CHAPTER-V
MAIN FINDINGS, EDUCATIONAL IMPLICATION, CONCLUSION AND SUGGESTIONS FOR FURTHER STUDIES

Main findings

1. **Negative Significant Relationship was found between Burnout and Self-efficacy** which shows that burnout directly influences the self-efficacy among secondary teachers. This shows that as the scores of burnout increases, the self-efficacy scores decreases. High value of burnout shows less amount of self-efficacy. It means that the teachers who having high burnout show less degree of self-efficacy which results in less output in their life.

2. **Negative Significant Relationship was found between Burnout and Emotional Intelligence** which shows that burnout directly influences the emotional intelligence among secondary teachers. This shows that as the scores of burnout increases, the emotional intelligence scores decreases. Less score of burnout shows better emotional intelligence in the teachers and they can give their maximum output. It means that the students who have high emotional intelligence have low level of burnout or stress in their life and they live a happy life.

3. **Positive Significant Difference was found between the mean burnout scores in male and female secondary teachers.** It means that the teachers on behalf of sex difference shows difference in their stress level in teaching profession.

4. **Positive Significant Difference was found between the mean self-efficacy scores in male and female secondary teachers.** It means that the teachers on behalf of sex difference shows difference in their self-efficiency towards their teaching profession.

5. **No Significant Difference was found between the mean emotional intelligence scores in male and female secondary teachers.** It means that the teachers on behalf of sex difference show no difference in their emotional intelligence, we can say that they are mature enough to handle emotionally in teaching profession.
6. **No Significant Difference was found between the mean burnout scores of secondary school teachers working in rural and urban areas.** It means that the teachers who are living or teaching in either rural area or urban area have no difference in their mean burnout scores; it means that they have almost equal amount of burnout in their life.

7. **No Significant Difference was found between the mean self-efficacy scores of secondary school teachers working in rural and urban areas.** It means that the teachers who are living or teaching in either rural area or urban area have no difference in their mean self-efficacy scores, it means that they have almost equal amount of self-efficiency or self-reliable in their life.

8. **No Significant Difference was found between the mean emotional intelligence scores of secondary school teachers working in rural and urban areas.** It means that the teachers who are living or teaching in either rural area or urban area have no difference in their mean emotional intelligence scores; it means that they have almost equal amount of emotional intelligence in their life or we can say that they are mature enough to handle appropriately their emotional problems.

9. **No Significant Difference was found between the mean burnout scores of secondary school teachers working in private and government schools.** It means that the teachers who are teaching in either private school or government school have no difference in their mean burnout scores; it means that they have almost equal amount of burnout in their life.

10. **No Significant Difference was found between the mean self-efficacy scores of secondary school teachers working in private and government schools.** It means that the teachers who are teaching in either private school or government school have no difference in their mean self-efficacy scores, it means that they have almost equal amount of self-efficiency or self-reliable in their life.

11. **No Significant Difference was found between the mean emotional intelligence scores of secondary school teachers working in private and government schools.** (There may be significant difference between the mean emotional intelligence scores of secondary school teachers due to 5% chances.) It means that the teachers who are teaching in either private school or government schools have
no difference in their mean emotional intelligence scores; it means that they have almost equal amount of emotional intelligence in their life or we can say that they are mature enough to handle appropriately their emotional problems.

Discussion of the findings with review of related literature

Andre H. Brouwers, Welko Tomic, (1998). A longitudinal study of teacher burnout and perceived self-efficacy in classroom management was done, in this study it was concluded that perceived self-efficacy in classroom management must be taken into consideration when devising interventions both to prevent and to treat burnout among secondary school teachers. Syed Mohammad Azeem & Nazir A. Nazir (2000). A Study of Job Burnout among University Teachers was done, the results indicated that lecturers have high level of emotional exhaustion and are found to be significantly different on emotional exhaustion from professors and readers. Readers show less emotional exhaustion as compared to lecturers but high emotional exhaustion as compared to professors. Readers are not found to be significantly different from professors. The three groups are not found to be significantly different on depersonalization and personal accomplishment. Choudhary, Renu (2001). Teacher Burn-out in relation to occupational stress, mental health problems and socio-economic status - a factor analytical study was done, the occupational stress, mental health problems, SES, marital status, educational qualifications, teaching experience and residence of the primary school teachers have been found to have independent or interactive effect on burnout and its various dimensions to varying degrees. Isaac A. Friedman (2001), their study investigated the association between perceived self-efficacy and burnout among teachers. It was found that perceived sense of self-efficacy was inversely correlated with perceived burnout: the lower the sense of self-efficacy, the higher the perceived burnout. The salience of organizational influence efficacy, and consideration efficacy (both are relations efficacies) were noted as important variables in predicting exhaustion, un-accomplishment and depersonalization. Task efficacies (e.g., instruction, discipline control, and inclusion) had no significant or meaningful weight in statistically predicting burnout beyond the relations efficacies. The importance of the organizational self-efficacy (teachers' beliefs in their ability to influence social and political forces within the organization, involvement in planning and executing important
activities, as well as ability to draw upon the organization's resources to provide support and assistance) was discussed. Will J. G. Evers, Andre Brouwers and Welko Tomic (2002), their study’s results indicate that teachers’ self-efficacy beliefs are related to their burnout level. Teachers with strong self-efficacy beliefs seem to be more prepared to experiment with, and later also to implement new educational practices. Freie Universität Berlin Ralf Schwarzer & Gerdamarie S. Schmitz (2004). Perceived Self-Efficacy and Teacher Burnout: Teachers high in self-efficacy were found to sacrifice more leisure time for their students than their less self-efficacious counterparts. The development of job burnout could be well predicted by self-efficacy over a long time period. However, reciprocal determination of burnout and self-efficacy over time appears to be the most plausible explanation. Another finding was revealed by examining the intra individual differences between collective and individual self-efficacy and their distribution across schools. Context effects became visible that point to levels of self-efficacy that seem to be a result of school-specific socialization processes. Shukla, Indira (2005). Burnout and Stress among Secondary School Teachers in Relation to their Teaching Effectiveness, Teachers have shown positive relationship between stress and burnout due to intensity of emotional exhaustion. Relationship of teaching effectiveness as perceived by teachers and burnout did not make any difference between (i) experienced / inexperienced teachers, (ii) qualified / overqualified teachers, (iii) aided / unaided school and (iv) subjects taught (Language / Social science / Science) with the exception of (i) Age of teachers, (ii) single sex / co-ed school. Relationship of teaching effectiveness as perceived by students and burnout did not make any difference between (i) experienced / inexperienced teachers, (ii) Age of teachers, (iii) single sex / co-ed school, (iv) aided / unaided school with the exception of (i) qualified / overqualified teachers and (ii) subjects taught (Language / Social science / Science). Teachers have shown that their Stress and teaching effectiveness on the basis of (i) qualification, (ii) experience, (iii) subjects taught, (iii) type of school and (iv) age of teachers are not related. Similarly teachers stress and teaching effectiveness as perceived by students on the basis of (i) qualification, (ii) experience, (iii) subjects taught, (iii) type of school and (iv) age of teachers are not related. Shukla, Anil Trivedi, Tripta (2008). Burnout in Indian Teachers. University of Lucknow, India, Secondary school teachers are
displaying moderate burnout levels in the areas of Emotional Exhaustion and lack of Personal Accomplishment and low burnout in the Depersonalization dimension. Male and female teachers as well as Hindi medium and English medium teachers display similar levels of burnout. Science subject stream teachers are more depersonalized than arts subject stream teachers, though they display similar levels of burnout in the Emotional Exhaustion and lack of Personal Accomplishment dimensions. Einar M. Skaalvik & Sidsel Skaalvik (2009). Teacher self-efficacy and teacher burnout: Teacher self-efficacy, collective efficacy and two dimensions of burnout were differently related both to school context variables and to teacher job satisfaction. Bhadoria, Deepti & Singh, Tara (2010). Relationships of Age and Gender with Burnout among Primary School Teachers. Female teachers reported significantly higher level of burnout than male teachers. Emotional exhaustion and depersonalization were significantly and positively related to gender while personal accomplishment was negatively related to gender. Abdulamir Saiiari, Motahareh Moslehi & Rohollah Valizadeh (2011). Relationship between emotional intelligence and burnout syndrome in sport teachers of secondary schools, findings showed there is a significant relationship between emotional intelligence and burnout Syndrome(r=-0.627). Also there are relationship between burnout syndrome and emotional intelligence components. The level of significant in this study was P<0.01.

Here, in this study, **Negative Significant Relationship was found between Burnout and Self-efficacy** which shows that burnout directly influences the self-efficacy among secondary teachers. This shows that as the scores of burnout increases, the self-efficacy scores decreases. High value of burnout shows less amount of self-efficacy. It means that the teachers who having high burnout show less degree of self-efficacy which results in less output in their life. **Negative Significant Relationship was found between Burnout and Emotional Intelligence** which shows that burnout directly influences the emotional intelligence among secondary teachers. This shows that as the scores of burnout increases, the emotional intelligence scores decreases. Less score of burnout shows better emotional intelligence in the teachers and they can give their maximum output. It means that the students who have high emotional intelligence have low level of burnout or stress in their life and they live a happy life. **Positive Significant Difference**
was found between the mean burnout scores in male and female secondary teachers. It means that the teachers on behalf of sex difference shows difference in their stress level in teaching profession. Positive Significant Difference was found between the mean self-efficacy scores in male and female secondary teachers. It means that the teachers on behalf of sex difference shows difference in their self-efficiency towards their teaching profession. No Significant Difference was found between the mean emotional intelligence scores in male and female secondary teachers. It means that the teachers on behalf of sex difference show no difference in their emotional intelligence, we can say that they are mature enough to handle emotionally in teaching profession. No Significant Difference was found between the mean burnout scores of secondary school teachers working in rural and urban areas. It means that the teachers who are living or teaching in either rural area or urban area have no difference in their mean burnout scores; it means that they have almost equal amount of burnout in their life. No Significant Difference was found between the mean self-efficacy scores of secondary school teachers working in rural and urban areas. It means that the teachers who are living or teaching in either rural area or urban area have no difference in their mean self-efficacy scores, it means that they have almost equal amount of self-efficiency or self-reliable in their life. No Significant Difference was found between the mean emotional intelligence scores of secondary school teachers working in rural and urban areas. It means that the teachers who are living or teaching in either rural area or urban area have no difference in their mean emotional intelligence scores; it means that they have almost equal amount of emotional intelligence in their life or we can say that they are mature enough to handle appropriately their emotional problems. No Significant Difference was found between the mean burnout scores of secondary school teachers working in private and government schools. It means that the teachers who are teaching in either private school or government school have no difference in their mean burnout scores; it means that they have almost equal amount of burnout in their life. No Significant Difference was found between the mean self-efficacy scores of secondary school teachers working in private and government schools. It means that the teachers who are teaching in either private school or government school have no difference in their mean self-efficacy scores, it means that they have almost equal amount
of self-efficiency or self-reliable in their life. **No Significant Difference was found between the mean emotional intelligence scores of secondary school teachers working in private and government schools.** (There may be significant difference between the mean emotional intelligence scores of secondary school teachers due to 5% chances.) It means that the teachers who are teaching in either private school or government schools have no difference in their mean emotional intelligence scores; it means that they have almost equal amount of emotional intelligence in their life or we can say that they are mature enough to handle appropriately their emotional problems.

**Conclusion**

Why do some teachers succeed in being good teachers, in continuously enhancing students' achievements, in setting high goals for themselves and pursuing them persistently, while others cannot meet expectations imposed on them and tend to collapse under the burden of everyday stress or burnout in job? One reason lies in a teacher's perceived self-efficacy as a job-specific personality disposition. Standardized tests were applied to measure individual and collective teacher's burnout in job, emotional intelligence and theirs self-efficacy were tested in a field study. Teachers with more emotional intelligence and self-efficacy were found to be less burnout in their job areas and their personal life whereas those teachers found having less emotional intelligent and less self-efficacy have more stress or job burnout in their life. Teachers high in self-efficacy were found to sacrifice more leisure time for their students than their less self-efficacious counterparts. The development of job burnout could be well predicted by self-efficacy and emotional intelligence over a long time period. However, reciprocal determination of burnout and self-efficacy & burnout and emotional intelligence over time appears to be the most plausible explanation. In the same study, it is also found that there is no mean difference in the scores of burnout, emotional intelligence and self-efficacy in male and female, government and private & rural and urban secondary school teachers. It means that in all the cases the result is almost same, the teachers have equal amount of burnout, self-efficacy and emotional intelligence whether they are male or female, studying in rural or urban schools and studying in private and government schools.


**Educational Implication**

It is intended to be of practical use to teachers and head teachers who are interested in what this study found to be important in effective teaching profession. It provides distinctive and complementary ways that teachers can understand the contribution they make. Research findings suggest that, this is very important for teachers because it gives them a framework for assessing how they achieve their results and for identifying the priorities for improvement.

Furthermore, waiting to see whether or not a teacher is capable of motivating students to perform, by measuring students’ accomplishments at the end of the year, is a cumbersome and unwieldy way for teachers to discover whether their efforts to improve their teaching practices are bearing fruit.

This study has also revealed that Maslach burnout survey has proved to be a relevant measure to index the magnitude of burnout in school teachers. The findings of the present study can be suggested to the employers and administrators of Govt. schools to manage in such a way to keep the level of burnout in teacher at a minimum, so that maximum productivity and effectiveness can be obtained from the teachers. The principals or headmasters should be trained for the psychological interventions so that they can interact with the teacher accordingly to maintain the low level in the burnout. Ego hurt to such ideal teachers may contribute in the cultivation of burnout in these teachers. If needed, counseling services must be provided to burnout prone teachers.

Self-efficacy influences motivation through the choice we make and the goals we set. So improving this belief, every teacher must develop his/her self-confidence, laboriousness from observing models, perform a particular task including self-modeling. They must gain information from positive talk about an individual’s capability to perform a particular task. Proper environment, proper interest, facilities and proper motivation should be provided for gaining information about physiological and emotive reactions to a particular task. So the educational planners and administrators should be more conscious about self-efficacy of teachers.

This study has also revealed that emotional intelligence scale has proved to be a relevant measure to index the margin take of E-I in school teacher. The binding of the
prevent study can be suggested to the employers and administration of Govt. school to check the E-I of teacher.

Concludingly, everyone who possesses a teaching qualification cannot always be considered a good teacher. One should pass in the state level eligibility test containing a series of tests including teaching aptitude, teaching attitude tests as the minimum requirement for the appointment of elementary school teachers. Orientation courses for the new teachers and refresher courses for the more experienced teachers are recommended as essential for the promotion of elementary schools teacher’s effectiveness.

**Suggestions for further studies**

- The similar studies can be conducted on a large sample of 1000 senior secondary teachers of different states.
- The similar studies can be conducted with the same variables by correlating with teachers social status and their family status.
- The similar studies can be conducted with the effect of socio-economic status on the burnout level among secondary school teachers.
- The similar studies can be conducted on teaching profession and the adjustment of the teachers in self-financing institutions.
- The similar studies can be conducted on other professions for their right adjustment and getting success in those professions.
- The similar studies can be conducted on graduate and post graduate teachers on different universities.

**Delimitations**

- The present study was confined to Secondary School Teachers only.
- The sample was restricted to 400 Secondary School Teachers.
- The present study was confined to twenty urban and twenty rural area schools only.
- Sample for urban schools and rural schools were confined to Haryana State.