

CHAPTER - V

ANALYSIS OF DATA

5.1 INTRODUCTION

The objectives of the study have been listed earlier. The methods and techniques used have been enumerated in the previous chapter along with suitable instruments utilized and data collection procedure. Hypotheses were formulated on the basis of the objectives. In this chapter the data so collected has been analysed and tested to verify if the assumed hypotheses are true.

Hypotheses deal with different issues and correlates of the study. The identification of the levels of glow-onness in the teachers, the levels of meaningfulness and purposefulness in their lives as categorised will be verified. Similarly, the level of self-concept of the teachers, the concept of work values and Achievement motivation will also be tested by the help of appropriate measures.

Glow-onness and burnoutness are experiences which are in continuum. There is no dichotomy on this experience but there are levels of experiences of glow-onness or burnoutness.

The various independent factors like age, sex, marital status and teaching experiences of teachers plays a vital

role in the lives of teachers and in their teaching profession. The relationship of glow-onness and burnoutness with these factors will be examined by treating each of them separately, and the results and outcomes interpreted through appropriate statistical techniques.

The study aims particularly on the comparison between the tribal and non-tribal teachers. This aspect will be taken care of throughout.

The case studies of Ursuline schools is carried out on the basis of the reports of the managers through check-list A and the responses of teachers by Check-list B.

5.1.1 The Sample Description

Before proceeding with the presentation of analysis, the sample description on management and segment basis is being given below in tables.

Table 5.1 : Teachers on different management basis.

Selected Samples			
Management	No. of Schools	No. of Teachers	Relative Frequency percentage
1. Ursuline	13 (50.00%)	133	60.45
2. Government	8 (30.76%)	55	25.00
3. Others	5 (19.23)	32	14.54
	26 (100.0%)	N= 220	100.00%

MANAGEMENTWISE DISTRIBUTION OF SCHOOLS

DIAGRAM 5.1

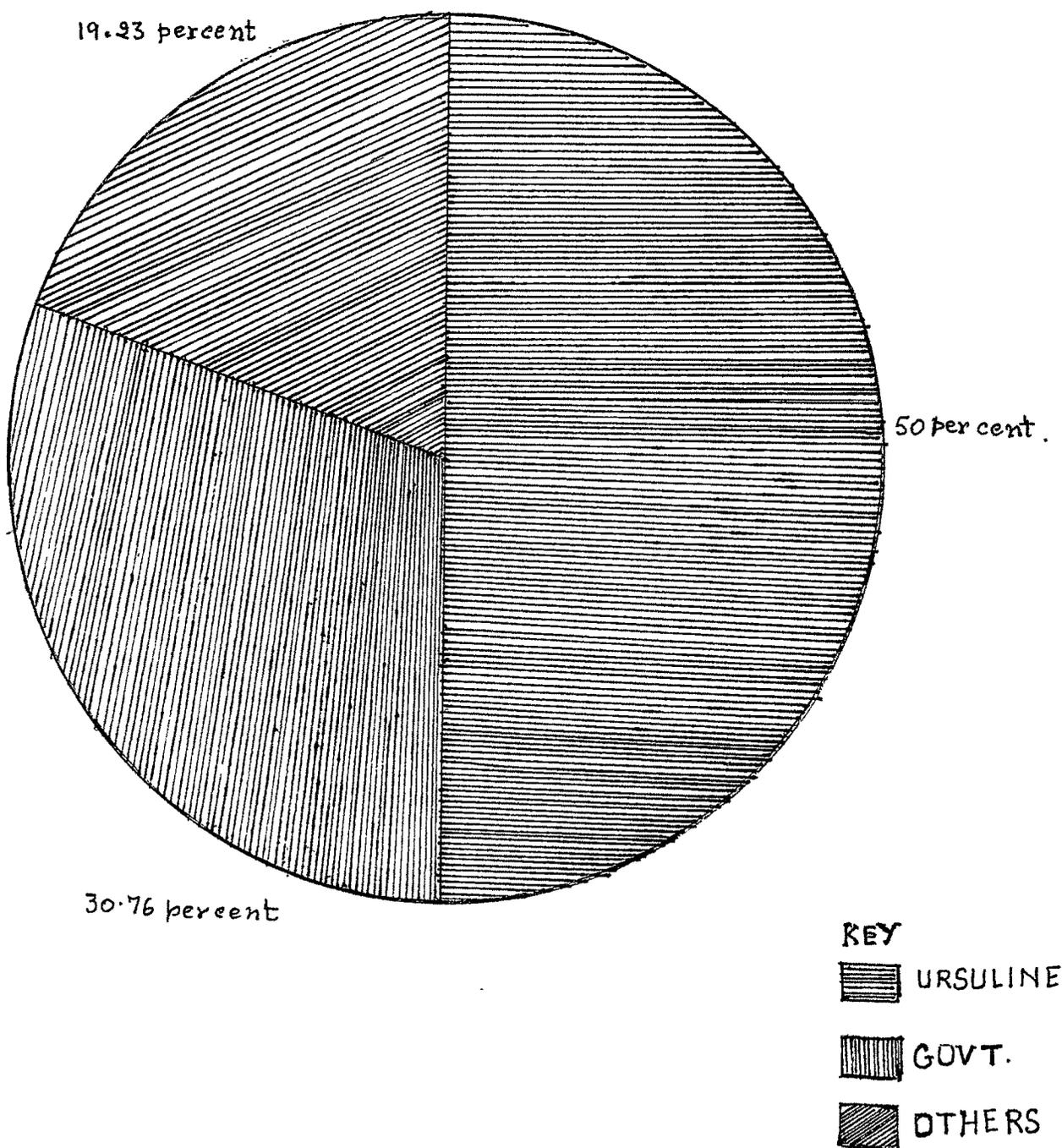


Table 5.2 : Description of Sample

Group	Sex	No. of Teachers	Relative Frequency (Percentage)
Tribals	Male	21	9.54
	Female	122	55.45
Non-Tribal	Male	51	23.18
	Female	26	11.81
N= 220			99.98 (100%)

Table 5.1 indicates the sampled teachers selected from 13 Ursuline schools comprise 60.45 per cent. The rest of the sample was taken from Government schools (8) comprising 25 per cent of the teachers and 14.54 per cent of teachers are from other managements which are 5 in number.

Table 5.1 is shown by a pie diagram. (Diagram No.501)

Table 5.2 gives the detailed sample description on Tribal/Non-Tribal aspect and male female in the sample. A total of 143 tribal teachers - 21 male and 122 female were selected from the schools detailed above in table 5.1. Similarly from the same schools a total of 77 non-tribal teachers - 51 male and 26 female participated in this study.

5.1.2 Interpretation of Data Objective-wise.

Objective 1 : To identify the 'Glow-on' and 'Burn-out' teachers in the High Schools of Chotanagpur.

The identification was done on the basis of the Maslach Burnout Inventory which is meant to measure the levels of burnoutness of those engaged in people work. The inventory has three subscales of Emotional Exhaustion, Depersonalisation and Personal Accomplishment. All the three subscales are assessed both in frequency and intensity dimensions.

5.1.3 (a) Identification of Glow-on Teachers.

The third subscale of Maslach Burnout Inventory, namely Personal Accomplishment both in frequency and intensity has been used to identify the Glow-on teachers. The manual (p.1 Appended) states "The Personal Accomplishment subscale assesses feelings of competence and successful achievement in one's work with people". For this purpose, whereas the manual states that, the higher the scores on this subscale both on frequency and intensity, the lower the burnout and lower scores are considered high in burnout. This implication has therefore been taken to identify glow-on teachers. Higher scores on this subscale in this study are used to categorise high glow-on teachers and middle scores to identify moderate glow-on teachers and lower scores are categorising low glow-on teachers. The identified glow-on teachers will be presented in tables 5.3 and 5.4 with percentages.

Table 5.3 : Percentage of Tribal and Non-Tribal Glow-on
Teachers on Personal Accomplishments Frequency-wise.

Teachers	Total No. of Teachers	Low	Moderate	High
Tribal	143 (65%)	66 (30%)	44 (20%)	33 (15%)
Non-Tribal	77 (35%)	38 (17.27%)	16 (7.27%)	23 (10.45%)
Grand Total	220 (100%)	103 (46.81%)	60 (27.27%)	56 (25.45%)

Table 5.4 : Percentage of Tribal and Non-Tribal Glow-on
Teachers on Personal Accomplishment Intensity-wise.

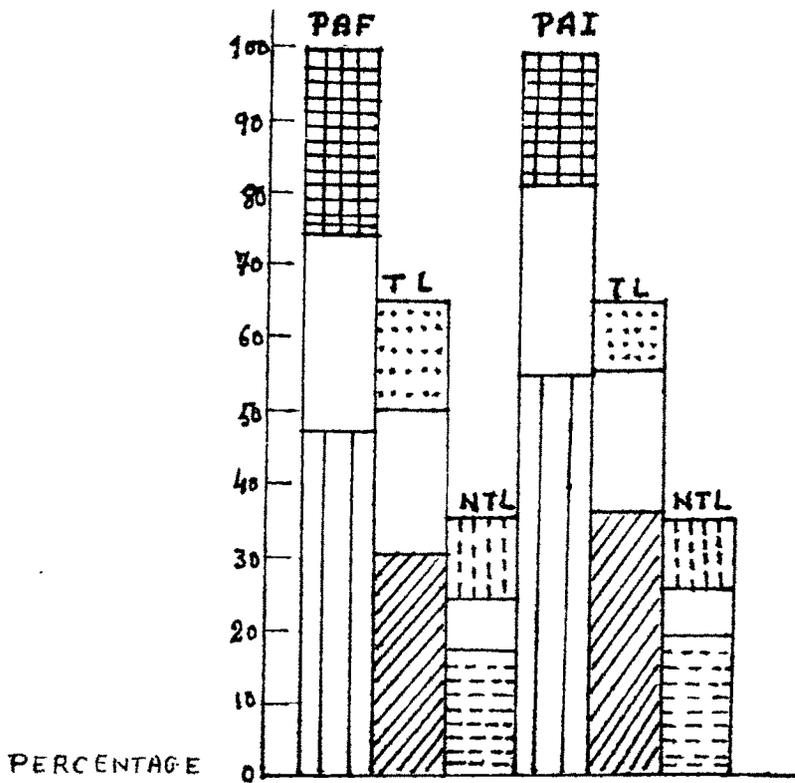
Teachers	No. of Teachers	Low	Moderate	High
Tribal	143	79	43	21
	% 65.00	30.50	19.54	9.54
Non-Tribal	77	42	15	20
	% 35.00	19.09	6.81	9.09
Total N=	220	121	58	41
	% 100.00	55.00	26.36	18.63

Table 5.3 and 5.4 are graphically presented with Graph No.5.1.

The mean and Standard Deviation (S.D.) of the sampled Tribal and Non-Tribal teachers on Personal Accomplishment Frequency are presented in Table 5.5.

GLOW ON TEACHERS ON PAF AND PAI SUBSCALES

GRAPH:5.1



KEY

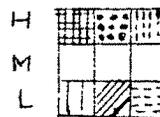


Table 5.5 : Mean score of the sampled Tribal and Non-Tribal Teachers on Personal Accomplishment Frequency-wise.

Teachers	Number	Mean	S.D.
Tribal	143	33.69	7.35
Non-Tribal	77	33.46	9.16
Total N =	220	33.58(Gen.)	8.01

The mean of Personal Accomplishment Frequency (of Table 5.5) cannot be compared with original MBI PAF which measured burnoutness. In the present study it is meant to measure glow-onness of teachers. There is a difference of 0.11 in the group mean from Tribal teachers' mean and a difference of 0.23 from the Non-Tribal teachers' mean. The Tribal Teachers' mean is higher than the non-tribal teachers' mean.

Table 5.6 : Mean and S.D. of the Tribal and Non-Tribal Teachers on Personal Accomplishment Intensity-wise.

Teachers	Number	Mean	S.D.
Tribal	143	34.91	8.88
Non-Tribal	77	35.09	10.10
Total	220	34.92	9.33

As presented in table No.5.6 the group mean does not differ from the sampled Tribal teachers' mean. It is a difference of 0.01. But the sampled Non-Tribal teachers' mean differs from the group mean for 0.17. Among the Tribal and Non-Tribal Teachers' mean, the latter is higher than the former.

(b) Identification of Burnout Teachers

Objective 1 also relates with identification of burnout teachers of Chotanagpur.

(i) Identification of Emotional Exhaustion Frequency.

As there is no total burnout score, the two subscales of Maslach Burnout Inventory i.e., Emotional Exhaustion and Depersonalisation have been scored separately and each in its frequency and intensity dimensions. Thus, Burnoutness of teachers has been studied from these four subscales. Scores were divided into three categories of low, moderate and high. In the MBI manual (Ref. Appendix No.B) scores were 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. For categorisation of the burnout teachers, the norm of the MBI manual has been followed.

The extent of burnout^{ness} was assessed from the mean scores of the two subscales. Mean scores of the sampled teachers and mean scores of Tribal and Non-Tribal teachers have been considered separately. The data is presented in Table 5.7

Table 5.7 indicates that the highest percentage of teachers (45 %) falls in the moderate level of burnout on this dimension. The high burnout percentage of 31.81 comes after the moderate group.

Table 5.7 : Percentage of the Tribal and Non-Tribal Burnout Teachers on the Emotional Exhaustion Frequency-wise.

Teachers	Number	Low	Moderate	High
Tribal	143	26	63	54
	% 65.00	11.81	28.63	24.54
Non-Tribal	77	25	36	16
	% 35.00	11.36	16.36	7.27
Total N =	220	51	99	70
	% 100.0	23.18	45.00	31.81

The trend of the tribal teachers is similar to the total group i.e., the highest number and percentage is falling under moderate and high level of burnoutness is following. While in the Non-Tribal group only the highest percentage of burnout level (moderate) is according to the general trend but the high burnout teachers are lesser than the low burnout group. It implies that fewer Non-Tribal teachers experience high level of burnoutness. The percentage of the low burnout tribal and Non-Tribal teachers is closer to each other with a very minor difference of .45 per cent.

The mean scores of the Tribal and Non-Tribal Teachers given below in Table 5.8 will help further understanding of burnout on emotional exhaustion frequency-wise.

Table 5.8 : Mean Scores of the Burnout Sampled Tribal and Non-Tribal Teachers on Emotional Exhaustion Frequency-wise.

Teachers	Number	Mean	S.D.
Tribal	143	26.26	8.39
Non-Tribal	77	22.31	8.06
Total	220	24.92	8.42

Mean Scores of the Tribal and Non-Tribal Sampled teachers given in Table 5.8 reveal that Tribal Teachers have higher mean than the general group mean. The Non-Tribal Teachers have the lowest mean on this Emotional Exhaustion Frequencywise.

Compared to the American and Indian Samples, the frequency of Emotional Exhaustion of teachers of Chotanagpur, is more. This will be evident from the table 5.9 below :

Table 5.9 : Comparison of Mean and S.D. of Emotional Exhaustion Frequency. With Original MBI Mean.

Study	Sampled Teachers	Mean	S.D.
Maslach & Jackson (1981)	1400 (Helping Professionals)	24.08	11.88
Twanicki & Schwab(1981)	469 (Teachers)	22.30	11.63
Misra (1986)	345 (Teachers)	17.83	9.88
Mohanti(1991)	270 (Teacher Educators)	27.53	15.20
Present Study	220 (Group) (Teachers)	24.92	8.42
	Tribals (143)	26.26	8.39
	Non-Tribal (77)	22.31	8.06

(ii) Emotional Exhaustion Intensity.

The feelings of burnoutness in Emotional Exhaustion can be experienced not only on frequency dimension but also in its intensity. It may happen that a person feels exhausted few times a month or year but the same can be far reaching in depth than in a number of times which can be lighter in measure.

On the basis of the cut-off points, the number of teachers on Emotional Exhaustion Intensity are being given below in Table 5.10.

Table 5.10 : Number of teachers and percentage on Emotional Exhaustion Intensitywise.

Teachers	Number	Low	Moderate	High	
Tribal	143	46	78	19	
	%	65.00	20.90	35.45	8.63
Non-Tribal	77	32	37	8	
	%	35.00	14.54	16.81	3.63
Total N =	220	78	115	27	
	%	100.0	35.45	52.27	12.27

Table 5.10 indicates that the sampled Tribal and Non-Tribal burnout teachers experience these feelings of emotional exhaustion moderately. The highest number of teachers experiences it moderately. The number of those who experience emotional exhaustion intensely and in high degree are the

smallest. Those who experience it in the low degree is second highest in number.

Table 5.11 : Means Scores of the Sampled Burnout Tribal and Non-Tribal Teachers on Emotional Exhaustion Intensitywise.

Teachers	Number	Mean	S.D.
Tribal	143	29.69	8.90
Non-Tribal	77	28.57	8.96
Total N =	220	29.38 (Group Mean)	8.93

Table 5.11 indicates that the Tribal teachers have a slightly higher (0.31) mean than the group mean. The Non-Tribal teachers have the lowest mean in the Emotional Exhaustion intensity-wise.

Compared to both the American and Indian samples, the intensity of emotional exhaustion of teachers of Chotanagpur is higher. This will be evident from Table 5.12.

On observing Table 5.12 it is evident that the mean of scores of the sampled Chotanagpur teachers on Emotional Exhaustion Intensity is higher excepting that of Maslach & Jackson (1981) and Iwanicki's and Schwab (1981). On Indian studies too the mean of Chotanagpur teachers is higher than Mišra Study (1986) and Mohanty's (1991). On bifurcation, the mean score of Tribal teachers is yet higher. Due to various

Table 5.12 : Comparison of Mean and S.D. of Emotional Exhaustion Intensity with Original MBI and Indian Studies.

Study	Sample	Mean	S.D.
Maslach & Jackson (1981) (Original)	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
Mohanty (1991)	270 (Teacher Educators)	27.53	15.20
Present Study	220 (Teachers)	29.38	8.93
	Tribal	29.69	8.90
	Non-Tribal	28.57	8.96

reasons teachers experience these feelings of Emotional Exhaustion in their lives. It is a cause of concern for managements and for the society that perceptions of such feelings will be reflected upon the work of the teachers. The factors may be various which could cause to bring such feelings. They have to ^{be} studied still further in depth.

(c) Depersonalisation Subscale.

Depersonalisation sub-scale on both Frequency and Intensity is the second scale to measure burnoutness.

(i) Identification of Burnoutness.

The scale or the measure by which the three levels of

burnoutness are categorised is given in the MBI scoring Manual (See Appendix B).

In accordance with the MBI manual the scores of the teachers were categorised into three low moderate and high, both on frequency and intensity-wise.

Table 5.13 : Percentage of Sampled Tribal & Non-Tribal Burnout Teachers on Depersonalisation Frequencywise.

Teachers	Number	Low	Moderate	High
Tribal	143	7	56	80
	% 65.00	3.18	25.45	36.36
Non-Tribal	77	7	37	33
	% 35.00	3.18	16.81	15.00
Total	220	14	93	113
	% 100.0	6.36	42.27	51.36

Table 5.13 indicates that more than half of the teachers of Chotanagpur under this study perceive burnoutness on this burnout syndrome. The trend lowers down to moderate burnout and the number is very low on the low burnout level. The same trend is seen both in Tribal as well as Non-Tribal groups.

As per earlier Table No.5.7 comparing Emotional Exhaustion frequency scores with the Depersonalisation Frequency score, it is interestingly evident that the teachers in this study are not experiencing emotional exhaustion to that extent as

they are experiencing depersonalisation burnout. The question arises why the teachers feel depersonalisation feelings to a greater extent? This phenomena needs to be studied indepth.

(ii) Identification of the Tribal and Non-Tribal Teachers on Depersonalisation Intensitywise.

The scale for categorisation of Depersonalisation in Intensity is given in MBI Manual (See Appendix B) on the basis of the range of experienced burnout the number of teachers categorised will be given in Table 5.14.

Table 5.14 : Percentage of Sampled Tribal and Non-Tribal Burnout Teachers on Depersonalisation Intensitywise.

Teachers	Number	Low	Moderate	High
Tribal	143	13	60	70
	% 65.00	5.90	27.27	31.81
Non-Tribal	77	2	38	37
	% 35.00	0.90	17.27	16.81
Total	220	15	98	107
	% 100.0	6.81	44.54	48.63

Table 5.14 indicates that the highest number of teachers in this intensity aspect perceive feelings of high burnout. This feeling is strong and deep. The number slides downward to moderate 44.54 per cent experience these feelings moderately

and on low level only 6.81 per cent experience^{it.} However, the Non-Tribal teachers are more on the moderate level than on the high.

As in Depersonalisation frequency dimension, the question can arise as to how and why the sampled teachers of Chotanagpur experience more burnout feelings on Depersonalisation intensity-wise than on Emotional Exhaustion intensity-wise. This phenomenon too needs to be studied more in depth.

Sampled burnout Teachers on Emotional Exhaustion F and I and Depersonalisation F & I are graphically presented in Graph No. 5.2.

Table 5.15 : Comparison of the Mean Scores of Emotional Exhaustion Frequency and Intensity and Depersonalisation F and I with the Original MBI and other Studies.

Scales	MBI 1981 Mean	Misra 1986 Mean	Mohanty 1991 Mean	Present Mean
E.E.F.	24.08	22.30	24.31	Gen. 24.92 Tl. 26.26 NTl. 22.31
E.E.I.	31.68	23.47	27.53	Gen. 29.38 Tl. 29.69 NTl. 28.57
Depersonalisa- tion F	9.40	5.68	6.72	Gen. 12.32 Tl. 12.58 NTl. 11.83
Depersonalisa- tion I	11.71	7.76	8.84	Gen. 14.84 Tl. 14.74 NTl. 15.06

Note: Gen. = General; Tl. = Tribal; NTl. = Non-Tribal.

BURN OUT TEACHERS ON EEF, EEI DF AND DI SUBSCALES

GRAPH: 5:2

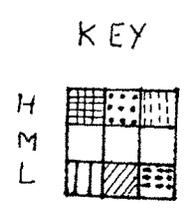
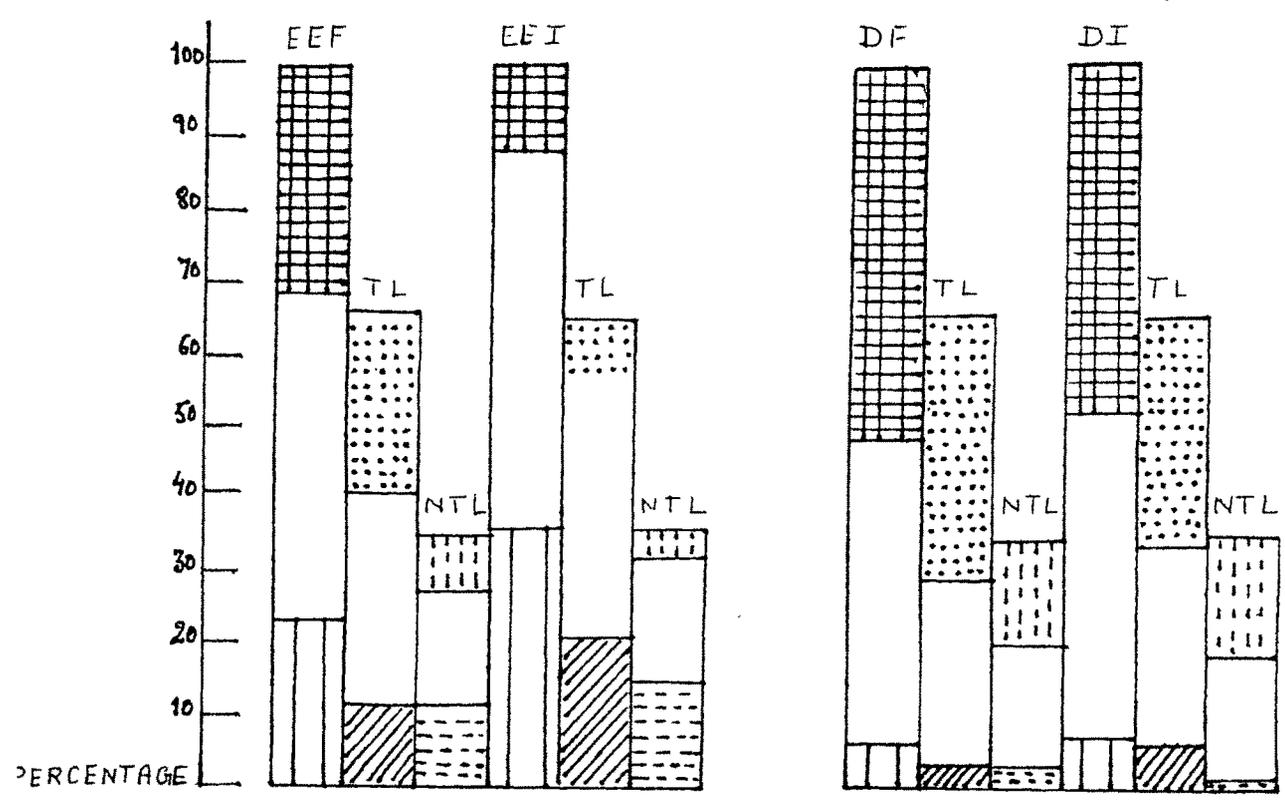


Table 5.15 reveals that compared to original MBI the mean of the present study is higher - both General Mean and the Tribal and Non-Tribal Sampled teachers on both the subscales and also in all the dimensions. Besides, the higher mean on intensity dimension is observed in all the studies.

5.2 THE GLOW-ON AND BURNOUT TEACHERS IN RELATION TO SELECTED VARIABLES

Objective 2 states : To Study the Glow-on and burnout teachers in relation to selected variables like (i) Sex, (ii) Age, (iii) Marital Status, and (iv) Teaching Experiences.

The Various independent factors like sex, age, marital status and teaching experience have a bearing upon the life and work of teachers helping them in proportion to glow-on or burnout. They have been treated hypothesis-wise.

Hypothesis 1 : There will be no significant difference between the glow-on male and female teachers on Personal Accomplishment Frequency and Intensitywise.

Hypothesis 1 measures the relationship of Male and Female teachers on Personal Accomplishment Frequency and Intensitywise through contingency Chi-Square presented in Table No.5.16(a) and 5.16(b) as follows :

Table 5.16(a) : Male-Female Distribution of Glow-on Teachers on Personal Accomplishment Frequency.

		Low	Moderate	High	Total
Male	fo	32	18	22	72
	fe	34.03	19.63	18.32	
Female	fo	72	42	34	148
	fe	69.96	40.36	37.67	
Total		104	60	56	220

$$x^2 = 1.48 \quad \text{at df 2. Not Significant at .05 level.}$$

Glow-on teachers on the basis of their sex donot differ on personal Accomplishment frequency level (Chi-Square $x^2 = 1.48$ at dt. 2 is not significant). Therefore Ho 1 on Frequency level is retained.

Table 5.16(b) : Male-Female Distribution of Glow-on Teachers on Personal Accomplishment Intensity.

		Low	Moderate	High	Total
Male	fo	32	20	20	72
	fe	39.60	18.98	13.41	
Female	fo	89	38	21	148
	fe	81.40	39.01	27.58	
Total		121	58	41	220

$$x^2 = 7.04 \quad \text{df.}=2$$

Significant at .05 level

As the results of Chi-square of Table 5.16(b) reveal that there is significant difference between male and female glow-on teachers on PAI sub-scale. Hence Ho 1 on this part is rejected.

Hypothesis 2 : measures the relationship of age groups of Glow-on teachers on Personal Accomplishment frequency and intensity-wise through contingency Chi-square presented in Table No.5.17(a) and 5.17(b).

Table 5.17(a) Age-wise glow-on Teachers on Personal Accomplishment Frequencywise.

Age-Group (in Years)		Low	Moderate	High	Total
21-30 years	fo	28	20	16	64
	fe	30.25	17.45	16.29	
31-40 years	fo	45	29	20	94
	fe	44.43	25.63	23.92	
Above 40 Yrs.	fo	31	11	20	62
	fe	29.30	16.90	15.78	
Total		104	60	56	220

$\chi^2 = 4.93$ at df.4 Not significant.at .05 level.

Table 5.17(b): Age-wise glow-on Teachers on Personal Accomplishment Intensitywise.

Age-Group		Low	Moderate	High	Total
21-30 years	fo	37	15	12	64
	fe	35.20	16.87	11.92	
31-40 years	fo	53	26	15	94
	fe	51.70	24.78	17.51	
Above 40 yrs	fo	31	17	14	62
	fe	34.10	16.34	11.55	
Total		121	58	41	220

$\chi^2 = 1.58$ at $df.=4$ not significant. at .05 level.

Both tables 5.17(a) and 5.17(b) indicate that the number of low glow-on teachers on age basis is higher than either the moderate or high glow-on teachers' number. In both subscales the Chi-square is not significant. Hence Hypothesis No.2 is retained. It proves that age does not make a difference in the teaching profession of a teacher. He/she can remain glowing on in his/her level irrespective of age.

Hypothesis 3 measures the relationship of married and unmarried teachers on Personal Accomplishment Frequency and intensitywise. The data is presented in Table No.5.18(a)&(b).

Table 5.18(a): Marital Status of Glow-on Teachers on Personal Accomplishment Frequencywise.

Marital Status		Low	Moderate	High	Total
Married	fo	64	21	29	114
	fe	53.89	31.09	29.01	
Unmarried	fo	40	39	27	106
	fe	50.10	28.90	26.98	
Total		104	60	56	220

$\chi^2 = 15.66$ with df. = 2
Significant at .01 level P 01

Table 5.18(b): Marital Status of Glow-on Teachers on Personal Accomplishment Intensitywise.

Marital Status		Low	Moderate	High	Total
Married	fo	60	24	23	107
	fe	58.85	28.20	19.94	
Unmarried	fo	61	34	18	113
	fe	62.15	29.79	21.05	
Total		121	58	41	220

$\chi^2 = 2.18$ df = 2 Not significant at .05 level.

Table 5.18(a) reveals that on the three levels - low moderate and High the number of married and unmarried teachers is almost equal except in the married low level which is higher than the unmarried low level by 24. In the moderate glow-on level the number of unmarried teachers is higher than the married by 18. The total number of married teachers

is higher than the number of unmarried teachers (by 8). The married teachers in their marital status glow-on due to a happily married and family life and the joys derived there from or the unmarried teachers in their single and some religious sisters in their dedicated life add to the glow-on, it cannot be said convincingly. Yet the number of highly glowing on teachers is almost ^{equal} to the moderate glowing on teachers.

Chi-square value 15.66 with df. 2 significant at .01 level.

Therefore Hypothesis 3 is rejected in this aspect of glow-on(PAF).

However on the intensity aspect ^{18(b)} of the subscale the Chi-square test results show none significant with the same teachers. Here the number of unmarried teachers on the low glow-on level is higher. Does this influence the non-significance of the test results? It may be assumed that the higher number of low-glow on teachers on Personal Accomplishment sub-scale does not bring significant difference in the level of glow-onness. However they glow-on not in strength (intensely) but only frequently. The Chi-square results show that it does not reach to the prescribed level of significance. Therefore Hypothesis No.3 is partly retained.

Hypothesis No.4 measures the relationship of teaching experience/of glow-on teachers on Personal Accomplishment Frequency and intensitywise. The data of the same is presented in Table No.5.19(a) and 5.19(b) as follows :

Table 5.19(a) : Teaching Experience of Glow-on Teachers on Personal Accomplishment Frequencywise.

Teaching Experience (in years)		Low	Moderate	High	Total
0-9 years	fo	56	37	27	120
	fe	56.72	32.72	30.54	
10-19 years	fo	27	16	15	58
	fe	24.41	15.81	14.76	
20 years and above	fo	21	7	14	42
	fe	19.85	11.45	10.69	
Total		104	60	56	220

$x^2 = 3.81$ df = 4 is not significant at .05 level

Table 5.19(b) : Teaching Experience of Glow-on Teachers on Personal Accomplishment Intensity Level.

Teaching Experience		Low	Moderate	High	Total
0-9 years	fo	72	29	19	120
	fe	66.00	31.63	22.36	
10-19 years	fo	30	18	10	58
	fe	31.90	15.29	10.80	
20 years and above	fo	19	11	12	42
	fe	23.10	11.07	7.82	
Total		121	58	41	220

$x^2 = 4.87$ df = 4
not significant at .05 level

Table 5.19(a) reveal that the teaching experience of Glow-on teachers makes no difference on the level of glowing-on on both frequency and intensity levels of Personal Accomplishment sub-scale. Hypothesis 4 is therefore retained.

On observation of Tables 5.16-19 on the various independable variables in reference to the glow-on teachers, diversity in the Chi-square test results are indicated on different dimensions of the same sub-scale. The Chi-square values on Personal Accomplishment Intensity ($\chi^2 = 7.04$) are indicating more significant test-results on male female basis. On the other hand the Personal Accomplishment Frequency dimension on marital status test results are far significant than on intensity dimension.

In a male dominated society female teachers can come up as more glowing on and inscribe their status upon the male.

Another observation is that the number of male female teachers on low glow-on scale is far more numerous which could mean that the low glow-onness of these majority of teachers on occasions could lead towards burnoutness.

On Marital Status variable the teachers are glowing-on frequently than intensely ($\chi^2 = 10.73$). The number and percentage of low glow-on teacher is higher here as well. Which status in life is inflaming the glow-onness? The happy and satisfied married life or single life. Capable of finding more joy and meaning in life-both can be instruments of being

glow-on in the job assigned to them. The married teachers have variety of opportunities to radiate this glow-onness to others. The unmarried teachers and religious committed to the cause of service are expected to be a glow in their daily work as teachers.

Age and teaching experience group Chi-square test results are not significant on the prescribed level. It indicates that biological age or years in teaching experience does not have any relation to the glow-onness. In these two last groups too, the number of low-glow on teacher is the highest than either the moderate or the high glow-on teachers. Low glow-onness indicates that the majority of these teachers are inclined to the burnout direction. Hence youngest in age group or in years of teaching makes no distinction in the teachers to be more alive, active and motivated in their own level of glow-onness than the older age group of teachers and the more experienced teachers.

(a) Sex and Burnoutness

Hypothesis No.5 : There will be no significant difference between the male and female Burnout teachers on Emotional ~~exhaustion~~ Frequency and Intensitywise.

Male and Female teachers are employed in schools. Male teachers by nature generally take circumstances and event of life perhaps more as a matter of fact and would not be upset with small events and happenings as female teachers

would probably be. Sex therefore could be affected by the burnout syndrome. The factor of sex is examined in relation to the feelings of Emotional Exhaustion subscales in Table 5.20(a) and 5.20(b).

Table 5.20(a) : Male and Female Burnout Teachers on EEF and Intensitywise.

		Low	Moderate	High	Total
Male	fo	22	34	16	72
	fe	16.69	32.40	22.90	
Female	Fo	29	65	54	148
	fe	34.30	66.60	47.09	
Total		51	99	70	220

$$x^2 = 5.72 \quad df = 2 \quad \text{not significant at } .05 \text{ level}$$

Table 5.20(b) : Male and Female Burnout Teachers on Emotional Exhaustion Frequency and Intensity-wise.

		Low	Moderate	High	Total
Male	fo	29	32	11	72
	fe	25.52	37.63	8.83	
Female	fo	49	83	16	148
	fe	52.47	77.36	18.16	
Total		78	115	27	220

$$\text{Chi Square} = 2.74 \quad \text{with } df = 2 \quad \text{not significant at } .05 \text{ level}$$

From the above Chi-square results it is evident that burnoutness is not caused due to sex on the two subscales of Burnout. Emotional Exhaustion on Frequency level is very close to significance though not exactly at .05 level which is 5.99 to be significant.

Both male and female teachers have maintained moderate level of burnoutness in proportionately larger number in Emotional Exhaustion frequency and are less in number.

Table 5.20(b) on the emotional exhaustion intensity indicates a higher number of male and female teachers in the moderate level than either on the high or low. Least number of teachers are observed under high level. The Chi-square results of the test do not reach to the required level of significance. Hence Hypothesis No.5 stating that there will be no significance difference between male and female burnout teachers is retained.

(b) Age and Burnoutness.

Hypothesis No.6 : There will be no significant difference between the sampled Burnout Teachers on the basis of their age on Emotional Exhaustion Frequency and Intensity-wise.

Hypothesis No.6 measures the relationship of age of the sampled burnout teachers on Emotional Exhaustion Frequency and intensitywise Data is presented in Table No.5.21(a) and 5.21(b) as follows :

Age as a biographical factor is studied in relation to the burnout feelings of teachers. The ages of teachers were divided into three groups: 21-30; 31-40 and above 40 years. This factor is examined in Table 5.21(a).

Table 5.21(a) : Sampled Burnout teachers grouped age-wise on Emotional Exhaustion Frequency.

Age of teachers		Low	Moderate	High	Total
21-30 years	fo	12	31	21	64
	fe	14.83	28.80	20.36	
31-40 years	fo	20	43	31	94
	fe	21.79	42.30	29.90	
Above 40 yrs	fo	19	25	18	62
	fe	14.37	27.90	19.72	
Total		51	99	70	220

$$x^2 = 2.87 \quad df = 4 \quad \text{Not significant at .05 level}$$

Table 5.21(b): Sampled Burnout Teachers grouped age-wise on Emotional Exhaustion Intensitywise.

Age of teachers		Low	Moderate	High	Total
21-30 years	fo	16	42	6	64
	fe	22.69	33.45	7.84	
31-40 years	fo	34	49	11	94
	fe				
Above 40 yrs	fo	28	24	10	62
	fe	21.48	32.42	7.60	
Total		78	115	27	220

$$x^2 = 9.21 \quad df=4 \quad \text{Not significant at .05 level}$$

Observation: Looking at the two tables (Table 5.21(a) and (b)) on Emotional Exhaustion, the age-group of teachers in 31-40 years comprises the majority in the moderate burnout level both on Emotional Exhaustion Frequency (19.54) and Intensity (22.27). They also constitute the highest percentage (42.72) in the total of the three levels of the subscales. The age group of teachers in 21-30 years also constitute in the moderate level the highest percentage (14.09, 19.09) respectively both in Frequency and Intensity syndrame. Another important observation is that the age-group of 31-40 years are the highest percentage (14.09 and 5 per cent) both in frequency and intensity subscale experiencing high level of burnoutness. Contrary to the expectation that highest age group would experience more these feelings, age group above 40 years is falling in the low burnout level in highest percentage (12.72) in the intensity subscale but a slightly higher percentage (11.36) is observed in the Emotional Exhaustion Frequency subscale. On both frequency and intensity subscales the highest level of burnoutness is felt by less teachers of three age-group than moderate level burnout group. It implies that teachers perceived emotional exhaustion frequently and intensely on moderate level only. For all the three age groups the percentage of teachers on high level of burnout is proportionately lower than the low level on EEI but this is not so prominent on the frequency subscale.

The results of the Chi-square test do not reach upto the required level to make the tests significant in both frequency and intensity-wise. Hence Hypothesis No.6 stating that there would be no significant different burnout teachers on the Emotional exhaustion frequency and intensity is retained.

(c) Marital status and burnoutness.

Hypothesis No.7 : There will be no significant difference between the sampled Burnout teachers on the basis of their Marital Status on Emotional Exhaustion Frequency and Intensity-wise.

Hypothesis 7 measures the relationship of married and unmarried sample burnout teachers on Emotional Exhaustion Frequency and Intensitywise data is presented in Table No. 5.22(a) and 5.22(b) as follows :

Table 5.22(a) : Marital Status of Teachers on Emotional Exhaustion Frequencywise.

Marital Status		Low	Moderate	High	Total
Married	fo	32	44	31	107
	fe	24.80	48.15	30.04	
Unmarried	fo	19	55	39	113
	fe	26.19	50.85	35.95	
Total		51	99	70	220

$$x^2 = 5.75 \quad df = 2 \quad \text{Not significant at .05 level}$$

Table 5.22(b) : Marital Status of Teachers on Emotional Exhaustion Intensitywise.

Marital status		Low	Moderate	High	Total
Married	fo	43	51	13	107
	fe	37.93	55.93	13.13	
Unmarried	fo	35	64	14	113
	fe	40.06	59.06	13.86	
Total		78	115	27	220

$$x^2 = 2.16 \quad df = 2 \quad \text{Not significant at } .05 \text{ level}$$

Table 5.22(a) and 5.22(b) indicate that the highest number of married teachers in frequency dimension (20 per cent and 23.18 per cent respectively) are in the moderately burnout level of Emotional Exhaustion. And 25 per cent of the unmarried teachers experience moderately the feelings of Emotional Exhaustion. Hence the highest percentage of the unmarried teachers are perceiving emotional exhaustion but moderately. Then the trend of percentage of unmarried teachers tilts to higher burnout side with 17.72 per cent in Emotional exhaustion frequency and the percentage of married teachers on low and high level of E.E. frequency is almost equally divided (14.54 and 14.09 respectively).

In the intensity dimension too the percentage of both married and unmarried teachers heads in the moderate level of feelings of Emotional exhaustion, descending in both cases to lower level with 19.54 and 15.90 per cent respectively

of married and unmarried teachers. The percentage of high burnout level is lowest in both groups of married and unmarried teachers (5.90 and 6.36) respectively.

On comparing the frequency and intensity tables, it is observed that feelings of emotional exhaustion are more frequently felt by both married and unmarried teachers than in strength and depth (intensity). It is a surprising indication that the unmarried teachers have higher percentage in high emotional frequency (17.72) as well as in intensity (6.36) dimension. It implies that probably religious teachers are also included in experiencing these feelings.

The Chi-square results are not significant at the required level of .05. Hence Hypothesis 7 which states that there will be no significant difference between the burnout teachers on the basis of the marital status is retained.

(d) Teaching Experience and Burnout.

Teaching experience is the last biographical factor studied with regard to its relationship to burnout of teachers. The teaching experiences of the teachers are divided into three groups. 0-9 years, 10-19 years and 20 and above⁴⁰ years of experience.

Hypothesis No.8 : There will be no significant difference between the sampled Burnout teachers on the basis of their Teaching Experience on Emotional Exhaustion Frequency and Intensity-wise.

Hypothesis 8 measures the relationship of teaching experience of the sampled burnout teachers on Emotional Exhaustion frequency and Intensity-wise. Data is presented in Table No.5.23(a) and 5.23(b).

Table 5.23(a) : Teaching Experience of Teachers on Emotional Exhaustion Frequency-wise.

Teaching Experience		Low	Moderate	High	Total
0-9 years	fo	20	59	41	120
	fe	27.81	54.00	38.18	
10-19 years	fo	14	25	19	58
	fe	13.44	26.10	18.45	
20 yrs. and above	fo	17	15	10	42
	fe	9.73	18.90	13.36	
Total		51	99	70	220

Chi-square value = 10.02 df = 4 Significant at .05 level

Table 5.23(b) : Teaching Experience of Burnout Teachers on Emotional Exhaustion Intensity-wise.

Teaching experience		Low	Moderate	High	Total
0-9 years	fo	34	73	13	120
	fe	42.54	62.72	14.72	
10-19 years	fo	24	27	7	58
	fe	20.56	30.31	7.11	
20 years and above	fo	20	15	7	42
	fe	14.89	21.95	5.15	
Total		78	115	27	220

Chi-square value = 9.16; df = 4 Not significant at .05 level

The above tables 5.23(a) and 5.23(b) reveal the position of the teaching experience of teachers in the three levels of burnoutness.

On Emotional Exhaustion frequency and intensity dimensions the highest number of teachers (54.54 per cent) are having teaching experience upto 9 years. The highest percentage (26.81) of this group of teachers is experiencing moderately the feelings of emotional exhaustion and 18.63 per cent perceive these feelings highly. Teachers with teaching experience of 10 to 19 years also form 11.36 per cent in the moderate level of burnoutness and 8.63 per cent highly perceive these feelings frequently. However, teachers with the highest teaching experience form the lowest percentage (4.54) in the high level of burnoutness and they form the highest percentage (7.72) in the low level of emotional exhaustion frequency dimension. On the Intensity dimension too, the teachers with lowest years of teaching experience feel moderate feelings of emotional exhaustion in greatest number (33.18 per cent). Then the percentage 15.45 is the lowest of the same group of teachers in the low level of experiencing emotional exhaustion intensely. Teachers having highest years of teaching experience (20 and above) are the minimum in the high level of burnout feelings on emotional exhaustion intensity, but they are the most in the low level (9.09 per cent).

The Chi-square value of Emotional Exhaustion Frequency at χ^2 is 10.02 and is significant at .05 level. However

on Emotional Exhaustion Intensity it (9.16) does not reach the prescribed point of acceptance for significance. Hence the Hypothesis No.8 which states that there will be no significant difference between the sampled burnout teachers on the basis of their teaching experience is partly rejected (EEF-wise) and partly retained (EEI-wise)

(e) Sex and Depersonalisation.

Hypothesis No. 9 : There will be no significant difference between the male and female sampled Burnout teachers on Depersonalisation Frequency and Intensitywise.

Hypothesis 9 measures the relationship of male and female sampled burnout teachers on Depersonalisation Frequency and Intensitywise through contingency χ^2 presented in Table No.5.24(a) and 5.24(b) as followed by these tables.

Table 5.24(a): Male and Female Sampled Burnout Teachers on Depersonalisation Frequency-wise.

Sex		Low	Moderate	High	Total
Male	fo	4	32	36	72
	fe	36.98	30.43	4.58	
Female	fo	10	61	77	148
	fe	9.41	62.56	76.01	
Total		14	93	113	220

Chisquare = 0.26 df=2 Not significant at .05 level.

Table 5.24(b) : Male and Female Sampled Burnout Teachers on Depersonalisation Intensity-wise.

Sex		Low	Moderate	High	Total
Male	Fo	5	28	39	72
	Fe	4.90	32.07	35.01	
Female	Fo	10	70	68	148
	fe	10.09	65.92	71.98	
Total		15	98	107	220

$\chi^2 = 1.44$ with $df=2$ Not significant at .05 level.

The above two tables 5.24(a) and (b) indicate that the Depersonalisation sub-scale in both dimensions presents a reversed position of Emotional Exhaustion subscale. In both dimensions there is a high number of male and female teachers on the high burnout dimension of Depersonalization Frequency and intensity. And lowest numbers are observed on Low level. The Chi-square test results on both Frequency and Intensity dimension are not significant on the prescribed level of significance. Hence, hypothesis 9 which states that there will be no significant difference between male and female burnout teachers is retained.

Misra (1986) has discovered a significant difference between male and female burnout teachers on Depersonalization sub-scale and found that male teachers experienced higher Depersonalisation feelings more frequently and strongly than women.

(f) Age and Depersonalisation.

Hypothesis No.10 : There will be no significant difference between the sampled burnout teachers on the basis of their age on Depersonalisation frequency and intensity wise.

Hypothesis 10 measures the relationship between the sampled burnout teachers on the basis of their age on Depersonalisation frequency and intensity wise through contingency. Chi-square presented in Table 5.25(a) and 5.25(b) as followed by 5.25(a).

Table 5.25(a) : Sampled Burnout Teachers Grouped Age-wise on Depersonalisation Frequency.

Age of Teachers		Low	Moderate	High	Total
21-30 years	fo	3	29	32	64
	fe	4.07	27.05	32.87	
31-40 years	fo	5	34	55	94
	fe	5.98	39.73	48.28	
40 years and above	fo	6	30	26	62
	fe	3.94	26.20	31.84	
Total		14	93	113	220

$$\chi^2 = 5.06 \quad df = 4 \quad \text{Not significant at .05 level}$$

Table 5.25(b) : Sampled Bournout Teachers grouped Age-wise on Depersonalisation Intensity-wise.

Age of Teachers		Low	Moderate	High	Total
21-30 years	fo	1	34	29	64
	fe	4.36	28.50	31.12	
31-40 years	fo	9	36	49	94
	fe	6.40	41.87	45.71	
40 years and above	fo	5	28	29	62
	fe	4.22	27.61	30.15	
Total		15	98	107	220

$\chi^2 = 6.09$ df = 4 Not significant at .05 level.

Table 5.25(a) and (b) indicate that there is a very high number of Teachers on High level of Burnoutness on both Frequency and Intensity dimension and the number is lowest on low level.

Almost all the age-groups of teachers in both dimensions are highest in percentage in the high burnout except age-group above 40 in Depersonalisation frequency and age-group 21-30 years in Depersonalisation intensity where the percentage is higher than the high level of burnout. All the three age groups are also lowest in percentage in the low level of burnout syndrome. The highest percentage (25 percent) of teachers of 31-40 years group constitutes the high burnout group. Age group 40 and above is not experiencing any more feelings of Depersonalisation than lower age-group teachers

on this subscale, which gives evidence that age as such is not a factor for being burntout.

Misra (1986) has found that same results on Calcutta teachers, who did not experience these feelings on the basis of age.

Chi-square results on both dimensions are not significant. On Depersonalisation subscales - on both frequency and intensity dimensions, the results seemed to reach the required level of significant but the same has not come through $\chi^2 = 5.06$ and 6.09 are close to significant level of $.05$ but could not reach upto it. Therefore Hypothesis 10 which stated that there is no significant difference in burnout teachers grouped age-wise stands.

(g) Marital Status and Burnout.

Hypothesis No.11 : There will be no significant difference between the sampled burnout teachers on the basis of their marital status on Depersonalisation Frequency and Intensity-wise.

Hypothesis 11 measures the relationship between the sampled burnout teachers on the basis of their marital status in Depersonalisation frequency and intensity-wise through contingent chi-square presented in Table 5.26(a) and 5.26(b) as followed by Table 5.26(a).

Table 5.26(a) : Marital Status of sampled burnout teachers on Depersonalisation Frequencywise.

Teachers		Low	Moderate	High	Total
Married	fo	7	41	59	107
	fe	6.80	45.23	54.95	
Unmarried	fo	7	52	54	113
	fe	7.19	47.76	58.04	
Total		14	93	113	220

$\chi^2 = 1.38$ df = 2 Not significant at .05 level.

Table 5.26(b) : Marital Status of sampled burnout teachers on Depersonalisation Intensitywise.

Teachers		low	Moderate	High	Total
Married	fo	4	39	64	107
	fe	7.29	47.66	52.04	
Unmarried	fo	11	59	43	113
	fe	7.70	50.33	54.95	
Total		15	98	107	220

$\chi^2 = 11.31$ df = 2 Significant at .01 level.

On Depersonalisation sub-scale the table 5.26(a) and (b) reveal that married as well as unmarried teachers have the highest percentage with frequent feelings of depersonalisation, i.e., 26.81 and 24.54 respectively. The percentage comes down to 18.63 and 23.63 in moderate level and is very low on the low levels of feelings.

However, on the Intensity dimension there is a slight variation in the order found in Depersonalisation frequency dimension. Here, married teachers have the highest percentage of depersonalised feelings (29.09 per cent). The highest percentage of unmarried teachers (26.81) is on the moderate level and the next highest percentage (19.54) of the same teachers is on the high level. This is an indication that the unmarried teachers with lesser botheration of double responsibility are able to overcome the intense feelings of depersonalisation and treat their 'clients' (students) with better understanding. Religious teachers by their commitment to service are less bound to treat the students as objects.

The married teachers with the problems of finance due to irregular payment of salary, other family problems of their dependents and perhaps due to lack of cordial relationship with their spouses are found more frequently and intensely with these feelings of depersonalisation. Such strains can cause burnout.

In the study of Kandel D.B. et al (1985) by factor analysis on three levels of strain on married women on Marital occupational and Household strain the following factors emerged.

1. Non-Reciprocity - lack of material reciprocity.
2. Depersonalization ($\alpha = .73$)
3. Inadequacy.

I. Occupational Strains - Out of seven strains.

1. Non-reciprocity ($\alpha = .61$) feeling exploited in the work situation headed the list.

III. Household strains - 4 strains were identified.

1. Non-reciprocity (classified as interpersonal strain) - feeling of unilateral participation in household chores ($\alpha = .37$)
2. Inadequacy of rewards ($\alpha = .83$)
3. Social isolation ($\alpha = .82$)
4. Time overload ($\alpha = .46$)

The Chi-square test results show that only depersonalisation intensity, Chi-square values are significant at .01 level. Others/^{for}some reasons, could not reach the fully accepted level of .05 level. The Chi-square values of Depersonalisation frequency are not significant.

Hence Hypothesis 11 which states that there will be no significant difference between married and unmarried Burnout teachers on Depersonalisation frequency and Intensity dimensions is partly rejected.

(h) Burnout and Teaching Experience on D.F. & D.I.

Hypothesis No.12 : There will be no significant difference between the burnout teachers on the basis of their teaching experience on Depersonalisation frequency and intensity wise.

Data relevant to the Hypothesis are presented in Table 5.27(a) and 5.27(b).

Table 5.27(a) : Teaching Experience of Sampled Burnout Teachers on Depersonalisation Frequencywise.

Teaching experience		Low	Moderate	High	Total
0-9 years	fo	6	48	66	120
	fe	7.63	50.72	61.63	
10-19 years	fo	4	21	33	58
	fe	3.69	24.51	29.79	
20 years and above	fo	4	24	14	42
	fe	2.67	17.75	21.57	
Total		14	93	113	220

Chi-square value = 7.19 df = 4 Not significant at .05 level

Table 5.27(b) : Teaching Experience of Sampled Burnout Teachers on Depersonalisation Intensity-wise.

Teaching Experience		Low	Moderate	High	Total
0-9 years	fo	6	55	61	120
	fe	8.18	53.45	58.36	
10-19 years	fo	4	26	28	58
	fe	3.95	25.83	28.20	
20 years and above	fo	7	17	18	42
	fe	2.86	18.70	20.42	
Total		15	98	107	220

$\chi^2 = 8.72$ df = 4 Not significant at .05 level

On Depersonalisation subscale, both in frequency and intensity, the reversed order of the Emotional Exhaustion sub-scale is noticed with the exception of Depersonalisation

frequency high level of teachers with 20 years and above teaching experience. In both frequency and intensity dimensions all the three groups of teachers with different years of teaching experience form the highest number and percentages in the High level of Depersonalized feelings frequently and intensely. Their percentage is 30 and 15 in frequency and 27.72, 12.72, 8.18 in the intensity dimension. The percentages in the moderate levels of feelings of all teachers with different years of teaching experience (except those having 20 years and above) have lower than the high level percentage in both dimensions. The teachers with 20 years and above experience are highest in the moderate level of depersonalised feelings in the frequency dimension only, but are in lower position in the intensiveness of depersonalised feelings. Thus both dimensions of this sub-scale have the least number of teachers and percentages whatever their years of teaching experience.

The Chi-square values of 7.19 and 8.72 on Depersonalisation subscale with $df=4$ are not significant at the prescribed level. The teaching experience of teachers is not affected very significantly on the depersonalised feeling dimensions. Hence Hypothesis 12 stating that there is no significant difference on burnout teachers on the basis of their teaching experience stands on Depersonalised subscale.

It can be summed up on observation and test results that the independent variables of sex, age, marital status

and teaching experience of teachers are moderately affecting the teachers of Chotanagpur and causing them to feel burnout.

The next section deals with data analysis of objective three i.e., identification of levels of Meaning in life, Self-Concept, Work-Values and Achievement Motivation of teachers.

Objective 3 : To identify levels of (i) meaning in life (ii) Self-Concept, (iii) work values and (iv) Achievement Motive.

5.3.1 Identification of the levels of Meaning in Life.

Meaning in Life of the teachers of Chotanagpur was studied with the help of Purpose in Life Test (PIL).

As per objective, each of the dependable variable will be identified and grouped under three levels i.e., Low, Moderate and High. Levels of Meaning in Life is presented first in Table No.5.28.

Table 5.28 : Categorisation of the Sampled Teachers
According to Levels of Purpose in Life.

Levels of Purpose in Life	No. of Teachers	Relative frequency in percentage
Low PIL	56	25.45
Moderate PIL	111	50.45
High PIL	53	24.09
Total	220	100.00

As per table No.5.28 the scores were grouped in three categories - low purpose (L-purpose in life), Moderate meaning (M-purpose), High meaning (H-purpose) in life on the basis of quartiles. Scores lying below the first quartile i.e., scores 35 to 89 (cumfp. 25.45) were included in the low meaning (L-PIL) group scores between Q 1 and Q 3 i.e., between 25th percentile and 75th percentile (cumfp 75.90) i.e., score 90 to 114 were included in the moderate meaning (M-purpose) group, scores above Q3 or 75th percentile i.e., scores 115 to 140 formed the high meaning (H-PIL) group. Table 5.29 will present the score range mean scores and S.D. of the sampled Teachers of Chotanagpur.

Table 5.29 : Sampled Teachers score range Mean and Standard Deviation.

Teacher No.	Score Range	Mean	S.D.
220	35-140	100.20	21.11

As per Table 5.29, the lowest score is 35. This shows that none of the sampled teachers of Chotanagpur perceive their lives as completely purposeless or meaningless. The sample mean is a little lower than the mean purpose of life scores of normal population of other available studies. It is lower than the mean purpose in life of Calcutta teachers by 0.66. But it is much higher than the mean scores of teacher educators of Orissa (97.39).

A comparative picture of the mean scores of purpose in life of some other studies, given in table 5.29 will show the position of meaning or purpose in life of the teachers of Chotanagpur.

Table 5.30 : Comparison of Present Scores of Mean Purpose in Life in relation to earlier studies.

Study		Mean PII Scores
Present study group Mean 100.20	Tribal Teachers	101.04
	Non-Tribal Teachers	98.81
Crumbaugh & Maholick (1964)	Patients	99.00
	Non-Patients	119.00
Crumbaugh & Maholick (1969) <u>Group Mean</u> : 112.42	Normal Group I	118.90
	Normal Group II	114.27
	Normal Group III	108.45
	Normal Group IV	106.45
	Schizophrenic Patients	96.66
Doeris (1970)	Low Participating College students	100.45
	High Participating College Students	106.10
Crandal and Rasmussen (1955)		108.89
Ruffin (1982)		113.05
Mehta (1982)	Handicapped	102.20
	Non-Handicapped	113.64
Misra (1986)	Teachers	100.86
Mohanty (1991)	Teacher Educators	97.39

Table 5.30 reveals that the mean scores of the purpose in life of the sampled teachers of Chotanagpur is the second lowest among all the normal non-patient samples. Existential vacuum is regarded as an ^{affliction} of the affluent society of the west and should be more pronounced among Western samples. However, the mean scores of all the normal western samples were higher, secondly, according to Frankl, existential vacuum is caused by loss of tradition in modern Western society. Indians, because of their strong traditional moorings and familial support are expected to experience lesser degree of existential vacuum and have higher meaning or purpose in life scores.

On observation of the two groups comprising the sample, it is found that sampled tribal teachers have higher mean scores of the meaning/purpose of life. Tribal teachers rooted in the tradition of their tribe to which they have strong and close affiliation, find better and higher meaning in life than the Non-Tribal teachers group. The low mean of the Non-Tribal teachers, though higher than the mean of Teacher Educators of Orissa, is a cause of concern. Under the circumstances described, the low mean scores purpose in life of the Non-Tribal teachers of Chotanagpur 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's (1982) study had higher mean scores of

purpose in life ranging from 102.2 to 113.64 and Misra's (1986) study on Calcutta teachers had a mean scores of purpose in life scores of 100.86. Mohanty's (1991) study only, so far has shown lower mean scores of the purpose in life scores than the mean of the present study.

The distribution of scores into three levels of low, moderate and high also indicates that the level of meaning of in life/the sampled teachers of Chotanagpur is low in the lower PIL group which no other study has yet reported. The cut-off score of Moderate purpose in life (M-PIL) too is lower than all other studies so far. However, the cut-off score of 115 for the high meaning in life (H-PIL) group of teachers of Chotanagpur sample is higher than the norm of Crumbaugh and Maholick (1969) i.e., 112.

Table 5.31 : Comparison of the Three Levels of PIL
According to Five Studies.

Study	Low PIL	Moderate PIL	High PIL
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. Mohanty (1991)	53-84	85-111	112-137
5. Present Study	35-89	90-114	115-140

As it is evident from Table 5.31, the score range of low and moderate groups in the present study is lower than the

score ranges of both American and Bangladesh samples. In comparison to Indian samples (Misra and Mohanty) the L-PIL and M-PIL in the present study are lower but the H-PIL is very high - upto the maximum possible scores.

Table 5.32 : Comparison of the Three Levels of Scores of the sample - Tribal & Non-Tribal Teachers

Study Groups	Low PIL	Moderate PIL	High PIL
Tribal Teachers	35-82	83-122	123-138
Non-Tribal teachers	48-88	89-105	106-140

From the above Table No.5.32 it is evident that the scores range of Low PIL experienced by Tribal Teachers is much lower in both the Low PIL and moderate PIL but high in the cut-off point of High PIL. The Non-Tribal teachers have a higher score range in Low-PIL and Moderate PIL but lower in cut-off point of High PIL yet have the uppermost score in their group.

Table 5.33 : Comparison of the Mean PIL Scores of Tribal and Non-Tribal Teachers.

Samples	Percentage	Mean PIL scores	S.D.
Tribal Teachers	65	101.04	19.97
Non-Tribal Teachers	35	98.81	20.49

From Table 5.33 it is indicated that the mean PIL scores of Tribal Teachers are higher than the mean PIL scores of Non-Tribal Teachers.

5.3.1 : Identification of the Levels of Self Concept.

Self concept of the sampled Teachers of Chotanagpur is studied with the help of self-perception Inquiry (SPI).

Levels of Self-Concept of teachers as per Objective 3 is identified and the levels of self-concept of both tribal and non-tribal teachers of Chotanagpur has been categorised for the levels of self-perception.

The results of the self-perception inquiry are given in Table 5.34.

Table 5.34 : Sample Score Range of Self-Perception Inquiry with Mean Scores and Standard Deviation.

Teachers	No.	Score range	Mean	S.D.
Tribal	143	2 - 12	7.92	1.98
Non-Tribal	77	2 - 12	7.28	1.94
Total N =	220	2 - 12	7.7	1.99

Table 5.34 indicates that the mean score of the total sample is the lowest as compared to the bifurcated group sample mean of Tribal and Non-Tribal Teachers. The mean score of the Tribal Teachers is the highest of the three and those of the Non-Tribal Teachers stand between the group mean

and the Tribal Teachers' mean scores on the self-perception Inquiry Test.

The scores were grouped into three categories of Low (L-SPI) Moderate (M-SPI) and High (H-SPI) on the basis of quartiles. Scores lying below the first quartile (Q1) i.e., scores 2-6 (cumfp. 27.72) were placed in low self-concept group; the scores between Q1 and Q3 i.e., between 25th percentile to 75th percentile (cumfp 81.81) i.e., scores 7 and 8 were included in the moderate self-concept (M-SPI) group and scores above 75th percentile i.e., scores 9-12 formed the High Self Concept (H-SPI) group. Number of teachers in each category is presented in Table 5.35(a) and 5.35(b).

Table 5.35(a) : Categorisation of sampled teachers according to moderate and high self-concept groups.

Levels	No. of Teachers	Percentage of Teachers
Low-SPI	61	27.72
Moderate-SPI	80	36.36
High-SPI	79	35.90
	N = 220	99.98 (100%)

Table 5.35 (a) indicates that the Low-SPI has 61 teachers and there is but one number different between moderate and high SPI. The reason is that the scores were so much clustered close to the middle and hence even Q3 could be fixed only at 81.81. The percentage of the moderate and high groups are also almost the same as the number of teachers.

Table 5.35 (b) : Categorisation of the Tribal and Non-Tribal Teachers into Low, Moderate and High Self-Concept Groups (Percentagewise)

SPI Levels		No. of Teachers	Percentage of Teachers
Tribal Teachers :	L-SPI	58	26.36
	M-SPI	51	23.18
	H-SPI	34	15.45
Non-Tribal Teachers	L-SPI	27	12.27
	M-SPI	29	13.18
	H-SPI	21	9.54
N =		220	99.98 (100%)

Table 5.35(b) indicates that the Tribal teachers in the low level of self-concept are the highest in number. The number decreases upwards to Moderate SPI to 51 and is the lowest in High SPI. This trend is slightly different in Non-Tribal Sample in that the moderate self-concept level has higher number than either the low or the high levels.

5.3.3 Identification of levels of Work Values in Teachers.

Work Values of the teachers of Chotanagpur is studied with the help of Super's (1951) Work Values Inventory.

a) Level of Work Values of Teachers.

Objective 3 is related to the study of the level of Work Values of Teachers - both Tribals and Non-Tribals of Chotanagpur as assessed by the Work Values Inventory (W.V.I.) test.

The W.V.I. Manual, page 7 directs for possibility of

raw scores being used meaningfully in conjunction with the information provided in Part III (Interpreting WVI scores and in Appendix B herewith appended). Thus provision is made for post high school and for occupational groups. As the sample of the present study is the teachers of High schools, categorisation was not considered essential but the study is made directly from scores. A comparison is presented in Table 5.36 of the mean and S.D. of the Teachers from the Eight Occupational Sample Form 1964 and Bumiya's with the present study.

Table 5.36 : A Comparison of the Mean and S.D. of Teachers of Present Study and Bumiya's (1986) Study

W.V.I. Sub-Scale		Samples Form of 1964 Teachers N=44	Bumiya's (1986) Study 100	The Present Study	
				Tribal teachers	Non-Tribal Teachers
Altruism	Mean	12.77	12.41	11.90	11.57
	S.D.	4.97	2.38	1.81	2.63
Esthetics	Mean	4.75	12.27	10.90	10.66
	S.D.	3.94	8.07	2.16	2.77
Creativity	Mean	11.41	12.46	10.37	11.10
	S.D.	4.65	2.35	2.14	2.69
Int.Stim.	Mean	12.27	12.71	11.23	11.42
	S.D.	3.42	2.19	1.86	2.74
Achievement	Mean	13.98	12.93	11.60	11.40
	S.D.	3.59	2.04	1.78	2.55
Independence	Mean	7.77	11.87	10.53	10.87
	S.D.	4.91	2.66	2.25	2.53
Prestige	Mean	12.75	11.50	10.74	11.37
	S.D.	4.45	2.35	2.17	3.04

cont...

Table 5.36 (contd.):

W.V.I. Sub-Scale		Samples Form of 1964 Teachers N = 44	Bumiya's (1986) Study 100	The Present Study	
				Tribal teachers	Non-Tribal teachers
Management	Mean	9.82	10.85	10.29	10.31
	S.D.	4.48	2.40	1.85	2.20
Economic. Return	Mean	10.91	11.96	11.09	10.97
	S.D.	5.30	2.27	1.98	2.53
Security	Mean	10.25	11.34	10.12	9.93
	S.D.	4.70	2.45	2.74	3.00
Surroundings	Mean	10.50	12.31	11.62	11.67
	S.D.	3.60	2.65	2.27	2.62
Supervisory Relations	Mean	8.95	12.36	10.74	10.32
	S.D.	4.11	2.54	2.53	2.62
Associates	Mean	10.18	11.15	11.69	11.84
	S.D.	3.77	1.93	1.87	
Variety	Mean	9.07	11.38	9.55	9.70
	S.D.	4.62	2.18	1.99	2.37
Way of Life	Mean	13.64	11.70	10.04	10.59
	S.D.	4.93	2.06	2.21	2.53

Table 5.36 reveals that the mean scores of teachers on Work Values Inventory in the three studies are similar (more or less) on Altruism, Creativity, Intellectual Stimulation, Achievement, Prestige, Economic Return, Surroundings, Associates that is to say the mean scores are on the higher side. However, there is a sharp difference in the original mean in Esthetics which is low (4.75) whereas Bumiya's and the present study have high mean scores (12.27, 10.90 and 10.66). Another difference is in the mean score of Independence (7.77)

where Bumiya's study has 11.87 and the present studies have 10.53 and 10.87. Management and Supervisory Relations have also lower mean in the original study but in Bumiya's they are 10.85 and 12.36, and in the present 10.29, 10.31 and 10.74 and 10.32 respectively.

Another observation is that all the Standard Deviations of the original studies are higher than either the S.D.s of Bumiya (1986) or the present study.

5.3.4 Identification of levels of Achievement Motivation of Teachers

Achievement Motivation of the teachers was studied with the help of story writing Test, the Thematic Apperception Test (TAT).

Objective 3 is related to the study of the level of Achievement Motivation of teachers both Tribal and Non-Tribal of Chotanagpur.

The results of the story writing test are presented in Table 5.37.

Sample score range of TAT is from -4 to 22. With a constant of 5 the negatives were removed and the scores are taken as given in Table 5.37

It is observed from Table 5.37 that the mean scores of the total sample stands lower than the mean scores of the Tribal Teachers and the mean scores of the Non-Tribal Teachers is the lowest.

Table 5.37 : Mean Scores, S.D. and Score range of the sampled Teachers on Achievement Motive.

Teachers	Score Range	Mean	S.D.
Tribal	1-27	9.18	5.97
Non-Tribal	1-27	7.55	4.95
Total	1-27	8.64	5.66

Tribal =143 + Non-Tribal = 77 = Total N = 220

Scores were categorised into three groups. Low achievement group (L-TAT), Moderate achievement group (M-TAT) and High Achievement Group (H-TAT). Scores lying below the 1st quartile (Q1) i.e., 25th percentile - Scores 1 to 5 (cumf.p. 37.37) were placed in L-Nach group. Scores between Q1 and Q3 (cumfp 76.81) i.e., 5 to 12 were placed in M-Nach group and scores lying above Q3 or 75th percentile i.e., Scores 13-27 were considered as H-Nach group. Number of teachers in the three category are entered in Table 5.38(a), 5.38(b) and 5.38(c).

Table 5.38(a): Categorisation of Low, Moderate and High TAT groups of the sampled teachers.

Levels of N-Ach	No. of Teachers	Percentage of Teachers
Low N-Ach	82	37.27
Moderate N-Ach	87	39.54
High N-Ach	51	23.18
	N = 220	99.99(100)

Table 5.38(b): Categorisation of Tribal and Non-Tribal Teachers in the Low, Moderate and High levels of Achievement Motivation.

Teachers Levels of N-Ach	No. of Teachers	Percentage
Tribal Teachers		
Low- N-Ach	48	21.81
Moderate N-Ach	58	26.36
High N-Ach	37	16.81
Non-Tribal Teachers		
Low- N-Ach	35	15.90
Moderate N-Ach	28	12.72
High N-Ach	14	6.36
	220	99.96 (100)

Table 5.38(c) : Comparison of Tribal and Non-Tribal Teachers on TAT groups.

Teachers		Low	Moderate	High
Tribal	%	48 (22.00)	58 (26.00)	37 (17.00)
Non-Tribal	%	35 (16.00)	28 (13.00)	14 (6.00)

Table 5.38(a) indicates that the number of teachers on Low N-Achievement is 12.27 per cent higher than the 25th percentile (1st Q) The Teachers on High N-Ach are only 23.18 per cent. This is due to the fact that the teachers with lower scores clustered much together and percentiles divided according to ranks of the teachers based on the scores had to

be placed in the low level. Consequently the results are that many more teachers fall in low level of N-Ach than they are in the other two levels.

Table 5.38(b) and (c) reveal a similar trend. Tribal teachers constitute 22 per cent of low N-Ach group and 26 and 17 per cent of the Moderate and High N-Ach respectively. The Non-Tribal Teachers constitute 16 per cent in the Low level, 12.72 in moderate level and only 6 per cent in the High N-Ach.

In a general picture emerging from Table 5.38(c) it is found that low level of N-Ach group is only one per cent lower than Moderate level and the high level percentage of N-Ach is the lowest. The sampled Tribal and Non-Tribal Teachers indicate moderate and low level of N-Ach.

In the subsequent Section data analysis related to objective 4-5 being presented.

5.4. Objective 4(A) To compare the glow-on Tribal and Non-Tribal Teachers on Psychological Correlates.

(i) Levels of Meaning in Life and Glow-Onness.

In this section the glow-on sampled teachers are compared with levels of meaning in life, self-concept, work values and Achievement Motive through contingency Chi-Square hypothesis-wise.

Hypothesis No.13 : There will be no significance difference in the level of meaning in Life of Glow-On Tribal and Non-Tribal Teachers.

The data for Chi-square test of PIL with the dimensions of Personal Accomplishment in frequency and intensity of the total sample is presented in Table 5.39.

Table 5.39(a) : Glow-on Sampled Teachers and Meaning in Life on Personal Accomplishment Frequency.

MIL level		PAF LEVELS			Total
		Low	Moderate	High	
Low	Fo	36	16	5	57
	Fe	(26.94)	(15.54)	(14.50)	
Moderate	Fo	48	34	28	110
	fe	(52.00)	(30.00)	(30.00)	
High	Fo	20	10	23	53
		(25.05)	(14.45)	(13.49)	
		104	60	56	

Chi-Square = 19.24 df = 4 Significant at .01 level

Table 5.39(b) : Meaning in Life and Glow-on Teachers on Personal Accomplishment Intensity.

MIL Levels		PAI levels			Total
		Low	Moderate	High	
Low	fo	42	9	6	57
	fe	(31.35)	(15.05)	10.62)	
Moderate	fo	56	35	19	110
	fe	(60.5)	(29.00)	(20.50)	
High	fo	23	14	16	53
	fe	(29.15)	(13.97)	(9.87)	
		121	58	41	220

Chi-square=14.82 df = 4 Significant at .01 level

The results on both the dimensions of PA and PII indicate positive Chi-square values. It is an indication that the sampled teachers from Chotanagpur are having meaningful life. They are experiencing meaningfulness and purposefulness in their life and work.

Though a large number of the sample is in the moderate MIL group yet they too experience meaningfulness in their lives. According to Frankl's (1969) contention this concept of scoring high in Purpose in life is a reliable criteria. High scoring in PII is also a sign of well motivated and successful professional and business population (Crumbaugh, 1968). Hence, people having high meaning in life are glowing on in their job. The results of this test reveal that there is a positive relationship between Personal Accomplishment dimensions and Meaning in Life.

Tables 5.40(a) and 5.40(b) will be presenting data for Chi-square test results on the levels of meaning in life of the Glow-on sampled Tribal and Non-Tribal teachers on personal Accomplishment Frequency.

The Chi-square Test results on both the Tribal and Non-Tribal groups shown on tables 5.40(a) and 5.40(b) reveal significance at .01 and .05 level. This is an indication that both the groups of teachers are motivated and are glowing-on on the P.A.F. level though there is a slight difference on the level of significance of the groups.

Table 5.40(a) : Glow-on Sampled Tribal Teachers and Meaning in Life on Personal Accomplishment Frequency.

MIL Levels		PAF Levels			Total
		Low	Moderate	High	
Low	fo	18	13	3	34
	fe	(15.93)	(10.22)	(7.84)	
Moderate	fo	34	23	15	72
	fe	(33.73)	(21.65)	(8.53)	
High	fo	15	7	15	37
	fe	(17.33)	(11.12)	(8.53)	
		67	43	33	143

Chi-Square = 17.90 df = 4 Significant at .01 level.

Table 5.40(b) : Glow-on Non-Tribal Sampled Teachers and Meaning in Life on Personal Accomplishment Frequency.

MIL Levels		PAF Levels			Total
		Low	Moderate	High	
Low	fo	17	3	3	22
	fe	(10.85)	(4.57)	(6.57)	
Moderate	fo	16	10	13	39
	fe	(19.24)	(8.10)	(11.64)	
High	fo	5	3	8	16
	fe	(7.89)	(3.32)	(4.77)	
		38	16	23	77

Chi-square = 11.60 df=4 Significant at .05 level.

Table 5.41(a) : Glow-on Tribal Teachers and Meaning in Life on Personal Accomplishment Intensity.

PIL Level		PAI Levels			Total
		Low	Moderate	High	
Low	fo	23	6	5	34
	fe	(18.78)	(10.22)	(4.99)	
Moderate	fo	40	27	5	72
	fe	(39.77)	(21.65)	(10.57)	
High	fo	16	10	11	37
	fe	(20.44)	(11.12)	(5.43)	
		79	43	21	143

Chi Square = 13.73 df= 4 Significant at .01 level.

Table 5.41(b) : Glow-on Non-Tribal Teachers and Meaning in Life on Personal Accomplishment Intensitywise.

MIL Levels		PAI Levels			Total
		Low	Moderate	High	
Low	fo	19	2	1	22
	fe	(12.00)	(4.28)	(5.71)	
moderate	fo	16	9	14	39
	fe	(21.27)	(7.59)	(10.12)	
High	fo	7	4	5	16
	fe	(8.72)	(3.11)	(4.15)	
		42	15	20	77

Chi-square = 12.99 ; df = 4; Significant at .05 level.

On observation of the four test results of Chi-square, it is found that the level of meaning in life of the sampled Tribal Teachers has a higher level of significance on both the frequency as well as intensity of glow-onness-between the groups.

The difference could be due to the presence of religious teachers in the Tribal group of teachers who profess to give their whole selves to the service of the education, who have transcended the focus on self - a cause to live and love - i.e., to educate the ignorant. Crambaugh et al (1970) have confirmed that "a high degree of purpose and meaning in life is both possessed and needed for success in a religious order." The present finding is in accordance to the Crambaugh study.

Kotchen (1960) discovered positive correlation between meaning orientation and mental health for which the criteria were responsibility, uniqueness, courage, self-affirmation, faith commitment, transcendence and world view. The faith commitment, responsibilities and transcendence etc., are applicable very much to religious teachers whose sole desire to follow their leader and great teacher Christ for whom and for His cause they have left their family and relatives and property, wealth etc. A religious teacher's ardent desire is to resemble her leader - Christ, ever more closely. It is a life based on faith.

This is not to say that the Non-Tribal group is not religious minded. But there is certainly a difference of commitment to duty and a faith commitment of life long of the religious teacher.

Considering the Chi-square test results Hypothesis 13 is rejected.

5.4.2 Levels of Self-Concept and Glow-Onness.

Levels of self-concept of the sampled Glow-on teachers in Chotanagpur is studied by testing Hypothesis 14 through contingency Chi-square.

Hypothesis No.14: There will be no significant difference in the levels of Self-Concept of the 'Glow-on' tribal and non-tribal teachers.

The data for Chi-square test of SPI with the two dimensions of personal Accomplishment in frequency and intensity with the general sample is being given here.

Table 5.42(a) : Glow-on Sampled Teachers and Self-Concept on Personal Accomplishment Frequency-wise.

SPI levels		PAI levels			Total
		Low	Moderate	High	
Low	fo	32	19	10	61
	fe	(29.11)	(16.35)	(15.52)	
Moderate	fo	35	21	24	80
	fe	(38.18)	(21.45)	(20.36)	
High	fo	38	19	22	79
	fe	(37.70)	(21.18)	(20.10)	
		105	59	56	220

Chi-Square = 15.822; df = 4; Significant at .01 level.

Table 5.42(b) : Glow-on Teachers and Self-Concept on Personal Accomplishment Intensitywise.

SPI Levels		PAI Levels			Total
		Low	Moderate	High	
Low	fo	37	13	11	61
	fe	(33.35)	(16.08)	(11.36)	
Moderate	fo	40	24	16	80
	fe	(44.00)	(21.09)	(14.90)	
High	fo	44	21	14	79
	fe	(43.45)	(20.82)	(14.72)	
		121	58	41	220

Chi-Square = 10.397 df=4 Significant at .05 level.

Results of Chi-square test of Table 5.42(a) and 5.42(b) on Frequency and Intensity aspects of Personal Accomplishment are significant. This indicates that there is positive relationship of self-concept with the glow-onness of Teachers. In general therefore it can be said that Glow-on Teachers experience a high level of Self-Concept.

Next the data of the Glow-on Sampled Tribal Teachers on Personal Accomplishment Frequency will be presented in Table 5.43(a).

Table 5.43(a) : Glow on Sampled Tribal Teachers and Levels of Self-Concept on Personal Accomplishment Frequency-wise.

SPI Levels		PSF Levels			Total
		Low	Moderate	High	
Low	fo	16	13	5	34
	fe	(15.93)	(10.22)	(7.84)	
Moderate	fo	22	13	16	51
	fe	(23.89)	(15.33)	(11.76)	
High	fo	29	17	12	58
	fe	(27.17)	(17.44)	(13.38)	
		67	43	33	143

Chi-square = 7.166 df=4 Not significant at .05 level.

Table 5.43(b) : Glow-on Sampled Non-Tribal Teachers and Levels of Self-Concept on Personal Accomplishment. Frequency-wise.

SPI Levels		PAF Levels			Total
		Low	Moderate	High	
Low	fo	16	6	5	27
	fe	(13.32)	(5.61)	(8.06)	
Moderate	fo	13	8	8	29
	fe	(14.31)	(6.02)	(8.66)	
High	fo	9	2	10	21
	fe	(10.36)	(4.36)	(6.27)	
		38	16	23	77

Chi Square = 6.22099 df = 4 Not significant at .05 level

Table 5.43(c) : Glow-on Sampled Tribal Teachers and Level of Self-Concept on Personal Accomplishment. Intensity.

SPI Levels		PAI Levels			Total
		Low	Moderate	High	
Low	fo	22	7	5	34
	fe	(18.78)	(10.22)	(4.99)	
Moderate	fo	25	17	9	51
	fe	(28.17)	(15.33)	(7.48)	
High	fo	32	19	7	58
	fe	(32.04)	(17.44)	(8.51)	
		79	43	21	143

Chi Square = 2.820 df = 4 Not significant at .05 level.

Table 5.43(d) : Glow-on Sampled Non-Tribal Teachers and Level of Self-Concept on Personal Accomplishment Intensitywise.

SPI Levels		PAI Levels			
		Low	Moderate	High	Total
Low	fo	15	6	6	27
	fe	(14.72)	(5.25)	(7.01)	
Moderate	fo	15	7	7	29
	fe	(15.81)	(5.64)	(7.53)	
High	fo	12	2	7	21
	fe	(11.45)	(4.09)	(5.45)	
		42	15	20	77

Chi-Square = 2.19097 df = 4 Not significant at .05 level.

Chi-Square Test results on Tribal and Non-Tribal teachers on both Frequency and Intensity dimensions of Personal Accomplishment subscale indicate non-significance on prescribed level of .05. It means that both the sampled Tribal and Non-Tribal teachers are experiencing self-concept at equal level. Hence Hypothesis No.14 which stated that there will be no significant difference on the levels of Self-Concept of Tribal and Non-Tribal Glow-on Teachers is retained.

In the next Section the Work Values Correlate of the Glow-on Tribal and Non-Tribal Teachers will be studied.

5.4.3 : Levels of Work Values and Glow-on.

Work Values of the sampled teachers has been assessed by Work Values Inventory. The levels of these work values of Sampled Tribal and Non-Tribal Teachers are studied from

the mean scores of the various levels of PAF and PAI subscales. In the subsequent pages the mean scores on the three levels of High, Moderate and Low will be presented for study.

The mean scores of the HGO Tribal and Non-tribal teachers on PAF dimension are presented on Table 5.44(a) and 5.44(b)

Table 5.44(a): Mean Scores of H.G.O. Sampled Tribal and Non-Tribal Teachers on Work Values Subscale on Personal Accomplishment Frequencywise.

Work Values Sub-scale	Tribal		Non-Tribal	
	Mean	SD	Mean	SD
Creativity	11.15	2.09	11.69	2.78
Management	10.45	1.96	10.95	2.22
Achievement	12.54	1.43	12.08	3.13
Surroundings	12.45	2.37	12.43	2.98
Supervisory Relations	11.51	2.62	10.08	3.07
Way of Life	10.60	2.13	11.34	2.87
Security	10.66	2.35	10.43	3.14
Associates	12.15	1.64	12.56	2.71
Esthetics	11.66	2.45	11.17	2.90
Prestige	11.45	2.29	11.95	3.05
Independence	10.84	2.43	11.47	2.67
Variety	10.48	1.93	9.73	2.57
Economic Return	11.96	1.42	10.78	2.82
Altruism	12.54	1.48	11.47	3.30
Intellectual Stimulation	11.54	1.75	11.56	3.13
	N=33		N=23	

Table 5.44(a) is graphically presented in graph No.5.3.

MEAN SCORES OF HGO TL AND NTL TEACHERS

ON WVI SUBSCALES ON PAF

GRAPH 5:3

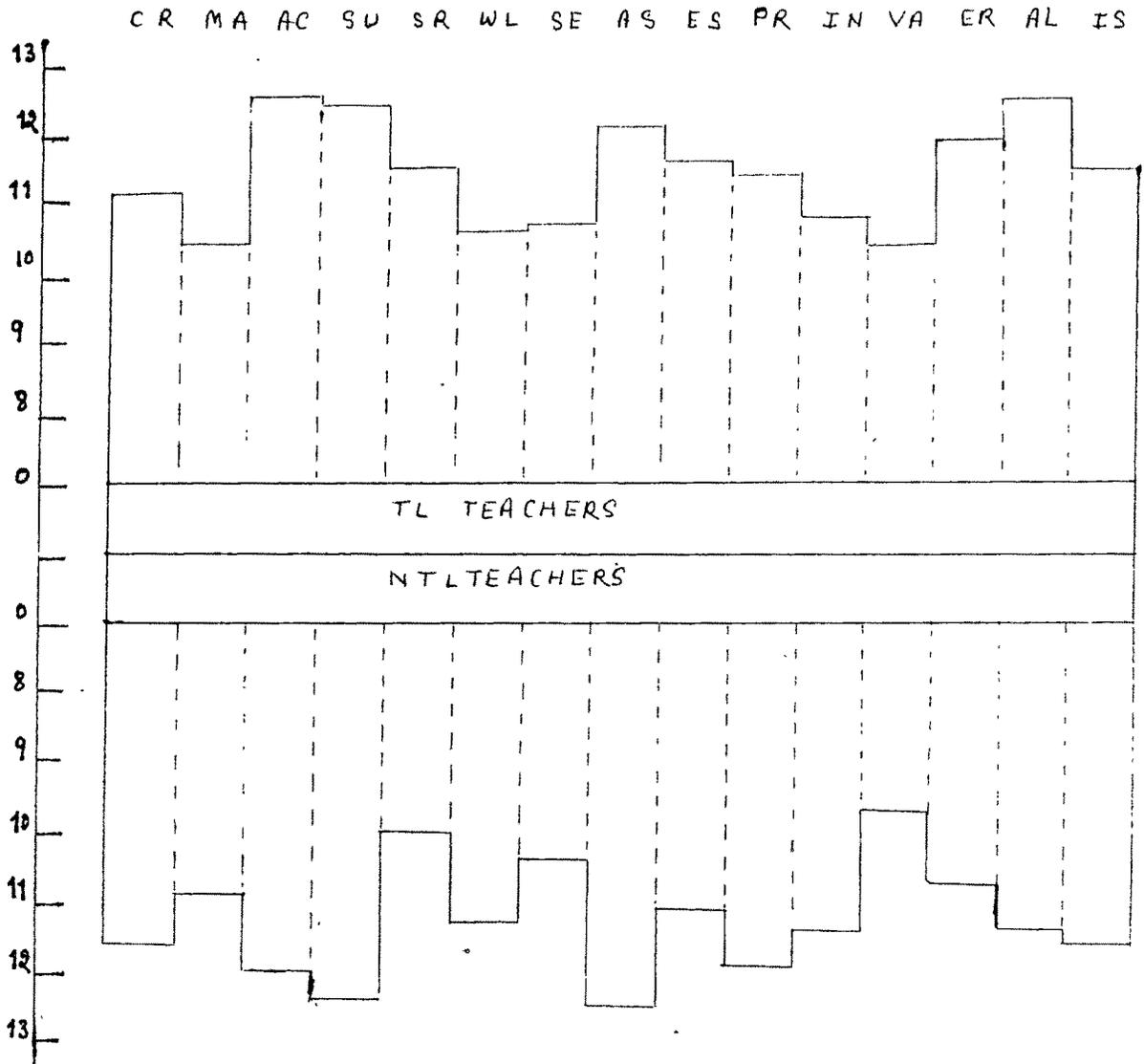


Table 5.44(b) : Mean Scores of MGO and LGO Sampled Tribal and Non-Tribal Teachers on Work Values Sub-Scales on Personal Accomplishment Frequencywise.

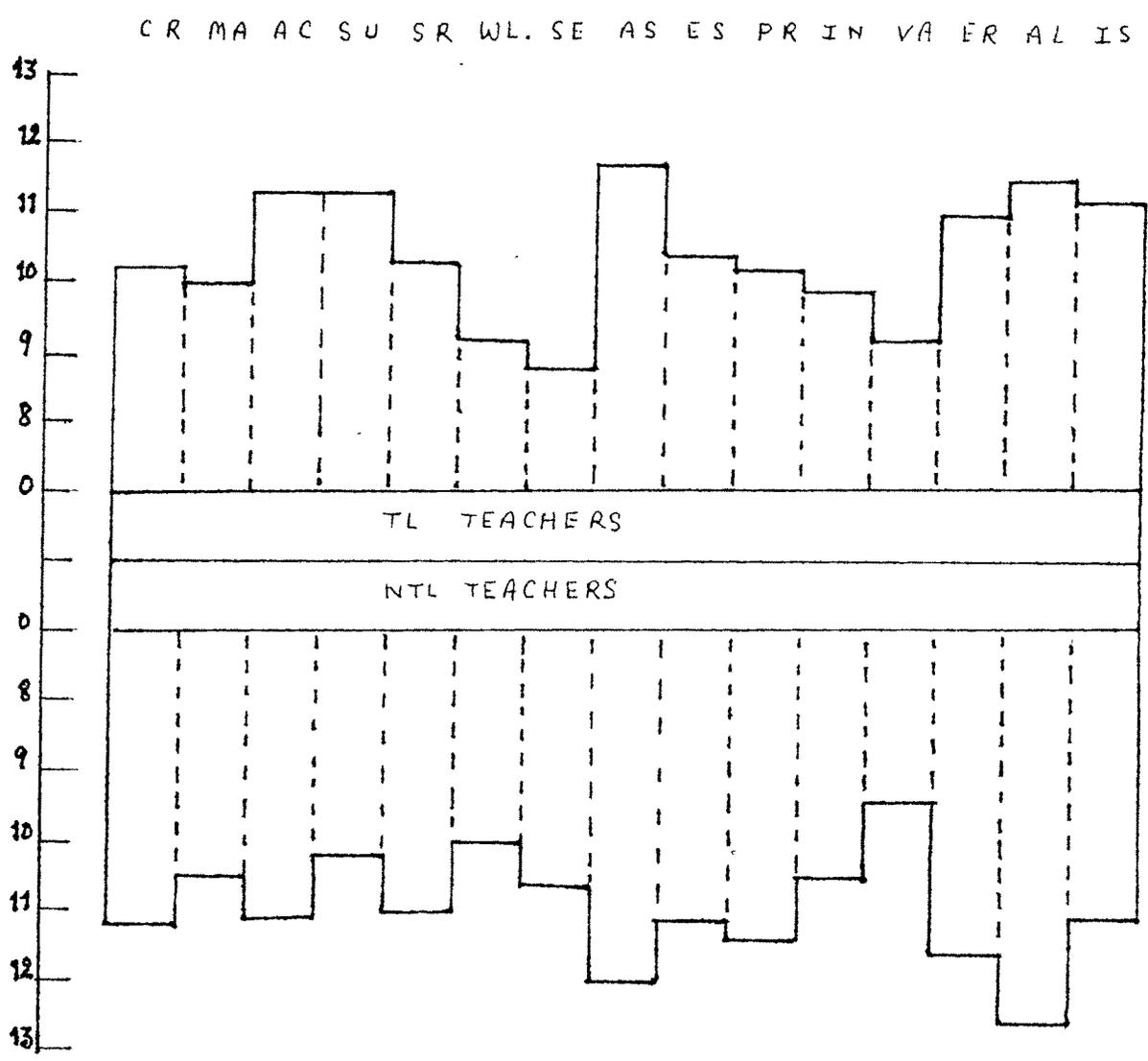
W.V.I. Sub-scales	MGO				LGO			
	Tribal		Non-Tribal		Tribal		Non-Tribal	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Creativity	10.27	2.45	11.25	2.54	10.04	1.85	10.68	2.70
Management	10.00	1.91	10.5	1.86	10.40	1.85	9.84	2.26
Achievement	11.36	1.55	11.12	2.41	11.30	1.92	11.10	2.21
Surroundings	11.36	2.29	11.25	2.32	11.39	2.15	11.39	2.47
Supervisory Relations	10.97	2.02	10.25	2.23	10.27	2.92	10.50	2.54
Way of Life	9.25	2.17	11.06	2.08	10.28	2.17	9.94	2.38
Security	8.88	2.89	10.62	2.06	10.68	2.59	9.34	3.19
Associates	11.75	1.58	12.00	1.59	11.42	2.12	11.34	1.59
Esthetics	10.40	2.37	11.12	2.41	10.84	1.75	10.15	2.82
Prestige	10.18	2.47	11.43	2.82	10.75	1.80	11.00	3.14
Independence	9.88	2.30	10.56	2.47	10.81	2.06	10.63	2.46
Variety	9.25	2.00	9.43	2.50	9.28	1.91	9.78	2.25
Economic Return	10.54	1.93	11.56	1.59	11.00	2.14	10.84	2.69
Altruism	11.86	1.89	12.62	2.36	11.53	1.97	11.18	2.21
Intellectual Stimulation	10.72	2.26	11.81	2.16	11.25	1.86	11.18	2.75
	N=44		N=16		N=66		N=38	

Table 5.44(b) has been graphically presented by Graph Nos. 4 and 5.

The MGO Tribal teachers prefer jobs which gives them occasions of being serviceable and helpful to others (Al.12.54) and where they can achieve something (Achievement 12.54) and where they find good surroundings both physical and social (Surroundings 12.45) (Associates 12.15).

TEACHERS ON WVI SUBSCALES ON PAF

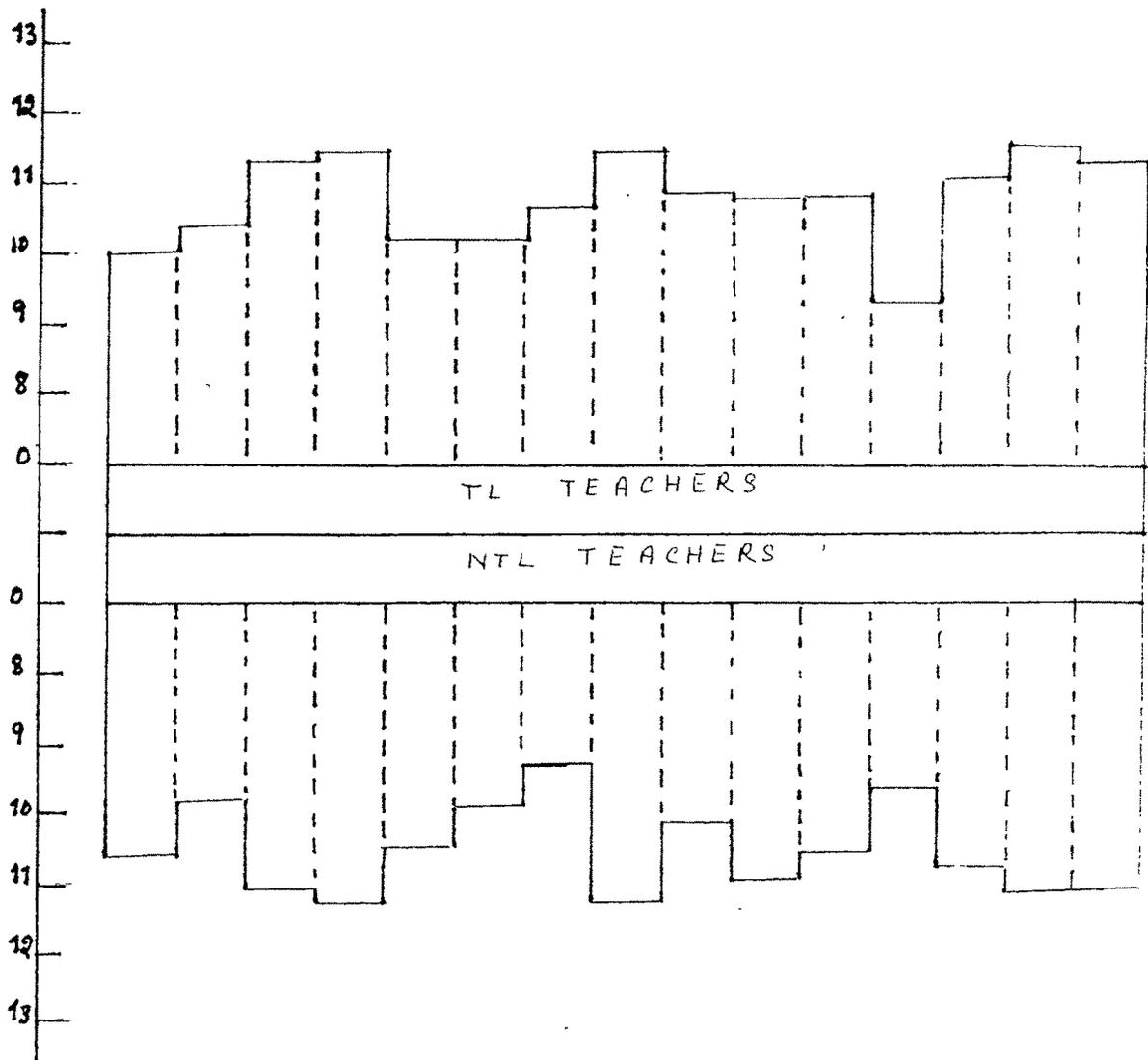
GRAPH 5:4



MEAN SCORES OF LGO TL AND NTL TEACHERS ON WVI SUBSCALES ON PAF

GRAPH : 5 : 5

CR MA AC SU SR WL SE AS ES PR IN VA ER AL IS



The Non-Tribal HGO teachers prefer associates (AS.12.56) in their job in the first place. Then in descending order Surroundings (Su.12.43) and Achievement (Ac.12.08). A slight difference here is observed in the job selection of the Tribal and Non-Tribal teachers. For instance, the altruism type does not rank the top-most in the sampled (HGO Non-Tribal teachers but Associates (12.56) finds first preference which is among the choices of the Tribal teachers - the last of the four top-most choice.

From the table it is obvious that the three choices of the Non-Tribal HGO teachers is common with the Tribal HGO teachers as well, except for the rank. It indicates that the HGO Tribal and Non-Tribal teachers have high inclination towards achieving something in their work and being successful. In order to succeed in their job the accompanying correlates are good surroundings and good associates. These are satisfiers in the job satisfaction of teachers and are responsible to keep the teachers motivated and glowing on. When proper surroundings and company are provided, teachers are satisfied in their job and remain motivated. The present findings on the job selection by the HGO teachers confirms the previous discoveries by sergiovanni and Carverth (1967).

The next choice with high mean is a deviation from the general trend of the HGO teachers. The Tribal teachers have an urge for fulfilment of economic needs. Their fifth rank falls on Economic Return (11.96) whereas the Non-Tribal

teachers' urge has shown towards Prestige (11.95) respect and honour, rather than status. These two are two opposites.

Table 5.44(b) indicates the trend of choice of the MGO and LGO Tribal and Non-tribal teachers. The MGO sampled Tribal Teachers' trend is as those in the HGO preferring Altruistic type of work (Al.11.86) followed by Associates (11.75) and Surrounding (Su.11.36) and Achievement (11.36).

The MGO Non-Tribal teachers' choice has shifted from the HGO Non-Tribal teachers to Altruism (12.62) followed by Associates (12.00) and Intellectual Stimulation (11.81). The mean of MGO Non-Tribal teachers on both Altruism and Associates is higher than the mean of MGO Tribal teachers.

The table also indicates similar choices by LGO Tribal and Non-Tribal teachers as in MGO excepting that the mean scores are lower than those of MGO group.

In general, therefore it can be said that the preference of teachers goes to such works which would give them satisfaction - not only in achieving and being successful in their job but where satisfaction can be derived by being helpful to others.

This trend is towards Frankl's (1959) concept of meaning in life. The G.O. Tribal and Non-tribal teachers are identified as people who have transcended their focus on self, for the cause of service to others. Hence, they experience high level of meaning which also categorises them as people having

higher values of work. They are highly, moderately or lowly glowing-on teachers.

Table 5.45(a) : Mean Scores of HGO & MGO sampled Tribal and Non-Tribal teachers on Work Values on Personal Accomplishment Intensity-wise.

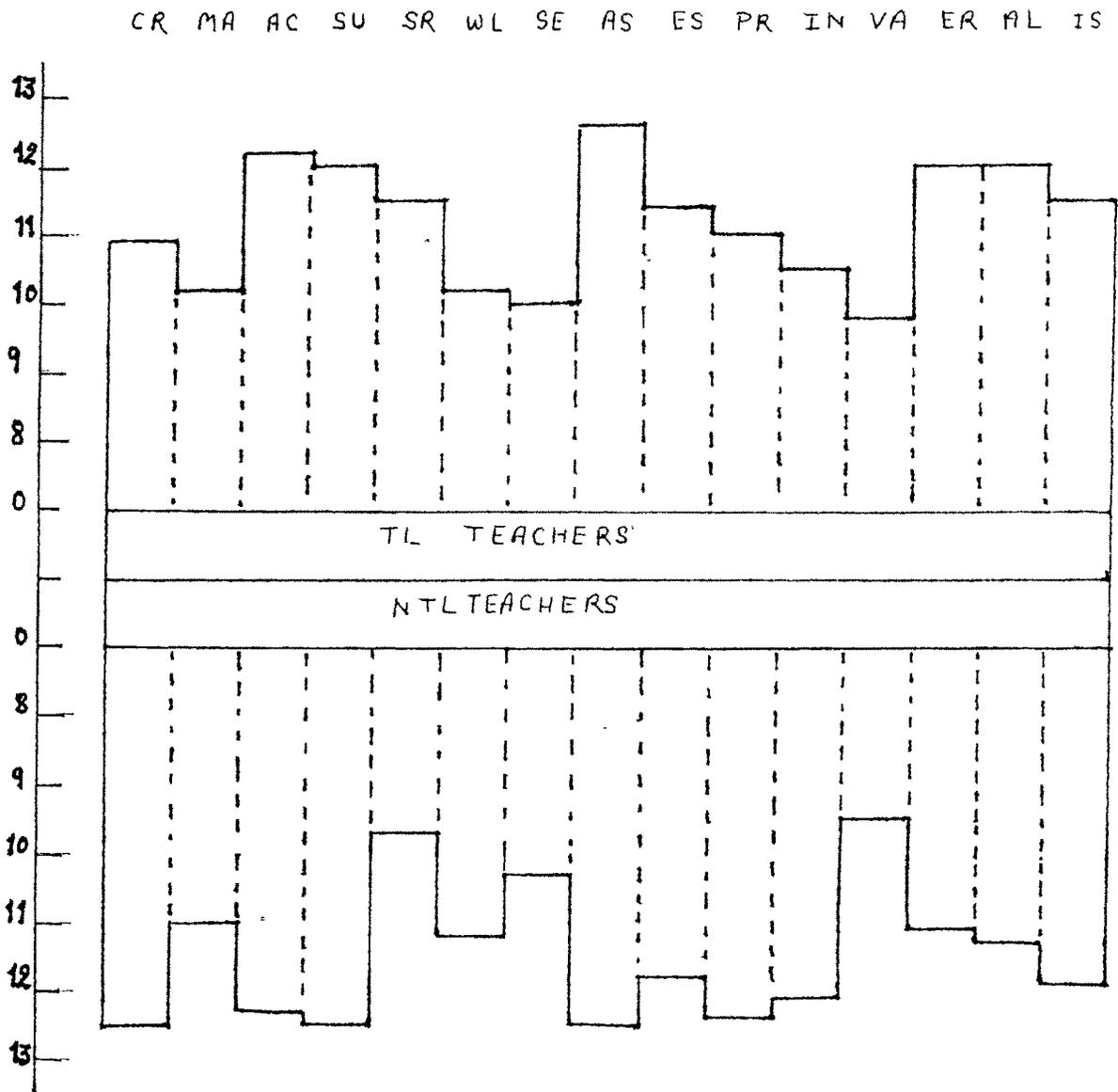
WVI Sub-scale	HGO				MGO			
	Tribal		Non-Tribal		Tribal		Non-Tribal	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Creativity	11.09	2.46	12.55	2.62	10.88	2.14	11.40	2.64
Management	10.23	1.81	11.05	2.37	10.37	1.75	11.33	1.71
Achievement	12.28	1.64	12.35	3.08	11.67	1.80	10.06	2.78
Surroundings	12.09	2.68	12.55	3.01	11.53	2.37	11.80	2.73
Supervisory Relations	11.57	2.35	9.75	2.95	10.74	2.89	11.13	2.26
Way of Life	10.23	2.11	11.20	3.10	10.09	2.22	10.93	2.65
Security	10.14	3.21	10.30	3.27	9.39	2.74	10.46	2.55
Associates	12.61	1.59	12.65	2.73	11.65	1.95	12.60	1.72
Esthetics	11.47	2.69	11.80	2.76	11.06	2.31	11.00	2.61
Prestige	11.00	2.36	12.45	3.54	10.58	2.37	11.20	3.40
Independence	10.52	2.82	12.15	2.36	10.53	2.14	10.66	2.74
Variety	9.85	2.22	9.55	2.70	9.83	2.11	10.86	2.44
Economic Return	12.04	1.74	11.15	2.88	10.81	2.02	11.40	2.47
Altruism	12.00	1.94	11.35	3.45	12.11	2.16	12.33	2.69
Intellectual Stimulation	11.57	1.91	11.90	3.19	11.34	1.87	12.13	2.44
	N=21		N=20		N=43		N=15	

Looking at the two tables, an overall picture of the work values of the H.G.O., M.G.O. and the low Glow-on Tribal and Non-Tribal teachers on PAI is as follows :

There is a similarity of choice of work in the teachers

MEAN SCORES OF H G O TL AND NTL TEACHERS ON WVI SUBSCALES ON PAI

GRAPH:5-6



5 1

MEAN SCORES OF MGO TL AND NTL TEACHERS ON WVI SUBSCALES ON PAI

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GRAPH - 5 : 7

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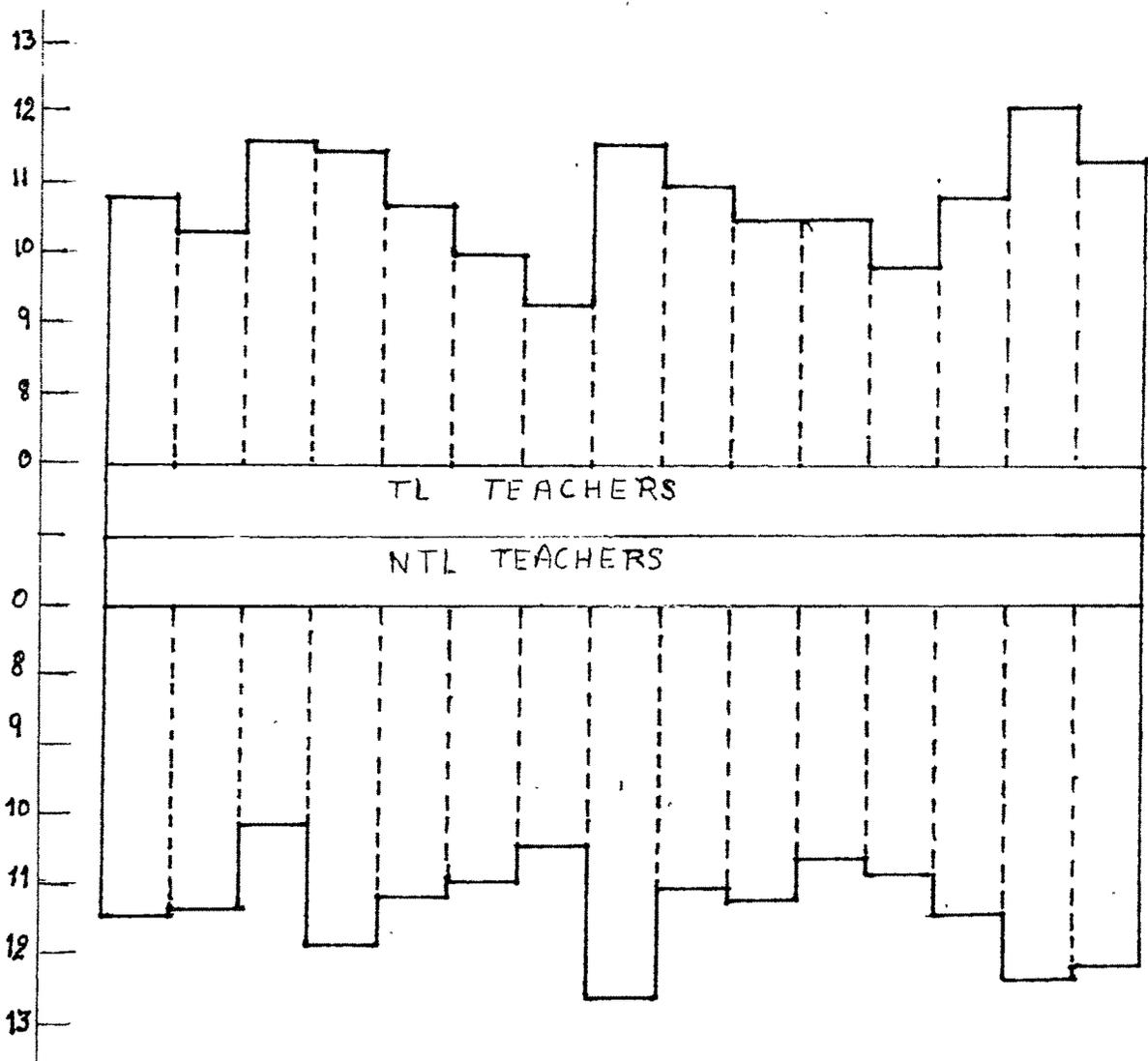


Table 5.45(b) : Mean Scores of LGO Sampled Tribal and Non-Tribal Teachers on Work Values Subscales on Personal Accomplishment Intensity-wise.

WVI Sub-scales	Tribal		Non-Tribal	
	Mean	SD	Mean	SD
Creativity	9.88	1.94	10.30	2.49
Management	10.27	1.93	9.59	2.04
Achievement	11.39	1.77	11.07	2.13
Surroundings	11.55	9.12	11.21	2.32
Supervisory Relations	10.51	2.34	10.30	2.57
Way of Life	9.96	2.26	9.69	2.63
Security	10.51	2.57	9.57	3.02
Associates	11.46	1.85	11.19	1.50
Esthetics	10.65	1.90	10.00	2.70
Prestige	10.75	2.03	10.92	2.56
Independence	10.54	2.18	10.09	2.76
Variety	9.31	1.86	9.35	2.10
Economic Return	10.97	1.98	10.73	2.42
Altruism	11.69	1.69	11.40	2.15
Intellectual Stimulation	11.07	1.85	10.95	2.58
	N=79		N=42	

of both Tribal and Non-Tribal on PAI.sub-scale. The type of work preferred by Tribal teachers is on the line of Associates (12.61) achievement (12.61) Good Surroundings (12.09), Economic gains (ER.12.04) and Altruism (12.00).

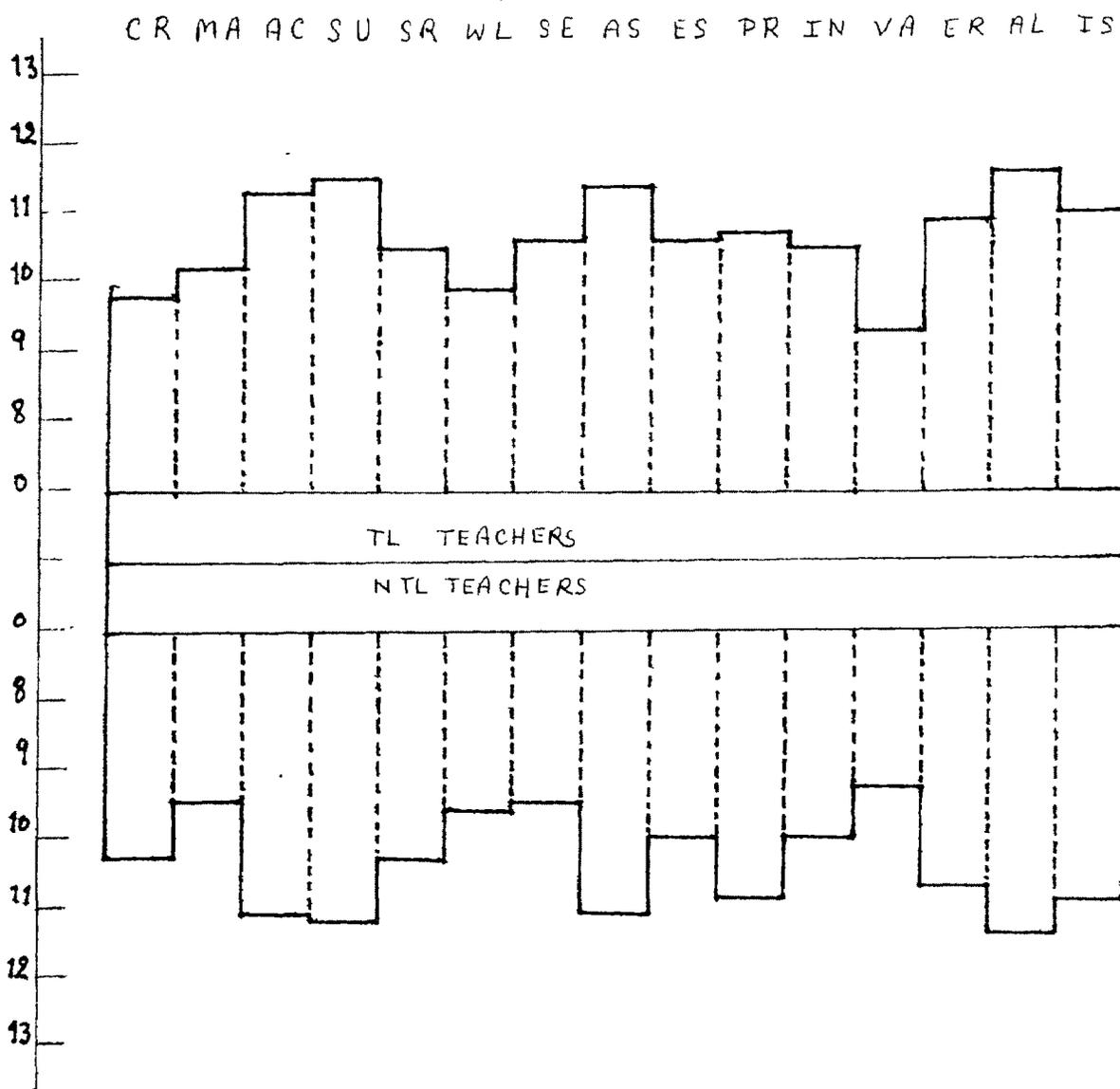
The HGO Non-Tribal teachers prefer such works where they have good associates (As.12.65), Surroundings (12.55), Creativity (12.55), Prestige (12.45), Achievement.

The MGO Tribal teachers' choices are on altruism type of work (Al.12.11), Achievement (11.67) Associates (11.65),

MEAN SCORES OF LGO TL AND NTL TEACHERS ON WVI SUBSCALES ON PAI

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GRAPH : 5.8



Surroundings (11.53) and Intellectual Stimulation (11.34). The Non-Tribal teachers have also Intellectual Stimulation as a special addition in their choice similar to their fellow Tribal brethren. The mean scores are higher in the MGO Non-tribal teachers than in the Tribal group.

The similarity in the choice of works in the LGO Tribal and Non-Tribal teachers continues. The mean scores of the Tribal LGO teachers are higher in almost all the subscales except Prestige and Creativity.

The overall picture emphasizes the glow-on aspect of the teachers in PAI subscale. They are altruistic in general which could be taken as a characteristic of a person not self-centered.

Hence it can be concluded that the sampled Glow-on Tribal and Non-Tribal teachers experience and possess a good level of work Values.

In the next Section Levels of glow-on Tribal and Non-Tribal Teachers are compared with levels of Achievement Motive.

5.3.4 Levels of Achievement Motive and Glow-Onness.

In this Section the levels of Glow-on sampled Teachers are compared with the levels of Self-Concept by Testing Hypothesis 15.

Hypothesis No.15 : There will be no significant difference in the levels of Achievement Motive of the Glow-on Tribal and Non-Tribal Teachers.

The data for the Chi-square test tables are presented as Table 46⁵(a), 5.46(b), 5.47(a) and 5.47(b).

Table 5.46(a) : Glow-on Sampled Tribal Teachers and Achievement Motive on Personal Accomplishment Frequency-wise.

N-Ach Levels		PAF Levels			Total
		Low	Moderate	High	
Low	fo	28	13	8	49
	fe	(22.61)	(15.07)	(11.30)	
Moderate	fo	24	16	17	57
	fe	(26.30)	(17.53)	(13.15)	
High	fo	14	15	8	37
	fe	(17.07)	(11.38)	(8.53)	
		66	44	33	143

Chi-square = 5.72 df=4 Not significant at .05 level.

Table 5.46(b) : Level of Achievement Motive of GO Non-Tribal Teachers on Personal Accomplishment Frequency.

N-Ach Levels		PAF Levels			Total
		Low	Moderate	High	
Low	fo	18	8	9	35
	fe	(17.27)	(7.27)	10.45)	
Moderate	fo	14	7	7	28
	fe	(13.81)	(5.81)	(8.36)	
High	fo	6	1	7	14
	fe	(6.90)	(2.90)	(4.18)	
		38	16	23	77

Chi-square = 6.64 df= 4 Not significant at .05 level.

Table 5.47(a): Level of Achievement Motive of GO Tribal Teachers on Personal Accomplishment, Intensity.

N-Ach Level	PAI Levels				
	Low	Moderate	High	Total	
Low	fo	29	12	7	48
	fe	(26.51)	(14.43)	(7.04)	
Moderate	fo	30	21	7	58
	fe	(32.04)	(17.44)	(8.51)	
High	fo	20	10	7	37
	fe	(20.44)	(11.12)	(5.43)	
		79	43	21	143

Chi-square = 14.07 df = 4 Significant at .01 level

Table 5.47(b) : Level of Achievement Motive of the Sampled GO Non-Tribal Teachers on Personal Accomplishment Intensity-wise.

N-Ach levels	PAI LEVELS				
	Low	Moderate	High	Total	
Low	fo	22	5	8	35
	fe	(10.09)	(6.81)	(9.09)	
Moderate	fo	13	7	8	28
	fe	(15.27)	(5.45)	(7.27)	
High	fo	7	3	4	14
	fe	(7.63)	(2.72)	(3.63)	
		42	15	20	77

Chi-square = 2.0 df=4 Not significant at .05 level.

Chi Square results of the test of GO. Tribal and Non-Tribal teachers on PAF dimension ($\chi^2 = 5.727$ and $\chi^2 = 6.645$) are both not significant at the expected level of .05. It

indicates that both the groups of G.O. teachers on PAF dimension possess equal levels of achievement motive, which could be either low or moderate but there is no significant difference on the level of achievement motive.

However, in the PAI dimension the results of Chi-Square test show a significant difference between the GO Tribal and Non-tribal teachers. The reasons for such differences are open for further research between these two groups of teachers through case studies etc.

Hence Hypothesis No.15 stating that There is no significant difference in the level of achievement motive of the G.O. Tribal and Non-Tribal teachers is neither accepted nor rejected. It is partly rejected and partly retained.

In the next Section the sampled burnout Tribal and Non-Tribal Teachers will be compared on the four Psychological correlates of Meaning in Life, Self-Concept, Works Values and Achievement Motivation through contingency Chi-Squares and mean scores.

Objective 5(A). To Compare the 'burn-out tribal and Non-Tribal Teachers on the same Psychological Correlates of (i) Meaning in Life (ii) Self-Concept, (iii) Work Values and Achievement Motivation.

5.5.1 Meaning in Life and Burnout.

In this section the sampled burnout Tribal and Non-Tribal

teachers of Chotanagpur are compared in the levels of Meaning in Life, Self-Concept, Work Values and Achievement Motive through contingency Chi-Square presented hypothesis-wise.

Hypothesis No.16 : There will be no significant difference in the levels of meaning in Life of sampled Burnout Tribal and Non-Tribal Teachers on Emotional Exhaustion subscale.

The data for Chi-square test of PIL with the E.E. sub-scale of MBI in both dimensions are given below in Table 5.48(a), 5.48(b), 5.48(c) and 5.48(d)

Table 5.48(a): Burnout Sampled Tribal Teachers and the Levels of Meaning in Life on Emotional Exhaustion Frequency-wise.

Levels of PIL	E E F			Total
	Low	Moderate	High	
Low-	7	15	13	35
Moderate	12	31	28	71
High	7	17	13	37
	26	63	54	143

$\chi^2 = .40$ $df = 4$ Not significant at .05 level.

Table 5.48(b) : Burnout Sampled Non-Tribal Teachers and the levels of Meaning in Life on Emotional Exhaustion Frequency-wise.

PIL Levels	E E F			Total
	Low	Moderate	High	
Low	7	8	7	22
Moderate	8	23	8	39
High	10	5	1	16
	25	36	16	77

Chi-square = 13.18, $df = 4$ Significant at .01 level.

Table 5.48(c) : Sampled Burnout Tribal Teachers and levels of Meaning in Life on Emotional Exhaustion Intensity-wise.

PIL Levels	E E I			Total
	Low	Moderate	High	
Low	10	20	5	35
Moderate	19	43	9	71
High	17	15	5	37
	46	79	19	143

Chi-square value = 5.52 df=4 Not significant at .05 level.

Table 5.48(d): Sampled Burnout Non-Tribal Teachers and Levels of Meaning in Life on Emotional Exhaustion Intensity-wise.

PIL Levels	E E I			Total
	Low	Moderate	High	
Low	6	13	3	22
Moderate	14	21	4	39
High	12	3	1	16
	32	37	8	77

Chi-square value = 9.86 df = 4
 Significant at .05 level.

As indicated by Tables 5.48(a),(b),(c),(d) there is a difference in the level of meaning/purpose of life experienced by the teachers of Chotanagpur. The Chi-square Test results of Tribal teachers on emotional exhaustion F sub-scale (χ^2 .400515 .523) though reaching to significance (.9824) and .2377 is not significant at the prescribed level of .05.

However, the Chi-square Test results on Non-Tribal teachers on the same subscale of emotional exhaustion are significant at .01 level and at .05 level.

The meaning in life of the burnout Tribal teachers indicates a higher level than the Non-Tribal burnout teachers on Emotional Exhaustion both frequency and intensity dimension. The Non-Tribal teachers have a proportionately a higher level of burnout on emotional exhaustion dimension than Tribal teachers.

This aspect requires further investigation. Why the Non-Tribal teachers experience more often and strongly these feelings of emotional exhaustion than do tribal teachers do. Are the family ties getting lessened or religious background being weakened. The problems of finance and dependents could be similar to almost all teachers in job in Chotanagpur. Hence this aspect needs to be studied in depth.

Hypothesis No.16 stating that There will be no significant difference in the levels of Meaning in Life of Sampled Burnout Tribal and Nontribal teachers on Emotional Exhaustion Sub-scale is rejected.

5.5.2 Meaning in Life and Depersonalization.

Hypothesis No.17 : There will be no significant difference in the levels of meaning in life of sampled burnout Tribal and Non-Tribal teachers on Depersonalisation subscale.

Table 5.49(d) : Sampled Burnout Non-Tribal Teachers and Levels of Meaning in Life on Depersonalisation Intensity-wise.

PIL Levels	D.I.			Total
	Low	Moderate	High	
Low	0	10	12	22
Moderate	1	22	16	39
High	1	6	9	16
	2	38	37	77

Chi-square value = 3.12' df=4

Not Significant at .05 level.

Tables 5.49(a),(b),(c) and (d) show the position of the Tribal and Non-Tribal teachers on Depersonalisation sub-scale. The Chi-square results indicate that Tribal burnout teachers experience lower level of meaning/purpose in life and more of the Depersonalised feelings of burnout. The Non-Tribal teachers experience higher meaning/purpose in life and are less burn-out on the Depersonalised dimensions of Burnout.

The four Chi-square test results on the meaning in life of the burnout Tribal and Non-Tribal teachers is an important revelation for the society of Chotanagpur. It is an indication of the direction towards which the teachers in Chotanagpur are heading. An emotionally burnout teacher has hard time to see any meaning and purpose in life. The meaninglessness of life and the whole thing intensifies his/her burnoutness or vice-versa due to his/her being burntout, emotionally fatigued, he/she finds no meaning

The significant Chi-square test results on Depersonalisation dimension of the burnout subscale lowers down the level of meaning and purpose of the burnout Tribal teachers of Chotanagpur in Comparison to the Non-Tribal teachers. Reasons may vary. The tensions in their lives due to monetary uncertainty in day-to-day life which the secondary school teachers experience along with other problems brings in them these feelings of Depersonalisation towards others especially towards their students. Misra (1986) has reported that high degrees of emotional exhaustion and depersonalisation are related with degrees of stress. It implies that teachers who are stressed by more conditions in their work and hence experience greater degree of stress also perceive themselves as emotionally exhausted and depersonalised. And to that degree they experience lower level of meaning in life.

The Chi-square values of the four groups tested indicate that there is a difference in the level of meaning and purpose in life of the sampled burnout Tribal and Non-Tribal teachers. Therefore Hypothesis No.17 which stated that There will be no significant difference in the levels of meaning in life of sampled burnout Tribal and Non-Tribal Teachers on Depersonalisation sub-scale is rejected.

5.5.2 Self-Concept and Burnout. Self-Concept is the second psychological correlate studied to compare the Tribal teachers with Non-Tribal Teachers. Hypothesis 18 is tested in this comparison.

Hypothesis No.18 : There will be no significant difference in the levels of self-concept of sampled burnout Tribal and Non-Tribal Teachers on Emotional Exhaustion Subscale.

Tables 5.50(a), (b), (c) and (d) will present the Chi-square tests carried out on the dimension of the Emotional Exhaustion frequency and intensity with self-perception Inquiry.

*Table 5.50(a) : Sampled Burnout Tribal Teachers and levels of Self-Concept on Emotional Exhaustion Frequency.

SPI levels	EEF LEVELS			Total
	Low	Moderate	High	
Low	3	18	13	34
Moderate	13	13	25	51
High	10	32	16	58
	26	63	54	143

Chi-square value = 12.69, df = 4

Significant at .01 level.

* Note : Where Chi-square are calculated by computer, fe are not provided.

Table 5.50(b) : Sampled Burnout Non-Tribal Teachers and Levels of Self-Concept on Emotional Exhaustion Frequency-wise.

SPI Levels	EEF LEVELS			Total
	Low	Moderate	High	
Low	9	13	5	27
Moderate	8	13	8	29
High	8	10	3	21
	25	36	16	77

Chi-square value = 1.74 df=4

Not significant at .05 level.

Table 5.50(c) : Sampled Burnout Tribal Teachers and Levels of Self-Concept on Emotional Exhaustion Intensity-wise.

SPI levels	EEI LEVEL			Total
	Low	Moderate	High	
Low	10	20	4	34
Moderate	14	27	10	51
High	22	31	5	58
	46	78	19	143

Chi-square value = 3.39 df = 4

Not Significant at .05 level.

Table 5.50(d) : Sampled Burnout Non-Tribal Teachers and Levels of Self-Concept on Emotional Exhaustion Intensity-wise.

SPI levels	EEI LEVEL			Total
	Low	Moderate	High	
Low	10	13	4	27
Moderate	12	14	3	29
High	10	10	1	21
	32	37	8	77

Chi-square value = 1.46 df = 4

Not Significant at .05 level.

The four tables on Emotional Exhaustion F & I and the levels of self-concept of the Tribal and Non-Tribal teachers indicate that there is not much difference in level of self-concept of the burnout teachers on this subscale in its intensity. The Tribal- and Non-Tribal burnout teachers experience the same level of self-concept.

But the Chi-square test results indicate that there is a significant difference on the level of self-concept of the two-groups. On the Emotional exhaustion frequency level the Tribal teachers seem to experience a lower level of self-concept. Their burnoutness frequently lowers their level of self-concept being aware of what is expected of them as teachers of the students whom they are expected to show the right path. A lower level of self-concept projects itself upon the people with whom some dealings are made. This finding of the lower level of self-concept in Tribal teachers is testifying the other norms which stated that the oppression and suppression and exploitation by others, they seem to have developed a low self image of themselves and their own group" (Vikas Maitri, 1981).

As Chi-square test results on Emotional Exhaustion Frequency indicate a significant level of .01. Hypothesis 18 which stated that There will be no significant difference on the levels of self-concept of the sampled burnout Tribal and Non-Tribal Teachers on Emotional Exhaustion Subscale is rejected.



5.5.3 Self Concept and Depersonalisation.

Hypothesis No.19 : There will be no significant difference on the levels of self-concept of the sampled burnout Tribal and Non-Tribal Teachers on Depersonalisation Sub-scale.

The data for Chi-square Test will be presented by Table 5.51(a),(b),(c) and (d).

Table 5.51(a) : Sampled Burnout Tribal Teachers and Levels of Self-Concept on Depersonalisation Frequency-wise.

SPI Levels	D.F. LEVEL			Total
	Low	Moderate	High	
Low	0	11	23	34
Moderate	3	16	32	51
High	4	29	25	58
	7	56	80	143

Chi-square value = 8.13 df= 4
Not significant at .05 level.

Table 5.51(b) : Sampled Burnout Non-Tribal Teachers and Levels of Self-Concept on Depersonalisation Frequency-wise.

SPI level	D.F. LEVEL			Total
	Low	Moderate	High	
Low	3	10	14	27
Moderate	2	13	14	29
High	2	14	5	21
	7	37	33	77

Chi-square value = 5.02 df = 4
Not significant at .05 level.

Table 5.51(c) : Sampled Burnout Tribal Teachers and Levels of Self-Concept on Depersonalisation Intensity.

SPI levels	DI LEVELS			Total
	Low	Moderate	High	
Low	2	14	18	34
Moderate	4	17	30	51
High	7	29	22	58
	13	60	70	143

Chi-square value = 4.61 df = 4

Not significant at .05 level.

Table 5.51(d) : Sampled Burnout Non-Tribal Teachers and Levels of Self Concept on Depersonalisation Intensity-wise.

SPI Levels	DI LEVEL			Total
	Low	Moderate	High	
Low	2	8	17	27
Moderate	0	18	11	29
High	0	12	9	21
	2	38	37	77

Chi-square value = 9.02 df = 4

Not significant at .05 level

On observation of Table 5.49(a),(b),(c) and (d) one would get the impression that there is a greater number of teachers on the HSPI level especially as seen in the last four tables. Yet the test results indicate that the burnout Tribal and Non-Tribal teachers experience similar level of self-concept as far as Depersonalisation sub-scale is concerned.

The Chi-square result verify that the level of self-concept of the burnout Tribal and Non-Tribal teachers does not

differ. Hence Hypothesis 19 which states that there will be no significant difference on the levels of self-concept of sampled Tribal and Non-Tribal Teachers on Depersonalisation sub-scale is retained.

In the next Section the third Psychological correlate i.e., Work Values Inventory will be studied through the mean scales.

5.3.4 Work Values and Burnout.

In this Section Work Values of the Burnout Sampled Tribal and Non-Tribal teachers is studied from the mean scores which is revealed on the levels of high, moderate and low sub-groups of Tribal and Non-Tribal teachers on MBI sub-scales meant to measure burnout i.e., emotional exhaustion and Depersonalisation in both frequency and intensity dimensions.

Table 5.52 : Mean Scores of H.B.O. Sampled Tribal and Non-Tribal Teachers on the sub-scales of Work Value Inventory on EEF.

W.V.I. Sub-scales	Mean Scores and S.D. of -			
	Tribal		Non-Tribal	
	Mean	SD	Mean	SD
Creativity	10.09	2.13	10.93	2.56
Management (Ma)	10.20	1.87	9.37	1.99
Achievement	11.85	1.49	10.37	2.12
Surroundings	12.00	2.18	10.37	2.12
Supervisory Relations	10.66	2.54	9.37	2.80
Way of Life	10.20	1.91	9.62	2.39
Security	10.14	2.40	8.87	2.98
Associates	11.77	1.65	11.37	2.44

cont..

Table 5.52 (contd.):

W.V.I. Sub-Scale	Mean Scores and S.D. of-			
	Tribal		Non-Tribal	
	Mean	SD	Mean	SD
Esthetics	10.92	2.25	9.0	2.47
Prestige	11.0	2.20	10.37	3.68
Independence	10.74	2.12	9.75	2.76
Variety	9.62	2.08	9.56	1.36
Economic Return	11.40	1.74	10.31	2.41
Altruism	12.11	1.55	11.18	2.53
Intellectual Stimulation	11.51	1.86	10.62	3.28

Table 5.52 has been graphically presented by Graphy No.5.9

H.B.O. Tribal teachers value works in which they can help others (Altruism 12.11) and where they find good surroundings both physical and social (12.00).

H.B.O. Non-Tribal teachers prefer works where good Associates can be had (11.37) and where they can be helpful (Altruism 11.18).

The lowest mean observed in these two groups of HBO are variety (9.62) for Tribal teachers and Security (8.87), Esthetics (9.00) for Non-Tribal HBO teachers.

A glance at Table 5.53 indicates that the mean score values of the MBO Tribal and Non-Tribal teachers is lower than the HBO Teachers. Out of the mean scores, the highest given by the MBO Tribal teachers is to Altruism (11.50) and the lowest remains in Variety (9.44) preceded by Security(9.79).

MEAN SCORES OF HBO TL AND NTL TEACHERS ON WVI SUBSCALES ON EEF

GRAPH: 5-9

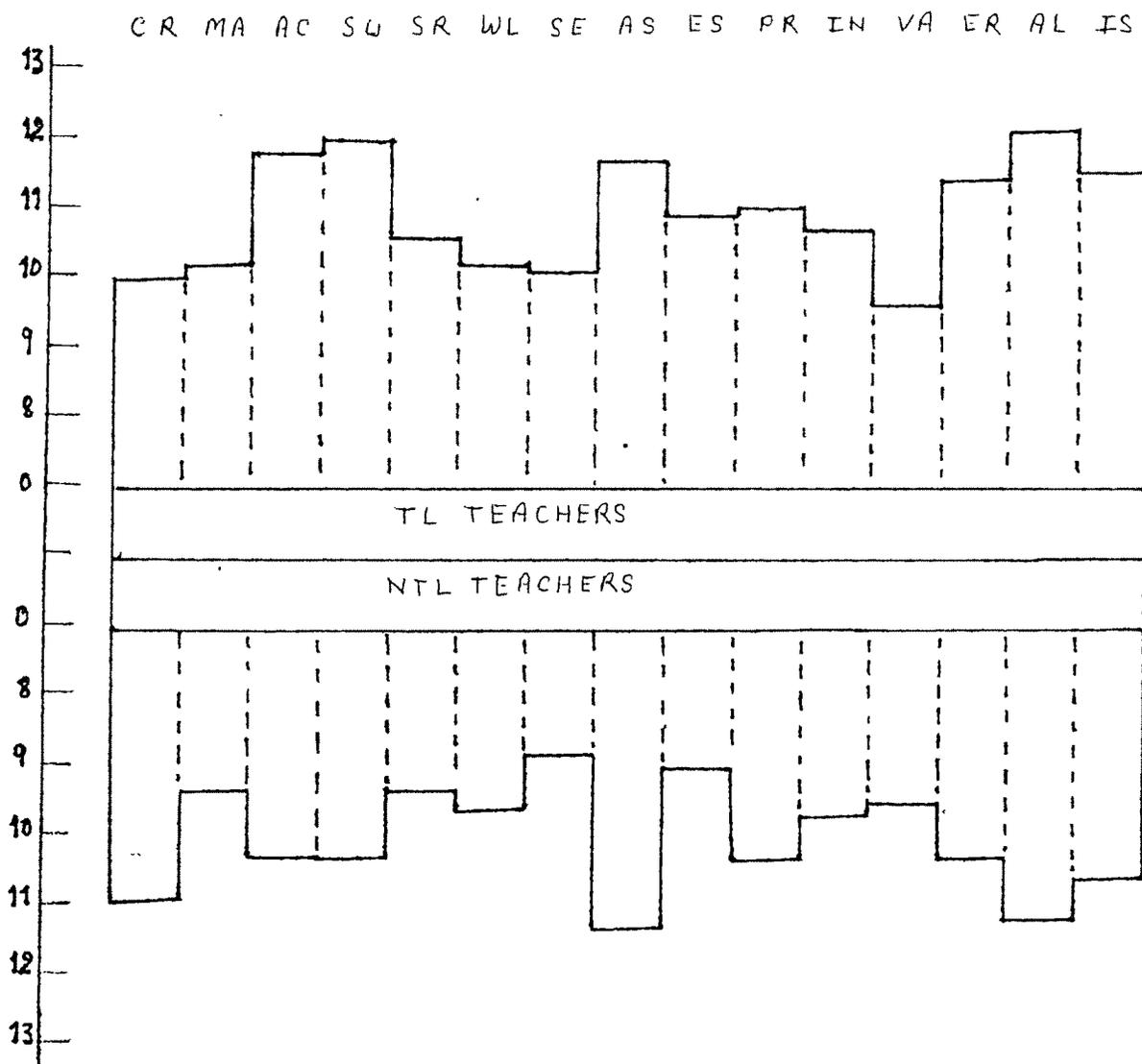


Table 5.53 : Mean Scores of MBO Sampled Tribal and Non-Tribal Teachers on the sub-scales of WVI on Emotional Exhaustion Frequency.

WVI sub-scale	TRIBAL		NONTRIBAL	
	Mean	SD	Mean	SD
Creativity	10.14	1.99	11.22	2.72
Management	9.88	2.17	10.44	2.37
Achievement	11.04	1.92	11.69	2.38
Surroundings	11.03	2.31	11.66	2.31
Supervisory Relations	10.50	2.66	10.58	2.18
Way of Life	9.90	2.22	10.94	2.57
Security	9.79	2.87	10.22	2.57
Associates	11.38	2.06	12.19	1.70
Esthetics	10.34	2.06	11.25	2.57
Prestige	10.47	1.97	11.44	2.63
Independence	10.26	2.30	11.05	2.31
Variety	9.44	1.86	9.69	2.27
Economic Return	10.57	2.13	10.97	2.39
Altruism	11.50	2.16	12.08	2.35
Intellectual Stimulation	10.88	1.80	11.58	2.52

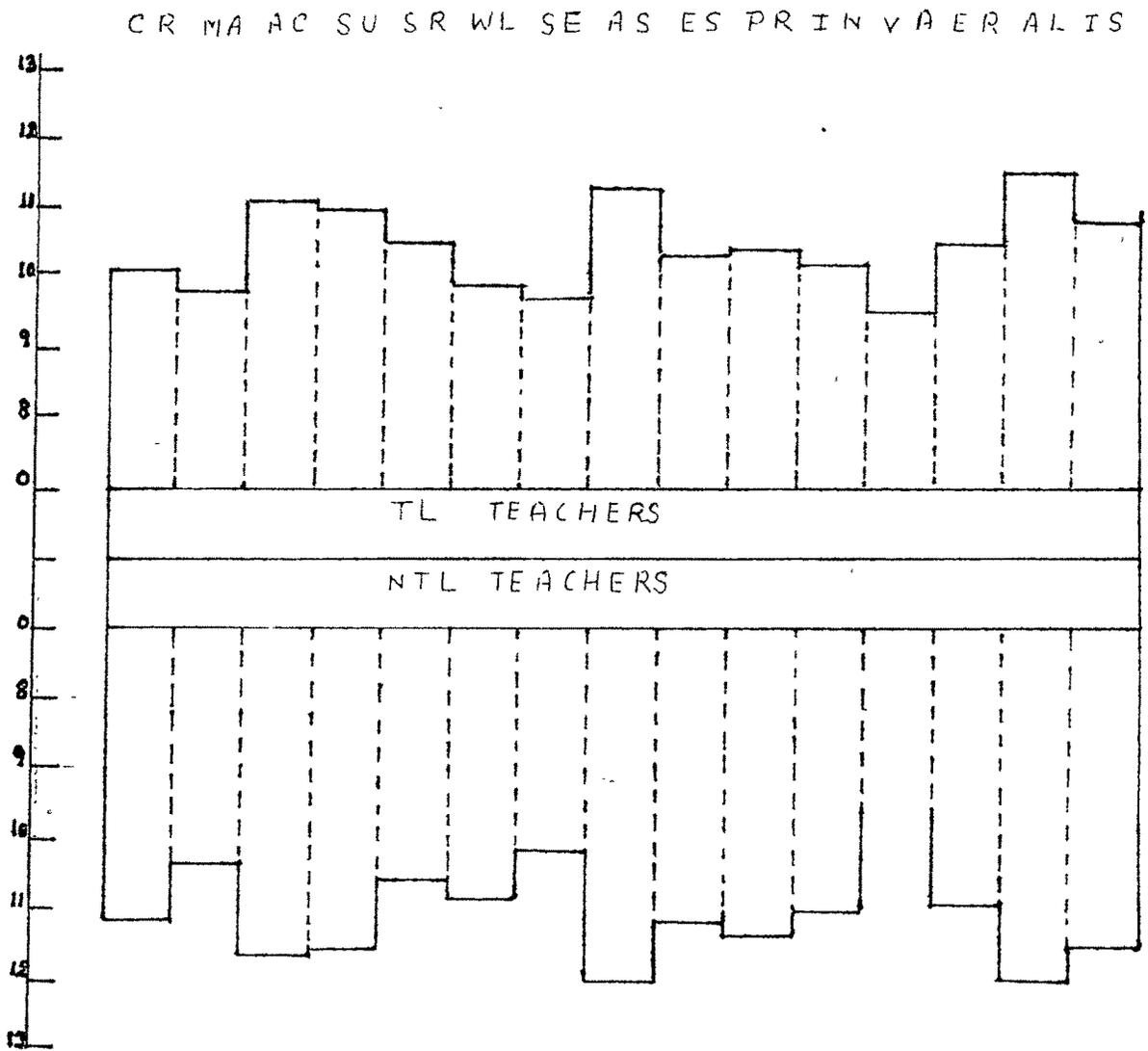
It is noteworthy that tribals in general known to be free, not to be tied down with the same kind of work, rank variety which is the type of "work that provides an opportunity to do different types of jobs" in the lowest position. It is preceded by security (9.79). This finding is in accordance with the earlier studies made on the W.V.I. Variety has generally received a relatively low place in the hierarchy of those so far tested."

The MBO Non-Tribal teachers' trend of choice is on

MEAN SCORES OF MBO TL AND NTL TEACHERS ON WVI SUBSCALES ON EEF

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GRAPH:5.10



Association (12.19) and Altruism (12.08).

Similar to the MBO Tribal teachers the lowest choice given by Non-Tribal teachers is to Variety which therefore confirms the previous testings of values of people by the author (1951).

The mean values between the Tribal and Non-Tribal MBO teachers differs in that the MBO Tribal teachers have a lower mean (Altruism 11.50) in the choice of the type of work than is seen in the MBO Non-tribal teachers.

Table 5.54 : Mean Scores of the LBO sampled Tribal and Non-Tribal Teachers on the Sub-scales of WVI on Emotional Exhaustion Frequency.

WVI Sub-scales	TRIBAL		NONTRIBAL	
	Mean	SD	Mean	SD
Creativity	11.5	2.19	11.04	2.83
Management	10.07	1.62	10.72	1.96
Achievement	12.46	1.55	11.64	2.97
Surroundings	12.30	2.09	12.52	2.84
Supervisory Relations	11.46	2.10	10.56	3.04
Way of Life	10.03	2.79	10.72	2.50
Security	10.88	3.05	10.20	3.51
Associates	12.26	1.73	11.24	3.05
Esthetics	12.19	1.67	10.88	2.92
Prestige	10.84	2.57	11.92	3.12
Independence	10.76	2.42	11.32	2.56
Variety	10.03	0.95	9.8	3.02
Economic Return	11.65	1.89	11.40	2.81
Altruism	12.03	1.68	11.08	3.02
Intellectual Stimulation	11.46	1.96	11.68	2.71

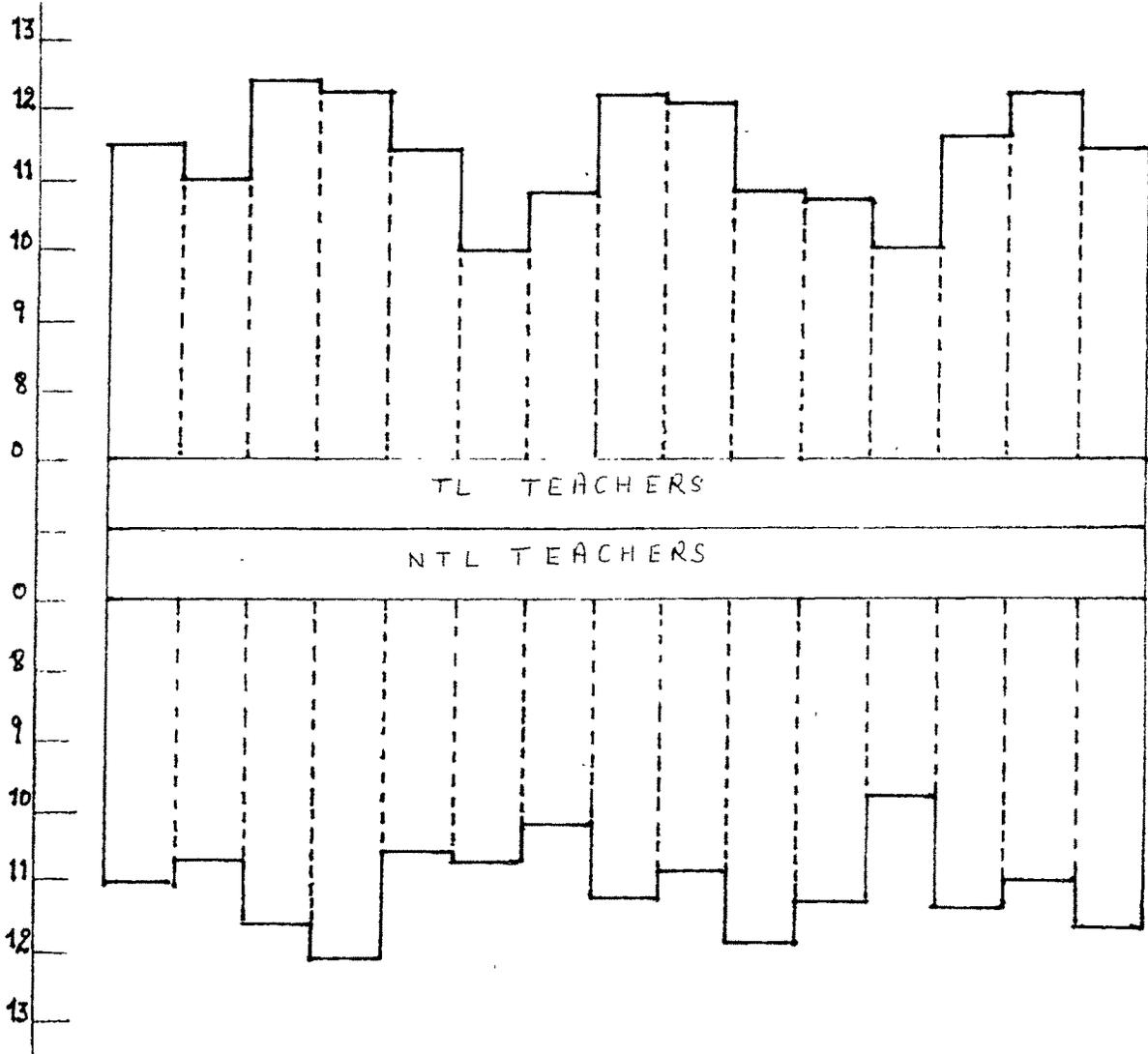
Graph No.5.11 represents to this table.

MEAN SCORES OF LBO TL AND NTL TEACHERS ON WVI SUBSCALES ON EEF

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GRAPH: 5-11

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The E.E.F. L.B.O. Tribal Teachers' preference has fallen to achievement (12.46) type of "work which gives one a feeling of accomplishment in doing a job well." Other jobs of their choice in descending order of preference are Surroundings (12.30), Associates (12.26), Altruism (12.23), Esthetics (12.19).

The EEF LBO Non-tribal teachers' trend of choice is on Surroundings (12.52) and Prestige (11.92).

The tables indicate that the LBO Tribal teachers have a different preference than the HBO Tribal teachers.

Second observation is that being in the lowest level of Burnout they are closer to the opposite direction of being glow-on). The mean scores are in 80 per cent in the five types of jobs enumerated above.

Another observation is that the LBO Non-Tribal teachers have a different kind of choice which has not been given top-most priority by the two previous groups of teachers. Prestige, as their second choice is also an indication that the LBO Non-Tribal teachers, besides liking good surroundings in their jobs would prefer a job which gives prestige, ^{and} respect in the society rather than status or power. The two tables are graphically compared in Graph No. 5.12.

Table 5.55a: Mean Scores of HBO Sampled Tribal and Non-Tribal Teachers on Sub-scales of Work Values on Emotional Exhaustion Intensity.

WVI Subscales	TRIBAL		NONTRIBAL	
	Mean	SD	Mean	SD
Creativity	10.15	2.24	10.87	2.79
Management	10.00	2.42	10.75	1.48
Achievement	12.10	1.32	10.62	2.72
Surroundings	11.05	1.92	11.12	2.53
Supervisory Relations	11.47	2.38	10.87	3.18
Way of Life	10.63	2.21	9.87	3.04
Security	9.10	2.66	10.87	2.69
Associates	12.21	1.58	12.62	1.92
Esthetics	11.15	2.60	10.87	2.69
Prestige	10.47	2.26	11.87	4.15
Independence	10.42	2.58	10.00	2.20
Variety	9.52	2.24	9.75	1.03
Economic Return	11.00	1.38	11.00	2.44
Altruism	11.57	2.06	12.25	2.37
Intellectual Stimulation	12.05	1.68	12.62	2.26

Table 5.55 has been graphically presented for comparison in Graph No.5.12.

MEAN SCORES OF HBO TL AND NTL TEACHERS

ON WVI SUBSCALES ON EEI

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GRAPH: 5-12

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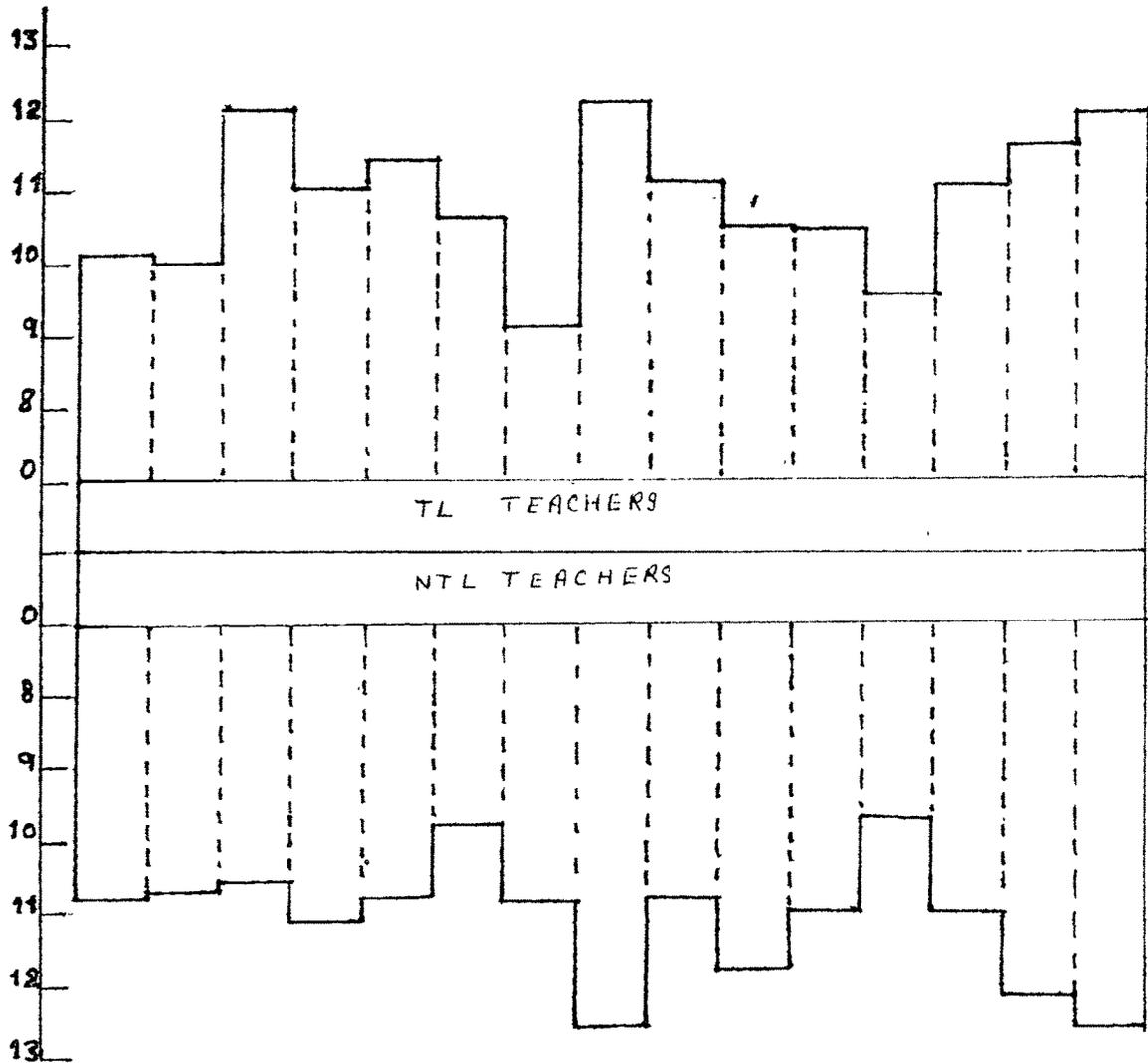


Table 5.55(b): Mean Scores of MBO sampled Tribal and Non-Tribal Teachers on the Sub-Scales of W.V.I. on Emotional Exhaustion Intensity.

WVI Subscale	TRIBAL		NONTRIBAL	
	Mean	SD	Mean	SD
Creativity	10.11	1.92	10.91	2.41
Management	10.20	1.77	9.89	1.92
Achievement	11.24	1.73	11.10	2.68
Surroundings	11.57	2.34	11.18	2.76
Supervisory Relations	10.24	2.64	10.32	2.55
Way of Life	9.89	2.23	10.54	2.46
Security	10.17	2.61	9.70	2.60
Associates	11.52	1.97	11.51	2.19
Esthetics	10.50	2.03	10.37	2.91
Prestige	10.60	2.00	10.56	3.21
Independence	10.44	2.03	10.29	2.66
Variety	9.57	1.97	9.40	2.33
Economic Return	10.93	1.96	10.75	2.48
Altruism	11.85	1.82	11.27	2.77
Intellectual Stimulation	10.97	1.85	10.91	2.90
	N=78		N=37	

Table 5.55(b) has been graphically represented by graph No.5.13.

MEAN SCORES OF MBO TL AND NTL TEACHERS

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ON WVI SUBSCALES ON EEI

GRAPH: 5-13

C R M A A C S U S R W L S E A S E S P R I N V A E R A L I S

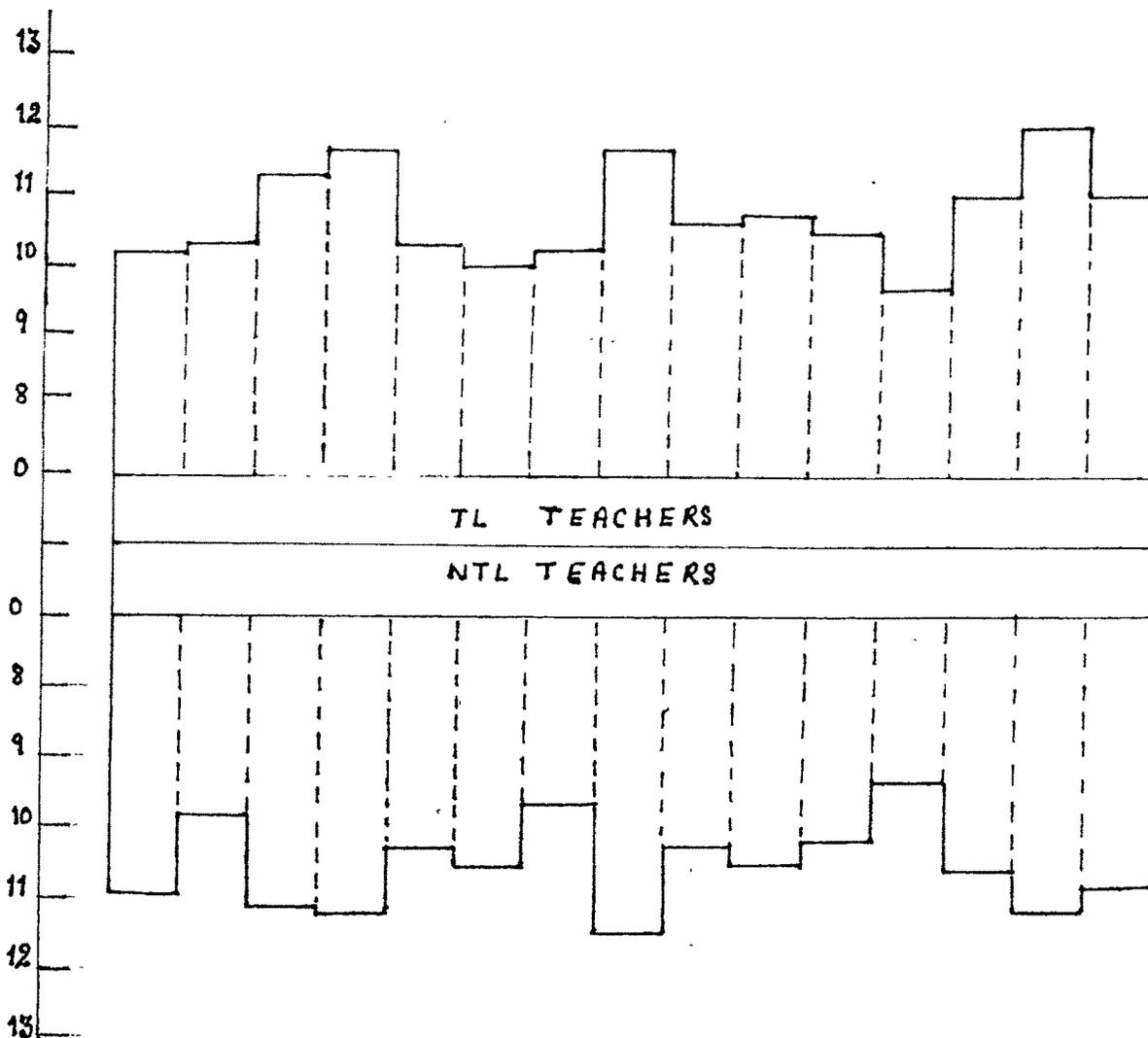


Table 5.55(c) : Mean Scores of LBO Sampled Tribal and Non-Tribal Teachers on the Sub-scales of Work Values on Emotional Exhaustion Intensity.

WVI Sub-scales	TRIBAL		NONTRIBAL	
	Mean	SD	Mean	SD
Creativity	10.89	2.39	11.37	3.02
Management	10.56	1.72	10.68	2.58
Achievement	12.02	1.74	11.93	2.35
Surroundings	11.95	2.27	12.37	2.37
Supervisory Relations	11.28	2.23	10.18	2.64
Way of Life	9.97	2.28	10.84	2.52
Security	10.45	2.95	9.96	3.50
Associates	11.76	1.81	12.03	1.85
Esthetics	11.47	2.08	10.93	2.69
Prestige	11.08	2.48	12.21	2.33
Independence	10.73	2.49	11.50	2.35
Variety	9.52	1.97	10.03	2.65
Economic Return	11.36	2.09	11.21	2.67
Altruism	12.00	1.92	11.75	2.56
Intellectual Stimulation	11.32	1.88	11.71	2.59
	N=46		N=32	

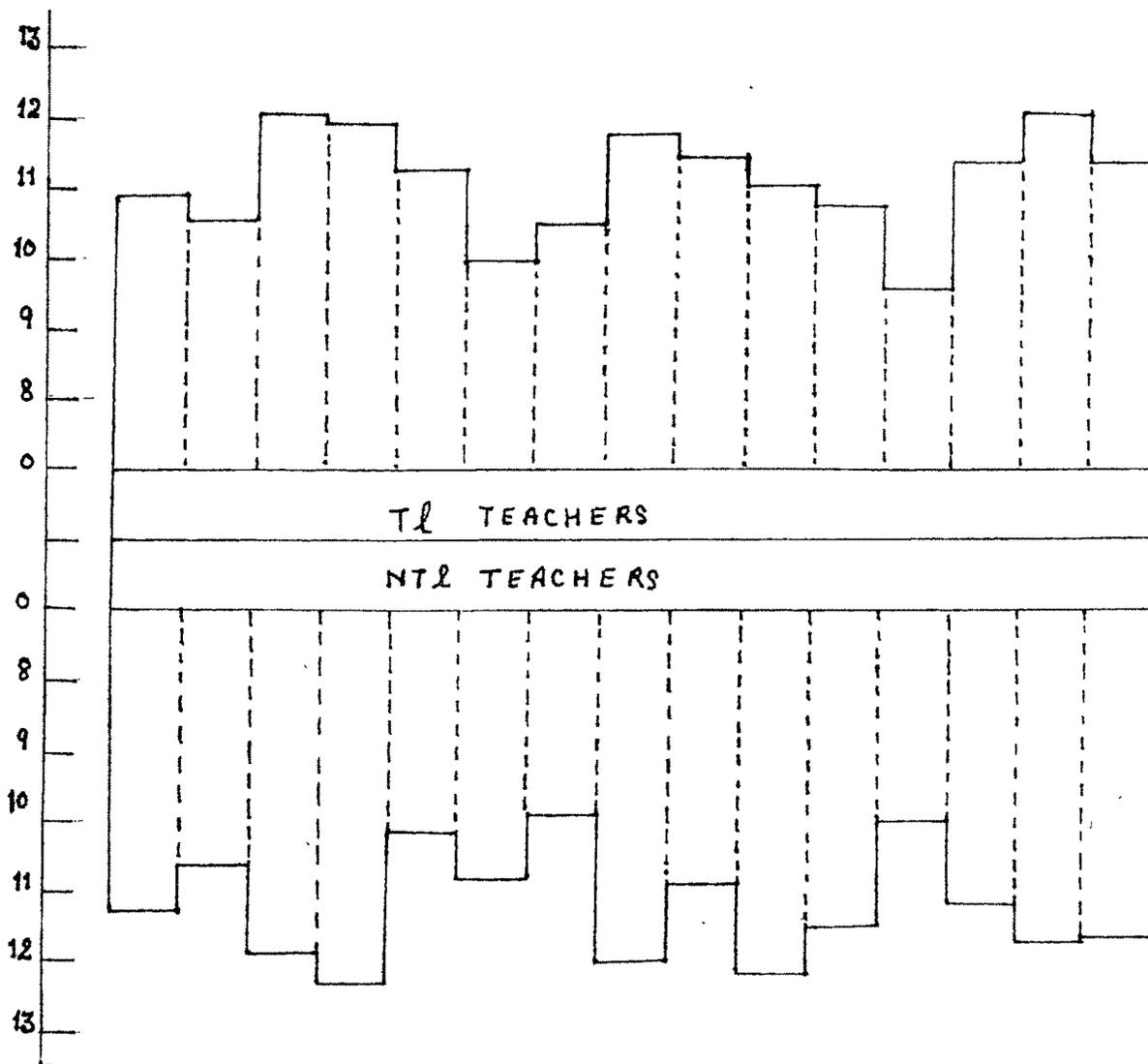
Table 5.55(c) is graphically represented by Graph No.5.14.

Observation : The HBO Sample Tribal teachers on the EEI are inclined to select jobs on the basis of good associates "work which brings one into contact with fellow workers whom he likes" (Associates 12.21). The second preference has gone to achievement (Achievement 12.10) and then to Intellectual Stimulation (12.05). This last, being the "work which provides opportunity for independent thinking and for learning how and why things work".

MEAN SCORES OF LBO TL AND NTL TEACHERS ON WVI SUBSCALES ON EEI

GRAPH: 5.14

C r M a A c S U S R W L s e A S E S P r I m V a E R A l I S



The EEI HBO Non-Tribal teachers preference is on Associates and Intellectual Stimulation with the same mean (12.62), followed by Altruism (12.25).

The highest preference of Intellectual Stimulation of the HBO Non-tribal teachers is noteworthy. It is probable that these teachers with "scientific interest of abstract type and those who have a liking for using their intellectual abilities and for exercising their judgement" experience burnout in intensity when they are unable to find proper response to their "planfulness" in the schools where they are working.

Ten factors which curb freedom in the Indian teacher by the institution in which he/she serves, have been reported by Vyas in the NCERT Report, 1970. Some of them are lack of imagination on progressive attitude of the Principal towards experimentation or action research in education; lack of time for the teacher due to other jobs and friends, lack of materials or equipment library, laboratory, audio-visual aids etc., Public exams., a rigid time-table, suspension towards new ideas, lack of creative activity and facility for teachers in the profession has led the teachers to frustration.

The EEI MBO Tribal and Non-Tribal teachers have similar preference of job which are altruism (11.85, Non-Tribal 11.27), good Surroundings (Tribal 11.57, Non-Tribal 11.18) and where there are good Associates (Tribal 11.52, Non-Tribal 11.51)

The EEI LBO Tribal and Non-Tribal teachers' trend is towards achievement (Tribal 12.02, Non-tribal 11.93), Altruism (Tribal 12.00, Non-tribal 11.75), Surroundings (Non-tribal 12.37, Tribal 11.95), Prestige (Non-tribal 12.21), Associates (Tribal 12.03).

The LBO Non-Tribal teachers offer a second preference to Prestive which is different from the HBO or MBO Non-Tribal teachers in this burnout dimension. But it did get the first preference in the EEF dimension in the same level. The LBO levels of teachers' work values are shown by Graph No.

The means scores of Work Values of the Burnout Tribal and Non-Tribal teachers on Depersonalisation Frequency sub-scale are presented below in Tables 5.56(a),(b).

Table 5.56(a): Mean Scores of HBO Sampled Tribal and Non-Tribal Teachers on the Sub-scales of Work Values on Depersonalisation Frequency.

WVI Sub-scales	TRIBAL		NONTRIBAL	
	Mean	SD	Mean	SD
Creativity	9.78	1.84	10.66	7.76
Management	9.91	1.78	9.93	2.23
Achievement	11.23	1.78	11.03	2.65
Surroundings	11.50	2.40	11.42	2.85
Supervisory Relations	10.48	2.50	9.84	2.73
Way of Life	9.98	2.22	10.66	2.18
Security	10.05	2.64	10.00	2.79
Associates	11.43	1.75	11.81	2.22
Esthetics	10.51	2.10	10.12	2.94
Prestige	10.45	2.01	11.30	3.08
Independence	10.36	2.17	10.15	2.87

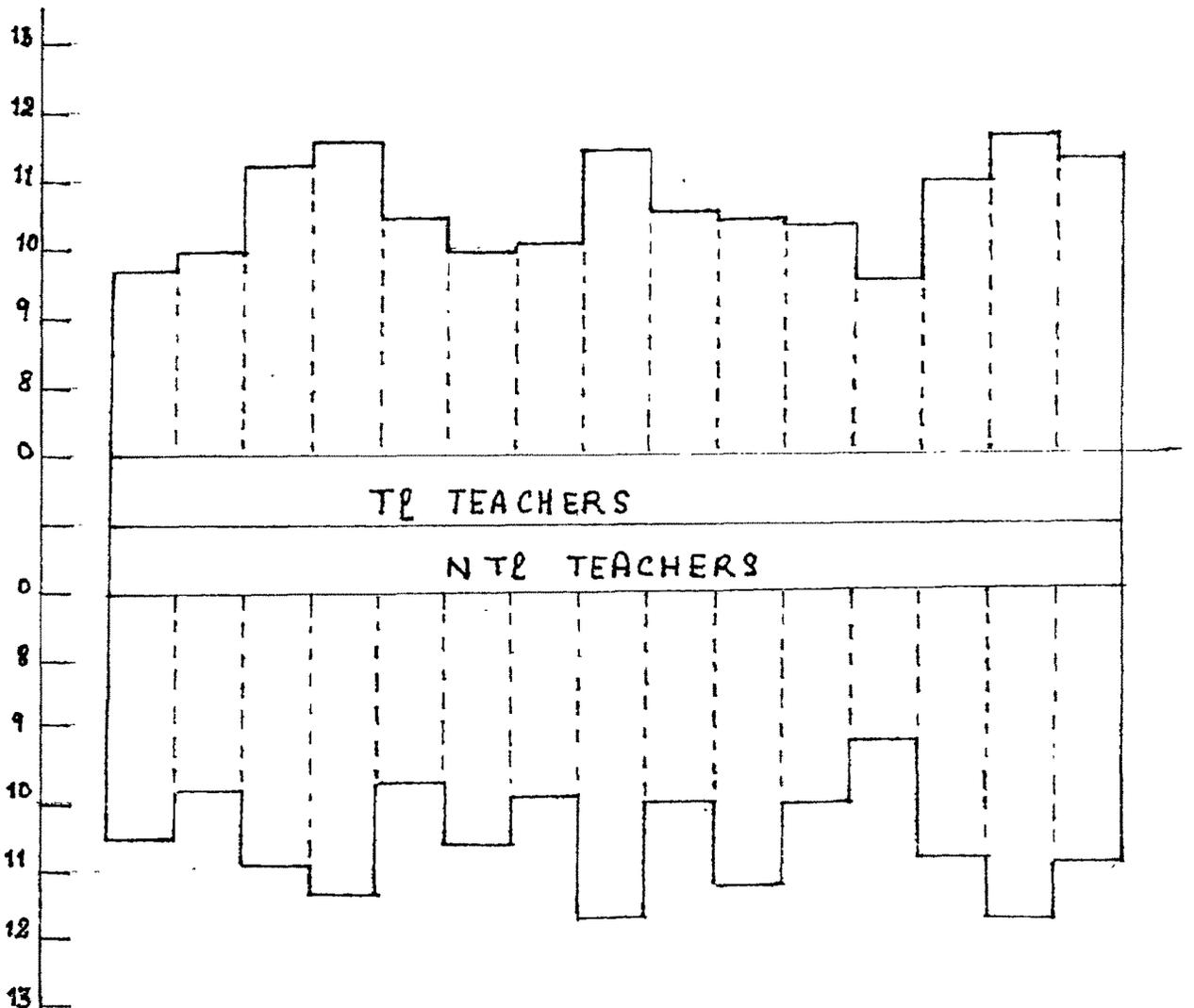
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MEAN SCORES OF HBO TL AND NTL TEACHERS
ON WVI SUBSCALES ON DF

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GRAPH: 5.15

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MEAN SCORES OF MBO TL AND NTL TEACHERS ON WVI SUBSCALES ON DF

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GRAPH: 5-16

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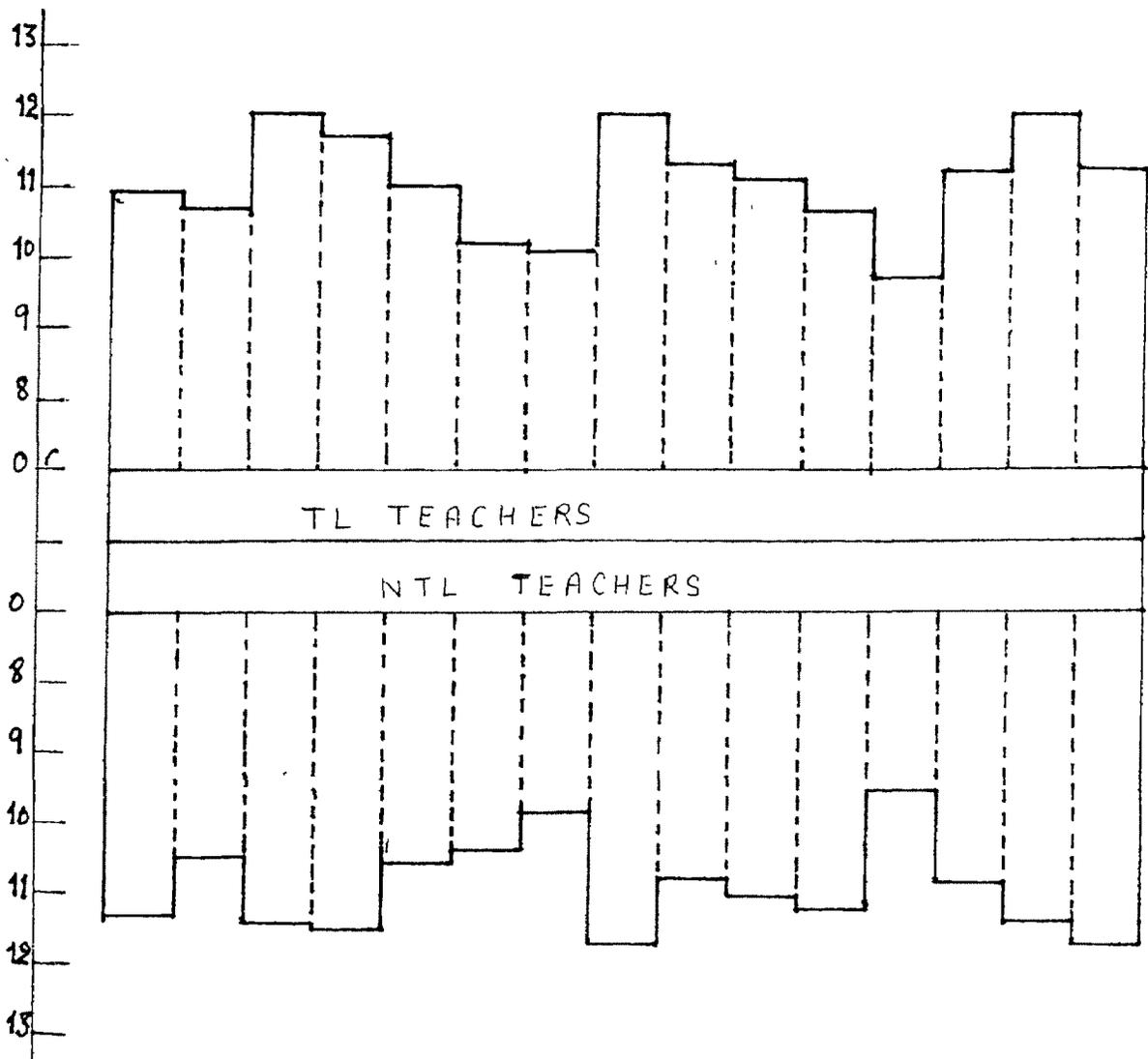


Table 5.56(a) (contd.):

WVI Subscales	TRIBAL		NONTRIBAL	
	Mean	SD	Mean	SD
Variety	9.5	1.87	9.27	1.79
Economic Return	10.91	1.92	10.90	2.18
Altruism	11.63	1.93	11.84	2.29
Intellectual Stimulation	11.20	1.89	11.03	3.26
	N=80		N=33	

Table 5.56(a) has been graphically represented by Graph No.5.15.

Table 5.56(b): Mean Scores of MBO and LBO Sampled Tribal and Non-Tribal Teachers on the sub-scales of WVI on Depersonalisation Frequency.

WVI Sub-scales	MBO				LBO			
	Tribal		Non-Tribal		Tribal		Non-Tribal	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Creativity	10.98	2.33	11.29	2.72	12.14	4.46	12.14	2.03
Management	10.69	1.87	10.48	2.19	11.42	1.39	11.14	2.03
Achievement	12.00	1.71	11.40	2.54	12.71	1.11	13.14	1.67
Surroundings	11.78	2.07	11.48	2.46	11.85	2.60	13.85	1.06
Supervisory Relations	11.00	2.57	10.54	2.45	11.57	2.43	11.42	2.87
Way of Life	10.23	2.37	10.35	2.96	9.14	2.11	11.57	1.27
Security	10.16	2.90	9.83	3.11	10.71	2.98	10.14	3.76
Associates	12.00	2.04	11.72	2.00	12.14	1.57	12.57	1.13
Esthetics	11.30	2.21	10.78	2.71	12.14	1.57	12.57	1.13
Prestige	11.08	2.23	11.08	3.18	11.28	3.19	13.28	0.95
Independence	10.69	2.35	11.18	2.11	11.28	2.42	12.57	1.81
Variety	9.69	2.21	9.51	3.06	9.0	1.63	11.28	2.49
Economic Return	11.26	2.10	10.78	2.84	11.57	1.90	11.71	2.36
Altruism	12.07	1.82	11.35	2.95	12.85	1.34	11.42	2.63
Intellectual Stimulation	11.28	1.82	11.70	2.33	11.14	2.11	11.85	2.11
	N=56		N=37		N=7		N=7	

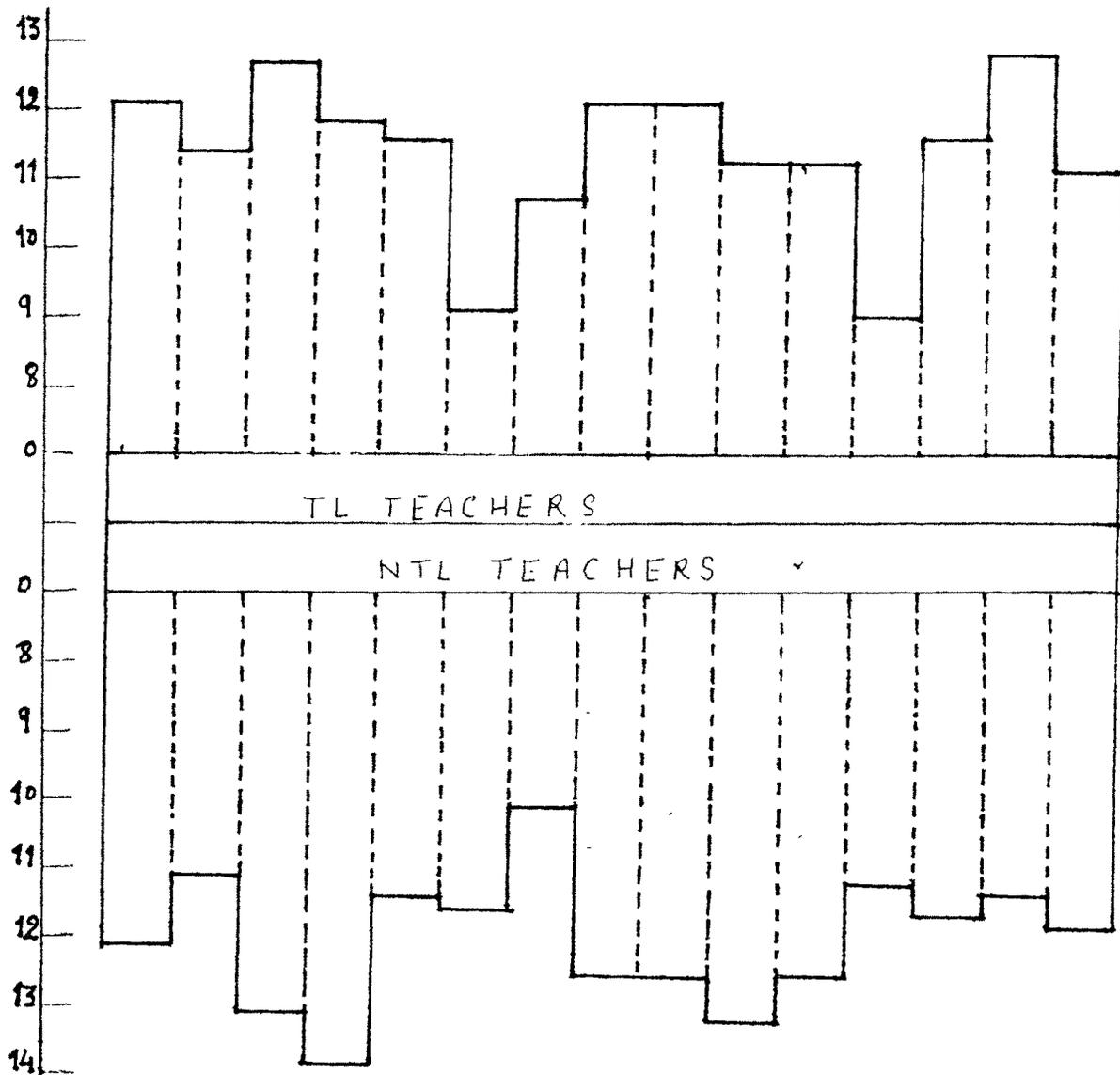
Graph No.5.16-17 represents the data of Table 5.56(b).

MEAN SCORES OF LBO TL AND NTL TEACHERS ON WVI SUBSCALES ON DF

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GRAPH: 5-17

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On general observation the six tables indicate that the DF HBO Tribal and Non-tribal teachers have a lower mean scores on the W.V. sub-scales. The mean grows higher as we descend to the MBO groups especially on the type of jobs preferred. The highest mean in the whole D.F. B.O. teachers is observed in the L.B.O. Non-Tribal teachers. It is an indication that the level of work values of the LBO.teachers particularly Non-Tribal teachers is higher than the HBO teachers.

The HBO Tribal teachers seem to prefer Altruism type of services or jobs which has been given the highest ranking (Altruism 11.63) and it is followed closely by Surroundings (11.5) then Associates (11.43) and Achievement types of job (11.23).

The DF HBO Non-tribal teachers' ranking is exactly the same for the first two types of job (Altruism 11.84, Associates 11.81). Thereafter deviates from the choice of the Tribal teachers and falls in the third place on works providing good surroundings (11.42). Fourth high choice of Non-Tribal teachers goes to Prestige (11.30) and then to Achievement type (11.03) and Intellectual Stimulation. It seems that the DF HBO Non-tribal teachers have a number of choices. Seeking Prestige and respect in the society can probably be a means to redress their burnoutness. Intellectual stimulation as commented earlier can be the reason of experiencing depersonalised feelings when the

teachers meet with non-cooperation to their "planful" activities.

The lowest ranked jobs were the types which give variety (Tribals mean 9.5 and Non-tribal mean 9.27). Other lower ranked jobs are for Tribal teachers Creativity (9.78), Management (9.91) and Way of Life (9.98) in ascending order.

The Non-Tribal teachers last choices apart from variety are Supervisory Relations (9.84) which is a kind of "work which is carried out under a supervisor who is fair and with whom one can get along," and Management (9.93).

The DF MBO Tribal teachers' choice is on three jobs related to Altruism (12.07), Associates and Achievement on an equal par (12.0 - 80 per cent).

The DF MBO Non-Tribal teachers preferences are on Associates (11.72), Intellectual Stimulation (11.70), Surroundings (11.48) and Achievement (11.40)

The least preferred work by both groups of teachers is Variety (9.51, 9.69 - Non-Tribal).

The DF LBO Tribal teachers prefer jobs of Altruism type (12.85), Achievement (12.71), Creativity (12.14) Associates (12.14) and Esthetic (12.14) type.

The DF LBO Non-tribal teachers give top priority to jobs offering good surroundings (13.85), Prestige (13.28) and Achievement (13.14).

The DF LBO Tribal and Non-tribal teachers' high ranking on specific jobs indicate that being low in burn-out, the level of their work values are higher than either the HBO or MBO Tribal and Non-Tribal teachers.

The LBO level of DF burnout has been graphically represented and compared by Graph No.5.18.

The following two tables present the mean work values of BO Tribal and Non-Tribal teachers on Depersonalisation Intensity.

Table 5.57(a) : Mean Scores of HBO Sampled Tribal and Non-Tribal Teachers on the Subscales of Work Values on Depersonalisation Intensity.

WVI Sub-scales	TRIBAL .		NONTRIBAL	
	Mean	SD	Mean	SD
Creativity	10.08	2.00	10.70	2.84
Management	10.35	1.97	10.13	2.20
Achievement	11.40	1.78	10.83	2.96
Surroundings	11.62	2.49	10.37	2.98
Supervisory Relations	10.37	2.68	9.64	2.81
Way of Life	10.17	2.19	10.78	2.61
Security	10.22	2.54	10.21	2.81
Associates	11.55	1.94	11.91	2.34
Esthetics	10.80	2.11	9.97	3.45
Prestige	10.52	2.11	10.86	3.51
Independence	10.64	2.26	10.56	2.76
Variety	9.67	2.04	9.56	2.08
Economic Return	10.92	1.98	10.97	2.17
Altruism	11.42	1.86	11.78	2.77
Intellectual Stimulation	11.28	1.93	10.97	3.28

N=70

N=37

Table 5.57(a) is graphically represented on Graph No.5.18.

MEAN SCORES OF HBO TL AND NTL TEACHERS ON WVI SUBSCALES ON DI

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GRAPH: 5-18

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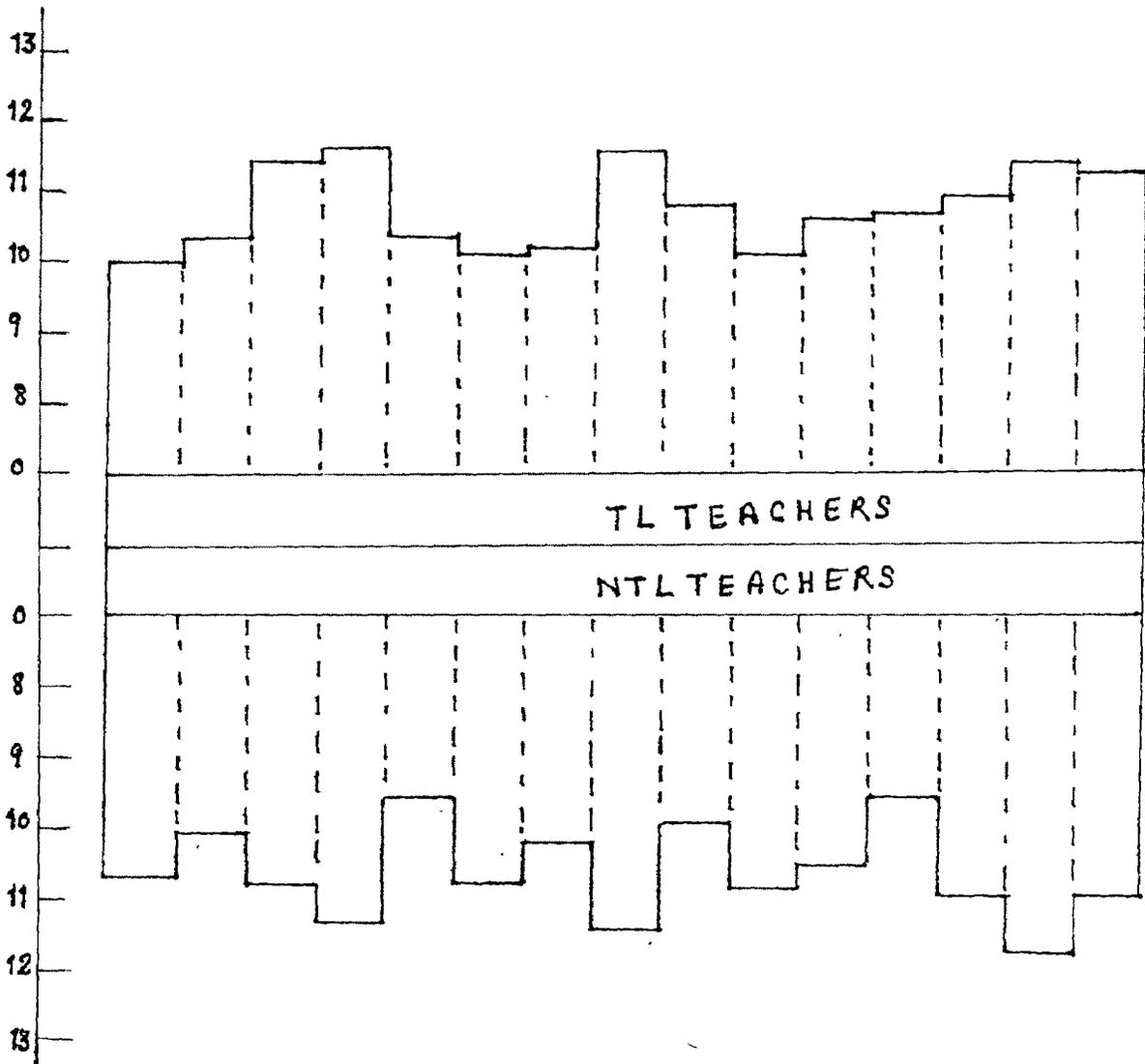


Table 5.57(b): Mean Scores of MBO and LBO Sampled Tribal and Non-Tribal Teachers on the Sub-scales of Work Values on Depersonalisation Intensity.

WVI Subscales	MBO				LBO			
	Tribal		Non-Tribal		Tribal		Non-Tribal	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Creativity	10.33	2.23	11.39	2.57	12.07	1.70	13.00	0.00
Management	10.16	1.68	10.42	2.23	10.76	2.00	11.50	2.12
Achievement	11.63	1.81	11.84	2.04	12.61	1.26	13.50	0.70
Surroundings	11.73	1.97	11.86	2.26	11.15	2.47	13.50	0.70
Supervisory Relations	11.00	2.35	11.00	2.25	11.53	2.33	10.00	4.24
Way of Life	9.93	2.16	10.31	2.50	9.84	2.73	11.50	2.12
Security	9.85	2.92	9.76	3.02	10.84	2.99	8.00	7.07
Associates	11.81	1.82	11.73	1.76	11.84	1.81	12.50	0.70
Esthetics	10.75	2.20	10.97	2.44	12.15	1.99	12.50	0.70
Prestige	10.96	1.88	11.73	2.51	10.84	3.50	14.00	0.00
Independence	10.46	2.14	11.05	2.31	10.30	2.86	13.00	0.00
Variety	9.40	1.88	9.60	2.52	9.61	2.32	14.00	0.00
Economic Return	11.15	1.98	11.00	2.81	11.61	2.10	11.50	4.94
Altruism	12.15	1.87	11.39	2.42	12.92	1.32	11.00	5.65
Intellectual Stimulation	11.10	1.75	11.86	2.10	11.53	2.10	11.50	2.12
	N=60		N=38		N=13		N=2	

Table 5.57(b) has been presented in Graph No.5.19 and 5.20.

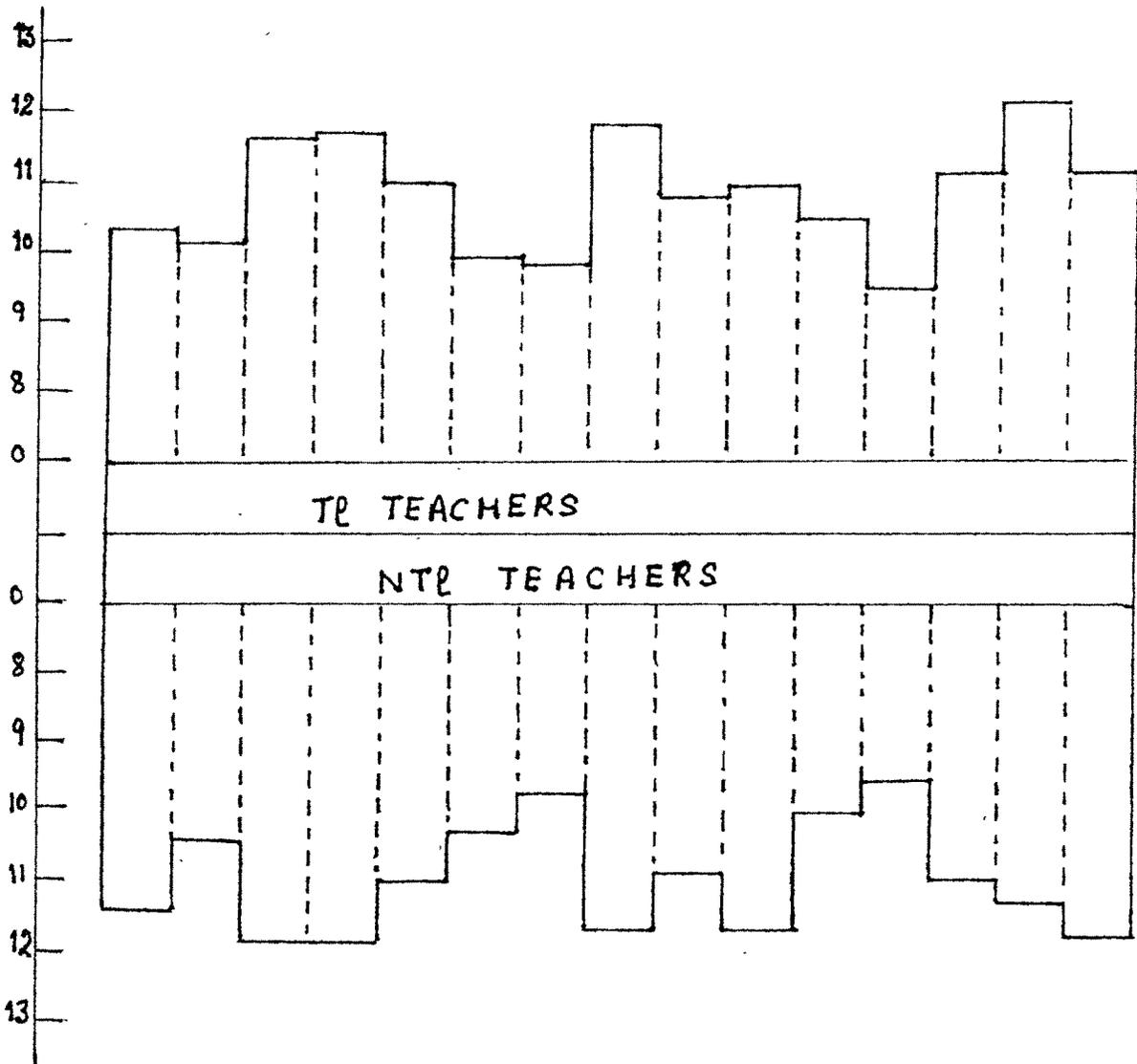
Looking at the two tables on the DI sub-scale measuring the work values of BO Tribal and Non-Tribal teachers, it is observed that the highest mean is located on Variety (14) and Prestige (14) in LBO - both of which, particularly Variety never figured among other group of teachers.

MEAN SCORES OF MBO TL AND NTL TEACHERS ON WVI SUBSCALES ON DI

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GRAPH: 5-19

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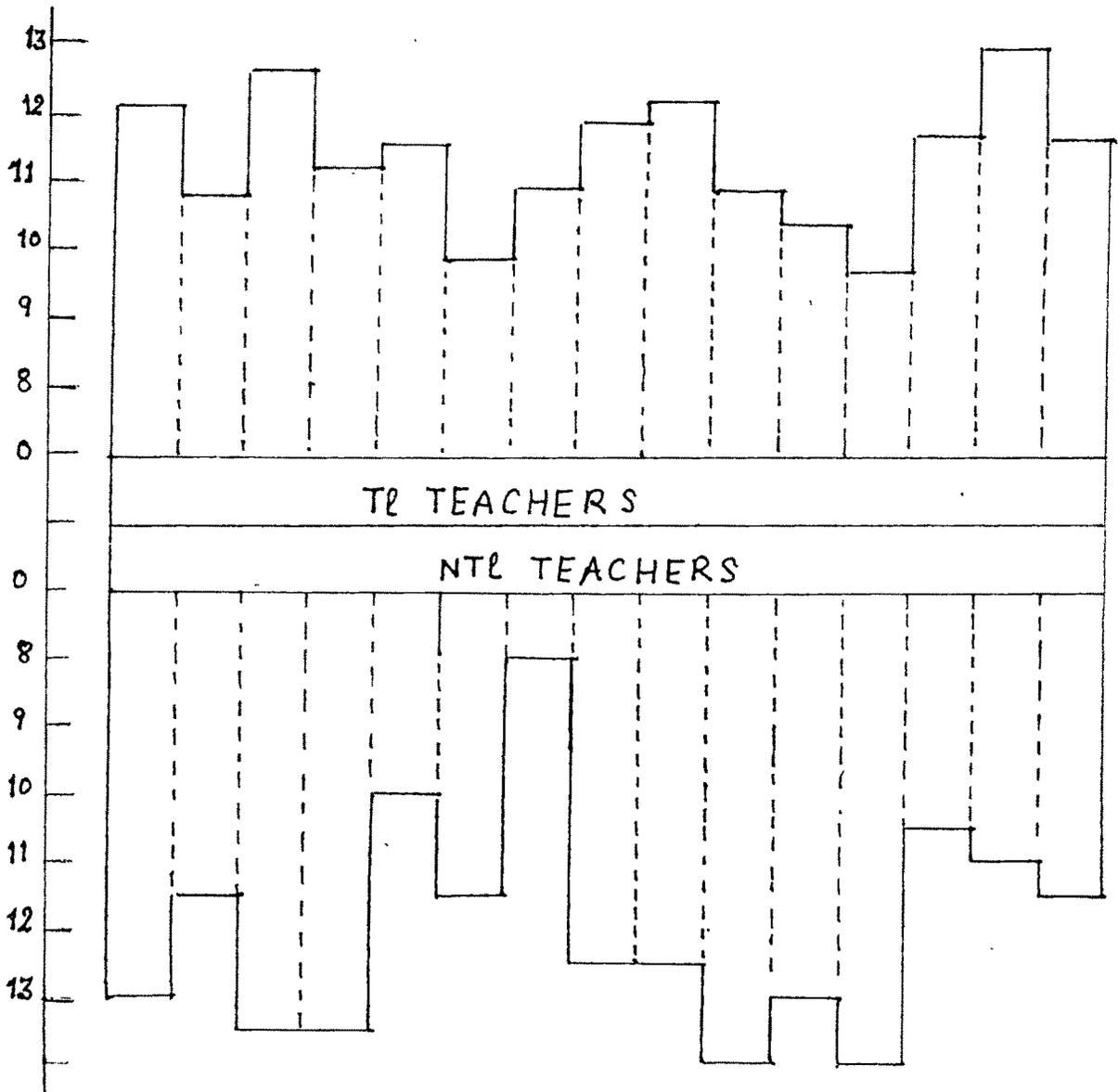
MEAN SCORES OF LBO TL AND NTL TEACHERS

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ON WVI SUBSCALES ON DI

GRAPH:5.20

CRMA AC SU SR WL SL ASE S PR IN VA ER AL IS



On the DI HBO category the Tribal and Non-Tribal 380
teachers' choice of work follows more or less the same
pattern as in DF HBO. However, in DI HBO Tribal teachers'
mean, the first preference is given to Surroundings (11.62),
followed by Associates (11.55), Altruism (11.42) Achieve-
ment (11.40).

The DI HBO Non-tribal teachers ranked Associates (11.91)
followed by Altruism (11.78) and Surroundings (11.37).

DI MBO T1 teachers' ranking has followed the HBO
teachers' type of Job i.e., Altruism (12.15), Associates
(11.81) and Surroundings (11.76).

DI MBO Non-Tribal teachers prefer works which provide
Intellectual Stimulation (11.86), good Surroundings in a
job (11.86), Achievement (11.84). Fifty per cent of the
items are ranked in 70 per cent. Only variety (9.60) and
Security (9.76) are the least chosen type of work by the
DI MBO Non-Tribal teachers. Hence it indicates that the
level of work values of the MBO Non-Tribal teachers is
higher than that of Tribal teachers where they have Way of
Life (9.93) as an additional job least ranked besides
Variety (9.4) and security (9.85).

DI LBO Tribal teachers tendency to choose works of
Altruism (12.92), Achievement (12.61), Esthetic (12.15)
and Creativity (12.07) type is note worthy. Ranking is very
high which shows the level of work values of the DI LBO

Tribal teachers is higher than the DI HBO Tribal and Non-Tribal teachers.

The ranking of Esthetic (12.15) among the top choices of teachers of the present study does not conform to the findings of Super's Study of 1964 where the mean score of teachers had been the lowest (4.75). However, the present findings of high preference for Altruism. Achievement Creativity Corroborate Super's Study of teachers along with other occupational groups.

DI LBO Non-Tribal teachers high ranking (93 per cent) on Prestige (14.00) and Variety (14.00) is noticeable; which is followed by Surroundings (13.5), Achievement (13.5) and Creativity (13.) and Independence (13). Security (i) type of work is the least liked by DI LBO Non-Tribal teachers.

On the whole the B.O. Tribal and Non-Tribal teachers have a fairly good level of Work Values. Works which provide Economic Returns ("Works which pay well and enable one to have the things he wants") and Management have never come up in the preference of Tribal and Non-Tribal B.O. teachers. And of course Variety and Security were among the least selected types of works which confirms the original Teachers' Sample choice trend.

It seems to be a good complement of the Tribal and Non-Tribal teachers of Chotanagpur not to be so materialistic

(no one preferred Economic Returns as a type of work). Most probably the social desirability has brought this situation as in other findings it had been.

In the Section that follows the sampled burnout Tribal and Non-Tribal Teachers will be studied on Achievement Motivation.

5.5.4 Achievement Motive and Burnoutness

In this section the sampled burnout Tribal and Non-Tribal teachers of Chotanagpur are compared in the levels of Achievement Motive through contingency Chi-Square presented hypothesis-wise.

Hypothesis No.20 : There will be no significant difference in the levels of Achievement Motive of the Sampled Burnout Tribal and Non-Tribal Teachers on Emotional Exhaustion Sub-scale.

The Mean, S.D. and Range of Thematic Apperception Test (TAT) scores are given in Table 5.58.

Table 5.58 : The Mean, SD and range of Thematic Apperception Test Scores of the Sampled Burnout Tribal and Non-Tribal Teachers.

Teachers	Range of Scores	Mean	S.D.
Tribal	1-27	9.18	5.97
Non-Tribal	1-27	7.55	4.95
Group Mean	1-27	8.44	5.66

It is observed from the above that the mean scores of the sample are second in rank. They stand between the mean scores of the Tribal Teachers' group (9.18) and the Non-Tribal group mean (7.55). The mean scores of the Tribal Teachers are the highest of the three means.

The levels of Achievement Motive of the Tribal and Non-Tribal teachers are given in Tables 5.59(a), (b), (c) & (d).

Table 5.59(a): Levels of Achievement Motive of the Sampled Burnout Tribal Teachers on Emotional Exhaustion Frequency-wise.

TAT levels	EEF LEVELS			Total
	Low	Moderate	High	
Low	5 (8.72)	26 (21.14)	17 (18.12)	48
Moderate	12 (10.54)	28 (25.55)	18 (21.90)	58
High	9 (6.72)	9 (16.30)	19 (13.97)	37
	26	63	54	143

$\chi^2 = 11.682$ df = 4 Significant at .05 level.

Table 5.59(b) : Levels of Achievement Motive of the Sampled Burnout Non-Tribal Teachers on Emotional Exhaustion Frequency.

TAT Levels	EEF LEVEL			Total
	Low	Moderate	High	
Low	9 (11.68)	17 (16.83)	10 (7.48)	36
Moderate	8 (8.76)	14 (12.62)	5 (5.61)	27
High	8 (4.54)	5 (6.54)	1 (2.90)	
	25	36	16	

$\chi^2 = 7.702$ df=4 Not significant at .05 level.

Table 5.59(c) : Levels of Achievement Motive of the Sampled Burnout Tribal Teachers Emotional Exhaustion Intensity.

TAT levels	EEI LEVELS			Total
	Low	Moderate	High	
Low	13 (15.44)	30 (26.18)	5 (6.37)	48
Moderate	20 (18.65)	33 (31.63)	5 (7.70)	58
High	13 (11.90)	15 (20.18)	9 (4.91)	37
	46	78	19	143

Chi-Square = 7.16 Df= 4 Not significant at .05 level.

Table 5.59(d) : Levels of Achievement Motive of the Sampled Burnout Non-Tribal Teachers on Emotional Exhaustion Intensity.

TAT Levels	EEI LEVELS			Total
	Low	Moderate	High	
Low	14 (14.54)	18 (16.81)	3 (3.63)	35
Moderate	13 (11.63)	11 (13.45)	4 (2.90)	28
High	5 (5.81)	8 (6.72)	1 (1.45)	14
	32	37	8	77

Chi-Square = 1.73 df = 4 Not significant at .05 level.

Table 5.59(a),(b),(c) and (d) indicate the position of Achievement Motive of the burnout teachers on Emotional Exhaustion subscale.

On EEF dimension Table 5.59(a) there is a significant Chi-square value of 11.682 which is significant at .05 level but on the intensity dimension the Chi-square test results of the sampled Tribal teachers reveal non-significance at .05 level. On both dimensions of EE the Chi-square tests on Non-Tribal group indicates non-significance.

The Tribal Teachers are indicated having a higher level of Achievement Motive on Emotional Exhaustion Frequency but not on EEI.

The significant Chi-square result on the EEF leads to the rejection of Hypothesis 20 which stated that there will be no significant difference on the levels of Achievement Motive of the sampled burnout Tribal and Non-Tribal Teachers ^{on} Emotional Exhaustion Sub-scale.

In the next section the levels of sampled Burnout Tribal and Non-Tribal Teachers are compared on Depersonalised sub-scale.

Hypothesis No.21 : There will be no significant difference on the levels of Achievement Motive of the Sampled Burnout Tribal and Non-Tribal Teachers on Depersonalisation Subscale.

Table 5.60(a): Achievement Motive of DF B.O. Tribal Teachers.

M-Ach level	DF LEVELS			Total
	Low	Moderate	High	
Low	2 (2.39)	18 (19.18)	29 (27.41)	49
Moderate	4 (2.79)	24 (22.32)	29 (31.88)	57
High	1 (1.81)	14 (14.48)	22 (20.69)	37
	7	56	80	143

Chi-square = 1.59. df=4 Not significant at .05 level.

Table 5.60(b) : Achievement Motive of DF B.O. Non-Tribal Teachers.

M-Ach Levels	DF LEVELS			Total
	Low	Moderate	High	
Low	2 (3.18)	17 (16.81)	16 (15.00)	35
Moderate	4 (2.54)	12 (13.45)	12 (12.00)	28
High	1 (1.27)	8 (6.72)	5 (6.00)	14
	7	37	33	77

Chi-square = 4.10 df = 4 Not significant at .05 level.

Table 5.60(c) : Achievement Motive of DI BO Tribal Teachers.

M-Ach Levels	DI LEVELS			Total
	Low	Moderate	High	
Low	2 (4.36)	20 (20.13)	26 (23.49)	48
Moderate	8 (5.27)	25 (24.33)	25 (28.39)	58
High	3 (3.36)	15 (15.52)	19 (18.11)	37
	13	60	70	143

Chi-square = 11.87. df=4 Significant at .05 level.

Table 5.60(d) : Achievement Motive of DI BO Non-Tribal Teachers.

M-Ach Level	DI LEVELS			Total
	Low	Moderate	High	
Low	1 (0.90)	17 (17.27)	17 (16.81)	35
Moderate	1 (0.72)	13 (13.81)	14 (13.45)	28
High	0 (0.36)	8 (6.90)	6 (6.72)	14
	2	38	37	77

Chi-square = 7.16. df=4 Not significant at .05 level.

The Chi-Square Test results of the four tables, i.e., Table 5.60(a),(b),(c) and (d) reveal that the non-tribal Teachers' level of Achievement Motive on the Depersonalisation subscale is lower than Tribal teachers on frequency dimension but there is a significance on the Depersonalized subscale.

It is an indication that sampled burnout Tribal teachers on the burnout level too are having a higher level of achievement Motive than the Non-Tribal teachers.

The sampled Non-Tribal teachers, are perhaps aware of their belonging to the majority group of the society which has an effective impact on the situation. Hence, they probably do not feel the need of having to show their achievement motivation. Or else it may also be that they are affected more frequently in this dimension of Emotional Exhaustion and Depersonalisation of burnout syndrome.

Hence Hypothesis 21 which states that There will be no significant difference on the level of achievement motive of the sampled burnout tribal and Non-Tribal teachers on Depersonalisation F & I sub-scale is rejected.

In the next Section an analysis of Variance of the Mean Scores of the Sample Teachers will be undertaken.

Teachers

5.5.7 Tribal Versus Non-Tribal with Reference to
Selected Variables of the Present Study.

Under this section data is analysed through Analysis Variance. The mean scores and Standard Deviation of Tribal and Non-Tribal teachers have been used to compute the same. They are represented in the tables 5.61 and 5.62.

The mean scores and Standard Deviations of the Tribal and Non-Tribal teachers are presented in Table 5.61.

Table 5.61 : Mean Scores and S.D. of Tribal and Non-Tribal Teachers.

Tests	On all the selected variables			
	Tribal		Non-Tribal	
	Mean	S.D.	Mean	S.D.
Purpose in Life	101.04	19.97	98.81	20.49
Work Values Inventory				
Creativity	10.37	2.14	11.10	2.69
Management	10.29	1.85	10.31	2.20
Achievement	11.60	1.78	11.40	2.55
Surroundings	11.62	2.27	11.67	2.62
Supervisory Relations	10.74	2.53	10.32	2.62
Way of Life	10.04	2.21	10.59	2.50
Security	10.12	2.74	9.93	3.00
Associates	11.69	1.87	11.84	2.03
Esthetics	10.90	2.16	10.66	2.77
Prestige	10.74	2.17	11.57	3.04
Independence	10.53	2.25	10.87	2.53
Variety	9.55	1.99	9.70	2.37
Economic Return	11.09	1.98	10.97	2.53
Altruism	11.90	1.81	11.57	2.63
Intellectual Stimulation	11.23	1.86	11.42	2.74
Self-Perception Inquiry	7.92	1.98	7.28	1.94

There is a difference of mean scores observed in Table 5.61 either in favour of the Tribal or Non-Tribal Teacher sample. To test this difference ANOVA technique was applied. ANOVA is presented in Table 5.62.

Table 5.62 : Analysis of Variance of the Selected Variables of the Present Study.

		df	SS	Mean Square	F
Purpose in Life:	BM	1	248.9	$\frac{248.9}{1}$	0.85*
	WG	218	63815.69	$\frac{63815.69}{218}$	
Creativity	BM	1	26.67	$\frac{26.76}{1}$	4.86***
	WG	218	1200.24	$\frac{1200.24}{218}$	
Management	BM	1	0.03	$\frac{0.03}{1}$	7.67**
	WG	218	853.83	$\frac{853.83}{218}$	
Achievement	BM	1	1.147	$\frac{1.47}{1}$	0.26*
	WG	218	944.1	$\frac{944.1}{218}$	
Surroundings	BM	1	0.137	$\frac{0.137}{1}$	0.023*
	WG	218	1253.40	$\frac{1253.40}{218}$	
Supervisory Relations	BM	1	24.50	$\frac{24.50}{1}$	3.73*
	WG	218	1430.62	$\frac{1430.62}{218}$	
Way of Life	BM	1	15.14	$\frac{15.14}{1}$	2.86*
	WG	218	1154.40	$\frac{1154.40}{218}$	
Security	BM	1	1.80	$\frac{1.80}{1}$	0.22*
	WG	218	1750.07	$\frac{1750.07}{218}$	
Associates	BM	1	1.127	$\frac{1.127}{1}$	0.30*
	WG	218	809.73	$\frac{809.73}{218}$	
Esthetics	BM	1	2.89	$\frac{2.89}{1}$	0.50*
	WG	218	1245.65	$\frac{1245.65}{218}$	
Prestige	BM	1	19.86	$\frac{19.86}{1}$	3.16*
	WG	218	1371.02	$\frac{1371.02}{218}$	
Independente	BM	1	5.80	$\frac{5.80}{1}$	1.05*
	WG	218	1205.33	$\frac{1205.33}{218}$	

cont...

Table 5.62 (contd.)

		df	SS	Mean Square	F
Variety	BM	1	1.127	1.127/1	0.24*
	WG	218	989.21	989.21/218	
Economic Return	BM	1	129.42	129.42/1	27.07**
	WG	218	1043.15	1043.15/218	
Altruism	BM	1	5.45	5.45/1	1.20*
	WG	218	990.88	990.88/218	
Intellectual Stimulation	BM	1	1.81	1.81/1	0.37*
	WG	218	1061.00	1061/218	
Self-Perception Inquiry	BM	1	20.50	20.50/1	5.31***
	WG	218	842.72	842.72/218	
Thematic Apperception Test	BM	1	429.67	429.67/1	15.11**
	WG	218	6198.19	6198.19/218	

BM = Between means

WG = Within groups

* Not significant at .05 level

** Significant at .01 level

*** Significant at .05 level

The ANOVA is applied on 18 mean scores of the sampled Tribal and Non-Tribal teachers as revealed from Table 5.62 indicates that the mean differences of the Tribal and Non-Tribal teachers on Purpose in Life, Achievement, Surroundings, Supervisory Relations, Way of Life, Security, Associates, Esthetics, Prestige, Independence, Variety, Altruism and Intellectual Stimulation - twelve Subscales of WVI and the PIL are not significant on .05 level. The F of achievement surroundings, security, Variety and Intellectual Stimulation is quite insignificant. Both groups of sampled teachers have

a similar liking to the same types of work. Both groups of teachers have similar experiences in the meaning of life.

However on the three subscales of WVI i.e., Creativity, Management and Economic Returns, the F value is significant at .05 level and .01 levels. The mean difference in Creativity is 0.73 (Table 5.62) which is in favour of Non-Tribal teachers. It is indicating that of the two groups of teachers, Non-Tribal teachers show more creativeness than the sampled Tribal teachers. Only once out of 20 chances would the reverse results come. Hence it can be in general and with confidence said that Non-Tribal teachers are more Creative in the present study.

Management and Economic Returns have F values of .01 level each. Management has only 0.02 mean higher and in favour of the Non-Tribal teachers, yet the F value is quite significant.

Management values characterize business students, people interested in contact occupations and those who take interest in planning and laying out work for others seems to apply more to the Non-Tribal section of people and so, too, to teachers. Tribal teacher group is somewhat a little less in business part of the work when compared to the counterpart Non-Tribal group. "Education and development work have failed to generate business acumen and managerial skill" in tribals - is the comment of an experienced manager of the Catholic

cooperative Bank, which had been trying to instil business skills in the Tribals. By nature Tribals are non-business people. Perhaps one out of 40 chances or comparisons, would a Tribal teacher be found to be business minded and with business tendencies. Significance on management seems to be a true evidence of the facts.

Significant on Economic Returns is another revelation and comparison between the Tribal and Non-Tribal teachers. The mean of 0.12 is higher in favour of the Tribal teachers. This is a value or goal associated with a well-paying job, good earnings. Teachers do adopt teaching profession with an intention to get some financial aid for self, family and other dependants. WVI when used in Personnel selection by the author (Super, 1970) has found that Economic Returns are high values for Police and fire applicants and other job seekers. However, it is not to say that Non-Tribal teachers do not choose teaching profession for tangible earnings. This field can be left for further study in depth through case studies.

SPI and ANOVA indicates a higher mean in favour of the Tribal teachers for 0.64 which would indicate that Tribal teachers perceive higher self-concept than the Non-Tribal. At the same time the Chi-square values on the G.O. Tribal and Non-Tribal teachers levels of self-concept has not been significant at the prescribed level of .05 level. Hence it

can be concluded that the significance in the F value for the Tribal teachers is due ^{to} the influence of some other factors which need further research in depth for Tribal and Non-Tribal teachers in this aspect of psychological correlate.

Finally the F ANOVA on the Achievement motive (TAT) has a higher mean value in favour of Tribal teachers for 2.93. This would mean that the Tribal teachers are more motivated to achievement. In the testing of Null hypothesis of the G.O. Tribal teachers the Chi-square test have shown significance at .01 level indicating that G.O. tribal teachers possess higher level of achievement motive.

Having a paucity of Tribal research on psychological correlates, this too is an open field for further depth studies through case studies among Tribal and Non-Tribal teachers of Chotanagpur.

In the next section the study of objective 4-5 B would be taken up through a biserial correlation of the Selected Variables of the present study. This ^{gives} an overview of the whole study.

Objective 4-5B: To study the correlation between Frequency and Intensity of the 'Glow-on' and 'burnout' teachers.

In the foregoing section itemwise analysis has been systematically carried out and reported through contingency Chi-square and through mean scores. In this section a general

overview of the whole study is being presented through a product moment correlation computed to indicate the relation between frequency and intensity aspects through the help of Hypothesis 22(a) and 22(b).

Hypothesis 22 (a) states : "There will be no significant relation between the frequency and intensity of the glow-on tribal and non-tribal teachers.

Table 5.63^(a) : 'On Correlation'.

Table 5.63^(a) indicates that (i) there is a positive significant correlation of the glow-on teachers both on frequency and intensity dimensions of the Personal Accomplishment subscale with (PIL) meaning in life. Both dimensions are significant at .001 level. It is an indication that the sampled glow-on tribal and non-tribal teachers perceive high meaning in life and so they keep glowing on whatever the problems and worry.

(ii) There is another very positive significant relationship at .001 level of the glow-on teachers on both dimensions of Personal Accomplishment (F & I) with the Associates (AS) subscale of WVI. An appropriate social environment of good co-workers in a profession positively adds and multiplies to the job satisfaction and so keeps the teachers glowing on in their teaching profession.

(iii) Glow-on teachers are positively and significantly correlated on Frequency and Intensity of Personal Accomplish-

ment subscale with Creativity (Cr) Subscale of Work Value/^{Inventory} at .05 level. Institutional climate or good environment (social AS) is a concomitant of values like creativity and Achievement. Glow-on teachers are more Creative both as a result of their glow-onness and also their creativity adds to their glow-onness.

Other Correlations of the glow-on teachers with Achievement (Ac), Surroundings (Su) and Altruism (Al) are significant at .05 level only/^{on} frequency dimension of Personal Accomplishment sub-scale. Hence Hypothesis 22(a) stating that there will be no significant relation between frequency and intensity of glow-on teachers on the above three cases is rejected and for the number of cases having no significant relations, it is retained.

Hypothesis 22(b) : states 'There will be no significant relation between the frequency and intensity of burnout tribal and non-tribal teachers.

Table 5.63(a) indicates three correlations on both frequency and intensity dimensions of Depersonalisation burn-out teachers.

There is significant negative correlation between Depersonalisation burnout with Creativity (Cr) subscale of WVI. The significance is at .001 level on D.I. and at .05 level on DF. Burnout teachers experiencing low meaning in life face adjustment problems themselves, cannot be

Table 5: 63 w Biserial Correlation of Frequency + Intensity

Case	EE	FEL	DF	DI	PAI	PAI
FL	.1104	.1457	.1453	.1302	.32084*	.1274**
CK	-.1390	-.1222	-.2050*	-.2187**	.1972*	.1845*
MA	.1528	.0471	.1315	.0731	.0439	.0895
AC	-.0745	.1294	-.2455**	-.1993*	.1925*	.1290
RU	.0644	.1229	.1633*	.1998	.1704*	.1399
SR	.0525	.0086	-.1114	-.1692*	.0193	.0007
W	.0230	.0397	.0567	.0993	.1243	.1002
SE	.0917	-.0554	-.0601	.0121	.0028	.0781
SS	.0539	.0289	.0948	.0721	-.150**	.2279**
ES	.1477	.1064	.2134**	.2007*	.1109	.1406
OF	.0312	.1334	.1211	.0987*	.0964	.1219
DI	-.0370	.0555	.1701*	-.0153	.0236	.0970
OS	.0915	.0015	.0289	.0989	.0819	.0614
LP	.0118	-.0432	.1001	-.0613	.0888	.0649
AL	.0599	.0849	.0514	.1695*	.1903*	.0636
IS	-.0312	.0340	.0084	-.0552	.0859	.0676
MP	.0586	.0100	.174*	-.1114	.0660	.1099
PAI	-.0344	-.0168	-.0570	-.0201	.0520	.0542

of cases: 220 I-tailed Significance: * = .05 ** = .001

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Table: 5.63 (b) Biserial Correlation of (F+I) Tribals

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Correlations:	EEF	EEI	DF	DI	PAF	PAI
PIL	.1098	.1298	-.2039*	-.1478	.3016**	.2083*
CR	.1706	.1388	-.2078*	-.1545	.1775	.1269
MA	.1415	-.0688	-.3193	-.0408	.0700	.0217
AC	.0439	.0285	.2967**	-.1421	.2020*	.1794
SU	.0435	-.0578	.1527	-.0142	.1847	.1556
SR	.0256	.0071	-.0800	.1394	.1025	.1113
WL	.0811	.1403	.0473	.0658	.0237	.0404
SE	.1403	.1365	.0772	.0307	.0658	.1331
AS	-.0678	.0910	.1377	.0917	.1419	.1631
EC	.1730	.1520	.1989*	.1666	.0720	.1397
PR	.0613	-.0910	-.1709	-.1828	.0630	.0906
IN	.0393	-.0109	.1095	.0501	.0363	.0791
VA	.0618	.0756	.0555	.0536	.1614	.0735
ER	.0522	.0021	-.1435	-.0619	.1519	.1146
AL	.0308	-.1228	-.2158*	-.2702**	.2119*	.0820
IS	.0230	.0795	.1152	.0450	.1129	.0540
SPI	.0347	-.0255	-.2288*	-.0901	.0394	.0504
IAT	.0010	-.0243	.0054	-.0604	-.0445	-.0114

N of cases: 143 1-tailed Signif: * - .01 ** - .001

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is volume

Table 5.63(c)

Correlations:	EEF	EEI	DF	DI	PAF	FAI
PJL	.1556	-.1862	-.0594	-.0993	.3501**	.2620
CR	-.0198	-.0787	-.1830	-.3212*	.2295	.2602
MA	-.1814	-.0131	-.1497	-.1236	.1878	.2299
AC	-.1513	-.2725*	-.2005	-.2794*	.1832	.0756
SU	-.2478	-.2254	-.1790	-.2395	.1523	.1170
SR	-.1579	-.0222	-.1811	-.2234	-.1029	-.1727
WL	-.1370	-.1026	-.0510	-.0815	.3245*	.1839
GC	-.0417	-.0699	-.0428	.0819	.0929	.0045
AS	-.0104	.0359	-.0202	.0391	.3185*	.3256*
ES	.1499	-.0497	-.2450	-.2531	.1543	.1446
PR	.0760	-.1777	-.0441	-.2475	.1372	.1602
IN	-.2454	-.1185	-.2532	-.1226	.1058	.1345
VA	-.0860	-.1085	.1461	-.1054	-.0172	.0481
ER	-.0631	-.0647	-.0470	-.0613	.0141	.0016
AL	.0694	-.0485	.1391	-.0438	.1671	.0453
IS	-.0895	-.0154	-.1102	-.1926	.0622	.0828
GPI	.0301	-.0110	-.1262	-.1553	.2258	.1970
TAT	-.2266	-.0310	-.2005	.0684	-.2266	.1958

N of cases: 77 1-tailed Signif: * .01 ** .001

.. is printed if a coefficient cannot be computed

contributors to the society or to the institution by their Creative power.

There is also significant but negative correlation of Depersonalisation burnout teachers with Achievement (Ac) subscale of the WVI. The high burnout and experiences of low meaning in life and profession becomes a block for Depersonalisation burnout teachers in the way of achieving something significant for their lives and the institution and in their work.

Depersonalised burnout Teachers are also significantly and negatively correlated with Esthetic (Es) Values of WVI. The conditions of the teachers remaining the same (burnout-ness) the beauty aspect of Esthetics which they could have contributed to society remains unfulfilled as they develop disinterest to the good that could be brought to the society.

The significances of creativity and Esthetics are both on .001 level on Depersonalisation frequency dimension and on .01 level on Intensity dimension. On the basis of these three correlation between frequency and intensity Hypothesis 22(b) stating that there will be no significant correlation between frequency and intensity of the burnout tribal and non-tribal teachers is rejected.

On all other subscales and correlates where there is no correlation or where there is correlation on one dimension only, the Hypothesis 22(a)^{is} retained.

This biserial correlation revealed at one glance the summary of the study. In the next section the summary of findings of this study will be presented hypothesis-wise.

5.5.8 Conclusion

So far the data was analysed through quantitative techniques. Objective 6 deals with the qualitative analysis. In the subsequent section the data analysis through check-lists will be analysed. It is a study of ursuline schools showing some inclinations either to glow-on or to burn-out.

CASE STUDIES

5.5.9 Schools Under Ursuline Management

(i) Introduction

As per sample distribution Table 5.1, 60.45 per cent teachers were drawn from schools under Ursuline management. The purpose was to make a special study of the Ursuline schools to find out whether the climate fostering 'glow-onness' prevails or whether there are some hurdles in the prevalence of such an environment or if the teacher burnout prevails.

Objective 6 states : To make case studies of Ursuline High Schools in order to find out the causes of 'glow-onness' and 'burnoutness' of teachers.

(ii) The basis of the case studies

The case studies were based on Checklists A and B (Appendix A) which the persons concerned were requested

to provide.

Check-list A provided such informations as the history of the school, establishment and the persons responsible for requesting the school to be opened etc. It had also other informations like the principals who contributed most, managing committee members, their role in the school, the number of school children, the staff, the manner of staff selection etc.

Checklist B included more of the academic aspect of the school and the teachers own share in responsibilities etc. They were also provided space to offer their own suggestions for the improvement on Teaching, Administration, Evaluation, Organising Curricular and Co-curricular activities and on various aspects of relationships.

5.5.7 I. A general overview regarding Ursuline managed Institutions is helpful in providing background for case studies.

1. Background of the Case Studies.

Being in the same management and having been in charge of these schools for three years in the recent past, the investigator is aware of the style of the management like the purpose of establishing a school, founding, organising etc., are almost similar for all Ursuline schools. For instance, a high school is started by the management or a

middle school is upgraded when there is a need for the same. The need is expressed through the local leaders of the community with a request for opening a high school or by upgrading the existing middle school if there is one. Not all such requests are granted immediately or granted at all. Much time is given to see all the pros and cons of opening a high school - ^{by} a process of 'discerning' the real need, discussions with various authorities, civil, educational and religious. Then the paraphernalia of going through the process of obtaining recognition from the Education Department remains to be accomplished by the first appointed authority.

Another observation is that Ursuline Management only manages the schools within the norms granted to all Minority schools. Hence the regulations concerning the formation of managing committees of the schools, appointments of teachers and disciplinary actions to be taken are as per rules applying to all minority schools.

The syllabi followed by schools under Ursuline management are those prescribed by the Education Department of the State of Bihar for the High Schools.

Apart from these, the internal organisation of the curricular and co-curricular activities are accomplished as per spirit and character of the Ursuline schools, directed by the norms and regulations of the managing authorities.

To this, the initiative and resourcefulness of the school Principal gives flesh and life to the dry bones of the structure.

5.5.8 2. The 'Ursuline' Spirit.

The Ursuline schools follow the spirit and Charism of their foundress saint Angela Merici (1540) of Brescia in Italy. St. Angela began a reform or religious movement in the then existing but morally decaying society. This she did by instilling faith and religion in the young ladies and women through her instructions. She taught them good morals and behaviour. In other words she prepared them to become worthy members of their homes and society. She believed that a good mother of the family can change the society by establishing a good family. This work is continued now by Ursuline sisters in various parts of the world as it is carried on in Bihar and the North Eastern part of India. The secular subjects were added to impart knowledge of head and heart in accordance with the needs of the times. Thus, the aim of Ursuline schools are to bring a change in the society through the young worthy members of their families through education.

II. Identification of 'Glow-on' and 'Burn-out' Teachers

The sampled teachers were categorised into Low, Moderate and High levels in the three subscales and two dimensions of Maslach Burnout Inventory (MBI). The first subscale is Emotional Exhaustion in Frequency (EEF) and Intensity (EEI)

dimensions. The second subscale is Depersonalisation Frequency (DF) and Depersonalisation Intensity (DI). These two subscales in four dimensions (2 frequencies, 2 intensities) constitute the Burnout aspect of the inventory. The third subscale is the Personal Accomplishment, also both in frequency (PAF) and intensity (PAI) dimensions, shows glow-onness.

Table 5.64 indicates the position of the teachers in the MBI scale.

Table 5.64 : Sampled Teachers Under Ursuline Management on the MBI Scales.

School Code No.	E			F			EEI			DF			DI			PAF			PAI			To- tal
	L	M	H	L	M	H	L	M	H	L	M	H	L	M	H	L	M	H				
01	1	2	3	2	3	1	-	3	3	-	1	5	2	2	2	3	1	2	6			
02	3	4	2	2	5	2	3	5	1	-	7	2	3	4	2	3	4	2	9			
05	4	6	2	5	4	1	1	6	5	1	8	3	7	4	1	7	4	1	12			
07	3	2	1	5	1	-	-	2	4	1	3	2	1	4	1	3	1	2	6			
08	3	3	3	4	5	-	-	3	6	1	5	3	3	2	4	5	3	1	9			
09	1	4	6	3	6	2	-	4	7	1	5	5	7	4	-	7	4	-	11			
11	4	3	1	4	3	1	1	5	2	1	4	3	4	1	3	4	3	1	8			
12	2	7	6	3	9	3	-	4	11	-	5	10	8	4	3	9	4	2	15			
15	-	4	2	-	5	1	-	2	4	-	2	4	1	5	-	3	3	-	6			
16	-	8	4	3	8	1	-	8	4	-	7	5	8	2	2	8	2	2	12			
18	3	10	6	10	8	1	2	11	6	3	9	7	10	5	4	13	4	2	19			
23	1	6	2	3	6	-	-	5	4	1	6	2	5	2	2	6	3	3	9			
24	1	5	6	2	6	4	1	3	8	1	4	7	3	3	6	5	2	5	12			

Note: EEF = Emotional Exhaustion Frequency.
 EEI = Emotional Exhaustion Intensity.
 DF = Depersonalisation Frequency.
 DI = Depersonalisation Intensity.
 PAF = Personal Accomplishment Frequency.
 PAI = Personal Accomplishment Intensity.
 L = Low ; M = Moderate; H = High

Table 5.64 indicates the total situation of the sampled teachers - 'glow-on' and 'burnout' in schools under Ursuline Management. Schools are placed in two categories:

(I) Schools having a comparatively high number of teachers on the 'H' level (high) of the first two subscales (EE and D) with their two dimensions each but lower or fewer number of teachers on the 'H' (high) level of the third sub-scale (P.A.) in both dimensions.

(II) Schools having a comparatively fewer number of teachers in the 'H' level of the first two subscales in both dimensions and a high number on the 'H' level of the PA subscale of the MBI. This is considered in proportion to the total number of teachers in the school.

How schools are selected for case studies.

A total of eleven schools are placed in the second category. These are school Nos. 01, 02, 05, 07, 08, 11, 12, 16, 18, 23 and 24. And school Nos. 09 and 15 are placed in the first.

Since one school from each category is contemplated for case study, some other considerations were applied for selecting school for this purpose especially for second category. For instance, in school No.01. The 'H' level sample is large in DF and DI but in EE level there is a smaller sample. On the other hand the PA subscale (glow-on) has a balanced distribution of the sample into Low, Moderate

and High (L, M, H). Therefore there is a balanced representation of teacher sample. In the DF there are three and in the DI there are five of the sample feeling burnout. The burnout syndrome is therefore both in frequency and intensity - a little more on the intensity dimension. However, despite these feelings of Depersonalisation in intensity i.e., burnout feelings in intensity or depth, the sampled teachers in the institution show courage and strength by remaining 'glow-on'. It is an indication that they experience a high level of meaning in life which helps them to cope with the stressful situations of life and job and keep glowing on moderately.

School Nos. 02, 05, 07, 08, 11, 16 and 23 come under this category.

Two larger schools No. 12 and 18 have some sample under the glow-on (PA) subscales. However, the sampled teachers in 'H' level of PA subscale in two dimensions is smaller (frequency and intensity 3, 2, 4, 2 respectively) in comparison to the total size of the sample (15, 19). For these reasons, these schools are considered as being somewhat in a balanced position between burnout ness and glow-onness of the study.

Two schools are particularly fitting in category NOI of schools - school No. 09 and 15. These schools are having a high percentage of teachers on the first two subscales of EE and D on frequency and intensity

dimensions, but have nil in the 'H' level of P.A. which is symbolizing high glow-on. Hence they are placed under category No. I, i.e., representing High burnout and low glow-on. Out of these two, school No.15 is comparatively of recent establishment. Due to Bihar Government's policy regarding recognition to schools established after 1980, the school is in the midst of stressful situation to run the school. It is unable to avail proper and sufficient facilities for its employees. Consequently, it may not be a surprise if the sampled teachers experience emotional exhaustion and depersonalisation feelings in both dimensions in a moderate way. The struggle of the management to offer proper remuneration is an experience of emotional exhaustion just as it is on the part of the sample to work with a little lower scale of pay without being fully satisfied in their work but to remain highly 'glow-on'.

Hence, for case study No.1 focus is on school No.09 for category No.I i.e., for burnout case representation and school No.24 for No.II category of the schools i.e., representing the 'glow-on' sample of the schools under Ursuline management.

CASE STUDY No. 01

(1) School No. 09

As categorised into two groups, school No.09 represents the schools having more of Burnout teacher sample

on the EEF and EEI as well as on DF and DI subscales of the MBI.

A. General Information

(i) Location and Establishment. The school is situated in a quite rural setting. By this time it is approach able by a few private transport services.

The physical environment of the school would very appropriately be comparable to the 'Santiniketan' of the district characterised by peaceful^{surrounding} of natural beauty. The comparison with Santiniketan ends here. The school has a good school building, compound wall, vegetable fruits and flower gardens to charm one's mind and heart. Such an environment and school climate is an ideal place for study.

(ii) Establishment : The management had an establishment quite from the early years of this century, for a long stretch of time only a middle school could be run. After 1960s some local people and village leaders together with the catholic laymen's association approached the management with a request that the existing Middle school be upgraded to a high school. After some deliberation the school began in 1967 with a small number of 62 children. The school was recognised by the Education Board of Bihar Government in 1975. The conditions to be fulfilled such as land building, classrooms, library, laboratory and staff etc., were worked-

out assiduously by the first authority.

(iii) The Principals : The first principal worked hard for recognition and gave the school a firm footing. She had the benefit of working for ten years at a stretch. The number of the staff initially was barely enough just 5 to manage one class each. As per rules it has risen to 11.

Being in a very rural area the first principal might have had to ^{face} innumerable problems of transport and communication, finance and other matters so essential for running a school especially at the initial stages. The credit however goes to the first, principal for the real establishment of the school.

B. The Academic Aspect

(i) The Standard of the School was variously rated by the people concerned..

- a) The Education - in charge of Ursuline management - 'Good'.
- b) The Principal - Satisfactory
- c) The Secretary/Manager (local) - low
- d) The staff - Satisfactory - 75%
- The Staff - High - 8%

Such a different response on the same school by people working within it (except the education in charge of Ursulines) passes on a message or leads one to conclude that all the people concerned do not have the same perception about

their own school. This can further lead to make other assumptions of the lack of common purpose and objective or the lack of knowledge of the objectives, lack of communication, lack of common policy and planning and probably lack of interest of the staff and so on. Considering a school ~~erose~~ academically means from the excellent results of the Matriculation. Others could see it from the point of view of organising and administering the school. For example the secretary could have such a basis. The teachers may also be fully aware that their school is not as good as other 'Ursuline' schools. So we have the variety of responses.

(ii) General atmosphere of the school. Teachers responded on the general atmosphere of the school by the word 'Satisfactory' but opinions were sharply divided into positive and negative aspect of liking/not liking to teach in the school into 50-50 per cent.

Among positive responses some ^{were} social and religious reasons like (i) to uplift the children of the area, (ii) to make good citizens, (iii) to make their life happy. The negative reasons were : (i) The conservative attitude of the authority, (ii) Rules partially applied for some only (iii) Lack of good behaviour (iv) Lack of good library books and educative magazines for improving their knowledge.

The equal number of liking and the other half not liking to teach in the school also seems to point out that half of the teachers are simply sticking to their past and

job without even having feeling of their own towards the school which seems to develop into sense of alienation and indifference towards the school, signs and symptoms of burnout teachers. They do not seem to feel as belonging to the school.

(iii) Methods used by the teachers in teaching were (number in brackets are frequencies of teachers.

- (a) Lecture method (2)
- (b) Discussion method (3)
- (c) Project method (7)

It is interesting to observe that the teachers are using project method in such a big number. 7/11 or 63% and discussion method 27 per cent 3/11 and Lecture method used by 2/11.

(iv) System of Evaluation.

(a) Monthly Test - 6/11 (b) Half-yearly - 1/11, are Monthly test taken regularly/and do seem to be very significant help for evaluating the knowledge taken in by students.

(v) Distribution of the Work Load done.

- (a) by the Principal (50 per cent)
- (b) by the Principal in consultation with the teacher concerned (4/11 response or 45 per cent)
- (c) No response (2).

(vi) Responsibilities distributed for curricular Activities organised.

- (a) interest-wise (2/11)
 - (b) by rotation (2/11)
 - (c) senioritywise (1/11)
 - (d) No response (5/11).
- (vii) These activities are planned :
- (a) in the staff meeting - had overwhelming response (8/11 or by 72 per cent of teachers)
 - (b) by the principal in consultation with a few staff members (2/11).
- (viii) Teachers' participation in these activities were
- (a) active (3/11)
 - (b) semi active (6/11) teachers responded).

Observation :

Responses of the teachers in item number (v) to (VIII) vary.

It seems that the Principal is considered an autocrat by half of the staff members who responded that she distributes the work load alone. The other half is a little less in percentage (45 per cent who responded that the distribution of the workload is done by the principal in consultation with the teacher concerned. It leads one to assume that these 45 per cent teachers are the ones who are consulted. The secretary's response seems to confirm that the work load is distributed and the co-curricular activities are planned in consultation with a few teachers only which is a less democratic and accepted method.

Similarly for item (vi) the distribution of responsibilities among the teachers done variously only one half of the teachers have responded as 'distributed interest^twise' by two, by rotation also two and senioritywise only one. Indifference or no response by 50 per cent of the teachers again leads one to assume either these teachers are put aside, are not consulted or else the participative nature of these teachers is poor.

However, in item number (vii) 'how these activities are planned, the overwhelming majority 72 per cent have responded that these activities are planned in the staff meeting leads one to be apprehensive whether these teachers are not consulted or whether these teachers are joining silently to the statement of another teacher and that of the secretary that distribution and decisions for activities are done in consultation with a few staff members only.

(ix) Teachers' own participation in these activities responded were :

(a) active by 3/11 (three out of eleven) and semi-active by 6/11 (six out of eleven, does not bring out a very bright picture.

(x) Teachers Facing disciplinary problems - occasionally five teachers responded that they face disciplinary problems, one faces often and two face almost every day.

(xi) The co-curricular activities planned in the school

have been enumerated rather extensively like ⁽ⁱ⁾ teachers' day (9 response) ⁽ⁱⁱ⁾ games and sports second place by the responses of 7 teachers and others mention by single a dual teachers were ⁽ⁱⁱⁱ⁾ cultural programme, ^(iv) Parents' day, guide, picnics. These are essential parts of school activities and it is observed that teachers recognise their importance.

(c) Relationship aspect

Relationship with community, staff etc.

(i) Rapport of the school with the locality.

This was responded as cordial by one satisfactory by four and unpleasant by two. Here too there is a divergent opinion clearly coming to the front. 'Satisfactory' is the observation of the majority, cordial and unpleasant are two responses quite divergent - opposite in direction. The staff are not in complete agreement about the rapport with outside local community. In order to have a clear perception of the school's rapport, the staff should be within the spirit and ideals of the school. Because this would naturally lead to the support and cooperation expected from the part of the local population. The parents' support in various projects was positive by 5/11 and 3/11 in negative.

The school too seems to have faced legal problems to which 6 out of 11 teachers have responded in affirmative and 3 in negative. But, with whom these legal problems arose, there is a variety of response. Only four teachers responded

to this second portion of the enquiry - 2 responded as legal problems arising with guardians and three others stated as arising from, relations with outsiders, Two also stated that legal problems arose with school authorities. According to the secretary the legal problems were with guardians, outsiders and with youth (boys) . There is lack of congruency in the responses of the members of the staff.

On the whole, the picture has not been so bright as far as the rapport of the school is concerned with the locality. Considering the rural area and surrounded by the tribals inhabitants, mostly known as peace loving, a better rapport could have been expected.

(ii) Relationship of the Principal with Staff and students.

The relationship of the principal with her co-workers both teaching and non-teaching is the core of success in the successful running of the school. The principal of school No.09 is having a cordial relationship according to two teachers but for most of the teachers i.e., 8/11 or for 70 per cent of them it is just satisfactory. On the other hand the Principal seems to have a more cordial or loving (8 responses) and happy (2) relationship with the students. Similarly the relationship of the teachers among themselves in quite cordial (4 responses), satisfactory (4 responses) and loving (1 resp.). The teachers too have a loving (4 resp.) and happy (3 resp.) relationship with the students.

On relationship level it is observed that the students seem to become the medium of the relationship between the principal and the teachers who are not enjoying good relationship among themselves to the full.

(d) Suggestions offered by Teachers :

Checklist enlisted ^{five} aspects on which the teachers could offer their suggestions. These were (i) Teaching, (ii) Administration, (iii) Evaluation, (iv) Curricular Activities and (v) For improving relations.

(i) Teaching : Suggestions of the teachers can be assumed as coming from the need they are experiencing in their work situation - in teaching. Their suggestions have found words "that there is understanding of the teachers in work load distribution (4 resp.). This is connected with the assignment of subjects which the teacher is asked to teach. Their suggestion is that teaching is assigned to the teacher only the subjects in which they have qualified themselves in the college studies. Other teachers with the values of Altruism and religious point of view have offered such suggestions as the teachers to be generous and punctual in their work and that the practice of regular monthly test should be maintained.

(ii) Administration : This field too has some specific 'suggestions' which in truth seem to be requests for consideration such as 'there should be a loving behaviour of the

principal' (3 resp.) that there is delegation (3 resp.) of work or charges for good administration and that there is cooperation (2 resp.) between Principal, teachers and students.

These suggestions seem to be very acceptable if such ~~is~~ not the situation in the school till now.

Though, administration of the school is mainly the principal's responsibility she alone cannot carryout each and every aspect of the work. Louis J. Rubin (1970) has this to offer to the principal "one of the marks of the able administrator is the ability to differentiate between causing something to be done and doing it oneself (p.61). Involvement of the staff is very important but before that the return of the teacher morale is much more to be desired.

(iii) Evaluation : The practices of evaluation of teaching which is prevalent in the school needs to be improved, probably by being more regular in it. Under this item the suggestions are and seem to be connected with the decisions which are taken in the staff meetings which should be implemented and no hasty change to be brought in them (4 resp.) Besides this, there is a suggestion that the evaluation be just and more accurate.

A clear-cut situation does not seem to come up. Out of the total 11 teachers 4 seem to say unanimously on the

point given above. Others were individual responses and some offered just meagre suggestions or nil.

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Evaluation is as important in the school as teaching. Without it the school principal and staff are in the dark as to the direction of improvement.

(iv) Curricular activities of a school too find important place in the teaching learning process. They offer direct participation methods of learning or learning by doing which become more effective and lasting in the minds of children. There is a request in the suggestions by 4 teachers that there be good organization of these activities, that there are competitions (3 responses), debates (3 resp.) and cultural programmes (2 resp.)

(v) For Improving Relations: For improving relations the highest number of teachers (4) responded was for understanding and equal treatment (3 resp.) by the principal. Similarly 'good relation between teachers and principal' (4 resp.), between students, teachers and guardians (4 resp.). However as a concrete step to be taken for improving relationship was offered by the secretary and one more teacher that there could be informal get together on special occasions besides regular meeting, cooperation could be fostered.

On the whole, as representing the schools of the majority burntout teachers, the tone throughout these various items

indicated is dissatisfaction, unhappiness and dissipation and disinterest in the school work, lack of sufficient involvement by the teachers.

CASE STUDY 2

School No.24

School No.24 was selected for case study 2 as a representative of the Glow-on schools. Those schools are having a lesser number of teachers in the 'H' or high level in two subscales of the MBI, that is Emotional Exhaustion and Depersonalisation on both dimensions of Frequency and Intensity. But there are a higher number of teachers in the 'High' level of Personal Accomplishment subscale in both dimensions in proportion to the number of the total sample of the school. (See Table 5.64).

(A) General Information :

(i) Location and Establishment : The school is located in a semi rural set-up approachable from two directions of North and South where towns are.

(ii) Establishment : The existing Middle school was upgraded in 1971 at the request of the head of the church and also on the petitions of the people through their local leaders. The school was begun in the class-rooms of the middle school which had a specious building. Initially the number was small barely 30, as the local town had girls'

schools. The number has risen to 450 at present and the number of the teaching staff is 12. The school was recognised in 1976.

(iii) The Principals. The first two principals worked for a year and a year and a half each respectively. So they could not give the school its firm footings. The third Principal established the school more completely in building and extending classrooms, providing library, laboratory, playground and so on.

Observing the period between the starting and the year of getting official recognition is a span of barely six years. Most probably the resourcefulness and the assiduous labour of the third principal is worth commending for such an achievement of quick recognition.

Also, in the matter of school children, the Principal's efforts need to be appreciated, who made known her need to all those she knew who could help her to get more children to be brought to the school.

As it is observed highly appreciatingly, the third Principal brought the school up on the par with other good schools under Ursuline Management within a comparatively shorter period than any other school has done.

(B) The Academic Aspect.

(i) The General atmosphere of the school is liked by

the teachers only on 'satisfactory' level (7 resp.out of 12).

(ii) The teachers' liking the school was positive, represented by responses in brackets (8/12) and negative (3/12). The reasons for liking to teach in the school expressed by the teachers are given below :

- (a) to help the poor students and for the good of the children (2)
- (b) For personal growth (1 response)
- (c) Good school atmospheres (1)
- (d) Good discipline.(1)

There were six teachers who abstained from stating any reason for liking though they had responded that they "liked" to teach in the school.

The reasons for negative responses were -

- (a) No timely payment (2)
- (b) No life insurance, and (2)
- (c) low payment in comparison to other schools.(2)

All the three negative responses came from two teachers only out of the twelve.

Most probably, these teachers have not been approved in the post in which they are appointed, for approval of appointment does take time in Bihar. In this situation they find the payscale lower to other schools. At this time the management has to pay what it afforded to pay nearest to the scale. This stage is a passing phase.

(iii) The Standard of the School. The standard of the school according to the Principal and the Education in charge of Ursuline schools was perceived as high. 3 out of the total of twelve teachers rated it high and the majority (8 resp.) rated it as satisfactory.

The standard of the school is generally based upon the results of its secondary school Board examinations which have been very good. From this point of view the standard is high. The teachers, most probably expect it to be higher for rating it so overwhelmingly (8 resp.) 'satisfactory'. It can be assumed to be a good sign not to be completely satisfied with one's performance but aim at higher. Such rating by the teachers could be attributed to the 'glow-on' teachers ever aspiring to achieve higher and better.

(iv) Methods of Teaching used by teachers. It is interesting and encouraging to observe the use of Discussion (7 resp.) besides lecture (5 resp.), Project (3 resp.) and question answer methods (2 resp.) in teaching).

(v) System of Evaluation Used are (a) monthly tests (8 resp.) (b) Quarterly tests (4 resp.) and (c) Half yearly (7 resp.) (d) not responded (2 resp.) This practice of monthly and other tests is a very good practice in Ursuline High schools if accomplished regularly. It helps the teachers to evaluate the effectiveness of their own instructions and methods while evaluating the students they teach.

(vi) Distribution of Workload. In school No.24, the workload is distributed among the teachers by the Principal in consultation with the teacher concerned (8 resp.) This is a unanimous response (66 per cent) while one teacher finds that Principal alone distributes the work and two abstain from responding.

(vii) Responsibilities for Curricular and Co-Curricular Activities assigned. The school has a good practice of distributing the responsibilities for curricular and co-curricular activities to teachers interestwise (6 resp.), then senioritywise. Thus, both interest and seniority are taken care of.

There is an indication of indifference observed here due to the two respondents of "any other way" without mentioning the exact practice. Similarly the no response by two connotes lack of interest in these activities.

(viii) Curricular Activities organised in the school. The use of dramatisation finding the highest response (8) by teachers is a good sign of initiative taken by teachers. Competitions are other options offered by teachers (2 resp.) and Debate (1), while "any other" activity (4 resp.) continues to indicate indifference of a few teachers. It leads one to assume that these teachers do not seem to bother what activities are held or not held.

(ix) Co-curricular Activities taking Place in the school.

These are impressive such as Teachers' Day (9 resp.), Cultural activities (4 resp.) Girls' guide (8 resp.), Educational Tours (4 resp.), Competitions (3 resp.) and sports (3 resps). The teachers have a fairly good sense of the variety of activities for students. Such activities keep the school alive and raise the quality of the school.

(x) These activities are planned in different ways according as the teachers have perceived them. Co-curricular activities seem to be organised a little less democratically. These activities are planned in the staff meeting have been responded only by 4 teachers. They seem to be planned more often in consultation with a few members of the staff (6 resp.). This practice gives an inkling of bureaucracy rather than democracy.

(xi) Teachers' role in these activities. (a) Teachers' 'active' role is surprisingly only (4 resp. or 33 per cent). (b) Nearly 60 per cent of the teachers participate only partly - semi active. For a school where nearly half of the teachers are 'glowing on' on Personal Accomplishment frequency and intensity, this 'semi-active' participation response should have been much less and active participation should have found a higher number.

(xii) Disciplinary Problems faced by Teachers. For a school established in a semi rural set up, it would not have had disciplinary problems. However, it is observed

that 66 per cent of the teachers face disciplinary problems either often (4 resp.) or occasionally (4 resp.) The no response(2) plus 'not faced' disciplinary problem is an indication of either indifference or genuine good teaching and behaviour due to which no disciplinary problem arises for a teacher.

(C) Relationships Aspect

(i) Rapport of the school with local community. The school is the reflection or a mirror of the society where it is established. Therefore, it is important that the school has a good rapport with the society. The cooperation of the society for the carrying out of some projects or needs of the school can be better and easily availed when there is a good rapport with the society.

School No.24 seems to establish a moderate rapport with its local community.66 per cent responses of the teachers are 'satisfactory' regarding the rapport of the school with local community.

(ii) Had there been any legal problem in the school? The response to this question had been negative (7 resp.)or 58 per cent) and only one teacher responded in a affirmative. The seven teachers will have not considered the problem or case legal responded to by one teacher.

(iii) Relationship of the Principal with teachers and students etc. Under the relationship item

with various groups there is only one teacher who feels that there is a strained relationship of the Principal with teachers and of teachers with students. For the rest, there exists a happy (7 resp.) and loving (2 resp.) relationship of the Principal with students and satisfactory (10 resp.) relationship with teachers. Teachers' relationships with students in happy (6 resp.) and loving (2 resp.) whereas the relationship among the teachers themselves is cordial (5 resp.) and satisfactory 5 responses.

(iv) Facilities teachers receive to improve academic qualification like refresher courses (5 resp.), teachers' inservice training (3 resp.) and higher studies (2 resp.) presents a good picture to keep the teachers happy and contented.

(D) Suggestions offered by 10 teachers

Out of 10 teachers three abstained themselves from giving any suggestions, two gave only nominal points.

- (i) Teaching - Responses in this item were offered individually except where frequencies are stated. They are
- (a) Punctuality and regularity of teachers for class.
 - (b) Supervision to be done for the good of the students
 - (c) More teaching aids to be availed.
 - (d) arouse the interest of the students in study to improve the standard

- (e) to limit the number of students in one class to 40.
- (f) Written statements to be taken from teachers regarding their duties and discipline.

Though these are individual suggestions, they are good points. Teachers are conscious of the need of having less number of students in the class and of having proper and sufficient teaching aids for effective teaching. They are conscious of their own regularity and punctuality for the good of the students.

(ii) Administration. In administration,

- (a) the need of regular teachers' meeting was voiced strongly (3 resp.)
- (b) showing the urgency and importance to improve the administrative organisation through staff meetings and
- (c) that enough freedom for all to express their opinions.

(iii) Evaluation : Under this item, strong opinion has emerged for (a) a regular evaluation after each activity which does not take place (4 resp.), (b) monthly meeting with students, (c) Guardians should meet the principal with their wards so that they are encouraged by the Principal. Guardians hardly realize this need as rather many of them are illiterate and have no time to come to the school even.

(iv) Organisation of Curricular and Co-curricular Activities. Despite their awareness that such

activities are encouraged and do exist, yet, the ardent desire expressed by the staff for (a) having more of such activities (7 resp.) is quite evident, adding (b) that sufficient time be set apart for the same (2 resp.) and such time should not be used for other work. (c) All the teachers should take active participation in these activities (4 resp.) (d) they should be organised after good planning. (e) The whole staff should jointly participate in planning these activities. (f) There is a great desire for more cultural programmes organisation and annual sports day (2 resp.) and Parents' Day.

On the whole, there is an ardent desire to keep these activities alive to remain glow-on both on the part of the teachers and also on the part of students.

(v) For Improving Relationships (a) Positive points were suggested like through teachers' day, (b) Parents' day (c) Parents' Teachers' Association (2 resp.) (d) through teachers' meetings (4 resp.) (e) understanding each others' problems (4 responses) (f) respecting the feelings of others (g) establish cordial relationships (2 resp.).

The above ^{points} indicate that the teachers are experiencing meaning in their professional life and are remaining glow-on.

Conclusion :

The two case studies of school No.09 and School No.24

indicate qualitative aspect of the two institutions run by the same management. Though the principles, policies and characteristics and spirit of the management is Ursuline, yet various findings are indicated. Instances of burnout in different levels are observed. School No.24 gives a somewhat another type of organisation and spirit than school No.09.

Thus in this chapter the data analysed quantitatively and qualitatively and the observations are made. In the next section the summary of quantitative analysis is presented in Table 5.65.

In this section the summary of findings Hypothesis-wise is presented. It includes the hypothesis number, the major components, related variables and whether the hypothesis is rejected or retained.

Table 5.65 : Summary of Findings - Hypothesiswise.

Hypothesis No.	Major components of the study	Related Variable	Whether retained or rejected
1	PAF Glow	Sex	Retained
	PAI Onness	Sex	Rejected
2	PAF Glow	Age	Retained
	PAI Onness	Age	Retained
3	PAF Glow	Marital Status	Rejected
	PAI Onness	Marital Status	Retained
4	PAF Glow	Teaching Experience	Retained
	PAI Onness	Teaching "	Retained

Table 5.65 (contd.)

Hypo. No.	Major components of the study	Related Variable	Whether retained or rejected
5	EEF Burnoutness	Male/Female	Rejected
	EEI "	"	Retained
6	EEF "	Age	Retained
	EEI "	"	Retained
7	EEF "	Marital Status	"
	EEI "	"	"
8	EEF "	Teaching Experience	Rejected
	EEI "	"	"
9	DF "	Male/Female	Retained
	DI "	"	"
10	DF "	Age	"
	DI "	"	"
11	DF "	Marital Status	"
	DI "	"	Rejected
12	DF "	Teaching Experience	Retained
	DI "	"	"
13	PAF Tl. Teachers Glowonness	Meaning in Life	Rejected
	PAF Ntl. "	"	"
	PAI Tl. teachers Glowonness	"	"
	PAI Ntl. "	"	"
14	PAF Tl. Teachers Glowonness	Self-concept	Retained
	PAF Ntl. "	"	"
	PAI Tl. "	"	"
	PAI Ntl. "	"	"
15	PAF Tl. "	Achievement Motive	"
	PAF Ntl. "	"	"
	PAI Tl. "	"	Rejected
	PAI Ntl. "	"	Retained
16	EEF Tl. Burnoutness	Meaning of Life	Retained
	EEI Ntl. "	"	Rejected
	EEI Tl. "	"	Retained
	EEI Ntl. "	"	Rejected

cont..

Table 5.65 (contd.)

Hypo. No.	Major components of the study	Related Variable	Whether retained or rejected
17.	EEF Tl. Burnoutness	Self-Concept	Rejected
	EEF NTL. "	"	Retained
	EEI Tl. "	"	"
	EEI NTL. "	"	"
18.	EEF Tl. "	Achievement Motive	Rejected
	EEF NTL. "	"	Retained
	EEI Tl. "	"	Rejected
	EEI NTL. "	"	Retained
19.	DF Tl. "	Meaning in Life	Rejected
	DF NTL. "	"	Retained
	DI Tl. "	"	Rejected
	DI NTL. "	"	Retained
20.	DF Tl. "	Self-Concept	Retained
	DF NTL. "	"	"
	DI Tl. "	"	"
	DI NTL. "	Burnoutness Self-Concept.	"
21.	DF Tl. "	Achievement Motive	"
	DF NTL. "	"	"
	DI Tl. "	"	Rejected
	DI NTL. "	"	Retained
22(a)	(i) PAF Glow-onness	Meaning of Life	Rejected
	(ii) PAI "	WVI(AS, CR)	Rejected
(b)	(i) EE F&I Burnoutness	WVI, Creativity,	Rejected
	(ii) DF, I "	Achievement, Esthetics	"

It is observed from the above table that in the summary of findings hypothesiswise given indicating the major components of the study and the related variables and acceptance or rejection of the hypothesis. Thus in this chapter the data quantitatively as well as qualitatively analysed are presented. The next chapter deals with the summary of the major findings,

discussions of the results, suggestions for schools and teachers, suggestions for further research and an overview of the whole report.