**INTERACTION EFFECT OF GENDER, LOCALE OF SCHOOL AND TYPE OF SCHOOL MANAGEMENT ON BURNOUT
OF PRIMARY SCHOOL TEACHERS OF KERALA**

**DEEPTHI CHANDRA P.**

Dissertation

Submitted to the University of Calicut
in partial fulfilment of the

requirements for the degree of

**MASTER OF EDUCATION**

**FAROOK TRAINING COLLEGE**

**UNIVERSITY OF CALICUT**

**2007**

**DECLARATION**

I, DEEPTHI CHANDRA P., do hereby declare that this dissertation, **INTERACTION EFFECT OF GENDER, LOCALE OF SCHOOL AND TYPE OF SCHOOL MANAGEMENT ON BURNOUT OF PRIMARY SCHOOL TEACHERS OF KERALA** has not been submitted by me for the award of any Degree, Diploma , Title or Recognition before.

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## C E R T I F I C A T E

 I, Dr. MUMTHAS N.S., do hereby certify that this dissertation entitled **INTERACTION EFFECT OF GENDER, LOCALE OF SCHOOL AND TYPE OF SCHOOL MANAGEMENT ON BURNOUT OF PRIMARY SCHOOL TEACHERS OF KERALA** is a record of bonafide study and research carried out by **DEEPTHI CHANDRA, P.**  under my supervision and guidance and has not been submitted by her for the award of a Degree, Title or Recognition before.

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### ACKNOWLEDGEMENT

 The investigator wishes to acknowledge her deep sense of indebtedness and appreciation to her supervising teacher **Dr. Mumthas, N.S.,** Lecturer (Sr. Scale), Farook Training College, for the encouragement, generous help and assistance in meeting with the challenges of the present study. The investigator is extremely thankful to her for her valuable guidance.

 The investigator express her gratitude to the **Principal** and the members of the Teaching staff, Farook Training College, for their encouragements in completing this work successfully.

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**INTRODUCTION**

 Education has immense effect on our political, economic and social development. Through education coupled with social change, we have to prepare for the renaissance of India. The role of the teacher is extremely crucial in the context of education, being the best instrument of change and nation building. The nation in fact places its future in the hands of the teacher who thus has to carry a heavy responsibility. The teacher’s pleasant privilege is to shape the children of the nation into useful citizens of tomorrow. To do this, he is expected to be a good person, competent in his subject, full of enthusiasm and a pace-setter of standards with meaningful human relationship. He should have an aptitude for teaching and must be capable of understanding the child as an individual and also as a point of the group.

 Love of the pupils is the first essential quality of the successful teacher which adds a glow to his personality. A teacher becomes great by the adoration he receives from the students on whose minds he makes an indelible impression. A teacher can never truly teach unless he is continuously learning himself. According to Rabindranath Tagore, “A lamp can never light another lamp unless it continues to burn in its own flame.” A teacher should deal his students with deep sense of moral obligation and treat them with affection.

 The educational structure of any country starts with primary education. A strong foundation for education is to be laid at this stage and the teachers at the primary level have a pivotal role to play. The fruitfulness of our major objective, universalisation of education is mainly depends up on the primary system of education and hence the teachers at this level have to play a great role in this regard. The activities of primary school teachers extend beyond the school teachers as the central figures of the village have to participate in different programmes related with Janmabhumi clean and green, pulse polio census work, elections, family planning, ration cards, adult education activities etc. (International Educator, 2004) .

**NEED AND SIGNIFICANCE OF THE STUDY**

 Education Commission (1964 – 66) appealed for giving to the teachers a respectable place in the society, as their personal qualities, educational qualifications and professional competence determine the success of all educational endeavours. The National Policy on Education (1986) reiterated this position strongly by saying that no people can rise above the level of its teachers. Ramamurti Committee and CABE Committee (1992) both laid emphasis on the training of teachers. The centrality of the teacher’s role in teaching learning context requires that they enjoy high standards of physical and psychological well – being. Students imbibe their self – images on the basis of the perception that teachers communicate to them, as teachers are the sole referents for them in the school system. If the teachers communicate to them negative images, students more than often fail to cultivate and form positive self-images.

 According to Maslach (1982) burnout is the behavioural response of people who experience constant stress from working in occupations that require continual, intensive interactions with people. Those who cannot effectively cope with this work – related stress develop feelings of emotional exhaustion, negative attitudes toward their clients and a sense that they are no longer accomplishing anything worth while in their job.

 There are may adverse consequences for both the individual and his or her organization as a result of teacher burnout. Those experiencing burnout are more likely to have a lower quality of personal life, be absent from work more often, exert less effort in teaching and spend a considerable amount of time looking for a new line of work. In terms of health, the afflicted individual is more inclined to develop substance abuse problems and experience stress related phenomena such as insomnia. Regardless of whether the consequences affect the individual or the organistion, the teacher’s students are the ultimate losers (Dworkin 1987).

 Teachers in contemporary Indian School are confronted with the reality of diverse social groups of educators and pupils, large size of classes and raised expectations leaving for them little scope and time for personal interaction with students and colleagues.

 Multiple causes of burnout ranges from intra – individual to interpersonal and organizational causes such as role conflicts and work load. The work place stress has been found related to a number of deleterious and costly individual problems like headaches, depression etc. and organizational outcomes like burnout.

 Over the years, as social power and money have become important personal and social values and the new professions have emerged, the teaching profession has got devaluated. Teachers do not have the desired social respect, nor do they get adequate financial rewards or support for their work. Teachers who are capable and good are generally respected and appreciated, but instances are not uncommon, when parents and students alike do not give a hoot to the teachers and blame them for any shortcomings observed in children or schools.

 The government and the community both have the responsibility to create conditions of work, which will motivate and inspire teachers to engage in constructive and creative activities. Teachers should be given the freedom to innovate, to devise appropriate activities relevant to the needs, capabilities and concerns of the students.

**STATEMENT OF THE PROBLEM**

The present study is entitled “INTERACTION EFFECT OF GENDER, LOCALE OF SCHOOL AND TYPE OF SCHOOL MANAGEMENT ON BURNOUT OF PRIMARY SCHOOL TEACHERS OF KERALA.”

**DEFINITION OF KEY TERMS**

 To have a clear idea of the problem stated, the operational definitions of the key terms are given below.

 **Interaction Effect**

 The term interaction effect in the study stands for the statistical process to see whether the effect of a variable is different for different levels of other variables as studied by the technique of three – way ANOVA.

**Burnout**

 Burnout is the behavioural response of people who experience constant stress from working in occupations that require continual, intensive interactions with people (Maslach, 1982)

 For the present study, the term Burnout is operationally defined as the tendency of teachers to relieve from the job as a result of emotional exhaustion, depersonalization and reduced personal accomplishment.

**Gender**

 The term Gender in the present study stands for biological sex of the primary school teachers.

**Locale of School**

 For the present study, Locale of School means whether the school is situated in rural or urban area.

**Type of School Management**

 For the present study, Type of School Management stands for government schools and aided schools.

**Primary School Teachers**

 The term in this study specifies the teachers who are teaching at primary standards (I to VII) of the schools of Kerala.

**VARIABLES OF THE STUDY**

 The present includes two types of variables viz., dependent and independent variables.

 The dependent variable is Burnout of Primary School Teachers and the independent variables are Gender, Locale of School and Type of School Management.

**OBJECTIVES**

 The following the objectives of the study.

1. To find out the extent of Burnout of primary school teachers in the total sample and the relevant subsamples based on
	1. Gender
	2. Locale of School and
	3. Type of School Management
2. To test whether the variables Gender, Locale of School and Type of School Management have significant main effects on Burnout of primary school teachers.
3. To test whether the variables Gender, Locale of School and Type of School Management have significant interaction effects on Burnout of primary school teachers.

**HYPOTHESES**

 The following hypotheses were formulated for the present study.

1. The main effects of Gender, Locale of School and Type of School Management on Burnout of primary school teachers are significant.
2. The interaction effects of Gender, Locale of School and Type of School Management on Burnout of primary school teachers are significant.

**METHODOLOGY**

 It deals with the description of the sample used for the study, tool and statistical techniques used.

**Sample**

 The study is proposed to be conducted on a sample of 425 primary school teachers form different schools of Kerala drawn by stratified sampling technique giving due representation to the various strata namely Gender, Locale of School and Type of School Management.

**Tool**

 For measuring the Burnout of teachers, the investigator developed a scale viz., Teacher Burnout Assessment Scale (2006) in collaboration with her supervising teacher.

**Statistical Techniques**

1. Preliminary Analysis
2. Two – tailed ‘t’ test
3. Percentiles
4. Three – way ANOVA with (2x2x2) Factorial Design.

**SCOPE AND LIMITATIONS**

 The present study is intended to study the main and interaction effect of Gender, Locale of School and Type of School Management on Burnout of primary school teachers. It was conducted on a representative sample of 425 primary school teachers drawn from eight districts of Kerala, viz., Kasargod, Kannur, Kozhikode, Malappuram, Thrissur, Palakkad, Kollam and Thiruvananthapuram.

 The sample was selected by stratified sampling technique giving due representation to factors like Gender, Locale of School and Type of School Management. The present study also attempts to construct and standardize a scale on Burnout of primary school teachers. The scale was developed by giving proper weightage to the different components of Burnout of teachers as revealed form the review of related literature.

 Eventhough the investigator tried her best to make the study a perfect one, certain limitations are there.

1. There are mainly three sectors in the educational system viz., Government, Aided and Unaided. In the present study the investigator omitted the unaided sector and the study is conducted only in two sectors, ie, government and aided primary school teachers.
2. In the present study, the investigator measured Burnout from teacher’s perception only and not considered headmaster’s perception.

**ORGANISATION OF THE REPORT**

 The Report has been presented in five chapters. Chapter I of the report contains a brief introduction of the problem, need and significance of the study, statement of the problem, definition of key terms, objectives, hypotheses, methodology, scope and limitations of the study.

 In Chapter II, a theoretical outline of Teacher Burnout and the findings of related studies are presented.

 In Chapter III, methodology of the study is described in detail consisting of the variables of the study, tools used, selection of sample, data collection procedure and statistical techniques used for analysis of data.

 In Chapter IV, statistical analysis of data and discussion of results, summary of findings and tenability of the hypotheses are given.

 Chapter V gives the summary, major findings, conclusion, educational implications of the study and some suggestions for further research in this area.

**REVIEW OF RELATED LITERATURE**

 Review of related literature of the study is an important aspect of an investigation. It is necessary for a researcher to make a thorough survey of related studies before planning and carrying out the study. A proper study of the related literature would enable the investigator to locate and go deep into the problem. Familiar with what is already known and what is still unknown and untested helps the researcheR to eliminate the duplication of what has been done and provides useful hypotheses and helpful suggestion for significant investigation (Best & Khan, 2005)

 In order to get an insight into the theoretical background of the subject of study, related literature was thoroughly reviewed. The result of the review is summarised in this chapter. For convenience, this has been attempted in two sections viz.

1. Theoretical Overview
2. Survey of Related Studies.
3. **THEORETICAL OVERVIEW**

 Teachers are accepted undoubtedly the central figures in the system of education, as they mould and influence the young minds turning into the human resource of the nation in multiple ways. The pivotal position of the teacher in the education system had been acknowledged in the Second Five-Year Plan (1956-61) urging for the improvement of their working conditions, if the profession has to attract bright persons and retain them. Teachers living in poor conditions, having chronic deficiencies, falling sick off and on, having a low self-esteem and sagging morale cannot be the role models for students, besides being unable to function in an efficient and effective manner.

 ‘How to achieve improvements in the performance of teachers’ remain an important challenge for primary education in India, even after 55 years of independence with multiplication of the number of teacher training institutes, and the statutory status accorded to the National Council for Teachers Education (NCTE) . The improvement in the quality of primary schooling needs as a prerequisite in addition to the minimum infrastructure facilities specified under ‘Operation Blackboard’ scheme, that the teachers and better prepared, are committed to do their job, and have access to supportive resources in care of need. They should have living and teaching conditions in which they encounter fewer stressful day–to-day events, have positive self – esteem and psychological well being.

 Teachers in the performance of their professional roles and responsibilities often encounter a range interpersonal and task demands, some of which tend to be quite stressful for them. They respond to situations in which they find that either outcomes are uncertain or these give rise to negative emotional states and outcomes, by making a variety of attributional, behavioural, physiological and psychological responses. The cumulative effect of these responses becomes apparent in adverse effects on the teacher commitment to remain in the classroom and the teaching profession. Eventually, the level of stress experienced may reach a level high enough to be labelled ‘burnout’ (Maslach and Jackson, 1981).

 Burnout has been seen as a process beginning in perceived stress and affecting the individual, but when asked each individual explained it differently (Farber, 1983). Studies have labelled burnout as a type of stress, specifically a chronic affective response pattern to stressful work conditions, requiring higher level of inter personal contact. Burke and Greenglass (1993,1995) Found evidence of work stress, role conflict and lack of social support contributing to psychological burnout among teachers.

 Maslach, Schaufeli and Leiter (2001) have reckoned with the reality that the research on burnout over 25 years has demonstrated that the field sprang out of a social problem and that in the process more coherent set of theoretical models and empirical studies have emerged, although the problem has remained unresolved.

 Maslach (1982), characterised burnout as asyndrome that included emotional exhaustion, depersonalisation and reduced personal accomplishment. It occurred among peoples doing ‘people work’ of some kind. Exhaustion reflects Freudenberger’s view that burnout represent a sense of wearing out Depersonalisation involves an emotional separation of the teacher from the student, in which student gets viewed as an object to be processed and a nuissance, not a person of worth. The reduced personal accomplishment is a feeling that one is not achieving the set goals, and one’s effort at the job produce no results, making is meaningless to continue to work. Research on teachers from Australia and Canada (Friesen, et al., 1988), using Maslach’s model showed that all the dimensions do not function in unison, nor are these caused by the same factors. A description of each component is given below.

**Emotional Exhaustion**

 Emotional exhaustion refers to feelings of being emotionally over extended and depleted of one’s emotional resources. The major sources of this exhaustion are work overload and personal conflict at work. Workers feel drained and used up without any source of replenishment. They lack energy to face another day or another person in need. The emotional exhaustion component represents the basic individual stress dimension of burnout.

 Depresonalisation refers to a negative cynical or excessively detached response to other people, which often includes a loss of idealism. It usually develops in response to the overload of emotional exhaustion and is self-protective at first – an emotional buffer of ‘detached concern’. But the risk is that the detachment can turn into dehumanisation. The depersonalisation component represents the interpersonal dimension of burnout.

**Reduced Personal Accomplishment**

 It refers to a decline in feelings of competence and productivity at work. This lowered sense of self efficacy has been linked to depression and an inability to cope with the demands of the job and it can be exacerbated by a lack of social support and of opportunities to develop professionally. The reduced personal accomplishment component represents the self – evaluation dimension burnout.

1. **SURVEY OF RELATED STUDIES**

 The reviewed studies are abstracted below.

 Anderson (1981) studied the differences among perceived need deficiencies, perceived burnout and selected background variables for classroom teachers and found that (1) Emotional Exhaustion was experienced more often and with more intensity than depersonalisation (2) Teachers have higher group means for the intensity dimension of the burnout factors than for the frequency dimension, regardless of the classification used to group teachers.

 Bausch (1981) identified the educational stressors are the predominant sources of teachers distress and burnout and illustrated a variety of coping strategies. The twenty educational stressors identified by female teachers involved all areas of the educational spectrum from paperwork to the future of education, while male teachers viewed concern with the lack of adequate salary and inconsistent educational methods and philosophies.

 Study on burnout and demographic variables among full time faculty in selected Illinois Public Community College members were carried out by cover (1983) and the result showed no significant relation when compared on the following independent variables sex, marital status, level of educational preparation, number of years in the present position, number of years in the teaching profession and primary field of teaching.

 Harrison (1983) designed a study to find out the relationship of the source of burnout among the teachers of Mississippi and the result indicated that there was significant relationship between the criterion variable of the source of teacher burnout and the predictor variable of sex, age, higher levels of attained education, total number of years of teaching experience and present teaching position. No significant relationship was found between criterion variable and 1) Sex 2) highest level of attained education 3) total number of years of teaching experience and 4) present teaching position. The result also revealed that age does appear to be a variable which affects the teachers perception of stress and teacher burnout.

 Burton (1984) investigated the concept of teacher burnout, the relationship of burnout with demographic variable and professional training in specific training skills among teachers of the emotionally handicapped. The result showed negative correlation between the personal accomplishment subscale of burnout and the teachers training variables. No significant variances was accounted for by the teacher training variables in the emotional exhaustion and depersonalisation subscales of burnout.

 In 1986, Gorell, et. al., conducted a study on the analysis of perceived stress in elementary and secondary student teachers and full time teacher and the results indicated that elementary school teachers reported significantly higher levels of stress than secondary school teachers.

 Schlansker (1986) analysed the teacher stress and burnout and perceived its source by conducting a survey. Results of this study indicated that teachers, regardless of their setting, urban or suburban identified stressful events with a high degree of correlation. About ten percent of the teachers in the study were found to be experiencing stress leading to burnout.

 Gold (1986) examined the impact of burnout and stress on the teaching profession and identified several sources of stress during student teaching, including isolation and inadequate professional training.

 Shapiro (1987) studied the relationship of teacher burnout to specific individual and personality factors and perceived job stress. A significant difference was obtained in the level of burnout experienced by male and female, with females reporting significantly less frequent and less intense depersonalisation. No support was found for the predicted relationships between burnout and variables of age, years of teaching experience and teaching assignment.

 A descriptive study about the demographic characteristics and personality types of resident assistants as predictive variables of job satisfaction and burnout was conducted by Garder (1989) and the result showed that the general predictors of burnout were (i) fewer years of resident assistant experience (ii) higher grade point average (iii) greater number of students on the floor and (iv) sex.

 Greenglass and Burke (1989) examined the factors contributing to burnout in teachers and school administrators, using Maslach Burnout Inventory. Result indicated that men scored significantly higher than women on the MBI depersonalisation scale. Women experienced significantly more depression, headache and role conflict than male.

 Burke and Greenglass conducted a study in 1990 on sex differences in psychological burnout in teachers and the result indicated that sex difference is an important psychological factor that interacts with stressors to affect an individual’s burnout.

 In 1991 Harrison examined the relationship between organizational climate and career burnout among Florida Public Elementary School teachers using organisational climate index and Maslach Burnout Inventory. The result indicated that teacher career burnout occurred in school with high control, emphasis on procedual orderliness, low emphasis on personal dignity and low emphasis on achievement standards. Results are generalisable to Florida elementary teachers over all.

 Haridasan (1993) conducted a study on personality and adjustment as correlates of burnout among secondary school teachers of Kerala. It was found that personality and adjustment were correlated with burnout and most of the secondary school teachers of Kerala experiences average burnout.

 Rebeiro, et.al., 1994 attempted to study the theory of burnout to the teaching profession in the Indian context. The Study was conducted on 175 teachers using Maslach Burnout Inventory. It was found that the respondent’s teaching between zero and five years had higher burnout scores than those teaching over six years. Also, the teachers with less years of experience scored higher on depresonalisation than those longer in profession.

 Teacher perceptions of their working conditions, based on survey and interview data from special educators in six large urban school districts reported by Gersten (1995). Major findings include perceived role conflicts and difficulties in prioritising their many diverse responsibilities, a sense of role overload and increasing work challenger further intensified by shortages of resources, a sense of weakened autonomy regarding their professional judgement and difficulties relating to the larger school culture and collaboration with general educators. This combination of factors is seen to lead to high levels of stress, worsening feelings about the ability to teach effectively and in some cases, lower commitment to the field.

 Thoits (1995) in his study, concluded that men compared to women dealt more patiently with tense situations. Men reported that they had more control over their emotions, accepted the situations and worried less and used the problem – focused approach. On the contrary, women tend to seek emotional and social support, lose their concentration, reveal their feelings and usually have less control over the tense situations than men.

 Schamer and Jackson (1996) conducted and investigation on teacher stress and burnout. The sample consists of 515 secondary level teachers of Ontario city. The study suggests that more than any other public service professionals, teachers are affected by continued stress leading to burnout. This in turn result in a negative attitude towards student and a loss idealism, energy and purpose.

 Virk and Kumar (1997) found that the male and female participants significantly differed on occupational stress and the females had higher stress than the male subjects.

 Kasinath (2000) conducted a study on the interaction effect of institutional climate, personally and home climate on burnout among teacher education. A sample of 210 teacher educators working in 29 colleges of education were given MBI along with the tools on selected variables. The study revealed that teacher educators serving in a closed institutional climate were more prone to burnout dimension of emotional exhaustion than teacher educators in an open institutional climate.

 Hameed,S (2003) conducted a study on stress and burnout of secondary school teachers of Kerala and found that there is substantial relationship between stress and burnout of male and female secondary school teachers. Also it was found that there is no significant difference in burnout between government and aided school teachers and there is no significant difference in burnout between male and female teachers.

 Srivastav (2003) conducted a study on the impact of organisational structure on burnout tendency of female primary teachers, with the help of an Indian adoption of MBI. The important finding of this study was that the female primary school teacher’s burnout state and organizational structure of schools were closely related.

 Shejwal and Mohammadi (2006) examined the relationship between job burnout variables and coping mechanism variables among the high school teachers. MBI and the ways of coping Questionnaire by Lazarus and Folkman were administered to the sample. The results showed that the male teachers compared to the female teachers had higher job burnout in the areas of emotional exhaustion and depersonalisation but not in the area of loss of personal accomplishment.

**CONCLUSION**

 By reviewing related studies, the investigator could identify the major components of burnout viz., emotional exhaustion, depersonalisation and reduced personal accomplishment. The review helps to draw certain broad conclusions about the major trends regarding the research on teacher burnout. It shows that the variables such as sex, teaching experience, age, type of school management etc. were related to burnout. In such a situation, the investigator wanted to know whether the variables gender, locale of school and type of school management have any interaction effect on burnout of primary school teachers.

**METHODOLOGY**

 Research methods are of great importance in a research process. The success of any research depends largely on the suitability of method and the tools and techniques used for the collection of data. A suitable method helps the researcher to explore the diverse areas of the study. The decision about the methods depends up on the nature of research problem and the kinds of data necessary for its solution.

 The present study is intended to find out the interaction effect of Gender, Locale of School and Type of School Management on Burnout of primary school teachers of Kerala. The design of the study is described under the following major sections.

A. Variables

B. Objectives

C. Hypotheses

D. Tool used for data collection

E. Sample for the study

F. Data collection procedure, scoring and consolidation of data.

G. Statistical techniques used for analysis of data.

 The details of each of the above is given below.

**A. VARIABLES**

 The present study contains two types of variables viz., dependent variable and independent variables. The dependent variable in the study is Burnout of primary school teachers and the independent variables are Gender, Locale of School and Type of School Management.

**B. OBJECTIVES**

 The following are the objectives set for the present study.

1. To findout the extent of Burn out of primary school teachers in the total sample and the relevant subsamples based on

 a. Gender

 b. Locale of school

 c. Type of School Management

2. To test whether the variables Gender, Locale of School and Type of School Management have significant main effects on Burnout of primary school teachers.

3. To test whether the variables Gender, Locale of School and Type of School Management have significant interaction effects on Burnout of primary school teachers.

**C. HYPOTHESES**

 The following hypotheses are formulated for the present study.

1. The main effects of Gender, Locale of School and Type of School Management on Burnout of primary school teachers are significant.

2. The interaction effects of Gender, Locale of School and Type of school Management on Burnout of primary school teachers are significant.

**D. TOOL USED FOR DATA COLLECTION**

 Collection of relevant data is an important aspect of any research work. There are many tools to collect the required data. The selection of suitable tool is of vital importance for successful research.

 For the present study, the investigator used the tool viz., Teachers Burnout Assessment Scale (2006) which is constructed and standardised by the investigator with the help of her supervising teacher. Detailed description of the construction of the present tool is given below.

**a) Planning of Teacher Burnout Assessment Scale**

 Burnout is the behavioural response of people who experience constant stress from working in occupations that require continual, intensive interactions with people (Maslach, 1982). Maslach was one of the first person who systematically study job burnout in the helping professions. He characterised Burnout as a syndrome that includes emotional exhaustion, depersonalisation and reduced personal accomplishment.

 Review of literature helped the investigator to recognise three components of Burnout as Emotional Exhaustion, Depersonalisation and Reduced Personal Accomplishment. It was decided to develop the scale in the form of a five point Likert type scale. Teacher Burnout Assessment Scale is scored on the basis of these thee components viz., emotional exhaustion, depersonalisation and reduced personal accomplishment which is described below.

**Emotional Exhaustion (E.E)**

 Emotional Exhaustion refers to feelings of being emotionally over extended and depleted of one's emotional resources. The major sources of this exhaustion are work overload and personal conflict at work. The Emotional Exhaustion component represents the basic individual stress dimension of burnout.

 Items in the Teacher Burnout Assessment Scale with serial numbers 1 to 12 measures Emotional Exhaustion.

eg:- I feel students blame me for their problems (Item No.10).

**Depersonalisation (D)**

 Depersonalisation refers to a negative cynical or excessively detached response to other people, which often includes a loss of idealism. It usually develops in response to the overload of emotional exhaustion and is self-protective at first - an emotional buffer of 'detached concern.' But the risk is that the detachment can turn into dehumanisation. The depersonalisation component represents the interpersonal dimension of Burnout. There are 10 items which describes depersonalisation (item numbers 13 to 22).

eg:- I treat some students as if they were impersonal objects (Item No. 18).

**Reduced Personal Accomplishment (R.P.A)**

 It refers to a decline in feelings of competence and productivity at work. This component represents the self-evaluation dimension of burnout. It contains 13 items with item numbers 23 to 35.

eg:- I deal very effectively with the problems of my students (Item No.30).

**b) Preparation of the Scale**

 Based upon the above mentioned components, investigator developed the Teacher Burnout Assessment Scale. The draft scale consists of 35 items, out of which 20 items are positive and 15 items are negative.

 A copy of the draft Teacher Burnout Assessment Scale (Malayalam version) is given as Appendix I.

**Scoring Procedure**

 Each statement in the scale has five responses viz., always, frequently, sometimes, rarely and never. For the positive item the respective scores to the five response are 5, 4, 3, 2 and 1 and for a negative item the scoring was done in the reverse order.

**c) Try-out of the Preliminary Scale**

 The purpose of the tryout of the scale is to select the items for the final scale by empirically testing the item characteristic. The procedure of the item analysis are discussed below.

 For try-out, the preliminary scale was administered to a sample of 370 primary school teachers selected by stratified sampling techniques, giving due representation to Gender, Locale of School and Type of School Management.

 The 370 response sheets obtained were scored and the total score for each sheet was calculated. Then thee sheets were arranged in descending order of the total score and higher and lowest 27 percentage of the 370 sheets (100 sheets) each were separated.

 The mean and standard deviation of the scores obtained for each item for the upper and lower groups were calculated separately. The critical ratios for each item were calculated using the formula.

  (Best & Khan, 2002)

Where,

X1 = Mean of the upper group (for an item)

X2 = Mean of the lower group (for an item)

σ1 = Standard Deviation of the upper group (for an item)

σ2 = Standard Deviation of the Lower group (for an item)

N1 = Sample size of the upper group

N2 = Sample size of the lower group.

 The critical ratio ('t'-value) obtained for each item together with means and standard deviations of the scores for the two groups are given as Table 1.

TABLE 1

**Critical Ratio ('t'-value) with Means and
Standard Deviations of the Scores for the two Groups**

| Sl.No. | X1 Lower Group | X2Upper Group | σ1Lower Group | σ2 Upper Group |  |
| --- | --- | --- | --- | --- | --- |
| 1 | 2.06 | 2.95 | 1.20 | 1.27 | 5.08 |
| 2 | 1.01 | 1.70 | 0.10 | 1.09 | 6.32 |
| 3 | 1.26 | 2.25 | 0.63 | 1.28 | 6.93 |
| 4 | 2.37 | 3.42 | 1.52 | 1.25 | 5.35 |
| 5 | 1.47 | 2.44 | 1.03 | 1.35 | 5.71 |
| 6 | 1.19 | 2.27 | 0.61 | 1.32 | 7.40 |
| 7 | 1.13 | 2.05 | 0.39 | 1.20 | 7.28 |
| 8 | 1.14 | 2.13 | 0.51 | 1.20 | 7.57 |
| 9 | 1.43 | 2.15 | 0.96 | 1.26 | 4.56 |
| 10 | 1.02 | 1.66 | 0.20 | 1.11 | 5.66 |
| 11 | 1.3 | 2.31 | 0.42 | 1.33 | 8.46 |
| 12 | 1.29 | 2.31 | 0.42 | 1.33 | 7.78 |
| 13 | 1.09 | 1.65 | 0.47 | 1.00 | 5.07 |
| 14 | 1.19 | 2.06 | 0.49 | 1.14 | 7.00 |
| 15 | 1.12 | 2.22 | .50 | 1.28 | 7.99 |
| 16 | 1.26 | 2.31 | 0.75 | 1.24 | 7.23 |
| 17 | 1.06 | 2.04 | 0.31 | 1.26 | 7.53 |
| 18 | 1.28 | 1.75 | 0.85 | 1.13 | 3.32 |
| 19 | 1.17 | 2.31 | 0.57 | 1.12 | 9.10 |
| 20 | 1.49 | 2.50 | 1.00 | 1.35 | 6.01 |
| 21 | 2.78 | 3.37 | 1.57 | 1.40 | 2.80 |
| 22 | 1.01 | 1.88 | 0.10 | 1.29 | 6.73 |
| 23 | 1.30 | 2.45 | 0.75 | 1.22 | 8.06 |
| 24 | 1.07 | 1.82 | 0.38 | 1.22 | 5.88 |
| 25 | 2.29 | 3.16 | 1.13 | 1.29 | 5.07 |
| 26 | 2.10 | 3.01 | 1.17 | 1.33 | 5.14 |
| 27 | 1.14 | 2.03 | 0.62 | 1.14 | 6.85 |
| 28 | 1.24 | 2.50 | 0.61 | 1.21 | 9.31 |
| 29 | 1.29 | 2.34 | 0.82 | 1.31 | 6.79 |
| 30 | 1.14 | 2.01 | 0.38 | 1.04 | 7.87 |
| 31 | 1.03 | 1.67 | 0.22 | 1.15 | 5.48 |
| 32 | 1.10 | 1.81 | 0.30 | 0.95 | 7.12 |
| 33 | 1.08 | 2.23 | 0.27 | 1.20 | 9.37 |
| 34 | 1.00 | 1.47 | 0.00 | 0.94 | 5.02 |
| 35 | 1.06 | 1.40 | 0.42 | 1.01 | 3.12 |

 Items with a critical ratio greater than 2.58; the tabled value of 't' for 0.01 level of significance were selected for the final scale. So all the 35 items were selected with 0.01 level of significance.

 A copy of the Teacher Burnout Assessment Scale (final scale - English version) is given as Appendix II.

**Reliability**

 'Reliability is the degree of consistency that the instrument or procedure demonstrates: whatever it is measuring, it does so consistently' (Best & Khan, 2005). To establish the reliability of the present scale, the investigator used the test-retest method on a sample of 30 primary school teachers with an interval of three weeks between the testing. The reliability coefficient of the scale is 0.88 and this reasonably high reliability coefficient shows that the scale is a reliable instrument.

**Validity**

 'Validity is that quality of a data-gathering instrument or procedure that enables it to measure what it is supposed to measure' (Best & Khan, 2005).

 For establishing content validity, the investigator covered all the three procedures in the preparation of the scale itself. That is

(i) described the content domain as Burnout of teacher.

(ii) the three areas of content domain are determined and (iii) compared the structure of the scale with the structure of the content domain. Hence the scale show substantial evidence of content validity.

 Concurrent validity of the scale was determined by using the scores obtained on the tool viz., 'Maslach Burnout Inventory" developed by Maslach (1982) as the external criterion. Maslach Burnout Inventory is administered to 30 primary school teachers. The scores of the present scale is correlated with scores of Maslach Burnout Inventory. The correlation coefficient was found to be 0.78, which shows that the present scale possesses a high degree of validity.

 The worth of a scale is measured in terms of its reliability and validity. The greater value of validity and reliability coefficient of the scale shows the worthiness of the scale.

**E. SAMPLE FOR THE STUDY**

 Sampling is one of the most important aspects of getting representation of the entire population under investigation. Because of the difficulty of conducting the study on total population, the investigator confined the study to a sample of the population.

 The population of the study is primary school teachers of Kerala, which is a heterogenous group. The sampling technique used is stratified sampling by giving due representation to Gender, Locale of School and Type of School Management. The initial sample for the present study constitute 425 primary school teachers from different schools of Kerala. The list of schools from which data is collected is given as Appendix III.

 The strata considered for the present study are the following.

 1. Gender

 2. Locale of School and

 3. Type of school Management

**Gender**

 Since it has been found that sex difference exists in many of the psychological variables, the investigator decided to give due weightage to both male and female teachers. According to Seventh All India Educational Survey (2002) the ratio of Gender, ie, male: female is 3:7. So the investigator decided to take the male and female teachers approximately in the same ratio 3:7.

**Locale of School**

 In our state thee are more schools situated in rural areas than schools in urban area. According to Seventh All India Educational Survey (2002) the ratio of teachers based on the locale of school is 7:2 and hence the investigator decided to take the sample based on the locale of school approximately in the same ratio.

**Type of School Management**

 The existing schools in Kerala fall into two broad categories as government and aided. Since there are more aided schools than government schools it was decided to select schools based on management approximately in the ratio Aided : Government = 3:2 (Seventh All India Educational Survey, 2002).

**F. DATA COLLECTION PROCEDURE, SCORING AND CONSOLIDATION OF DATA**

**Data Collection Procedure**

 After having an idea of the sample, the investigator made necessary arrangements with the heads of the selected schools and sought permission for collecting data. The investigator met the individual teachers and explained the nature and confidentiality of the study and made them confessed. After providing necessary instruction, copies of the tool along with a general data sheet were distributed and collected back.

**Scoring and Consolidation of Data**

 All the response sheets were scored as per the scoring scheme of the scale prepared. The incomplete data sheets were removed and this resulted in a final sample of size 400. The break-up of the final sample is given as
Table 2.

TABLE 2
**Break-up of the Final Sample**

|  |
| --- |
| Total N =400 |
| Gender | Locale of School | Type of School Management |
| Male | Female | Rural | Urban | Government | Aided |
| 119 | 281 | 331 | 69 | 189 | 211 |

**G. STATISTICAL TECHNIQUES USED FOR ANALYSIS OF DATA**

**1. Preliminary Analysis**

 In preliminary analysis, mean, median, mode, standard deviation, skewness and kurtosis are calculated.

2. Two tailed test of significance of difference between mean scores for large independent samples.

  (Best & Khan, 2002)

Where X1 and X2 are the means of the two groups σ1 and σ2 are the standard deviations of the two groups, N1 and N2 are the sizes of the two groups.

**3. Percentiles (Gupta, 1997)**

 To find out norms for the total sample and subsamples, percentiles are used.

 The formula is 

Where

 l = lower limit of class containing Pi

 f = frequency of the class containing Pi

 h = magnitude of the class containing Pi

and C = Cumulative frequency of the class preceding the class containing Pi.

**1. Three-way Analysis of Variance with (2 x 2 x 2) factorial design**

 Analysis of variance (ANOVA) has been defined as 'the separation of the variance ascribable to other groups' (Fischer, 1950). In its simplest form, the analysis of variance is used to test the significance of the difference between the means of a number of different populations. It is an effective way to determine whether the means of more than two samples are too different to attributed to sampling error. ANOVA is an internal statistical procedure by which a researcher can test the null hypotheses that two or more population means are equal. ANOVA's can include one or more independent variables. If three independent variables are included simultaneously in an ANOVA, the analysis is called three-way ANOVA.

 In this study, ANOVA is used to findout whether Gender, Locale of School and Type of School Management have any significant interaction effect on burn out of primary school teachers of Kerala.

**ANALYSIS**

 Statistical analysis of the study so as to test the hypotheses stated and a discussion of the results are presented in this chapter. To have a clear picture of the study, the objectives and hypotheses set up for the study are restated below.

**OBJECTIVES**

 The following are the objectives set for the present study.

1. To find out the extent of burnout of primary school teachers in the total sample and the relevant subsamples based on

 a) Gender

 b) Locale of School and

 c) Type of School Management

2. To test whether the variables Gender, Locale of School and Type of School Management have significant main effects on Burnout of primary school teachers.

3. To test whether the variables Gender, Locale of School and Type of School Management have significant interaction effects on Burnout of primary school teachers.

**HYPOTHESES**

 Following are the hypotheses formulated for the present study.

1. The main effects of the variables Gender, Locale of School and Type of School Management on Burnout of primary school teachers are significant.

2. The interaction effects of the variables Gender, Locale of School and Type of School Management on Burnout of primary school teachers are significant.

 As the main objective of the study is to find out the main and interaction effects of the independent variables on the dependent variable, the investigator used the technique of three-way ANOVA. Analysis of variance being a parametric test, some assumptions are to be met in order to use the technique.

 The major assumptions of ANOVA are

1. The distribution of the dependent variable should be normal.

2. Homogeneity of variances.

3. The samples drawn should be random and independent.

 The analysis of data and discussion of results are presented under the following heads.

A. Preliminary Analysis

B. Extent of Burn out of primary school teachers in the total sample and the relevant subsamples.

C. Three-way ANOVA (2x2x2) factorial design.

**A. Preliminary Analysis**

 To see whether the dependent variable Burnout of primary school teachers is normally distributed or not, important statistical constants such as mean, median, mode, standard deviation, skewness and kurtosis were computed for the whole sample.

 The details of the statistics are presented in Table 3.

TABLE 3

**Descriptive Statistics of the Variable 'Burnout' of the Teachers**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| N | Mean | Median | Mode | Standard Deviation | Skewness | Kurtosis |
| 400 | 62.86 | 61.00 | 58.28 | 24.28 | 0.901 | -0.504 |

Table 3 reveals that the three measures of central tendency viz., mean, median and mode of the variable Burnout of teachers are approximately equal. The extent of skewness or index of asymmetry is 0.901. This shows that the distribution is positively skewed. The measure of kurtosis is -0.504 which shows the curve is lepto kurtic (ku < 0.263).

 Graphical representation of the scores of the variable Burnout of teachers for the total sample is presented in Figure 1.



Scale

X axis : 1 div. = 15 units

Y axis : 1 div. = 10 units

FIGURE 1. **Frequency curve of Burnout of Teachers in Total Sample**

 The statistical constants and the graphical representation of the variable reveals that the variable Burnout of primary school teachers follows approximately a normal distribution.

 The second basic assumption of analysis of variance is the homogeneity of variances. Since samples are drawn from the normal population we can assume that there is homogeneity of variances.

 The third basic assumption of ANOVA is that the sample drawn should be random and independent. The design of the present study ensures that the sample should be random and independent.

**B. Extent of Burnout of primary school teachers in the total sample and the relevant subsamples**

 Extent of Burnout of teachers in the total sample and the relevant subsamples were established by calculating the mean score and the percentiles.

 The mean score of Burnout of teachers in the total sample and relevant subsamples are presented in Table 4.

TABLE 4

**Mean Score of Burnout of
Teachers in the Total Sample and Relevant Subsamples**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Total Sample | Gender | Locale of School | Type of School Management |
| Male | Female | Rural | Urban | Government | Aided |
| Mean Score of Burnout | 62.86 | 61.80 | 60.35 | 64.54 | 60.00 | 60.62 | 60.92 |

 Table 4 reveals that the mean score of Burnout of teachers for the total sample is 62.86. While considering the male teachers, they have slightly higher mean score in Burnout than their counter parts. In the case of locale of school, the mean score of Burnout of teachers in rural primary schools are higher than that of urban primary schools.

 While considering the type of school management, government school teachers have slightly higher mean score in Burnout than aided school teachers.

**Percentile Norms for the Total Sample**

 Percentiles P10, P20, P30, P40, P50, P60, P70, P80 and P90 were computed for the total sample. They are presented in Table 5.

TABLE 5

**Percentile Norms for the Total Sample**

|  |  |
| --- | --- |
| Percentile | Value |
| P90 | 111.00 |
| P80 | 91.40 |
| P70 | 72.10 |
| P60 | 63.00 |
| P50 | 61.00 |
| P40 | 55.00 |
| P30 | 49.00 |
| P20 | 45.00 |
| P10 | 44.00 |

 Table 5 revealed that the 10th percentile of the Burnout scores of primary school teachers is 44.00 that means, the Burnout scores of 10 percent of primary school teachers lie below the score 44.00 and that of 90 percent of primary school teachers lie above the score 44.00. Also, from the Table 5,
P50 = 61.00. That means, below and above the Burnout score 61.00, an equal number of primary school teachers lies. In a similar way, we can interpret all other percentiles.

**Percentile Norms for Male and Female Teachers**

 The results of three-way ANOVA revealed that in the case of Gender, the two groups differ significantly in their Burnout scores. Hence separate norms were established for male and female teachers.

 The percentile norms for male and female teachers are given in
Table 6.

TABLE 6

**Percentile Norms for Male and Female Teachers**

|  |  |  |
| --- | --- | --- |
| Percentile | Male | Female |
| P90 | 79.00 | 78.00 |
| P80 | 68.00 | 69.00 |
| P70 | 64.00 | 64.00 |
| P60 | 62.00 | 61.00 |
| P50 | 59.00 | 58.00 |
| P40 | 57.00 | 56.00 |
| P30 | 55.00 | 52.00 |
| P20 | 50.00 | 49.40 |
| P10 | 46.00 | 46.00 |

Table 6 revealed that the 10th percentile of Burnout scores of male teachers is 46.00. That means, the Burnout scores of 10 percent of the male teachers lies below the score 46.00 and that of 90 percent of male teachers lies above the score 46.00. Also, from Table 6, P50 = 59.00. That means, below and above the score 59.00, an equal number of male teachers lies.

 Table 6 again revealed that the 10th percentile of Burnout score of female teachers is 46.00. That means, the Burnout scores of 10 percent of the female teachers lies below the score 46.00. Also, from Table 6, P50 = 58.00. That means, below and above the score 58.00, an equal number of female teachers lies.

**Percentile Norms for Rural and Urban Teachers**

 The results of three-way ANOVA revealed that in the case of Locale of School, the two groups differ significantly in their Burnout scores. Hence separate norms were established for rural and urban teachers.

 The percentile norms for rural and urban teachers are given in Table 7.

TABLE 7

**Percentile Norms for Rural and Urban Teachers**

|  |  |  |
| --- | --- | --- |
| Percentile | Male | Female |
| P90 | 85.00 | 76.00 |
| P80 | 75.00 | 67.00 |
| P70 | 68.00 | 63.40 |
| P60 | 64.00 | 61.00 |
| P50 | 62.00 | 58.00 |
| P40 | 58.00 | 56.00 |
| P30 | 55.00 | 52.00 |
| P20 | 50.00 | 49.40 |
| P10 | 47.00 | 46.00 |

Table 7 revealed that the 10th percentile of Burnout scores of rural teachers is 47.00. That means, the Burnout scores of 10 percent of the rural teachers lies below the score 47.00 and that of 90 percent of rural teachers lies above the score 47.00. Also from Table 7, P50 = 62.00. That means, below and above the score 62.00, an equal number of rural teachers lies.

 Table 7 again revealed that the 10th percentile of Burnout scores of urban teachers is 46.00. That means, the Burnout scores of 10 percent of the urban teachers lies below the score 46.00. Also, from Table 7, P50 = 58.00. That means, below and above the score 58.00, an equal number of urban teachers lies.

**Percentile Norms for Government and Aided Primary School Teachers**

 The results of three-way ANOVA revealed that in the case of Type of School Management, the two groups differ significantly in their Burnout scores. Hence separate norms were established for government and aided school teachers.

 The percentile norms for government and aided school teachers are given in Table 8.

TABLE 8

**Percentile Norms for Government and Aided School Teachers**

|  |  |  |
| --- | --- | --- |
| Percentile | Government | Aided |
| P90 | 74.00 | 80.00 |
| P80 | 68.00 | 69.00 |
| P70 | 64.00 | 64.00 |
| P60 | 62.00 | 61.00 |
| P50 | 59.00 | 58.00 |
| P40 | 57.00 | 56.00 |
| P30 | 54.00 | 52.00 |
| P20 | 50.00 | 50.00 |
| P10 | 46.00 | 46.00 |

 From Table 8, the 10th percentile of the Burnout scores of Government school teachers is 46.00. That means, the Burnout scores of 10 percent of the government teachers lies below the score 46.00 and that of 90 percent of government school teachers lies above the score 46.00. Also, from Table 8, P50 =59.00. That means, below and above the score 59.00, an equal number of government school teachers lies.

 From, Table 8 again found that the 10th percentile of Burnout scores of aided school teachers is 46.00. That means, the Burnout scores of 10 percent of the aided school teachers lies below the score 46.00. Also, from Table 8, P50 = 58.00. That means, below and above the score 58.00, an equal number of aided school teachers lies.

**C. Three-way ANOVA (2x2x2) Factorial Design**

 The analysis and discussion of results with regard to this technique are described under the following sections.

1. Main effect of Gender on Burnout of primary school teachers.

2. Main effect of Locale of School on Burnout of primary school teachers.

3. Main effect of Type of School Management on Burnout of primary school teachers.

4. Interaction effect of Gender and Locale of School on Burnout of primary school teachers.

5. Interaction effect of Gender and Type of School Management on Burnout of primary school teachers.

6. Interaction effect of Locale of School and Type of School Management on Burnout of primary school teachers.

7. Interaction effect of Gender, Locale of School and Type of School Management on Burnout of primary school teachers.

 To find out the influence of the variables Gender, Locale of School and Type of School Management on Burnout of teachers, the investigator used three-way Analysis of variance with 2x2x2 factorial design.

 The details of the results obtained are given in Table 9.

TABLE 9

**Results of ANOVA (2x2x2) on Burnout of teachers
by Gender, Locale of School and Type of School Management**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Sources of Variation | Sum of Squares | Degrees of freedom | Mean squares | F-value |
| Gender | 3368.72 | 1 | 3368.72 | 7.06\*\* |
| Locale of School | 3011.19 | 1 | 3011.19 | 6.31\* |
| Type of School Management | 2913.18 | 1 | 2913.18 | 6.10\* |
| Gender x Locale of School | 119.58 | 1 | 119.58 | 0.25 |
| Gender x Type of School Management | 1763.42 | 1 | 17563.42 | 3.69 |
| Locale of School x Type of School Management | 103.48 | 1 | 103.48 | 0.22 |
| Gender x Locale of School x Type of School Management | 1713.893 | 1 | 1713.893 | 3.59 |
| Residual | 187079.45 | 392 | 477.24 |  |
| Total | 232471.94 | 399 |  |  |

\* P < .05

\*\* P < 0.01.

**Discussion of Results**

1. Main effect of Gender on Burnout of primary school teachers..

 From Table 9, it can be found that the F-value obtained for the main effect of Gender on Burnout of primary school teachers in 7.06. This value is greater than 6.70, the tabled value of F for (1,392) degrees of freedom at 0.01 level of significance. This indicates that the main effect of the variable Gender on Burnout of teachers is significant at 0.01 level. That is, the dependent variable Burnout of teachers varies significantly for different levels of the independent variable Gender. That means, there exists significant difference in the scores of Burnout among male and female primary school teachers.

 As the main effect was found to be significant, the investigator conducted a follow up study by means of 't' test (for large independent samples) to locate where the group differences are and critical ratio obtained are given in Table 10.

TABLE 10

**Details of the test of Significance of Mean difference**

**in Burnout of Male and Female Primary School Teachers**

|  |  |  |
| --- | --- | --- |
| Variable Compared | Groups compared | Critical Ratio |
| Male Teachers | Female Teachers |
| n | M | σ | n | M | σ |
| Burn out | 119 | 77.83 | 27.41 | 2.81 | 62.50 | 21.17 | 5.85 |

From Table 10, the critical ratio obtained for Male and Female teachers is 5.85 which greater than 2.58, the tabled value of 't' required for significance of 0.01 level. This shows that there is significant difference in the mean scores of Burnout between male and female teachers.

The positive value of critical ratio indicates that the male teachers has more Burnout tendency than the female teachers.

2. Main effect of Locale of School on Burnout of primary school teachers.

 From Table 9, it can be observed that the F-value obtained for the main effect of Locale of School on Burnout of teachers is 6.31 which is greater than 3.86, the tabled value of F for (1,392) degrees of freedom at 0.05 level of significance. So the variable Locale of School has significant main effect on Burnout of teachers at 0.05 level. The means that, the variable Burnout of teachers varies significantly for different levels of Locale of School. That is these exists significant difference in the scores of Burnout among teachers working in different locality viz., rural school teachers and urban school teachers.

 As the main effect was found to be significant, the investigator conducted a follow up study by means of 't' test (for large independent samples) to locate where the group differences are and critical ratio obtained are given in Table 11.

TABLE 11

**Details of the Test Significance of Mean difference
 in Burnout of Rural and Urban Primary School Teachers**

|  |  |  |
| --- | --- | --- |
| Variable Compared | Groups compared | Critical Ratio |
| Rural Teachers | Urban Teachers |
| n | M | σ | n | M | σ |
| Burn out | 331 | 69.09 | 24.75 | 69 | 56.46 | 17.64 | 4.03 |

 From table 11, the critical ratio obtained for Rural and Urban teachers in 4.03 which is greater than 2.58, the tabled value of 't' required for significance at 0.01 level. This shows that there is significance difference in the mean scores at Burnout between rural and urban primary school teachers.

 The positive value of critical ratio indicates that rural teachers has more Burnout tendency than urban teachers.

3. Main effect of Type of School Management on Burnout of primary school teachers

 From Table 9, it can be observed that the F-value obtained for the main effect of Type of School Management on Burnout of teachers is 6.10, which is greater than 3.86 the tabled value of F for (1,392) degrees of freedom at 0.05 level of significance. So the variable Type of School Management has Significant main effect on Burnout of teachers at 0.05 level. That is, the dependent variable Burnout of teachers varies significantly for different levels of the independent variable Type of School Management. That means there exists significant difference in the scores of Burnout among government and aided school teachers.

 As the main effect was found to be significant, the investigator conducted a follow up study by means of 't' test (for large independent samples) to locate where the group differences are and critical ratio obtained are given in Table 12.

TABLE 12

**Details of the Test Significance of Mean difference
 in Burnout of Government and Aided School Teachers**

|  |  |  |
| --- | --- | --- |
| Variable Compared | Groups compared | Critical Ratio |
| Government School Teachers | Aided School Teachers |
| n | M | σ | n | M | σ |
| Burn out | 189 | 74.49 | 25.99 | 2.11 | 60.13 | 20.10 | 6.21 |

 From Table 12, the critical ratio obtained for government and private school teachers is 6.21 which is greater than 2.58, the tabled value of 't' required for significance at 0.01 level. This shows that there is significant difference between government and aided school teachers in their Burnout.

 The positive value of critical ratio indicates that government school teachers has more Burnout than the aided schools teachers.

4. Interaction effect of Gender and Locale of school on Burnout of primary school teachers

 From Table 9, it can be found that the F-value obtained for the interaction effect of Gender and Locale of school on Burnout of teachers is 0.25 which is less than 3.86, the tabled value of F for (1,392) degrees of freedom at 0.05 level of significance. This implies that the variables Gender and Locale of School have no significant interaction effect on Burnout of teachers even at 0.05 level. That is, the effect of gender on Burnout of teachers is not significantly different for different types of locale of school or the effect of locale of school on Burnout of teachers is not significantly different for different levels of gender.

5. Interaction effect of Gender and Type of School Management on Burnout of primary school teachers

 From Table 9, it can be found that the F-value obtained for the interaction effect of Gender and Type of School Management on Burnout of teachers is 3.69 which is less than 3.86, the tabled value of F for (1,392) degrees of freedom at 0.05 level of significance. This implies that the variables Gender and Type of School Management have no significant interaction effect on Burnout of teachers even at 0.05 level. That means, the effect of one variable on the dependent variable Burnout of teachers is not significantly different for different levels of other variable.

6. Interaction effect of Locale of School and Type of School Management on Burnout of teachers

 From Table 9, it can be found that the F-value obtained for the interaction effect of Locale of School and Type of School Management on Burnout of teachers is 0.22, which is less than 3.86, the tabled value of F for (1,392) degrees of freedom at 0.05 level of significance. This implies that the variables Locale of School and Type of School Management have not significant interaction effect on Burnout of teachers even at 0.05 level. That means, the effect of one variable, on the dependent variable Burnout of teachers is not significantly different for different levels of other variable.

7. Interaction effect of Gender, Locale of School and Type of School Management on Burnout of teacher.

 From Table 9, it can be found that the F-value obtained for the interaction effect of Gender, Locale of School of Type of School Management on Burnout of teachers is 3.59, which is less than 3.86, the tabled value of F for (1,392) degrees of freedom at 0.05 level of significance. This implies that the variables Gender, Locale of School and Type of School Management have no significant interaction effect on Burnout of teachers even at 0.05 level. That is the dependent variable, Burnout do not significantly vary for any of the levels of the three independent variables as the levels in the other two independent variable changes.

**SUMMARY OF FINDINGS**

 The findings of the study are summarised as follows.

1. The extent of Burnout of primary school teachers in the total sample in terms of percentiles found to be:

|  |  |
| --- | --- |
| Percentile | Values |
| P90 | 111.00 |
| P80 | 91.40 |
| P70 | 72.10 |
| P60 | 63.10 |
| P50 | 61.00 |
| P40 | 55.00 |
| P30 | 49.00 |
| P20 | 45.00 |
| P10 | 44.00 |

2. The extent of Burnout of primary school teachers in the subsamples based on Gender in terms of percentiles is found to be:

|  |  |
| --- | --- |
| Percentile | Value |
| Male Teachers | Female Teachers |
| P90 | 79.00 | 78.00 |
| P80 | 68.00 | 69.00 |
| P70 | 64.00 | 64.00 |
| P60 | 62.00 | 61.00 |
| P50 | 59.00 | 58.00 |
| P40 | 57.00 | 56.00 |
| P30 | 55.00 | 52.00 |
| P20 | 50.00 | 49.40 |
| P10 | 46.00 | 46.00 |

3. The extent of Burnout of primary school teachers in the subsamples based on Locale of School in terms of percentiles is found to be:

|  |  |
| --- | --- |
| Percentile | Value |
| Rural Teachers | Urban Teachers |
| P90 | 85.00 | 76.00 |
| P80 | 75.00 | 67.00 |
| P70 | 68.00 | 63.40 |
| P60 | 64.00 | 61.00 |
| P50 | 62.00 | 58.00 |
| P40 | 5800 | 56.00 |
| P30 | 55.00 | 52.00 |
| P20 | 50.00 | 49.00 |
| P10 | 47.00 | 46.00 |

4. The extent of Burnout of primary school teachers in the subsamples based on Type of School Management in terms of percentiles is found to be:

|  |  |
| --- | --- |
| Percentile | Value |
| Government Teachers | Aided Teachers |
| P90 | 74.00 | 80.80 |
| P80 | 68.00 | 69.00 |
| P70 | 64.00 | 64.00 |
| P60 | 62.00 | 61.00 |
| P50 | 59.00 | 58.00 |
| P40 | 57.00 | 56.00 |
| P30 | 5400 | 52.00 |
| P20 | 50.00 | 50.00 |
| P10 | 46.00 | 46.00 |

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5. Gender has significant main effect on Burnout of primary school teachers.

 (F = 7.06, P < 0.01 for (1,392) degrees of freedom)

6. Locale of School has significant main effect on Burnout of primary school teachers.

 (F = 6.31, P < 0.05 for (1,392) degrees of freedom)

7. Type of School Managementhas significant main effect on Burnout of primary school teachers.

 (F = 6.10, P < 0.05 for (1,392) degrees of freedom)

8. The interaction effect of Gender and Locale of School on Burnout of primary school teachers is not significant.

 (F =0.25, P > 0.05 for (1,392) degrees of freedom)

9. The interaction effect of Gender and Type of School Management on Burnout of primary school teachers is not significant.

 (F = 3.69, P > 0.05 for (1,392) degrees of freedom)

10. The interaction effect of Locale of School and Type of Management on Burnout of primary school teachers is not significant.

 (F = 0.22, P > 0.05 for (1,392) degrees of freedom)

11. Gender, Locale of School and Type of School Management has no significant interaction effect on Burnout of primary school teachers.

 (F = 3.59, P > 0.05 for (1,392) degrees of freedom)

**TENABILITY OF HYPOTHESES**

 Based on the findings, the tenability of the hypotheses for the study were reviewed.

 The first hypothesis states that 'the main effect of the variables Gender, Locale of School and Type of School Management on Burnout of the primary school teachers are significant. Findings of the study in this regard are that the independent variables Gender, Locale of School and Type of School Management have significant main effect on Burnout of teachers. Thus the first hypothesis is fully substantiated.

 The second hypothesis states that 'the interaction effect of the variables Gender, Locale of School and Type of School Management on Burnout of primary school teachers are significant. In this study, it was found that the interaction effect of Gender, Locale of school and Type of School Management on Burnout of teachers are not significant. Thus the second hypothesis is not substantiated.

**SUMMARY, CONCLUSION AND SUGGESTIONS**

 This chapter provides a retrospective view of the study, major findings, educational implications and suggestions for further research.

**STUDY IN RETROSPECT**

 The present investigation is entitled as “INTERACTION EFFECT OF GENDER, LOCALE OF SCHOOL AND TYPE OF SCHOOL MANAGEMENT ON BURNOUT OF PRIMARY SCHOOL TEACHERS OF KERALA”

**VARIABLES**

 The dependent variable in the study is Burnout of primary school teachers. The Independent variables are Gender, Locale of School and Type of School Management.

**OBJECTIVES**

 The following the objectives of the study.

1. To find out the extent of Burnout of primary school teachers in the total sample and the relevant subsamples based on
	1. Gender
	2. Locale of School and
	3. Type of School Management
2. To test whether the variables Gender, Locale of School and Type of School Management have significant main effects on Burnout of primary school teachers.
3. To test whether the variables Gender, Locale of School and Type of School Management have significant interaction effects on Burnout of primary school teachers.

**HYPOTHESES**

 The following hypotheses were formulated for the present study.

1. The main effects of Gender, Locale of School and Type of School Management on Burnout of primary school teachers are significant.
2. The interaction effects of Gender, Locale of School and Type of School Management on Burnout of primary school teachers are significant.

**SAMPLE**

 The study was conducted on a sample of 400 primary school teachers belonging to various schools of Kerala drawn under stratified sampling technique by giving due representation to different strata such as gender, locale of the school and type of school management.

**TOOLS**

For the present study the investigator used a tool viz., Teacher Burnout Assessment Scale (2006).

**STATISTICAL TECHNIQUES USED**

 The following statistical techniques were used in the study for analyzing the data.

1. Preliminary Analysis
2. Two – tailed ‘t’ test for mean difference.
3. Percentiles
4. Three way ANOVA with 2x2x2 Factorial Design.

**MAJOR FINDINGS OF THE STUDY**

 The important findings obtained from the study are presented below.

1. The extent of Burnout of primary school teachers in the total sample in terms of percentiles found to be:

|  |  |
| --- | --- |
| Percentile | Values |
| P90 | 111.00 |
| P80 | 91.40 |
| P70 | 72.10 |
| P60 | 63.10 |
| P50 | 61.00 |
| P40 | 55.00 |
| P30 | 49.00 |
| P20 | 45.00 |
| P10 | 44.00 |

2. The extent of Burnout of primary school teachers in the subsamples based on Gender in terms of percentiles is found to be:

|  |  |
| --- | --- |
| Percentile | Value |
| Male Teachers | Female Teachers |
| P90 | 79.00 | 78.00 |
| P80 | 68.00 | 69.00 |
| P70 | 64.00 | 64.00 |
| P60 | 62.00 | 61.00 |
| P50 | 59.00 | 58.00 |
| P40 | 57.00 | 56.00 |
| P30 | 55.00 | 52.00 |
| P20 | 50.00 | 49.40 |
| P10 | 46.00 | 46.00 |

3. The extent of Burnout of primary school teachers in the subsamples based on Locale of School in terms of percentiles is found to be:

|  |  |
| --- | --- |
| Percentile | Value |
| Rural Teachers | Urban Teachers |
| P90 | 85.00 | 76.00 |
| P80 | 75.00 | 67.00 |
| P70 | 68.00 | 63.40 |
| P60 | 64.00 | 61.00 |
| P50 | 62.00 | 58.00 |
| P40 | 5800 | 56.00 |
| P30 | 55.00 | 52.00 |
| P20 | 50.00 | 49.00 |
| P10 | 47.00 | 46.00 |

4. The extent of Burnout of primary school teachers in the subsamples based on Type of School Management in terms of percentiles is found to be:

|  |  |
| --- | --- |
| Percentile | Value |
| Government Teachers | Aided Teachers |
| P90 | 74.00 | 80.80 |
| P80 | 68.00 | 69.00 |
| P70 | 64.00 | 64.00 |
| P60 | 62.00 | 61.00 |
| P50 | 59.00 | 58.00 |
| P40 | 57.00 | 56.00 |
| P30 | 5400 | 52.00 |
| P20 | 50.00 | 50.00 |
| P10 | 46.00 | 46.00 |

.

5. Gender has significant main effect on Burnout of primary school teachers.

 (F = 7.06, P < 0.01 for (1,392) degrees of freedom)

6. Locale of School has significant main effect on Burnout of primary school teachers.

 (F = 6.31, P < 0.05 for (1,392) degrees of freedom)

7. Type of School Managementhas significant main effect on Burnout of primary school teachers.

 (F = 6.10, P < 0.05 for (1,392) degrees of freedom)

8. The interaction effect of Gender and Locale of School on Burnout of primary school teachers is not significant.

 (F =0.25, P > 0.05 for (1,392) degrees of freedom)

9. The interaction effect of Gender and Type of School Management on Burnout of primary school teachers is not significant.

 (F = 3.69, P > 0.05 for (1,392) degrees of freedom)

10. The interaction effect of Locale of School and Type of Management on Burnout of primary school teachers is not significant.

 (F = 0.22, P > 0.05 for (1,392) degrees of freedom)

11. Gender, Locale of School and Type of School Management has no significant interaction effect on Burnout of primary school teachers.

 (F = 3.59, P > 0.05 for (1,392) degrees of freedom)

**CONCLUSION**

 Major findings of the study helped the investigator to conclude as follows.

1. Gender has significant main effect on Burnout of primary school teachers. The follow-up analysis also revealed that the male teachers have more Burnout tendency than female teachers.
2. Locale of School has significant main effect on Burnout of primary school teachers. The follow-up analysis revealed that the rural primary school teachers have more Burnout tendency than urban primary school teachers.
3. Type of School Management has significant main effect on Burnout of primary school teachers. The follow-up analysis revealed that the government primary school teachers have more Burnout tendency than aided primary school teachers.
4. There is no second order interaction effect for the independent variables Gender, Locale of School and type of School Management on Burnout of primary school teachers.
5. There is no third order interaction effect for the independent variables Gender, Locale of School and Type of School Management on Burnout of primary school teachers.

**EDUCATIONAL IMPLICATIONS**

 This study was to test the significance of main and interaction effects of the variable Gender, Locale of School and Type of School Management on Burnout of primary school teachers. The major findings of the study and hence the conclusions drawn helped the investigator to suggest the following .

 The result of the study revealed that the independent variables Gender has influence on the dependent variable Burnout of teachers. The study also found that the male teachers show more burn out tendency than female teachers. It may be due to monotonous teaching & the raised expectations of the male teachers. Since the population of male teachers are lesser than that of female teachers they have to take the major responsibilities in the school besides teaching which increases their work load which inturn creates burnout. The greater amount of social support experienced by female teachers evaporate their negative effects. Female teachers feel relatively more comfortable in their role, as teaching requires more and caring behaviour. Also the females have greater capacity to cope with the interpersonal stresses than men, as in Indian families, they are socialized to be more tolerant and skillful.

 The result of the study revealed that the locale of school has influence on burnout of teachers. The study reveals that rural primary school teachers have more burnout tendency than urban primary school teachers. This may be due to the lack of facilities of primary schools in rural area, the lack of transportation facilities and also the negative attitude of parents and students towards education which causes work overload .

 The result of the study also revealed that the independent variable Type of School Management has influence on Burnout of teachers. The study reveals that government primary school teachers have more burnout tendency than aided school teachers. The government primary school teachers are affected by factors causing burnout like transfer of teachers to schools far from their residences, bad conditions of school which is a threat to teachers and students, large size of classes and also the absence of colleagues which causes disciplinary problems in the school.

 An understanding of burnout is important as it could be a wide spread problem among varied types of professionals. It ma be possible to reduce it given a better understanding and insight into the causes, the process and the outcomes of burnout. The following interventions are needed to reduce the burnout tendency of primary school teachers.

1. An awareness to ward off the burnout tendency may urge up on the administrative authorities to provide proper essential facilities such as proper working conditions, better pay, increments, medical facilities and also opportunities for promotions.
2. The administrative authorities should provide needed teaching aids to the teachers and maintain the proper organizational structure of school.
3. There should be a professional development programme for every teacher.
4. Relationship between groups of teachers, principal, administrators and other staff members should be congenial.

**SUGGESTIONS FOR FURTHER RESEARCH**

 The suggested areas for further research are the following.

1. A comparative study of burnout tendency of teachers working in Government, Aided and Unaided Schools of Kerala.
2. Relationship between burnout tendency of teachers and organizational climate of schools.
3. A comparative study of job burnout and coping mechanisms among primary school teachers.
4. Relationship between burnout tendency and home climate of teachers.

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**SUMMARY**

 Education has immense effect on our political, economic and social development. Through education coupled with social change, we have to prepare for the renaissance of India. The role of the teacher is extremely crucial in the context of education, being the best instrument of change and nation building. The nation in fact places its future in the hands of the teacher who thus has to carry a heavy responsibility. The teacher’s pleasant privilege is to shape the children of the nation into useful citizens of tomorrow. To do this, he is expected to be a good person, competent in his subject, full of enthusiasm and a pace-setter of standards with meaningful human relationship. He should have an aptitude for teaching and must be capable of understanding the child as an individual and also as a point of the group.

 Love of the pupils is the first essential quality of the successful teacher which adds a glow to his personality. A teacher becomes great by the adoration he receives from the students on whose minds he makes an indelible impression. A teacher can never truly teach unless he is continuously learning himself. According to Rabindranath Tagore, “A lamp can never light another lamp unless it continues to burn in its own flame.” A teacher should deal his students with deep sense of moral obligation and treat them with affection.

 The educational structure of any country starts with primary education. A strong foundation for education is to be laid at this stage and the teachers at the primary level have a pivotal role to play. The fruitfulness of our major objective, universalisation of education is mainly depends up on the primary system of education and hence the teachers at this level have to play a great role in this regard. The activities of primary school teachers extend beyond the school teachers as the central figures of the village have to participate in different programmes related with Janmabhumi clean and green, pulse polio census work, elections, family planning, ration cards, adult education activities etc. (International Educator, 2004) .

**NEED AND SIGNIFICANCE OF THE STUDY**

 Education Commission (1964 – 66) appealed for giving to the teachers a respectable place in the society, as their personal qualities, educational qualifications and professional competence determine the success of all educational endeavours. The National Policy on Education (1986) reiterated this position strongly by saying that no people can rise above the level of its teachers. Ramamurti Committee and CABE Committee (1992) both laid emphasis on the training of teachers. The centrality of the teacher’s role in teaching learning context requires that they enjoy high standards of physical and psychological well – being. Students imbibe their self – images on the basis of the perception that teachers communicate to them, as teachers are the sole referents for them in the school system. If the teachers communicate to them negative images, students more than often fail to cultivate and form positive self-images.

 According to Maslach (1982) burnout is the behavioural response of people who experience constant stress from working in occupations that require continual, intensive interactions with people. Those who cannot effectively cope with this work – related stress develop feelings of emotional exhaustion, negative attitudes toward their clients and a sense that they are no longer accomplishing anything worth while in their job.

 There are may adverse consequences for both the individual and his or her organization as a result of teacher burnout. Those experiencing burnout are more likely to have a lower quality of personal life, be absent from work more often, exert less effort in teaching and spend a considerable amount of time looking for a new line of work. In terms of health, the afflicted individual is more inclined to develop substance abuse problems and experience stress related phenomena such as insomnia. Regardless of whether the consequences affect the individual or the organistion, the teacher’s students are the ultimate losers (Dworkin 1987).

 Teachers in contemporary Indian School are confronted with the reality of diverse social groups of educators and pupils, large size of classes and raised expectations leaving for them little scope and time for personal interaction with students and colleagues.

 Multiple causes of burnout ranges from intra – individual to interpersonal and organizational causes such as role conflicts and work load. The work place stress has been found related to a number of deleterious and costly individual problems like headaches, depression etc. and organizational outcomes like burnout.

 Over the years, as social power and money have become important personal and social values and the new professions have emerged, the teaching profession has got devaluated. Teachers do not have the desired social respect, nor do they get adequate financial rewards or support for their work. Teachers who are capable and good are generally respected and appreciated, but instances are not uncommon, when parents and students alike do not give a hoot to the teachers and blame them for any shortcomings observed in children or schools.

 The government and the community both have the responsibility to create conditions of work, which will motivate and inspire teachers to engage in constructive and creative activities. Teachers should be given the freedom to innovate, to devise appropriate activities relevant to the needs, capabilities and concerns of the students.

**STATEMENT OF THE PROBLEM**

The present study is entitled “INTERACTION EFFECT OF GENDER, LOCALE OF SCHOOL AND TYPE OF SCHOOL MANAGEMENT ON BURNOUT OF PRIMARY SCHOOL TEACHERS OF KERALA.”

**DEFINITION OF KEY TERMS**

 To have a clear idea of the problem stated, the operational definitions of the key terms are given below.

 **Interaction Effect**

 The term interaction effect in the study stands for the statistical process to see whether the effect of a variable is different for different levels of other variables as studied by the technique of three – way ANOVA.

**Burnout**

 Burnout is the behavioural response of people who experience constant stress from working in occupations that require continual, intensive interactions with people (Maslach, 1982)

 For the present study, the term Burnout is operationally defined as the tendency of teachers to relieve from the job as a result of emotional exhaustion, depersonalization and reduced personal accomplishment.

**Gender**

 The term Gender in the present study stands for biological sex of the primary school teachers.

**Locale of School**

 For the present study, Locale of School means whether the school is situated in rural or urban area.

**Type of School Management**

 For the present study, Type of School Management stands for government schools and aided schools.

**Primary School Teachers**

 The term in this study specifies the teachers who are teaching at primary standards (I to VII) of the schools of Kerala.

**VARIABLES OF THE STUDY**

 The present includes two types of variables viz., dependent and independent variables.

 The dependent variable is Burnout of Primary School Teachers and the independent variables are Gender, Locale of School and Type of School Management.

**OBJECTIVES**

 The following the objectives of the study.

1. To find out the extent of Burnout of primary school teachers in the total sample and the relevant subsamples based on
	1. Gender
	2. Locale of School and
	3. Type of School Management
2. To test whether the variables Gender, Locale of School and Type of School Management have significant main effects on Burnout of primary school teachers.
3. To test whether the variables Gender, Locale of School and Type of School Management have significant interaction effects on Burnout of primary school teachers.

**HYPOTHESES**

 The following hypotheses were formulated for the present study.

1. The main effects of Gender, Locale of School and Type of School Management on Burnout of primary school teachers are significant.
2. The interaction effects of Gender, Locale of School and Type of School Management on Burnout of primary school teachers are significant.

**METHODOLOGY**

 It deals with the description of the sample used for the study, tool and statistical techniques used.

**Sample**

 The study is proposed to be conducted on a sample of 425 primary school teachers form different schools of Kerala drawn by stratified sampling technique giving due representation to the various strata namely Gender, Locale of School and Type of School Management.

**Tool**

 For measuring the Burnout of teachers, the investigator developed a scale viz., Teacher Burnout Assessment Scale (2006) in collaboration with her supervising teacher.

**Statistical Techniques**

1. Preliminary Analysis
2. Two – tailed ‘t’ test
3. Percentiles
4. Three – way ANOVA with (2x2x2) Factorial Design.

**SCOPE AND LIMITATIONS**

 The present study is intended to study the main and interaction effect of Gender, Locale of School and Type of School Management on Burnout of primary school teachers. It was conducted on a representative sample of 425 primary school teachers drawn from eight districts of Kerala, viz., Kasargod, Kannur, Kozhikode, Malappuram, Thrissur, Palakkad, Kollam and Thiruvananthapuram.

 The sample was selected by stratified sampling technique giving due representation to factors like Gender, Locale of School and Type of School Management. The present study also attempts to construct and standardize a scale on Burnout of primary school teachers. The scale was developed by giving proper weightage to the different components of Burnout of teachers as revealed form the review of related literature.

 Eventhough the investigator tried her best to make the study a perfect one, certain limitations are there.

1. There are mainly three sectors in the educational system viz., Government, Aided and Unaided. In the present study the investigator omitted the unaided sector and the study is conducted only in two sectors, ie, government and aided primary school teachers.
2. In the present study, the investigator measured Burnout from teacher’s perception only and not considered headmaster’s perception.

**MAJOR FINDINGS OF THE STUDY**

 The important findings obtained from the study are presented below.

1. The extent of Burnout of primary school teachers in the total sample in terms of percentiles found to be:

|  |  |
| --- | --- |
| Percentile | Values |
| P90 | 111.00 |
| P80 | 91.40 |
| P70 | 72.10 |
| P60 | 63.10 |
| P50 | 61.00 |
| P40 | 55.00 |
| P30 | 49.00 |
| P20 | 45.00 |
| P10 | 44.00 |

2. The extent of Burnout of primary school teachers in the subsamples based on Gender in terms of percentiles is found to be:

|  |  |
| --- | --- |
| Percentile | Value |
| Male Teachers | Female Teachers |
| P90 | 79.00 | 78.00 |
| P80 | 68.00 | 69.00 |
| P70 | 64.00 | 64.00 |
| P60 | 62.00 | 61.00 |
| P50 | 59.00 | 58.00 |
| P40 | 57.00 | 56.00 |
| P30 | 55.00 | 52.00 |
| P20 | 50.00 | 49.40 |
| P10 | 46.00 | 46.00 |

3. The extent of Burnout of primary school teachers in the subsamples based on Locale of School in terms of percentiles is found to be:

|  |  |
| --- | --- |
| Percentile | Value |
| Rural Teachers | Urban Teachers |
| P90 | 85.00 | 76.00 |
| P80 | 75.00 | 67.00 |
| P70 | 68.00 | 63.40 |
| P60 | 64.00 | 61.00 |
| P50 | 62.00 | 58.00 |
| P40 | 5800 | 56.00 |
| P30 | 55.00 | 52.00 |
| P20 | 50.00 | 49.00 |
| P10 | 47.00 | 46.00 |

4. The extent of Burnout of primary school teachers in the subsamples based on Type of School Management in terms of percentiles is found to be:

|  |  |
| --- | --- |
| Percentile | Value |
| Government Teachers | Aided Teachers |
| P90 | 74.00 | 80.80 |
| P80 | 68.00 | 69.00 |
| P70 | 64.00 | 64.00 |
| P60 | 62.00 | 61.00 |
| P50 | 59.00 | 58.00 |
| P40 | 57.00 | 56.00 |
| P30 | 5400 | 52.00 |
| P20 | 50.00 | 50.00 |
| P10 | 46.00 | 46.00 |

5. Gender has significant main effect on Burnout of primary school teachers.

 (F = 7.06, P < 0.01 for (1,392) degrees of freedom)

6. Locale of School has significant main effect on Burnout of primary school teachers.

 (F = 6.31, P < 0.05 for (1,392) degrees of freedom)

7. Type of School Managementhas significant main effect on Burnout of primary school teachers.

 (F = 6.10, P < 0.05 for (1,392) degrees of freedom)

8. The interaction effect of Gender and Locale of School on Burnout of primary school teachers is not significant.

 (F =0.25, P > 0.05 for (1,392) degrees of freedom)

9. The interaction effect of Gender and Type of School Management on Burnout of primary school teachers is not significant.

 (F = 3.69, P > 0.05 for (1,392) degrees of freedom)

10. The interaction effect of Locale of School and Type of Management on Burnout of primary school teachers is not significant.

 (F = 0.22, P > 0.05 for (1,392) degrees of freedom)

11. Gender, Locale of School and Type of School Management has no significant interaction effect on Burnout of primary school teachers.

 (F = 3.59, P > 0.05 for (1,392) degrees of freedom)

**CONCLUSION**

 Major findings of the study helped the investigator to conclude as follows.

1. Gender has significant main effect on Burnout of primary school teachers. The follow-up analysis also revealed that the male teachers have more Burnout tendency than female teachers.
2. Locale of School has significant main effect on Burnout of primary school teachers. The follow-up analysis revealed that the rural primary school teachers have more Burnout tendency than urban primary school teachers.
3. Type of School Management has significant main effect on Burnout of primary school teachers. The follow-up analysis revealed that the government primary school teachers have more Burnout tendency than aided primary school teachers.
4. There is no second order interaction effect for the independent variables Gender, Locale of School and type of School Management on Burnout of primary school teachers.
5. There is no third order interaction effect for the independent variables Gender, Locale of School and Type of School Management on Burnout of primary school teachers.

**EDUCATIONAL IMPLICATIONS**

 This study was to test the significance of main and interaction effects of the variable Gender, Locale of School and Type of School Management on Burnout of primary school teachers. The major findings of the study and hence the conclusions drawn helped the investigator to suggest the following .

 The result of the study revealed that the independent variables Gender has influence on the dependent variable Burnout of teachers. The study also found that the male teachers show more burn out tendency than female teachers. It may be due to monotonous teaching & the raised expectations of the male teachers. Since the population of male teachers are lesser than that of female teachers they have to take the major responsibilities in the school besides teaching which increases their work load which inturn creates burnout. The greater amount of social support experienced by female teachers evaporate their negative effects. Female teachers feel relatively more comfortable in their role, as teaching requires more and caring behaviour. Also the females have greater capacity to cope with the interpersonal stresses than men, as in Indian families, they are socialized to be more tolerant and skillful.

 The result of the study revealed that the locale of school has influence on burnout of teachers. The study reveals that rural primary school teachers have more burnout tendency than urban primary school teachers. This may be due to the lack of facilities of primary schools in rural area, the lack of transportation facilities and also the negative attitude of parents and students towards education which causes work overload .

 The result of the study also revealed that the independent variable Type of School Management has influence on Burnout of teachers. The study reveals that government primary school teachers have more burnout tendency than aided school teachers. The government primary school teachers are affected by factors causing burnout like transfer of teachers to schools far from their residences, bad conditions of school which is a threat to teachers and students, large size of classes and also the absence of colleagues which causes disciplinary problems in the school.

 An understanding of burnout is important as it could be a wide spread problem among varied types of professionals. It ma be possible to reduce it given a better understanding and insight into the causes, the process and the outcomes of burnout. The following interventions are needed to reduce the burnout tendency of primary school teachers.

1. An awareness to ward off the burnout tendency may urge up on the administrative authorities to provide proper essential facilities such as proper working conditions, better pay, increments, medical facilities and also opportunities for promotions.
2. The administrative authorities should provide needed teaching aids to the teachers and maintain the proper organizational structure of school.
3. There should be a professional development programme for every teacher.
4. Relationship between groups of teachers, principal, administrators and other staff members should be congenial.

**SUGGESTIONS FOR FURTHER RESEARCH**

 The suggested areas for further research are the following.

1. A comparative study of burnout tendency of teachers working in Government, Aided and Unaided Schools of Kerala.
2. Relationship between burnout tendency of teachers and organizational climate of schools.
3. A comparative study of job burnout and coping mechanisms among primary school teachers.
4. Relationship between burnout tendency and home climate of teachers.

**INTERACTION EFFECT OF GENDER, LOCALE OF SCHOOL AND TYPE OF SCHOOL MANAGEMENT ON BURNOUT
OF PRIMARY SCHOOL TEACHERS OF KERALA**

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