

**SOURCES OF MATHEMATICS TEACHER'S BURNOUT  
IN SECONDARY SCHOOL**

**A**

**THESIS**

**BY**

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## LETTER OF CERTIFICATE

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.....

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## ABSTRACT

This study is about the sources of Mathematics teacher's burnout. It aimed to identify the present situation of teacher burn out in Kaski district and to explore the cause of teachers burnout. This study is based on mixed research design. The population for the study was considered to be all the Mathematics teachers who have been teaching Mathematics in public schools of Kaski district at secondary level. Forty teacher were selected as a sample from Thirty schools purposively selected schools of Kaski District. Questionnaire were the main tools of data collection. Questionnaire the was based on MBI scale and Burn out inventory consisted the responses on six point likert scale. Data were collected through the direct consultation, interview and class observation of the sampled teachers. The collected data were organized, analyzed and interpreted by using both qualitative and quantitative means. Item analysis, frequency percentage and weighted mean were used to analyzed and interpreted the data. The study came up the findings that most of the teachers in Kaski district are in the phase of being burn out Kaski district most of the teacher in Kaski district are in the phase of moderate level of burn out on emotional exhaustion, high level of burn out on depersonalization and high level of burn out on personal Accomplishment. The main causes of burn out were school environment, lack of supervision, lack of organization philosophy / mission un healthy alienation disruptive students class room behaviors and proper incentives provides to the teachers at present.

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## ABBREVIATIONS

CERID	:	Research Centre for Education Innovation and Development
SLC	:	School Leaving Certificate
MBI	:	Maslach Burnout Inventory
WLS	:	Weighted Least Square Method
ASTP	:	Attitude Scale Toward Teaching Profession
RTC	:	Regiorial Tanning Central
CDBS	:	Copy with Disruptive Behaviours Scale
PDBS	:	Perceived Disruptive Behaviours Scale
SEM	:	Structural Education Modeling
T.U.	:	Tribhuvan University

# Chapter I

## INTRODUCTION

### Background of the Study

Burnout happens due to the various reasons. It may happen when the circumstances of our life no longer work for us, when we are no longer able to cope with the stress of our situation, we struggle on, missing or ignoring all the warning sign, working harder and harder, getting less and less done, until our physical and emotional system begin to fail and constantly striving to get control or return to normal yet feel overwhelmed at task.

Freudenberger (1974:159), insists on simple dictionary terms to define the phenomenon of burnout which he then describes as “to fail, wear out, or become exhausted by making excessive demands on energy, strength, or resources”. He explains that the definition of burn-out “from the dictionary is exactly what happens to himself and his staff when they burnout for whatever reason and the institution which they operate becomes, for all intents and purposes, no longer functional. Many researchers (Pines & Aronson 1988; Maslach 1993; Schaufeli & Enzmann 1998; Schaufeli & Buunk 2003; Ever, Tomic & Brouwers 2004) state that probably the most frequently cited definition of burnout comes from Maslach and Jackson (1981). The latter define burnout as “a syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that can occur among individuals who do „people work “of some kind” (Maslach & Jackson 1986:1). Via this definition, burnout is conceptualized as a three-dimensional phenomenon consisting of exhaustion, depersonalization, and the inability to acquire a sense accomplishment. Exhaustion, both physical and emotional, has been identified as the most salient reaction to stress resulting from excessive job demands. Subsequently, individuals suffering from such a phenomenon will begin to feel cynical. When such feelings develop, they start to assume a

cold, distant, depersonalized attitude towards their work, and even relinquish their ideals.

These feelings of ineffectiveness or sense of a lack of accomplishment are then accompanied by a growing sense of inadequacy. They lose confidence in their ability to make a difference professionally (Friedman 2000).

Burnout is a simple metaphor that we may compare with person watching a fire slowly burning down or perhaps a candle burning out. When the fire or the candle goes the essence is used out. It is no longer useful for its intended purpose. The metaphor is widely used to the people who are working with human service profession like teaching. There is no doubt in saying that teaching mathematics is a stressful activity and stress is a main source of burnout.

Mathematics and mathematical concepts itself are difficult to be understood for most of students of school level and university level. So most of students could not perform better in mathematics. This leads poor achievement of students in mathematics and related subjects. Thus parents and students are not satisfied with job performed by mathematics teacher and blaming him for failure in mathematics. They don't ever look behind the student's mental capacities, school and home environment. This slowly makes mathematics teacher frustrated towards mathematics and teaching profession. As the result, mathematics teacher in Nepal lacked their professionalism in teaching, educators view that teacher's absenteeism as a common problem in Nepalese school. Similarly, many believe that teachers neither have the faith not liking for teacher training provided by the government agencies.

Nepal is a poor country but still its investment on education is not less than other developing countries. While SLC results comes out people think government have done nothing for developing education sector because more than half of students in public school could not get success on so called iron get SLC just because of mathematics though government had provided lots of training for teacher. Parents want to have quality of

education but no one has satisfied with the delivery and out come from mathematics teacher in public school. Students need to go tuition center and coaching classes from the early session of tenth grade.

All of the above mentioned issues indicated that mathematics teachers in Nepal were less motivated in their teaching profession. Their lacking of motivation and commitment towards their job is a major challenge for improvement. Most of poor students' performances in mathematics in above mentioned cases were directly related with mathematics and is the problem of burnout among the teachers that demotivated them from their teaching in classroom. So in this proposed thesis researcher is trying to investigate the symptoms, cause and effects of mathematics teacher's burnout in school in order to provide significant guidelines to prevent school from its evils.

### **Statement of the Problem**

Mathematics teachers burnout is one of the considerable problems in secondary school and lack of being motivated towards teaching profession may lack the quality of teaching a quality of teaching is directly related with student's performance and achievement level. In short, poor quality of teaching may lead poor quality of achievement among pupils. Thus, this study would address the following research questions:

- ) What is the present situation of burnout of mathematics teachers of secondary level in kaski district?
- ) What are the causes of burnout of mathematics teacher at secondary level?

### **Significant of the Study**

Teaching is recognized as helping profession but looking at the nature of the profession as teachers are used to be they are the role player. Two basic sets of role are played by teachers, one is considered with instruction and evaluation activities and other with maintaining control and generally creating condition for learning to take place.

But the question is that are all of mathematics teachers really performing these jobs by heart? Their absenteeism from school, lacking of professionalism, unwillingness to stay in teaching, less caring attitudes towards their pupils, all had reflected their poor quality of teaching. So this study would help to identify the symptoms of their burnout, its causes and effects on students learning mathematics. More importantly this study would provide priceless guidelines for school administrators and policy makers to formulate effective policies and strategies that would be helpful to control burnout of mathematics teachers which obviously enhance their teaching. This would directly leave measurable influence in student's performance in mathematics.

Furthermore, though there were several studies in Nepal on mathematics teacher's attitude in their professional, their status and performance but none of them have got an eye on their burnout. So, this study would be a new experiment in mathematics research field and would be a guideline for new comer researcher working on this subject. Thus the significance of this study is presented in following manner:

1. This research would help to know about the teacher burnout and its effect in classroom teaching. And according to understanding it may lead the teacher for effective teaching.
2. The research would help researcher and policy maker to make inclusive policy of education and effective regulation in professional teaching.
3. It would help those researcher who are going to conduct research related to this topic.

### **Objective of the Study**

This study was proceeded to investigate the cause of burnout of mathematics teachers in secondary level of public school in kaski district. So, this study was undertaken following objectives:

- ) To explore the present condition of mathematics teacher's burnout.
- ) To find the causes of burnout of mathematics teacher.

### **Delimitation of the Study**

This study was limited to the following facts:

- ) The study was conducted only in public school of Kaski district.
- ) This study included only the mathematics teachers of secondary level of public school in kaski district.
- ) This study has been limited in finding the causes of burnout of mathematics teacher's.

### **Operational Definition of Related term -**

**Burnout:** Physical and mental collapse/over heating of electrical device

**Teacher burnout :** Teacher Burnout as the emotional depletion of any desire to teach coupled with mental pressure and stress and also physical pain and loss of physical energy.

**MBI :** Maslach Burnout inventory was used to measure the burnout of Teacher 22 item scale involves 3 subscale of emotional exhaustion, personal accomplishment and Depersonalization. Items of MBI were scored on 7-point frequency rating scale ranging from 0 "never" to 6 "daily".

**WLS:** Weighted least square method with data from polychromic correlation and a symptotic covariance matrices was used in Analysis.

**ASTTP :** Attitude scale towards teaching profession. It involve of likert's types item with six possible alternatives as strongly disagree, Disagree, Moderate Disagree and strongly Agree, Moderate agree and Agree.

Secondary School Teacher: Mathematic teacher who teach class Nine and Ten of public school.

## **Chapter II**

### **REVIEW OF RELATED LITERATURE**

Review of literature is one of the most important parts of any research because it helps researcher to have in-depth knowledge about his subject matter. Especially review of literature provides brief account about previously done research study on related field so it helps researcher to find the gap between these researches. Additionally review of literature guidelines about what type of research methodology and tools and procedure would suitable for my research.

In this chapter the empirical and theoretical framework are discussed as follows:

#### **Empirical Literature**

Dorman (2000), an Australian professor conducted a survey typed research titled "Testing a Model for Teacher Burnout" in 2000. The aims of the study were to validate scales to assess possible predictors of teacher burnout and Maslach Burnout Inventory scales and investigate whether the postulated model of relationships among the above predictors and Maslach Burnout Inventory Scales. THE sample employed in this study consisted of 246 teachers who teach in private (i.e. non-government) schools in Queensland. A test battery consisting of several instruments was administered to each respondents. All instruments had been employed in previous research in the United States but it was considered mandatory that the psychometric properties of each scale be reported. The MBI was used to assess three facets of burnout emotional exhaustion, depersonalization and personal accomplishment. To investigate relationships among the above variables, structural equation modeling (SEM) using LISREL 8 was conducted. A weighted least square (WLS) method with data from polychoric correlation and asymptotic covariance matrices was used in the analyses. The WLS method was preferred because item data had five response categories, and polychoric

correlation rather than Pearson product-moment correlations were computed. In these circumstance, Joreskog and Sorbom (1993) have argued that WLS is the appropriate method of analysis. A hypothesized model of burnout was tested in a LISREL analysis with post hoc modifications indicating that role overload, work pressure, classroom environment and self-esteem were predictors of emotional exhaustion. Depersonalization was significantly related to emotional exhaustion, role conflict, self-esteem and school environment. Teaching efficacy, self-esteem and depersonalization were predictors of personal accomplishment.

Evers et al. (2004), did a research entitled "Burnout Among Teachers." The aim of this study was to explore students' and teachers' perceptions of teacher burnout in relation to the occurrence of disruptive student classroom behaviour and the teachers' competence to cope with this kind of behaviour. This is also a survey typed research study in which using random sampling consisting of 25 percent of the classes i.e. 17 out of 69 at a Regional Training Center (RTC) in the southern part of the Netherlands were selected and asked all 73 teachers of the same RTC to participate in our study. Three burnout dimensions of the MBI the CDBS and the PDBS were used. First, the study shows that the Maslach Burnout Inventory, the coping with disruptive behaviour scale and the perceived disruptive behaviour scale could be adapted to students to report perceived burnout symptoms among their teachers, the occurrence of perceived disruptive student behaviour and the student's perception of their teachers' competence to cope with disruptive student behaviour. Second, student's perceptions do not differ according to their age. Third, it is found that there was a significant difference between the perceptions of male and female students in respect of emotional exhaustion and depersonalization, but not in respect of personal accomplishment. Fourth, according to the students' perceptions, a considerable percentage of variance in each of the three burnout dimensions was explained by teachers competence to cope with student disruptive behaviour and perceived disruptive student behaviour. Finally, with respect to the

teachers' self-reports, it appeared that teachers' and students' reports differed significantly with respect to depersonalization, personal accomplishment and the competence to cope with disruptive student behaviour.

Demirel et al. (2005), did a research titled "Burnout among High School Teachers in Turkey." The purpose of the study was to examine the burnout in a sample of Turkish high school teachers and to test the hypothesis that Turkish teachers suffer from burnout more than the teachers in the developed countries. This is a survey typed research. All of the high schools in the city Centrum of Sivas, Turkey were contacted for this study. Turkish version of the Maslach Burnout Inventory was used to analyze the result of the study. Six hundred and ten questionnaires were distributed to the teachers, and 520 questionnaires were returned. The 48 questionnaires were excluded in the final analysis, because of including inconclusive and/or incomplete data. There was no statistically significant difference between the scores of sub-samples according (emotional exhaustion and depersonalization) to the gender ( $p > 0.05$ ). There was an insignificant negative correlation ( $p = 0.08$ ) between the depersonalization and personal accomplishment in the group of female teachers. Drinking, smoking and marital status had no effect on burnout in this study sample ( $p > 0.05$ ). Less experienced Turkish teachers reported higher scores on depersonalization ( $p = 0.01$ ). Turkish teachers suffer from burnout less than that of the teachers in many developed countries.

A study published in journal Anxiety, Stress and Coping surveyed 188 German school teachers who had been teaching for an average 20 years. The questionnaires were designed to assess personality traits like professionalism. They also measured teacher's level of burnout and their reaction to colleague, students and parents. The study showed that although perfectionism is often linked with job stress, teacher with perfectionist tendencies were not more likely to have burnout. But teacher who felt pressure to be perfect or experience

criticism for being imperfect were more likely to have burnout. Notably the highest pressure to be perfect came from parents then administrators or students.

Mathematics teacher's burnout is an issue that can have extremely detrimental effects on both teacher and students. Researchers have shown number of causative factors for teacher's burnout. Kyriacou (2009), concluded anxiety and frustration, impaired and ruptured interpersonal relationship at work and home as main source for stress in teacher (Cited in Wood et al., 2002). A study on stress in American school in 1987 found that 10-20% of teachers suffered from psychological distress with 9% teachers suffering from severe type of psychological distress (Howard and Johnson, 2006). According to Haward and Johnson (2006), the causes of teacher's burnout can be attributed to poor teacher-students relationship, time pressure, role conflict, poor working condition, lack of decision making power, collegiate relationship, personal inadequacy and extra pressure.

Akkus (2010), did a research entitled "Teachers' Burnout Levels and Their Attitudes toward Teaching Profession in 2010." The purpose of this study is to find teachers' attitudes towards teaching professions and to identify their burnout level. Besides it was aimed to find out the relationship between the burnout level of the teachers and their attitudes towards teaching professions. It is a survey research to aim to collect data from one group to describe some characteristics of the group. For this study, data were collected form 604 teachers who currently teach in the same district in Turkey. There were 214 primary school teachers, 42 mathematics teachers, 46 fine arts teachers, 81 social science teachers, 18 pre-school teachers, 90 language teachers, 59 vocational courses teachers and 54 science teachers. 308 teachers in this sample were male and 296 were female. Two instruments were administered to the teachers; Maslach Burnout Inventory (MBI) and Attitude Scale towards Teaching Profession (ASTTP). Maslach Burnout Inventory (MBI) was used to measure the burnout of the teachers (Maslach and Pines, 1984). This 22-item scale involves three sub-scales of

emotional exhaustion with nine items, depersonalization with five items, and personal accomplishment with eight items. This instrument determines burnout syndrome in terms of (a) high levels of emotional exhaustion, (b) high levels of depersonalization, and (c) low levels of personal accomplishment. In order to determine teachers' attitudes towards teaching profession, attitude scale towards teaching profession developed by Askar and Erden (1986), was used.

It involves of 10 Likert type items with five possible alternatives as: strongly disagree, disagree, uncertain, agree and strongly agree. Cronbach alpha reliability coefficient of the scale was reported. The results revealed that the teachers in this study group have low level of burnout and their attitude towards teaching profession was found high. A significant correlation was found between burnout level and attitudes of the teachers.

## **Theoretical Literature**

There are lots of theoretical perspectives describing teacher's burnout from different point of view which is described below:

### **An Existential Perspective**

The existentialists believe that the research for meaning is central drive of modern people. Frankl (1962), argued that starving to find the meaning in one's life is the primary motivational force in man. When people try to find out the meaning in life through their work and they feel they have failed the results is burnout. The people who were starving to find existential significance in work a failure work to be devastating, which resulted in a primary cause of burnout. Many believe that burnout as a response of stress, it is a lack of meaning from suffering and loss of moral purpose. For example burnout is not a problem for nurse and doctors because stress they experience at work were perceived as meaningful sacrifice.

## **Psychological Perspective**

It is intersection to note that working in same school and same environment, some suffers from burnout and some not. Why there is such individual difference and why do not all the teacher became the victim of burnout, Freudenberg and Rechlson (1908), said burnout is the high cost for high achievement desire. People when they enter in the job market they have full of good intention, idealistically, hopefully and somewhat they are naïve to the profession. When they think things were not happening as it was hoped before they look it their failure and burnout. In the same sense, Maslach viewed burnout as a loss of idealism and enthusiasm from the work (Wood, 2002).

## **Sociological Perspective**

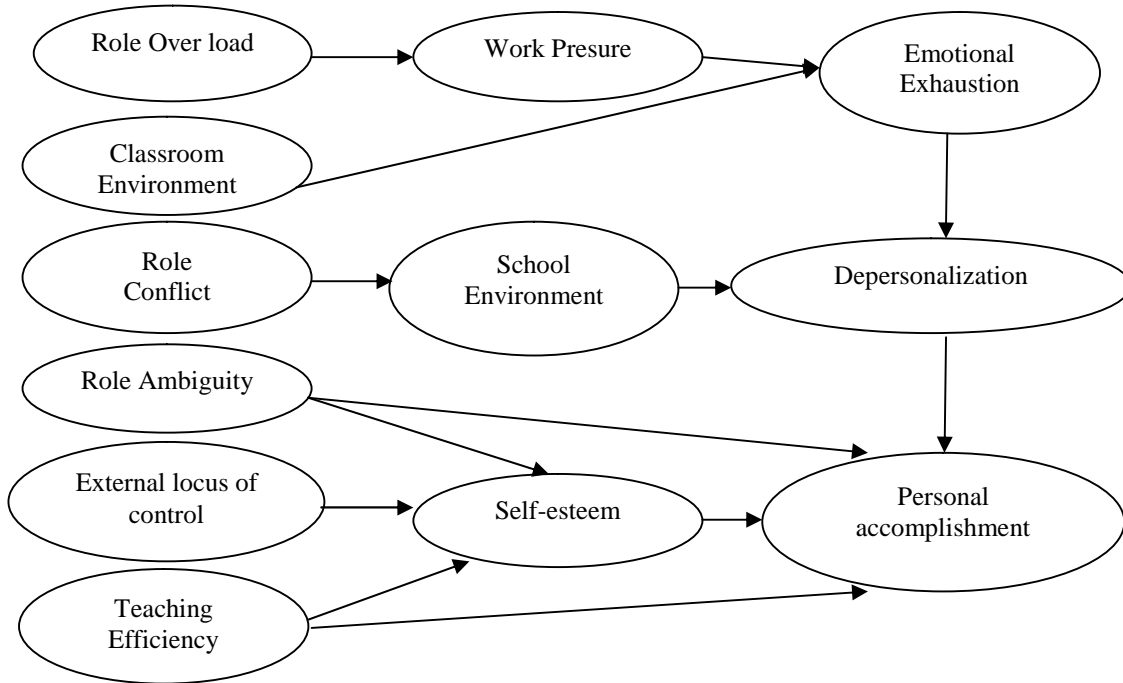
Researcher who views burnout from sociological perspective believes that burnout teacher does not see meaning of their work. It is considered as alienation, loss of meaning of work. More generally alienation is a general experience that can occurs in people who have never expected from their work except a payback. If teachers do not feel accommodate to the expectation that are put to teacher and role that assigned this may lead teachers to burnout. The global changing attitude of values towards public life, industrialization, urbanization has created on present value system. In such condition teacher were expected to install values and nurture the development of students to become independent learner. This makes teacher's role vague, confused and ambiguous when teachers feel unable to negotiate with role expecting within social setting.

## **Conceptual Understanding**

As shown in figure 1, both organizational and personality variables predict burnout. It is noteworthy that this model was based on Byrne's (1994), research that has related a host of variables with the three scales of the Maslach Burnout Inventory (Dorman, 2003). The figure postulated by Byrnnne (1994) in his structural model presents the sociological perspective of

teachers burnout. The theory clearly states that organizational, personal and work content variables are the part of overall burnout which are very often sociological notions.

**Figure No. 1**  
**Variable to Predict Burnout**



The above figure presents the variables that are used to predict teachers burnout variables related to emotional exhaustion includes role overload, work pressure and classroom environment. Similarly variables related to depersonalization include role conflict and school environment. Next, the variables related to personal accomplishment includes role ambiguity, external locus of control, teaching efficiency and self esteem.

The researcher would try to find the cause of burnout and the level of burnout with the help of above conceptual understanding. This model was developed by Byrne in (1994), and used by Dorman in his research.

After studying overall literature, no inclusive result was found convening the cause of burnout of secondary level mathematics teacher in the area of curriculum and textbook, classroom management and educational administration in all over Nepal. So, the researcher

took research problem on the title “cause of burnout of mathematics teacher of secondary level in Kaski district”.

# **Chapter III**

## **METHODS AND PROCEDURES**

Research methodology presents the logistics of the study because it determines how the research becomes complete. The study is concerned with the study of cause of secondary mathematics teacher burnout Kaski district. This chapter describes research design, population and sample of study, instrument, data collection procedure and data analysis procedure.

### **Research Design**

This study on teacher burnout consists of a mixed-method approach: qualitative and quantitative. A mixed-methods approach best supports this study on teacher burnout, as each research method offers enormous benefits to data collection and data analysis. Each method was examined individually to provide a detailed description of how mixed methods benefit this study on teacher burnout.

Since the objectives of this research is to find out the causes of burnout of mathematics teacher's burnout through their experience and perception towards teaching profession. To generate the data in detail researcher adopted quantitative research design followed by the survey paradigm.

### **Population**

All the secondary mathematics teachers of the Kaski district were the population of the study. There were 220 mathematics teachers in the secondary level at Kaski districts.

### **Sampling**

There were 220 secondary mathematics teacher at Kaski district. Among them only 40 teachers were selected. While selecting them the researcher followed purposive sampling procedure it is because there might be the teachers out of burnout as well. So to adjust them,

the researcher used purposive sampling procedure. Similarly for the interview only six teachers were selected by using purposive sampling procedures. The rationale behind the selection of teachers from only 30 schools is that those schools had low level achievement in S.L.C examination. The researcher supposed the low level achievement of those schools might be due to burnout on those teachers. So, he selected only 40 teachers from 30 schools out of 220 teachers. The purpose of selection was to find out the cause of burnout of mathematics teacher of Kaski district. Thus the teacher who had maximum burnout score were selected for interview.

## **Instrument**

There were several ways of gathering data. The following instrument were used to collect data in this study.

- ) Questionnaire
- ) Class room observation form
- ) Interview schedule

## **Questionnaire**

The questionnaire was the major tools to find the out Mathematics teachers burnout of teacher of the secondary level. In this research two set of already established questionnaire were constructed. First set were constructed to identify the teachers facing the burnout problem or not. This questionnaire was constructed on the basis of MBI (Maslach Burnout Inventory). Similarly, to identify the causes for the mathematics teacher's burnout another questionnaire was constructed on the basis of Byrne's Model of Teacher's Burnout. The set of both questionnaire are mentioned in Appendix A and Appendix B. Those questionnaire are included the component of burnout as emotional exhaustion, depersonalization, personal achievement respectively.

## **Class Room Observation Form**

A more direct way of gathering information is to observed events as they occur. Observation is thus the process of recognizing and noticing people, object and occurrences rather than asking information. Direct observation has advantage of putting researcher into first hand contact with reality. The research based on observation involves observing and recording behavior of subjects. There are various method of collecting observational data. In this study, the researcher used structured observation form for collecting the data because it produces highly reliable result. For class room observation form was related to different problems faced by the secondary school math teacher in mathematics such as teaching learning activities, teaching method, conclusion of lessons and class room management.

The class room observation form included twelve different indicators that show the teachers attitude and appearance indifferent form of classroom intervention. Observation form is mentioned in Appendix-C.

## **Interview schedule**

Interview is another effective and popular technique of collecting primary data. it is well established, practicable and reliable method of data collection. According to Kerlinger (1986), “the interview is face to face interpersonal role situation in which one person, the interviewer, ask a person being interviewed, the respondent, question designed to obtain answers pertinent to the purpose the research problem”. In this study, the researcher used semi-structured interview because these tend to be factually oriented, aimed at specific information and relatively brief. It is also suitable to get accurate and complete information from all respondents.

After collecting questionnaire and class observation form, the researcher selected the teacher for interview. Only six teachers were selected for interview and the semi structured questions were asked to them with help of interview schedules that was developed by researcher. The main area of interview of teacher was to clarify cause of burnout in teaching learning activities. Details of interview schedule is mentioned in appendix-D

## **Data collection Procedure**

For data collection, the researcher visited each sample school along with questionnaire, class observation form and interview schedule. After explaining purpose of visit, the researcher, in his presence, requested secondary level mathematics teacher of school to fill up questionnaire honestly. The researcher explained and clarified any confusion that arose in understanding the statement.

The researcher observed the class of teacher and observation were noted with the help of observation form and interviews with teacher by using of interview schedule.

## **Scoring Procedure**

For the analysis of the items, weight age of 0, 1, 2, 3, 4, 5, 6 was assigned to statements in MBI scale 'never', a few times a year or less', 'once a month or less', a few times a month', 'once a week', 'a few times a week' and 'every day' respectively. Mean weightage was calculated. The total Mean score in topics emotional exhaustion, depersonalization, personal accomplished were 27 (high level of burnout), 12 (moderate), 33(moderate) respectively. Details calculation are presented in appendix-A

For the burnout inventory analysis of items SA, MA, A, MD, D, SD, weightage of 1, 2, 3, 4, 5, 6, were assigned respectively. For negative statements opposing general view points were scored in the reverse order. Mean weightage was calculated and was 2.794 which is below 3 that mean a high potential for burnout. Details calculation are presented in appendix-B

## **Data Analysis Procedure**

To analyze the collected data, questionnaire were analyzed into two steps. Firstly, to identify the teacher facing burnout the MBI scale were used and to identify the cause of the mathematics teacher's burnout different socio-psychological perspectives on the basis of Byrne's were used.

Mean weightage was used to identify the teacher facing burnout and similarly for identify the cause of the burnout.

$$\text{Mean weightage} = \frac{\sum f_i x_i}{\sum f_i}$$

For MBI scale the total mean score in topics emotional exhaustion, depersonalization, personal accomplished were (30 or over) high, (12 or over) high, (0 to 33) high, respectively. For analysis of burnout inventory if the calculate mean weight is three or less than three for favorable question is high level of burn out. Similarly also if the calculate mean weight is three or less than three for unfavorable question high level of burn out.

The collected data through questionnaire, classroom observation form and interview schedule were analyzed and interpreted for quantitative data statistical means like frequency. Percentage and average mean weight age, were used similarly for qualitative data i.e. obtained through class room observation form and structured interview were descriptively qualitative analyzed and interpreted establishing several related themes. It means items analysis was done for descriptive data. Thus the researcher followed mixed research design/triangulation methodologies approach in this study.

## **Chapter IV**

### **ANALYSIS OF THE DATA AND INTERPRETATION OF RESULTS**

The data were collected from forty Secondary Mathematics teachers of Kaski district. The collected data were tabulated and analyzed according to the objectives of the study. The obtained data (Appendix A and B) were statistically analyzed and interpreted by using mean weight and MBI scale. These data were calculated item wise and on the 3 subscale of (MBI) Emotional exhaustion, personal accomplishment and depersonalization and work context supervision and organization valuable factors. The collected data were analyzed under the following heading corresponding to the objectives of the study. The analysis has been made under the following main headings.

- ) Analysis of the teacher burn out from the questionnaire
- ) Analysis of the information obtained from the classroom observation form.
- ) Analysis on information obtained from interview schedule.

#### **Analysis of the scores obtained from the questionnaire**

As mentioned in the method of the study, the questionnaire was the main tool for collection of data. Questions were consisted of two parts. Firstly teacher burnout on emotional exhaustion, personal accomplishment and depersonalization and the secondly teacher burnout factors work context organization factors and supervision.

Teacher's burnout were analyzed and interpreted in term of Teacher burnout on emotional exhaustion, Teacher burnout on personal accomplishment, Teacher burnout on depersonalization, Teacher burnout on Job content factor, Teacher burnout on supervision, Teacher burnout of organization factor.

## The Present Conditional of Teachers Burnout at Kaski District

In order to find out the present condition of teachers burnout at Kaski district questions were asked to the selected 40 Secondary level mathematics teacher on MBI Sale items based upon the emotional exhaustion, personal accomplishment and depersonalization related items which are analyzed and interpreted in following sub-sections.

### Teacher Burnout on Emotional Exhaustion

All together eight items were administered to the selected teachers to find out the emotional aspects of teachers burnout for finding the present condition of teacher burnout in the following table.

**Table 1**

**Teacher Burnout on Emotional Exhaustion**

S.N.	Item	Responses																		Mean		
		Rarely						Sometimes						Always								
		Never		A few times per year		Once a Month		Total		A few times per month		Once a week		Total		A few times per week		Everyday			Total	
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17		18	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
1.	I feel emotional drain from my work	4	10	3	7.5	4	10	11	27.5	6	15	9	22.5	15	37.5	9	22.5	5	12.5	14	35	3.5
2.	Working with student all day is really as train on me	3	7.5	2	5	7	17.5	12	30	9	22.5	7	17.5	16	40	6	15	6	15	12	30	3.425
3.	I feel like my work is breaking	2	5	6	15	2	5	10	25	11	27.5	10	25	21	52.5	5	12.5	4	10	9	22.5	3.35
4.	I feel frusted by my job	4	10	3	7.5	5	12.5	12	30	8	20	6	15	14	35	9	22.5	5	12.5	14	35	3.4
5.	I feel I work to hard at my job	2	5	5	12.5	6	15	13	32.5	7	17.5	6	15	13	32.5	3	7.5	6	15	9	22.5	2.825
6.	It stases me to much work in direct contact with student and teacher	0	0	3	7.5	5	12.5	8	20	10	25	7	17.5	17	42.5	8	20	7	17.5	15	37.5	3.825
7.	I feel I am at the end of my rope	3	7.5	2	5	4	10	9	22.5	8	20	9	22.5	17	42.5	6	15	8	20	14	35	3.7
8.	I feel tried when I get up in the morning and face another day at work	4	10	4	10	5	12.5	13	32.5	5	12.5	12	30	17	42.5	4	10	6	15	10	25	3.325
Total Mean																				27.72		

Legend: No. = Item Serial Number, N = Number of Responses, % = Responses in Percentage.

The first item in the above table was asked to find out whether teachers felt. burnout from their work. Out of total respondents, 37.5% of them sometimes felt emotional drain in their work, 35% of them always felt such drain and 27.5% of them rarely felt emotional drain from their work. Next item was related to the working with student all day. 40% of the

respondents were viewed that they sometimes felt really drain when they work with students all day, In contrast, 30% of them rarely felt drain such situation and the equal percentage of than always felt drain working with student, all day. The third item of the table was used to identify whether they felt their work was breaking them down. While responding it, more than half of the respondent, i.e 52.5% sometimes felt breaking down, 37.5% of them always felt, such and 20% of them rarely felt like breaking down their work. The item fourth of the table was related to the teachers frustration in their job. 35% of the respondents opened that they always got frustrated in their job and equal number of them opined that they sometimes got frustrated. On the other hand 30% of them were found rarely frustrated by their job. Another item was used to ask whether they felt their work as hard at their job or not. Based on the responses of them, it is found that 37.5% of them sometimes felt their work hard, 22.5% of them always felt that and 37.5% of the rarely felt their work as hard to their job.

The next item used in the table above was related to the stress of the work caused by the direct contact with the teachers and students. Only 20% of them rarely viewed that they got much stressed in direct contact with student and teacher where as 42.5% of them sometimes got stressed and 37.5% of them always got much stressed on while working indirect contact with students and teachers. Similarly, another item was related to where they felt as they were at the end of their rope. Only 22.5% respondents rarely felt-that, in contrast, 42.5% of them sometimes felt and 35% of the respondents always felt that they were at the end of their rope. The final item of emotional exhaustion was used to ask whether they felt tired when they got up in the morning. While responding on it, large number of respondents, i.e, 42.5% viewed that they felt tired sometimes, 25% of them always felt tired and 32.5% of them rarely felt tiredness when they got up in the morning. The total mean weight age 27.72% indicates that emotionally they were in moderate level of burnout.

## Teacher Burnout on Depersonalization

Six different items were incorporated under this aspect to the respondents during the period of data collection in order to find out the present condition of mathematics teachers' burnout. The responses of the teachers are presented in the table below.

**Table -2**  
**Teacher Burnout on Depersonalization**

S.N	Item	Responses																				
		Rarely						Sometimes						Always								
		Never		A few times a year		Once a month		Total		A few times per month		once a week		Total		a few times per week		Every day		Total		Mean
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
		0		1		2				3		4				5		6				
1.	I Feel I look after certain student impersonally as if they all objects	3	7.5	4	10	12	30	19	47.5	10	25	0	0	10	25	5	12.5	5	12.5	10	25	2.825
2.	I have impression that my student make the responsible for some of their problem	0	0	7	17.5	6	15	13	32.5	7	17.5	5	12.5	12	30	8	20	7	17.5	15	37.5	3.55
3.	I am at the end of my student and end of my work	4	10	8	20	5	12.5	17	42.5	10	25	7	17.5	17	42.5	2	5	4	10	6	15	2.975
4.	I don't rerally care about what 6happen to some of my student	8	20	7	17.5	8	20	23	57.5	5	12.5	6	15	11	27.5	3	7.5	3	7.5	6	15	2.375
5.	I have become more insensitive to people sine I have been working	3	15	4	10	7	17.5	17	42.5	5	12.5	4	10	9	22.5	8	20	4	10	12	30	2.825
6.	I am afraid that this job making me ucasuy		7.5	6	15	11	27.5	20	50	4	10	8	20	12	30	3	7.5	5	12.5	8	20	2.925
																						Total Mean: 16.67

Legend: No. = Item Serial Number, N = Number of Responses, % = Responses in Percentage.

The first item in the table above was related to whether the teacher felt to look after certain student impersonally as if they all object them. As the responses of them, 47.5% rarely agreed on it while 25% of them agreed it sometimes and only 12.5% of them always agreed on it. Second item of the table was used to ask the impression that their students made them responsible for some of their own problem. Iron the table, it becomes clear that 37.5% of them always lad on impression form the students and 30% of them sometimes had such impression while 32.5% of them rarely had an impression that their student made them responsible on their some problems. The third item of personal accomplishment was about whether they were at the end of their work and their students. As responded by them 42.5% of the reachers viewed it rarely and equal number of them viewed it sometimes. In contrast, only 15% of them always agreed that they were at the end of their work and their student.

Another item included in the table was asked to find out whether they really cared about what actually happened to their students. Based on their responses, it is found that 57.5%, which is the highest number, of them rarely care on what happened to the students, 27.5% of them cared sometimes and 15% of them cared always to what happened to their students. While responding on item no 5 of this category, 42.5% agreed, 22.5 agreed it sometimes and 30 % of them always agreed it. The item was whether they had become more incentive to people since they had been working there. The last item of this category was included in order to find out whether they afraid that the job made them un caring or not. Half number of the respondents rarely agreed that they afraid being uncaring. In contrast, 30% of them agreed it sometimes and 20% of them always agreed that they afraid being uncaring from the job. The total mean weight age 16.67 shows that they were in high risk of burned out. It is because above 13, is taken as high in MBI scale.

### Teacher Burnout on Personal Accomplishment

In order to identify the Personal Accomplishment factors of teacher burn out in relation to their present state of burnout, the selected mathematics teachers were also administered eight different items. The questions and the responses of respondents on it is presented in the table below:

**Table -3**  
**Teacher's Burnout on Personal Accomplishment**

S.N	Statement	Responses																				
		Rarely						Sometimes						Always								
		Never		A few times year		Once a month		Total		A few times per month		once a week		Total		a few times per week		Every day		Total		Mean
		0	1	2				3	4			5	6									
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
1.	I deal very effectively with the problem of student	0	0	3	7.5	5	12.5	8	20	6	15	7	17.5	13	32.5	11	27.5	8	20	19	47.5	4.05
2.	I feel burnout from my work	2	5	3	7.5	3	7.5	8	20	11	27.5	6	15	17	42.5	8	20	7	17.5	15	37.5	3.7
3.	I feel very energetic	0	0	4	10	9	22.5	13	32.5	7	17.5	4	10	11	27.5	6	15	9	22.5	15	37.5	3.57
4.	I feel positively influencing other student through my work	1	2.5	4	10	8	20	13	32.5	6	15	10	25	16	40	5	12.5	6	15	11	27.5	3.475
5.	I am easily create a relaxed atmosphere with my students	3	7.5	4	10	6	15	13	32.5	6	15	7	17.5	13	32.5	4	10	10	25	14	35	3.55
6.	I feel exhilarated after working closely with my	0	0	0	0	3	7.5	3	7.5	10	25	12	30	22	55	13	32.5	2	5	15	37.5	4.025

	students.																						
7.	I have accomplished many worth wide thing in this job.	2	5	5	12.5	7	17.5	14	35	7	17.5	6	15	13	32.5	8	20	5	12.5	13	32.5	3.35	
8.	In my work I deal with emotional problem very clamly.	0	0	2	5	5	12.5	7	17.5	8	20	9	22.5	17	42.5	9	22.5	6	15	15	37.5	3.825	
																							Grand Total Mean: 29.545

Legend: No. = Item Serial Number, N = Number of Responses, % = Responses in Percentage.

The above table includes eight different items related to the depersonalization aspects of teacher burnout. The first item in the table above was asked whether they dealt very effectively with the problem of student. The large number of respondents, i.e. 47.5% agreed that they always dealt with the students problems. In contrast, 32.5% of them agreed that they sometimes dealt with such and 20% of their agreed that they rarely dealt with students problems. The second item was about their feeling of burning-out from their job. Out of the total respondents, 42.5% of them viewed that they sometimes felt burn out, 37.5% of them responded that they always felt burnout and 20% of them were fund to be rarely felt being burn out from their work. Similarly, the next item was used to identify whether they felt very energetic or not. From the analysis, it is found that 37.5% respondents always felt energetic, 27.5% of them sometimes felt very energetic and 32.5% of them rarely felt very energetic in their work.

The item four of this part was related to the positive influence of other students through the were of teacher. As it is given in the table, 40% to the respondents opined that they sometimes felt positively influencing other students through their work. In contrast 32.5% of them responded that they rarely felt such and 27.5% of them always felt that they positively influence other student through their work. Another item incorporated in the table was related to whether they easily created a relaxed at mops here with their students. 35% of the total respondents viewed that they always created relaxed atmosphere easily while equal number of respondent i.e. 32.5% viewed that they rarely and sometimes created relaxed atmosphere easily with their students. The sixth item of this category was used to identify so

as they felt exhilarated after working closely with their students. Only 7.5% of them rarely agreed it while 37.5% always agreed the item. On the other hand, large number of respondents 55% viewed that they sometimes felt exhilarated after working closely with students. The seventh item was used to ask whether they had accomplished many worthwhile thing in their job. 35% of the total respondents ticked on rarely, 32.5% of them ticked on sometimes and the equal number of respondents ticked on always. It sows that many teacher had rarely accomplished many worth unie thing in their job.

The final item of the table was related to teachers dealing with emotional problems in their work. On this item, 42.5% of the respondents viewed that they sometimes dealt with emotional problems very calmly. Where as, 37.5 of them were found to be dealt it always calmly and only 17.5% of the total respondents rarely dealt with such problems. The total mean weight age 29.5% of the total respondents rarely dealt with such problems. The total mean weight age 29.545 shows that they were also in high level of burnout in Personal Accomplishment aspects.

### **Factors of Teacher's burn out**

In order to find out the cause of Mathematics teachers burnout at Kaski district. The questionnaire were asked base upon work context factor organization factors and alienation factors.

The responses from the Mathematics teachers regarding the work context factors of teacher burnout are analyzed and interpreted under this section.

**Table No.: 4**

**Work Context Factors of Teacher Burn Out**

S.N.	Statement	Responses for favourable statement																		Mean
		Agree						Moderate						Disagree						
		S. A		A.		Total		M. A		M.D		Total		D.		S. D		Total		
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
1.	My pay is inadequate for the work I do	4	10	16	40	20	50	20	50	0	0	20	50	0	0	0	0	0	0	2.4
2.	I feel indifferent about my work	10	25	11	27	21	52.5	8	20	3	7.5	11	27.5	5	12.5	3	7.5	8	20	2.775
3.	Since there is no future in my current position I will probably seek another position	8	20	12	30	20	50	7	17.5	6	15	13	32.5	5	12.5	1	2.5	6	17.5	2.70
4.	I can't make up my mind about whether the goal or my job is important to me.	8	20	12	30	20	50	12	30	0	0	12	30	4	10	4	10	8	20	2.8
5.	My work has little as no influence on the like as work of other	7	17.5	9	22.5	16	40	8	20	8	20	16	40	3	7.5	5	12.5	8	20	3.2
6.	I have more work than I can easily handle effectively	11	27.5	8	20	19	47.5	9	22.5	8	20	17	42.5	0	0	4	10	4	10	2.75
7.	I am leaving my job as soon as possible	11	27.5	13	32.5	22	55	5	12.5	5	12.5	10	25	0	0	6	15	6	15	2.7
8.	I feel inadequately compensated for my work	2	5	12	30	14	35	10	25	8	20	18	45	0	0	8	20	8	20	3.4
9.	I have no power and authority to accomplished my objects as goal in my current position	15	37.5	12	30	27	67.5	5	12.5	6	15	11	27.5	2	5	0	0	2	5	2.2
10.	I future is limited in my current position	12	30	11	27.5	23	57.5	13	32.5	0	0	13	32.5	2	5	1	2.5	3	7.5	2.225
11.	I frequently feel that work doesnot make any different to any one	4	10	15	37.5	19	47.5	10	25	0	0	10	25	5	12.5	6	15	11	27.5	3.125
12.	The activities and task of my work bring me only moderate enjoyment are satisfaction.	0	0	19	47.5	19	47.5	8	20	13	32.5	21	52.5	0	0	0	0	0	0	2.85
13.	I don't have enough work to do.	3	7.5	3	7.5	6	15	16	40	4	10	20	50	8	20	7	17.5	15	37.5	3.875
14.	I don't want to associated with my colleague at work.	4	10	13	32.5	17	42.5	4	10	8	20	12	30	6	15	5	12.5	11	27.5	3.35
15.	The lack of "inns drive" and Motivation to do my work effectively	4	10	9	22.5	13	32.5	7	17.5	4	10	11	27.5	3	7.5	13	32.5	16	40	3.8
16.	I can't make of my mind about whether I should leave my Job.	8	20	14	35	22	55	6	15	3	7.5	9	22.5	3	7.5	4	10	7	17.5	2.625
17.	I have insufficient power and authority to accomplish my goal in my current position.	15	37.5	1	2.5	16	40	13	32.5	5	12.5	18	45	3	7.5	3	7.5	6	15	2.725
18.	I future is good in my current position.	9	22.5	11	27.5	20	50	10	25	4	10	14	35	3	7.5		7.5	6	15	2.8
19.	The goal of my work are not important to me.	5	12.5	8	20	13	32.5	5	12.5	9	22.5	14	35	7	17.5		15	13	32.5	3.575
20.	Even when the opportunity I have little association with my colleague at work.	4	10	23	57.5	27	67.5	8	20	3	7.5	11	27.5	1	2.5		2.5	2	5	2.425
21.	My work is past of process with no identities beginning and end	8	20	9	22.5	17	42.5	8	20	11	27.5	19	47.5	4	10	0	0	4	10	2.95
22.	My work is boring	8	20	11	27.5	19	47.5	10	25	4	10	14	35	4	10	3	7.5	7	17.5	2.85

**Table No. 5**

**Work Context Factors of Teacher Burn Out**

S.N.	Statement	Responses for Unfavourable Statement																		Mean
		Agree						Moderate						Disagree						
		S. A		A.		Total		M. A		M.D		Total		D.		S. D		Total		
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
23.	I have many chances for extra activity and interesting thing in work	0	0	1	2.5	1	2.5	4	10	18	45	22	55	9	22.5	8	20	17	42.5	25.
24.	My work is visible outcomes and I feel how influences student and the organization.	4	10	10	25	14	35	0	0	10	25	10	25	6	15	10	25	16	40	3.15
25.	I have enough power and Authority to accomplish my objectives	2	5	3	7.5	5	12.5	5	12.5	7	17.5	12	30	13	32.5	10	25	23	57.5	2.6
26.	I have freedom scheduling at work.	3	7.5	4	10	7	17.5	7	17.5	6	15	13	32.5	14	35	4	10	18	45	2.9
27.	My work has clear beginning and ending	4	10	6	15	10	25	8	20	4	10	12	30	12	30	4	10	16	40	3.15
28.	My work is interesting																			
29.	I feel high level of self Motivation to do my work	4	10	7	17.5	11	27.5	7	17.5	5	12.5	12	30	12	30	8	20	20	50	3.35
30.	The goal of my object is very important to me.	10	25	11	27.5	21	52.5	8	20	7	17.5	15	37.5	4	10	0	0	4	10	4.4
31.	I control how my class work is perfected	12	30	14	35	26	65	7	17.5	5	12.5	12	30	2	5	0	0	2	5	4.72

32.	The activity and task of my work bring me enjoyment and satisfaction.	7	17.5	13	32.5	20	50	10	25	3	7.5	13	32.5	1	2.5	5	12.5	6	15	4.075
33.	My work load is about right	0	0	2	5	2	5	11	27.5	7	17.5	18	45	12	30	8	20	20	50	2.675
34.	I committed to me work	4	10	11	27.5	15	37.5	10	25	8	20	18	45	3	7.5	4	10	7	17.5	2.97
35.	I have many chances for learning new and interesting things in my work.																			
36.	I have satisfactory level of Autonomy in my work.	3	7.5	12	30	15	37.5	2	5	7	17.5	9	22.5	9	22.5	4	10	13	32.5	3.225
37.	I receive appropriate compensation																			
38.	When given opportunity I actively associate with my categories at work.	10	25	11	27.5	21	52.5	5	12.5	6	15	11	27.5	4	10	4	10	8	20	4.125
39.	The activities and task of my work bring enjoyment satisfaction.	7	17.5	3	7.5	10	25	10	32.5	13	32.5	23	57.5	1	2.5	5	7.5	6	15	3.575
Average mean 2.83371																				

Legend: No. = Item Serial Number, N = Number of Responses, % Responses in Percentage.

The 39 items as mentioned in the above table were designed so as to find out the work context factors behind Mathematics teacher's burn out. The very first item, i.e. item No. 1 in the table was meant to know whether their pay was inadequate for the work that they did. The table shows that fifty percentage of the teacher agreed on it and equal number of respondents were both moderately agreed and disagreed. It shows that the majority were not satisfied to the pay scale.

The second item in the table was to mean whether teachers feel indifferent about their work. On this item, majority of them, i.e. 52.5% percent agreed on it, 32.5% were moderate and 17.5% disagreed it. It shows that many of them were indifferent in their work. Another item in the questionnaire was since there is no future in this current position, whether they will probably seek another position. In response to it, 50% agreed, 32.5 were moderate and 22% of them disagreed. It shows that most of the teacher wanted to shift their position. Item four in the questionnaire was used to ask whether they were goal oriented or not in their job. From the table, it becomes clear that half number of the respondents was moderate and 20% of them derived it. It shows that many of them wanted to achieve the goal of their job. The next item was about the work had little or no influence on the life as work of others. This item was agreed by 40% respondents, 40% were moderate and 20% disagreed on it. It shows

that they were not fully influenced by the work of others as well. Item six in the questionnaire was to ask whether they had more work than they could easily handle effectively 47.5% of them agreed, 42.5 were moderate and only 10% were disagreed to it. It presents that they could easily handle more work than that of present if they had.

Item no. 7 was asked whether they were leaving their job as soon as possible or not. In response to this, 55% agreed, 25% were moderate and 15% were disagreed. It became clear that many of the teachers were interested to leave their job. It also clarifies that they were burned out from their current job. Another item was "I feel inadequately compensated for my job. 35% of them agreed it, 45% were moderate and 20% disagreed it. So, we can say that they were moderate on it. When they were asked whether they had no power and authority to accomplish their objectives or goal in their current position in item no. 9, a good majority agreed i.e., 67.5% agreed it, 27.5% were moderate and only 5% disagreed it. It shows that they were powerless to accomplish the objectives. From it less power to accomplish objective is another important cause of being burned out. Item 10 was about their future in their current position. 57% of them agreed, 32.5% were moderate and 7.5% disagreed on their future was limited on their current position. It shows that teachers felt limited on their current position. It shows that teachers felt restricted future in their job so they were in bringing out phase.

Next item was administered whether they felt work does not make any difference to any or not. In response of it 47.5% of the respondent positively agreed, 25% of them were moderate and 27.5 were disagreed. It means many of them accepted that were not make any difference. Similarly the equal number of respondents agreed that the activities and task of their work bring them only moderate enjoyment and satisfaction, and majority of them i.e., 52.5% were in moderate feeling. It shows that they were mildly enjoyed and satisfied to the activities of their work. next item was related to whether they had enough work to do. On

this, only 15% of them agreed that they had enough work to do. On this, only 15% of them agreed that they didn't have enough work to do but 50% of them were moderate and 37.5% were disagreed on it. It shows that half of the respondents accepted that they had certain works to do. Another item was administered so as to know whether they wanted to be associated with their colleague at work. From the table above, it can be said that 42.5% were not interested to be associated 30% were moderate and 27.5% were interested. Items many of them responses did not want to associate with colleague at work. In another item the majority of them viewed that they did not lack motivation to do their work effectively only 32.5% agreed that they lack of inner drive and motivation to do their work effectively. It means teachers were not found lack of inner drive and motivation in their work.

Item sixteen in the questionnaire was asked to find out their intention on leaving their job. After interpreting the data it was found that 55% of them intended to leave their job, 22.5% were moderate and only 17.5% were not intended. It shows that many of the teachers intended that they should have left the job. Another item was administered to identify whether they had little association with their colleague at work even they had opportunity. A good % of them agreed on it, f them agreed on it, majority of them, i.e., 67.5% of them agreed on it, 27.5% were moderate and only 5% disagreed it. From this evidence, it can be said that teachers had little association with their colleague even in opportunity that they had. Similarly, the next item was administered to find out whether their work was part of process with no identities beginning and end. Only 42.5% of the respondents agreed on it, 47.5% were moderate and only 10% of them disagreed it. It shows that the majority of the respondents moderately accepted this statement. Whether their work was boring or not was asked in next item. In response of it, many of the responses i.e., 47.5% respondent that they felt boring their job, 35% of them were moderate and 42.5% of them disagreed the item. It means, when job becomes boring to its holder, then it causes teacher's burn out.

In the same way, teachers were asked whether they had many chances for extra activity and interesting thing in work. Only one respondent agreed it and 42.5% disagreed on it. However a good majority i.e., 55% of them were moderate. It means the item was taken moderately by the respondents. Item 26 was administered to find out if they had freedom scheduling at work. From the interpretation it was found that 45% of the respondents disagreed that they had no freedom, 32.5% of them were in moderate sate and 17.5% of them agreed that they had freedom scheduling at their work. Next item was used to ask about whether their work had clear beginning and ending or not 25% of them accepted it, 30% of them were moderate and 40% responded that their work did not have clear beginning and ending. In order to ask the level of motivation to the work of teachers they were asked whether they felt high level of self motivation to do their work. In response of it 27.5% of them felt high level of self motivation, 30% of them were moderate were as half number of the respondents viewed that they did not feel high level of self motivation. It shows that large number of respondents were not self motivated. Whether the goal of their object was very important to them or not was asked in item 30. In this item, majority of them, i.e. 52.5% agreed on it, 37.5% were moderate and only 10% of them disagreed on it. It means, many teachers accepted that the goal of their object was important for them. Teachers were also asked about their perfect control of their class in item 31. A good majority of them, i.e. 65% responded that their class work was perfectly controlled. However 30% of them presented moderately and any 5% disagreed on it. It shows that they were perfecting class control despite feeling burning out.

In the similar item, the selected sample was also asked about their work load. 50% of them responded that their work load was not right, 45% of them moderately present and only 5% of them viewed that their worked load was right. It shows that the work load that they assigned in school was not right. Whether they were committed to their work or not was

administered in next item. This item was accepted by 37.5% of the respondents, 45% of them remained moderate and 17.5% of the respondents denied it. It gives that large number of respondents was moderate on this issue. Next item was about their satisfactory level of work autonomy. Only 37.5% of the respondents agreed that they had satisfactory level of work autonomy. However, 22.5% were moderate and 32.5% did not have satisfactory level of work autonomy. The second last item of the questionnaire of this part was about whether they had given opportunity to actively associate with the categories at work. More than half of the respondents accepted it but 27.5% were found to be moderate and 20% of them disagreed it. It shows that many teachers were given opportunity to actively associate with their categories of work. The final item was related to the activities and task of work that brought enjoyment and satisfaction. On this item, 25% respondents agreed that their activities brought satisfaction, and 15% of them disagreed on it. But a good number of respondents, and 15% of them disagreed on it. But a good number of respondents, i.e 57.5% were moderate an it. So, it can be said that teachers activities and task of work partially brought enjoyment and satisfactory to them.

### Teacher Burn out on Organization Factor

Similarly the researcher designed them item related to organization factors supervision on teacher Burn out. Under this category, he administered 22 items to the respondents. The responses of them are presented in the following table.

**Table No. 6**

#### Teacher Burnout on Organization Factors

		Responses for favourable																		
S.N.	Statement	Agree						Moderate						Disagree						Mean
		S. A		A.		Total		M. A		M.D		Total		D.		S. D		Total		
		1	2			3	4			5	6									
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
1.	The policies and procedure of my organization are well articulated	7	17.5	9	2.5	16	40	18	45	4	10	22	55	1	2.5	1	2.5	2	5	2.65
2.	Communication with many people at work are difficult for me.	12	30	4	10	16	40	8	10	8	20	16	40	5	12.5	3	7.5	8	20	3
3	Directors and supervisor involves me in the decision that influence my work	8	20	12	30	20	50	6	15	6	15	12	30	4	10	4	10	8	20	2.95

4.	The organization mission is un known to me	3	7.5	6	10	7	17.5	5	12.5	6	15	11	27.5	10	25	10	25	20	50	4.1
5.	There are few prospects for personal growth and Development in my work	2	5	26	65	28	70	4	10	3	7.5	7	14.5	0	0	5	12.5	5	12.5	2.65
6.	Management and director makes decision about my work without seeking	5	12.5	10	25	15	37.5	7	17.5	6	15	13	32.5	7	15	3	7.5	10	25	3.375

**Table No. 7**

**Teacher Burnout on Organization Factors**

S.N.	Statement	Responses for Unfavourable																		
		Agree						Moderate						Disagree						
		S. A		A.		Total		M. A		M.D		Total		D.		S. D		Total		Mean
		6	5	6	5	6	5	6	5	6	5	6	5	6	5	6	5	6		
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%			
7.	Planning contributes directly on the going actively of organization	3	7.5	4	10	7	17.5	8	20	8	20	16	40	12	30	5	12.5	17	42.5	2.85
8.	The planning done at this organization reelect in put of most of the people that work there.	4	10	4	10	8	20	6	15	6	15	12	30	4	10	12	30	16	40	2.95
9.	In this organization policy and procedure are objectives and workable.	2	5	1	2.5	3	7.5	6	15	8	20	14	35	12	30	8	20	20	50	2.72
10.	The leadership of organization is competent	2	5	3	7.5	5	12.5	6	15	7	17.5	13	32.5	9	22.5	17	45	26	65	2.65
11.	The day to day activities of this organization are supposed by timely planning.	6	15	2	5	8	20	0	0	13	32.5	13	32.5	12	30	10	25	22	55	2.97
12.	The policies and procedures are flexible enough.	7	17.5	0	0	7	17.5	13	32.5	8	20	21	52.5	11	27.5	12	30	23	57.5	3.9
13.	The organization has well articulated philosophy that guides employees in their work.	4	10	1	2.5	5	12.5	8	20	7	17.5	15	37.5	19	47.5	0	0	19	47.5	2.75
14.	When management is considering a change in my area of responsible I am consulted.	6	15	9	22.5	15	37.5	5	12.5	4	10	9	22.5	9	22.5	7	17.5	16	40	3.2
15.	The leadership of organization is effective.	3	7.5	4	10	7	17.5	5	12.5	8	20	13	32.5	15	37.5	4	10	19	47.5	2.575
16.	This organization planning involve me most employee	3	7.5	3	7.5	6	15	3	7.5	6	15	9	22.5	14	35	8	20	22	55	2.475
17.	The philosophy of organization creates positive works environment.	1	2.5	4	10	5	12.5	8	20	3	7.5	11	27.5	8	20	5	12.5	13	32.5	2.2
18.	The leadership of this organization need to improvement.	8	20	11	27.5	19	47.5	7	17.5	6	15	13	32.5	5	12.5	3	7.5	8	20	4.05
19.	In this organization policies and producer support individual efforts.	4	10	4	10	8	20	0	0	16	40	16	40	8	20	4	10	12	30	2.925
20.	The leadership of organization inspires.	2	5	5	12.5	7	17.5	6	15	7	17.5	13	32.5	12	30	8	20	20	50	2.85
21.	The organization philosophy and mission are clearly reflect in the way that work in carryout.	0	0	8	20	8	20	8	20	16	40	24	60	8	20	4	10	12	30	3.5
22.	The mission of this organization clearly defined.	4	10	5	12.5	9	22.5	4	10	8	20	12	30	10	25	8	20	18	45	2.925

Averate Mean 2.9825

The first item in the table above was administered to ask whether the policies and procedure of their organization were well articulated or not. The 40% of the teachers agreed that the policies and procedures of their organization were well articulated. Similarly, 55% of the respondents were found to be moderate and only 5% of them disagreed it. It means, many respondents moderately viewed the policies and procedures of organization. The next item was used to ask about the communication with many people at work. On this item, 40% of them agreed, equal number of respondents was found to be moderate and 20% of them disagreed it. The third item in the table was used to ask whether the directors and supervisors involved them in the decision that influenced their work. Half of the respondents i.e 50 % of them agreed that they were involved in the section by directors and supervisors. However, 30% of them were moderate on it and only 20% of them disagreed on it. In another item, a good majority of the respondents, i.e 70% of them agreed that there were few prospects for personal growth and development in their work. In contrast, 17.5% were moderate and 12.5% of them disagreed on it. From this interpretation, now it becomes clear that there were very few prospects for personal growth and development in their work. So they were being burned out.

The sixth item in the table was used to ask whether the management and director made decision about their work without seeking. 37.5% of them agreed on it. 32.5% were in moderate state and 25% of them disagreed on it. It shows that in many schools, the management and directors used to make decision without asking the teachers. Next item was about the contribution of planning. In this item, 17.5% agreed that planning directly contributed to move any organization actively. However, 40% of them were moderate and 43.5% disagreed on it. the next item was about the organizational policies and procedures. From the above table, it becomes clear that 50% of the respondents disagreed this item,

where as 35% of them were found to be moderate and 15% of them agreed the fact that the organization policy of their organization were objectives and workable.

Item ten in the table was related to the competency of the leadership of their organization. A good majority of respondents, i.e., 65% of them viewed that the leadership of their organization was not competent, however, 32.5% presented themselves moderately and 12.5% of them were in agreement of this item next item was about the day to day activities of their organization. Majority of the respondents, i.e.55 % of them viewed that the day to day activities of their organization were not planned timely. However, 20% of the viewed that those activity were timely. However, 20% of them viewed that those activity were timely planned and 32.5% of the teachers presented themselves moderately. Similarly, another item was related to the flexibility of the policies. 57.5% respondents found to be moderate and 17.5% were agreed on it. It means many of them did not find flexible policies in their institution.

Item 13 of the table was asked to find out whether the philosophy of organization guided employees in their work or not. Only 12.5% of them agreed on it, 37.5% were moderate and 47.5% disagreed that there was good guiding philosophy for the employee in their work. The next item of the questionnaire was related to the effectiveness of the leadership of their organization. In response of this item, 47.5% of the respondents disagreed that the leadership of organization was effective. In contrast, 32.5% of them were found to be moderate and only 17.5% of them agreed on it.

Similarly the item no 17 of the table was related to whether the philosophy of organization created positive work environment. This item was disagreed 55% of the total respondents, moderately accepted by 27.5% respondents and positively accepted by 12.5% of the respondents. It implies that the majority viewed that the philosophy of organization did

not create positive work environment. Next item was administered to ask about the leadership is organization that needed to be improved while responding on it, 47.5% accepted it, 32.5% were moderate and only 20% of the respondents disagreed it. 20% the majority say the leadership should need to be improved item 19 was asked whether the policies and procedure of their organization superseding dividable after or not. After analysis, it was found that 40% of them became moderate on it, 20% of them agreed and 30% of them disagreed similarly, next item was used to identify whether the leadership of organization inspires them. This item was agreed only by 17.5% teachers, 32.5% of them presented them as moderate and half of the total respondents viewed that the leadership of organization did not inspires them in the work. The second last item of this section away related to the philosophy and mission of the organization. From the analysis, It is found that 60% of them responded on moderate state while 30% of them disagreed and only 20% of them accepted that the organization philosophy and mission are were clearly reflected in the way that work is claimed out.

The final item under this segment was about the clearly and definite mission of their organization. While responding on it 45% of them disagreed the four where as 30% of them were found to be moderate and 22.5% agreed on it. Iron this evidence we can say that the mission of their organization was not clear and definite.

### **Supervision factors of Teachers Burnout:**

The selected teachers were also asked several questions related to the supervision and its influence on teacher's burnout. Under this heading, the researcher administered 0 item the analysis and interpretation of the factors related supervision is given bellow.

**Table No. 8**

**Supervision factors of Teachers Burnout**

		Responses for favourable																		
S.N.	Statement	Agree						Moderate						Disagree				Mean		
		S. A		A.		Total		M. A		M.D		Total		D.		S. D			Total	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16		17	18
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
1.	My Immediate supervision rarely gives me information about my work performance.	4	10	12	30	16	40	8	20	8	20	16	40	4	10	4	10	8	20	3.2
2.	My immediate supervisor is antagonistic towards me	12	30	11	27.5	23	57.5	13	32.5	0	0	13	32.5	2	2.5	1	2.5	3	7.5	2.225
3	I would prefer working for some else other than my immediate supervision	4	10	19	47.5	23	57.5	7	17.5	2	5	9	22.5	2	5	4	10	6	15	2.625
4.	It is difficult to get my work done because my supervision is seldom available to talk with consult	5	12.5	12	30	17	42.5	15	37.5	4	10	19	47.5	3	7.5	4	10	7	17.5	3.225
5.	Even if I did a poor job in my work I will receive little no criticism about it.	4	10	18	45	22	55	0	15	7	17.5	13	32.5	2	5	3	7.5	5	12.5	2.782

**Table No. 9**

**Supervision factors of Teachers Burnout**

		Responses for Unfavourable																		
S.N.	Statement	Agree						Moderate						Disagree				Mean		
		S. A		A.		Total		M. A		M.D		Total		D.		S. D			Total	
		6	5	7	8	9	10	11	12	13	14	15	16	17	18	19	20			
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
6.	My immediate supervision is very support of my work efforts and end favors.	4	10	3	7.5	7	17.5	2	5	4	10	6	15	19	47.5	8	20	27	67.5	2.325
7.	I have great respect for my immediate supervision capacities	1	2.5	3	7.5	4	10	4	10	8	20	12	30	12	30	12	30	24	60	2.425
8.	Communication between me and my supervision is not good.	3	7.5	1	2.5	4	10	13	32.5	11	27.5	24	60	9	22.5	3	7.5	12	30	3.225
9.	I receive sufficient feedback from very supervisor about my work performance.	7	17.5	2	5	9	22.5	3	7.5	4	10	7	17.5	19	47.5	2	5	21	52.5	3.25
10.	My supervisor provide me with enough information to be able to do my job.	3	7.5	5	12.5	8	20	2	5	7	17.5	9	21.5	19	47.5	4	10	23	57.5	2.475
																			Average Mean	2.772

The above table presents the mathematics teacher's responses on the super visionary factors of teacher's burnout. The first item was asked to find out whether their immediate supervision rarely gave their information about their work performance or not. 40% of the

respondents were found to be agreed on it, equal number of them were in moderate situation and only 20% of them disagreed on it. It shows that their immediate supervision rarely gives their information about work performance. Next item of the table was agreed by 57.5% moderately perceived by 32.5% and disagreed by 7.5% of the respondents in which the item was about the antagonistic nature of supervision towards them. The third item of this category was used to identify whether they would prefer working for someone else other than their immediate supervision or not. This item was agreed by 57.5% of the respondents, moderately taken by 22.5% and disapproved by 15% of the respondents. It shows that they would prefer working for someone else other than their immediate supervision. The fourth item was related to the no criticism about them made by their supervision in case of their poor performance. More than half of the respondents, i.e. 55% agreed that they would receive little or no criticizing even if they did a poor job in their work. In contrast of it, 32.5% remained moderate and 12.5% were disagreed on this category. The fifth item in the table was used whether their immediate supervision was very supportive to their work efforts and endeavors or not. In this item, 17.5% agreed, 15% of them were moderate and a large number, i.e. 67.5% of the respondents disagreed it. So, it presents that their supervision was not very supportive to their work efforts and endeavors.

The next item of the table above was used to find out whether they had great respect for their immediate supervision capabilities or not. While responding on it, only 10% of the respondents presented them in favour of it while 60% of them disagreed and 30% of them were found to be moderate. It means the majority stated that they had no great respect for their immediate supervision's capabilities. Communication between the respondents and supervision was administered in item seven of the table. Based upon the responses, the majority, i.e. 60% of them were moderate on there is not good communication while 30% of them denied it and 10% of them agreed on it. Another item was used to ask whether they

receive sufficient feedback from their supervisor about their work performance. Only 22.5% of them accepted that they received sufficient feedback. In contrast, the majority, it means, 52.5% of them viewed that they did not receive sufficient feedback from the supervision while 17.5% of them remained moderate on it.

The last item of the above table was related to the enough information provided to the respondents by their supervision to enable them to do their job. While responding on it, most of the respondents, i.e. 57.5% of them respondents that they were not provided enough information to do their job well from their supervisor. However, 21.5% of them were moderate and 20% of them were agree on it. The final item.

From the discussion of above 3 different tables on work context, immediate supervision and organizational factors of teachers burnout, the researcher becomes able to find out the overall burnout score with the help of calculated mean in each of the items. The overall burnout score was 2.8627 find as less than 3 it shows that most of the mathematics teachers teaching at secondary level schools of Kaski district were being burned out due to various causative factors.

## **Analysis and Interpretation of the data collected from classroom observation**

The researcher used classroom observation checklist to observe Mathematics teacher's emotional, depersonalization analyze and personal accomplishment aspect being based on teacher's burnout in their teaching. The researcher prepared 12 different indicators for all those three aspects of teacher's burnout in the check list and he observed teachers classroom behaviours interms of 'good' average and 'poor'. (Detail in Appendix C). Those indicators were based on Byrne (1994)'s model of studying teacher's burn out. The researcher observed

six mathematics classes and obtained data from those classes which are presented in the following table:

**Table No. 10**

S.N.	Indicators	Good	Average	Poor
1.	Motivated towards the class	2	4	-
2.	Self estimated in the class	-	1	5
3.	Good relationship with teachers and students	6	-	-
4.	An the role of facilitator, guide, and environment creator in the class	-	6	-
5.	Aggressive in the class	-	-	6
6.	Teacher's outward personality	-	-	6
7.	Teacher Job satisfaction	-	-	6
8.	Teachers' teaching effort in the classroom	-	4	2
9.	Co-operation with colleagues and administers	2	1	3
10.	Class control and punishment to the students school and society	-	6	-
11.	Teacher Responsibility on task, school and society	3	3	-
12.	Creativity and enthusiasm of the teachers	1	3	2

The first indicator in the Checklist included teacher's motivation towards the class from the observation, only two classes were found good and four classes were found average motivated one. This shows that teachers were not well motivated towards their teaching which might be possible causes of teachers' burn out. Similarly, in the observation, teachers were observed whether they were self estimated in the class. From the observation it found that a majority of the class (i.e. 5) were poorly self estimated and only one class was average level self estimated. So absence of self estimated was also found other causes of burn out.

During the period of classroom observation, the researcher also observed the relationship between teachers and students from the observation it was found that the relationship between teachers and students was good in all six classes. While observing the class it was also found that teachers played the role of facilitator, guide and environment creator in the class only in average way. The researcher found that the five classes in the observation were guide authoritative than learner friendly. So, it in be said that when teachers

felt burn out they become more authoritative in the class. Similarly in the majority of the classes teachers were found to be aggressive in the class when they were asked questions by the students and when they didn't obey their instruction properly as well.

Another indicator in the observation check list has to observe teacher's outward personality. From the observation it was found that their outward personality was poor, they were not well. Dressed up, were not found co-operative to each other and were not sociable. They were found more self centered. It might be due to their burning out. While observation their job satisfaction they were also found poor in their observation. Actually their presentation and personality showed that actually they were not satisfied in their job. Besides, they did average level effort while teaching mathematics in the class they were observed in the classroom. Many of them asked students to do the exercise and they just provided example one. They were not found to do any effort for poor students and so on. Similarly, while observing their co-operation with colleagues and administrators, they were also present themselves in poor. They were not found to be co-operative and social to each other, it might be the cause of burned out because they did not have any enthusiasm in the class.

In course of observation, it was also found that they were good in keeping classroom in control position and giving punishment to them. They were not excessively punished them in the class and they were commanding enough in their class. At the mean time, their responsibility on task, school and society was also observed by the researcher but they were found poor on bearing responsibility task, school and society. They were irresponsible and said it is the task of H.T; we don't care it, to the researcher as well. It shows that they were not vagarious in schools activity as well. Finally, Creativity and enthusiasm of the teachers was also kept an indicator in observation sheet. While observing they were found averagely creative and enthusiastic. Some of them tried to be creative by associating the mathematics

problem with real life problems and some of them were not enthusiastic. They presented the solution on the board and ask pupils to copy down it.

From the above interpretation, it becomes clear teachers feel burning out when they are demotivated, dissatisfied and disinterested in the job. When they feel burning what then they become more expressive, irresponsible, less creative, authoritative and selfish in their teaching behaviours.

## **Analysis and Interpretation of the information obtained from interview schedule**

While carrying out the study, the researcher had interviewed with six teachers out of forty sampled respondents. He selected those six teachers purposively. Their responses on interview are descriptively interpreted here, in this section.

Initially the teachers were interviewed on whether they were familiar with the term teacher burnout. Almost all the respondents were found to be familiar with the term teacher burnout. They viewed that teacher burnout is the despair feeling towards teaching mathematics. They further said it is the extreme distress and sadness towards the profession. Burnout is a demotivated feeling towards own profession. It was discovered during this research that teachers at Kaski district's schools are familiar with the term and they viewed it as a despair feeling towards teaching Mathematics. The following excerpt shows it. Is : Are you familiar with the term teacher burnout? if yes, please share your views on it.

I<sub>1</sub> Yes It is the feeling of despair of demotivation to the work that we are involved in.

Another question was asked to find out how often they felt freedom while teaching mathematics and why did the feel such. The four respondents told that they frequently felt boredom and two respondents viewed they felt boredom only in few cases. As the reasons of

or feeling boredom they said that when students do not pay proper attention to their class, when they poorly performed and when they did same mistakes repeatedly. For instance, following excerpt is presented.

I<sub>1</sub> - How often do you feel boredom while teaching mathematics and why?

I<sub>2</sub> - I usually feel boredom while teaching at school.

I feel such when my students do not pay attention to their study, they achieve poor mark in examination, when many of them failed and so on.

It shows that teachers feel boredom when their students achievement is not found to be satisfactory.

Similarly, next question was asked whether they share their problems and concerns to higher authority at their school. Out of six teachers, five of them responded that they discussed with head master and school management team's chairperson and members about their problems and expectations. According to them, they discussed about students learning achievement, classroom discipline and the issues of their own welfare. However, one of the respondents viewed that he did not share anything else to the school authority because they did not take interest in teachers problems.

The fourth item in the interview schedule was asked to whether they were satisfied with the salary that they get. All the respondents (i.e. 100%) showed their dissatisfaction towards the pay scale that they are paid by the government. Interviewer had asked to supply the reason for dissatisfaction then, they replied that the salary that they get at present is not sufficient to sustain their family properly.

Next questions were interviewed as Have you got any support from your supervisor to reduce your work load to specialize your skills? if yes what sort of support you've got? In

response to this question, they viewed that they partially got some sort of support from their supervisor to reduce their work and to specialize their skills. They got support to solve the classrooms problems, to solve difficult questions to get specialize skill on certain aspect of the course and soon such.

Similarly, they were also interviewed on whether their relationship with their students and colleagues influence them to be motivated in their teaching with the ways of being motivated. Almost all of them stated that they were influenced for being motivated from collaborative and co-operative relationship with their students and colleagues. They viewed that such relationship helped them to be enthusiastic, creative and social in teaching mathematics.

Another item in the interview was asked as 'teacher should be concerned with task identity, task responsibility, task significance and skill variety; do you agree with it and how'. They were found to be whole heartily.

Supported to this statement. Behind the reason of such strong agreement, they viewed that task identity, task, responsibility task significance and skill variety lead oneself to be devoted and dedicated in his/her profession. Such aspect are very useful for teacher professional development as well. From this it can be discovered that despite their feeling of burning out, they concerned to the aspects of their professional development.

In the next item, they were asked whether they were satisfied with the leadership effectiveness of their school; From their response, it is found that they were not satisfied in any way with the leadership effectiveness of their institution. They told that they were being burned out due to the ineffective leadership of their school and organization.

From the interview, it is found to be positive on the causes of teachers' burn out as lack of planning, clarity of policies and procedures of an organization. They knewed that inappropriate policy, in adequate working procedures and lack unsystematic planning of school and higher organizations were the central caused of being burned out for teachers. Such issues were included in item number nine of the interview schedule.

In the same way, they were interviewed on whether there was good organizational philosophy or mission in their school. All of them responded that they did not see any adequate organizational mission in their institution so they were being burned out. They also viewed that the head teacher and school management committee were indifferent and irrespective to the good philosophy are organizations do not have good mission so many of the employees feel dissatisfaction towards their profession.

Similarly, from the interview, it was also found that meaninglessness and cultural estrangement tend to be burn out for teachers. All six respondents agreed on it and they told that where meaningfulness and culture of inquiring was lost, then people/ employee felt strong despair in their profession. So, it is found as a major cause of teacher's burn out.

In the twelveth item of the interview schedule they were interviewed on whether they ever felt social isolation and worker alienation in their teaching career. In response to this question they viewed that they occasional, felt isolation and desalination when they did not find any one as the strong supporter of them in their school. The majority of them viewed that isolation and desalinations also caused to be burn out in teaching.

Lastly, they were asked whether they were enjoying their position, task and duty in their school or not. Only two of them were found to be enjoying in their position, tasks and duty and a good majority of them were not found to be enjoyed so they felt being burnout in

their teaching profession. This sample response reflects that many of the teachers are in the state of being burned out in teaching Mathematics.

### **Findings of the Study:**

This study entitle causes of burnout of mathematics teacher of secondary school in Kaski district aimed to find out the present condition of teacher burnout in Kaski district and to identify the causes of being burnout to the mathematics teacher of Kaski district. The researcher had collected require data through three different tools as close ended questionnaire, interview schedule and classroom observation checklist. After the date collection, he analyzed and interpreted the data both qualitatively and quantitatively. From the thorough analysis and interpretation of collected data the researcher came up of with the finding of the study. The summary is incorporate into two major sup headings which are given below.

- ) From the study Almost all the teachers were found out being burnout at present in Kaski district.
- ) They were in high level of burn-out in emotional exhaustion personal accomplishment and depersonalization aspects. It is because the total mean weight age of their responses was high as it is leveled in MBI Scale.
- ) They were found to be dissatisfied, despair, derastiry passive and indifferent to towards their current job.
- ) The majority i.e. 65% of them viewed that they were not satisfied with the in work. They also wanted to leave their present job and were not found be co-operation with students and teachers in their school.

) While interviewing them, they were found very divested in their job. They were not satisfied with school leadership, management team of the school and the salary that they get from the government.

) In classroom observation also, they were found less creative co-operative, learner friendly, demotivated and stressed one. All these indicators proved that they were severely burnt out at present or their present condition of burnout was sadened.

) They were not satisfied with students achieving and classroom performance despite such condition of burnout they wanted to support their students, to share their problems with colleges and concerned authorities they wanted to be resourceful as well.

From the analysis and interpretation of the data related to the causes the researcher came up with following finding;

) Not a single teacher was found out to be fully satisfied and job content factors. Supervision factors and organizational factors of teachers burn out.

) The marginal pay scale (i.e. salary) was found as the fundamental causes of teacher's burnout in the secondary level mathematics teachers of Kaski district.

) The low level work motivation and energies to work was found another cause of burnout.

) Similarly since of immediate feedback from the supervision and improve per gidiry philosophy and mission of their organization were also the causes of being burned out.

) While asking them about the causes behind their feeling of burning out, they viewed that their future is not good of current profession, they feel socially isolate they feel power lessens in their school, they found meaninglessness of current work, they have

weak alienation with colleagues etc. These aspects were also the causes of their burnout.

- ) The low level learner achievement and their poor classroom participation was also found as a causative factor.
- ) While observing the class The research found that the dissatisfaction towards leadership, in adequate planning, ambiguous policies and procedures of government and irrelevant organizational philosophy as other influential causes of teachers' burnout.
- ) Similarly, from their responses on questionnaire sheet, feeling of monotony or boredom, gap in communication, influence of other decision, few opportunities of growth, lack of personal control few amount of salary, heavy amount of work load, lack of self esteem, lack of self esteem, marginal role assigned to them, lack of skill and supervisors support were found as the contributing causative factors of teachers burnout in secondary level mathematics teachers of Kaski district.

Despite the above causes of teacher burnout, they were found to be keen interested for developing themselves professionally and be co-operative and creative in their day to day mathematics teachings.

## **Chapter V**

### **SUMMARY, CONCLUSION AND RECOMMENDATION**

This chapter deals with the summary and conclusion of the study which is drawn from the analysis and interpretation of the data and findings of the study. After reviewing the concrete conclusion of the study, some recommendations are provided to different levels such as policy, practice and further research in the same chapter. So this chapter is the concluding chapter of this research which outlines the summary, major conclusion and recommendations.

#### **Summary**

This study is about the sources of Mathematics teacher burn out at secondary level in Kaski district. It is carried out to identify the present situation of teacher burn out and to find out the causes of the teacher's burn out.

To carry out the study forty teacher teaching Mathematics in Kaski district were purposively selected as the sample for the study. MBI scale was used to find out the present situation of teacher burn out. Equality the present on the basis of three sub scales as emotional exhaustion personal accomplishment and depersonalization. Twenty two items were included on those scales.

For this study, the situation and causes were categorized into three main areas like work content factors, organizational factors and alienation factors of based upon burn out inventory. The descriptive survey method was used to conduct the study. The research himself developed the questionnaire related to the situation and causes of teacher burnout to the secondary level mathematic teachers. Those questionnaire were

developed being based on Byrne's model. The questionnaire classroom observation form and interview schedule were main tools of the study. Only six teachers were interviewed equal number of class were observed. The collected data were quantified based on six point likert scale. Questionnaire was also included in each category of causes and descriptive analysis of collected response was also included in each category of causes and descriptive analysis of collected responses was carried out. Statistical indicators such as percentage frequency and mean weight age were used for the analysis of the data. Since the study was mixed research design, qualitative as well as quantitative in nature and interview schedule was analyzed in more descriptive way. From the study it was found that is the present situation of teachers burn out in Kaski district very serve on MBI scale. Teacher get frostated in their current profession job dissatisfaction low salary lack of supervision lack of reward and punishment, etc were found the major causes of teacher burn out.

## **Conclusion**

After the study the researcher found some striking ideas about the sources of teacher burn out. The findings of this thesis show that there are myriads sources that cause the teachers to be burned out in their profession. Among the three major categories as job/were content, organizational and alienation factors as described above, it is found that there are humorous causes of teachers burn out due to the improper environment of the school, disruptive behaviour of the students, student diverse background, classroom management, school administration, parents and supervisors.

The researcher has found that the public school's mathematic teachers have been burning out in their profession. Their present condition of burnout is found more severe. The high level burn out is found in all three factors of MBI scale. Most of the causes of teachers burn out are related to the work content and organizational factors. The sources/causes of

burnout have raised from the student's behaviour, students classroom participation, teacher's inner dissatisfaction, moral prestige given to them, administrator's behaviours, lack of instructional materials, in adequate training, lack of physical facilities, lack of incentives to the secondary level Mathematics teachers. In conclusion, we can say that teachers do not have positive attitude towards teaching Mathematics. Similarly, Socially, psychologically and morally they are not ready to update and upgrade themselves in their profession. The professional development of the teachers is not satisfactory. They do not have access to modern teaching techniques and materials. The concerned bodies should be responsible to those sources of teacher's burn out and the problem of burnout should be addressed in time for better academic particles in our school education system.

## **Recommendations**

It is true to say that qualified and professionally dedicated teachers are the field of mathematics teaching are the back bone of education system of the country. It lessens the concept that teaching mathematics is not simply a job rather it's a profession. Mathematics teacher should professionally be developed and they should be equipped with necessary requirements from the concerned authorities and agencies. To motivate teachers in teaching they should be provided essential material, remove ration, support avoid despair, defrosted feeling and harassment from them. It's the job of educational policy. Similarly, they must be provided institutional support, co- operation, alienation and so on in practice level and they must be involved in research oriented activities, inquiry based tasks and academic writing to make them resourceful and researchers as well. The findings of this study mainly implied that most of the mathematics teachers are being burned out in their profession. It is a plea that the policy, practices and further research should be made on them to minimize such feeling of

burnout so, we can point out some of the recommendations in policy, practice and research level under the following sub headings:

### **Policy Related Recommendations**

The educational product of a country depends on the educational policy implemented by of the government of that state. Similarly, teaching is also highly influenced by policies formed by the nation and facilities provided to the researchers. To make teachers motivated highly knowledgeable and satisfied in their profession policies should be formed from the national level which helps to enrich the educational standard of the country. In this regard, I would likes to point out some recommendations for effective policy below:

- ) Teachers need to satisfy virtually with respect to their own job.
- ) Reward and economic incentives should be maintained among the teachers to motivate them into teaching mathematics and change their attitude towards teaching.
- ) Good policy should be made to secure their job, to growth them professionally and to motivate them intrinsically.
- ) Collaboration and interaction among the teachers should be practiced
- ) There should be ease availability of books, journals, articles, policies, remuneration, allowances, training etc. for teachers at school from which they can satisfy themselves and be devoted to their job.
- ) The government should study the problems of teachers, it should employ the strategic planning and programs to increase the students achievement rate and it should employ good policies for supervision and organizational support to them.
- ) The job content aspects should be provided them so that they could feel more energetic and be responsible in teaching mathematics.

The educational policy of the government is not so clear. So the governmental policies should be improved in respect to salary, physical facilities and teaching material to the teachers.

### **Practice Related Recommendation**

Teaching Mathematics is not an easy job. Similarly learning Mathematics is more complex than learning any other subjects to the students as well. So, teachers should be more knowledgeable, practical, studious and curious on their subject and to the problems of their students, etc. for their sustainability on their profession. To talk about the practice level, the first and firmest recommendation is that there should be favorable environment for teaching at schools. Teachers should develop the sense of respect and dedication towards their own profession. Some of the practice related implications are as follows:

- ) Teachers should be provided timely supervision and mentoring in the form of refreshment training, in service training and orientation in their school.
- ) The management and school leadership should be responsible to the teacher's problems and they must be cooperative to them.
- ) The parents must be conscious to the learning achievement of their students and they should provide good learning environment to their children. Consequently, better learning achievement helps the teacher to be free from burning out.
- ) Teachers' energies, enthusiasms and courage should be strengthened through non-monetary incentives as well. So the school authority should be conscious in providing them such facilities, incentives and perks as well.
- ) Good counseling and support from the school family and respected community also supports them to avoid the feeling of despair and helplessness to the teachers, etc.

## **Further research related Recommendations**

Regarding the recommendations for further research, it is important that a large scale qualitative research should be carried out involving maximum number of the mathematics teachers. It is so because one of the key limitations of this study was the sample size and it was not enough to find out the possible responses from the varied number of respondents. Some recommendations related to further researcher are presented below:

- ) It is thought to be more relevant to carry out large scaled study including out the levels which will be more helpful to find out the truth about teacher's burn out.
- ) Further research should be carried on emotional psychological, physical and educational factors of teachers burn out so that there will be more empirical evidences to support the findings of this research.
- ) Further researcher should be conducted on the various issues related to mathematics and other. Subject teachers by others, so, there will be invalid images of burn out.
- ) This study has opened of door to study on teachers burn out, so entering through this door, new researchers should study other corners of burn out.
- ) To improve the present condition of teachers burn out similar studies should be executed in other levels of teachers and in other districts.

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## APPENDIX A

### Response Categories for Emotional Exhaustion, Depersonalization and Personal Accomplishment on the Maslach Burnout Inventory – Educators’ Survey

<b>Response Category</b>	<b>Emotional Exhaustion</b>	<b>Depersonalization</b>	<b>Personal Accomplishment</b>
High	30 or over	12 or over	0-33
Moderate	18-29	6-11	34-39
Low	0-17	0-5	40 or over

### Measurement Protocol for Maslach Burnout Inventory Educators Survey.

#### Educators Survey

<b>How Often:</b>	<b>never</b>	<b>A few times a year or less</b>	<b>Once a month or less</b>	<b>A few times a month</b>	<b>Once a week</b>	<b>A few times a week</b>	<b>Every day</b>
Score	0	1	2	3	4	5	6

How Often

0 – 6 Statements:

Section A exhaustion

1. \_\_\_\_\_ I feel emotionally drained from my work.
2. \_\_\_\_\_ Working with people all day is really as train on me.
3. \_\_\_\_\_ I feel like my work is breaking me.
4. \_\_\_\_\_ I feel frustrated by my job.
5. \_\_\_\_\_ I feel I work too hard at my

6. \_\_\_\_\_ it stress me too much to work in direct contact with people.

7. \_\_\_\_\_ I feel like I'm at end of my rope.

Section B de personalization

8. \_\_\_\_\_ I feel I look after certain student impersonally, as if they are object.

9. \_\_\_\_\_ I feel tired when I get up in morning and have to face another day at work .

10. \_\_\_\_\_ I have the impression that my student make me responsible for some of their problem

11. \_\_\_\_\_ I am at the end of my patience at end of my work day.

12. \_\_\_\_\_ I really don't care about what happens to some of my student.

13. \_\_\_\_\_ I have become more insensitive to people science I've been working.

14. \_\_\_\_\_ I 'm afraid that this job is making me uncaring.

Section C personal achievement

15. \_\_\_\_\_ I deal very effectively with the problems of my students.

16. \_\_\_\_\_ I feel burned out from my work.

17. \_\_\_\_\_ I feel I'm positively influencing other people's lives through my work.

18. \_\_\_\_\_ I feel very energetic.

19. \_\_\_\_\_ I can easily create a relaxed atmosphere with my students.

20. \_\_\_\_\_ I feel exhilarated after working closely with my students.

21. \_\_\_\_\_ I have accomplished many worthwhile things in this job.

22. \_\_\_\_\_ In my work, I deal with emotional problems very calmly.

<b>Topics</b>	<b>Total score</b>	<b>Remark</b>
Emotional exhaustion	27.72	Moderate
Depersonalization	16.67	Higher
Personal accomplished	29.54	Higher

**APPENDIX B**  
**SURVEY FORM**

*Quantitative Data Collection Tool: Teacher Burnout Survey*

Dear Sir/Madam

As a part of the requirements for the Master Degree in Education I am going to conduct a study on the topic "Sources of Secondary Level Mathematics teacher burnout at Kaski District. This opinionnaire is addressed to you where there are ... statements have been adopted. There is no right or wrong answer. The right answer in your opinion of feeling sought for the sake of the study please read the statement carefully and gives your opinion by putting tick Mark on any one of the sip rabing for the each statement. Do not spend much time in with any statement but be sure to answer every statement

Here	A=	Strongly Agree	SA
	B=	Moderately Agree	MN
	C =	Agree	A
	D =	Moderately Disagree	MD
	E=	Disagree	D
	F =	Strongly Disagree	S.D.

Sn	Question	SA 1	A 2	MA 3	MD 4	D 5	SD 6	MEAN
1	The policies and procedures of my organization are well articulated.	7	9	18	4	1	1	2.65
2	My pay is inadequate for the work I do.	4	16	20	0	0	0	2.4
3	Communication with key people at work are difficult for me.	12	4	8	8	4	4	3
4	I feel indifferent about my work.	10	11	8	3	5	3	2.775
5	Even if did a poor job in my work, I would receive little or no criticism about it.	4	18	6	7	2	3	2.85
6	Since there is no future or advancement my position, I will probably seek another position.	8	12	7	1	0	12	3.225
7	The activities and tasks of my work bring me little or no enjoyment or satisfaction.	4	19	4	0	3	2	2.025
8	Directors and supervisor involve me in the decision that influence my work.	8	12	6	6	4	4	2.95
9	I can't make up my mind about whether the goals or my job are important to me.	8	12	12	0	4	4	2.8
10	My work has little or no influence on the lives or work of others.	7	9	8	8	1	7	3.2
11	I have more work than I can handle effectively.	4	8	16	8	0	4	3.1
12	My immediate supervisor rarely gives me information about my work performance.	4	12	8	8	4	4	3.2
13	I am leaving my job as soon as possible.	11	13	5	5	0	6	2.7
14	I feel inadequately compensated for my work.	2	12	10	8	0	8	3.4
15	I have no power or authority to accomplish my objectives or goals in my current position.	15	12	5	6	2	0	2.2
16	My future is limited in my current position.	12	11	13	0	2	1	2.225
17	I frequently feel that my work doesn't make any difference to anyone	4	15	10	0	5	6	3.125
18	The activities and tasks of my work bring me only moderate enjoyment or satisfaction.	0	19	8	13	0	0	2.85
19	I don't have enough work to do.	3	3	16	4	8	7	3.875
20	My immediate supervisor is antagonistic towards me.	12	11	13	1	2	1	2.325
21	I don't want to be associated with my colleagues at work.	4	13	4	8	6	5	3.35
22	I lack the "Inner drive" and motivation to do my work effectively.	4	9	7	4	3	13	3.8
23	I can't make up my mind about whether I should leave my job.	8	14	6	5	3	4	2.625
24	I have insufficient power and authority to accomplish my goals in my current position	15	10	8	4	2	1	2.275
25	The organization's mission is vague and unknown to me.	1	9	7	6	6	4	3.175

26	My future is good in my current position.	8	7	10	6	6	3	3.1
27	The goals of my work are not important to me	5	8	5	9	7	6	3.575
28	Even when given the opportunity, I have little association with my colleagues at work.	4	23	8	3	1	1	2.425
29	My work is part of a process with no identifiable beginning and end.	8	9	8	11	0	4	2.95
30	There are few prospects for personal growth and development in my work.	2	26	4	3	2	3	2.65
31	Management and directors make decisions about my work without seeking my input or advice.	15	10	7	6	2	0	2.25
32	It is difficult to get my work done because my supervisor is seldom available to talk with or consult.	5	12	15	4	3	4	3.225
33	I would prefer working for some else other than my immediate supervisor.	4	19	7	2	2	4	2.625
34	My work is boring .	8	11	10	4	4	3	2.85
	Average							2.875

<b>Sn</b>	<b>Question</b>	<b>SA 6</b>	<b>A 5</b>	<b>MA 4</b>	<b>MD 3</b>	<b>D 2</b>	<b>SD 1</b>	<b>MEAN</b>
35	I have many chance for learning new and interesting thing in my work	0	1	4	18	9	8	2.5
36	My work has visible outcomes and I see how it influence student and the organization	4	0	0	20	16	4	3
37	Planning contributes directly to the on going activites of organization	3	5	8	8	4	12	2.975
38	I have enough power and autonomy to accomplish my objective	2	3	5	7	13	10	2.6
39	I have freedom scheduling my day at work	0	8	7	6	18	1	3.075
40	The leadership of this organization inspires excellence	2	5	6	7	12	8	2.85
41	My immediate supervisors is very support of my work efforts and endeavors	4	3	6	4	19	4	2.925
42	The planning done at this organization reflect the input of most of the people that work there	4	4	6	6	12	8	2.95
43	I feel a high level of self-motivation to do my work	4	7	9	5	7	8	3.33
44	This organization's policy and procedure are objective and workable	4	4	8	8	9	7	3.125
45	The organization philosophy and mission are clearly reflect in the		8	8	7	8	9	2.95

	that work is carried out							
46	My work has clear beginning and ending	6	5	9	4	12	4	3.425
47	My work is interesting	4	4	8	8	9	7	3.125
48	The leadership of this organization is competent	2	3	6	7	12	10	2.65
49	I control how my work is performed	8	6	12	7	7	0	4.05
50	The day-to-day activities of this organization are supported by timely planning	0	2	6	13	7	12	2.475
51	The goals of my job are very important	7	3	13	8	9	0	3.775
52	This organization policies and procedure are flexible enough to allow attainment of goals	7	3	13	8	9	0	3.775
53	I have great respect for my immediate supervisor capabilities	1	3	4	8	12	12	2.425
54	The organization has well-articulated philosophy that guides employees in their work	4	4	8	8	9	7	3.125
55	When management is considering a change in my areas of responsibility, I am consulted and have input in decision	13	6	2	4	15	0	3.95
56	I have opportunities for personal growth and development in my work	0	5	6	10	15	4	2.825
57	In this organization, planning involves most employee	3	3	8	6	12	8	2.875
58	He activity and task of my work bring me enjoyment and satisfaction	7	3	8	12	7	3	3.55
59	The leadearship of organization is effective	3	7	9	4	9	8	3.175
60	My work load is about right	2	3	6	9	8	12	2.65
61	The philosophy of this organization creates positive work enviorment	2	5	8	13	8	5	3.335
62	I am committed to my work	4	11	10	8	3	4	3.825
63	Communication between me and my immediate supervisor is good	3	1	13	11	9	3	3.225
64	The leadership of this organization needs to improvement	7	6	10	7	4	6	3.675
65	In this organization, policies and procedure support individual effort	4	5	3	16	8	4	3.225
66	My work has substantial on lives and work of others	4	3	4	15	12	5	3.225
67	I have satisfactory level of autonomy in my work	5	7	11	7	6	4	3.65
68	I receive appropriate compensation for the work that I do	6	4	4	10	8	8	3.1
69	I receive sufficient feedback from my supervisor about my work performance	7	3	8	4	16	2	3.37
70	When given the opportunity,I actively associate with my colleagus at work	^	8	0	16	8	4	3.3

71	The mission of this organization is clearly defined	4	5	11	9	6	5	3.425
72	My supervisor provides me with enough information to be able to do my job.	6	5	9	7	9	4	3.5
	Total							120.985
	Average							3.0838

From 1 to 34 scoring was 1,2,3,4,5,6 for SA,A,MA,MD,D, SD respectively and remaining 34 to 72 scoring was 6,5,4,3,2,1 for SA,A,MA,MD,D, SD respectively.

$$\text{Overall burn out} = (2.875+3.0838)/2=2.9794$$

Overall burnout was an indication of potential for burning out in this research.

The burnout out score is 2.9794, which is below 3 that mean a high potential for burnout.

## APPENDIX C

### CLASSROOM OBSERVATION CHECK LIST

(This observation sheet is used to observe Mathematics teachers' emotional, depersonalize and personal accomplishment being based on teachers' burnout in their teaching. I have based the indicators of observation on Byrne (1994)'s model.)

S.N.	Statement	Class observation of T <sub>1</sub>			Class observation of T <sub>2</sub>			Class observation of T <sub>3</sub>			Class observation of T <sub>4</sub>			Class observation of T <sub>5</sub>			Class observation of T <sub>6</sub>		
		Good	Average	Poor	Good	Average	Poor	Good	Average	Poor	Good	Average	Poor	Good	Average	Poor	Good	Average	Poor
1.	Motivated towards the class																		
2.	Self estimated in the class																		
3.	Good relationship with teachers and students																		
4.	An the role of facilitator, guide, and environment creator in the class																		
5.	Aggressive in the class																		
6.	Teacher's outward personality																		
7.	Teacher Job satisfaction																		
8.	Teachers' teaching effort in the classroom																		
9.	Co-operation with colleagues and administers																		
10.	Class control and punishment to the students school and society																		
11.	Teacher Responsibility on task, school and society																		
12.	Creativity and enthusiasm of the teachers																		

\* Analysis and Interpretation of the Data Obtained from the Observation form.

**APPENDIX D**  
**INTERVIEW SCHEDULE**  
**(SEMI STRUCTURED QUESTIONS)**

You are kindly request to supply the information on following questions from your own experiential perspectives. You responses will confidentially be used only for research purpose. I will be highly appreciated for your kind co operation.

Mohan Raj Banjara

**Researcher**

1. Are you familiar with the term teacher burnout? If yes, Please, share your views on it.

.....

2. How often do you feel boredom and why while teaching mathematics?

.....

3. Are you satisfied with the salary allocated to you ? If not, why? Please state.

.....

4. Have you got any support from your supervisor to reduce your work load and to specialize your skills? If yes, what sort of support you have got from them? Mention.

.....

5. Does your relationship with your students and colleges influences you to0 be motivated in your teaching? If yes, in what ways you are motivated? Please mention.

.....

6. Teacher should be concerned with task identity, task responsibility, task significance and skill variety: Do you agree with this statement? How ? Please share your agreement.

.....

7. Are you satisfied with the leadership effectiveness of your school? If yes, how are you satisfied, please mention.

.....

8. Many teachers are supposed to be burn out due to the lack of planning and clearing of policies and procedures of an organization; What is your view on it?

.....

9. Is there good organizational philosophy or mission in your school? Please mention how it is going on?

.....

10. Meaninglessness and cultural Estrangement tend to be burn out for teachers? Do you agree on it? If so, how please mention.

.....

11. Have you even fat social isolation and worker alienation in your teaching career? If yes, when and how please mention.

.....

12. Are you enjoying your position, task and duty in your school? If not, why are you being dissatisfied in your teaching career.

.....

**Thanks!!**

## APPENDIX E

### NAME OF THE SAMPLE TEACHERS

Sn	Name of the teacher	Name of the school	Adress	Teaching experience
1	Chaudamadi Bhandari	Shree Annapurna H.S.S	Parcha-9	5years
2	Subash Devkota	Shree Himalaya H.S.S	Namarjung-3	1 years
3	Mukti Adhikari	Shree Janajoti Ih.S.S	Kalika-3	17 years
4	Laxmi Prashed Shapkota	Shree Sharasoti H.S.S	Bharat pokhari-3	18years
5	Bushnu Madi Lamichhane	Shree Santi Udayah H.S.S	Bharat pokhari-8	13 years
6	Devi Bastakoti	Shree Janapariya H.S.S	Pokhara-7	18 years
7	Bikal Poudel	Shree Mahendra H.S.S	Pokhara-5	3 years
8	Shiramadi Lamichhane	Shreenabin H.S.S	Pokhara-4	22 years
9	Bishnu Timilshina	Shree Barpatan H.S.S	Pokhara-2	22 years
10	Yadu Raj Pageni	Shree Bhadrakali H.S.S	Pokhara 13	23 years
11	Jhalak Pradhan	Shree Bhadrakali H.S.S	Pokhara-13	9 years
12	Rabindra Bhattarai	Shree Laxmi Adrasha H.S.S	Lekhnath-7	22 years
13	Hem Raj Acharaya	Shree Laxmi Adarasha .H.S.S	Lekhnath-7	20 years
14	Laxmi Dhungana	Shree Laxmi H.S.S	Lekhnath-6	17 yeara
15	Kharika Parajuli	Shree Tribhubhan H.S.S	Lekhnath-12	6 yeara
16	Shiva Prashed Bastola	Shree Janaprakash H.S.S	Lekhnath-1	12 years
17	Shekhar Sharma	Shree Janaprakash H.S.S	Lekhnath-1	17 years
18	Rajendra Tiwari	Shree Tribhubhan Santi H.S.S	Lekhnath-12	16 years
18	Badri Ojha	Shree Gogan H.S.S	Lekhnath-12	7 years
20	Shrijana Tiwari	Shree Bharamba Rupa H.S.S	Lekh nath-13	5 years

21	Shiva Raj Tiwari	Shree Annanda Joti H.S.S	Lekh nath-10	10years
22	Krishna Tiwari	Shree Bhawani Kalika H.S.S	Lekhnath-5	17 years
23	Sunil Lamichhane	Shree Rattan Pandey H.S.S	Arbaya-4	3 years
24	Gopi Adhikari	Shree Chandi H.S.S	Bharat pokaari-5	12 years
25	Yuba Raj Lamichhanea	Shree Sarasoti H.S.S	Bharat pokhari-3	3 years
26	Bishnu Dahal	Shree Jateshor H.S.S	Thumki-5	3 years
27	Bishnu Tiwari	Shree Balmandir H.S.S	Pokhara-3	9 years
28	Nirbhadr Chamarkar	Shree Amar Siddha Namuna H.S.S	Lekhnath-11	17 years
29	Bishnu Koirala	Shree Amar Siddha Namuna H.S.S	Lekhnath -11	10 years
30	Babu Ram Adhikari	Shree Rupajoti H.S.S	Rupakot-4	7 years
31	Mitra Bastola	Shree Shova H.S.S	Majhanthana-6	18 years
32	Kiran Nuepana	Shree Ramkot H.S.S	Hansapur-4	10 years
33	Prakashnuepane	Shree Shova H.S.S	Majhanthana-6	4 years
34	Sirjana Tiwari	Shree Naba Joti H.S.S	Lekhnath-8	7 years
35	Dipak Timelsena	Shree Sita Ram H.S.S	Thumakodada-3	4 years
36	Bishnu Bhandari	Shree Ram H.S	Lekhnath-3	7 years
37	Bishnu Tiwari	Shree Brambarupa H.S.S	Lekhnath 13	2 years
38	Rajendra Aryal	Shree Chandra Prava H.S.S	Rupakot- 2	18 years
39	Rajendra Khanal	Shree Sukra Raj Balabhadra H.S.S	Pokhara-18	13 years
40	Raju Bhurtel	Shree Shivalaya H.S.S	Thumki-5	10 years