ABSTRACT

The work of a teacher is physically and mentally challenging. The problem of the teacher may be compounded by the school culture and climate. In an attempt to survive, a teacher may struggle to handle many tasks at a time. Even though unable to balance his burden, at times becomes so heavy that he becomes exhausted, defensive and offensive. This condition of a teacher is known as Burnout. The present investigation was intended to study the Organizational Role Stress, Ego Strength and the level of Burnout and Self Actualization among secondary school teachers of Delhi. Further it intended to find out the relationship between dimensions of Burnout (Emotional Exhaustion, Depersonalization and Personal Accomplishment) and Organizational Role Stress, dimensions of Burnout and Ego Strength, dimensions of Burnout and Self Actualization. This study also intended to find out the combined influence of Organizational Role Stress, Ego Strength and Self Actualization on Burnout among secondary school teachers. Further, it intended to find out the relationship between Burnout and Organizational Role Stress by partialling out the Ego Strength and Self-Actualization, relationship between Burnout and Ego-Strength by partialling out the Organizational Role Stress and Self Actualization, relationship between Burnout and Self-Actualization by partialling out the Organizational Role Stress and Ego Strength. This study also compared the three levels of Burnout between male and female secondary school teachers. For the purpose, a sample of 320 secondary school teachers from Delhi government schools was randomly selected. While selecting the sample care was taken that equal number of male and female teachers were selected. The major findings of the study were: Majority of the secondary school teachers is experiencing medium level Burnout. Secondary school teachers are experiencing more stress on role ambiguity and role expectation conflict and teachers are experiencing low stress on resource inadequacy. Male secondary school teachers experience high Ego-Strength as compared to female. Aged teachers have more Ego Strength in comparison to younger teachers. Majority of secondary school teachers are falling in medium level Self-Actualization. There is found a significant positive relationship between Emotional Exhaustion and Organizational
Role Stress, Depersonalization and Organizational Role Stress, but Personal Accomplishment and Organizational Role Stress are not significantly correlated. Ego Strength are negatively and significantly correlated with Emotional Exhaustion but positively and significantly correlated with Personal Accomplishment. Ego Strength and Depersonalization are not significantly correlated. Self Actualization is not significantly correlated with Emotional Exhaustion and Depersonalization but positively and significantly correlated with Personal Accomplishment. Age of secondary school teachers is negatively and significantly correlated with Depersonalization but positively and significantly correlated with Personal Accomplishment. Age of secondary school teachers and Emotional Exhaustion are not significantly correlated. It is also found that there is a combined influence of Organizational Role Stress, Ego Strength and Self Actualization on three dimensions of Burnout (Emotional Exhaustion, Depersonalization and Personal Accomplishment). It is also found that there exist a positive and significant relationship between Burnout and Organizational Role Stress when Ego Strength and Self Actualization are partially out. Burnout and Self-Actualization are not significantly correlated when studied by partialling out the Organizational Role Stress and Self-Actualization. There exist a negative and significant correlation between Burnout and Self Actualization when Organizational Role Stress and Ego Strength are partially out. When comparison of three levels of Burnout was explored between male and female secondary school teachers then it was found that female secondary school teachers are experiencing more Emotional Exhaustion and Depersonalization than their male counterparts but there is no significant difference on Personal Accomplishment between male and female secondary school teachers.