

LIST OF TABLES

<u>Table No.</u>	<u>Description</u>	<u>Page</u>
4.1	List of Participating Institutions and Distribution of Sample.	
5.1	Teachers on Different Management basis. Selected Samples.	257
5.2	Description of Sample.	259
5.3	Percentage of Tribal and Non-Tribal Glow-on Teachers on Personal Accomplishment Frequency-wise	261
5.4	Percentage of Tribal and Non-Tribal Glow-on Teachers on Personal Accomplishment Intensitywise	261
5.5	Mean Score of the Sampled Tribal and Non-Tribal Teachers on Personal Accomplishment Frequencywise	263
5.6	Mean and S.D. of the Tribal and Non-Tribal Teachers on Personal Accomplishment Intensity-wise.	263
5.7	Percentage of the Tribal and Non-Tribal Burnout Teachers on the Emotional Exhaustion Frequencywise	265
5.8	Mean Scores of the Burnout Sampled Tribal and Non-Tribal Teachers on Emotional Exhaustion Frequency-wise.	266
2.9	Comparison of Mean and S.D. of Emotional Exhaustion Frequency with Original MBI Mean.	266
2.10	Number of Teachers and percentage on Emotional Exhaustion Intensity.	267
2.11	Mean Scores of the Sampled Burnout Tribal and Non-Tribal Teachers on Emotional Exhaustion Intensitywise.	268

<u>Table No.</u>	<u>Description</u>	<u>Page</u>
5.12	Comparison of Mean and S.D. of Emotional Exhaustion Intensity with Original MBI and Indian Studies.	269
5.13	Percentage of Sampled Tribal and Non-Tribal Burn-out Teachers on depersonalisation Frequencywise.	270
5.14	Percentage of Sampled Tribal and Non-Tribal Burnout Teachers on Depersonalisation Intensitywise	271
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.	272
5.16	(a) Male-Female Distribution of Glow-on Teachers on Personal Accomplishment Frequency.	275
	(b) Male-Female Distribution of Glow-on Teachers on Personal Accomplishment Intensity.	275
5.17	(a) Age-wise glow-on Teachers on Personal Accomplishment Frequencywise.	276
	(b) Age-wise glow-on teachers on Personal Accomplishment intensitywise.	277
5.18	(a) Marital Status of Glow-on Teachers on Personal Accomplishment Frequency-wise.	278
	(b) Marital Status of Glow-on Teachers on Personal Accomplishment Intensitywise.	278
5.19a)	Teaching Experience of Glow-on Teachers on Personal Accomplishment Frequencywise.	280
	(b) Teaching Experience of Glow-on Teachers on Personal Accomplishment Intensity Level.	280

<u>Table No.</u>	<u>Description</u>	<u>Page</u>
5.20	(a) Male and Female Burnout Teachers on EEF and Intensitywise.	283
	(b) Male and Female Burnout Teachers on Emotional Exhaustion Frequency and Intensitywise.	283
5.21	(a) Sampled Burnout Teachers grouped age-wise on Emotional Exhaustion Frequency.	285
	(b) Sampled Burnout Teachers grouped age-wise on Emotional Exhaustion Intensitywise.	285
5.22	(a) Marital Status of Teachers on Emotional Exhaustion Frequencywise.	287
	(b) Marital Status of Teachers on Emotional Exhaustion Intensitywise.	288
5.23	(a) Teaching Experience of Teachers on Emotional Exhaustion Frequencywise.	290
	(b) Teaching Experience of Burnout Teachers on Emotional Exhaustion Intensitywise.	290
5.24	(a) Male and Female Sampled Burnout Teachers on Depersonalisation Frequency-wise.	292
	(b) Male and Female Sampled Burnout Teachers on Depersonalisation Intensitywise.	293
5.25	(a) Sampled Burnout Teachers Grouped Age-wise on Depersonalisation Frequency.	294
	(b) Sampled Burnout Teachers grouped Agewise on Depersonalisation Intensity-wise.	295

<u>Table No.</u>	<u>Description</u>	<u>Page</u>
5.26	(a) Marital Status of Sampled burnout teachers on Depersonalisation Frequencywise.	297
	(b) Marital Status of Sampled burnout teachers on Depersonalisation Intensitywise.	297
5.27	(a) Teaching Experience of Sampled Burnout Teachers on Depersonalisation Frequencywise.	300
	(b) Teaching Experience of Sampled Burnout Teachers on Depersonalisation Intensitywise.	300
5.28	Categorisation of the sampled Teachers According to Levels of Purpose in Life.	302
5.29	Sampled Teachers' score range, Mean and Standard Deviation.	303
5.30	Comparison of Present Scores of Mean Purpose in Life in Relation to Earlier Studies.	304
5.31	Comparison of the Three Levels of PIL According to Five Studies.	306
5.32	Comparison of the Three Levels of Scores of the Sample Tribal and Non-Tribal Teachers.	307
5.33	Comparison of the Mean PIL Scores of Tribal and non-Tribal Teachers.	307
5.34	Sample Score Range of Self-Perception Inquiry with Mean Scores and Standard Deviation.	308
5.35	(a) Categorisation of sampled Teachers according to Moderate and High Self-concept groups.	309
	(b) Categorisation of the Tribal and Non-Tribal Teachers into Low, Moderate and High Self-Concept Groups (Percentagewise)	310

<u>Table No.</u>	<u>Description</u>	<u>Page</u>
5.36.	A Comparison of the Mean and S.D. of Teachers of Present Study and Bumiya's 1986 study.	311
5.37.	Mean Scores, S.D. and Score range of the sampled Teachers on Achievement Motive.	314
5.38.	(a) Categorisation of Low, Moderate and High TAT groups of the sampled teachers.	314
	(b) Categorisation of Tribal and Non-Tribal Teachers in the Low, Moderate and High Levels of Achievement Motivation.	315
	(c) Comparison of Tribal and Non-Tribal Teachers on TAT groups.	315
5.39	(a) Glow-on Sampled Teachers and Meaning in Life on Personal Accomplishment Frequency.	317
	(b) Meaning in Life and Glow-on Teachers on Personal Accomplishment Intensity.	317
5.40	(a) Glow-on Sampled Tribal Teachers and Meaning in Life on Personal Accomplishment Frequency.	319
	(b) Glow-on Non-Tribal Sampled Teachers and Meaning in Life on Personal Accomplishment Frequency.	319
5.41	(a) Glow-on Tribal Teachers and Meaning in Life on Personal Accomplishment Intensity.	320
	(b) Glow-on Non-Tribal Teachers and Meaning in Life on Personal Accomplishment Intensitywise	320

<u>Table No.</u>	<u>Description</u>	<u>Page</u>
5.42	(a) Glow-on Sampled Teachers and Self-Concept on Personal Accomplishment Frequency-wise.	322
	(b) Glow-on Teachers and Self-Concept on Personal Accomplishment Intensity-wise.	323
5.43	(a) Glow-on Sampled Tribal Teachers and Levels of Self-Concept on Personal Accomplishment Frequency-wise.	323
	(b) Glow-on Sampled Non-Tribal Teachers and Levels of Self-Concept on Personal Accomplishment Frequency-wise.	324
	(c) Glow-on Sampled Tribal Teachers and Level of Self-Concept on Personal Accomplishment Intensitywise.	324
	(d) Glow-on Sampled Non-Tribal Teachers and Level of Self-Concept on Personal Accomplishment Intensitywise.	325
5.44	(a) Mean Scores of H.G.O. Sampled Tribal and Non-Tribal Teachers on Work Values Subscale on Personal Accomplishment Frequencywise.	326
	(b) Mean Scores of M.G.O. and L.G.O. Tribal and Non-Tribal Teachers on Work Values Subscales on Personal Accomplishment Frequencywise.	328
5.45	(a) Mean Scores of HGO and MGO Sampled Tribal and Non-Tribal Teacher on Work Values on Personal Accomplishment Intensity-wise.	333

<u>Table No.</u>	<u>Description</u>	<u>Page</u>
5.45	(b) Mean Scores of IGO Sampled Tribal and Non-Tribal Teachers on Work Values subscales on Personal Accomplishment Intensity-wise.	336
5.46	(a) Glow-on Sampled Tribal Teachers and Achievement Motive on Personal Accomplishment Frequencywise	339
	(b) Level of Achievement Motive of GO Non-Tribal Teachers on Personal Accomplishment Frequency-wise.	339
5.47	(a) Level of Achievement Motive of GO Tribal Teachers on Personal Accomplishment Intensitywise	340
	(b) Level of Achievement Motive of the Sampled GO Non-Tribal Teachers on Personal Accomplishment Frequencywise.	340
5.48	(a) Burnout Sampled Tribal Teachers and the levels of Meaning in Life on Emotional Exhaustion Frequencywise.	342
	(b) Burnout sampled Non-Tribal Teachers and the Levels of Meaning in Life on Emotional Exhaustion Frequencywise.	342
	(c) Sampled Burnout Tribal Teachers and Levels of Meaning in Life on Emotional Exhaustion Intensity-wise.	343
	(d) Sampled Burnout non-Tribal Teachers and Levels of Meaning in Life on Emotional Exhaustion Intensity-wise.	343

<u>Table No.</u>	<u>Description</u>	<u>Page</u>
5.49	(a) Sampled Burnout Tribal Teachers and levels of Meaning in Life on Depersonalisation Frequency-wise.	345
	(b) Sampled Burnout Non-Tribal Teachers and Levels of Meaning in Life on Depersonalisation Frequency-wise.	345
	(c) Sampled Burnout Tribal Teachers and Levels of Meaning in Life on Depersonalisation Intensity-wise.	345
	(d) Sampled Burnout Non-Tribal Teachers' and Levels of Meaning in Life on Depersonalisation Intensity-wise.	346
5.50	(a) Sampled Burnout Tribal Teachers and Levels of Self-Concept on Emotional Exhaustion Frequency-wise.	348
	(b) Sampled Burnout Non-Tribal Teachers and Levels of Self-Concept on Emotional Exhaustion Frequency-wise.	349
	(c) Sampled Burnout Tribal Teachers and Levels of Self-Concept on Emotional Exhaustion Intensity-wise.	349
	(d) Sampled Burnout Non-Tribal Teachers and Levels of Self-Concept on Emotional Exhaustion Intensity-wise.	349

<u>Table No.</u>	<u>Description</u>	<u>Page</u>
5.51	(a) Sampled Burnout Tribal Teachers and Levels of Self-Concept on Depersonalisation Frequencywise	351
	(b) Sampled Burnout Non-Tribal Teachers and Levels of Self-Concept on Depersonalisation Frequencywise.	351
	(c) Sampled Burnout Tribal Teachers and Levels of Self-Concept on Depersonalisation Intensitywise	352
	(d) Sampled Burnout Non-Tribal Teachers and levels of Self-Concept on Depersonalisation Intensitywise.	352
5.52	Mean Scores of H.B.O. Sampled Tribal and Non-Tribal Teachers on the Sub-Scales of Work Values Inventory on EEF	353
5.53	Mean Scores of MBO Sampled Tribal and Non-Tribal Teachers on the sub-scales of WVI on Emotional Exhaustion Frequency.	356
5.54	Mean Scores of the LBO Sampled Tribal and Non-Tribal Teachers on the sub-scale of WVI on Emotional Exhaustion Frequency.	358
5.55	(a) Mean Scores of HBO Sampled Tribal and Non-Tribal Teachers on Sub-Scales of Work Values on Emotional Exhaustion Intensitywise.	361
	(b) Mean Scores of MBO Sampled Tribal and Non-Tribal Teachers on the Sub-Scales of W.V.I. on Emotional Exhaustion Intensity.	363

<u>Table No.</u>	<u>Description</u>	<u>Page</u>
5.55	(c) Mean Scores of LBO Sampled Tribal and Non-Tribal Teachers on the Sub-Scales of Work Values on Emotional Exhaustion Intensitywise.	365
5.56	(a) Mean Scores of HBO Sampled Tribal and Non-Tribal Teachers on the Sub-Scales of Work Values on Depersonalisation Frequency-wise.	368
5.56	(a) Mean Scores of MBO and LBO Sampled Tribal and Non-Tribal Teachers on the Sub-Scales of WVI on Depersonalisation Frequency.	370
5.57	(a) Mean Scores of HBO Sampled Tribal and Non-Tribal Teachers on the Sub-scales of Work Values on Depersonalisation Intensity.	375
	(b) Mean Scores of MBO and LBO Sampled Tribal and Non-Tribal Teachers on the subscales of Work Values on Depersonalisation Intensity.	374
5.58	The Mean, SD and Range of Thematic Apperception Test Scores of the Sampled Burnout Tribal and Non-Tribal Teachers.	382
5.59	(a) Levels of Achievement Motive of the Sampled Burnout Tribal Teachers on Emotional Exhaustion Frequencywise.	383
	(b) Levels of Achievement Motive of the Sampled Burnout Non-Tribal Teachers on Emotional Exhaustion Frequency.	383
	(c) Levels of Achievement Motive of the Sampled Burnout Tribal Teachers Emotional Exhaustion Intensity.	384

<u>Table No.</u>	<u>Description</u>	<u>Page</u>
5.59	(d) Levels of Achievement Motive of the Sampled Burnout Non-Tribal Teachers on Emotional Exhaustion Intensity.	384
5.60	(a) Achievement Motive of DF Tribal Teachers.	386
	(b) Achievement Motive of DF Non-Tribal Teachers.	386
	(c) Achievement Motive of DI Tribal Teachers.	387
	(d) Achievement Motive of DI Non-Tribal Teachers.	387
5.61	Mean Scores and SD of Tribal and Non-Tribal Teachers	389
5.62	Analysis of Variance of the Selected Variables of the Present Study.	390
5.63	(a) Biserial Correlation of Frequency and Intensity.	397
	(b) Biserial Correlation of Frequency and Intensity of Tribals	398
	(c) Biserial Correlation (Frequency and Intensity) of Non-Tribals.	399
5.64	Sampled Teachers Under Ursuline Management on the MBI Scales.	405
5.65	Summary of Findings - Hypothesis-wise.	430