Chapter 7

Summary and Conclusion
CHAPTER V

SUMMARY AND CONCLUSION

In the present chapter, the summary, introduction, major findings, conclusions, educational implications and suggestions for further research are presented.

5.1. Introduction

The Greek City States are the best examples for physical training. Athens did not bother much about the healthy development of its generation. Whereas the Spartans who wanted to make their children best fighters and athletes had encouraged the healthy children and expose the weak children to death. This historical importance of physical health as a sign of potential power to protect one's self. This shows the need and importance of physical education in the school curriculum. A massive physical education programme can go a long way in streamlining the wrinkles on the moral, physical and mental dimensions of our society. It is now universally agreed that physical education should be an integral part of general education. Physical education provides situations for learning to
compete as well as to cooperate with others in striving for the achievement of common goals with the media of physical activity concepts. Teaching as a profession assumes the obligation to conduct himself in accordance with the ideals of the profession. The profession further, requires that the teachers should be calm, patient and communicative by temperament and amiable in disposition. For any professional group one could compile an almost endless list of work-related stresses. For example, all human service professionals complain of long hours, isolation, lack of autonomy, 'Client neediness', inadequate salary, insufficient resources, lack of criteria to measure accomplishments, excessive demands for productivity, inadequate job training, administrative indifference or interference. Present economic conditions, like recession and rising unemployment have also made career shifts more difficult. As a result burned out professionals may find few economically comparable opportunities in other fields and may feel 'stuck' and increasingly resentful at remaining in their present job. Their sense of frustration grows and feelings of 'burnout' increases.
Symptoms of Teacher Burnout:

Teachers experiencing such feelings of 'burnout' show a number of symptoms in their personal and professional life. Research has identified a number of these symptoms.

Personal symptoms include Cynicism and negativism; rigid thinking, inflexibility and a closed mind, blocking progress and constructive changes; increased absenteeism and illness frequency; boredom and growing fatigue; loss of idealism and commitment; alienation and minimal compliance; verbalising helplessness and hopelessness and fatalism; changes in behaviour and social contacts, e.g., becoming a loner, withdrawn or constantly socialising hypersensitivity and paranoia about colleagues and administrators.

Professional symptoms include growing doubts about professional career, dissatisfaction with level of performance and feeling inadequate and overwhelmed by task, reluctance to go to work or merging self and life with profession and withdrawing from activities previously rewarding. That is, under valuing or over valuing professional prerogatives and capabilities.
5.2 Statement of the Problem:

"An Investigation into the interaction effect of factors on Burnout among physical education teachers' working in secondary schools of Karnataka State".

5.3 Variables of the Study:

The design of the study involved the independent variable, dependent variables for the purpose of the present investigation the school climate (open climate - closed climate), personality (Extroversion - Introversion) and Home Climate (Happy Climate - Unhappy Climate). The dependent variables considered in the study.

Burnout: The Three dimensions of burnout are:

1. Emotional Exhaustion
2. Depersonalization
3. Personal Accomplishment

5.4 Objectives of the Study:

The major purpose of the study was to investigate the effects of a few selected factors on burnout among physical education teachers working at secondary school level.
5.5 Specific Objectives:

The present study was designed with the following specific objectives in view:

1. To investigate the effect of 'school climates' on burnout of physical education teachers with reference to Emotional Exhaustion;

2. To investigate the effect of 'personality' (Extroversion - Introversion) on burnout of physical education teachers with reference to Emotional Exhaustion;

3. To investigate the effect of 'Home Climate' on burnout of physical education teachers with reference to Emotional Exhaustion;

4. To investigate the interaction effect of school climate $\times$ personality on burnout of physical education teachers with reference to Emotional Exhaustion;

5. To investigate the interaction effect of personality $\times$ Home Climate on burnout of physical education teachers with reference to Emotional Exhaustion;
6. To investigate the interaction effect of school climate X Home Climate on burnout of physical education teachers with reference to Emotional Exhaustion;

7. To investigate the interaction effect of school climate X personality X Home Climate on burnout of physical education teachers with reference to Emotional Exhaustion.

8. To investigate the effect of school climate on burnout of physical education teachers with reference to Depersonalization;

9. To investigate the effect of personality on burnout of physical education teachers with reference to Depersonalization;

10. To investigate the effect of Home Climate on burnout of physical education teachers with reference to Depersonalization;

11. To investigate the interaction effect of school climate X personality on burnout of physical education teachers with reference to Depersonalization;
12. To investigate the interaction effect of personality X Home Climate on burnout of physical education teachers with reference to Depersonalization;

13. To investigate the interaction effect of school climate X Home Climate on burnout of physical education teachers with reference to Depersonalization;

14. To investigate the interaction effect of school climate X personality X Home Climate on burnout of physical education teachers with reference to Depersonalization;

15. To investigate the effect of school climate on burnout of physical education teachers with reference to Personal Accomplishment.

16. To investigate the effect of personality on burnout of physical education teachers with reference to Personal Accomplishment;

17. To investigate the effect of Home Climate on burnout of physical education teachers with reference to Personal Accomplishment.
18. To investigate the interaction effect of school climate $\times$ personality on burnout of physical education teachers with reference to Personal Accomplishment.

19. To investigate the interaction effect of personality $\times$ Home Climate on burnout of physical education teachers with reference to Personal Accomplishment;

20. To investigate the interaction effect of school Climate $\times$ Home Climate on burnout of physical education teachers with reference to Personal Accomplishment.

21. To investigate the interaction effect of school climate $\times$ personality $\times$ Home Climate on burnout of physical education teachers with reference to Personal Accomplishment.

5.6. Hypotheses of the Study

To test the objectives stated above the following hypotheses have been set-up.

1. Effects of open and closed school climates differ significantly in terms of proneness to burnout of physical education teachers on Emotional Exhaustion.
2. Effects of Extroversion and Introversion Personality types differ significantly in terms of proneness to burnout of physical education teachers on Emotional Exhaustion.

3. Effects of Happy and Unhappy Home Climates differ significantly in terms of proneness to burnout of physical education teachers on Emotional Exhaustion.

4. Interaction effects of School Climates X Personality types differ significantly in terms of proneness to burnout of physical education teachers on Emotional Exhaustion.

5. Interaction effects of Personality types X Home Climates differ significantly in terms of proneness to burnout of physical education teachers on Emotional Exhaustion.

6. Interaction effects of School Climates X Home Climates differ significantly in terms of proneness to burnout of physical education teachers on Emotional Exhaustion.

7. Interaction effects of School Climates X Personality types X Home Climates differ significantly in terms of proneness to burnout of physical education teachers on Emotional Exhaustion.
8. Effects of open and closed school climates differ significantly in terms of proneness to burnout of physical education teachers on Depersonalization.

9. Effects of Extroversion and Introversion Personality types differ significantly in terms of proneness to burnout of physical education teachers on Depersonalization.

10. Effects of Happy and Unhappy Home Climates differ significantly in terms of proneness to burnout of physical education teachers on Depersonalization.

11. Interaction effects of School Climates X Personality types differ significantly in terms of proneness to burnout of physical education teachers on Depersonalization.

12. Interaction effects of Personality types X Home Climates differ significantly in terms of proneness to burnout of physical education teachers on Depersonalization.

13. Interaction effects of School Climates X Home Climates differ significantly in terms of proneness to burnout of physical education teachers on Depersonalization.
14. Interaction effects of School Climates X Personality types X Home Climates differ significantly in terms of proneness to burnout of physical education teachers on Depersonalization.

15. Effects of Open and Closed School Climates differ significantly in terms of proneness to burnout of physical education teachers on Personal Accomplishment.

16. Effects of Extroversion and Introversion Personality types differ significantly in terms of proneness to burnout of physical education teachers on Personal Accomplishment.

17. Effects of Happy and Unhappy Home Climates differ significantly in terms of proneness to burnout of physical education teachers on Personal Accomplishment.

18. Interaction effects of School Climates X Personality types differ significantly in terms of proneness to burnout of physical education teachers on Personal Accomplishment.

19. Interaction effects of Personality types X Home Climates differ significantly in terms of proneness to burnout of physical education teachers on Personal Accomplishment.
20. Interaction effects of School Climates X Home Climates differ significantly in terms of proneness to burnout of physical education teachers on Personal Accomplishment.

21. Interaction effects of School Climates X Personality types X Home Climates differ significantly in terms of proneness to burnout of physical education teachers on Personal Accomplishment.

5.7. Scope of the Study

This study was confined only to secondary schools of Karnataka State.

5.8. Sampling Procedure

517 physical education teachers of secondary schools distributed in Bangalore, Mysore, Belgaum and Gulbarga revenue divisions in Karnataka were selected by using simple random sampling techniques.
5.9. Tools of the Study

The following tools were used for the study of secondary schools physical education teachers:

1. Human Service Survey (HSS) (to assume the burnout phenomenon). This tool was developed by Christina Maslach and Susan E. Jackson.

2. Personality Inventory (PI). This tool was developed by Dr Yashvir Singh and Dr Harmohan Singh.

3. School Organisational Climate Description Questionnaire (SOCDQ). This tool was developed by Dr Motilal Sharma.

4. Home Climate Description Scale (HCDS). This tool was constructed, standardised and used by researcher himself.

5.10. Statistical Procedure Used

The following statistical techniques were used to analyse the collected data:

In pursuance of the objectives of the study as well as to test the research hypotheses the "Three-way analysis of variance" technique and "Scheffe 's" test were employed.
Analysis of data and results have five sections. Section-1 deals with the classification of secondary schools into institutions with differing organisational climates, physical education teachers into extroverts and introverts, and individuals coming from differing Home Climates. Section-2 deals with analysis of interaction effects of organisational climate, personality characteristic and Home Climate on Emotional Exhaustion of physical education teachers. Section-3 deals with analysis of interaction effect of the factors on Depersonalization. Section-4 deals with analysis of interaction effect of the factors on Personal Accomplishment and Section-5 deals with overall conclusions of the study.

5.11. Collection of Data

Data relating to personality types, school climate, Home Climate and burnout were obtained by administering the scales to the physical education teachers working in 517 secondary schools. These data were collected during July 1997 to February 1998.
5.12. Major Findings of the Study

1. **Emotional Exhaustion:**

   1. There is a significant difference between the effects of open and closed school climates in terms of proneness to burnout of physical education teachers on Emotional Exhaustion.

   2. Extrovert and introvert physical Education Teachers differ significantly in respect of their proneness to burnout on Emotional Exhaustion.

   3. Physical education teachers coming from Happy and Unhappy Home Climates differ significantly in respect of their proneness to burnout on Emotional Exhaustion.

   4. Extrovert/Introvert physical education teachers working in schools with open/closed climate do not differ significantly in respect of their proneness to burnout on Emotional Exhaustion.

   5. Extrovert/Introvert Physical Education Teachers coming from homes of Happy/Unhappy Climate differ significantly in respect of their proneness to burnout on Emotional Exhaustion.
6. Physical education teachers working in schools with open/closed climate, coming from homes of Happy/Unhappy Climates do not differ significantly in respect of their proneness to burnout on Emotional Exhaustion.

7. Extrovert/Introvert physical education teachers working in schools with open/closed climate, coming from homes of Happy/Unhappy Climate differ significantly in respect of their proneness to burnout on Emotional Exhaustion.

2. **Depersonalization:**

1. There is no significant difference between the effect of open and closed school climates in terms of proneness to burnout of physical education teachers on Depersonalization.

2. Extrovert/Introvert physical education teachers differ significantly in respect of their proneness to burnout on Depersonalization.

3. Physical education teachers coming from happy and unhappy Home Climates differ significantly in respect of their proneness to burnout on Depersonalization.
4. Extrovert/Introvert physical education teachers working in schools with open/closed climate do not differ significantly in respect of their proneness to burnout on Depersonalization.

5. Extrovert/Introvert physical education teachers coming from homes of Happy/Unhappy Climate do not differ significantly in respect of their proneness to burnout on Depersonalization.

6. Physical education teachers working in schools with open/closed climate, coming from homes of Happy/Unhappy Climate differ significantly in respect of their proneness to burnout on Depersonalization.

7. Extrovert/Introvert physical education teachers working in schools with open/closed climate, coming from homes of Happy/Unhappy Climate differ significantly in respect of their proneness to burnout on Depersonalization.

3. **Personal Accomplishment:**

1. There is a significant difference between the effect of open and closed climate schools in terms of proneness to burnout of physical education teachers on Personal Accomplishment.
2. There is no significant difference between the effects of Extrovert and introvert personality types in terms of proneness to burnout of physical education teachers on Personal Accomplishment.

3. There is a significant difference between the effects of happy Home Climate and unhappy Home Climates in terms of proneness to burnout of physical education teachers on Personal Accomplishment.

4. Extrovert/Introvert physical education teachers working schools with open and closed climate do not differ significantly in terms of their proneness to burnout on Personal Accomplishment.

5. Extrovert/Introvert physical education teachers coming from homes of Happy/Unhappy Climate do not differ in terms of their proneness to burnout on Personal Accomplishment.

6. Physical education teachers working in schools with open/closed climates, coming from homes of Happy/Unhappy Climate do not differ significantly in terms of their proneness to burnout on Personal Accomplishment.
7. Extrovert/Introvert physical education teachers working in schools with open/closed climate, coming from homes of Happy/Unhappy Climate differ significantly in terms of their proneness to burnout on Personal Accomplishment.

5.13. Overall Findings

It seems that the Home Climate is the only single factor affecting all the dimensions of burnout. School Climate factors are significant only in the case of Emotional Exhaustion and Personal Accomplishment. Further, personality factors are significant only in the case of Emotional Exhaustion and Depersonalization. In case of 2-way interactions it is observed that the joint effect of personality and Home Climate (B X C); and School Climate and Home Climate (A X C) are found to be significant in respect of Emotional Exhaustion and Depersonalization respectively. But the 3-way interaction are found to be significant in all the 3 dimensions of burnout.

However, the effect of Home Climate seems to be not only the soul factor causing proneness to all the dimensions of burnout but its effect on all cases of Personal Accomplishment seems to be the
highest and its effect on Depersonalization and Personal Accomplishment appears to be lower. Hence, the Home Climate affects all the 3 dimensions of burnout.

5.14. Educational Implications

The educational implications of the major findings of the study are described in the following heads:

1. **Emotional Exhaustion:** It is found that School Climate, Personality Type and Home Climate all have shown effect on Emotional Exhaustion. This is clear that there should be a check in the School Climate, so as to make physical education teachers feel enhanced in his job concerned functions. Schools have to plan staff meetings once in a week and exchange the experiences of each other. Headmaster should note that, physical education teachers are also present in such meetings and given equal importance to their views too. Matters pertaining to physical education programme must find place in the staff meeting agenda. In other words, the school atmosphere should give an impression that the physical education teachers also have an equal share in the total development of school life.
2. **Personality Factor:** Personality Factor is significant on Emotional Exhaustion and Depersonalization and they are the major components of burnout. Therefore, physical education teachers need to undergo a personality development training courses, so as to make them enable to face emotional problems that encounter in the school circumstances. Region-wise physical education teachers interaction activity sessions could be organised to discuss the common issues related to their profession. Provisions for attending refresher course, content orientation programme, career development programmes, human resource development programmes be made available to all physical education teachers. Yoga and physiotherapy programmes be conducted for all teachers. If necessary counseling from the experts may be arranged for emotional and other psychological problems experienced by the teachers.

3. **Home Climate:** The major finding clearly reveals that, Home Climate is a single factor that shows significant relationship between the components of the burnout. It is but, natural that, Home Climate which has social elements influence on working condition of physical education teachers. In order to maintain balance between Home Climate and School Climate good number of accessions are to be
provided to the family members to understand the working circumstances of the physical education teachers. If physical education teachers experience the happy Home Climate they will relax at home in spite of tedious work they turnout in the school. Therefore, Home Climate cannot be neglected although it is an uncontrollable factor. Home Climate being complex in nature, needs a separate approach for its improvisation. Mental comforts are more important than physical comforts. Home is a place where both mental and physical comforts are to be realised. Family trips, recreation programmes, cultural interaction sessions would go a long way for the improvement of social character of the families of physical education teachers.

5.15. Suggestions for Further Research

While conducting the present study, a need for a few specific research studies relating to the field was felt. The suggestions for such studies are enumerated below under two categories, one, studies that arise out of the limitations of the present investigation; and the other, that are related to the field.
5.15.1. Studies arising out of the limitation of the present investigation:

1. Studies could be undertaken to develop valid and reliable tool for assessing ‘burnout’ in the Indian context.

2. Development of Projective techniques for the assessment of ‘burnout’ of physical education teachers may be taken up.

3. Studies may be conducted to investigate the relationship between burnout and Cattell’s 16 Personality Factors.

4. Studies may be conducted to cross validate the findings of the present study.

5. Studies for identification of the impact between burnout and leadership style of heads of institution could be taken up.

5.15.2. Studies related to the Problems:

1. A critical study of classroom and play field performance of physical education teachers with varying degrees of experience burnout.
2. Studies could be undertaken to measure, factor-wise (School Climate, Personality, Home Climate) proneness to burnout among physical education teachers, when they are classified according to age, sex, locality, teaching experience etc.

3. Study may be undertaken to investigate the relationship between the factors attitude towards profession, locus of control, job satisfaction and burnout.

4. Comparative study could be undertaken to find out the extent of burnout among physical education teachers working in Residential schools, Navodaya schools, Sainik schools, Central schools and Private schools.

5. Studies may be undertaken to investigate burnout among physical education teachers working in professional colleges like: engineering colleges, medical colleges, agricultural colleges, home science colleges and other academic colleges.

6. Studies may be undertaken to evolve strategies to prevent physical education teachers' burnout.
7. Longitudinal studies based on age-wise, qualification-wise and service-wise analysis of burnout could be undertaken among teachers and physical education teachers.

8. A comprehensive study could be taken up to evaluate the training programmes leading to C.P.Ed., B.P. Ed., M.P.Ed., courses etc., in terms of their relevance to arrant burnout, Personality Factors, Home Climate, teacher effectiveness, institutional efficiency, job satisfaction etc., related problems.

9. A study to investigate attitude of physical education teachers towards the teaching profession could be conducted.

10. Remedial measures could also be suggested to alienate the courses of burn out among the Physical Education Teachers.
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