5.0.0 INTRODUCTION:

Stress is the general term applied to pressures people feel in life. The presence of stress at work is almost inevitable in many jobs. The institutions and the people who run them are under constant pressure to increase the output while keeping costs in check. To do things fast and better but with fewer people is the goal of many institutions today. An unfortunate effect of this trend is to put too much pressure on teachers and develop emotional and physical problem. No one is immune to stress for it can affect teachers at all levels of the institution. In the modern day-today life stress is unavoidable. The sources of such stress may be due to the nature of the individual, the group, the institution in which the individual is working and factors outside the institution.

Stress is derived from the Latin word stringere, meaning to draw light, hardships or affliction. Stress has been defined in many ways, but most of the definitions say the stress caused by the stimulus, that the stimulus can be either physical or psychological and that the individual responds to the stimulus in some way. Stress is a subset of emotion (Lazarus, 1993). Stress is caused by a multitude of demands (stressors) such as an adequate fit between what we are capable of, and what our environment offers and what it demands of us (Levi1996) internal pressures.

5.1.0 BACKGROUND OF STRESS:

The pioneer investigator into the implication of stress is Dr. Hans Selye. The General Adaptation Syndrome (GAS) identifies three stages of responses to stressor: alarm, resistance and exhaustion.

The GAS begins when a person first encounters a stressor. The first stage is called alarm. At this point the person may feel some degree of panic and begin to wonder how to cope with it. It the stressor is too extreme, the person may simply be unable to cope with it. In most cases, however, the individual gathers his/her strength (physical or emotional) and begin to resist the negative effects of stressor.
5.2.0 SYSTEMS OF STRESS:

When pressure begins to build up it can cause adverse strain on person’s emotions, thought processes and physical condition. When stress becomes excessive, teachers develop various symptoms of stress that can harm their job performance and health and even threaten their ability to cope with the environment.

Stress can be divided into the following:

<table>
<thead>
<tr>
<th>(1)</th>
<th>(2) Psychological</th>
<th>(3) Behavioral</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Ulcers</td>
<td>Emotional instability</td>
<td>Excessive smoking</td>
</tr>
<tr>
<td>• Digestive problems</td>
<td>Moodiness</td>
<td>Abuse of alcohol or drugs</td>
</tr>
<tr>
<td>• Headaches</td>
<td>Nervousness and tension</td>
<td>Absenteeism</td>
</tr>
<tr>
<td>• Sleep disruption</td>
<td>Chronic worry</td>
<td>Safety problem</td>
</tr>
<tr>
<td>• Burnout</td>
<td></td>
<td>Performance problems</td>
</tr>
</tbody>
</table>

5.3.0 ORGANIZATIONAL ROLE STRESS:

Modern life is full of stress. As organizations become more complex, the potential for stress increases. Urbanization, industrialization and increase in scale of operations are some of the reasons for rising stress. Stress is an inevitable consequence of socioeconomic complexity and, to some extent, its stimulant as well. People experience stress as they can no longer have complete control over what happens in their lives. The telephone goes out of order, power is shut down, water supply is disrupted, an expected promotion disproportionately to income, etc. we feel frustrated and then stressed.

There being no escape from stress in modern life, we need to find ways of using stress productively, and reducing dysfunctional areas.

Several terms that are synonymous with stress, or similar in meaning, have been used. In order to avoid confusion we will use the following terms: stressor for stimuli that induce stress; stress for the affective (emotional) part in the experience of incongruence; symptoms for the physiological, behavioural and conceptual responses or changes; and coping for any behaviour that deals with emotional component in the experience of incongruence, i.e. stress). The term stress will be used here to refer to such terms and concepts as strain, pressure, etc.
Even as stress is inevitable in today’s complex life, so is it necessary for human progress. It is like a musical instrument, where an optimum stress is needed to produce good music; loose wires (less stress) would not produce too much tautness (too much stress) might result in screeching. A distinction has been made between productive or functional stress (stress for creative work, entrepreneurial activities, Olympic competitions, etc.) and dysfunctional stress (stress of boredom, unmanageable conflicts, overwork, etc.) the former has been called eustress and the latter distress. As already stated, role can be defined as a set of functions, which an individual performs in response to the expectations of the significant members of a social system and his own expectations about the two role systems (role space and role set) have a built in potential for conflict and stress.

5.4.0 CONCEPT OF BURNOUT:

Burn out as a concept was born in mid 1970s in USA and within a small period of time it becomes almost a catchword. However phenomenon of burnout was not confined to only American workers. The fact is that it is a condition prevalent among persons working in helping professions e.g. persons in such occupations as nursing, social work, police, teaching, psychology, psychiatry, medicine, law, technology, etc. all over the world.

It appears to be a response to interpersonal stressors on the job in which an overload of contact with people results in changes in attitudes and behaviours towards them. It is defined as a syndrome of emotional exhaustion, depersonalization and reduced sense of personal accomplishment, which can occur among individuals who work with people in some capacity (Maslack Jackson 1984). Paine (1982) has observed burnout stress syndrome, the consequences of a high level of job stress, personal frustration and adequate coping skills have major personal, organizational and social costs and these costs are probably increasing.

5.5.0 STRESS AND HUMAN SERVICE PROFESSION:

Over the last few decades the psychological construct “stress” has become as inevitable fact of life and is seen associated with almost all occupations, particularly human service professions. With dramatic changes taking place in this dynamic and technological world, life stress has become an immediate focal point of interest.
Stress can be defined as a psychological/physiological response to a threatening or overly demanding situation. Stress is not only a necessary part of organizational life, but it is also essential for the effectiveness of any person, for sometimes some of the best performances are shown by a person under stress. Stress is a reality of teaching which can be beneficial or harmful depending on how a person responds. Stress is therefore not necessarily negative, for if it is properly coped with it can lead to a feeling of challenge, high job satisfaction, creativity, improved efficiency, career growth, better adjustment to work and life, etc.

The term burnout is not synonymous with the stress but it is the end result of stress experienced but not properly coped up. Excessive, prolonged and uncoped stress can have serious effects on the normal physiological as well as psychological functions of the body and if adequate copying mechanisms are not instituted this extreme state can lead to more serious state of burned-out.

5.6.0 PROBABLE CAUSES OF TEACHERS’ BURNOUT:

Although the level of teacher burnout is substantial, it is an overstatement to contend that all teachers are burned out. There may be wide range of factors which contribute as causes for burnout. Some of such probable causes are:-

5.6.1 Teacher Demographics:-
A variety of teacher characteristics are correlated with high burnout rates. In general these demographic characteristics typify individuals who are relatively powerless in their social settings and hence are likely to perceive themselves as victimized. Their sense of powerlessness also prevents them from effecting changes in school routines. Some of such characteristics are:-

5.6.2 Inexperience: Burnout tends to be a malady of the inexperienced. Idealism and enthusiasm are necessary to attract a professional to a career. Most individuals opt for teaching career because of a desire to make a difference in their student’s lives. The gap or the contradictions between what the teachers are socialized to expect from their training in schools of education and what they experience in reality is the central element in the creation of Burnout is generally more frequent among young, freshly idealistic teachers than the experienced ones with many of them having abandoned their idealism, and learned to cope and work with the existing system as it is. Pre-service teachers come
to expect that they will instruct and shape young minds, plan and develop curricula, evaluate students and manage classrooms as per their wishes.

Some may even recognize that they are expected to serve as role models for children, to act as surrogate parents, to work with students of diverse ability levels, backgrounds, disadvantages and problems and to combat racism, learning disabilities, unrest etc. However they often assume that they will be granted the professional autonomy to exert control over the roles that are assigned to perform. Colleges of education hardly prepare pre-service teachers for the “real world of teaching” is which autonomy generally is significantly restricted.

5.6.3 Teachers’ personality: - Studies conducted by Dworkin, Joiner and Bruno (1990) indicated that teachers who have an external locus of control are more susceptible to burnout. Those individuals who have an internal locus of control believe that they are responsible for their own actions and their own fate. Those controlled by external locus believe that chance, luck, fate or destiny controls their lives. Such people become pessimistic and less enthusiastic. They are more likely to assume that no matter how hard they are to effect desirable ends, something will interfere and negate their efforts. They may see their efforts as meaningless and believe themselves to be powerless.

In their early work on stress, Kahn, Wolfe, Quinn, Snoek and Rosenthal (1964) suggested that there are distinctive personality factors that heighten the loss of job idealism. Neurotics and introverts tend to experience more stress in teaching. Flexible and democratic thinkers, who often cannot say “no” to organizational demands and who have difficulty working under rigid autocratic administrators also tend to experience greater stress and burnout.

5.6.4 Social class differences: - This can be especially seen in the rural schools where most of the teachers are from middle class backgrounds and new teachers are also increasingly coming from middle class backgrounds. In many urban schools rarely more than 95% of students are from middle class background. Social class differences reflect distinctive life styles, aspirations, expectation and values etc. Consequently great disparities between class and class origins of students and teachers will mean major differences in expected behaviors and styles of presentation of self between students and teachers.
5.6.5 Status oriented and security oriented teachers: - Status oriented teachers are more likely to experience burnout as opposed to security oriented teachers. Status oriented individuals are mostly highly involved in work, independent and keen to seek advancements. The security oriented individuals are more dependent, worry about job stability, want to be liked by others and attribute power to others. Status oriented teachers are more likely to be frustrated by obsolete practices and conventions that block both their advancements and their ability to get things done.

5.7.0 USING THE MASLACH BURNOUT INVENTORY:

Research on burnout is of recent origin. Prior to research in this area, writing on burnout made its appearance from 1970 onwards. Many books and articles have been published on this subject but most of them are descriptive, based on authors’ personal experience or narratives of burnt out people.

Systematic research on burnout started by Freudenberg (1974), one of the earliest studies Freudenberg (1975) found that having a slower pace of life is less physical stress from the environment, thus less fatigue and less susceptibility to burnout. The more jobs in rural areas that permit workers autonomy and thus both the type of work as well as level of stress varies from urban to rural areas. The most salient factor in making stress less frequent in rural areas was the slower rate of social change and the lower probability of encountering role alternatives.

Staff members in Human Service and educational institutions are often required to spend considerable time in intense involvement with other people. Frequently the staff client interaction is centered around the client’s current problems (psychological social or physical) and is therefore charged with feeling of anger embarrassment fear or despair because solutions for clients problems are not always obvious and easily obtained the situation becomes more ambiguous and frustrating for the person who works continuously with people under such circumstances the chronic stress can be emotionally draining and can lead to burnout.

5.8.0 ROLE PICS:

Role Pics is a semi projective instrument for assessing a respondent’s style or strategy to cope with role stress. Pics is an acronym (short form) of projective instrument for coping styles. Role Pics is used to assess coping styles in relation to organizational roles. In this
instrument some situations are given in which a role occupant is involved in conversation with another person and either of them makes a statement about a role stress situation. These situations can also be made into cartoon like pictures. A respondent is required to write down how a person, to whom a statement has been made, would respond. It is presumed that responses will be projective expression of the way respondent himself would cope with a particular stress.

Coping styles or strategies can either be seen as a general trait (a disposition applicable to most situation), or a disposition applicable to specific stress situations. A distinction has been made between strategies that bring about a change in stress situation and those that relieve the symptoms of stress. There have not been very many studies on how a person deals with the stress he experiences.

People can be classified into two types on the basis of strategies employed to deal with stress. The first category consists of persons who decide to suffer, deny experienced or avoidance strategies are termed dysfunctional styles of coping with stress. The second category consists of persons who face realities of stress consciously and take some action to solve problems either by themselves or with the help of other people. These active approaches are termed functional styles of dealing with stressful situations. These find favour with social scientists as they are supposed be more effective and healthy than dysfunctional styles.

The above classification in no way suggests that people use one kind of coping process or another exclusively. Rather it is common knowledge that different persons employ complex and varied combinations of different strategies to deal with the same kind of stress. An issue that can be raised while discussing the effectiveness of various coping styles is whether some ways of coping with stress are more effective than others. Any answer to this problem would depends upon the particular situation, the point of time and levels at which stress is being felt. What may be considered an optimal or a beneficial response in one situation at a particular time may be damaging or ineffective in some other situation or at a different time.

In general dysfunctional modes of coping may be damaging when they prevent essential direct action, but may be extremely useful in helping a person maintain a sense of well being, integration or hope under conditions otherwise likely to lend to psychological disintegration.
Marshall and cooper (1969) asked managers how they coped with work pressure. The most common technique reported was to work with work pressure. Most common technique reported was to work with longer hours.

Folkmans et al (1986) have proposed eight coping strategies based on factor analysis of an instrument: confrontive coping, distancing, self control, seeking social support, accepting responsibility, escape avoidance, painful problem solving and positive reappraisal.

Different approaches to the study of coping have been used in various investigations. Some have emphasized general coping traits, styles or dispositions, while others have preferred to study active ongoing coping strategies in particular stress situations. The former approach assumes that an individual will cope the same way in most stressful situations. A persons’ coping styles is typically assessed by personality tests. Whether the person actually behaves under stress as predicted by the tests depends largely on the adequacy of the personality assessed and many other internal and external factors that affect the person’s actions and reactions in any given situation.

As against this, those concentrating on the active coping strategies prefer to observe an individual’s behaviour as it occurs in a stressful situation. And then proceed to infer the particular coping processes implied by the behaviour. This approach has largely been neglected by the study of coping.

An instrument that measures coping strategies, and one that deserves special attention, is the Ways of Coping Checklist (WCCL) by Folkman and Lazarus (1985). It identifies stressful events and then the extent of use of the 8 coping strategies.

Coping strategies can be conceptualized as a product of a combination of externality, internality and mode of coping. Externality is the feeling that external factors are responsible for role stress, resulting in aggression towards, and blaming of, these external factors. It may also indicate the tendency to expect and get a solution for stress from external sources. Externality may be high or low.

Internality is quite the opposite. The respondent may perceive himself as a responsible for the stress and may therefore express aggression or blame himself. Similarly the respondent may expect a solution for the stress from within. Internality may be high or low. Coping may take the form of avoiding the situation (reactive strategies) or
confronting and approaching the problem (proactive strategies). This is a mode of coping. Combining the two aspects of each of the three dimensions, we have eight possible strategies for coping with stress.

Avoidance mode is characterized by any one of the following: a) aggression and blame, b) helplessness and resignation c) minimizing the significance of the stressful situation by accepting it with resignation d) denying the presence of stress or finding an explanation for it. Such behaviour helps a person in not doing anything in relation to the stress. We have used the expression punitive (borrowed from Rosenweig), and have used capital letters to denote avoidance response.

On the other hand approach mode is characterized by:

- Hope that things will improve
- Efforts made by the subject will help to solve the situation
- Expectation that others will help, or asking for help in relation to stress and
- Jointly doing something about the problem.

Eight styles are briefly described below.

**5.9.0 CATEGORY OF COPING STYLE:**

<table>
<thead>
<tr>
<th>Mode</th>
<th>Internality</th>
<th>Externality</th>
<th>Coping Styles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avoidance</td>
<td>Low</td>
<td>Low</td>
<td>Impunitive (M)</td>
</tr>
<tr>
<td>Avoidance</td>
<td>High</td>
<td>Low</td>
<td>Intrapunitive (I)</td>
</tr>
<tr>
<td>Avoidance</td>
<td>Low</td>
<td>High</td>
<td>Extrapunitive (E)</td>
</tr>
<tr>
<td>Avoidance</td>
<td>High</td>
<td>High</td>
<td>Defencive (D)</td>
</tr>
<tr>
<td>Approach</td>
<td>Low</td>
<td>Low</td>
<td>Impersistive (m)</td>
</tr>
<tr>
<td>Approach</td>
<td>High</td>
<td>Low</td>
<td>Intropersistive (i)</td>
</tr>
<tr>
<td>Approach</td>
<td>Low</td>
<td>High</td>
<td>Extrapersistive (e)</td>
</tr>
<tr>
<td>Approach</td>
<td>High</td>
<td>High</td>
<td>Interpersistive (n)</td>
</tr>
</tbody>
</table>

**5.9.1 Impunitive (M)** has a combination of low internality, low externality and avoidance. This is a fatalistic attitude and is similar to what Rosenzweig has called impunitive (blame for the frustration is evaded altogether the situation being regarded as unavoidable) some elements of Rosenzweig’s impuditive category are also included (accepting stress without any reaction).
5.9.2 **Intropunitive (I)** characterised by high internality, low externality and avoidance. Blame and aggression are directed by respondent against himself.

5.9.3 **Extrapunitive (E)** is characterised by low internality, high externality and avoidance. Rosenzweig’s extrapeditive styles are included here. The former occurs when the presence of the frustrating obstacle is insistently pointed out and the latter when blame, hostility etc. are turned against some person or object in the environment.

5.9.4 **Defensive (D)** is characterised by high internality high externality and avoidance. By involving the self and others, but by using the avoidance mode, a person avoids aggression or blame with the help of defence mechanism Rosenzweig used defensive Responses as variants of the intrapunitive category. The assumption here is that with high involvement of the self and others in the stress, the superego becomes more active and therefore defensive behaviour is stimulated.

5.9.5 **Impersistive (m)** is characterised by low internality, low externality and approach. Rosenzweig’s impersistive category relates to the "expression given to the hope that time or normal circumstances will bring about the solution of a problem; patience and conformity are characteristic."

5.9.6 **Intropersistive (i)** is characterised by high internality, low externality and approach.

5.9.7 **Extrapersistive (e)** is characterised by low internality, high externality and approach.

5.9.8 **Interpersistive (n)** is characterised by high internality, high externality and approach. It is the opposite of the Defensive (D) style.

**5.10.0 REVIEW OF RELATED LITERATURE:**

With an alarming increase in the stress levels in all human service professions including teaching profession (Gmelch 1983), it becomes necessary to conduct a systematic study to find out the magnitude of stress and coping styles. It can be seen therefore from the research findings of the above studies that role stress may lead to abnormality in life, fatigue depression, drug addiction, and alcoholism and took orientation in work style and decrease in “will” to live. Whereas better role understanding leads to sense of
responsibility, interest in work sense of accomplishment and role satisfaction (Shrivastava 2003).

Mostly the studies on burnout have been conducted abroad with only a few studies of Indian origin. The effective and efficient functioning of the educational system depends primarily on the quality and commitment of the teachers (Pestonjee1986). Thus there would always exist a need for research into the social and psychological aspects of the teaching profession. But unfortunately there seems to be a dearth of research in India in these areas.

The review of related literature has reflected many research gaps in the area of studies on role stress of teacher educators, burnout and coping styles. As it has been said earlier, researches on teacher educators on this topic in India are very few. Apart from this there are hardly any studies primarily devoted to study of role stress, burnout and coping styles at college level and very few studies solely devoted to the study of burnout of Indian college teacher educators.

Studies have tried to investigate the prevalence of teacher burnout (Rhoaders1987). Correlational studies have been attempted to investigate the relationship of burnout with other variables like locus of control, role conflict and role ambiguity (Katarina2010).

Thus keeping in view the review of related studies, the investigator felt that need for the present study.

Study suggested that the factors that cause burnout are low self concept emotional enthusiasm mental stress etc (Gistlle D’souza 2009). Factors that contribute for role stress burnout are wider perception, positive value base, emotional balance and coping styles. It is clear that stress, coping strategies are unique and hence there is a strong need for studying stress, burned out and coping style of teacher educators of secondary teacher training colleges of Ahmedabad and Gandinagar.

5.10.1 Implications of the related literature:

After perusal of review of the research materials by above scholars the conclusion largely appears that stress and burned out conditions do not necessarily contribute to similar causes. Studies conducted by Agrawal & Misra reveal that stress do not affect
the performance at work place but Singh, Margaret reported that stress affects working performance of the personnel and stress leads to burned out among the teachers.

Mohapatra says that job stress and coping strategies differ from profession to profession. Lawyers and police officers have the feelings of vulnerability. Mohanty reveals that the high meaning is associated with low burnout and low meaning is associated with high burnout.

Walter studied stress among faculties in higher education and reported that 60 percent of total stress in their lives comes from work because of time and resource constraints.

Heron evaluated effectiveness of stress management training workshops and found that stress management programme is effective and reduces their stress level.

Firoz Hotia says that technical managers are more stressed. Most of the time in the above studies tool used was questionnaire, interview, rating scale etc. So it is crystal clear that stress does exist in one or the other form in almost all the professions. It also reveals mixed or contrasting conclusion about the relationship between stress and burned out. Further it is clear that stress, coping strategies are unique and hence there is a strong need for studying the stress and burned out.

Time and again commission and committees have emphasized about importance of teacher educators in building responsible society but studies reveal that no such study on stress and burned out in the field of teacher education was carried out, hence there is a need for present study. Such study would be very helpful to educational administrators also in arranging remedial measures which would enable teacher educators to find role stress, burnout and coping styles of teacher educators of Gujarat.

After going through the review of the related studies the researcher has gained sufficient insight over the present study, which helped researcher to design the blueprint of the present study.

5.11.0 SIGNIFICANCE OF THE STUDY:

Teacher training institutions prepare trainees for the various effective roles to be performed by them by utilizing the available resources in the optimum order. The human resources make the whole differences in the institution. In this regard the teacher
educators have got the vital roles to play. Whatever the objectives are being set up has to be achieved by the joint efforts of the institutions and their human resources. Teacher training institutions undergo changes and the teacher educator has to cope up this situation. In the light of above statement it is very important to see how it works in real set up.

Teacher educators perform wide range of functions which includes academic as well as administrative. Apart from the class room teaching they have to maintain the liaison with community, policy makers, parents etc. This multiplicity role also leads to heavy work load on the part of teacher educators. Therefore their times gets extended beyond the institution hours. They have to respond to the need of the institution which leads to increase in total work load or sometimes carrying out that work which does not suit to their interest or abilities.

All these in long term lead to role stress and burnout. Whenever such situations arise it is harmful to the person and the institution as well. The reason is that the interest level among individuals goes down which affects their productivity adversely. And this in turn affects the effective functioning of the entire institution.

Investigator felt that scientific study of role stress, burnout, coping styles of teacher educators are needed. Identification of the sources of stress the extent of stress experienced by teacher educators and to what extent the leads to burnout should be made. At the same time it was necessary to indentify rewarding factors in teacher’s professional life which makes stress free life. People spend a significant amount of time working on their jobs and work occupies a central function in their lives. Teacher educators as a community appear to be dissatisfied and with recent attention on teacher stress and teacher burnout it is a matter of importance to determine factors which are related and possibly contribute removing role stress, burnout and strengthening coping styles.

Therefore institution and the teacher educators must learn and adapt strategies to cope with the stress. No teacher training institution can have a situation where the teacher educators will be totally free of stress and strategies need to be there to cope with it. Looking into the quantum of the studies in this line researcher found the dearth of this type of studies.
A study in this regard has been undertaken which not only throw light on why role stress arises in teacher training institution but also to cope with it. Therefore this study has been undertaken at Ahmedabad and Gandhinagar.

5.12.0 RATIONALE:

In a present day scenario of educational training institutes of graduation and Post graduates levels, the stress and strains of teachers have become so rampant and pronounced that they need to be looked at correct perspective to contain growing stress and burnout situation amongst teachers. Aspect of teachers’ stress has become a world phenomenon. Intellectuals as well as torch bearers of society are alarmed to remove circumstances that lead to emanation of stress among a large chunk of teachers population in India and world at large.

Recent studied conducted by researchers have revealed startling results which show that the teachers’ roles are being undermined and scant regards are being given to teachers, contribution in training the aspirants for becoming trained individuals to assume the role of teachers in times to come (Joshi 2002).

In the present day society critics have become so harsh as to suggest teachers as mercenary lukewarm towards education and lacking dedication and firm commitment for imparting knowledge for training graduates (TOI May 2006) Such attitude in respect of teachers by the modern and young generation has eroded the respect and dignity of teachers.

The result in stress strains hopelessness, frustration and burnout in a significant number of teachers. All said and done, it is now the need of the hour for our thinkers, researchers and social reformers is to find out the genesis of the malady of stress amongst the revered teachers who should be the rudder of our student community to take across the river of darkness prevailing in the directionless seekers of knowledge through the training institutions (Singh 2005). While on the subject it would be worthwhile to mention that the scourge of stress is spreading the European countries as well.

Various steps are being taken in those countries USA in particular to address the problem by appointing research groups to seriously evolve and suggest the measures to control the unspeakable damages being done to teachers community arising out of stress in the course of discharging their professional responsibilities with a view to avoid burnout amongst the teachers eminent scholars have been drafted for suggesting remedial ways and means to mitigate the stresses of teaches. So far stress problem has been seen in teachers due to
unfavorable conditions existing in the institutions. But it is not entirely correct to malign the stress problem alone for the disease.

It is important to mention that stress without meaningful purpose is injurious to the health of training personnel. Therefore steps should be taken to inculcate awareness amongst teachers to cope with the day today stress by creating congenial atmosphere in the campuses. Through print and electronic media attention needs to be drawn of authorities and general public to give proper thinking and broad outlook to wipe out the problem of stress.

Research teams have suggested a number of methods inter alia to control indiscipline to create harmonious relations creation of necessary infrastructures smooth environment and rewarding working conditions to stop stress and ultimate burnout problems amongst sincere teachers who are architects of our society for building a strong nation.

One has to give attention to role stress and extreme negative effect of stress- burnout phenomenon. Various researches have shown that burnout is experienced most in professions dealing with human services and teaching being one of such profession has facing such problems (Joshi1999).

To cope with the situation of stress and resultant burnout steps are needed to ameliorate the general conditions of teacher community vis-à-vis service condition which are awfully inadequate. The stress and burnout problems confronting the teachers can be countered by active participation of teachers through conducting seminars and open discussions where persons of repute from all walks of life could be persuaded to take part and to create necessary environment to mitigate the problems.

Pestonjee (1992) has said that if stress and burnout becomes increasingly the case that professionals experience a widening discrepancy in work between expectations and satisfactions, the negative consequences for their lives will have ramifications for beyond the spheres of their individual existence. In the face of growing public criticism we should try to understand why young enthusiastic teachers turn into bored and aloof professionals in a few years of time? Why many of our teachers are apathetic and uninvolved and make no efforts to improve their scholarship and skill? While some others placed in the same working milieu are enthusiastic committed and show contrast desire to grow (Misra 1986)
Much has been made out of the concept of stress in the modern English speaking world. Psychologists and management theorists have unanimously upheld stress as a major issue of modern times. Indians have addressed themselves to the problem of stress, several thousand years ago. They have analyzed the phenomenon from various perspectives and prescribed procedures to overcome stress (different Yoga technique).

Taken as a whole, it is evident that both, institutions and their teachers, suffer when the level of stress the teachers experience is high. Researches (Monika 1986, Mohanty 1991, Hotia 1994) have been conducted to study stresses taking various psycho-social parameters into considerations like social support, role stress, job satisfaction etc. most of the studies have been concentrated on industrial workers. However, very few studies have been conducted at college level on the teachers particularly role stress, burned out and coping style.

Therefore, in the present study an attempt has been made to analyze the dominant stresses prevalent in the teachers in different institutions. In this connection certain questions arise in the mind of the researcher. They are:

5.13.0 RESEARCH QUESTIONS:

In this connection certain questions arose in the mind of the researcher. They were:

13. What is the perception of the teacher educators about their institution?
14. What is the status of role stress among teacher educators?
15. How many teachers are burnout and at what level?
16. What are the various causes behind the acute stress level of the burned-out teacher educators?
17. What are the coping styles projected by the teacher educators to reduce the stress?
18. What are the various relationships among the institutional perceptions, organizational role stresses and coping styles of teacher educators?

Keeping in mind the above questions mentioned the present study was undertaken.

5.14.0 STATEMENT OF THE PROBLEM:
A Study of Role Stress, Burnout and Coping Style of Teacher Educators.

5.15.0 OBJECTIVES OF THE STUDY:

1. To study the institutional perception of teacher educators
2. To study the role stress among teacher educators
3. To study the intensity of burnout among teacher educators
4. To study the reasons behind burned-out, among the highly burned-out teacher educators.
5. To study the coping styles projected by teacher educators to meet institutional functioning
6. To Study the relationship between institutional perception and organizational role stress and coping styles, and institutional perception, coping styles of teacher educators.

5.16.0 DELIMITATIONS OF THE STUDY:
The study is delimited to teacher educators of Secondary Teachers’ Training Colleges located in Ahmedabad & Gandhinagar of Gujarat State.

5.17.0 OPERATIONALIZATION OF THE TERMS:

Institutional perception, Role Stress, Burnout and Coping Styles.

5.17.1: Institutional Perception: In this study the institutional perception of the teacher educators means their understanding regarding various roles, responsibility, job environment, relationship with the management and work load etc. of the institution in which they are working.

5.17.2: Role Stress: In this study role stress means conflict and tension due to the role of teacher educator being enacted in all roles of life in any given point of time which creates role stress.

5.17.3: Burnout: A personal energy crisis due to exhaustion of one’s adaptation energy. It is defined as a syndrome of Emotional Exhaustion, Depersonalization and reduced sense of Personal Accomplishment.

5.17.3.1: Emotional Exhaustion: Emotional Exhaustion (EE) refers to a feeling of being emotionally over extended, drained by one’s contact with other people.
5.17.3.2: **Depersonalization**: Depersonalization refers to development of a negative and cynical attitude, an unfeeling and callous response towards those people who are usually the recipient of one’s service.

5.17.3.3: **Personal Accomplishment**: Personal Accomplishment refers to the negative evaluation of one’s own contribution.

5.18.0 **COPING STYLE**:

In this study coping style means ways of dealing with stress, and distinguished between effective and ineffective coping. Effective coping strategies are approach strategies, which confront the problem of stress as a challenge, and increase capability of dealing with it. Ineffective strategies are escape or avoidance strategies, which reduce the feelings of stress.

5.19.0 **HYPOTHESES**:

1. There will be no significant difference in the mean scores of institutional perception perceived by teacher educators on the basis of gender about their institution.

2. There will be no significant difference in the mean scores of role stress among teacher educators on the basis of less than/more than five years of teaching experience.

3. There will be no significant difference in the mean scores of institutional perception perceived by teacher educators based on aided and non-aided colleges.

4. There will be no significant difference in the mean scores of role stress among teacher educators on the basis of gender.

5. There will be no significant difference in the mean scores of role stress among teacher educators on the basis of less than/more than five years of teaching experience.

6. There will be no significant difference in the mean scores of the role stress among teacher educators working in the aided & non aided colleges.
7. There will be no significant mean difference in the frequency of emotional exhaustion of teacher educators on the basis of its gender.

8. There will be no significant mean difference in frequency of emotional exhaustion of teacher educators on the basis of more than/less than five years of teaching experience.

9. There will be no significant mean difference in the frequency of emotional exhaustion of teacher educators on the basis of aided/unaided institutions.

10. There will be no significant mean difference in the intensity of emotional exhaustion of teacher educators on the basis of its gender.

11. There will be no significant mean difference in intensity of emotional exhaustion of teacher educators on basis of more than/less than 5 years of teaching experience.

12. There will be no significant mean difference in the intensity of emotional exhaustion of teacher educators on the basis of aided/non aided institutions.

13. There will be no significant mean difference in the frequency of depersonalization of teacher educators on the basis of its gender.

14. There will be no significant mean difference in frequency of depersonalization of teacher educators on basis of more than/less than five years of teaching experience.

15. There will be no significant mean difference in the frequency of depersonalization of teacher educators on the basis of aided/non aided institutions.

16. There will be no significant mean difference in the intensity of depersonalization of teacher educators on the basis its gender.

17. There will be no significant mean difference in the intensity of depersonalization of teacher educators on the basis of more than/less than five years of teaching experience.

18. There will be no significant mean difference in the intensity of depersonalization of teacher educators on the basis of aided/non aided institutions.
19. There will be no significant mean difference in the frequency of personal accomplishment of teacher educators on the basis of its gender.

20. There will be no significant mean difference in frequency of personal accomplishment of teacher educators on the basis of more than/less than five years of teaching experience.

21. There will be no significant mean difference in the intensity of personal accomplishment of teacher educators on the basis of aided/non aided institutions.

22. There will be no significant mean difference in the intensity of personal accomplishment of teacher educators on the basis of its gender.

23. There will be no significant mean difference in the intensity of personal accomplishment of teacher educators on the basis of more than/less than five years of teaching experience.

24. There will be no significant mean difference in the intensity of personal accomplishment of teacher educators on the basis of aided/non aided institution.

25. There will be no significant difference in the mean scores of the coping styles projected by teacher educators on the basis of their gender.

26. There will be no significant difference in the mean scores of the coping styles projected by the teacher educators on the basis of less than/more than five years of teaching experience.

27. There will be no significant difference in the mean scores of the coping styles projected by the teacher educators working in the aided & non aided colleges.

28. There will be no significant relationship between the institutional perceptions and, organizational role stress of teacher educators.

29. There will be no significant relationship between the organisational role stress and coping style of teacher educators.

30. There will be no significant relationship between the institutional perceptions and coping style of teacher educators.
5.20.0 VARIABLES:

Variables of the study were teacher educators of aided and unaided teacher training colleges of Ahmedabad and Gandhinagar, male and female teacher educators of aided and unaided teacher training colleges of Ahmedabad and Gandhinagar, and teacher educators of teacher training institutions of Ahmedabad and Gandhinagar having five years of teaching experiences and less than five years of teaching experiences.

Therefore the variables under study were:

5.20.1 Independent Variables:

The teacher educators of Ahmedabad and Gandhinagar with respect to

- Types of colleges: aided and unaided
- Sex: Male and Female
- Teaching Experience: More than and Less than Five years

5.20.2 Dependent variables:

- Institutional Perception of Teacher Educators,
- Role Stress of Teacher Educators,
- Burnout of Teacher Educators,
- Coping Styles of Teacher Educators.

5.21.0 RESEARCH DESIGN:

The present study is a survey type of research where the researcher had made an attempt to study the institutional perception, role stress, burnout and coping style of teacher educators of teacher training colleges of Ahmedabad and Gandhinagar

5.22.0 POPULATION:

Population of the study comprises of the Teacher Educators of Teacher Training Colleges of Ahmedabad and Gandhinagar. There are all 98 teacher training colleges in Ahmedabad and Gandhinagar. From these colleges there were 784 Teacher Educators were taken up for the study.
5.23.0 SAMPLE:

Researcher opted for convenient sampling and had approached all 98 colleges for the permission to carry out the research study and from those colleges’ 76 colleges responded and allowed to carry out the research study.

Tool was given to all the teacher educators of teacher training colleges. Researcher could collect the responses from the 608 teacher educators of 76 colleges. Therefore total 608 teacher educators from 76 colleges constitute the sample of the study.

<table>
<thead>
<tr>
<th>Place</th>
<th>No. of Colleges</th>
<th>Colleges selected for study</th>
<th>Teacher educators from selected colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ahmedabad</td>
<td>91</td>
<td>70</td>
<td>560</td>
</tr>
<tr>
<td>Gandhinagar</td>
<td>7</td>
<td>6</td>
<td>48</td>
</tr>
<tr>
<td>Total</td>
<td>98</td>
<td>76</td>
<td>608</td>
</tr>
</tbody>
</table>

5.23.1 Sample Distribution:

<table>
<thead>
<tr>
<th>Sex</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>*TE **TI</td>
<td>TE more than five years</td>
<td>TE less than five years</td>
<td>TE more than five years</td>
</tr>
<tr>
<td>Aided</td>
<td>80</td>
<td>48</td>
<td>68</td>
</tr>
<tr>
<td>Unaided</td>
<td>77</td>
<td>79</td>
<td>102</td>
</tr>
<tr>
<td>Total</td>
<td>157</td>
<td>127</td>
<td>170</td>
</tr>
</tbody>
</table>

* Teaching Experience (TE),
** Types of Institution (T.I.)
*** From the total 608 teacher educators of teacher training collages nine sets of tool found to be incomplete so all that sets were excluded from the sample.

5.24.0 TOOLS AND TECHNIQUE:

The following instruments were used for the present study:

- Institutional perception Inventory of Teacher Educators
- Organisational Role Stress
- Maslach Burnout Inventory
- Role Pics
- Interview technique of the Burnout Teachers Educators

5.24.1 DESCRIPTION OF THE TOOLS:

For studying objectives of role stress and burnout, researcher has used the standardized tools and for the objectives role perception and coping style, researcher has adapted and modified it. As the available tools were designed for industrial set up, the tool suitable for the teacher educators of teacher training colleges were adapted and modified.

The tools developed, contain a combination of items like yes/no, rating scale items and open ended response. The items mentioned in the tools were comprehensive and representative enough to cover all aspects related to the objectives of the present study.

5.25.0 PROCEDURE FOR DATA COLLECTION:

Investigator collected the data for the present study personally by contacting the principals from sampled institutes, took their permission and administered questionnaire and conducted the interview of the highly burned-out teacher educators after the analysis of MBI. The investigator collected the data by giving all four tools to the teacher educators of the sampled institutions of Ahmedabad and Gandhinagar districts. Respondents were requested to give responses in the answer sheet which were provided along with the questionnaire.

The purpose of the study was explained to all the teacher educators. Detailed instructions for each questionnaire were given. Respondents were requested to read out all instructions for each part before attempting to respond to them.

Respondents were urged to give their sincere responses. From seventy six teachers training institutions 608 teacher educators were taken up for study. Incomplete questionnaire were not taken up for consideration.

All teacher educators present on the day of data collection were selected and administered the tools. So the data in all 608 teacher educators were obtained and when they were studies thoroughly about nine sets of data found to be incomplete which were
not considered for analysis. Thus ultimately the data completed in all respect were 599 in number i.e. the final number of teacher educators for the sample remained 599 and the data analysis is done. The investigator personally collected the entire questionnaire.

5.26.0 ANALYSIS OF DATA:

Data collected from teacher educator were tabulated for analysis. These data were processed and analyzed using computer applications (excel sheet). The non parametric statistical technique has been used for data analysis. Also the interviews of eleven burned out teacher educators who were ready to respond were taken up.

Both the descriptive and inferential statistics were used to analyze the data. The descriptive statistical analysis employed were frequency, means, correlation and standard deviation. The inferential statistics “t” test has been used.
### 5.26.1 SUMMARY OF DATA ANALYSIS:

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Area of enquiry</th>
<th>Sources of data</th>
<th>Tool</th>
<th>Technique of Analysis of data</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Institutional perception of teacher educators</td>
<td>Teacher educators on the basis of: gender, more than/less than five years of teaching experience, type of institution</td>
<td>Institutional perception inventory</td>
<td>Percentage, “t” test</td>
</tr>
<tr>
<td>2</td>
<td>Role stress of teacher educators</td>
<td>Teacher educators on the basis of: gender, more than/less than five years of teaching experience, type of institution</td>
<td>Organizational role stress</td>
<td>“t” test</td>
</tr>
<tr>
<td>3</td>
<td>Burn out of teacher educator</td>
<td>Teacher educator on the basis: gender, more than/less than five years of teaching experience, type of institution</td>
<td>Maslach Burnout Inventory</td>
<td>Percentage, “t”, case studies</td>
</tr>
<tr>
<td>4</td>
<td>Case study of burnout teacher educators</td>
<td>Selected identified burned-out teacher educators</td>
<td>Scores of MBI</td>
<td>Semi structured interview</td>
</tr>
<tr>
<td>5</td>
<td>Coping style of teacher educators</td>
<td>Teacher educator on the basis of: gender, more than/less than five years of teaching experience, type of institution</td>
<td>Roles pics</td>
<td>Percentage, “t” test</td>
</tr>
<tr>
<td>6</td>
<td>Correlation among IP, ORS, MBI, Role Pics of teacher educators</td>
<td>Responses of various teacher educators on different tools</td>
<td>Data of the IP, ORS, MBI, Role pics</td>
<td>Correlation</td>
</tr>
</tbody>
</table>
5.27.0 MAJOR FINDINGS:

Here an attempt has been made to analyze the implications and the suggestions based on the result presented in previous chapter and to propose probable reasons supporting the findings. As stated earlier the purpose of the study is to investigate the role stress, burnout and the coping styles of teacher educators of Ahmedabad and Gandhinagar, the investigator says with the conviction that the rationale to which the research was committed has been achieved.

The following are the findings of the research under decided objectives:

5.27.1 Institutional Perception of the teacher educators about their institution:

1. In the sampled institutions there seem to be role ambiguity due to different role perceptions which led to stress amongst the teacher educators.
2. The findings show that out of 284 male teacher educators 24.76 % of teacher educators perceived that there is a role ambiguity in their own institution whereas in female category (315), only 20.11% has felt so.
3. Out of 315 male teacher educators 22.18 % of them have found that the responsibility have not been defined clearly which create confusion.
4. 19.68% of male teacher educators opined that job environment is not satisfactory as against 16.71 % of female teacher educators.
5. The role ambiguity, undefined responsibility, unsatisfactory environment all clubbed together have created conflict with the management. The perception of male percentage has come to 23.42 and the female percentage came as 22.93.
6. In the last component work overload the teacher educators perceived that they are burned with work overload which reduces their motivation and creates stress. The percentage of the male teacher educators came as 10.96% for male teacher educators and for female teacher educators it came to 19.27.
7. It was found that the mean value (196.30) of male teacher educators were more than the mean value (188.8) of female teacher educators. That means male perceived that there is a role ambiguity amongst teacher educators, they are not clear in defining the responsibility, showing dissatisfaction from the job and finding work overload. This all factors led to conflict with the management. They found that exploitation with the staff is rampant and not rewarded for the considerable contribution made in college.
8. It was seen from the mean score (mean value 188.80) that the teacher educators who have got more than five years of teaching experience perceived less stressed and want the quality work of their ideas in the institution’s functioning as compare to the teacher educators who have got less than five years of teaching experience (196.30).

9. The teacher educators who work with unaided institution perceived they are over burned, other colleges have got better ideas, as compare to unaided institutions with regard to the development of the college. The mean score of aided institution showed 199.00 score as against unaided institution which has 206.00 mean score.

5.27.2 Organizational Role Stress of the teacher educators:

10. Mean score of ORS of male teacher educators (N=315) has come to 87.73 as against female teacher educators (N=284) whose mean score was 84.45 which is lesser than male teacher educators, that means male teacher educators are having more stress as compare to female teacher educators. Reasons behind this, may be being the head of the family, they have to share more financial, social and other responsibilities as compare to female teacher educators.

11. Teacher educators who have got less than five years of teaching experience (mean score= 83.26) are more stressed as compared to the teacher educators who have got more than five years of teaching experience (mean scores=78.19). That means the teacher educators who have more years of experience, perform tasks with a lesser amount of stress as compare to the teacher educators who fall under less than five years of teaching experience.

12. Teacher educators who belong to unaided institutions (mean score=88.07) are more stressed as compared to aided institutions (mean score 83.97). The reasons behind this may be the security of job is not ensured. Also their salary and incentives are scanty and limited; this insecurity created lot of pressure amongst the teacher educators.
5.27.3 Burned-out of teacher educators:

Burned out was calculated in the following heads:

- Percentages calculation of three subscales
- “t” calculation of three subscales
- Comparison of present Mean and SD with the MBI norms of three subscales.

13. Teacher educators who frequently experienced the emotional exhaustion, their percentages range from 18.01% to 45.12%. The finding reveals that frequency burnout ranges from 10.73% to 45.12%. While 10.73% to 31.10 of teacher educators occasionally experience such feelings. Again 18.09% to 32.21% of teacher educators rarely experience the feeling of emotional exhaustion. The teacher educators who never have the feeling of Emotional Exhaustion range from 18.01 to 45.12.

14. The findings reveal that the intensity of the emotional exhaustion of the teacher educator ranges from 10.51 to 48.34. The finding reveals that 10.51% to 20.43% of teacher educators in the present study strongly experience these feelings of Emotional Exhaustion, while 25.21% to 48.34 of teacher educators moderately experience such feelings. Again 15.11% to 27.34% of the teacher educators mildly experience the feeling of emotional exhaustion. Teacher educators who never experienced emotional exhaustion, their percentages range from 23.29% to 37.13%.

15. The percentage reveals that in the frequency of depersonalisation subscale, the teacher educator who frequently experiences the feeling of depersonalisation, the percentages ranges from 59.23 to 48.14. In case of occasionally experiencing the feeling of depersonalization, the percentages range from 9.08 to 13.44. In case of rarely experiencing the feeling of depersonalization the percentages are from 18.11 to 28.31. The teacher educators who never have the feeling of depersonalization, their percentages range from 08.08 to 11.39. That means as high as 59% of the teacher educators frequently have the feeling of depersonalization.

16. The percentage reveals that in intensity of depersonalisation subscale, teacher educator who strongly experiences feeling of depersonalisation, the percentages ranges from 43.09 to 51.53. In case of moderately experiencing the feeling of
depersonalization, the percentages range from 14.10 to 22.50. In case of mildly experiencing the feeling of depersonalization the percentages are from 19.01 to 23.09. Teacher educators who never have the feeling of depersonalization, their percentages range from 10.53 to 20.82. That means responses of depersonalisation intensity subscale percentage ranges from 10.53 to 51.53.

17. The study reveals that in the frequency of the personal accomplishment the teacher educator who frequently experiences the personal accomplishment, the percentage ranges from 07.33 to 11.43. The percentage of occasionally feeling the personal accomplishment of teacher educators ranges from 13.70 to 27.91. In case of rarely feeling the frequency of personal accomplishment the percentage ranges from 08.33 to 22.12. The highest percentage of personal accomplishment in the never column has gone up to 66.95 which show that there is the feeling of low personal accomplishment.

18. The percentage reveals that in the intensity of subscale, the teacher educator who strongly experiences the feeling of personal accomplishment, the percentages ranges from 6.00 to 14.89. In case of moderately experiencing the feeling of personal accomplishment, the percentages range from 22.12 to 27.56. In case of mildly experiencing the feeling of personal accomplishment the percentages are from 8.20 to 14.95. The teacher educators who never have the feeling of depersonalization, their percentages range from 70.84 to 40.71. That means the responses of personal accomplishment intensity subscale percentage ranges from 6.00 to 70.84.

19. The teacher educators of Ahmedabad and Gandhinagar when compared to the norms of Maslach’s burnout inventory showed lower degree of burnout on the emotional exhaustion, depersonalization and personal accomplishment on the basis of gender, type of institution, years of experiences.

20. The male teacher educators’ mean score shows the value 21.67 which is higher than the female’s mean score (19.07) It means male teacher educators are more burned-out as compare to female teacher educators in the EEF syndrome.

21. On the basis of years of experiences teacher educators who have less than five years of teaching experiences (24.07) are more burned-out as compared to those teacher educators who are having more than five years of teaching experience (21.23).
22. On the same line researchers found that the teacher educators who were in aided institutions (mean, 20.69) are less burned-out as compared to the teacher educators who were in the unaided (21.35) institutions.

23. The interview schedule response shows that all the teacher educators did not voluntarily choose teaching as a career but were to do so because of various other reasons. This implies that they were lacking in genuine liking for teaching and were unable to relate themselves to their job.

Due to lack of better job perspective they were entrapped in the teaching profession. This may be contributed to their being frustrated which may have increased their emotional exhaustion.

Main resources for their less job satisfaction were nature of department they were working in, average number of working hours, inadequate salary, administrative problems, lack of freedom and incentives.

Due to these reasons they may have become more susceptible to develop feelings of emotional exhaustion, personal accomplishment and fatigue, negative attitude towards their students and job along with a reduced feeling of personal worth and accomplishment leading to their being burned-out.

24. Long term effects of teacher educators’ stress led to professional burnout in their profession. In other words professional burned-out is outcome of acute stress that teacher educators experience in carrying out their day today tasks.

25. The present sample shows lower mean scores in the PA subscale. Social inputs like salary, material benefits, social status, social respect, opportunities and power of self all gets lowered down with respect to personal worth.

5.27.4 Coping style of teacher educators:

26. Avoidance coping style was predominantly used by the teacher educators among the avoidance styles defensive style emerged to be maximum used by the teacher educators.

27. Coping style of stress dimensions are either approach oriented in case of lower stress order or avoidance oriented in case of higher stress order.

28. In case of male category, the percentage of the responses of Impunitive “M” category is 12.46 and for female it came as 15.19. This has a combination of low internality, low externality and avoidance. This is a
fatalistic attitude called impunitive ("blame for the frustration is evaded altogether, the situation being regarded as unavoidable"). Some elements of impeditive category are also included (accepting stress without any reaction).

29. In case of Intropunitive “I” male category which characterized by high internality, low externality and avoidance. Blame and aggression are directed by the respondent against himself. Here percentage responses of that category are 13.93 and for female it has come to 14.87. This shows that respondents blame themselves for the stress.

30. Extrapunitive “E” is characterized by low internality, high externality and avoidance. It included expeditive and expunitive styles. The former occurs when presence of the frustrating obstacle is insistently pointed out and latter when blame hostility etc. are turned against some person/object in the environment.
In this category percentage of the respondents come to 9.22 and for the female it came as 10.09. That means female percentage fell more than the male for low internality high externality and avoidance.

31. Defensive “D” is characterized by high internality, high externality and avoidance. By involving the self and others, but by using the avoidance mode, a person avoids aggression or blame with the help of defence mechanisms. Most of the educators have given their responses in the defensive category. The percentage of this category came as 28.79 and for the female it came as 31.22 that mean they follow more of avoidance approach which has the adverse impact in the growth of the institution.

32. Impersistive “m” is characterized by low internality, low externality and approach. Impersistive category relates to the "expression given to the hope that time or normal circumstances will bring about the solution of a problem; patience and conformity are characteristic."
The percentage responses of this category came to 11.02 and for the female it came as 7.41 that mean they are thinking towards the positive direction for getting the problems solved.

33. Intropersistive “i” is characterized by high internality, low externality and approach. The percentage responses of male category came to 10.12 and in case of female percentage came as 06.41 that mean the approach mode will definitely bring some change in the college.
34. Extrapersistive “e” is characterized by low internality, high externality and approach. The percentage of male response of this category came to 08.70 and for the female it came as 08.81 that mean the change mode going toward positive side of functioning.

35. Interpersistive “n”, is characterized by high internality, high externality and approach. It is opposite of defensive (D) style. Male responses percentage of this category came to 06.39 and for the female the percentage response came as 06.34. This the most suitable approach of coping style where work force from internal as well as from external side putting their maximum efforts to solve the problem.

36. Female teacher educators from aided college having more than five years of teaching experiences are better able to deal with the problem having the positive approach.

37. All correlations, between institutional perception and the organisational role stress, organisation role stress and coping styles, institutional perception and coping styles, have got the significant relationship, because the critical value of “r” of institutional perception with organisational role stress, organisational role stress with coping style and institutional perception with coping style show 0.19, 0.22 and 0.24 values respectively, which is significantly higher than the table value at 0.01 levels.

5.28.0 IMPLICATIONS OF THE PRESENT STUDY:

1. It is very necessary to check the satisfactory level of teacher educators; they have to be satisfied with the environment that they are working into.

2. Male teachers feel that the lines of responsibility which are not clear leads to the stress and anxiety in the minds, work environment becomes confusing which may lead to wastage of time, energy, cost etc.

3. Work over load also creates stressful work environment.

4. The scanty resources are also a major factor towards the stress among the teacher educators.

5. Private governing body believes in hire and fire. Therefore teacher educators feel unsecured about their job and this creates stressed feeling in them.
6. From the findings it reveals that larger percentage of teacher educators experiences the feeling of depersonalisation strongly.

7. The major concern to the teaching profession is that burnout can detract (less valuable) from the quality of teaching. It has shown that burnout-out teachers give significantly less information and less praise, show low level of acceptance of their pupil’s ideas and interact less frequently with them. So teacher must not come to this state where things do not come out to the positive direction.

8. The third aspect of burnout syndrome is the tendency to evaluate oneself negatively, particularly with regard to one’s work with trainees and may feel unhappy about themselves in accomplishments of the job. The consequences of burned out are very serious for the staff the trainees and larger institutions in which they interact.

9. The initial research on this syndrome (Maslach 1981, pines 1979) suggests that Burnout can lead to deterioration in the quality of service provided by the staff. It appears to be factor in job turnover absenteeism and low morale. Furthermore burnout seems to be correlated with various self reported indices of person dysfunction, including physical exhaustion, insomnia, increased use of alcohol and drugs and met with the family problems.

10. Under the feeling of being occasionally stressed. It appears that teacher educators are not doing well in dealing with the students and they are more inclined towards their personal achievements and growth.

11. To support the present findings the present investigator feel that though the teachers do face role stress they are unable to find an amicable solution and hence prefer to avoid the problem by rationalizing it rather than approaching the problem and dealing with it effectively.

12. One should avoid defensive way of coping styles and be active in the interpersistive way of coping styles because it involves high internality and high externality and approach, which is opposite of defensive category.

13. A coping styles of avoidance type will be predominantly used by all categories of teacher educators, has been proved. This is in accordance with the previous findings in managerial population. Marshall & cooper (cited in Pareek 1983) share the view that teachers in general would always fall back on avoidance style when faced with stress.
14. The situational constraints may be the reason for an avoidance of the problem. Avoidance coping styles are dysfunctional among these defensive style has been found to be most predominantly used by the sample.

15. This would be so because the individuals have shown very low scores on role stresses. The use of the defensive styles is indicative of the fact that though role stresses are operating, the individuals have been probably denying its existence, thereby resulting in a defensive coping style.

16. The coping style of teacher educators on the basis of gender, more than/less than five years of teaching experience, aided/unaided institution show that male teacher educators are less interested in approach mode of coping with the problem.

17. When one says the experience makes the person better, that works here. A man learns better through the experience therefore performs better.

18. Due to the non involvement teacher educators may have become apathetic to students learning and unconcerned about students qualitative growth. The main goal of their teaching may have shifted from comprehensive and overall growth of the child to only mechanical teaching.

19. Another aspect of burnout syndrome is the development of negative, cynical attitudes and feelings about one’s trainees, negative reactions to trainees may be linked to the experience of emotional exhaustion that is those to aspects of burnout appear to the somewhat related. This callous or even dehumanized perception of others, can lead staff members to view their trainees as somehow deserving of their troubles.

20. Infrastructural facility in terms of giving freedom for task completion, through varied technology and print material is not provided by administration that hampers continuation of holistic progress of institution.

21. If a single teacher educator is burnout he will make hundred teachers burned out and each teacher will influence thousands of students. So the impact will be great and before such an effect is felt, the university authority of higher education must do something and prepare psychological courses of treatment.

22. What about glow on teachers who give light and life to others? Some incentives, feedback, appreciations should be prepared by the university authority. Each teacher training college should treat the burnout teacher educator with sympathy.
and counsellors’ approach and each teacher training college should involve the
glow on teacher educators in many life giving activities of the institutions.

23. Absence of a genuine liking for teaching, lack of identification with institution,
certain personality factors like feeling of inferiority, inability to relate to people,
lack of warmth and general low level functioning personality lacking in self
analysis ambition as goals, on the other hand lead to professional burnout.
Certain situational stressor like role overload, large classes, too many teaching
period, lack of adequate financial benefits lead to burnout.

24. In order to reduce burnout caused due to personal accomplishment, the teacher
educators should be motivated to set goals and should be supported to achieve
goals. Because if they are unsatisfied than it likely that they will not be able to
give the best to the students

5.29.0 SUGGESTIONS FOR FURTHER STUDIES:

The present study was delimited to only teacher training colleges of Ahmedabad and
Gandhinagar and limited to studying the institutional perception, role stress, burned out
and coping styles of teacher educator. Few variables like gender, type of institution and
years of experience were taken up. The investigator would like to suggest some more
topics for further research. They are as follows:-

1. The questionnaire and interview tools of investigation were used to identify the
extent and sources of stress. There is a need for careful empirical research using
experimental designs to investigate the specific factor implicated in teachers’ stress
and interrelations between such factors. It is possible that other factors are also
contributing that role stress. For instances government regulation, political
pressures, parents and students are more related to the cause of stress among
teachers. It is therefore suggested that a more suitable tool is developed that could
measure the various other factors influencing the institutional functioning.

2. The perceptions of teachers influences considerably for the development of any
institute. Therefore institution must evolve such kind of culture where in
Entrepreneurship Preparatory culture (E Prep) be developed by the administrator
and the staff members held high expectations 100% of the time. The E Prep
learning community works collaboratively to promote increased academic
achievement in safe and disciplined institutional environment. Such kind of study will be very helpful to any institution to grow faster in the competitive world.

3. For removal of resource inadequacy, inter department meeting should be organised, management by objective concept should be introduced, job importance of specific teachers group as well as specific departments should be reorganised and proper allocation of resources should be made.

4. To overcome the state of burnout there are various strategies available which can have the better bearing on the burned-out teacher educators like: exercise, relaxation time management, role management, support group, organisational coping strategies, institutional programme, collateral programme, etc. Such type of strategies can be developed and implemented to lower the level of stress to burned out teacher.

5. Psychological inputs courses can be prepared for remedial treatment to the burnout teacher educators. In-depth case studies of the burned-out are in terms of their family background, their institutional climate and classroom interaction be made.

6. Kinds of role stress faced and psychosomatic (emotional) reactivity can also be studies. A detailed analysis of stresses on which a respondent has high scores can be done and some plans can be worked out to manage and reduce these stress.

7. Burnout in relation of variables such as age, educational qualification family type, marital status, category and income can be studied.

8. Comparative study of burnout among the urban and rural teachers can be studied.

9. A Burnout in relation to organizational climate and teacher behaviour can be studied.

10. In-depth study of burnout teacher educators is conducted and the psychological inputs courses be prepared and tried out.

11. For the person who works continuously with people under such circumstances the chronic stress can be emotionally draining and can lead to burnout. So Psychological input courses could be prepared for remedial treatment of the burnout teachers.

12. A study of factors causing burnout in teachers can be studied. A co relational study of job satisfaction and burnout can be studied.

13. A study of burnout, locus of control and mental health of teachers can be studied.

14. In-depth case study of few teachers having high and low burnout level can be studied with special reference to their classroom interactions.
15. A study of burnout in relation to personality factors among teachers can be studied.
16. There are certain strategies to cope with the stress and burnout they are: Exercise, Relaxation, Time management, Role Management, Support Groups, Organisational coping strategies, Institutional programmes, Collateral programmes etc. These strategies can be used to reduce the stress and burnout in the further studies.

5.30.0 CONCLUSION:

Stress is inevitable in every individual’s life. Present day life has become too complex and complicated. Stress can be either temporary or long term, either mild or severe. Both institutions and individuals are highly concerned about stress and its effects on burnout. The field of this study is at its beginning and infancy stage and quite a number of studies will help the teacher educators in the field of teacher education to come out from the acute stress to opt for the best of coping styles.

The present study shows that the interpersistive mode of coping styles which is supported by high internality and high externality and approach is the best mode among all. This study showed that 60% of teacher educators opted for defensive mode of coping style which is the opposite of interpersistive mode of coping. So the teacher educators with their institutions should come out from the present status to the desired status and bring out the best of the results for the human resources.

Life is too short, too precious. We can consciously rise above such inconsequential matters and assign ourselves a greater role in life. We must achieve greatness by thinking high.