

## CONTENTS

	<u>PAGE</u>	
ACKNOWLEDGMENTS	i	
CONTENTS	ii	
LIST OF TABLES	xi	
LIST OF FIGURES	xv	
LIST OF GRAPHS	xvi	
<b>CHAPTER I</b>	<b>SIGNIFICANCE OF THE STUDY</b>	
	<b>1-14</b>	
1.1.0	TEACHERS - THE NEGLECTED SUBJECTS IN RESEARCH	1
1.2.0	GROWING CONCERN ABOUT TEACHERS	2
1.3.0	NEED FOR RESEARCH IN THE INDIAN CONTEXT	5
1.4.0	SIGNIFICANCE OF THE PRESENT STUDY	9
1.5.0	STATEMENT OF THE PROBLEM	12
1.6.0	SCOPE OF THE STUDY	12
<b>CHAPTER II</b>	<b>CONCEPTUAL FOUNDATIONS OF THE STUDY</b>	
		<b>15-55</b>
2.1.0	MEANING IN LIFE	15
2.1.1	Basic assumptions of Logotherapy	16
2.1.1.a	The freedom of will	16
2.1.1.b	The will to meaning	17
2.1.1.c	Meaning of life	19
2.1.2	Existential vacuum	21
2.1.3	Noogenic neurosis	23
2.1.4	Klinger's study on meaning and void	24
2.2.0	STRESS	28
2.2.1	Occupational stress	30
2.2.2	Teacher stress	32

	<u>PAGE</u>
2.3.0	BURNOUT 38
2.3.1	Emergence of the concept of burnout 39
2.3.2	The problem of definition 42
2.3.3	Factors in burnout 44
2.3.4	Teacher burnout 48
	2.3.4.a Stages of teacher burnout 48
	2.3.4.b Symptoms of teacher burnout 50
2.3.5	Teacher stress and teacher burnout 52
<b>CHAPTER III</b>	<b>REVIEW OF RELATED RESEARCH 57-93</b>
3.0.0	NEED FOR REVIEW OF RELATED RESEARCHES AND LITERATURE 57
3.1.0	RESEARCH AND MEASUREMENT OF MEANING IN LIFE 58
3.1.1	Research studies based on the Purpose in Life Test 60
3.1.2	Klinger's research on meaning 65
3.2.0	RESEARCH ON TEACHER STRESS 67
3.2.1	Prevalence of teacher stress 67
3.2.2	Sources of teacher stress 69
3.2.3	Conclusion 75
3.3.0	GENERAL OVERVIEW OF BURNOUT RESEARCH 77
3.3.1	Dimensions of burnout 78
3.3.2	Statistical treatment of burnout 79
3.3.3	Research on teacher burnout 81
3.3.4	Research studies based on the MBI 82
	3.3.4a Studies on construct validity of the MBI 82
	3.3.4.b Prevalence of teacher burnout 86
	3.3.4.c Burnout and different variables 88

		<u>PAGE</u>
<b>CHAPTER IV</b>	<b>METHODOLOGY</b>	<b>94-134</b>
4.1.0	NATURE OF THE STUDY	94
4.2.0	OBJECTIVES OF THE STUDY	99
4.3.0	HYPOTHESES	100
4.3.1	Objective 1	100
4.3.2	Objective 2	101
4.3.3	Objective 3	101
4.3.4	Objective 4	102
4.3.5	Objective 5	102
4.3.6	Objective 6	104
4.3.7	Objective 7	105
4.3.8	Objective 8	106
4.4.0	DEFINITION OF TERMS	108
4.4.1	Meaning in life	108
4.4.2	Stress	108
4.4.3	Burnout	109
4.4.4	Secondary Schools	109
4.5.0	SAMPLE	109
4.5.1	Selection of schools and teachers	109
4.5.2	Institutions and teachers comprising the sample	114
4.6.0	INSTRUMENT SELECTION	115
4.6.1	Demographic data sheet	116
4.6.2	The Purpose in Life Test (PIL)	116
4.6.3	Self-reporting Item on Meaning in Life (SRM)	120
4.6.4	Sources of Meaning in Life Inventory (MIL)	120
4.6.5	Sources of Meaning in Teaching Inventory (MIT)	121
4.6.6	Teaching Stress Survey (TSS)	122

		<u>PAGE</u>
4.6.7	Self-reporting Item on Teacher Stress (SRS)	123
4.6.8	The Maslach Burnout Inventory (MBI)	123
4.6.9	Case Study Schedule	128
4.7.0	DATA COLLECTION	128
4.8.0	ANALYSIS OF DATA	132
<b>CHAPTER V</b>	<b>ANALYSIS AND INTERPRETATION OF DATA</b>	<b>135-235</b>
5.1.0	DESCRIPTION OF THE SAMPLE	135
5.2.0	MEANING IN LIFE	139
5.2.1	Level of Meaning in Life	139
	5.2.1.a Purpose in Life (PIL)	139
	5.2.1.b Sex, Age and PIL	142
	5.2.1.c Self-reported Meaning in Life (SRM)	143
5.2.2	Sources of Meaning in Life and Teaching	144
	5.2.2.a Sources of Meaning in Life (MIL)	144
	5.2.2.b Sources of MIL Score	148
	5.2.2.c Sex, Age and Sources of MIL	150
	5.2.2.d Sources of Meaning in Teaching (MIT)	151
	5.2.2.e Sources of MIT Score	157
	5.2.2.f Sex, Age and Sources of MIT	159
5.2.3	Relationship among Measures of Meaning	160
	5.2.3.a PIL and SRM	160
	5.2.3.b PIL and Sources of Meaning	162
	5.2.3.c SRM and Sources of Meaning	164
	5.2.3.d Sources of MIL and MIT	168
5.3.0	STRESS	170
5.3.1	Sources of Stress (TSS)	170
5.3.2	Stress Score (TSS)	175

	<u>PAGE</u>	
5.3.3	Sex, Age and Stress	176
5.3.4	Self-reported Stress (SRS)	177
5.3.5	Self-reported Stress and Scored Stress	178
5.4.0	BURNOUT	180
5.4.1	Emotional Exhaustion Subscale	181
	5.4.1.a Emotional Exhaustion Frequency (EEF)	181
	5.4.1.b Emotional Exhaustion Intensity (EEI)	184
5.4.2	Depersonalisation Subscale	186
	5.4.2.a Depersonalisation Frequency (DF)	186
	5.4.2.b Depersonalisation Intensity (DI)	188
5.4.3	Personal Accomplishment Subscale	189
	5.4.3.a Personal Accomplishment Frequency (PAF)	189
	5.4.3.b Personal Accomplishment Intensity (PAI)	192
5.4.4	Sex and Burnout	195
5.4.5	Age and Burnout	197
5.5.0	STRESS AND BURNOUT	198
5.5.1	Scored Stress and Burnout	198
	5.5.1.a TSS and EEF	198
	5.5.1.b TSS and EEI	199
	5.5.1.c TSS and DF	201
	5.5.1.d TSS and DI	202
	5.5.1.e TSS and PAF	203
	5.5.1.f TSS and PAI	204
5.5.2	Self-reported Stress and Burnout	206
	5.5.2.a SRS and EEF	206
	5.5.2.b SRS and EEI	207
	5.5.2.c SRS and DF	209
	5.5.2.d SRS and DI	210
	5.5.2.e SRS and PAF	211
	5.5.2.f SRS and PAI	212
5.6.0	MEANING IN LIFE AND STRESS	213
5.6.1	Purpose in Life and Scored Stress	213

	<u>PAGE</u>	
5.6.2	Purpose in Life and Self-reported Stress	215
5.6.3	Self-reported Meaning in Life and Scored Stress	217
5.6.4	Self-reported Meaning in Life and Self-reported Stress	217
5.7.0	MEANING IN LIFE AND BURNOUT	221
5.7.1	PIL and Burnout	221
	5.7.1.a PIL and EEF	221
	5.7.1.b PIL and EEI	222
	5.7.1.c PIL and DF	224
	5.7.1.d PIL and DI	225
	5.7.1.e PIL and PAF	226
	5.7.1.f PIL and PAI	227
5.7.2	SRM and Burnout	229
	5.7.2.a SRM and EEF	229
	5.7.2.b SRM and EEI	231
	5.7.2.c SRM and DF	232
	5.7.2.d SRM and DI	233
	5.7.2.e SRM and PAF	234
	5.7.2.f SRM and PAI	235
<b>CHAPTER VI</b>	<b>CASE STUDIES</b>	<b>237-373</b>
6.1.0	CASE STUDY 1	238
6.1.1	Early History	238
6.1.2	Teaching Career	240
6.1.3	Marriage and Family Life	245
6.1.4	Goals, Purposes and Values	245
6.1.5	Comments	246
6.2.0	CASE STUDY 2	248
6.2.1	Early History	249
6.2.2	Teaching Career	250
6.2.3	Marriage and Family Life	256
6.2.4	Goals, Purposes and Values	257
6.2.5	Comments	259

		<u>PAGE</u>
6.3.0	CASE STUDY 3	261
6.3.1	Early History	262
6.3.2	Teaching Career	263
6.3.3	Marriage and Family Life	267
6.3.4	Goals, Purposes and Values	268
6.3.5	Comments	269
6.4.0	CASE STUDY 4	271
6.4.1	Early History	271
6.4.2	Teaching Career	273
6.4.3	Marriage and Family Life	277
6.4.4	Goals, Purposes and Values	278
6.4.5	Comments	279
6.5.0	CASE STUDY 5	
6.5.1	Early History	281
6.5.2	Teaching Career	283
6.5.3	Marriage and Family Life	286
6.5.4	Goals, Purposes and Values	287
6.5.5	Comments	288
6.6.0	CASE STUDY 6	290
6.6.1	Early History	290
6.6.2	Teaching Career	292
6.6.3	Marriage and Family Life	297
6.6.4	Goals, Purposes and Values	298
6.6.5	Comments	299
6.7.0	CASE STUDY 7	301
6.7.1	Early History	301
6.7.2	Teaching Career	303
6.7.3	Marriage and Family Life	309
6.7.4	Goals, Purposes and Values	310
6.7.5	Comments	312

		<u>PAGE</u>
6.8.0	CASE STUDY 8	314
6.8.1	Early History	314
6.8.2	Teaching Career	315
6.8.3	Marriage and Family Life	319
6.8.4	Goals, Purposes and Values	320
6.8.5	Comments	321
6.9.0	CASE STUDY 9	323
6.9.1	Early History	323
6.9.2	Teaching Career	325
6.9.3	Marriage and Family Life	331
6.9.4	Goals, Purposes and Values	332
6.9.5	Comments	333
6.10.0	CASE STUDY 10	335
6.10.1	Early History	335
6.10.2	Teaching Career	337
6.10.3	Marriage and Family Life	341
6.10.4	Goals, Purposes and Values	342
6.10.5	Comments	343
6.11.0	CASE STUDY 11	345
6.11.1	Early History	345
6.11.2	Teaching Career	346
6.11.3	Marriage and Family Life	350
6.11.4	Goals, Purposes and Values	351
6.11.5	Comments	352
6.12.0	CASE STUDY 12	354
6.12.1	Early History	354
6.12.2	Teaching Career	356
6.12.3	Marriage and Family Life	360
6.12.4	Goals, Purposes and Values	361
6.12.5	Comments	362

	<u>PAGE</u>	
CHAPTER VII	REVIEW, MAJOR FINDINGS AND DISCUSSION	374-404
7.1.0	REVIEW	374
7.2.0	MAJOR FINDINGS	381
7.3.0	DISCUSSION	387
<b>BIBLIOGRAPHY</b>		<b>405-416</b>
<b>APPENDICES</b>		<b>417-450</b>
APPENDIX 'A'		417
APPENDIX 'B'		436
APPENDIX 'C'		437
APPENDIX 'D'		438
APPENDIX 'D'		439
APPENDIX 'F'		440
APPENDIX 'G'		441

-----