

CHAPTER - V

ANALYSIS AND INTERPRETATION OF DATA

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

## 5.1.0 Description of the sample

There are six government teacher training colleges, one Regional College of Education and thirteen private teacher training colleges in Orissa. In total, 307 teacher-educators are serving in those training colleges and in the present study all of them are taken as subjects except 37 teacher educators, the reason being that they were on leave or absent on the days of data collection in their respective institutions.

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

**Table: 5.1 Distribution of Teacher-Educators on the basis of Management**

Management	Male	Female	Total	Relative frequency (in percent)
Govt.	82	23	105	38.89
Private	133	32	165	61.11
Total	215	55	270	100.00

N = 270 Teacher-Educators

**Table: 5.2 Sex distribution of teacher-educators**

Sex	Frequency	Relative Frequency
Male	215	76.63
Female	55	20.37
Total	270	100.00

**Table: 5.3 Age Distribution of Teacher-Educators**

	Age group in years	Frequency	Relative Frequency
1.	21 - 30	36	13.33
2.	31 - 40	162	60.00
3.	41 - 50	43	15.93
4.	51 - 60	29	10.74
		270	100.00

Table: 5.4 Marital Status Distribution of Teacher-Educators

	Male	Female	Frequency	Relative Frequency
Single	49	27	76	28.15
Married	166	28	194	71.85
Divorced/ Widowed / Separated	0	0	0	0
	215	55	270	100.00

Table: 5.5 Teaching Experience distribution of Teacher-Educators

Teaching Experience in years	Male	Female	Frequency	Relative Frequency (in percent)
1-10years	139	32	171	63.33
11-20	58	20	78	28.89
21-& above	18	3	21	7.78
	215	55	270	100.00

It will be seen from Table 5.1 that the percentage of teacher-educators serving in Government institutions in the sample is quite low. It is likely that due to frequent opening of private training colleges, a large number of teacher-educators are joining those institutions as it opens job opportunity.

The number of women teacher-educators are quite low in both the government and private managed training colleges. (Table - 5.2)

Table 5.3 indicates that 60% of teacher-educators belong to 31-40 age group and only 10.74% teacher-educators belong to old age group i.e. 51-60.

Table 5.4 indicates that 71.85% of teacher-educators are married and 28.15% of teacher-educators are unmarried. But not a single case was found in the 3rd category i.e. divorced, widowed or separated.

Table 5.5 indicates that out of total sample 63.33% teacher-educators have less than 10 years of teaching experience. A less number of teacher-educators are with longer teaching experience in the profession.

#### 5.1.1 Meaning in Life

Meaning in life of teacher-educators was studied by one measure i.e Purpose in life test.

##### a. Level of Meaning in Life

Objective 1 is related to the level of meaning in life of teacher-educators as assessed by the purpose in life test.

##### b. Meaning in life/Purpose in life

Results : Sample meaning in life score Range = 53 to 137  
 Mean = 97.39  
 Median = 99.89  
 SD = 19.60

The lowest score is 53. This shows that none of the teacher-educators perceived his or her life as completely meaningless. However, the sample mean of 97.39 is very low,

lower than the mean purpose/meaning in life scores of normal population of other available studies. It is in fact lower than the mean purpose/meaning in life of Calcutta teachers (Mishra, 1986)

A comparative picture of mean purpose/meaning in life scores of some other studies, given Table 5.6 will show the low meaning in life of Teacher Educators of Orissa.

**Table: 5.6 Comparison of Mean Purpose/Meaning in life scores**

Study	Mean/ PIL score
Present study	97.39
Crumbaugh & Maholick (1964)	
Patients	99.00
Non-Patients	119.00
Crumbaugh & Maholick (1968)	
Normal Group I	118.90
Group mean	114.27
112.42	Normal Group II
	108.45
	Normal Group IV
	106.45
	Schizophrenic patients
	96.66
Doeris (1970)	
Low participating college students	100.45
High       "       "       "	106.10
Crandal and Rasmussen (1975)	108.89
Ruffin (1982)	113.05
Mehta (1982) Handicapped	102.20
Non-Handicapped	113.64
Misra (1986)	100.86

Table 5.6 reveals that the mean purpose/meaning in life scores of teacher-educators of Orissa is the lowest among all the normal non-patient samples. Existential vacuum is regarded as an affliction of the affluent society of the west and should be more pronounced among western samples. However, the mean scores of all the normal western samples were higher. Secondly, according to Frankl, existential vacuum is caused by loss of tradition in modern western society. Indians, because of their strong traditional moorings and familial support are expected to experience lesser degree of existential vacuum, have higher purpose/meaning in life scores. Under the circumstances, the low mean purpose/meaning in life score of teacher-educators of Orissa comes as a surprise and should be a cause of serious concern. The score is low also in comparison to the scores of the Indian samples. Both the handicapped and non-handicapped groups of Mehta (1982) study had higher mean purpose/meaning in life scores, ranging from 102.2 to 113.64 and Mishra's (1986) study on Calcutta teachers had a mean purpose/meaning in life score of 100.86.

The scores were grouped into three categories - low meaning (L-purpose/meaning in life), moderate meaning (M-purpose/meaning in life), and High - meaning (H-purpose/meaning in life) - on the basis of quartiles. Scores lying below the first quartile ( $Q_1$ ) i.e. 25th percentile - scores 53-84 were included in the low - meaning group; the scores between  $Q_1$  and  $Q_3$  i.e. between 25th percentile and 75th percentile - scores 85 to 111 were included in the moderate - meaning group; scores above  $Q_3$  or 75th percentile - scores 112 to 137 formed the High - meaning group. Number of teacher-educators in each category is presented in Graph.1.

The above distribution of scores also indicates that the level of meaning in life of Teacher educators of Orissa is low. The cut-off score of 112 for the High meaning in life group of Orissa samples is according to the norm of Crumbaugh

and Maholick (1969), just indicative of definite purpose and meaning in life, as score below that is regarded as an indication of indecisiveness.

**Table: 5.7. Comparison of Groups**

Study	Low meaning	Moderate meaning	High meaning
1. Crandall & Rasmussen (1975)	74-106	107-114	115-133
2. Sultana (1983)	40.94	95-116	117-140
3. Misra (1986)	55-90	91-111	112-138
4. Present study	53-84	95-111	112-137

As will be evident from Table 5.7, the score range of all the three groups in the present study is lower than the score ranges of both American and Bangladesh samples, although the minimum score in the present study is much higher than the Sultana study. In comparison to Misra's (1986) study on Indian sample both the low-meaning and moderate-meaning of present study are lower and only cut-off score for the High-meaning group is same i.e. 112.

### 5.2.0 Burnout

Objective 1 relates to the study of differential burnout among teacher-educators of Orissa.

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

Burnout has been studied in two ways. Firstly from the six subscale scores. Scores were divided into three categories, low, moderate and high. In the MBI manual, scores

are considered high if they are in the upper third of the normative distribution, moderate if they are in the middle third, and low if they are in the lower third. However, in this study the three categories are made on the basis of quartiles. Scores lying below  $Q_1$  were considered low, scores lying between  $Q_1$  and  $Q_3$  were considered moderate and scores above  $Q_3$  were considered high.

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

### 5.2.1 Emotional Exhaustion Sub scale

5.2.1.a Emotional Exhaustion Frequency (EEF) percentage distribution of responses in the 9 items of the subscale is given in Table 5.8.

**Table: 5.8 Distribution of Responses: Emotional Exhaustion Frequency**

Items	Percentage			
	Never (0)	Rarely (1 & 2)	Occasionally (3 & 4)	Frequently (5,6)
1	24.20	23.18	32.62	20.00
2	10.16	22.23	37.24	30.37
3	28.22	5.14	32.72	33.92
6	30.48	34.56	18.43	16.53
8	34.65	19.16	28.84	17.35
13	36.73	30.28	18.55	14.44
14	25.18	23.86	26.48	24.48
16	44.53	16.24	20.63	18.60
20	42.63	18.44	30.32	8.61

Table 5.8 reveals that 8.61% to 33.92% of teacher educators in the present study frequently experience these feelings of emotional exhaustion while 18.43% to 37.24% of teacher-educators occasionally experience such feelings.

Emotional Exhaustion frequency score

Sample Score Range = 0 - 51

(Possible Score Range = 0 - 59)

Mean = 24.31

SD = 13.77

Compared to American and Indian samples, the frequency of Emotional Exhaustion of teacher-educators of Orissa is more which is a great concern. This will be evident from the table below.

**Table: 5.9 Comparison of Mean and S.D. of Emotional Exhaustion Frequency**

STUDY	SAMPLE	MEAN	S.D.
Maslach & Jackson (1981)	1400 (Helping Professionals)	24.08	11.88
Iwanicki & Schwab (1981)	469 (Teachers)	22.30	11.63
Misra (1986)	345 (Teachers)	17.83	9.88
Present study	270 (Teacher-educators)	24.31	13.77

It implies teacher - educators of Orissa perceived themselves as more burnt - out in this aspect of burnout syndrome.

The scores were divided into three categories - low, moderate, high. A comparison of the numerical cut-off points of scores in the present study and the MBI normative samples are given in Table 5.11.

**Table: 5.10 Categorisation of Emotional Exhaustion  
Frequency scores: MBI, Misra study & Present study**

	Range Low	of Moderate	Experienced High	Burnout
MBI (1981)	$\leq 17$	18-29	$\geq 30$	
Misra (1986)	10	11-23	24	
Present study	$\leq 14$	15-32	$\geq 33$	

#### 5.2.1.b Emotional Exhaustion Intensity

Percentage distribution of responses in the 9 items of the subscale is given below in Table 5.11.

**Table: 5.11 Distribution of Responses : Emotional Exhaustion  
Intensity**

Item	Never (0)	Mildly (1&2)	Percentage Moderately (3,4,5)	Strongly (6 & 7)
1	24.20	20.86	35.08	19.86
2	10.84	22.62	<u>41.34</u>	28.20
3	30.18	20.72	28.28	20.82
6	28.12	30.18	30.40	<u>11.30</u>
8	26.45	28.43	22.34	22.78
13	27.52	26.78	<u>20.18</u>	25.52
14	10.28	15.24	35.66	<u>38.82</u>
16	18.92	22.36	28.54	30.18
20	20.82	26.64	30.56	21.98

Table 5.11 shows that 11.30% to 38.82% of teacher-educators in the present study experiences these feelings of emotional exhaustion strongly while 20.18% to 41.34% of them experience with moderate intensity.

Emotional Exhaustion Intensity score  
Sample score Range = 0 - 56

(Possible Score Range = 0 - 63)

Mean = 27.53

S.D. = 15.20

Compared to the American samples, the intensity of emotional exhaustion of teacher-educators is lower. But compared to Indian sample, it is more.

**Table: 5.12 Comparison of Mean & S.D. of Emotional Exhaustion Intensity**

STUDY	Sample	Mean	S.D.
Maslach & Jackson (1981)	1936 (Helping Professionals)	31.68	13.84
Iwanicki's Schwab (1981)	469 (Teachers)	29.74	13.45
Misra (1986)	345 (Teachers)	23.47	12.25
Present study	270 (Teacher-Educators)	27.53	15.20

The teacher-educators of Orissa perceived more burned out than Calcutta teachers in this aspect of burnout syndrome.

The scores were divided into 3 categories - low, moderate and high.

**Table: 5.13 Categorisation of Emotional Exhaustion Intensity scores : MBI, Misra study & Present study**

	Low	Range of Experienced Burnout Moderate	High
MBI	$\leq 25$	26-39	$\geq 40$
MISRA (1986)	$\leq 13$	14-31	$\geq 32$
Present study	$\leq 15$	16-41	$\geq 42$

As evident from Table 5.10 & 5.13 the cut off points for low and moderate in both EEF and EEI subscales for teacher-educators of Orissa are much lower except high category. Therefore, one can presume that the teacher-educators experience comparatively more in these aspects and the intensity of feeling is quite high in comparison to Misra's study (1986) on Calcutta teachers.

### Depersonalisation subscale

#### 5.2.1.c. Depersonalisation Frequency (DF)

Percentage distribution of responses in the 5 items of the subscale is given below in Table 5.14

**Table: 5.14 Distribution of Responses : Depersonalisation Frequency**

Item	Percentage			
	Never (0)	Rarely (1,2)	Occasionally (3,4)	Frequently (5,6)
5	42.18	38.12	12.14	07.56
10	<u>54.96</u>	30.17	<u>8.22</u>	<u>6.65</u>
11	48.21	20.13	15.26	16.40
15	40.46	22.18	<u>18.26</u>	<u>19.10</u>
22	52.58	30.16	8.84	8.42

The above table indicates that comparatively a very small percentage of the teacher-educators, ranging from 6.65% to 19.10%, frequently experience the feelings of depersonalisation and only 8.22% to 18.26% occasionally experience these feelings. About 55% never experience these feelings.

Depersonalisation Frequency

Sample score range = 0 - 27

Possible score range = 0 - 30

Mean = 6.72 (MBI mean = 9.40)

S.D = 5.9 ( MBI S.D. = 6.90)

Frequency of depersonalisation of the present study is low compared to the MBI norm. But it is high in comparison to Misra's study (1986) which reveals that the teacher-educators feel more in this aspect of burnout syndrome.

Iwanicki and Schwab breaks up Depersonalisation subscale into two factors and does not report norm for the combined subscale. Hence their norms have not been cited for Depersonalisation subscale.

Scores were divided in to three categories.

**Table: 5.15 Categorisation of Depersonalisation frequency scores: MBI, Misra's study&Present study**

	Range of Experienced Burnout		
	Low	Moderate	High
MBI (1981)	5	6-11	12
Misra (1986)	1	2-9	10
Present study	4	5-10	11

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

#### 5.2.1.d Depersonalisation Intensity (DI)

Percentage distribution of responses in the 5 items of the subscales is given below in Table 5.16

**Table: 5.16 Distribution of responses : Depersonalisation Intensity**

Item	Percentage			
	Never (0)	Mildly (1,2)	Moderately (3,4,5)	Strongly (6,7)
5	43.15	<u>28.26</u>	22.48	<u>6.11</u>
10	55.60	22.38	13.32	8.70
11	48.92	20.18	12.65	18.25
15	47.68	22.72	20.18	9.42
22	50.18	20.26	16.46	13.10

The above table indicates that even a smaller percentage of teacher - educators experience these feelings of depersonalisation strongly. However, comparatively larger proportion experience these feelings mildly than in a moderate degree of intensity.

Sample score Range = 0 - 32

Possible score Range = 0 - 35

Mean = 8.84 (MBI Mean = 11.71)

S.D. = 6.44 (MBI S.D. = 8.09)

The mean of the present sample is lower than MBI norm. That is, burnout of the teacher-educators of Oriessa in this measure is also low.

The sample was divided into three categories - low, moderate and high.

**Table: 5.17 Categorisation of Depersonalisation intensity scores: MBI, Misra's study & Present study.**

	Range of Experienced Burnout		
	Low	Moderate	High
MBI (1981)	VI 6	7-14	IV 15
Misra (1986)	VI 1	2-12	IV 13
Present study	VI 6	7-15	IV 16

As evident from Table 5.15, the cut off points for the three categories in Df for teacher-educators is low but from Table 5.17 it is evident that the cut off points for three categories of DI for teacher-educators is approximately same except the category for High which is one score point above the MBI implying the intensity of burnout for teacher educators which is more.

### Personal Accomplishment Subscale

5.2.1.e Personal Accomplishment Frequency (PAF) percentage distribution of responses in the 8 items of the subscale is given below in Table 5.18

Table 5.18 Distribution of Responses: Personal Accomplishment Frequency

Item	Percentage			
	Never	Rarely	Occasionally	Frequently
4	4.08	8.12	22.88	64.92
7	5.17	7.13	25.64	62.06
9	9.18	12.16	27.16	51.50
12	7.76	8.42	12.34	71.48
17	6.63	10.12	15.16	68.09
18	5.32	8.92	22.65	63.11
19	6.24	18.92	32.62	<u>42.22</u>
21	5.51	20.45	33.13	<u>40.91</u>

This shows that except in items 19 and 21, the frequency of personal accomplishment of teacher-educators of Orissa is high. They appear to be capable of dealing with the students fairly well but still lacks the feeling for positive accomplishment, of achieving something really worthwhile through their work.

Personal Accomplishment frequency score.

Sample score Range = 9 - 48

Possible score Range = 0 - 48

Mean = 28.35

S.D. = 10.70

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

**Table: 5.19 Comparison of Mean and SD of Personal Accomplishment Frequency**

STUDY	N Sample	Mean	S.D.
Maslach & Jackson (1981) (Helping Professionals)	1400	36.01	6.93
Iwanicki & Schwab (1981) (Teachers)	469	37.36	6.58
Misra (1986) (Teachers)	345	33.52	7.86
Present study (Teacher-Educators)	270	28.35	8.14

Table 5.19 shows that the present sample has a higher degree of burnout as measured by PAF subscale as a high degree of burnout is reflected in low scores on this subscale.

Scores were divided into low, moderate and high, but from the opposite direction, i.e. scores falling below  $Q_1$  was categorised as high as low personal accomplishment is indicative of high burnout, and scores above  $Q_3$  were categorised as low, as high personal accomplishment is indicative of low burnout.

**Table: 5.20 Categorisation of Personal Accomplishment Frequency scores: MBI, Misra's study & Present study**

	Range of Experienced Burnout		
	Low	Moderate	High
MBI (1981)	40	39-34	33
Misra (1986)	39	38-29	28
Present study	38	37-27	26

#### 5.2.1.f Personal Accomplishment Intensity : (PAI)

Percentage distribution of responses in the 8 items of the subscale is given in Table 5.21

**Table: 5.21 Distribution of Responses: Personal Accomplishment Intensity**

Item	Percentage			
	Never (0)	Mild (1,2)	Moderate (3,4,5)	Strong (6,7)
4	4.16	8.18	20.76	66.90
7	5.10	7.22	25.64	52.04
9	10.12	12.18	22.56	55.14
12	6.68	10.12	20.16	63.04
17	7.12	18.16	31.13	43.59
18	9.18	12.24	33.12	45.46
19	6.68	20.12	33.16	40.04
21	7.58	22.44	32.18	37.80

Table 5.21 indicates that the intensity of the feeling of personal accomplishment of the teacher-educators in the study is quite strong.

Personal Accomplishment Intensity score

Sample score Range = 10 - 55

Possible score Range = 0-56

Mean = 33.84

S.D. = 6.87

**Table: 5.22 Comparison of Mean and S.D of Personal Accomplishment Intensity**

Study	Sample	Mean	S.D
Maslach & Jackson (1981) (Helping Professionals)	1936	39.70	7.68
Iwanicki & Schwab (1981) (Teachers)	469	41.63	7.09
Misra (1986) (Teachers)	345	38.24	8.69
Present study (Teacher-educators)	270	33.84	6.87

The mean of the present sample is lower than the both American and Indian sample. That is they have a less intense feeling of personal accomplishment and are more burnt out.

Scores were categorised in to low, moderate and high, from the opposite direction as in PAF.

**Table: 5.23 Categorisation of Personal Accomplishment Intensity scores: MBI, Misra's study&present study**

	Range of Experienced Burnout		
	Low	Moderate	High
MBI (1981)	44	43-37	36
Misra (1986)	45	44-34	33
Present study	42	41-30	29

From Tables 5.21, 5.22, 5.23 - it is seen that the teacher-educators of Orissa experience a higher degree of burnout in the personal accomplishment subscale.

## Observation

Compared to the test norms as well as the norms for teachers in the Iwanicki and Schwab study, the teacher educators of Orissa had a higher level of emotional exhaustion which implies that they experience a higher level of burnout in this aspect of burnout syndrome. But in emotional exhaustion intensity aspect they feel less strongly in comparison to MBI norm and Iwanicki and Schwab study whereas they feel more strongly in comparison to Misra's study (1986) indicating a strong degree of feeling in the aspect of burnout.

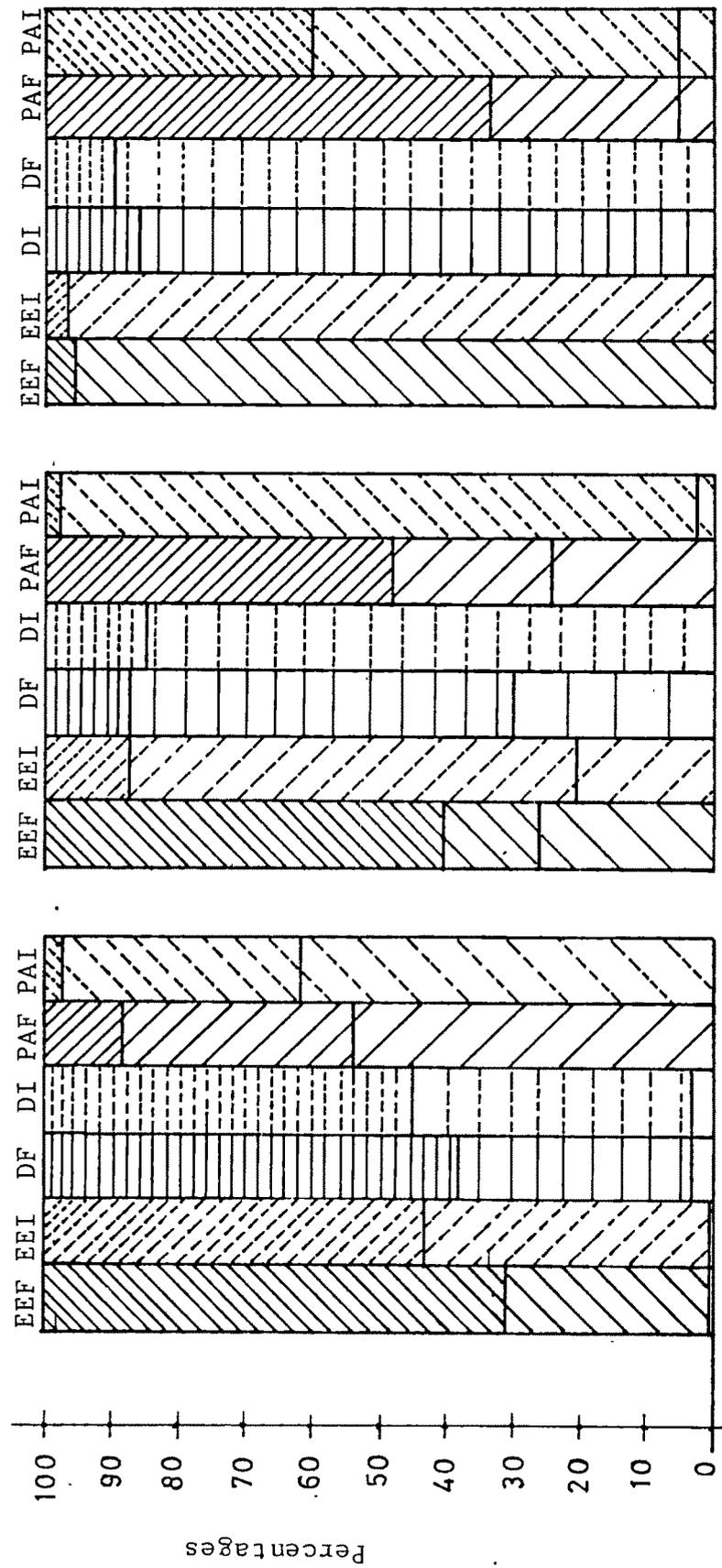
In the Depersonalisation aspect of burnout the teacher educators of Orissa are comparatively low than the MBI norm but they are quite high in comparison to Misra's study (1986) indicating more feeling of burnout in this aspect. Also in the Depersonalisation intensity they are more in comparison to Misra's study whereas equal to MBI norm except cut off points in respect of categorisation. It clearly indicates that the teacher-educators are perceived themselves more burnt out in this aspect of burnout syndrome.

In both the frequency and intensity dimension of personal accomplishment the teacher-educators of Orissa are lower than the mean score of American studies and Indian study indicating that they are more burnt out in both the dimensions of personal accomplishment aspect of burnout syndrome.

The above analysis clearly indicates that there is presence of burnout syndrome among teacher-educators of Orissa which is a great concern. If it is not checked soon there is every possibility that it may lead to further burnout and the result will be negative on the student-teachers as well as on society. These feelings of emotional exhaustion, depersonalisation may be due to over workload and lack of proper reward system. The causes are to be found out.

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

Graph 5.2



LOW

MODERATE

HIGH

LEVELS OF MIL

### 5.3.0 Relation between Meaning in Life and Burnout.

The relationship between meaning in life and burnoutness has been assessed to know the differential burnoutness among teacher-educators.

The relationship has been assessed by relating meaning in life with six scores of burnout.

#### 5.3.1.a Meaning in Life and Emotional Exhaustion Frequency

**Table: 5.24 Relation between Meaning in life and Emotional Exhaustion Frequency**

	Low	Mod	High	Total
Low	1	23	54	78
Mod	30	17	76	123
High	66	3	0	69
	97	43	130	270

$$\chi^2 = 159.46 \text{ with } 4 \text{fd } P < .001 \text{ } C = .60$$

The relation between meaning in life and the frequency dimension of Emotional Exhaustion subscale is presented in Table 5.

Percentage distribution of low, moderate and high Emotional Exhaustion groups in frequency dimension under different levels of meaning in life is shown graphically in Graph 5.2

There is a significant negative relationship between meaning in life and frequency of emotional exhaustion in teacher-educators.

### 5.3.1.b Meaning in life and Emotional Exhaustion Intensity

The relation between meaning in life and intensity dimension of Emotional Exhaustion subscale is presented in Table 5.25

**Table: 5.25 Relation between Meaning in Life and Emotional Exhaustion Intensity**

	Low	Mod	High	Total
Low	1	33	44	78
Mod	23	82	18	123
High	67	2	0	69
	91	117	62	270

$$\chi^2 = 213.84 \text{ with } 4\text{df } P < .001 \text{ } c = .66$$

Percentage distribution of low, moderate and high groups in Emotional Exhaustion intensity under different levels of meaning in life is shown graphically in Graph 5.2

There is a significant negative relationship between meaning in life and intensity of emotional exhaustion in teacher-educators.

### 5.3.1.c Meaning in life and Depersonalisation Frequency

The relation between meaning in life and the frequency dimension of Depersonalisation subscale is presented in Table 5.26

**Table: 5.26 Relation between Meaning in life and  
Depersonalisation Frequency**

	Depersonalisation Frequency			Total
	Low	Mod	High	
Low	3	27	48	78
Mod	38	69	16	123
High	59	10	0	69
	100	106	64	270

$$\chi^2 = 157.66 \text{ with } 4df \text{ } P < .001 \text{ } C = .60$$

Percentage distribution of low, moderate and high groups in Depersonalisation frequency under different levels of meaning in life is shown graphically in Graph 5.2

There is a significant negative relationship between meaning in life and frequency of depersonalisation in teacher-educators.

#### 5.3.1.d Meaning in life and Depersonalisation Intensity.

The relation between meaning in life and the intensity dimension of Depersonalisation subscale is presented in Table 5.27

**Table: 5.27 Relation between Meaning in life and  
Depersonalisation Intensity**

	Low	Mod	High	Total
Low	2	33	43	78
Mod	29	74	20	123
High	58	11	0	69
Total	89	118	63	270

$$\chi^2 = 155.98 \text{ with } 4\text{df } P < .001 \text{ C} = .60$$

Percentage distribution of low, moderate and high groups in Depersonalisation intensity under different levels of meaning in life is shown graphically in Graph 5.2.

There is a significant negative relationship between meaning in life and intensity of depersonalisation of teacher-educators.

### 5.3.1.e Meaning in life and Personal Accomplishment Frequency

The relation between meaning in life and the frequency dimension of Personal Accomplishment subscale is presented in Table 5.28

**Table: 5.28 Relation between meaning in life and Personal Accomplishment Frequency**

	Low	Mod	High	Total
Low	42	27	9	78
Mod	29	29	65	123
High	4	19	46	69
Total	75	75	120	270

$$\chi^2 = 62.55 \text{ with } 4\text{df } P < .001 \text{ C} = .43$$

Percentage distribution of low, moderate and high groups in personal Accomplishment frequency under different levels of meaning in life is shown graphically in Graph 5.2

There is a significant positive relationship between meaning in life and frequency of personal accomplishment (low personal accomplishment being indicative of burnout) of teacher-educators.

### 5.3.1.f Meaning in life and Personal Accomplishment Intensity

The relation between meaning in life and the intensity dimension of Personal accomplishment subscale is presented in Table 5.29

**Table: 5.29 Relation between Meaning in life and Personal Accomplishment Intensity**

	Low	Mod	High	Total
Low	48	28	2	78
Mod	22	77	24	123
High	3	38	28	69
Total	73	143	54	270

$$\chi^2 = 84.25 \text{ with } 4df \text{ } P < .001 \text{ } C = .48$$

Percentage distribution of low, moderate and high groups in personal accomplishment intensity under different levels of meaning in life shown graphically in Graph 5.2

There is a significant positive relationship between meaning in life and intensity of personal accomplishment of teacher-educators.

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

In general, a very strong association is noticed between meaning in life and burnout. Meaning in life is negatively related with all the subscales of burnout. High meaning help teacher-educators to experience low burnout and low meaning lead to experience high burnout.

The hypothesis that the teacher-educators high in meaning in life will be low in burnout is, thus confirmed. The other hypotheses that the teacher-educators low in meaning in life will be high in burnout, is also retained.

#### 5.4.0 Meaning in life and Work-orientation

Objective 2 was studied by establishing the difference in mean purpose/meaning in life score and mean work orientation score. The 't' test was applied to see if exists any difference in work-orientation of high purpose/meaning in life group and low purpose/meaning in life group.

Table:5.30 't' test for Achievement orientation

	Mean	SD	N	D	Meandiff	CR
High - purpose/ meaning in life	39.13	3.70	69	.55	22.82	41.34
Low - Purpose/	16.31	2.88	78			**

\*\* Significant at .001 level of significance

To test the objective 2 the null hypothesis was drawn that there will be no difference in work-orientation of high-purpose/meaning in life group and low - purpose/meaning in life group.

The computed value for 't' was significant at .001 level of significance. Hence the null hypotheses cannot be retained.

Table 5.30 reveals that there exists a significant difference in achievement orientation of work-orientation among the high and low - purpose/meaning in life group. Furthermore the high - purpose/meaning in life group shows achievement orientation in work-orientation.

Table: 5.31 't' test for Affiliation Orientation

	Mean	SD	N	ND	Mean diff	CR
High PIL group	15.65	2.34	69	.73	20.87	28.78
Low PIL group	36.52	5.90	78			**

The null hypothesis that there will be no difference in Affiliation orientation of work-orientation among high & low meaning in life group was rejected as the computed 't' value was much more than the required table value to be significant at .001 level of significance. Hence it clearly reveals that the low-meaning in life group has affiliation orientation in work-orientation.

It can be concluded that the high - in meaning in life shows achievement orientation whereas low in meaning in life shows affiliation orientation on work orientation.

It can be said that meaning in life contributes a lot towards orientation to work of a person. The positive association between meaning in life and work orientation points to the importance of work in one's life. The teacher educators who have a higher meaning in life derive meaning from many sources; involvement with many enduring sources of satisfaction makes life more meaningful (Klinger, 1977). Similar results were obtained with the meaning in life by Doeris, (1970), Misra (1986). Accordingly Frankl (1960), work usually represents the area in which the individuals uniqueness stands in relation to society and thus acquires meaning and value. The existential importance of work is more clearly seen when work is entirely eliminated from a person's life as in unemployment or retirement which often plunges the individual into depression and apathy and loss of

purpose. Work is the area in which an individual usually finds self-fulfilment. Hence, a person who derives a high level of meaning or value from his or her work is also likely to find existence more purposeful.

The teacher - educators who are low in PIL shows affiliation orientation in work orientation. It is quite natural that if a person is unable to find some meaning in life will be alienated from work. Work is an intensely expressive activity (Marx); it is the way in which people "objectify" or "actualize" themselves (Schacht, 1970). For this reason, workers ideally identify themselves with the products of their labour and look on them as sources of profound satisfaction. But in this modern era, the teacher-taught relationship is quite superflous and the teacher is unable to accrue some satisfaction after producing them. Moreover due to changing complexity in society makes them work for work sake only. There appears a sense of meaninglessness towards work and towards self which leads to alienation in work.

#### 5.5.0 MAJOR FINDINGS

##### Meaning in life

The level of meaning in life of the sample in the present study as measured by the PIL is low - the mean: 97.39 is lower than the mean PIL scores of normal populations of other available studies which range from 110.03 (Yarnel, 1971) to 119.00 (Crumbaugh and Maholick, 1964) and also lower than the mean PIL of Calcutta teachers. (Mean: 100.86, Misra, 1986).

##### Level of Burnout

Emotional Exhaustion subscale :

Frequency (EEF) - Mean = 24.31

Intensity (EEI) - Mean = 27.53

The mean emotional exhaustion of the sample is more than the original MBI norm mean (EEF = 24.08).

The mean emotional exhaustion intensity of the sample is lower than the original MBI norm mean (31.36). The teacher-educators of Orissa have a higher degree of burnout in frequency dimension of emotional exhaustion subscale but they have a lower level of burnout in intensity dimension of it.

#### **Depersonalisation subscale**

Frequency (DF) - Mean = 6.72

Intensity (DI) - Mean = 8.84

The mean Depersonalisation of the sample is lower than the norm mean of original MBI sample (DF: 9.40; DI: 11.71). The teacher-educators of Orissa have a lower degree of burnout in the Depersonalisation subscale.

#### **Personal Accomplishment subscale**

Frequency (PAF) : Mean = 28.35

Intensity (PAI) : Mean = 33.84

The mean personal accomplishment of the present sample is lower than the norm mean of original MBI sample (PAF: 36.01; PAI: 39.70). The teacher-educators of Orissa thus have a high level of burnout in the personal accomplishment subscale.

#### **Work-orientation**

From the study it reveals that the people do work with different orientations. The present sample shows a clear indication that the teacher-educators were working with affiliation orientation and achievement orientation.

### Relationship between Meaning in Life and Work-Orientation

There exists a significant difference in the work orientation of high and low meaning in life group. Those teacher-educators who are high in meaning in life (Mean PIL = 112 and above) showed achievement orientation (Mean = 39.13) in work orientation and those teacher-educators who are low in meaning in life (Mean PIL=84 and below) showed affiliation orientation (Mean = 36.52) in work orientation. The teacher-educators high in meaning in life have a mean score of 15.65 in affiliation orientation whereas the low in meaning in life have a mean score of 16.31 in achievement orientation.

Achievement orientation =  $t = 41.34$

significant at .001 level

Affiliation orientation =  $t = 28.78$

significant at .001 level

### Relationship between Meaning in Life and Burnout

There exists a significant negative relationship between meaning in life and all the six burnout subscales.

PIL and EEF :  $\chi^2 = 157.46$  with 4df  $P < .001$

PIL and EEI :  $\chi^2 = 213.84$  with 4df  $P < .001$

PIL and DF :  $\chi^2 = 157.66$  with 4df  $P < .001$

PIL and DI :  $\chi^2 = 155.98$  with 4df  $P < .001$

PIL and PAF :  $\chi^2 = 62.55$  with 4df  $P < .001$

PIL and PAI :  $\chi^2 = 84.25$  with 4df  $P < .001$

It indicates that the high meaning is associated with low burnout and low meaning is associated with high burnout. It can be concluded that educators high in meaning in life are low in burnout and teacher-educators low in meaning in life are high in burnout. It confirms to the Frankl's contention that the person high in meaning will be glow-on, low in meaning will be burnout and average meaning leads to rustout.