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## Ego Strength and Self Actualization in relation to Burn out among Teachers working in Government Primary Schools, District Bilaspur, Himachal Pradesh.

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**Abstract:** This study was conducted on 729 teachers working in Government Primary schools in District Bilaspur, Himachal Pradesh. The aim of study was to assess the effect of ego strength and self actualization on burn out. The standardized questionnaires were used to assess the ego strength, self actualization and burn out of the Teachers. The findings reveals that the mean/average scores of ego strength, self actualization and burn out of teachers were 19.72, 156.12 and 54.93 (Emotional exhaustion = 26.61, Depersonalization=13.28 and Personal accomplishment=21.04) and there was no significant difference between male and female teachers as well as teachers belonging to rural and urban background on ego strength, self actualization and burn out (Emotional exhaustion, Depersonalization and Personal accomplishment). Results also reveals that there was a negative and significant relationship between ego strength and burn out ( $-.336^{**}$ ) as well as its components ( $-.354^{**}$  with emotional exhaustion,  $-.199^{**}$  with depersonalization and  $-.299^{**}$  with personal accomplishment) and results also further reveals that there was a negative and significant relationship between self actualization and burn out ( $-.145^*$ ) as well as its components ( $-.135^*$  with emotional exhaustion,  $-.111^*$  with depersonalization and  $-.128^*$  with personal accomplishment). The results of multiple regression analyses reveals that ego strength and self actualization were considered for the prediction of 13.6% emotional exhaustion, 4.9% depersonalization and 10% personal accomplishment and 12.6% overall burn out.

**Keywords:** Ego Strength, Self Actualization, Burnout, Emotional exhaustion, Depersonalization and Personal accomplishment.

## Introduction

Barron (1963) is of opinion that "The strength of a person's ego is not the amount of troubles, conflicts and crisis that he encounters, but the manner and confidence with which he encounters them. According to him the following characteristics are collectively referred to as Ego-strength: psychological stability and good health, strong sense of reality, feeling of personal adequacy and vitality, permissive morality, lack of ethnic prejudice, emotional outgoingness and spontaneity and intelligence.

The ego is above all a process, not a thing. The striving to master, to integrate, to make sense of experience is not some of the function among many but the essence of the ego. The striving to make experience meaningful is for integration, not something that a thing called ego does; the striving for meaning is what ego is. The fundamental characteristics of the ego are that it is a process, a structure, social in origin, functioning as a whole and guided by purpose and meaning (Jane Loevinger, 1976).

Wolberg (1977) ego-Strength connotes the positive personality assets that will enable the individual to overcome his anxieties, to yield secondary gains of his illness, and to acquire new, more adequate defenses. Mosby's Medical Dictionary (2009) defined Ego-Strength as the ability to maintain the ego by a cluster of traits that together contributes to good mental health Ego strength is the capacity for sustaining emotional equilibrium while waiting or working for later gratification. In other words it is a measure of the effectiveness with which the ego is performing its tasks of adapting to the demands of reality. A well-functioning healthy mind is the one where there is harmony between id, ego and superego by Engler (2014). A person can be either high or low on ego-strength:

1. Low ego-strength: People showing lack of motivation to overcome obstacles, not wishing to move out of their comfort zones or are lazy are low on ego-strength. They have distorted thinking patterns which compel them into believing that they just can't do it, it's not their cup of tea or probably that they lack the resources and are delicate. Reality haters, such unrealistic patterns cause anxiety and stress as the person believes that the problems will go away themselves without their having to do anything about the same. Inflated self-worth when appreciated and feeling belittled when criticized etc. are few of the many characteristics of people low on ego-strength basically following avoidance approach.

2. High on ego-strength: People who are motivated enough to overcome obstacles, always striving for the better and acknowledging their feelings be it guilt, anger etc., are empathetic and remain positive despite the adversity of the situation are high on ego-strength. It is not difficult for them to say 'NO' to others and have a positive self-worth. They face tensions but are willing to change the situation and improving upon it to eliminate the stress. They believe in, 'No matter what life goes on'. Such individuals follow a 'learning' approach.

The concept of self-actualization is quite old to psychologists and has been described as the realization of one's potential and self which is the key component of one's success (Ozsoy, 2010). 'Self-actualization' has been attributed to people who are capable of realizing their own potential; they have a balanced view of themselves, are self-confident, and have self-esteem. Self-actualized people use their strength in reaching their goals (Goldstein, 1939; Maslow, 1943). Psychologists believe that individuals who are self-actualized are usually satisfied with their life. According to William James, the self consists of three components which are the 'material or bodily' component of the self that includes anything the person possess, the 'social' component of the self that implies the social roles within the social environment, and the 'spiritual' component of the self that comprises our feelings and thoughts about ourselves (James, 1890).

Maslow's Hierarchy of needs categorized 'self-actualization' on top of the pyramid or the attainment of individuals basic needs of physiological, safety/security, love/belongingness, and self-esteem (Maslow, 1943). Self-actualization can be achieved when a person explores his talents and capabilities and acts on them. Many scholars discussed the concept of self-actualization with its relation to one's talents and

creativity or using one's talents and potential to be capable and in control of becoming what you want to be. As such, creativity and self-actualization were found to be strongly related. Furthermore, Maslow emphasized self-actualization as the tendency of a person to be self-fulfilled from doing what he can do more and more. Self-actualization leads a person to accept him/herself, feel in control of one's life, grow forward and be emotionally stable. The deeper the person realizes and explores himself, the closer he reaches self-actualization (Maslow, 1987).

In this context of self-actualization, it is important to note that these concepts can be heavily reinforced by the workplace itself. If an organization emphasizes and promotes employee engagement in creative and social endeavors, then such an organization is playing its part in promoting the self-actualization of its employees. As such, an organization that has its ideals, goals, and purposes, closely related to that of its employees and surrounding community, is an organization that attempts to fulfill its employees' purpose, a level higher than by more material and financial rewards, and can motivate its employees beyond what these material rewards.

Although stress and burnout have similar attributes, they are not to be substituted for each other, because stress may lead to burnout; however, burnout does not lead to stress (Selye, 1976). Stress alone does not cause burnout; unmitigated stress causes burnout. Farber (1991) limited burnout to a work-related syndrome that most often occurred as a result of working directly with people in need of assistance. Friedman (1995), on the other hand, defined burnout as a response of a person's perception of a significant difference between effort (amount of work exerted) and reward (amount of recognition or success realized).

It is believed that emotional exhaustion is the beginning of this downward spiral. As a result of emotional exhaustion, individuals begin to experience an immense sense of depersonalization in terms of their work and people with whom they work. This downward spiral continues until an individual believes that he has lost his ability to effect change and make a difference in his profession. Individuals do not have to experience all three components of burnout to be considered burned out. Currently, Maslach's theory of burnout and the Job Demands-Resources (JDR) model are the most widely accepted theories. According to Jackson et al. (1986), the term burnout refers to a "state of emotional exhaustion caused by excessive psychological and emotional demands made on people helping people"

#### Dimensions of Burnout

1. Emotional Exhaustion: Maslach (1993) defined emotional exhaustion as feelings of being emotionally overextended and depleted of one's emotional resources: when an individual feels exhausted, drained, and worn out, both emotionally and physically (Jackson et al. 1986).
2. Depersonalization: The second dimension of burnout, depersonalization, refers to "treating people like objects and is often reflected in the use of objects label rather than personal names when referring to clients" (Jackson et al., 1986). According to Maslach (1993), depersonalization occurs when an individual begins to have a negative, callous, or excessively detached response to other people who are usually the recipients of one's service or care. Extreme levels of detachment can lead to inability to work effectively.
3. Reduced personal accomplishment: The third dimension of the burnout concept is reduced personal accomplishment. Reduced personal accomplishment refers to a decline in one's feeling of competence and successful achievement in one's work (Maslach, 1993). It is also the tendency to evaluate oneself negatively with regards to one's successes at the work place (Jackson et al., 1986). High levels of burnout may cause individuals to feel useless and ineffective. According to Jackson et al., these individuals have a hard time beginning new projects because they perceive that others view their work as being of little value. Therefore, they feel that putting forth any effort is pointless. Individuals experiencing reduced personal accomplishments believe they do not make a difference, so they stop trying. Emotional exhaustion is considered the most prominent reaction to burnout.

Individuals begin to experience an overwhelming sense of depersonalization and distancing regarding their work and the people with whom they work (Friedman, 1995).

Anand (2001) conducted a study on burnout as a function of self efficiency; ego-strength and work environment also measured the extent of burnout among manager level employees working in industrial setup. The reported mean on three dimensions of burnout, emotional exhaustion (17.01), depersonalization (5.650) and personal accomplishment (32.51) place the manager level employees in the moderate category of experienced burnout.

Sood(2019) examined burnout among Government and Private Primary school teachers: a comparative study. Maslach Burnout Inventory constructed by Maslach and Jackson. (1986) was used for data collection among 150 teachers. The results of current study indicated that male primary school teachers score higher mean scores than female teachers in depersonalization than female teachers had of personal accomplishment. No significant difference between private and government primary school teachers with reference to job burnout were found. However private school teachers feel more emotional exhaustion as compared to their counterparts in government schools

Rad and Nasir(2010) examined Burnout and Career Self Concept among Teachers in Mashhad, Iran. A total sample of 150 teachers in Mashhad, Iran was the respondents of this study. Results of study showed that there were significant differences in burnout and career self concept between male and female teachers. Furthermore it was found that there was a negative correlation between career self concept and burnout. Villa and Calvete (2001) examined teacher self concept in relation to burnout among 278 secondary school teachers from 24 schools. Self Concept Evaluation Scale (TSCE) and the Maslach Burnout Inventory (MBI) for measuring burnout and self concept were used as measuring tools for data collection purpose. Findings indicates that teachers with positive self concept about themselves experienced fewer symptoms of stress and burnout, a positive correlation was found between teachers self concept subscale and psychological symptoms. In fact it was concluded that people with negative self image are more vulnerable to environment events, particularly those affecting work.

Bedawy et.al(2017) assessed the role of training, democratization, and self-actualization in addressing employee burnout. This study was conducted in SEKEM, a company in Egypt known for its innovative application of human development initiatives, was selected as a case study from Egypt. A single cross-sectional analysis of the employees of the company was used and data was collected with a questionnaire using a 7-level scale. The results were then analyzed with a principal component analysis, Cronbach's alpha, and Spearman's rank correlation. The results confirmed the validity and inter-reliability of the model as well as showed the significant negative relationship between both perception of employee development programs & self-actualization and between employee burnout.

Voitenko et.al (2021) conducted a study on Influence of Characteristics of Self actualization and Coping Behavior on Resistance of Teachers to Professional Stressors and Emotional Burnout among 107 Ukrainian teachers. It was found that the severity of burnout is negatively correlated with self-actualization. In addition, the joint influence of self actualization indicators and certain coping strategies on the nature of the formation of different stages of emotional burnout was detected. It was also determined that coping strategies are formed under the influence of two factors. On the one side, it is professional stress and burnout, and on the other side, it is the desire to satisfy the need for self-actualization

Seema(2011) examined Effect of organizational role ego-strength and self-actualization on burnout among 320 secondary schools teachers of government secondary schools of Delhi. The major findings of the study were : Majority of the secondary school teachers is experiencing medium level

Burnout. Secondary school teachers are experiencing more stress on role ambiguity and role expectation conflict and teachers are experiencing low stress on resource inadequacy.

**Significance of the Study:** The present study is very important because it studies the burnout teachers in relation to their ego strength, self-actualization. Teaching is one of the most widely distributed profession in our country. It is inherently stressful and requires the teachers to play a supportive role in spite of the stress that they experience in their personal and social lives. Burnout amongst teachers does not affect themselves alone but their students as well.

**Objectives of the study:** Following were the objectives of the study:

1. To know the level of Burnout, ego strength and self actualization among the Primary school teacher working in District Bilaspur, H.P.
2. To study the difference on Burn out, ego strength and self actualization between male and female teachers working in District Bilaspur, H.P.
3. To study the difference on Burn out, ego strength and self actualization among teachers working in rural and urban schools in District Bilaspur, H.P.
4. To find out the relationship of ego strength and self actualization with burn out among teachers working in Government Primary schools in District Bilaspur, H.P.
5. To find out the combined influence of Ego Strength and Self-Actualization on Burnout among Primary school teachers working in District Bilaspur, H.P.

**Hypotheses:** Following were the hypotheses as:

1. There will be no relationship of Ego Strength with burnout (Emotional Exhaustion, Depersonalization and Personal Accomplishment) among teachers working in Government Primary schools in District Bilaspur, H.P.
2. There will be no relationship of Self actualization with burnout (Emotional Exhaustion, Depersonalization and Personal Accomplishment) among teachers working in Government Primary schools in District Bilaspur, H.P.
3. There will be no significant combined influence of Ego Strength and Self-Actualization on Emotional Exhaustion among teachers working in Government Primary schools in District Bilaspur, H.P.
4. There will be no significant combined influence of Ego Strength and Self-Actualization on Depersonalization among teachers working in Government Primary schools in District Bilaspur, H.P.
5. There will be no significant combined influence of Ego Strength and Self-Actualization on Personal Accomplishment among teachers working in Government Primary schools in District Bilaspur, H.P.
6. There will be no significant difference on Ego Strength, Self actualization and Burnout among male and female teachers working in Government Primary schools in District Bilaspur, H.P.
7. There will be no significant difference on Ego Strength, Self actualization and Burnout among teachers working in rural and urban Government Primary schools in District Bilaspur, H.P.

**Method:** For the present study, Descriptive Method is used. Because it is considered as one of the best method in education, it describes the current status of the research work.

**Population:** All the 1219 teachers working in Government Primary schools of District Bilaspur, Himachal Pradesh constituted the population of the study for the present investigation.

**Sample:** To conduct this study the investigator selected a representative sample of total 730 primary schools teachers of government primary schools of District Bilaspur, Himachal Pradesh. The sample was selected from all five educational blocks of District Bilaspur.

**Tools: Following tools were used for the data collection purpose as:**

1. Maslach Burnout Inventory (MBI) Form Ed. by Christina Maslach and Susan, E. Jackson
2. Hasan's Ego Strength Scale by Dr. Q. Hasan.
3. Self Actualization Inventory by Dr. K.N. Sharma.

### Statistical Analysis:

Taking into the consideration of objectives of the study the, data so collected was statistically analysed by using mean, S.D., 't' - test, correlation, multiple correlation. SPSS (Statistical Package for Social Science) 32.0 version is used to calculate and analyse the data.

## Results

**Table.1: Showing the Emotional exhaustion, Depersonalization, Personal accomplishment, Total burnout, Ego Strength and Self Actualization among Primary Teachers working in Government Primary schools of District Bilaspur, Himachal Pradesh.**

Variables	Mean	S.D.	Std. Error
Emotional exhaustion	20.61	8.20	.30384
Depersonalization	13.28	5.49	.20333
Personal accomplishment	21.04	7.99	.29587
Total Burn out	54.93	19.02	.70429
Ego Strength	19.72	6.39	.23662
Self Actualization	156.12	37.29	1.38115

Table.1 shows the mean/average score, S.D. and standard error on emotional exhaustion, depersonalization, personal accomplishment, total burnout, ego strength and self actualization among primary teachers working in Government Primary schools of District Bilaspur, Himachal Pradesh.

**Table.2: Showing the difference on Emotional exhaustion, Depersonalization, Personal accomplishment, Ego Strength and Self Actualization among male and female teachers working in Government Primary schools of District Bilaspur, Himachal Pradesh.**

Variable	Male Teachers (355)		Female Teachers Teachers(374)		t-value
	Mean	S.D.	Mean	S.D.	
Emotional exhaustion	20.32	7.93	20.86	8.46	.628(NS)
Depersonalization	13.35	5.83	13.21	5.15	.586(NS)
Personal accomplishment	21.02	8.40	21.06	7.59	.048(NS)
Total Burn out	54.70	18.95	55.11	19.09	.216(NS)
Ego Strength	19.98	6.42	19.48	6.36	.746(NS)
Self Actualization	157.27	37.99	155.01	36.58	.578(NS)

Table.2 explains the difference on emotional exhaustion, depersonalization, personal accomplishment, ego strength and self actualization among male and female teachers working in government primary schools. There was no significant difference between male and female teachers

on emotional exhaustion, depersonalization, personal accomplishment, total Burn out, ego strength and self actualization.

**Table.3: Showing the difference on Emotional exhaustion, Depersonalization, Personal accomplishment, Ego Strength and Self Actualization among teachers working in rural and urban Government Primary schools of District Bilaspur, Himachal Pradesh.**

Variable	Rural Teachers (577)		Urban Teachers Teachers(152)		t-value
	Mean	S.D.	Mean	S.D.	
<b>Emotional exhaustion</b>	20.77	8.39	19.98	7.46	<b>.729(NS)</b>
<b>Depersonalization</b>	13.10	5.31	13.97	6.09	<b>1.22(NS)</b>
<b>Personal accomplishment</b>	20.86	7.72	21.72	8.94	<b>.826(NS)</b>
<b>Total Burn out</b>	54.74	19.29	<b>55.17</b>	<b>17.98</b>	
<b>Ego Strength</b>	19.63	6.47	20.07	6.08	<b>.578(NS)</b>
<b>Self Actualization</b>	155.50	37.23	<b>158.47</b>	<b>37.55</b>	

Table.3 explains the difference on emotional exhaustion, depersonalization, personal accomplishment, ego strength and self actualization among teachers working in rural and urban government primary schools. There was no significant difference between teachers working in rural and urban government primary schools.

**Table.4: Showing Correlation of Ego Strength and Self actualization with Burn out and its components among Primary Teachers working in Government Primary schools of District Bilaspur, Himachal Pradesh**

Independent Variables	Dependent Variables			
	Emotional exhaustion	Depersonalization	Personal accomplishment	Overall Burn out
<b>Ego Strength</b>	-.354**	-.199**	-.299**	-.336**
<b>Self Actualization</b>	-0.135*	-0.111*	-0.128*	-0.145*

\*p<.05, \*\*p<.01, \*\*\*p<.001

Table. 4 shows correlation of ego strength and self actualization with burn out and its components among teachers working in government primary schools. There was a negative and significant correlation between ego strength and emotional exhaustion(-.354, \*\*p<.01), depersonalization(-.199, \*\*p<.01), personal accomplishment( -.299, \*\*p<.01) and overall burnout(-.336, \*\*p<.01). Table.4 also shows that there was a negative and significant correlation between self actualization and emotional exhaustion(-.135, \*p<.01), depersonalization(-.111, \*p<.01), personal accomplishment( -.128, \*p<.01) and overall burnout(-.145, \*p<.01).

**Table.5: Showing Combined influence of Ego Strength and Self Actualization on Emotional exhaustion, Depersonalization, Personal accomplishment and overall Burn-out among teachers working in Government Primary Schools in District Bilaspur, Himachal Pradesh.**

Dependent Variables	Independent Variables		R	R <sup>2</sup>	Adjusted R <sup>2</sup>	F-value	Significance Level
	Ego Strength	Self Actualization					
Emotional exhaustion	-.345	-.106	.369	.136	.134	57.165	<.001
Depersonalization	-.191	-.095	.220	.049	.046	18.522	<.001
Personal accomplishment	-.290	-.103	.316	.100	.097	40.321	<.001
Overall Burn out	-.326	-.116	.355	.126	.124	52.356	<.001

\*p<.05, \*\*p<.01 and \*\*\*p<.001

Table. 5 shows the combined influence of ego strength and self actualization on emotional exhaustion, depersonalization, personal accomplishment and overall burn-out among teachers working in government primary schools. It is evident from Table.5 that ego strength and self actualization were considered for the prediction of emotional exhaustion. The t-test for the test of significance of regression coefficient shows that ego strength ( $t=-9.950, p<.001$ ) and self actualization ( $t=-3.050, p<.001$ ) have significant regression weight. This means that ego strength and self actualization contributed to the regression explaining 13.6% variation ( $R^2 = .136, F = 57.165, p<.001$ ) in emotional exhaustion. Table.5 also explains that ego strength and self actualization were considered for the prediction of depersonalization. The t-test for the test of significance of regression coefficient shows that ego strength ( $t=-5.258, p<.001$ ) and self actualization ( $t=-2.605, p<.01$ ) have significant regression weight. This means that ego strength and self actualization contributed to the regression explaining 4.9% variation ( $R^2 = .049, F = 18.52, p<.001$ ) in depersonalization. Table .5 reveals that that ego strength and self actualization were considered for the prediction of personal accomplishment. The t-test for the test of significance of regression coefficient shows that ego strength ( $t=-8.211, p<.001$ ) and self actualization ( $t=-2.921, p<.01$ ) have significant regression weight. This means that ego strength and self actualization contributed to the regression explaining 10.0% variation ( $R^2 = .100, F = 40.321, p<.001$ ) in personal accomplishment.

Table.5 further reveals that ego strength and self actualization were considered for the prediction of overall burn out. The t-test for the test of significance of regression coefficient shows that ego strength ( $t=-9.352, p<.001$ ) and self actualization ( $t=-3.338, p<.001$ ) have significant regression weight. This means that ego strength and self actualization contributed to the regression explaining 12.6% variation ( $R^2 = .126, F = 52.356, p<.001$ ) in emotional exhaustion.



**Table.6: Showing the High, Average and Low frequency of Emotional exhaustion, Depersonalization and Personal accomplishment and overall Burn out among Teachers working in Government Primary schools of District Bilaspur, Himachal Pradesh.**

Emotional Exhaustion	Frequency	Percentage	Depersonalization	Frequency	Percentage	Personal Accomplishment	Frequency	Percentage
<b>High</b>	<b>157</b>	<b>21.54%</b>	<b>High</b>	<b>353</b>	<b>16.07%</b>	<b>High</b>	<b>640</b>	<b>87.79%</b>
<b>Average</b>	<b>352</b>	<b>48.29%</b>	<b>Average</b>	<b>242</b>	<b>33.20%</b>	<b>Average</b>	<b>63</b>	<b>8.64%</b>
<b>Low</b>	<b>220</b>	<b>30.18%</b>	<b>Low</b>	<b>134</b>	<b>18.38%</b>	<b>Low</b>	<b>26</b>	<b>3.19%</b>

Table.6 shows high, average and low frequency of Teachers on Emotional exhaustion, Depersonalization and Personal accomplishment and overall Burn out. Frequencies of teachers on High, average and low level emotional exhaustion were; 157, 352 and 220 respectively, frequencies of teachers on High, average and low level depersonalization were 353, 242 and 134 respectively and frequencies of teachers on High, average and low level personal accomplishment were 640, 63 and 26 respectively.

**Table.7: Showing the level of Self-Actualization among Primary Teachers working in Government Primary schools of District Bilaspur, Himachal Pradesh.**

Level of Self Actualization	No. of Teachers	Frequency of Teachers
<b>High</b>	<b>190</b>	<b>26.03%</b>
<b>Medium</b>	<b>163</b>	<b>22.36%</b>
<b>Low</b>	<b>376</b>	<b>51.58%</b>

Table.7 shows the high, average and low frequency of teachers on self actualization. There were 190 teachers at the high level of self actualization, 163 were at the medium level of self actualization and 376 teachers were at the low level of self actualization.

**Discussion:** On the basis of results it can be concluded that the emotional exhaustion of the teachers was 20.61. It means the emotional exhaustion of teachers was at the average level. Depersonalization score of teachers was 13.8 which is also lie within the average and high range. The personal accomplishment score was 21.04 which is fall in the higher range. It means that the teachers working in primary government schools were with average emotional exhaustion and high depersonalization and personal accomplishment. The self actualization score of teachers was low level i.e. 156.12 and the ego strength was found in the average level i.e. 19.72

There was no significant difference found on emotional exhaustion, depersonalization, personal accomplishment, overall burn out, ego strength and self actualization among male and female teachers working in government primary schools. Similarly there was no significant difference found emotional exhaustion, depersonalization, personal accomplishment, overall burn out, ego strength and self actualization between teachers working in rural and urban schools.

There was a negative and significant correlation between ego strength and emotional exhaustion, depersonalization, personal accomplishment, overall burn out. It means that as ego strength increases then ego strength and emotional exhaustion, depersonalization, personal accomplishment, overall burn out decreases or vice versa. Similarly there was a negative and significant correlation between

self actualization and emotional exhaustion, depersonalization, personal accomplishment, overall burn out. This means that as self actualization increases then ego strength and emotional exhaustion, depersonalization, personal accomplishment, overall burn out decreases or vice versa.

Combined effects of Ego Strength and Self Actualization on Emotional Depersonalization, Personal accomplishment and overall Burn-out among teachers working in Government Primary Schools were 13.6%, 4.9%, 10% and 12.6% respectively.

Frequencies of teachers on High, average and low level emotional exhaustion were; 157, 352 and 220 respectively, frequencies of teachers on High, average and low level depersonalization were 353, 242 and 134 respectively and frequencies of teachers on High, average and low level personal accomplishment were 640, 63 and 26 respectively.

There were 190 teachers at the high level of self actualization, 163 were at the medium level of self actualization and 376 teachers were at the low level of self actualization.

The findings of this study are supported by several other studies like that of Malanowski, & Wood, 1984, Babich, 2007; Skaalvik, & Skaalvik, 2015, Maslach, Schaufeli, and Leiter (2001) etc.

### **Conclusion**

Burnout is a state of emotional, mental and physical exhaustion caused by excessive and prolonged stress. This happens when a person feels depressed, emotionally exhausted, unable to meet their daily needs, which causes a loss of interest and motivation for the work being done. Burnout reduces the productivity of a person's activity, adversely affects his psycho-emotional state. Based on the analysis and systematization of the scientific literature on burnout, its three main components are identified: emotional and/or physical exhaustion, reduced productivity, and excessive depersonalization. Coping with burnout is the process of personality selfactualization, which some authors consider as a system-forming personal resource for overcoming burnout, others as a factor of resistance to burnout. However, the role of self-actualization and its individual components in regulating the professional burnout of teachers over a long period is still poorly understood. There is no clear answer to the question about the mutual influence of burnout, stress, it is not defined what features of self-actualization contribute to or hinder the development of burnout.

Ego strength and self actualization are both significantly and negatively related with burn out among teachers. It means that if self actualization and ego strength will be enhanced among them by creating congenial environment in the school then their burn out will be decreased and they will work more effectively and efficiently.

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