6.1 INTRODUCTION

Teaching, a profession that creates all other profession, has been regarded the most significant and noblest social service since centuries. A teacher occupies an important place in the educational process. The whole system of education revolves around the teacher. In ancient India, the place of teacher was equal to God. The teacher is also called as the "architect of nation", the “maker of man" and the “maker of history." Therefore, it is apt to say that the teacher is the backbone of the educational system. In the field of education or in a specific teaching-learning situation, teacher is the ultimate agent who dispenses knowledge, frames the time schedule, selects reading materials, plays the role of subject specialist, evaluates learning outcomes & helps pupils to overcome their difficulties and personal problems and thus plays an important role in the success of any educational programme.

An education system has all the elements associated with stress such as- a bureaucratic structure, continuous evaluation of its processes and outcomes, and increasingly intensive interpersonal interactions with students, parents, colleagues, principals and the community etc. Secondary school teachers in comparison to other levels of teachers experience higher level of stress due to demanding situation, while dealing with students. Overcrowded classes, heavy syllabus and inadequate facilities make teachers’ work more complex. Researches suggest that the stress in the teaching profession affects the general health, teaching career, students’ achievement gains and well-being of teachers (Skaalvik and Skaalvik, 2009). Large number of teachers has suffered from depression, stress, emotional exhaustion, which overlap with the established symptoms of burnout. Further, teaching is also being affected by recruitment policy, promotions and placements. In the wake of ever-increasing concern for universal elementary education, teachers’ role is much more under a threatened state. The school teachers are facing new challenges and need to be supported by the educational administrators and the state (Devi 2014). The best teacher is one who possesses good mental health and
who is fully satisfied with his/her occupation. Due to advancement in every field, the life of teachers, too have become more complex and stressful and this contributes to their physical and psychological well being.

The modern world, which is said to be a world of achievement, is also a world of stress. Stress is growing concern in today's society (American Psychological Association, 2007). Teaching is a highly stressful career and teachers are leaving the profession at an alarming rate (Hanushek, 2007; Ingersoll, & Smith, 2003). Stress is a reality of teaching, which can be beneficial or harmful depending on how a person responds. Inability to cope with stress may make the individual unable to maintain the enthusiasm, care and commitment, he initially brought to the job and then the process of burnout begins. Studies done in India report a low to moderate level of burnout among teacher (Mishra, 1997; Sahu & Mishra, 1995). Teachers are the makers of the future citizens of the country and play a great role in meeting the emotional needs of children. To achieve these objectives, a teacher should be mentally and psychologically fit and free from all stresses and strains to teach effectively in the classroom. Good psychological well-being helps the teacher to motivate and inspire the students. Therefore, in all conditions teacher should be more effective, motivated and having healthy well being.

6.2 BURNOUT
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.” In general, burnout is a state of emotional, mental, and physical exhaustion caused by excessive and prolonged stress. It occurs when one feel overwhelmed and unable to meet constant demands. It reduces one’s productivity and saps energy, leaving one feeling increasingly helpless, hopeless, cynical and resentful. Eventually, one may feel that he has nothing more to give. Kahn (1986) has explained burnout as “a syndrome of inappropriate attitudes towards clients and towards self often associated with uncomfortable physical and emotional symptoms as well as with deterioration of performance.” Burnout may be regarded the endpoint of coping un成功fully with chronic stress. As a metaphor, “burnout points the quench of candle or a fire; if fire does not receive adequate resources, it will be quenched after a while,” (Schaufiel et.al. 2009). Hendrix et al. (2000) defined burnout as a reaction to chronic
stress which involves negative interactions between environmental and personal characteristics.

Teachers’ burnout is an ongoing problem in school systems throughout the world. Good (1959) defined teacher burnout as physical, emotional and attitudinal exhaustion that begins with a feeling of uneasiness and mounts as the joy of teaching begins to gradually slip away. An educator who is experiencing burnout has low morale, low self-esteem and is physically exhausted (Roloff and Brown, 2011). They said that burnout is “a type of psychological distress-a chronic negative psychological condition that results as day-to-day work stressors take their toll.” Teacher burnout is a psychological condition that leads to exhaustion, depersonalization and decreased teacher achievement and self-worth (Raines, 2011). However, the most widely accepted and used definition of burnout was made by Maslach (1982) “as the psychological syndrome of emotional exhaustion, depersonalization and reduced personal accomplishment.” Emotional exhaustion is experienced when a teacher feels as all of his “emotional resources are used up”. Depersonalization occurs when one separates himself from colleagues, family and friends. Separation may manifest through a physical isolation or through distancing oneself emotionally. Reduced personal accomplishment is the tendency of the employee to evaluate his/her work negatively, an evaluation that is often accompanied by feelings of insufficiency.

6.3 PSYCHOLOGICAL WELL-BEING

Psychological well-being a new concept of well-being is becoming a growing concern in recent studies of various fields especially in teaching. It focuses on purposeful goals and meaning of life which is an ultimate aim of teaching. Psychological well-being refers to how people evaluate their lives. According to Diener (1997), these evaluations may be in the form of cognitions or in the form of affect. It is very important in teaching profession as it talks about realization of human strengths and potentials which is necessary in innovations and creativity in any profession. It is characterized by coordination of mental processes and functions, a sense of integrity and inner balance. It is a structure that includes the features of the mental state and personality that are relevant to a person’s ability to successfully overcome obstacles in relationships with

Good psychological well-being is essential for teachers because it includes self-growth of teacher, emphasizes on teacher's sense of direction and meaning or purpose of life by achieving teaching goals. It makes teacher confident by autonomous or self determined behavior, helps teachers to gain mastery over all situation in school settings which is a significant aspect of good mental health. It is helpful in making strong bounding between teacher and students. With all these qualities, a teacher can grow and flourish in his/her profession. If a teacher has good psychological well-being, he/she can contribute most creative, innovative and intelligent inputs in classroom for the betterment of students. The teacher with higher well-being and with high hardy personality has a strong sense of life and work commitment, a greater belief of control and more openness to change and jim challenges in life. All intellectual creative, educational, social and cultural advancement are possible if the individual of the nation do possess well-being. Due to many changes in the education system, lives of teachers too have become more complex and stressful (Hasan, 2014; Murnane & Steele, 2007; Ncube & Tshabalala, 2013). The school teachers are under heavy pressure in the wake of universalization of elementary education and implementation of right to education act for the same. The teaching learning process, to provide quality education, is to be taken care of by teachers as all the students are not in poison of same level of learning outcome. Hence, teachers dealing with such groups of student face a high level of stress.
6.4 ORGANIZATIONAL COMMITMENT

Over the past two decades, the concept of organizational commitment has generated great attention. Organizational commitment is defined as “the relative strength of an individual’s identification with and involvement in a particular organization and can be characterized by a strong belief in and acceptance of the organization’s goals and values, willingness to exert considerable effort on behalf of the organization and a strong desire to maintain membership of the organization,” (Mowday, Porter and Steer, 1982). The most commonly used definition of organizational commitment belongs to Allen and Meyer (1990), “a psychological state that binds the individual to the organization.” Organizational commitment in a general sense, is the employee’s psychological attachment to the organization. It is the relative strength of an individual’s identification with and involvement in an organization. It may be defined as a state in which an employee identifies with a particular organization and its goals, and wishes to maintain membership in the organization. Organizational commitment is an attitude or an orientation towards the organization which links or attaches the identification of the person to the organization. It includes three components: (a) belief in the organization’s goals and values, (b) willingness to exert effort on behalf of the organization and (c) desire to remain in the organization (Williams and Hazer, 1986). In other words, it is a powerful tool that may be used as aid to achieve higher level of performance and at the same time to develop and maintain discipline in the organization. The various definitions and measures share a common theme in that organizational commitment is considered to be a bond or linking of the individual to the organization. Pareek (2004) defined “organizational commitment as a person’s feeling with regard to continuing his or her association with the organization, acceptance of the value and goals of the organization and willingness to help the organization achieve such goals and values.” Organizational commitment covers a range of attitudinal and behavioural responses about the organization and is sometimes described simply as loyalty.

6.5 OCCUPATIONAL SELF-EFFICACY

Occupational self-efficacy is the extent to which one judges oneself able to do the tasks inherent in a given career or vocational pursuit. Occupational self-efficacy can be used to assess “self-efficacy over different jobs, organizations, levels etc.” (Schyns & Collani,
Occupational self-efficacy is specific in affecting the belief systems of different areas of occupation to a different extent. As we know, teacher holds the most crucial position in the education system. A teacher is responsible for the destiny of our children. He should possess certain qualities, capacities, competencies, capabilities in order to modify and shape the behaviour of the students in a certain specific direction. He should also have beliefs in his capabilities. This will enhance his efficacy in the classroom situations. In fact, teacher efficacy is the teacher’s belief in his or her capability to organize and execute courses of action required to successfully accomplish a specific teaching task in a particular context. This construct has been defined by various researchers as: “The extent to which the teacher believes he or she has the capacity to affect student performance (Berman et al, 1977).” According to Guskey and Passaro (1994) “Teacher efficacy is the teacher’s belief or conviction that they can influence how well students learn even those who may be difficult or unmotivated.” Teacher efficacy can be described as beliefs about whether teachers can make a difference with students.” (Lin, Gorrell & Taylor, 2002). Teachers’ sense of self-efficacy plays a key role in influencing important academic outcomes. It is related to higher levels of student achievement and motivation, and has been shown to influence teachers’ instructional practices, use of innovative teaching methods, enthusiasm, commitment and teaching behavior. Self-efficacy affects the level of mental stress and pressure and the depression caused from threatening situations. Individuals with high self-efficacy, reduce their mental stress during stressful situations. Though, individuals with low self-efficacy experience a high level of stress in controlling threats and they expand their lack of self-efficacy and they see many environmental aspects as dangerous and threatening, which can lead to mental stress for an individual. Teacher with high sense of efficacy creates mastery experiences for their students whereas teachers with low instructional self efficacy undermine students cognitive development as well as students’ judgment of their own capabilities (Gibson and Dembo, 1984).

### 6.6 PERSONAL STRESS

Personal stress can come from success and achievement as well as personal setbacks and failures. Trauma such as an injury or illness, being assaulted or robbed, or minor
violations of the law, such as a speeding ticket, test your endurance and well-being, creating personal doubts, self-examination, anxiety, depression and illness. Worries about attractiveness, weight, aging, or physical changes as a result of personal injury, illness, or time destroy peace of mind and affect your relationships with yourself and other people. Personal stress is caused by several different factors, can become long-term stress and has been known to lead to serious health problems. Personal stress is that which may be caused by the nature of your work, changes in your life or personal problems. It develops from situations that affect your relationship with yourself. A strong and positive sense of self is a powerful asset in coping with life stress. Events or experiences that shake your self-image impact how well you overcome external challenges in your life. Discomfort with how you see yourself is also a major source of stress point in and of itself. Personal stress is difficult to address with self-help measures. You are so close to the concerns causing your stress, they are hard to see. Often, you are unaware that stress influences how you see yourself and how you feel about what you see. And even when you become aware of personal stress, you are often so enmeshed in its causes, you feel powerless to do anything. Modern age is referred to as “age of anxiety and stress”, (Coleman, 1976). Stress could simply be defined as an unpleasant emotion, which arises when people worry that they could not cope with excessive pressures or other types of demand placed upon them.

6.7 RATIONALE OF THE STUDY

In the field of education or in a specific teaching-learning situation, teacher is the ultimate agent who dispenses knowledge, frames the time schedule, selects reading materials, plays the role of subject specialist, evaluates learning outcomes, helps pupils to overcome their difficulties & personal problems and thus plays an important role in the success of any educational programme. The teacher is the person upon whom all the activities of the school are dependent and the school without teacher is a soulless body. Teachers’ burnout is an ongoing problem in school systems throughout the world. Teaching is a profession where every day radical changes occur in the educational system. These changes are likely to increase rather than reduce the level of burnout among teachers. Well-being is one of the most important goals which individuals as
well as societies strive for. It not only includes physical fitness, but also includes wellness of all the aspects of human life i.e. physical well-being, psychological well-being, spiritual well-being, emotional well-being and social well-being. Psychological well-being focuses on purposeful goals and meaning of life which is an ultimate aim of teaching. Good psychological well-being is essential for teachers because it includes self-growth of teacher, emphasizes on teacher's sense of direction and meaning or purpose of life by achieving teaching goals.

The educational organizations such as schools need committed teachers to achieve their objectives and cannot succeed without their efforts and commitment. The teachers with strong commitment to the school find it easy to be interested in whatever they do and can involve themselves in it whole heartedly. Organizational commitment is critical in retaining and attracting well-qualified teachers. The teachers who are not committed to their workplace are likely to put less effort in the classroom as compared to the teachers with high level of commitment. This would adversely affect student learning and achievement in particular and standard of education in the country in general. The success of education is also based on the self-efficacy of the teacher. His wisdom, knowledge and management of the class will depend upon so many factors. If a teacher has high level of occupational self efficacy i.e. beliefs in one’s capabilities, his effectiveness in the classroom situations will be helpful to produce good learners. The teacher who has positive attitude, confidence and the belief that he can handle all of the classroom challenges makes a huge difference in his effectiveness of teaching. Along with these variables, stress within teaching profession also may not only affect the physical and emotional well-being of a teacher and their families, but it also effects the organization where they are working because it may impair the working relationship with students and colleagues. Personal stress is that which may be caused by the nature of your work, changes in your life or personal problems. Stress affects both the teacher and the learners in the teaching process (Forlin, Douglas & Hattie, 1996).

Various researches like Pooja and Rastogi (2009); Najihah, Mizan, Norsyamina and Jeniıyaty (2010); Shirazi, Beiki, Zamanian and Esapour (2011); Pooja and Upasna
(2012); Ozyer, Eryigit and Erbaharli (2013); Sajid (2014) and Maryam and Samavi (2016), have studied burnout and psychological well-being among teachers in relation to organizational commitment and other variables. Similarly, Friedman and Farber (1992); Friedman (2003); Fernando (2006); David (2007); Skaalvik & Skaalvik (2009); Ahmet, Yunus and Ismail (2014); Hatem (2016); Salimirad and Srimathi (2016); Chan & David (2017) and Chang, Chiu and Liu (2017) studied burnout and psychological well-being among teachers in relation to self-efficacy and other variables. Further, Craddock (1988); John and Kyla (2000); Chaudhary (2001); Wang and Guo (2007); Shukla (2008); Samuel (2010; Tazal (2012); Patel (2013); Vaghela (2014); Mahakud & Bajaj (2014); Kalita (2015) and Ferlis, Tan and Walton (2016) investigated burnout and psychological well-being among teachers with respect to stress and other variables.

The review of literature indicated that a number of investigations have been made to study the burnout and psychological well-being among teachers at different levels of teaching. But the area of teacher's psychological well-being have been almost neglected and thus needs to be explored. Most of the studies related to burnout and psychological well-being among teachers have been conducted in abroad. Further in Indian context, only a few studies have been carried out on occupational self efficacy and organizational commitment whereas not a single study was conducted on burnout and psychological well-being among teachers in relation to personal stress. Thus, the lack of researches in the present area motivated the investigator to take up the present topic and to study the burnout and psychological well being among secondary school teachers in relation to organizational commitment, occupational self efficacy and personal stress.

6.8 STATEMENT OF THE PROBLEM

BURNOUT AND PSYCHOLOGICAL WELL-BEING AMONG SECONDARY SCHOOL TEACHERS IN RELATION TO ORGANIZATIONAL COMMITMENT, OCCUPATIONAL SELF-EFFICACY AND PERSONAL STRESS

6.9 OPERATIONAL DEFINITIONS OF THE KEY TERMS USED

- **Burnout**
  - Burnout is a state of emotional, mental, and physical exhaustion caused by excessive and prolonged stress. In the present study, burnout among teachers is
related to perceived self-efficacy, student’s disruptive behaviour, collegiality and institutional climate.

- **Psychological Well-Being**
  Psychological well-being is the subjective feeling of contentment, happiness, satisfaction with life’s experiences and of one’s role in the word of work, sense of achievement, utility, belongingness, and no distress, dissatisfaction or worry, etc.

- **Organizational commitment**
  In the present study organizational commitment is a psychological state that (a) characterizes the employee’s relationship with the organization, and (b) has implications for the decision to continue membership in the organization.

- **Occupational Self-efficacy**
  Occupational self-efficacy is the extent to which one judges oneself able to do the tasks inherent in a given career or vocational pursuit. In the present study, occupational self-efficacy is the teachers beliefs of personal efficacy which affects their instructional activities and their orientation towards the educational process.

- **Personal Stress**
  Those stresses, which arise from personal events of life, are known as personal stress. There are three major antecedent sources of stressful behavior: stressful events, stress in work place and work stress and families.

- **Secondary School Teachers**
  Secondary school teachers are those teachers who teach from 6th to 10th standard.

### 6.10 VARIABLES INVOLVED

- **Dependent Variables**
  - Burnout
  - Psychological Well-being

- **Independent Variables**
  - Organizational Commitment
  - Occupational Self-efficacy
6.11 OBJECTIVES OF THE STUDY

[A] Objectives related to Burnout among Secondary School Teachers with respect to Organizational commitment, Locality and Gender

1. To study the effect of (a) organizational commitment, (b) locality and (c) gender on burnout among secondary school teachers.
2. To find out the interaction effect of (a) organizational commitment & locality; (b) locality & gender; and (c) organizational commitment & gender; on burnout among secondary school teachers.
3. To find out the interaction effect of organizational commitment, locality and gender on burnout among secondary school teachers.

[B] Objectives related to Burnout among Secondary School Teachers with respect to Occupational self-efficacy, Locality and Gender

4. To study the effect of (a) occupational self-efficacy, (b) locality and (c) gender on burnout among secondary school teachers.
5. To find out the interaction effect of (a) occupational self-efficacy & locality; (b) locality & gender; and (c) occupational self-efficacy & gender; on burnout among secondary school teachers.
6. To find out the interaction effect of occupational self-efficacy, locality and gender on burnout among secondary school teachers.

[C] Objectives related to Burnout among Secondary School Teachers with respect to Personal stress, Locality and Gender

7. To study the effect of (a) personal stress, (b) locality and (c) gender on burnout among secondary school teachers.
8. To find out the interaction effect of (a) personal stress & locality; (b) locality & gender; and (c) personal stress & gender; on burnout among secondary school teachers.
9. To find out the interaction effect of personal stress, locality and gender on burnout among secondary school teachers.

[D] Objectives related to Psychological well-being among Secondary School Teachers with respect to Organizational commitment, Locality and Gender

10. To study the effect of (a) organizational commitment, (b) locality and (c) gender on psychological well-being among secondary school teachers.

11. To find out the interaction effect of (a) organizational commitment & locality; (b) locality & gender; and (c) organizational commitment & gender; on psychological well-being among secondary school teachers.

12. To find out the interaction effect of organizational commitment, locality and gender on psychological well-being among secondary school teachers.

[E] Objectives related to Psychological well-being among Secondary School Teachers with respect to Occupational self-efficacy, Locality and Gender

13. To study the effect of (a) occupational self-efficacy, (b) locality and (c) gender on psychological well-being among secondary school teachers.

14. To find out the interaction effect of (a) occupational self-efficacy & locality; (b) locality & gender; and (c) occupational self-efficacy & gender; on psychological well-being among secondary school teachers.

15. To find out the interaction effect of occupational self-efficacy, locality and gender on psychological well-being among secondary school teachers.

[F] Objectives related to Psychological well-being among Secondary School Teachers with respect to Personal stress, Locality and Gender

16. To study the effect of (a) personal stress, (b) locality and (c) gender on psychological well-being among secondary school teachers.

17. To find out the interaction effect of (a) personal stress & locality; (b) locality & gender; and (c) personal stress & gender; on psychological well-being among secondary school teachers.
18. To find out the interaction effect of personal stress, locality and gender on psychological well-being among secondary school teachers.

[G] To predict the Burnout among Secondary School Teachers on the basis of Organizational Commitment, Occupational Self-Efficacy and Personal Stress.

[H] To Predict The Psychological Well-Being among Secondary School Teachers on the basis of Organizational Commitment, Occupational Self-Efficacy And Personal Stress.

6.12 HYPOTHESES OF THE STUDY

[A] Hypotheses related to Burnout among Secondary School Teachers with respect to Organizational commitment, Locality and Gender

\[ H_{01} \] There exists no significant effect of (a) organizational commitment, (b) locality and (c) gender on burnout among secondary school teachers.

\[ H_{02} \] There exists no significant interaction effect of (a) organizational commitment & locality; (b) locality & gender; and (c) organizational commitment & gender; on burnout among secondary school teachers.

\[ H_{03} \] There exists no significant interaction effect of organizational commitment, locality and gender on burnout among secondary school teachers.

[B] Hypotheses related to Burnout among Secondary School Teachers with respect to Occupational self-efficacy, Locality and Gender

\[ H_{04} \] There exists no significant effect of (a) occupational self-efficacy, (b) locality and (c) gender on burnout among secondary school teachers.

\[ H_{05} \] There exists no significant interaction effect of (a) occupational self-efficacy & locality; (b) locality & gender; and (c) occupational self-efficacy & gender; on burnout among secondary school teachers.

\[ H_{06} \] There exists no significant interaction effect of occupational self-efficacy, locality and gender on burnout among secondary school teachers.

[C] Hypotheses related to Burnout among Secondary School Teachers with respect to Personal stress, Locality and Gender
H07  There exists no significant effect of (a) personal stress, (b) locality and (c) gender on burnout among secondary school teachers.

H08  There exists no significant interaction effect of (a) personal stress & locality; (b) locality & gender; and (c) personal stress & gender; on burnout among secondary school teachers.

H09  There exists no significant interaction effect of personal stress, locality and gender on burnout among secondary school teachers.

[D] Hypotheses related to Psychological well-being among Secondary School Teachers with respect to Organizational commitment, Locality and Gender

H10  There exists no significant effect of (a) organizational commitment, (b) locality and (c) gender on psychological well-being among secondary school teachers.

H11  There exists no significant interaction effect of (a) organizational commitment & locality; (b) locality & gender; and (c) organizational commitment & gender; on psychological well-being among secondary school teachers.

H12  There exists no significant interaction effect of organizational commitment, locality and gender on psychological well-being among secondary school teachers.

[E] Hypotheses related to Psychological well-being among Secondary School Teachers with respect to Occupational self-efficacy, Locality and Gender

H13  There exists no significant effect of (a) occupational self-efficacy, (b) locality and (c) gender on psychological well-being among secondary school teachers.

H14  There exists no significant interaction effect of (a) occupational self-efficacy & locality; (b) locality & gender; and (c) occupational self-efficacy & gender; on psychological well-being among secondary school teachers.

H15  There exists no significant interaction effect of occupational self-efficacy, locality and gender on psychological well-being among secondary school teachers.
Hypotheses related to Psychological well-being among Secondary School Teachers with respect to Personal stress, Locality and Gender

H_{16} There exists no significant effect of (a) personal stress, (b) locality and (c) gender on psychological well-being among secondary school teachers.

H_{17} There exists no significant interaction effect of (a) personal stress & locality; (b) locality & gender; and (c) personal stress & gender; on psychological well-being among secondary school teachers.

H_{18} There exists no significant interaction effect of personal stress, locality and gender on psychological well-being among secondary school teachers.

6.13 DELIMITATIONS OF THE STUDY

Due to paucity of time & resources and to make it more meaningful, the present study is delimited in the following aspects:

1. The study is delimited to private school teachers only.
2. The study is confined to the teachers teaching in schools affiliated to C.B.S.E. only.
3. The study is restricted to only two districts i.e. Hisar and Rohtak of Haryana state.

6.14 DESIGN OF THE STUDY

In the present study, descriptive survey method was used. The study was carried out in four phases which have been discussed below:

The study was dealt in four phases, namely main effect phase, double interaction phase, triple interaction and prediction phase which have been discussed below:

I. Main Effect Phase: In this phase, the main effects of organizational commitment, occupational self-efficacy, personal stress, locality and gender on burnout and psychological well-being among secondary school teachers were studied separately. In this study each of the independent variables (organizational commitment, occupational self-efficacy, personal stress, locality and gender) were varied at two levels as shown below:
II. **Double Interaction Phase:** In this phase, an attempt was made to find out the interaction effect of organizational commitment & locality [AxD]; locality & gender [DxE]; organizational commitment & gender [AxE]; occupational self-efficacy & locality [BxD]; occupational self-efficacy & gender [BxE]; personal stress & locality [CxD]; personal stress & gender [CxE]; on burnout and psychological well-being of secondary school teachers. The subjects were given different naming and groups were formed to find out the interaction effects which are shown below as:
## Interaction effect of Organizational Commitment & Locality (AxD) on Burnout and Psychological Well-being among Secondary School Teachers

| A₁D₁ | High Organizational Commitment + Rural Teachers |
| A₂D₁ | Low Organizational Commitment + Rural Teachers |
| A₁D₂ | High Organizational Commitment + Urban Teachers |
| A₂D₂ | Low Organizational Commitment + Urban Teachers |

## Interaction effect of Locality & Gender (DxE) on Burnout and Psychological Well-being among Secondary School Teachers

| D₁E₁ | Rural Teachers + Male Teachers |
| D₂E₁ | Urban Teachers + Male Teachers |
| D₁E₂ | Rural Teachers + Female Teachers |
| D₂E₂ | Urban Teachers + Female Teachers |

## Interaction effect of Organizational Commitment & Gender (AxE) on Burnout and Psychological Well-being among Secondary School Teachers

| A₁E₁ | High Organizational Commitment + Male Teachers |
| A₂E₁ | Low Organizational Commitment + Male Teachers |
| A₁E₂ | High Organizational Commitment + Female Teachers |
| A₂E₂ | Low Organizational Commitment + Female Teachers |

## Interaction effect of Occupational Self-efficacy & Locality (BxD) on Burnout and Psychological Well-being among Secondary School Teachers

| B₁D₁ | High Occupational Self-efficacy + Rural Teachers |
| B₂D₁ | Low Occupational Self-efficacy + Rural Teachers |
| B₁D₂ | High Occupational Self-efficacy + Urban Teachers |
| B₂D₂ | Low Occupational Self-efficacy + Urban Teachers |

## Interaction effect of Occupational Self-efficacy & Gender (BxE) on Burnout and Psychological Well-being among Secondary School Teachers

| B₁E₁ | High Occupational Self-efficacy + Male Teachers |
| B₂E₁ | Low Occupational Self-efficacy + Male Teachers |
| B₁E₂ | High Occupational Self-efficacy + Female Teachers |
| B₂E₂ | Low Occupational Self-efficacy + Female Teachers |

## Interaction effect of Personal Stress & Locality (CxD) on Burnout and Psychological Well-being among Secondary School Teachers
III. **Triple Interaction Phase**: A combined interaction effect of all the independent variables i.e. organizational commitment, occupational self-efficacy, personal stress, locality and gender on burnout and psychological well-being among secondary school teachers was also studied. The subjects were given different naming and groups were formed to find out the interaction effects which are also being represented diagrammatically in the Fig. 3.3(i), 3.3(ii) and 3.3(iii).
### Interaction effect of Occupational Self-efficacy, Locality and Gender (BxDxE) on Burnout and Psychological Well-being among Secondary School Teachers

| B1D1E1 | High Occupational Self-efficacy + Rural Teachers + Male Teachers |
| B1D1E2 | High Occupational Self-efficacy + Rural Teachers + Female Teachers |
| B1D2E1 | High Occupational Self-efficacy + Urban Teachers + Male Teachers |
| B1D2E2 | High Occupational Self-efficacy + Urban Teachers + Female Teachers |
| B2D1E1 | Low Occupational Self-efficacy + Rural Teachers + Male Teachers |
| B2D1E2 | Low Occupational Self-efficacy + Rural Teachers + Female Teachers |
| B2D2E1 | Low Occupational Self-efficacy + Urban Teachers + Male Teachers |
| B2D2E2 | Low Occupational Self-efficacy + Urban Teachers + Female Teachers |

### Interaction effect of Personal Stress, Locality and Gender (CxDxE) on Burnout and Psychological Well-being among Secondary School Teachers

| C1D1E1 | High Personal Stress + Rural Teachers + Male Teachers |
| C1D1E2 | High Personal Stress + Rural Teachers + Female Teachers |
| C1D2E1 | High Personal Stress + Urban Teachers + Male Teachers |
| C1D2E2 | High Personal Stress + Urban Teachers + Female Teachers |
| C2D1E1 | Low Personal Stress + Rural Teachers + Male Teachers |
| C2D1E2 | Low Personal Stress + Rural Teachers + Female Teachers |
| C2D2E1 | Low Personal Stress + Urban Teachers + Male Teachers |
| C2D2E2 | Low Personal Stress + Urban Teachers + Female Teachers |

### IV. Prediction Phase

In this phase, prediction of burnout and psychological well-being among secondary school teachers was made on the basis of organizational commitment, occupational self-efficacy and personal stress.

#### 6.15 POPULATION

“A population is any group of individuals that have one or more characteristics in common that are of the interest to the investigator. It may be all the individuals of a particular type or a restricted part of that group”, (Best, 1977). The teachers teaching in private secondary schools affiliated to Central Board of Secondary Education (CBSE) constituted the target population for the present study.
6.16 SAMPLE
Measuring the entire population becomes impracticable for the investigator. Therefore, a sample from the concerned population may be drawn for the purpose of data collection. In the present study, multi-stage random sampling technique was used to select a sample of 400 secondary school teachers from the target population. Haryana is divided into four divisions i.e. Ambala, Gurugram, Hisar and Rohtak for administrative purpose. In order to keep the study manageable and to select a sample that is true representative of the target population, firstly two divisions i.e. Rohtak and Hisar having districts (Rohtak, Jhajjar, Sonepat, Panipat and Jind) and (Bhiwani, Fatehabad, Hisar, Jind, Sirsa and Charkhi Dadri) respectively were selected randomly. Thereafter, two districts namely Rohtak from Rohtak division and Hisar from Hisar division were selected randomly. Further, the list of all the private secondary schools affiliated to CBSE, located in Rohtak and Hisar districts was procured which is available online. After that, 35 schools (18 schools from rural areas + 17 schools from urban areas) were selected randomly. Lastly, 9-14 teachers teaching in secondary schools were also selected randomly. In this way, 400 secondary school teachers constituted the final sample for the present study. School wise distribution of the sample has been shown in the table 6.1.

Table – 6.1

School wise Distribution of the Sample

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of the School</th>
<th>Locality</th>
<th>Male</th>
<th>Female</th>
<th>Total Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>DAV Centenary Public School, Hansi, Hisar</td>
<td>Urban</td>
<td>4</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>2.</td>
<td>Delhi Public School, Near Pushpa Complex, Hisar</td>
<td>Urban</td>
<td>6</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td>3.</td>
<td>H.R. Hindu High School, Rampura Mohalla, Hisar</td>
<td>Urban</td>
<td>6</td>
<td>7</td>
<td>13</td>
</tr>
<tr>
<td>4.</td>
<td>Ideal Senior Secondary School, Thandi Sarak, Hisar</td>
<td>Urban</td>
<td>4</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>5.</td>
<td>Ishwar Devi DAV Public School, Model Town, Hisar</td>
<td>Urban</td>
<td>5</td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>School Name</td>
<td>Location</td>
<td>Year 1</td>
<td>Year 2</td>
<td>Year 3</td>
</tr>
<tr>
<td>---</td>
<td>----------------------------------------------------------------------------</td>
<td>----------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td>6</td>
<td>K.L. Arya DAV Public School, Hisar</td>
<td>Urban</td>
<td>6</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>7</td>
<td>Jindal Modern School, Delhi Road, Hisar</td>
<td>Urban</td>
<td>7</td>
<td>6</td>
<td>13</td>
</tr>
<tr>
<td>8</td>
<td>New Yashoda Public School, Urban Estate, No. 2, Hisar</td>
<td>Urban</td>
<td>5</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>9</td>
<td>Sunrise Modern School, V.P.O. Sarsod, Tehsil Barwala, Hisar</td>
<td>Rural</td>
<td>8</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>10</td>
<td>Vidya Bharti Public School, Rajgarh Road, V.P.O. Gangwa, Hisar</td>
<td>Rural</td>
<td>6</td>
<td>7</td>
<td>13</td>
</tr>
<tr>
<td>11</td>
<td>Adarsh Senior Secondary School, V.P.O. Fansi, Hisar</td>
<td>Rural</td>
<td>6</td>
<td>8</td>
<td>14</td>
</tr>
<tr>
<td>12</td>
<td>C.R. Public School, Rajgarh Road, V.P.O. Gangwa, Hisar</td>
<td>Rural</td>
<td>5</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>13</td>
<td>Canal Valley Public School, V.P.O., Vill. Bhiwani Rohila, P.O. Sarsana, Hisar</td>
<td>Rural</td>
<td>6</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>14</td>
<td>R.D.M. Saraswati Public School, Uklana Mandi, Hisar</td>
<td>Rural</td>
<td>5</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>15</td>
<td>Vishvas Adhyatmik Senior Secondary School, V.P.O. Khandu Kheri, Hisar</td>
<td>Rural</td>
<td>5</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>16</td>
<td>Maharishi Vidya Mandir, Gangwana, Hisar</td>
<td>Rural</td>
<td>8</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td>17</td>
<td>Cambridge Public School, Village Bhiwani Rohila, P.O. Sarsana, Dist. Hisar</td>
<td>Rural</td>
<td>6</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>18</td>
<td>M.D.N. Public School, Northern Bye Pass, (Near New Bus Stand), Rohtak</td>
<td>Urban</td>
<td>5</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>19</td>
<td>Pathania Public School, Rohtak</td>
<td>Urban</td>
<td>5</td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>20</td>
<td>S.R.S. Public School, Rohtak</td>
<td>Urban</td>
<td>7</td>
<td>6</td>
<td>13</td>
</tr>
<tr>
<td>21</td>
<td>Shiksha Bharti Vidyalaya, Rohtak</td>
<td>Urban</td>
<td>5</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>22</td>
<td>DAV Centenary Public School, Rohtak</td>
<td>Urban</td>
<td>5</td>
<td>5</td>
<td>10</td>
</tr>
</tbody>
</table>
The sample was further classified on the basis of organizational commitment, locality and gender. As per the requirement of the study the investigator considered top 27% teachers who scored 122 & above on organizational commitment scale as teachers with high organizational commitment and bottom 27% teachers who scored 114 & below as teachers with low organizational commitment. Hence, the investigator obtained 108 teachers with high organizational commitment and 116 teachers with low organizational commitment. In the present study 176 teachers with average organizational commitment were not considered. Distribution of the cells for analysis of interaction effect of organizational commitment, locality and gender on burnout and psychological well-being has also been presented in Fig. 6.1.
The sample was then classified on the basis of occupational self-efficacy, locality and gender. As per the norms given in manual those teachers who scored 83 & above on occupational self-efficacy scale were categorized as teachers with high occupational self-efficacy and those teachers who scored 64 & below were treated as teachers with low occupational self-efficacy. Thus, the investigator obtained 111 teachers with high occupational self-efficacy and 116 teachers with low occupational self-efficacy. In the present study 173 teachers with average occupational self-efficacy were not entertained. Distribution of the cells for analysis of interaction effect of occupational self-efficacy, locality and gender on burnout and psychological well-being has also been presented in Fig. 6.2.
Lastly, the sample was classified on the basis of personal stress, locality and gender. As per the norms given in manual those teachers who scored 80 & above on personal source stress inventory were categorized as teachers with high personal stress and those teachers who scored 30 & below were treated as teachers with low personal stress. Therefore, the investigator obtained 115 teachers with high personal stress and 99 teachers with low personal stress. In the present study 186 teachers with average personal stress were not considered. Distribution of the cells for analysis of interaction effect of personal stress, locality and gender on burnout and psychological well-being has also been presented in Fig. 6.3.
6.17 TOOLS USED

Keeping in view the requirement of the present study, the tools mentioned below were found to be appropriate and used for the collection of data.

C) SELF-DEVELOPED TOOL

V. Teachers’ Burnout Scale (TBS) by Gupta and Rani.

D) STANDARDIZED TOOLS

I. Psychological Well-Being Scale (PWBS) by Sisodia and Choudhary (2012).
II. Organizational Commitment Scale (OCS) by Hyde and Roy (2006).
III. Occupational Self-Efficacy Scale (OSES) by Pethe, Chaudhari and Dhar (1999).
IV. Personal Stress Source Inventory (PSSI) by Singh, Singh and Singh (2011).
6.18 PROCEDURE OF DATA COLLECTION

Data collection is essentially an important part of the research process so that the inferences, hypotheses or generalizations tentatively held may be identified as valid, verified as correct or rejected as untenable. Collection of factual information of data requires adoption of a systematic procedure, because as per Whitney (1964) “Data are the things we think with. They are the raw material of reflection until by comparison, combination and evaluation they are stepped up to higher levels of generalization, where again they serve as basic material for further and higher thinking.” It also requires collection of relevant data which are adequate in quality and quantity and as reliable and valid as possible.

In the beginning, all the 400 secondary school teachers teaching in private schools affiliated to CBSE, selected for the present study were asked to fill the columns of the personal data sheet prepared by the investigator. After getting consent and approval from the principals, the investigator contacted with teachers & explained them the purpose of the investigation and requested for their cooperation in this research work. After establishing rapport with the teachers, all the tools were administered one by one to the subjects. The instructions given in each tool were explained to the subjects in a specified manner. It was emphasized that each and every item had to be answered as there was no right and wrong answer. So, the group should give their frank opinion. Though there was no time limit for the test but the respondents were instructed to complete the test within an hour. After the administration of tools, the next step was scoring the answer sheets. Scoring of the answer sheets was done strictly according to the instructions given in the concerned manual.

6.19 STATISTICAL TECHNIQUES USED

Statistical techniques are employed on the raw scores to make it meaningful and to test the significance of the scores. Without use of statistical techniques raw scores do not have their own meaning and relevance. In order to study the main and interaction effect of organizational commitment, occupational self-efficacy, personal stress, locality and gender on burnout and psychological well-being among secondary school teachers Three-Way Analysis of Variance (ANOVA) with 2x2x2 Factorial Design was
computed using SPSS version 20. Wherever F-value is found significant then t-test was applied for further investigation. To test the assumption of homogeneity of variance before applying Analysis of Variance (ANOVA), the Leven’s Test of Homogeneity was used. Multiple regression was used to predict the dependent variables i.e. burnout and psychological well-being on the basis of independent variables i.e. organizational commitment, occupational self-efficacy and personal stress. On the basis of these tools, procedures and statistical techniques employed, the analysis of data, interpretation and discussion of results have been presented in the forthcoming chapter.

6.20 MAJOR FINDINGS OF THE STUDY

On the basis of the analysis and interpretations of the data in the previous chapter the following findings have been drawn out:

I. FINDINGS RELATED TO EFFECT OF ORGANIZATIONAL COMMITMENT, LOCALITY AND GENDER ON BURNOUT AMONG SECONDARY SCHOOL TEACHERS

A. Main Effects of Organizational Commitment, Locality & Gender on Burnout among Secondary School Teachers

- A significant effect of organizational commitment was found on burnout among secondary school teachers. On the basis of mean scores, it was concluded that teachers with high organizational commitment had high level of burnout as compared to teachers with low organizational commitment.

- It was found that locality had a significant effect on burnout among secondary school teachers. In terms of mean scores, it was found that teachers from rural areas experienced high level of burnout than teachers form urban areas.

- It was revealed that gender had no significant effect on burnout among secondary school teachers. It was concluded from the mean scores that male teachers had high level of burnout as compared to female teachers.

B. Double Interaction Effects of Organizational Commitment, Locality & Gender on Burnout among Secondary School Teachers

Organizational Commitment x Locality

There was found a significant interaction effect of organizational commitment and locality on burnout among secondary school teachers. The result of t-test further revealed that:
It was found that rural teachers with high organizational commitment and rural teachers with low organizational commitment were not found to be significant leading to the conclusion that teachers of these groups do not differ significantly with respect to burnout.

On comparison of mean scores, it was inferred that urban teachers with high organizational commitment have high level of burnout than urban teachers with low organizational commitment.

Rural teachers with high organizational commitment had significantly higher level of burnout as compared to urban teachers with low organizational commitment.

Urban teachers with high organizational commitment and rural teachers with low organizational commitment did not differ significantly with respect to their burnout.

No significant difference was found between rural teachers with high organizational commitment and urban teachers with high organizational commitment with respect to burnout.

It was revealed that rural teachers with low organizational commitment experienced high level of burnout than urban teachers with low organizational commitment.

Locality x Gender

No significant interaction effect of locality and gender was found on burnout among secondary school teachers.

Organizational Commitment x Gender

A significant interaction effect of organizational commitment and gender was found on burnout among secondary school teachers. The results of further investigation illustrated that:

No significant difference was found between male teachers with high organizational commitment and female teachers with low organizational commitment with respect to burnout.
It was revealed that female teachers with high organizational commitment had significantly high level of burnout as compared to female teachers with low organizational commitment.

From comparison of mean scores, it was indicated that male teachers with high organizational commitment possessed significantly high level of burnout as compared to female teachers with low organizational commitment.

No significant difference was found between female teachers with high organizational commitment and male teachers with low organizational commitment with respect to burnout.

It was observed that male teachers with high organizational commitment experienced significantly low level of burnout than female teachers with high organizational commitment.

The mean scores showed that male teachers with low organizational commitment experienced significantly high level of burnout than female teachers with low organizational commitment.

C. Triple Interaction Effect of Organizational Commitment, Locality and Gender on Burnout among Secondary School Teachers

No significant interaction effect of organizational commitment, locality and gender was found on burnout among secondary school teachers that led to the inference that teachers of these groups did not differ significantly with respect to their level of burnout.

II. FINDINGS RELATED TO EFFECT OF OCCUPATIONAL SELF-EFFICACY, LOCALITY AND GENDER ON BURNOUT AMONG SECONDARY SCHOOL TEACHERS

A. Main Effects of Occupational Self-efficacy, Locality and Gender on Burnout among Secondary School Teachers

It was found that occupational self-efficacy had a significant effect on burnout among secondary school teachers. In the context of mean scores, it was observed that teachers having high occupational self-efficacy had high level of burnout than teachers having low occupational self-efficacy.

No significant effect of locality was found on burnout among secondary school teachers. In terms of mean scores, it was found that teachers belonging rural areas slightly differ from teachers belonging to urban areas.
A significant effect of gender was found on burnout among secondary school teachers. It was found from the mean scores that male teachers had low level of burnout as compared to female teachers.

B. Double Interaction Effects of Occupational Self-efficacy, Locality and Gender on Burnout among Secondary School Teachers

Occupational Self-efficacy x Locality
There was found a significant interaction effect of occupational self-efficacy and locality on burnout among teachers. Further on applying t-test, it was found that:

- It was found that the level of burnout among rural teachers with high occupational self-efficacy is higher than rural teachers with low self-efficacy.
- It can be concluded that urban teachers with high occupational self-efficacy had high level of burnout as compared to urban teachers with low self-efficacy.
- The level of burnout among rural teachers with high occupational self-efficacy was found higher than urban teachers with low self-efficacy.
- Urban teachers with high occupational self-efficacy experienced high level of burnout as compared to rural teachers with low occupational self-efficacy.
- It was revealed that rural teachers with high occupational self-efficacy and urban teachers with high occupational self-efficacy did not differ significantly.
- No significant difference was reported between rural teachers with low occupational self-efficacy and urban teachers with low occupational self-efficacy.

Locality x Gender
No interaction effect of locality and gender was found on burnout among secondary school teachers.

Occupational Self-efficacy x Gender
A significant interaction effect of occupational self-efficacy and gender was found on burnout among teachers. The results of further investigations showed that:

- Male teachers with high occupational self-efficacy had high level of burnout in comparison to male teachers with low occupational self-efficacy.
No significant difference was found between female teachers with high occupational self-efficacy and female teachers with low occupational self-efficacy.

It was found that the level of burnout among male teachers with high occupational self-efficacy was higher than female teachers with low occupational self-efficacy.

Female teachers with high occupational self-efficacy experienced high level of burnout as compared to male teachers with low occupational self-efficacy.

Male teachers with high occupational self-efficacy and female teachers with high occupational self-efficacy did not differ significantly in relation to their level of burnout.

It was indicated that male teachers with low occupational self-efficacy possess low level of burnout than female teachers with low occupational self-efficacy.

C. Triple Interaction effect of Occupational Self-efficacy, Locality and Gender on Burnout among Secondary School Teachers

It was inferred that there was no significant interaction effect of occupational self-efficacy, locality and gender on burnout among secondary school teachers.

III. FINDINGS RELATED TO EFFECT OF PERSONAL STRESS, LOCALITY AND GENDER ON BURNOUT AMONG SECONDARY SCHOOL TEACHERS

A. Main Effects of Personal Stress, Locality and Gender on Burnout among Secondary School Teachers

A significant effect of personal stress was found on burnout among secondary school teachers. From the comparison of mean scores it was revealed that teachers having high personal stress possessed low level of burnout as compared to teachers having low personal stress.

Locality had no significant effect on burnout among secondary school teachers. It was concluded form the mean scores that teachers belonging to rural areas experienced high level of burnout than teachers belonging to urban areas.

It was found that the gender had a significant effect on burnout among secondary school teachers. In terms of mean scores it was reported that male teachers had high level of burnout than female teachers.
B. Double Interaction effects of Personal Stress, Locality and Gender on Burnout among Secondary School Teachers

Personal Stress x Locality

No significant interaction effect was found between personal stress and locality on burnout among secondary school teachers.

Locality x Gender

There was found a significant interaction effect of locality and gender (DxE) on burnout among secondary school teachers. The results of t-test further revealed that:

- Rural male teachers and urban male teachers did not differ significantly with respect to burnout.
- It was found that the level of burnout among rural female teachers was higher than urban female teachers.
- A significant difference was found between rural male teachers and urban female teachers. It can be concluded that rural male teachers had high level of burnout than urban female teachers.
- It was revealed that rural female teachers and urban male teachers did not differ significantly with respect to their level of burnout.
- No significant difference was found between rural male teachers and rural female teachers with respect to burnout.
- It was revealed that urban male teachers had higher level of burnout as compared to urban female teachers.

Personal Stress x Gender

A significant interaction effect of personal stress and gender was found on burnout among secondary school teachers. The following conclusions were drawn further using t-test:

- Male teachers with high personal stress and male teachers with low personal stress did not differ significantly with respect to burnout.
- It was inferred that female teachers with low personal stress had higher level of burnout as compared to female teachers with high personal stress.
- No significant difference was found between male teachers with high personal stress and female teachers with low personal stress.
Female teachers with high personal stress had low level of burnout than male teachers with low personal stress.

It was found that male teachers with high personal stress had higher level of burnout as compare to female teachers with high personal stress.

No significant difference was found between male teachers with low personal stress and female teachers with low personal stress with respect to burnout.

C. Triple Interaction effect of Personal Stress, Locality and Gender on Burnout among Secondary School Teachers

There was found a significant interaction effect of personal stress, locality and gender on burnout among secondary school teachers. The following conclusions were drawn further using t-test:

- No significant difference was found between rural male teachers with high personal stress and rural female teachers with high personal stress in relation to burnout.
- It was found that urban male teachers with low personal stress and urban female teachers with low personal stress did not differ significantly with respect to burnout.
- Rural male teachers with high personal stress had higher level of burnout than urban female teachers with high personal stress.
- It was inferred that rural female teachers with high personal stress had higher level of burnout as compared to urban female teachers with high personal stress.
- No significant difference was found between urban male teachers with high personal stress and rural female teachers with low personal stress in relation to their level of burnout.
- It was reported that urban female teachers with high personal stress possessed low level of burnout than urban female teachers with low personal stress.
- Rural male teachers with high personal stress and urban female teachers with low personal stress did not differ significantly with respect to burnout.
- No significant difference was reported between rural female teachers with high personal stress and urban male teachers with high personal stress in relation to burnout.
It was indicated that rural male teachers with low personal stress and urban male teachers with low personal stress did not differ significantly with respect to their burnout level.

No significant difference was found between rural male teachers with high personal stress and rural male teachers with low personal stress in relation to their level of burnout.

It was concluded that rural female teachers with high personal stress experienced less burnout as compared to rural female teachers with low personal stress.

Urban female teachers with high personal stress had less burnout in comparison with urban male teachers with low personal stress.

No significant difference was reported between rural female teachers with high personal stress and urban female teachers with low personal stress in relation to burnout.

It was observed that the level of burnout among urban male teachers with high personal stress was higher as compared to urban female teachers with high personal stress.

Rural male teachers with high personal stress and rural female teachers with low personal stress did not differ significantly in relation to burnout.

It was concluded that urban male teachers with high personal stress and urban male teachers with low personal stress did not differ significantly with respect to burnout.

No significant difference was found between rural female teachers with high personal stress and rural male teachers with low personal stress in relation to their level of burnout.

Urban male teachers with high personal stress and urban female teachers with low personal stress did not differ significantly with respect to burnout.

It was indicated that the urban female teachers with high personal stress experienced less burnout as compared to rural male teachers with low personal stress.
No significant difference was found between rural male teachers with high personal stress and urban male teachers with low personal stress with respect to burnout.

No significant difference was observed between urban male teachers with high personal stress and rural male teachers with low personal stress in relation to their burnout level.

A significant difference was found between urban female teachers with high personal stress and rural female teachers with low personal stress. It was observed that the level of burnout among urban female teachers with high personal stress was lower than rural female teachers with low personal stress.

Rural male teachers with low personal stress and rural female teachers with low personal stress did not differ significantly with respect to their level of burnout.

No significant difference was found between rural female teachers with high personal stress and urban male teachers with low personal stress in relation to burnout.

It was revealed that rural male teachers with low personal stress and urban female teachers with low personal stress did not differ significantly with respect to burnout.

It was concluded that rural female teachers with low personal stress had higher level of burnout than urban male teachers with low personal stress.

It was inferred that rural female teachers with low personal stress had higher level of burnout as compared to urban female teachers with low personal stress.

Rural male teachers with high personal stress and urban male teachers with high personal stress did not differ significantly in relation to their burnout level.

IV. FINDINGS RELATED TO EFFECT OF ORGANIZATIONAL COMMITMENT, LOCALITY AND GENDER ON PSYCHOLOGICAL WELL-BEING AMONG SECONDARY SCHOOL TEACHERS

A. Main Effects of Organizational Commitment, Locality and Gender on Psychological Well-being among Secondary School Teachers

Organizational commitment had a significant effect on psychological well-being among secondary school teachers. From the comparison of mean scores, it was concluded that teachers with high organizational commitment had low
level of psychological well-being as compared to teachers with low organizational commitment.

- No significant effect of locality was found on psychological well-being among secondary school teachers. It was concluded from the mean scores that teachers belonging to rural areas had slightly low level of psychological well-being than their counterparts.

- A significant effect of gender was found on psychological well-being among teachers. In the context of mean scores it was reported that male teacher had high level of psychological well-being than their female counterparts.

**B. Double Interaction effect of Organizational Commitment, Locality and Gender on Psychological Well-being among Secondary School Teachers**

**Organizational Commitment x Locality**

No significant interaction effect of organizational commitment and locality was found on psychological well-being among secondary school teachers.

**Locality x Gender**

Locality and gender had no significant interaction effect on psychological well-being among secondary school teachers.

**Organizational Commitment x Gender**

It was found that organizational commitment and gender had a significant effect on psychological well-being among secondary school teachers. The results of t-test further revealed that:

- Male teachers with high organizational commitment and female teachers with low organizational commitment did not differ significantly in relation to psychological well-being.

- It was found that female teachers with high organizational commitment had low level of psychological well-being as compared to female teachers with low organizational commitment.

- No significant difference was reported between male teachers with high organizational commitment and female teachers with low organizational commitment in relation to psychological well-being.
It was revealed that female teachers with high organizational commitment had higher level of psychological well-being as compared to male teachers with low organizational commitment.

From the comparison of mean scores, it was found that male teachers with high organizational commitment had low level of psychological well-being than female teachers with high organizational commitment.

Male teachers with low organizational commitment and female teachers with low organizational commitment did not differ significantly with respect to psychological well-being.

C. Triple Interaction effect of Organizational Commitment, Locality and Gender on Psychological Well-being among Secondary School Teachers

A significant interaction effect of organizational commitment, locality and gender was found on psychological well-being among teachers. Further on applying t-test, it was found that:

- It was found that rural male teachers with high organizational commitment and rural female teachers with high organizational commitment did not differ significantly with respect to psychological well-being.

- No significant difference was found between urban male teachers with low organizational commitment and urban female teachers with low organizational commitment in relation to psychological well-being.

- It was concluded that rural male teachers with high organizational commitment had higher level of psychological well-being than urban female teachers with high organizational commitment.

- Rural male teachers with high organizational commitment and urban female teachers with high organizational commitment did not differ significantly with respect to psychological well-being.

- No significant difference was reported between urban male teachers with high organizational commitment and rural female teachers with low organizational commitment in relation to psychological well-being.
It was inferred that the psychological well-being of urban female teachers with high organizational commitment was lower than urban female teachers with low organizational commitment.

It was concluded that rural male teachers with high organizational commitment and urban female teachers with low organizational commitment did not differ significantly with respect to psychological well-being.

From the comparison of mean scores, it was revealed that rural female teachers with high organizational commitment had low level of psychological well-being than urban male teachers with high organizational commitment.

No significant difference was found between rural male teachers with low organizational commitment and urban male teachers with low organizational commitment in relation to psychological well-being.

Rural male teachers with high organizational commitment and rural male teachers with low organizational commitment did not differ significantly with respect to psychological well-being.

It was revealed that rural female teachers with high organizational commitment and rural female teachers with low organizational commitment did not differ significantly with respect to psychological well-being.

No significant difference was observed between urban female teachers with high organizational commitment and urban male teachers with low organizational commitment in relation to psychological well-being.

From the comparison of mean scores, it was showed that rural female teachers with high organizational commitment possessed low level of psychological well-being as compared to urban female teachers with low organizational commitment.

It was found that the psychological well-being of urban male teachers with high organizational commitment was higher than urban female teachers with high organizational commitment.

Rural male teachers with high organizational commitment and rural female teachers with low organizational commitment did not differ significantly with respect to psychological well-being.
No significant difference was found between urban male teachers with high organizational commitment and urban male teachers with low organizational commitment in relation to psychological well-being.

Rural female teachers with high organizational commitment possessed low level of psychological well-being as compared to rural male teachers with low organizational commitment.

It was revealed that urban male teachers with high organizational commitment and urban female teachers with low organizational commitment did not differ significantly with respect to psychological well-being.

It was indicated that the level of psychological well-being among urban female teachers with high organizational commitment was lower than rural male teachers with low organizational commitment.

Rural male teachers with high organizational commitment and urban male teachers with low organizational commitment did not differ significantly with respect to psychological well-being.

No significant difference was found between urban male teachers with high organizational commitment and rural male teachers with low organizational commitment in relation to psychological well-being.

A significant difference was observed between urban female teachers with high organizational commitment and rural female teachers with low organizational commitment. It was concluded that urban female teachers with high organizational commitment had low level of psychological well-being as compared to rural female teachers with low organizational commitment.

No significant difference was found between rural male teachers with low organizational commitment and rural female teachers with low organizational commitment in relation to psychological well-being.

It was revealed that rural male teachers with low organizational commitment and urban male teachers with low organizational commitment did not differ significantly with respect to psychological well-being.
Rural male teachers with low organizational commitment and urban female teachers with low organizational commitment did not differ significantly with respect to psychological well-being.

No significant difference was observed between rural female teachers with low organizational commitment and urban male teachers with low organizational commitment in relation to psychological well-being.

Rural female teachers with low organizational commitment and urban female teachers with low organizational commitment did not differ significantly with each other in relation to psychological well-being.

No significant difference was found between rural male teachers with high organizational commitment and urban male teachers with high organizational commitment with respect to psychological well-being.

V. FINDINGS RELATED TO EFFECT OF OCCUPATIONAL SELF-EFFICACY, LOCALITY AND GENDER ON PSYCHOLOGICAL WELL-BEING AMONG SECONDARY SCHOOL TEACHERS

A. Main Effects of Occupational Self-efficacy, Locality and Gender on Psychological Well-being among Secondary School Teachers

Occupational self-efficacy had a significant effect on psychological well-being among secondary school teachers. From the comparison of mean scores, it was found that teachers with high occupational self-efficacy experienced high level of psychological well-being as compared to teachers with low occupational self-efficacy.

A significant effect of locality was found on psychological well-being among secondary school teachers. It was concluded from the mean scores that teachers belonging to rural areas possessed low level of psychological well-being than teachers belonging to urban areas.

Gender had no significant effect on psychological well-being among secondary school teachers. In terms of mean scores, it was found that the psychological well-being of female teacher was slightly higher than male teacher.
B. Double Interaction Effect of Occupational Self-efficacy, Locality and Gender on Psychological Well-being among Secondary School Teachers

**Occupational Self-efficacy x Locality**
No significant interaction effect of occupational self-efficacy and locality was found on psychological well-being among secondary school teachers.

**Locality x Gender**
There was found a significant interaction effect of locality and gender on psychological well-being among secondary school teachers. The results of further investigation showed that:
- It was found that rural male teachers possessed low level of psychological well-being as compared to urban male teachers.
- No significant difference was found between rural female teachers and urban female teachers with respect to psychological well-being.
- Rural male teachers and urban female teachers did not differ significantly with respect to psychological well-being.
- It was inferred that the psychological well-being of rural female teachers was lower than urban male teachers.
- Rural male teachers and rural female teachers did not differ significantly with respect to psychological well-being.
- From the comparison of mean scores, it was inferred that urban male teachers had higher level of psychological well-being as compared to urban female teachers.

**Occupational Self-efficacy x Gender**
There found a significant interaction effect of occupational self-efficacy and gender on psychological well-being among teachers. The following conclusions were drawn further using t-test:
- It was concluded that male teachers with high occupational self-efficacy had high psychological well-being than male teachers with low occupational self-efficacy.
No significant difference was reported between female teachers with high occupational self-efficacy and female teachers with low occupational self-efficacy in relation to psychological well-being.

It was revealed that the psychological well-being of male teachers with high occupational self-efficacy was higher than female teachers with low occupational self-efficacy.

Female teachers with high occupational self-efficacy and male teachers with low occupational self-efficacy did not differ significantly with respect to psychological well-being.

It was concluded that male teachers with high occupational self-efficacy had higher level of psychological well-being as compared to female teachers with high occupational self-efficacy.

Male teachers with low occupational self-efficacy possessed higher level of psychological well-being than female teachers with low occupational self-efficacy.

C. Triple Interaction effect of Occupational Self-efficacy, Locality and Gender on Psychological Well-being among Secondary School Teachers

There was found a significant interaction effect of occupational self-efficacy, locality and gender on psychological well-being among teachers. Further on applying t-test, it was found that:

No significant difference was found between rural male teachers with high occupational self-efficacy and rural female teachers with high occupational self-efficacy in relation to psychological well-being.

Urban male teachers with low occupational self-efficacy and urban female teachers with low occupational self-efficacy did not differ significantly with respect to psychological well-being.

It was found that rural male teachers with high occupational self-efficacy and urban female teachers with high occupational self-efficacy did not differ significantly with each other in relation to psychological well-being.

Rural female teachers with high occupational self-efficacy and urban female teachers with high occupational self-efficacy did not differ significantly with respect to psychological well-being.
From the comparison of mean scores, it was observed that urban male teachers with high occupational self-efficacy had higher level of psychological well-being as compared to rural female teachers with low occupational self-efficacy.

No significant difference was revealed between urban female teachers with high occupational self-efficacy and urban female teachers with low occupational self-efficacy in relation to psychological well-being.

Rural male teachers with high occupational self-efficacy and urban female teachers with low occupational self-efficacy did not differ significantly with respect to psychological well-being.

A significant difference was found between rural female teachers with high occupational self-efficacy and urban male teachers with high occupational self-efficacy. It was inferred that rural female teachers with high occupational self-efficacy possessed lower level of psychological well-being than urban male teachers with high occupational self-efficacy.

Rural male teachers with low occupational self-efficacy and urban male teachers with low occupational self-efficacy did not differ significantly with respect to psychological well-being.

A significant difference was found in the psychological well-being of rural male teachers with high occupational self-efficacy and rural male teachers with low occupational self-efficacy indicating that rural male teachers with high occupational self-efficacy had higher level of psychological well-being than rural male teachers with low occupational self-efficacy.

No significant difference was found in psychological well-being of rural male teachers with low occupational self-efficacy and rural female teachers with low occupational self-efficacy.

Urban male teachers with low occupational self-efficacy did not differ significantly from urban female teachers with high occupational self-efficacy in relation to psychological well-being.

It was indicated that rural female teachers with high occupational self-efficacy and urban female teachers with low occupational self-efficacy did not differ significantly with each other in relation to psychological well-being.
It was concluded that urban male teachers with high occupational self-efficacy had significantly higher level of psychological well-being than urban female teachers with high occupational self-efficacy.

No significant difference was reported between rural male teachers with high occupational self-efficacy and rural female teachers with low occupational self-efficacy with respect to psychological well-being.

Urban male teachers with high occupational self-efficacy possessed higher level of psychological well-being than urban male teachers with low occupational self-efficacy.

It was found that rural female teachers with high occupational self-efficacy had significantly higher level of psychological well-being as compared to rural male teachers with low occupational self-efficacy.

From the comparison of mean scores, it was indicated that the level of psychological well-being among urban male teachers with high occupational self-efficacy was significantly higher than urban female teachers with low occupational self-efficacy.

No significant difference was found in the psychological well-being between urban female teachers with high occupational self-efficacy and rural male teachers with low occupational self-efficacy.

Rural male teachers with high occupational self-efficacy and urban male teachers with low occupational self-efficacy did not differ significantly with respect to psychological well-being.

It was concluded that urban male teachers with high occupational self-efficacy possessed significantly higher level of psychological well-being as compared to rural male teachers with low occupational self-efficacy.

Urban female teachers with high occupational self-efficacy did not differ significantly from rural female teachers with low occupational self-efficacy in relation to psychological well-being.

It was found that rural male teachers with low occupational self-efficacy and rural female teachers with low occupational self-efficacy did not differ significantly with respect to psychological well-being.
No significant difference was found in the psychological well-being among rural male teachers with low occupational self-efficacy and urban male teachers with low occupational self-efficacy in relation to psychological well-being.

From the comparison of mean scores, it was concluded that rural male teachers with low occupational self-efficacy had significantly lower level of psychological well-being than urban female teachers with low occupational self-efficacy.

Rural female teachers with low occupational self-efficacy did not differ significantly from urban male teachers with low occupational self-efficacy in relation to psychological well-being.

It was found that rural female teachers with low occupational self-efficacy and urban female teachers with low occupational self-efficacy did not differ significantly with respect to psychological well-being.

It was inferred that the psychological well-being of rural male teachers with high occupational self-efficacy was significantly lower than urban male teachers with high occupational self-efficacy.

VI. FINDINGS RELATED TO EFFECT OF PERSONAL STRESS, LOCALITY AND GENDER ON PSYCHOLOGICAL WELL-BEING AMONG SECONDARY SCHOOL TEACHERS

C. Main Effects of Personal Stress, Locality and Gender on Psychological Well-being among Secondary School Teachers

Personal stress had a significant effect on psychological well-being among secondary school teachers. From the comparison of mean scores, it was found that teachers having high personal stress had low level of psychological well-being than teachers having low personal stress.

It was concluded that locality had no significant effect on psychological well-being among secondary school teachers. In the context of mean scores, it can be concluded that teachers belonging to rural areas had low level of psychological well-being than teachers belonging to urban areas.

It was found that gender had no significant effect on psychological well-being among secondary school teachers. It can be inferred from the mean scores that the psychological well-being of male teachers was higher than female teachers.
B. Double Interaction effects of Personal Stress, Locality and Gender on Psychological Well-being among Secondary School Teachers

Personal Stress x Locality

Personal stress and locality had a significant interaction effect on psychological well-being among secondary school teachers. The results of t-test further revealed that:

- It was found that the level of psychological well-being among rural teachers having low personal stress was significantly higher than rural teachers having low personal stress.
- Urban teachers having high personal stress and urban teachers having low personal stress did not differ significantly with respect to their psychological well-being.
- From the comparison of mean scores, it was concluded that urban teachers having low personal stress had significantly higher level of psychological well-being as compared to rural teachers having high personal stress.
- It was concluded that rural teachers with low personal stress had significantly higher level of psychological well-being as compared to urban teachers with high personal stress.
- No significant difference was found between rural teachers having high personal stress and urban teachers with high personal stress in relation to their psychological well-being.
- Rural teachers having low personal stress did not differ significantly from urban teachers having low personal stress with respect to their psychological well-being.

Locality x Gender

There was found no interaction effect of locality and gender on psychological well-being among secondary school teachers.

Personal Stress x Gender

No significant interaction effect of personal stress and gender was found on psychological well-being among teachers leading to the inference that personal stress and gender did not interact significantly with each other.
C. Triple Interaction effect of Personal Stress, Locality and Gender on Psychological Well-being among Secondary School Teachers

A significant interaction effect of personal stress, locality and gender was reported on psychological well-being among secondary school teachers. The results for further investigation showed that:

- Rural male teachers with high personal stress did not differ significantly from rural female teachers with high personal stress with respect to psychological well-being.
- No significant difference was found in the psychological well-being among urban male teachers with low personal stress and urban female teachers with low personal stress.
- Rural male teachers with high personal stress and urban female teachers with high personal stress did not differ significantly with each other in relation to psychological well-being.
- From the comparison of mean scores, it was observed that urban female teachers with high personal stress had significantly higher level of psychological well being than rural female teachers with high personal stress.
- It was concluded that urban male teachers with high personal stress possessed significantly lower level of psychological well-being as compared to rural female teachers with low personal stress.
- It was found that urban female teachers with high personal stress and urban female teachers with low personal stress did not differ significantly with respect to their psychological well-being.
- No significant difference was revealed in the psychological well-being between rural male teachers with high personal stress and urban female teachers with low personal stress.
- Rural female teachers with high personal stress did not differ significantly from urban male teachers with high personal stress in relation to psychological well-being.
- It was indicated that rural male teachers with low personal stress and urban male teachers with low personal stress did not differ significantly with respect to their psychological well-being.
There found a significant difference in the psychological well-being among rural male teachers with high personal stress and rural male teachers with low personal stress and further revealed that rural male teachers with low personal stress possessed higher level of psychological well-being in comparison with rural male teachers with high personal stress.

The mean scores showed that the psychological well-being of rural female teachers with low personal stress was significantly higher than rural female teachers with high personal stress.

No significant difference was found between urban female teachers with high personal stress and urban male teachers with low personal stress in relation to psychological well-being.

Rural female teachers with high personal stress did not differ significantly from urban female teachers with low personal stress with respect to psychological well-being.

It was found that urban male teachers with high personal stress and urban female teachers with high personal stress did not differ significantly with respect to psychological well-being.

From the comparison of mean scores, it was inferred that rural female teachers with low personal stress had significantly higher level of psychological well-being as compared to rural male teachers with high personal stress.

No significant difference was observed in the psychological well-being among urban male teachers with high personal stress and urban male teachers with low personal stress.

A significant difference was found in the psychological well-being of rural female teachers with high personal stress and rural male teachers with low personal stress indicating that the psychological well-being of rural male teachers with low personal stress was higher than rural female teachers with high personal stress.

Urban male teachers with high personal stress did not differ significantly from urban female teachers with low personal stress in relation to psychological well-being.
It was found that urban female teachers with high personal stress and rural male teachers with low personal stress did not differ significantly with respect to their psychological well-being.

No significant difference was reported in the psychological well-being of rural male teachers with high personal stress and urban male teachers with low personal stress.

The mean scores indicated that the psychological well-being of rural male teachers with low personal stress was significantly higher than urban male teachers with high personal stress.

It was found that urban female teachers with high personal stress did not differ significantly from rural female teachers with low personal stress with respect to psychological well-being.

Rural male teachers with low personal stress and rural female teachers with low personal stress did not differ significantly with each other in relation to psychological well-being.

Urban male teachers with low personal stress had higher level of psychological well-being as compared to rural female teachers with high personal stress.

No significant difference was reported between rural male teachers with low personal stress and urban female teachers with low personal stress in relation to psychological well-being.

It was found that rural female teachers with low personal stress did not differ significantly from urban male teachers with low personal stress with respect to psychological well-being.

Rural female teachers with low personal stress and urban female teachers with low personal stress did not differ significantly with respect to their psychological well-being.

No significant difference was found in the psychological well-being of rural male teachers with high personal stress and urban male teachers with high personal stress.
VII FINDING RELATED TO PREDICTION OF BURNOUT AMONG SECONDARY SCHOOL TEACHERS ON THE BASIS OF THEIR ORGANIZATIONAL COMMITMENT, OCCUPATIONAL SELF-EFFICACY AND PERSONAL STRESS

- It was found that all the variables organizational commitment, occupational self-efficacy and personal stress were significantly contributing towards prediction of burnout among teachers. It was also concluded that the variable personal stress was the strongest predictor of burnout in comparison to organizational commitment and occupational self-efficacy.

VIII FINDING RELATED TO PREDICTION OF PSYCHOLOGICAL WELL-BEING AMONG SECONDARY SCHOOL TEACHERS ON THE BASIS OF THEIR ORGANIZATIONAL COMMITMENT, OCCUPATIONAL SELF-EFFICACY AND PERSONAL STRESS

- It was found that all the variables organizational commitment, personal stress and occupational self-efficacy were the significant predictors of psychological well-being among teachers. It was also found that organizational commitment (OC) was the strongest predictor of psychological well-being in comparison to occupational self-efficacy and personal stress.

5.21 CONCLUSION

Writing conclusion is an essential part of a good research because it helps to compile the study in a single thread for understanding the results easily. The present research was conducted to investigate the main and interaction effects of organizational commitment, occupational self-efficacy, personal stress, locality and gender on burnout and psychological well-being among secondary school teachers. At the very onset, the main effects of organizational commitment, locality and gender on burnout among teachers were examined. It was found that organizational commitment and locality had a significant effect; but gender had no significant effect on burnout among secondary school teachers. The double interaction effects of organizational commitment & locality; organizational commitment & gender; on burnout among teachers were found to be significant whereas the double interaction effect of locality & gender was not found significant. Furthermore, the triple interaction effect of organizational
commitment, locality and gender was not found to be significant on burnout among secondary school teachers.

On exploring the main effects of occupational self-efficacy, locality and gender on burnout among teachers it was found that occupational self-efficacy and gender had a significant effect on burnout among teachers whereas gender had no significant effect on burnout among teachers. In the context of double interaction effects, it was revealed that there was no significant interaction effect of locality & gender on burnout among secondary school teachers. However, it was inferred that occupational self-efficacy & locality; occupational self-efficacy & gender; had a significant effect on burnout among teachers. The triple interaction effect of occupational self-efficacy, locality and gender on burnout among teachers was not found to be significant.

In the third section main effects of personal stress, locality and gender on burnout among secondary school teachers were studied. The findings of the study revealed that personal stress and gender had a significant effect whereas locality had no significant effect on burnout among teachers. The double interaction effects of personal stress & gender; locality and gender; on burnout among teachers were found to be significant leading to the inference that these variables interact significantly with each other in relation to burnout among teachers. On exploring the double interaction effect of personal stress & locality on burnout among teachers, it was found insignificant. The study also concluded that there was found a significant triple interaction effect of all the variables namely personal stress, locality and gender on burnout among secondary school teachers.

Further exploration revealed that the main effects of organizational commitment and gender were found to be significant but locality had no significant effect on psychological well-being among teachers. Double interaction effects of organizational commitment & locality; locality and gender; were found insignificant on psychological well-being among teachers. It was also revealed that the double interaction effect of organizational commitment and gender had a significant effect on psychological well-being among secondary school teachers. The triple interaction effect of organizational commitment, locality and gender was found to be significant on psychological well-being among secondary school teachers.
The main and interaction effects of occupational self-efficacy, locality and gender on burnout among teachers were examined in the fifth section. The findings revealed significant main effects of occupational self-efficacy and locality on psychological well-being among teachers. It was further indicated that gender had no significant effect on psychological well-being among teachers. The double interaction effect of occupational self-efficacy & locality was not found to be significant on psychological well-being among teachers. However, the double interaction effect of locality & gender; occupational self-efficacy and gender; were found to be significant. Similarly, the triple interaction effect of occupational self-efficacy, locality and gender on psychological well-being among teachers was found to be significant.

The sixth section focused on the effects of personal stress, locality and gender on the psychological well-being among secondary school teachers. The findings revealed significant main effect of personal stress on psychological well-being among teachers whereas locality and gender had no significant effect on psychological well-being among secondary school teachers. The double interaction effect of personal stress and locality was found to be significant. Further, the double interaction effect of locality and gender; personal stress and gender; were not found to be significant. Triple interaction effect of personal stress, locality and gender on psychological well-being among teachers was also reported to be significant.

Lastly, in the prediction phase, all the predictor variables i.e. organizational commitment, occupational self-efficacy and personal stress were significantly contributing towards the criterion variables i.e. burnout and psychological well-being of secondary school teachers. In case of burnout, the variable, personal stress was found to be the strongest predictor than organizational commitment and occupational self-efficacy. But in the context of psychological well-being, the variable, organizational commitment was found to be the strongest predictor in comparison to occupational self-efficacy and personal stress.

6.22 EDUCATIONAL IMPLICATIONS

Any research work can be considered effective only when the fund of knowledge generated through it can be applied to improve the existing practices of education. The
present study is important for educational thinkers, psychologists, principals, administrators, policy-makers and others who are concerned with the sphere of education. In the present study, a significant effect of organizational commitment was found on burnout among secondary school teachers. On the basis of mean scores, it was concluded that teachers with high organizational commitment had high level of burnout as compared to teachers with low organizational commitment. The reason is that teachers with high organizational commitment are more involved in their work to create a heightened sense of pride and ownership from working in that organization. Therefore, it is essential for the organizations to improve commitment because of its relationship to productivity. Since teachers are a valuable resource to educational institutes, management must invest significant resources in the assessment of their working environment, both mental and physical, to maximize the quality of service delivery. It was found that locality has a significant effect on burnout among secondary school teachers. In terms of mean scores it was found that teachers from rural areas experience high level of burnout than teachers from urban areas. To prevent the teachers from burnout it is suggested that many programmes and workshops should be organised in various teacher training institutes to reduce this burnout syndrome among teacher. The findings of the present study suggested that the employers and administrators of private schools in rural areas should supervise in such a way to keep the level of burnout in teacher at a minimum, so that maximum productivity and effectiveness can be obtained from the teachers. It was revealed that gender had no significant effect on burnout among secondary school teachers. It was concluded from the mean scores that male teachers had high level of burnout as compared to female teachers. The fact is that stress is the basic reason for the burnout among teachers. The factors responsible for burnout among male teachers are: role of community, culture, reaction to irresponsibility from the part of students, lack of administrative support, teachers with chronic diseases, with disturbed personal life, complex teaching strategies, inability to cope with stress, lack of professional competence etc. To solve this problem counseling services must be provided to male teachers to decrease the level of burnout. Orientation courses for the new teachers and refresher courses for the more experienced teachers should be recommended as essential for the promotion of teacher’s effectiveness.
It was found that occupational self-efficacy had a significant effect on burnout among secondary school teachers. In the context of mean scores, it was observed that teachers having higher occupational self-efficacy had high level of burnout than teachers having low occupational self-efficacy. It may be due to the fact that, teachers with strong self-efficacy beliefs seem to be stronger enough to face factors that lead to burnout and they are ready to implement new educational practices. This problem may be resolved by giving them courage and reward for their knowledge, efficiency and skills. Educational journals and books should be provided for the teachers which may widen their knowledge about burnout and increase their self-efficacy to cope with burnout. A significant effect of personal stress was found on burnout among secondary school teachers. From the comparison of mean scores it was revealed that teachers having high personal stress possessed low level of burnout as compared to teachers having low personal stress. The reason behind this may be that a teacher does not involve his/her personal conflicts, events etc. in professional life as there is a difference between personal stress and occupational stress. For this purpose management should spend a considerable amount of time in order to deal with issues related to stress management.

It was revealed that organizational commitment had a significant effect on psychological well-being among secondary school teachers. From the comparison of mean scores, it was concluded that teachers with high organizational commitment had low level of psychological well-being as compared to teachers with low organizational commitment. There should be the provision of intervention programs that will increase teachers’ well-being levels, and also focus should be there on the effectiveness of these intervention programs. It was concluded that locality had no significant effect on psychological well-being among secondary school teachers. In the context of mean scores, it can be concluded that teachers belonging to rural areas had lower level of psychological well-being than teachers belonging to urban areas. In order to increase the level of psychological well-being of teachers belonging to rural areas, education administrative authorities should strengthen living support measures & provide legal protection to school teachers and also improve the preparation of teachers and administrative staff in schools in rural areas to reduce their working pressure. It was
found that gender had no significant effect on psychological well-being among secondary school teachers. It can be inferred from the mean scores that the psychological well-being of male teachers was higher than female teachers. The school authorities should organize special welfare programs for female teachers’ well-being. Management should provide the opportunity for suitable working space, facilities to achieve one's status. Administrators and policy makers, who frame policies, take decisions and create conditions in which female teachers can try to maximise their psychological well-being. Better adjustment with environment and positive relationships among teachers helps them to increase their well-being.

Lastly, it was found that occupational self-efficacy had a significant effect on psychological well-being among secondary school teachers. From the comparison of mean scores, it was found that teachers with high occupational self-efficacy experienced higher level of psychological well-being as compared to teachers with low occupational self-efficacy. To increase the psychological well-being of teachers having low occupational self-efficacy proper environment, proper interest, facilities and proper motivation should be provided for them. Therefore, the educational planners and administrators should be more conscious about self-efficacy of teachers. Personal stress had a significant effect on psychological well-being among secondary school teachers. From the comparison of mean scores, it was found that teachers having high personal stress had lower level of psychological well-being than teachers having low personal stress. Thus, an important implication derived from these results is the need to design and implement initiatives and programs to promote teachers’ psychological well-being. The promotion of psychological well-being strategies for teachers may offer protection against personal stress.

6.23 SUGGESTIONS FOR FURTHER RESEARCH

Every research lays down the foundation for a new study. So, no research is complete in itself. Due to limited time and resources, the researcher delimited the research and unable to deal with all the aspects of the problem taken under consideration. The present study was delimited in terms of area of study, type of school i.e. CBSE affiliated
private schools only and grade level at secondary level only. Therefore, a few suggestions for further researches based on the experiences of the present study are given below:

- The present study was conducted on a sample of 400 Teachers. The study could be extended to a larger sample.

- The present study was carried out in only two districts namely Rohtak and Hisar of Haryana state. Further, the study could be extended to other districts of Haryana state.

- The present study was confined private schools only. The similar study can be conducted on Govt. schools. Further, comparison can be made between Govt. and Private school.

- The present study was delimited to secondary school teachers only. Further, it can be extended to school teachers of other levels i.e. primary, college and university level.

- The present study was conducted on a sample of teachers teaching in CBSE affiliated schools only. It may be replicated on sample of teachers teaching in the schools affiliated to other boards like HBSE, UP Board, MP Board and other state boards.

- Demographic variables viz. locality, gender have been taken up in the present study. The other demographic variables such as academic stream, type of school, socio-economic status etc. can also be taken up.