Abstract

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Title : A Study on Accountability, Burnout Behaviour and Professional Enhancement of the Secondary School Teachers of Bastar Division in Chattisgarh.

Education, with the increasing complexity of modern times, faces ever-changing new demands, and therefore teachers need to enhance their ability to assimilate, evaluate and apply the available information to meet the demands of the society. Teaching is considered to be a high-stress occupation and accountability has become an issue to be addressed at all levels of education from national and state policies down to the individual classroom and teacher. 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. With the implementation of Right to Education Act - 2009 the teachers have started to feel the pressure of accountability and as a result a certain amount of stress. 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. Hence, the teachers should take responsibility for their own actions, participate in professional development activities, and become a ‘community of learners’ (Dam, G.ten and Blom, 2006) to deal with the diverse student population.

The Objective of the research was to study the level of Accountability, Burnout Behaviour and Professional Enhancement and the relationship
between the variables, if any, among the Secondary School Teachers of Bastar division in the state of Chattisgarh in terms of the whole sample and in the sub-samples based on gender, locale and type of schools. Adopting the descriptive survey method of research, the data were collected from a sample of 1000 Secondary School Teachers of Bastar division in Chattisgarh using stratified random sampling technique by giving due representation gender, locale and type of schools. Teacher Accountability Scale, Teacher Burnout Scale, and Teachers’ Professional Enhancement Scale developed and validated by the Investigator were used for collecting the data. Descriptive Statistics such as, Mean, Median, Standard Deviation, Skewness, Co-efficient of variation, Graphical representations and the Inferential Statistics of Pearson’s Product Moment Correlation ‘r’, Analysis of Variance (ANOVA) and ‘test of significance of difference between means for large independent groups’ ‘t’ test were used for analyzing the data.

The results confirmed that (a) 22.1% of the Secondary School Teachers are above average and high in Accountability, 50.1% average in Accountability and 27.8% below average and low in Accountability. b). 18.2% Teachers express high Burnout Behaviour, 64.4% express average Burnout Behaviour and 17.4% express low Burnout Behaviour. (c). 18.9% Teachers are above average and high in Professional Enhancement, 65.4% Teachers are average in Professional Enhancement and 15.7% Teachers are below average and low in Professional Enhancement in Bastar division. (d). The Female Teachers, Urban Government teachers and the Private Teachers were significantly higher in Accountability and Burnout Behaviour. While, the Government Teachers in general and the Female and the Urban Teachers were found to be more Professionally Enhanced than their counterparts. A significant positive relationship also was found between Accountability and Professional Enhancement among the Government Secondary School Teachers. (e). A significant positive relationship was found between Accountability and Burnout Behaviour among the Urban and Government Secondary School Teachers where as it was negative among the Private
Unaided Secondary School Teachers. A significant positive relationship between Burnout Behaviour and Professional Enhancement among the Female Teachers, Urban Teachers, Rural Teachers, Government Teachers and Private Teachers also was found which suggests that a thorough evaluation of the professional enhancement programs and implementation of a systematically planned professional enhancement is the need of the time in the Bastar division.

The research findings clearly indicate that all the stakeholders in Chattisgarh state have to evaluate thoroughly the effectiveness of the present professional enhancement program and make adequate changes in the pre-service and in-service programs and develop the curriculum in consultation with those teachers who have the experience as well as the background knowledge of the area. More importance is to be given to the selection and training of teachers, providing safe environment and proper incentives. 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. There is an urgent need to deal with the problem of teacher attrition and teacher absenteeism that may hamper the development of the state. Proper need-based and contextualized training, teacher friendly induction programs and guidance have to be given to the new teachers especially to the para-teachers (Siksha-Karmi) to adjust to the new situations they are in. Political involvement in the appointment and assigning duties other than teaching and learning should be minimized to secure the accountability of all the teachers. The Teachers need 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. With a strong, positive school culture that supports professional development and student learning, schools can become places where every teacher makes a difference and every child learns.