CHAPTER VI
SUMMARY, CONCLUSION
AND RECOMMENDATIONS
6.1 Introduction
6.2 Statement of the problem
6.3 Objectives
6.4 Hypotheses
6.5 Research design
6.6 Sample
6.7 Tools used
6.8 Data analysis
6.9 Results and findings
6.10 Suggestions and recommendations
6.11 Suggestions for further research
6.12 Implications of the study
6.13 Summary
6.14 References
6.1 Introduction:

Due to large number of factors, the teacher in the existing scenario is stressed and burnout. Such teachers are anxious, depressed, cynical, emotionally and physically depleted. Stress and burnout have affected and would continue to affect the lives of teachers and their families and society in particular.

Of particular, concern is the impact of teacher stress and burnout on the teaching process itself especially in the engineering colleges with the preponderance of disadvantaged students who can ill – afford deterioration in teacher’s motivation and commitment.

The professional interest made him select the problem of teacher burnout and to know more about the same. The data emerged from the opinion survey have been analyzed and discussed in the respective chapters.
6.2 Statement of the problem:

“A Study of burnout syndrome in teachers with reference to job satisfaction, age, gender and experience”

6.3: Objectives of the study:

Main objectives:

1. To study the relationship between burnout and job satisfaction in teachers under study.

2. To study the relationship between burnout and age in teachers under study.

3. To study the relationship between burnout and gender in teachers under study.

4. To study the relationship between burnout and teaching experience in teachers under study.

Supporting objectives:

5. To study the perceptions and awareness about burnout in teachers under study.
6. To study the perceptions and awareness about job satisfaction in teachers under study.

6.4 Statement of the hypotheses:

(A) Main hypotheses:

On the basis of surveying the research literature the following Null hypotheses were formulated:

**Ho 1**: There is no significant relationship between burnout and job satisfaction in teachers under study.

**Ho 2**: There is no significant relationship between burnout and age in teachers under study.

**Ho 3**: There is no significant relationship between burnout and gender of teachers under study.

**Ho 4**: There is no significant relationship between burnout and experience in teachers under study.

(B) Supporting hypotheses:

The supporting hypotheses are those which the researcher would test on the basis of observations and findings derived from the collected information at the particular instant of time. They are:
H1: Teachers under study are aware of the lack of feeling of burnout in them.

H2: Teachers under study are aware of the importance of being satisfied with their job.

6.5 Research design and methodology:

In the study undertaken, it was required to find out the relationship of teacher burnout with job satisfaction, age, gender and experience. Also the perceptions and awareness in teachers regarding burnout and job satisfaction were to be investigated. A descriptive and co-relational method of research was used in conducting the study.

6.6 Population and sample of the study:

Teachers from all the six unaided engineering colleges affiliated to north Maharashtra University, Jalgaon and four unaided polytechnics offering diploma courses in engineering and affiliated to MSBTE, Mumbai for session 2006-07 constituted the population of the
study. At the time of administration of tools there were 540 teachers. This constituted the population.

The samples of 120 teachers were selected from the population for the study. Thus the size of the sample was restricted to 22.22% of the population.

6.7 Tools used:

The following tools were employed by the researcher for his study.

1. Burnout inventory prepared by the researcher on the lines of Maslach Burnout Inventory.

2. Job satisfaction scale prepared by the researcher on the lines of Scott McDonald Generic Job Satisfaction Scale.

The burnout Inventory and the Job satisfaction scale were used to measure burnout and job satisfaction of the teachers respectively.
6.8 Data analysis:

The descriptive statistics - mean median, mode, standard deviation, skewness and kurtosis were computed to study the nature of the data.

The product moment of correlation and t-tests were used to assess the relationship between burnout and other variables; and to test the hypotheses.

For analysis of information collected, simple statistical techniques such as average, mode percentage and ranking have been used. The tables have been followed by observation and inferences.

6.9 Results and findings:

1. Burnout had negative and significant relationship with job satisfaction.
2. There was no significant relationship between burnout and teaching experiences.
3. There was no significant relationship between burnout and age.
4. There was no significant relationship between burnout of male and female teachers.

5. The teachers under study were aware of the lack of feeling of burnout in them.

6. The teachers under study were aware of the importance of being satisfied with their job.

6.10 Suggestions and recommendation:

In order to increase the job satisfaction of younger and newly appointed teachers, the job of teaching should be made more attractive and, proper facilities conducive for teaching should be provided.

They should also be assured of timely promotional opportunities and greater degree of freedom in decision making. If teachers are satisfied with their job, their chances of being burnout also will be very less.

Principal as head of institution has to initiate action and lead the teachers towards achievement of educational goals. At the same time, the principal has to infuse trust among the teachers and develop a warm and
friendly relationship with them, which can lead to high job satisfaction among teachers.

The administrators of technical education should provide management training programs to the principals to develop in them the qualities of leadership. Teachers should not be burdened with routine duties that may interfere with normal working and also reduce paper works. For increasing job satisfaction and reducing 'burnout', the principal should encourage and promote social activities among teachers.

The institutions should have social clubs with facilities for indoor and outdoor games for teachers and their families. This will result in higher morale and intimate relationships leading to higher job satisfaction and low burnout.

The head and the faculty should be genuine in their behavior. The free, fair and open climate can certainly result in higher educational achievements and higher job satisfaction and low burnout among teachers.
The Management should set up guidance and counseling centers in unaided engineering colleges to deal with the teachers and their emotional problems.

Extension lectures by prominent educationists should be periodically arranged at district level. In-service courses should be organized during holidays and vacation. The courses should also be held on rotational basis i.e. from one district to another. Such vocational courses can act as incentives to teachers for, they involve social togetherness, promote participative spirit and cooperation among teachers.

There should be an occasional exchange programs for teachers. This will ensure uniform standard of teaching all over the state.

Appreciation and recognition of teacher's capabilities arising out of the teacher's performance in relation to his work should be ensured.

State awards should be instituted for teachers whose students excel in their respective subjects in the
State Board Examinations. Such awards can boost the morale of teachers thereby making other teachers more motivated and geared towards their better performance.

The Management should provide staff development incentives for professionally trained teachers, and motivate them to enhance their education by giving paid study leaves.

Professionally trained teachers who improve their educational qualification, should be promoted to the next grade or 2/3 increment should be given to them.

The Government should introduce mandatory salary schedules which would provide teachers incentives to remain in the profession and motivation for the improvement of service. The retirement age of teachers should increase for 58 years to 68 years.

Education administrators should go to the colleges of their region to make personal contact with the teachers, to help them, encourage and guide them, to find out teachers difficulties and find solutions to them.
A teacher professional magazine should be published. This will help teachers to learn from each other. In addition, there should be a parent-teacher association in every institution to look into various problems bothering the teachers regarding students.

The Government should discourage public criticism of teachers in order to uplift the morale of the teachers. The professional ethics of the teachers should be periodically revised to incorporate the modern trends in them. The teacher should not feel that the teaching profession is a stigma in their way of life.

To fill up the higher posts, first preference should be given to teachers who are already in service.

There should be a special post of "Teachers Counselor" in every institution that can investigate and provide specific information regarding the reasons of teachers stress, absenteeism and withdrawal from work.
6.11 Suggestion for further research:

There are many possibilities for other research projects stemming from the topic of burnout:

1 The most obvious one would be on the best methods of prevention and or strategies for curing teacher burnout.

2 The study could be framed to just probe into what the major contributors to teacher burnout among engineering teachers are.

3 Comparative studies of the engineering teachers and their contemporaries in the industry in terms of burnout, professional satisfaction, and other factors could be studied in depth.

4 A comparative studies could be made on burnout syndrome in engineering teachers in India and one of the developed countries like China and Japan.

5 Studies on burnout should be carried out involving more number of personal and organizational variables.
6.12 Implications of the study:

The project began as an analysis of teacher burnout in the unaided engineering institutions of Jalgaon district.

The researchers have come to the realization that teachers under study were burnout to some extent regardless of experience, age and gender. It refuted the belief that all the teachers were burnout and dissatisfied, and that burnout varies from teacher to teacher with respect to age, gender and teaching experience.

The remaining implication of this study was that the teachers surely needed help in dealing with the syndrome of burnout. There is a need of policies and schemes to be adopted in the future to motivate the teachers by making efforts to minimize the conditions responsible for burnout effect.

It is only through an organized and collective effort on the part of such agencies; the engineering teachers can be professionally satisfied and can remain up to date.
in knowledge and abreast of the latest developments in science and technology.

The professionally competent and motivated teachers can only inspire their student to join teaching as one of the most challenging and exciting careers. In brief, while the technical institutions have to initiate suitable measures with due involvement of students and teachers by creating conducive environment, the Government and the policy makers have to take appropriate steps in providing full autonomy and encouragement to the technical institutions for implementing the national policies and programs and become more and were self reliant.

Further the Society needs to understand that the pressures and challenges that surround the educators. It also needs to replace the unrealistic expectations it places upon teachers with encouragement and a helping hand. Parker Palmer (1999) refers to this by stating,
“Teaching and learning are critical to our individual and collective survival and to the quality of our lives”.

6.13 Summary:

The research findings depend upon multiple of factors, which introduce some elements of error in results. However the findings can never be deemed to be absolute truth. They are only satisfactory understanding of the phenomena. The researcher claims that in the given circumstances at a particular instant of time, with given data and tools employed, the results have been obtained and they are subject to change and modification in future.

6.14 References:


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