

CHAPTER VI

CASE STUDIES

The present chapter deals with the description of twelve selected case studies. The subjects for the case studies were selected on the basis of their response scores in the different instruments used in the study. A more detailed and in-depth study of the following cases was made with a four-part interview schedule.

Four High-Purpose and Low/Moderate Burnout

Four Low-Purpose and High/Moderate Burnout

Two High-Purpose and High/Moderate Burnout

Two Low-purpose and Low/Moderate Burnout

Graphs 6.1 to 6.10 represent the relative position of the twelve subjects in some of the measures utilised.

6.1.0 CASE STUDY 1

E R : HIGH-PURPOSE AND LOW/MODERATE BURNOUT

Brief Description

Male; 29 years; Single; Bengali Christian; Trained Post-Graduate; 7 years of teaching experience; Teaches in a highly reputed English-medium Jesuit Missionary Boys' School.

Scores

PIL : 127 (High)

SRM : 5 (High)

MIL : 46 (Mod)

MIT : 65 (Mod)

TSS : 87 (Low)

SRS : 1 (Low)

EEF : 14 (Mod)

EEI : 28 (Mod)

DF : 0 (Low)

DI : 0 (Low)

PAF : 35 (Mod)

PAI : 45 (Low)

SATISFACTION : 5 (High)

LIFE-SPACE OCCUPIED BY TEACHING : 70%

6.1.1 Early History

E R grew up in Calcutta in a lower middle class family. Education of both parents is upto secondary level.

only. Father is a head cook in a well-known restaurant; mother is a housewife. The family was nuclear but large - there were four boys and three girls, the subject being the second son and third in the birth order.

Economic condition was just comfortable. Values and disciplines were enforced. He was more of an introvert and had a few good friends. He had no adjustment problem as a child or an adolescent.

Being a Roman Catholic, he had access to one of the best schools in Calcutta which gives scholarships to deserving Catholic students. The school had a very strong influence on him. He loved going to school and had a strong sense of identification with it. He regards the teachers he had as average with the exception of two who had impressed him greatly. He describes one of them as a teacher par excellence - who could communicate and explain perfectly and whatever he had taught, the subject still remembers. He knew the weak points of the students and could bring out the best in them; he inspired the students to try and excel and after coming in contact with him there was an improvement in the subject's performance in all subjects, even those which were not taught by this teacher. The second teacher is remembered for his very patient and understanding nature - he was always ready to give time to the student and try and help in every possible way.

The parents were concerned about his education but did not give much attention, or interfere or push hard.

Academically the subject was good. After finishing Higher Secondary, he did B.Com. from St. Xavier's; while working as a teacher he attended the evening classes in Jadavpur University and passed his B.Ed. examination with a High II Class and M.A. Education with a I Class.

Academic Record

Higher Secondary (Class XI)	: I Division
B.Com.	: II Class
B.Ed.	: II Class
M.A. (Education)	: I Class

6.1.2 Teaching Career

Teaching was the subject's second choice. He did B.Com. in college with the intention of becoming a Chartered Accountant. However, due to financial problems it was necessary for him to take up a job quickly and it takes a number of years to qualify as a C.A.. So he could not pursue the occupation of his choice. He worked as an Accountant for 8 months but did not like the work. He did a short course on Restaurant and Counter Service and worked for 6 months as a Steward in a hotel but did not like the hotel line. During the long vacation after Class XI examination, he was asked by the Prefect to teach in the coaching classes organised by the school

for weak and poor students. From this brief experience he felt that he could communicate well and would fit in well into the teaching profession. His own happy experience of school life influenced his decision to become a teacher. The following were the major attractions that teaching held for him at that point, given in order of importance :

1. Liking for own school and school environment
2. Respectability of the profession
3. Opportunity to work with young people

The tremendous school-spirit and loyalty among the students as well as teachers in his school, the happy, challenging, lively atmosphere attracted him to the school. He wanted to become a school teacher only if he could teach here. He met the Prefect and the Head and after a demonstration lesson, was selected. E R is teaching middle school - classes VI and VII and is a class teacher. He is very happy with this arrangement. He teaches the subjects he wants to teach except Geography which he did not have in High School. He is absolutely free to carry out the functions of teaching and evaluation as he thinks best, there is no interference.

He spends 11 - 15 hours working at home in the average week on teaching related duties. If he could get a gift of 10 more hours a week, he would spend the extra time on his private preparation. He feels that

compared to other teachers in his school in the amount of effort and time given to work, he **works harder** than most.

When asked if he knew any outstanding teacher among his contemporaries today, he mentioned the same person who had inspired him as a student - he is still teaching in the school.

E R felt especially proud on two occasions when his class was rated the best in school, in which everything - studies, games, cocurricular activities, discipline etc. - is taken into consideration. He cannot recall any occasion when he felt ashamed of something he had done as a teacher.

E R thinks warmth, friendliness and closeness to students are more important than teaching efficiently and making students work effectively. The former solves many problems and allows one to teach more effectively. If he could choose his students he would like to teach **underprivileged children** from difficult homes for whom school can be a major opportunity. (Perhaps, he himself is an example)

The most important satisfaction that he receives from teaching is his students' achievements in all spheres of life. Out of the 7 years he has been teaching, the first six years in Class VI, the Best Conduct Medal (for conduct as well as all-round achievement) was won by

a student from his section. What is more, these boys still come back to him for guidance and help.

E R regards his ability to break the barriers with students his greatest strength as a teacher. He cannot think of any weakness.

There is nothing E R dislikes about teaching. He does not regard teaching in India to be very stressful.

E R thinks that open communication between administration and staff, more efficient administration of school work, less clerical and paper work and better teaching aids and laboratory facilities will increase his satisfaction in work and will enable him to do a better job.

E R spends about 1 - 5 hours a week on private tuition. (As his evenings were occupied by the B.Ed. and M.A. classes, he has not been doing many tuitions.) He regards being forced to take up tuitions a major source of stress for teachers. And he believes that teachers would stop giving private tuitions if their salaries and other benefits like house rent etc. became reasonably adequate; and this would also improve the quality of teaching in schools and make teachers more committed.

The general atmosphere in the staff room in his school is friendly and cooperative, more so since last 2/3 years. Formation of Teachers' Association and its monthly meetings have brought the teachers closer. Also,

since the school started supplying tea free to teachers in the tea break, everybody comes down to the staffroom for tea and this has helped. If he has some problems with students, the administration or his personal life he can turn to some of his colleagues for help and support. He has also some genuine friends among his colleagues with whom he has social relations outside school hours.

E R would rate his Head as democratic. He can discuss his problems, even personal ones, frankly with him. He has confidence in his Head that he can be firm and just in the face of parental, political or vested interest pressures. However, he does not think the Head is completely fair or impartial in his dealings with the staff.

E R found teaching to be more exciting than he thought it would be when he had joined the profession. However, he did not expect the correction work ^{to be} so taxing and heavy. He does not think he loses anything in particular by being a teacher.

He expects to remain in the teaching profession and given a choice, would again become a school teacher.

He has not yet attended any refresher course but is prepared to spend his own money and time to participate in them. He is member of a teachers' union but not of any professional association. He subscribes to a professional journal.

He is extremely satisfied with teaching and thinks he has enjoyed **great success** as a teacher. His major interests and activities outside of teaching is reading and music. He plays the Tabla, almost professionally and gives programmes on T.V. and Radio. About 70% of his total life-space and interest, he rates, belong to his work as a teacher.

6.1.3 Marriage and Family Life

E R is unmarried. He lives with his parents and five younger siblings and have a well-knit family. He is very attached to them. The total family income is Rs.4,001 - Rs.5,000 a month.

The main sources of stress in his personal and family life is the imminent retirement of his father and the prospect of depleted family income and his three unmarried sisters.

6.1.4 Goals, Purposes and Values

For E R the main purpose of life is to help mankind in every possible way. The more immediate goal in his life is to see everyone in his family - brothers and sisters - happy and well-settled.

He used to be a regular church-goer till in school. But now he thinks that religious practices and rituals are not important. What one does in life is more important, serving humanity is the true religion.

If he were to be born again, he would like to be born as the same person and help mankind.

Values are extremely important for him and the most cherished value is being humane. He is not traditional in following societal values and can be individualistic, if the need arises. He never suffers from loneliness, boredom or a feeling that life has lost its meaning. The most important purpose in his life is to become an even better teacher and a better person.

6.1.5 Comments

E R is the ideal teacher - enthusiastic, satisfied, loves teaching and finds his life extremely meaningful.

His happy school life and the role-model he had in his own teacher and love for young people prepared him favourably for teaching as a profession. He has also been fortunate in working in the same school as a teacher. The obviously favourable school climate, relationship with the Head and the colleagues, strong identification with the school and pride in being associated with it, give meaning and value to his work.

E R has achieved great success in his short teaching career as evident from the achievements of his students. He also shows a constant desire to improve his educational qualification and professional growth. Doing B.Ed. and M.A. by attending evening classes for four years after

a strenuous full day's work is a proof of his motivation. This is also shown in his readiness to spend his own time and money for attending refresher courses. Genuine interest in music and reading gives additional meaning to his life. Familial support and strong family bond are noticeable in his concern for his brothers and sisters. He does not find teaching at all stressful. His level of emotional exhaustion and personal accomplishment is moderate and low. He does not experience depersonalisation at all - his obvious liking for his young students and involvement with and pride in them is a proof that he does not have a dehumanised perception of them. His strong sense of values and love for humanity, his high self-concept and self-acceptance and identification with teaching from which he seems to derive a great deal of joy and meaning, seem to be the positive factors which give a meaning to his life and make him immune to stress and burnout.

6.2.0 CASE STUDY 2

SKS : HIGH-PURPOSE AND LOW/MODERATE BURNOUT

Brief Description

Male; 45 years; Married; Bengali Hindu; Ph.D.; 21-years of teaching experience; Teaches in a Bengali medium Boys' School which, though an officially recognised model school, is no longer one of the best schools in the city from the point of attracting meritorious students or of examination results.

Scores

PIL	:	130 (High)
SRM	:	4 (High)
MIL	:	55 (High)
MIT	:	65 (Mod)
TSS	:	165 (High)
SRS	:	3 (High)
EEF	:	13 (Mod)
EEI	:	25 (Mod)
DF	:	1 (Low)
DI	:	6 (Mod)
PAF	:	31 (Mod)
PAI	:	51 (Low)
SATISFACTION	:	3 (Mod)

LIFE-SPACE OCCUPIED BY TEACHING : 55%

6.2.1 Early History

SKS grew up in a small town in East Bengal. After partition, at the age of 12 he came to Calcutta and stayed with distant relatives. The rest of the family managed to come away after two years. He grew up in a joint family. His own family was large - seven boys and four girls. he was fourth son and sixth in birth order.

Father was a graduate - he was in the police for sometime but later became a teacher. Mother was educated upto primary level only and was a housewife.

The economic condition of the family was comfortable originally. But after coming to Calcutta as refugees, it was definitely impoverished. The subject had to give private tuitions while in high school and college to support himself.

His childhood was happy and busy among many siblings, cousins and friends - enough freedom was available. Values and discipline were imbibed from the parents and especially the father who was a great scholar and a strong personality. He had no adjustment problem as a child or an adolescent even though the circumstances became hard after he came to Calcutta as a refugee from East Pakistan.

His school experience was quite happy. He came first upto primary level. He would rate the school as good. Teachers were sincere and he was rather in awe of them.

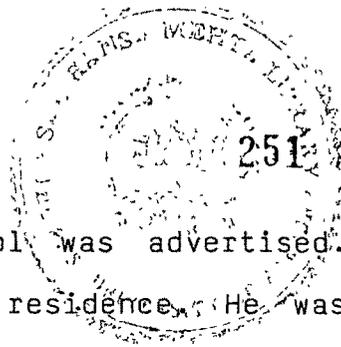
At that time he never thought of becoming a teacher as he did not think he possessed the requisite qualities.

The teacher who most influenced him was his father, who taught in the same school and whom he hero-worshipped. Father was handsome and had an impressive personality. He had a deep, scholarly knowledge of English, Sanskrit and Mathematics. He had a strong idealism. He was also very affectionate and friendly - the proverbial friend, philosopher and guide.

In spite of having so many children the parents were very much concerned about their education, especially the father. The subject rates himself an average student academically. He completed his school education, college and university education in Calcutta. He had a II Class in all the examinations.

6.2.2 Teaching Career

Teaching was his last choice. He wanted to join the administrative service and become a high-ranking executive. Because of family responsibilities and many dependents - younger siblings who had to be settled, he had to start earning immediately after completing his M.Com. He was selected for a good executive job in Bombay. But his father who was rather dependent on him made him resign and come back to Calcutta. He was soon married.



A vacancy in the present school was advertised. He just applied as it was near his residence. He was number 1 in the panel, was appointed and started teaching. He was recognised as a good teacher by the authorities and became rather indispensable. He found he liked teaching and has now become an important part of the school. He started and organised the Higher Secondary Commerce Stream in the school.

After three years he started working also as a lecturer in an evening Commerce College. At present he is also teaching as a part-time lecturer in the Government Polytechnic for Women. While teaching he had sat for the West Bengal Civil Service examination but did not qualify. He did not try again.

Thus, he just drifted into teaching and then stayed on. The main attractions of teaching were,

1. Easy availability of the profession
2. Opportunity for rendering important service.

For a number of years he suffered from an inferiority complex as most of his relatives were in high positions. Gradually he became reconciled to being a school teacher. But his wife still has not accepted the idea. He did his Ph.D. and has also retained the lecturer's job mainly for the satisfaction of his wife. He can now get a post in the university but it would mean much less income as private tuition would not be so freely available.

Also, it would mean commuting from South to North Calcutta every day in public transport. At present both the institutions where he is teaching are very near from his residence. So he has remained with the school.

SKS mainly teaches Accountancy in Classes XI and XII and also English in the junior classes. He is teaching the subjects he likes to teach - Accountancy, his specialisation; and English, his favourite. However, he feels he is not able to carry out his work according to his satisfaction for two reasons - (1) Adequate number of classes for the heavy plus 2 syllabus in Accountancy are not provided by the Board / Education Department; (2) the rigidity of the authorities which does not allow the teachers reasonable freedom to arrange classes and schedules.

He spends 6 - 10 hours in the average week on teaching-related work at home. If he had extra ten hours a week, he would spend it on **private preparation**. He considers he works **about the same** as most teachers in his school.

Of the teachers he knows today he considers one to be outstanding - the Assistant Head of his school who teaches Bengali even though he was a student of English. What he finds outstanding in him are his power of expression and explanation, his art of teaching, and his vast knowledge - the students do not have to read textbooks after his class.

He recalls an occasion when he felt especially proud of himself. Early in his teaching career a visiting Principal from U.K. observed his class and commented very highly on his teaching and class management to the Headmaster. He had felt ashamed of himself sometimes after losing his temper and hitting a student.

SKS regards warmth, friendliness and closeness to students as more important than teaching well. The former would help a teacher to get the best out of his students.

If he could choose his students, he would like to teach **underprivileged children** from difficult homes to give them the self-confidence and opportunity which they lack.

What gives him the most satisfaction in teaching is the success of his pupils in examinations and in life.

His greatest strength as a teacher is his 'courage of convictions' - he is not afraid to speak out if he thinks something is wrong and is not afraid of social disapproval. His greatest weakness is that he is too soft - he cannot be harsh and hates punishing a student.

What he likes least about teaching is the rigidity in our schools; also routine paper work and daily schedules of homework and corrections.

He thinks teaching as considerably stressful as one is involved with human beings with their personalities

and problems but it may be regarded as stimulation rather than stress. The main sources of stress in his work are two - heavy syllabus and inadequate time to cover it and following of too many **rules** and regulations.

He recommends the following for reducing staff stress in our schools :

1. The institution should function as one unit, as a family, with a team spirit.

2. The syllabus should be made more practical and life-oriented.

3. There should be more flexibility in the organisation of the school and teachers should have more freedom within a framework of accountability for their own subjects.

SKS spends 11 - 15 hours a week on giving private tuition. He admits that it is a great source of stress in the life of teachers + it is soul-killing, there is no free time, no social life. Immediately after school teachers start with batches of students and continue till dinner time. But a teacher cannot survive on the present salary of Rs.1,000 to 1,500. Two rooms in the suburbs of Calcutta would cost Rs.800, while the house rent a teacher gets is about Rs.150. He believes that 80% of teachers would stop giving private tuition or would not do more than one or two, if teachers' salary and perks were made equal to that of a Bank Officer or a

Class 1 Government Officer. Social status of teachers would rise automatically, better people would join the profession, would be more committed to the profession and would have more time and energy to devote to work. At the moment one enters school teaching as a last resort and stays on through habit and inertia.

There is a lot of tension, jealousy and groupism among the staff but he is too busy to be involved in them. If he has a problem in his work or personal life he can seek the help and support of some of his colleagues. He has made some good friends but he does not have any social relations with them outside school hours.

SKS regards his Head as fair in his dealings with the staff. He rates him as fairly democratic with a tendency to assert himself. If he has any problem, he feels confident that the Head will understand and cooperate. He can also discuss his personal problems with him. He has confidence that the Head can be firm and just in the face of pressures - parental, political or from vested interests.

He did not find teaching better than his initial expectation. It is worse as far as lack of social status is concerned, even former students advise him to leave the profession. He thinks one loses everything by being a teacher, by being an outcaste in society.

He is undecided about remaining in the teaching profession. And if he had to do it all over again, he

would not choose school teaching as a profession. He does not want his son or daughter to be a school teacher.

SKS has not attended any refresher course but is prepared to spend his own money and time to participate in it. He is a member of the All Bengal Teachers' Association but he is not member of any professional association and does not subscribe to any professional journal.

He is equally satisfied and dissatisfied with teaching - he is in the middle. But he feels he has enjoyed **great success** as a teacher. His major interests outside of teaching consist of his own study and research, religious discussions and study, listening to good music as well as singing and occasionally watching T.V.

He thinks, approximately 55% of his total life space belong to his work as a teacher.

6.2.3 Marriage and Family Life

SKS has been married for nearly 22 years. He was married rather young. It was arranged by his father. He was so much under the influence of his father's personality that he could not protest. His wife is a graduate and was herself a good student. However, she opted for the role of a full-time housewife and mother as he cannot give much time or attention to the children.

He regards his marriage as very happy. He has a very good understanding and adjustment with his wife - mental, emotional, physical. If any serious problem arose

in his work or something interesting happened, he would discuss it first with his wife. They communicate freely, at the same 'wave length', so to say, she takes a genuine interest in his work though she is not very happy about his remaining in school teaching.

He feels that he cannot give adequate time and attention to his spouse and children as private tuition takes up all his spare time and energy. He often feels depressed and frustrated because of it. He has two teen-aged sons, who are well-behaved and good in studies. His wife is supportive and takes full care of the home and the family so that he is not unduly bothered.

He lives with his wife and two sons in his own house. The monthly income of the family is from Rs.2,001 - Rs.3,000. There is no major source of stress in his personal life.

6.2.4 Goals, Purposes and Values

The meaning and purpose of life for him is self-realisation through communion with God. He is extremely religious and has been so since childhood. It was intuitive faith in childhood and youth. Later on he has studied religion, mainly Ramakrishna's and Vivekananda's philosophy and teachings. At the age of 32 he took 'Diksha' from a 'Guru' from the Ramakrishna Mission. He regularly prays and meditates and feels that his faith has influenced his actions and attitude to his work.

Regarding goals and conditions that make his life meaningful, he thinks one is born to work, which is allotted to the person. He believes in 'Karma Yoga' - we are born to work, to utilise our life to do something useful and meaningful, to leave an impression on earth.

Attainment of mundane objects, money and material possessions is not important for him but he wants it for his family and especially his wife. He wants to compensate for her feeling of inferiority and frustration that she is a school teacher's wife by ensuring that she does not lack any material comfort (e.g. she can give as expensive presents as her sisters or cousins who are married to high officials in social occasions like weddings). He also tried to give her a feeling of pride by his academic achievements (e.g. his Ph.D.). At the moment he has started work on a research project which he hopes will ultimately lead to his D.Litt.

If he were to be born again, he would like to be a follower of Vivekananda and spend his life on social service without publicity for oneself.

The values which are most important in his life are : realisation of self through Karmayoga, self-respect and self-confidence.

SKS regards himself as individualistic and not traditional in his value system. If needed and convinced he can go against societal norms.

He never suffers from a feeling of loneliness - God is always with him. He does not suffer from a feeling of boredom. Life is so busy that there is no time for feeling bored.

The most important goal in his life now is to see his sons established in life, to help them to become good persons and successful in life.

He never has the feeling that life has lost its meaning. He had experienced this feeling once when at his father's insistence he had to leave his job with the Central Government in Bombay and return to Calcutta to be near his father and then become a school teacher. But now life is full of meaning for him and he enjoys every moment of it.

6.2.5 Comments

The subject perhaps represents a substantial majority among the teaching profession who joined teaching not because they had a love for the calling but were forced to do so due to economic reasons or lack of other suitable opportunities. He has not yet fully accepted his role as a school teacher as evident from his statements that he would not choose to be a school teacher again and does not want his son or daughter to be a school teacher.

He has high stress scores but at the same time he has not become burned out and tries to find a meaning

in life from other sources. His MIL is high but his MIT is moderate again indicating that he is not very satisfied with school teaching. The fact that he is the only Ph.D. in his school and is also a part-time lecturer gives him a status among the students, colleagues and authorities besides enhancing his self-esteem. The sense of achievement and his status in the school act as a reinforcement, generate pride in himself. His working towards a D.Litt. confirms this desire to compensate for his low social status with his academic achievements. He has not allowed his frustrations to get the better of him.

Even though he finds teaching as considerably stressful and has a relatively high TSS score, the stress had not led to burnout. Two other factors contribute to high meaning and low burnout - his happy family life and strong religious faith. These provide two strong support systems.

6.3.0 CASE STUDY 3

MD : HIGH PURPOSE AND LOW/MODERATE BURNOUT

Brief Description

Male; 30 years; Married; Anglo-Indian Christian; Trained undergraduate; 8 years of teaching experience; Teaches in a large Protestant Missionary Co-educational School.

Scores

PIL	:	138 (High)
SRM	:	5 (High)
MIL	:	51 (High)
MIT	:	61 (Mod)
TSS	:	156 (High)
SRS	:	3 (High)
EEF	:	7 (Low)
EEI	:	8 (Low)
DF	:	7 (Mod)
DI	:	8 (Mod)
PAF	:	48 (Low)
PAI	:	55 (Low)
SATISFACTION	:	5 (High)

LIFE-SPACE OCCUPIED BY TEACHING : 75%

6.3.1 Early History

MD grew up in Calcutta in an impoverished Anglo-Indian family. Father was the transport officer, in-charge of the vehicles of the Church organisation which manages the school where he is teaching. Mother was a housewife. Both were educated upto secondary school level. The subject was fourth among nine siblings. With so many mouths to feed, naturally money was scarce, not even enough for basic necessities till he was about 14.

Both parents were strict where discipline was concerned. The subject had many friends, took leadership in class. He had certain adjustment problems - arising from crowded living quarters and in school, from an inferiority complex vis a vis rich classmates. When he was in Class VIII, financial position of the family improved as elder siblings started working.

MD went to a good English medium school with a tradition of academic standard as well as sports and activities. Last three years of secondary education he had in the school in which he is now serving, which is also very good. His school days were happy and enjoyable. He liked most teachers except the Mathematics teacher who was generally hated. One teacher stands out in his memory, the English teacher in the second school. Besides being a master of his subject, this teacher was very sympathetic and took a special interest in the Anglo-

Indian boys and tried to motivate them to do something worthwhile in life. He helped them when they were going astray, taking to drugs. MD started taking drugs at Class IX and continued for two years. He failed in Class X. Finally he succeeded in giving up the habit mainly due to this teacher's help and efforts. The subject feels the main reason behind his drug habit was bad company and not so much insecurity or family problems.

Parents were rather indifferent towards his education. With nine children, they had no time - problems of survival kept them preoccupied. He had free education in schools - he was sponsored by Church and had scholarships. He rates himself 'average' academically. He had his college education in Darjeeling and he had a II Division in his examinations.

6.3.2 Teaching Career

Teaching was MD's first choice. He decided to become a teacher while in school and immediately after Higher Secondary examination, joined TTC (The Undergraduate Teacher Training Course). He did not consider any other occupation. So many teachers sincerely trying to help the students inspired him. After his own history and experience, he wanted to help the young people who desperately needed help and guidance. The admired teacher was the role model who influenced his decision to become a teacher. Besides he liked children; he had knowledge

and experience of games and could easily get along with people. So he thought he would fit in well into the life of a teacher.

As he was an ex-student of the present school, he wanted to teach here. There was a suitable vacancy, he got in and has continued. He is the class teacher of Class VI and is happy with it but would like to teach English in Class VII. As a class teacher he has to teach all subjects, some of which are not his favourites. He is free to do his work as he thinks best - being the class teacher he has more time and flexibility.

MD spends 6 - 10 hours a week at home on teaching-related work. He would like to spend the extra 10 hours on counselling individual students. He feels he is working a little less than most teachers in his school. Firstly, a class teacher has less work measuring in time but more responsibility. And secondly, because of pressing family (marital) problems, this year he feels he is not able to do his utmost.

He considers the administrator of his school an outstanding educationist - besides being a very good teacher, an able administrator - very understanding and considerate.

He has felt especially proud as a teacher when in the combined ranking on most occasions students from his class have done best. He has felt ashamed when his

private tuition student copied the question paper from his marks book and this was discovered and the reflection fell on him.

MD regards warmth, friendliness and closeness to students as more important than efficient teaching as students respond to such a teacher more and eventually learns better.

He would like to teach **under-privileged children** from difficult homes as they need the most help.

The important satisfactions he receives from the behaviour of old students, the warmth with which they greet him and hearing about their success in later life.

His greatest strength as a teacher is his ability to capture the interest of the pupils and to come down to their level. His weakness is his inability to be harsh to girls in his class.

The things he likes least about teaching is the daily corrections, especially when 50 students in a class have to be given a few written homework daily.

MD regards teaching as considerably stressful. For example, compared to a bank or office worker, dealing with 40-50 children the whole day is much more strenuous. Besides a teacher does not leave his work in school - preparation and corrections take up a lot of time even after the working hours. The main sources of stress in his working environment are - lack of space; non-availabi-

lity of aids; and too many students in class.

MD recommends the following measures for reducing teacher stress - limiting the number of students in a class to 30, stopping the practice of substitution classes, and making the syllabus more flexible and activity-oriented.

He spends 1-5 hours a week in giving private tuition. He regards private tuition as a major source of stress only if one does too many tuitions. He does not think improving salary and perks would stop the practice completely. Free time in the mornings and the offer of tuition would be tempting. However, teachers would give fewer tuition. He does not think improvement of salary and facilities would make teachers more committed - those who are sincere are already doing their best.

The general atmosphere in his staffroom is on the whole friendly and cooperative though some pettiness and groupism prevail. He has made a few genuine friends from his colleagues to whom he can turn for help and support.

He rates the Head in his school as democratic but not completely fair in his dealings with the staff. However, he feels that if he had any problem in work or even in personal life he could discuss it with the Head who would be understanding and cooperative. But he does not have the confidence that the Head can be firm and just in the face of varied pressures.

MD feels the only thing he loses by being a teacher is financial comfort and security. He finds teaching better than his expectation in the opportunity it provides for continuing to study. He did not expect the work-load to be so high - so many unscheduled tests and corrections and such large number of students in class.

Given a chance he would again choose school teaching and expects to remain in the profession. He would like his children to be school teachers though he would not like his daughter to teach in a co-educational school.

MD has attended three refresher courses and is prepared to spend his own money and time for them. He is not a member of any teachers Union or Professional association and does not subscribe to any professional journal.

All in all, MD is extremely satisfied with teaching as an occupation. His major interests and activities outside teaching are reading fiction and sports and games. He feels he has achieved **average success** as a teacher. And he regards teaching as occupying about 75% of his life space.

6.3.3 Marriage and Family Life

MD has been married for five years to an Anglo-Indian girl of his own choice. She has studied upto Class IX and is a typist. They have a three year old daughter.

However, his marriage is breaking up. There was not much in common between the two of them - she had different mentality, interests and values. They are separated - a court case is going on for divorce which seems to be on the point of being granted. The personal problem has caused a great deal of stress during the last year. However, he did not feel that his work had prevented him from giving adequate time to his family or were affecting his relationship with them.

6.3.4 Goals, Purposes and Values

The meaning and purpose of life for him is to help people and to be of service to society.

The most important goal in his life now is to improve his educational qualification - he is preparing privately for his B.A. - and ultimately to become a Senior Master and Principal.

Religion is not very significant in his life. He is a Protestant. He believes in God but does not pray or attend Church regularly.

MD would like to be born as a person with some authority to change the social system, the corruption and injustice and to lay out values.

Values are more important in his life than religion. The values he cherishes most are honesty, integrity, sobriety in behaviour and loyalty - to one's self, friends

and society. He regards himself more as traditional²⁶⁹
in following societal values.

MD never suffers from a feeling of loneliness. There is no time for it - life is too busy. Nor does he suffer from a feeling of boredom or from a feeling that life has lost its meaning.

6.3.5 Comments

MD is a person with a tremendous resilience who overcame poverty, neglect and deprivation in childhood as well as more serious disasters like drug addiction to find a meaning in life and to function as an effective social being. The person who helped him to get out of the drug habit and find a new purpose in life was an admired and beloved teacher who was genuinely concerned. This teacher became a role model for him and influenced his decision to become a teacher and help other young people in need of sympathy and guidance. He wanted to be a teacher and remains satisfied and committed to it even though he finds the work-load too heavy and stressful. It is remarkable that the tragedy in his personal life and marital break-up has not made him bitter or led to his burn out. His interest in games and sports help him to get along with his young clients and the rapport makes his work easier.

MD appears to be honest and straight-forward and discussed his drug addiction and marital break-up in

a very frank manner.

The fact that he would like to teach under-privileged children and spend the extra ten hours on seeing and counselling individual children shows his concern and desire to help them.

His positive relationship with the Head-master and Administrator and some genuine friends among his colleagues provide a support system.

He shows a desire for enhancing his professional qualification and is privately preparing to sit for B.A. examination.

He has been able to withstand a number of negative experiences in life and still retain a meaning in life.

6.4.0 CASE STUDY 4

SJ : HIGH-PURPOSE AND LOW/MODERATE BURNOUT

Brief Description

Female; 54 years; Married; Keralite Christian; Post-Graduate; Teaching experience - 33 years; Teaches in a Protestant English-medium Girls' School.

Scores

PIL : 116 (High)
 SRM : 4 (High)
 MIL : 52 (High)
 MIT : 70 (High)
 TSS : 163 (High)
 SRS : 3 (High)
 EEF : 11 (Mod)
 EEI : 21 (Mod)
 DF : 2 (Low)
 DI : 2 (Low)
 PAF : 43 (Low)
 PAI : 54 (Low)

SATISFACTION 5 (High)

LIFE-SPACE OCCUPIED BY TEACHING : 65%

6.4.1 Early History

SJ grew up in a small town in Kerala. Education of both parents were upto Secondary level only. Father's

occupation was agriculture, mother was a housewife. Family was large - 5 boys and 3 girls. From the age of 12 to 17, the subject stayed in a boarding school. The economic condition of the family was almost impoverished - money was often scarce. Father was a follower of Gandhi - his values and principles were taught, but not imposed. She had many friends in childhood, was an extrovert but after the age of 35 or so, has become more quiet and serious. The subject failed in Class VII and had some adjustment problems in school. She was then sent to a boarding school run on Wardha System where she was very happy.

School days, especially in the boarding school were busy, happy, fruitful. There were many activities. It was a very good school, run on the Gurukula System. Teachers were trained from Shantiniketan and Wardha. She has many happy memories of the school.

In the primary school, teachers were average. Teachers in the senior school were sincere, idealistic who are still remembered. The teacher who influenced SJ greatly was the founder of the Gandhian School - a very powerful personality, an impressive public speaker, excellent teacher, affectionate and involved with students. Father was indifferent toward her education. But mother was very much concerned - as her own education was neglected, she wanted the daughters get the best of education.

Academically, SJ rates herself as average. After her high school, mother died. She had to stay home to look after younger siblings, being the eldest daughter. She passed Intermediate and B.A. privately and also passed 'Rashtrabhasha Visharad' in Hindi. She passed her M.A. from Banaras Hindu University as a casual student. She had a II Division in School Final and Intermediate and III Class in B.A. and M.A.

6.4.2 Teaching Career

SJ had no conscious plan or decision to become a teacher. After she passed I.A., her old day school started a college section and she was invited to teach Hindi as there were not so many Hindi teachers in small towns in Kerala at that time. She joined, liked teaching and continued. She had thought of becoming a lawyer as a child but did not seriously think of pursuing it. The Principal of the Boarding School influenced her decision to become a teacher, by being an admired role model and also by allowing her to teach the junior classes when teachers were absent, which gave her the confidence that she would be able to teach. Her patience and tolerance and clarity of expression were the qualities which she thought would help her to become a successful teacher.

SJ's husband took a job in St. Xavier's College at Calcutta and they came to the city. She came to the present school on a leave vacancy and then stayed on

permanently. As it is a Christian denominational institution, there are many Christian teachers.

SJ teaches Hindi in Classes VII, VIII, XI and XII. She is happy with the arrangement but would prefer to teach IX and X instead of VII and VIII.

She has enough freedom to teach as she thinks best - there is no interference from authorities. However, she feels there is not enough time to do justice to the course which is too heavy.

SJ spends 1-5 hours a week at home on teaching-related work. She would spend the extra 10 hours on **class teaching**. She feels she **works harder** than most teachers in her school.

SJ considers a Mathematics teacher in La Martiniere School for Girls an outstanding teacher, who creates love for the subject in students by taking real pain to teach, by finding out problems and sums from various sources to make lessons interesting.

She feels especially proud when some ex-students who became Hindi teachers in other schools said that they had developed an interest in Hindi because of her teaching and that they were following her methods of teaching.

She has regretted a few occasions when she was misled or influenced by some colleagues in forming an

opinion about some students which was not correct.

SJ prefers warmth and friendliness in teachers. An excellent teacher may not be fully effective if the students are afraid of her or dislike her.

She would prefer to teach **nice kids from average homes** who are respectful and hard-working.

The important satisfactions she gets from teaching well, making even a difficult lesson easy for the pupils. And ofcourse, the money helps the family.

Her genuine liking for teaching and knowledge of the subject matter are her greatest strengths. Her greatest weakness is to keep on giving unnecessary explanations when students have already understood.

What she likes least about her work is the heavy work load. Teaching is more than the periods you actually teach in school. Corrections, especially for language teachers, take a great deal of time but they have the same number of periods (31 a week) and hardly any free time.

There is considerable stress, in teaching, mainly arising from heavy work load and time pressures, especially during the time of examinations when hundreds of papers have to be corrected within a short time. The heavy work load is the main source of stress for her in work.

Less number of teaching periods and doing away with substitution for absent teachers would help to reduce

stress in teachers.

SJ spends about 5 hours a week on private tuition which is not a major source of stress for her. It may be for many male teachers who spend most of their spare time giving tuitions. She does not think improving teachers' salary and other benefits would stop the practice - the possibility of getting more money would tempt them to earn extra. But quality of teaching would improve as better students would join the profession and they would not be so frustrated or worried about finance.

There is a lot of tension, jealousy and groupism among the staff in her school. She has genuine friends in a few of her colleagues, about 5 out of 25 of them, and especially the Vice-Principal to whom she can turn for help and support when having a problem.

She rates her Principal as autocratic and can discuss problems arising in work with her but not personal problems. But she has confidence in her ability to stand up to parental or vested interest pressures.

The only thing SJ feels she loses by being a teacher is money - an adequate remuneration for the effort she puts in. The satisfaction derived from a close contact with young minds is more than what she expected when she had joined the profession. What she finds worse is the students' lack of motivation, their failing to realise the true meaning of education and becoming examination-oriented.

SJ would again choose teaching as a profession, but she would like to teach at college level. She would also like her children to become teachers. She has attended a couple of refresher courses and to a moderate extent is prepared to spend her own money and vacation time for them. She is member of a teacher's union but not of a professional association or journal. She is extremely satisfied with teaching as an occupation and she thinks she has enjoyed **great success** in her career as a teacher.

Her major interests and hobbies outside of teaching are organising and participating in debates and dramatics of the Malayalee Association at Calcutta. She thinks teaching occupies about 65% of her total life space and interests.

6.4.3 Marriage and Family Life

SJ has been married for 30 years to a person of her own choice. He belonged to another faith and she took his religion and became a Christian after marriage. He is a post-graduate and is teaching in a school and a college. As both are in the same line, they often discuss their problems at work. Her husband takes a genuine interest in her work. She is very open and free with her spouse.

She has three children - they are all grown up and in college. She has some problem with her son - she

does not approve of some of his friends and companions. Total number of family members living together are five. Total income of the family is in the range of Rs.3,000 - Rs.4,000 a month.

SJ does not feel that her work is preventing her from giving adequate time and attention to her spouse and children.

The main source of stress in her personal life is coping with the irritability and hot temper of her husband, who gets annoyed easily and is loud in expressing anger.

6.4.4 Goals, Purposes and Values

The meaning and purpose of life for SJ is derived from serving humanity. Being influenced by Gandhian ideals, she had wanted to do social work among the poor but finds no time now, after full day's teaching and looking after the family. But she feels she is leading a useful and meaningful life. The most important goal in her life now is to educate her children and to see them grow up as good citizens.

Religion is not very important in her life though she believes in God and not in rituals. She got married to a person from a different faith but no problems arose as he is also liberal in his views.

If she were to be born again, she would like to

teach at a higher level and do more research, writing and cultural activities.

Values are very important for her. The most important values are truth, honesty and kindness. She is not a traditional or conformist and can face up to social pressures and criticism.

She does not have a feeling of loneliness or boredom - there is hardly any time for feeling bored. And inspite of many problems and hardships (e.g. financial), life has still retained its meaning. The strength comes from a belief that one has taken a correct path and is following it.

6.4.5 Comments

In the case of SJ too, the influence of the school which was based on Gandhian ideals, the role model in an admired teacher who was dedicated to the school and ideals was great. Her faith in the higher values of life, sincerity of purpose and commitment to the profession of teaching gives her work and life meaning. A happy family life, support from a few good friends, recognition from students, active involvement and identification with cultural group of Malayalee Association have contributed to make her life meaningful.

SJ is a quiet, thoughtful person - with firm convictions and an equable, restful temperament. That is perhaps

the reason why she prefers to teach nice kids from average homes who are respectful and hardworking - she appears to be rather timid and not the type to take on a difficult but challenging job. Her timidity and desire for avoiding any strife and problems is shown by her statement that she finds it stressful to cope with the volatile temperament of her husband. However, she is not totally satisfied with school teaching as she maintains that she would prefer to teach in a college or do research. Her PIL is moderately high - almost at the borderline. And with her placid temperament, and average academic attainments, teaching was a suitable career for her and she is satisfied.

6.5.0 CASE STUDY 5

AR : HIGH PURPOSE AND HIGH/MODERATE BURNOUT

Brief Description

Male, 42 years; Married; Bengali Hindu; Trained Post-Graduate; 19 years of teaching experience; Teaches in an English-medium Coeducational Private School.

Scores

PIL : 126 (High)

SRM : 5 (High)

MIL : 45 (Mod)

MIT : 61 (Mod)

TSS : 187 (High)

SRS : 3 (High)

EEF : 15 (Mod)

EEI : 20 (Mod)

DF : 16 (High)

DI ; 15 (High)

PAF : 32 (Mod)

PAI : 35 (Mod)

SATISFACTION : 5 (High)

LIFE SPACE BELONGING TO TEACHING : 50%

6.5.1 Early History

AR grew up in a village close to the city of Calcutta. Father was a graduate, a stenographer in a Calcutta office. Mother had studied upto Primary level only and

was a housewife. There were 4 boys and 2 girls in the family and the subject was the eldest son, and second in the birth order. The economic condition of the family was impoverished. Mother was more strict but he had enough freedom. He was basically a lonely child but did not have much adjustment problem at home or in school.

He did not like going to school much. It was a village school with poor facilities and mechanical teaching. Students in the class were not homogenous, culturally as well as socially. He found it difficult to adjust to them fully. So he does not have very happy memories of school days.

A few teachers were popular and respected for their personality, sincerity and human values but majority seemed frustrated and disinterested. He thought of becoming a teacher even then, but teacher in a college or university. There was an academic atmosphere at home - many books, his father and uncle were well-read.

A teacher who had made a great impact on AR was his English teacher who had an attractive, simple way of expression, discussed many things outside the textbook, acted well, knew every student and gave them a lot of time outside his class.

Parental interest in his education was medium. Mother took more interest but there was not much pressure.

He rates himself average academically. He passed his B.A. from a Calcutta College and M.A. and B.Ed. from Calcutta University, commuting daily from his village home. He had a II Class in Higher Secondary, B.A. and M.A. and a I Class in B.Ed.

6.5.2 Teaching Career

Teaching was his first choice as a career though he did not want to be a school teacher. Besides the academic atmosphere at home to inspire him, AR feels this to be the profession through which he could best express his personality and realise himself. He did not accept jobs in a Bank and a Central Government Office because he did not want to deal all his life with ledgers and files. He had also thought of journalism as a career.

No one really influenced his decision to join the teaching profession. He had seen the popularity of some teachers in college who could communicate and identify with students. He felt that if he became a teacher he would also be able to get along with young people and would be popular with them.

AR taught in a suburban school for 11 years and joined the present school in 1977. He met someone in the National Library who suggested this school, he applied and got the job. This was a well-reputed school with better students and a higher academic standard. He teaches

Classes X, XI and XII and is happy with the arrangement. He is teaching Bengali, his specialisation. He is not completely free to teach as he thinks best as he is bound by rigid schedules, rules and syllabi. There is also some interference from the authorities.

AR works about 1-5 hours a week at home on his teaching-related work. He would have spent the extra 10 hours on **counselling individual students**. He thinks, in the amount of time and effort given to work he **works much harder** than 95% of teachers in his school.

Among the present generation of teachers he considers none to be outstanding - they have become highly commercial. He felt especially proud when he got feedback from outsiders about his teaching ability, his reputation for teaching well. He cannot think of any occasion when he did something of which he had felt ashamed. He gives more importance to warmth and closeness to students than efficient teaching. He would like to teach **students whose emotional needs are a challenge** to the teacher because he feels that a child who is emotionally deprived or deficient cannot become a whole person and needs more help. He finds it difficult to isolate what gives him the most satisfaction in his work as teaching is a very complex activity. He regards his patience and tolerance his greatest strengths as a teacher and cannot think of any weakness.

What he likes least about his work is the heavy load of corrections, the politics in the staffroom and the authority's superior attitude. He does not regard the act of teaching itself as stressful. In fact, he feels that frustration, anxiety, tension are often forgotten in the classroom. But what causes stress are the external factors, related to organisational matters and attitudes of authorities and some teachers. He thinks that improving teacher-pupil ratio and reducing the class load and corrections and more activities like excursions etc. would help to make a teacher's work less stressful.

AR spends 6-10 hours a week in giving private tuition. He regards it as a major source of stress in the life of most teachers. He does not think that improving salaries and perks would make all teachers stop giving tuitions, some teachers would always be tempted to earn extra money. But it will lead to qualitative improvement of teaching as better people would join the profession and they would not be so worried about financial difficulties.

The general atmosphere in the staffroom in his school is full of tension, jealousy, pettiness and groupism. He has not made any real friend from among his colleagues and there is no one to whom he can turn for help and support. He would rate his Principal as both autocratic and democratic - to different people - she is not

completely fair in her dealings with the staff. He cannot discuss his professional or personal problems with the Head. And he does not have the confidence in the Head that she can withstand external pressures.

AR does not think he has lost anything by becoming a teacher. He has found teaching as he had expected - neither better nor worse. He would again choose school teaching as a profession and expects to remain in the profession. He has no children but would like them to be teachers. He has not attended any refresher course and is prepared to spend his own money and free time for it. He is member of a teachers' union but not of any professional association or journal. He is extremely satisfied with teaching. He feels he has enjoyed **great success** as a teacher. His major interests and activities outside of teaching are - (1) literary activities, reading and writing; and (2) social activities - he is the secretary of local library and school. About 50% of his total life space belongs to teaching and another 30% to his own personal writings.

6.5.3 Marriage and Family Life

AR married quite late, just five years back. It was an arranged match. His wife is 34, a graduate and teaches Science in a nearby secondary school. His marriage is not very happy. They do not operate ~~on~~ the same' wave

length, he rarely discusses his work with his wife. There is a communication gap and perhaps he did not seriously try to break the communication barrier. There is no deep emotional involvement with his wife, he is rather indifferent. He is not attracted to her in any way, she was perhaps not upto his expectation. They have no children. He does not think that his work is in anyway affecting his relationship with her. The main source of stress in his life is to some extent economic difficulties. His mother and two younger siblings are dependent on him. And the total family income of Rs.2,000 - Rs.3,000 is not sufficient for 6 members.

6.5.4 Goals, Purposes and Values

The meaning and purpose of life for AR is self-realisation - to bring one's expectations and achievements to culmination and to help society and humanity by one's own life. The most important goal in his life is creative attainment through writing some out of the ordinary poems or books. There is no scope for professional advancement but he looks forward to fulfilment from creative activities.

Religion is not very important in his life. Rituals are not important to him, though he has some vague faith.

If he could be born again he would like to be Rabindranath Tagore and write like him. However, it is too hypothetical a question.

Values are very important in his life. In general, the human values needed to be a good person, e.g. honesty, integrity, sympathy, humaneness are the values which he cherishes most. He is not traditional in following societal values. If necessary he can flout conventional values for the sake of his personal convictions.

AR often has a feeling of loneliness, especially when in the midst of nature. He does not have any genuine friend to whom he can reveal himself but his relationship with his mother is very open. He occasionally experiences a feeling of boredom, even though life is busy. Sometimes there is a feeling of frustration and dullness. He never feels that life has lost its meaning. Even in moments of crisis hope is there.

6.5.5 Comments

There are a number of negative factors in the history of AR which could contribute to high burnout. For example, impoverished family situation in childhood; unhappy school experience; lack of any friend among his colleagues; lack of good relationship with the Head or confidence in her; having no close friend; an indifferent marriage; no children; financial problems. He is basically a loner, a sensitive, introverted dreamer with creative interest and potential, along with accompanying frustration and restlessness.

He says he is not happy in the work environment and does not expect any professional advancement though he has no complaint against his young students among whom he can forget many of his frustrations.

However, there are certain positive factors which have helped to retain his meaning in life. Love for the work of teaching itself; human values; close and open relationship with mother; and creative interests. AR writes in Bengali - poetry and short stories, his ideal is Rabindranath Tagore and he would like to be born with his many-sided genius. He is also writing text-books on Education in Bengali and has undertaken small research studies among teachers. In spite of all the frustrations of his life, his creative interests and ambitions keep him going and make his life meaningful. His PIL and SRM scores are high. His TSS score is high as many organisational factors and negative relationship with colleagues and Head cause stress. But his SRS is moderate - he does not rate being a teacher very stressful - stress is not present in teaching itself but arises from extraneous factors. Significant relationship has been found between burnout and low synergism, low capacity for intimate contact, passionate and idealistic nature. In AR's case, personality factors seem to be at the root of his burnout.

6.6.0 CASE STUDY 6

GG : HIGH-PURPOSE AND HIGH/LOW BURNOUT

Brief Description

Female; 40 years; Single, Anglo-Indian Christian; Trained Post-Graduate; 20 years of Teaching experience; Teaches in an English-medium Protestant Missionary Girls' School.

Scores

PIL	:	128 (High)
SRM	:	4 (High)
MIL	:	45 (Mod)
MIT	:	75 (High)
TSS	:	147 (Mod)
SRS	:	3 (High)
EEF	:	38 (High)
EEI	:	43 (High)
DF	:	13 (High)
DI	:	20 (High)
PAF	:	45 (Low)
PAI	:	45 (Low)

SATISFACTION 5 (High)

LIFE-SPACE OCCUPIED BY TEACHING : 75%

6.6.1 Early History

GG was born in a small seaside town in Andhra Pradesh. Father, a British marine engineer, came to India

in 1940 and died when the subject was two years old. So she does not remember him at all. Mother was a trained nurse. She lived alone with mother. Economic condition was impoverished. There was not much interaction with maternal family. She had a lonely childhood and few friends. However, she grew up to be quite independent, making decisions for herself as mother was working most of the time and had no time to be very protective or interfering. With the mother relationship was warm and friendly. Her schooling was in a convent. There were temporary problems with a few nuns, but no major problems of adjustment.

GG's memories of early school days is not very happy, perhaps because she was not doing very well. In senior school things improved - subjects were to her liking, she was achieving better and was happier. She rates her school 'average' academically but good otherwise - well-disciplined, with many cocurricular activities and good teachers.

GG had a positive image of teachers. She admired and respected her teachers most of whom were nuns, dedicated and sincere. She wanted to be a nurse or a teacher but decided against nursing because of the hard work, inconvenient hours, type of work etc.

GG had an admired teacher - who taught her in Class VI - young, very good in P.T. and games, good disciplinarian but friendly, confident and outgoing and could

handle the students easily. She was the only lay teacher. Perhaps she was just the opposite of GG who was shy and timid. GG met her again when she started working in Loreto Asansol and this teacher was in a neighbouring boys' school and both became very close.

Mother was interested in her education but could not help her in daily homework and could not finance higher education.

Her academic performance was good in junior classes but average in senior school. GG has kept on learning and improving her academic qualification. While working as a teacher, she passed her P.U.C. and B.A. and M.A. in English privately from Calcutta University and B.Ed. from St. Xavier's College. Her results in Senior Cambridge was III Division; P.U.C. - II Division; B.A. - Pass course; M.A. - II Class and B.Ed. - I Class.

6.6.2 Teaching Career

GG mentions the following factors influencing her decision to become a teacher :

She liked the idea of working with children.

She was afraid to go into the unknown world. She was not much exposed to society in childhood, having only mother for company and being educated in a convent among women. She hesitated to work in an office, with male colleagues even though she had done the Commercial Course after school.

So, the major attractions of teaching were,

1. Opportunity to work with young people
2. Respectability of the profession
3. Opportunity for rendering important service.

The Mother Superior in Convent and her mother influenced her decision to become a teacher mainly because it would be a safer place to work for a lone woman.

GG lacked in self-confidence and had some complex for her short stature and lack of a forceful personality. She was not outgoing in nature and wanted to work behind the scenes. But she felt she would have the confidence to handle young children who would be too young to ridicule her.

With the intention of becoming a teacher, GG came to Calcutta and joined T.T.C. in Loreto College. For the first time she was a boarder and was very happy for two years. After passing she took a job in Loreto School in Asansol and stayed there for five years. She wanted to do B.A. privately but Burdwan University (Asansol came under its jurisdiction) would not permit her as she had no second language. So she decided to come to Calcutta. She applied in a number of schools but the first offer came from the present school. So she joined and stayed on. The main consideration was that the school provided accommodation to single teachers within the premises.

GG is teaching Home Science in Classes IX to XII and is happy with the arrangement. She is completely free to do her work - there is no restriction or interference. In fact she helped to draw up the syllabus and revise it when Home Science was introduced first in ICSE, her school being the first one to start the course. She was sent by the school to Battersea College of Home Science in England for four weeks for studying their courses and methods.

GG spends **11-15 hours** a week at home on teaching-related work. She would choose to spend the extra ten hours on **private preparation**. She thinks she works **about the same** as most teachers in her school.

Among her contemporaries GG knows no outstanding teacher. She felt proud when a few students got more than 90% in the ISC examination. She has felt ashamed on one occasion when she expelled a charity boarder on disciplinary grounds and later on found the girl was on the streets, leading an immoral life. GG regrets that if she had not been so harsh and expelled her from school she could perhaps been saved.

GG thinks that teaching well and making students work effectively is more important for a teacher, for the main purpose of the school is to instruct.

She would like to teach **underprivileged children** from difficult homes as school compensates for their

deprivation of home. Such children are usually ready to work and respond better.

The important satisfaction she receives is from appreciation from pupils, past and present and the self-satisfaction of doing a job well.

The pride she takes in her work and her sincerity of purpose - trying to do her best for the students are her greatest strengths. Overanxiousness and undue worrying are her greatest weaknesses.

What she likes least about teaching are the heavy load of corrections and the External Examination tensions.

GG regards teaching as a very stressful occupation. The nature of the work - dealing with complex human beings with their feelings, emotions, problems make it stressful. Besides a teacher is never free from work - one carries home corrections and has to prepare for next day's work.

The main sources of stress in her working environment are - too short periods of 30 minutes which is not adequate especially in Home Science with practicals and too much work to do.

She suffers from certain stress related symptoms like tension headaches, frequent forgetfulness, hypersensitibility to criticism and back pain.

GG suggests the following measures for reducing staff stress - improving teacher-pupil ratio and reducing

class load; regular staff meetings and Departmental meetings to discuss various problems.

GG spends 11 to 15 hours a week in giving private tuition. She agrees whole-heartedly that private tuition is a major source of stress for teachers. It leads to loss of free time and relaxation; it continues classroom atmosphere after school causing monotony and fatigue. She thinks improvement of salary and perks would make the women teachers stop giving tuition as they have duties at home too. For men, the opportunity and temptation of earning extra would be there but they may reduce the number of tuitions. She also thinks it would lead to qualitative improvement as people would willingly come to the profession.

The general atmosphere in her staffroom is not very healthy - there are a lot of tension, jealousy, pettiness and groupism.

GG has made no genuine friends from among her colleagues and cannot turn to any of them for help and support. She rates her Principal as democratic and fair and impartial. She feels that the Principal can be firm and just in the face of external pressures. She can discuss her problems frankly with the Principal.

GG thinks what she loses by being a teacher is the free time after work is over. She did not expect such improvement of salary when she had joined the profe-

ssion. But she did not expect the work load to be so heavy and the students to be so casual and indifferent about their work.

GG would again choose school teaching as a profession and expects to remain in it. She has attended more than 10 refresher courses and is prepared to spend her own money and time for them. She is a member of teachers' union as well as of professional association and journal. GG is extremely satisfied with teaching as her occupation but feels she has achieved **average success** as a teacher (perhaps, her lack of self-confidence leads to such assessment).

GG's major interests and activities outside of teaching is Social Work - serving in the Committee of YWCA. She also is an examiner for Loreto TTC. She has no time for other hobbies.

She rates 75% of her total life-space belong to teaching.

6.6.3 Marriage and Family Life

GG is not married. She lives in the staffquarters attached to the boarding with her mother. She is the warden of the boarding and has extra duties to perform. She is close to her mother and discusses with her everyday about her work. She sometimes feels though that stress caused by her work is affecting her behaviour with her mother by making her unduly impatient and irritable.

The main source of stress in her life is the routine school work, boarding work and housework - leaving no free time for relaxation.

6.6.4 Goals, Purposes and Values

The meaning or purpose in life is to be useful and helpful to people and to give one's best in the line one has chosen. The most important goal in her life now is to gain some recognition in society, from her social work.

GG is extremely religious - a practising Roman Catholic and a regular Churchgoer. She has strong religious faith and derives much peace and consolation from it.

If she were to be born again, she would like to be a woman but in better financial and social circumstances, in a close-knit family with brothers, sisters, husband and children. She would like to be a lady of leisure.

Values are very important in her life - the values of honesty, integrity, loyalty to one's vocation, firm religious outlook.

GG regards herself as traditional, following societal values.

She often has a feeling of loneliness, specially at night, at bed-time, she feels lonely and frightened - old mother, not many relations to depend upon, all alone

in the world. She has a few selected friends who are important in her life.

She does not suffer from a feeling of boredom. Life is so busy that there is no time for feeling bored. She never experiences that life has lost its meaning - it is full of activities.

6.6.5 Comments

GG had a lonely, secluded childhood - which led to her lack of self-confidence, timidity and fear of male company and the wide world. Her sheltered upbringing in a convent among nuns contributed to such inhibited personality. She selected the profession of teaching because she felt safe among children and the feminine environment of a girls's school. She has dedicated her life to teaching and to improving her educational career but she has a fairly high stress and burnout score. Though she says she is satisfied with teaching, she would choose the life of a 'lady of leisure' if she had an option. She craves for a different life, at the same time she drives herself too hard and is trying to achieve success and recognition from teaching, shouldering the responsibility of the hostel and constantly trying to improve her educational qualification.

The negative factors in her case are her loneliness and insecurity and fear of being left alone after mother's

death; craving for a proper family life; lack of confidence and a basic inferiority complex; not having any friend among colleagues; too much of involvement in school which leaves her tired and exhausted. These various factors, in combination, are producing stress and burnout. She seems to be more 'worn out', tired by the routine of daily school related work. She is deprived of the fulfilment a woman receives from marriage and children and the familial support system. She has no creative hobbies or interests to take her mind off. Her world revolves round the school and is confined to the school building. She lives in quarters attached to the hostel and has to supervise the kitchen and the dining hall after school hours.

On the other hand she still tries to derive a meaning in life from strong religious faith and clings to it as an anchor. She is a regular Church-goer and also participates in social work related to Christian Church Organisation. A strong value system derived from her religious upbringing also give a meaning to her life.

6.7.0 CASE STUDY 7

RM : LOW PURPOSE - HIGH/MODERATE BURNOUT

Brief Description

Male; 52 years; Married; Bengali Hindu; Trained Post-Graduate; 25 years of Teaching experience; Teaches in an English-medium Roman Catholic Boys' School.

Scores

PIL	:	90 (Low)
SRM	:	3 (Mod)
MIL	:	42 (Mod)
MIT	:	70 (High)
TSS	:	175 (High)
SRS	:	3 (High)
EEF	:	35 (High)
EEI	:	37 (High)
DF	:	12 (High)
DI	:	16 (High)
PAF	:	30 (Mod)
PAI	:	34 (Mod)

SATISFACTION 3 (Mod)

LIFE-SPACE OCCUPIED BY TEACHING : 35%

6.7.1 Early History

RM grew up in Calcutta in a large joint family. His father was a lawyer, mother had no formal education and was a housewife. He had five brothers and three

sisters. The economic condition of the family was quite good when he was a child. After 1946 riots the family business was ruined and shops were destroyed and the condition became impoverished. As a child, he had sufficient freedom. With so many siblings it was not possible for the parents to exercise much control. He had a busy childhood among many cousins and neighbourhood peers. There was no adjustment problem.

His school days were not happy. During the wartime years of 1941-45, the family moved around. He joined school in 1945 in Class VII. In that unsettled time many students became turbulent, aggressive. Though it was a reputed school, it was already deteriorating. Teachers were old-fashioned, unsympathetic and indifferent - he lost interest and did worse. There were no co-curricular activities. He was bullied by bigger boys and did not want to go to school, however, there were no serious repercussions.

But in college it was different. All the psychological problems vanished. He took active part in social activities and joined the Communist Party of India.

He had no affection or respect for his teachers in school and never thought of becoming a teacher. But there was one teacher who had impressed him greatly - the History teacher who had a good physique and a sonorous

voice; was well-mannered, friendly but distant; was interested in the subject; had a strong personality and did not need to use corporal punishment.

The parents were concerned about his education but they were so engrossed in the economic problems that they could not give adequate time and guidance. His academic career was average. He graduated and did his M.A. in History from Calcutta University. And later on, B.Ed. from Jadavpur University. He had a II Division/Class in all examinations except B.Ed. in which he came 2nd in the University.

6.7.2 Teaching Career

RM never consciously planned to become a teacher. From 1951 to 1956 he was involved in active politics. Being an active member of the Communist Party, there was police report against him. He got a job as an Upper Division Clerk in the P & T Department but thought he would not be confirmed due to police verification. So he took a job in a school. There was no positive factor in favour of teaching. Anyway he never thought of a career but of a revolution! His strong idealism worked against hankering for security, prosperity and social status. He did not consider other occupations for the same reason. However, he knew he would be successful as a teacher. He was a good speaker, was used to giving fiery, political

speeches. Also, in the course of party work he had mixed with many young people.

RM taught for one year in a village school and for nine years in a Government-aided school in Bally, 80% of the teachers in the school were Communists. After the Chinese aggression, in 1962, the Communist party became divided. All other teachers joined the C.P.M. he alone remained with the C.P.I. But, he left the school. He worked in 3/4 schools for short periods and then became the Political Confidential Assistant of Biswanath Mukherjee, the Irrigation Minister in the first united front (Leftist) government in West Bengal. But he was getting gradually disillusioned with the Communist party and politics as such. He left the party in 1972 and joined the present school in 1974.

RM teaches History in Classes VI to X - his subject of specialisation. He is also teaching Bengali as a third language in middle school but does not find much satisfaction from it as pupils are not interested in it because third language is discontinued in Class VIII. He is absolutely free to teach as he thinks best, there is no interference from the authorities.

RM spends about 1-5 hours a week on working at home on school-related work. He would like to spend the extra 10 hours for **counselling individual students**, He feels he works **about the same** as most teachers in his school.

RM considers Amar Ghosh, a lecturer in Jadavpur University an outstanding teacher among the contemporaries. He knows his subject well, has a good personality, is an excellent speaker in both Bengali and English and creates a strong impression on students.

He felt especially proud when History results which were very bad in the school improved considerably after his joining. After three months of his teaching, all passed. Next year, 60% of students got above 60% marks in the final examination and he was congratulated by the Head.

He now feels ashamed for introducing politics in schools among the young impressionable minds when he was an active Communist but at that time did not realise its harmful effects.

He thinks teaching well and getting students to work effectively is more important for a teacher than being friendly and close with students.

He would like to teach **creative and intellectually demanding students** as it will be interesting and challenging. He would also like to teach **underprivileged children** which would make his work rewarding.

In the existing education system he hardly receives any satisfaction from teaching except helping some young persons to get some education and enlightenment. This

satisfaction is also limited as the whole system has become completely examination-oriented.

He thinks his greatest strengths ^{lie} in his ability to present the lessons effectively and in his knowledge of History. His weakness is his lack of patience - he loses his temper very easily.

RM thinks teaching is gradually becoming stressful in India too. Disarray in social order, decline in public morality are being reflected in the educational system. Conflicts, politics and social tensions are making their impact in school. Students are not really interested in learning; nor are teachers really interested in educating - in the majority of schools. In these schools stress arises from relation with authorities, management, parents and politicians - factors are extra-academic. In a Missionary School tension and stress are more academic, to see that the pupils achieve more.

The main sources of stress for him are (1) the unsatisfactory staff-student ratio and too many teaching periods, and (2) lack of mental adjustment with his colleagues.

He thinks reducing teaching periods to ~~maxim~~ maximum four a day; associating teachers with daily administration of the school and policy-making and decision-making; and improving salary and other facilities would help to reduce staff stress in schools.

RM does not give any private tuition. He regards it a major source of stress in the life of school teachers as there is no free time, the teacher is fatigued and does not have the energy to give his best in the classroom. He does not think improving salary and perks would stop the practice though some teachers would do less tuitions. But if the teachers are forced to do some academic work like writing papers or doing some advanced course and given incentives for it, then the spare time would be spent on these instead of on tuitions and would lead to improvement of teaching. Improvement of salary and other benefits would make teachers more committed to some extent even under the existing circumstances. Status would come with money and will make teachers less frustrated; better students will join the profession and they would not like to lose their job easily - some discipline would come.

The atmosphere in his staffroom is generally friendly but sometimes become quite tense because of the personal complexes between teachers. He has made no genuine friends from his colleagues and has no social relation with any. He prefers to keep a friendly distance.

RM regards the Pincipal as more or less democratic. He is not always fair in his dealings with the staff; however, this is not favouritism but inconsistency, perhaps

arising from his lack of experience. He does not have the requisite strength of mind to withstand various pressures and be firm and just. If he has any problem in work RM can discuss with the Principal but not any personal problem.

RM thinks he loses money, social recognition and status by being a teacher. He did not find teaching in anyway better than what he had expected. The lack of proper academic atmosphere in schools is worse than his expectation.

RM would not choose school teaching as a profession if he had a chance to do it all over again. He would perhaps choose Archeology and Museology, stemming from a genuine interest in History. He ofcourse expects to remain in the profession - it is too late for a change. He would like his daughter to be a teacher but not his son. He has so far attended 4-5 refresher courses and is prepared to spend his own money and time upto a moderate extent. He is a member of teachers' union but not of any professional association or journal.

RM is equally satisfied and dissatisfied with teaching. He thinks he has achieved **average success** as a teacher.

His major interests and activities outside of teaching are water-colour painting and clay modelling

and an academic interest in 19th Century renaissance in India with especial reference to Rammohan Roy which he has been studying for a number of years. These are more important parts of his being. Teaching is mainly a means of earning money for him, so he gives it a professional importance and wants to do it with sincerity but teaching is not an essential part of his being and existence. So, perhaps, about 35% of his total life space and interest is occupied by teaching.

6.7.3 Marriage and Family Life

RM married quite late, about 9 years back. His life in the beginning was devoted to politics. So there was no time or thought for marriage. He did not allow himself to be attracted to anyone - he was fully dedicated to party work. At the age of 43 he went in for an arranged marriage. His wife is a Library Science graduate but does not have a job. His wife does not take a genuine interest in his work though if he had a serious problem or worry he would discuss it with her. They communicate at the same wave length in some levels but not in some others. There is some distance, but perhaps it is inevitable as it is in his nature and present with other persons also.

RM has no children. A daughter died in 1979 at the age of three. He feels that his work is preventing him from giving adequate attention to his wife and affe-

cting his behaviour with her, however, she does not complain about it. There are less than 4 family members. And the monthly income of the family is Rs.1,001-Rs.2,000.

His marriage and relationship with wife is average and comfortable. There is no major conflict. Basic romanticism was steam-rolled by Marxist training but perhaps now tries to seek expression through painting etc.

The main sources of stress in his life are two. Firstly economic hardship as his wife is not earning and he does not do private tuition because he wants free time for his own studies and interests. Secondly, he is extremely distressed, frustrated and disillusioned with politicians and leaders and the continuing deterioration of the country.

He experiences certain stress-related symptoms like inability to make decisions, inability to concentrate, excessive smoking, frequent forgetfulness. His reaction is withdrawal - he does not come to school for a day, and rationalising - arguing with oneself.

6.7.4 Goals, Purposes and Values

The meaning and purpose of life for RM is to contribute to the well-being of humanity and society in some way. Life would be meaningful for him if he could achieve 'true' socialism in the country to eliminate poverty which is not possible by any other method. However, he has not been trying for it during the last ten years

as he feels that his efforts were not making any real contribution to it.

The more obvious goals at the moment is to look after his family members and dependents - wife, mother. And to acquire knowledge and share it with others for the well-being of society. At present he feels he is doing something meaningful. He had changed six schools in the previous 18 years but for the last ten years have remained in the present school and has been confirmed. In this school working conditions allow one to work - there are no dirty politics or personal interest.

In his youth he was fully an atheist. Still now he does not believe in institutional religion and tries to be away from it. He believes in a personal religion but ~~is~~ still waiting for evidence of God's existence which could be expected from his justice and goodness.

If he were to be born again he would like to contribute to the world through social service and growth of knowledge.

Values are very important for him - important for the sake of one's own humanity because without values one would go on floating in the current of life, there would be no stability. The important values for him are truth, beauty, integrity and sincerity. He does not regard himself a traditional. He is gradually becoming individualistic - he used to have many friends but now has become

more or less a loner. He often experiences a feeling of loneliness, after work. He does not usually suffer from a feeling of boredom or feel that life has lost its meaning. To avoid life becoming meaningless, he pursues his interests.

6.7.5 Comments

RM is a rare type among teachers - his life has been out of the ordinary. He did not join the teaching profession for the usual reasons. He started teaching as a means of earning some money, but basically with the aim of sowing the seeds of Marxist ideas among the young, impressionable minds. Today as a person disillusioned with the workings of political parties he regrets the harm he might have done.

His experience with a number of indigenous schools in the suburbs of Calcutta left him completely disillusioned with the education system. The schools were dominated by party-politics, the general atmosphere was vitiated by vested interests and no one really cared for the students. His disenchantment with Marxism as well as the schools have made him a frustrated, embittered man and is the main cause of his burn out. The progressive loss of the strong idealism to which he dedicated his life for more than twenty years have left him frustrated and disillusioned with the whole social system. He is gradually withdrawing himself from society and is becoming

a loner. He cannot get along with his colleagues as he cannot find any common point of communion with them. He is different from them - because of his principles, his idealism, his varied experiences, his mentality. He is very pained by the corporal punishment inflicted by his colleagues on students. When the interview was going on in the staffroom, one teacher was chastising a teenager with a few strokes of a cane. RM was disgusted and told the investigator that he never resorted to such behaviour. The progressive loss of idealism, commitment and enthusiasm have led to burnout. His stress is caused not by the day to day functioning of the school and classroom problems but the wider and more deeprooted malaise in the society and the dehumanising poverty in the country for which he sees no solution. His PIL is low. SRM and MIL are moderate while MIT is high. He is quite satisfied with his present school. He tries to find some meaning in life through artistic expression and academic study. He is unable to relate easily with others - there is a distance even with his wife. The same inability is perhaps noticeable in the importance he assigns to efficient teaching in preference to friendliness and closeness to students. He is very frank and honest in admitting that teaching occupies an insignificant part of his total existence, it is just a means of earning a livelihood and nothing more.

6.8.0 CASE STUDY 8

AH : LOW-PURPOSE AND HIGH/MODERATE BURNOUT

Brief Description

Male; 40 years; Married; Bengali Muslim; Trained Post-Graduate, LLB; 15 years of Teaching experience; Teaches in Govt. School for Mohammedan Boys - a premier institution in India but now on a total decline.

Scores

PIL	:	80 (Low)
SRM	:	2 (Low)
MIL	:	44 (Mod)
MIT	:	58 (Low)
TSS	:	181 (High)
SRS	:	2 (Mod)
EEF	:	39 (High)
EEI	:	40 (High)
DF	:	18 (High)
DI	:	23 (High)
PAF	:	43 (Low)
PAI	:	29 (Mod)

SATISFACTION 3 (Mod)

LIFE SPACE OCCUPIED BY TEACHING : 25%

6.8.1 Early History

AH grew up in a village in West Bengal. Father's occupation was farming and trading as a side business

- education was upto primary level only. Mother had no formal education and was a housewife. AH was the youngest among four boys and one girl. He lived in a nuclear family and the economic condition was comfortable. He had a few friends but was not basically lonely. He had no adjustment problem.

AH's school days were happy though the standard of the school was poor - being a village school. He respected and feared the teachers, who were sincere though not very knowledgable. He never thought of becoming a teacher at that time. He cannot think of any outstanding teacher he had who influenced his personality. His father died when he was 5 years old. His eldest brother who was twenty at that time took over the guardianship of the family. The family was concerned about his education.

Academically he was above-average. He did his Intermediate from Berhampore and B.Sc., B.Ed., M.Sc. in Mathematics and LL.B. from Calcutta University. He obtained a High II Class in all the examinations.

6.8.2 Teaching Career

AH chose teaching as a career because of the spare time it offers. The major attractions that teaching held for him were :

1. Easy availability of the profession
2. Long vacations and convenient working hours
3. Respectability of the profession

AH did not consciously choose teaching as a profession. After M.Sc. examination, he worked in a village school for 8 months on a leave vacancy. He had found it easy to teach; and thought he could continue. He did not analyse the qualities he had which would be suitable for the work.

He got to know of a vacancy in the present school through a friend and applied. Being a Government School it had better pay scale, pension benefits and more security; and being a muslim school, he would find it more congenial - many of his acquaintances were on the staff.

He teaches mostly in the Morning Section which leaves the whole day free. After joining in Calcutta he passed LL.B. Now he works in the day as an Income-tax Assistant on commission basis in the Law Firm of a C.A. friend.

AH is teaching General Science in Classes III and V which he is not happy to teach and Mathematics in Classes IX and X in the Day Section. He would prefer to teach all higher classes. He is absolutely free to carry on his teaching work. He spends 1-5 hours a week at home on his work. He would like to spend the extra 10 hours on counselling individual students. He thinks he works about the same as most teachers in his school.

AH does not know of any outstanding teacher among his contemporaries. He cannot think of any occasion when

he felt especially proud of something he had achieved as a teacher or when he felt ashamed or regretful. He thinks warmth and friendliness in a teacher is more effective than teaching efficiently. He would like to teach a group of **nice kids from average homes** who are respectful and hardworking.

He does not receive any real satisfaction in his work as a teacher. He failed to think what is his greatest strength as a teacher. His greatest weakness is his short temper.

AH regards teaching as a stressful occupation but not in this school where everyone takes it easy and hardly any work is done. Students come from poor muslim homes (fruitsellers, rickshaw-pullers etc.) where parents are indifferent towards education. Attendance is irregular, motivation and interest low. Teachers are also apathetic and disinterested. So there is nothing in his working environment which causes stress for him. He has grown to take it easy and do the least and is more interested in his legal work.

In general, he recommends the following measures to reduce staff stress in schools :

- better teacher-pupil ratio
- scope for applying the methods and techniques taught in B.Ed.
- residential quarters near school.

AH does not do private tuition (the investigator is not sure how far this information is correct. As a teacher in a Government School, the subject is not officially allowed to give private tuition but everyone does).

He regards giving tuition a major source of stress for teachers, but does not think majority would stop the practice even if teachers' salary and perks were made similar to those of a Class 1 Government Officer.

He does not think only improving the financial benefits would improve the quality of teaching or commitment of teachers. It would depend more on the school environment.

The general atmosphere in his staffroom is not healthy. There is a great deal of tension, jealousy and groupism among the staff. He has a few genuine friends among his colleagues with whom he socialises and to whom he can turn for help and support.

AH does not feel the Head is completely fair and impartial in his dealings with teachers, and he tends to be autocratic. He tries to be firm and just but not very effectively. AH can discuss his work problems with the Head but not his personal problems.

AH thinks he loses social status by being a school teacher. He did not expect much when he joined teaching

so he cannot say whether and how it has turned out to be better or worse than his expectations.

If he had to do it all over again, he would not choose teaching. He expects to remain in the profession as it is now too late and difficult to change over. Besides it is for him like a part-time work and very convenient. He would not like his son or daughter to be a school teacher.

He has not attended any refresher course but is prepared to spend his own money and time for it. He is member of teachers' union but not of any professional association or journal.

He is equally satisfied and dissatisfied with teaching as a career. He feels he has achieved **average success** as a teacher. His major interests and activities outside of teaching is his legal work (which is a livelihood) and visiting friends and relatives - he has no hobbies or interests. About 25% of his total life space belongs to teaching.

6.8.3 Marriage and Family Life

AH has been married for ten years. It was arranged. His wife is a graduate but does not work. His wife does not take much interest in his work, he does not talk to her about his work, unless some serious problem arises. He cannot discuss many matters with her as he feels she

will not really understand or appreciate. There is no great emotional and mental involvement with his wife.

He has three children. Total number of family members is five. His total monthly family income is between Rs.1,000 - Rs.2,000 (which again is likely to be not true).

He does not think his teaching work is preventing him from giving his family adequate time or attention or affecting his behaviour towards them. There is no stress in his personal life.

6.8.4 Goals, Purposes and Values

For AH, there is no ultimate meaning or purpose of life. The most important goal in his life is to live in comfort and harmony with his family without being dishonest.

Religion is not very significant in his life. He cannot say what contribution he would make to this world if he were to be born again as Islam does not believe in rebirth.

The important values for him are - discipline, respect to elders, honouring one's word and commitment. He follows societal values, though not very rigidly but does not dare to flout conventions.

He does not have a feeling of loneliness. He occasionally suffers from a feeling of boredom, especially

when he is visiting his village home. He does not feel that life is without meaning - he is satisfied. Once only he felt that way, when his eldest brother migrated to East Pakistan after partition but he got over the feeling in time.

6.8.5 Comments

AH seems to be typical of that class of teachers whom the critics of the teaching profession like to point out as the stereotype of the Indian School teacher - disinterested in the profession, who uses it only as an easy means of earning some money. He is honest about his lack of involvement with his teaching work, which gives him neither any satisfaction nor causes much stress. He is a low-level functioning person, who does not think deeply about life or society and exists on a very superficial level. He has no frustration, no restlessness, no creative hobbies or interests. His PIL and SRM are low - he finds his life as 'slightly meaningful' but obviously does not try to understand deeply why it is so and how it could be made more meaningful. His TSS is high and SRS is moderate - the high TSS score is rather surprising as he says that there is no stress in his school. But when he responded to TSS, he was probably thinking of the situation in most schools. His feelings of emotional exhaustion and depersonalisation are high - he is not interested or involved in his students enough to care for them. Because of the absence of any challenge or

stimulation derived from his work he is burned out. But then as he has a parallel occupation which takes more of his time and energy, it is difficult to say if the fatigue is caused by teaching only. In all probability, the contribution of teaching would be the least. AH very honestly admits that teaching occupies only 25% of his life space.

AH is not really a case of burnout because burnout presupposes some initial commitment, idealism and expectation. Rather he seems to be a case of 'rust out'. He himself was an average person with no high ambition or tendency for introspection and self-analysis. Unfortunately he joined a school which is one of the worst in the city and which completely destroyed whatever initiative and spark he has had. Perhaps in a more challenging atmosphere, he would be a different person. It is a great pity that the school with its beautiful, spacious colonial building, qualified teachers and all facilities have gone to seed from sheer neglect. It has two sections - Urdu and Bengali-medium. The Urdu section gets students from under-privileged homes with no tradition of education. The school cannot admit boys of other religion. There are not enough students in many classes. But due to political pressures the school cannot change its character or admission policy and it is a total waste of money, facilities and manpower.

6.9.0 CASE STUDY 9

RA : LOW-PURPOSE AND HIGH BURNOUT

Brief Description

Male; 33 years; Married; Bengali Hindu; Trained Post-Graduate; 6 years of Teaching experience; Teaches in a Bengali-medium Boys' School with a fairly good reputation and officially recognised as a model school.

Scores

PIL	:	68 (Low)
SRM	:	2 (Low)
MIL	:	44 (Mod)
MIT	:	60 (Mod)
TSS	:	115 (Low)
SRS	:	4 (High)
EEF	:	35 (High)
EEI	:	46 (High)
DF	:	15 (High)
DI	:	19 (High)
PAF	:	30 (Mod)
PAI	:	29 (High)

SATISFACTION 3 (Mod)

LIFE SPACE OCCUPIED BY TEACHING : 30%

6.9.1 Early History

RA grew up in a village in the Howrah district in an impoverished lower class household. His father's

education was upto primary level and occupation hawking - he would carry the goods and sell from door to door. Mother was illiterate. There were five boys and three girls - the subject was the eldest. Mother was the disciplinarian and the stronger influence on the children - father was busy in earning a livelihood. RA was basically a lonely child and did not have many friends. The struggle for existence and money becoming more scarce as the number of siblings grew always created problem. RA was self-conscious and lacked confidence in mixing with people. As an adolescent, on entering college which was coeducational, he had suffered from extreme shyness and had difficulty in interacting with the opposite sex.

His school days were ordinary. He went to a Government-aided high school in his village, which was of an average standard. He had no liking for the school but he had a strong desire to study and do well. He did not have a very flattering image of teachers who were just ordinary. He cannot think of any outstanding teacher who had influenced his personality. And he never thought of becoming a teacher at that time - he had no definite aim.

His father was indifferent towards his education. Mother was more concerned and encouraged him to study inspite of all the economic pressures. But mainly he was self-motivated. He was academically good - among his own school peers. In Higher Secondary he obtained

a I Division and the Central Government Loan Scholarship. He passed B.Sc. from a college in Howrah with 53% and a II Class and M.Sc. in Chemistry from Calcutta University with 48% marks and B.Ed. with a II Class.

6.9.2 Teaching Career

RA did not choose teaching as a career. He wanted to go into research but did not get a chance due to low marks in M.Sc. For the same reason he could not get a college teacher's job. He never wanted to come to school teaching because of the low status of school teachers.

During college and university, for six years, he maintained himself by a number of private tuitions and daily commuted for four hours from his village home and back. By the end of the day he was so tired that he had no energy left for studying. That was the reason for his unsatisfactory results.

The financial burden and frustration caused frequent depression. The burden had increased as family grew and as the eldest son, he was expected to take over some of the responsibility.

His main desire and effort went into finding a research post and he did not give much attention to other office jobs. He did not try seriously for a bank job as he was not interested in that kind of work. Eventually, he made part-time arrangement for research - for one year worked in a project in Science College without any

grant and maintaining himself on private tuitions.

From 1977 to middle of 1978 he worked as a part-time teacher in a couple of village schools. Then was appointed as a regular teacher in 'Plus 2' classes on Rs.390/- a month. Throughout this period he continued his research activities and interest but was irregular due to fatigue and strain (school upto 2 p.m., then two hours journey to Science College for three or four hours of work and another two hours to return home). He continued this way for another couple of years. He wanted to get a teaching post in Calcutta, near Science College to be able to continue research. So he joined the David Hare Training College for B.Ed. in 1980 and stayed in the hostel and for the first time was relaxed and enjoyed the course. Two months after completing B.Ed. he joined the present school.

The major attractors in teaching for him were

1. Long vacations and convenient working hours.
2. Easy availability of the profession.
3. Interest in particular subject.

Therefore, no one influenced his decision to become a teacher. Economic circumstances and ordinary result in M.Sc. which did not qualify him for a college post or research fellowship pushed him to school teaching.

As it was not a chosen career, he did not analyse consciously what qualities he possessed that would help

him to be a successful teacher but command over and interest in his own subject, Chemistry, must have made him confident.

What attracted RA to his present school was its proximity to Science College which would make it easier for him to carry on his part-time research activities. And if research plans failed there would be greater scope for financial improvement through private tuition.

RA teaches Chemistry in Classes IX to XII and Life Science in Class VI and VIII. He would prefer to teach Mathematics instead of Life Science in the junior classes.

He is not free to teach as he thinks best; he cannot conduct practical classes or laboratory-based teaching because of shortage of equipment and laboratory facilities and too many teaching periods.

He spends **6-10 hours** a week at home on his teaching-related work. He would like to spend the extra ten hours on **parent conferences**. He thinks he **works harder** than 75% of his colleagues.

He knows an outstanding teacher among his contemporaries - a present colleague who teaches Bengali. A great scholar in his own subject and Mathematics, knows seven languages; participates and organises dramatics and cultural activities; has an attractive personality and is an excellent speaker; patient and understanding

with pupils, never hits students. (The same teacher mentioned by SKS, Case Study 2)

He felt especially proud of some occasions when he was teaching in the previous school which was in a rural community. For example, after conducting dramatic activity successfully for children or helping some students to enjoy a lesson. In that school there was a greater community feeling, it was like one family, children came from poorer homes and he often had a sense of achievement, of doing something really worthwhile. In the present school most teachers are self-centred and commercial; students are also not much interested as majority have private tutors and they do not give much attention or respect to teachers.

RA gives more importance to warmth and friendliness to students as rapport is necessary to elicit proper response from them. He would like to teach **creative and intellectually demanding students** as this will motivate him to increase his frontiers of knowledge and keep him up to date. He would also like to teach **underprivileged children** because he himself came from such a background and would understand their mentality better.

Though he is still frustrated, he gets some satisfaction from teaching young people. His greatest strength is his command and interest in his subject. His weakness is having occasional bouts of depression which makes him less alert and effective in class.

RA regards teaching as extremely stressful as an occupation. What he likes least about teaching as such is the heavy load of corrections and the teaching load - too many periods to teach.

For him especially the main sources of stress are (1) living a long distance from school and spending four hours daily in commuting and (2) unnecessary interference from authorities.

He thinks reducing class load, improving teacher-pupil ratio and improved equipment and facilities besides improving teachers salaries (e.g. Rs.2,000 a month salary + Rs.500 house rent + LTC + Medical facilities) would help reduce teacher stress.

RA spends 6-10 hours a week on private tuition. He agrees that tuition is a major source of stress in the life of teachers as it allows no free time and more responsibility for achievement of private students. He thinks if the financial benefits were improved as suggested above, teachers would do much fewer tuitions and some may stop altogether. He believes that it would improve the quality of teaching as better students would be attracted to the profession and many from the existing ones, released from the burden of earning extra from tuitions would give more attention to their work.

The general atmosphere in the staffroom is friendly and cooperative. He has just one or two genuine friends

among his colleagues to whom he can turn for help and support. He rates the Head as 'fairly democratic' and not completely fair or impartial in his dealings with the staff. He does not feel the Head can be firm and just and withstand pressures, mainly in administrative matters. He is not confident that the Head will always be cooperative if he had any problem in work and he cannot discuss his personal problems at all with him.

RA thinks he loses social status and recognition by being a teacher. When he joined he did not expect the pay scales to improve even this much. However, the educational environment is worse than what he had expected.

He would not choose school teaching again as a profession. He would go in for scientific research. He is undecided if he would remain in school teaching. He would not like his son or daughter to be a school teacher.

RA has not attended any refresher course so far. And to a moderate extent he is ready to spend his own money or time for it. He is not member of a teacher's union but is member of a professional association.

He is equally satisfied and dissatisfied with teaching and feels that he has achieved **average success** as a teacher.

His major interests and activities outside of teaching are his research activities which he is still continuing halfheartedly (there is hardly any time) and

social work in his village community. He thinks about 30% of his total life space and life interests belong to teaching.

6.9.3 Marriage and Family Life

RA has been married for five years to a girl from his village whose family was known to his father - a girl of his parental choice. Her education is upto primary level only. There is no real communication between him and his wife. He does not talk to her about his work or problems or desires or frustrations. They do not operate at the same wave length. The relationship is not very close, there is a great mental disparity between them because of her lack of education. There is not much emotional involvement. He is not attracted to her, so physical involvement is unsatisfactory. He has a four year old daughter. He does not feel that his work is preventing him from giving adequate time and attention to his spouse or child.

The main source of stress in his life are financial difficulties and daily commuting for four hours which saps his energy and free time. Total number of family members living together is ten - his parents, wife, child, himself and five younger siblings. Two brothers had studied upto school level only and are working in Bombay as jewellers (making ornaments). Family liability is a source of stress. His total monthly income is less than Rs.2,000.

6.9.4 Goals, Purposes and Values

For RA, meaning and purpose of life is derived from making some contribution to knowledge through meaningful research and from helping deserving students who cannot go in for higher education due to poverty. The more general goal in his life is to have a harmonious family life, though he sometimes has a feeling that one is really alone, everyone is after some self-interest. The most important goal is to attain his Ph.D. and complete his research.

Religion is not very important in his life. He has no faith in institutionalised religion. He is more concerned with serving humanity.

If he were to be born again, he would like to be born in an upper middle class or rich family but with the same mentality and sensibility. He would like to make some original scientific contribution to the world.

Values that are most important for him are respect to humanity, self-confidence; independence and selfreliance in a socially-acceptable manner.

He feels the need to be individualistic where societal values are concerned but he had often given in to traditional norms and expectations due to circumstances or family pressures and did not have the strength to resist (e.g. his marriage).

He often has a feeling of loneliness arising from his frustrations which he cannot express to others. He never opens himself fully to another person, even to his close friends.

Sometimes he feels so frustrated and oppressed by his experiences in life that life seems to lose all meaning. He tries to get out of such depression by reasoning with himself.

6.9.5 Comments

RA is an embittered, frustrated person who came to school teaching as a last resort. He is obviously burned out and accepts teaching as a necessary evil. His heart is not in the profession, he would not choose teaching again and would not like his children to become school teachers.

The negative factors in his case were his poor and depressing background, not very happy memories of school days, no role model in an admired teacher. However, in spite of gruelling poverty and lack of education in the family he had the desire for education and knowledge and research which had kept him going in the face of so much hardship. But he feels all the more frustrated because he has not been able to do what he has wanted so intensely.

An indifferent and frustrating marriage to a partner for whom he feels no attraction and has no mental communion

is another factor contributing to stress and burnout.

He has no real friend or relative with whom he can open up and communicate. He has become more of a loner. He is a misfit in his family because of the disparity in education and mental level. He is so oppressed by his life and failure that he often has bouts of depression and stomach upsets which are likely to be psychosomatic. His PIL and SRM are low and he seems to be very depressed and gradually losing interest even in his research and regarding it as a hopeless dream.

6.10.0 CASE STUDY 10

MM : LOW-PURPOSE AND HIGH-MODERATE BURNOUT

Brief Description

Female; 33 years; Single; Bengali Hindu; Trained Graduate; Four years of Teaching experience; Teaches in new English-medium Coeducational Private School.

Scores

PIL	:	66 (Low)
SRM	:	2 (Low)
MIL	:	41 (Mod)
MIT	:	59 (Low)
TSS	:	177 (High)
SRS	:	3 (High)
EEF	:	36 (High)
EEI	:	39 (High)
DF	:	12 (High)
DI	:	18 (High)
PAF	:	33 (Mod)
PAI	:	36 (Mod)

SATISFACTION 4 (High)

LIFE SPACE OCCUPIED BY TEACHING : 40%

6.10.1 Early History

MM grew up in a number of cities like Shillong, Cuttuck, Calcutta as her father was in the Central Govern-

ment and in a transferable job. Father was a qualified Chartered Accountant. Mother had studied upto Class VIII and was a housewife. The subject was the eldest of two brothers and three sisters.

The economic condition of the family was comfortable. She had a strict upbringing - values and discipline were often imposed. She was basically a lonely child, suffered from shyness and had difficulty in mixing with other children.

MM studied in five schools due to father's transfers. Her school days were not very happy. She was not very good in studies, failed occasionally. Private tutor was provided after she failed. Some of these schools were good, some were average. However, the frequent changes affected her studies, she had difficulty in adjusting to a new environment, new teachers and classmates because of her shyness and lack of confidence.

There were other family problems. There were often open conflicts between the parents. The subject suffered from acute jealousy of the brother, just eighteen months younger who had a more outgoing personality, who was popular and good at various things. Mother was definitely partial to the son. After a few years, the younger sister developed polio and mother brought her to Calcutta for treatment and stayed there for three years. During those years her education was neglected and generally the family was disrupted.

MM had teachers who were of average calibre. She did not admire or hero-worship or idolise them. She never thought of becoming a teacher then, in fact she had no ambition or thought of a career. She remembers one teacher though, her Mathematics teacher in Classes IX and X. She was very supportive and encouraging and this led to improvement in MM's mathematics and also in many other subjects.

Parents were concerned about her education and kept track regularly but because of circumstances had to neglect it to some extent.

Academically MM rates herself 'bad'. She had her college and university education in Calcutta. She did B.A. in the pass course. In Higher Secondary examination she had a III Division. She passed B.Ed. with a II Class. She was in the final year of M.A. Class of Jadavpur University at the time of the interview.

6.10.2 Teaching Career

Teaching was MM's first choice. Major attractors were -

1. Respectability of the profession.
2. Easy availability of the profession.
3. Opportunity to work with young people.

She had considered law as a possible occupation but not having a good power of expression, decided against

it. She also decided against an office job as it needed working with male colleagues. Parents were very strict, male friends were not allowed and the parental restrictions had become internalised in her as her own inhibitions. The points in favour of teaching were safety, respectability and not having to work in close proximity of men.

MM thought about a career late. After graduation her mother died and she had to remain home and take over mother's responsibilities and look after younger siblings. Her father influenced her decision to become a teacher. She did B.Ed. in 1980 and started teaching. She did not think clearly if she had any qualities that would be suitable for teaching.

An acquaintance known to the administration referred her to the school. Proximity to her residence and easy availability attracted her to it. She teaches English and History in Classes V, VI and VII and also Arithmetic in Classes VI which she does not like to teach much. She is not fully free to teach according to her liking because of the heavy syllabus and rigid rules fixed by the Head.

MM spends 1 to 5 hours a day at home on teaching-related work. She would spend the extra ten hours for **private preparation**. She feels compared to most teachers in her school, she **works harder**. She does not know of any outstanding teacher among her contemporaries. She

feels proud when compared to other teachers she finds she committed less errors in her work. She has occasionally felt bad after being forced to punish a student. She thinks teaching well and making students work is more important for a teacher than warmth and friendliness to students. She would like to teach **nice kids from average homes** who are respectful and hard working as they are less trouble. Her greatest strength as a teacher is sincerity and her weakness is her sloth in corrections, record keeping etc.

She receives satisfaction from the company of children who are devoid of complexity and adult rivalry and pettiness and from the pleasure she gets from teaching English.

MM regards teaching as one of the most stressful occupations, much more stressful than bank or office work. The things which she likes least in her job is the paper (clerical) work like keeping record of marks, report books etc. and the arbitrary rules and regulations of the Head. These are the main sources of stress for her.

Reducing the heavy syllabus and teaching load and improving teacher-pupil ratio besides improvement of salary and other benefits would help to reduce staff stress.

MM does not give private tuition. As she is busy in the evenings with her M.A. class, she has no spare time. However, she regards it as a major source of stress for teachers. It leaves them tired and exhausted and they have no energy or enthusiasm left for teaching in class. She does not think improving the salary and perks would stop the practice because greed has entered the minds of teachers, a general phenomenon of today's society which has become commercial and money-minded. It would not improve the quality or commitment of teachers - there is a general lack of sincerity and dedication in all walks of life.

The general atmosphere in her staffroom is not healthy. There is a great deal of groupism, tension and pettiness. She has not made any genuine friend from her colleagues with whom she socialises. However, if she has some problem in her work, she can turn to a few of them for advice and help.

MM regards the Head as autocratic and not completely fair in her ~~de~~alings with the staff. However, she can be firm and just in the face of ext~~erna~~l pressures. MM is not confident that the Head will be understanding and cooperative if she has a problem in her work nor can she discuss any personal problem with her.

MM thinks she loses her independent views and freedom by being a teacher - she has always to be careful.

The satisfaction derived from the company of children has been more than her initial expectation and nothing has been worse. She would again choose school teaching as she cannot attain much else with her limited ability. She expects to remain in the profession. She would not mind if her son or daughter became a school teacher. She has not attended any refresher course and is prepared to spend her own money and time for it. She is not a member of any teachers' union, professional association or journal.

MM is 'fairly satisfied' with teaching as her occupation and thinks she has achieved **average success** as a teacher. Her interests and activities outside of teaching are reading journals and fictions and household duties. She rates 40% of her total life space belongs to teaching.

6.10.3 Marriage and Family Life

MM is not married. She has had a sheltered upbringing and had never been interested in a man. Mother died just after her graduation. Father did not take interest in getting her married. Total number of family members living together now are six. The total family income is Rs.2,001 to Rs.3,000.

MM is close to her sister who is five years younger and talks to her often about her work. MM communicates

with her on certain matters very freely but not on some, e.g. she would not be able to tell her sister of her love affairs if she had any. She feels that her teaching related duties are preventing her from giving adequate time and attention to her family and to some extent are affecting her behaviour toward them.

The main sources of stress in her life now are two - getting a better job and regret for not getting married and having a family of her own. She often suffers from depression and apathy.

6.10.4 Goals, Purposes and Values

For MM the meaning of life is to help the society in which one is born. And a more immediate goal is to find a more suitable teaching job.

Religion is only moderately important in her life. She is not a regular practitioner of religion like going to temples etc. Morale values, the ethical aspects of religion is more important.

If she could be born again, she would like to be an outstanding painter or a brilliant lawyer.

The most important values for her are truth, honesty, integrity. She regards herself as traditional - she follows societal values.

MM often has a feeling of loneliness - when she is not able to break the barrier and mix freely with

others. She thinks friendship is essential for fulfilment but she has no real friend. She often suffers from a feeling of boredom, from a feeling that life has no meaning. She then tries to rise above the depression and do something concrete and positive as e.g. joining the M.A. course to improve her qualification.

6.10.5 Comments

MM is a shy, inhibited, low-level functioning personality, lacking in self-esteem and self-confidence. Her childhood experiences and strict parental control have undermined her self-confidence. In teaching she sought a safe haven, away from male company and more challenging competitive world. Like GG (Case Study 6) she wanted to teach young children who would not make her feel inferior or ridiculed. MM is lonely - a frustrated, repressed spinster who regrets and misses not being married. She was repressed by a dominating father and early responsibilities after her mother's death and is afraid of male company. The stress and burnout are caused mostly by her personality make up - the anxiety and insecurity, loneliness and lack of confidence. She has no friend among her colleagues, and her relation with the Head is not friendly - so there is no support from colleagues. There is no strong role model, no spiritual anchor from a strong religious faith. Her PIL and SRM are very low. She often feels lonely, bored and life seems meaningless.

The vacuum in her life is caused mainly by lack of meaningful personal relationships. She seems to have felt emotionally deprived in childhood, rejected in favour of a more popular brother and later on felt abandoned when mother left her for three years for the treatment of her sister.

MM has chosen teaching by a process of elimination. She had no positive attitude or liking for teaching like ER and MD who always wanted to teach. Teaching occupies only 40% of her total life-space. But then she has no strong interest or creative activity outside of teaching which could give a meaning to her life. She has accepted that she has no talent or ability and is even afraid to try and find a meaning from other sources, or new friendships.

The cause of burnout in this case seems to lie in her personality make-up and past experiences and not so much on objective factors inherent in teaching or school environment.

6.11.0 CASE STUDY 11

JR : LOW PURPOSE AND LOW/MODERATE BURNOUT

Brief Description

Male; 38 years; Married; Anglo-Indian Christian; Trained Graduate; 5 years of Teaching experience; Teaches in an English-medium Protestant Missionary Co-educational School.

Scores

PIL	89	(Low)
SRM	3	(Mod)
MIL	47	(Mod)
MIT	57	(Low)
TSS	160	(High)
SRS	4	(High)
EEF	8	(Low)
EEI	10	(Low)
DF	3	(Mod)
DI	4	(Mod)
PAF	36	(Mod)
PAI	44	(Mod)
SATISFACTION	3	(Mod)

LIFE-SPACE OCCUPIED BY TEACHING : 50%

6.11.1 Early Life

JR was an orphan, brought up in Dr. Graham's Homes in Kalimpong. He does not remember his parents and does

not know clearly who they were. In the Homes, his life was comfortable. He had enough freedom to grow, many friends and was popular with them. He had no adjustment problem.

It was a good, residential co-educational school catering to all-round development and discipline. His school days were happy.

He had a positive image of his teachers who were in general sincere, dedicated and good - there were many European teachers.

JR had a favourite teacher in Class VII - Ms. Ruth Mane - an attractive lady who taught well and was involved with the students in their activities. She had a soft corner for him as he was an orphan and also good in studies. He visited her occasionally for guidance.

Academically JR rates himself good - he came among the first few in class. After passing the Senior Cambridge examination with a high II Division he joined the Defence Services - in the Wireless branch. Being an orphan he did not want to remain on charity and wanted to be independent as soon as possible. He was good in Sports and while in the army he did the Physical Education course. He was in the Army for fifteen years.

6.11.2 Teaching Career

Teaching was not a chosen career for JR. When he decided to leave the Army, he did not have the qualifi-

cations to choose many lines. He decided to join a school as a physical instructor. He was good in Sports and games and had a Diploma in Physical Education. No one influenced his decision.

The following were the major attractions of teaching for him.

1. Long vacations and convenient working hours.
2. Opportunity to work with young people.
3. Respectability of the profession.

Being an ex-serviceman, JR was superior in smartness, appearance, discipline and health. During the last three years of his Army career he was an NCC instructor in Colleges and knew how to handle students. He thought these qualities will help him to manage young persons.

He knew the authorities here, who offered him the present job. This is a good school - salary is high and the working environment is congenial.

After joining teaching he privately passed B.A. in the pass course. He is taking Physical Education with all classes. He is also teaching English language in Class VI and History and Civics in Class VII. He is happy with the arrangement. He is more or less free to teach though there are occasional interferences from the authorities.

JR spends 1 - 5 hours a week at home on teaching-related work. He would spend the extra ten hours on class

teaching. He feels that compared to other teachers he works harder. He gives even the weekends for co-curricular activities like inter-class matches, inter-school sports.

He does not know of any outstanding teacher among his contemporaries.

He remembers with pride an occasion in 1981 when he organised the School Sports so well that the Chairman personally wrote him a congratulatory letter. He felt ashamed when once he lost his temper and slapped a student.

He regards teaching efficiently and getting the students to work effectively as more important. He would like to teach nice kids from average homes as they would be the least problem for the teacher.

The really important satisfaction he receives is from the company of young people. He regards his ability to get the best out of the students by his own involvement in the programmes and activities as his greatest strength as a teacher. His greatest weakness is his tendency to lose his temper fast.

What JR likes least in his work is the routine clerical work - filling in papers, registers etc. and also unnecessary advice and interference from some colleagues. He regards teaching as very stressful - dealing with large number of children and parents is more strenuous than working with files. The main sources of stress in

his working environment are - too large classes; lack of teaching aids; and lack of space. Improving teacher-pupil ratio will help to reduce staff stress in schools.

JR spends 6 - 10 hours a week in giving private tuition. He does not regard it as a major source of stress for teachers who are motivated by greed. Stress is caused when one is forced to do something. For the same reason, improvement of salary and perks will not stop the practice though it may reduce the number of tuitions a teacher gives. He does not think such improvement will improve the quality of teaching - the malaise lies in our national character, in the lack of discipline, dedication and work ethics.

The general atmosphere in the staff-room is friendly. However, he does not go to his colleagues for help and support because generally he fights his own battles.

He rates his Head as democratic but not strong enough to be impartial or to withstand various external pressures. He cannot discuss his problems, personal or professional, frankly with the Head.

JR thinks he loses various financial benefits like pension. L.T.C., bonus etc. by being a teacher. He did not find teaching in any way better than his initial expectation. The crowded classrooms and so much clerical work are worse than he expected.

Given a chance, he would not choose school teaching again, he would choose Medicine. However, he expects to remain in the profession as it is difficult to change now. He does not want his son or daughter to be a teacher because of low remuneration and low social status.

JR has attended two refresher courses. He is prepared to spend his own money and spare time upto a moderate extent. He is member of a teachers' union but not of any professional association or journal.

JR feels he is equally satisfied and dissatisfied with teaching as his occupation and he has attained **average success** as a teacher. His major interests and activities outside teaching are playing tennis and visiting friends. He thinks about 50% of his life space is occupied by teaching.

6.11.3 Marriage and Family Life

This is JR's second marriage. The first marriage lasted for two years. He has been married now for five years, to a person of his own choice. She is a typist but she is not working after the birth of the second child. Her educational qualification is upto Class VI.

There is a mental and intellectual disparity between them - they do not communicate at the same wave length. He does not talk to her about his work and problems - she is not really interested.



They have two daughters - three and one year old. The number of family members is four. The family income is Rs.1,001 - Rs.2,000. He feels that teaching-related duties are preventing him from giving adequate time to his family. He comes home late, after supervising matches. On Sundays he has to attend the Teachers' Association meeting as he is the school's representative. He is too tired and irritable when he comes home after a long day. The main source of stress in his life is conflict with his spouse - frequent bickerings and differences of opinion.

6.11.4 Goals, Purposes and Values

There is no ultimate meaning or purpose in JR's life. A general goal is to help his daughters become well-settled and attain a position in society which he could not attain.

Religion is not very important in his life. He does not pray regularly.

If he were to be born again he would like to be a doctor and heal people. The values he cherishes most are respect for humanity and dignity of labour. He regards himself individualistic where values are concerned.

JR often has a feeling of loneliness, especially when at home, arising from a lack of communication with spouse. He has no close friend and never thought it necessary to have close friends. He sometimes suffers from a feeling

of boredom, especially during the long holidays. At times he feels that life has no meaning. And then tries to do something to keep his mind off from such thoughts.

6.11.5 Comments

An emotionally deprived childhood has left its trauma and is noticeable in JR's failures in establishing affectional bonds or relationships. Both his marriages are failures even though both the partners were chosen by him. This inability to relate to others is also evident from his comments that he likes to fight his own battles and does not believe in going to his colleagues or the Head for help and support; in fact he resents their advice as unnecessary interference. He does not have any close friend either. His emphasis on discipline and his preference for efficiency rather than warmth and closeness to students are also significant.

Absence of a meaning or purpose in life, or any immediate goal; absence of strong religious faith; absence of any creative or intellectual interest; absence of fulfilment from a chosen profession also contribute to a lack of meaning in life. His stress score is high but burnout score is low to moderate. He is not satisfied with teaching and would not choose it again for himself or his children. His MIT is low. He does not derive any meaning from teaching which is just a means of livelihood.

He is not emotionally involved enough with his work to be burned out. His need for self-actualisation is not strong as evident from a general lack of goal or purpose in life, personal as well as professional.

6.12.0 CASE STUDY 12

MDG : LOW PURPOSE AND LOW/MODERATE BURNOUT

Brief Description

Female; 35 years; Married; Bengali Hindu; Trained Post-Graduate; 5 years of Teaching experience; Teaches in an English-medium Government-Sponsored Girls' School.

Scores

PIL	:	62 (Low)
SRM	:	3 (Mod)
MIL	:	49 (High)
MIT	:	60 (Mod)
TSS	:	160 (High)
SRS	:	2 (Mod)
EEF	:	16 (Mod)
EEI	:	18 (Mod)
DF	:	0 (Low)
DI	:	0 (Low)
PAF	:	38 (Mod)
PAI	:	45 (Low)

SATISFACTION : 4 (High)

LIFE-SPACE OCCUPIED BY TEACHING : 40%

6.12.1 Early History

MDG grew up in a small town in a coal mine area till she was ten, after which the family came to Calcutta. Her father was a mining engineer; mother was a matriculate

and a housewife. The subject has an elder sister and her twin sister. The family was nuclear. Economic condition was comfortable. Parents were friendly with the children but rules had to be followed, especially regarding friends and going out. She had many friends, and the company of her twin sister. Her early education was at home. When she joined school for the first time after coming to Calcutta, she had some difficulty in adjusting to the girls in her class.

MDG's school days were very happy. She went to a Christian Missionary Girls' School, which she thinks was excellent compared to many so-called good schools. It had good discipline, good teaching (till 1965 it had European teachers). She has put her daughter into the same school. She had very positive image of her teachers. She especially remembers her two headmistresses who had such impressive personality and were so dedicated to the institution that they demanded spontaneous respect and admiration. Her mother was indifferent about her education but father was very concerned and encouraged the daughters to do well in studies even at the cost of other aspects of development. The subject was good academically. She had her higher education in Jadavpur University and did B.Ed. from Calcutta University. Her results :

Higher Secondary - I Division(Letter in Mathematics)

B.A. Honours in Economics - I Class

M.A. in Economics - I Class, 1st position

B.Ed. - I Class

6.12.2 Teaching Career

Teaching was MDG's last choice. She wanted to be a Chemical Engineer but because of her very bad eyesight her father did not allow it. She studied Economics and did very well in examinations, but she never liked studying. She did not think of taking up a job. She got married to an engineer one year after her M.A. and lived in Tatanagar for 2 1/2 years. She had started research in Industrial development but gave up six months after marriage. After her husband shifted to Calcutta, she decided to do B.Ed., just to acquire a qualification. Then she joined the Indian Institute of Management, Calcutta as a Project Assistant for one year. Next three years she did not work - just relaxed. She worked as a part-time lecturer in a B.Ed. college - for a couple of years. But she was getting only Rs.175.00 a month and she had to travel a great deal during practice teaching. So she resigned. After some time a post was advertised by the present school. She applied as it was in the neighbourhood, was selected and has continued since. So there was no conscious decision or plan to become a teacher. Basically she wanted to be a housewife. Even now, if she has to give up teaching she will not miss it.

The major attractions of teaching for her were :

1. Easy availability of the profession
2. Interest in particular subject
3. Respectability of the profession.

She did not think very rationally about what qualities she had which would fit in well with teaching. During practice teaching she realised that she could teach well; besides she liked children. The location of the present school was its main attraction. It was very near her parental home and she could conveniently leave her young daughter with her mother during work.

MDG is teaching Economics in Classes XI and XII and Bengali and Arithmetic in Classes VI and VII. She is happy with the arrangement except teaching Bengali. She has full freedom to teach as she thinks best but the groupism and tension among teachers vitiate the atmosphere and even affect performance in class. She feels she **works harder** than most other teachers, e.g. she does more correction work and many unpleasant duties which others can avoid.

She spends **6-10 hours** a day at home on her work-related duties. She would spend the extra ten hours on **private preparation**.

She cannot think of any outstanding teacher among her contemporaries. She felt especially proud when her

first batch of Economics method students scored high marks in B.Ed. She cannot think of any occasion when she felt ashamed. She thinks teaching well and making students work are more important than being friendly and close with students. She would like to teach **nice kids from average homes** who are respectful and hardworking which would make it easy to teach. The most important satisfaction she receives is from the sense of achievement after teaching well. She thinks her greatest strengths as a teacher lie in her clarity of expression, patience, and friendly nature. Her greatest weaknesses are lack of preparation at times and rather lenient attitude towards pupils.

MDG regards teaching as a very stressful occupation - it is in nature of the work. What bothers her most is the heavy load of corrections and the fuss the staff make about small things. The main sources of stress in her working environment are politics and groupism among the staff; inconsistency and lack of a definite policy of the administration; and lack of discipline among pupils. She thinks the stress is causing general irritability and bad temper in her and some family conflict. Increasing teacher-pupil ratio and reducing the work load of teachers would help to reduce teacher stress.

MDG admits private tuition is a major source of stress for teachers. She herself does not do private

tuition. She does not think improvement of financial benefits would stop the practice. Availability of tuitions and temptation to earn extra money would remain. However, it will improve the quality of teachers.

The atmosphere in the staffroom is most unhealthy. There are two distinct groups, pro and anti Head and there are constant tension and unpleasantness. Still she has some genuine friends among her colleagues with whom she has social relations and to whom she can turn for help and support.

MDG rates her Head as autocratic ; partial in her dealings with teachers and not capable of being firm and just under external pressures. She cannot discuss her personal problems with the Head. Regarding problems in her work, the Head can be understanding, depending on her prevailing mood. There is no consistency in her behaviour.

MDG feels she only loses good remuneration being a school teacher, nothing else. The satisfaction she gets sometimes from contact with the students is more than what she had expected. She did not expect such lack of cooperation and fellow feeling from teachers. She would not choose school teaching again as a profession. She would become a chemical engineer. She expects to remain in the profession now. She would not like her son or daughter to be a school teacher.

MDG has not attended any refresher course, but she is prepared to spend her own money and time for it. She is not a member of any teacher's union, professional association or journal. She is fairly satisfied with teaching. She feels she has achieved **more than average success** as a teacher. Her major interests and activities outside teaching are household work and looking after the daughter; embroidery and knitting; reading magazines and fiction. About 40% of her life space, she thinks, is occupied by teaching.

6.12.3 Marriage and Family Life

MDG has been married for eleven years to a person of her own choice. He is an M.Tech. from I.I.T., now doing his own business. Her marriage is happy. Her relationship with her spouse is open - he takes a genuine interest in her work and she discusses all her problems with him.

However, she feels that her work is preventing her from giving adequate time and attention to her husband and child and is affecting her behaviour with them - making her unduly impatient, irritable and intolerant. She has a nine-year old daughter who is no problem. The total monthly income of the family is more than Rs.5,000/-. The number of family members is three. The main sources of stress in her life are the following : old and ailing parents who need to be looked after; husband is setting

up his own business - the teething problems and constant servant problem and worry of housework after school.

6.11.4 Goals, Values and Purposes

MDG does not think of any ultimate meaning or purpose of life. The most important goal of her life is to live in harmony and good health with her family and to help her daughter to grow up well.

Religion is moderately important to her - she believes in a personal religion but does not have a strong faith or belief in God. She does not regularly practise religion.

If she were to be born again, she would like to be a man. And if she had a choice, she would like to be just a housewife, relaxing at home, looking after the family, reading.

The most important values in her life are patience, sincerity and honesty. She regards herself an individual in the matter of following societal values.

She does not have a feeling of loneliness, there is no time for it. In fact she would sometimes like to be alone.

Friendship is very important in her life. She has a few close friends.

She often suffers from a feeling of boredom, especially at school and coming to school daily. She does not feel that life has lost all its meaning.

6.12.5 Comments

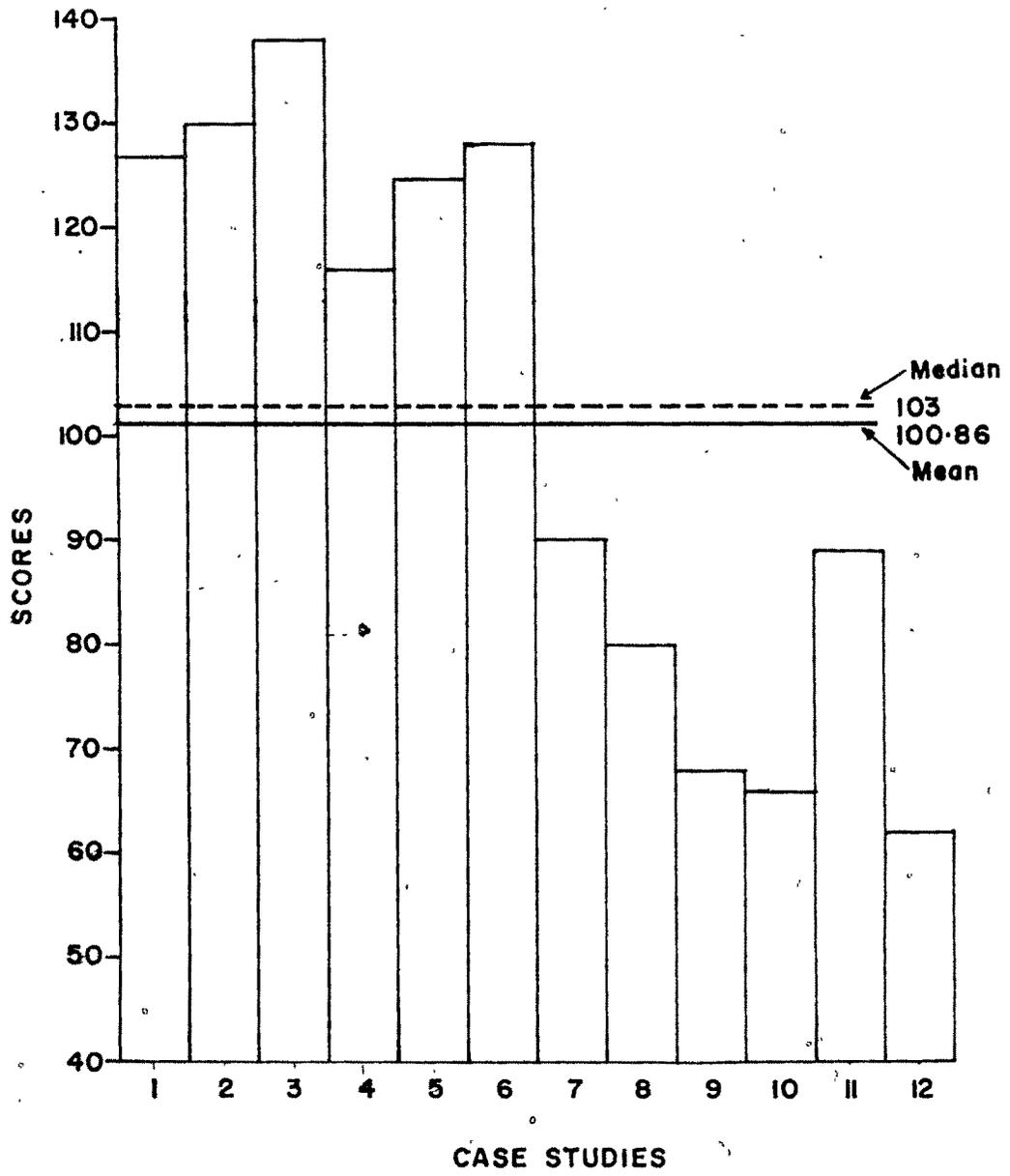
MDG's PIL is very low. She is generally bored with life, not much interested in or enthusiastic about anything. Even though she has had a very good academic career and had obtained a First class in every examination, her activities and interests do not include any intellectual pursuits. Like any ordinary, less educated woman, her primary interests are household work, and caring for her daughter, embroidery, knitting - typical housewifely pursuits. Her interests in reading run to popular magazines and fictions. She is bored with her work, is not really involved in teaching which gives her no great satisfaction or meaning. She says if she gave up her job tomorrow she would not miss it. In fact the only cause of boredom in her life is the daily going to school and teaching. She will remain in teaching because now she is used to the regular income from it. But she would not like her children to be a teacher or would not choose teaching again. Teaching occupies less than half of her life space and life interests. At first, it seemed that her apathy was due to frustration of not being able to pursue her chosen occupation - Chemical Engineering. But again, she says if she had a continuous life she would like to spend it 'relaxing at home'. In spite of her superior ability and intelligence she lacks ambition - her level of aspiration is low. She gave up doing research midway;

she did not seriously try for a full-time college lecturer's job. Her material needs are well met and she appears to be satisfied with that. Higher order needs, the need for self-actualisation and meaning or purpose are absent in her.

MDG finds little meaning in teaching. She feels teaching stressful. The extraneous factors will cause stress more if intrinsic, psychic rewards are missing. However, as she is not really involved in teaching, her burnout is also low/moderate. A person is likely to be burned out only if the investment of the self is too much in the work.

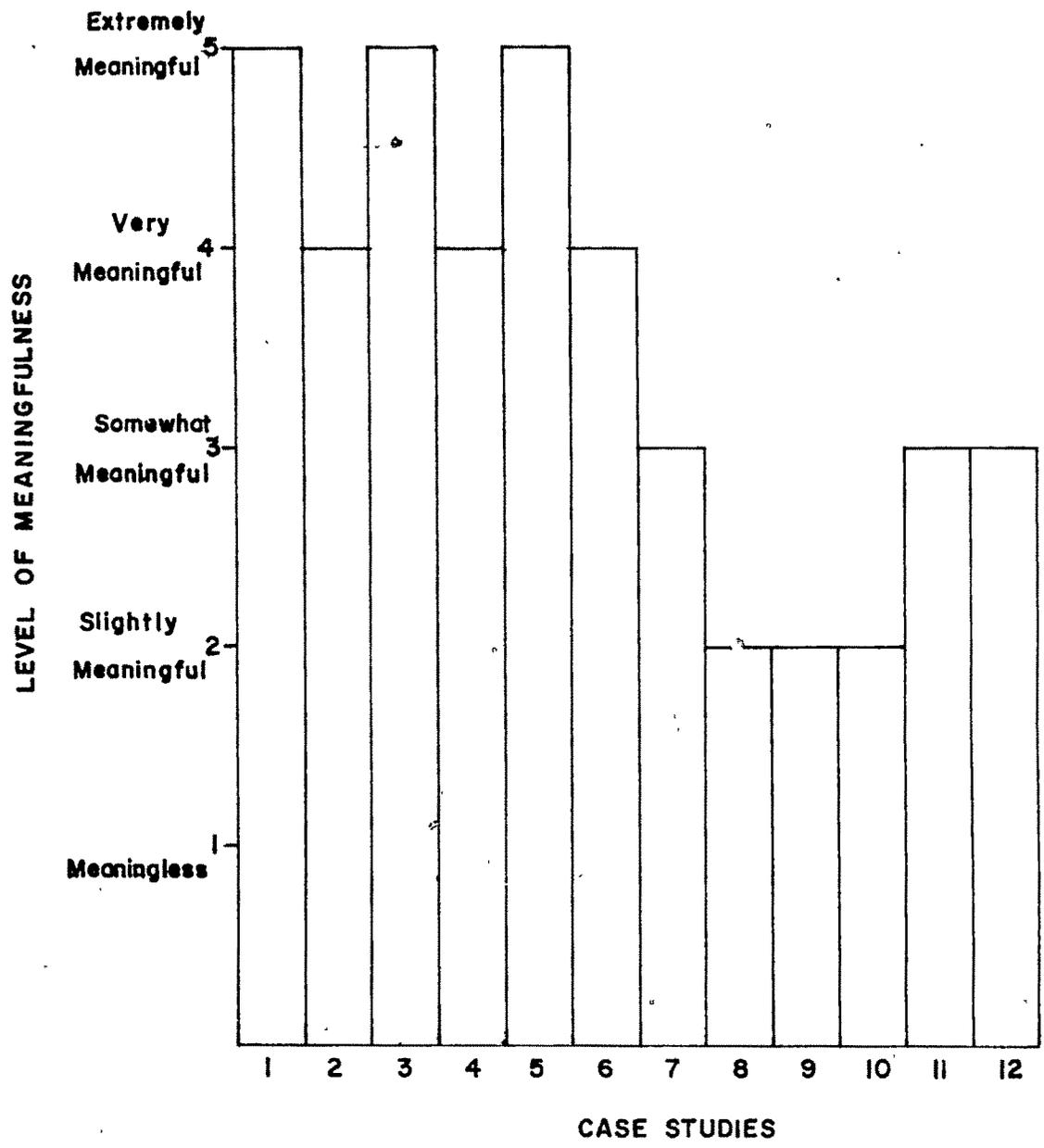
PURPOSE IN LIFE SCORES

Graph: 6-1

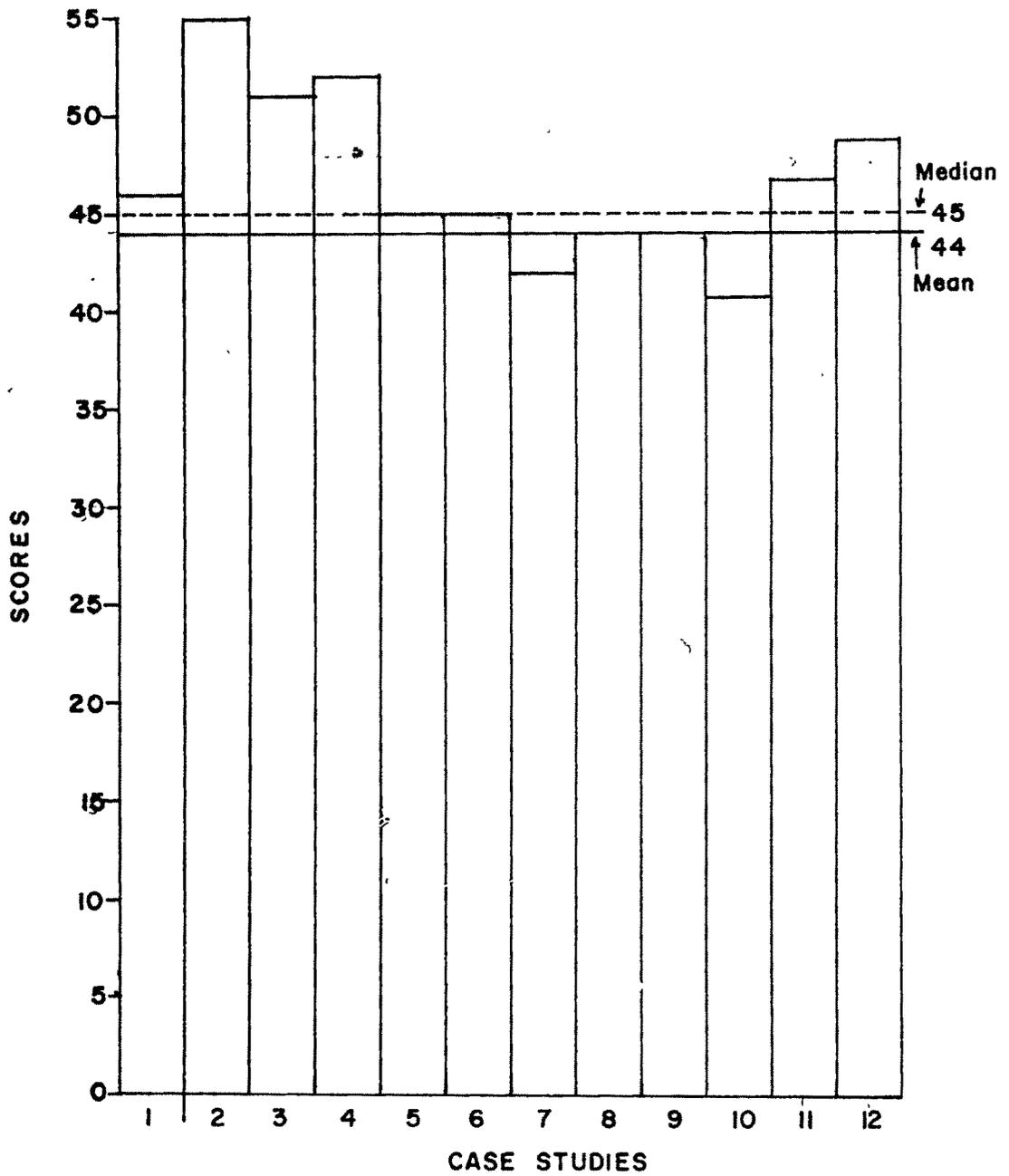


SELF-REPORTED MEANING IN LIFE (S R M)

Graph: 6.2

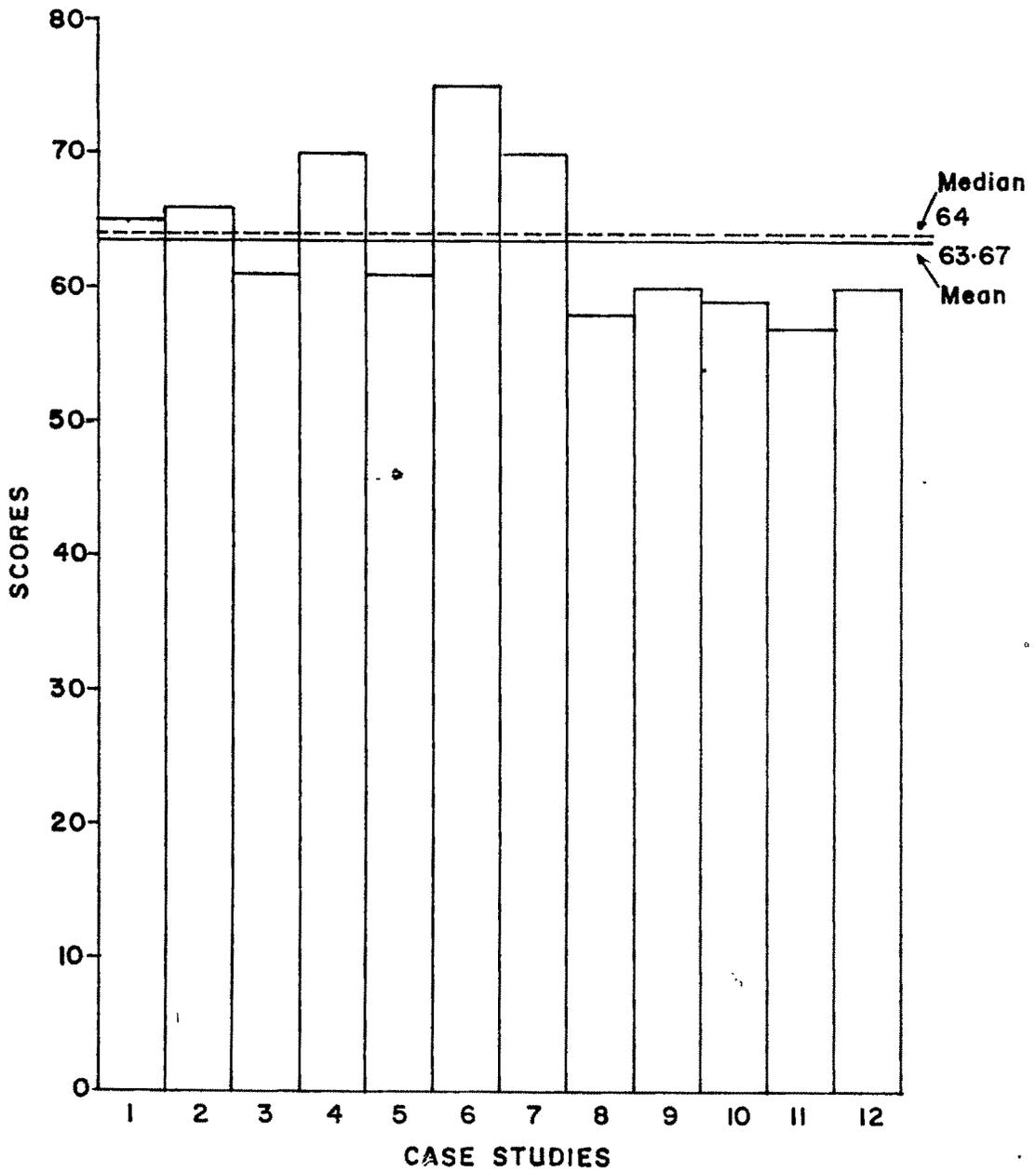


SOURCES OF MEANING IN LIFE (MIL) SCORES



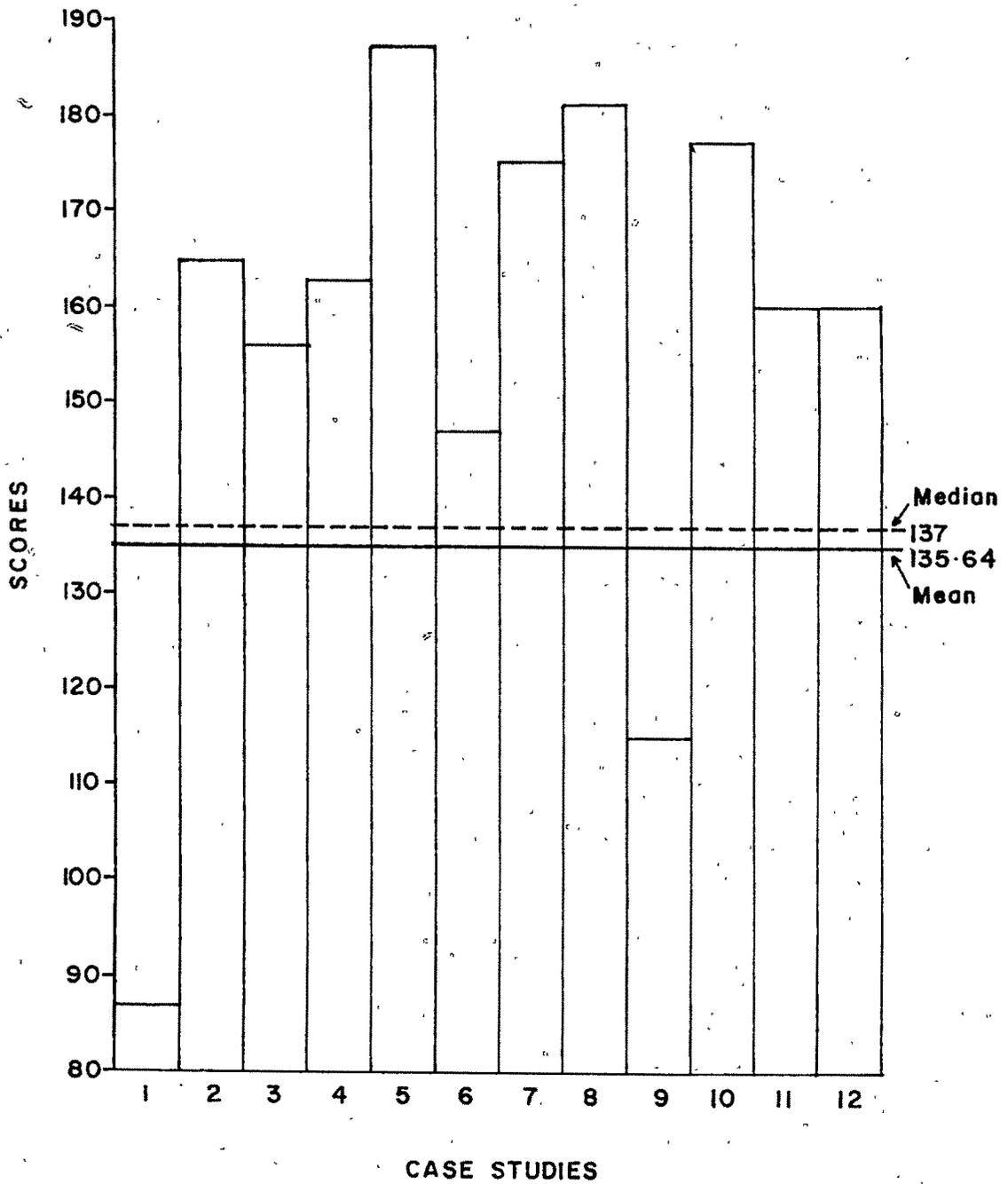
SOURCES OF MEANING IN TEACHING (MIT) SCORES

Graph: 6-4



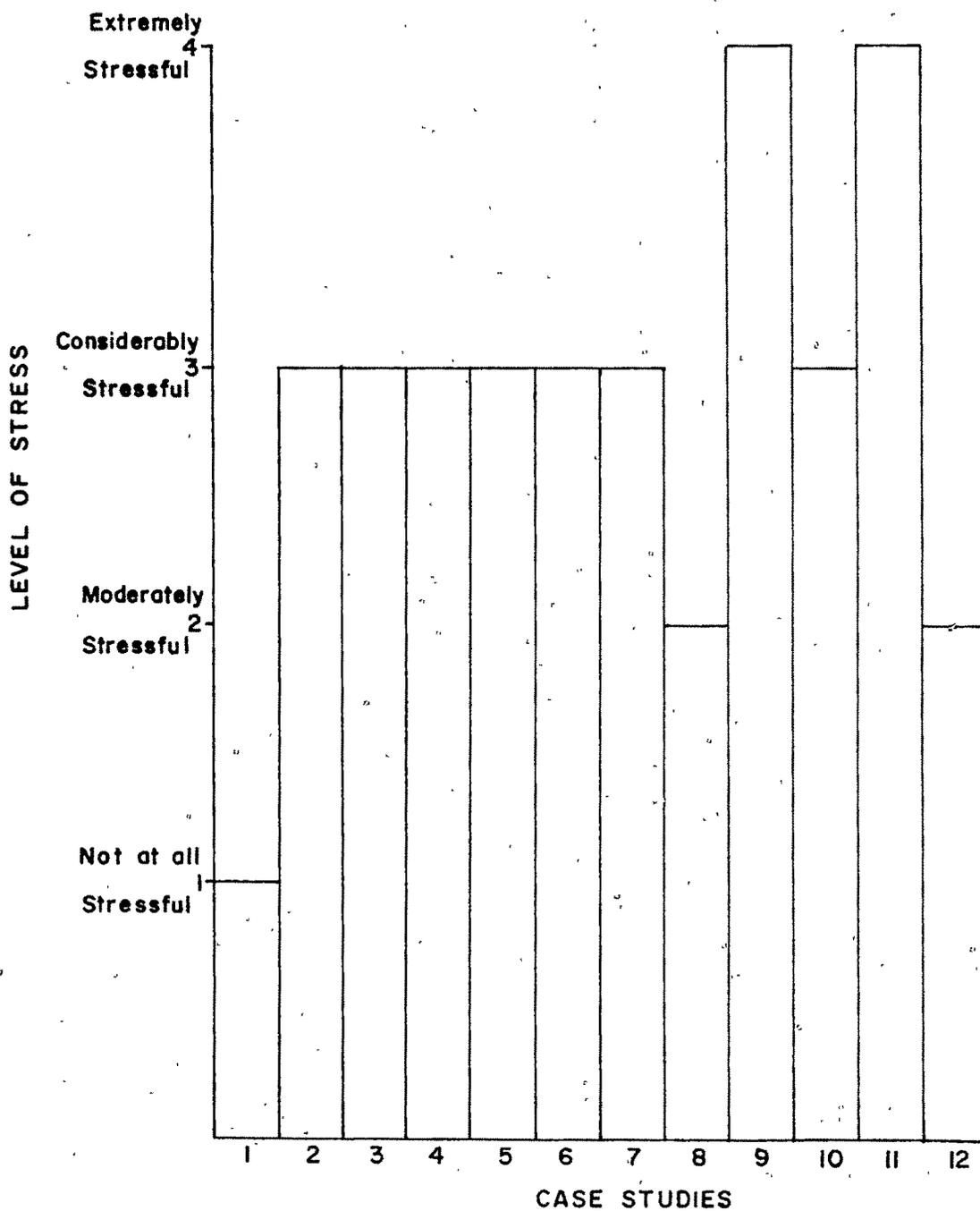
STRESS SCORES (TSS)

Graph: 6.5



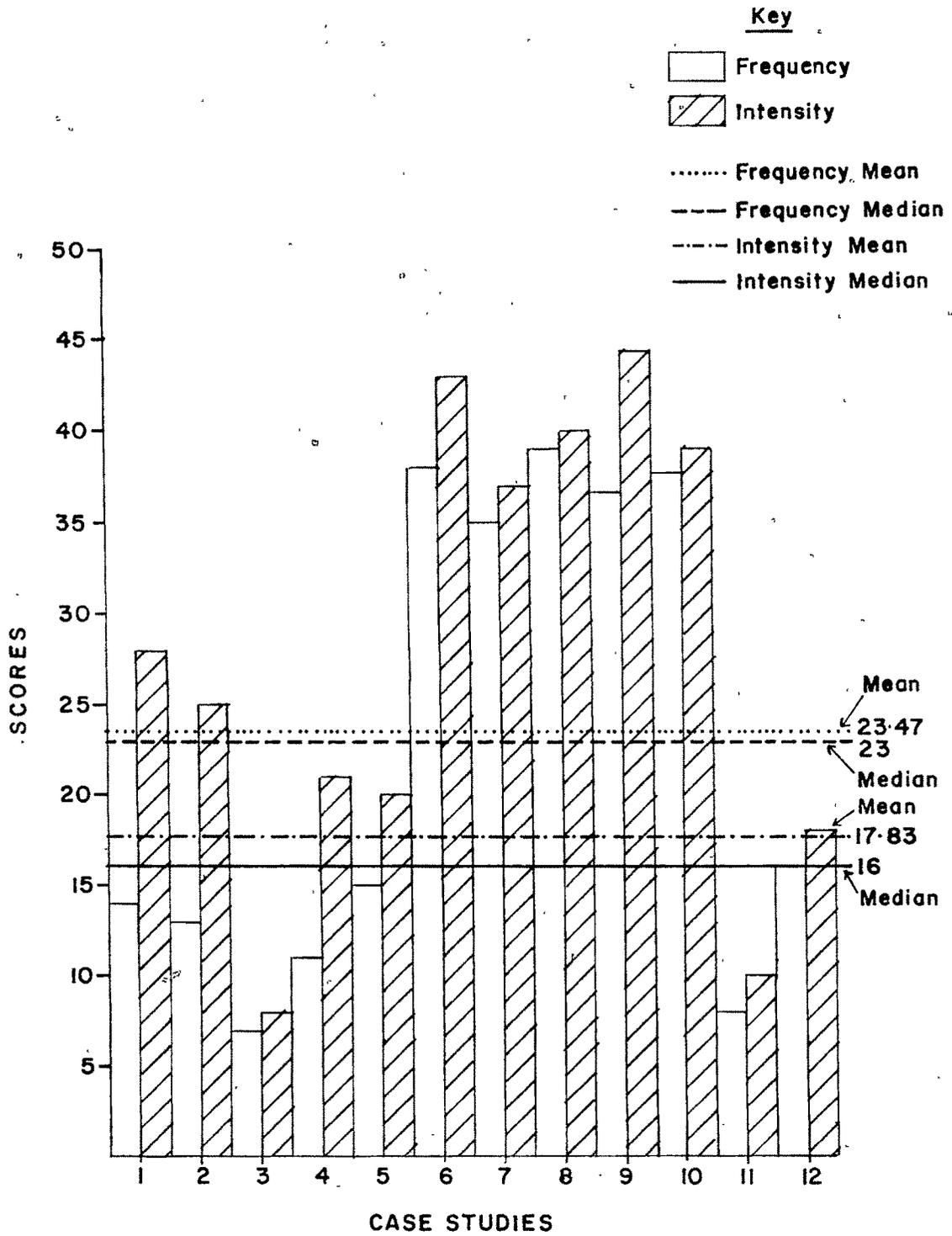
SELF-REPORTED STRESS (SRS)

Graph : 6-6



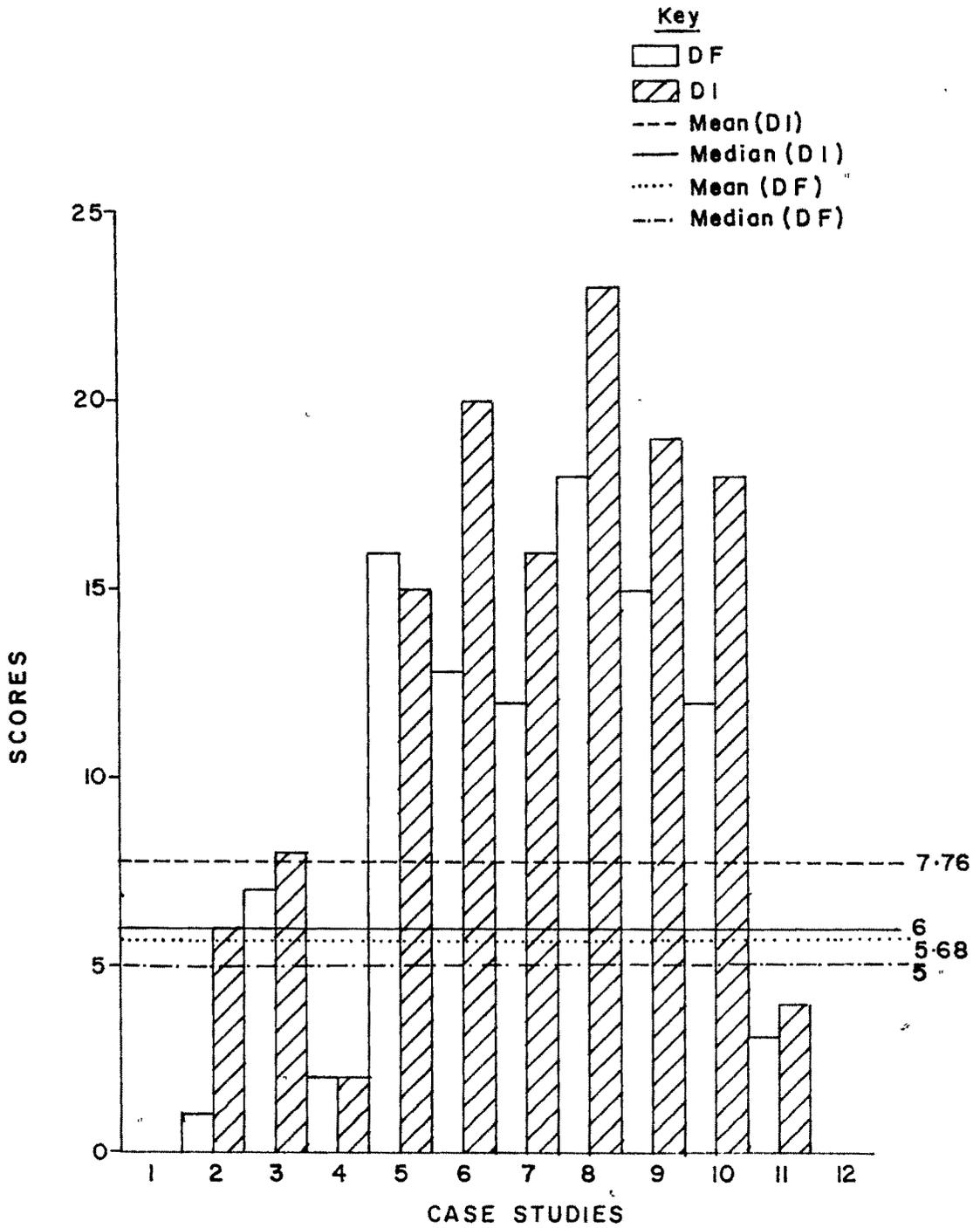
EMOTIONAL EXHAUSTION: FREQUENCY (EEF) 370
AND INTENSITY (EEI) SCORES

Graph. 6-7



DEPERSONALISATION FREQUENCY (DF) AND INTENSITY (DI) SCORES

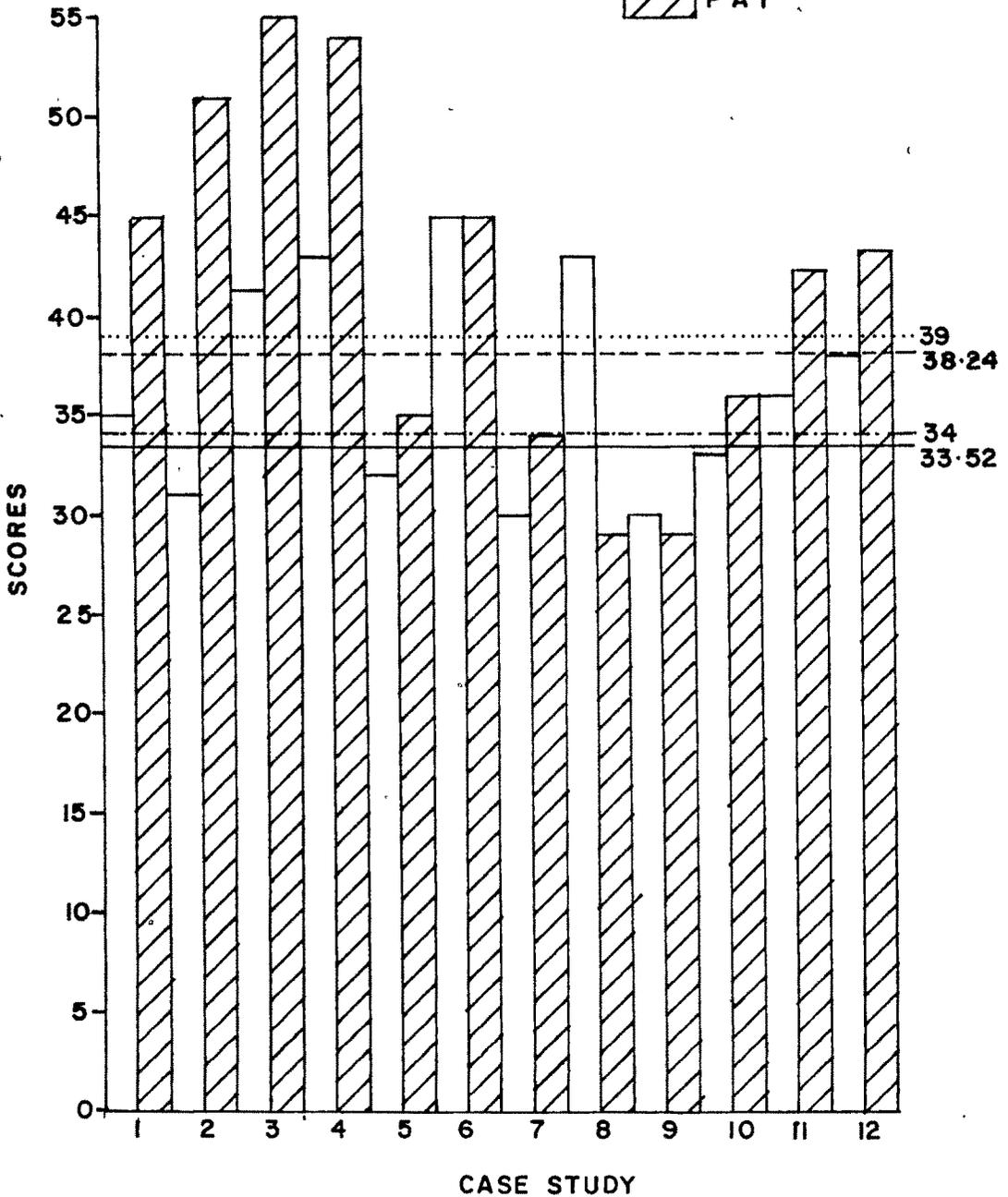
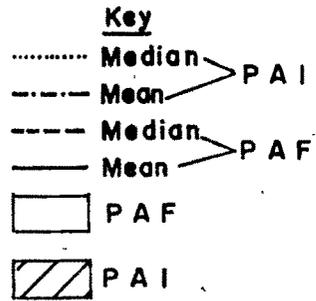
Graph: 6·8



PERSONAL ACCOMPLISHMENT FREQUENCY (PAF)
AND INTENSITY (PAI) SCORES

372

Graph: 6-9



PERCENTAGE OF LIFE-SPACE BELONGING TO TEACHING 373

Graph: 6-10

