SUMMARY

In the educational process, the teacher occupies a very important place. A teacher is the medium through which objectives and plans can be actualized. For this, the teacher must have sound mental and physical health. There have been many studies stating that the person’s mental health has direct and significant relationship with his / her working efficiency. 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. Researches in service industry like nursing, hotel and police have highlighted that working personnel experience varying degree of stress and burnout. Correlation between job satisfaction and performance has been proved in above mentioned professions.

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 the health and happiness of teachers, and also the students, professionals, and families they interact with on a daily basis. Teachers may be at greater risk for depersonalization because their daily work life often includes large doses of isolation from their professional peers. While teachers do interact with others on a regular basis throughout the workday, the majority of such interactions are with students, and not with other teachers or professional staff members who might better understand the demands teachers face. Factors such as the physical layout of most campuses, with teachers working alone in their classrooms, and scheduling constraints that make finding time to meet with peers virtually impossible, can cause teachers to feel disconnected (Bennett & LeCompte, 1990). This depersonalization may act as a protective mechanism, as evidenced by the descriptions of "worn-out" teachers, whose cynical views towards students and teaching allowed them to continue to remain in the field, even in a diminished capacity (Farber, 1998). While depersonalization may act as some protection for teachers, it also may encourage isolation, strengthening the risk for burnout. Burnout results from the chronic perception that one is unable to cope with daily life demands.
Given that teachers must face a classroom full of students every day, negotiate potentially stressful interactions with parents, administrators, counselors, and other teachers, contend with relatively low pay and shrinking school budgets, and ensure students meet increasingly strict standards of accountability, it is no wonder many experience a form of burnout at some point in their careers. Efforts at primary prevention, in which teachers’ jobs are modified to give them more control over their environment and more resources for coping with the demands of being an educator, are preferable over secondary or tertiary interventions that occur after burnout symptoms have surfaced. However, research reviewed here indicates each type of prevention can be useful in helping teachers contend with an occupation that puts them at risk for burnout.

**Rationale of the Study**

The teacher occupies a very important place. A teacher is the medium through which objectives and plans can be actualized. For this, the teacher must have sound mental and physical health. There have been many studies stating that the person’s burnout has direct and significant relationship with his / her working efficiency. 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. Teachers may be at greater risk for depersonalization because their daily work life often includes large doses of isolation from their professional peers. While teachers do interact with others on a regular basis throughout the workday, the majority of such interactions are with students, and not with other teachers or professional staff members who might better understand the demands teachers face. The depersonalization may act as a protective mechanism, as evidenced by the descriptions of "worn-out” teachers, whose cynical views towards students and teaching allowed them to continue to remain in the field,
even in a diminished capacity (Farber, 1998). While depersonalization may act as some protection for teachers, it also may encourage isolation, strengthening the risk for burnout. Burnout results from the chronic perception that one is unable to cope with daily life demands. Given that teachers must face a classroom full of students every day, negotiate potentially stressful interactions with parents, administrators, counselors, and other teachers, contend with relatively low pay and shrinking school budgets, and ensure students meet increasingly strict standards of accountability, it is no wonder many experience a form of burnout at some point in their careers. So, in this regard this study has very much useful for studying the relationship of teacher’s burnout with their self-efficacy and emotional intelligence. This study may be useful to see that those teachers who have gone under burnout, may this affect their self-efficacy or may it affect their emotional intelligence.

**Statement of the Problem**

“*Burnout in Relation to Self-Efficacy and Emotional Intelligence of Secondary School Teachers.*”

**Operational Definitions Used**

**Burnout:**

According to Herbert Freudenberger (1980), feeling of physical and emotional exhaustion, due to stress from working with people under difficult or demanding conditions. Burn out is followed by signs such as chronic fatigue, quickness to anger and suspicion, and susceptibility to colds, headaches, and fevers.

**Self-Efficacy:**

By Lisa Fritscher, Self-efficacy is the degree to which a person believes that he or she can attain a goal. It is a frequently misunderstood but very important part of learning theory. It is also an important part of treatment for phobias and other mental health disorders, as a high degree of self-efficacy correlates with a higher chance for treatment success.

**Emotional Intelligence:**

According to Daniel Goleman (1995). “The capacity for recognizing our own feelings and those of others, for motivating our-selves, and for managing emotions well in our-selves and in our relationships.”
Objectives of the study:

The present study was designed to realize the following objectives:

1. To find out the relationship of burnout, self-efficacy and emotional intelligence of secondary school teachers.
2. To find out the relationship of burnout and self-efficacy of secondary school teachers.
3. To find out the relationship of burnout and emotional intelligence of secondary school teachers.
4. To compare the difference between burnout of male and female teachers of secondary school.
5. To compare the difference between self-efficacy of male and female teachers of secondary school.
6. To compare the difference between emotional intelligence of male and female teachers of secondary school.
7. To compare the difference between burnout of secondary school teachers working in rural and urban area.
8. To compare the difference between self-efficacy of secondary school teachers working in rural and urban area.
9. To compare the difference between emotional intelligence of secondary school teachers working in rural and urban area.
10. To compare the difference between burnout of secondary school teachers working in private and government schools.
11. To compare the difference between self-efficacy of secondary school teachers working in private and government schools.
12. To compare the difference between emotional intelligence of secondary school teachers working in private and government schools.

Hypotheses of the study:

The following hypotheses have been formulated for verification:

1. There is no significant relationship between burnout and self-efficacy of secondary school teachers.
2. There is no significant relationship between burnout and emotional intelligence of secondary school teachers.

3. There is no significant difference between burnout in male and female secondary school teachers.

4. There is no significant difference between self-efficacy in male and female secondary school teachers.

5. There is no significant difference between emotional intelligence in male and female secondary school teachers.

6. There is no significant difference between burnout in rural and urban areas secondary school teachers.

7. There is no significant difference between self-efficacy in rural and urban areas secondary school teachers.

8. There is no significant difference between emotional intelligence in rural and urban areas secondary school teachers.

9. There is no significant difference between burnout of secondary school teachers working in private and government schools.

10. There is no significant difference between self-efficacy of secondary school teachers working in private and government schools.

11. There is no significant difference between emotional intelligence of secondary school teachers working in private and government schools.

**Research method used**

For investigation and collection of the data descriptive survey method was used to find out the relationship between burnout and self-efficacy, burnout and emotional intelligence, and to find out any significant difference between the mean scores of burnout, self-efficacy and emotional intelligence of rural/urban, private/government and male/female secondary school teachers. For the collection of the data the researcher surveyed the different schools located in the Haryana state for urban/rural as well as private/government secondary school teachers and administered the emotional intelligence scale, burnout scale and self-efficacy scale on the teachers of secondary schools.
Sampling Strategies

Sample is fundamental to the conduct of research and interpretation of its results. Barring the unusual instance in which a complete sense is taken, research is almost invariably conducted by means of a sample on the basis of which generalization applicable to the population from which the sample obtained is reached.

A random sampling technique was used for the selection of the sample. The sample constituted 400 regular secondary school teachers from different districts which was selected from 40 schools. Out of 400 secondary school teachers, 200 were male and 200 were female teachers from rural/urban and private/government schools. In view of the importance of sampling the investigator selected the following schools:

Table-I
Name of Urban Secondary Schools (Government & Private) from where data were collected

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Name of the School</th>
<th>Designation Of Job</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Govt. Sr. Sec. School, Meham</td>
<td>Secondary</td>
</tr>
<tr>
<td>2.</td>
<td>Govt. Sr. Sec. School, Sampla</td>
<td>Secondary</td>
</tr>
<tr>
<td>3.</td>
<td>Govt. Sr. Sec. School, Kalanaur</td>
<td>Secondary</td>
</tr>
<tr>
<td>4.</td>
<td>Govt. Sr. Sec. School, Rohtak</td>
<td>Secondary</td>
</tr>
<tr>
<td>5.</td>
<td>Govt. Sr. Sec. School, Rohtak Camp</td>
<td>Secondary</td>
</tr>
<tr>
<td>6.</td>
<td>Govt. Sr. Sec. School, Hansi</td>
<td>Secondary</td>
</tr>
<tr>
<td>7.</td>
<td>Govt. Sr. Sec. School, Hissar</td>
<td>Secondary</td>
</tr>
<tr>
<td>8.</td>
<td>Govt. Sr. Sec. School, Agroha</td>
<td>Secondary</td>
</tr>
<tr>
<td>9.</td>
<td>Govt. Sr. Sec. School, Narnaud</td>
<td>Secondary</td>
</tr>
<tr>
<td>10.</td>
<td>Govt. Sr. Sec. School, Jind</td>
<td>Secondary</td>
</tr>
<tr>
<td>11.</td>
<td>Jat Sr. Sec. School, Hissar</td>
<td>Secondary</td>
</tr>
<tr>
<td>12.</td>
<td>SD Sr. Sec. School, Hansi</td>
<td>Secondary</td>
</tr>
<tr>
<td>13.</td>
<td>Vaish Sr. Sec. School, Rohtak</td>
<td>Secondary</td>
</tr>
<tr>
<td>S. No.</td>
<td>Name of the School</td>
<td>Designation of Job</td>
</tr>
<tr>
<td>--------</td>
<td>--------------------------------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>1.</td>
<td>Govt. Sr. Sec. School, Bhuakbarpur</td>
<td>Secondary</td>
</tr>
<tr>
<td>2.</td>
<td>Govt. Sr. Sec. School, Titoli</td>
<td>Secondary</td>
</tr>
<tr>
<td>3.</td>
<td>Govt. Sr. Sec. School, Bainsi</td>
<td>Secondary</td>
</tr>
<tr>
<td>4.</td>
<td>Govt. Sr. Sec. School, Kathura</td>
<td>Secondary</td>
</tr>
<tr>
<td>5.</td>
<td>Govt. Sr. Sec. School, Sanghi</td>
<td>Secondary</td>
</tr>
<tr>
<td>6.</td>
<td>Govt. Sr. Sec. School, Kalwa</td>
<td>Secondary</td>
</tr>
<tr>
<td>7.</td>
<td>Govt. Sr. Sec. School, Mauna</td>
<td>Secondary</td>
</tr>
<tr>
<td>8.</td>
<td>Govt. Sr. Sec. School, Karsindhu</td>
<td>Secondary</td>
</tr>
<tr>
<td>9.</td>
<td>Govt. Sr. Sec. School, Kinana</td>
<td>Secondary</td>
</tr>
<tr>
<td>10.</td>
<td>Govt. Sr. Sec. School, Kheri</td>
<td>Secondary</td>
</tr>
<tr>
<td>11.</td>
<td>Neki Ram Sr.S. School, Lakhan Majra</td>
<td>Secondary</td>
</tr>
<tr>
<td>12.</td>
<td>M.G.M. Sr. Sec School, Titoli</td>
<td>Secondary</td>
</tr>
<tr>
<td>13.</td>
<td>Sanskriti S.S.S. Brahmanvas</td>
<td>Secondary</td>
</tr>
<tr>
<td>15.</td>
<td>Green Vally S.S.S, Titoli</td>
<td>Secondary</td>
</tr>
<tr>
<td>16.</td>
<td>Baba B. B. S.S.S, Titoli</td>
<td>Secondary</td>
</tr>
<tr>
<td>17.</td>
<td>RKPSS School, Madina</td>
<td>Secondary</td>
</tr>
</tbody>
</table>

Table-II
Name of Rural Secondary Schools (Government & Private) from where data were collected
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>18.</td>
<td>Shiv S.S. School, Gatoli</td>
<td>Secondary</td>
</tr>
<tr>
<td>20.</td>
<td>Rishikul SSS, Bhutol Jatan</td>
<td>Secondary</td>
</tr>
</tbody>
</table>

**Research Tools used and their Descriptions**

The following standardized tools were selected for the study:

- A scale of assessing burnout developed by **Christina 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**.

**Maslach Burnout Survey**

Maslach burnout survey has been developed and standardized by Christina Maslach and Susan E. Jackson, 1986. It is a paper pencil test. This test consists of 22 items and all the items are written in the form of statements about personal feeling or attitudes. Items for the test were designed to measure hypothetical aspects of the burnout syndrome. Each aspect of the burnout i.e. emotional exhaustion (EE), depersonalization (DP), and lack of personal accomplishment (PA) is measured by a separate sub scale. The emotional exhaustion sub scale consists nine items and assesses feelings of being emotionally overextended and exhausted by one’s work. The five items in depersonalization sub scale measure an unfeeling and impersonal response towards recipients of one’s service, care, treatment or instructions. The sub-scale of personal accomplishment contains eight items, which assess feeling of competence and successful achievement in one’s work with people. The frequency that the respondent experience feelings related to each sub-scale is assessed using a seven point fully anchored response format. The Maslach Burnout Survey is given in Appendices.

**Reliability of Maslach Burnout Survey**

Iwanicki and Sachwab presented evidence substantiating the reliability of this test, when the adaptation was made for use the scale with teachers at least in the instance
of the emotional exhaustion subscale for which internal consistency co-efficient alpha estimates of reliability were .90 and .89 respectively for the frequency and intensity dimension. For depersonalization sub-scale .76 and .75 and for the personal accomplishment corresponding reliabilities of only .76 and .73 were obtained. Split-half method reliability for the Maslach Burnout Survey has been reported as .74 and .81

**Validity of Maslach Burnout Survey**

Concurrent validity was determined in the following manner, first by correlating sub scales scores with independent behavioral ratings completed by subjects spouses and co-workers and second by correlating sub scale scores with scores on the job diagnostic survey, Hack man & Oldham; 1975, significant correlation for each of these methods range from .20 to .48 on the emotional exhaustion sub-scale, from .32 to .57 for the depersonalization measure and from .25 to .27 on the personal accomplishment sub scale.

**Scoring of Maslach Burnout Survey**

This survey is composed of 22 statements; out of which 7 were positively worded and rests of 15 were negatively worded. These statements were rated in a 7-point scale. The scores for every rating point are given in the table below:-

**Table-III**

**Scoring procedure of Maslach Burnout Survey**

<table>
<thead>
<tr>
<th>How often</th>
<th>Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>0</td>
</tr>
<tr>
<td>A few times a year or less</td>
<td>1</td>
</tr>
<tr>
<td>Once a month or less</td>
<td>2</td>
</tr>
<tr>
<td>A few times in a month</td>
<td>3</td>
</tr>
<tr>
<td>Once a week</td>
<td>4</td>
</tr>
<tr>
<td>A few times a week</td>
<td>5</td>
</tr>
<tr>
<td>Everyday</td>
<td>6</td>
</tr>
</tbody>
</table>

The sum of the scores of item 1, 2, 3, 6, 8, 13, 14, 16 and 20 gave the score for emotional exhaustion dimensions. For depersonalization, sum of values of 5, 10, 11, 15 and 22 gave the score and the sum of the values of 4, 7, 9, 12, 17, 18, 19 and 21 gave the
score of personal accomplishment dimensions respectively. The item 23 gave score for coping pattern of teachers.

**Bandura’s Instrument of Teachers Self-efficacy Scale**

This questionnaire is designed to help us to gain a better understanding of kinds of things that create difficulties for teachers in their schools activities. The self-efficacy of the subjects was measured through a job specific self-efficacy scale developed by A. E. Bandura, 1977 (English Version) which is based on his conceptualization of strength and certainty for performance level.

This questionnaire contains seven major areas or dimensions as: efficacy to influence decision making; efficacy to influence school recourses; instructional efficacy, disciplinary efficacy, efficacy to enlist parental involvement, efficacy to enlist community involvement and efficacy to create positive school climate. All the items of Bandura’s Instrument of Teachers Self-efficacy Scale, 1977 were translated to Hindi language by the researcher for making it convenient to Indian elementary school teachers.

The first dimension consists of 2 items/statements which assess the decisions influenced by the teachers that are made in the school and free expression ‘some influence’, ‘quite a bit’ and ‘a great deal’. The teacher self-efficacy scale is given in appendices.

**Reliability of Bandura’s Instrument of Teachers Self-efficacy Scale**

The reliability of the total test was estimated in terms of coefficient of correlation by applying split-half method, which equated to 0.702666.

**Validity of Bandura’s Instrument of Teachers Self-efficacy Scale**

To assess the construct validity of the scale, the scores were correlated with Riggs, et al. (1944) scale of personal efficacy. It yielded a correlation coefficient of .73.

**Scoring of Bandura’s Instrument of Teachers Self-efficacy Scale**

The items are scored on a five point scale ranging from 1) nothing, 2) very less, 3) some effect, 4) high effect and 5) very high effect. There are no negatively phrased statements. Only positive statements are included in the scale. This scale indicating higher the score better the self-efficacy. An overall self-efficacy score can be obtained by
adding up individual item scores. The scoring of the scale was done according to the scoring key as: nothing-1, very less-2, some effect-3, high effect-4 and very high effect-5.

**Emotional Intelligence Scale (EIS)-(2007)**

This test was originally developed by Anukool Hyde Sanjyot pethe and Upinder Dhar. This test consists of 34 items and measures emotional intelligence through ten factors:

- Self-Awareness
- Empathy
- Self-motivation
- Emotional stability
- Managing relations
- Integrity
- Self-Development
- Value orientation
- Commitment
- Altruistic Behavior

**Reliability:** The reliability of the scale was determined by calculating reliability coefficient of a sample of 200 subjects. The split half reliability coefficient was found to be 0.88.

**Validity:** Besides face validity, as all items were related to the variable under focus, the scale has high content validity. It is evident from the assessment of Judges/experts that items of the scale are directly related to the concept of emotional intelligence. In order to find out the validity from the coefficient of reliability (Garrette, 1981), the reliability index was calculated, which indicated high validity on account of being 0.93.

**Factors of Emotional Intelligence:**

(a) **Self-awareness** is being of oneself and is measured by items 6,12,18,29. These items are “I can continue to do what I believe in even under severe criticism,” I have my priorities clear,” I believe in myself, and “I have built rapport and made and maintained personal friendships with work associates. “This factor is the
strongest and explains 26.8% variance and has a total factor load of 2.77. The correlation of this factor with total score is 0.66.

(b) **Empathy** is feeling and understanding the other person and is measured by items 9,10,15,20 and 25. These are “I pay attention to the worries and concerns of others,” I can listen to someone without the urge to say something, “I try to see the other person’s point of view, “I can stay focused under pressure, and “I am able to handle multiple demands. “This factor explains 7.3% variance with a total factor load of 3.11. The correlation of the factor with total score is 0.70.

(c) **Self-motivation** is being motivated internally and is measured by 2, 4, 7, 8, 31 and 34. These items are “People tell me that I am an inspiration for them,” I am able to make intelligent decisions using a healthy balance of emotions and reason, “I am able to assess the situation and then behave,” I can concentrate on the task at hand in spite of disturbances, “I think feelings should be managed, and “I believe that happiness is an attitude. “This factor accounts for 6.3% variance and a total factor load of is 3.28. Its correlation with total score is 0.77.

(d) **Emotional stability** is measured by items 14, 19, 26 and 28. These are “I do not mix unnecessary emotions with issues at hand, “I am able to stay composed in both good and bad situations, “I am comfortable and open to novel ideas and information, and “I am persistent in pursuing goals despite obstacles and setbacks. “This factor explains 6.0% variance with a total factor load of 2.51. The correlation of this factor with total score is 0.75.

(e) **Managing relations** is measured by 1,5,11 and 17. The statements that measure this factor are “I can encourage others to work even when things are not favorable, “I do not depend on others’ encouragement to do my work well, “I am perceived as friendly and outgoing, and “I can see the brighter side of any situation”. This factor explains 5.3% variance with a total factor load of 2.38. The correlation of this factor with total score is 0.67.

(f) **Integrity** is measured by items 16, 27 and 32. “I can stand up for my beliefs, “I pursue goals beyond what is required of me, and “I am aware of my weaknesses” are the statements that measure this factor. This factor explains 4.6% variance with a total factor load of 1.88.
(g) **Self-development** is measured by item 30 and 33 which are “I am able to identify and separate my emotions and “I feel that I must develop myself even when my job does not demand it” and explains 4.1% variance with a total load of 1.37.

(h) **Value orientation** is measured by items 21, 22. The statements are “I am able to maintain the standards of honesty and integrity, and “I am able to confront unethical actions in others” and explain 4.1% variance with a total factor load of 1.29.

(i) **Commitment** is measured by the items 23 and 24. “I am able to meet commitments and keep promises and “I am organized and careful in my work” measure this factor. This factor accounts for 3.6% variance with a total factor load of 1.39.

(j) **Altruistic behavior** is measured by the items 3 and 13. The items are “I am able to encourage people to take initiative, and” I can handle conflicts around me. “It explains 3.0% variance with a total factor load of 1.3.

For the administration of this test on the students, the investigator gave the instructions as according to the manual. The instructions were as:

(i) There is no time limit for the completion of this test but it will hardly take 10-15 minutes to finish-up.

(ii) Before administrating the scale, it is advisable to emphasize orally that responses should be checked as for the same. The responses will be kept confidential.

(iii) It was also emphasized that there is no right or wrong answers to the statements. The statements are designed to understand the differences in individual reactions to various situations. The scale is meant to know the difference between individuals and not meant to rank them as good or bad.

(iv) It was duly emphasized that all statements have to be responded to and no statements should be left unanswered.

(v) Though the scale is self-administering, it has been found useful to read out the instructions printed on the response sheet to the student teachers.

The test was administered to the 200 students in the above-mentioned schools. The above instructions were given to them before administration of the test.
Each item or statement should be scored 5 for strongly agree, 4 for agree, 3 for neutral, 2 for disagree and 1 for strongly disagree.

**Administration of the Tests and Data Collection**

The investigator visited the schools personally for the collection of necessary data. He took the prior permission of the headmasters/headmistress/principals of the schools for data collection. He discussed in detail about his investigation with heads of the respective schools and sought their permission from them for data collection, the subjects (teachers) were also explained about the nature and purpose of the study.

At the time of administration of the test, necessary steps were taken into consideration. Necessary precautions were taken in each school. After being satisfied with the arrangement, the investigator instructed the subjects (teachers) to do the assignment carefully. Before the subjects attempted at the test, instructions were made clear with regard to each test used in the study. They were also informed that their academic career would not be affected as it was only an exercise for research purpose and their responses would keep strictly confidential. Hence they should be free and frank, honest and sincere in attempting the questions. The data was collected individually from the subjects. The data was collected in two phases. In the first phase, emotional intelligence scale and self-efficacy scale were administered with teachers. Then the burnout test was used in the second phase.

In order to free them from boredom, they were given sufficient time for answering the questions. Thus, the tests were administered under proper testing conditions. Each session of testing, ended with a vote of thanks to the teacher concerned.

**Statistical Techniques Used**

The following statistical techniques were used for the analysis and interpretation of the data:

(i) Mean
(ii) Standard Deviation
(iii) t-test
Analysis and Interpretation of Data

After administration of the standardized test, the answer sheets were collected and the scoring was done with the help of manual provided with the test series. The mean and standard deviation was collected by separating the each test.

A female and male student, rural and urban area students and then appropriate correlation technique was employed to see the correlation between different variable taken. The Null Hypothesis was tested at 0.01 level and 0.05 levels. The interpretation was done purely on the basis of Objectives & Hypotheses keeping in mind.

Table:-XV: Compiled Table of Relationship between Variables

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Relationship</th>
<th>Calculated ‘r’ Value</th>
<th>Significance of Correlation Calculated ‘t’ value</th>
<th>Standard Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Burnout and Self-efficacy</td>
<td>-0.252</td>
<td>5.21*</td>
<td>0.0484</td>
</tr>
<tr>
<td>2.</td>
<td>Burnout and E.I.</td>
<td>-0.564</td>
<td>13.66*</td>
<td>0.0413</td>
</tr>
</tbody>
</table>

*negative significant correlation **positive significant correlation

Table:-XVI: Compiled Table of Differences between Variables

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Difference between</th>
<th>Calculated ‘t’ value</th>
<th>Standard error</th>
<th>Table ‘t’ value</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>Burnout in male and female teachers</td>
<td>4.92*</td>
<td>0.82</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Self-efficacy in male and female teachers</td>
<td>3.09*</td>
<td>1.57</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Emotional Intelligence in male and female teachers</td>
<td>1.63**</td>
<td>1.81</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Burnout in Rural and Urban School teachers</td>
<td>0.40**</td>
<td>0.84</td>
<td>At 0.01 level =2.58</td>
</tr>
<tr>
<td>7.</td>
<td>Self-efficacy in Rural and Urban School teachers</td>
<td>0.25**</td>
<td>1.28</td>
<td>At 0.05 level =1.96</td>
</tr>
</tbody>
</table>
## Main findings

1. **Negative Significant Relationship was found between Burnout and Self-efficacy** which shows that burnout directly influences the self-efficacy among secondary teachers. This shows that as the scores of burnout increases, the self-efficacy scores decreases. High value of burnout shows less amount of self-efficacy. It means that the teachers who having high burnout show less degree of self-efficacy which results in less output in their life.

2. **Negative Significant Relationship was found between Burnout and Emotional Intelligence** which shows that burnout directly influences the emotional intelligence among secondary teachers. This shows that as the scores of burnout increases, the emotional intelligence scores decreases. Less score of burnout shows better emotional intelligence in the teachers and they can give their maximum output. It means that the students who have high emotional intelligence have low level of burnout or stress in their life and they live a happy life.

3. **Positive Significant Difference was found between the mean burnout scores in male and female secondary teachers.** It means that the teachers on behalf of sex difference shows difference in their stress level in teaching profession.
4. **Positive Significant Difference** was found between the mean self-efficacy scores in male and female secondary teachers. It means that the teachers on behalf of sex difference shows difference in their self-efficacy towards their teaching profession.

5. **No Significant Difference** was found between the mean emotional intelligence scores in male and female secondary teachers. It means that the teachers on behalf of sex difference show no difference in their emotional intelligence, we can say that they are mature enough to handle emotionally in teaching profession.

6. **No Significant Difference** was found between the mean burnout scores of secondary school teachers working in rural and urban areas. It means that the teachers who are living or teaching in either rural area or urban area have no difference in their mean burnout scores; it means that they have almost equal amount of burnout in their life.

7. **No Significant Difference** was found between the mean self-efficacy scores of secondary school teachers working in rural and urban areas. It means that the teachers who are living or teaching in either rural area or urban area have no difference in their mean self-efficacy scores, it means that they have almost equal amount of self-efficiency or self-reliable in their life.

8. **No Significant Difference** was found between the mean emotional intelligence scores of secondary school teachers working in rural and urban areas. It means that the teachers who are living or teaching in either rural area or urban area have no difference in their mean emotional intelligence scores; it means that they have almost equal amount of emotional intelligence in their life or we can say that they are mature enough to handle appropriately their emotional problems.

9. **No Significant Difference** was found between the mean burnout scores of secondary school teachers working in private and government schools. It means that the teachers who are teaching in either private school or government school have no difference in their mean burnout scores; it means that they have almost equal amount of burnout in their life.

10. **No Significant Difference** was found between the mean self-efficacy scores of secondary school teachers working in private and government schools. It
means that the teachers who are teaching in either private school or government school have no difference in their mean self-efficacy scores, it means that they have almost equal amount of self-efficiency or self-reliable in their life.

11. No Significant Difference was found between the mean emotional intelligence scores of secondary school teachers working in private and government schools. (There may be significant difference between the mean emotional intelligence scores of secondary school teachers due to 5% chances.) It means that the teachers who are teaching in either private school or government schools have no difference in their mean emotional intelligence scores; it means that they have almost equal amount of emotional intelligence in their life or we can say that they are mature enough to handle appropriately their emotional problems.

**Educational Implication**

It is intended to be of practical use to teachers and head teachers who are interested in what this study found to be important in effective teaching profession. It provides distinctive and complementary ways that teachers can understand the contribution they make. Research findings suggest that, this is very important for teachers because it gives them a framework for assessing how they achieve their results and for identifying the priorities for improvement.

Furthermore, waiting to see whether or not a teacher is capable of motivating students to perform, by measuring students’ accomplishments at the end of the year, is a cumbersome and unwieldy way for teachers to discover whether their efforts to improve their teaching practices are bearing fruit.

This study has also revealed that Maslach burnout survey has proved to be a relevant measure to index the magnitude of burnout in school teachers. The findings of the present study can be suggested to the employers and administrators of Govt. schools to manage in such a way to keep the level of burnout in teacher at a minimum, so that maximum productivity and effectiveness can be obtained from the teachers. The principals or headmasters should be trained for the psychological interventions so that they can interact with the teacher accordingly to maintain the low level in the burnout.
Ego hurt to such ideal teachers may contribute in the cultivation of burnout in these teachers. If needed, counseling services must be provided to burnout prone teachers.

Self-efficacy influences motivation through the choice we make and the goals we set. So improving this belief, every teacher must develop his/her self-confidence, laboriousness from observing models, perform a particular task including self-modeling. They must gain information from positive talk about an individual’s capability to perform a particular task. Proper environment, proper interest, facilities and proper motivation should be provided for gaining information about physiological and emotive reactions to a particular task. So the educational planners and administrators should be more conscious about self-efficacy of teachers.

This study has also revealed that emotional intelligence scale has proved to be a relevant measure to index the margin take of E-I in school teacher. The binding of the prevent study can be suggested to the employers and administration of Govt. school to check the E-I of teacher.

Concludingly, everyone who possesses a teaching qualification cannot always be considered a good teacher. One should pass in the state level eligibility test containing a series of tests including teaching aptitude, teaching attitude tests as the minimum requirement for the appointment of elementary school teachers. Orientation courses for the new teachers and refresher courses for the more experienced teachers are recommended as essential for the promotion of elementary schools teacher’s effectiveness.

**Suggestions for further studies**

- The similar studies can be conducted on a large sample of 1000 senior secondary teachers of different states.
- The similar studies can be conducted with the same variables by correlating with teachers social status and their family status.
- The similar studies can be conducted with the effect of socio-economic status on the burnout level among secondary school teachers.
- The similar studies can be conducted on teaching profession and the adjustment of the teachers in self-financing institutions.
• The similar studies can be conducted on other professions for their right adjustment and getting success in those professions.
• The similar studies can be conducted on graduate and post graduate teachers on different universities.

Conclusion

Why do some teachers succeed in being good teachers, in continuously enhancing students' achievements, in setting high goals for themselves and pursuing them persistently, while others cannot meet expectations imposed on them and tend to collapse under the burden of everyday stress or burnout in job? One reason lies in a teacher's perceived self-efficacy as a job-specific personality disposition. Standardized tests were applied to measure individual and collective teacher’s burnout in job, emotional intelligence and theirs self-efficacy were tested in a field study. 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.

Delimitations

• The present study was confined to Secondary School Teachers only.
• The sample was restricted to 400 Secondary School Teachers.
• The present study was confined to twenty urban and twenty rural area schools only.
• Sample for urban schools and rural schools were confined to Haryana State.
• Sample for private and government schools were confined to Haryana State.