CHAPTER –V
FINDINGS, DISCUSSION OF RESULTS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

In the previous chapter data analysis, interpretation and result have been discussed. This chapter is related with finding and further suggestions. On the strength of the analyses and interpretations, the investigator is in the stage to draw the findings and to have a discussion on the obtained result. The present chapter has focused mainly on the four aspects such as main findings, discussion of the results, educational implications and suggestions for the further research.

5.1 MAJOR FINDINGS

On the basis of analysis and interpretation of data following are the findings of the study.

1. Majority of the secondary school teachers (47.50%) are experiencing medium level Burnout, 37.37% are experiencing high level Burnout and only 18.12% teachers are experiencing low level Burnout.

2. It has been found that 52.5% secondary school teachers are experiencing medium level Emotional Exhaustion and 59.68% are experiencing medium level Depersonalization and 42.18% are experiencing medium level Personal Accomplishment. This indicates that majority of the Secondary School Teachers are experiencing medium level Burnout.

3. Secondary School Teachers are experiencing more stress on role ambiguity and role expectation conflict (Dimensions of organizational role stress), whereas teachers are experiencing low stress on resource inadequacy.
4. Male Secondary School Teachers are experiencing high Ego Strength as compared to female. Aged teachers have more Ego Strength in comparison to younger teachers.

5. Majority of the Secondary School Teachers (68.75%) are falling in medium level Self-Actualization.

6. There is a significant positive relationship between Emotional Exhaustion and Organizational Role Stress among Secondary School Teachers. If Organizational Role Stress increase than Emotional Exhaustion also increase.

7. There is a significant positive relationship between Depersonalization and Organizational Role Stress among Secondary School Teachers. If Organizational Role Stress increase than Depersonalization also increase.

8. There is no significant relationship between Organizational Role Stress and Personal Accomplishment among Secondary School Teachers.

9. There is a significant negative relationship between Ego Strength and Emotional Exhaustion among Secondary School Teachers. If Ego Strength increase than Emotional Exhaustion decrease and vice-versa.

10. There is no significant relationship between Ego Strength and Depersonalization among Secondary School Teachers.

11. There is a significant positive relationship between Ego Strength and Personal Accomplishment among Secondary School Teachers. If Ego Strength increases than Personal Accomplishment also increase.

12. There is no significant relationship between Self-Actualization and Emotional Exhaustion among Secondary School Teachers.

13. There is no significant relationship between Self-Actualization and Depersonalization among Secondary School Teachers.

14. There is a significant positive relationship between Self-Actualization and Personal Accomplishment among Secondary School Teachers. It
can be concluded that persons with Personal Accomplishment also have Self-Actualization in their life.

15. There is no significant relationship between Age of Secondary School Teachers and Emotional Exhaustion.

16. There is a significant negative relationship between Age of Secondary School Teachers and Depersonalization. If age increase than Depersonalization decrease and vice-versa.

17. There is a significant positive relationship between Age of Secondary School Teachers and Personal Accomplishment. If age increase than Personal Accomplishment also increase.

18. There is significant combined influence of Organizational Role Stress, Ego Strength and Self-Actualization on Emotional Exhaustion among Secondary School Teachers.

19. There is significant combined influence of Organizational Role Stress, Ego Strength and Self-Actualization on Depersonalization among Secondary School Teachers.

20. There is significant combined influence of Organizational Role Stress, Ego Strength and Self-Actualization on Personal Accomplishment among Secondary School Teachers.

21. There is a significant positive relationship between Organizational Role Stress and Burnout by partialling out Ego Strength and Self-Actualization among Secondary School Teachers.

22. There is no significant relationship between Ego Strength and Burnout by partialling out Organizational Role Stress and Self-Actualization among Secondary School Teachers.

23. There is a significant negative relationship between Self-Actualization and Burnout by partialling out Organizational Role Stress and Ego Strength among Secondary School Teachers.
24. There is a significant difference on Emotional Exhaustion between male and female Secondary School Teachers. Female teachers are found to experience more Emotional Exhaustion than male.

25. There is a significant difference on Depersonalization between male and female Secondary School Teachers. Female teachers have been experiencing more Depersonalization than their male counterparts.

26. There is no significant difference on Personal Accomplishment between male and female Secondary School Teachers.

5.2 DISCUSSION OF RESULTS

The various types of analyses and the corresponding results in the chapter IV revealed that almost all of variables are correlated with Burnout. The study has also been able to establish a significance difference between the male and female teachers in regard to Emotional Exhaustion and Depersonalization. Before accepting the above results, an attempt has been made to examine the findings of the important contemporary studies in this area with these results. The discussion of results has been systematically by experiencing the relation between Burnout of Secondary School Teachers and other variables like as Organizational Role Stress, Ego Strength and Self-Actualization. It can be discussed according to objectives of the study in the following manners:

The results of the objective I are analysed in Table 4.1, 4.2 and 4.3. Table 4.1 indicates that 34.37% secondary school teachers are experiencing high level of Burnout, whereas 47.50% Secondary School Teachers are experiencing medium level Burnout and only 18.12 % Secondary School Teachers are experiencing low level Burnout. Therefore, it can be concluded that secondary school teachers are having Burnout. Although it does not matter whether they have high, medium or low level of Burnout.
Table 4.2 indicates that mean scores on dimensions of Burnout i.e. Emotional Exhaustion, Depersonalization and Personal Accomplishment of Secondary School Teachers are 19.45, 10.10 and 35.10 respectively. As per norms standard given in manual, it can be concluded that Secondary School Teachers have moderate Burnout.

Table 4.3 revealed to Objective I indicates that 52.5% of secondary school teachers are experiencing medium level Emotional Exhaustion and 59.68% are experiencing medium level Depersonalization and 42.18% are experiencing medium level Personal Accomplishment. This further indicates that majority of Secondary School Teachers are experiencing moderate level of Burnout. Similarly kind of results were also concluded by Hemant Kumar (2002).

The moderate level of Burnout in Secondary School Teachers may be because of the inculcation of traditional Indian philosophy such as ‘Niskam Karma’ (Work without selfish desire) and the requirement of the changing scenario of life of the era of globalization and commercialization.

The result related to Objective 2 are analysed in Table 4.4. This table reveals that secondary school teachers are experiencing more stress on Role Ambiguity, Role expectation conflict (Dimensions of Organizational Role Stress), whereas Secondary School Teachers are experiencing less stress on resource inadequacy (Dimension of Organizational Role Stress). Therefore it can be concluded that higher the mean score on dimension of Organizational Role Stress, higher is the level of stress. It can be concluded that stress of Secondary School Teachers is influenced by internal as well as external variables and these dimensions play a significant role in different degrees.

The result related to Objective 3 are analysed in Table 4.5. This table indicates that in both age groups male Secondary School Teachers have more Ego Strength as compared to their counterpart. In male group, aged teachers have more Ego Strength in comparison to younger teachers.
The investigator concluded that this may because of the dominance of male character on female existing in Indian society since many centuries. It may also because of availability of resources and freedom provided to male than female in order to perform their duties and responsibilities. The result which indicate that aged secondary school teachers have more Ego Strength than younger teachers. This may be because of their experience in the field, exposure and their easy approach to authority and orthodox way of thinking.

The result revealed to Objective 4 are analysed in Table 4.6. The table reveals that majority (68.75%) of Secondary School Teachers are medium level Self-Actualized as compared to high (21.88%) and low (9.37%) level of Self-Actualization. These results revealed that majority of the teachers have average degree of various characteristics of Self-Actualization like as acceptance of self, others and nature, problem centering, need for privacy, autonomy, independence of culture and environment, interpersonal relations, democratic character structure, and creativeness as are developed and inculcate through different media available to them in the present era.

Present study has showed that majority of teachers have medium level of Self-Actualization. This may be due to their grooming and families set up. Maximum time teachers are found to be busy in other works which is not the part of their job, this also may be creating barriers in their personal growth and Self-Actualization. Other reason may be that quality of teachers is also declining and now the teaching profession is not by choice but by force. It has also been observed that a number of teachers come to this job by their parental choice and they do not take this profession seriously resulting poor Self-Actualization. Another important reason may be that teachers may not getting motivation from their seniors and most important reason may be that teachers are also a part of society and anything happen in the society will certainly affects them too. Materialistic values are increasing rapidly. Therefore, this may be another reason of poor Self-Actualization that they are also keeping
themselves busy in tuitions and other income generating activities. Therefore one should be obliged to discover the range of our possible moral behaviour. If we are capable of being healthy and happy, then we obliged to work toward that goal.

The results related to Objective 5 are analysed in Table 4.7. Table reveals that all the dimensions of Organizational Role Stress and Emotional Exhaustion are significantly and positively correlated. The table 4.7 further reveals that all the dimensions of Organizational Role Stress and Depersonalization are also significantly and positively correlated. These results suggested that Organizational Role Stress enhances the feeling of Emotional Exhaustion and Depersonalization. Holloway and Wallinga (1990) studied the relationship between Burnout and Role Stress; and found that role ambiguity was a strong predictor variable of Burnout than role conflict. Boyd and Pasley (1989) explored role ambiguity as strongest predictors of Depersonalization whereas work over load was found to be significant predictor of Emotional Exhaustion (Siefert, Jayarathe and Chess, 1991). Though the available literature deals with certain segments of Organizational Role Stress but provide expectations for the positive association between Burnout Stress Syndrome and Organizational Role Stress.

The table 4.7 also indicates that IRD, RS, RE, RI, PI and RIn dimensions of Organizational Role Stress are not significantly correlated with Personal Accomplishment. Therefore it can be concluded that there is no significant relationship between Organizational Role Stress and Reduced Personal Accomplishment among Secondary School Teachers.

This finding of the study is supported partially by findings of Boyd and Pasley (1984). They found that role conflict (a segment of Organizational Role Stress) as the strongest predictor of Personal Accomplishment.

Results related to Objective 6 are analysed in Table 4.8. Table 4.8 indicates that Ego Strength and Emotional Exhaustion are negatively and
significantly correlated. It means that these results suggest that higher the degree of Ego Strength lower will be Emotional Exhaustion among secondary school teachers. It means a person having strong emotional control may capable in a better way to handle the situation of Burnout.

Table 4.8 also reveals that Ego Strength and Depersonalization are not correlated to each other. It means that Depersonalization (dimension of Burnout) of an individual is no more effected by Ego Strength of that individual.

Table 4.8 also indicates that Ego Strength and Personal Accomplishment are positively and significantly correlated. It can be concluded that if Ego Strength increase than Personal Accomplishment also increase.

Findings of the present study are supported by the finding of Lambie G.W. (2007) who found that ego development contributed to a lower degree of Burnout. In his study a significant positive relationship indicated that participants scoring at higher level of ego functioning also scored at higher levels of Personal Accomplishment. Low Ego Strength teachers require support and someone who can boost their confidence. There is no dearth of resources; it is how you manage to use them so these teachers should analyse what they want from life and work in the positive direction. All these will help them to overcome their low Ego Strength.

The result related to Objective 7 are analysed in Table 4.9. Table 4.9 indicates that Emotional Exhaustion and Depersonalization are negatively but insignificantly correlated with Self Actualization. There results suggest that Self Actualization of an individual does not affect his Emotional Exhaustion and Depersonalization dimensions of Burnout.

Table also reveals that there exist a significant and positive correlation between Self Actualization and Personal Accomplishment. It suggests that self Actualization of an individual affect the Personal Accomplishment in a positive direction. This indicates that self Actualization is associated with Burnout.
dimension (Personal Accomplishment) in positive direction. Further it indicates interestingly that if Self Actualization increases, personal Accomplishment also increase. Therefore a high level of Self Actualization along with low Burnout scores. Self Actualization plays an important role in the prevalence of teacher Burnout, which was observed in some studies (Nindl, 2001; Tomic et al; 2004) has been confirmed.

The results related to Objective 8 are analysed in Table 4.10. Table 4.10 indicates that Age of secondary school teachers and Emotional Exhaustion are negatively and insignificantly correlated. It suggests that emotional set up of an individual is developed up to a particular stage and it does not go through major changes in its setup with increase in age. Table also reveals that a negative and significant correlation of Age of secondary school teachers and Depersonalization. This significant negative relationship of age with Depersonalization reveals that the feeling of Burnout (Depersonalization) decreases with increase in age and vice-versa.

The significant negative correlation of age with Depersonalization is supported by the findings of. Melz (1979), Schwab (1981), Farber (1982) and Maslach et al. (1981, 1984, 1986) who also found that age is a significant negative correlate of Burnout. This may due to the reason that younger teachers when enter the job, still retain their idealism, enthusiasm and optimism. When the stressful situations are faced by them they find themselves help in and cannot handle the situation in a peaceful manner. Where as the older ones are aware of reality, they are more practical and are likely to have peace with themselves and can accept the situation in a peaceful manner.

Table 4.10 also indicates a positive and significant correlation between Age and Personal Accomplishment of secondary school teachers. It suggests that personal Accomplishment of an individual increase with increase in Age of individual and it will lead to decrease in level of Burnout. This may be due to the opportunities and experiences which aged teachers are getting in their
profession. It may also be because teachers are considered role models in society and have high status in learning community. Therefore they have sense of responsibility which strengthens their high personal accomplishment and hence it lead to low level of Burnout.

The result related to Objective 9 are analysed in Table 4.11. The Table 4.11 indicates that there is a significant combined effect of Organizational Role Stress, Ego Strength and Self Actualization on Emotional Exhaustion of secondary school teachers. This result suggested that all these variables influence the Emotional Exhaustion of Secondary School Teachers when these are studied together. Therefore, it can be concluded that these independent variables (Organizational Role Stress, Ego Strength and Self-Actualization) play a significant role in varying level of dependent variable (Emotional Exhaustion) among Secondary School Teachers. Therefore these variables, if are treated properly may help an individual to low the level of Burnout in themselves. On the other hand, if these are maltreated may cause high level of Burnout among individuals. So it required a well balanced treatment of these variables.

The results related to Objective 10 are analyzed table 4.12. The Table 4.12 indicates that there is a significant combined effect of Organizational Role Stress, Ego Strength and Self Actualization on Depersonalization of Secondary School Teachers. This result suggested that all these variables influence the Depersonalization of Secondary School Teachers when these are studied together. Therefore, it can be concluded that these independent variables (Organizational Role Stress, Ego Strength and Self-Actualization) play a significant role in varying level of dependent variable (Depersonalization) among Secondary School Teachers. Therefore these variables if are treated properly may help an individual to low the level of Burnout in themselves. On the other hand, if these are maltreated may cause high level of Burnout among individuals. So it required a well balanced treatment of these variables.
The results related to Objective 11 are analyzed in Table 4.13. The Table 4.13 indicates that there is a significant combined effect of Organizational Role Stress, Ego Strength and Self Actualization on Personal Accomplishment of Secondary School Teachers. This result suggested that all these variables influence the Personal Accomplishment of Secondary School Teachers when these are studied together. Therefore, it can be concluded that these independent variables (Organizational Role Stress, Ego Strength and Self-Actualization) play a significant role in varying level of dependent variable (Personal Accomplishment) among Secondary School Teachers. Therefore these variables if are treated properly may help an individual to low the level of Burnout in themselves. On the other hand, if these are maltreated may cause high level of Burnout among individuals. So it required a well balanced treatment of these variables.

The results related to Objective 12 are analysed in Table 4.14. This table indicates that when Ego Strength and Self Actualization are partially out almost all the dimensions of Organizational Role Stress are positively and significantly correlated with Emotional Exhaustion and Depersonalization. Only the segment of Organizational Role Stress like IRD, RS, RE, RI, PI, RIn are not significantly correlated with Personal Accomplishment. But all the dimensions of Organizational Roles Stress and total Burnout are positively and significantly correlated. Therefore these results suggest that if stress increases, Burnout also increases and vice versa. Therefore it can be concluded that there exist a positive and significant relation between organizational Role Stress and Burnout when the others independent variables like Ego Strength and Self Actualization are partially out and it further confirm the result of table 4.7. It means Organizational Role Stress is the stronger variable of Burnout.

The result related to Objective 13 are analysed in Table 4.15 which indicates that when Organizational Role Stress and Self-Actualization are partially out there exist a negative but insignificant relationship between Ego
Strength and total Burnout of secondary school teachers. Dimensions of Burnout like Emotional Exhaustion and Depersonalization are also negatively and insignificantly correlated with Ego Strength whereas Personal Accomplishment is positively and insignificantly correlated with Ego Strength. It means that Burnout of secondary school teachers is no more affected by their respective Ego strength. Therefore it can be concluded that there exist a negative but not significant relationship between Ego strength and Burnout when other independent variables such as Organizational Role Stress and Self Actualization are partially out. It means Ego Strength of an individual seem to play no role in the level of Burnout of an individual when it was studied by partially out other independent variables.

The results related to the Objective 14 are analysed in table 4.16. This Table indicates that when Organizational Role Stress and Ego Strength are partially out then Emotional Exhaustion and Depersonalization are negatively and insignificantly correlated with Self-Actualization where as Personal Accomplishment is positively and significantly correlated with Self-Actualization. It means when Personal Accomplishment increase Self-Actualization also increase. There exist a negative and significant correlation between Self-Actualization and total Burnout when Organization Role Stress and Ego Strength are partially out. It means when Self-Actualization increase Burnout decrease and vice-versa when other independent variables like Organization and Ego Strength are partially out.

The result related to Objective 15 are analysed in Table 4.17. This Table indicates that there is a significant difference between male and female secondary school teachers on Emotional Exhaustion. The table also reveals that the female secondary school teachers possess more scores on Emotional Exhaustion as compare to their counter parts. Therefore it can be concluded that female secondary school teachers are experiencing more Emotional Exhaustion than their male counter.
Such difference is supported by studies conducted by Russell et al (1987), Maslach and Jackson (1981, 1985), Schwab and Iwanicki (1982) and Greenglass and Bruke (1988), who also reported that the females to have higher score on Emotional Exhaustion than males. High Emotional Exhaustion in females as compared to males may be due to the reason that working women have more responsibility than men. Women have extra responsibility for home and children. Predictors of women’s Burnout may include both work and family variables such as role conflict and marital satisfaction as well as work stress. Differential importance of work and home as stressors in men and women sustained by a societal structure which continues to assign women (Regardless of their employment status) primary responsibility for home and family.

Table 4.17 also indicates that both male and female secondary school teachers differ significantly on Depersonalization as compare to the score of male secondary school teachers on Depersonalization and again female secondary school teachers possess more score (7.71) on Depersonalization as compare to the score of male secondary school teachers (5.60) on Depersonalization. Therefore it can be concluded that female secondary school teachers have high level of Depersonalization as compare to male secondary school teachers. This indicates that female secondary school teachers are experiencing high level of Burnout as compare to male secondary school teachers because there exists a positive and significant relation between Emotional Exhaustion, Depersonalization and level of Burnout.

The finding of the current study in regard to gender is consistent with pervious researches conducted, example, Schulter, S. (1980) found that males have statistically significant lower Burnout Scores. Koterwari V.B. and Allam (2005) found that female teachers experienced significantly higher level of Burnout compared to their counter parts. The finding of the current study in regard to gender is consistent with previous researchers conducted, example
Von Onciul J. (1996) found that males have statistically significant lower job stress scores and Thoits P. (1995) found that female teachers experienced significantly higher level of occupational stress as compared to their counter parts. The reason as to why females experience high level of stress might because of the pressure that they are expected to being responsible and caring for people both inside and outside of their home. Moreover, they are venerable to the demands of work to the extent that they often have more non-work demands than male (Ganster and S. Schauboeck, 1991).

Table 4.17 also indicates that there is no significant difference in scores of male and female secondary school teachers on personal Accomplishment. It means that result suggest that sex of an individual is not affected the personal Accomplishment. Therefore it can be concluded that personal Accomplishment (dimension of Burnout) is affected by some other environmental factors other than sex of an individual. Therefore it highlights the role of other environmental factors in the Personal Accomplishment of an individual.

5.3 EDUCATIONAL IMPLICATIONS

Several implications seem to be emerging out of the results of this study. Therefore, the current findings provide a foundation upon which counselors, policy makers and administrators or school principals would like to work out on to produce effective and innovative working conditions for the teachers.

Implications For policy makers

There are number of factors that can exacerbate stress and burnout of teacher such as poor working conditions, lack of job security, lifestyle changes, and a rapidly changing society that force individuals to make unexpected adjustments in their way of life and work. Administrators, teachers, and staff all face specific stressors that are unique to their position or role; however, most of these stressors fall within the general framework outlined above. Therefore, it should be sole responsibility of the policy makers to draw such a
plan so that there should be no place for stress and burnout in the learning temples.

Timely Teacher Orientation programme should be organized in secondary schools. Through orientation programs a teacher can know about the school in all aspects. It helps teacher to understand about the salary, working condition, medical facilities, transport facilities, working hours etc. which helps teacher to have satisfaction in job.

Besides education institution, co-operation of NGO’s and volunteers may also seek the problem of burnout in teachers.

It is the responsibility of the government to provide to all the teachers the material and other facilities so that they can give all the time and energy to the progress and development of the students. Further policy makers may modify the teacher education curriculum not only to meet the need of the changing society but also to provide the teaching and learning experiences in an open and broaden atmosphere.

**Schools Administrators**

Teacher burnout is a condition caused by depersonalization, exhaustion and a diminished sense of accomplishment. One of the most down to earth definition describe teachers as no longer considering themselves professionals, rather just paid individuals. Burnout is the result of a long period of stress. Stress comes from the perception of a teacher that the resources available to deal with the stress are not adequate. In other words, the stressors (demands from the job) outweigh the resources available to deal with the demands. Example “Teacher must face a classroom full of students every day, negotiate, contend with relatively low pay and shrinking school budget, and ensure students meet increasingly strict standards of accountability.”(Wood, McCarthy, 2000). One interesting aspect of teacher burnout is the thought that younger teacher are also experiencing burnout.
The school should focus on different techniques like innovative and activity based teaching for students. This will not only directly help the students but other hand teacher will also burn their emotions in activity based teachings. The present study gives enough work for educators and administrators to work on stress and burn out. Empirical and theoretical evidence is to be presented to support the conclusion that improvement in personal growth and controlling of emotions which is an important and viable educational goal. This can be done if educational administrators take pain and start some innovative and experimental activities to enrich self actualization and ego strength and same time to bring efforts to reduce stress. To achieve these things following activities can be started in the school:-

**Value inductive sessions for teachers:-**

Due to corruption and jealousy values are missing in teachers which are very important. With the help of these programs teachers may improve their values.

**Meditation programs:-**

Meditation programs helps teachers to increase their capabilities, patience, emotional control and it also help to cope up with the stress.

**Re-enforcement:-**

Teachers can be motivated so that they can give their best to students. With the help of motivation teacher can improve and came to know about their strengths and weaknesses.

It is very important to have unbiased school environment, there should be no biasness, no favoritisms. Newspapers and magazines should be arranged for teachers. There should be discussion among the teachers and the principal about the job satisfaction effectively. The school ofcourse should be such that it leads to attainment of immediate and ultimate goals and objectives of job satisfaction.
For Teachers

The 21st century is an era of acute modernization and both teacher and students have to cope up with the changes and challenges. The information society requires a higher level of skill and knowledge. Environmental changes are inevitable and therefore a teacher is effective if he/she can adapt to and improve his/her environment. Teacher must be able to increase conceptual understanding and analytical ability among students through the use of diverse media. Teacher effectiveness can be judged through many factors through their competency and their performance in classroom. The act of teaching along with their competency and performance results in effectiveness in the classroom. The importance of job satisfaction among the teachers of school goes back to the second half of the 20th century. Since then, researches have given deep consideration to the matter and various analytical studies have been undertaken. The movement towards human relationships sheds more light on the importance of the morale and improvement of the work conditions for the employees of organizations and institutions aiming at increasing productivity.

According to Bowen, S., Anderson, H. N., & Holliman, W. B. (1987) teacher distress costs at least 3.5 billion annually through absenteeism, turnover, poor performance, and waste. It is estimated that one-quarter of all teachers feel burned out at any given time. Job burnout is a problem in many professions, but it significantly more prevalent in the helping professions. Teachers, as well as administrators, counselors, doctors, nurses, police officers, and so on have the additional burden of extreme responsibility for the well being of others on top of the multitude of stressors that stem from routine job activities. This heavy responsibility combined with limited resources, long hours, marginal working conditions, and often unreasonable demands from those receiving services, lead to chronic stress, and ultimately, burnout.

Though situational and organizational factors are regarded as chiefly responsible for burnout, these factors fail to explain why only some individuals
experience burnout in the face of stressors even as there seem to be others who are able to successfully cope with those very stressors under the same working conditions (Buhler & Land, 2003). The implication is that such idiosyncratic ways of reacting and responding to stress can only arise from individual factors. Individual factors not only influence one’s choice of occupation but also determine one’s vulnerability to stress in that occupation and the ability to cope with them. Failure to cope with chronic stress leads to burnout, and the individual differences arise from the differences in demographic characteristics, personality traits and personal expectations. These factors determine who experiences burnout. It is also widely accepted that personality has dynamic characteristic which can be changed and modified as well. Therefore some literature which gives higher moral values among teachers should be studied by the teachers. Further teachers are said to be role models for their students and if these teacher themselves experience stress, how they will train their students to cope up in stress full situations.

5.4 SUGGESTIONS FOR FURTHER RESEARCH

An effective program of research must strive to help the young researchers to visualize the vast domain of untracked problems, which may have little or more similarity with the areas already explored by the past researchers. It is admitted that such a process would link the past and the present knowledge to establish the better future. Therefore, the need of further research in the field of education arises day by day.

Having reviewed the result of the present study, it has been realized that there can be a number of research studies which can be undertaken in this vital area of organizational behavior.

1. A Study of Burnout among primary and high school teachers in relation to personal, demographic and work-related factors.
2. A study of Burnout among science and art teacher in relation to personal, demographic and work related factors.


4. A study of Burnout among college and university teachers in relation to personal, demographic and work related factors.

5. A study of Burnout among rural and urban school teachers in relation to personal, demographic and work related factors.

6. A study of Burnout among teachers with special reference to personal factors like cognitive hardness, risk taking behaviour and competitive behaviour.


8. A study of Preventive measures for burnout teachers.

9. A study of the interrelationship among dimensions of the Organizational Role Stress.

10. To study the effect of Organizational Role Stress, Ego Strength and Self-Actualization on Burnout among Primary School Teachers.

11. Effect of Job stress, Organizational Climate and Job Satisfaction on Burnout among teachers.

12. Effect of qualification and Job satisfaction on Burnout among teachers.

13. Effect of mental health and cultural factors on Burnout among teachers.