Abstract

Teaching is a profession where every day radical changes occur in the educational system. These changes are likely to increase rather than reduce the level of stress in teachers. Secondary school teachers experience higher level of stress due to demanding situation, while dealing with adolescent students. Overcrowded classes, heavy syllabus and inadequate facilities make teachers’ work more complex. Many teachers find the demands of being a professional educator in today's schools difficult and at times stressful. When work stress results in teacher burnout, it can have serious consequences for their self-efficacy and happiness of teachers, and also the students, professionals, and families they interact with on a daily basis. So, in this regard this study was intended to study the relationship of teacher’s burnout with their self-efficacy and emotional intelligence.

For the purpose, a sample of 400 secondary school teachers (male and female) working in government and private schools of urban and rural areas of Haryana state was randomly selected.

The following standardized tools were used for the study:

- A scale of assessing burnout developed by Chistina Maslach Susan. E. Jackson Richar. L. Schwab.
- A brief questionnaire for measuring self-efficacy in teachers developed by Bandura.
- Emotional Intelligence Scale (EIS) by Anukool Hyde Sanjyot pethe and Upinder Dhar.

The major findings of the study were: teachers with more emotional intelligence and self-efficacy were found to be less burnout in their job areas and their personal life whereas those teachers found having less emotional intelligent and less self-efficacy have more stress or job burnout in their life. Teachers high in self-efficacy were found to sacrifice more leisure time for their students than their less self-efficacious counterparts. The development of job burnout could be well predicted by self-efficacy and emotional intelligence over a long time period. However, reciprocal determination of burnout and
self-efficacy & burnout and emotional intelligence over time appears to be the most plausible explanation. In the same study, it is also found that there is no mean difference in the scores of burnout, emotional intelligence and self-efficacy in male and female, government and private & rural and urban secondary school teachers. It means that in all the cases the result is almost same, the teachers have equal amount of burnout, self-efficacy and emotional intelligence whether they are male or female, studying in rural or urban schools and studying in private and government schools.