Chapter - V

Findings, Conclusion and Suggestions
FINDINGS, CONCLUSION AND SUGGESTIONS

In this final and concluding chapter are presented the following:

5.1 Summary with Finding;
5.2 Conclusions and their Implications;
5.3 Suggestions for practice and further research;
5.4 Limitations of the study

5.1 SUMMARY WITH FINDINGS

5.1.1 Summary:

The present study was undertaken to provide the empirical evidence of causes of burn out and that could be of some utility to provide some preventive measures to handle burnout. Burnout was first investigated in the 1970s as a crisis of overextended and disillusioned human service workers. Early interpretations centered on the collapse of the professional mystique, people entering these sectors presumably had developed unrealistic expectations on the basis of their training and general cultural background. Gradually, the problem was attributed more specifically to conflicts between caregivers’ values for enhancing the lives of their recipients and limitations in the structure and process of human service organizations. Burnout has been conceptualized in terms of three interrelated components: emotional exhaustion, depersonalization and reduced personal accomplishment. Burnout has been linked to decrements in both psychological and physical well being and has been associated with various problem behaviors, both on the job and in the home. Burnout has long been recognized as an important stress-related problem for people who work in interpersonally oriented professions. In these occupation, the relationship between providers and recipients is central to the job, and the nature of the work (be it service, treatment, or education) can be highly emotional. Education is a prime example. Providing affective,
instructional, and moral services to pupils of necessity makes emotional demands on the service providers. These demands take place within a complex network of interactions.

There are tough times to be a teacher. The nature and organization of the job make teaching inherently difficult. Teachers face new challenges and opportunities from increasing diverse and needy student populations. Demands on teachers to develop new knowledge and skills and perform new tasks are increasingly rapidly. So too are expectations for school and teacher performance and accountability. Taken together, the characteristics and conditions of teaching present increasingly stressful situations for teachers, situations that may have positive or deleterious consequences for them and for their work with students.

Teachers are asked to assume multiple and often contradictory roles, including, among other things, providing academic instruction; maintaining order in the classroom; attending to the social and emotional well being of students; and meeting sometimes conflicting expectations of students, administrators, parents and the community.

At this time when burnout is gaining importance and become increasingly problematic, the investigator was motivated to know that if burnout is related with school climate, locus of control, role commitment and socio-economic status which are important factors of organizational, personal, professional and social areas. This study achieved following objectives.

1) To study the levels of teachers burnout at secondary school stage.
2) To find out the relationship between school climate and teacher burnout at secondary school stage.
3) To find out the relationship between locus of control and teachers burnout at secondary school stage.
4) To find out the relationship between role commitment and teacher burnout at secondary school stage.

5) To find out the relationship between socio-economic status of secondary school teachers with their burnout.

6) To study if the teacher burnout varies with some demographic variables such as
   a) Age
   b) Gender
   c) Marital status
   d) Educational Qualification (trained/untrained)
   e) Government and private school teachers
   f) Family (single/joint)
   g) Teaching streams (Science/arts/commerce)

7) To study the relative contribution of school climate, locus of control, role commitment and socio-economic status on teacher burnout at secondary school stage.

In order to supplicate this study Allahabad district was selected as the study area because of the investigator's familiarity to Allahabad. The descriptive survey research method was adopted to complete this study. A sample of 465 secondary school teachers was selected as the sample for the study. These teachers were administered the Maslach Burnout Inventory, organizational climate scale, locus of control scale, teachers role commitment scale and personal data sheet during the session 2008-09. Out of the total 465 questionnaires only 360 questionnaires were found to be usable.

Based upon the analysis of the data so collected, the investigator drew various inferences to achieve the objectives of this study through the verification of the hypothesis framed in chapter I. The following major findings emerged through this study. A summary of these findings is presented here below.
5.1.2 Findings:

The major findings related to objectives of this study are as follows.

5.1.2.1 Findings related to the levels of teachers burnout at secondary school stage.

Percentage wise distribution of secondary school teachers belonging to various categories of burnout and its dimensions were calculated. This revealed following important findings-

1) 63.35% teachers belong to very mild to mild category of emotional exhaustion, while 20% teachers fall under somewhat moderate category of emotional exhaustion.

2) 32.22% teachers belong to very mild category of depersonalization 25.82% teachers belong to mild category while 20.28% teachers falls under somewhat moderate category of depersonalization. 8% teachers fall under moderate to strong categories of depersonalization dimension of teacher burnout.

3) 18.88% teachers fall under somewhat moderate and 23.33% teachers fall under moderate category of personal accomplishment. 29.17% teachers fall under somewhat strong while 18.06% teachers belong to strong category of personal accomplishment dimension of burnout.

4) 51.66% teachers fall under somewhat moderate category of burnout. 26.94% belongs to mild category while 17.78% teachers fall under moderate category of teacher burnout.

5.1.2.2 Findings related to the relationship between school climate and burnout of secondary school teachers.

1) Emotional exhaustion was found to have significant correlation with the support system dimension of school climate.
2) Depersonalization was not significantly related with school climate and its dimensions.

3) Personal accomplishment had significant negative correlation with organizational climate and its motivational level, warmth and identity problems dimensions.

4) The motivational level, support system and warmth dimensions of school climate was found to be significantly correlated with the burnout of secondary school teachers. School climate as a whole was also found to be significantly correlated with teachers' burnout.

5.1.2.3 Findings related to the relationship between locus of control and teacher burnout.

1) Emotional exhaustion dimension of burnout had significant correlation with locus of control and its dimensions.

2) Depersonalization dimension of burnout was found to be significantly correlated with the powerful others and individual control dimensions of locus of control.

3) Personal accomplishment dimension of burnout had significant correlation with powerful others, chance control and individual control dimensions of locus of control.

4) Burnout as a total had significant correlation with the powerful others dimension of locus of control.

5) Locus of control as a whole was not significantly correlated with teachers' burnout.
5.1.2.4 Findings related to the relationship of role commitment with teachers burnout.

1) Emotional exhaustion dimension of burnout had significant correlation with the total score of role commitment and its student and profession dimensions.

2) Depersonalization dimension of burnout had significant correlation with the total score of role commitment and student, nation and profession dimensions of role commitment.

3) Personal accomplishment dimension of burnout had significant correlation with the total score of role commitment and parent and nation dimensions of role commitment.

4) Burnout as a total was not found to have any significant relationship either with the role commitment or with its dimensions.

5.1.2.5 Findings related to the relationship between socio-economic status and secondary school teachers burnout.

1) The dimensions of burnout i.e. emotional exhaustion, depersonalization and personal accomplishment were not significantly correlated with the income groups of teachers.

2) Burnout as whole was significantly correlated with the income groups. t value comparison of total burnout of four income group showed that $I_2$ (income Rs. 10000 to Rs. 15000) and $I_4$ (income more than Rs. 20000) groups have significant difference.
5.1.2.6 Findings related to the comparison of burnout with demographic variables.

5.1.2.6.1 Findings related to the comparison of burnout among three age groups.

No significant correlation was found between total or dimensionwise scores of burnout and secondary school teachers of different age groups.

5.1.2.6.2 Findings related to the comparison of burnout between male and female teachers.

1) Male and female secondary school teachers do not differ significantly in the emotional exhaustion dimension of burnout.

2) Significant difference was found in male and female teachers over depersonalization dimension. Male teachers were more affected by depersonalization than female teachers.

3) There was no significant difference between male and female teachers with respect to personal accomplishment dimension.

4) Significant difference was found between male and female teachers with respect to total burnout score.

5.1.2.6.3 Findings related to the comparison of burnout between married and unmarried teachers.

Marital status was not found to play any significant role in the burnout of teachers.

5.1.2.6.4 Findings related to the comparison of burnout between trained and untrained school teachers.

With regard to the effect of training over burnout, no significant difference was found between trained and untrained school teachers.
5.1.2.6.5 Findings related to the comparison of burnout between government and private school teachers.

1) Government teachers were found to have significantly more emotional exhaustion than private school teachers.

2) Government teachers were found to have significantly more depersonalization than the private school teachers.

3) Government teachers and private teachers were not found to have significant difference with respect to personal accomplishment.

4) Type of school was found to be significantly related with the teacher burnout. Government teachers were more burned out than private secondary school teachers.

5.1.2.6.6 Findings related to the comparison of burnout between teachers belonging to single and joint family.

Comparison of the scores of burnout of teachers belonging to single or joint family reveals that they do not differ significantly with respect to total or dimensionwise scores of burnout. That is type of family was not found to be significantly related with teacher burnout.

5.1.2.6.7 Findings related to the comparison of teacher burnout among teachers of science, arts and commerce streams.

1) Science teachers were found to be significantly more emotionally exhausted than their arts and commerce counterparts.

2) When the total burnout scores of teachers in different streams were compared, the teaching streams were found to play significant role in the burnout of teachers. Science teachers were found to be more burned out than commerce teachers.
5.1.2.7 Findings related to the relative contribution of school climate, locus of control, role commitment and socio-economic status on teachers burnout.

1) The burnout score (total) can be predicted on the basis of type of school, support system and warmth as,

\[ Y = 4.8710X_1 - 0.2871X_2 - 0.4666X_3 + 56.0762 \]

Where \( Y \) = is predicted value of burnout

\( X_2 \) = School Climate

\( X_2 \) = Support System

\( X_3 \) = Warmth

The multiple regression analysis suggest that the independent variables (dimension) school type, support system and warmth combine in regression equation, account for about 6% variance in the predicted variable, i.e. burnout.

2) The emotional exhaustion dimension of burnout can be predicted on the basis of powerful others, individual control, type of school and support system as,

\[ Y = 0.4277X_1 - 0.3509X_2 + 3.0344X_3 - 0.1703X_4 + 17.0849 \]

Where \( Y \) = is predicted value of emotional exhaustion

\( X_1 \) = Powerful others

\( X_2 \) = Individual control

\( X_3 \) = Type of school

\( X_4 \) = Support system
The multiple regression analysis suggest that the independent dimensions powerful others, individual control, type of school and support system combine in regression equation, and account for about 14% variance in the emotional exhaustion.

3) The depersonalization dimension of burnout can be predicted on the basis of school type, individual control and powerful others dimensions of LOC, student, sex and motivational level as,

\[ Y = 1.9441 X_1 - 0.2308 X_2 + 0.1463 X_3 - 0.0791 X_4 + 1.3099 X_5 - 0.1132 X_6 + 15.9325 \]

Where \( Y = \) is predicted value of depersonalization

\( X_1 = \) School type

\( X_2 = \) Individual control

\( X_3 = \) Powerful others

\( X_4 = \) student

\( X_5 = \) Sex

\( X_6 = \) Motivational level

The multiple regression analysis suggest that the independent dimensions school type, individual control, powerful others, student, sex and motivational level combine in regression equation, account for about 13% variance in the depersonalization.

4) The personal accomplishment dimension of burnout can be predicted on the basis of individual control, chance control and warmth as,

\[ Y = 0.5749 X_1 - 0.3594 X_2 - 0.4132 X_3 + 23.7966 \]

Where \( Y = \) is predicted value of personal accomplishment
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\[ X_1 = \text{Individual control} \]
\[ X_2 = \text{Chance control} \]
\[ X_3 = \text{Warmth} \]

The multiple regression analysis suggest that the independent dimensions individual control, chance control and warmth combine in regression equation, account for about 11% variance in the predicted variable i.e. personal accomplishment.

5.2 CONCLUSIONS AND THEIR IMPLICATIONS

Based upon the findings of this study some major conclusions could be drawn. Here in this section an attempt has been made to draw some major conclusions. There after each conclusion has been discussed with the intention of drawing the implications of the conclusions for theory / practice and further research in the field of education.

Conclusion 1:

"Most of the teachers face somewhat moderate to moderate level of burnout".

Discussion:

This conclusion is based upon the findings pertaining to objective 1 of this study; where levels of burnout among teachers were studied. Here percentage wise distribution of teachers under various levels of burnout was studied. Most of the teachers (69.44%) were found to be moderately affected by burnout.

The German study by Kohnen and Barth (1990), reveals that 28% of 122 teachers to show no or only minor burnout symptoms, 43% with medium burnout symptoms, and 28.7% with severe symptoms, corroborate this finding.

Further, the study conducted by Webber (2004) also supports this finding. They found that nearly 20% counselors reported high emotional exhaustion and 34%
were in the average range. Nearly 90% reported low depersonalization and high personal accomplishment.

**Implications:**

The study has a clear cut implication that in India majority of secondary school teachers are suffering from the problem of burnout. Teacher burnout may have a negative impact themselves leading to emotional and physical ill health. This is not to say that burnout is endemic to the teaching career but there are various personality and organizational causes affiliated with burnout, need to be identified.

Burnout has a significant influence on health and performance. Cultural conditions, school systems, school types and student clientele and other related factors should also be examined.

An interdisciplinary cooperation between psychologist, Pedagogues sociologists and occupational scientists require to assess the impact of these specific conditions.

**Conclusion 2:**

“School climate is an important factor related to burnout of teachers”.

**Discussion:**

This conclusion is based upon the findings pertaining to objective 2 of this study, where the relationship between school climate and burnout was studied. This conclusion that the school climate is significantly related to burnout is also corroborated by the findings of Winter (1992) who found that Alabama elementary schools suffer feelings of emotional exhaustions, depersonalization and reduced personal accomplishment. The stress and burnout is not alleviated even an in school climate that has high expression of collegial and administrative support.
Byrne concluded that “as the social climate of the classroom deteriorates, teachers become emotionally exhausted and develop increasingly negative attitudes toward their students and the teaching profession (1994a).

In this connection observations made by Grayson & Alvarez (2008) are worth mentioning “that different aspect of school climate is related to each of the three primary burnout dimensions. Further, the inverse relationship between school climate and burnout was mediated by teacher satisfaction levels for both emotional exhaustion and depersonalization dimension”.

The study in hand provides definite empirical evidence to prove the role of school climate in burnout of teachers.

**Implications:**

Organizational climate for the effectiveness of an organization is very important. Climate is indicative of how well the organization is realizing its full potential.

Type of school climate (democratic an authoritarian) affect the burnout. If the principals are non-authoritarian, are supportive and collegial, and involve than in campus decision-making, are less likely to experience burnout.

Impractical work demands can lead to emotional exhaustion and a depersonalized environment. Administrators need to actively monitor the competing demands placed on teachers by various layers of school administration.

Other organizational factors like role conflict, role ambiguity, work overload, decision making and social support etc. should be used to understand burnout.

Because schools can be rich, dynamic environment in which teachers can acquire the flexibility and competence to deal with new challenges.
Conclusion 3:

“Locus of control is closely linked to the teacher burnout”.

Discussion:

This finding that locus of control is significantly correlated with teachers burnout, is related to the objective 3. Locus of control is an important variable of personality. This conclusion is corroborated by the findings of Spencer (2004) “that locus of control accounts 17% of the variance in the emotional exhaustion factor of burnout. Personal accomplishment had a weak negative correlation with locus of control”. Kudva (1998) also found relationship between burnout and locus of control.

Various findings have shown increasing evidence that teachers who manifest external locus of control are more likely to suffer from burnout (Cedoline, 1982; Farber, 1991; Kyriacou, 1987; Lortie, 1975). Internal locus of control is negatively associated with emotional exhaustion as indicated in Rahim (1996). Lunenburg and Cadavid (1992) reported correlations of .25 and -.29 between external locus of control and the depersonalization and personal accomplishment factors, respectively.

Implications:

Teachers’ locus of control is closely linked with student outcomes. Teachers with high internal locus of control may experience high job satisfaction when student outcomes are good. On the other hand, when pupils’ learning outcomes are poor, they may tend to blame themselves and feel frustrated and ineffective. Teachers with high external locus of control often ascribe student outcomes to factors beyond their efforts and often beyond their control. Because this variable is used as an important indicator of the quality of teacher’s work, the way teachers attribute the causes for those outcomes are highly relevant to their
job motivation. Here again, balancing internal and external locus of control is a task for teachers throughout their careers.

Stress management interventions should be organized to prevent teacher stress and burnout. Understanding the nature of a teaching profession may be the best approach to prevent burnout of teachers.

Training program for modifying and monitoring the LOC orientations of teachers should be made and organized.

**Conclusion 4:**

“Role commitment of teachers affects the dimensions of burnout”.

**Discussion:**

This conclusion is based upon the findings pertaining to objective 4 of this study where the correlation between role commitment and burnout was studied. Commitment towards students, parents, nation and profession affects the various dimensions of burnout. This conclusion is corroborated by the findings of Nias (1996) who found that it appears to be a professional necessity for teachers to be emotionally committed to their work, for without this emotional connection teacher face the constant danger of burnout in an increasingly intensified work environment. Verma (2002) found that teachers having high role commitment were found to be more job satisfied than teachers having low role commitment.

Jepson and Forrest (2006) found occupational commitment as the strongest predictor of perceived stress. This was a strong negative relationship, indicating that as occupational commitment increases, perceived stress decreases.

Jamal et.al (2007) also found that teacher stress is the most important predictor of organizational commitment.
Implications:

This conclusion has significant implication for both school teachers and system of education. Any reforms deemed desirable by schools and system are only likely to be successful if such reforms are interpreted for teachers in a way that enhance to their commitment. There is a clear need to establish environmental and intrinsic job factors so that interventions can be made to make the working environment and the profession as stress free as possible. By exploring the variety of different factors that contribute to burnout we can aim to aid organizations in fostering a healthy working environment, such as individualistic working ideology could be extremely conducive to encouraging greater occupational commitment.

Conclusion 5:

“Socio-economic status affects the teachers’ burnout”.

Discussion:

This conclusion is based upon the findings that there is significant relationship between socio-economic status and teachers’ burnout. In the present study the income group I4 which is getting highest salary among other groups is suffering more from burnout. Though this finding seems unusual but this is corroborated by the findings of Mabsy (2005) who found that the teachers who felt their salaries were adequate has a highest level of burnout.

Since the number of empirical studies to corroborate this finding is highly inadequate, it would be suffice here to say that further research needs to be undertaken to verify and corroborate this findings. In case these findings are corroborated and found to be valid then they have important implication for teachers well being. An attempt is made here to suggest this implication.
Implication:

Socio-economic status is a key notion. The efficiency and improvement of teaching depends upon SES. SES affects the quality of education. Appropriate strategies should be adopted to raise the socio-economic status of teachers. A good practical definition of teacher status is the one agreed upon at the 1966 Inter-Governmental conference of UNESCO to which India is a signatory. The Conference defined the term teacher status as "meaning both the standing and regard the society accorded them as evidenced by the level of appreciation of the importance of their function and competence is performing it, as well as working conditions remuneration and other material benefits accorded them relative to other professional groups". Teacher status can be arranged by giving him a good salary, good promotional opportunities and good conditions of work. Therefore if we want to reduce teacher burnout along with good salary they should also be provided with good promotional opportunities and good conditions of work.

Conclusion 6:

"Age, marital status, educational qualification, and family are not related to burnout of teachers".

Conclusion 7:

"Male teachers are more burned out than female teachers".

Conclusion 8:

"Government teachers have more burnout than private teachers".

Conclusion 9:

"Science teachers are more burned out than arts and commerce teachers".
Discussion:

These conclusions are based upon the findings pertaining to objective 6 of this study where the variations of teacher burnout with some demographic variables were studied. The studies conducted by Anderson and Iwanicki (1984), Schwab & Iwanicki (1982a), Byrne (1991), and Long and Gessaroli (1989), and Kudva (1998) support these findings. Anderson and Iwanicki (1984) and Schwab & Iwanicki (1982a) found that there is no significant age difference relevant to burnout and its dimensions. Byrne (1991) found marital status as well as family status to be not related with burnout. Schneider and Boyd (1996) also found that marital status did not relate to level of burnout.

Long and Gessaroli (1989) reported that men, compared with women, exhibited significantly greater occupational stress and ultimately proneness to burnout.

Kudva (1998) also found that there is no significant difference in the burnout of teachers from varying age levels and marital status since the number of empirical studies to corroborate conclusion 8 and 9 is highly inadequate, it would be suffice here to say that further research needs to be undertaken to verify and corroborate these findings.

Implications:

Causes of female and male depression and anxiety might be quite different from each other. Generally, as the two genders often operate in different social contexts, both tend to develop different emotional dispositions and personality traits. Accordingly, their responses and coping mechanisms to stress situations vary. Women, in these days, have a lot of balancing to do between home and workplace, including balancing between social and personal requirements. Much of the causes of male depression and stress arise from their self nurtured identities, especially related to their professional status. For men workplace stress can have extreme consequences. Uncertainty in workplace can cause high levels of stress. Lack of information or the actions of other people can
negatively affect their ability to perform. Teachers work in a wide variety of conditions and environments so principals and administration should think to improve their quality of working conditions. Government teachers and private teachers work in different setup. Government teachers have more responsibilities like household surveys, constant pressure to provide different kinds of information, various in-service training programs, and non-teaching duties. They work always under pressure to fulfill their teaching and non-teaching responsibilities. While in private schools emphasis is always given on teaching and learning process.

Science has affected every aspect of life and has revolutionized the society. Scientific knowledge is increasing with a great pace. It has been widely accepted that the amicable survival of a nation in the 21st century depends upon scientific development as well as scientifically literate society. The cornerstone on which the edifice of development programs of a country must be built is its expertise in science and technology and its application in agriculture and industry. In this age of competition the burden on science teachers is increasing. The responsibility of science teachers is increasing with the development and need of science and technology. Science teachers, not only teach in class but also help students in laboratory, help them to face different competitive examination, and assist them to get selected in good institutions. Most of the time teacher work under pressure. They often have to cope up with inadequate laboratory and other facilities. In spite of these inadequate facilities they are expected to complete theory portion along with practical parts at stipulated time. Hence they suffer more from burnout. Therefore for preventing burnout among science teachers, school authorities and management should arrange for adequate facilities.

**Conclusion 10:**

“Sex, school type, commitment towards student, school climate and locus of control are the main predictors of burnout and its dimensions.”
Discussion:

This conclusion is based upon the findings pertaining to objective 7 of this study where the relative contribution of school climate, locus of control, role commitment and socio-economic status on teachers’ burnout was studied.

This conclusion is corroborated by the findings of Spencer (2004) who found that locus of control accounts for 17% of variance in emotional exhaustion factor of burnout.

Grayson and Alvarez (2008) in their study also revealed that different aspects of school climate related to each of the three primary burnout dimensions. Further, the inverse relationship between school climate and burnout was mediated by teacher satisfaction levels for both emotional exhaustion and depersonalization dimensions.

Long and Gessaroli (1989) reported that men, compared with women, exhibited significantly greater occupational stress and ultimately proneness to burnout.

Verma (2002) found that teachers having high role commitment were found to be more job satisfied than teachers having low role commitment.

Implications:

There is need for promoting certain patterns to combat burnout. Cognitive restructuring and positively reappraising the situation may help alleviate physical and emotional exhaustion, and enhance a sense of personal achievement.

At schools, contributions towards managing teacher stress and burnout could be done by following by these strategies, such as: improved understanding by school administrators of the needs of teachers working; the provision of guidance and counseling support for teachers who are facing burnout; the introduction of procedures which ensure that teachers are given positive
feedback about their work and achievement; the implementing of skill-sharing opportunities, assumed participation in school decision making so as to enhance professional and personal development. Promoting of ongoing training in practical stress reduction strategies like relaxation time and classroom management could also work to reduce burnout. Burnout recovery strategy may help for preventing burnout.

For preventing teacher burnout and improving the quality of schooling both teacher and school development should be closely intertwined. This development is perhaps best understood as an active learning process with results at an individual and organizational level. Individual teacher would thereby develop more realistic professional ideals, more positive self esteem, and a greater internal locus of control along with improved competencies to cope flexibly with the demands of day to day classroom practice.

At school level, all members of the organization would be conceivably involved in the establishment, evaluation, and improvement of the working conditions which each party considers crucial for its optimal job performance. The complexities of individual and organizational functioning and the influences of the broader social, cultural and economic environment are too strong for direct control locally. There is a need of research and action both for better understanding of burnout and its determinants.

5.3 SUGGESTIONS FOR PRACTICE AND FURTHER RESEARCH

The most valuable and most costly part of an educational system are the people who teach. Maintaining their well being and their contribution to student education should be a primary objective of educational leaders. For a term that has existed for less than 40 years, burnouts become a critical issue for school and school system. Employers cannot ignore the deleterious effects of burnout
on teacher performance and subsequent student learning. Burnout is a complex issue that will require complex solutions.

Although suggestions for further research have been adequate reflected above while discussing the implications of the conclusions drawn in this study, still an attempt has been made to suggest areas/topics for further research related to the theme of this research. In suggesting these areas/topics for further research the investigator believes that research on these topics will further refine our understanding about the causes and prevention of burnout. Further research should be undertaken on the following issues/topics.

1. In this study, majority of teachers were found moderately affected by the burnout. Teachers should be provided more facilities for career development and self actualization.

2. In this study organizational climate was studied. There is a need to study the classroom climate, school environment (democratic, authoritarian open and closed). Role of peer group, principal and other organizational factors like role conflict, role ambiguity, school ecology, work overload, and social support etc. should also be studied.

3. Since the significant relationship was observed between locus of control and burnout, other important variables related to personality such as self efficacy, self consciousness, empathy etc. should also be taken to assess the role of personality variables in burnout in future research.

4. Role commitment also found a consistent predictor. Accountability, teacher efficacy, job performance, job satisfaction, and job involvement should be studied through further research.

5. Since the number of empirical studies to corroborate the finding that teachers with higher income have more burnout, is highly inadequate, further research needs to be undertaken to verify and corroborate these findings.
6. The organizational aspects of schools constrain productive teaching and learning, and become the fertile ground for stress and burnout. This issue needs to be addressed on a priority basis by educational administrators and policy makers.

7. For prevention of burnout mindfulness based stress reduction training program could be a meaningful part of the curriculum for student teachers as well as a module intended to promote the professional development of teachers.

8. School administrators should be concerned with teachers’ job burnout, as increasing demands can adversely affect their well being, and perhaps the well being of their students.

9. A wide variety of intervention strategies should be taken care of including stress inoculation training, relaxation, time management, assertiveness training, rational emotive therapy, training in interpersonal and social skills, team building, management of professional demands, and meditation. Intervention program can be prepared in co-operation with administrators and counselors to prevent teachers’ stress and burnout.

10. Managerial and educational interventions should be designed on the basis of past research and consultation on burnout, and may provide better guidance to organizations.

11. Further research that recognizes broad antecedents to teacher burnout (e.g., political, policy and economic contexts, school ecology, task qualities of teacher organizational characteristic and teachers’ personality qualities) and consequences of burnout (e.g. Teacher behavior, student perceptions and evaluation, student behaviors, and student outcomes) is necessary to deal effectively with burnout.

12. There is a need to replicate this study at national level or state level so that findings could be generalized over broader level.
5.4 LIMITATIONS OF THE STUDY

The study had the following major limitations which must be kept in mind while interpreting the findings of this study.

1. While interpreting the findings of this study it should be kept in mind that only secondary school teachers of Allahabad district of Uttar Pradesh was taken for the study.

2. Out of total 465 respondents only 378 were got filled. Out of these only 360 were found to be usable. A response rate of 77.4% was obtained by the researcher. Hence the findings of this study should be interpreted in this light.

3. Principals, games teachers are also important component of school community. In this study they are not included. These factors should also be kept in mind while interpreting the findings of this study.