ABSTRACT

Introduction:

Since time immemorial, great emphasis has always been placed on the three most important things in a person’s life - God, Parents and Teacher. Everyone is instilled with the belief that a teacher is always the door to knowledge. The most ancient literature not only in India but also of the World, the Vedas have rightly observed, “Matru Devo Bhavo, Pitru Devo Bhavo, Acharya Devo Bhavo” i.e. the Mother, the Father and the Teachers have been given the highest regard by the society. They have been considered equivalent to God. Teachers are among the oldest of society’s occupational groups. Teaching is sometimes referred to as the “mother of professions”. Teaching is one of the noblest of all professions with guaranteed life long respect and awe. A teacher holds every dream and aspiration of a student in the hollow of his hand to shape and mould as he will.

There is a feeling among some people and even among a section of teachers also that people enter this profession with hope, enthusiasm and vigour but something either in the system of education itself or personal factors or the social or administrative environment of the school demoralize them, reduces their interest and gradually develops unfavorable attitude toward this profession. Besides this, a teacher faces a classroom full of students everyday, negotiate potentially stressful interactions with parents, administrators, counselors and other teachers, contend with relatively low pay and shrinking school budgets, and ensure students meet increasingly strict standards of accountability. This develops some stress among teachers. This stress frustration and negative attitude results into teacher burnout. Burnout has a negative impact on teachers and the pupils they teach as well. Large proportion of uncommitted teachers may jeopardize the teaching learning process of school system and have also negative effects on student performance. It was in this specific context, this study was undertaken to provide empirical answers to few questions that determine burnout among secondary school teachers and to specifically examine the relationship of school
climate, locus of control, role commitment and socio-economic status of teachers to burnout. The study was specifically titled as-

“A study of Teachers Burnout at Secondary School Stage in relation to School Climate, Locus of Control, Role Commitment and Socio-Economic Status”.

OBJECTIVES OF THE STUDY:

The study achieved the following specific objectives-

1. To study the levels of teachers burnout at secondary school stage.

2. To find out the relationship between school climate and teachers 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 teachers burnout at secondary school stage.

5. To find out the relationship between socio-economic status of secondary school teachers and 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 teachers burnout at secondary school stage.

THE HYPOTHESES:

Corresponding to the objectives of this study, following null hypothesis were framed for empirical verification.

H1- Majority of secondary school teachers do not face burnout during teaching profession.

H02- There is no significant relationship between school climate and teachers burnout at secondary school stage.

H03- There is no significant relationship between locus of control and teachers burnout at secondary school stage.

H04- There is no significant relationship between role commitment and teachers burnout at secondary school stage.

H05- There is no significant relationship between socio-economic status and teacher burnout at secondary school stage.

H06.1- There is no significant difference among teachers belonging to different age groups with respect to burnout.

H06.2- There is no significant difference between male and female teachers with respect to burnout.

H06.3- There is no significant difference between married and unmarried teachers with respect to burnout.

H06.4- There is no significant difference between trained and untrained teachers with respect to burnout.
Ho6.5- There is no significant difference between government and private school teachers with respect to burnout.

Ho6.6- There is no significant difference between teachers belonging to single and joint family with respect to burnout.

Ho6.7- There is no significant difference among teachers of science, arts and commerce teaching streams with respect to burnout.

Ho7- There is no relative contribution of school climate, locus of control, role commitment and socio-economic status on teacher burnout at secondary school stage.

**Method and Procedure**

The present research work has been undertaken to study the Teacher’s Burnout in relation to school climate, locus of control, role commitment, and socio-economic status at the secondary. The descriptive survey research method was adopted to complete this study. All the teachers teaching at secondary school level in Allahabad district of Uttar Pradesh were defined as the population for this study during the year 2008-09. Since this population was very huge, a sample of 465 teachers, teaching at secondary school stage was selected through cluster sampling technique. For this, out of secondary schools whether the government and private, 58 schools were selected and then all the teachers enrolled in these 58 schools were taken into the sample. The tools were administered personally. Overall response rate of 77.4% was obtained.

**Tools of the study:**

Burnout Scale (Maslach Burnout Inventory), Organizational Climate Scale (OCI), Locus of Control Scale (LOC), Teachers Role Commitment Scale (TRCS) and Personal Data Sheet was used by the investigator.
Findings:

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

1. Majority of the secondary school teachers were found to suffer from mild to moderate degree of burnout.

2. The motivational level, support system and warmth dimensions of school climate was found to be statistically significant correlated with burnout of secondary school teachers. School climate as a whole was found to be significantly correlated with teacher burnout.

3. Emotional exhaustion, depersonalization, and personal accomplishment dimensions of burnout had significant correlation with few dimensions of locus of control.

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

5. Locus of control as a whole was not significantly correlated with teacher burnout.

6. Burnout as a total was not found to have any significant relationship either with the role commitment or with its dimensions while emotional exhaustion, depersonalization, and personal accomplishment dimensions of burnout were found to be significantly related with certain dimensions of role commitment.

7. Burnout was found to be significantly correlated with income groups. The teachers belonging to income group fourth scored more on burnout than rest of income groups.

8. No significant correlation was found between burnout and age groups of secondary school teachers.
9. Significant difference was found in male and female teachers over depersonalization dimensions of burnout. Male teachers were found to suffer more burnout than their female counterparts.

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

11. With regard to the effect of training over burnout, no significant difference was found between trained and untrained school teachers.

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

13. Type of family was not found to be significantly related with teacher burnout.

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

15. The total burnout score can be predicted on the basis of type of school, support system and warmth as these 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.

16. The emotional exhaustion dimension of burnout can be predicted on the basis of powerful others, individual control, type of school and support system. These 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 dimension of burnout.

17. 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. These 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 dimension of burnout.

18. The personal accomplishment dimension of burnout can be predicted on the basis of individual control, chance control and 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 dimension of burnout.

Conclusions:

1: “Most of the teachers face somewhat moderate to moderate level of burnout”.

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

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

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

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

6: “Age, marital status, educational qualification, and family are not related to burnout of teachers”.

7: “Male teachers are more burned out than female teachers”.

8: “Government teachers have more burnout than private teachers”.

9: “Science teachers are more burned out than arts and commerce teachers”.

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