Chapter-V

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 SUMMARY

Today, tremendous developments have taken place in the field of Physical Education at the global level. Too much emphasis on excellence and performance has catalyzed research in sport sciences, management, teaching technology, training methodology etc. As a consequence, the very perception of Physical Education differs from person to person. It has grown into a huge banyan tree whose tendrils and tentacles are difficult to distinguish. A variety of terms and expressions used as alternatives for Physical Education (such as physical training, drill, physical culture, play, gymnastics, sports and games etc.) have become archaic, obsolete and misnomer. They are just some of the segments and, hence, cannot be an alternative for the term for the whole.

With the change in the concept of Physical Education, the role of the Physical Education teacher has gone beyond the playground and entered the classroom teaching. It is perhaps far more important for a physical education teacher to concentrate upon success factors rather than think about failures in order to achieve proper results. In order to meet the high standards of his profession, a Physical Education teacher must take advantage of all the information available to him about the students. This includes the characteristics and needs of the pupils, the facilities and tools with which he
may work, organizational and administrative factors that affect the programme and knowledge of the subject matter and activities he is going to undertake.

Physical Education is neither a business nor an industry; it is a field of education where the inter-personal interaction in better understood as a means of socialization process than a trade transaction. In its multi-dimensional perspective, Physical Education is a programme of activity, an instructional process, a field of organization and administration and an area of research and development. Accordingly, a Physical Education teacher has to use his skills and aptitudes for a business-like approach to "man, movement, mind and material" and there are neither short cuts nor compromises on quality, competence and efficiency of those involved. But unfortunately, in proportion to the expectations of the society, the Physical Education teachers have not been given due place and recognition. They face a lot of problems while carrying out their responsibilities. Bad working conditions, ill maintained playgrounds, lack of facilities create obstacles and hurdles in their efficient and smooth functioning.

The Indian teachers today operate in an environment full of uncertainties, turbulence and even hostility. Competition has increased manifold with its attending consequences both good as well as bad. It is logical to conclude that stress levels have gone up and burnout is not far. What is disturbing is the high stress and burnout level. It is found more and more teachers suffering from psychological distress, depression, anxiety, burnout syndromes and physical ailments. The Indian Social Scientists in response to the changes and their impact in terms of illness and wellness have paid some attention to these phenomena. A large number of researchers are devoting
time and energy to study the stress process with its accompanying manifestations and consequences. Burnout which is a negative consequence of chronic stress has been a topic of research of many social researchers.

Teachers have a key role in the improvement of education. Teachers are the key factors in education system. It is a well-known fact that; their subject knowledge has an influence on students’ learning in the classroom settings. In addition to the subject knowledge of the teachers, the issues belonging to the teachers’ personality and behavior are significant contributors to the teaching and learning process for any discipline. Due to this fact, many researchers have been paying attention to determine teachers’ attitudes, burnouts, and self-efficacy towards subject and to find a relationship between those psychological concepts and certain variables (Duatpe and Akkus-Çikla, 2004).

Therefore, it is important that their best efforts be devoted to it. Since there is so much flexibility in the work they are required to do, and the manner in which they can do it, the contribution they make to the field will depend in part on their involvement in their work and the satisfactions they derive from it. Burnout appears to be a response to interpersonal stressors on the job in which an overload of contact with people causes changes in attitude and behavior towards them.

Burnout is defined as a state of physical, emotional, and mental exhaustion caused by long-term involvement in situations that are emotionally

demanding (Pines & Aronson, 1988). The concept of teacher burnout was identified as a syndrome of physical and emotional exhaustion containing the development of negative job attitudes, and loss of empathic concern for clients. This syndrome involves three different dimensions, called; depersonalization which indicates the development of negative attitudes and impersonal responses towards the people with whom one works, emotional exhaustion refers to the feelings of over extension and exhaustion caused by daily work pressures, and conflicts with the colleagues, and lastly personal accomplishment means the sense of personal achievement, accompanied by self-esteem (Maslach & Pines, 1984). This dimension is inversely related with burnout.

Teaching within an organizational context of a college having different departments and fields of studies is a challenging job. A college personnel with diverse personalities and varying degrees of professional skill and qualifications capable to deal with changing situations which require frequent interaction and co-operation. The environment of a college /university is highly demanding requiring teachers to be committed and devoted towards their profession. Teachers need to be emotionally involved with their profession as well as being mentally and physically balanced. To provide students a meaningful education and satisfy them in the class is not an easy job today.

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Human stress is something unavoidable. We all have to experience it at any age and stage of our life. We have to face it and tackle it properly to avoid the negative consequences. Teachers like other professionals can become stress prone. It is quite true to say that modern age is the age of stress and anxiety. Teaching stress like human stress can be both positive and negative. If it becomes too negative and teacher are facing continuous stress over a long period of time he becomes weak in resistance. Stress play is damaging role and aggravates the immune system. The teacher may suffer many kinds of health problems. If his/her stress is no relieved he reaches the peak point or the climax and this is the burnout point. The purpose of this study is generally to determine burnout levels of the degree college teachers with the effect of few background variables and also compare the burnout level among physical education personnel working in government and private first grade colleges affiliated to Bangalore University, Karnataka state.

Maslach and Jackson\(^4\) define burnout as a syndrome of emotional exhaustion, depersonalization, reduced personal accomplishment that can occur among individuals who work in helping professions such as social work, counseling and nursing. Emotional exhaustion occurs when workers feel emotionally drained by continuous contact with other people. In the field of social work the nature of the work is heavily contact oriented. Emotional exhaustion sets in when social workers meet with distressed individuals on a daily basis. The constant barrage of crisis situations causes strain and this may

lead to emotional exhaustion. Depersonalization is characterized by negative feelings and cynical attitudes toward the recipients of one’s services or care.5

Burnout can be defined as the end result of stress experienced but not properly coped with resulting in symptoms of exhaustion, irritation, ineffectiveness, discounting of self, others and problems of health (Hypertension, Ulcers and Heart Problems) Naidu, R.K. (1986).6

Teacher burnout has an additional impact on the society, in that the teacher’s state of mental health has a direct influence on the educational process. How the teacher instructs has more relevance than what is taught. A teacher who is low on morale, high on frustration and is detached from the students obviously is not able to be effective in the classroom. Burnout is not a trivial problem but an important barometer of a major social dysfunction in the work place.

A teacher occupies an important place in the educational process. In fact, the influence of teachers on students can not be comprehended. A teacher who is undergoing burnout could be depersonalized, emotionally exhausted or perceive a lack of personal accomplishment, since burnout is viewed as a composite of Depersonalization, Emotional Exhaustion and lack of Personal Accomplishment. Consequently, an individual who is undergoing burnout may not be able to execute the role of teacher effectively.


The quality and continuity of education are directly concerned with the phenomenon of teacher burnout. The researcher felt that for quality education, full utilization of human resources and to create a healthy environment for the development of students, this area required special attention and so made an attempt to compare the burnout among physical education personnel working in government and private first grade colleges.

The purpose of the present investigation was to study the burnout among physical education personnel working in government and private first grad colleges and also compare the burnout among physical education personnel working in government and private first grade colleges affiliated to Bangalore University, Bangalore, Karnataka State.

A few terms appear frequently in the report of the investigation and they have been used with specific meaning. These are as follows:

1. **Burnout** : A syndrome of Emotional Exhaustion, Depersonalization and reduced personal accomplishment that can occur among individuals who do ‘people work’ of some kind.

2. **Emotional Exhaustion** : It is a feeling of emotionally over extended and exhausted by work.

3. **Depersonalization** : It is an unfeeling and impersonal feeling response towards recipients of one’s service, care, treatment or instruction.

4. **Personal Accomplishment** : Refers to a tendency to evaluate oneself positively, particularly with regarded to one’s work with clients, workers may feel happy about themselves and satisfied with their accomplishment on the job.
First Grade Colleges

In the educational system, the first grade college, the period in college that comes after Pre University and before post graduation.

Government First Grade Colleges

In the educational system, the first grade colleges running by the government of Karnataka are considered as Government First Grade Colleges.

Private First Grade Colleges

In the educational system, the first grade colleges running by the private institutions are considered as Private First Grade Colleges.

The following variables were taken into consideration:

I. **Dependent Variable**
   
   Burnout
   
   - Emotional Exhaustion
   - Depersonalization
   - Personal Accomplishment

II. **Independent variables**

   1. Gender
   2. Type of Management
   3. Locality
   4. Age
   5. Caste
6. Marital Status

7. Educational Qualification

8. Teaching Experience

**Statement of Hypotheses**

The study was to find out whether there is any significant difference in burnout of physical education personnel with few background variables i.e. gender, type of management, locality, age, educational qualification, marital status and teaching experience. Keeping in view of the above variables following hypotheses were formulated in the null form for empirical validation.

1. There is no significant difference in the Burnout viz., Emotional Exhaustion, Depersonalization and Personal Accomplishment of first grade college male and female personnel.

2. There is no significant difference in the Burnout viz., Emotional Exhaustion, Depersonalization and Personal Accomplishment of first grade college personnel working in government and private institutions.

3. There is no significant difference in the Burnout viz., Emotional Exhaustion, Depersonalization and Personal Accomplishment of first grade college personnel of first grade colleges having urban and rural background.

4. There is no significant difference in the Burnout viz., Emotional Exhaustion, Depersonalization and Personal Accomplishment of younger and older first grade college personnel of first grade colleges.
5. There is no significant difference in the Burnout viz., Emotional Exhaustion, Depersonalization and Personal Accomplishment of married and unmarried first grade college personnel of first grade colleges.

6. There is no significant difference in the Burnout viz., Emotional Exhaustion, Depersonalization and Personal Accomplishment of first grade college personnel having general and professional qualification.

7. There is no significant difference in the Burnout viz., Emotional Exhaustion, Depersonalization and Personal Accomplishment of first grade college personnel belonging to SC, ST and Other castes.

8. There is no significant difference in the Burnout viz., Emotional Exhaustion, Depersonalization and Personal Accomplishment of first grade college personnel having different type of teaching experience.

9. There is no significant difference in the Burnout viz., Emotional Exhaustion, Depersonalization and Personal Accomplishment of first grade college male personnel working in government and private college institutions.

10. There is no significant difference in the Burnout viz., Emotional Exhaustion, Depersonalization and Personal Accomplishment of first grade college female personnel working in government and private college institutions.

11. There is no significant difference in the Burnout viz., Emotional Exhaustion, Depersonalization and Personal Accomplishment of first grade college personnel.
grade college younger personnel working in government and private college institutions.

12. There is no significant difference in the Burnout viz., Emotional Exhaustion, Depersonalization and Personal Accomplishment of first grade college older personnel working in government and private college institutions.

13. There is no significant difference in the Burnout viz., Emotional Exhaustion, Depersonalization and Personal Accomplishment of first grade college SC caste personnel working in government and private college institutions.

14. There is no significant difference in the Burnout viz., Emotional Exhaustion, Depersonalization and Personal Accomplishment of first grade college ST caste personnel working in government and private college institutions.

15. There is no significant difference in the Burnout viz., Emotional Exhaustion, Depersonalization and Personal Accomplishment of first grade college other caste personnel working in government and private college institutions.

16. There is no significant difference in the Burnout viz., Emotional Exhaustion, Depersonalization and Personal Accomplishment of first Grade College married personnel working in government and private college institutions.
17. There is no significant difference in the Burnout viz., Emotional Exhaustion, Depersonalization and Personal Accomplishment of first grade college unmarried personnel working in government and private college institutions.

18. There is no significant difference in the Burnout viz., Emotional Exhaustion, Depersonalization and Personal Accomplishment of first grade college urban personnel working in government and private college institutions.

19. There is no significant difference in the Burnout viz., Emotional Exhaustion, Depersonalization and Personal Accomplishment of first grade college rural personnel working in government and private college institutions.

20. There is no significant difference in the Burnout viz., Emotional Exhaustion, Depersonalization and Personal Accomplishment of first Grade College of below 5 years teaching experience personnel working in government and private college institutions.

21. There is no significant difference in the Burnout viz., Emotional Exhaustion, Depersonalization and Personal Accomplishment of first Grade College of between 6-9 years teaching experience personnel working in government and private college institutions.

22. There is no significant difference in the Burnout viz., Emotional Exhaustion, Depersonalization and Personal Accomplishment of first
Grade College of between 10-14 years teaching experience personnel working in government and private college institutions.

23. There is no significant difference in the Burnout viz., Emotional Exhaustion, Depersonalization and Personal Accomplishment of first Grade College of above 15 years teaching experience personnel working in government and private college institutions.

24. There is no significant difference in the Burnout viz., Emotional Exhaustion, Depersonalization and Personal Accomplishment of first grade college general qualified personnel working in government and private college institutions.

25. There is no significant difference in the Burnout viz., Emotional Exhaustion, Depersonalization and Personal Accomplishment of first grade college professional qualified personnel working in government and private college institutions.

Sampling Procedure

The sample for the study was collected through simple random sampling technique. The sample comprised of 424 physical education personnel working in the two types of the colleges, namely, private aided and private unaided institutions.

Research Tools

The following tools were used in the study:
1. Burnout viz. Emotional Exhaustion, Depersonalization and Personal Accomplishment

2. Personal Proforma

**Collection of Data**

The data was collected by the researcher himself by personally visiting the colleges and the Burnout and Personal Proforma were administered to the physical education personnel under normal conditions. The personnel have been asked to respond to the items freely and frankly. The teachers included in the sample were asked to furnish the details required from them to give the details on the burnout as perceived by them.

**Statistical Techniques Used**

The 't' test statistical technique is used to testing the hypotheses.

5.2 **CONCLUSION**

After conducting this analysis, interpretation and discussion, the following conclusions were arrived at:

1. There was no significant difference in the Burnout viz., Emotional Exhaustion, Depersonalization and Personal Accomplishment of first grade college male and female personnel.

2. There was no significant difference in the Burnout viz., Emotional Exhaustion, Depersonalization and Personal Accomplishment of first grade college personnel working in government and private institutions.
3. There was no significant difference in the Burnout viz., Emotional Exhaustion, Depersonalization and Personal Accomplishment of first grade college personnel of First Grade Colleges having urban and rural background.

4. There was no significant difference in the Burnout viz., Emotional Exhaustion, Depersonalization and Personal Accomplishment of younger and older first grade college personnel of First Grade Colleges.

5. There was no significant difference in the Burnout viz., Emotional Exhaustion and Depersonalization of married and unmarried first grade college personnel of first grade colleges. There was a significant difference in the Burnout viz., Personal Accomplishment of married and unmarried first grade college personnel. The married first grade college personnel (M=36.686) have more Burnout viz., Personal Accomplishment than unmarried personnel (M=34.669).

6. There was no significant difference in the Burnout viz., Emotional Exhaustion, Depersonalization and Personal Accomplishment of college first grade college personnel having general and professional qualification.

7. There was no significant difference in Burnout viz., Emotional Exhaustion, Depersonalization, Personal Accomplishment of Physical Education Personnel of First Grade Colleges belonging to SC, ST and other castes.
8. There was no significant difference in Burnout viz., Emotional Exhaustion, Depersonalization, Personal Accomplishment of Physical Education Personnel of First Grade Colleges having different type of teaching experience.

9. There was no significant difference in the Burnout viz., Emotional Exhaustion, Depersonalization and Personal Accomplishment of first grade college male personnel working in government and private college institutions.

10. There was no significant difference in the Burnout viz., Emotional Exhaustion, Depersonalization and Personal Accomplishment of first grade college female personnel working in government and private college institutions.

11. There was no significant difference in the Burnout viz., Emotional Exhaustion, Depersonalization and Personal Accomplishment of first grade college younger personnel working in government and private college institutions.

12. There was no significant difference in the Burnout viz., Emotional Exhaustion, Depersonalization and Personal Accomplishment of first grade college older personnel working in government and private college institutions.

13. There was no significant difference in the Burnout viz., Emotional Exhaustion, Depersonalization and Personal Accomplishment of first
grade college SC caste personnel working in government and private college institutions.

14. There was no significant difference in the Burnout viz., Emotional Exhaustion and Personal Accomplishment of first grade college ST caste personnel working in government and private college institutions and there was a significant difference in the Burnout viz., Depersonalization of First Grade ST caste personnel working in government and private college institutions. The ST caste private first grade college personnel (M=7.888) have more Burnout viz., Depersonalization than government personnel (M=5.500).

15. There was no significant difference in the Burnout viz., Emotional Exhaustion, Depersonalization and Personal Accomplishment of first grade college other caste personnel working in government and private college institutions.

16. There was no significant difference in the Burnout viz., Emotional Exhaustion, Depersonalization and Personal Accomplishment of first Grade College married personnel working in government and private college institutions.

17. There was no significant difference in the Burnout viz., Emotional Exhaustion and Personal Accomplishment of first Grade College unmarried personnel working in government and private college institutions and there is a significant difference in the Burnout viz., Depersonalization of unmarried personnel working in government and
private college institutions. The unmarried private first grade college personnel (M=6.991) have more Burnout viz., Depersonalization than government personnel (M=3.555).

18. There was a significant difference in the Burnout viz., Emotional Exhaustion of first grade college urban personnel working in government and private college institutions. The private first grade college urban personnel (M=13.341) have more Burnout viz., Emotional Exhaustion than government personnel (M=10.100). There was a significant difference in the Burnout viz., Emotional Exhaustion of first grade college urban personnel working in government and private college institutions. The private first grade college urban personnel (M=6.962) have more Burnout viz., Depersonalization than government personnel (M=5.100) and there was no significant difference in the Burnout viz. Personal Accomplishment of first Grade College urban personnel working in government and private college institutions.

19. There was no significant difference in the Burnout viz., Emotional Exhaustion, Depersonalization and Personal Accomplishment of first Grade College rural personnel working in government and private college institutions.

20. There was no significant difference in the Burnout viz., Emotional Exhaustion, Depersonalization and Personal Accomplishment of first Grade College below 5 years teaching experience personnel working in government and private college institutions.
21. There was a significant difference in the Burnout viz., Emotional Exhaustion between 6-9 years teaching experienced personnel working in government and private college institutions. The private first grade college of 6-9 years teaching experienced personnel (M=13.859) have more Burnout viz., Emotional Exhaustion than government personnel (M=10.230). There was a significant difference in the Burnout viz., Depersonalization of first grade college between of 6-9 years teaching experienced personnel working in government and private college institutions.” The private first grade college of 6-9 years teaching experienced personnel (M=7.785) have more Burnout viz., Depersonalization than government personnel (M=4.923) and there was no significant difference in the Burnout viz. Personal Accomplishment of first Grade College between 6-9 years teaching experienced personnel working in government and private college institutions.

22. There was no significant difference in the Burnout viz. Emotional Exhaustion, Depersonalization and Personal Accomplishment of first Grade College between 10-14 years teaching experienced personnel working in government and private college institutions.

23. There was no significant difference in the Burnout viz. Emotional Exhaustion, Depersonalization and Personal Accomplishment of first Grade College above 15 years teaching experienced personnel working in government and private college institutions.

24. There was no significant difference in the Burnout viz. Emotional Exhaustion and Personal Accomplishment of first Grade College of
general qualified personnel working in government and private college institutions.

25. There was a significant difference in the Burnout viz., Depersonalization of first Grade College of general qualified personnel working in government and private college institutions.” The private first grade college of general qualified personnel (M=7.046) have more Burnout viz., Depersonalization than government personnel (M=4.950). There was no significant difference in the Burnout viz. Emotional Exhaustion and Personal Accomplishment of first Grade College professional qualified personnel working in government and private college institutions.

5.3 EDUCATIONAL IMPLICATIONS

From the findings of the study revealed that marital status was affected on the burnout of first grade college personnel of physical education. The other variables that is gender, type of management, locality, age, qualification teaching experience does not affected on burnout of physical education personnel working in government and private first grade colleges.

- The married first grade college personnel have more Personal Accomplishment than unmarried personnel.

- The ST Caste private first grade college personnel (M=7.888) have more Burnout viz., Depersonalization than government personnel (M=5.500).
- The private first grade college unmarried personnel (M=6.991) have more Burnout viz., Depersonalization than government personnel (M=3.555).

- The private first grade college urban personnel (M=13.341) have more Burnout viz., Emotional Exhaustion than government personnel (M=10.100).

- The private first grade college urban personnel (M=6.962) have more Burnout viz., Depersonalization than government personnel (M=5.100).

- The private first grade college of 6-9 years teaching experienced personnel (M=13.859) have more Burnout viz., Emotional Exhaustion than government personnel (M=10.230).

- The private first grade college of 6-9 years teaching experienced personnel (M=7.785) have more Burnout viz., Depersonalization than government personnel (M=4.923).

- The private first grade college of general qualified personnel (M=7.046) have more Burnout viz., Depersonalization than government personnel (M=4.950).

From the study it was concluded that private physical education personnel were more burnout than the government personnel working in first grade colleges. A teacher occupies an important place in the educational process. In fact, the influence of teachers on students can not be fathomed. A teacher who is undergoing burnout could be depersonalized, emotionally exhausted or perceive a lack of personal accomplishment, since burnout is
viewed as a composite of Depersonalization, Emotional Exhaustion and lack of Personal Accomplishment. Consequently, an individual who is undergoing burnout may not be able to execute the role of teacher effectively.

The researcher expected to explore and provide an insight into the phenomenon of burnout among physical education teachers. The present study has made an attempt to systematically and analytically investigate the effects of the background variables on the components of burnout.

A wide variety of specific techniques and strategies to provide institution have to deal with burnout, and it to difficult to relate then within a coherent framework. These are

- **Identification**: techniques for the analysis of the incidence, prevalence, and organisations (Shinn, 1980; Maslach, 1978);
- **Prevention**: attempts to prevent the burnout process (BOP) before it begins (Wilder and Plutchik, 1981);
- **Mediation**: procedures for slowing, halting, or reversing the BOP (Tubesing and Tubesing, 1981; Shapiro, 1981); and
- **Remediation**: techniques for individuals who are already burned out or are rapidly approaching the end stages of this process (Freudenberger, 1980).

It is to be noted here that many techniques can be used to facilitate the attainment of more than one goal. Interventions can also be targeted at specific levels. The few important levels are:
i) Individual: interventions designed to strengthen an individual's ability to deal with job-related stress (Wilder & Plutchik, 1981);

ii) Interpersonal: attempts to strengthen interpersonal relations or work group dynamics either to decrease stress (Golembiewski, 1981);

iii) Workplace: modifications in the immediate work environment intended to reduce stress or ameliorate it in some way (Pines, 1980); and

iv) Organisational: changes in policies, procedures or structure intended to deal with organisational factors related to burnout (Golembiewski, 1981).

Again, it is clear that these levels are not completely distinct, since some interventions have individual effects and organisational changes will often impact directly on the workplace.

5.4 RECOMMENDATIONS

1. Counseling should be conducted by the experts for those who are burned out.

2. Different relaxation techniques may be taught to the teachers to prevent burnout.

3. The authorities should conduct yoga and meditation classes periodically to avoid burnout.

4. Staff picnics, hiking and recreational games should be conducted periodically.
5. The government and the private authorities should maintain student-teacher ratio to avoid additional workload which is also a cause of burnout.

6. Similar studies may be conducted at schools and professional colleges also.

7. Yoga, meditation and relaxation technique should be included in the curriculum of teaching training programme.

8. The present study helps to create awareness among teachers about burnout and its impact on health.

9. The present study has important implications for the teaching community in general and for the educational institutions for improving the effectiveness, efficiency and the quality of education.

10. On the basis of this study, teachers may be enabled to identify distress-prone areas of their lives and develop awareness about them.

11. Similarly, these findings can be utilized by administrators and the educationists alike to develop and improve teacher performance and prevent the onset of burnout; preventive measures are always better than remedial action. Stress management or coping mechanisms may be taken as an input in teacher education programs.

12. These findings can also be used to develop special provisions to encourage the reinvigoration of teachers.
13. The teachers can use the knowledge of the findings in developing effective coping strategies and a pro-active behavior for the burnout process, so that it can be reversed in the initial stages through effective coping strategies. The institutions can also develop models to reduce burnout. Who will burnout and who will stay fresh is a multi-pronged question. Some teachers may be able to strive in prolonged stress without getting burnt out, whereas others may reach the point of diminishing returns when the work situation becomes 'oppressive'.