CHAPTER-5
SUMMARY AND CONCLUSIONS

5.1 INTRODUCTION

India is currently engaged in modernising itself and building perhaps the largest and most complex educational system in the world. Behind it lays an ancient but living culture, a tireless quest for knowledge, in all fields of thought and human endeavour and the proved record of industrial and technological achievements of the past five decades. Education is the aggregate of all the process by which a person in the society lives. The social processes are processes by which people are subjected to the influence of a selected and controlled environment of society so that, they may obtain social competence and optimum individual development (Crow & Crow, 1962). Education has been recognized as the most important factor for human development, which contributes to national progress attired to the globalization process.

People enter the teaching profession in search of the satisfaction of their varied needs. Behaviour scientists have categorized the needs of human beings as physiological needs, security/safety needs, social needs, esteem and self actualization in ascending order. A teacher will only be satisfied with his or her job when he perceives that there is little or no difference between what he expects from the job and what actually receives from it (Singh, 1987). Criticism by public, time to time reforms in education and controversy over the direction of education should not create a difficult and unsupportive environment for school teachers. It is important to note that with the use of technology the role of teachers has changed through different phases. There is no area where teacher is left behind. The role of the teacher has developed like flower, adding successive petals in response to new activities, changing curriculum and needs generated from the surrounding environment. There are lots of expectations from teachers in recent years. Public criticism for teachers has grown to a point where many teachers find it very difficult to bear. Teachers feel discouraged by lack of public
understanding and environment in which they work. They also feel overwhelmed by so many initiatives taken for ensuring academic success of every student. In some cases young teachers find it difficult to maintain morale.

The term burnout was used for the first time in the novel ‘A Burnout Case’ (Greene, 1961), according to a New York Times critic (Danis, 1961), the novel concerned a tired and detached architect, who, having lost his motivation to work could “neither suffer nor laugh”. Because symptoms such as inability to laugh or suffer provide no physical signs of injury. The term burnout was first introduced in academic scenario by Freudenberger (1974), who defined it as “to fail, to wear out, or become exhausted by making excess demands on energy, strength or resources”. The consequences of burnout were described in terms of physical outcomes (e.g. frequent headaches, sleepless, gastrointestinal disturbances and shortness of breath) and in behavioural outcomes (e.g. frustration, irritation, difficult to hold in feelings, cynicism). Freudenberger also suggested that it seemed to be those who “work too much, too long and too intensively” and those who had a “need to give” that were prone to burnout. He also pointed out the experience of “less challenges at work” and “monotony of work” as possible risk factors leading to burnout. Maslach (1976) interviewed a wide range of human service workers about the emotional stress of their jobs and discovered that the coping strategies had important implications for people’s professional identity and job behaviour. Leiter & Maslach (1988) also framed model of three dimensions hypothesing a different sequential progression over time in which the occurrence of one dimension precipitates the development of another. According to this model, exhaustion occurs first, leading to development of cynicism, which leads subsequently to inefficacy. Maslach & Leiter (1997) formulated another model in which they focused on the degree of match or mismatch. In this model they studied match or mismatch between person and their job environment. They revealed that more the variation, or mismatch between the person and their job, the more the likelihood of
involvement with work. The new aspect of their approach is that the mismatch focus is on the enduring working relationship people have with their job.

Research on burnout originally focused on people in various occupational groups, including human service workers, teachers, nurses and psychologists. The concept of burnout was popularized with the development of the Maslach Burnout Inventory (Maslach & Jackson, 1981). According to Maslach (1981), three subscales of teacher burnout are:

- **Emotional exhaustion**: It is tired and fatigued feeling that develops as emotional energies are squeezed. When such these feelings become chronic, teachers find themselves very helpless and are not in a position to continue their services to the students as they once could.

- **Depersonalization**: Educators who no longer have positive feelings about their students are experiencing this component of teacher burnout. Educators display indifferent, negative attitudes toward their students by using derogatory labels, exhibiting cold or distant attitudes. They distant students physically (e.g., barricading themselves behind their desks), and in such conditions students face psychological withdrawal.

- **Personal Accomplishment**: This aspect is very crucial for educators. Most educators enter the profession to help students learn and grow. When educators no longer feel that they are contributing to student’s development, they are vulnerable to experiencing profound disappointment. It is difficult for educators to relinquish their dedication to teaching and the job provides few other rewarding areas to which they can focus their accomplishments. Teacher rarely have the option of putting in more time to make more money, and administrative careers are available to relatively few. A crisis in personal accomplishment for an educator may be both severe and enduring.
Several developmental models of burnout have been outlined since then, but according to Schanfeli & Bunk (2003) a comprehensive theoretical framework is still lacking. Burnout is most often conceptualized in the framework of stress research, but several authors have suggested that stress and burnout are two different constructs (Cordes & Dangherty, Pines & Keinan, 2005, Smith 2006). Burnout has also been described from an existential perspective (Pines, 1993, Pines & Keinan, 2005) and according to Pines (1993), one underlying assumption in the existential model of burnout is that only highly motivated individuals can burnout, study by Hallberg, Johansson & Schanfeli (2007), followed this line of research, by examining possible relationship between Type A behaviour, work engagement and burnout. Schanfeli & Bunk (2003) distinguished three overall theoretical approaches to burnout, individual, inte-intrar personal and organizational. Friedman (1996) described burnout on two pathways one as cognitive and another one as unemotional pathway. Farber (2000) proposed typology with three syndromes that are frantic, under challenged and worn-out. Burnout is described as symptom of dominant personality (Peterk, 2010). To summarize, the term burnout refers to an extreme state of psychological strain and depletion of energy resources arising from prolonged exposure to stressors that exceed the person’s resources to cope, particularly stressors associated with human resource professions.

Teaching profession is one of the largest and most visible professions. Teachers are often expected to correct social problems like educate students in academic and skill areas, provide enrichment activities, meet the individual needs of students with a wide range of abilities, and encourage student’s moral and ethical development. The human and financial resources required to meet these diverse expectation have not been forthcoming. Finally teachers have found their credibility eroding with large community. Politicians, corporate executives and educational experts have expounded conflicting answers for correcting the ills of education. Their solutions are often simplistic, neglecting the complex social constraints under which teachers work and often blaming the
teacher for the problem they face. As a result of these pressures many teachers are leaving the profession, suffering the consequences of job-related stress and experiencing burnout. The school is more than a place where knowledge and skills are taught and learned. A teacher is a person engaged in the interactive behaviour with number of students for effective learning. The increasing need for educational reform has driven researchers and educators to determine effective teaching strategies. As teachers and students are unique individuals with varied strengths and weaknesses (Rushton, Morgan & Richard, 2007) so, countries worldwide are in dire need of outstanding educators. Research indicates that teachers in European and Asian countries generally feel more respected and enjoy better compensation than those in America (OECD, 1995). In this regard Ruston, Morgan, & Richard (2007) raised question as to whether European and Asian countries exhibit personality tendencies differing from American teachers. Teacher’s personality has a clear and measurable effect on the progress of pupils academically and socially. Personality factors may be defined as generalized traits of readiness to respond with a marked degree of consistency to a set of situations that are functionally equivalent for the respondent. In the words of Eysenck (1982) there is middle ground between treating all humans as if they were exactly alike, and treating them as if they were all entirely different from each other. This intermediate position is the adoption of some type of typological approach, the delineation of certain important dimension of personality along which individuals can be ranged (extraversion-introversion would be an example of such a dimension). The personality theory developed and modified by Eysenck over the years (1947, 1952, 1955, 1956, 1957, 1960, 1965, 1967, 1970, 1972, 1981 and 1985) after wading through various cross-currents of criticism (Fould, 1961, Hamilton, 1959) posits four independent major dimensions of personality, viz, extraversion/introversion (E/I) neuroticism (N), psychoticism (P). Bernerd (1954) found that personality of teacher has direct and accumulative impact on the lives and learning habits of pupils. This has also been supported by Sorenson
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(1954) in his statement. The pupils look at the teachers many minutes each day. They are affected by his state of clothes, by the expression of his face and by his mannerism, pupils hear for hours each day the voice of their teachers.

The importance of attitude in human life is universally recognized. Our attitudes which determine our favourable or unfavourable reactions to environmental stimuli to which we are exposed. These also determine our social, religious political and cultural institutions in the matrix of which we function and develop our personalities and general outlook of life. Attitudes, in turn, are significantly influenced by the institutional influences to which we are exposed. By knowing the attitudes of a person, we come to know that which in life is significant for him and what not. Since the chief aim of education is the development of human personality, it cannot but essentially concern itself with creation of an environment for the pupil in which the development of wholesome attitude is facilitated and aroused. Attitudes are the product of experience. Hence there is a close connection between education and attitudes. Education has to ensure right and appropriate experiences for pupil so that they are enabled to cultivate personal, social and moral attitudes worthy of a meaningful and dynamic life. Attitude towards teaching is thus an enduring perceptual organization of teacher’s belief and learned tendency to react favourably or unfavourably in different degrees which determine his actual or potential response towards teaching. In order to understand teacher’s attitude towards teaching in its correct perspective it seems pertinent here to ascertain various definitions on teaching and put them into some order. Higget (1950) viewed teaching as an act which in turn is dependent on certain variables such as liking for the understanding of pupils. Knowledge of the subject matter along with planning and its preparation, the environment in which teaching and learning are taking place and certain other attributes of the teacher are very important. The concept of teaching to him is a system of action intended to include or facilitate learning.

In review of studies Birmingham (1985) studied burnout among school teachers in Minnesota. He reported that highest level of emotional exhaustion
was experienced by 34-44 years old teachers. However, Hock (1988) reported that no differences were found in susceptibility to burnout due to demographic variables such as age, grade level, subject taught and years of experience. Basi (1990) found that teachers with service of 0-5 years were the most burned out, while teachers with service from 6-10 years were least burned out. Burnout slightly increased after 10 years of service. Friedman (1991) concluded that levels of teacher burnout rose steadily with years of teaching experience and then declined among the highest years of experience. Raima (1997) concluded that female teachers were found to be more burnout than male teachers in primary schools. More qualified and more experienced teachers were found to be less burnout than their counterparts. Subudhi (1997) found that old teachers experienced more burnout feelings than their younger counterpart. Chaudhary (2001) reported that marital status, educational qualifications, teaching experience and residence of teacher had independent effect on burnout and its various dimensions to varying degree. Sari (2004) found that in terms of gender, males have less emotional exhaustion and personal accomplishment and higher depersonalization than their female counterparts. In relation to their work experiences, more experienced subjects had higher emotional exhaustion and depersonalization than their less experienced colleagues. Tonders & Williams (2009) explored the origins of burnout among secondary educators and found that demographic variables that influence job burnout including age, gender, job tenure and marital status. It was also found that younger employees tend to suffer from burnout compared to their older colleagues. Mukundan & Khanderoo (2009) found that emotional exhaustion of female teachers and depersonalization of male teachers were significantly high and both had significantly high level of personal accomplishment. Luk et al. (2010) studied the relation between demographic variables and burnout among teachers of primary and secondary schools in Macau. The results revealed that Macau school teachers had moderate levels of emotional exhaustion and low levels of depersonalization. Age, marital status and teaching experience significantly
affected burnout levels of teachers. Younger and single teachers had significantly higher emotional exhaustion and depersonalization than older and married teachers. Similarly teachers with less years of experience had significantly higher emotional exhaustion than teachers with more than 20 years of experience. Teoh et.al (2011) studied factors influencing job burnout among human resource employees and analyzed significant differences between marital status, job tenure, and burnout.

Fontana & Abousebie (1993) investigated stress level, gender and personality dimensions in school teachers. Correlational analysis between stress and personality dimensions revealed that stress correlated negatively with extraversion and positively with neuroticism. A multiple regression analysis revealed that extraversion and neuroticism were best predictors of burnout. Schanfeli & Enzmann (1998) found that emotional exhaustion is positively related to neuroticism and depersonalisation is positively related to neuroticism and negatively to Agreeableness & personal accomplishment is significantly related to neuroticism. Wright & Cropanzano (1998) found that employees higher in neuroticism were more emotionally exhausted. Similarly in another finding it was found that employees higher on neuroticism were more depersonalized (Inverson, 1998). Kumari (2000) reported that female teachers high on burnout had scored significantly high on three scales of personality i.e. psychoticism, neuroticism, whereas low on extraversion than the low burnout group. It concluded that female teachers with high burnout had more depletion of emotional resources. They felt empty or worn-out. Their attitude became negative and cynical towards the recipient of their service. They had negative evaluation of their own accomplishment at work. Cano- Garcia et al. (2004) found that teachers with high degree of neuroticism and introversion scored high on burnout. High scores in depersonalization were obtained by teachers with low scores in teachers’ personal agreeableness. D’Aldersando et al. (2006) studied neuroticism as most predictive of one’s level of emotional exhaustion and feelings of lacking personal accomplishment. Fuiks (2008) studied that
emotional exhaustion and depersonalization were negatively related to extraversion, agreeableness and conscientiousness and positively to neuroticism. Personal accomplishment was positively related to extraversion and negatively related to neuroticism. Anvari et al. (2011) indicated that no significant interactional effect of stress with personality dimensions was found in predicting emotional exhaustion and depersonalization dimension. Swietochowski (2011) revealed that burnout syndrome was found to be higher in high school teachers as compared to university teachers. Extraversion was found to be the important determinant of professional burnout.

Batra (2005) conducted a study on secondary school teachers of govt. and private schools of Chandigarh. Burnout was found to be negatively and significantly correlated with attitude towards teaching profession. This implies that teachers having favourable attitude were least burnout and enjoyed their profession. Burnout and experience were found to differ significantly in the studies conducted by Farber (1984), Birmingham (1985), Friedman (1991) and Kosa (1989). Rajnee (2013) also concluded that gender and experience significantly contribute to burnout in teachers. Yavuz (2009) studied burnout levels of teachers working in elementary and secondary educational institutes and their attitudes and beliefs regarding classroom management. It was found that level of depersonalization was higher among male teachers than females. Secondary school teachers showed more interventionist attitudes than elementary school teachers. Ispir et al. (2010) examined teachers’ burnout levels and their attitude towards teaching profession. The study was conducted on 608 teachers from different branches. Results showed that attitudes of teachers were found high and burnout levels were found low.

The teaching profession is one of the most respectable and visionary professions in the world. In spite of significant improvements that have been made in student achievements, society still expects more from its teachers. Since the gap is widening day by day between the expectations of public and teachers ability to deliver that education, in such conditions burnout will continue to be a
concern (Croom, 2003). There is need to ascertain what relationship exists between teacher’s personality and attitude towards teaching and burnout among secondary schools teacher. No study could be traced which might have attempted to unravel relationship of Burnout among secondary school teachers with various dimensions of personality and their attitude towards teaching. Thus, the investigator felt motivated to study burnout among secondary school teachers in relation to Eysenck personality dimensions and attitude towards teaching.

5.2 STATEMENT OF THE PROBLEM

BURNOUT AMONG SECONDARY SCHOOL TEACHERS IN RELATION TO EYSENCK PERSONALITY DIMENSIONS AND ATTITUDE TOWARDS TEACHING

5.3 OBJECTIVES OF THE STUDY

1. To study burnout among secondary school teachers of Punjab.
2. To compare burnout of male and female secondary school teachers of Punjab.
3. To compare burnout of secondary school teachers with various personality dimensions.
4. To compare burnout of less experienced and more experienced secondary school teachers of Punjab.
5. To compare burnout of secondary school teachers with high and low level of attitude towards teaching.

5.4 HYPOTHESES OF THE STUDY

**H1:** There will be no significant difference in emotional exhaustion dimension of burnout between secondary school teachers with high and low on extraversion dimension of personality.

**H2:** There will be no significant difference in depersonalization dimension of burnout between secondary school teachers with high and low on extraversion dimension of personality.
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**H3:** There will be no significant difference in personal accomplishment dimension of burnout between secondary school teachers with high and low on extraversion dimension of personality.

**H4:** There will be no significant difference in emotional exhaustion dimension of burnout between secondary school teachers with high and low on neuroticism dimension of personality.

**H5:** There will be no significant difference in depersonalization dimension of burnout between secondary school teachers with high and low on neuroticism dimension of personality.

**H6:** There will be no significant difference in personal accomplishment dimension of burnout between secondary school teachers with high and low on neuroticism dimension of personality.

**H7:** There will be no significant difference in emotional exhaustion dimension of burnout between secondary school teachers with high and low on psychoticism dimension of personality.

**H8:** There will be no significant difference in depersonalization dimension of burnout between secondary school teachers with high and low on psychoticism dimension of personality.

**H9:** There will be no significant difference in personal accomplishment dimension of burnout between secondary school teachers with high and low on psychoticism dimension of personality.

**H10:** There will be no significant difference in emotional exhaustion dimension of burnout between secondary school teachers with high and low attitude towards teaching.

**H11:** There will be no significant difference in depersonalization dimension of burnout between secondary school teachers with high and low attitude towards teaching.
H12: There will be no significant difference in personal accomplishment dimension of burnout between secondary school teachers with high and low attitude towards teaching.

H13: There will be no significant difference in emotional exhaustion dimension of burnout of male and female secondary school teachers.

H14: There will be no significant difference in depersonalisation dimension of burnout of male and female secondary school teachers.

H15: There will be no significant difference in personal accomplishment dimension of burnout of male and female secondary school teachers.

H16: There will be no significant difference in emotional exhaustion dimension of burnout of secondary school teachers with different years of experience.

H17: There will be no significant difference in depersonalisation dimension of burnout of secondary school teachers with different years of experience.

H18: There will be no significant difference in personal accomplishment dimension of burnout of secondary school teachers with different years of experience.

H19: There will be no interactional effect of gender and different years of experience on emotional exhaustion dimension of burnout of secondary school teachers.

H20: There will be no interactional effect of gender and different years of experience on depersonalisation dimension of burnout of secondary school teachers.

H21: There will be no interactional effect of gender and different years of experience on personal accomplishment dimension of burnout of secondary school teachers.
5.5 DELIMITATIONS OF THE STUDY

1. The study was limited to the schools of four districts of Punjab namely Ropar, Mohali, Patiala and Fatehgarh Sahib. The North West districts of Malwa area was taken because of cultural disparities of other regions.

2. The study was restricted to government schools because differences in organizational climate of private and government schools may affect the variables of the study.

5.6 DESIGN OF THE STUDY

In the present study, the descriptive method of research has been employed. This method was chosen because of the distinctive advantages for the various aspects of burnout, personality and attitude of teachers towards teaching. The independent variables in the study are personality, attitude towards teaching and demographic variables, i.e., gender (male and female) and experience (upto 10 years, 11-20 years and above 20 years). The dependent variable in the present study is burnout among secondary school teachers.

The schematic layout of the design for studying the effect of demographic variables on dimensions of burnout has been given in Figure 5.1.

![Diagram showing the distribution of teachers by gender and experience](image-url)

**Fig 5.1 Sample distribution for the teachers**
5.7 SAMPLE

The primary purpose of any research is to discover principles that have universal application, but sometimes the population is so large that it becomes impossible to take the whole ambit. In this regard sampling plays an important role in the research. The population of this study consisted of all secondary school teachers who were working in government secondary schools of Punjab. The cluster random sampling technique was used for selecting a sample of 700 teachers. There were 23 blocks in the four districts. Out of 23 blocks, 14 blocks were selected randomly as clusters. From each block five schools were selected randomly. A total of 60 schools were selected from all blocks of four districts of east of Punjab namely Ropar, Mohali, Patiala and Fatehgarh Sahib. A list of names and location of schools is given in Appendix-4.

Teachers were randomly selected from a separate list of male and female teachers provided by the principals of the selected schools and from each school 10 to 12 teachers were selected randomly. Equal number of male and female teachers was selected randomly from each school. A total of 700 secondary school teachers were randomly selected from these districts. This sample of 700 teachers is also used for studying dimensions of personality and attitude towards teaching.

5.8 TOOLS USED

In the present study following tools were used to study the variables:

1. Maslach Burnout Inventory (1996) by S.E. Maslach et al. was used for measuring the dimensions of burnout. This tool is used in Indian studies conducted by Mishra (1992); Singh (1996); Chaudharay (2001); Batra (2005); Shweta (2010); Mehta (2012) and Sharma (2010). A copy of inventory is attached in appendices as (Appendix-1).

2. Eysenck Personality Questionnaire-Revised (1985) by Eysenck et al. was used for measuring dimensions of personality. This questionnaire was used in Indian studies conducted by Mohan (2001); Kaur (2002); Shelly

3. Attitude Scale towards Teaching Profession (2001) by Kulsum was used for measuring attitude of teachers towards teaching. This tool was used in Indian studies conducted by Batra (2005); Trivedi (2008) and Bharadwaj (2012). A copy of scale is attached in appendices as (Appendix-3).

5.9 STATISTICAL TECHNIQUES

The following statistical techniques were employed to analyze the data obtained in order to test the hypotheses.

Descriptive analysis technique like mean, standard deviations, skewness and kurtosis were computed to study the general nature of the sample employed. The t-ratios were obtained to study the difference between scores on high burnout and low burnout with respect to dimensions of personality and attitude towards teaching. The 2X3 ANOVA was employed to study the impact of gender and experience on dimensions of burnout. The raw data was statistically treated and processed on SPSS.

5.10 FINDINGS AND CONCLUSIONS

In the view of objectives and hypotheses of the present study, following conclusions were drawn.

1. Teachers high on extraversion were found less emotionally exhausted and depersonalised as compared to teachers low on extraversion. Teachers high on extraversion play important role in school activities by showing positive emotions and maintaining social support network so, were found less emotionally exhausted and depersonalised.

2. Teachers high on extraversion did not differ significantly than teachers low on extraversion on personal accomplishment dimension of burnout.

3. Teachers high on neuroticism were found to be more emotionally exhausted and depersonalised as compared to teachers low on neuroticism.
4. On personal accomplishment dimension of burnout no significant differences were found between teachers high and low on neuroticism.

5. Psychoticism dimension of personality is generally related to teachers, who remain in the world of false perception, impulsive, solitary and aggressive. In the present study teachers with high on psychoticism were found to be more emotionally exhausted and depersonalised as compared to teachers low on psychoticism.

6. No significant differences were found between teachers with high and low psychoticism on personal accomplishment dimension of burnout. Teachers with high and low psychoticism face same type of organizational problems, so they did not differ significantly.

7. Teachers with high and low attitude towards teaching differed significantly on emotional exhaustion and depersonalisation dimensions of burnout. Teachers with high attitude towards teaching handled all day to day problems in constructive manner and so were less emotionally exhausted and depersonalised.

8. On personal accomplishment dimension of burnout, no significant differences were found between teachers with high and low attitude towards teaching.

9. Female teachers were found to be more emotionally exhausted as compared to male teachers. Female teachers share dual responsibilities of family and professional life and are more likely to face problems of fatigue, restlessness and anxiety.

10. The effect of gender on depersonalisation dimension of burnout was not found to be significant.

11. On personal accomplishment dimension of burnout, male and female teachers differed significantly. Male teachers were found to be more personally accomplished as they are more likely to have ample time to shape their teaching in ways that enhance their enjoyment and career prospects.
12. The effect of experience on emotional exhaustion dimension of burnout was studied at three levels and inter-group differences were found. The t-value was found to be significant for emotional exhaustion dimension, when comparison was made between teachers with below 10 years of experience and above 20 years of experience. Since in starting years of job, teacher face challenges at both emotional and organizational level.

13. On depersonalisation dimension of burnout, teachers at different levels of experience differed significantly. Teachers having experience of above 20 years were most depersonalised and those having experience of less than 10 years were least depersonalised.

14. Teachers with different years of experience did not differ significantly on personal accomplishment dimension of burnout.

15. The interactional effect of gender and experience on emotional exhaustion dimension of burnout was found to be significant. Inter-group difference for male and female teachers with different years of experience were found. Female teachers with less than 10 years of experience were most emotionally exhausted as compared to male teachers at all levels of experience. In addition to this, male and female teachers with above 20 years of experience differed significantly on emotional exhaustion dimension of burnout.

16. On emotional exhaustion dimension female teachers with less than 10 years of experience differed significantly as compared to female teachers with experience of 10-20 years and above 20 years. Whereas, male teachers with less than 10 years of experience did not differ significantly with other male teachers having experience of 10-20 years and above 20 years.

17. On depersonalisation dimension of burnout, interactional effect of gender and experience was not found to be significant. Male and female teachers with different years of experience face same kind of disciplinary and classroom management problems so they did not differ significantly.
18. Male and female teachers with different years of experience interact with each other to produce significant variations in personal accomplishment dimension of burnout. Male teachers with more than 20 years of experience were least personally accomplished as compared to female teachers at all levels of experience. In spite of good experience and knowledge, male teachers find their work very monotonous. They also face problems in handling latest technology. Females have motherly bonding with students so, they feel satisfied.

19. On personal accomplishment dimension of burnout male teachers with less than 10 years of experience differed significantly with other male teachers with experience of 10-20 years and above 20 years. In addition to this, female teachers with less than 10 years of experience differed significantly with female teachers above 20 years and 10-20 years of experience.

5.11 EDUCATIONAL IMPLICATIONS

The findings of the present study can be of immense use by educators, planners, thinkers, psychologists and policy makers. The major implications of the study are:

1. Organizations should identify specific stressors within work environment that contribute to burnout. Proper consideration should be given for allocation of duties, funding, facilities and shortage of staff.

2. Programmes concerned with burnout management, coping strategies and development of balanced approach to living should be conducted. Grievance cell should be there to solve the problems of teachers.

3. Professional support networks should be implemented to overcome sense of isolation among teachers. Recreational activities should be there for washing off stress. Teacher club and meetings can help in making them aware of new developments.
4. Workshops should be organized for increasing teachers’ abilities to deal effectively with the demands of educational challenges. In such workshops teachers should be equipped with latest technologies for enhancing their teaching. Electronic material should be provided for elaborative topics.

5. Training must be provided to reduce experience of job burnout by coping mechanism to stay energized, positively engaged with their students. Personality development, Yoga classes after school time can help teachers.

6. Attention should be given to burnout and coping strategies within pre-service education and in-service professional development.

7. Induction programmes should be implemented to help new teachers in dealing with professional and personal problems.

8. Educational policies should be framed in order to reduce burnout among teachers. There should be time to time promotional activities, rewards and recognitions for teachers.

9. Organizations can provide some advance psychology courses or counseling courses or work alternatives, such as job rotation, job enrichment, or continuing education.

5.12 SUGGESTIONS FOR FURTHER STUDY

The present study brings to light several topics on which further research can be directed and are listed below.

1. A same study can be conducted for teachers working in schools of other parts of states as sample and by including secondary schools from urban areas also.

2. Same study can be conducted by including principals of government, government aided and private schools and colleges.

3. Burnout can be compared with other variables like age, nature of job, organisational climate, teacher effectiveness, self concept, stress, self
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confidence, other demographic variables e.g. marital status, social status, economic, educational and employment status.

4. Similar study can be conducted for different types of educational institutions like professional colleges, government colleges, private colleges and government-aided colleges.

5. A similar study can be conducted in other professions like doctors, lawyers, engineers, administrators and other private sector employees. Comparison could also be made between the different professional and different levels in the organizational set up.

6. Different studies can be carried out to review the role of policies of education at both the central and state government levels contributing towards burnout levels of teachers.

7. A study may also be carried out to compare the levels of burnout among care givers working in play way schools and children with special needs.