SUMMARY

The work of a teacher is physically and mentally challenging. A teacher needs to use a lot of energy in his daily chores in the classroom coupled with his personal and family commitments. This trend, which is a routine for a teacher forwards a lot of strain and stress to them. The problem of the teacher may be compounded by the school culture and climate. A teacher’s activities may be subjected to critical scrutiny by administrators, colleagues, parents and students. This also mounts a serious pressure on the teacher. One can simply say that the task of a teacher is enormous. In an attempt to survive, a teacher may struggle to handle many tasks at a time. Even though unable to balance his burden, he may try to move on. The pressure, at times becomes so heavy that he becomes exhausted, emaciated, defensive and offensive. This condition of a teacher is known as burnout.

BURNOUT

Burnout is a concept which was born in mid 1970s in the USA. Freudenberger (1974, 1975) is usually given credit for first using the term burnout in its present sense to denote a state of physical, emotional and attitudinal depletion resulting from conditions of work. It is a serious issue that effects the welfare of a large number of human service professionals. Maslach and Pines (1977) documented the presence of three control factors with in burnout syndrome i.e. ‘Emotional Exhaustion’, ‘Depresonalisation’ and lack of ‘personal Accomplishment.’ The recent years virtually all major professional organizations have included at least one symposium on burnout on their annual conventions.

Teaching is one of the most visible profession, not only in our country, but almost in the entire world. Teachers not only constitute a large proportion
of human service professionals but also play a crucial role in the formation of society. In the last few years, teachers have suffered from occupational stress (Cache, 1981). When the stress becomes so severe that it effects the work out both quantitatively and qualitatively and teachers can no longer function normally; the phenomenon in referred to as ‘teacher burnout.’

There are considerable reasons for the high level of interest in ‘teacher burnout’. First, the teaching profession is one of the largest and most visible profession in India and throughout the entire world. Second, the profession has been subject to increased pressure by society to correct social problem, educated students in academic and skill areas, provide enrichment activities, meet the individuals needs of the students with a wide range of abilities and encourage moral and ethical development, considering the above factors, exploring the teacher burnout in India seems to be relevant.

Maslach (1982) argued that three core aspects of Burnout were commonly included in all of them. These are:

- Emotional Exhaustion
- Depersonalization
- Feeling of low personal Accomplishment.

Often, the first sign of burnout is a feeling of being emotionally exhausted from one’s work. As emotional sources are depleted, workers feel that they are enabling to give of themselves both psychological and physically as they did earlier. Emotionally exhausted workers cope by becoming depersonalized with their colleagues and clients and putting a distance between themselves and others. Thus, they develop a ‘de attached concern’, become cynical and feel callous towards other in the work place. A third aspect of Burnout is feeling of a low personal accomplishment. This refers to a tendency to evaluate negatively especially with regard to one’s work.
Maslach (1982) identified a number of conditions/characteristics of burnout or its effect which are as follows:

- A reaction of the nervous system to stress, leading to a variety of physical disease.
- A disruption of personal or professional life as a result of occupational stress.
- Destructive feeling of emotional stress as a result of ineffective coping.
- Low of concern and detachment from those with whom you work.
- A clinical and dehumanized perception of clients accompanied by deterioration of quality of work.

Burnout is a psychological term used for experience of long term exhaustion and diminishing interest in the work place. It is a state of emotional and physical exhaustion caused by excessive and prolonged stress. It can occur when one feel overwhelmed and is unable to meet constant demand as the stress continue, we begin to lose interest and motivation that lead us to take on a certain role in the first place. It reduces our productivity and saps our energy, leaving us increasingly hopeless, powerless, cynical and resentful. Burnout in a concept, which was born in mid 1970s in the USA and with astonishing rapidly has become almost a ‘Catch Word’ to convey on almost unlimited variety of social and personal problems of American Workers.

There is some doubt about the true extent of the Burnout Syndrome because the word has become ubiquitous and is used in an extraordinarily wide variety of contexts. It is used as accusation against uncaring workers of undeserving, frustrated clients. It is also used as an excuse by some professionals for half-hearted efforts, as an indication to others of the need for professional renewal, and as a motivation for still others to leave their
field altogether. Burnout is used technically to describe a stress related syndrome that has circumscribed causes and symptoms, but is also used do describe a transient state of fatigue. Burnout is said to be caused by stress, yet is often used as a synonym for stress. Burnout is said to afflict only human service professionals, but has also been used to describe students, blue-collar workers, sportsmen and indeed, practically everyone. It appears in America as if each week, the media identifies yet another group of workers as burned out. The human service professionals, especially, have integrated the concept of burnout within their collective self image as workers. Burnout is though more than a ‘hot topic’. It is a serious issue that affects the welfare of not only millions of human service workers but of their tens of millions of clients as well.

Over the last few years burnout has become a ‘buzzword’ used to convey an almost unlimited variety of social and personal problems. Present interest in the area of grew out of the early work of Herbert Freudenberger and Christina Maslach. Their efforts and the work of others they stimulated led to the first conference on Burnout held in Philadelphia in Nov 1981.

Burnout has most often been discussed and written about in relation to teaching and teacher. Clouse and Whitaker (1981) point out three stages of teacher burnout. Most teachers enter the profession with good intentions and a sincere desire to help children. Energy levels are high, ideals are strong. Majority of teachers are also individuals with decent value systems, a high sense of motivation, a desire to be needed and having an inner hope that through their intervention, something positive can be done with young people. Burnout leads to a drastic reversal in attitude and behaviour with in a few years, sometimes even after one year of teaching.

It has been suggested that many who enter teaching, exhibit dependency characteristics where personal needs are met through helping
others. That is, they obtain an overwhelming component of their self-identity from their work and therefore, have a strong need to be liked. When teachers do not receive positive responses and feed back from students, enthusiasm falters. Frustration is one of the earliest signs in the process of burnout. Several factors may contribute to the frustration of teachers within the school environment as well as outside. Student apathy, growing indiscipline and violence, unco-operative or over critical parents, low salary and social status and various malfunctions of the organization and the profession itself are some of the factors. All these and many others may contribute to frustration and lowered morale of teachers and increase their stress and burnout.

TEACHER BURNOUT

An initial aspect of educator burnout, “Emotional Exhaustion”, is the tired and fatigued feelings that develop as emotional energies are drained. When these feelings become chronic, teachers find that they can no longer give of themselves to students as they once could.

Teachers who no longer have positive feelings about their students are experiencing the second component of teacher burnout, “Depersonalization”. Among the many ways teachers can display indifferent, negative attitudes towards their students are: using derogatory levels (for example, barricading themselves behind their desk); and “turning out” students through psychological withdrawal.

The third aspect, a feeling of low “Personal Accomplishment” from the job, is particularly crucial for teachers. Most teachers enter the profession to help students learn and grow. When teachers no longer feel that they are accomplishing this, there are few other areas on which they can focus to receive rewards (for example, putting in more time to make more money).
ORGANIZATIONAL ROLE STRESS

Pareek (1977) defines role as any position a person holds in a system (organization) as defined by the expectation, various significant persons including one’s self have from that position.

Initial work related with the phenomenon on stress was conducted by Selye. One the basis of his studies, stress is considered to be the non-specific response of body to any specific conditions made upon it. He suggested to use the term stress for the reaction pattern which the body produces while dealing stresses. Stress is any stimulus which can give rise to a specific syndrome “general adaptation syndrome” which consists of a series of drastic physical changes.


Role stress is one of the type of stress which falls in the third category i.e. daily hassles. Role stress is the stress, that is experienced due to the role played by an individual or stress due to the position a person holds in an organization. In an organization individual has to play multiphasic roles. Pareek (1976) defines role as the position occupied by a person as defined by the expectations of significant persons including a role occupant, indicating that there are inherited problems in performance of a role and therefore is inevitable. Authoritative organizational structure and control systems are a potential source of stress as they are seen to promote dependency offered little scope for initiative and creativity in role enactment. Organizational stress is said to arise from a misfit between the individual and his work demands. Another kind of source of stress is a dis-coordination between environment and individual. When the imbalance of either kind threatens an individual’s well-being, stress will occur. In the
organizations, role stress is experienced more by white color workers then blue collar workers.

School is an organization where teachers experience stressful situations. Schwab examined teacher burnout and its relationship to the Organizational stress variables of role conflict and role ambiguity. Role conflict and role ambiguity explained a significant amount of variance on Emotional Exhaustion and Depersonalisation while role ambiguity explained a significant amount of variance on personal accomplishment.

**EGO STRENGTH**

In psychoanalytic psychology, ego is that part of the psychic apparatus which is the mediator between the person and reality. Its prime function is the perception of reality and adaptation to it. The ego is held responsible for controlling and maintaining the adaptation of the individual to his (physical, mental and social) environment. Ego strength can be defined as the ability of the ego to effectively deal with the demands of the id, superego and reality. Those with little ego-strength may feel torn between these competing demands, while those with too much ego strength can became too unyielding and rigid. The two terms, “object relation” and “ego-function” through and through. The development of object-relation is central to psychoanalytic formulation of ego development. As Hartmann, Kris and Lowenstien state (1949). “Every step in the formation of the object corresponds to a phase in psychic differentiation”. As Krish says (1952), “There seems little doubt that the intactness of ego functions to a higher degree than ever before anticipated, is determined by the nature of the child’s earliest object relations”.

Even though it should not be an exaggeration, of the two major aspects of object relations whose positive nature indicates certain definite relation with ego-strength and whose negative-ness points to ego weakness,
they out to be mentioned. These are the ability to form friendly and loving bonds with others with a minimum of inappropriate hostility and the ability to sustain relationships over a period of time with little mutual exchange of hostility. Disturbances in object relations are reflected in emotional coldness and detachment, inability to fall in love or sustain love, self-centeredness, helpless dependency on others, and the need to dominate others and perversions (Moore and firm, 1968).

The change of both libidinal and aggressive energy” away from the instinctual and towards a non-instinctual mode” is termed neutralization. Hartmann (1955), assumed that neutralization starts early in life and is a continuous process, that there are degrees of neutralization, and that the ego’s ability to neutralize instinctual energy is probably correlated with ego-strength and is reflected in the breadth of interest and richness of effects. He proposes that different degrees of neutralization are required for optimal ego functioning in different activation and that is plays an important role in reality, object consistency, thinking, action and internationality.

That a role in adaptation is played by the external environment as well as by personality structure is implied in Hartmann’s (1939), statement that adaptation are appropriate for only a restricted range of situation and that an adaptation that is good in one set of circumstances may be unsuccessful in another. He also re-emphasizes, however, the link between personality development and adaptation when he points out that psychoanalysis assumes that adaptation in adulthood is best in those who have attained the genital stage of libidinal development. He emphasized the ability of the autonomous ego function to withstand impairment from defensive process. Another way to formulate the issue is to assume that ego strength is reflected in ego function resistance to regressive impairment when the organism is faced with environmental stress.
However, before going to the conclusion, it should not be loathsome if one gives special stress on the fact that the mother-child relationship is the basic factor in the development of a flexible and adaptation ego. On behalf of this, it can be said that the current state of ego-strength of the individual which can be associated with his general state of fatigue or freshness and physical health, also affects his response to a crisis as does the current meaning of the problematic situation in relation to his past experience—particularly the intensity of symbolic links with the past and the degree to which the current situation stimulates revival of old conflicts. Further significant factor in determining the individual’s response are his current psycho-social and socio-cultural interactions with his social milieu. In this connection, great importance is attached to the support of the individual’s ego-strength by significant others and also to the active collaboration of these people with the individual in order to accomplish the adaptive tasks involved in the crisis situation (Nicheti, 1978).

Ego-strength and weakness have proved to be fruitful psychoanalytic concepts. Their value is increased when they are considered in relation to adaptation, stress and regression. Hartmann (1955), pointed out that the concept of ego could be improved by a specification of which ego functions are interfered with. While Hartmann’s suggestion has gained wide acceptance, there does not appear to be adequate realization that not only is a detailed definition of what constitutes each ego function necessary to carry this out but also that the whole issue of the interrelationship of ego function is involved.

**SELF-ACTUALIZATION**

*Self actualization is the process or act of becoming oneself, developing one’s potential, achieving an awareness of one’s identity and fulfillment oneself.* (Le Francois (1996).
A German neurologist/Psychiatrist Kurt Goldstein first introduced the concept of self actualization in 1934, in his book: “The organism: A holistic Approach to Biology Derived form Pathological Data in man.” As its title might suggest, this was not a best seller of its time—in fact, this seminal concept didn’t really take hold in medical & intellectual circles until decades later.

The term was later used by Abraham Maslow in his article, A Theory of Human Motivation, Maslow explicitly defines self actualization to be “the desire for self fulfillment, namely the tendency for him (to individual) to become actualized in what he is potential. This tendency might be phrased as the desire to become more and more what one is, to become everything that one is capable of becoming.” Maslow used this term self actualization to describe a desire, not a driving force, that could lead to realizing one’s capabilities. Maslow did not feel that self actualization determined one’s life; rather, he felt that it gave the individual a desire, an motivation to achieve budding ambitions. A more explicit definition of self actualization according to Maslow is “intrinsic growth of what is already in organism or more accurately of what is the organism or more accurately of what is the organism itself ---- self actualization is growth motivated rather than deficiency motivated.” This explanation emphasizes the fact that self Actualization cannot normally be reached until other lower order necessities of Maslow’s hierarchy of needs are satisfied. While Goldstein defined self actualization as a driving force, Maslow uses the term to describe personal growth that taken place once lower order needs have been met, one corollary being that, in his option, “self actualization rarely happens---- certainly in less than 1% of the adult population.” The fact that “most of us function most of the time on a level lower than that of self actualization” he called the psychopathology of normally.

Self-Actualization has been variously thought of a need, a cognitive style, a trait, a life process etc. it may either cover one or more such component. Maslow (1954) who started with need theory thought of self
actualization only as highest order need but later on in 1970 he extended its concept to be a source of well being. His Pyramid of need hierarchy indicated physiological, security, social belongings, esteem and self actualization as needs placed respectively in order of their degree of highness and chronological origins. He believed that without the fulfillment of a lower need, a higher need next to it could not be fulfilled.

Cangemi (1976) studied the characteristics of self-actualized individuals. He found that such individuals have become fully human and have used their capacities to the maximum. Such individuals have discovered their latent potentials and perfected their uniqueness. They have learned what is possible and what is not and have taken appropriate steps to bring about the possible. Cangemi and Englander (1974) concluded that adequate self-awareness is the first step toward self-actualization or self fulfillment. The intervening steps are insight, self-understanding, self-acceptances, psychological growth and psychological health. Therefore education must teach this. The individuals must feel he is very important and useful specimen of the nature and is made for the work he is doing. He has all adequate potentials to do the taken up job, and he can be a successful man in that profession.

JUSTIFICATION AND SIGNIFICANCE OF THE PROBLEM

One of the banes of modern stressful life-style is the occurrence of burnout syndrome among the educated people. Most of the educated people, who opt to be teachers, cope with the heavy demands of the professional obligations and may suffer from the burnout syndrome sooner rather than later. Because of this malady, one becomes indifferent and listless towards one’s profession and consequently happens to grow larger pathological apathy towards one’s profession.
The present study is very important because it studies the burnout teachers in relation to their ego strength, self-actualization and organisational role stress. Teaching is one of the most widely distributed profession in our country. It is inherently stressful and requires the teachers to play a supportive role inspite of the stress that they experience in their personal and social lives. Burnout amongst teachers does not affect themselves alone but their students as well. Teaching has been identified as particularly stressful occupation (Cacha, 1981; Ferber and Miller, 1981). This job has various stressful conditions resulting in teacher burnout which can be often expressed in various physical (headache, fatigue), psychological (irritation, anger, depression) and behavioural (lack of interest, deterioration in work performance) symptoms (Cunningham, 1982).

The present study is intended to explore whether burnout syndrome which has so widely been reported among western teachers, exist among Indian teachers also or not. The burnout stress syndrome affects the work output of the teachers both quantitatively and qualitatively. It causes deterioration in the quality of work of the teachers and they can no longer function normally.

There are considerable reasons for the high level of interest in ‘teacher burnout’. First, the teaching profession is one of the largest and most visible profession in India and throughout the world. Second the profession has been subject to increased pressure by society to correct social problems, educate students in academic and skill areas, provide enrichment activities, meet the individual’s needs of the students with a wide range of abilities and encourage moral and ethical development. So teachers play a crucial role in formation of society. Considering the above factors, exploring the teachers’ burnout in India seems to be relevant. The insights and inputs emerging from this study can be used while preparing the future educational plans in which the appropriate measures may be taken up to address the burnout problem. By protecting the
teachers from the phenomenon of burnout, the teachers may be re-enthused to serve the society in a much more meaningful way.

Organizational role stress effect on teacher’s accomplishment or quality. Ego strength scored at higher level of personal accomplishment. Only a self-actualized teacher can provide a psychological healthy, open, caring and creative learning environment for the students. Hence, the investigator tried to investigate the level of burnout and effect of organizational role stress, ego strength and self actualization on burnout.

OPERATIONAL DEFINITIONS

Concepts:

The following concepts have been used in the study and their definitions are given as under:

(i) **Organisational Role Stress (ORS)**:

‘Role’ is any position a persons holds in a system (organisation) as defined by the expectations various significant persons, including himself, have from that position (Pareek, 1976).

‘Organisational Role Stress’ is the stress, that is experienced due to the role played by an individual or stress due to the position a person holds in an organisation.

(ii) **Ego-Strength**:

Ego strength can be defined as the ability of the ego to effectively deals with the demands of Id, superego and reality.

Freud’s most general formulation concerning ego strength was that it is reflected in the ability to live and work.

(iii) **Self-Actualization**:

Self-Actualization is the process or act of becoming one self, developing one’s potential, achieving an awareness of one’s identity, and fulfilling oneself (LeFrancois, 1996)
Self Actualization is the intrinsic growth of what is already in the organism, or more accurately of what is the organism itself.

(iv) **Burnout**

Burnout is a syndrome of ‘Emotional Exhaustion’, ‘Depersonalization’ and ‘Reduced Personal Accomplishment’ that can occur among individuals who do “People work” of some kind. The burnout syndrome has three components (sub-scales) which are as follows:

- **Emotional Exhaustion (EE)**
  
The key concept of burnout syndrome is increased feelings of ‘Emotional Exhaustion’, as emotional resources are depleted, workers feel that they are no longer able to give of themselves at psychological level.

- **Depersonalization (DP)**
  
Depersonalization is negative, cynical attitude and feeling about one’s clients. This callous or even dehumanized perception of others can lead staff members to view their clients as somehow deserving of their troubles.

- **Reduced Personal Accomplishment (PA)**
  
Reduced personal accomplishment refers to the tendency to evaluate oneself negatively, particularly with regard to one’s work with clients. Workers may feel unhappy about themselves and dissatisfied with their accomplishments on the job.

Burnout is conceptualized as a continuous variable, ranging from ‘Low’ to ‘Moderate’ to ‘High’ degrees of experienced feelings.

- A ‘Low’ degree of burnout is reflected in low scores on Emotional Exhaustion and Depersonalization sub-scale and high scores on personal accomplishment sub-scale.

- The ‘Moderate’ degree of burnout is reflected in moderate scores on the three sub-scales of burnout syndrome.
• A ‘High’ degree of burnout is reflected in high scores on Emotional Exhaustion and Depersonalization sub-scales and in low scores on the Personal Accomplishment sub-scale.

(v) **Secondary School Teachers:**

Teachers who teach the classes from 6th to 10th level.

**OBJECTIVES OF THE STUDY**

On the basis of the study, the available literature on Burnout, Ego Strength, Self-Actualisation and Organizational Role Stress, the investigator drew certain objectives which lead to present investigation:

1. To study the level of Burnout among the secondary school teachers.
2. To study the Organizational Role Stress among the secondary school teachers.
3. To study the Ego-Strength among secondary schools teachers.
4. To study the level of Self-Actualization among secondary schools teachers.
5. To find out the relationship between Organizational Roles Stress and Burnout dimensions (i). Emotional Exhaustion (ii). Depersonalization (iii). Personal Accomplishment among secondary school teachers.
8. To find out the relationship between Age of secondary school teachers and Burnout dimensions (i). Emotional Exhaustion (ii). Depersonalization (iii). Personal Accomplishment.
9. To find out the combined influence of Organizational Role Stress, Ego Strength and Self-Actualization on Emotional Exhaustion among secondary school teachers.

10. To find out the combined influence of Organizational Role Stress, Ego Strength and Self-Actualization on Depersonalisation among secondary school teachers.

11. To find out the combined influence of Organizational Role Stress, Ego Strength and Self-Actualization on Personal Accomplishment among secondary school teachers.

12. To find out the relationship between Organizational Role Stress and Burnout by Partialling out the Ego Strength and Self-Actualization among secondary school teachers.

13. To find out the relationship between Ego Strength and Burnout by Partialling out the Organizational Role Stress and Self-Actualization among secondary school teachers.

14. To find out the relationship between Self-Actualization and Burnout by Partialling out the Organizational Role Stress and Ego-Strength among secondary school teachers.

15. To compare the three levels of Burnout between male and female secondary school teachers.

HYPOTHESES

For the objectives, number 1 to 4, no hypotheses were formulated.

1. There is no significant relationship between Organizational Roles Stress and Burnout dimensions (i). Emotional Exhaustion (ii). Depersonalization (iii). Personal Accomplishment among secondary school teachers.
2. There is no significant relationship between Ego-Strength and Burnout dimensions (i). Emotional Exhaustion (ii). Depersonalization (iii). Personal Accomplishment among secondary school teachers.

3. There is no significant relationship between Self-Actualization and Burnout dimensions (i). Emotional Exhaustion (ii). Depersonalization (iii). Personal Accomplishment among secondary school teachers.

4. There is no significant relationship between Age of secondary school teachers and Burnout dimensions (i). Emotional Exhaustion (ii). Depersonalization (iii). Personal Accomplishment.

5. There is no significant combined influence of Organizational Role Stress, Ego Strength and Self-Actualization on Emotional Exhaustion among secondary school teachers.

6. There is no significant combined influence of Organizational Role Stress, Ego Strength and Self-Actualization on Depersonalization among secondary school teachers.

7. There is no significant combined influence of Organizational Role Stress, Ego Strength and Self-Actualization on Personal Accomplishment among secondary school teachers.

8. There is no significant relationship between Organizational Role Stress and Burnout by Partialling out the Ego Strength and Self-Actualization among secondary school teachers.

9. There is no significant relationship between Ego Strength and Burnout by Partialling out the Organizational Role Stress and Self Actualization among secondary school teachers.

10. There is no significant relationship between Self-Actualization and Burnout by Partialling out the Organizational Role Stress and Ego-Strength among secondary school teachers.

11. There is no significant difference in the three levels of Burnout between male and female secondary school teachers.
DELIMITATIONS OF THE STUDY

It is not humanly possible, nor desirable for any researcher to study a set of phenomenon at all levels and from all possible angles in a time bound research like the present one. Various constraints related to the constraints related to the constant of research and limited recourses like time and finance compel every researcher to delimit his research. The present study is delimited on following aspects:

1. The study is delimited to schools of Delhi only.
2. The study is delimited to government schools only.
3. The study is delimited to secondary school teachers only.
4. The study is delimited to 320 secondary schools teachers only.
5. The study is delimited to only four variables namely
   - Burnout
   - Organizational Role Stress
   - Ego Strength
   - Self-Actualization

METHODOLOGY

For the present study, Descriptive Method is used. Because it is considered as one of the best method in education, it describes the current status of the research work.

VARIABLES

(A) Dependent Variable

(1) Burnout
   (i) Emotional Exhaustion (EE)
   (ii) Depersonalization (DP)
   (iii) Reduced Personal Accomplishment (PA)
(B) Independent Variables

(1) Organizational Role Stress (ORS)
   - Inter Role Distance
   - Role Stagnation
   - Role Expectation Conflicts
   - Role Erosion
   - Role Overload
   - Role Isolation
   - Personal Inadequacy
   - Self Role Distance
   - Role Ambiguity
   - Resource Inadequacy

(2) Ego Strength

(3) Self Actualization

POPULATION
All secondary school teachers of government schools of Delhi constituted the population of the study for the present investigation.

SAMPLING PROCEDURE
To conduct this study the investigator selected a representative sample of total 320 secondary schools teachers of government secondary schools of Delhi. The sample was selected from total eight zones of Delhi. From each zone 40 secondary school teachers were selected randomly. While selecting the sample care was taken that equal number of male and female teachers were selected.

TOOLS USED
1. Maslach Burnout Inventory (MBI) Form Ed. by Christina Maslach and Susan, E. Jackson.
2. Organisational Role Stress Scale (ORS Scale) by Udai Pareek.
3. Hasan’s Ego Strength Scale by Dr. Q. Hasan.
4. Self Actualization Inventory by Dr. K.N. Sharma.

STATISTICAL TECHNIQUE

Keeping in view the objectives of the study the data so collected was statistically analysed by using mean, S.D., ‘t’ - test, correlation, multiple correlation, partial correlation.

SPSS (Statistical Package for Social Science) 15.0 version is used to calculate and analyse the data.

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.

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 depersonlization, 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 of course 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.

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.