CHAPTER I: THE NEED AND SIGNIFICANCE OF THE STUDY

1.1 Introduction. 1

1.2.1 Teachers: "Square pegs in round holes." 2

1.2.2 Teachers: Outdated in knowledge and methods and closed to change. 4

1.2.3 Teachers: Victims of Indifferent Society. 5

1.2.4 Teachers: Neglected Professional Group both by Government and the Public. 6

1.2.5 Teachers: Neglected in the Formulation of Sillabi. 7

1.2.6 Teachers: Burdened by Experiments. 8

1.2.7 Teachers: Harassed by Bureaucracy. 9

1.2.8 Teachers: Neglected subjects in Research too. 10

1.2.9 Tribal Teachers: Absolutely Neglected subjects in Research. 10

1.3 The Vicious Circle. 11

1.4 Growing Concern About Teachers. 11
1.5 Need for Research in the Indian Context.
1.6 Significance of the Present Study.
1.7 Statement of the Problem.
1.8 Analysis of the Problem Statement.
1.9 The Scope of the Study.
1.10 Conclusion.

CHAPTER II : THE CONCEPTUAL FOUNDATIONS OF THE STUDY

2.1 Introduction.
2.2 Meaning in Life.
2.2.1 Basic Assumptions of Logotherapy.
   (a) The Freedom of will.
   (b) The Will To Meaning
   (c) Meaning of Life.
2.2.2 Existential Vacuum.
2.2.3 Neogenic Neurosis
2.2.4 Klinger's Study on Meaning and Void.
2.3 Burnout
   (a) Emergence of the Concept of Burnout
   (b) The problem of Definition.
   (c) Stages of Burnout.
   (d) Factors in Burnout.
      i) Individual Factors
      ii) Work-related factors
      iii) Societal factors
2.4 Teacher Burnout.
   (a) Stages of Teacher Burnout.
(b) Statistical Treatment of Burnout.
(c) Research on Teacher Burnout.
(d) Research Studies based on the Maslach Burnout Inventory (MBI)
(e) Studies on Construct Validity of the MBI
(f) Prevalence of Teacher Burnout.
(g) Burnout and Different Variables
(h) Burnout and Locus of Control
(i) Burnout and Self-Actualisation.
(j) Burnout and Role Conflict and Role Ambiguity
(k) Burnout and Organisation Design.
(l) Burnout and Age.
(m) Burnout and Sex
(n) Burnout and Type of School

3.4 Studies on Glow-On.
3.5 Conclusion.
3.6 Studies in Self-Concept and Achievement Motivation

3.7 (a) Early Studies in Self-Concept and Achievement Motivation.
(b) Descriptive Studies in the Area of Self-Concept.
(c) Measurement of Self-Concept.
(d) Correlational Studies in the Area of Self-Concept.

(1) Studies Abroad
(2) Studies in India.
(e) Descriptive Studies in N.Ach.
(f) Measurement of N.Ach.
(g) Acquisition of N.Ach.
(h) Demographic Factors Related to N.Achievement
(i) n-Ach and Socio-Economic Status (SES)
(j) n-Ach and Sex
(k) n-Ach in Literature
(l) n-Ach and Intelligence/Academic Performance
(m) n-Ach and Aspiration
(n) n-Ach and Personality Variables
(o) Development and intervention studies
(p) Developmental studies in Self Concept.
(q) Enhancement of Self-Concept through instructional Programmes in Class-room.

3.8 Developmental Studies in N-Ach.
3.9 Conclusion.
3.10 Review of Research on Work Values
(a) The nature and meaning of work.
(b) Values in life and work.
(c) Studies based on Work Values Inventory.
(d) Work Values and Age.
(e) Work Values and Sex.
(f) Conclusion.

3.11 Review of Studies on Tribal Teachers.
3.12 Studies on Tribal Self-Image and Identity.
3.13 Studies on Changing Self-Image and Identity of Tribals.
3.14 Conclusion.
CHAPTER IV: METHODOLOGY

4.1 Nature of the Study.
   (1) Nature of the Phenomenon 186
   (2) Suitability of Methodology 187

4.2 Objectives of the Study 191

4.3 Hypotheses 192

4.4 Definitions of Terms 195
   4.4.1 Burnout 195
   4.4.2 glow-on 195
   4.4.3 Tribals 196
   4.4.4 Tribal Teachers 196
   4.4.5 Chotanagpur 196
   4.4.6 High Schools 197

4.5 The Sample 197
   4.5.1 The Selection of Schools and Teachers 198
   4.5.2 Institutions and Teachers Comprising the Sample 203

4.6 Instrument Selection 205
   4.6.1 Demographic Data sheet 206
   4.6.2 The Maslach Burnout Inventory (MBI) 206
   4.6.3 The Purpose in Life Test (PIL) 213
   4.6.4 The Self Perception Inquiry 217
   4.6.5 Work Values Inventory (WVI) 230
   4.6.6 Thematic Apperception Test (TAT)
      (a) The TAT Tool 241
      (b) Administration of the TAT 244
4.7 Checklists A & B 246
4.8 Data Collection 247
4.9 Analysis of Data 252
4.10 Conclusion 255

CHAPTER V: ANALYSIS OF DATA 256-427

5.1 Introduction 256
5.1.1 The Sample Description 257
5.1.2 Interpretation of Data Objective-wise 259
5.1.3 (a) Identification of Glow-on Teachers 260
(b) Identification of Burnout Teachers 264
(c) Depersonalisation Subscale. 269

5.2 The Glow on And Burnout Teachers in Relation to Selected Variables. 274
(a) Sex and Burnoutness 282
(b) Age and Burnoutness 284
(c) Marital Status and Burnout 287
(d) Teaching Experience and Burnout 289
(e) Sex and Depersonalisation. 292
(f) Age and Depersonalisation. 294
(g) Marital Status and Burnout 296
(h) Burnout and Teaching Experience of DF & DI 299

5.3.1 Identification of the levels of Meaning in Life. 302
5.3.2 Identification of the Levels of Self-Concept 308
5.3.3 Identification of Levels of Work Values in Teachers 310
(A) General Information 409
   i) Location and Establishment 409
   ii) Establishment 409
   iii) The Principals 410

(B) The Academic Aspect 410
   i) The Standard of the School 410
   ii) General Atmosphere of the School 411
   iii) Methods used by the Teachers 412
   iv) System of Evaluation 412
   v) Distribution of the Work Load 412
   vi) Responsibilities distributed for Curricular Activities Organised 412
   vii) Planning 413
   viii) Teachers' Participation 413
   ix) Teachers' own participation in these Activities responded. 414

(C) Relationship aspect 415
   i) Rapport of the School with the Locality 415
   ii) Relationship of the Principal with Staff and Students 416

(D) Suggestions offered by Teachers 417
   i) Teaching 417
   ii) Administration 417
   iii) Evaluation 418
   iv) Curricular Activities 419
   v) For Improving Relations 419
Case Study 02

(2) School No. 24

(A) General Information
   i) Location and Establishment
   ii) Establishment
   iii) The Principals

(B) The Academic Aspect
   i) The General atmosphere of the school
   ii) Teachers' liking the school
   iii) The Standard of the School
   iv) Methods used by the Teachers
   v) System of Evaluation used.
   vi) Distribution of Workload
   vii) Responsibilities of the Curricular and Co-curricular Activities Assigned
   viii) Curricular Activities organised in the school.
   ix) Co-curricular activities taking place in the school
   x) Activities Planned
   xi) Teacher's role in these activities
   xii) Disciplinary Problems Faced

(C) Relationships aspect
   i) Rapport of the school with local community
   ii) Legal problems in the school
   iii) Relationship of the Principal with teachers and students.
   iv) Facilities teachers received
(D) Suggestions offered by 10 teachers 427
   i) Teaching 428
   ii) Administration 428
   iii) Evaluation 428
   iv) Curricular and Co-curricular activities 428
   v) For improving relationships 429

Conclusion. 429

CHAPTER VI : SUMMARY OF RESULTS, DISCUSSION AND
SUGGESTIONS 433-458

6.1 Introduction 433
6.1.1 Summary of Results 433
   Discussion. 440

I. Glow-onness Among Teachers 440
   (a) Self-Concept and Glow-onness 444
   (b) Achievement Motivation and Glowonness 445
   (c) Work Values and the glow-on teachers. 445

II. Burnoutness Among Teachers 448
   (a) Meaning in Life and Burnoutness 450
   (b) Self-Concept and Burnoutness 451
   (c) Achievement Motive and Burnoutness of Teachers 452

III. Role of the Principal 453
   (1) The need of a principal to be a human leader 453
   (2) The Teachers of a Principal too are human beings 454

6.2 Emerging Further Research Problems & Suggestions 458
6.3 Conclusion 458

BIBLIOGRAPHY 468-483
APPENDICES 490-550