PERSONALITY THROUGH THE COLOR
CODE AND THE WORK ATTITUDES OF
THE VISITATION SISTERS
IN KERALA

SR. ARUN THATTARKUNNEL

A Thesis Submitted in Partial
Fulfillment of the Requirements
for the Degree of

MASTER OF SCIENCE

Department of Counselling Psychology

ASSUMPTION UNIVERSITY

2000

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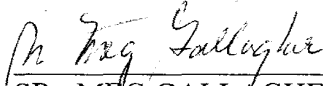
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The purpose of the study was to identify the personality through the Hartman color code (1998) and the work attitude of the Visitation Sisters in Kerala. This study also aims to examine the relationship between personality color code and the demographic variables such as years in religious life, educational qualification, apostolate and present position. The relationship between demographic variables and work attitude were also identified.

The population was 500 Visitation Sisters working in India under the age group of 65. The instruments used were 1) Personal Information Profile. 2) Personality Profile by Taylor Hartman (1998) and 3) The Work Attitude Inventory.

The data were analyzed statistically using the following methods such as Mean, Standard Deviation, Percentage, Chi-Squire test and ANOVA. The finding suggested that:

1. Majority of the subjects of this study were in their 11-20 years of religious life.

2. Most of the subjects showed Blue-White personality color. This means that their predominant personality is Blue and they are sincere and highly disciplined. At the same time they have the qualities of White such as peaceful, patient and they enjoy life's simplicity.

3. All the subjects had moderately high work attitude. The mean score for each components are as follows: Affective 3.76, Behavioral 3.93, and Cognitive 3.92.

4. There is a significant relationship between personality color code and years in religious life (.001), educational qualification (.019) and present position (.021).

5. Red- Blue personality color code hold high mean scores towards their work because Reds are highly task oriented and efficient. They are highly disciplined and natural goal setters. Blue's are highly disciplined and have strong goal orientation. They are usually perfectionists and highly committed individuals. So they can do their work very well and get good results from the field.

6. Youngsters have high attitude towards work. This study concludes that sisters who are in their early years of religious life had higher levels of attitude than sisters who were in their midlife.

7. Education is an important factor for better attitude. A person who gets higher education, has a chance to increase her attitude also.

8. Sisters those who were doing professional work such as doctors and nurses had higher attitude than sisters who are doing nonprofessional work such as family apostolate.

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CHAPTER 1

THE PROBLEM AND ITS BACKGROUND

Visitation Congregation was founded in Kerala, India, in 1892 by the late bishop Mar Mathew Makil of Kottayam Diocese. The main reason for starting a congregation was to give an opportunity for the women for religious life and to educate the female children -- who are considered as the core of the family.

The congregation started to grow in number: from 4 members to 614 sisters; from one convent in Kerala to 62 convents in various parts of the world. The apostolate of Visitation Sisters are teaching, nursing and other social welfare activities. The congregation is now one hundred and eight years old. It is high time for the congregation to have an evaluation of the living and working patterns of the sisters. Many a times Visitation Sisters feel that they lost the original zeal and enthusiasm in their apostolate. This resembles the results in the pastoral field. In order to understand the different personalities how they can work together to get the expected results and make the necessary changes in their personalities and apostolate.

According to G. Allport, (1967), (cited in Chaplin J.,1975) Personality is the dynamic organization within the individual of those psychophysical systems that determine his characteristics, behavior and thought. According to a global definition, personality is an organized composite of qualities or characteristics -- the sum total of the physical, mental, and social qualities of a person, says Aiken (1993, p.3). He refers the term personality to a unique composite of inborn and acquired mental abilities, attitudes, temperaments, and other individual differences in thoughts,

feelings and actions. Attitude is a predisposition towards a particular cognitive, emotional, or behavioral reaction to an object, individual, group, situation or action.

The color code is a kind of personality test developed by Taylor Hartman (1998). It is a new approach to find out different personalities. There are psychologists who theorize that a child's personality is not completely formed until the age of five. Others say Personality develops slowly through a life long process of discovery and maturation. Taylor Hartman believes that each personality is complete at conception and comes in the soul of every child. It is present along with various genetically inherited traits, such as hair color and blood type.

Since the beginning of time, humans have been trying to learn what it is that makes them tick. Greek myths abound with spellbinding stories of men and women who were changed by their interactions with one or more of the gods. It was an early way of trying to explain personality. Later theoreticians turned to the environment to explain personality differences. Aiken, (1993) cited that the ancient Greeks believed that the physical world composed of four elements – earth, air, fire, and water. They categorized personalities according to this four "known elements" of nature -- earth, air, fire, and water.

Hartman borrows and expand up on the ancient's metaphor. He uses color codes for personality because color is already an established metaphor. In this color code, fire becomes the color Red, Blue reflects the earth, White represents water, and air is symbolized by Yellow. Each color stands for a collection of traits, strengths, and limitations. The four primary personalities identified with the four colors are the personality types found in every culture in the world, in every age group, in every

religion, race and sex. They belong to and describe everyone. They identify innate strengths as well as innate limitations. They influence every action and reaction.

Personality qualities are equally important to success as specialized skills in a job. Freud in 1957 says (cited in Demorest and Siegel, 1996) that an individual's professional work is influenced in important ways by personal factors. Trying to understand our personality is the only way to grow. The color code will help us to understand our personality strengths and limitations. Learning about our personality types helps us to understand why certain areas in life come easily to us, and others are more of a struggle. Learning about other people's personality types helps us to understand the most effective way to communicate with them.

Statement of the Problem

Personality qualities are very important to success in an apostolate. Work attitudes are a person's feelings, beliefs, values and tendencies towards various aspects of the job. Hartman (1998) categorized the personality characteristics in to four colors namely Red, Blue, White and Yellow. Reds are job oriented, Blues perfectionists, Yellows fun loving and Whites peacekeepers. Work attitude of a person is related to his personality color or quality. If each person knows his predominant personality, its strengths and limitations, he can make necessary changes. It is for this reason that this research work was conceived, with the intention of exploring the relationship between personality color code and the work attitude of the Visitation Sisters.

Research Questions

This study of the personality through the color code and the work attitudes of the Visitation Sisters in Kerala aims to clarify the research questions given below.

1. What is the personality type of the Visitation Sisters under study?

2. What is the current attitude of the Visitation Sisters as measured by the work attitude inventory?

3. What is the demographic profile of Visitation Sisters in terms of years in religious life, educational qualification, apostolate and present position?

4. What is the relationship of the personality color with the work attitudes of the Visitation Sisters?

5. What is the relationship between demographic variables and work attitudes of the Visitation Sisters?

6. What is the relationship between demographic variables and personality color of the Visitation Sisters?

Objectives of the study

The objectives of the study are:

1. To explore the personality using the Hartman color code.

2. To find out the work attitude of the Visitation Sisters with the use of the work attitude inventory.

3. To find out the demographic profile of the Visitation Sisters in terms of years in religious life, educational qualification, apostolate and present position.

4. To find out the relationship of the personality and work attitude of the Visitation Sisters.

5. To find out the relationship between demographic variables and the personality color code of the Visitation Sisters.

6. To find out the relationship between demographic variables and work attitude of the Visitation Sisters.

Hypotheses

The hypotheses of the study are expressed in the null form as follows:

1. There is no significant relationship between the personality color code and the demographic variables such as: years in religious life, educational qualification, apostolate and present position of the Visitation Sisters.

2. There is no significant relationship between the personality color code and the work attitudes of the Visitation Sisters.

3. There is no significant relationship between work attitudes and the demographic variables such as years in religious life, educational qualification, apostolate and present position of the Visitation Sisters.

Significance of the study

This study could be the first in Kerala. Knowing one's color code, its strengths and limitations; will make us understand ourselves better and even others. Using the color code system, one will learn how to improve one's relationship with others and know how to best communicate with others taking their personalities in

mind. The individual becomes better able to deal with their strengths and weakness. No matter what kind of apostolate they undertake, they will be working with and for people. Some understanding of the nature of the human personality will enhance the interpersonal relationships that are so important to their success on their apostolate and in the community. The ability to get along well with others may be as essential as their technical skills and abilities. So this study may help them acquire all these abilities. The application of the color code to explore the personality will help the psychologists apply this new technique to find out the personality color of the client and make them aware of their strengths and limitations.

Definition of Terms

Apostolate is the specific work done by members of a religious order or congregation. The apostolates of the Visitation Sister's are: Teaching, Nursing, Medical and paramedical, and other social welfare activities such as Technical Institutes, Clerical Staff, Hostel Apostolate, and Family Apostolate.

Color code is a kind of personality test developed by Taylor Hartman (The Color code) Hartman divided the personality into four basic colors such as Red, Blue, White, and Yellow (Hartman, 1999).

Congregation is a group of women who are joined a religious community.

Personality is defined in terms of four basic colors, Red, Blue, White, and Yellow as proposed by Hartman.

Syro-Malabar Church The Church in India is a union of three individual Churchs or rites namely, the Syro-Malabar, Syro-Mlankara, and Latin Rites.

Work attitude is the attitude of the Visitation Sisters towards their work as measured by the work attitude inventory.

Years in religious life mean the years sisters live in a congregation from their first profession.

Limitations of the study

In this particular study the researcher does not use the total population. 53 sisters are working outside India and 55 sisters are above 65 years old. These two groups were excluded from this study. All the 500 sisters were called for meetings and they filed up the questionnaires. The researcher felt that there is a possibility of disinterest among some of the respondents in filling the questionnaire.

Methodology

The descriptive design was used in this study. Subjects who participated in this study were Visitation Sisters, who are working in India under the age of sixty-five. The researcher distributed the three sets of questionnaires with the assistance of the Superior General, to all the 500 sisters in four different meetings. The researcher explained briefly to the sisters the purpose and importance of the study and how they should answer it. The researcher waited for the sisters to study the questionnaires and mark their answers and collected them after 50 minutes.

The questionnaires consist of 3 sets as follows:

1. The Personal Information Profile.

The researcher designed the personal information profile. The personal information concerning the demographic variables such as, years in religious life, educational qualification, apostolate: teaching, medical and paramedical, technical institutes, clerical staff, hostel apostolate and family apostolate. It also includes the present position of the respondents.

2. Personality Profile by Taylor Hartman.

Taylor Hartman (1998) developed the personality profile. It consists of two sets of 45 multiple-choice questions. The first part includes 30 groups of questions. Each group includes 4 words or phrases numbered by a, b, c, and d, that best describes what the person is like most of the time. The second part includes 15 statements or situations. Respondents picked only one answer and recorded the totals for each letter at the end of the section, then added the answers of the first part to the second part and found the grand total. The personality color types were assigned to letters a, b, c, and d. The a meaning Red, b meaning Blue, c meaning White and d meaning Yellow".

3. The Work Attitude Inventory.

The researcher adapted the work attitude inventory from the books written by Petty and Cacioppo (1981) and Eiser and Van der Phght (1993). This inventory includes the three components of attitude, affective, behavior, and cognitive. The work attitude inventory contains 45 statements. The respondents can express their own agreement with each statements on a five point scale such as strongly agree,

moderately agree, neutral, moderately disagree, and strongly disagree. The researcher felt that every respondent was quite eager to cooperate because they realized a strong need for such research which would help them understand their personality and attitudes towards their work.

Analysis of data

The returned answer sheets were tabulated and treated as follows.

1. Classified the demographic data.

2. Used the SPSS (Statistical Package for the Social Service) to analyze the data.

3. Data were analyzed according to the descriptive and inferential statistics, that is, mean, standard deviation, frequencies and percentages, Chi-square test and ANOVA.

CHAPTER 2
REVIEW OF RELATED LITERATURE

The review of related literature is presented under headings such as personality, work attitude, and apostolate.

The Concept of Personality

Personality derives from the Latin word *Persona*, which refers to a mask used by an actor in a play, says Schultz (1990. P.9). So a person's personality would be defined in terms of the impression that he or she makes on others -- that is what the person appears to be. Schultz (1990) continues that the definition of personality in a Stanford College dictionary agrees with this reasoning: personality is the visible aspect of one's character as it impress others. Personality plays a very significant role in an individual's life in the society. The various definitions of different authors will give a deeper understanding of the concept personality.

According to Schultz (1990) personality is the unique and relatively enduring internal and external aspects of an individual's character that influence behavior in different situations.

Eysencks defines personality as "the more or less stable and enduring organization of a person's character, temperament, intellect and physique, which determines his unique adjustment to his environment."

Freud (1856-1939) (cited in Schultz, 1990) proposed human personality as comprised of three structural components: id, ego, and superego. The id, represents the instinctual core of the person, is primitive, impulsive and obedient to the pleasure

principle. The ego represents the rational part of personality and is governed by the reality principle. The superego, the final structure developed, represents the moral branch of personality.

Maddi (1976) defined "personality" is the stable set of characteristics and tendencies that determine those commonalties and differences in the psychological behavior (thoughts, feelings, and actions) of people that have continuity in time and that may or may not be easily understood in terms of the social and biological pressures of the immediate situation alone."

Sullivan (1953) defined personality is "the relatively enduring pattern of recurrent interpersonal situations which characterize a human life."

Carl Rogers described personality in terms of self, an organized, permanent, subjectively perceived entity which is at the very heart of all our experiences.

Jung (cited in Chaplin,1975) described personality is the integration of ego, the personal and collective unconscious, the complexes, the archetypes, the *persona* and the *anima*.

Although there is no universally accepted definition, psychologists generally view personality as the unique pattern of enduring psychological and behavioral characteristics by which each person can be compared and contrasted with other people. The word personality is use to refer the enduring characteristics. Personality is not rigid and unchanging; it can vary with the situations.

Theories of personality

Personality theories do not focus on mental functions or separate acts of behavior; they focus on the individual and why that person behaves the way he/she does. A theory of personality suggests ways of bringing together and systematizing a wide variety of findings. Theories help to pull together what we know and suggest how we may discover what is yet unknown. A theory consists of a set of assumptions and concepts that tie together various empirical findings and suggest new relationships among them that should obtain under certain defined conditions.

1. Humanistic Theory. Rogers, (1902-1987), (cited in Schultz, D. 1990) the fully adjusted person is someone whose self can symbolize any experience that has happened or that might possibly happen, whose self can accept and understand any part of its own behavior. Such people are called fully-functioning individuals; they are open to all experience; they defend against nothing; they are aware both of their faults and of their virtues, but they have a high positive regard for themselves; and best of all, they maintain happy and humane relationships with others.

2. Dynamic Theory. Sigmund Freud (1856-1939) is the father of psychodynamic theory. Freud explains that (cited in Aiken, 1993) dynamic theory interprets behaviors are resulting from the interplay of energy manifested as motives, drives, needs and conflicts. Freud (cited in Schultz, D., 1990) believes that human being is an energy system. Thus energy system flows, gets sidetracked, or becomes dammed-up. If the energy used up in one area then there is less energy for another creating an unbalance. If the energy is blocked from one channel of expression, it finds another, generally along the path of least resistance. Release of energy express itself in behaviors. Homeostasis or balance of energy is well being.

3. Cognitive theory. The theorist of cognitive theory is George A. Kelly (1905-1967). The cognitive theory places emphasis on how the individual perceives, interprets and conceptualizes events and the environment. Kelly (cited in Schultz1990) that a person is not bound to a path chosen in childhood, adolescence, or at any age. People change and revise their constructs throughout their life time.

4. Behavioral Theory. J.B. Watson, Ivan P Pavlov, and Skinner are the theorists of behavioral approachers of personality. Human person is a behaving organism (cited in Schultz, 1990). It emphasis on the laboratory study of behavior. The emphasis on external environmental determinants of behavior has been associated with as emphasis on *situational specificity* in behavior and a de- emphasis on individual predisposition to behave in a particular way.

5. Trait Theory. The theorists in trait theory are Gorden W. Allport, Hans J. Eysenck, Raymond B. Cattel (1957). "Traits" are dispositional concepts that are refer to tendencies to act or react in certain ways. There are many possible kinds of traits. The range of such contents include motive traits referring to the kinds of goals to which behavior is directed; ability traits referring to general and specific capacities and skills; temperamental traits, such as tendencies towards depression energy etc; and stylistic traits involving gestures, styles of behaving, and thinking not functionally related to the goals of that behavior.

From these theories, it can be learned that each theory has it's own directions and concepts based on its philosophical perception of man. To understand the human personality more fully we may have to coalesce all these perspectives together. Various personality tests have been constructed to assess personality basing on

different theories. With this in mind the researcher used Hartman's personality theory in this study.

The Hartman Personality Theory

The Hartman personality theory (Hartman, 1998) identifies three essential dimensions that must operate in unison for an individual to be fully human -- fully alive. All three play distinctly different albeit highly integrated roles in creating a complete person.

1. The Personality

Personality is a solid core of traits reflecting the unique essence of a particular human being. It is a core of thoughts and feelings inside you that tells you how to conduct yourself. Each personality is driven by a core motive. Motives are the principal means of identifying a personality color. It watches over and guards you like a parent. The accuracy and simplicity of the color makes it relatively easy to identify one's own true personality and the personality of others with whom one interact as well. The personality comes with each individual's souls and must be respected and nurtured as vital to our being.

2. Developing Character

With the character code one can easily identify what behaviors one need to develop from the other personalities. One cannot readily see which of his/her limitations create difficulties for him/her when interacting with others and why. This requires a process called "charactering", says Hartman, 1998. It is a challenging adventure. There is a strong correlation between personality and character.

Figure 1. Developing Character.

Charactered	Healthy	Unhealthy	Sick
+	+	-	-
positive traits of each personality other than their own innate color	positive traits within your own innate personality	negative traits within your own innate personality	negative traits of each personality other than your own innate color

Source: (Hartman, 1998 p. 55)

There are four dimensions to identify the people :

The **charactered** dimension represents people who use the positive strengths of each personality outside their own innate color. It requires that one accept his/her core driving motive as innate and unchanging. One can choose to develop every positive gift the other personalities provide.

The **healthy** dimension identifies people who use the positive gifts they were naturally born to exude. These people could comfortably survive their entire lifetime by simply relying solely on their own innate personality strengths rather than having to develop outside gifts.

The **unhealthy** dimension categorizes people who go through life using the innate limitations of their natural personality. These people have more limiting behavior traits own innate core color than in any other personality.

The **sick** dimension represents the ultimate in poor mental health. People who use the negative behavior traits of any other personality than their own are extremely

difficult to identify accurately, let alone relate well with. Developing unnatural strengths requires arduous work and tremendous humility in order to succeed.

3. Creative Passion

Passion breathes life into both personality and character. To experience passion, one must have an accurate sense of oneself and feel congruence between who one is and the life one lives. Passion cannot be forced. No one can develop other's passion. One must do it by himself/herself. The personalities are rooted in our innate driving core motives and other powerful insights into our needs, wants, and natural strengths and limitations.

Various Colors and Their Motives

No two people are exactly alike. People have their own positive and negative qualities and characteristics. Various colors have their own positive strengths and negative limitations. They are briefly described as follows.

Reds

The characteristics of the Reds are as follows:

Reds are hungry for power

Simply stated, Reds want their own way. If they have been raised in environments where they were able to manipulate their parents and siblings, they become difficult to manage as they get older. When they have gotten their way for too long, Reds find it almost impossible to relinquish their power and freedom when they meet authorities in society (teachers, bosses, police, clergy, military officers) who refuse to grant them the total control they demand.

Reds want to be productive

Reds like to work --in school, in their careers, and in their relationships. Reds like to get the job done. They are often workaholics. They will, however, resist being forced to do anything that doesn't interest them.

Reds want to look good to others

Reds need to appear knowledgeable. They crave approval from others for their intelligence and insight. They want to be respected even more than they want to be loved. They want to be admired for their logical, practical minds. Reds are unmoved by tears and other displays of "weakness".

Reds shouldn't be taken too Seriously

Reds are often just stating the facts as they see them, despite their antagonistic demeanor. They seldom say "in my opinion" before stating their opinions. Reds enjoy a good power play. But once you get emotionally involved arguing issues, you may be disappointed and frustrated to find that a Red is no longer interested.

Reds seek leadership opportunities

Despite the rigidity of the military, many young Red men and women select it as a career in order to experience leadership. Reds are often called "control freaks." They like to be in the driver's seat. Red children are often frustrated in school because teachers (often Blue personalities) won't let them take charge. If a Red can get the upper hand, he or she will. Reds are willing to pay price for an opportunity to lead.

Blues

The qualities of Blues are as follows:

Blues are motivated by altruism

Blues love to do nice things for others. They look for opportunities to give up something in order to bring another person happiness. Self-lessness rather than selfishness are their guiding philosophy. Many Blues are uncomfortable doing things solely for themselves.

Blues seek intimacy

More than anything else, Blues want to love and be loved. A true Blue will sacrifice a successful career to improve an important relationship. Once considered solely a female characteristic, this nurturing is more accurately understood as a Blue personality trait.

Blues crave being understood

Blues are gratified when they are listened to, when they feel understood and appreciated. They are notorious for revealing their inadequacies, because they value being known and understood so much.

Blues need to be remembered and appreciated

Blues expend such great effort in making the world a better place that sometimes they need to be told how wonderful they are. They need to be thanked and specifically remembered for their good deeds. They need sincere gratitude.

Blues are directed by a strong moral conscience

Blues are motivated to behave in a proper, appropriate manner. They have a moral code those guides them in their decision-making, their value judgments, even

their leisure time. Blues enjoy being "good". Of all the personality colors, Blues come equipped with the strongest sense of integrity. A Blue would rather lose than cheat. Blues are trustworthy. Ethically, Blues are the people who should be in positions of power, but seldom are.

Whites

The qualities of the Whites are as follows:

Whites are motivated by peace

Whites will do almost anything to avoid confrontation. They like to flow through life without hassle or discomfort. *Feeling* good is even more important to them than *being* good.

Whites need kindness

While Whites respond beautifully to thoughtfulness and amiability, they have a strong, silent stubbornness that surfaces when they are treated unkindly. They resent being scolded. They dislike harsh words. They open up instantly to people who are kind, but Whites recoil from those who are hostile. They are motivated by kindness-and can't understand why other people are unkind.

Whites prefer quiet strength

Whites enjoy their quiet independence. What appears to some people as quiet desperation can show itself to be bullheadedness. Those who misinterpret the peace-loving nature of a White as an invitation to be demanding and bossy will soon meet a wall of passive resistance. Whites are tougher than people think.

Whites like to keep a low profile

Whites like to be asked their opinions. They won't volunteer them. They value the respect of others, but they rarely go out of their way to seek it. They need to be coaxed to talk about their skills, hobbies, and interests.

Whites are independent

Unlike Reds and Blues, who want to control others, Whites seek only to avoid being controlled. They simply refuse to be under another's thumb, especially when treated without the respect they feel they deserve. Whites want to do things their own way, in their own time. They don't ask much of others, and resent it when others demand things from them. They will express their anger and frustration only when they can no longer stand being bossed around.

Whites are motivated by other people's desires

Whites are open to the recommendations of others on ways to resolve any and all situations. White executives value new management ideas from employees.

Yellows

The qualities of Yellows are as follows:

Yellows value play

Yellows consider life to be a party. And they're hosting. Yellows just want to have fun.

Yellows welcome praise

Yellows need to be noticed. Little else improves a relationship with a Yellow more than praise. Yellows need to know they are valued and approved of. Safety is most effectively evidenced to Yellows through praise.

Yellows need emotional connections

Yellows often appear so nonchalant that people think they don't care about anything. Nothing could be further from the truth. Yellows need a great deal of attention. They need to be stroked and they enjoy touching. To them, physical contact is often the most direct, comfortable intimate connection.

Yellows want to be popular

Yellows like to be center stage. Social acceptance is very important to them. Friendships command a high priority in their lives because popularity answers one of their basic needs-the need for general approval. Yellows are highly verbal. They relish good conversation, but they can also simply go with the flow.

Yellows like action

Easily bored, Yellows seek adventure. They choose friends who, like them, refuse to allow the "boring details" to get in the way of the most important thing in life – play.

The Concept of Work Attitude

Throughout the history of social psychology, attitude has played a central role in the explanation of social behavior. It is usually defined as a disposition to respond favorably or unfavorably to an object, person, institution, or event (Chaplin, 1975). People can hold attitudes of varying degrees of favorability toward themselves and toward any discriminable aspect of their environment.

Work attitudes are defined as feelings, beliefs, values and behavioral tendencies towards various aspects of the job, the setting in which the work is conducted, and/or the people involved. They are evaluative statements, either favorable or unfavorable (in Suaporn L., 1999).

The definitions of Attitudes:

According to Ajzen (1988) attitudes are the learned pre dispositions to respond in a favorable or unfavorable manner to a particular person or object.

Louis Thurstone (1946) stated that an attitude is an evaluation of or a feeling toward an object, a person, or an issue.

Gordon Allport (1935) called attitude "the most distinctive and indispensable concept in contemporary social psychology". Attitude became the preeminent concept because of the important psychological functions that attitudes were thought to serve and because of the presumed ability of attitudes to direct behaviors.

Theories/Studies Related to Work Attitudes.

The major influences of attitudes are direct experience and social learning. Research has shown that attitudes that are derived from direct experience are stronger, are held more confidently, and are more resistant to change than are attitudes formed through indirect experience.

<u>**Components of Attitudes**</u>

Social Psychologists generally consider attitudes to follow the ABC Model, suggesting that an attitude has three components: Affect, behavior, and cognition.

Figure 2: <u>The Components of Attitude</u>.
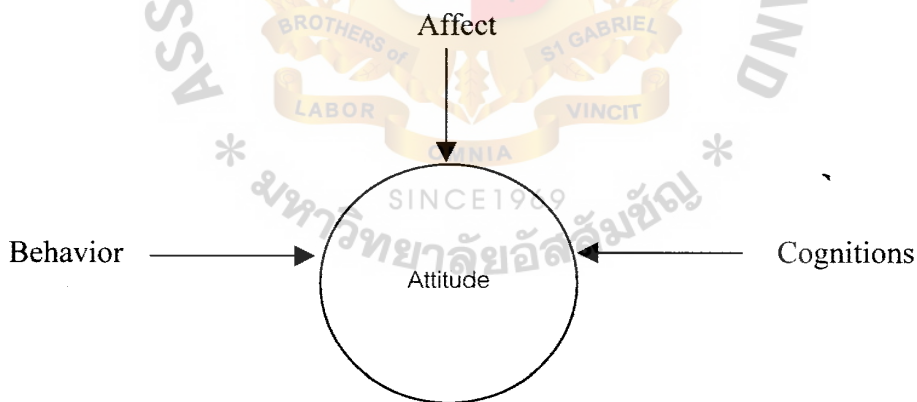
Source: Understanding Psychology, Fieldman, R. S., (1993, p. 622)

The emotional or affective component encompasses the positive or negative emotions about something -- how one feel about it. The behavioral component consists of a predisposition or intention to act in a particular manner that is relevant to ones' attitude. Finally, the cognitive component refers to the beliefs and thoughts we

hold about the object of one's attitude. Every attitude has these three interrelated components, although they vary in terms of which element predominates and in the nature of their relationship.

Some studies suggest that attitudes and behavior are closely linked. Tietjen and Myers (1998), indicates that attitudes serve as the bottom line in specifying behavior. However, they do not act alone the values or worldview, which an employee carries into the job, forms the foundation by which attitudes develop. Attitudes and values are much more subjective and have developed over the individual's life, attitudes can be influenced much more easily.

Bandura (1989) cited that Changes in behavior can precede changes in attitudes. Social psychologists offer two main explanations of behavior's influence on attitudes. The first is that people have a strong need for cognitive consistency; consequently, they might change their attitudes to make them more consistent with their behavior. The second is that our attitudes often are not completely clear, so we observed our behavior and make inferences about it to determine what our attitudes should be.

Tietjen and Myers (1998) also pointed out the intrinsic feelings that produce positive attitudes enhance and sustain work performance. Negative attitudes such as lack of trust in management, dissatisfy with pay often result in poor performance. His finding is consistent to Harris's study (1996) that human performance is dependent on their work attitudes. Attitudes have been described as capable of change through learning and it is important in bringing about change in individual behavior. Any attempt to manage organizational change must therefore take account of attitudes (Stewart, 1996)

The concept of Apostolate

The term apostolate derived from the New Testament word "apostle." As such, it draws an inspiration from the twelve whom Christ called to Himself for the ultimate purpose of founding the Church (cited in Catholic encyclopedia, 1991, p.86).

Throughout the Church's history the term "apostolate" has consistently referred to work accomplished on the Lord's behalf, applied in a very specific sense to the work carried out by the non-ordained. The term apostolate may also be applied to the specific work done by members of a religious order or congregation. If so, an apostolate may be related to the founder or foundress of the order or congregation or the charism associated with the founder or foundress (In Catholic encyclopedia, 1991).

Every activity of the Church is known as apostolate. Apostolate is the mission of Christ (I Cor. 1.1) and participation in it by close imitation of Christ, (Klostermann,1967). The Church exercises it through all its members. The very beginning of the Church men and women have set about following Christ with greater freedom and imitating Him more closely through the practice of the evangelical counsels, each in his own way leading a life dedicated to God. Many of them, under the inspiration of Holy Spirit, lived as hermits or founded religious families, which the Church gladly welcomed and approved by her authority. They are ready for the work of the ministry -- the building up of the Body of Christ (Eph. 4:12).

Every religious community is identified by its specific charism or "community Spirit" such as education for the poor, health care for the most

abandoned. Each generation receives, clarifies, deepens and shares charism in ways appropriate for the culture and time.

Visitation Sisters are called to manifest the gentle, humble Jesus to the world. To achieve this goal they dedicated themselves to different fields of apostolate such as education, care of the sick and needy, social and charitable works. Born and brought up as a diocesan congregation, the Visitation Sisters wholeheartedly co-operates in the mission of the church through the active participation in the missionary activities of the Kottayam diocese. Quoting the teachings of Vatican II the constitutions exhort the sisters to co-operate with the Church to show forth Christ through their life.

The primary and predominant apostolate of this congregation is education. So the lion part of the sisters are engaged in teaching. This apostolate is the participation in the teaching ministry of the Church. Jesus is the perfect model of educators. The Church in her teachings emphasizes that: "True education is directed towards the formation of the human person in view of his final end and the good of that society to which he belongs and in the duties of which he will, as an adult, have a share".

The integral formation of the human person, which is the purpose of education, includes the total development of the students, their preparation for professional life, the formation of ethical and social sense in them, and giving them a religious education. The teaching apostolate of Visitation Sisters extends to all levels of education, from the kindergarten to the university level including nursing tutors. Technical institutes such as tailoring centers, typewriting institutes etc. also have an important place in the field of education. Some of the sisters are doing their apostolate as clerical staff. Since the congregation started for the upliftment of

women, special attention is given to the education and formation of girls. For this purpose sisters are offering their service through hostels and boardings.

The second field of activity is the Medical apostolate, by which they participate in the healing ministry of the Church. The sisters dedicate themselves in a significant way to the care of the sick through their service in the hospitals, primary health centers and in the dispensaries.

As a response to the needs of present day society, this congregation actively co-operates with the diocese in various social-service schemes aimed at the welfare of the families in backward and poor areas. There are different social welfare centers such as homes for the mentally retarded children, homes for the aged, hostels for the working women, and youth centers, to which the sisters dedicate themselves and render great service. Their readiness to actively co-operate with the local Church has led to the congregation to accepting new and variegated services in various institutions like the seminary, and the diocesan printing press.

Christ entered the families, healed the sick, joint with them both in their happiness and sorrow (Lk. 19:1-10), (Mt. 8:8-14). Thus He led them to the love of the Father. Through family apostolate, the Visitation Sisters joining together with Christ in His salvific work which He receives from His Father. House visiting is an important apostolate since the beginning of the congregation, and they are eagerly continued this tradition through their life. Social work gives the sisters to apply their charism in its fulfilment. They can work for the upliftment of the women who are suffering from ignorance, inequality and abuses. This is their duty to react against such things.

Through their different fields of apostolate the Visitation Sisters should give witness to their total dedication. By preserving and promoting the charism and identity, which they received from their founder and founding sisters, they should try to give witness to solid devotion and disinterested service. What "we are" is more important than what "we have".

The apostolate such as teaching, hospital and social work have an important role in all developing countries, as a witness to the love of Christ. While every activity of the apostolate should find in charity its origin and driving force, certain works are of their nature a most eloquent expression of this charity, and Christ has willed that these should be signs of His messianic mission (Mt.11:4-5). Jesus Christ said that "when you showed it to one of the least of my brothers here, you showed it to me" (Mt. 25:40). This words of the Lord should encourage all the sisters to do their duties perfectly, and to bear patiently all the difficulties and obstacles of their work.

CHAPTER 3
RESEARCH METHODOLOGY

This chapter describes the research design and the methodology used in this study. The sampling procedure, instrumentation and data collection are also discussed in detail.

Research Design

The research uses a descriptive design. This study seeks to find out the personality color code and the work attitude of the sisters. It helps to examine the independent variables such as years in religious life educational qualifications, apostolate and present position. It also includes the relationship between work attitude and the above mentioned independent variables.

Figure 3. The Conceptual Framework of the Independent and Dependent Variables.

Independent Variables

Dependent Variables

Years in religious life

Educational qualification

Apostolate

Present position

Personality Color

Work Attitude
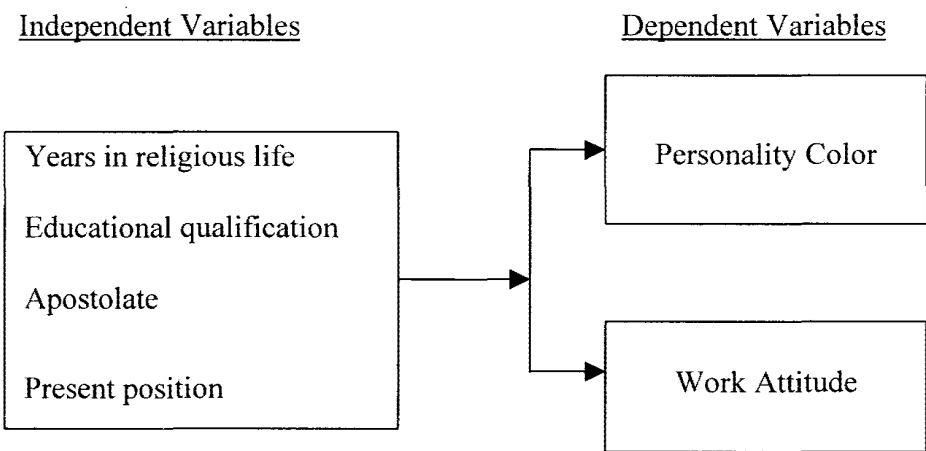
Subjects

The population of the study is the Visitation Sisters in Kerala. The total numbers of the sisters are 615. But there are only 500 sisters who are presently working in India under the age of 65. The researcher took the whole population for the study. Visitation Sisters are engaged in different apostolate. The population is divided into 6 subgroups on the basis of their apostolate:

1. Teachers: Sisters who are teaching in kindergarten, schools and colleges.

2. Medical and Paramedical: Doctors, nurses, and others those who are working in hospital.

3. Technical Institute: Sisters who are working in technical institutes such as tailoring centers, typing institutes, home nursing institutes etc.

4. Clerical Staff: Sisters who are working as office staff in schools and colleges.

5. Hostel apostolate: Sisters who are in charge of boarding and hostels.

6. Family apostolate: Sisters who are engaged in visiting houses, counselling services and also prayer group services.

Instruments of the study

A set of 3 questionnaires will be given to 500 sisters. They are:

1) Personal Information Profile.

2) Personality profile by Taylor Hartman.

3) Work attitude inventory adapted from Van der Phght (1993).

Part 1: Personal Information Profile

This first part of the instrument is for the personal information of the Visitation Sisters. The researcher designed it. The questions concerning the demographic variables such as, apostolate: educational qualification, teaching, medical and paramedical, technical institutes, clerical staff, hostel apostolate and family apostolate. It also includes, the present position and the number of years in this field. So the researcher can classify the data on the basis of this information.

Part 2: Personality Profile by Taylor Hartman

The personality profile was developed by Taylor Hartman (1998) It is a two sets of 45 multiple choice questions. The first part includes 30 groups of questions. This describes the personality strengths and limitations. Each group includes 4 words or phrases, numbered by a, b, c, and d, that best describes what the person is like most of the time. The person can choose only one response from each group. The second part includes 15 statements or situations. Respondent picks only one answer, and record the totals for each letter at the end of the section.

Scoring and Interpretation

All 30 items are arranged, then the total the scores for each letter. Then go to the second part, questions 31-45 are added to the answers of the first part to get the grant total. At this point, the personality color types are assigned to each of the letters.

a…Red

b…Blue

c…White

d…Yellow

The Hartman personality profile Hartman (1998) has been successfully used by hundreds of thousands of readers for over ten years in producing reliable insights. A person who gets the score of 30 and above for one letter reflects that individuals natural personality. If a person gets two letters equally that person will have a strong blend of two personalities, depending on the response. If a person gets the different score for each letter the highest score will come first, followed by the second highest score. This shows the persons predominant personality and its blending.

Letter	Personality Color
a:	Red
b:	Blue
c:	White
d:	Yellow
ab:	Red-Blue
ac:	Red-White
ad:	Red-Yellow
ba:	Blue-Red
bc:	Blue-White
bd:	Blue-Yellow
ca:	White-Red
cb:	White-Blue
cd:	White-Yellow
da:	Yellow-Red
db:	Yellow-Blue
dc:	Yellow-White

Part 3:The Work Attitude Inventory

The following inventory was developed to measure the work attitude. The researcher adapted this inventory from the books written by Petty and Cacioppo (1981) and Eiser and Van der Phght (1993). Feldman (1990) highlights the point that attitudes may range from highly positive, as in the case of a lover to extremely negative, as with a despised rival. Bernstein (1994) says, attitude has three components. This questionnaire includes the three components of attitude.

Affective

Behavioral

Cognitive

The response is made on a 5 point Likert scale. They are as follows:

strongly agree

moderately agree

neutral

moderately disagree

strongly disagree

The work attitude questionnaire, with instructions, the 45 statements and the answer sheet, was presented in a booklet form. In the answer sheet the respondent places an "X" mark on the chosen response. To find out the content validity of the test the questionnaire was given to 3 experts and made the necessary corrections later incorporated in the questionnaire.

Scoring Scheme and Interpretation

In scoring one uses the appropriate and looks for the "X" mark made by the respondent and writes the weight equivalent of the scale chosen before the item number. For 27 positive items, (1, 2, 4, 5, 6, 8, 9, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 24, 25, 26, 27, 28, 29, 36, 39, 41) the weights given are as follows:

Strongly agree	5
Moderately agree	4
Neutral	3
Moderately disagree	2
Strongly disagree	1

But for 18 negative items (3, 7, 10, 11, 22, 30, 31, 32, 33, 34, 35, 37, 38, 40, 42, 43, 44, 45) the weight equivalents are as follows:

Strongly agree	1
Moderately agree	2
Neutral	3
Moderately disagree	4
Strongly disagree	5

The weight equivalents are added to arrive at the total raw score. (all scores of 5s or 4s etc.) To determine the level of the attitude of a given respondent, the raw score of the individual is referred to the table of norms. The higher mean score is the

indicator of the higher raw score, which in turn explains the higher attitude of the subjects that can be identified.

The respondent's attitude for each item, which constitutes the work attitude inventory, will be calculated by using the following item analysis.

Affective - 10 items (1, 2, 3, 10, 11, 13, 14, 15, 21, 23)

Behavioral – 22 items (5, 6, 7, 8, 9, 16, 17, 18, 19, 20, 22, 24, 25, 26, 27, 28, 29, 30, 32, 36, 37, 41)

Cognitive – 13 items (4, 12, 31, 33, 34, 35, 38, 39, 40, 42, 43, 44, 45)

The weighted scores of each set of these items will be added to obtain the raw score for the three parts.

Validity

The validity of the work attitude inventory was determined by a number of ways. Firstly the researcher made 45 statements, which was appropriated to the work attitude of the sisters. This inventory based on the 3 components of attitude: affective, behavioral and cognitive. To find out the content validity these statements were given to three experts who are highly qualified in the field of psychology and they classify them in to affective, behavioral and cognitive. The process of the factor analysis also obtained the construct validity.

Reliability

The work attitude inventory was developed to measure the work attitude of the Visitation Sisters. After finding out the content validity and construct validity of the work attitude inventory the researcher conducted a pilot study by using Cronbach

or the Alpha coefficient to determine the internal consistency of the inventory. The researcher distributed the work attitude inventory to 30 sisters in Thailand, who can understand and communicate in English.

To determine the reliability of the work attitude inventory the test results were subjected to item analysis where the item's total correlation and the reliability coefficients of the different sub-scales ranged from 0.52 to 0.81

The reliability coefficients for each of the three components were found to be affective component had 0.8838, behavioral component had 0.7272, and cognitive component had 0.9352. The coefficients were found to be acceptable.

Statistical Treatment of Data

The returned answer sheets were tabulated and subjected to statistical analysis. The researcher used the following statistical tool to answer the questions in the statement of the problem. The descriptive statistics such as mean, standard deviation and percentages described the work attitude and the variables under study.

Descriptive rating			Arbitrary level
Strongly Agree	5	points	4.20 - 5.0
Moderately Agree	4	points	3.40 - 4.19
Neutral	3	points	2.60 - 3.39
Moderately Disagree	2	points	1.80 - 2.59
Strongly Disagree	1	point	1.00 - 1.79

The chi-squire test and ANOVA would be used and the Correlation coefficients Pearson r were used to determine the significant relationships between

the personality and the demographic variables, between work attitudes and demographic variables between 4-color code and work attitude of the Visitation Sisters. All research hypotheses were tested at 0.05 level of significance.

Procedure

The population of the research were 500 Visitation Sisters who were working in India under the age of sixty-five. The researcher being a religious sister of the Visitation Congregation, sought the help and active assistance of the Superior General in this work. Due to prior information from the researcher the Superior General arranged 4 different meetings for all the sisters on the basis of their age in April 2000. The researcher took the questionnaires to Kerala, India and distributed the questionnaires at the meetings. The researcher explained briefly to the sisters the purpose and importance of the study and how they should answer the questionnaires and mark (x) the chosen answers in their respective blocks. Since it was informed early the respondents were very much interested in filling up the questionnaires. The researcher waited for the sisters to study the questionnaires and mark their answers and collected them after 50 minutes. The researcher came back to Bangkok, Thailand with all the 500 data within 3 weeks.

CHAPTER 4
PRESENTATION OF FINDINGS

This chapter presents the demographic data and the findings of the study. This study consists of all Visitation Sisters who were working in India, under the age of 65. The findings are presented in three parts as follows:

1. Demographic profile

2. Personality color codes and work attitudes

3. Findings of the study

Demographic Profile

The demographic profile of the respondents in this study was years in the religious life, educational qualification, apostolate, and present position.

When the researcher categorized the respondents per years in religious life, the majority of the sisters fell in the category of 11-20 years, which constitute 26.8% of the total population. The second largest group was 21-30 years in religious life represented by 25.4% followed by 31-40 years experience in the religious life representing 24.8% of the total population. The remaining 13.8% were the groups who were in their 1-10 years of religious life and 9.2% were 41-50 years of religious life. The data meant that most of the respondents were in their 11-20 years of religious life. Forty one to fifty years of religious life were very few which means younger respondents were more than older respondents. The frequency and percentage table is given in the next page.

Table 1: Frequency & Percentage of the Sisters When Classified by Years In Religious life

Years in religious life	Frequency	Percent
1-10 years	69	13.8
11-20 years	134	26.8
21-30 years	127	25.4
31-40 years	124	24.8
41-50 years	46	9.2
Total	500	100.0

As to the educational qualification of the respondents, out of the total population 19.6% had only SSLC (Secondary School Leaving Certificate). The 18% of the respondents obtained BA/BSc-BEd (Bachelor of Arts or Bachelor in Science together with Bachelor in Education). 17.6% of the respondents had TTC (Teacher Training Course). The NTTC (Nursery Teachers Training Course) and MBBS/RN (Bachelor of Medicine & Bachelor in Surgery/ Registered Nurse) contributed equally represented by 12.8% of the population. 12.2% of sisters had Pre degree course (PDC) and other training. 5.8% of the respondents had MA/MSc-Bed (Master of Arts or Master of Science together with Bachelor Degree in Education. The remaining others included Ph.D. and other higher education had only 1.2% of the population. This data showed that more than 60% of the total population had only secondary and pre university education or equal to that of some training. The remaining 40% fall into medical personnel, undergraduate, graduate, and doctorate.

Table 2: <u>The Frequency and Percentage of the Sisters when Classified by their</u>

<u>Educational Qualifications</u>

Education	Frequency	Percent
SSLC	98	19.6
PDC	61	12.2
NTTC	64	12.8
TTC	88	17.6
MBBS/RN	64	12.8
BA/MSc-BEd	90	18.0
MA/MSc-BEd	29	5.8
Others	6	1.2
Total	500	100.0

When the researcher classified the sisters by their apostolate the largest group of respondents worked as teachers represented by 52.6% of the total population. 20.6% of the respondents were doing their work in the field of medical and paramedical fields. Sisters who were working in colleges and schools as office staff are known as clerical staff and they consist of 10.4% of the total population. 8.6% of respondents engaged in family apostolate such as family visits, prayer services etc. and 4.0% of the respondents were working in hostels and boarding houses. Only 3.8% of the respondents worked in the technical institute. This result showed that most of the sisters were teachers. According to the Constitution of Visitation Sisters, the main purpose of the congregation is to educate women and female children. So, 236 sisters out of 500 were working as teachers.

Table 3. Frequency and Persentage of the Sisters when Classified by their Apostolate

Apostolate	Frequency	Percent
Teaching	263	52.6
Medical & Paramedical	103	20.6
Technical Institute	19	3.8
Clerical Staff	52	10.4
Hostel Apostolate	20	4.0
Family Apostolate	43	8.6
Total	500	100.0

As presented in Table 4, the findings revealed that 32% of the total respondents hold the position of teachers. 11.4% of the population were doctors, nurses or hospital staff and another 11.4% hold the position of social worker and wardens. 10.6% of the respondents were superiors and another 10% were retired from their official work. 8.6% of the respondents were head mistresses in schools and colleges, and 8.4% of the respondents hold the position as officers in schools and colleges. The rest of the respondents were students and they were studying in higher secondary schools, colleges and universities. This table showed that most of the respondents hold the position of a teacher.

Table 4 : Frequency and Percentage of the Sisters when Classified by their Present

Position.

Position	Frequency	Percent
Superior	53	10.6
Head Mistress	43	8.6
Teacher	160	32.0
Doctor & nurse	57	11.4
Officer	42	8.4
Social worker & hostel staff	57	11.4
Retired	50	10.0
Student	38	7.6
Total	500	100.0

Personality Color Codes and Work Attitudes

In this study personality is named in terms of color. As a result of taking the

Hartman personality profile, the respondents may get one personality color or a

strong blend of two or more personality colors. The work attitude of the respondents

had been measured by the work attitude inventory.

In terms of the personality color as shown on Table 5, 26% of the respondents

revealed Blue-white personality color. It means their predominant personality is Blue.

Blues are loyal and sincere, empathetic, self-deciplined and showed intimacy. At the

same time they have the qualities of White such as peaceful, patient and quiet. 19.8%

of the respondents showed their predominant personality color as White and they had

a strong blend of Blue. At the same time 8.2% of the respondents had their predominant White personality color but they had strong blend to Yellow personality color. This means that the peace keeping personality blended with fun loving personality. These groups are peaceful, patient, quiet loyal and sincere. 12% of the respondents got Blue personality color with a blend of Red personality color. Here the loyal, sincere and self-deciplined personality blended with logical and goal oriented personalities.

Only 5.8% of the total population represented only one personality color types. Whites are peacekeepers. 5.2% of respondents had predominant Yellow (Yellow-White) personality color with blended White personality color, and 4.6% of respondents had Yellow personality color with a Blue (Yellow-Blue). This means that the fun loving personalities with loyal and sincere personalities. Of all the respondents 12.6% represented mixed personality colors and single personality color. The researcher grouped them together because the frequency of each group was very small in number.

Table 5: <u>Frequency and percentage of the Sisters Categorized by their Personality</u> <u>Color Code</u>

Color code	Frequency	Percent
White	29	5.8
Red-Blue	29	5.8
Blue-Red	60	12.0
Blue-White	130	26.0
White-Blue	99	19.8
White-Yellow	41	8.2
Yellow-Blue	23	4.6
Yellow-White	26	5.2
Others	63	12.6
Total	500	100.0

According to the Hartman personality theory only a few people were completely represented by just one personality type. Table 5 showed only 5.8% of them were represented by one personality color. All the others were represented by mixed personality color types. This means they had the characteristics of more than one personality color. Blue-white was represented by most of the respondents followed by White-Blue personality color. This shows that most of the respondents had the basic qualities of empathy and intimacy, at the same time they were peacekeepers too.

There are three components of attitudes. The more we know about the three components of an attitude the more accurate would be one's prediction of the behavior that would result from it. The attitude for each item, which correspondents to the work attitude inventory, are stated in the following items.

In regards to the affective component of attitude as shown on Table 6 the results showed very high mean scores on the four statements in relation to "I am satisfied with my work" (4.61), "I have confidence in my ability....." (4.35) "I am proud when a group..." (4.52) and "I really feel committed to my career" (4.63) which means the respondents were satisfied with their jobs and they had a good feeling about their working area. However the mean score of response "I feel ashamed to fail in my apostolate" Obtained the lowest mean score (2.41). If they failed they would be upset and it clearly showed in the statement that "I get upset...." (2.65) with a lower mean score. The result again showed moderately high mean score on all other statements which means respondents were, to some extent satisfied with the co-workers and duties of their work.

Table 6: <u>Mean and Standard Deviations of the Affective component of the Work Attitude</u>

Affective Component of Attitude	Mean	SD	Rating
I am satisfied with my work.	4.61	.62	SA
I have confidence in my ability to do what I decide to do.	4.35	.73	SA
I feel ashamed to fail in my apostolate.	2.41	1.30	MD
I am annoyed by some colleagues and superiors.	3.46	1.21	MA
I get upset when faced with conflict in the work place.	2.65	1.40	N
I feel I am an important member in the working area.	3.67	1.43	MA
I am proud when a group to which I belong is praised.	4.52	.63	SA
I really feel committed to my career.	4.63	.59	SA
I feel enthusiastic about the new projects in my field.	3.79	1.10	MA
I am fed up with the hectic duty of my work.	3.49	1.27	MA
Summary	3.76	.51	MA

SA = Strongly Agree, MA = Moderately Agree, MD = Moderately Disagree, N = Neutral

In terms of behavioral component of attitude in Table 7, there were nine statements which obtained fairly high mean scores of 4.20-4.57. It shows that they had very good intentions to work, and they were satisfied with what they were doing. Eight statements showed moderately high mean score of 3.63-4.16. It was noticeable that "disagreements with my colleagues" in Table 7, and "annoyed by some colleagues and superiors" as presented in Table 6 showed moderately high mean scores of 3.83 and 3.46 respectively. This shows that the respondents had to improve their relationship with others. In Table 7, "tend to be sociable with colleagues" obtained very high mean score of 4.45. They seem to be trying to improve their relationship. However five statements obtained lower mean scores of 3.11-3.38 indicating that some of them did not "voluntarily choose their profession" and they had more workload than other people but they didn't like to have any change. It showed in the statement "prefer to do routine work" a lower mean score of 3.11. This shows that It would be better to allow the respondents to choose their own profession.

Table 7. Mean and Standard Deviations of the Behavioral Component of the Work

Attitude

Behavioral Component of Attitude	Mean	SD	Rating
I listen to criticism with an open mind and accept it when it is justified.	4.20	.88	SA
I have perseverance in my work, when there are complications with the work.	4.23	.72	SA
I prefer to do my routine work.	3.11	1.28	N
I am willing to do overtime work in my field.	3.98	1.03	MA
I got enough training and practice for my career.	4.30	.98	SA
I am good at organizing and motivating groups of people.	3.77	.96	MA
I would not hesitate to go out of my way to help someone in trouble.	4.28	.84	SA
I enjoy taking leadership of activities.	3.63	1.06	MA
I know what I want and go after it.	3.87	1.03	MA
I like to participate in sharing of information and ideas in my field.	4.39	.85	SA
When I encounter a common problem, I focus on what I can do to solve it.	3.76	1.12	MA
I encourage my colleagues to take part in common activities in my field.	4.53	.74	SA
At work I tend to be sociable with my colleagues.	4.45	.74	SA
In my career, I have my own special timetable.	3.91	1.03	MA
I would like to go for house visits and prayer services.	4.57	.66	SA
This is my duty to learn more about my occupation.	4.57	.66	SA
I am never absent in my pastoral field.	4.16	.85	MA
I have frequent disagreements with my colleagues.	3.83	1.27	MA
Sisters have more work load than other people.	3.18	1.42	N
I voluntarily chose this profession.	3.38	1.48	N
My job is not an extension of my personal value system.	3.30	1.38	N
At work, it is more natural for me to please others.	3.11	1.58	N
Summary	3.93	.37	MA

SA = Strongly Agree, MA = Moderately agree, N = Neutral

On the cognitive component of attitude as shown on Table 8, a majority of the

7 statements obtained moderately high mean scores of 3.59-4.18. The respondents

believed that they could enjoy the challenges and problem solving at work with a

moderately high mean score of 4.00. But the other moderately high agreement with

the negative statements "present work is not suitable for aptitude" (3.97) "no need of new field of work" (3.79), "without seeking permission from superior" (1.18) "choose a different career" (4.08) and "various boredom activities" (3.59) showed their disagreement with their work. It showed that if the respondents willingly chose their career, they will be more satisfied in their work.

Table 8: Mean and Standard Deviations of the Cognitive Component of the Work Attitude

Cognitive Component of Attitude	Mean	SD	Rating
I enjoy the challenge of facing and solving problems at work.	4.00	.94	MA
What is good for my pastoral field is good for me.	4.26	.93	SA
My present work is not suitable for my aptitude.	3.97	1.30	MA
Some courses and seminars are unnecessary and time wasting in my working area.	3.15	1.43	N
There is no need to receive or accept new fields for the apostolate.	3.79	1.15	MA
I think I can start work on a new project in my field without seeking permission from my superior.	4.18	1.01	MA
I have done things on my job against my belief.	4.25	1.06	SA
Obstacles or problems in my life have resulted in positive changes.	4.48	.88	SA
My belief and values never guide my daily activities.	4.04	1.18	MA
If I have another chance to choose my career, I will choose a different one.	4.08	1.22	MA
Various activities in my career are boredom for me.	3.59	1.21	MA
Sisters must restrict themselves from participating in common activities.	2.88	1.62	N
My work is low compared with others.	4.35	1.11	SA
Summary	3.92	.53	MA

SA = Strongly Agree, MA = Moderately agree, N = Neutral

3. <u>Findings of the Study</u>

The findings of this study are presented in the following sections on the basis of the hypothesis proposed at the beginning of this study.

Hypothesis 1

Ho1 : There is no significant relationship between personality color code and demographic variables such as years in religions life, educational qualification, apostolate and present position of the Visitation Sisters.

Ha1 : There is a significant relationship between personality color code and demographic variables such as years in religions life, educational qualification, apostolate and present position of the Visitation Sisters.

To determine the relationship of these variables hypothesis testing was employed, making use of chi-square test of independence.

Ho1.1 : There is no significant relationship between personality color and

years in religious life of the Visitation Sisters.

Ha 1.1 : There is a significant relationship between personality color and years in

religious life of the Visitation Sisters.

As indicated in Table 9.1 the result from the test showed a significant value (p-value) at .001. Thus the null hypothesis is rejected. This means that there was a relationship between personality color and years in religious life.

Table 9.1. Chi-Square Test for Personality Color and Years in Religious life.

Personality color & Years in religious life	Value	df	Sig
Pearson chi-square	64.142	32	.001

65% of sisters who were 31 and above years of religious life showed the White personality color. This means that sisters who were in their middle age and above showed more peaceful personality. 37.9% of the respondents who were in the 11-20 years of religious life showed Red-Blue personality type, 30.8% of the Blue-White, and 30% of the Blue-Red. This showed that sisters in their 11-20 years of religious life were more logical, energetic and goal oriented. Most of the highest scores for White-Blue (28.3%), White-Yellow (31.7%), Yellow-Blue (26.1%), Yellow-White (38.5%) and others were identified as young and middle aged respondents such as 1-10, 11-20, and 21-30 years in the religious life. Intimacy and fun loving qualities were found in young sisters. Thus it could be concluded that, pure White personality color were founded in middle aged and retired respondents. Fun loving characteristics were found in the younger sisters. Table 9.2 shows the cros stabulation of personality color and years in religious life.

Table 9.2: <u>The Crosstabulation of Personality Color and Years in Religions life.</u>

Personality Color	Years in religious life					Total
	1-10 years	11-20 years	21-30 years	31-40 years	41-50 years	
White	2	4	2	19	2	29
	6.9%	13.8%	6.9%	65.5%	6.9%	100.0%
Red-Blue	3	11	8	1	6	29
	10.3%	37.9%	27.6%	3.4%	20.7%	100.0%
Blue-Red	4	18	12	15	11	60
	6.7%	30.0%	20.0%	25.0%	18.3%	100.0%
Blue-White	17	40	30	32	11	130
	13.1%	30.8%	23.1%	24.6%	8.5%	100.0%
White-Blue	13	22	28	26	10	99
	13.1%	22.2%	28.3%	26.3%	10.1%	100.0%
White-Yellow	6	11	13	8	3	41
	14.6%	26.8%	31.7%	19.5%	7.3%	100.0%
Yellow-Blue	5	6	6	5	1	23
	21.7%	26.1%	26.1%	21.7%	4.3%	100.0%
Yellow-White	5	7	10	3	1	26
	19.2%	26.9%	38.5%	11.5%	3.8%	100.0%
Others	14	15	18	15	1	63
	22.2%	23.8%	28.6%	23.8%	1.6%	100.0%
Total	69	134	127	124	46	500
	13.8%	26.8%	25.4%	24.8%	9.2%	100.0%

Ho1.2 : There is no significant relationship between personality color and educational qualification of the Visitation Sisters.

Ha1.2 : There is a significant relationship between personality color and educational qualification of the Visitation Sisters.

From the results shown on Table 9.3 it could be seen that significant value (p-value) for the relationship between personality color and educational qualification

was lower than .05 thus the null hypothesis is rejected. The conclusion is that there was a relationship between personality color and educational qualification.

Table 9.3 Chi-Square Test for Personality Color and Educational Qualification

Personality color & Educational Qualification	Value	df	Sig
Pearson chi-square	79.958	56	.019

When the researcher classified the personality color and educational qualification, the results were as follows. White personality color 31% belonged to SSLC (Secondary School Leaving Certificate) and TTC (Teacher Training Course) educational qualification. 24.1% of Red-Blue, 25.0% Blue-Red, 22.0% of White-Yellow also belonged to SSLC. 20% of Blue-Red and 13.1% of Blue White belonged to MBBS/RN (Bachelor in Medicine and Bachelor in Surgery / Registered Nurse) and 20.0% Blue-Red and 23.1% of Blue-White belonged to NTTC (Nursery Teachers Training Course) qualification. So it was observed that most of the White (peaceful) personality color belonged to SSLC and TTC where as most of the Blue-White and White-Blue belonged to MBBS/RN and BA/BSc-Bed (Bachelor of Arts / Bachelor of Science- Bachelor in Education). They seemed more empathetic and perfectionists.

Table 9.4 The Crosstabulation of Personality Color and Educational Qualification

Personality Color	Educational qualification								Total
	SSLC	PDC	NTTC	TTC	MBBS/ RN	BA/BSc-BEd	MA/M Sc-BEd	Others	
White	9	4	1	9	1	4	1		29
	31.0%	13.8%	3.4%	31.0%	3.4%	13.8%	3.4%		100.0%
Red-Blue	7	5	4	4	4	4	1		29
	24.1%	17.2%	13.8%	13.8%	13.8%	13.8%	3.4%		100.0%
Blue-Red	15	4	2	10	12	12	5	2	60
	25.0%	6.7%	3.3%	16.7%	20.0%	20.0%	8.3%	1.5%	100.0%
Blue-White	21	9	17	22	17	30	12		130
	16.2%	6.9%	13.1%	16.9%	13.1%	23.1%	9.2%		100.0%
White-Blue	14	14	18	14	15	18	6		99
	14.1%	14.1%	18.2%	14.1%	15.2%	18.2%	6.1%		100.0%
White-Yellow	9	5	4	7	8	8		1	41
	22.0%	12.2%	9.8%	17.1%	19.5%	19.5%		4.3%	100.0%
Yellow-Blue	5	2	4	6		5			23
	21.7%	8.7%	17.4%	26.1%		21.7%			100.0%
Yellow-White	5	3	8	3	4	3		3	26
	19.2%	11.5%	30.8%	11.5%	15.4%	11.5%		4.8%	100.0%
Others	13	15	6	13	3	6	4	6	63
	20.6%	23.8%	9.5%	20.6%	4.8%	9.5%	6.3%	1.2%	100.0%
Total	98	61	64	88	64	90	29		500
	19.6%	12.2%	12.8%	17.6%	12.8%	18.0%	5.8%		100.0%

Ho1.3 : There is no significant relationship between personality color and apostolate of the Visitation Sisters.

Ha1.3 : There is a significant relationship between personality color and apostolate of the Visitation Sisters.

As indicated in table 9.5 the result from the test showed the significant value (p-value) of .060 that is greater than .05. So the researcher fail to reject the null hypothesis. It means that there is no significant relationship between personality color and apostolate of the Visitation Sisters.

Table 9.5 Chi-Square Test for Personality Color and Apostolate

Personality color & Apostolate	Value	df	Sig
Pearson chi-square	54.768	40	.060

According to Table 9.6, there was no relationship between personality color and Apostolate because personality traits represented by the colors found equally among the respondents.
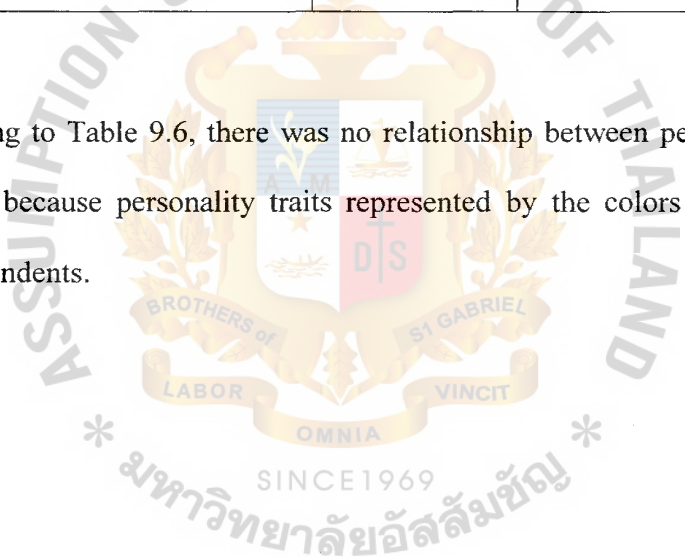
Table 9.6 <u>The Crosstabulation of Personality Color and Apostolate</u>

Personality color	Apostolate						Total
	Teaching	Medical & Paramedical	Technical Institute	Clerical Staff	Hostel Apostate	Family Apostate	
White	11	2	2	8	2	4	29
	37.9%	6.9%	6.9%	27.6%	6.9%	13.8%	100.0%
Red-Blue	15	5	1	4	1	3	29
	51.7%	17.2%	3.4%	13.8%	3.4%	10.3%	100.0%
Blue-Red	28	19	2	7	1	3	60
	46.7%	31.7%	3.3%	11.7%	1.7%	5.0%	100.0%
Blue-White	79	28	6	10	2	5	130
	60.8%	21.5%	4.6%	7.7%	1.5%	3.5%	100.0%
White-Blue	49	19	2	11	7	11	99
	49.5%	19.2%	2.0%	11.1%	7.1%	11.1%	100.0%
White-Yellow	19	9	2	5	1	5	41
	46.3%	22.0%	4.9%	12.2%	2.4%	12.2%	100.0%
Yellow-Blue	15	3		1	1	3	23
	65.2%	13.0%		4.3%	4.3%	13.0%	100.0%
Yellow-White	13	4	1		1	7	26
	50.0%	15.4%	3.8%		3.8%	26.9%	100.0%
Others	34	14	3	6	4	2	63
	54.0%	22.2%	4.8%	9.5%	6.3%	3.2%	100.0%
Total	263	103	19	52	20	43	500
	52.6%	20.6%	3.8%	10.4%	4.0%	8.6%	100.0%

Ho1.4 : There is no significant relationship between personality color and present position of the Visitation Sisters.

Ha1.4 : There is a significant relationship between personality color and present position of the Visitation Sisters.

From Table 9.7 it could be seen that the significant value (p-value) of the relationship between personality color and present position is .021 which was lower than .05. Thus the null hypothesis is rejected and conclude that there is a relationship between personality color and present position of the Visitation Sisters.

Table 9.7 The Chi-Square for Personality Color and Present Position.

Personality color & Present position	Value	df	Sig
Pearson chi-square	79.595	56	.021

The findings presented in Table 9.8 showed that the highest percentage of most of the personality colors were belonged to teacher position. It was noticeable that out of 130, 38.5% of teachers belonged to the Blue-White personality color. It shows that most of the teachers were highly disciplined and goal oriented. White personality color was found to be prominent in retired people. It shows that sisters in their old age seemed more peace loving where as while they were young they seem more energetic and perfectionists when younger.

Table 9.8 The Crosstabulation of Personality Color and Present Position

Personality Color	Present Position								Total
	Superior	Head Mistress	Teacher	Doctor & Nurse	Officer	Social worker & Warden	Retired	Student	
White		1 3.4%	6 20.7%	1 3.4%	5 17.2%	6 20.7%	9 31.0%	1 3.4%	29 100.0%
Red-Blue	3 10.3%		11 37.9%	3 10.3%	4 13.8%	2 6.9%	4 13.8%	2 6.9%	29 100.0%
Blue-Red	9 15.0%	11 18.3%	15 25.0%	6 10.0%	4 6.7%	7 11.7%	6 10.0%	2 3.3%	60 100.0%
Blue-White	16 12.3%	10 7.7%	50 38.5%	14 10.8%	10 7.7%	5 3.8%	13 10.0%	12 9.2%	130 100.0%
White-Blue	9 9.1%	5 5.1%	34 35.4%	10 10.1%	10 10.1%	14 14.1%	9 9.1%	7 7.1%	99 100.0%
White-Yellow	5 12.2%	5 12.2%	7 17.1%	8 19.5%	4 9.8%	5 12.2%	2 4.9%	5 12.2%	41 100.0%
Yellow-Blue	1 4.3%	2 8.7%	8 34.8%	2 8.7%	1 4.3%	4 17.4%	2 8.7%	3 13.0%	23 100.0%
Yellow-White	2 7.7%	3 11.5%	10 38.5%	4 15.4%		7 26.9%			26 100.0%
Others	8 12.7%	6 9.5%	18 28.6%	9 14.3%	4 6.3%	7 11.1%	5 7.9%	6 9.5%	63 100.0%
Total	53 10.6%	43 8.6%	160 32.0%	57 11.4%	42 8.4%	57 11.4%	50 10.0%	38 7.6%	500 100.0%

Hypothesis 2

Ho2: There is no significant relationship between personality color code and the work attitude of the Visitation Sisters.

Ha2 : There is a significant relationship between personality color code and the work attitude of the Visitation Sisters.

This hypothesis focused on the relationship of personality color code with the three components of attitude. To determine this, the ANOVA was used and divided the hypothesis into subsets.

Ho2.1 :   There is no significant relationship between personality color and the affective component of the work attitude.

Ha2.1 :   There is a significant relationship between personality color and the affective component of the work attitude.

From Table 10.1 the result indicated that the significant value (p-value) was .001 which was lower than .05, thus the null hypothesis of no significant relationship between color code and affective component of the attitude is rejected. So the conclusion is that there is a relationship between personality color code and affective work attitude. The result of the Scheffe test showed that the respondents who had Red-Blue personality color showed higher affective work attitude (4.0345). Respondents who had White personality color showed very low affective attitude (3.4000). This means people who had predominant Red personality color showed very strong work attitude. This result was supported by Hartmans (1998) study that Red personalities are highly task oriented and productive, where as White personalities showed a "wait and see" attitude towards life and work. See the Scheffe test in appendix B.

Table 10.1: Analysis of Variance for Personality Color and Affective Work Attitude

Affective	Sum of Squares	df	Mean Squares	F	Sig.
Between Groups	16.117	8	2.015	8.644	.001
Within Groups	114.438	491	.233		
Total	130.555	499			

Ho2.2: There is no significant relationship between personality color code and behavioral component of the work attitude.

Ha 2.2: There is a significant relationship between personality color code and behavioral component of the work attitude.

The result illustrated on Table 10.2 indicated that there was a significant relationship between personality color code and behavioral work attitude because the obtained significant value (p-value) was .000 which was lower than .05, thus the null hypothesis is rejected. The result of the Scheffe test showed that respondents with Blue-Red personality showed higher behavioral attitude (4.0841) towards their work. This means that respondents who were job oriented and goal directed showed higher attitude towards their work. See the Scheffe test in appendix B.

Table 10.2 Analysis of Variance for Personality Color and Behavioral Work Attitude.

Behavioral	Sum of Squares	df	Mean Squares	F	Sig.
Between Groups	4.897	8	0.612	4.806	.000
Within Groups	62.539	491	.127		
Total	67.436	499			

Ho2.3 : There is no significant relationship between personality color code and cognitive work attitude.

Ha2.3 : There is a significant relationship between personality color code and the cognitive work attitude.

From table 10.3 the results revealed that the obtained significant value (p-value) of .111, which was higher than .05, thus the null hypothesis was not rejected. The conclusion is that there is no significant relationship between personality color and cognitive work attitude. See the Scheffe test in appendix B.

Table 10.3 Analysis of Variance for Personality Color and Cognitive Work Attitude

Cognitive	Sum of Squares	df	Mean Squares	F	Sig.
Between Groups	3.711	8	0.464	1.638	.111
Within Groups	139.027	491	0.283		
Total	142.739	499			

Hypothesis 3

Ho 3.1 : There is no significant relationship between overall work attitude and the demographic variable such as years in religious life.

Ha 3.1 : There is a significant relationship between overall work attitude and the demographic variable such as years in religious life.

In order to test the relationship between work attitude and demographic variables, ANOVA was carried out. The hypotheses were tested on the basis of three attitude components.

Ho3.1.1: There is no significant relationship between affective component of work attitude and years in religious life of the Visitation Sisters.

Ha3.1.1: There is a significant relationship between affective component work attitude   and yeas in religious life of the Visitation Sisters.

From Table 11.1 the results indicated that the significant value (p-value) was .000 which was lower than .05 thus the null hypothesis of no relationship between affective component of work attitude and years in religious life was rejected. This means there was a relationship between affective work attitude and years in religious of the sisters. The result of the Scheffe test showed that sisters who were in their 1-10 years in religious life showed higher affective component of the work attitude (4.0348) followed by 40-50 years (3.9478) in religious life. See the Scheffe test in appendix B.

Table 11.1 <u>Analysis of Variance for Affective Work Attitude and Years in Religious life.</u>

Affective	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	15.194	4	3.799	16.299	.000
Within Groups	115.361	495	.233		
Total	130.555	499			

Ho3.1.2 : There is no significant relationship between behavioral component and years in religious life.

Ha3.1.2 : There is a significant relationship between behavioral component and years in religious life.

From Table 11.2 the results revealed that the significant value (p-value) obtained was .001 which was lower than .05 thus the null hypothesis of no relationship between the behavioral component of work attitude and years in religious life was rejected. This implied that the behavioral component of the work attitude was related to the years of experience in religious life. The Scheffe test showed that the sisters who were in their 1-10 years of religious life showed higher behavioral component of work attitude (4.0606) followed by 40-50 years (4.0415) of religious life. See the Scheffe test in appendix B.

Table 11.2 <u>Analysis of Variance for Behavioral Work Attitude and Years in Religious life.</u>

Behavioral	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.227	4	1.057	8.275	.001
Within Groups	63.209	495	.128		
Total	67.436	499			

Ho 3.1.3 : There is no significant relationship between cognitive component of work

attitude and years in religious life.

Ha 3.1.3 : There is a significant relationship between cognitive work attitude and

years in religious life.

Table 11.3 showed that the significant value (p-value) of .002 was

lower than .05 thus the null hypothesis of no significant relationship between

cognitive component of the work attitude and the years in religious life of the

sisters was rejected. This implied that there was a relationship between

cognitive work attitude and years in religious life of the sisters.

Table 11.3   Analysis of Variance for Cognitive Work Attitude and Years in
Religious life.

Cognitive	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	19.010	4	4.752	19.013	.002
Within Groups	123.729	495	.250		
Total	142.739	499			

From Table 11.4 the results revealed the significant value (p-value) of

.002 which was lower than .05, thus the null hypothesis that there was no

relationship between work attitude and years in religious life was rejected.

This meant that there was a relationship between work attitude and years in

religious life. The result of the Scheffe test showed that sisters who were in

their 1-10 years in religious life got the highest attitude (4.1108) towards their

work. Those who were in their 31-40 years of religious showed the least attitude towards work. See the Scheffe test in appendix B.

Table 11.4 Analysis of Variance for Work Attitude and Years in Religious life.

Work Attitude	Sum of Squares	df	Mean Squares	F	Sig.
Between Groups	9.483	4	2.371	18.65	.002
Within Groups	62.940	495	.127		
Total	72.422	495			

The result of the Scheffe test showed that respondents who were in their 1-10 years of religions life showed high level of attitude (4.1108) towards their work. It also showed that those who were between 31-40 years in religious life showed low level of attitude towards their work. This assumption is supported by the theory by Vandenheuval & Wooden (1997) that job satisfaction is relatively high among young workers lowest for workers in their mid – thirties and highest for workers at the end of the working age spectrum. In this study work attitude was highest among young workers 1-10 and second highest was among above 41 (41-50) and lowest among respondents in their 31-40. See the Scheffe test in appendix B.

Ho 3.2 : There is no Significant relationship between overall work attitude and the demographic variable as educational qualification of the Visitation Sisters.

Ha 3.2 : There is no Significant relationship between overall work attitude and the demographic variable as educational qualification of the Visitation Sisters.

In order to make it more clear, the hypothesis was divided into sub hypothesis.

Ho.3.2.1: There is no significant relationship between affective component of work attitude and educational qualification.

Ha.3.2.1: There is a significant relationship between affective component of work attitude and educational qualification.

From Table 12.1 the results indicated that the significant value (p-value) was .035 which was lower than .05, thus the null hypothesis of no relationship between affective component of work attitude and the educational qualification of Visitation Sisters was rejected. This means there was a relationship between affective component of work attitude and the educational qualification of the Visitation Sisters. This means there was a relationship between affective component of work attitude and the educational qualification of the Visitation Sisters. The result of the Scheffe test showed that respondents who have the qualification of MBBS/RN have the highest affective work attitude and respondents who hold Teachers Training Certificate have the lowest work attitude. See the Scheffe test in appendix B.

Table 12.1 Analysis of Variance for Affective Component of Attitude and Educational Qualification.

Affective	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.921	7	.560	2.176	.035
Within Groups	126.634	492	.257		
Total	130.555	499			

Ho.3.2.2: There is no relationship between behavioral component of work attitude and the educational qualification of the Visitation Sisters.

Ha.3.2.2: There is a relationship between behavioral component and educational qualification of the Visitation Sisters.

The results presented in Table 12.2 indicated that there was no significant relationship between behavioral work attitude and educational qualification. The significant value (p-value) .072 was higher than .05 and so the null hypothesis was not rejected. The result of the Scheffe test showed that respondents who have the qualification of Ph.D or equivalent, have the highest behavioral work attitude and respondent who hold SSLC have the lowest behavioral work attitude. See the Scheffe test in appendix B.

Table 12.2. Analysis of Variance for Behavioral Component and Educational Qualification.

Behavioral	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.750	7	.250	1.872	.072
Within Groups	65.686	492	.134		
Total	67.436	499			

Ho.3.3.3: There is no significant relationship between cognitive component of work attitude and educational qualification of the Visitation Sisters.

Ha.3.3.3: There is a significant relationship between cognitive component of work attitude and educational qualification of the Visitation Sisters.

From table 12.3, the results indicated that the significant value (p-value) of .032 was lower than .05, thus the null hypothesis of no significant relationship between cognitive work attitude and the educational qualification was rejected. This implied that there was relationship between cognitive work attitude and educational qualification. The result of the Scheffe test showed that respondents with Master Degree MA/MSc-BEd gave highest cognitive work attitude while MBBS/RN level gave the second highest work attitude. This suggested that educational level played an important role in helping people to have good work attitude. See the Scheffe test in appendix B.

Table 12.3: Analysis of Variance for Cognitive Work Attitude and Educational Qualification

Cognitive	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	7.399	7	1.057	3.842	.032
Within Groups	135.340	492	.275		
Total	142.739	499			

The results illustrated on table 12.4 indicated that the significant value (p-value) .004 was lower then .05, thus the null hypothesis of no relationship between work attitude and educational qualification was rejected. This suggested that the overall work attitude and educational qualification had a relationship. The result of the Scheffe test showed that respondents who had MA/MSc-BEd educational qualification had the highest level of attitude followed by others who had Ph.D or equivalent. The sisters who had only TTC showed the lowest work attitude. It may be because of their work load or too much activities. See the Scheffe test in appendix B.

Table 12.4 <u>Analysis of Variance for Work Attitude and Educational Qualification.</u>

Work Attitude	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.017	7	.431	3.055	.004
Within Groups	69.406	492	.141		
Total	72.422	499			

The hypothesis stated that there is a relationship between educational qualification and the work attitude of the sisters. This could possibly be due to the reason that respondents with higher education would like to get involved in decision making and other activities in the organization Supaporn L. (1999). This could be applicable in the congregation also. Sisters who were qualified in each field may call

for meetings and they would like to be involved in decision making and other activities in the convent.

Ho 3.4: There is no significant relationship between work attitude and the demographic variable apostolate.

Ha 3.4: There is a significant relationship between work attitude and the demographic variable apostolate.

This hypothesis focused on the relationship between work attitude and the apostolate of the Visitation Sisters. In order to make it more clear, the hypothesis was divided in to sub hypothesis.

Ho3.4.1: There is no significant relationship between affective component of the work attitude and apostolate.

Ha3.4.1: There is a significant relationship between affective component of the work attitude and apostolate.

As indicated in Table 13.1, the results from the test showed the significant value (p-value) of .001 which was lower than .05. Thus the null hypothesis was rejected. This means that there was a relationship between affective work attitude and apostolate. The result of the Scheffe test showed that respondents who were working in hospitals got the highest level of work attitude and the lowest level of attitude showed in family apostolate. See the Scheffe test in appendix B.

Table 13.1   Analysis of Variance for Affective Work Attitude and Apostolate.

Affective	Sum of squares	df	Mean Square	F	Sig
Between Groups	7.733	5	1.547	6.220	.001
Within Groups	122.822	494	.249		
Total	130.555	499			

Ho2:   There is no significant relationship between behavioral component of

the work attitude and the apostolate.

Ha2:   There is a significant relationship between behavioral component of the work

attitude and the apostolate.

As shown in Table 13.2 the significant value (p-value) of the relationship

between behavioral work attitude and apostolate was .033, which was lower than .05.

Thus the null hypothesis that there was no significant relationship between behavioral

work attitude and apostolate was rejected. The result of the Scheffe test showed that

the respondents who worked in hospitals showed higher behavioral work attitude

than all other apostolate. See the Scheffe test in appendix B.

Table 13.2 Analysis of Variance for Behavioral Component of the Work Attitude

and Apostolate

Behavioral	Sum of squares	df	Mean Square	F	Sig
Between Groups	1.632	5	.326	2.450	.033
Within Groups	65.804	494	.133		
Total	67.436	499			

Ho 3.4.3: There is no significant relationship between cognitive component of the work attitude and apostolate of the Visitation Sisters.

Ha3.4.3: There is a significant relationship between cognitive component of the work attitude and apostolate of the Visitation Sisters.

As illustrated in Table 13.3, the results revealed that the relationship between cognitive work attitude and apostolate obtained significant value of .000 lower than .05 thus the null hypothesis was rejected. The result of the Scheffe test showed that respondents who were working in hospitals got the highest level of cognitive work attitude and the clerical staff got the lowest level of cognitive attitude. This means that certain apostolates were considered as good or have good status where as some others have no status at all. They may think doctors and nurses were professionals but clerical workers and family apostolates were not considered as professionals. This may be the reason why nonprofessional groups have the least work attitude. See the Scheffe test in appendix B.

Table 13.3 Analysis of Variance for Cognitive Work Attitude and Apostolate

Cognitive	Sum of squares	df	Mean Square	F	Sig
Between Groups	10.565	5	2.113	7.897	.000
Within Groups	132.174	494	.268		
Total	142.739	499			

From Table 13.4 the results indicated that the significant value (p-value) was .003 which was lower than .05 thus the null hypothesis of no relationship between attitude and occupation was rejected. This means that there was a relationship between work attitude and occupation. The result of the Scheffe test showed that the respondents who were working in hospitals have highest attitude towards work followed by teachers, the second highest level. Respondents who were doing office work showed the lowest work attitude. See the Scheffe test in appendix B.

Table 13.4 Analysis of Variance for Work Attitude and Apostolate

Attitude	Sum of squares	df	Mean Square	F	Sig
Between Groups	4.396	5	.879	6.385	.003
Within Groups	68.026	494	.138		
Total	72.422	499			

For research hypothesis 4.3 there was a relationship between work attitude and apostolate. The professional groups seem to consider themselves more satisfied with their job, than other workers, Staff, D. (1994). In this study doctors and nurses gave a relatively higher level of attitude in comparison with others, which was acceptable because both levels had different roles and functions to perform. Working in hospitals seemed better than others who were working as office staff or in family apostolate. In the history of Visitation Sisters it was written that teaching was their prominent apostolate, followed by hospital work.

Ho3.5 : There is no significant relationship between work attitudes and the

demographic variable as present position.

Ha3.5 : There is a significant relationship between work attitudes and the

demographic variable as present position.

To find out the relationship between work attitudes and the demographic variables ANOVA was carried out. The results were presented in the following.

Ho3.5.1: There is no significant relationship between affective work attitude and

present position

Ha3.5.1: There is a significant relationship between affective work attitude and

present position.

Looking at the relationship between affective work attitude and present position in Table 14.1, as the value (p-value) of significance was .000 which is smaller than .05. There fore the null hypothesis was rejected. So he conclusion is that there is no relationship between affective work attitude and present position. The result of the Scheffe test revealed that the respondents who were students had the highest work attitude and for those who engaged in social work or warden showed the lowest work attitude. See the Scheffe test in appendix B.

Table 14. 1 <u>Analysis of Variance for Affective Work Attitude and Present Position.</u>

Affective	Sum of squares	df	Mean Square	F	Sig
Between Groups	9.718	7	1.388	5.653	.000
Within Groups	120.837	492	.246		
Total	130.555	499			

Table 14.2 illustrates the results of the test for the relationship between behavioral work attitude and present position. The value of significance (p-value) was .000 at it was lower than the level of significance .05, So the null hypothesis was rejected and stated there was a significant relationship between behavioral component and present position of the Visitation Sisters. The result of the Scheffe test showed that respondent who were head mistresses hold the highest level of attitude and those who were working in hospitals hold the least level of attitude. See the Scheffe test in appendix B.

Table 14.2: <u>Analysis of Variance for Behavioral Work Attitude and Present Position.</u>

Behavioral	Sum of squares	df	Mean Square	F	Sig
Between Groups	3.840	7	.549	4.244	.000
Within Groups	63.596	492	.129		
Total	67.436	499			

Ho3.5.3: There is no significant relationship between cognitive work attitude and present position.

Ha3.5.3: There is a significant relationship between cognitive work attitude and present position.

As indicated in Table 14.3 the results from the test showed the significant value (p-value) of .000 which was lower than the level of significance at .05. Thus the null hypothesis was rejected. This means that there was a significant relationship between affective work attitude and present position. The result of the Scheffe showed that students had the highest level of attitude and superiors had the lowest level of attitude. Badsarin (1999) in his study mentioned that people with higher position were not satisfied with their jobs. In this study also superiors had the least attitude, it may be because of their position. In this twenty-first century, being a superior is a challenging job. So many of them didn't like to be a superior. This may be the reason for superiors' least attitude score.

Table 14.3. <u>Analysis of Variance for Cognitive Work Attitude and Present Position</u>

Cognitive	Sum of squares	Df	Mean Square	F	Sig
Between Groups	19.548	7	2.793	11.153	.000
Within Groups	123.191	492	.250		
Total	142.739	499			

As shown on Table 14.4 the results showed that the significant value (p-value) of relationship between work attitude and position was lower than .05 thus the null hypothesis was rejected. This finding suggested that people with different position showed different attitude level. The results of the Scheffe test showed that students have highest work attitude than any other position. But being students they have no other work than their study. They were quite satisfied with their study. The next categories were doctors and nurses who got the highest work attitude towards their work. See the Scheffe test in appendix B.

Table 14.4 Analysis of Variance for Work Attitude and Present Position

Attitude	Sum of squares	df	Mean Square	F	Sig
Between Groups	6.939	7	.991	7.448	.000
Within Groups	65.483	492	.133		
Total	72.422	499			

The results of the Scheffe tests showed that students have highest work attitude than any other position. But being students they have no other work except their study. They were quite satisfied with their study. The next categories are doctors and nurses who got the highest work attitude towards their work. Retired sisters also showed fewer attitudes towards their position. This may be because of early retirement and after that sisters have to choose a different apostolate. Sisters should prepare for retirement and allow them to choose a new apostolate. See the Scheffe test in appendix B.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter contains the summary of the study, discussions, conclusions obtained from the results and recommendations based on the study.

Summary of the Research

The purpose of this study was to identify the personality through the Hartmans' color code (1998) and the work attitude of the Visitation Sisters in Kerala. This study also aims to examine the relationship between personality color and the demographic variables, such as years in religious life, educational qualification, occupation and present position. The relationship between demographic variables and work attitude were also identified.

Research Design

The population was 500 Visitation Sisters who were working in India under the age of 65. This research is a descriptive study in which a survey research was conducted and the data was collected, analyzed and explained in terms of the purpose of the study. The data was analyzed statistically, using the following methods such as mean, standard deviation, percentage, chi-squire test and ANOVA.

Instruments

The instruments used for this study were Personal Information Profile, Personality Profile by Taylor Hartman (1998) and the work Attitude Inventory.

1. **The personal information profile** was to gather the personal information concerning the demographic variables such as years in religious life, educational qualification, present position and occupation namely teaching, medical and paramedical, technical institutes, clerical staff, hostel apostolate and family apostolate.

2. **The personality profile was developed by Hartman** (1998). It has two sets of 45 multiple choice questions. The first part includes 30 questions of words or phrases, numbered by a,b,c and d, which best describes what the person is like most of the time. The second part includes 15 statements. The respondents pick up only one answer and record the totals for each letters namely "a.... Red, b…Blue, c…White and d…Yellow"

3. **The Work Attitude Inventory** was adapted by the researcher from the books by Petty & Caciuppo (1981) and Eiser and Vander Phght (1993). This inventory includes the three components of attitude such as objective, behavioral and cognitive. The work attitude inventory contains 45 statements. The respondents can express their own agreement with each statement on a five point scale ranging from strongly agree to strongly disagree.

Procedure

The researcher sought the help from the Superior General of the Visitation Congregation to collect the data from the sisters. Superior arranged 4 different meetings for all the sisters who were 65 and below. The researcher went to India with the questionnaires and distributed these at the meetings. The researcher took time to

explained briefly to the sisters the purpose and importance of the study and how they should answer and mark them in their respective blocks. The researcher waited for the sisters to study and fill up the questionnaires and gathered the questionnaires after 50 minutes.

Hypothesis

1. There is no significant relationship between the personality color code and the demographic variables such as years in religious life, educational qualification, occupation and present position of the Visitation Sisters.

2. There is no significant relationship between the personality color code and the work attitude of the Visitation Sisters.

3. There is no significant relationship between work attitude and the demographic variables such as years in religious life, educational qualification, occupation and present position of the Visitation Sisters.

Summary of the Findings

The findings of the study could be summarized as follows.

1. Demographic profile : majority of the subjects of this study were in their 11-20 years of religious life, representing 26.8% of the total respondents. Out of the total population 19.6% had only secondary education and 18% had BA/BSc-BEd. More than fifty percent of the subjects (52.6%) were teachers.

2. Personality color code : After taking the Hartman personality profile, only 5.8% of the respondents got single personality color (white). This showed that only a few people got single personality color and others got multiple personality color

code. Out of the total population 26% showed Blue-White personality color code (Perfectionist and intimacy quality blended with peace keepers). About 19.8% got White-Blue personality color (the predominant personality characteristics is peace keeping with a blend of perfectionist personality quality). 12% got Blue-Red personality color. (Here the perfectionist with a blend of job oriented personality).

3. Work attitude : Basically all the subjects had moderately high work attitude as could be observed from the ratings of affective, behavioral and cognitive components of the work attitude, 3.76, 3.93, 3.92 respectively.

4. Findings showed that there was a significance relationship between personality color code and variables such as years in religious life, educational qualification and present position at 0.001, 0.019, and 0.021 level of significance. Sisters who were in their 31-40 years of religious life showed 65.5% of the White personality color code. Sisters who were in their 11-20 years of religious life showed 37.9% of the Red-Blue and 30.8% of Blue-white personality color.

5. Sisters who got Red-Blue personality color code showed moderately high mean score towards their work. It means that there is a significant relationship between personality color and work. Hartmans theory (1998) emphasize that Red personalities are highly task-oriented and efficient. They are self motivated and highly disciplined.

6. The study showed that sisters who were in their early years of religious life showed higher attitude (4.1108) towards work. They had good motivation and they were satisfied with their work. Those who were in their31-40 years of religious life showed the least work attitude. It showed the relationship between work attitude and years in religious life at .000 level.

7. Education is an important factor in one's life. Sisters who were educated at the masters degree and above showed high work attitude. So there is a significant relationship between educational qualification and work attitude at .004 level

8. Research showed that sisters, who were working in the hospitals such as doctors and nurses showed higher attitude than any other occupation of the sisters. Statt, D. (1994) in his study found that the professional groups seem to consider themselves more satisfied with their jobs than others. The above statement was found correct in this study also. Doctors and nurses gave a relatively higher level of attitude in comparison with others. Working in schools and hospitals seemed better than those who were working in family apostolate and office work.

9. Findings showed that there were variations in various aspects of attitude. Ribeaux & Poppleton (1992) have confirmed that, the cognitive, affective and behavioral aspects of an attitude do not all need to coincide. The cognitive and affective aspects are only slightly related to overt behavior. Probably most people suppress the behavioral component of their attitudes. In hypothesis number three, clerical staff showed the least level of behavioral and cognitive attitude towards their work where as family apostolate showed least level of affective work attitude. This variation may be because of the circumstances and the atmosphere of the job. See Tables 13.2,13.3, and 13.4.

Insok and Schhholper (1967) argue that conation (behavior) is conceptually distinct from cognition (belief) and affect (feeling). In this study in hypothesis number two, Red-Blue personality color code got highest affective and cognitive work attitude.(see table 10.1,10.2,10.3), but Blue-Red color code got highest in

behavioral work attitude. A positive work attitude has been deemed important for an employee in order to succeed in the workplace, Mccracken,(1995).

Discussion

The results revealed that sisters who have Red- Blue personality color code showed higher attitude towards their work. In Red- Blue personality red is the predominant personality. Hartman (1998) explained that Reds are highly committed to causes , and find themselves determined to accomplish what ever life places before them. So they seek challenges and as a result their tenacious nature, are often successful. Their success comes primarily from task oriented activities.

White personality color respondents showed low attitude towards their work. Whites are peacemakers but not energetic. They are lazy at work and they seem boring and uninvolved. This may be the reason that Reds have more positive work attitude than Whites.

As for the apostolate majority of the Visitation Sisters are teachers, followed by nurses. Most of the sisters got Blue-White personality color code. This finding was co-joined with Hartmans color code. In this study nurses showed the most work attitude towards their profession, followed by teachers. This result is based on Hartmans theory. Hartman (1998) wrote that the careers most likely to attract Blues are teachers and nurses. There were many variables as educational level and position which affect job satisfaction, Budsrin B. (1997). For educational level sisters who have higher education showed high levels of attitude in their work.

The result showed that sisters who were in their 1-10 years in religious life have high attitude followed by 40-50. Vandenhevel and Woodel (1997) stated that job satisfaction is relatively high among young workers, lowest for workers in their mid thirties and highest for workers at the end of the working age spectrum. When sisters start their career, they are happy and fully committed to the work. As time changes there can be changes in their attitude. Sisters at their midlife may experience some physical and psychological changes. They may lose their interest in their apostolate. This may be a reason why sisters who are in their midlife showed lower levels of attitude towards their apostolate.

Research hypothesis 4.3 showed that there was a relationship between work attitude and apostolate. Sisters who were working in hospitals showed highest attitude towards their work followed by teachers. The study done by Staff, D. (1994) showed that the professional groups seem to consider themselves more satisfied with their job, than other workers. In this study doctors and nurses gave a relatively higher level of attitude in comparison with others, which was acceptable because both levels had different roles and functions to perform. Working in hospitals may seem better than others who were working as office staff or in family apostolate, because they might think that nursing is a profession where as family apostolate is not a profession.

Badsarin (1999) mentioned in his study that people with higher position were not satisfied with their job. In this study also many who have high position hold the least attitude. This means their lack of satisfaction in the field. Paullay (1994), observed that an individual can be dissatisfied with a job and yet be involved in the job. But it will not be productive. To be a superior is a challenging task in this

century. This may be the reason why the superiors showed low attitude towards their position.

Conclusion

From the discussions and findings the following conclusions were drawn.

1. Personality color code and work attitudes are related to each other. Red-Blue personality color showed moderately high mean score towards their work.

2. There is a relationship between Personality color and years in religious life. For example: middle aged and retired people have White personality color code.

3. Sisters in their early years of religious life showed higher attitude towards their work (4.1108), where as middle aged people showed very low attitude towards their work.

4. Sisters who have higher education showed high attitude towards their work.

5. Sisters who are doing professional work have higher attitude than others.

6. There are variations in various aspects of attitude (affective, behavioral, cognitive).

Recommendations

After completing the study the researcher considers that it is appropriate to make the following recommendations.

1. The congregation should have timely in service seminars and courses on different apostolates to stimulate the right attitude of the sisters.

2. The congregation would benefit if the interest and attitude of the sisters were asked before choosing their apostolate.

3. Those who hold high positions should think that this is being given to them by God to serve others. "What so ever you do to the least of my brothers that you do unto me" (Mt.25: 40). So they should see that it is a God given chance to serve others not a burden.

4. It must be impressed on the sense that all the apostolates are equal in substance, because everybody is working for the people and with the people. Sisters should not consider that some apostolates are lower or higher than others. Every body must understand the dignity of their work.

5. The Congregation should arrange some programs for preparing sisters for retirement.

6. Further study could me made on the reasons why the middle aged sisters have very low attitude towards their apostolate.

7. The Congregation could benefit if more sisters be given the opportunity for higher education.

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APPENDIX   A

(Questionnaires)

APPENDIX B

(The Scheffe Test)

APPENDIX   C

(A Short History of the Visitation Congregation)

Appendix A
(Questionnaires)

<u>Personal information of Visitation Sisters</u>

Name……………………………….

Years in religious life……………..

Educational qualification………….

Apostolate (please use "X" mark)

    Teaching………………… ☐

    Medical & Paramedical….. ☐

    Technical Institute……….. ☐

    Clerical Staff…………….. ☐

    Hostel Apostolate………… ☐

    Family Apostolate………. ☐

Present Position…………………..

The Hartman Personality Profile

Directions : Mark "X" by the one word or phrase that best describes what you are like most of the time. Choose only one response from each group. After you've finished question 30, total your scores for each letter.

Personality Strengths and Limitations

1.
   (a) .... Opinionated
   (b) .... nurturing
   (c) .... inventive
   (d) .... outgoing

2.
   (a) ... power-oriented
   (b) .... perfectionist
   (c) .... indecisive
   (d) .... self-centered

3.
   (a) .... dominated
   (b) .... sympathetic
   (c) .... tolerant
   (d) .... enthusiastic

4.
   (a) .... self- serving
   (b) .... suspicious
   (c) .... unsure
   (d) .....naïve

5.
   (a) .... decisive
   (b) .... loyal
   (c) .... contented
   (d) .... playful

6.
   (a) .... arrogant
   (b) .... worry prone
   (c) .... silently stubborn
   (d) .... flighty

7.
   (a) .... assertive
   (b) .... reliable
   (c) .... kind
   (d) .... sociable

8.
   (a) .... bossy
   (b) .... self-critical
   (c) .... reluctant
   (d) .... a teaser

9.
   (a) .... action-oriented
   (b) .... analytical
   (c) .... easygoing
   (d) .... carefree

10.
   (a) .... critical of others
   (b) .... overly sensitive
   (c) .... shy
   (d) .... Obnoxious

11.
   (a) .... determined
   (b) .... detail conscious
   (c) .... a good listener
   (d) .... a party person

12.
   (a) .... Demanding
   (b) .... unforgiving
   (c) .... unmotivated
   (d) .... Vain

13.
   (a) .... Responsible
   (b) .... idealistic
   (c) .... considerate
   (d).... happy

14.
   (a) .... impatient
   (b) .... moody
   (c) .... passive
   (d) .... impulsive

15.
   (a) .... strong-willed
   (b) .... respectful
   (c) .... patient
   (d) .... fun-loving

16.
   (a) .... argumentative
   (b) .... unrealistic
   (c) .... directionless
   (d) .... an interrupter

17. (a) …. independent
    (b) …. dependable
    (c) …. even-tempered
    (d) …. trusting

18. (a) …. aggressive
    (b) … frequently depressed
    (c) …. ambivalent
    (d) …. Forgetful

19. (a) …. powerful
    (b) …. deliberate
    (c) …. gentle
    (d) …. optimistic

20. (a) …. Insensitive
    (b) …. judgmental
    (c) …. boring
    (d) …. undisciplined

21. (a) …. logical
    (b) …. emotional
    (c) …. Agreeable
    (d) …. popular

22. (a) …. always right
    (b) … guilt prone
    (c) …. unenthusiastic
    (d) …. uncommitted

23. (a) …. pragmatic
    (b) …. well-behaved
    (c) …. accepting
    (d) …. spontaneous

24. (a) …. merciless
    (b) …. thoughtful
    (c) …. uninvolved
    (d) …. a show-off

25. (a) …. task-oriented
    (b) …. sincere
    (c) …. diplomatic
    (d) …. lively

26. (a) …. tactless
    (b) …. hard to please
    (c) …. lazy
    (d) …. loud

27. (a) …. direct
    (b) …. creative
    (c) …. adaptable
    (d) …. a performer

28. (a) …. calculating
    (b) …. self-righteous
    (c) …. self-deprecating
    (d) …. disorganized

29. (a) …. confident
    (b) …. disciplined
    (c) …. pleasant
    (d) …. charismatic

30. (a) …. Intimidating
    (b) …. careful
    (c) …. unproductive
    (d) …. afraid to face facts

Strengths and limitations Totals

…. Total a's   …. Total b's   …. Total c's   ….Total d's

Enter your totals in the proper spaces. Now let's see if you respond the same to the following situations as you did to groups of descriptive words. Again, pick only one answer, and record your totals for each letter at the end of the section.

Situations

31. If I applied for a job, a prospective employer would most likely hire me because I am:
   a. Driven, direct, and delegating.
   b. Deliberate, accurate, and reliable.
   c. Patient, adaptable, and tactful.
   d. Fun-loving, spirited, and casual.

32. When involved in an intimate relationship, if I feel threatened by my partner, I:
   a. Fight back with facts and anger.
   b. Cry, feel hurt, and plan revenge.
   c. Become quiet, withdrawn, and often hold anger until I blow up over some minor issue later.
   d. Distance myself and avoid further conflict.

33. For me, life is most meaningful when it:
   a. Is task-oriented and productive.
   b. Is filled with people and purpose.
   c. Is free of pressure and stress.
   d. Allows me to be playful, lighthearted, and optimistic.

34. As a child, I was:
   a. Stubborn, bright, and/or aggressive.
   b. Well-behaved, caring, and/or depressed.
   c. Quiet, easygoing, and/or shy.
   d. Too talkative, happy, and/or playful.

35. As an adult, I am:
   a. Opinionated, determined, and/or bossy.
   b. Responsible, honest, and/or unforgiving.
   c. Accepting, contented, and/or unmotivated.
   d. Charismatic, positive, and/or obnoxious

36. As a parent, I am:
   a. Demanding, quick-tempered, and/or uncompromising.
   b. Concerned, sensitive, and/or critical.
   c. Permissive, easily persuaded, and/or often overwhelmed.
   d. Playful, casual, and/or irresponsible.

37. In an argument with a friend, I am most likely to be:
   a. Verbally stubborn about facts.
   b. Concerned about others' feelings and principles.
   c. Silently stubborn, uncomfortable, and/or confused.
   d. Loud, uncomfortable, and/or compromising.

38. If my friend was in trouble, I would be:
     a. Protective, resourceful, and recommend solutions.
     b. Concerned, empathetic, and loyal-regardless of the problem.
     c. Supportive, patient, and a good listener.
     d. Nonjudgmental, optimistic, and downplaying the seriousness of the situation.

39. When making decisions, I am:
     a. Assertive, articulate, and logical.
     b. Deliberate, precise, and cautious.
     c. Indecisive, timid, and reluctant.
     d. Impulsive, uncommitted, and inconsistent.

40. When I fail, I feel:
     a. Silently self-critical, yet verbally stubborn and defensive.
     b. Guilty, self-critical, and vulnerable to depression—I dwell on it.
     c. Unsettled and fearful, but I keep it to myself.
     d. Embarrassed and nervous-seeking to escape the situation.

41. If someone crosses me:
     a. I am angered, and cunningly plan ways to get even quickly.
     b. I feel deeply hurt and find it almost impossible to forgive completely. Generally, getting even is not enough.
     c. I am silently hurt and plan to get even and/or completely avoid the other person.
     d. I want to avoid confrontation, consider the situation not important enough to bother with, and/or seek other friends.

42. Work is:
     a. A most productive way to spend one's time.
     b. A healthy activity, which should be done right if it's to be done at all. Work should be done before one plays.
     c. A positive activity as long as it is something I enjoy and don't feel pressured to accomplish.
     d. A necessary evil, much less inviting than play.

43. In social situations, I am most often:
     a. Feared by others.
     b. Admired by others.
     c. Protected by others.
     d. Envied by others.

44. In a relationship, I am most concerned with being:
     a. Approved of and right.
     b. Understood, appreciated, and intimate.
     c. Respected, tolerant and peaceful.
     d. Praised, having fun, and feeling free.

45. To feel alive and positive, I seek:
    a. Adventure, leadership, and lots of action.
    b. Security, creativity, and purpose.
    c. Acceptance and safety.
    d. Excitement, playful productivity, and the company of others.

Situations Totals

…. Total a's   …. Total b's   …. Total c's   ….Total d's

Now add your totals from numbers 1-30 to those from numbers 31-45 to get grand totals. At this point, the four personality color types are assigned to each of the letters: Red for "a," Blue for "b," White for "c," and Yellow for "d."

Grand Totals

Red (a) ….   Blue (b) ….   White (c) …. Yellow d) ….
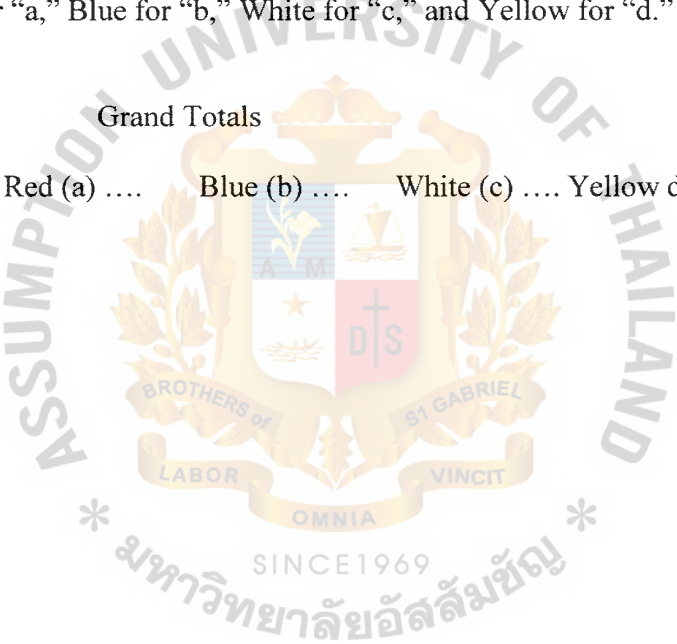
WORK ATTITUDE INVENTORY

The following statements have been developed to measure the work attitude of sisters. Read each statement carefully and put an "X" mark on the right place. This will help the researcher to identify the level of attitude of sisters towards work. Answer the items as honestly as you can, your answers will be treated with utmost confidentiality. Thank you very much for your cooperation.

number	statement	strongly agree	moderately agree	neutral	moderately disagree	strongly disagree
1	I am satisfied with my work.					
2	I have confidence in my ability to do what I decide to do.					
3	I feel ashamed to fail in my apostolate.					
4	I enjoy the challenge of facing and solving problems at work.					
5	I listen to criticism with an openmind and accept it when it is justified.					
6	I have perseverance in my work, when there are complications with the work.					
7	I prefer to do my routine work.					
8	I am willing to do overtime work in my field.					
9	I got enough training and practice for my career.					
10	I am annoyed by some collegues and superiors.					
11	I get upset when faced with conflict in the workplace.					
12	What is good for my pastoral field is good for me.					
13	I feel I am an important member in the working area.					

number	statement	strongly agree	moderately agree	neutral	moderately disagree	strongly disagree
14	I am proud when a group to which I belong is praised.	....	....	....	....	....
15	I really feel committed to my career.	....	....	....	....	....
16	I am good at organizing and motivating groups of people.	....	....	....	....	....
17	I would not hesitate to go out of my way to help someone in trouble.	....	....	....	....	....
18	I enjoy taking leadership of activities.	....	....	....	....	....
19	I know what I want and go after it.	....	....	....	....	....
20	I like to participate in sharing of information and ideas in my field.	....	....	....	....	....
21	I feel enthusiastic about the new projects in my field.	....	....	....	....	....
22	When I encounter a common problem, I focus on what I can do to solve it.	....	....	....	....	....
23	I am fed up with the hectic duty of my work.	....	....	....	....	....
24	I encourage my colleagues to take part in common activities in my field.	....	....	....	....	....
25	At work I tend to be sociable with my colleagues.	....	....	....	....	....
26	In my career, I have my own special timetable.	....	....	....	....	....
27	I would like to go for house visits and prayer services.	....	....	....	....	....
28	This is my duty to learn more about my occupation.	....	....	....	....	....
29	I am never absent in my pastoral field.	....	....	....	....	....
30	I have frequent disagreements with my colleagues.	....	....	....	....	....

number	statement	strongly agree	moderately agree	neutral	moderately disagree	strongly disagree
31	My present work is not suitable for my aptitude.	....	....	....	....	....
32	Sisters have more workload than other people.	....	....	....	....	....
33	Some courses and seminars are unnecessary and time wasting in my working area.	....	....	....	....	....
34	There is no need to receive or accept new fields for the Apostolate.	....	....	....	....	....
35	I think I can start work on a new project in my field without seeking permission from my superior.	....	....	....	....	....
36	I voluntirely chose this Profession.	....	....	....	....	....
37	My job is not an extension of my personal value system.	....	....	....	....	....
38	I have done things on my job against my belief.	....	....	....	....	....
39	Obstacles or problems in my life have resulted in positive changes.	....	....	....	....	....
40	My belief and values never guide my daily activities.	....	....	....	....	....
41	At work, it is more natural for me to please others.	....	....	....	....	....
42	If I have another chance to choose my career, I will choose a different one.	....	....	....	....	....
43	Various activities in my career are boredom for me.	....	....	....	....	....
44	Sisters must restrict themselves from participating in common activities.	....	....	....	....	....
45	My work is low compared with others.	....	....	....	....	....

Appendix   B   The Scheffe Tests

Table 10.1.1 The Scheffe Test for Personality Color and Affective Work Attitude.

Scheffe[a,b]

Color Code	N	Subset for alpha = .05		
		1	2	3
White	29	3.4000		
Yellow – Blue	23	3.4783	3.4783	
Yellow – White	26	3.5000	3.5000	
White – Yellow	41	3.6268	3.6268	3.6268
White – Blue	99	3.6768	3.6768	3.6768
Blue – White	130	3.8063	3.8063	3.8063
Others	63		3.8063	3.8063
Blue – Red	60			4.0267
Red – Blue	29			4.0345
Sig.		.081	.134	.079

Means for groups in homogenous subsets are displayed.
a. Uses Harmonic Mean Sample Size = 39.889
b. The group sizes are unequal. The harmonic mean
of the group sizes is used. Type 1 error levels are
not guaranteed.

Table 10.2.1 The Scheffe Test for Personality Color and Behavioral Work Attitude

Scheffe[a,b]

Color Code	N	Subset for alpha = .05	
		1	2
White	29	3.6881	3.6881
White – Yellow	41	3.8049	3.8049
Yellow – White	26	3.8164	3.8164
White – Blue	99	3.9022	3.9022
Blue – White	130	3.9357	3.9357
Yellow – Blue	23	3.9664	3.9664
Others	63		4.0123
Red – Blue	29		4.0251
Blue – Red	60		4.0841
Sig.		.149	.145

Means for groups in homogeneous subsets are displayed.
a. Uses Harmonic Mean Sample Size = 39.889
b. The group sizes are unequal. The harmonic mean
of the group sizes is used. Type 1 error levels are not
guaranteed.

Table 10.3.1 The Scheffe Test for Personality Color and Cognitive Work Attitude

Scheffe[a,b]

Color Code	N	Subset for alpha = .05
White	29	3.6684
White – Yellow	26	3.7959
Yellow – White	23	3.8562
White – Blue	41	3.8724
Blue – White	99	3.9122
Yellow - Blue	130	3.9538
Others	63	3.9731
Red – Blue	60	4.0141
Blue – Red	29	4.0424
Sig.		.278

Means for groups in homogeneous subsets are displayed.
a. Uses Harmonic Mean Sample Size
b. The group sizes are unequal. The harmonic mea
of the group sizes is used. Type 1 error levels are not
guaranteed.

Table11.1.1 The Scheffe Test for Affective Attitude and Years in Religious Life

Scheffe[a,b]

Year in religious life	N	Subset for alpha =.05		
		1	2	3
31 – 40 years	124	3.5220		
21 – 30 years	127	3.6898	3.6898	
11 – 20 years	134		3.8328	3.8328
41 – 50 years	46			3.9478
1 – 10 years	69			4.0348
Sig.		.282	.452	.121

Means for groups in homogenous subsets are displayed.
a. Uses Harmonic Mean Sample Size = 83.846
b. The group sizes are unequal. The harmonic mean
of the group sizes is used. Type 1 error levels are
not guaranteed.

Table 11.2.1. The Scheffe Test for Behavioral Work Attitude and Years in Religious Life

Scheffe[a,b]

Years in religious life	N	Subset for alpha =.05	
		1	2
31-40 years	124	3.7925	
21-30 years	127	3.9266	3.9266
11-20 years	134	3.9617	3.9617
41-50 years	46		4.0415
1-10 years	69		4.0606
Sig.		.053	.209

Means for groups in homogenous subsets are displayed.
a. Uses Harmonic Mean Sample Size = 83.846
b. The group sizes are unequal. The harmonic mean
of the group sizes is used. Type 1 error levels are
not guaranteed.

Table 11.3.1 Relationship Between Cognitive Work Attitude and Years in Religious Life

Scheffe[a,b]

Year in religious life	N	Subset for alpha =.05		
		1	2	3
31 – 40 years	124	3.6458		
21 – 30 years	127		3.8886	
11 – 20 years	134		3.9548	
41 – 50 years	46		4.0362	4.0362
1 – 10 years	69			4.2542
Sig.		1.000	.456	.094

Means for groups in homogenous subsets are displayed.
a. Uses Harmonic Mean Sample Size = 83.846
b. The group sizes are unequal. The harmonic mean
of the group sizes is used. Type 1 error levels are
not guaranteed.

Table 11.4.1 The Scheffe Test for Attitude and Years in Religious Life

Scheffe[a,b]

Years in religious life	N	Subset for alpha =.05		
		1	2	3
31-40 years	124	3.6901		
21-30 years	127		3.8630	
11-20 years	134		3.9546	3.9546
41-50 years	46		3.9957	3.6657
1-10 years	69			4.1108
Sig.		1.000	.216	.092

Mean for groups in homogeneous subset are displayed.
a. Uses Harmonic Mean Sample Size = 83.846.
b. The group sizes are unequal. The harmonic mean of the group sizes in used. Type I error levels are not guaranteed.

Table12.1.1 The Scheffe Test for Affective Component and Educational Qualification

Scheffe[a,b]

Educational Qualification	N	Subset for Alpha = .05
		1
TTC	88	3.6400
SSLC	98	3.6714
Others	6	3.7500
BA/BSc – BEd	90	3.7700
PDC	61	3.7754
NTTC	64	3.8266
MA/MSc– BEd	29	3.8862
MBBS/RN	64	3.8922
Sig.		.834

Means for groups in homogeneous subsets are displayed.
a. Uses Harmonic Mean Sample Size = 28.422
b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type 1 error levels are not guaranteed.

Table12.2.1 The Scheffe Test for Behavioral Component and Educational Qualification

Scheffe[a,b]

Educational Qualification	N	Subset for alpha = .05
		1
SSLC	98	3.8530
TTC	88	3.8884
NTTC	64	3.9283
PDC	61	3.9396
MBBS/RN	64	3.9545
BA/BSc-BEd	90	3.9889
MA/MSc – BEd	29	4.0580
Others	6	4.1061
Sig.		.449

Means for groups in homogeneous subsets are displayed.
a. Uses Harmonic Mean Sample Size = 28.422
b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type 1 error levels are not guaranteed.

Table 12.3.1 The Scheffe Test for Cognitive Work Attitude and Educational Qualification

Scheffe[a,b]

Educational Qualification	N	Subset for alpha = .05
		1
TTC	88	3.7334
SSLC	98	3.8477
NTTC	64	3.9195
PDC	61	3.9609
BA/BSc-BEd	90	3.9752
Others	6	4.0000
MBBS/RN	64	4.1094
MA/MSc-BEd	29	4.1167
Sig.		.372

Means for groups in homogeneous subsets are displayed.
a. Uses Harmonic Mean Sample Size = 28.422
b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type 1 error levels are not guaranteed.

Table12.4.1The Scheffe Test for Attitude and Educational Qualification

Scheffe[a,b]

Educatoinal Qualification	N	Subset for alpha = .05
		1
TTC	88	3.7886
SSLC	98	3.8111
NTTC	64	3.9031
PDC	61	3.9093
BA/BSc-BEd	90	3.9363
MBBS/RN	64	3.9854
Others	6	3.9963
MA/ MSc-BEd	29	4.0368
Sig.		.517

Means for groups in homogeneous subsets are displayed.
a. Uses Harmonic Mean Sample Size = 28.422
b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type 1 error levels are not guaranteed.

Table13.1.1 The Scheffe Test for Affective Work Attitude and Apostolate

Scheffe[a,b]

Apostolate	N	Subset for alpha = .05	
		1	2
Family Apostolate	43	3.4814	
Clerical Staff	52	3.5654	3.5654
Technical Institute	19	3.6842	3.6842
Teaching	263	3.7864	3.7864
Hostel Apostolate	20	3.8000	3.8000
Medical & Paramedical	103		3.9029
Sig.		.174	.125

Means for groups in homogeneous subsets are displayed.
a. Uses Harmonic Mean Sample Size = 37.824
b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type 1 error levels are not guaranteed.

Table13.2.1 <u>The Scheffe Test for Behavioral Work Attitude and Apostolate</u>

Scheffe[a,b]

Apostolate	N	Subset for alpha = .05
		1
Clerical Staff	52	3.8112
Technical Institute	19	3.8445
Family Apostolate	43	3.8510
Hostel Apostolate	20	3.9205
Teaching	263	3.9545
Medical & Paramedical	103	3.9868
Sig.		.497

Means for groups in homogeneous subsets are displayed.
a. Uses Harmonic Mean Sample Size = 37.824
b. The group sizes are unequal. The harmonic mean
of the group sizes is used. Type 1 error levels are not
guaranteed.

Table13.3.1 <u>The Scheffe Test for Cognitive Work Attitude and Apostolate</u>

Scheffe[a,b]

Apostolate	N	Subset for alpha = .05	
		1	2
Clerical Staff	52	3.6820	
Family Apostolate	43	3.7657	
Hostel Apostolate	20	3.8231	3.8231
Technical Institute	19	3.8300	3.8300
Teaching	263	3.9181	3.9181
Medical & Paramedical	103		4.1665
Sig.		.558	.141

Means for groups in homogeneous subsets are displayed.
a. Uses Harmonic Mean Sample Size = 37.824
b. The group sizes are unequal. The harmonic mean
of the group sizes is used. Type 1 error levels are not
guaranteed.

Table13.4.1 The Scheffe Test for Work Attitude and Apostolate

Scheffe[a,b]

Apostolate	N	Subset for alpha = .05	
		1	2
Clerical Staff	52	3.7192	
Family Apostolate	43	3.7442	3.7442
Technical Institute	19	3.8047	3.8047
Hostel Apostolate	20	3.8656	3.8656
Teaching	263	3.9067	3.9067
Medical & Paramedical	103		4.0201
Sig.		.439	.065

Means for groups in homogeneous subsets are displayed.
a. Uses Harmonic Mean Sample Size = 37.824
 b. The group sizes are unequal. The harmonic mean
of the group sizes is used. Type 1 error levels are not
guaranteed.

Table 14.1.1 The Scheffe Test for Affective Work Attitude and Position.

Scheffe[a,b]

Present Position	N	Subset for alpha = .05	
		1	2
Social Worker &Hostel Staff	57	3.5281	
Retired	50	3.5820	
Officer	42	3.6024	
Head Mistress	43	3.7214	3.7214
Superior	53	3.8132	3.8132
Teacher	160	3.8275	3.8275
Doctor & Nurse	57	3.8667	3.8667
Student	38		4.0132
Sig.		.098	.254

Means for groups in homogeneous subsets are displayed.
a. Uses Harmonic Mean Sample Size = 52.088
b. The group sizes are unequal. The harmonic mean
of the group sizes is used. Type 1 error levels are not
guaranteed.

Table 14.2.1 The Scheffe Test for Behavioral Work Attitude and Position.

Scheffe[a,b]

Present Position	N	Subset for alpha = .05	
		1	2
Officer	42	3.7803	
Retired	50	3.7864	3.7864
Social Worker & Hostel Staff	57	3.8413	3.8413
Superior	53	3.9305	3.9305
Teacher	160	3.9818	3.9818
Student	38	3.9904	3.9904
Doctor	57	3.9944	3.9944
Head mistress	43		4.0497
Sig.		.239	.054

Means for groups in homogeneous subsets are displayed.
a. Uses Harmonic Mean Sample Size = 52.088
b. The group sizes are unequal. The harmonic mean
of the group sizes is used. Type 1 error levels are not
guaranteed.

Table 14.3.1The Scheffe Test for Cognitive Work Attitude and Position.

Scheffe[a,b]

Present Position	N	Subset for alpha = .05		
		1	2	3
Superior	53	3.5922		
Retired	50	3.7308	3.7308	
Officer	42	3.7418	3.7418	
Social Worker & Hostel Staff	57	3.7814	3.7814	
Head Mistress	43	3.9481	3.9481	3.9481
Teacher	160		4.0173	4.0173
Doctor & Nurse	57			4.1970
Student	38			4.2328
Sig.		.070		.299

Means for groups in homogenous subsets are displayed.
a. Uses Harmonic Mean Sample Size = 52.088
b. The group sizes are unequal. The harmonic mean
of the group sizes is used. Type 1 error levels are
not guaranteed.

Table 14.4.1 <u>The Scheffe Test for Work Attitude and Position.</u>

Scheffe[a,b]

Present Position	N	Subset for alpha = .05	
		1	2
Retired	50	3.7249	
Officer	42	3.7296	
Social Worker & Hostel Staff	57	3.7544	
Superior	53	3.8067	3.8067
Head Mistress	43	3.9477	3.9477
Teacher	160	3.9578	3.9578
Doctor & Nurse	57		4.0246
Student	38		4.0655
Sig.		.159	.072

Means for groups in homogeneous subsets are displayed.
a. Uses Harmonic Mean Sample Size = 52.088
b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type 1 error levels are not guaranteed.
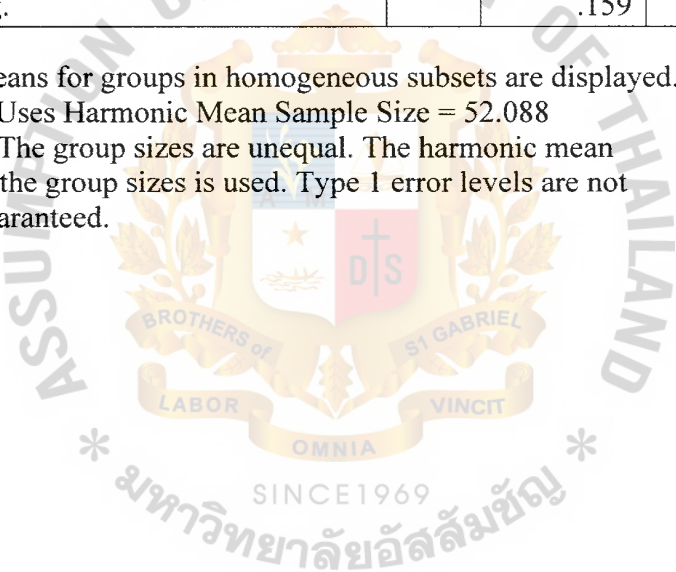
Appendix   C

A Short History of the Visitation Sisters In Kerala, India

Visitation Sisters are also known as SVM sisters. The full name of SVM is The Sisters of the Visitation of the Blessed Virgin Mary (SVM). It is a diocesan religious congregation for women. It took its origin in the Syro-Malabar Church in Kerala, India. It was founded by Bishop Mathew Makil on the 24th of June, 1892. Bishop Charles Lavinge officially recognized and blessed this congregation.

A Brief Historical Sketch

The year 1887 marks a new beginning in the history of the Syro-Malabar Catholics. Having considered their requests, Pope Leo XIII through the Apostolic letter Quod Jam Pridem dated 20 May1887 separated Syro-Malabar Catholics from the Latin Catholics and they were placed under the new Vicariates of Kottayam and Trissur. The new Vicariates were entrusted to two Latin Bishops: Kottayam to Msgr. Charles Lavinge and Trissur to Msgr. Adolf Medlycott (Vellian and Pullappally, 1991, pp. 9-12).

The Vicariate of Kottayam consisted of the Nothtist and the Southists. Msgr. Lavinge, well aware of the existence of these two ethnic groups among the faithful, prudently selected two Vicars general with he consent of the Holy See. Thus by his circular dated 8 September 1889 Msgr. Lavinge appointed Fr. Makil as the Vicar General of the Southist.

Fr. Makil as the Vicar General for the Southists. Fr. Makil was indeed a vessel of election and God wonderfully led him to serve Him and His people in the Church by becoming a prophet of Divine Love. As a man of deep faith he always sought to fulfill the Divine Love. The Lord used him to educate and guide His little flock by appointing him first as Vicar General and then as the first Vicar Apostolica of Changanssery and later that of Kottayam.

Inspiration of the Founder

When he became the Vicar General in 1889, Bishop Makil had many dreams for his people. One of his long cherished vision was to start a women relgious ongregationin the Southist Community. At that time there weren't yet a religious congregation for women in the Southist Communiyt. He believed that the foundation of a religious community could lead the society to growth and development. Hebecame more and more aware of the urgent need of women's education because he thought that the quality of the society depends to a great extent on the education of women. His association with Msgr. Lavinge and his developmental programs gave him more light. His fellow priests supported him and encouraged him to proceed.

In 1890 when the Sacerdotal silver jubilee of Msgr. Lavinge was celebrated in the parish of Kaipuzha, Fr. Makil publicly expressed his great desire. Msgr. Lavinge readily accepted and gave permission. Fr. Makil formulated in the following words his inspiration to start this congregation.

"The first aim in founding this congregation was to facilitate the vocation to religious life for the women of the Southist (Knanaya) Community who feel called to

the consecrated life. The second aim is to give proper Christian and cultural education to the girls" (Constitution, 1904, Chapter 1).

The Foundation and Growth

June 24, 1892, the feast of the Sacred Heart was a great day for the whole Southist community. As on that day, after the celebration of the Holy Mass and an inspirational talk about religious life. Sr. Mary Aley and Sr. Mary Margaret were the pioneers of this congregation. The foundation flourished and developed. On November 21, 1898 Bishop Makil gave more complete rules and constitutions to the sisters based on the constitution of the Order of the Visitation of the Holy Mary in France. In 1904 the founder himself rearranged and reordered this work and presented it to the sisters. It underwent many modifications from time to time. The present one is revised and published in 1998.

The congregation began to grow and spread to the different parts of Kerala, India and abroad under the paternal care and guidance of the bishops. Though the prime apostolate of the congregation is the education of women and children it took up its new fields of apostolate such as health care, social and charitable work in response to the needs of the people as revealed through the church authorities concerned. Thus from the humble beginning at Kaipuzha the congregation has grown into a community of 614 sisters in 88 houses spread out in India and abroad, mostly in the eparchy of Kottayam, witnessing to the love of the Sacred Heart of Jesus.

The Charism of Visitation Sisters

The Charism of the Visitation Congregation is to follow the gentle, humble Jesus and bear witness to His sweet, gentle love through the Christian education of the children and women. 'Live + Jesus' is the motto of Visitation Congregation. The Sacred Heart of Jesus is the source and perfection of the Charism. The Blessed Virgin Mary, Our Lady of the Visitation is their mother and guide. St. Francis de Sales, St. Jane de Chantal and St. Margaret Mary are their heavenly patrons.

The generalate house of the Visitation Congregation is situated at Nattassery, Kottayam, Kerala. The present Superior General of the congregation is Sr. Bibiana SVM.

Source: Santitirham: History of the Visitation Sisters, Kottayam. (1997).