CHAPTER SIX

SUMMARY AND CONCLUSION
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6.0.0 OVERVIEW
This chapter describes briefly the concepts, the objectives and hypotheses, the research design, tools used and summarizes the major findings of the present study, their implications and suggestions for further research.

6.1.0 TITLE OF THE STUDY

6.1.1 Teacher Accountability
Each child has a right to be educated in order to become a productive citizen of a country. Teachers have numerous responsibilities to which they are accountable. Teachers have a professional responsibility to maintain a congenial environment and process contributing to learning and development. The parents and the citizen have a right to know the progress of education of their children. Teachers, being the educational or human engineers are accountable for the progress of the children they teach.

Accountability is pervasive throughout all levels of society and involves individuals, groups, institutions i.e. practically in all areas of human activity. It is multi-faceted: it involves responsibility, authority, evaluation and control. The concept of accountability in Education has been borrowed from technological and economical worldview and from business management, engineering and science. It has been made popular in India after the National Program of Education (NPE) 1986. It recommended that norms of accountability should be strictly followed, incentives for the good performance and disincentives for non-performance.
Today, especially in the United States with the passage of the No Child Left Behind Act (2001) accountability has become an issue to be addressed at all levels of education from the school board and school system down to the individual classroom and teacher. But the basic question that who is accountable for bringing quality in education remains unanswered. While some policymakers seek to hold individual teachers accountable for student achievement, other decision makers as well as educators argue that a system of individual accountability - especially one that metes out rewards and sanctions - creates unhealthy competition among teachers and undermines collegiality. In addition, they argue, responsibility and accountability for student achievement go beyond the efforts of any individual teacher. As an alternative to individual accountability, many would seek to hold teachers and school staff collectively accountable. Moreover, some would extend formal accountability for student achievement to district officials and state policymakers who are responsible for providing adequate education resources, as well as state policies supportive of good learning and teaching.

### 6.1.2 Teacher Burnout Behaviour

Burnout in different professions is a reality in the modern world where the demands of the consumers is more than the resources. This problem is more prevalent in the service professions. Teachers, doctors, administrators, nurses and police officers and so on who take care of the welfare of the society feel the mounting pressure of meeting the various demands of the society. It has become part and a parcel of the job. The heavy responsibility combined with limited resources, long hours, marginal working conditions, and often unreasonable demands from those receiving services, lead to chronic stress, and ultimately, burnout. (A.G. Dworkin. 1987).

The helping motives, for example, love for the children, working with people, helping weak students, never being absent, giving advice to helpless children and so on as opposed to pedagogical or subject-oriented motives,
dominate in teachers who are susceptible to burnout. Corresponding action goals and high expectations are derived from these motives. The expectations include learning motivation, competencies, discipline, and the gratitude of the students. In the course of their careers, teachers realize that these high expectations cannot be fulfilled. Consequently, they are disappointed when their expectations remain unfulfilled. This is a decisive point in the burnout process in how teachers cope with these disappointments and their causes (if they are aware of them) and how they adjust to the discrepancy between expectations of students and school life and actual student Behaviour and real school life.

6.1.3 Teachers’ Professional Enhancement

In this study, professional enhancement or development refers to the pre-service and in-service training programs that are indented to acquire and update the knowledge and skills of a person to maintain a career path and become professional in a particular field. It helps the employees to remain on top of innovations in technology and best practices in their fields. More specifically “teacher development is the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically (Glatthorn, 1995,p.41). Professional development includes formal experiences (such as attending workshops and professional meetings, mentoring, etc.) and informal experiences (such as reading professional publications, watching television documentaries related to an academic discipline, etc.) (Ganser, 2000). This conception of professional development is, therefore, broader than career development, which is defined as “the growth that occurs as the teacher moves through the professional career cycle” (Glatthorn, 1995, p.41), and still broader than staff development, which is “the provision of organized in-service programmes designed to foster the growth of group of teachers; it is only one of the systematic interventions that can be used for teacher development” (Glatthorn, 1995, P 41). It has a short-term as well as long term roles to play enabling teachers to understand the changes that take
place in the political context in which they work and to groom themselves for their new roles. In a county like India, where people belong to different cultures and speak different languages, the teachers really need to be enabled and empowered to teach the diverse population according to the need of the place and time. Hence, the teachers must devote his entire life to learning and should be a living embodiment of lifelong learning.

The present circumstances demand that the teachers have to become ‘wisdom workers’ rather than ‘knowledge workers’ and form ‘Professional Learning Communities’ in which professional development is perceived as a long term, collaborative, reflective process that takes place within a particular context and linked to school reform. The research findings clearly state that teacher quality is significantly and positively correlated with pupil attainment and need based professional development opportunities are to be provided to the teachers which will enable them to adapt to an increasingly globalised, competitive, diversified and complex environment and to avoid burnout.

6.2.0 RESEARCH QUESTIONS

1. What are the levels of Accountability, Burnout Behaviour and Professional Enhancement of Secondary School Teachers in Bastar division?

2. Whether there exists any difference in the accountability of Secondary School Teachers of Bastar division in terms of gender, locale and type of schools?

3. Whether there exists any difference in the Burnout Behaviour of Secondary School Teachers of Bastar division in terms of gender, locale and type of schools?

4. Whether there exists any difference in the Professional Enhancement of Secondary School Teachers of Bastar division in terms of gender, locale and type of schools?
To what extent Teacher Accountability, Teacher Burnout Behaviour and Teachers’ Professional Enhancement relate to each other in the whole sample and in the sub-samples based on gender, locale and type of schools?

**6.3.0 NEED FOR THE STUDY**

Teaching is a profession that is beset by changes due to reconceptualization and restructuring of education. (Sealy, Robson & Hutchins, 1997) and demands are placed on teachers to develop new knowledge and skills and to frequently perform new tasks (Smylie, 1999). As European Union ministers have noted (2007/C 300/07 of 15.11.07), --- teachers strive to equip learners with a wide range of skills that they will require to take their place in a world that is in constant evolution; this hastens the need for the development of more competence-centered approaches to teaching, together with greater emphasis on learning outcomes. Pupils are increasingly expected to become more autonomous learners and to take responsibility for their own learning. The learners in any class may come from an increasingly wide range of backgrounds and may have a very broad range of abilities. Teachers are called upon not only to acquire new knowledge and skills but also to recognize the diverse student population and be able to effectively address their various and special needs. This requires innovative teaching experiments and practices from committed, dedicated and motivated teachers. If teachers don’t experience a sense of well-being in their work and they lack competence, this may result in high attrition rates (Macdonald, 1999; Ramsey, 2000) and high stress levels (Trent, 1997) which if prolonged leads to burnout.

In India with the Universalization of Primary Education, a large number of untrained teachers were hired in order to meet the large demands created by the expansion of access to schools. The education scenario in Chhattisgarh, which is one of the newly formed states in India, is not very remarkable as it lacks proper educational infrastructure and qualified and committed workforce. According to the 2011 census report, Chhattisgarh has a literacy rate of 71.0% which include
male and female literacy rate of 81.5% and 60.6% and in Bastar division, it is 54.94% - male and female literacy of 65.70% and 44.49% respectively. Special importance should be given to the education of women and students belonging to the underprivileged section of the society. This depends to a large extent on the quality of teachers and their commitment. The pre-service programmes do not adequately prepare teachers for classroom responsibilities. Most individuals in the institutions find it very difficult as they lack in basic knowledge of subject matter, deficient in pedagogical training and well equipped to work in schools and communities as per the requirements of the ever changing demands of the society. The in-service education provided is not as per the need of the teachers and the settings. The newly passed Right to Education Act (RTE 2009) focuses more on the inputs to the education system – school infrastructural needs, student enrollment rates, mid-day meals etc. than teachers’ professional development to create a vibrant and fertile learning environment. With the implementation of RTE 2009 the teachers have started to feel the pressure of accountability and as a result a certain amount of stress. The parents and the society have become more conscious of their rights and duties in relation to education of their children. A recent survey shows that teachers in the North region are less satisfied with the pay level and professional development opportunities (Pearson Voice of the Teacher Survey, 2013). In order to deal with the changing situations of today, the teachers have to become ‘wisdom workers’ rather than ‘knowledge workers’ (Peter, F. Drucker, 1968) They have to be empowered to ensure Total Quality of the Education system (based on TQM by Deming, W. Edwards, 1986). In this context, the present study is an effort by the investigator to find out the level of Accountability, Burnout Behaviour and Professional Enhancement and their mutual relationship, if any, of the Secondary School Teachers of Bastar Division.
6.4.0 STATEMENT OF THE PROBLEM

A STUDY ON ACCOUNTABILITY, BURN OUT BEHAVIOUR AND PROFESSIONAL ENHANCEMENT OF THE SECONDARY SCHOOL TEACHERS OF BASTAR DIVISION IN CHATTISGARH

6.5.0 OPERATIONAL DEFINITIONS OF THE TERMS

a. Teacher Accountability

In the present Study, Teacher Accountability refers to the responsibility of a teacher to conduct activities in a certain way to produce specific results in the students or to transform a student into a person of imagination and wisdom within a given context and thus preparing him as role performer in different walks of life and shape the youth into acceptable adult roles in society. It also includes responsibility to bear the consequences or results of one’s actions—whether positive or negative, and whether intended or not.

- In the present study, Teacher Commitment is the strong desire of the teacher to remain and serve in an institution with the acceptance of its values and goals.

- In the present study, Teacher Motivation is the desire to act in a particular manner to achieve the set goal.

- In the present study, Teacher Incentives are the rewards awarded to the teacher either intrinsic or extrinsic with regard to his or her performance.

- In the present study, Teacher’s Job Satisfaction is a pleasurable emotional state of the teacher resulting from the appraisal of his or her job.

- In the present study, Family or Society Involvement is the active participation of the parents of the students in the development of quality education in the school.

- In the present study, Teaching Profession is the activity of teaching and learning in the school to provide quality education to the students.
In the present study, **Society** is the group of parents, well-wishers and the administrators of the locality where the school is situated.

In the present study, **Students** are the children who are undergoing educational training in an educational institution.

In the present study, **Educational Organization** is the educational institution which includes the management, teachers, students, parents and the officers of the State Educational Department.

In the present study, the total score on Accountability Rating Scale prepared by the investigator will be considered as the score on accountability of secondary school teachers.

b. **Teacher Burnout Behaviour**

In the present study, **Teacher Burnout Behaviour** is a condition in which a teacher feels physical, emotional and attitudinal exhaustion and distances himself from others and the job itself caused by excessive and prolonged stress.

In the present study, **Addictive Behaviours** means the increased use of tobacco, alcohol, prescription medications and/or illicit substances to help cope with stress which places the individual at great risk for physical and psychological dependence.

In the present study, **Relationship Distress /Depersonalization** refers to the attitude of a person in which one distances oneself from others and views others impersonally; treating people like objects.

In the present study, **Emotional Exhaustion** is a condition in which one feels emptied of personal emotional resources and becomes highly vulnerable to stressors.

In the present study, **Physical Exhaustion** is a condition in which one feels emptied of personal physical resources and experiences different types of illness in one’s body.
In the present study, **Attitudinal Exhaustion** is a condition in which one feels lack of interest, motivation, enthusiasm and humor.

In the present study, **Reduced Personal Accomplishment** refers to a negative self evaluation in regard to students and not being happy with teaching as a profession.

In the present study, the total score on Teacher Burnout Behaviour Rating Scale prepared by the investigator will be considered as the score on Teacher Burnout of secondary school teachers.

c. **Teachers’ Professional Enhancement**

In the present study, **Professional Enhancement** of a teacher is the professional development received by an individual teacher through pre-service, in-service and ongoing programs, which are intended to strengthen teacher’s skills or to assist the teacher in achieving specific goals and meeting the demands of students, parents and the society.

- In the present study, **Pre-service Education** of teachers is the initial education the teacher candidates get before they enter into the actual teaching profession.

- In the present study, **In-service Education** of teachers refers to those education and training activities engaged in by secondary-school teachers following their initial professional certification, and intended mainly or exclusively to improve their professional knowledge, skills, and attitudes.

- In the present Study, **Self-Initiated Learning** refers to that model of learning in which teachers identify one goal which they consider importance to them- either individually or in small groups , list the activities that they will implement to reach that goal, the resources needed and the ways in which their progress and accomplishments will be assessed.
In the present study, **Continuous and Life-Long Learning** refers to the long-term process of acquiring knowledge throughout the life of a teacher. As a result, a series of related experiences is seen to be the most effective as it allows teacher to relate prior knowledge to new experiences.

In the present study, **Collaborative Learning** refers to that model of learning in which teachers develop their own plan for professional development in small groups.

In the present study, the total score on Professional Enhancement Rating Scale prepared by the investigator will be considered as the score on the impact of Professional Enhancement Programs on secondary school teachers.

d. **Bastar Division**

In the present study, **Bastar Division** is an administrative division of Chattisgarh state in central India, which consists of the seven districts of Chattisgarh namely, Kanker, Dantewada, Bijapur, Narayanpur, Kondagaon, Sukma and Bastar district from where the investigator collected the data for study.

e. **Secondary School**

In the present study, **Secondary Schools** are those schools recognized by the Chattisgarh Board of Secondary Education, Raipur which runs the VIIth, IXth and the Xth classes.

f. **Secondary School Teachers**

In the present study, **Secondary School Teachers** are those male and female graduate assistants employed in government and private schools in urban and rural areas under the Chattisgarh Board of Secondary Education, Raipur.

g. **Gender:** The Male and Female teachers of Secondary Schools.

h. **Locality:** Both Urban and Rural areas of Bastar Division in Chattisgarh.

i. **Type of Schools:** Private and Government Secondary Schools.
6.6.0 OBJECTIVES OF THE STUDY

1. To study the level of Accountability of Secondary School Teachers of Bastar division.

2. To study the level of Burnout Behaviour of Secondary School Teachers of Bastar division.

3. To study the level of Professional Enhancement of Secondary School Teachers of Bastar division.

4. To study whether there exists any difference in the Accountability among the Secondary School Teachers of Bastar division in terms of the sub-samples based on gender, locale and type of schools.

5. To study whether there exists any difference in the Burnout Behaviour among the Secondary School Teachers of Bastar division in terms of the sub-samples based on gender, locale and type of schools.

6. To study whether there exists any difference in Professional Enhancement among the Secondary School Teachers of Bastar division in terms of the sub-samples based on gender, locale and type of schools.

7. To study whether there exists any difference in the Burnout Behaviour among the Highly Accountable, Average Accountable and Low Accountable Secondary School Teachers of Bastar division.

8. To study whether there exists any difference in Professional Enhancement among the Highly Accountable, Average Accountable and Low Accountable Secondary School Teachers of Bastar division.

9. To study the relationship between Accountability and Burnout Behaviour among the Secondary School Teachers of Bastar division in terms of the whole sample and in the sub-samples based on gender, locale and type of schools.

10. To study the relationship between Accountability and Professional Enhancement among the Secondary School Teachers of Bastar division.
in terms of the whole sample and in the sub-samples based on gender, locale and type of schools.

11. To study the relationship between Burnout Behaviour and Professional Enhancement among the Secondary School Teachers of Bastar division in terms of the whole sample and in the sub-samples based on gender, locale and type of schools.

6.7.0 HYPOTHESES

1. There is a significant difference in the Accountability among the Secondary School Teachers of Bastar division in terms of sub-samples based on gender, locale and type of schools.

2. There is a significant difference in the Burnout Behaviour among the Secondary School Teachers of Bastar division in terms of sub-samples based on gender, locale and type of schools.

3. There is a significant difference in Professional Enhancement among the Secondary School Teachers of Bastar division in terms of sub-samples based on gender, locale and type of schools.

4. There is a significant difference in the Burnout Behaviour among the Highly Accountable, Average Accountable and Low Accountable Secondary School Teachers of Bastar division.

5. There is a significant difference in Professional Enhancement among the Highly Accountable, Average Accountable and Low Accountable Secondary School Teachers of Bastar division.

6. There is a significant relationship between Accountability and Burnout Behaviour among the Secondary School Teachers of Bastar division in terms of whole sample and in the sub-samples based on gender, locale and type of schools.

7. There is a significant relationship between Accountability and Professional Enhancement among the Secondary School Teachers of
Bastar division in terms of whole sample and in the sub-samples based on gender, locale and type of schools.

8. There is a significant relationship between Burnout Behaviour and Professional Enhancement among the Secondary School Teachers of Bastar division in terms of whole sample and in the sub-samples based on gender, locale and type of schools.

6.8.0 RESEARCH METHOD

The present study is a Survey cum Correlational study. The Investigator collected the data from the Secondary School Teachers of Bastar division in Chattisgarh. Teacher Accountability, Teacher Burnout Behaviour and Teacher Enhancement were evaluated with appropriate tools developed by the investigator. The survey was carried out in seven phases. These phases are given below.

Table 6.1 Schematic presentation of the Design of the Study.

| Phase one       | (a) Selection of the topic and the variables in the study  
|                 | (b) Formulation of hypotheses |
| Phase two       | Review of related literature |
| Phase three     | Construction and validation of tools  
|                 | • To measure the Accountability among the Secondary School Teachers  
|                 | • To measure the Burnout Behaviour among the Secondary School Teachers  
|                 | • To measure the Professional Enhancement among the Secondary School Teachers |
| Phase four      | Selection of samples and the collection of data |
| Phase five      | Analysis of the data by using suitable statistical procedures and the interpretation of data |
| Phase six & seven | Preparation of the Report |
6.9.0 VARIABLES OF THE STUDY

The three variables used in the present study are:

a. **Teacher Accountability**

   In the present study, **Teacher Accountability** refers to the responsibility of a teacher to conduct activities in a certain way to produce specific results in the students or to transform students into persons of imagination and wisdom within a given context and thus preparing them as role performers in different walks of life and shape the youth into acceptable adult roles in society. It also includes responsibility to bear the consequences or results of one’s actions—whether positive or negative, and whether intended or not.

b. **Teacher Burnout Behaviour**

   In the present study, **Teacher Burnout Behaviour** is a condition in which a teacher feels physical, emotional and attitudinal exhaustion and distances himself from others and the job itself.

c. **Teacher’s Professional Enhancement**

   In the present study, **Professional Enhancement of a Teacher** is the enhancement received by an individual teacher through pre-service, in-service and ongoing programs which are intended to strengthen teacher’s skills or to assist the teacher in achieving specific goals and meeting the demands of students, parents and the society.

6.10.0 TOOLS FOR THE STUDY

In order to measure the selected variables of the study, the following tools were constructed and used by the Investigator as given below.
Table 6.2 Schematic presentation of the Tools for the Study.

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Objectives</th>
<th>Tools</th>
<th>Nature of Data</th>
<th>Data Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>To measure the Accountability of the Sample</td>
<td>Teacher Accountability Scale developed and validated by the Investigator</td>
<td>Quantitative</td>
<td>Quantitative</td>
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<tr>
<td>2</td>
<td>To measure the Burnout Behaviour of the Sample</td>
<td>Teacher Burnout Behaviour Scale developed and validated by the Investigator</td>
<td>Quantitative</td>
<td>Quantitative</td>
</tr>
<tr>
<td>3</td>
<td>To measure the Professional Enhancement of the Sample</td>
<td>Teacher’s Professional Enhancement Scale developed and validated by the Investigator</td>
<td>Quantitative</td>
<td>Quantitative</td>
</tr>
</tbody>
</table>

6.11.0 POPULATION AND SAMPLE

a. Population

In the present study the population consists of all the secondary school teachers of Bastar division in Chattisgarh.

b. Sample

Adopting the descriptive survey method of research, the data were collected from 1000 secondary school teachers of Bastar division in Chattisgarh. A sample of 1000 teachers was selected through stratified random sampling technique by giving due representation gender, locale and type of schools. For this purpose all the secondary schools of Bastar division were listed, then the schools were classified on the basis of locale and type of schools namely, urban private, urban government, rural private and rural government. The schools in the sample were selected by using the lottery method. The schematic representation of the distribution of the sample is given below.
In the present study, the population consists of all the high school teachers of Bastar division. Stratified Random Sampling method was used to select 1000 teachers of secondary schools of Bastar division for the study.

**6.12.0 PROCEDURE OF COLLECTION OF DATA**

The investigator collected the data from the Secondary School Teachers of seven districts of Bastar division in Chattisgarh following the Stratified Random Sampling method. The investigator after consulting the guide personally visited the listed schools for administering the tools to male and female secondary school teachers of Bastar division (in all the seven districts). The tools were prepared in two languages namely, Hindi and English and were distributed according to the medium of instruction in the schools. All the respondents were provided with an idea about the purpose of the study and the necessary instructions before administering the test. The respondents were assured that their individual results would be kept confidential. The tools were
prepared by following Likert method and so accordingly for each item or statement, in the scale there are four responses namely, Strongly agree, Agree, Disagree and Strongly Disagree for Teacher Burnout Scale and Always, Sometimes, Rarely and Never for Teacher Accountability Scale and Professional Enhancement Scale. These responses have the scale value of one to four, one of which is to be selected by the respondent as the right response according to him. The response sheets were collected back immediately after the teachers completed it.

6.13.0 STATISTICAL PROCEDURE USED

For the present study, the following Descriptive Statistics such as, Mean, Median, Standard Deviation, Skewness, Co-efficient of variation, Frequency Polygon, Ogive, and Inferential Statistics of Pearson’s Product Moment Correlation ‘r’, Analysis of Variance (ANOVA) and the ‘test of significance of difference between means for large independent groups’ ‘t’test were used for analyzing the data.

6.14.0 MAJOR FINDINGS OF THE STUDY

From the present study, it can be concluded that:

1. In terms of the whole sample, it is found that 22.1% of the Secondary School Teachers are high in Accountability, 50.1% of the Secondary School Teachers are average in Accountability and 27.8% of the Secondary School Teachers are low in Accountability in Bastar division.

2. In terms of the whole sample, it is found that 18.2% of Secondary School Teachers are expressing high Burnout Behaviour, 64.4% of the Secondary School Teachers are expressing average Burnout Behaviour and 17.4% of the Secondary School Teachers are expressing low Burnout Behaviour in Bastar division.

3. In terms of the whole sample, it is found that 18.9% of the Secondary School Teachers are high in Professional Enhancement, 65.4% of the Secondary School Teachers are average in Professional Enhancement
and 15.7% of the Secondary School Teachers are low in Professional Enhancement in Bastar division.

4.1 There is a difference in Accountability among the Male and Female Teachers of Secondary Schools in Bastar division and the Accountability of Female secondary School Teachers is significantly higher than that of Male Secondary School Teachers.

4.2. There is a difference in Accountability among the Male and Female Teachers of Government Secondary Schools in Bastar division and the Accountability of Female Teachers of Government Secondary Schools is significantly higher than that of Male Teachers.

4.3. There is no significant difference in Accountability among the Male and Female Teachers of Private Secondary Schools in Bastar division.

4.4. There is a difference in Accountability among the Urban and Rural Secondary School Teachers of Bastar division and the Accountability of Urban Secondary School Teachers is significantly higher than that of Rural Secondary School Teachers.

4.5. There is a difference in Accountability among the Urban and Rural Government Secondary School Teachers of Bastar division and the Accountability of Urban Government Secondary School Teachers is significantly higher than that of Rural Government Secondary School Teachers.

4.6. There is no significant difference in Accountability among the Urban and Rural Private Secondary School Teachers of Bastar division.

4.7. There is a difference in Accountability among the Private and Government Secondary School Teachers of Bastar division and the Accountability of Private Secondary School Teachers is significantly higher than that of Government Secondary School Teachers.

4.8. There is no significant difference in Accountability among the Aided and Unaided Private Secondary School Teachers of Bastar division.
5.1. There is a difference in Burnout Behaviour among the Male and Female Teachers of Secondary Schools in Bastar division and the Burnout Behaviour among the Female Teachers of Secondary Schools is significantly higher than that of Male Teachers of Secondary Schools.

5.2. There is a difference in Burnout Behaviour among the Male and Female Teachers of Government Secondary Schools in Bastar division and the Burnout Behaviour among the Female Teachers of Government Secondary Schools is significantly higher than that of Male Teachers of Government Secondary Schools.

5.3. There is a difference in Burnout Behaviour among the Male and Female Teachers of Private Secondary Schools in Bastar division and the Burnout Behaviour among the Female Teachers of Private Secondary Schools is significantly higher than that of Male Teachers of Private Secondary Schools.

5.4. There is a difference in Burnout Behaviour among the Urban and Rural Secondary School Teachers of Bastar division and the Burnout Behaviour among the Urban Secondary School Teachers is significantly higher than that of Rural Secondary School Teachers.

5.5. There is a difference in Burnout Behaviour among the Urban and Rural Government Secondary School Teachers of Bastar division and the Burnout Behaviour among the Urban Government Secondary School Teachers is significantly higher than that of Rural Government Secondary School Teachers.

5.6. There is a difference in Burnout Behaviour among the Urban and Rural Private Secondary School Teachers of Bastar division and the Burnout Behaviour among the Urban Private Secondary School Teachers is significantly higher than that of Rural Private Secondary School Teachers.
5.7 There is a difference in Burnout Behaviour among the Private and Government Secondary School Teachers of Bastar division and the Burnout Behaviour among the Private Secondary School Teachers is significantly higher than that of Government Secondary School Teachers.

5.8. There is no significant difference in Burnout Behaviour among the Aided and Unaided Private Secondary School Teachers of Bastar division.

6.1. There is a difference in Professional Enhancement among the Male and Female Teachers of Secondary Schools in Bastar division and Professional Enhancement among the Female Teachers of Secondary Schools is significantly higher than that of Male Secondary School Teachers.

6.2. There is a difference in Professional Enhancement among the Male and Female Teachers of Government Secondary Schools in Bastar division and Professional Enhancement among the Female Teachers of Government Secondary Schools is significantly higher than that of Male Government Secondary School Teachers.

6.3. There is a difference in Professional Enhancement among the Male and Female Teachers of Private Secondary Schools in Bastar division and Professional Enhancement among the Female Teachers of Private Secondary Schools is significantly higher than that of Male Private Secondary School Teachers.

6.4. There is a difference in Professional Enhancement among the Urban and Rural Secondary School Teachers of Bastar division and Professional Enhancement among the Urban Teachers of Secondary Schools is significantly higher than that of Rural Secondary School Teachers.

6.5. There is a difference in Professional Enhancement among the Urban and Rural Government Secondary School Teachers of Bastar division and
Professional Enhancement among the Urban Government Secondary School Teachers is significantly higher than that of Rural Government Secondary School Teachers.

6.6. There is a difference in Professional Enhancement among the Urban and Rural Private Secondary School Teachers of Bastar division and Professional Enhancement among the Urban Private Secondary School Teachers is significantly higher than that of Rural Private Secondary School Teachers.

6.7. There is a difference in Professional Enhancement among the Private and Government Secondary School Teachers of Bastar division and Professional Enhancement among the Government Secondary School Teachers is significantly higher than that of Private Secondary School Teachers.

6.8. There is no significant difference in Professional Enhancement among the Aided and Unaided Private Secondary School Teachers of Bastar division.

7. There is no significant difference in Burnout Behaviour among the Highly Accountable, Average Accountable and Low Accountable Secondary School Teachers of Bastar division.

8. There is no significant difference in Professional Enhancement among the Highly Accountable, Average Accountable and Low Accountable Secondary School Teachers of Bastar division.

9.1. There is no significant relationship between Accountability and Burnout Behaviour among the Secondary School Teachers of Bastar Division in Terms of whole sample.

9.2. There is no significant relationship between Accountability and Burnout Behaviour among the Male Teachers in the Secondary Schools of Bastar division.
9.3. There is no significant relationship between Accountability and Burnout Behaviour among the Female Teachers in the Secondary Schools of Bastar division.

9.4. There is no significant relationship between Accountability and Burnout Behaviour among the Rural Secondary School Teachers of Bastar division.

9.5. There is no significant relationship between Accountability and Burnout Behaviour among the Urban Secondary School Teachers of Bastar division.

9.6. There is a significant positive relationship between Accountability and Burnout Behaviour among the Government Secondary School Teachers of Bastar division.

9.7. There is a significant positive relationship between Accountability and Burnout Behaviour among the Private Secondary School Teachers of Bastar division.

9.8. There is no significant relationship between Accountability and Burnout Behaviour in among the Private Aided Secondary School Teachers of Bastar division.

9.9. There is a significant negative relationship between Accountability and Burnout Behaviour among the Private Unaided Secondary School Teachers of Bastar division.

10.1. There is no significant relationship between Accountability and Professional Enhancement among the Secondary School Teachers of Bastar Division among the whole sample.

10.2. There is no significant relationship between Accountability and Professional Enhancement among the Male Teachers in the Secondary Schools of Bastar division.
10.3. There is no significant relationship between Accountability and Professional Enhancement among the Female Teachers in the Secondary Schools of Bastar division.

10.4. There is no significant relationship between Accountability and Professional Enhancement among the Rural Secondary School Teachers of Bastar division.

10.5. There is no significant relationship between Accountability and Professional Enhancement among the Urban Secondary School Teachers of Bastar division.

10.6. There is a positive significant relationship between Accountability and Professional Enhancement among the Government Secondary School Teachers of Bastar division.

10.7. There is no significant relationship between Accountability and Professional Enhancement among the Private Secondary School Teachers of Bastar division.

10.8. There is no significant relationship between Accountability and Professional Enhancement among the Private Aided Secondary School Teachers of Bastar division.

10.9. There is no significant relationship between Accountability and Professional Enhancement among the Private Unaided Secondary School Teachers of Bastar division.

11.1. There is no significant relationship between Burnout Behaviour and Professional Enhancement among the Secondary School Teachers of Bastar Division in Terms of whole sample.

11.2. There is no significant relationship between Burnout Behaviour and Professional Enhancement among the Male Teachers in the Secondary Schools of Bastar division.
11.3. There is a significant positive relationship between Burnout Behaviour and Professional Enhancement among the Female Teachers in the Secondary Schools of Bastar division.

11.4. There is a significant positive relationship between Burnout Behaviour and Professional Enhancement among the Rural Secondary School Teachers of Bastar division.

11.5. There is a significant positive relationship between Burnout Behaviour and Professional Enhancement among the Urban Secondary School Teachers of Bastar division.

11.6. There is a significant positive relationship between Burnout Behaviour and Professional Enhancement among the Government Secondary School Teachers of Bastar division.

11.7. There is a significant positive relationship between Burnout Behaviour and Professional Enhancement among the Private Secondary School Teachers of Bastar division.

11.8. There is no significant relationship between Burnout Behaviour and Professional Enhancement among the Private Aided Secondary School Teachers of Bastar division.

11.9. There is no significant relationship between Burnout Behaviour and Professional Enhancement among the Private Unaided Secondary School Teachers of Bastar division.

6.15.0 EDUCATIONAL IMPLICATIONS OF THE STUDY

The Indian culture considers teachers as ‘gurus’ and give due respect to them. The teachers in India work with a sense of self-fulfillment and self-realization. Therefore, efforts to create a quality teaching force include new approaches to accountability, designed and implemented through teacher leadership, participation of large numbers of teachers and thus finally creating a positive, supportive school culture and climate, where teachers are treated as professionals.
1. Looking at the geographical, social, economical, cultural and educational background of the tribal students and on the basis of the results of the present study on Accountability, Burnout Behaviour and the Professional Enhancement of Secondary School Teachers of Bastar division, (Based on the Implications of Objectives 1, 2, & 3) the state should employ a variety of measures to try to ensure the competence of the teachers, like:-

- Thoroughly evaluate the effectiveness of the present professional enhancement program and make adequate changes that can be implemented locally.
- Establish more teacher training institutions so that the untrained teachers can be trained in a time bound manner.
- Develop an adequate teacher evaluation system based on teacher accountability and student performance, which should be supervised by competent authorities. It should be formative rather than punitive in nature.
- A supportive working environment should be created to increase the effectiveness of all teachers.
- The teachers must be freed from other duties than educational responsibilities.
- The state has to ensure safety, security and payment of adequate salary to the staff that are working in remote areas.
- Provide adequate facilities for the running of the school.
- Appointment of the trained staff without any political involvement in the village schools instead of para-teachers (known as Siksha-Karmis in Hindi).
- Assistance should be provided in using technology to improve performance as well as interest in learning.
• Create incentives to stabilize the population of teachers and administrators in the remote village schools.

• Develop steps to continuously evaluate and improve the effectiveness of the accountability system itself.

2. Based on the findings of objectives 1, 2 & 3, the administrators and the supervisors in the schools of Bastar division should focus on the following key factors that contribute to increase teacher accountability:

• Decentralization of responsibility and power for leadership among all the staff members

• Give maximum support to the staff in the rural schools by giving them feedback and necessary technology to create interest in the students

• Create an atmosphere that is conducive for teaching and learning among the staff and students

• A decision-making committee should be formed to make major decisions in the school

• The supervisors and the administrators should make all the efforts to provide maximum professional development opportunities to the staff and make necessary adjustments in the time schedule.

• Teachers should be provided with greater autonomy in the teaching learning process and solve problems with due attention.

3. With increased focus on school accountability, (Educational Implications based on objectives 1, 2 & 3) school administrators and teachers should look at ways in which they may be able to encourage parental and family involvement in the child’s education. In addition, the educators must rely on community support to meet state and national standards, develop new programs, and secure financial resources. PTA has
to be strengthened as per the provisions of the Right To Education Act 2009. Overall, it has to promote a positive school culture.

4. Based on the findings of the objectives 2, 5 & 7, it is evident that many teachers especially, the government teachers of Bastar division in general, and female and urban teachers in particular find the demands of being a professional educator in today’s schools difficult and at times stressful. So, efforts must be made to prevent burnout before the burnout symptoms begins to surface. Some of the key points to avoid burnout are as follows:

• Planning and development of curriculum locally in consultation with the teachers who have the knowledge of the background of that particular area

• Provide adequate resources and facilities to support teachers in instructional practice.

• In order to address the problem of role ambiguity and conflict, the teachers must be given clear job descriptions

• Establish and maintain open lines of communication between teachers and administrators to provide administrative support and performance feedback

• Encourage professional development activities such as mentoring and networking, which may create a sense of efficacy in teachers that will improve self confidence and improve their professional identity

• Teachers should accept the students as they are and give the students room to feel, think, and bear consequences and care for themselves.

• As service professionals, the teachers must take care of themselves by paying attention to one’s own needs and well-being

• Teachers should be aware of the changes in the modern thinking pattern and be flexible in teaching practices
• They have to become life-long learners and always strive to be better, to know more and to be open to new ideas. Listen and learn from students, parents, mentors and co-workers by attending workshops, and reading journals and professional magazines. (Educational Implications based on objectives 2, 5 & 7)

5. Based on the findings of the objectives 3, 6 & 8, it is also evident that the teachers in Chattisgarh especially the private teachers in general and the male and rural teachers in particular are in need of contextualized and need based professional development in order to develop an understanding that leads to commitment. The problem in Chattisgarh is not the lack of Professional development programs but lack the motivation and the will power in the authorities to implement it in the practical situation. We need to utilize the allocations effectively (Wilima Wadhwa, ASER-2013). Principals and local district officials must create expectations for continuous improvement on the part of teachers.

• The present professional development programs must be evaluated, systematically planned, supported, funded and researched to guarantee the effectiveness of this process.

• All the stakeholders should develop the will and motivation to implement the contextualized continuous professional development programs at the grass-root level. It must respond to their professional needs, their personal and professional interests, the stage of professional development attained at that particular time, and the stage of the education system in force in their place of work. For this purpose, schools, teacher–preparation institutions, and other related institutions must work collaboratively in order to ensure the development of teachers from the very beginning of their careers.
The state must provide teachers increased autonomy over instructional practices, time during the school day for collaboration with colleagues.

The para-teachers known as Shiksha Karmis in Chattisgarh should be provided with adequate training and the new teachers should receive ongoing support for at least the first two to three years of their employment from locally developed and fully supported induction programs. The focus of such induction programs should be supportive and non-evaluative, designed to provide beginning teachers with the support they need to learn and thrive in the teaching profession.

The teachers in Chattisgarh, especially in Bastar division must establish a school-wide classroom atmosphere that is welcoming, encourages mutual support and caring, and contributes to a sense of community. The school must develop and institutionalize welcoming and ongoing social support programs for new staff, students, and families. (Educational Implications based on objectives 3, 6 & 8)

Based on the findings of the objectives 9, 10 & 11, it is evident that, in general, there is no significant relationship between accountability and professional enhancement, and teacher burnout and professional enhancement among the secondary school teachers of Bastar division. This finding suggest that the policy makers of the Chattisgarh state should make efforts to create a quality teaching force that are accountable to the state, society, parents, students and to the profession itself. The teachers who are not performing adequately must receive training, mentoring and all other forms of effective assistance as needed and quickly and reward exemplary teachers by giving them leadership roles that provide extra compensation and opportunities to improve the teaching
profession. The educational implications given for objectives 2, 5 & 7 are very much applicable here too.

7. Finally, (Based on the Objective 10) Chattisgarh being a tribal state, we find no significant relationship between accountability and professional enhancement among the secondary school teachers. This finding suggests that there is an urgent need to develop strong organizational and classroom management skills among the teachers. While selecting the teachers from the locality, great importance should be given to attract talented and trained people to the profession. Sufficient number of teacher training institutes has to be established to provide training to the eligible candidates. The teachers do not work in isolation. They are part of a complex network of various stakeholders associated with their work and personal lives. The thinking, understanding and action of teachers are affected by the thinking, understanding and action of these stakeholders. Hence, the teacher must be friendly and be a team player. They should keep good relations with all co-workers, students and parents and invite parents to serve on committees, and invite them to help in the classroom. They must be flexible in implementing the management plan and always remember that situations change, students develop new interests, and each person is unique. Therefore, know the Behaviour of the students as much as possible and integrate this knowledge into classroom management planning; utilize cooperative learning strategies that promote the involvement of all students and review the management plan periodically to assure that needed refinements are made.

6.16.0 DELIMITATIONS OF THE STUDY

The investigator identified the following limitations as far as the research is concerned.

1. The study was confined to the secondary school teachers of Bastar division of Chattisgarh only.
2. The sample was limited to 1000 secondary school teachers of Bastar division.

3. The generalization of the study was limited to the Bastar division of Chattisgarh only.

4. The investigator could only include nine components of Accountability in the Teachers Accountability Scale.

5. The investigator could only include four components of Burnout Behaviour in the Teacher Burnout Behaviour Scale. Teachers’ Professional Enhancement Scale.

6. The investigator selected only four components of Professional development in the Professional Enhancement Scale.

6.17.0 SUGGESTIONS FOR FURTHER RESEARCH

Research in any field is a continuous process and no research in itself is considered complete. Every research is based upon previous studies and lays down the foundation for a new study. The present study also was delimited in terms of number of variables, to explore the relationship of Teacher Accountability with Teacher Burnout Behaviour and Teacher’s Professional Enhancement. Hence, some suggestions are being made for further research.

1. The study could be extended to other parts of the state and different grade levels of educational institutions.

2. A number of teacher training institutions such as district institutes of education and training often conduct various seminars or training programs for teachers to enhance the quality and standard of teaching. A study of the impact of such programs after such trainings can be undertaken to establish the usefulness of such programs in improving Accountability.

3. The burnout Behaviour and the growing attrition rates confronting the new teachers in the current education system can be studied in detail and
proper induction programs using new technologies can be implemented and a thorough evaluation can be conducted to find out its effect on teachers.

4. There is a need to examine the impact of professional development programs on teachers using scientific research and its relationships to teaching efficiency and student learning in Chattisgarh state and develop new strategies to deal with the local problems of the school.

5. The effect of Right to Education Act of 2009 on teachers of various grade levels can be a subject of further research.

6. School leaders can implement TQM type management style on an experimental basis and its effects on the whole education system can be studied in some of the schools.

7. New contextualized and need based Professional Development materials can be developed based on researches.

8. Research could be conducted on the role of the community in improving teacher accountability and student achievement.

9. A study on motivation, commitment, attrition, absenteeism and burnout among the female teachers Bastar division may be conducted.

6.18.0 CONCLUSION

Teaching involves both challenges and responsibilities. Strong accountable and committed teachers have always been a hallmark of successful schools. Today, teachers have multi – faceted roles to play. They are expected to uphold the highest standards in professional commitment, communication skills, interpersonal skills, classroom personality, emotional maturity and academic integrity. Therefore, we must create a quality teaching force that is committed to their profession and to do this we must consider new ways of training our teachers, new approaches to accountability and new means for developing leadership. Many teachers find the demands of being a professional
educator in today's schools difficult and at times stressful. When work stress results in teacher burnout, it can have serious consequences for the health and happiness of teachers, and the students, professionals, and families they interact with on a daily basis.

Professional Enhancement/development is a key tool that keeps teachers abreast of current issues in education, helps them implement innovations, and refines their practice and helps the teachers to cope with the ever-changing demands of the society and effectively avoid stress and burnout. It requires interpersonal skills such as communication, cooperation, negotiation, and teamwork. Professional enhancement/development must allow educators time to learn, reflect upon, discuss, and debate with their peers the various concepts and issues related to career development theories and technology in use for career development. It must be ongoing, designed with teacher input, foster critical reflection and meaningful collaboration, and allow for follow-up and support. Thus, need based professional enhancement/development is the key to enable the teachers to adapt to an increasingly globalised, competitive, diversified and complex environment and to avoid burnout.