Chapter - VI

SUMMARY, CONCLUSIONS AND SUGGESTIONS FOR FURTHER RESEARCH
India is a secular, democratic and socialistic republic. It had made much progress in the field of education after independence, but the current slow rate of progress reveals that it is not properly directed. According to the Kothari Commission (1964-66) education is one and the only instrument that can be used to bring about a change towards the social and economic betterment of India. For this purpose importance is attached to the qualities of the teacher. It is universally acknowledged that teachers occupy a place of pivotal importance in the total educative process. He is certainly the hub around whom the whole process of education revolves.

Modern developments in the psychology of learning and instruction coupled with what may be called teaching technology have made it possible to analyse teaching significantly. On careful examination it appears that teaching is accompanied by an increased evidence of distress with each succeeding year that teacher spends in the profession which leads to job-dissatisfaction and early burnout.

An investigation of the literature on the topic of burnout within the work environment revealed much evidence suggesting severe negative effects, both physical and mental which led to substantial economic losses, from this phenomenon. Burnout has become so critical that 25% to 33% of all teachers polled in a 'National Education Association Study' (1979) stated that if they were to begin their careers anew they could not select teaching. So attempts should be made to reduce the causes of this phenomenon. Further investigation of the burnout phenomenon suggested that leadership behaviour and organizational climate were prime factors in assessing burnout, and in educational institution settings the individual with leadership responsibility was most often the head of the institution called Principal. Effective leadership could foster a healthier educational climate for students, teachers and Principals as well. Thus, burnout was considered as a problem in the work
environment and alternatives were being sought to minimise its effects.

Moreover, review of literature in this field revealed that although much was written suggesting that working conditions of teachers were prime indicators of teacher burnout but no study has been conducted to measure the relationship among teacher burnout, organizational climate and leadership behaviour of Principals as perceived by teachers, especially in Indian context.

Almost all the related studies have been done abroad. The validity of their findings cannot be extended to the Indian population. This formed the basis for this investigation.

STATEMENT OF THE PROBLEM.

TEACHER BURNOUT IN RELATION TO ORGANIZATIONAL CLIMATE AND LEADERSHIP BEHAVIOUR OF THE HIGH SCHOOL PRINCIPALS AS PERCEIVED BY TEACHERS.

OBJECTIVES OF THE STUDY

The study was conducted with the following objectives:

1. To study teacher burnout, organizational climate and perceived leadership behaviour of high school Principals.

2. To examine the burnout measures of teachers in respect of urban/rural, gender of teachers, gender of Principals, teaching experience, marital status, age, educational qualification, and type of area.

3. To ascertain the difference between more and less teacher burnout measures in respect of perceived leadership behaviour of high school Principals and organizational climate variables.

4. To study the burnout differentials among teachers in respect of ‘open’ and ‘closed’ organizational climate.
5. To study the relationship between teacher burnout and perceived leadership behaviour of the high school Principals.

6. To find the relationship between teacher burnout and organizational climate.

7. To study the teacher burnout measures in specific combinations with the predictive variables of perceived leadership behaviour and organizational climate.

HYPOTHESES

The study was conducted in the light of the following hypotheses:

(I) Hypotheses in Relation to Differential Analysis.

1. (a) There will be no significant difference on burnout measures between urban and rural high school teachers.

1. (b) There will be no significant difference on teacher burnout measures between male and female high school teachers.

1. (c) There will be no significant difference on burnout measures of teachers posted in schools having male and female Principals.

1. (d) There will be no significant difference on teacher burnout measures among the various lengths of service of the teachers.

1. (e) There will exist no significant difference in burnout measures between married and unmarried high school teachers.

1. (f) There will be no significant difference on burnout measures among teachers in respect of three different age categories (i.e. age less than 420 months, age between 421 to 540 months and age more than 540 months).

1. (g) There exists no significant difference in respect of burnout measures among high school teachers with different educational qualifications.
1. (h) There will be no significant difference between teachers posted in backward and advanced district, namely Hoshiarpur and Jalandhar, on the variables of teacher burnout, perceived leadership behaviour and organizational climate.

2. There will exist significant differences between more and less teacher burnout measures in respect of perceived leadership behaviour and organizational climate variables.

3. Teachers working in schools with ‘open’ organizational climate experience a significantly lower level of burnout measures than those working in schools with ‘closed’ organizational climate.

II Hypotheses in Relation to Correlation, Factor Analysis and Regression Analysis.

4. (a) There exists a positive and significant relationship between the variables of perceived leadership behaviour of high school Principals and the Enthusiasm (Ev₁) measure of teacher burnout.

4. (b) There exists a negative and significant relationship between the variables of perceived leadership behaviour of high school Principals and the Frustration (Fv₂) measure of teacher burnout.

4. (c) There exists a negative and significant relationship between the variables of perceived leadership behaviour of high school Principals and the Alienation (Av₃) measure of teacher burnout.

5. (a) There exists a positive and significant relationship between Disengagement (Dv₆) variable of organizational climate and teacher burnout measures.

5. (b) There exists a positive and significant relationship between Alienation (ALv₇) variable of organizational climate and teacher burnout measures.

5. (c) There exists a negative and significant relationship between Esprit (ESv₈) variable of organizational climate and teacher burnout measures.
5. (d) There exists a negative and significant relationship between Intimacy (INv) variable of organizational climate and teacher burnout measures.

5. (e) There exists a positive and significant relationship between Psycho-physical Hindrance (PHv) variable of organizational climate and teacher burnout measures.

5. (f) There exists a negative and significant relationship between Controls (COv) variable of organizational climate and teacher burnout measures.

5. (g) There exists a positive and significant relationship between Production Emphasis (PEv) variable of organizational climate and teacher burnout measures.

5. (h) There exists a negative and significant relationship between Humanized Thrust (HTv) variable of organizational climate and teacher burnout measures.

6. The criterion measures of teacher burnout will cluster with the predictive variables of perceived leadership behaviour and organizational climate variables.

7. There is significant variance towards teacher burnout measures as contributed by variables of organizational climate and perceived leadership behaviour of high school Principals.

8. The variables of organizational climate and perceived leadership behaviour of high school Principals contributed differently to the prediction of teacher burnout measures.

METHOD AND PROCEDURE

The data for this investigation were collected by employing a descriptive survey method in which all the tools used were self-report measures. This study was essentially cross-sectional, most of what exists at present. It was concerned not with the characteristics of the individual, but with the population as a whole.
SAMPLE

Keeping in view the limited resources of time, money and test material, a limited sample of 320 teachers, both male and females from government high schools of two districts of Panjab state namely Hoshiarpur and Jalandhar were selected by incidental purposive sampling technique. These districts were chosen keeping in view the backward and advanced areas. Hoshiarpur stood for backward area and Jalandhar represented advanced area. It was done in order to find out if the problem held good on a wide spectrum.

TOOLS EMPLOYED

The data was collected with the help of the following tools.


2. The leadership behaviour description questionnaire -XII developed by Personal Research Board at the Ohio State University (1957).

3. The school organizational climate description questionnaire developed by Sharma (1973) - An Indian adaptation of organizational climate description questionnaire framed by Halpin and Croft (1963).

STATISTICAL TECHNIQUES USED.

Following statistical techniques were used for conducting the present study.

1. **Descriptive statistics** - Namely mean, SD, skewness and Kurtosis were calculated for the variables of teacher burnout, organizational climate and perceived leadership behaviour of high school Principals to find out the nature of score distribution.

2. **Differential statistics** - T-ratios and analysis of variance were computed for comparison between urban and rural teachers, male and female teachers, teachers posted in schools administered by male and female
Principals, teachers having different tenure of teaching experience, marital status, teachers of different age groups, teachers with different educational qualifications, teachers working in schools having 'open' and 'closed' type of organizational climate, teachers working in backward and advanced areas and teachers belonging to low and high groups of Enthusiasm (Ev₁), Frustration (Fv₂) and Alienation (Av₃).

3. **Correlation** - Product moment correlations were worked out between the different criterion as well as predictive measures of teacher burnout, organizational climate and perceived leadership behaviour of high school Principals to study the inter-relationship of the different variables.

4. **Factor Analysis** - This technique was used to ascertain the factor structure of the criterion measure of teacher burnout as well as predictive measures of organizational climate and leadership behaviour of the high school Principals as perceived by teachers and to see how the variables contributed to variance. Principal Axis Method for factoring and Varimax Rotation of Factors was applied (Vide Fruchter, 1987).

5. **Regression Analysis** - Regression equations were established by stepping up one variable at a time to know the percentage contribution to the criterion variable by each independent variable and prediction of maximum possible relationship by the combination of variables.

**MAJOR CONCLUSIONS**

On the basis of results obtained during the course of the present investigation, the following conclusions have been drawn.
1. **CONCLUSIONS BASED ON DESCRIPTIVE ANALYSIS**

I The prevalence of burnout among teachers posted in government high schools was analyzed. The results were plotted on a burnout profile. The scores on burnout measures were combined to yield one of the six profiles. These were: (1) Model employee, (2) Prime candidate, (3) Complacent, (4) Confused, (5) Scorched, and (6) Burned out. Out of 320 teachers, twenty-three were model employee, two were prime candidates for burnout, two were in Complacent category, one hundred and ninety-five were confused, eighty-eight were scorched, and ten were completely burned out. Only 7.18 percent of the teachers studied were model employees, 0.63 percent were prime candidates for burnout, 60.94 percent were confused, 27.50 percent were scorched, and 3.13 percent were completely burned out. The mean values revealed that the majority of teachers were moderately high on all measures of teacher burnout i.e. Enthusiasm (Evi), Frustration (Fv2) and Alienation (Av3). The present findings are in conformity with the results obtained by Youree (1983), Singer (1984), Matthews (1990), Gupta (1995).

II. Organizational climate profile was prepared in order to know the type of climate in the schools. Out of thirty schools selected for this study 14.06 percent teachers reported ‘open’ type climate, 3.44 percent reported ‘autonomous’ climate, 25.93 percent reported ‘familiar’ climate, 21.25 percent reported ‘controlled’ climate, 20.63 percent reported ‘paternal’ climate and 14.69 percent reported ‘closed’ climate.

III Teachers in this study were average in their perception of leadership behaviour variables.

2. **CONCLUSIONS BASED ON DIFFERENTIAL ANALYSIS.**

**CONCLUSIONS BASED ON URBAN AND RURAL HIGH SCHOOL TEACHERS.**

Urban high school teachers are found to be more dedicated and committed towards their jobs and are less frustrated and alienated as compared to the rural
high school teachers. However no statistical significant difference is observed for the measures of Enthusiasm ($E_{v1}$), Frustration ($F_{v2}$) and Alienation ($A_{v3}$). Hence the hypothesis no.1.(a) that there will be no significant difference on teacher burnout measures between urban and rural high school teachers stands accepted.

CONCLUSIONS BASED ON GENDER OF THE TEACHERS.

Male teachers are found to be less dedicated and committed, more frustrated and alienated as compared to female teachers. It indicates that male teachers having more feelings of burnout as compared to female teachers.

The hypothesis no.1.(b) that there will be no significant difference on teacher burnout measures between male and female high school teachers is partially accepted. There is no statistical significant difference between the sexes on the variables of Enthusiasm ($E_{v1}$) and Alienation ($A_{v3}$). However significant difference at .01 level exist between the sexes on the variable of Frustration ($F_{v2}$).

CONCLUSIONS BASED ON GENDER OF THE PRINCIPALS.

Teachers posted in schools having female Principals are found to be more dedicated and committed towards their jobs, have less feeling of worthlessness, discouragement, detachment, withdrawal and isolation as compared to teachers posted in schools with male Principals. Teachers working under male Principals are found to be more prone to burnout than teachers working under female Principals.

The hypothesis no. 1.(c) that there will be no burnout measures of teachers posted in schools having male and female Principals is partially accepted for two measures of burnout that is Enthusiasm ($E_{v1}$) and Frustration ($F_{v2}$) and rejected for Alienation ($A_{v3}$) measure of burnout.
CONCLUSIONS BASED ON VARIOUS LENGTHS OF SERVICE OF THE TEACHERS.

No statistical significant differences are observed on all measures of teacher burnout i.e. Enthusiasm (E_{v1}), Frustration (F_{v2}) and Alienation (A_{v3}) while considering various lengths of service of the teachers. Thus the hypothesis no. 1.(d) that there will be no significant difference on teacher burnout measures among the various lengths of service of the teachers stands accepted.

CONCLUSIONS BASED ON MARRIED AND UNMARRIED HIGH SCHOOL TEACHERS.

Married teachers are found to be experiencing less feelings of inspiration, eagerness, zeal, dedication and commitment, more feelings of worthlessness and discouragement and more feelings of detachment, withdrawal and isolation as compared to unmarried teachers. So prevalence of burnout among married teachers is more than unmarried teachers.

The hypothesis no. 1.(e) that there will exists no significant difference between married and unmarried high school teachers stands accepted. Statistical significant differences are observed between married and unmarried teachers on all measures of teachers burnout.

CONCLUSIONS BASED ON DIFFERENT AGE CATEGORIES.

Teachers with age between 421 to 540 months are found to be more dedicated and committed about their jobs than teachers with age less 420 months and age more than 540 months. A significant difference among three different age categories are found for Enthusiasm (E_{v1}) measure of teacher burnout.

Teachers with age group 421-540 months are found to be more frustrated as compared to teachers with age less than 420 months and age more than 540 months. No significant differences among three different categories of age are found for this variable of teacher burnout.
Teachers with age more than 540 months are possessing more feelings of Alienation (Av3) as compared to teachers with age less than 420 months and with age between 421-540 months. No significant differences among three different age categories are found for Alienation measure of teachers burnout. Thus the hypothesis no. 1.(f) that there will be no significant difference on burnout measures among teachers in respect of three different age categories is accepted for Frustration (Fv2) and Alienation (Av3) measures but rejected for the measure of Enthusiasm (Ev1).

CONCLUSIONS BASED ON EDUCATIONAL QUALIFICATIONS
The hypothesis no. 1.(g) that there exists no significant difference in respect of teacher burnout measures among high school teachers with different educational qualifications. This hypothesis no. 1.(g) was accepted because significant differences were not found in the burnout measures among the different educational qualification groups of teachers. Educational qualification made no difference in teacher burnout.

CONCLUSIONS BASED ON BACKWARD AND ADVANCED AREAS.
Teachers working in advanced districts are found to be less dedicated and committed towards their jobs, more frustrated and alienated as compared to teachers posted in backward district.

Teachers posted in backward district exhibited more feelings of perceived leadership behaviour as compared to teachers posted in advanced district.

Area-wise differences (backward an advanced) do effect the teacher’s perception of Enthusiasm (Ev1) and Frustration (Fv2) measures of teacher burnout, Consideration (Cv3) variable of perceived leadership behaviour, and Esprit (ESv3), Intimacy (INv3), Psycho-physical Hindrance (PHv10), Controls (COv11), Production Emphasis (PEv12) and Humanized Thrust (HTv13) variables of organizational climate. Thus the hypothesis no. 1.(h) that there will be no significant difference between teachers posted in backward and advanced districts, namely Hoshiarpur and Jalandhar on the variables of teacher burnout,
perceived leadership behaviour and organizational climate is partially rejected.

CONCLUSIONS BASED ON LOW-HIGH GROUPS OF ENTHUSIASM (Ev₁)

Teachers who have a high level of Enthusiasm (Ev₁) are found to be less frustrated and less alienated as compared to teachers having low level of Enthusiasm (Ev₁).

Teachers who have a low level of Enthusiasm (Ev₁) are found to be low on Initiating Structure (ISv₄) and Consideration (Cv₃) variables of perceived leadership behaviour as compared to teachers with high level of Enthusiasm (Ev₁).

Low and high groups of Enthusiasm depicted significant difference on Disengagement (Dv₆), Esprit (ESv₆), Psycho-physical Hindrance (PHv₁₀), Controls (COv₁₁), Production Emphasis (PEv₁₂) and Humanized Thrust (HTv₁₃) variables of organizational climate.

CONCLUSIONS BASED ON LOW-HIGH GROUPS OF FRUSTRATION (Fv₂)

Teachers who have a low level of Frustration (Fv₂) reported high level of Enthusiasm (Ev₁) and low level of Alienation (Av₃) as compared to teachers having a high level of Frustration. Significant difference is reported on Enthusiasm measure of teacher burnout. No significant difference is found between low and high groups of Frustration (Fx₂) on Alienation (Av₃) measure of teacher burnout.

More frustrated group reported more feelings of Initiating Structure (ISv₄) and Consideration (Cv₃) as compared to low frustrated group. Significant difference is found between low and high groups of teachers on the variables of perceived leadership behaviour.

Significant difference is reported by low and high frustrated groups on all variables of organizational climate except one i.e. Psycho-physical Hindrance (PHv₁₀).
CONCLUSIONS BASED ON LOW-HIGH GROUPS OF ALIENATION (Av3).

Teachers who have a high level of Alienation (Av3) are found to be more frustrated and, less dedicated and committed about their jobs than teachers with low degree of Alienation (Av3).

Teachers with low level of Alienation (Av3) are reported to score high on Initiating Structure (ISv4) and Consideration (Cv5) variables of perceived leadership behaviour than teachers with high level of Alienation (Av3).

Teachers who belong to low and high groups of Alienation (Av3) revealed significant difference on Disengagement (Dv6), Psycho-physical Hindrance (PHv10) and Production Emphasis (PEv12) variables of organizational climate. No statistical significant difference is found between low and high groups on the Alienation (ALv7), Intimacy (INV9), Esprit (ESv8), Controls (COv11) and Humanized Thrust (HTv13) variables of organizational climate.

Summing up the comparison between two extreme groups of 27% low and 27% high on all measures of teacher burnout i.e. Enthusiasm (Evi), Frustration (Fv2) and Alienation (Av3) we find that low Enthusiasm levels and high levels of Frustration (Fv2) and Alienation (Av3) are highly burned out, are low on Initiating Structure (ISv4) and Consideration (Cv5) variables of perceived leadership behaviour. This shows that high burnout level is associated with low level of perceived leadership behaviour variables.

The hypothesis no. 2 that there will exist significant differences between more and less teachers burnout measures in respect of perceived leadership behaviour and organizational climate variables stands partially accepted.

CONCLUSIONS BASED ON ‘OPEN’ AND ‘CLOSED’ SCHOOL ORGANIZATIONAL CLIMATE.

Teachers working in closed type of organizational climate are found to be less enthusiastic and more frustrated and alienated than teachers posted in ‘open’
type of organizational climate. It means burnout of teachers is more in ‘closed’ type organizational climate as compared to teachers employed in ‘open’ type of organizational climate.

The hypothesis no. 3. that teachers working in schools with ‘open’ organizational climate experience a significantly lower level of burnout measures than those working in schools with ‘closed’ organizational climate is accepted for Enthusiasm (Ev₁) and Frustration (Fv₂) measures of burnout but rejected for Alienation (Av₃) measure.

3. MAJOR CONCLUSIONS BASED ON CORRELATION APPROACH.

CONCLUSIONS BASED ON THE VARIABLES OF TEACHER BURNOUT AND LEADERSHIP BEHAVIOUR.

On the measure of Enthusiasm (Ev₁) a low score indicates a high level of teacher burnout while on the measures of Frustration (Fv₂) and Alienation (Av₃) a high score indicates a high level of teacher burnout. Initiating Structure (ISv₄) and Consideration (Cv₅) behaviours of leadership are found to be positively and significantly related to Enthusiasm (Ev₁) measure of teacher burnout. Teachers were enthusiastic about their work with a Principal who scored high on Initiating Structure (ISv₄) and also with a Principal who scored high on Consideration (Cv₅). Teachers are found to be enthusiastic regardless of the leadership style of the Principal.

Initiating Structure (ISv₄) and Consideration (Cv₅) variables of leadership behaviour reported negative and significant correlation with Frustration (Fv₂) measure of teacher burnout. Alienation (Av₃) measure of teacher burnout reported negative but insignificant correlation with both Initiating Structure (ISv₄) and Consideration (Cv₅). Teachers frustration and alienation are low with a Principal who scored high on Initiating Structure or a Principal who scored
high on Consideration (Cv5). There results are in the conformity with the findings of Singer (1984).

The hypothesis no. 4. (a) that there exists a positive and significant relationship between the variables of perceived leadership behaviour of high school Principals and the Enthusiasm (Ev1) measure of teacher burnout is fully accepted.

The hypothesis no.4. (b) that there exists a negative and significant relationship between the variables of perceived leadership behaviour of high school Principals and the Frustration (Fv2) measure of teacher burnout stands accepted.

The hypothesis no.4. (c) that there exists a negative and significant relationship between the variables of perceived leadership behaviour of high school Principals and the Alienation (Av3) measure of teacher burnout is partially accepted.

CONCLUSIONS BASED ON THE VARIABLES OF TEACHER BURNOUT AND ORGANIZATIONAL CLIMATE.

DISENGAGEMENT (Dv6) AND TEACHER BURNOUT MEASURES.

Disengagement variable of organizational climate is found to be correlated negatively and significantly with Enthusiasm (Ev1) at .05 level. Disengagement is also found to be correlated positively and significantly with Frustration (Fv2) and Alienation (Av3) at .01 level.

The hypothesis no.5. (a) that there exists a positive and significant relationship between Disengagement (Dv6) variable of organizational climate and teacher burnout measures is accepted.

ALIENATION (ALv7) AND TEACHER BURNOUT MEASURES.

Alienation (Alv7) variable of organizational climate is found to be correlated negatively and significantly with Enthusiasm (Ev1) at .05 level. While Alienation (Alv7) is found to be positively and significantly correlated with
Frustration (Fv2) at .05 level. Alienation (ALv7) variable of organizational climate reported no significant correlation with Alienation (Av3) measure of teacher burnout. This result revealed that teachers having high formal and impersonal behaviour patterns among themselves are likely to be less enthusiastic and more frustrated and alienated.

The hypothesis no.5. (b) that there exists a positive and significant relationship between Alienation (ALv7) variable of organizational climate and teacher burnout measures is partially accepted.

ESPRIT (ESv8) AND TEACHER BURNOUT MEASURES.

Esprit (ESv8) variable of organizational climate reported positive and significant relationship with Enthusiasm (Ev1) measure at .01 level. While Esprit (ESv8) is found to be correlated negatively and significantly with Frustration (Fv2) measure at .01 level. The correlation between Esprit (ESv8) and Alienation (Av3) is found to be negative and not significant. In school where morale is high teachers are likely to be more enthusiastic about their work and likely to be less frustrated and alienated.

The hypothesis no.5. (c) that there exists a negative and significant relationship between Esprit (ESv8) variable of organizational climate and teacher burnout measures is partially accepted.

INTIMACY (INV9) AND TEACHER BURNOUT MEASURES.

Intimacy (INV9) variable of organizational climate is found to be correlated positively and significantly with Enthusiasm (Ev1) at .05 level. Intimacy is negatively correlated with Frustration (Fv2) and Alienation (Av3) measures of teacher burnout. However both these correlations did not reach any level of statistical significance. Teachers who were more dedicated and committed show close friendly relations among themselves, and even free to talk to, and discuss their personal problems with one and other. In a school where Intimacy (INV9) was low, teachers craved for greater satisfaction with respect to social needs.
and were likely to be more frustrated and alienated.

The hypothesis no. 5.(d) that there exists a negative and significant relationship between Intimacy (INV9) variable of organizational climate and teacher burnout measures stands partially accepted.

**PSYCHO-PHYSICAL HINDRANCE (PHv10) AND TEACHER BURNOUT MEASURES.**

Psycho-physical Hindrance (PHv10) variable of organizational climate is found to be correlated positively and significantly with Frustration (Fv2) and Alienation (Av3) measures at .01 level. No significant relationship is found between Psycho-physical Hindrance (PHv10) and Enthusiasm (Ev1) measure of teacher burnout. Results concluded that unnecessary demands, routine duties and other administrative requirements were directly responsible for frustration and feelings of alienation among teachers.

The hypothesis no. 5.(e) that there exists a positive and significant relationship between Psycho-physical Hindrance (PHv10) variable of organizational climate and teacher burnout measures is partially accepted.

**CONTROLS (COv11) AND TEACHER BURNOUT MEASURES.**

Controls (COv11) variable of organizational climate is found to be correlated positively and significantly with Enthusiasm (Ev1) measure at .01 level. While Controls (COv11) is found to be negatively and significantly correlated with Frustration (Fv2) at .05 level. Controls (COv11) reported negative and non-significant relationship with Alienation (Av3) measure of teacher burnout. Results concluded that bureaucratic and impersonal behaviour led to more feelings of enthusiasm and less feelings of frustration and alienation.

The hypothesis no. 5.(f) that there exists a negative and significant relationship between Controls (COv11) variable of organizational climate and teacher burnout measures is partially accepted.
PRODUCTION EMPHASIS (PE\textsubscript{12}) AND TEACHER BURNOUT MEASURES.

Production Emphasis (PE\textsubscript{12}) variable of organizational climate is found to be correlated positively and significantly with Enthusiasm (E\textsubscript{1}) measure, and negatively and significantly correlated with Frustration (F\textsubscript{2}) and Alienation (A\textsubscript{3}) measures of teacher burnout. The results concluded that dedicated and committed teachers when perceived their Principal’s behaviour as highly directive become more frustrated and have more feelings of alienation.

The hypothesis no. 5.(g) that there exists a positive and significant relationship between Production Emphasis (PE\textsubscript{12}) variable of organizational climate and teacher burnout stands partially rejected.

HUMANIZED THRUST (HT\textsubscript{13}) AND TEACHER BURNOUT MEASURES.

Humanized Thrust (HT\textsubscript{13}) variable of organizational climate is found to be correlated positively and significantly with Enthusiasm (E\textsubscript{1}) at .01 level. Whereas Humanized Thrust (HT\textsubscript{13}) reported negative and significant correlations with Frustration (F\textsubscript{2}) and Alienation (A\textsubscript{3}) measures of teacher burnout. Results concluded that teachers who perceived their Principal’s behaviour in humanistic terms were likely to be more dedicated and committed about their work and were less prone to the feelings of frustration and alienation.

The hypothesis no.5. (h) that there exists a negative and significant relationship between Humanized Thrust (HT\textsubscript{13}) variable of organizational climate and teacher burnout measures is accepted.

4. CONCLUSIONS BASED ON FACTOR ANALYSIS.

Varimax factor I has been identified as “Group Factor of organizational climate and perceived leadership behaviour.” Varimax factor II and factor V have been labelled as “Group Factors of organizational climate and teacher burnout.” Varimax factor III as “Group Factor of teacher burnout and perceived
leadership behaviour." Varimax factor IV as "pure factor of organizational climate."

The criterion measures of teacher burnout made group factor with organizational climate in varimax factor II and V, and with perceived leadership behaviour in varimax factor III respectively. These results thus confirm the hypothesis no.6 that criterion measures of teacher burnout will cluster with predictive variables of perceived leadership behaviour and organizational climate variables stands justified.

5. CONCLUSIONS BASED ON REGRESSION ANALYSIS

All measures of perceived leadership behaviour, i.e. Initiating Structure (ISv4) and Consideration (Cv5) and variables of organizational climate i.e. Disengagement (Dv6), Alienation (ALv7), Esprit (ESv8), Intimacy (INv9), Psycho-physical Hindrance (PHv10), Controls (COv11), Production Emphasis (PEv12) and Humanized Thrust (HTv13) are found to be significant contributors toward the prediction of Enthusiasm (Ev1) measure of teacher burnout. Higher values of Initiating Structure (ISv4), Esprit (ESv8), Humanized Thrust (HTv13), Psycho-physical Hindrance (PHv10), Consideration (Cv5), Production Emphasis (PEv12) and Controls (COv11) variables plays a significant role in enhancing the Enthusiasm (Ev1) measure of teacher burnout. While lowering the scores of the rest of the variables, namely Disengagement (Dv6), Alienation (ALv7) and Intimacy (INv9) proves beneficial for Enthusiasm (Ev1) of the whole group.

All measures of perceived leadership behaviour and organizational climate contributed significantly to the variance in the prediction of Frustration (Fv2) measure of teacher burnout. Consideration (Cv5) measure of perceived leadership behaviour and Psycho-physical Hindrance (PHv10), Disengagement (Dv6) and Intimacy (INv9) variables of organizational climate play a positive role in enhancing Frustration (Fv2) measure of teacher burnout, where as increase in the scores of rest of the variables world play a negative role in
enhancing Frustration (Fv_2) measure of teacher burnout.

Consideration (Cv_5) variable of perceived leadership behaviour and all variables of organizational climate except Intimacy (INV_9) and Humanized Thrust (HTV_13) are significant contributors toward the prediction of Alienation (AV_3) measure of teacher burnout. Every unit increase in Disengagement (Dv_6), Psycho-physical Hindrance (PHV_10), Alienation (ALV_7)-SOCDQ, Consideration (Cv_5), Esprit (ESV_8) and Intimacy (INV_9) could predict an increase in the value of Alienation (AV_3) measure of teacher burnout, whereas as increase in Production Emphasis (PEV_12), Controls (COV_11), Humanized Thrust (HTV_13) and Initiating Structure (ISV_4) would make the Alienation (AV_3) measure to fall.

Thus in the light of the above cited results the hypothesis no. 7 that significant variance towards teacher burnout measures as contributed by the variables of organizational climate and perceived leadership behaviour of high school Principals stands partially accepted. Initiating Structure (ISV_4) variable of perceived leadership behaviour and, Intimacy (INV_9) and Humanized Thrust (HTV_13) variables of organizational climate did not share variance with the criterion measure of Alienation (AV_3) i.e. third measure of teacher burnout.

The hypothesis no. 8 that the measures of organizational climate and perceived leadership behaviour of high school Principals contributed differently to the prediction of teachers burnout measures stands accepted.

**SUGGESTIONS FOR FURTHER RESEARCH**

1. Present study was confined only to the two districts of Panjab state (India). Thus, this study should be replicated state-wide by taking other districts.

2. Present study was done on government high schools only. The investigation may be done by taking private recognized, private non-recognized and private affiliated schools. The comparison may be done on the different stages of pre-primary, primary, middle, high and senior secondary schools.
3. As research on teacher burnout is still in the exploratory stage, emphasis should be laid so that it becomes experimentally oriented. A number of other variables could be incorporated into experimental design. Moreover, studies of causes and effect of teacher burnout should be pursued.

4. Replicative studies involving longer and different population, and also follow up studies may be undertaken to establish the validity of findings of the present research.

5. In the present study comparison was made between urban/rural teachers, male/female teachers, schools administered by male/female Principals, teachers having different tenure of teaching experience, teachers of different age groups and teachers of different educational qualifications. For further research comparison may be made by taking other demographic variables.

6. The findings of the present study suggests that Principals who were high on Initiating Structure (ISv4) or on Consideration (Cv5) leadership behaviour were positively related to Enthusiasm (Ev1) measure of teacher burnout and negatively related to Frustration (Fv2) and Alienation (Av3) measures of teacher burnout. Hence, it is recommended that Principals should take initiative regardless of the leadership style.

7. In this study teacher burnout was examined in relation to leadership behaviour of Initiating Structure (ISv4) and Consideration (Cv5). The concept of situational leadership may be included for further research.

8. In this study teacher burnout was examined by taking into consideration 'open' versus 'closed' types of organizational climate. Further research on teacher burnout may be suggested by taking into account 'autonomous', 'controlled', 'familiar' and 'paternal' types of organizational climate.