that many more older teachers are likely to be married and deriving meaning from relationship with spouse and children.



5.2.2.d Sources of Meaning in Teaching (MIT)

Items in order of importance as sources of meaning, their Median and mean values and the percentage distribution of responses is given below in Table 5.15

Table 5.15 : Rank Order of Items, Medians, Mean Values and Distribution of Responses of MIT

Item	Source of Meaning	Median	Mean	Percentage			
				Not Imp.	Slig-htly Imp.	Mode-rately Imp.	Extr-emely Imp.
8	To keep on learning as I teach.	4	3.727	0.58	2.61	20.29	76.52
9	Being able to explain a difficult topic success-fully.	4	3.721	0.58	4.64	16.81	77.97
10	Moulding and shaping half-formed young minds.	4	3.660	1.16	3.48	23.48	71.88
4	Job security	4	3.652	2.32	5.22	17.39	75.07
19	Success of students in public examination.	4	3.576	1.74	6.96	24.35	66.95
5	Being able to use my mind on interesting and valuable subjects.	4	3.501	0.87	4.64	37.97	56.52
11	Making a pupil 'excited' about a subject.	4	3.455	4.93	6.08	27.54	61.45
14	Being successful in 'reaching' a problem student.	4	3.397	2.90	10.43	30.72	55.94
15	Respect received from students and ex-students.	4	3.373	3.77	8.41	34.49	53.33

Table 5.15 (contd...)

Item No.	Source of Meaning	Median	Mean	Percentage			
				Not Imp.	Slig-htly Imp.	Mode-rately Imp.	Extr-emely Imp.
20	A former student's success in education and/or work.	3	3.353	3.19	7.83	40.00	48.98
7	Chance to associate with other teachers.	3	3.234	1.74	11.01	49.28	37.97
17	Appreciation from Principal/Colleagues/ Parents.	3	3.156	5.22	15.65	37.39	41.74
12	Being in the company of young people.	3	3.101	4.06	12.17	53.33	30.43
6	Freedom from much competition and rivalry.	3	3.034	9.57	14.49	38.84	37.10
3	Leisure - Long vacations	3	3.023	8.38	18.26	42.03	33.33
2	Not being tied to a desk the whole day	3	2.939	12.17	16.31	35.95	35.07
1	Spacious routine (much work can be done in one's own time, at one's house).	3	2.878	7.82	21.16	46.38	24.64
18	Getting positive feedback from an outsider about my competence.	3	2.530	616.81	29.28	37.97	15.94
16	Receiving unexpected tokens of appreciation from students	3	2.443	23.77	25.80	32.75	17.68
13	Special relationship with a few students.	2	2.127	33.71	26.67	32.17	7.25

We think of work as activity directed toward achieving goals. It is usually more than earning a living - man 'makes more' of his daily routine, investing it with special feeling and broader meanings. But it is not easy to find out what meanings people attach to their work - to penetrate the rhetoric of prestige seeking, defence and public justification to identify the genuine sentiments of people within the occupation.

Rewards in teaching are of three types - extrinsic, ancillary and psychic or intrinsic. Extrinsic rewards like money, material benefits, power over others, prestige etc. are called extrinsic because they exist independently of the individual who occupies the role and are experienced by all incumbents. The culture of teaching and the structure of rewards do not emphasise the acquisition of extrinsic rewards among teachers. The traditions of teaching make people who seek money, prestige or power somewhat suspect. Besides, it is well-known that extrinsic rewards like money, power and social prestige in teaching are severely limited, perhaps even non-existent. Therefore, in this scale items pertaining to extrinsic rewards were not included, with the exception of, perhaps, job security. And job security has ranked quite high (the fourth position) among the factors which make teaching meaningful or rewarding. For school teachers, majority of whom come from the lower end of the middle classes, job security is an important source of meaning.

Psychic rewards consist entirely of subjective valuations made in the course of work engagement and can vary from person to person. Table 5.15 indicates that the Calcutta teachers derive the greatest amount of satisfaction and meaning from psychical rewards. They gave higher ratings to task-related outcomes - meaning accompanied desirable results with students, importance was given to the feelings of successfully influencing students (e.g. high rankings of items 9, 10, 19, 11, 14, 20).

Similar findings are noticed in other studies. In the 1963 NEA survey, 78.9% of the teachers identified 'students' as 'sources of professional satisfaction and encouragement' and 18.3% said 'teaching in general'. Other sources like administration, parents, colleagues, working conditions etc. received fewer mentions. Lortie (1975) similarly found that over 75% of responses mentioned psychic rewards, while 11.7% dealt with ancillary rewards and 11.9% dealt with extrinsic rewards. Teaching is positive and satisfying and meaningful when positive things happen in the classroom. It is of great importance to teachers to feel they have 'reached' their students.

The activities which generate meaning and pride among teachers are teaching duties - centred on instructional outcomes and relationships with students. The classroom is the 'cathected' forum.

A former student's success in education and/or work and his appreciation and respect can be a key source of pride and meaning to teachers. A former student has nothing to gain, no axe to grind, so his respect and appreciation are all the more trustworthy. Achievement of former students - admission to high-prestige college or course, awards for academic excellence, high quality job performance, attainment of professional status - all these reassure teachers about **their** achievement, give them the pleasure of feeling that one's influence has endured, that the students are still carrying part of one's teaching.

Moreover, the structure of teaching rewards also favours emphasis on psychic rewards. The culture emphasises service as a goal, so it is not surprising that the data underscores the significance of psychic rewards in the work life of teachers.

Relationship with colleagues and other adults come midway in the hierarchy (Items 7 and 17) and is given considerable importance. Teachers spend most of their working hours outside the view of other adults. Isolation and privacy of their working environment make teachers crave reassurance from other adults. This is all the more important as teaching has a greater degree of uncertainty in work assessment than most other occupations. Work processes in teaching and the results are difficult to measure and are more intangible.

Intellectual rewards come quite high (Items 8 and 5 holding 1st and 6th ranks). It appears from the present study that the opportunity in teaching to keep in touch with the subject in which one has specialised, and the intellectual nature of the work is a greater attractor in teaching than a liking for the company of young people (rank 13), which is frequently regarded a reason for people joining the profession. This could be the situation more with secondary school teachers who constitute the sample of the present study, who are basically 'subject' teachers. It is possible that with elementary school teachers, liking for the company of young people would be a greater source of meaning.

Ancillary rewards are simultaneously objective and subjective - these are objective characteristics of the work which may be perceived as more rewarding by some, for example, married women may like the work schedule in teaching (Items 1, 3) while men may not. Also, ancillary rewards tend to be stable through time and to be taken for granted. Others are also enjoying these incentives, after all. And ancillary rewards affect entry into a given line of work more than the effort of those in it. Once they are in teaching, they may take vacations and frequent holidays for granted. The ancillary rewards may also restrain a person from leaving the occupation but are unlikely to affect the effort he extends on a day to day basis.

It is not surprising, therefore, that in the present study, the ancillary rewards (Items 6, 3, 2, 1) have been awarded a fairly low position. Even though most outsiders point out the attractions of these in teaching, teachers themselves do not regard them as important in making their work meaningful for them.

A very low position of Item 18 could be due to the fact that chances of getting a feedback from an 'outsider' does not occur very frequently and cannot be a very important source of meaning.

An extremely low ranking of Item 16 seems surprising. There is a possibility that some respondents misunderstood this as receiving some material presents from students as tokens of appreciation, which could very well be a 'thank you' note.

'Special relationship with a few students' has come last in the rating. This indicates the expectation that teachers will not show any favouritism to a particular student or a few students. Partiality and favouritism is regarded as one of the most undesirable traits of a teacher and the largest number of teachers (33.91%) rated it as not important and only 7.25% regarded it as extremely important.

5.2.2.e Sources of MIT Score

A total count of response was obtained for each

subject from his/her responses to the important sources of meaning in the work of teaching. The possible range of response scores for the 20 items was 20 - 80.

Sample range of scores was - 40 - 78

Mean - 63.67

Median - 64.00

SD - 7.289

Scores were categorised into Low Meaning (L-MIT), Moderate Meaning (M-MIT) and High Meaning (H-MIT) by taking approximately Q1 (25.51 Cumf.) to constitute the Low group, scores lying between Q1 and Q3 (73.33 Cumf.) to constitute the Moderate group and the scores above Q3 (73.33 to 100.00 Cumf.) to constitute the High group.

Scores 40 - 59 : Low Meaning (L-MIT)

Scores 60 - 68 : Moderate Meaning (M-MIT)

Scores 69 - 78 : High Meaning (H-MIT)

The above results show a positive leaning towards the upper end, the lowest score being 40 and the highest score 78, i.e. nearing the maximum possible score.

Perhaps this is an indication that many teachers derive satisfaction, pride, enjoyment and meaning from the various aspects or conditions of the work of teaching. This result is likely as the factors of extrinsic rewards, which are the most obvious sources of dissatisfaction in teachers were not included in the inventory.

5.2.2.f Sex, Age and Sources of MIT (Ho 5 and Ho 6)

Chi Square values of sex and age differnces in sources of meaning in teaching are presented in Table 5.16, below.

Table 5.16 : Sex, Age and Sources of MIT

Ho	Variables	X^2	df	Level of Significance	Direction of Difference
5	Sex and MIT	7.795	2	$P < .05$	Female > Male (App.C)
6	Age and MIT	6.363	6	Not Significant*	Nil

* at .05 level

There is a significant difference in sources of meaning in teaching scores of male and female teachers. Therefore, Ho 5 is rejected.

There is no significant difference in the sources of meaning in teaching scores of teachers of different age groups. Therefore, Ho 6 is retained.

Results indicating significantly higher scores for women teachers is a reaffirmation of the findings of studies, both foreign and Indian, which have consistently shown women teachers as a group to be more satisfied with teaching as an occupation than men. While the psychic rewards from teaching are likely to be the same for both the sexes, women teachers especially married ones, would value ancillary rewards like 'spacious routine', 'freedom from much competition and rivalry' more than men.

5.2.3 Relationship among Measures of Meaning

Objective 3 was studied by assessing the relationship among the different measures of meaning and by testing hypotheses 7 to 15.

5.2.3.a PIL and SRM (Ho 7)

The relation between purpose in life and self-reported meaning in life is presented in Table 5.17

Table 5.17 : Relation between PIL and SRM

		SRM			
		Low	Moderate	High	Total
PIL	Low	33	48	6	87
	Moderate	6	80	87	173
	High	1	15	69	85
		40	143	162	345

$X^2 = 137.727$ with 4 df $p < .001$. $C = .53$

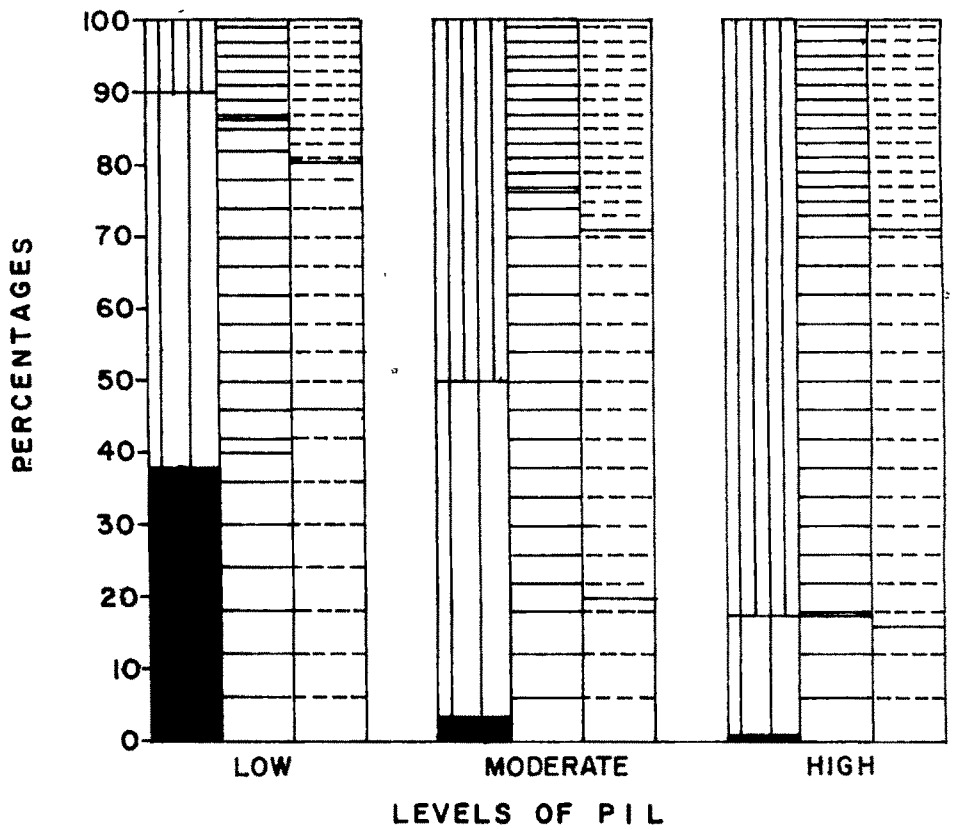
There is a significant positive relationship between purpose in life and self-reported meaning in life of teachers. Therefore, Ho 7 is rejected.

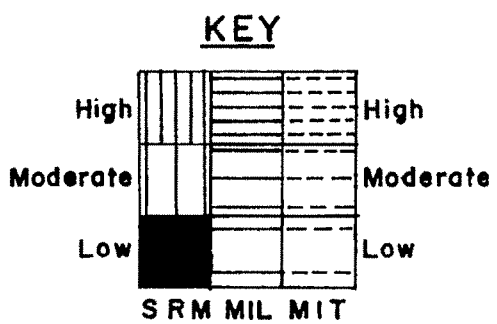
Percentage distribution of L-SRM, M-SRM and H-SRM groups under different levels of purpose in life is shown graphically in Graph 5.1

The self-reporting item was used as a validation of the PIL as a measure of meaning in life and low PIL scores as indicative of meaninglessness. 82.5% of those who regarded their life as meaningless or slightly meaning-

PERCENTAGES OF HIGH, MODERATE, LOW S R M, MIL, & MIT UNDER DIFFERENT LEVELS OF PIL

Graph: 5·1





ful had a low PIL score, even though the low PIL group constitute only 25.2.% of the total sample.

In a self-rating questionnaire, there is frequently a tendency for the respondents to portray themselves in a better light. The self-reporting item was quite obvious and more direct and general than the PIL items. This could be the reason why a substantial number of M-PIL group rated their life as 'very' meaningful and 'extremely' meaningful.

5.2.3.b PIL and Sources of Meaning (Ho 8 and Ho 9)

The relation between purpose in life and sources of meaning in life and sources of meaning in teaching is presented in Table 5.18.a and 5.18.b

Table 5.18.a : Relation between PIL and MIL

		MIL			
		Low	Moderate	High	Total
PIL	Low	35	40	12	87
	Moderate	38	94	41	173
	High	15	47	23	85
		88	181	76	345

$X^2 = 15.120$ with 4 df $P < .005$. $C = .20$

There is a significant positive relationship between purpose in life and sources of meaning in life scores of teachers. Therefore, Ho 8 is rejected.

Table 5.18.b : Relation between PIL and MIT ...

		MIT			
		Low	Moderate	High	Total
PIL	Low	40	30	17	87
	Moderate	35	88	50	173
	High	13	47	25	85
		88	165	92	345

$X^2 = 26.441$ with 4 df $P < .001$ $C = .27$

There is a significant positive relationship between purpose in life and sources of meaning in teaching scores of teachers. Therefore, Ho 9 is rejected.

Percentage distribution of L-MIL, M-MIL, H-MIL and L-MIT, M-MIT, H-MIT groups under different levels of purpose in life is shown graphically in Graph 5.1

The positive association between PIL and sources of MIL indicates that teachers who have a higher purpose in life derive meaning from many sources; involvement with many enduring sources of satisfaction makes life more full of purpose or meaning (Klinger, 1977). Similar results were obtained with the PIL by Doerris (1970) and Tryon and Radzin (1972).

The positive association between PIL and sources of MIT points to the importance of work in one's life.

According to Frankl (1960) work usually represents the area in which the individual's uniqueness stands in relation to society and thus acquires meaning and value. The existential importance of work is more clearly seen when work is entirely eliminated from a person's life as in unemployment or retirement which often plunges the individual into depression and apathy and loss of purpose. Work is the area in which an inividual usually finds self-fulfilment. Hence, a person who derives a high level of meaning or value from his or her work is also likely to find existence more purposeful.

5.2.3.c SRM and Sources of Meaning (Ho 10 and Ho 11)

The relation between self-reported meaning in life and sources of meaning in life and sources of meaning in teaching is presented in Table 5.19.a and 5.19.b

Table 5.19.a : Relation between SRM and MIL

		MIL			
		Low	Moderate	High	Total
SRM	Low	19	17	4	40
	Moderate	42	81	20	143
	High	27	83	52	162
		88	181	76	345

$X^2 = 28.949$ with 4 df $P < .001$. $C = .28$

There is a significant positive relationship between self-reported meaning in life and sources of meaning

in life scores of teachers. Therefore, Ho 10 is rejected.

Table 5.19.b : Relation between SRM and MIT

		MIT			
		Low	Moderate	High	Total
SRM	Low	24	12	4	40
	Moderate	39	71	33	143
	High	25	82	55	162
		88	165	92	345

$X^2 = 36.381$ with 4 df $P < .001$ $C = .31$

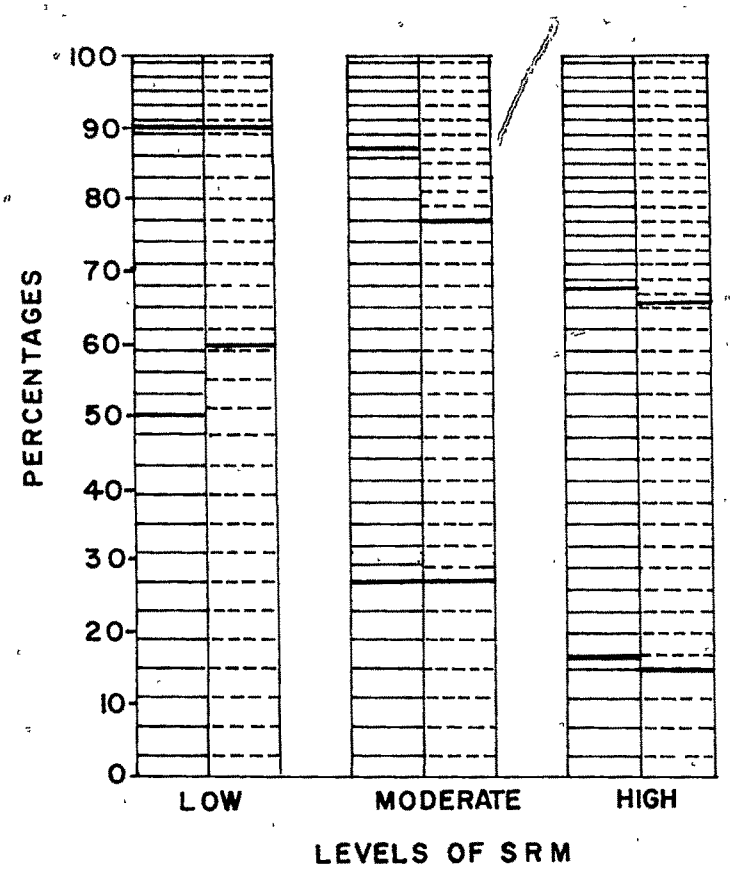
There is a significant positive relationship between self-reported meaning in life and sources of meaning in teaching scores of teachers. Therefore, Ho 11 is rejected.

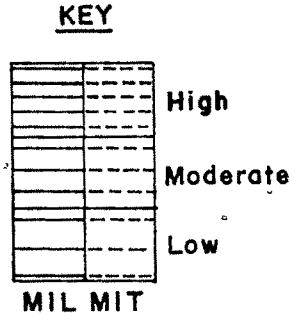
Percentage distribution of L-MIL, M-MIL, H-MIL and L-MIT, M-MIT, H-MIT groups under different levels of self-reported meaning in life is shown graphically in Graph 5.2

The strong association between SRM and sources of MIL indicates that the perception and self-appraisal of Calcutta teachers about the meaningfulness of their life is, on the whole, valid. It also confirms the theory that a person who finds life very meaningful is interested in many things, many persons, many goals, many values. In Klinger's (1977) study, among the college students who acknowledged finding meaning in more than 20 of the

PERCENTAGES OF HIGH, MODERATE, LOW GROUPS OF MIL & MIT UNDER DIFFERENT LEVELS OF SRM

Graph: 5·2





categories given, 81% reported their life to be 'very meaningful' of 'full of meaning' while it was true for only 35% of the students who found meaning in less than 12 of the categories ($P<.001$).

The significant positive relationship between SRM and sources of MIT confirms that work in an integral part of one's existence and the individual who finds meaning in work will perceive life as meaningful. However, the converse need not be true. It is possible for an individual who cannot find fulfilment in work to find meaning outside of the occupation, in private life, in myriad human relationships and in leisure time pursuits. As Frankl (1960) says, the satisfactions of work are not identical with the creative satisfactions of life as a whole, though they are related. In the present study, nearly 60% of teachers (55 out of 92) who had a high MIT score rated their present life as very meaningful or extremely meaningful. However, 28.4% (25 out of 88) with a low MIT score and nearly 50% (82 out of 165) with a moderate MIT score still perceived their life as very meaningful (Table 5.19.b). This proves the point that it is still possible for one who does not derive much meaning or joy from one's occupation to find meaning from other sources or areas of life. Work is after all only a part of one's existence, albeit a very important one.

5.2.3.d Sources of MIL and MIT (Ho 12)

The relation between sources of meaning in life and sources of meaning in teaching is presented in Table 5.20

Table 5.20 : Relation between MIL and MIT

		MIT			
		Low	Moderate	High	Total
MIL	Low	45	39	4	88
	Moderate	39	94	48	181
	High	4	32	40	76
		88	165	92	345

$X^2 = 72.734$ with 4 df $P < .001$ $C = .42$

Percentage distribution of L-MIT, M-MIT and H-MIT groups under different levels of sources of meaning in life is graphically shown in Graph 5.3

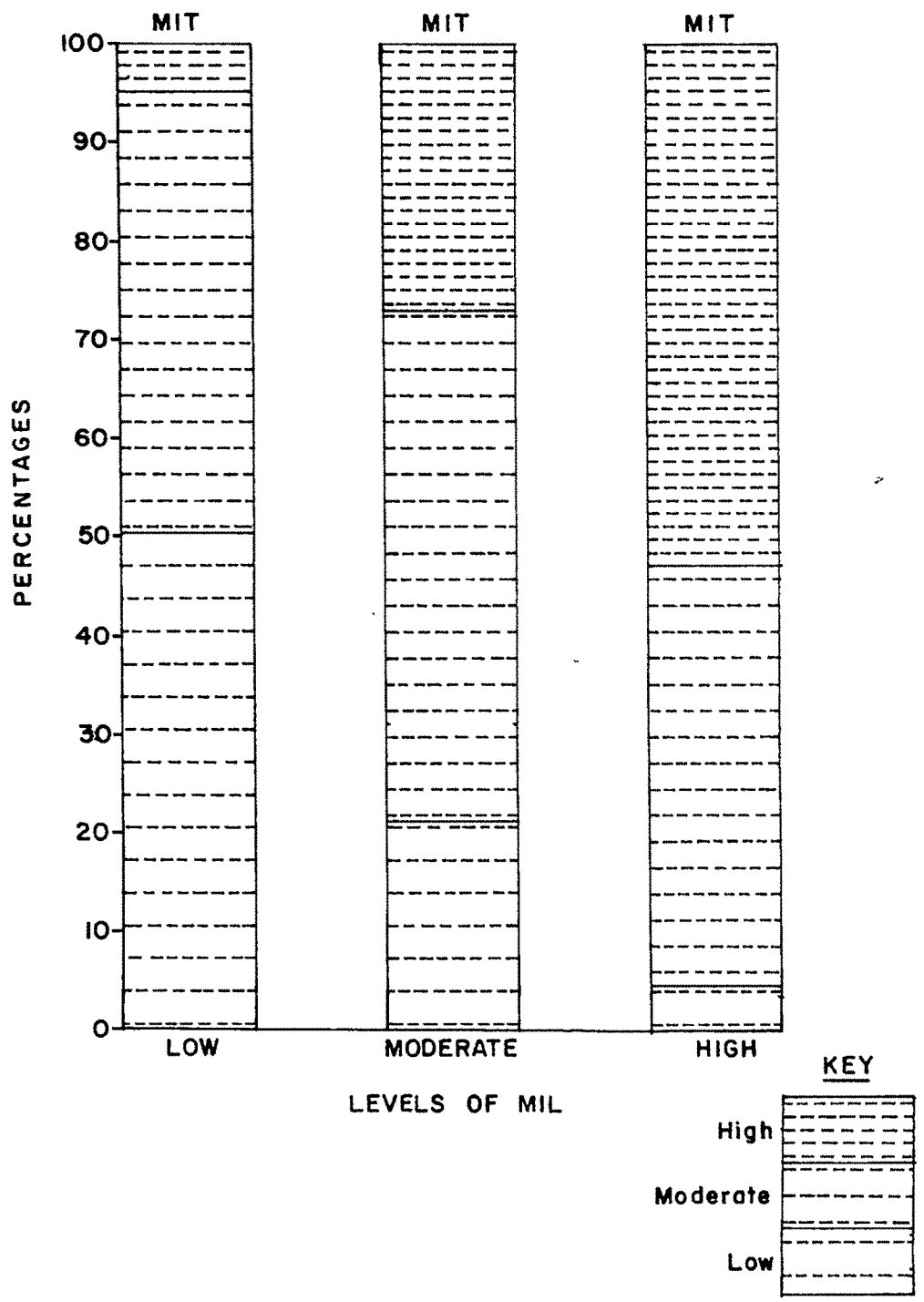
There is a significant positive relationship between sources of meaning in life and sources of meaning in teaching scores of teachers. Therefore, Ho 12 is rejected.

Such a high correlation is expected from the previous discussions on the importance of work satisfaction in one's life.

In conclusion, the significant positive relationship of MIT with other three measures supports the contention that job satisfaction enriches one's existence. And the significant interrelationship is mutual validation of

PERCENTAGES OF HIGH, MODERATE, LOW GROUPS OF MIT UNDER DIFFERENT LEVELS OF MIL

Graph: 5·3



of the four measures of meaning in life.

5.3.0 STRESS

Objective 4 relates to stress in teaching and was studied by TSS and SRS and by testing hypotheses 13 to 19.

5.3.1 Sources of Stress (TSS)

Rank order of the 55 sources of stress on the basis of their mean values, Medians and the percentage distribution of responses have been given in Table 5.21 on the next page.

Mean ratings of the stressfulness of 55 sources cover a number of diverse aspects of the teacher's job - most important ones being related to unmotivated pupils, poor working conditions, low salary and time pressures. Conflicts with Heads, colleagues or parents have quite low ratings. However, presentation of the items in the descending order of means in Table 5.21 should be treated only as a crude guide to their relative importance in view of the relative size of the standard deviations which ranged from .966 to 1.242, in comparison with the size of the differences in means. Also difference between the means of many items is very small and quite a few items have the same mean values.

Table 5.21 : Sources of Stress : Medians, Means and Distribution of Responses

	Item	Median	Mean	percentage			
				Little or No Stress	Moder-ate Stress	Consi-derable Stress	Great Stress
6	Student restlessness or lack of interest in studies	3	3.06	9.86	16.81	31.01	42.32
1	Noisy classrooms or surroundings	3	3.03	11.88	18.55	23.77	45.80
3	Too many periods to teach	3	2.98	10.14	19.13	33.33	37.39
21	Responsibility for pupils' examination success	3	2.92	12.46	17.10	36.52	33.91
14	Inadequate salary and financial benefits	3	2.80	15.36	20.29	32.75	31.59
37	Lack of time for further study	3	2.78	11.59	24.35	35.65	28.41
8	Insufficient time for completing the syllabus	3	2.74	16.81	18.55	38.26	26.38
25	Having to teach below average students	3	2.72	18.84	22.32	29.57	29.28
15	Lack of opportunity for promotion or advancement	3	2.71	23.19	18.26	25.22	33.33
4	Lack of time to spend with individual pupils	3	2.70	15.07	26.09	33.91	24.93
13	Unnecessary paper work and clerical tasks	3	2.69	22.61	18.26	26.09	33.04
27	Shortage of equipment, library, laboratory facilities	3	2.69	17.68	21.74	34.49	26.09
2	Trying to uphold or maintain values	3	2.68	15.94	25.22	33.91	24.93
7	Individual pupils who constantly misbehave	3	2.65	19.13	24.35	28.70	27.83
44	Classes made up of students differing widely in abilities	3	2.62	14.78	28.41	36.81	20.00

Table 5.21 (Contd...)

	Item	Median	Mean	percentage			
				Little or No Stress	Moder-ate Stress	Consi-derable Stress	Great Stress
31	Disciplinary policy of school not clearly stated	3	2.61	22.61	20.29	30.14	26.96
22	No time to relax between lessons	3	2.60	14.78	31.01	33.33	20.87
49	Substituting for absent teachers	3	2.60	17.68	26.67	33.62	22.03
12	Disruptive class / constant monitoring of student behaviour	3	2.60	20.58	22.90	32.46	24.06
35	Disinterested, uncoope-rative parents	3	2.59	21.74	22.90	29.57	25.80
53	Lack of time for personal hobbies, interests or social activities	3	2.58	17.10	28.41	33.62	20.87
17	Autocratic ways of the Head	3	2.58	28.12	17.10	23.48	31.30
34	Excessive work hours devoted to school and school related duties	2	2.55	20.00	26.38	31.88	21.74
10	Pupil's non-acceptance of teacher authority	3	2.54	29.57	16.23	24.93	29.28
28	Lack of recognition for good teaching	3	2.54	23.77	24.06	26.67	25.51
30	Lack of appreciation of new innovative methods	3	2.50	24.06	25.22	31.88	18.84
11	Lack of time to prepare lessons	2	2.49	24.06	26.09	30.72	19.13
52	Frequent change of duty or work responsibility (e.g. time table)	2	2.45	25.22	26.67	25.51	22.61
16	Head unfair/partial in dealings with teachers	3	2.44	33.33	16.23	23.48	26.96

Table 5.21 (Contd...)

	Item	Median	Mean	percentage			
				Little or No Stress	Moder-ate Stress	Consi-derable Stress	Great Stress
42	Having to teach subjects in which one is not interested	2	2.43	31.88	20.29	20.87	26.96
20	Lack of recognition for extra work	3	2.41	26.38	21.45	36.81	15.36
51	Unreasonable deadline for submitting marks, reports, etc.	3	2.41	27.25	22.61	31.88	18.26
18	Disagreement or conflict with the Head	2	2.40	37.10	13.04	22.03	27.83
23	Low status of the teaching profession	2	2.38	33.91	19.13	21.74	25.22
43	Not being able to use fully one's training	2	2.38	25.51	27.25	31.01	16.23
24	Lack of participation in decision making	2	2.36	27.25	24.64	32.75	15.36
38	Functions of teachers not clearly defined	2	2.35	28.99	23.48	31.30	16.23
32	Feeling locked into a job routine	2	2.33	24.93	32.17	27.83	15.07
29	Too large classes	3	2.32	30.43	23.19	30.43	15.94
19	Lack of cooperation from some teachers	2	2.31	31.59	22.03	30.43	15.94
41	Having to do private tuition to supplement income	2	2.29	40.29	16.23	17.68	25.80
40	Having to do housework after returning from school	2	2.28	29.28	26.09	31.88	12.75

Table 5.21 (Contd...)

	Item	Median	Mean	percentage			
				Little or No Stress	Moder-ate Stress	Consi-derable Stress	Great Stress
39	Interference by parents with too high expectations for their children	2	2.27	33.33	23.77	25.80	17.10
46	Too frequent and poorly organised staff meetings	2	2.21	32.75	27.83	24.93	14.49
9	Disagreement with a colleague	2	2.71	36.81	26.09	20.58	16.52
36	Over-perfectionist tendency resulting in incomplete job handling	2	2.14	31.88	31.01	27.83	9.28
26	Maintaining classroom discipline	2	2.13	39.42	23.19	22.32	15.07
33	Professional disillusion-ment (Teaching is not what I thought it to be)	2	2.08	39.42	25.51	22.90	12.17
45	Supervisory duties outside classroom (e.g. Hall, Lunch, Playground)	2	2.06	37.10	28.41	25.80	8.70
55	Seeking Head's interven-tion in a disciplinary matter	2	2.04	41.45	26.38	19.13	13.04
50	Maintaining selfcontrol when angry	1	2.00	30.43	25.80	24.06	19.71
48	Being the target of verbal abuse/threats by students	1	1.96	55.07	13.04	11.88	20.00
47	Insufficient opportunity for inservice training	2	1.91	49.28	22.03	17.10	11.59
54	Parent-teacher conferences	2	1.86	47.83	26.96	16.23	8.99

52 out of 55 sources of stress have mean value of 2 (numerical value indicating moderate stress) or more. 'Being the target of verbal abuse or threats by students' (Item 48), fortunately is not yet a reality in India, atleast at the school stage. Very few schools included in the study have regular 'parent-teacher conferences' (Item 54) and as such it could not be a source of stress for most teachers. And in view of the low ranking given to 'professional growth' in the sources of meaning in life scale (Table 5.13), 'insufficient opportunity for inservice training' (Item 47) was not expected to be a stressor for the same teachers who would not probably feel a need for them and, consequently, be stressed by their absence.

5.3.2 Stress Score (TSS)

A total count of response was obtained for each respondent by adding the numerical value of the 55 sources of stress checked.

Sample score range : 65 - 199

(Possible range : 55 - 220)

Mean - 135.64

S.D. - 30.17

Median - 137.00

Mode - 168.00

The response scores were classified into three categories - Low Stress, Moderate Stress and High Stress

on the basis of quartiles :

Q1	(Cumf. 25.22),	Scores 65-115,	Low Stress
Q1-Q3	(Cumf. 74.78),	Scores 116-148,	Mod. Stress
Q3	(Cumf. 100.00),	Scores 149-199,	High Stress

5.3.3 Sex, Age and Stress (Ho 13 and Ho 14)

Table 5.22 : Sex, Age and Stress (TSS)

Ho	Variables	X^2	df	Level of Significance	Direction of Difference
13	Sex and Stress	5.446	2	Not Significant*	NIL
14	Age and Stress	14.163	6	P <.05	A4>A3>A2>A1 (App.D

Key : * Not Significant at .05 level

Age : A4 = 51-60 Yrs.; A3 = 41-50 Yrs.;
A2 = 31-40 Yrs.; A1 = 21-30 Yrs.

There is no significant difference in the stress scores of male and female teachers. Therefore, Ho 13 is retained.

There is a significant difference in the stress score of teachers of different age groups. Therefore, Ho 14 is rejected.

Results show that men and women experience similar stress in teaching. However, there is a trend for older teachers to experience greater stress. While only 16.7% of the under 30 age group is in the High Stress category, 41.4% of the 51-60 age group and 31.4% of the 41-50 age group are in it. (Appendix D). The present findings are

different from most of the foreign studies in which 31-40 age group was most vulnerable to stress.

It is likely that stress keeps on accumulating and with additional year of teaching it becomes greater. This may also explain why percentage of experienced teachers and older teachers is quite low among the sample. As stress increases, teachers are likely to look for alternative employment. Those who are forced to continue in teaching, experience even greater stress.

5.3.4 Self-reported Stress (SRS)

Distribution of responses to question, 'In general, how stressful do you find being a teacher' is presented in Table 5.23

Table 5.23 : Self-reported Stress : Distribution of Responses

Level of Stress	Frequency	Relative Frequency
1. Not at all stressful	32	9.28
2. Moderately stressful	121	35.06
3. Considerably stressful	160	46.38
4. Extremely stressful	32	9.28
	345	100.00

Mean - 2.556; S.D. - 0.787; Median - 3.000

Table 5.23 reveals that more than 90% of teachers surveyed find being a teacher stressful while more than

half the sample find being a teacher 'considerably' and 'extremely' stressful.

To the extent that self-reported stress can be considered an accurate measure of teacher stress, these results indicate about 55% of teachers in the study experiencing considerable amount of stress.

5.3.5 Self-reported Stress and Scored Stress (Ho 15)

The relation between self-reported stress and scored stress is presented in Table 5.24 below.

Table 5.24 : Relation between SRS and TSS

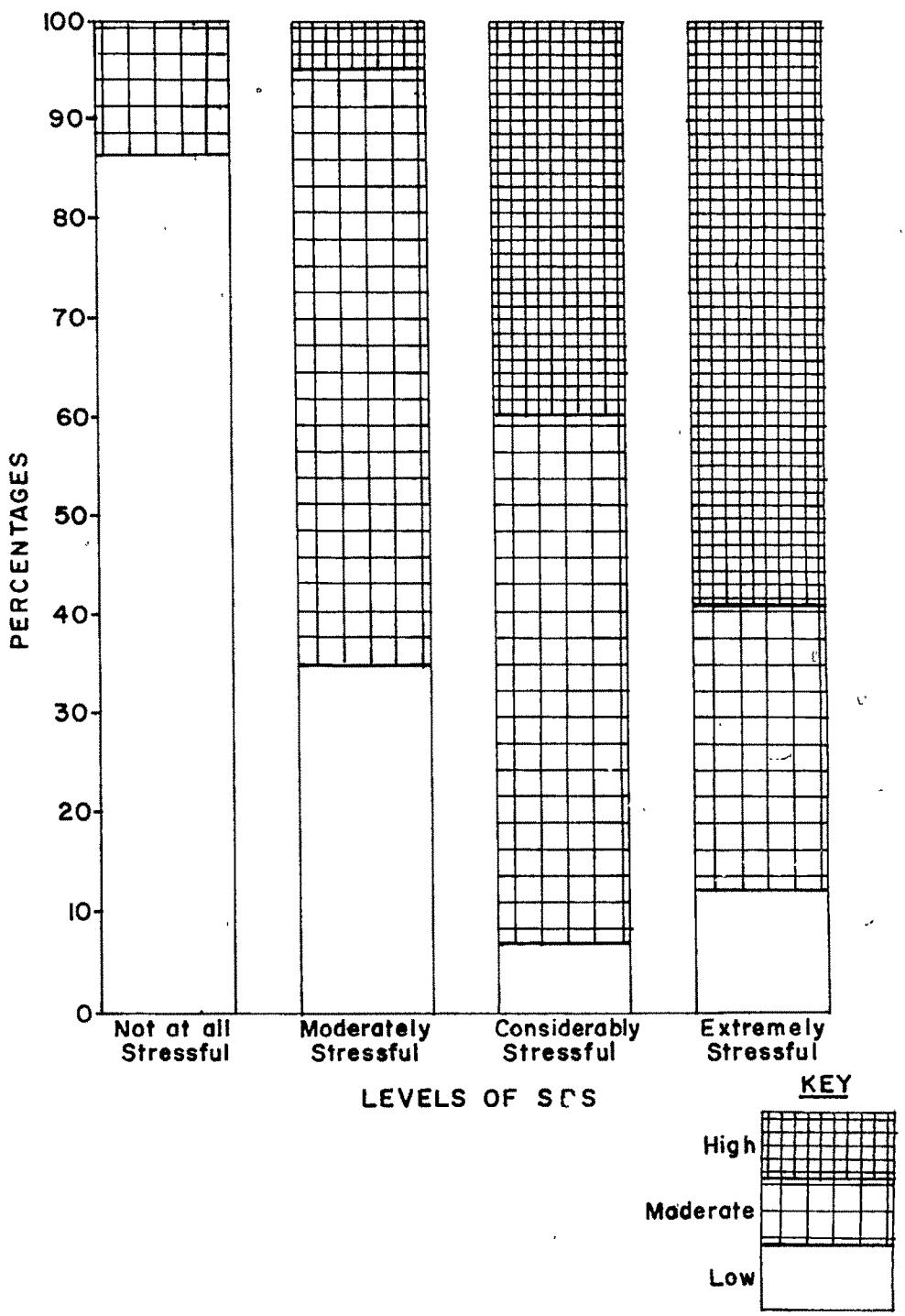
		TSS			
		Low	Moderate	High	Total
S	Not at all Stressful	28	4	0	32
R	Moderately Stressful	43	72	5	121
S	Considerably Stressful	12	86	62	160
	Extremely Stressful	4	9	19	32
		87	171	87	345

$X^2 = 145.303$ with 6 df $P < .001$ $C = .54$

Percentage distribution of the four SRS groups under different levels of Scored Stress is shown graphically in Graph 5.4

PERCENTAGES OF HIGH, MODERATE, LOW GROUPS OF TSS UNDER DIFFERENT LEVELS OF SRS

Graph: 5·4



There is a significant positive relationship between scored stress and self-reported stress of teachers. Therefore, Ho 15 is rejected.

Graph 5.4 shows the positive relationship between scored stress and self-reported stress. Of those who rated being a teacher as 'not at all stressful', 87.5% belong to the Low-Stress category, and none at all from the High-Stress Category. On the other hand, among those who rated being a teacher as 'extremely stressful', 12.5% belong to the Low-Stress group while 59.4% belong to the High-Stress group. Among those who rated being a teacher as 'considerably stressful', only 7.5% are from the Low-Stress group while 38.8% are from the High-Stress group.

Thus, the significant positive relationship of the single-item measure of self-reported teacher stress with TSS score acts as mutual validation.

5.4.0 BURNOUT

Objective 5 relates to the study of the prevalence of burnout among Calcutta teachers. Hypotheses 16 to 27 were tested to study this objective.

As there is no total burnout score, the three subscales have been scored separately and each in its frequency and intensity dimensions.

Burnout has been studied in two ways. Firstly from the six subscale scores. Scores were divided into three categories, Low, Moderate and High. In the MBI manual, scores are considered high if they are in the upper third of the normative distribution, moderate if they are in the middle third, and low if they are in the lower third. However, in the present study distribution in the three catgories have been made on the basis of quartiles, as has been done with the other measures like the PIL and TSS. Scores lying below Q1 were considered low, scores lying between Q1 and Q3 were considered moderate, and scores above Q3 were considered high.

Secondly, the extent of burnout was assessed from the percentage of respondents who frequently (checked points 5 or 6) experienced burnout in its frequency dimension and who strongly (checked points 6 or 7) experienced burnout in its intensity dimension.

5.4.1 Emotional Exhaustion Sub Scale

5.4.1.a Emotional Exhaustion Frequency (EEF)

Percentage distribution of responses in the 9 items of the subscale is given in Table 5.25, on the next page.

Table 5.25 : Distribution of Responses : EEF

Item	PERCENTAGE			
	Never (0)	Rarely (1&2)	Occasi-onally (3&4)	Frequ-ently (5&6)
1. I feel emotionally drained from my work.	22.90	32.17	34.79	10.15
2. I feel exhausted at the end of the work day.	9.28	20.58	35.94	34.20
3. I feel fatigued when I get up in the morning and have to face another day on the job.	25.51	36.52	24.93	13.05
6. Working with students all day is really a strain for me.	27.83	37.68	22.03	12.47
8. I feel burned out from my work.	37.39	33.05	19.71	9.86
13. I feel frustrated by my job.	42.32	36.81	13.33	7.54
14. I feel I am working too hard on my job.	21.74	21.16	30.14	26.95
16. Working directly with people puts too much stress on me.	40.58	29.56	18.84	11.02
20. I feel like I am at the end of my rope.	53.62	25.80	13.34	7.25

Table 5.25 reveals that 7.25% to 34.20% of teachers in the present study frequently experience these feelings of emotional exhaustion while 13.33% to 35.94% of teachers occasionally experience such feelings. Items 2 and 14 are experienced most frequently indicating a heavy role-load of teachers.

Emotional Exhaustion Frequency Score

Sample Score range - 0 - 48
(Possible Score range 0 - 54)
Mean - 17.83
Median - 16.00
S.D. - 9.88

Compared to the American samples, the frequency of emotional exhaustion of Calcutta teachers is less. This will be evident from the table below.

Table 5.26 : Comparison of Mean and S.D. of EEF

Study	N Sample	Mean	S.D.
Maslach & Jackson (1981) (MBI)	1400 (Helping Professionals)	24.08	11.88
Iwanicki & Schwab (1981)	469 (Teachers)	22.30	11.63
Present Study	345 (Teachers)	17.83	9.88

That means, the Calcutta teachers perceived themselves as less burned out in this aspect of the burnout syndrome.

The scores were divided into three categories - Low, Moderate, High. A comparison of the numerical cut off points of scores in the present study and the MBI normative samples are given in Table 5.27

Table 5.27 : Categorisation of EEF Scores : MBI and Present Study

	Range of Experienced Burnout		
	Low	Moderate	High
MBI (1981)	$\leq$ 17	18 - 29	$\geq$ 30
Present Study	$\leq$ 10	11 - 23	$\geq$ 24

5.4.1.b Emotional Exhaustion Intensity (EEI)

Percentage distribution of responses in the 9 items of the subscale is given below in Table 5.28

Table 5.28 : Distribution of Responses : EEI

Item	PERCENTAGE			
	Never (0)	Mildly (1,2)	Moder-ately (3,4,5)	Strongly (6,7)
1. I feel emotionally drained from my work.	22.90	15.07	48.11	13.91
2. I feel exhausted at the end of the work day.	9.28	15.37	51.88	23.48
3. I feel fatigued when I get up in the morning and have to face another day on the job.	25.51	24.05	39.41	11.02
6. Working with students all day is really a strain for me.	27.83	26.66	34.49	11.02
8. I feel burned out from my work.	37.39	18.56	35.36	8.70
13. I feel frustrated by my job.	42.32	21.16	26.38	10.15
14. I feel I am working too hard on my job.	21.74	11.89	43.77	22.61
16. Working directly with people puts too much stress on me.	40.58	18.84	31.87	8.70
20. I feel like I am at the end of my rope.	53.62	13.92	24.20	9.28

Table 5.28 shows that 8.70% to 23.48% of teachers in the present study experience these feelings of emotional exhaustion strongly while 24.20% to 51.88% of them experi-

ence them with moderate intensity. Items 2 and 14 are experienced with greatest intensity.

Emotional Exhaustion Intensity Score

Sample Score range - 0 - 56

(Possible Score range 0 - 63)

Mean - 23.47

S.D. - 12.25

Median - 23.00

Compared to the American samples, the intensity of emotional exhaustion of Calcutta teachers is lower (Table 5.29).

Table 5.29 : Comparison of Mean and S.D. of EEI

Study	N Sample	Mean	S.D.
Maslach and Jackson (1981) (MBI)	1936 (Helping Professionals)	31.68	13.84
Iwanicki and Schwab (1981)	469 (Teachers)	29.74	13.45
Present Study	345 (Teachers)	23.47	12.25

The Calcutta teachers perceived themselves as less burned out also in this aspect of the burnout syndrome.

The scores were divided into 3 categories - Low, Moderate and High.

Table 5.30 : Categorisation of EEI Scores : MBI and Present Study

	Range of Experienced Burnout		
	Low	Moderate	High
MBI (1981)	≤ 25	26 - 39	≥ 40
Present Study	≤ 13	14 - 31	≥ 32

As evident from Table 5.27 and Table 5.30 the cut off points for the three categories in both EEF and EEI subscales for Calcutta teachers are much lower than the MBI norms. Therefore, one can presume that they experience a much lower degree of burnout.

5.4.2 Depersonalisation Subscale

5.4.2.a Depersonalisation Frequency (DF)

Percentage distribution of responses in the 5 items of the subscale is given below in Table 5.31

Table 5.31 : Distribution of Responses : DF

Item	PERCENTAGE			
	Never (0)	Rarely (1,2)	Occasionally (3,4)	Frequently (5,6)
5. I feel I treat some students as if they were impersonal objects.	47.83	27.83	15.65	8.70
10. I have become more callous toward people since I took this job.	57.97	24.64	11.02	6.38
11. I worry that this job is hardening me emotionally.	53.91	24.35	13.63	8.12
15. I do not really care what happens to some students.	50.14	27.54	8.70	13.63
22. I feel students blame me for some of their problems.	56.52	31.02	7.25	5.22

The above table indicates that comparatively a very small percentage of the teachers, ranging from 5.22% to 13.63%, frequently experience the feelings of depersonalisation and only 7.25% to 15.65% occasionally experience these feelings. About 50% never experience these feelings.

Depersonalisation Frequency Score

Sample Score range - 0 - 25

(Possible Score range 0 - 30)

Mean - 5.68 (MBI Mean 9.40)

S.D. -- 5.72 (MBI S.D. 6.90)

Median - 5.00

Frequency of depersonalisation of the present sample is very low compared to the MBI norm. Iwanicki and Schwab breaks up Depersonalisation Subscale into two factors and does not report norms for the combined subscale. Hence their norms have not been cited for Depersonalisation Subscale.

Scores were divided into 3 categories.

Table 5.32 : Categorisation of DF Scores : MBI and Present Study

	Range of Experienced Burnout		
	Low	Moderate	High
MBI (1981)	5	6 - 11	12
Present Study	1	2 - 9	10

The cut off points for the three categories for the present sample is much much lower than the cut off points for the MBI sample norms.

5.4.2.b Depersonalisation Intensity (DI)

Percentage distribution of responses in the 5 items of the subscale is given below in Table 5.33

Table 5.33 : Distribution of Responses : DI

Item	PERCENTAGE			
	Never (0)	Mildly (1,2)	Moder-ately (3,4,5)	Strongly (6,7)
5. I feel I treat some students as if they were impersonal objects.	47.83	18.55	28.41	5.22
10. I have become more callous toward people since I took this job.	57.97	16.24	20.01	5.80
11. I worry that this job is hardening me emotionally.	53.91	14.50	25.22	6.38
15. I do not really care what happens to some students.	50.14	16.81	19.43	13.63
22. I feel students blame me for some of their problems.	56.52	21.74	15.37	6.38

The above table indicates that even a smaller percentage of teachers experience these feelings of depersonalisation strongly. However, comparatively larger proportion experience these feelings moderately than in a mild degree of intensity.

Sample Score range : 0 - 31

(Possible Score range 0 - 35)

Mean - 7.76 (MBI Mean 11.71)

S.D. - 7.45 (MBI S.D. 8.09)

Median - 6.00

The mean of the present sample is much lower than the MBI norm. That is, burnout of the Calcutta teachers in this measure is also very low.

The sample was divided into three categories - Low, Moderate and High.

Table 5.34 : Categorisation of DI Scores : MBI and Present Study

	Range of Experienced Burnout		
	Low	Moderate	High
MBI (1981)	≤ 6	7 - 14	≥ 15
Present Study	≤ 1	2 - 12	≥ 13

As evident from Table 5.32 and Table 5.34, the cut off points for the three categories in both DF and DI subscales for Calcutta teachers are much lower than the original norms. Hence it seems that they are less burned out than their American counterparts.

5.4.3 Personal Accomplishment Subscale

5.4.3.a Personal Accomplishment Frequency (PAF)

Percentage distribution of responses in the 8 items of the subscale is given in Table 5.35, on the next page.

Table 5.35 : Distribution of Responses : PAF

Item	PERCENTAGE			
	Never (0)	Rarely (1,2)	Occasi-onally (3,4)	Frequ-ently (5,6)
4. I can really understand how my students feel about things.	2.03	7.25	20.87	69.85
7. I deal very effectively with problems of my students.	2.03	6.38	29.85	61.74
9. I feel I am positively influencing other people's lives through my work.	8.70	22.03	24.34	44.93
12. I feel very energetic.	2.32	6.96	34.78	55.94
17. I can easily create a relaxed atmosphere with my students.	1.16	7.83	22.89	68.12
18. I feel exhilarated after working closely with my students.	2.61	7.83	23.19	66.37
19. I have accomplished many worthwhile things on this job.	5.51	30.15	33.33	31.01
21. In my work I deal with emotional problems very calmly.	4.64	21.16	30.43	43.77

This shows that except in items 9 and 19, the frequency of personal accomplishment of Calcutta teachers is quite high. They appear to be capable of dealing with the students fairly well but still lacks the feeling of positive accomplishment, of achieving something really worthwhile through their work.

Personal Accomplishment Frequency Score

Sample Score range : 3 - 48
(Possible Score range 0 - 48)
Mean - 33.52
S.D. - 7.86
Median - 34.00

In comparison with the two American studies, the present sample has a lower mean score.

Table 5.36 : Comparison of Mean and SD of PAF

Study	N Sample	Mean	S.D.
Maslach and Jackson (1981)	1400 (Helping Professionals)	36.01	6.93
Iwanicki and Schwab (1981)	469 (Teachers)	37.36	6.58
Present Study	345 (Teachers)	33.52	7.86

Table 5.36 shows that the present sample has a higher degree of burnout as measured by PAF subscale as a high degree of burnout is reflected in low scores on this subscale.

Scores were divided into low, moderate and High, but from the opposite direction, i.e. scores falling below Q1 was categorised High as low personal accomplishment is indicative of high burnout, and scores above Q3 were categorised as low, as high personal accomplishment is indicative of low burnout.

Table 5.37 : Categorisation of PAF Scores : MBI and Present Study

	Range of Experienced Burnout		
	Low	Moderate	High
MBI (1981)	≥ 40	39 - 34	≤ 33
Present Study	≥ 39	38 - 29	≤ 28

5.4.3.b Personal Accomplishment Intensity (PAI)

Percentage distribution of responses in the 8 items of the subscale is given below in Table 5.38

Table 5.38 : Distribution of Responses : PAI

Item	PERCENTAGE			
	Never (0)	Mild (1,2)	Moderate (3,4,5)	Strong (6,7)
4. I can really understand how my students feel about things.	2.03	5.22	34.06	48.69
7. I deal very effectively with problems of my students.	2.03	6.38	33.77	47.83
9. I feel I am positively influencing other people's lives through my work.	8.70	12.18	47.24	31.88
12. I feel very energetic.	2.32	13.63	46.38	44.63
17. I can easily create a relaxed atmosphere with my students.	1.16	5.51	39.42	53.92
18. I feel exhilarated after working closely with my students.	2.61	5.51	36.23	55.65
19. I have accomplished many worthwhile things on this job.	5.51	14.79	53.05	26.67
21. In my work I deal with emotional problems very calmly.	4.64	8.12	54.49	32.75

Table 5.38 indicates that the intensity of the feeling of personal accomplishment of the teachers in the study is quite strong.

Personal Accomplishment Intensity Score

Sample Score range : 8 - 56

(Possible Score range 0 - 56)

Mean : 38.24

S.D. : 8.69

Median : 39.00

Table 5.39 : Comparison of Mean and SD of PAI

Study	N Sample	Mean	S.D.
Maslack and Jackson (1981)	1936 (Helping Professionals)	39.70	7.68
Iwanicki and Schwab (1981)	469 (Teachers)	41.63	7.09
Present Study	345 (Teachers)	38.24	8.69

Once again, the mean of the sample is lower than the means of the other two studies. That is they have a less intense feeling of personal accomplishment and is more burned out.

Scores were categorised into Low, Moderate and High, from the opposite direction, as in P.A.F.

Table 5.40 : Categorisation of PAI Scores : MBI and Present Study

	Range of Experienced Burnout		
	Low	Moderate	High
MBI (1981)	$\geq$ 44	43 - 37	$\leq$ 36
Present Study	$\geq$ 45	44 - 34	$\leq$ 33

From Tables 5.36, 5.37, 5.39 and 5.40 it is seen that the Calcutta teachers experience a higher degree of burnout in the Personal Accomplishment Subscale.

Conclusion

Compared to the test norms as well as the norms for teachers in the Iwanicki and Schwab study, the Calcutta teachers had a lower level of emotional exhaustion and depersonalisation but also a lower level of personal accomplishment. (Personal accomplishment being a positive feeling is scored in the opposite direction, a lower score indicating a higher degree of burnout). That is, they are more burned out only in one aspect of the syndrome.

It is likely that because of social and organisational stressors like lack of social status or power, inadequate salary and other financial benefits, Calcutta teachers experience a loss of self-esteem and sense of achievement and suffers from a low level of personal accomplishment. However, they are less emotionally exhausted and have not yet reached that stage of alienation to treat their students as mere objects. Perhaps it indicates that the conditions in our schools, especially those related to students, the young 'clients' of teachers are not as bad as they are in American public schools to make our teachers callous and dehumanised.

However, it is quite possible that the low level of emotional exhaustion and depersonalisation is a result

of denial. Many teachers would not perhaps like to acknowledge to themselves that they have become callous or treat their students as impersonal objects as they are contrary to professional ideals and the self-image of teachers. The items in the Depersonalisation subscale are most liable to be distorted by conscious or unconscious self denial. This is all the more likely, as the responses were not really anonymous and there might have been some apprehension of identification.

5.4.4 Sex and Burnout (Ho 16 - Ho 21)

Chi Square values of sex differences in the six burnout sub-scales are presented in Table 5.41

Table 5.41 : Sex and Burnout

Ho	Burnout Subscale	X^2	df	Level of Significance	Direction of difference	
16	EEF	3.222	2	Not Significant*	NIL	
17	EEI	1.261	2	Not Significant*	NIL	
18	DF	8.647	2	$P < .05$	Male>Female	(App.E)
19	DI	7.411	2	$P < .05$	Male>Female	(App.E)
20	PAF	14.995	2	$P < .001$	Female>Male	(App.F)
21	PAI	7.950	2	$P < .01$	Female>Male	(App.F)

* at .05 level

There is no significant difference in the frequency of emotional exhaustion of male and female teachers. Therefore, Ho 16 is retained.

There is no significant difference in the intensity of emotional exhaustion of male and female teachers. Therefore Ho 17 is retained.

There is a significant difference in the frequency of depersonalisation of male and female teachers. Therefore, Ho 18 is rejected.

There is a significant difference in the intensity of depersonalisation of male and female teachers. Therefore Ho 19 is rejected.

There is a highly significant difference in the frequency of personal accomplishment of male and female teachers. Therefore, Ho 20 is rejected.

There is a highly significant difference in the intensity of personal accomplishment of male and female teachers. Therefore, Ho 21 is rejected.

Results indicate that male teachers scored higher in the Depersonalisation subscales - proportionately more men than women are in the High category and vice versa. That means men experienced a more frequent and stronger feeling of depersonalisation than women. As typically, women are regarded as more nurturant and affectionate, they are perhaps less cynical and more personally involved with their students. Men are more burned out in the depersonalisation subscale than women.

On the other hand, male teachers had a higher level of personal accomplishment. This result is rather

surprising considering the research findings which consistently found women teachers more satisfied than men teachers in their occupation. Women teachers in the present study have a lower feeling of competence and successful achievement in their work. It is possible, however, that women are more satisfied with teaching, inspite of a lower sense of accomplishment, because of the ancillary rewards of teaching. Women teachers in the sample are more burned out in the Personal Accomplishment Subscale.

These results are possible as the Depersonalisation and Personal Accomplishment Subscales are independent and correlations between them are low.

5.4.5 Age and Burnout (Ho 22 - Ho 27)

Chi Square values of age differences in six burnout subscales are presented in Table 5.42

Table 5.42 : Age and Burnout

Ho	Burnout Subscale	X^2	df	Level of Significance	Direction of Difference
22	EEF	3.970	6	Not Significant*	Nil
23	EEI	3.131	5	Not Significant*	Nil
24	DF	5.717	6	Not Significant*	Nil
25	DI	7.639	6	Not Significant*	Nil
26	PAF	3.532	6	Not Significant*	Nil
27	PAI	5.188	6	Not Significant*	Nil

* at .05 level

There is no significant difference in the frequency and intensity of emotional exhaustion, in the frequency and intensity of depersonalisation, and in the frequency and intensity of personal accomplishment of younger and older teachers.

Therefore, Ho 22, Ho 23, Ho 24, Ho 25, Ho 26 and Ho 27 are retained.

Age does not seem to be a significant factor in teacher burnout.

5.5.0 STRESS AND BURNOUT

Objective 6 seeks to find out the relationship between stress and burnout. This relationship has been studied by testing hypotheses 28 to 33.

5.5.1 Scored Stress and Burnout (Ho 28 - Ho 33)

The relation between scored stress from TSS and the six burnout scores are studied by testing Ho 28 to Ho 33.

5.5.1.a TSS and EEF (Ho 28)

The relation between Scored Stress and the frequency dimension of the Emotional Exhaustion subscale is presented in Table 5.43.a, on the next page.

Table 5.43.a : Relation between TSS and EEF

		EEF			Total
		Low	Moderate	High	
T	Low	36	40	11	87
S	Moderate	34	88	49	171
S	High	21	35	31	87
		91	163	91	345

$X^2 = 21.285$ with 4 df $P < .001$ $C = .24$

Percentage distribution of L-EEF, M-EEF and H-EEF groups under different levels of scored stress is shown graphically in Graph 5.5

There is a significant positive relationship between scored stress and frequency of emotional exhaustion of teachers. Therefore, Ho 28 is rejected.

5.5.1.b TSS and EEI (Ho 29)

The relation between Scored Stress and the intensity dimension of the Emotional Exhaustion subscale is presented in Table 5.43.b, on the next page.

PERCENTAGES OF HIGH, MODERATE, LOW GROUPS OF EEF, EEI, DF, DI, PAF AND PAI UNDER DIFFERENT LEVELS OF TSS

Graph: 5·5

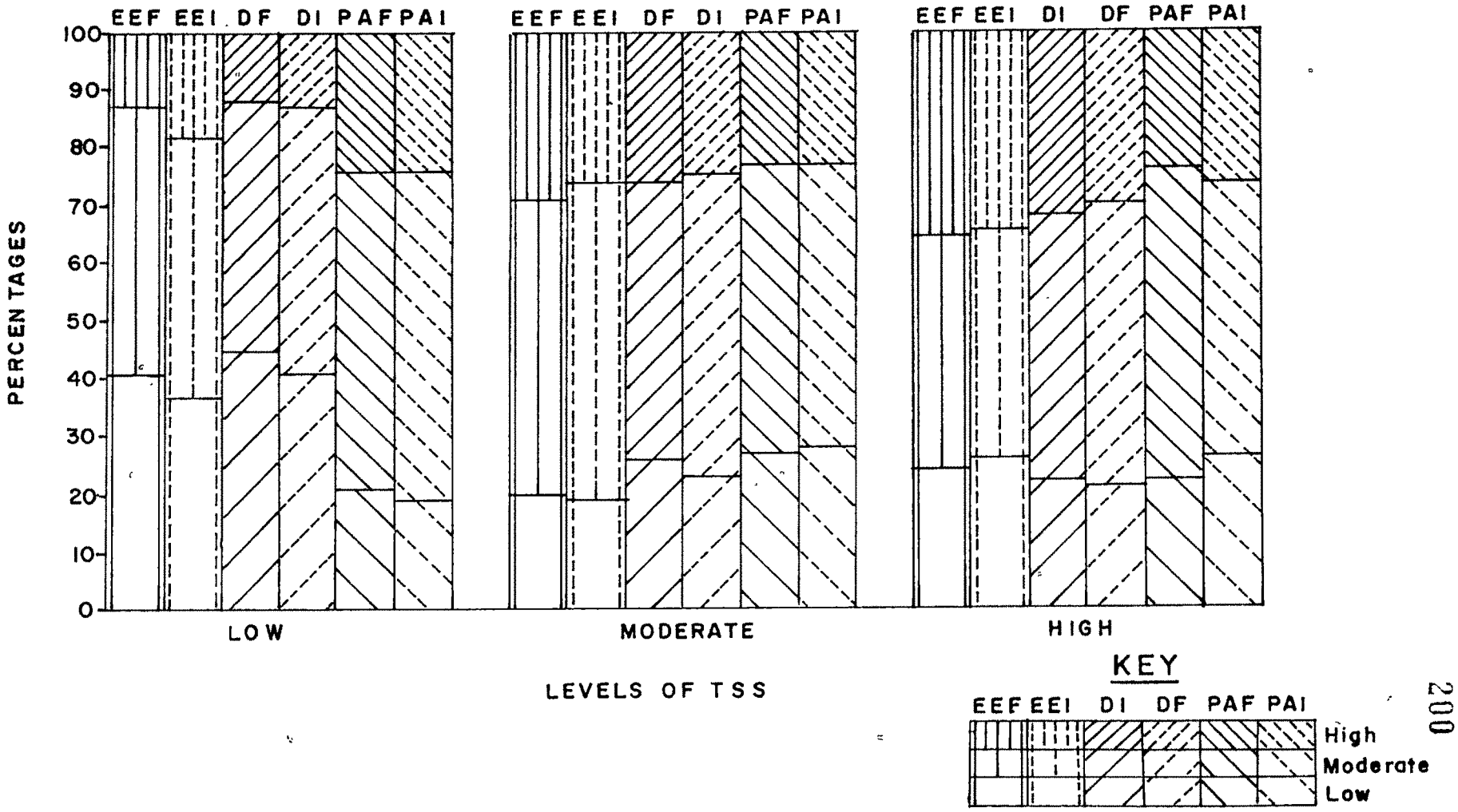


Table 5.43.b : Relation between TSS and EEI

		EEI			
		Low	Moderate	High	Total
T	Low	32	39	16	87
S	Moderate	32	95	44	171
S	High	23	34	30	87
		87	168	90	345

$X^2 = 15.440$ with 4 df $P < .005$ $C = .21$

Percentage distribution of L-EEI, M-EEI, and H-EEI groups under different levels of scored stress is graphically shown in Graph 5.5

There is a significant positive relationship between scored stress and intensity of emotional exhaustion of teachers. Therefore, Ho 29 is rejected.

5.5.1.c TSS and DF (Ho 30)

The relation between scored stress and the frequency dimension of Depersonalisation subscale is presented in Table 5.43.c, on the next page.

Table 5.43.c : Relation between TSS and DF

		D F			
		Low	Moderate	High	Total
T S S	Low	39	38	10	87
	Moderate	44	82	45	171
	High	19	40	28	87
		102	160	83	345

X^2 = 18.151 with 4 df P < .005 C = .22

Percentage distribution of L-DF, M-DF and H-DF groups under different levels of scored stress is shown graphically in Graph 5.5

There is a significant positive relationship between scored stress and frequency of depersonalisation of teachers. Therefore, Ho 30 is rejected.

5.5.1.d TSS and DI (Ho 31)

The relation between scored stress and the intensity dimension of Depersonalisation subscale is presented in Table 5.43.d, on the next page.

Table 5.43.d : Relation between TSS and DI

		D I			
		Low	Moderate	High	Total
T S S	Low	36	40	11	87
	Moderate	39	90	42	171
	High	18	43	26	87
		93	173	79	345

X^2 = 15.651 with 4 df $P < .005$ C = .21

Percentage distribution of L-DI, M-DI and H-DI groups under different levels of scored stress is shown graphically in Graph 5.5

There is a significant positive relationship between scored stress and intensity of depersonalisation of teachers. Therefore, Ho 31 is rejected.

5.5.1.e TSS and PAF (Ho 32)

The relation between scored stress and the frequency dimension of Personal Accomplishment subscale is presented in Table 5.43.e, on the next page.

Table 5.43.e : Relation between TSS and PAF

		P A F			Total
		Low	Moderate	High	
T S S	Low	18	48	21	87
	Moderate	46	86	39	171
	High	19	47	21	87
		83	181	81	345

X^2 = 1.543 with 4 df. Not Significant at .05 level.

Percentage distribution of L-PAF, M-PAF and H-PAF groups under different levels of scored stress is shown graphically in Graph 5.5

There is no significant relationship between scored stress and frequency of personal accomplishment of teachers. Therefore, Ho 32 is retained.

5.5.1.f TSS and PAI (Ho 33)

The relation between scored stress and the intensity dimension of Personal Accomplishment subscale is presented in Table 5.43.f, on the next page.

Table 5.43.f : Relation between TSS and PAI

		PAI			Total
		Low	Moderate	High	
T S S	Low	21	45	21	87
	Moderate	48	84	39	171
	High	23	40	24	87
		92	169	84	345

X^2 = 1.174 with 4 df. Not Significant at .05 level.

Percentage distribution of L-PAI, M-PAI and H-PAI groups under different levels of scored stress is shown graphically in Graph 5.5

There is no significant relationship between scored stress and intensity of personal accomplishment of teacher. Therefore, Ho 33 is retained.

Tables 5.43.a, 5.43.b, 5.43.c and 5.43.d reveals that high degrees of emotional exhaustion and depersonalisation are related with high degrees of stress. That is, teachers who are stressed by more conditions in their work and hence experience greater degree of stress also perceive themselves as more emotionally exhausted and depersonalised, i.e. as more burned out.

However, stress is not related with feeling of personal accomplishment (Tables 5.43.e and 5.43.f). This

again is a corroboration of the finding by Maslach and Jackson that the Personal Accomplishment subscale is independent of the other two subscales and is not negatively correlated with them.

5.5.2 Self-reported Stress and Burnout (Ho 34 - Ho 39)

The relation between self-reported stress from the single-item measure of stress and the six scores of burnout are studied by testing Ho 34 to Ho 39.

5.5.2.a SRS and EEF (Ho 34)

The relation between self-reported stress and the frequency dimension of Emotional Exhaustion subscale is presented in Table 5.44.a below.

Table 5.44.a : Relation between SRS and EEF

		EEF			
		Low	Moderate	High	Total
S	Not Stressful	13	13	6	32
R	Moderately Stressful	45	57	19	121
S	Considerably Stressful	29	84	47	160
	Extremely Stressful	4	9	19	32
		91	163	91	345

$X^2 = 37.690$ with 6 df $P < .001$ $C = .31$

Percentage distribution of L-EEF, M-EEF and H-EEF groups under different levels of self-reported stress is shown graphically in Graph 5.6

There is a significant positive relationship between self-reported stress and frequency of emotional exhaustion of teachers. Therefore, Ho 34 is rejected.

5.5.2.b SRS and EEI (Ho 35)

The relation between self-reported stress and the intensity dimension of Emotional Exhaustion subscale is presented in Table 5.44.b below.

Table 5.44.b : Relation between SRS and EEI

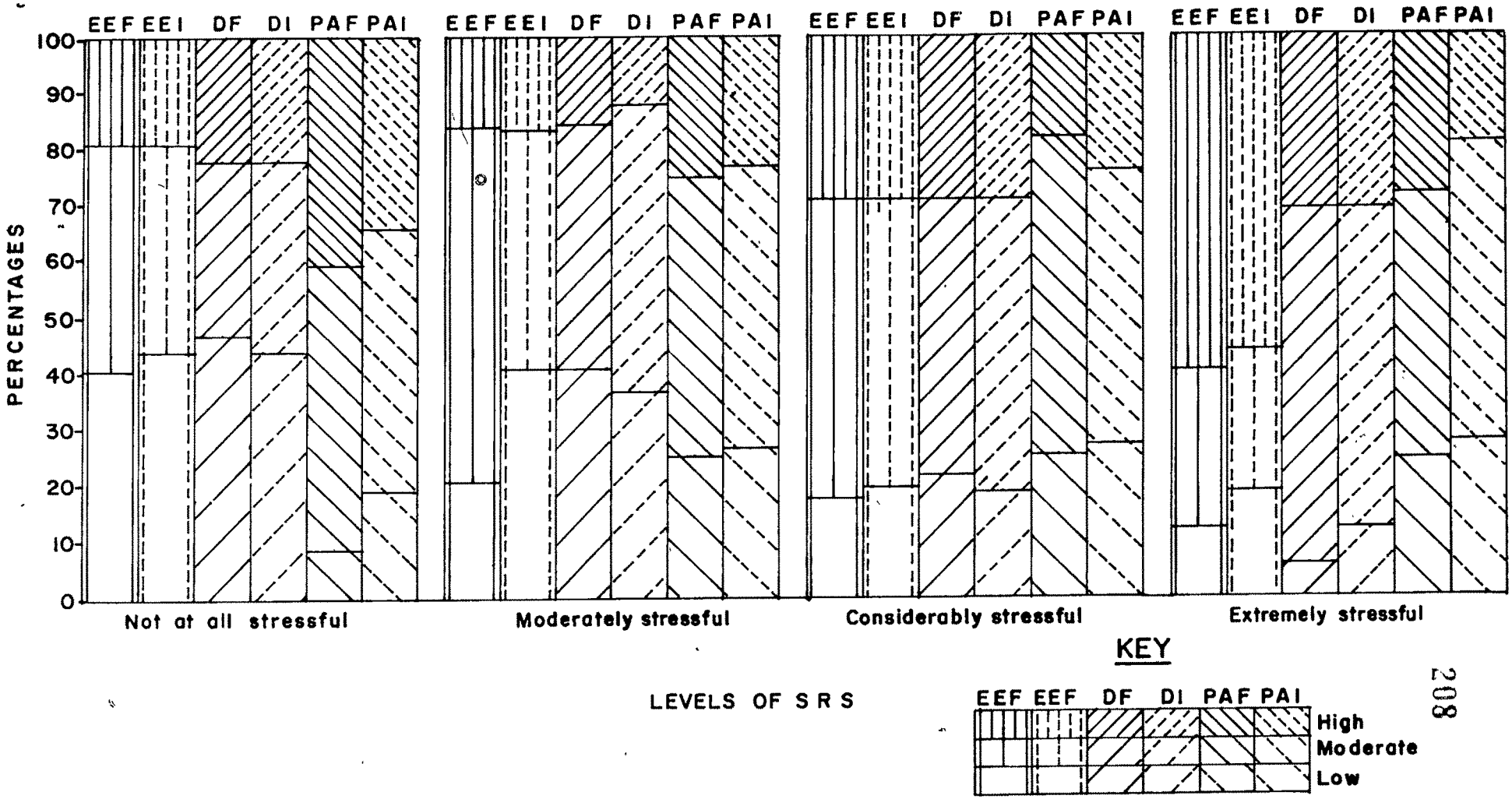
		EEI			Total
		Low	Moderate	High	
S	Not Stressful	14	12	6	32
R	Moderately Stressful	35	66	20	121
S	Considerably Stressful	32	82	46	160
	Extremely Stressful	6	8	18	32
		87	168	90	345

$X^2 = 29.347$ with 6 df $P < .001$ $C = .28$

Percentage distribution of L-EEI, M-EEI and H-EEI groups under different levels of self-reported stress is shown graphically in Graph 5.6

PERCENTAGES OF HIGH, MODERATE, LOW GROUPS OF EEF, EEI, DF, DI, PAF AND PAI UNDER DIFFERENT LEVELS OF S R S

Graph: 5·6



There is a significant positive relation between self-reported stress and intensity of emotional exhaustion of teachers. Therefore, Ho 35 is rejected.

5.5.2.c SRS and DF (Ho 36)

The relation between self-reported stress and the frequency dimension of Depersonalisation subscale is presented in Table 5.44.c below.

Table 5.44.c : Relation between SRS and DF

		D F			
		Low	Moderate	High	Total
S	Not Stressful	15	10	7	32
R	Moderately Stressful	50	52	19	121
S	Considerably Stressful	35	78	47	160
	Extremely Stressful	2	20	10	32
		102	160	83	345

$X^2 = 27.996$ with 6 df $P < .001$ $C = .27$

Percentage distribution of L-DF, M-DF and H-DF groups under different levels of self-reported stress is shown graphically in Graph 5.6

There is a significant positive relationship between self-reported stress and frequency of depersonalisation of teachers. Therefore, Ho 36 is rejected.

5.5.2.d SRS and DI (Ho 37)

The relation between self-reported stress and the intensity dimension of Depersonalisation subscale is presented in Table 5.44.d below.

Table 5.44.d : Relation between SRS and DI

		DI			
		Low	Moderate	High	Total
S	Not Stressful	14	11	7	32
R	Moderately Stressful	45	61	15	121
S	Considerably Stressful	30	83	47	160
	Extremely Stressful	4	18	10	32
		93	173	79	345

$X^2 = 26.197$ with 6 df $P < .001$ $C = .27$

Percentage distribution of L-DI, M-DI and H-DI groups under different levels of self-reported stress is shown graphically in Graph 5.6

There is a significant positive relationship between self-reported stress and intensity of depersonalisation of teachers. Therefore, Ho 37 is rejected.

5.5.2.e SRS and PAF (Ho 38)

The relation between self-reported stress and the frequency dimension of the Personal Accomplishment subscale is presented in Table 5.44.e below.

Table 5.44.e : Relation between SRS and PAF

		PAF			
		Low	Moderate	High	Total
S	Not Stressful	3	16	13	32
R	Moderately Stressful	31	60	30	121
S	Considerably Stressful	41	90	29	160
	Extremely Stressful	8	15	9	32
		83	181	81	345

X^2 = 10.365 with 6 df. Not Significant at .05 level.

Percentage distribution of L-PAF, M-PAF and H-PAF groups under different levels of self-reported stress is shown graphically in Graph 5.6

There is no significant relationship between self-reported stress and frequency of personal accomplishment of teachers. Therefore, Ho 38 is retained.

5.5.2.f SRS and PAI (Ho 39)

The relation between Self-reported Stress and the intensity dimension of the Personal Accomplishment subscale is presented in Table 5.44.f below.

Table 5.44.f : Relation between SRS and PAI

		PAI			
		Low	Moderate	High	Total
S	Not Stressful	6	15	11	32
R	Moderately Stressful	33	60	28	121
S	Considerably Stressful	44	77	39	160
	Extremely Stressful	9	17	6	32
		92	169	84	345

X^2 = 2.816 with 6 df. Not Significant at .05 level.

Percentage distribution of L-PAI, M-PAI and H-PAI groups under different levels of self-reported stress is shown graphically in Graph 5.6

There is no significant relationship between self-reported stress and intensity of Personal Accomplishment of teachers. Therefore, Ho 39 is retained.

Tables 5.44.a, 5.44.b, 5.44.c and 5.44.d indicate a high degree of association between self-reported stress and feelings of emotional exhaustion and depersonalisation.

That is, teachers who find being a teacher more stressful also experience higher degrees of emotional exhaustion and depersonalisation.

Lack of association between self-reported stress and personal accomplishment (Tables 5.44.e and 5.44.f) is in conformity with the lack of association between scored stress and this subscale. It is a reaffirmation of the validity of self-reported stress as a measure of teacher stress.

5.6.0 MEANING IN LIFE AND STRESS

Objective 7 relates to relationship of meaning in life with stress. This relationship of purpose in life and self-reported meaning in life with the two measures of stress are studied by testing hypotheses 40 to 43.

5.6.1 Purpose in Life and Scored Stress (Ho 40)

The relation between purpose in life and scored stress is presented in Table 5.45 below.

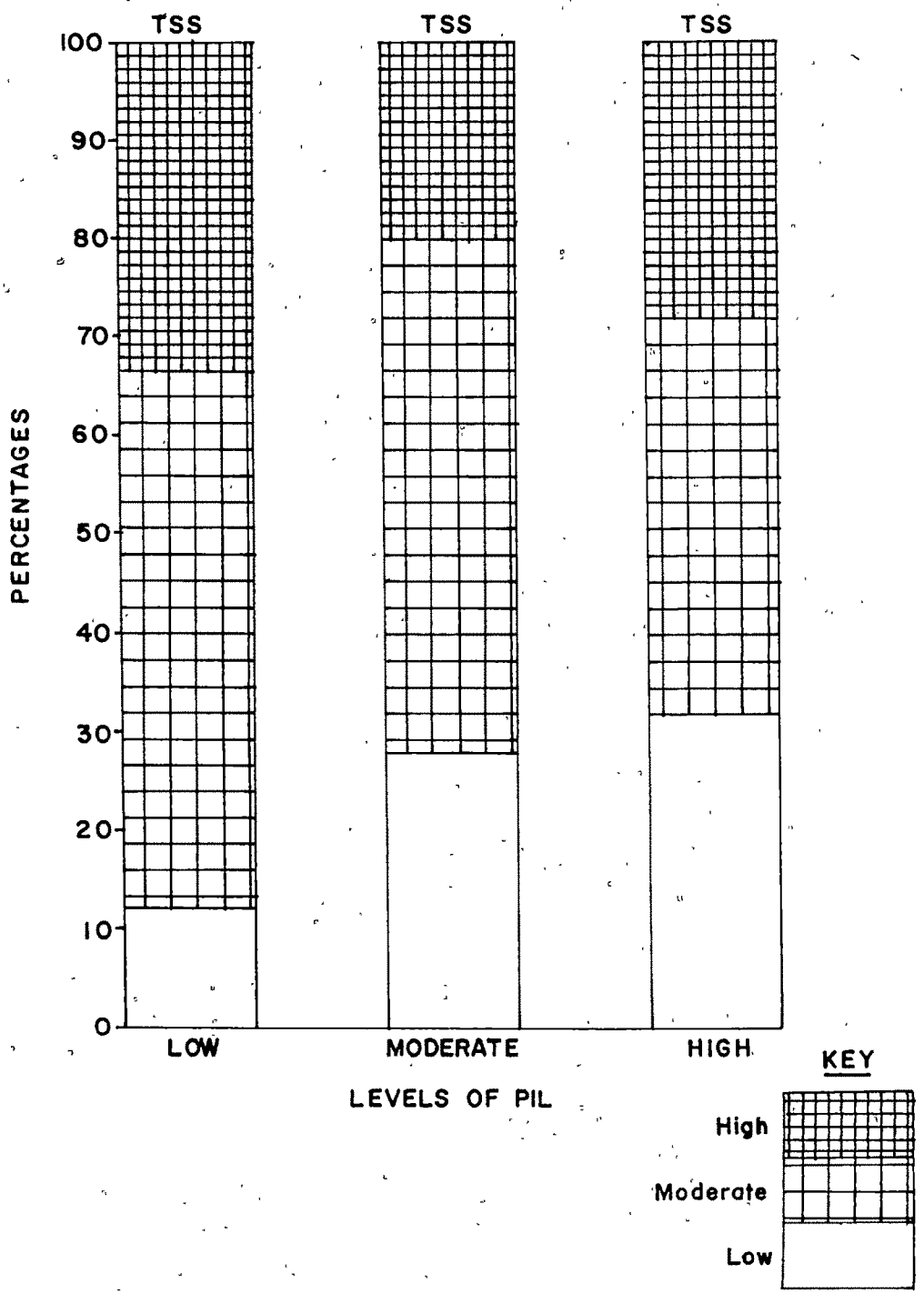
Table 5.45 : Relation between PIL and TSS

		TSS			
		Low	Moderate	High	Total
PIL	Low	11	47	29	87
	Moderate	49	90	34	173
	High	27	34	24	85
		87	171	87	345

$X^2 = 14.393$ with 4 df $P < .01$ $C = .20$

PERCENTAGES OF HIGH, MODERTE, LOW GROUPS OF TSS UNDER DIFFERENT LEVELS OF PIL

Graph: 5·7



Percentage distribution of L-Stress, M-Stress and H-Stress groups under different levels of purpose in life is shown graphically in Graph 5.7

There is a significant negative relationship between purpose in life and stress scored from TSS in teachers. Therefore, Ho 40 is rejected.

5.6.2 Purpose in life and Self-reported Stress (Ho 41)

The relation between purpose in life and self-reported stress is presented in Table 5.46 below.

Table 5.46 : Relation between PIL and SRS

		Not at all Stressful	Moderately Stressful	Considerably Stressful	Extremely Stressful	Total
P	Low	4	23	46	14	87
I	Moderate	12	66	84	11	173
L	High	16	32	30	7	85
		32	121	160	32	345

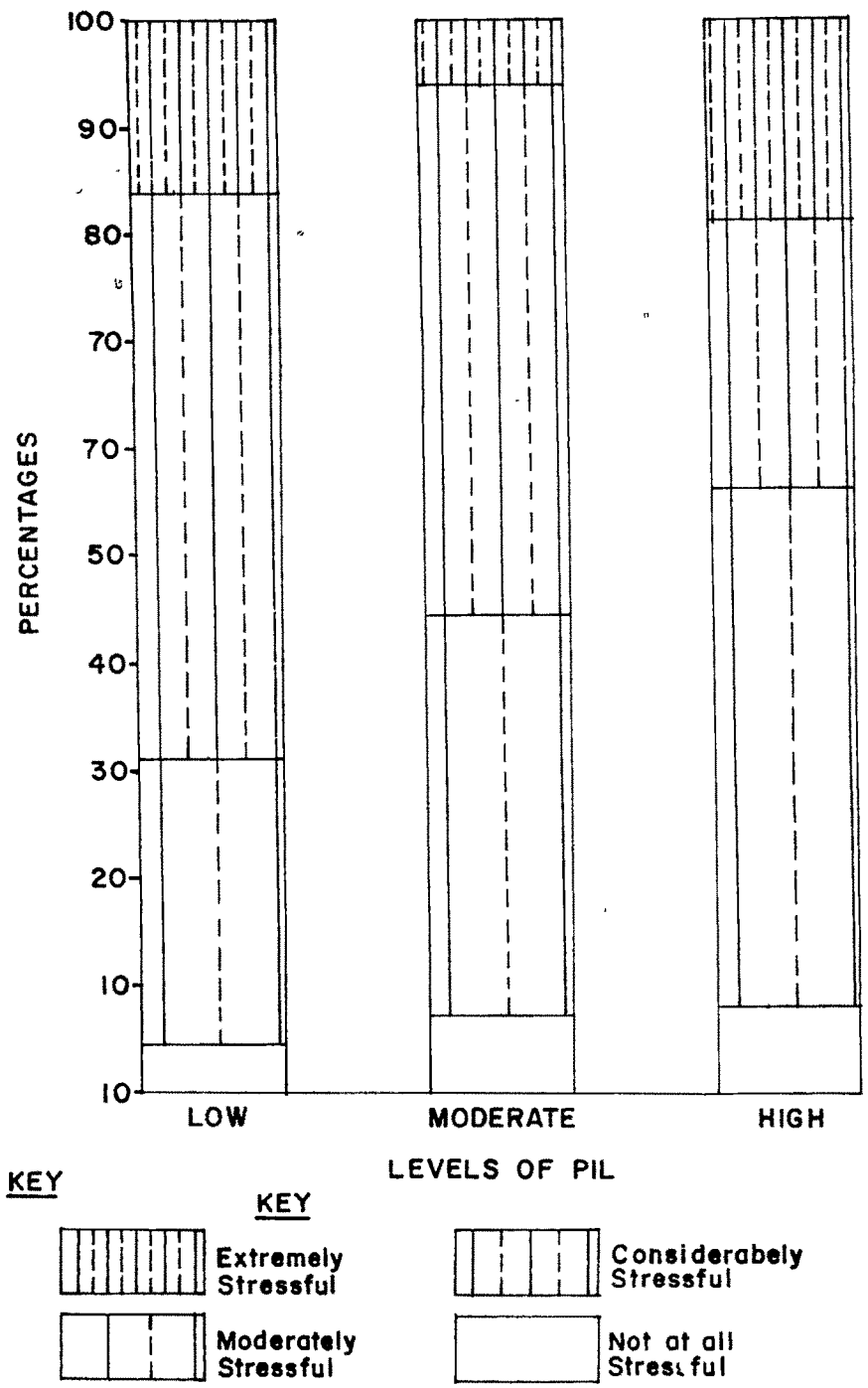
$X^2 = 23.170$ with 6 df. $P < .001$ $C = .25$

Percentage distribution of four SRS groups under different levels of purpose in life is graphically shown in Graph 5.8

There is a significant negative relationship between purpose in life and self-reported stress in teachers. Therefore, Ho 41 is rejected.

. PERCENTAGES OF FOUR GROUPS OF SRS UNDER DIFFERENT LEVELS OF PIL

Graph: 5·8



5.6.3 Self-reported Meaning in Life and Scored Stress (Ho 42)

The relation between self-reported meaning in life and scored stress is presented in Table 5.47 below.

Table 5.47 : Relation between SRM and TSS

		TSS			
		Low	Moderate	High	Total
S	Low	6	20	14	40
R	Moderate	30	77	36	143
M	High	51	74	37	162
		87	171	87	345

$X^2 = 8.101$ with 4 df. Not Significant at .05 level.

Percentage distribution of L-Stress, M-Stress and H-Stress groups under different levels of self-reported meaning in life is shown graphically in Graph 5.9

There is no significant relationship between self-reported meaning in life and stress scored from TSS in teachers. Therefore, Ho 42 is retained.

5.6.4 Self-reported Meaning in Life and Self-reported Stress (Ho 43)

The relation between self-reported meaning in life and self-reported stress is presented in Table 5.48, on the next page.

PERCENTAGES OF HIGH, MODERATE, LOW GROUPS OF TSS UNDER DIFFERENT LEVELS OF SRM

Graph: 5·9

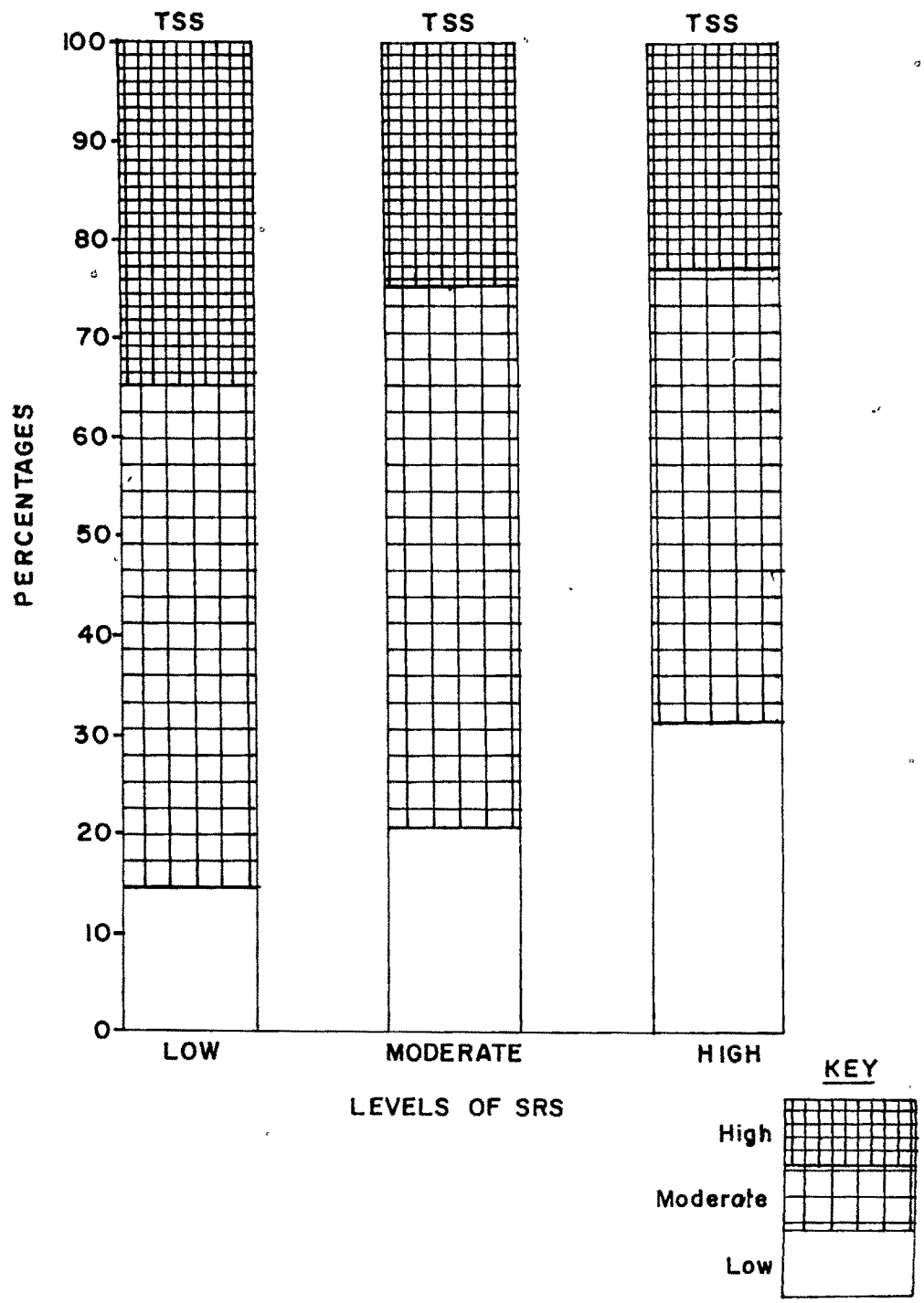


Table 5.48 : Relation between SRM and SRS

		S R S				
		Not at all Stressful	Moderately Stressful	Considerably Stressful	Extremely Stressful	Total
S	Low	2	7	22	9	40
R	Moderate	7	53	72	11	143
M	High	23	61	66	12	162
		32	121	160	32	345

X^2 = 22.745 with 6 df. $P < .001$ C = .25

Percentage distribution of four SRS groups under different levels of self-reported meaning in life is shown graphically in Graph 5.10

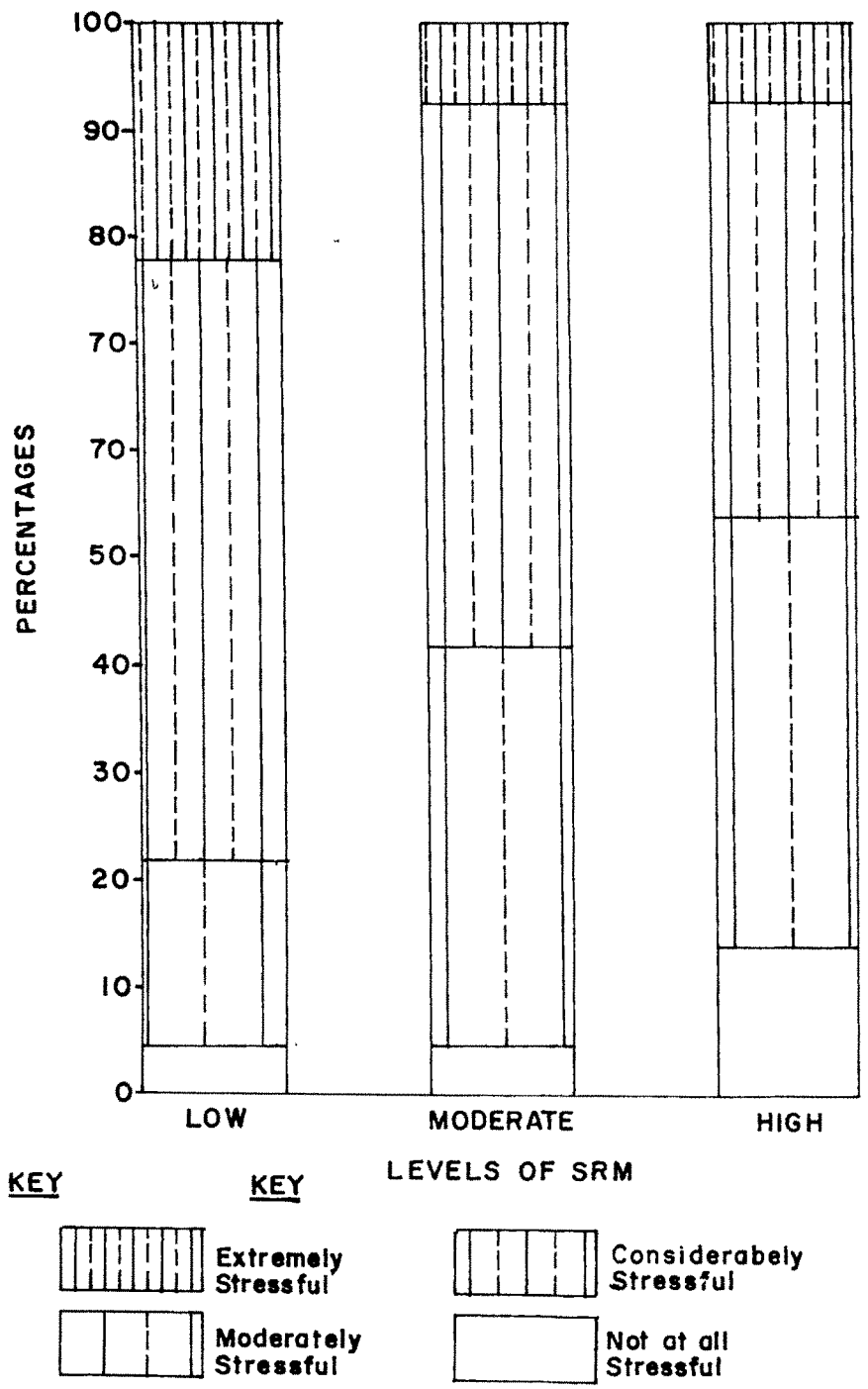
There is a significant negative relationship between self-reported meaning in life and self-reported stress in teachers. Therefore, Ho 43 is rejected.

Table 5.45 and Table 5.46 show a high degree of negative association between PIL and the two measures of stress indicating that High purpose teachers are low in scored as well as self-reported stress and vice versa. Those who have a high meaning in life are perhaps more immune to stress originating from their occupational environment and better able to cope with it. On the other hand, those who experience less stress and strain in their working life are likely to find life more meaningful.

The degree of association between self-reported

PERCENTAGES OF FOUR GROUPS OF SRS UNDER DIFFERENT LEVELS OF SRM

Graph: 5·10



meaning in life, which is a more general measure of meaning and stress scored from TSS is insignificant (Table 5.47). However, there is a high degree of association between self-reported meaning and self-reported stress in teachers (Table 5.48). In general, teachers who perceive their life to be very meaningful also tend to find their life as teachers as not stressful or mildly stressful and vice versa.

5.7.0 MEANING IN LIFE AND BURNOUT

Objective 8 relates to relationship of meaning in life with burnout, which has been assessed by relation of PIL and SRM with the six burnout scores.

5.7.1 PIL and Burnout

The relation between PIL and burnout is studied by testing hypotheses 44 to 49.

5.7.1.a PIL and EEF (Ho 44)

The relation between purpose in life and the frequency dimension of Emotional Exhaustion subscale is presented in Table 5.49.a, on the next page.

Table 5.49.a : Relation between PIL and EEF

		EEF			
		Low	Moderate	High	Total
P	Low	14	34	39	87
I	Moderate	44	88	41	173
L	High	33	41	11	85
		91	163	91	345

$X^2 = 27.781$ with 4 df $P < .001$ $C = .27$

Percentage distribution of L-EEF, M-EEF and H-EEF groups under different levels of purpose in life is shown graphically in Graph 5.11

There is a significant negative relationship between purpose in life and frequency of emotional exhaustion in teachers. Therefore, Ho 44 is rejected.

5.7.1.b PIL and EEI (Ho 45)

The relation between purpose in life and the intensity dimension of Emotional Exhaustion subscale is presented in Table 5.49.b, on the next page.

PERCENTAGES OF HIGH, MODERATE, LOW GROUPS OF EEF, EEI, DF, DI, PAF AND PAI UNDER DIFFERENT LEVELS OF PIL

Graph: 5·11

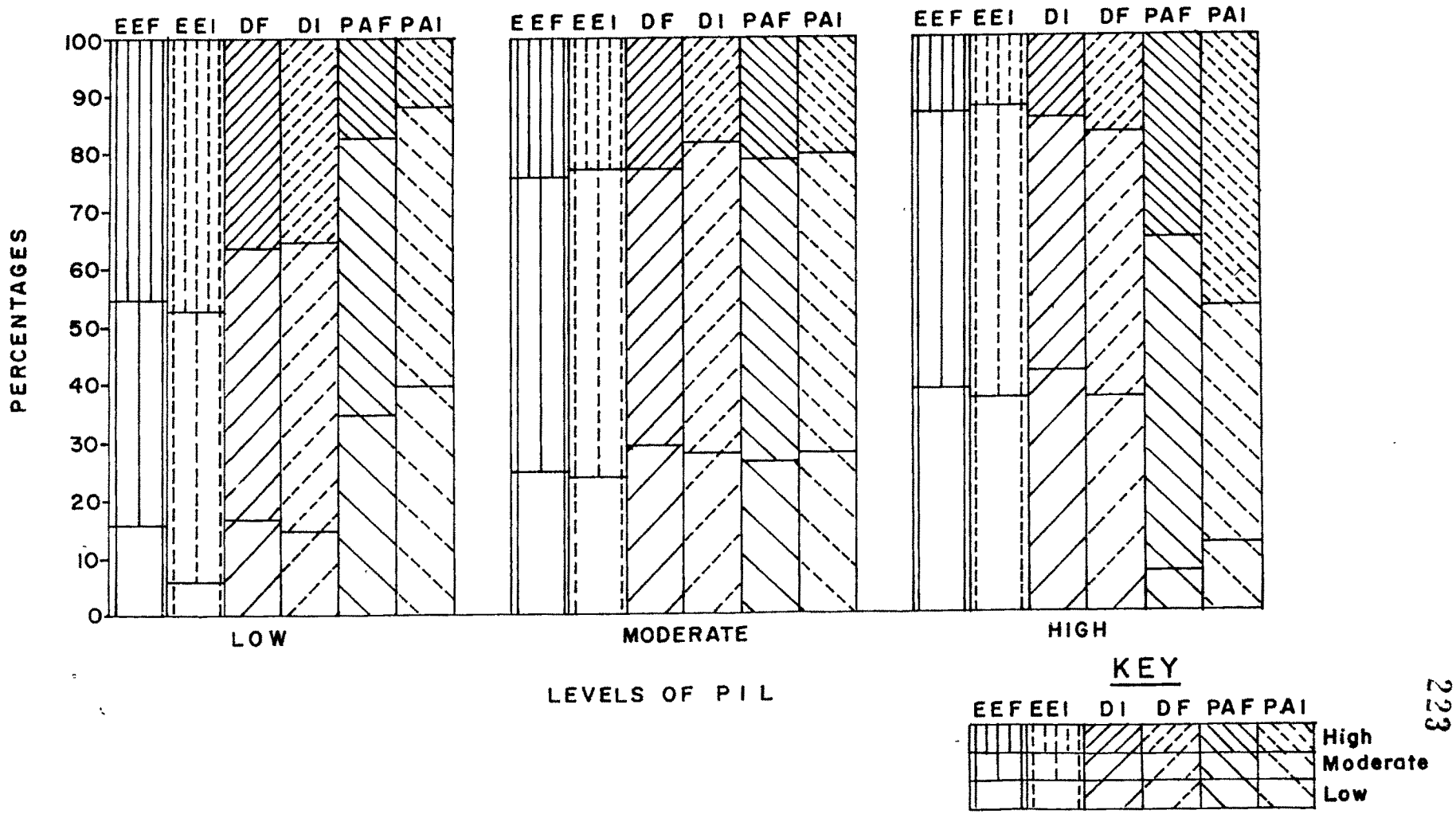


Table 5.49.b : Relation between PIL and EEI

		EEI			Total
		Low	Moderate	High	
P I L	Low	14	32	41	87
	Moderate	41	93	39	173
	High	32	43	10	85
		87	168	90	345

$X^2 = 34.026$ with 4 df $P < .001$ $C = .30$

Percentage distribution of L-EEI, M-EEI and H-EEI groups under different levels of purpose in life is shown graphically in Graph 5.11

There is a significant negative relationship between purpose in life and intensity of emotional exhaustion in teachers. Therefore, Ho 45 is rejected.

5.7.1.c PIL and DF (Ho 46)

The relation between purpose in life and the frequency dimension of Depersonalisation subscale is presented in Table 5.49.c, on the next page.

Table 5.49.c : Relation between PIL and DF

		DF			
		Low	Moderate	High	Total
PIL	Low	15	40	32	87
	Moderate	51	83	39	173
	High	36	37	12	85
		102	160	83	345

X^2 = 18.929 with 4 df $P < .001$ C = .23

Percentage distribution of L-DF, M-DF and H-DF groups under different levels of purpose in life is shown graphically in Graph 5.11

There is a significant negative relationship between purpose in life and frequency of depersonalisation in teachers. Therefore, Ho 46 is rejected.

5.7.1.d .PIL and DI (Ho 47)

The relation between purpose in life and the intensity dimension of Depersonalisation subscale is presented in Table 5.49.d, on the next page.

Table 5.49.d : Relation between PIL and DI

		D I			
		Low	Moderate	High	Total
P I L	Low	13	43	31	87
	Moderate	48	91	34	173
	High	32	39	14	85
		93	173	79	345

X^2 = 17.317 with 4 df $P < .005$ C = .22

Percentage distribution of L-DI, M-DI and H-DI groups under different levels of purpose in life is shown graphically in Graph 5.11

There is a significant negative relationship between purpose in life and intensity of depersonalisation of teachers. Therefore, Ho 47 is rejected.

5.7.1.e : PIL and PAF (Ho 48)

The relation between purpose in life and the frequency dimension of Personal Accomplishment subscale is presented in Table 5.49.e, on the next page.

Table 5.49.e : Relation between PIL and PAF

		PAF			
		Low	Moderate	High	Total
P	Low	31	41	15	87
I	Moderate	46	91	36	173
L	High	6	49	30	85
		83	181	81	345

X^2 = 23.444 with 4 df P < .001 C = .25

Percentage distribution of L-PAF, M-PAF and H-PAF groups under different levels of purpose in life is shown graphically in Graph 5.11

There is a significant positive relationship between purpose in life and frequency of personal accomplishment (low personal accomplishment being indicative of burnout) of teachers. Therefore, HO 48 is rejected.

5.7.1.f PIL and PAI (Ho 49)

The relation between purpose in life and the intensity dimension of Personal Accomplishment subscale is presented in Table 5.49.f, on the next page.

Table 5.49.f : Relation between PIL and PAI

		PAI			
		Low	Moderate	High	Total
PIL	Low	33	44	10	87
	Moderate	49	90	34	173
	High	10	35	40	85
		92	169	84	345

$X^2 = 38.301$ with 4 df $P < .001$ $C = .32$

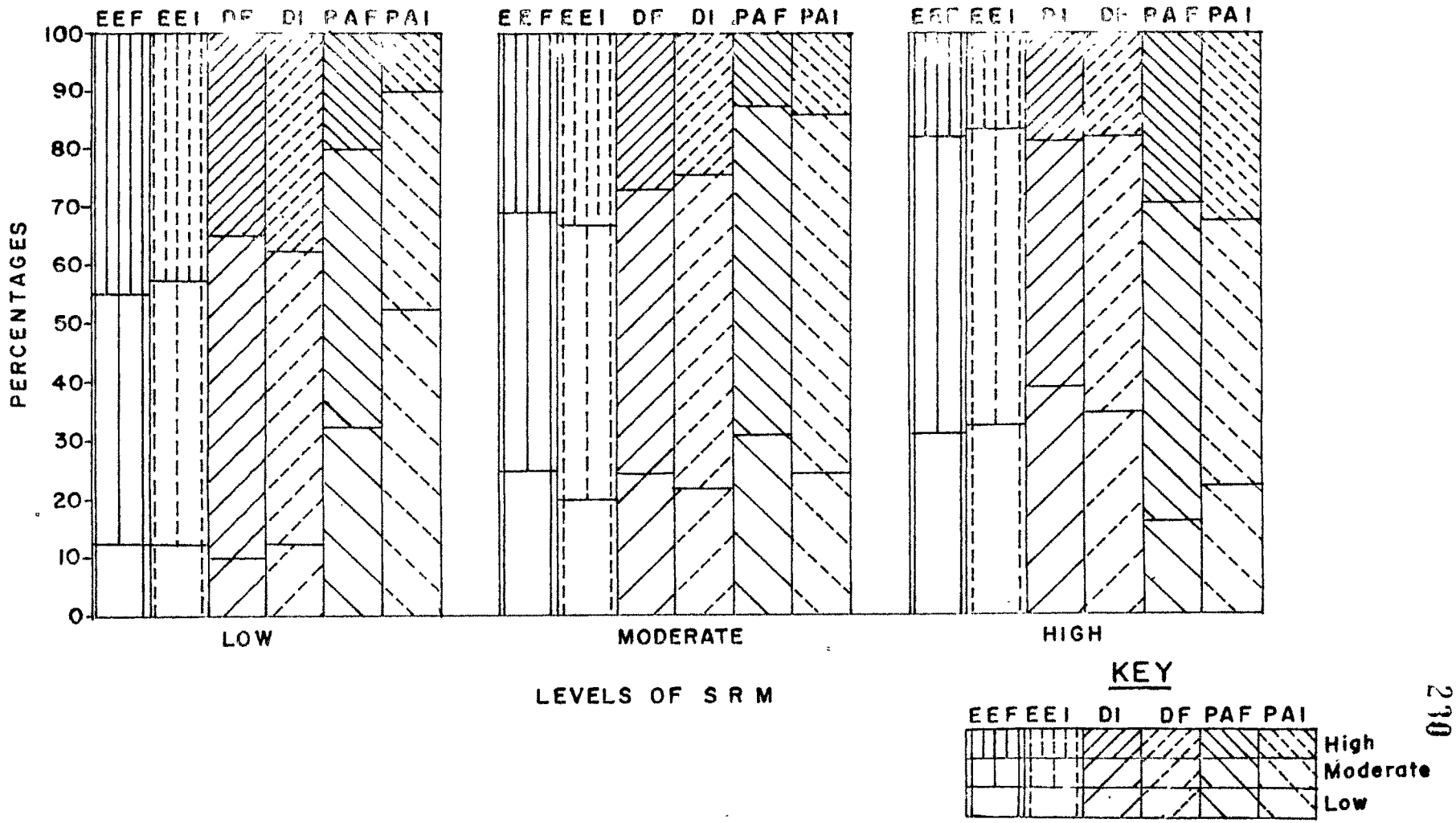
Percentage distribution of L-PAI, M-PAI and H-PAI groups under different levels of purpose in life is shown graphically in Graph 5.11

There is a significant positive relationship between purpose in life and intensity of personal accomplishment of teachers. Therefore, Ho 49 is rejected.

Above results show a high degree of negative association between purpose in life and all the subscales of burnout. High purpose is consistently associated with a low degree of burnout and low purpose, with a high degree of burnout.

PERCENTAGES OF HIGH, MODERATE, LOW, GROUPS OF EEF, EEI, DF, DI, PAF AND PAI UNDER DIFFERENT LEVELS OF SRM

Graph : 5·12



5.7.2.b SRM and EEI (Ho 51)

The relation between self-reported meaning in life and the intensity dimension of Emotional Exhaustion subscale is presented in table 5.50.b below.

Table 5.50.b : Relation between SRM and EEI

		EEI			
		Low	Moderate	High	Total
S	Low	5	18	17	40
R	Moderate	29	68	46	143
M	High	53	82	27	162
		87	168	90	345

X^2 = 19.501 with 4 df P $<$ .001 C = .23

Percentage distribution of L-EEI, M-EEI and H-EEI groups under different levels of self-reported meaning in life is shown graphically in Graph 5.12

There is a significant negative relationship between self-reported meaning in life and the intensity of emotional exhaustion of teachers. Therefore, Ho 51 is rejected.

5.7.2.c SRM and DF (Ho 52)

The relation between self-reported meaning in life and the frequency dimension of Depersonalisation subscale is presented in Table 5.50.c below.

Table 5.50.c : Relation between SRM and DF

		D F			
		Low	Moderate	High	Total
S	Low	4	22	14	40
R	Moderate	35	69	39	143
M	High	63	69	30	162
		102	160	83	345

X^2 = 17.116 with 4 df P $<$ .005 C = .22

Percentage distribution of L-DF, M-DF and H-DF groups under different levels of self-reported meaning in life is shown graphically in Graph 5.12

There is a significant negative relationship between self-reported meaning in life and the frequency of depersonalisation of teachers. Therefore, Ho 52 is rejected.

5.7.2.d SRM and DI (Ho 53)

The relation between self-reported meaning in life and the intensity dimension of Depersonalisation subscale is presented in Table 5.50.d below.

Table 5.50.d : Relation between SRM and DI

		DI			
		Low	Moderate	High	Total
SRM	Low	5	20	15	40
	Moderate	32	76	35	143
	High	56	77	29	162
		93	173	79	345

$X^2 = 13.819$ with 4 df $P < .01$ $C = .20$

Percentage distribution of L-DI, M-DI and H-DI groups under different levels of self-reported meaning in life is shown graphically in Graph 5.12

There is a significant negative relationship between self-reported meaning in life and intensity of depersonalisation of teachers. Therefore, Ho 53 is rejected.

5.7.2.e SRM and PAF (Ho 54)

The relation between self-reported meaning in life and the frequency dimension of Personal Accomplishment subscale is presented in Table 5.50.e below.

Table 5.50.e : Relation between SRM and PAF

		PAF			
		Low	Moderate	High	Total
S	Low	13	19	8	40
R	Moderate	44	74	25	143
M	High	26	88	48	162
		83	181	81	345

$X^2 = 13.496$ with 4 df $P < .01$ $C = .19$

Percentage distribution of L-PAF, M-PAF and H-PAF groups under different levels of self-reported meaning in life is shown graphically in Graph 5.12

There is a significant positive relationship between self-reported meaning in life and the frequency of personal accomplishment of teachers. Therefore, Ho 54 is rejected.

5.7.2.f SRM and PAI (Ho 55)

The relation between self-reported meaning in life and the intensity dimension of Personal Accomplishment subscale is presented in Table 5.50.f below.

Table 5.50.f : Relation between SRM and PAI

		PAI			
		Low	Moderate	High	Total
S	Low	21	15	4	40
R	Moderate	35	81	27	143
M	High	36	73	53	162
		92	169	84	345

X^2 = 24.563 with 4 df $P < .001$ C = .26

Percentage distribution of L-PAI, M-PAI and H-PAI groups under different levels of self-reported meaning in life is shown graphically in Graph 5.12

There is a highly significant positive relationship between self-reported meaning in life and the intensity of personal accomplishment of teachers. Therefore, Ho 55 is rejected.

Above results reveal a highly significant negative association between self-reported meaning in life and all the subscales of burnout. High meaningfulness of

life is associated with low burnout and those who regarded their life to be meaningless or slightly meaningful are proportionately much higher in the high burnout group.

The present findings is a reaffirmation of the validity of the single-item self-reported meaningfulness of life measure.

In general, a very strong association is noticed between meaning in life and burnout. Meaning in life measures are negatively related with all the subscales of burnout. High meaning or purpose may help teachers to experience less stress or to cope with stress in a positive way, thus preventing their burnout. On the other hand teachers who experience less stress and who are less burned out may perceive their life as more meaningful.