Journal of Advances and Scholarly Researches in Allied Education
Vol. 16, Issue No. 6, May-2019, ISSN 2230-7540

Relationship Impact of Personal Stress, Locality and Gender among Senior Secondary School Teachers on Burnout

Susmita Roy[1]* Dr. Vandana Bhatnagar[2]

[1] Research Scholar, Department of Education, Sri Satya Sai University of Technology & Medical Sciences, Sehore, M.P.

[2] Research Guide, Department of Education, Sri Satya Sai University of Technology & Medical Sciences, Sehore, M.P.

Abstract – The aim of present study was to Impact of Personal Stress, Locality and Gender among Senior Secondary School Teachers on Burnout. In this descriptive study, organizational commitment, occupational self-efficacy and personal stress have been treated as independent variables whereas burnout has been treated as dependent variable. The sample of 400 senior secondary school teachers was selected by a multi-stage random sampling technique. Teachers' Burnout Scale (TBS-G M R S) by Gupta and Rani, Organizational Commitment scale by Hyde and Roy (2006), Occupational Self-efficacy Scale by Pethe et al. (1999) and Personal Stress Source Inventory by Singh, Singh and Singh (2011) were used to collect the data. Pearson's coefficients of correlation (r) and stepwise multiple regression were employed as statistical techniques in the present study. It was concluded that the variable personal stress was found to be the strongest predictor of Psychological Well-Being in comparison to organizational commitment and occupational self-efficacy.

Keywords – Burnout, Occupational Self-Efficacy, Organizational Commitment, Personal Stress.

----------X----------

I. INTRODUCTION

Teaching is an extremely demanding career and teachers leave the profession at an unprecedented pace (Hanushek, 2007; Ingersoll, & Smith, 2003). Stress is a teaching truth, depending on how a person reacts, which can be beneficial or harmful. Inability to cope with stress will render the person unable to sustain excitement, care and dedication, initially brought to the job and then the burnout process starts. Studies conducted in India show a low to moderate level of teacher burnout (Mishra, 1997; Sahu & Mishra, 1995). Teachers are the creators of the nation's future citizens and play a great role in meeting children's emotional needs. A teacher should be mentally and psychologically fit and free from all stresses and strains to teach efficiently in the classroom in order to achieve these goals. Good psychological well-being allows the instructor to inspire the students and inspire them. Therefore, teachers should be more efficient, motivated and healthy in all circumstances.

Burnout

"Freudenberger (1974) first introduced the term burnout in the academic scenario, which defined it as "failing, wearing out, or being exhausted by making excess demands on energy, strength or resources." "Burnout is a state of emotional, mental, and physical exhaustion induced by excessive and prolonged stress in general. It happens when one feels exhausted and unable to fulfil continuous demands. This decreases one's performance and saps resources, leaving one feeling increasingly powerless, hopeless, pessimistic and resentful. One can finally feel that he has nothing more to offer. Kahn (1986) described burnout as "a syndrome of inappropriate attitudes towards customers and towards oneself, often associated with uncomfortable physical and emotional symptoms as well as performance deterioration." Burnout can be seen as the endpoint of dealing with chronic stress unsuccessfully. As a metaphor, "burnout points to the candle or fire quenching; if the fire does not receive adequate resources, after a while it will be quenched" (Schaufiel et.al. 2009). "Burnout was defined by Hendrix et al. (2000) as a reaction to chronic stress involving adverse interactions between environmental and personal characteristics."

As Bartlett (2004) noted in an ethnographic review, while modern teacher positions have increased in recent times, their institutional support does not. Teachers are also responsible for reviewing education programmes, training methods and curriculum development (Lieberman and Miller, 1999). All this shows teachers a lot of tension that can result in burnout. There is more importance to how the instructor instructs than what is taught. Obviously, a teacher who is low on morals, high on anger and is distant from the students cannot be successful in the classroom. The key causes of teacher stress were explained by Kyriako (2001): a) students showing lack of interest in school, not completing their assignments, and displaying high instances of poor behavior; b) poor peer relationships; c) heavy workloads put on them; and d) poor institutional ethos.

Organizational Commitment

The notion of organizational engagement has generated great interest over the past two decades. Organizational involvement is defined as "the relative strength of the identification of an individual with and participation in a particular organization and can be characterized by a strong belief in and acceptance of the goals and values of the organization, willingness to make significant efforts on behalf of the organization and a strong desire to maintain organizational membership" (Mowday, Porte, Porte).

In 1982, the most commonly used definition of organizational commitment belongs to Allen and Meyer (1990), “a psychological state that binds the individual to the organization.” In a broader context, interpersonal loyalty is the relational attachment of the individual to the organization. It is the relative intensity of a person's identification with and involvement in an organization. It can be defined as a condition in which an employee identifies with a certain entity and its associates, and wishes to remain a part of the organization. Organizational commitment is an attitude towards the organization that ties the identity of the individual to the organization. Organizational commitment is an attitude towards the organization. It requires three components: (a) confidence in the goals and principles of the organization, (b) readiness to exert effort on behalf of the organization and (c) willingness to stay in the organization (Williams and Hazer, 1986).

Occupational Self-Efficacy

Occupational self-efficacy has been described as the confidence in the ability and competence to succeed in an occupation based on this point of view (Pethe, Chaudhari and Dhar, 1999). Occupational self-efficacy is the degree to which one finds himself capable of performing the duties inherent in a given profession or career pursuit. It is possible to use occupational self-efficacy to determine "self-efficacy over various jobs, organizations, levels, etc." (Schyns & Collani, 2002).Occupational self-efficacy is unique in affecting to a different extent the belief systems of various fields of occupation. As we know, the teacher plays the most important position in the education system. A teacher is accountable for our children's destiny. In order to change and shape the actions of the students in a certain specific direction, he should have certain attributes, talents, competencies, skills. He should have confidence in his skills as well. This would increase his effectiveness in classroom conditions. In reality, teacher effectiveness is the confidence of the teacher in his or her ability to coordinate and implement courses of action needed in a specific context to achieve a particular teaching task effectively.

Personal Stress

Personal stress is what can be induced by the existence of your career, life changes, or personal issues. It emerges from circumstances that influence your interaction with yourself. A important asset in dealing with life stress is a strong and optimistic sense of self. Events or experiences that shake your perception of yourself influence how much you conquer your life's external challenges. In and of itself, frustration with how you see yourself is often a big source of stress. With self-help steps, personal stress is hard to address. You are so similar to the stress-causing issues, they are difficult to see. You are also unaware that the way you see yourself and how you feel about what you see is affected by stress. And you are always so enmeshed in its causes, you feel unable to do something, even when you become conscious of personal stress. The "age of anxiety and stress" is known as the current age (Coleman, 1976).Stress could is clearly characterized as an uncomfortable emotion, which occurs when people worry that they could not cope with unnecessary stresses

II. REVIEW OF WORK

Yu, Wang, Zhai, Dai and Yang (2014) examined the impact of work stress on job burnout, mainly focused on confirmation of the mediator role of self-efficacy. The results revealed that both work stress and self-efficacy were significantly correlated with job burnout. Structural equation modeling indicated that self-efficacy partially mediated work stress to job burnout. The final model also revealed significant paths from work stress to job burnout through self-efficacy.

Afsar, Govil and Gupta (2015) explored the burnout level of secondary school teachers with reference to certain demographic variables like age, gender, marital status and place of living. The study has been conducted on the sample of 300 secondary school teachers of Aligarh district of Uttar Pradesh. The findings of this study revealed

that secondary school teachers had lower level of burnout in all three dimensions of burnout i.e. emotional exhaustion, depersonalization and personal accomplishment. It was also found that secondary school teachers did not differ significantly on their level of burnout according to age, gender and marital status but they significantly differed according to their place of living.

Maryam and Samavi (2016) investigated the relationship between psychological empowerment & organizational commitment with job burnout among Education Department Staff Members. The results showed that there was a significant inverse relationship between psychological empowerment and organizational commitment with job burnout. Psychological empowerment variable was a stronger anticipate or for job burnout than other variables. There was a significant inverse relationship between psychological empowerment components and job burnout. Also, there was a significant inverse relationship between components of organizational commitment and job burnout.

Adam, Susan and Jacqueline (2017) studied educator burnout and compassion fatigue. The current study hypothesized that this professional development would positively influence educators' knowledge, skills and awareness regarding burnout, compassion fatigue and self-care; furthermore, it was anticipateed there would be a positive correlation between burnout and compassion fatigue. Results indicated that a significant positive relationship was found between compassion fatigue and burnout in which emotional exhaustion and depersonalization were associated, but no inverse relationship was found between compassion fatigue scores and personal accomplishment scores.

Gopal & Jagadeesh D H (2018). This study describes the degree of interaction between emotional intelligence and burnout among teacher educators employed at Mysore University and Bangalore University. For the current research, a total of 400 educators working in urban and rural areas have been chosen. The Emotional Intelligence test (Mangal & Mangal, 2012) and Burn out Inventory (Misra, 2012) were administered in one environment. Via Pearson's product moment correlation and stepwise multiple regression, the data analysis was performed. Results showed that depersonalization, emotional fatigue, friction, task avoidance and total burnout scores were significantly and negatively linked to the intrapersonal awareness portion of EI. Significant and adverse associations between interpersonal perception and depersonalization, emotional fatigue, avoidance of assignments, negligence and overall burnout scores have been observed. Intrapersonal control of EI was strongly and negatively linked to depersonalization, emotional fatigue, task avoidance, and overall burnout ratings. Depersonalization, mental fatigue, friction, job avoidance, distancing, neglecting and total burnout scores were strongly and negatively related to total emotional intelligence scores. Finally, multiple regression analysis showed that only 2 areas better predicted burnout out of 4 areas of emotional intelligence; they are Intrapersonal Awareness and Interpersonal Awareness and 6.5 percent predicted to a degree.

Objectives of the Study

1. To study the impact of (a) personal stress, (b) locality and (c) gender among secondary school teachers on burnout.

2. To find out the relationship impact of (a) personal stress & locality; (b) locality & gender; and (c) personal stress & gender; among secondary school teachers on burnout

3. To determine the relationship impact of personal stress, locality and gender among secondary school teachers on burnout

Hypothesis of the study

H01: There exists no significant impact of (a) personal stress, (b) locality and (c) gender among senior secondary school teachers on burnout.

H02: There exists no significant relationship impact of (a) personal stress & locality; (b) locality & gender; and (c) personal stress & gender; among senior secondary school teachers on burnout.

H03: There exists no significant relationship impact of personal stress, locality and gender among senior secondary school teachers on burnout.

III. RESEARCH METHODOLOGY

Research Design

This study adopted a survey research design in order to explore the anticipation of Psychological Well-Being based on Organizational Commitment, Occupational Self-Efficacy and Personal Stress among Senior Secondary School Teachers.

Sample

The multi-stage random sampling methodology was used in the present study to pick a group of 400 secondary school teachers for the aim population on. Kolkata. Thus, the final survey for the current analysis was 400 senior secondary school teachers.

Variables Used in the Study

► **Dependent Variables**

Burnout

► **Independent Variables**

Organizational Commitment

Occupational Self-efficacy

Personal Stress

Locality

Gender

Tools Used in the Study

Keeping in view the requirement of the present study, the tools mentioned below were found to be appropriate and used for the collection of data.

1) Teachers' Burnout Scale (TBS-G M R S) by Gupta and Rani.

2) Organizational Commitment Scale (OCS) by Hyde and Roy (2006).

3) Occupational Self-Efficacy Scale (OSES) by Pethe, Chaudhari and Dhar (1999).

4) Personal Stress Source Inventory (PSSI) by Singh, Singh and Singh (2011).

Procedure for Data Collection

In essence, data collection is an essential component of the testing method in order to classify the inferences, theories or generalisations tentatively retained as true, checked as accurate or dismissed as untenable. Initially, all 400 Senior Secondary school teachers taught in CBSE-affiliated private schools chosen for the present study were asked to fill in the columns of the investigator's personal data sheet. The investigator contacted and explained the purpose of the inquiry to the teachers after receiving permission and agreement from the principals and demanded their assistance in this study work. All the instruments were administered to the subjects one by one after forming relationships with the teachers. The directions given in each instrument have been explained in a stated manner to the subjects. It was stressed that, because there was no right and wrong response, each and every item had to be replied. So, their frank opinion should be offered by the party. Although the survey did not have a time limit, the respondents were recommended to finish the test within an hour. The next step after the administration of instruments was the scoring of the response sheets. The scoring of the answer sheets was performed strictly in accordance with the instructions given in the manual in question.

Statistical Techniques Used

In order to make it interesting and test the significance of the scores, mathematical methods are used on the raw scores. Raw ratings don't have their own significance and importance without the use of mathematical techniques. Three-Way Analysis of Variance (ANOVA) with 2× 2× 2 Factorial Architecture was computed using SPSS version 20 in order to research the key and interaction influence of organizational engagement, occupational self-efficacy, personal stress, locality and gender on burnout and psychological well-being among Senior Secondary school teachers. Wherever substantial F-value is observed, t-test was applied for further analysis. The Leven's Test of Homogeneity was used to test the concept of homogeneity of variance before applying Variance Analysis (ANOVA). Multiple regressions was used on the basis of independent variables, i.e. workplace engagement, professional self-efficacy and personal stress, to model the dependent variables, i.e. burnout.

IV. MDATA ANALYSIS

This section explores the effect of personal stress [High & Low], locality [Rural & Urban] and gender [Male & Female] among senior secondary school teachers on burnout.

► Leven's Test of Homogeneity of Variance

In order to study the effect of personal stress [High & Low], locality [Rural & Urban] and gender [Male & Female] on burnout among senior secondary school teachers, the investigator considered it essential to test the assumption of homogeneity of variance at first as Three Way (2×2×2) ANOVA is quite sensitive to heterogeneity of variance.

This was tested by Leven's Test of Homogeneity of Variance.

Variable	F	df1	df2	p-value
Burnout	1.490	7	206	0.172

It is observed that FLevene =1.490 with degree of freedom 7 and 206 (p-value=0.172) which does not fall in the critical region, therefore the investigator retains the null hypothesis H0 (no difference) for the assumption of homogeneity of variance and conclude that there is no significant difference between the eight group's variances ($\sigma^2A= \sigma^2B= \sigma^2C= \sigma^2D= \sigma^2E= \sigma^2F= \sigma^2G= \sigma^2H$). Therefore, it is reasonable to believe that the variances of eight

groups are homogeneous i.e. the groups are assumed to have equal variances.

► ANOVA with 2×2×2 Factorial Design based on Personal Stress, Locality and Gender among Senior Secondary School Teachers on Burnout

To study the main and interaction effects of personal stress, locality and gender among teachers on burnout, data were subjected to analysis of variance (ANOVA) of a (2×2×2) factorial study with a randomized group design. In this section, the first independent variable i.e. personal stress coded as (C) was categorized as High (C1) and Low (C2). The second independent variable i.e. locality coded as (D) was divided into two categorizes – Rural (D1) and Urban (D2). Similarly, the third independent variable i.e. Gender coded as (E) was categorized as Male (E1) and Female (E2). The means and SD's of different sub samples have been given in the Table-(i). The summary of ANOVA (2×2×2) has been further presented in the in table (ii) which is analyzed in terms of main and interaction effect of independent variables i.e. personal stress, Locality and gender among senior secondary school teachers on burnout

Table - (i)

Means and SDs of Sub Samples of 2×2×2 Design based on Personal stress [C], Locality [D] and Gender [E] among Senior Secondary School Teachers on Burnout

Personal stress [C]	Locality [D]	Male [E1]	Female [E2]
High Personal Stress [C1]	Rural [D1]	Mean= 82.70 S.D.= 25.61 N= 37	Mean= 72.95 S.D.= 25.82 N = 24
	Urban [D2]	Mean= 87.40 S.D.= 26.68 N= 15	Mean= 43.23 S.D.= 21.72 N= 39
Low Personal Stress [C2]	Rural [D1]	Mean= 84.45 S.D.= 31.78 N= 31	Mean= 95.52 S.D.= 27.24 N= 21
	Urban [D2]	Mean= 71.90 S.D.= 23.82 N= 20	Mean= 78.81 S.D.= 29.84 N= 27

Table (ii)

Summary of Three Way ANOVA (2x2x2 Factorial Design) based on Personal Stress, Locality and Gender among Teachers on Burnout

Sources of Variance	Df	Sum of Squares (SS)	Mean Sum of Squares (MSS)	F-ratios
Main effects				
C (Personal stress)	1	6011.367	6011.367	8.485**
D (Locality)	1	8988.592	8988.592	12.687**
E (Gender)	1	3936.135	3936.135	5.556*
Double Interaction Effect				
C x D Interaction	1	54.574	54.574	0.077 (NS)
D x E Interaction	1	4539.552	4539.552	6.408*
C x E Interaction	1	15765.334	15765.334	22.253**
Total	213			

*** Significant at 0.01 level * Significant at 0.05 level NS= Not Significant*

► Main effect of Personal stress (C), Locality (D) and Gender (E) among Senior Secondary School Teachers Personal Stress (C) on Burnout

From the Table-4.3(ii), it is seen that F- ratio (8.485) for the main effect of personal stress among senior secondary school teachers on burnout is significant at 0.05 level leading to the conclusion that personal stress has a significant effect among teachers on burnout.

Therefore, the null hypothesis H_{01} (a), 'There exists no significant effect of personal stress among senior secondary school teachers on burnout is not retained. From the comparison of mean scores it was revealed that teachers having high personal stress (67.89) possessed lower level of burnout as compared to teachers having low personal stress (82.72).

Locality (D)

From the Table-4.3(ii), it is seen that F- ratio (12.687) for the main effects of locality on burnout among senior secondary school teachers is significant at 0.01 level leading to the inference that locality have significant effect on burnout among teachers. Therefore, the null hypothesis H_{01} (b), 'There exists no significant effect of locality among senior secondary school teachers on burnout is not retained. It can be concluded form the mean scores that teachers belonging to rural areas (8.49) experienced high level of burnout than teachers belonging to urban areas (64.98).

Gender (E)

Further, it is clear from the table-4.3(ii) that F- ratio (5.556) for the main effects of gender on burnout among senior secondary school teachers is significant at 0.05 level which shows that gender have a significant effect on burnout among teachers. Therefore, the null hypothesis H_{01} (c), 'There exists no significant effect of gender on burnout among senior secondary school teachers' is not retained. In terms of mean scores it can be observed that male teachers (81.81) had higher level of burnout than female teachers (68.20).

► Double Interaction effect of Personal Stress, Locality and Gender on Burnout among Senior Secondary School Teachers

Personal Stress x Locality (C×D)

As evident from table-4.3(iii) that F-ratio between personal stress and locality (C×D) is (0.077) which is not found significant at 0.05 level leading to the conclusion that personal stress and locality (C×D) do not interact with each other. Therefore, the null hypothesis H_{02} (a), 'There exists no significant interaction effect of personal stress and locality on

burnout among senior secondary school teachers' is retained.

Locality × Gender (D×E)

The table-(iii) further concludes that F-ratio between locality and gender (D×E) is (6.408) which is found at 0.05 level which leads to the inference that locality and gender (D×E) interact with each other. Therefore, the null hypothesis H_{02} (b), 'There exists no significant interaction effect of locality and gender on burnout among senior secondary school teachers' is not retained. Further t-test was subjected to find out the significance difference between mean scores of burnout for different groups. The results have been shown in the table (iii).

Table-(iii): 't' values for Mean Scores of Burnout among Teachers for Different groups of Locality x Gender (D x E)

Groups	N		Means		SDs		t-values
D1E1vs D2E1	68	35	83.50	78.54	28.38	25.90	0.892 (NS)
D1E2 vs D2E2	45	66	83.48	57.78	28.55	30.70	4.51**
D1E1 vs D2E2	68	66	83.50	57.78	28.38	30.70	5.03**
D1E2 vs D2E1	45	35	83.48	78.54	28.55	25.90	0.809 (NS)
D1E1 vs D1E2	68	45	83.50	83.48	28.38	28.55	0.003(NS)
D2E1 vs D2E2	35	66	78.54	57.78	25.90	30.70	3.59**

*** Significant at 0.01 level * Significant at 0.05 level NS = Not Significant*

D1 - Rural Teachers E1- Male Teachers
D2 – Urban Teachers E2 –Female Teachers

Table-(iii) discloses that 't'-value (0.892) for rural male teachers (D1E1) and urban male teachers (D2E1) is not found significant at 0.05 level leading to the conclusion that teachers of these two groups do not differ significantly with respect to burnout. The t- value (4.51) vide Table-4.3(iii) for rural female teachers (D1E2) and urban female teachers (D2E2) is found significant at 0.01 level. In the context of mean scores, it can be inferred that level of burnout among rural female teachers (83.48) is higher than urban female teachers (57.78). Similarly, t-value (5.03) for rural male teachers (D1E1) and urban female teachers (D2E2) is found significant at 0.01 level. From the comparison of mean scores, it can be concluded that rural male teachers (83.50) have higher level of burnout than urban female teachers (57.78). An examination of Table-(iii) shows that t-values (0.809, 0.003) for rural female teachers (D1E2) and urban male teachers (D2E1); and rural male teachers (D1E1) and rural female teachers (D1E2) respectively are not found at 0.05 level leading to the inference that teachers of these groups do not differ significantly with respect to burnout. Finally, t-value (3.59) for urban male teachers (D2E1) and urban female (D2E2) is found significant at 0.01 level leading to the conclusion that urban male and urban female teachers differ significantly with each other. In terms of mean scores, it can be inferred that urban male teachers (78.54) have higher level of burnout as compared to urban female teachers (57.78).

Personal Stress and Gender (C×E)

The table (ii) further concludes that F-ratio between personal stress and gender (C×E) is (22.253) which is found significant at 0.01 level which leads to the inference that personal stress and gender (C×E) interact with each other. Therefore, the null hypothesis H_{02} (c), 'There exists no significant interaction effect of personal stress and gender on burnout among senior secondary school teachers' is rejected. Further t-test was employed to find out the significance difference between mean scores of burnout for different groups. The results have been shown in the table (iv).

Table-(iv) 't' values for Mean Scores of Personal stress x Gender (C × E) among Teachers for Different groups on Burnout

Groups	N		Means		SDs		t-values
C1E1vs C2E1	52	51	84.05	79.52	25.74	29.33	0.832 (NS)
C1E2 vs C2E2	63	48	54.55	86.12	27.35	29.64	5.75**
C1E1 vs C2E2	52	48	84.05	86.12	25.74	29.64	0.371(NS)
C1E2 vs C2E1	63	51	54.55	79.52	27.35	29.33	4.65**
C1E1 vs C1E2	52	63	84.05	54.55	25.74	27.35	5.94**
C2E1 vs C2E2	51	48	79.52	86.12	29.33	29.64	1.11 (NS)

*** Significant at 0.01 level * Significant at 0.05 level NS = Not Significant*

C1 – High Personal Stress E1 – Male Teachers
C2 – Low Personal Stress E2 –Female Teachers

Table-(iv) discloses that 't'-value (0.832) for male teachers with high personal stress (C1E1) and male teachers with low personal stress (C2E1) is not found significant at 0.05 level leading to the conclusion that teachers of these two groups do not differ significantly with respect to burnout. As evident from Table-4.3 (iv) that t-value (5.75) for female teachers with high personal stress (C1E2) and female teachers with low personal stress (C2E2) is found significant at 0.01 level. In the context of mean scores, it can be inferred that female teachers with low personal stress (86.12) have higher level of burnout as compared to female teachers with high personal stress (C1E2). The t-value (0.371) vide Table-(iv) for male teachers with high personal stress (C1E1) and female teachers with low personal stress (C2E2) is not found significant at 0.05 level which indicates that the teachers of these two groups do not differ significantly. An examination of Table-(iv) shows that t-value (4.65) for female teachers with high personal stress (C1E2) and male teachers with low personal stress (C2E1) is found significant at 0.01 level. From the comparison of mean scores, it can be observed that female teachers with high personal stress (54.55) have lower level of burnout than male teachers with low personal stress (79.52). Similarly, t-value (5.94) from the Table-(iv) for male teachers with high personal stress (C1E1) and female teachers with high personal stress (C1E2) is found significant at 0.01 level. From comparison of mean scores, it can be concluded

that male teachers with high personal stress (84.05) have higher level of burnout as compare to female teachers with high personal stress (54.55). It is also evident from the Table-4.3(iv) that t-value (1.11) for male teachers with low personal stress (C2E1) and female teachers with low personal stress (C2E2) is not found significant at 0.05 level leading to the conclusion that these two groups do not differ significantly with respect to burnout.

V. FINDINGS

A. Main effects of Personal Stress, Locality and Gender on Burnout among senior secondary School Teachers

- A significant effect of personal stress was found on burnout among senior secondary school teachers. From the comparison of mean scores it was revealed that teachers having high personal stress possessed low level of burnout as compared to teachers having low personal stress. Locality had no significant effect on burnout among senior secondary school teachers.

It was concluded form the mean scores that teachers belonging to rural areas experienced high level of burnout than teachers belonging to urban areas.

- It was found that the gender had a significant effect on burnout among senior secondary school teachers. In terms of mean scores it was reported that male teachers had high level of burnout than female teachers.

B. Double Interaction effects of Personal Stress, Locality and Gender on Burnout among senior secondary School Teachers

Personal Stress x Locality

No significant interaction effect was found between personal stress and locality on burnout among senior secondary school teachers.

Locality × Gender

There was found a significant interaction effectof locality and gender (D×E) on burnout among senior secondary school teachers. The results of t-test further revealed that:

- Rural male teachers and urban male teachers did not differ significantly with respect to burnout.
- It was found that the level of burnout among rural female teachers was higher than urban female teachers.
- A significant difference was found between rural male teachers and urban female teachers. It can be concluded that rural male teachers had high level of burnout than urban female teachers.
- It was revealed that rural female teachers and urban male teachers did not differ significantly with respect to their level of burnout.
- No significant difference was found between rural male teachers and rural female teachers with respect to burnout.
- It was revealed that urban male teachers had higher level of burnout as compared to urban female teachers.

Personal Stress × Gender

A significant interaction effect of personal stress and gender was found on burnout among senior secondary school teachers. The following conclusions were drawn further using t-test:

- Male teachers with high personal stress and male teachers with low personal stress did not differ significantly with respect to burnout.
- It was inferred that female teachers with low personal stress had higher level of burnout as compared to female teachers with high personal stress.
- No significant difference was found between male teachers with high personal stress and female teachers with low personal stress.
- Female teachers with high personal stress had low level of burnout than male teachers with low personal stress.
- It was found that male teachers with high personal stress had higher level of burnout as compare to female teachers with high personal stress.
- No significant difference was found between male teachers with low personal stress and female teachers with low personal stress with respect to burnout.

VI. CONCLUSION

The main effects of personal stress, locality and gender on burnout among senior secondary school teachers were analyzed. The results of the report showed that Personal stress and ethnicity had a major effect, while teacher burnout was not substantially effected by locality. The double

association effects of personal stress & gender; locality and gender; on teacher burnout were found to be significant, leading to the conclusion that in relation to teacher burnout, these variables interfere significantly with each other. It was found to be negligible when examining the double interaction effect of personal stress & locality on burnout among teachers. The study also concluded that all factors, including personal stress, position and gender, had a major triple interaction effect on burnout among secretary school students.

VII. REFERENCES

1. **Yu, X., Wang, P., Zhai, X., Dai, H. and Yang, Q. (2014).** The effect of work stress on job burnout among teachers: The mediating role of self-efficacy. *Social Indicators Research: An International and Interdisciplinary Journal for Quality of-Life Measurement, 122*(3), retrieved from: https://www.researchgate.net/publication/271795079\

2. **Afsar, F., Govil, P. and Gupta, S. (2015).** Burnout among secondary school teachers with reference to certain demographic variables. *European Academic Research,2*(11), pp. 14338-14349.

3. **Maryam, P. and Samavi, S.A. (2016).** Examining the relationship between psychological empowerment and organizational commitment with job burnout among education department staff. *Journal of Changde Teachers University-Natural Science Edition,* pp. 150-157.

4. **Adam, K., Susan, R. and Jacqueline, S. (2017).** Educator burnout and compassion fatigue: A pilot study. *Canadian Journal of School Psychology,* pp. 1–20. Retrived from journals.sagepub.com/doi/pdf/10.1177/0829573516685017.

5. **Gopal & Jagadeesh D H (2018).** Relationship between Emotional Intelligence and Burnout among Teacher Educators. *International Journal of Indian Psychology, Vol. 6*, (1), DIP: 18.01.010/20180601, DOI: 10.25215/0601.010

Corresponding Author

Susmita Roy*

Research Scholar, Department of Education, Sri Satya Sai University of Technology & Medical Sciences, Sehore, M.P.