CHAPTER-V
SUMMARY AND MAJOR FINDINGS
INTRODUCTION

The unending effort to make human lives happy and comfortable and their unquenchable thirst to probe into truth made people to put forth strenuous attempts to extend the frontiers of knowledge in various aspects. As a result, to-day man has secured a power to create energy, to cultivate land, to conserve water, to control disease, to conquer the space and to tap every source, and bring it into effective use. This is possible because of inquisitive interest in knowledge, which can be imparted through education.

The noble duty of imparting education to the learners is in hands of teachers. Teachers who educate people in various stages are specifically meant for moulding the future citizens. They are the real architects behind the creation of qualitative democratic citizens. Teachers have a great role in this respect. Society really expects a lot from them. Their commitment, devotion and perseverance in performing their duty is of great value. So to say the whole system of creating an educative society, the process of bringing its progress and enrichment depends on the teachers of various strata. The teacher's competencies, skills, and qualities like sincerity, sobriety have a great impact on the behaviour of students. Though teachers are only a part of the total educational force of society, they constitute the mighty force to produce competent persons with commitment to our country.

Education as a process involves two human elements - the teacher and the taught. The teacher is considered to be the kingpin in the educational process. However good a curriculum may be, it would not be effective unless there is a competent teacher to implement the curriculum. 'How' a teacher teaches in the classroom matters as much as or even more than 'what' he teaches.

The teacher plays a pivotal role in imparting knowledge to the learners and research evident that the teachers are good at performing their activities in the classroom interactions and there is no doubt that todays' teachers are more qualified and more competent to teach the future citizens, and they are capable to bring the behavioural changes among students with their performance in teaching, but pressure of society and parents, under
estimation or over estimation of their abilities, student’s behavior, intensity of work, lack of professional growth, extrinsic annoyers are some of the causes for stress among the teachers may hampering their performance.

Stress is defined as the body’s own nonspecific response to an excessive demand placed on it. In this study stress refers to level of intensity of work, student’s behaviour, professional growth and extrinsic annoyers of a teacher.

Anxiety is a condition, which not only characterizes disturbed state of mind but also prevents an individual from pursuing the goal due to the imaginary threatening situations for which there is no external cause. In this study, the degree of anxiety has been confined to an exclusive five personality components scale i.e., Apprehension, Tension, Low Self-Control, Emotional Instability, Suspicion.

Burnout is a syndrome of emotional exhaustion, depersonalisation and reduced personal accomplishment that can occur among individuals who do work of some kind. In this study of Burnout, the frequency and intensity of emotional exhaustion and depersonalisation and personal accomplishment has been considered.

Our study made us understand that the teachers are more competent, more qualified and skillful and simultaneously teachers are under stress, anxiety and burnout also.

The teacher will be effective if he is not stressful, anxious & burnout. If he is in under stress, anxiety and burnout, he may be failed to be effective in the classroom, in the school and in the community. In other words effective/good education is the result of the activities of those teachers who are free from stress, anxiety and burnout.

In reviewing the above, investigator got the questions that Is the stress influencing the teacher performance? If so what extent? Is the anxiety is influencing the teacher performance if so what extent? Is the burnout influencing the teacher performance? if so what extent?

The present study attempts to answer the above questions and see the relationship of stress, anxiety and burnout on teacher performance.
5.1. Statement of the Problem

“A STUDY OF STRESS, ANXIETY AND BURNOUT IN RELATION TO PERFORMANCE OF PRIMARY SCHOOL TEACHERS.”

5.2. Need and Importance of the problem

A teacher occupies an important place in the school as well as in the society. Since the teacher plays a somewhat crucial part in the process of education, a great deal would depend on teacher’s role and performance in achieving the goal of education. The previous researches evident that teachers are under stress and burnout prone. There are so many causes and factors influencing the teacher stress and burnout not only in Indian abroad too. Now a days teacher job is becoming hazardous to their health. Research says that there is a stress and anxiety and burnout among teachers but what extent it is influencing on their teacher performance means performing different activities in the classroom, school and community? Is there any impact on their teacher performance if so what are the areas? Especially primary teachers are playing pivotal in moulding the future citizen, the main area for affecting stress or anxiety or burnout is primary school teacher. That’s why researcher interested to study the relationship of stress, anxiety and burnout on their teacher performance among primary school teachers.

5.3. Objectives of the study:-

The major objectives of this study are

1. To find out the relationship between stress and teacher performance.
2. To find out the relationship between anxiety and teacher performance.
3. To find out the relationship between burnout through frequency of emotional exhaustion, depersonalization and teacher performance.
4. To find out the relationship between burnout through intensity of emotional exhaustion, depersonalization and teacher performance.
5. To find out the relationship between stress and anxiety.
6. To find out the relationship between stress and burnout through frequency of emotional exhaustion, depersonalization.
7. To find out the relationship between stress and burnout through intensity of emotional exhaustion, depersonalization.
8. To find out the relationship between anxiety and burnout through frequency of emotional exhaustion, depersonalization.

9. To find out the relationship between anxiety and burnout through intensity of emotional exhaustion, depersonalization.

10. To find out whether stress, anxiety and burnout act as predictors of teacher performance.

11. To find out the influence of gender of the teachers on their stress, anxiety, burnout through frequency and intensity of Emotional Exhaustion, Depersonalisation and personal accomplishment and teacher performance.

12. To know the significant difference of locality of the teachers on their stress, anxiety, burnout through frequency and intensity of Emotional Exhaustion, Depersonalisation and personal accomplishment and teacher performance.

13. To find out the influence of marital status of the teachers on their stress, anxiety, burnout through frequency and intensity of Emotional Exhaustion, Depersonalisation and personal accomplishment and teacher performance.

14. To find out the influence of nature of job of the teachers on their stress, anxiety, burnout through frequency and intensity of Emotional Exhaustion, Depersonalisation and personal accomplishment and teacher performance.

15. To find out the influence of working status of spouse of the teachers on their stress, anxiety, burnout through frequency and intensity of Emotional Exhaustion, Depersonalisation and personal accomplishment and teacher performance.

16. To find out the influence of qualifications of the teachers on their stress, anxiety, burnout through frequency and intensity of Emotional Exhaustion, Depersonalisation and personal accomplishment and teacher performance.

17. To find out the influence of Experience of the teachers on their stress, anxiety, burnout through frequency and intensity of Emotional Exhaustion, Depersonalisation and personal accomplishment and teacher performance.

18. To find out the influence of distance to workplace of the teachers on their stress, anxiety, burnout through frequency and intensity of Emotional Exhaustion, Depersonalisation and personal accomplishment and teacher performance.
5.4.0. HYPOTHESES of the study:

In order to achieve the above-mentioned objectives of the study, the following hypotheses are formulated for testing.

5.4.1. Major Hypotheses:

1. There exists no significant relationship between level of stress and level of teacher performance.

2. There exists no significant relationship between anxiety and teacher performance.

3. There exists no significant relationship between burnout through frequency of emotional exhaustion, depersonalization, personal accomplishment and teacher performance.

4. There exists no significant relationship between burnout through intensity of emotional exhaustion, depersonalization, personal accomplishment and teacher performance.

5. There exists no significant relationship between stress and anxiety.

6. There exists no significant relationship between stress and burnout through frequency of emotional exhaustion, depersonalization, personal accomplishment and teacher performance.

7. There exists no significant relationship between stress and burnout through intensity of emotional exhaustion, depersonalization, personal accomplishment and teacher performance.

8. There exists no significant relationship between anxiety and burnout through frequency of emotional exhaustion, depersonalization, personal accomplishment and teacher performance.

9. There exists no significant relationship between anxiety and burnout through intensity of emotional exhaustion, depersonalization, personal accomplishment and teacher performance.
5.4.2. Subsidiary Hypotheses:

1. There is no significant influence of gender on stress, anxiety, burnout through intensity and frequency of emotional exhaustion, depersonalisation and personal accomplishment and teacher performance.

2. There is no significant influence of locality on stress, anxiety, burnout through intensity and frequency of emotional exhaustion, depersonalisation and personal accomplishment and teacher performance.

3. There is no significant influence of marital status on stress, anxiety, burnout through intensity and frequency of emotional exhaustion, depersonalisation and personal accomplishment and teacher performance.

4. There is no significant influence of nature of job on stress, anxiety, burnout through intensity and frequency of emotional exhaustion, depersonalisation and personal accomplishment and teacher performance.

5. There is no significant influence of working status of spouse of the teachers on stress, anxiety, burnout through intensity and frequency of emotional exhaustion, depersonalisation and personal accomplishment and teacher performance.

6. There is no significant influence of qualifications of the teachers on stress, anxiety, burnout through intensity and frequency of emotional exhaustion, depersonalisation and personal accomplishment and teacher performance.

7. There is no significant influence of experience of the teachers on stress, anxiety, burnout through intensity and frequency of emotional exhaustion, depersonalisation and personal accomplishment and teacher performance.

8. There is no significant influence of distance to workplace of the teachers on stress, anxiety, burnout through intensity and frequency of emotional exhaustion, depersonalisation and personal accomplishment and teacher performance.
5.5.0. Variables involved in the study.

The following variables have been considered in the present study.

1) Independent Variables
   A) Stress
   B) Anxiety
   C) Burnout

2) Dependent Variables
   Teacher Performance

3) Moderator Variables
   A) Teacher Variables
      - Sex
      - Marital Status
      - Working status of spouse
      - Teaching Experience
      - Nature of Job
      - Qualifications.
   B) School Variables
      - Locality of the School
      - Distance to work place

5.6.0. Procedure:

In order to test the hypotheses the investigator planned and carried the research study in 3 phases.

1. Development of Research tools.

2. Collection of data with respect to the different variables of the study by administering the tools and followed by scoring.

3. Data Analysis by using appropriate statistical techniques.
5.7.0. Statistics employed:

In addition to the descriptive statistical analysis using Mean, Median, Mode, Standard Deviation and skewness, the following statistical techniques were employed in the present study.

1. The product moment correlation.
2. The ‘t’ test.
3. The ‘F’ test.
4. Step-wise Multiple Regression Analysis

5.8.0. Sample of the Study

The sample in the present study consists of Primary school teachers of various schools scattered in the district of Visakhapatnam of Andhra Pradesh. A total of 400 teachers was drawn from various schools. A stratified random sampling technique is followed to draw the sample for the present study. The schools are located in rural and urban areas with teachers of different educational qualifications, different experience. There are a total of 162 male teachers and 238 female teachers. Thus it is believed to be adequate to test the hypotheses of the study.

5.9.0. Tools employed in the study:

The following tools are used for measuring the variables in the present study.

5.9.1. Stress Creators in Teaching (SCIT)

Stress Creators in Teaching was assessed by using SCIT scale developed by U.N. Rao(1994). It consists of 40 items and has 4 points rating : ranging from 1 Little or no stress to 4 Great Stress. This scale is a general measure of teacher stress, which is applicable to teachers. This scale assessed the teacher stress arising from 4 dimension namely intensity of work, student’s behaviour, professional growth and extrinsic annoyers. High scores on teacher stress indicates high perceived stress, and low scores on teacher stress indicates low perceived stress.

5.9.2. Teacher Performance Scale

In order to measure the teachers’ performance in the classroom, in the school and in the community, the present scale is developed by the investigator. A large number
of items were enlisted by the investigator as per the aims and objectives of the study. Later, suggestions and comments were invited from number of teachers professors, academicians and administrators. Then a form with 50 items was prepared. The tool was administered to a tryout sample. The item analysis was obtained from the above sample. Finally, the scale with all the accepted items was considered with 48 items in it. The same was used for the final study.

5.9.3. Anxiety Scale Questionnaire (ASQ)

The investigator had adopted the IPAT Anxiety Scale Questionnaire standardized and developed by E Crug et.al. A Single total anxiety score based on all 40 items. A break down into Covert Anxiety score A for the 20 items and Overt Anxiety score B for 20 items. and A break down of total anxiety into five personality components in anxiety they are Apprehension, Tension, Low self control, Emotional Instability and Suspicion.

5.9.4. Maslach Burnout scale (MBI Ed. Form) :

Burnout was assessed with Burnout Inventory by Maslach and Jackson (1986). It has 22-items and contains three sub scales: Emotional Exhaustion (EE) which has 9 items and are characterized by a loss of feeling and concern, a loss of trust, interest and spirit; depersonalization (D) which has 5 items and are characterized by a negative shift overtime, in response to others and personal accomplishment, which has 8 items and are characterized by a loss of sense of efficacy on the job. Scores on the MBI ranges from 0 (never) to 6 (always). They reported that the response formats of intensity and frequency are highly correlated and only the frequency format for measuring burnout was used. Alpha-reliability coefficient (Cronbach’s alpha) ranging from .81 to .92 have been found for the three sub scales.

Limitations of the study:

There are so many factors which influences the teacher performance of primary school teachers, the present study considers stress, anxiety and burnout of the teachers, sex, marital status, nature of job, working status of spouse, locale, teaching experience and distance to work place only. This study is limited to primary school teachers of Visakhapatnam District of Andhra Pradesh.
5.10.0. Major Findings

5.10.1. Stress and Teacher Performance

There is no significant relationship between stress and teacher performance and also there is no significant relationship between components of stress and teacher performance. The components of teacher performance are related to each other. Stress has no relationship with the components of teacher performance. Intensity of work, Professional Growth and Extrinsic Annoyers have no significant relationship with the Performance in the classroom, in the school and in the community. Student’s behaviour has significant negative relationship with the performance in the community. Though not significant, inter relationships between components of stress and teacher performance are negative. This indicates that stress due to intensity of work, student’s behaviour, professional growth and extrinsic annoyers may likely to negatively affect teacher performance in classroom, school and community.

5.10.2. Anxiety and Teacher Performance:

There is no significant relationship between anxiety and teacher performance; the relationship of teacher performance with covert and overt anxieties is not significant; and components of anxiety do not have significant relationship with teacher performance and also with components of teacher performance. The present findings are in contradiction to the normal assumption that anxiety would negatively affect performance though there is negative relationship between anxiety and teacher performance, it is not significant. This implies that the teachers anxiety levels are not that intensified to hamper their performance in classroom, school or community.

5.10.3. Burnout and Teacher Performance

Burnout do have a negative relationship with teacher performance. To be more specific, burnout through frequency of depersonalisation and personal accomplishment have a significant negative relationship with teacher performance. The intensity of burnout through emotional exhaustion, depersonalisation and personal accomplishment have a significant negative relationship with teacher performance. From this it may be inferred that burnout, excepting frequency of emotional exhaustion, among teachers affect negatively
their performance. Further intensity of burnout has a negative correlation with all the components of teacher performance. Frequency of personal accomplishment has a negative relationship with all the components of teacher performance in classroom, school and community. This implies that burnout through intensity may hamper teacher performance in classroom, school and community: much more than the burnout through frequency. In order to sustain better teacher performance, it is necessary to mitigate the intensity of burnout among teachers.

5.10.4. Stress and Anxiety

There is no significant relationship between stress and anxiety. Stress has no significant relationship with covert and overt anxiety. There is no significant relationship between stress and anxiety components and no significant relationship between components of stress and anxiety. The components of stress have no significant relationship with covert and overt anxiety. Intensity of work has a significant relationship with Emotional Instability, but there is no significant relationship with other four components viz., Low self control, Suspicion, Apprehension and Tension. The student’s behaviour has significant relationship with Emotional instability. Professional growth and Extrinsic annoyers have significant relationship with Low self control but there is no relationship with other four components i.e., emotional instability, suspicion, apprehension and tension.

5.10.5. Stress and Burnout

There is no significant relationship between stress and frequency of Emotional Exhaustion, Depersonalisation and Personal Accomplishment. There is no significant relationship between stress and intensity of Emotional Exhaustion, Depersonalisation and Personal Accomplishment. There is no significant relationship between components of stress and intensity of Emotional Exhaustion, Depersonalisation and Personal Accomplishment. There is no significant relationship between components of stress and frequency Emotional Exhaustion, Depersonalisation and Personal Accomplishment except Extrinsic annoyers.
5.10.6. Anxiety and Burnout

There is no significant relationship between anxiety and Emotional Exhaustion frequency and Depersonalisation frequency and no significant relationship between anxiety and Emotional Exhaustion Intensity & Personal Accomplishment Intensity. Low self control has significant relationship with Emotional Exhaustion Frequency (EEF), but there is no significant relationship with Depersonalisation Frequency (DPF) & Personal Accomplishment Frequency (PAF). Emotional Instability has significant relationship with Personal Accomplishment Frequency (PAF), but there is no significant relationship with Emotional Exhaustion Frequency (EEF) & Depersonalisation Frequency DPF. Suspicion has no significant relationship with Emotional Exhaustion Frequency (EEF), Depersonalisation Frequency (DPF) and Personal Accomplishment Frequency PAF. Apprehension has significant relationship with Emotional Exhaustion Frequency (EEF) and Personal Accomplishment Frequency (PAF), but there is no significant relationship with Depersonalisation Frequency (DPF). Tension has no significant relationship with EEF, DPF and PAF. Low self control has influenced the EEI, DPI and PAI. Emotional Instability, Suspicion and Tension have no significant relationship on EEI, DPI, & PAI. Apprehension has significant relationship with PAI, but there is no significant relationship with EEI and DPI.

5.10.7. Gender

The gender reveal that there is no significant influence of the gender on the stress and stress components. The influence of gender is evident in respect of anxiety. It is interesting to notice that the anxiety among male teachers is higher as compared to female teachers. The influence of gender is evident in respect of overt anxiety but not in case of covert anxiety. It is observed that the overt anxiety among male teachers is more as compared to the female teachers. With regard to anxiety, male teachers are in greater low self control, emotional instability, and apprehension as compared to their female counterparts. The influence of gender is not evident in respect of burnout in both frequency and intensity of emotional exhaustion, depersonalisation, and personal accomplishment. Gender is not
evident in the case of teacher performance but the male teachers are in greater in school performance, than their female counterparts.

5.10.8. Locality

There is no significant difference between rural and urban teachers in respect of stress. There is no significant difference between rural and urban teachers in respect of anxiety. Rural teachers do not differ significantly from their urban counterpart in respect of their covert and overt anxiety. Rural teachers do not differ significantly from their urban counter part in respect of anxiety components. Teachers with urban background are in greater depersonalisation as compared to their rural counterparts.

There is no significant difference between rural and urban teachers in respect of burnout through intensity of Emotional Exhaustion, Depersonalisation and Personal Accomplishment.

5.10.9. Nature of job

There is no significant difference between permanent and temporary teachers in respect of their stress. There is significant difference between permanent and temporary teachers on their anxiety. Permanent teachers do not differ significantly from their temporary teachers in respect of covert and overt anxiety. There is no significant difference between permanent and temporary teachers in respect of burnout through frequency of Emotional Exhaustion, Depersonalisation and Personal Accomplishment.

There is no significant difference between permanent and temporary teachers in respect of burnout through intensity of Emotional Exhaustion, Depersonalisation and Personal Accomplishment. There is no significant relationship between permanent and temporary teachers in respect of their teacher performance. There is no significant difference between permanent and temporary teachers in respect of teacher performance components such as performance in the classroom, in the school and in the community.

5.10.10. Marital Status

There is no significant difference between married and unmarried teachers in respect of their stress. The married teachers do not differ significantly from their unmarried
counterparts in respect of their stress components. There is no significant difference between married and unmarried teachers in respect of anxiety. There is no significance difference between married and unmarried teachers in respect of covert and overt anxiety. The married teachers do not differ significantly from their unmarried counterparts in respect of all anxiety components except low self control. The married teachers do not differ significantly from their unmarried counterparts in respect of their burnout through frequencies of Emotional exhaustion, depersonalisation and personal accomplishment. Married teachers do not differ from their unmarried counterparts in respect of burnout through intensity of Emotional exhaustion, depersonalisation and personal accomplishment. Married teachers do not differ significantly from their counterparts in respect of teacher performance.

5.10.11. Working status of spouse

The teachers of employed spouse do not differ significantly from their teachers of unemployed spouse in respect of their stress. The teachers of employed spouse do not differ significantly from their teachers of unemployed spouse in respect of stress components. There is no significant difference between teachers of employed spouse and teachers of unemployed spouse in respect of anxiety. The teachers of employed spouse do not differ from their counterparts in respect of covert and overt anxiety. The teachers of employed spouse do not differ from their counterparts in respect of burnout through frequency of emotional exhaustion, depersonalisation and personal accomplishment. The teachers of employed spouse do not differ from their counterparts in respect of burnout through intensity of emotional exhaustion, depersonalisation and personal accomplishment. The teachers of unemployed spouse is more than the teachers of employed spouse on their teacher performance. The teachers of unemployed spouse having more performance in the school than that of the teachers of employed spouse.

5.10.12. Qualifications

There is no significant difference between different qualifications of teachers in respect of their stress. There is significant difference among teachers of different qualifications in respect of extrinsic annoyers. There is significance difference between different qualifications of teachers in respect of anxiety. There is significance difference between
teachers of non-graduate and graduate/PG in respect of anxiety. There is significant influence of qualifications in respect of covert anxiety. There is significant influence of qualifications in respect of suspicion and apprehension. There is no significance difference between teachers of different qualifications in respect of burnout frequency of emotional exhaustion, depersonalisation and personal accomplishment. There is no significance difference between teachers of different qualifications in respect of burnout intensity of emotional exhaustion, depersonalisation and personal accomplishment. There is no significance difference between teachers of different qualifications in respect of teacher performance. There is no significance difference between teachers of different qualifications in respect of teacher performance components such as performance in the classroom, in the school and in the community.

5.10.13. Teaching Experience

There is no significant difference between different teaching experience of teachers in respect of their stress. There is no significant difference between different teaching experience of teachers in respect of anxiety. There is significant influence of teaching experience in respect of covert anxiety. There is no significant influence of teaching experience in respect of all anxiety components. There is no significance difference between teachers of different teaching experience in respect of burnout frequency of emotional exhaustion, depersonalisation and personal accomplishment. There is no significance difference between teachers of different teaching experience in respect of burnout intensity of emotional exhaustion, depersonalisation and personal accomplishment. There is no significance difference between teachers of different teaching experience in respect of teacher performance. There is no significance difference between teachers of different teaching experience in respect of teacher performance components such as performance in the classroom, in the school and in the community.

5.10.14. Distance to workplace

There is no significant difference between different distance to workplace of teachers in respect of their stress. There is no significant difference among teachers of different distance to work in respect of all stress components. There is no significant difference between different distance to work of teachers in respect of anxiety. There is no
significant difference between teachers pertaining to different distance to workplace in respect of overt anxiety. There is significant influence of distance to workplace in respect of covert anxiety. There is no significant influence of distance to workplace in respect of all anxiety components. There is no significance difference between teachers of different distance to workplace in respect of burnout through intensity of emotional exhaustion, depersonalisation and personal accomplishment. There is no significance difference between teachers of different distance to workplace in respect of teacher performance. There is no significance difference between teachers of different distance to workplace in respect of teacher performance components such as performance in the classroom, in the school and in the community.

5.11.0. Conclusions

The gender reveals that there is no significant influence of the gender on the stress and stress components. The influence of gender is evident in respect of anxiety. It is interesting to notice that the anxiety among male teachers is higher as compared to female teachers. The influence of gender is evident in respect of overt anxiety but not in case of covert anxiety. It is observed that the overt anxiety among male teachers is more as compared to the female teachers. With regard to anxiety, male teachers are in greater low self control, emotional instability, and apprehension as compared to their female counterparts. The influence of gender is not evident in respect of burnout in both frequency and intensity of emotional exhaustion, depersonalisation, and personal accomplishment. Gender is not evident in the case of teacher performance but the male teachers are in greater in school performance, than their female counterparts.

The locality states that rural teachers do not differ significantly from their urban counterparts in respect of their stress and stress components, anxiety, covert and overt anxiety, anxiety components, burnout through intensity and frequency of emotional exhaustion, depersonalisation, and personal accomplishment. With regard to frequency of depersonalisation difference between rural and urban teachers is evident, teachers with urban background are more than those of their rural counterparts.

In view of the nature of job, it is found that there is no significance influence between permanent and temporary teachers in respect of stress, anxiety, burnout
through intensity and frequency of emotional exhaustion, depersonalisation and personal accomplishment and teacher performance.

5.12.0. Educational Implications:

Psychological input courses should be prepared for remedial treatment to the stress, anxiety and burnout prone teachers.

The important stress creators in teaching should be studied by the Head of institution in the schools and they should minimise the extrinsic annoyers.

The burnout teachers should be treated with sympathy and they are advised to go for counsellors’ approach.

District wise and state wise profiles of the primary school teachers in stress, anxiety and burnout be prepared. Such profiles will help to locate the cases of extreme burnout or high stress and high anxiety among teachers.

Establish and maintain open lines of communication between teachers and administrators to provide administrative support and performance feedback that may act as buffer against stress.

Provide clear job descriptions and expectations in an effort to address role ambiguity and conflict.

5.13.0. Suggestions for further research study.
The following research problems may be carried out for further research:

In the present study the investigator concentrated only in four areas of stress.

Similar studies on other sources of teacher stress.

A study of scholastic achievement vis-a-vis interaction process between the teacher and their students in relation to stress, anxiety and burnout.

Preparation of psychological input treatment for burnout teachers.

A comparative study of glow-on and burnout teachers, their family climate and their impact on academic achievement of the students.

Preparation of psychological packages for rust-out teachers.

A study of stress, anxiety and burnout of teachers in relation to their students achievement and organisational climate.