Chapter 5

ANALYSIS OF DATA, INTERPRETATION AND DISCUSSION OF RESULTS
The present study aimed at looking into the relationship between burnout, well being, job satisfaction and teacher effectiveness of teacher educators and also to find the difference in the well being, job satisfaction, teacher effectiveness of teacher educators due to high, moderate and low degree of burnout. The study also aimed at looking into the difference in the burnout of teacher educators due to difference in age (≤ 35 and > 35 years), teaching experience (≤ 10 years and > 10 years), gender difference, marital status and difference in teaching the subject of physical sciences/life sciences and social sciences/languages.

After collecting the data with the planned methodology, scores of burnout, well being, job satisfaction and teacher effectiveness along with demographic and situational variables were subjected to statistical treatment. This chapter present the statistical analysis, interpretation of results along with its discussion in three sections. Section 1 deals with the relationship of burnout, well being, job satisfaction and teacher effectiveness. Section II deals with the statistical treatment of t-ratio to find the difference in well being, job satisfaction, and teacher effectiveness of teacher educators due to high, moderate and low degree of burnout, whereas Section III deals with the difference in the burnout of teacher educators due to some demographic and situational variables.
5.1. **SECTION – 1**

**(Correlation)**

**Relationship of burnout with well being, job-satisfaction and teacher effectiveness**

The relationships of burnout with measures of well being, job satisfaction and teacher effectiveness were found out by subjecting the data of these variables to Pearson’s Product Moment method of correlation. **Table 5.1** presents the values of coefficients of correlation for scores of burnout and other variables.

**TABLE 5.1:** Values of coefficient of correlation between measures of burnout, well being, job satisfaction and teacher effectiveness

<table>
<thead>
<tr>
<th>Variables</th>
<th>Emotional exhaustion</th>
<th>Depersonalization</th>
<th>Personal accomplishment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical well being</td>
<td>.031</td>
<td>.022</td>
<td>.068</td>
</tr>
<tr>
<td>Mental well being</td>
<td>.086</td>
<td>.052</td>
<td>.131*</td>
</tr>
<tr>
<td>Social well being</td>
<td>-.113*</td>
<td>.024</td>
<td>.030</td>
</tr>
<tr>
<td>Emotional well being</td>
<td>-.118*</td>
<td>.040</td>
<td>.043</td>
</tr>
<tr>
<td>Spiritual well being</td>
<td>.050</td>
<td>.034</td>
<td>.056</td>
</tr>
<tr>
<td>Total well being</td>
<td>-.116*</td>
<td>.044</td>
<td>.119*</td>
</tr>
<tr>
<td>Job-satisfaction</td>
<td>.055</td>
<td>.060</td>
<td>.144*</td>
</tr>
<tr>
<td>Teacher effectiveness</td>
<td>-.117*</td>
<td>.064</td>
<td>.118*</td>
</tr>
</tbody>
</table>

*Significant at .05 level.
Relationship of Burnout with Well Being

From the results of table 5.1, it was observed that values of correlation of physical well being with emotional exhaustion, depersonalization and personal accomplishment were found to be .031, 0.022 and 0.068 which were insignificant at .05 level. It implies that physical well being was related to emotional exhaustion, depersonalization and personal accomplishment upto insignificant level.

The correlation of mental well being with emotional exhaustion, depersonalization and personal accomplishment were obtained to be .086, 0.052 and 0.131 respectively. Out of these values only the correlation of mental well being with personal accomplishment (r = .131) was positively significant at .05 level. It implies that mental well being was positively related to personal accomplishment.

The reasons for this may be that a person whose mental well being is higher may be able to attain his goal as sound mental well being is helpful in this direction and vice-versa.

Measure of social well being was found to be negatively and significantly correlated with emotional exhaustion at .05 level (r = -.113) and insignificantly correlated with depersonalization (r = .024) and personal accomplishment (r = .030). It implies that only one measure of burnout i.e. emotional exhaustion was related to social well being and that too negatively. In other words increase in the emotional exhaustion was followed by decrease in social well being.

Probable reasons for the present result may be that a dissipate person may not be able to enjoy social gatherings and
may feel awkward in meeting people and hence less socially well and vice-versa.

Conway (1984) also found similar results by concluding that self acceptance was negatively associated with burnout.

Measure of emotional well being came out to be negatively significantly related to emotional exhaustion due to significant r-value ($r = -.118$) at .05 level. In other words increase in the emotional exhaustion was followed by decrease in emotional well being of teacher educators. Other two correlation i.e. correlation of emotional well being with depersonalization and personal accomplishment were not found significantly correlated due to insignificant r – values ($r = .040$ and .043 respectively) at .05 level.

Inferences of negative significant correlation between emotional-well being and emotional exhaustion may be attributed to the fact that tiredness and voidness may lead to the feelings of loneliness, worried and sorrows and nervousness which further may lead to lesson the emotional well being of the teacher and vice-versa.

Results of the present study are in line with the result of Verma and Verma (1989) and Busser (1988).

It is evident from the result of table 5.1 that spiritual well being was not correlated significantly with emotional exhaustion, depersonalization and personal accomplishment due to insignificant values of correlation ($r = 0.050, 0.034$ and $0.056$ respectively) at .05 level of significance. In other words emotional exhaustion, depersonalization and personal accomplishment burnout were not influencing the spiritual well being of teacher educators up to significant level.
Results of table 5.1 also show that coefficient of correlation for scores of total well being with emotional exhaustion came out to be negatively significant ($r = -0.116$) at .05 level. It implies that higher the emotional exhaustion, less will be the total well being of teacher educators. Coefficient of correlation for scores of total well being with personal accomplishment came out to be positively significant at .05 level ($r = 0.119$). It implies that higher the personal accomplishment of teachers, more will be their well being. However the coefficient of correlation for scores of total well being with depersonalization came out to be insignificantly correlated ($r = 0.44$) at .05 level.

Inferences of negative significant correlation between total well being and emotional exhaustion may be that if a teacher is feeling tiredness or disability of any kind than this may also effect adversely the physical, mental, social, emotional and spiritual well being of the teacher and vice versa.

Similarly inference of positive significant correlation between total well being and personal accomplishment may be due to the reason that fulfillment or completion of any productive work may lead to the total well being of the person and same is also true in other way.

Findings of the present study are similar to the findings of Konert (1997), Larchick and Chance (2002) and Najma and Rehman (2003).

Hence, hypothesis 1(a) that there will be significant relationship between burnout and well being of teacher educators was partially accepted.
Relationship of Burnout with Job Satisfaction

According to the results of table 5.1 insignificant correlation were obtained between job satisfaction and measures of emotional exhaustion and depersonalization due to insignificant r-values ($r = .055$ and $.060$ respectively) at $.05$ level. Thus, as per the results of present study, emotional exhaustion and depersonalization measure of burnout are not affecting the job-satisfaction of teacher educators upto significant level. On the contrary, positive significant correlation was obtained between the job satisfaction and personal accomplishment burnout of teacher educators due to significant r-value ($r = .144$) at $.05$ level of significance. It implies that personal accomplishment is a factor which influence the job satisfaction of teacher educators to a significant level.

Basis for the above positive correlation between teachers’ personal accomplishment and job satisfaction may be attributed to the fact that accomplishing worthwhile things in the job by the teacher may improve the competence and efficiency and liking on the job and hence more job satisfaction and this may also be true if a teacher is more satisfied on the job than his personal accomplishment may be more.

The studies of Thakur (1993), Grewal (2004), and Evy (2008) Corroborate the finding of this study.

Thus, hypothesis 1(b) that there will be significant relationship between burnout and job satisfaction of teacher educators was partially accepted.

Relationship of Burnout with Teacher Effectiveness

Table 5.1 shows negative significant correlation between teacher effectiveness and emotional exhaustion due to significant
r-value \( (r = -0.117) \) at .05 level. Thus, teacher effectiveness and emotional exhaustion go in different direction. Alternatively, higher the emotional exhaustion, the lower will be the teacher effectiveness.

Reasons for the present results may be that voidness or weariness in the life of the teacher may adversely influence his effectiveness in teaching and vice-versa.

Insignificant correlation was found between teacher effectiveness and depersonalization due to insignificant r-value \( (r = 0.064) \) at .05 level. Thus depersonalization burnout is related to teacher effectiveness upto insignificant level.

Further, positive significant correlation was procured between teacher effectiveness and personal accomplishment due to significant r-value \( (r = 0.118) \) at .05 level of significance. Thus, personal accomplishment and teacher effectiveness go in the same direction. Alternatively, higher the personal accomplishment of teachers, more will be the teacher effectiveness.

Sanity of the present positive significant correlation between personal accomplishment and teacher effectiveness may be explained on the basis of the fact that personal achievement or proficiency in the life of the teacher may provide motivation and confidence to become effective teacher and vice versa.

Previous research findings of Hazelwood (1984) and Madden-Szesko (2000) lend support to the findings of the present study.

Hence, hypothesis 1(c) that there will be significant relationship between burnout and teacher effectiveness of teacher educators was partially retained in the present study.
Relationship of Well being, Job Satisfaction and Teacher Effectiveness

Relationship among well being, job satisfaction and teacher effectiveness were calculated with the help of Pearson's Product Moment method of correlation. Results are presented in Table 5.2.

TABLE 5.2: Values of co-efficient of correlation among well being, job satisfaction and teacher effectiveness

<table>
<thead>
<tr>
<th>Variables</th>
<th>Well being</th>
<th>Job Satisfaction</th>
<th>Teacher Effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Well being</td>
<td>1.00</td>
<td>.158*</td>
<td>.129*</td>
</tr>
<tr>
<td>Job Satisfaction</td>
<td>1.00</td>
<td></td>
<td>.152*</td>
</tr>
<tr>
<td>Teacher Effectiveness</td>
<td></td>
<td></td>
<td>1.00</td>
</tr>
</tbody>
</table>

Table 5.2 shows significant positive correlation between well being and job satisfaction due to significant r-value (r = .158) at .05 level of significance. Thus well being and job satisfaction of teacher educators are related positively to each other. In other words as the well being of teacher educators increases, so is the case with their job satisfaction.

Reasons for the above results may be that teacher educator's physical well being, their confidence in coping with future, recognition of hard work, close relations with the colleagues, which are measures of well being may be helpful in enhancing their job satisfaction level and vice-versa.
Therefore hypothesis 1(d) that there will be significant relationship between well being and job satisfaction of teacher educators was accepted.

Results of **table 5.2** further depicts positive significant correlation between well being and teacher effectiveness due to significant r-value \((r = .129)\) at .05 level. Thus well being and teacher effectiveness go in the same direction. Alternatively more the well being of teachers, more they will be effective in their teaching.

Logic behind the positive relationship between well being and teacher effectiveness may be that physical, emotional, spiritual, social and mental well being by way of becoming confident, hard working, optimist, tolerant and enjoying relation with others may boost the teacher educators to tackle classroom problems confidently, enjoying teaching, making relations with students and colleagues, planning the lesson, urge for professional development and development of sense of humour and also the ability to solve problems related to curricular aspect and hence more competence and effectiveness in teaching and vice-versa.

Therefore, hypothesis 1(e) that there will be significant relationship between well being and teacher effectiveness of teacher educators was accepted.

Further from the results of **table 5.2**, it may be deduced that there is significant positive correlation between job satisfaction and teacher effectiveness due to significant ‘r’ value \((r = 0.152)\) at 0.05 levels. Thus from the findings of the present study it may be concluded that teachers’ job satisfaction and their effectiveness in teaching are positively related to each other. Put it
in other way, it may be said that if teachers are more satisfied on the job, their effectiveness in teaching will increase and vice versa.

Argument in favour of the present positive relationship between job satisfaction and teacher effectiveness may be that if the teacher educators are suitably rewarded, have scope for freedom, decision making, taking initiative, opportunity to enjoy family life, retirement benefits and cooperation and encouragement from the senior colleagues and head, which are the measures of job satisfaction then these all may strengthen the motivation, confidence, lesson planning and delivery system of the teacher educators, which will ultimately lead to the teacher effectiveness of teacher educators and vice-versa is also true.

Hence, hypothesis 1(f) that there will be significant relationship between job satisfaction and teacher effectiveness of teacher educators was also retained in the present study.

5.2. **SECTION-II (t-ratio)**

5.2.1. **Difference in the Total Well being of Teacher Educators due to High, Moderate and Low Degree of Burnout**

To ascertain the difference in the total well being of teacher educators due to high, moderate and low degree of burnout, scores of the burnout of teacher educators on all the three measures i.e. emotional exhaustion, depersonalization and personal accomplishment were categorized (as per the direction given in manual) on three levels i.e. high, moderate and low in order to locate high, moderate and low burnout teacher educators. The teacher educators who got high scores on emotional exhaustion and depersonalization sub-scales and low scores on personal accomplishment sub scale were grouped as teachers with high degree of burnout. The teacher educators who got average
scores on all the three sub-scales were grouped as teacher educators with moderate degree of burnout. Teacher educators who got low scores on emotional exhaustion and depersonalization subscales and high scores on personal accomplishment sub scale were grouped as teachers with low degree of burnout. The teacher educators who were not falling in these categories on the basis of their scores on these three measures as per the given criteria, were dropped for this analysis. The obtained summary of statistical results with the help of t-test has been presented in table 5.3.

**TABLE 5.3: Mean, SD and t-ratios to locate difference in the total well being of teacher educators due to high, moderate and low degree of burnout**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Degrees</th>
<th>N</th>
<th>Means</th>
<th>SD</th>
<th>SED</th>
<th>df</th>
<th>t-ratios</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Well Being</td>
<td>High burnout (I)</td>
<td>66</td>
<td>180.17</td>
<td>21.25</td>
<td>3.70</td>
<td>122</td>
<td>0.33</td>
</tr>
<tr>
<td></td>
<td>Moderate burnout (II)</td>
<td>58</td>
<td>181.41</td>
<td>20.04</td>
<td>3.34</td>
<td>148</td>
<td>1.60</td>
</tr>
<tr>
<td></td>
<td>Low burnout (III)</td>
<td>92</td>
<td>186.78</td>
<td>19.63</td>
<td>3.31</td>
<td>156</td>
<td>2.01*</td>
</tr>
</tbody>
</table>

*Significant at .05 level.

It may be noted from the result of table 5.3, that insignificant t-values were obtained between high and moderate burnout teacher educators as well as between moderate and low burnout teacher educators on the variable of total well being due to insignificant t value at 0.05 level (t = 0.33 and 1.60 respectively).

However teacher educators having high and low burnout were found to be significantly different on the variable of total well being due to significant t-value at 0.05 level (t = 2.01). When the mean scores of high and low burnout teacher educators were
compared on the variable of total well being, it was found that well being of low burnout teacher educators was higher (Mean = 186.78) as compared to teacher educators with high burnout. (Mean = 180.17).

Reasons for the above results may be that emotional hardiness, emotionally drained and frustration on the part of teacher educators may be influencing in diminishing the physical, mental, social, emotional and total well being of the teacher educators. That is why low burnout teachers are having higher well being as compared to high burnout teachers.

Result of the present study are in line with the result of Busser (1988), Singh (1989) and Friedman (1991).

Therefore hypothesis 2 that there will be significant difference in the total well being of teacher educators due to high, moderate and low degree of burnout was partially accepted.

The above results are also depicted in figure 5.1.

5.2.2. Difference in the Level of Job Satisfaction of Teacher Educators due to High, Moderate and Low Degree of Burnout

In order to find the difference in the job satisfaction due to high, moderate and low degree of burnout, scores of the burnout of teacher educators in all the three measures i.e. emotional exhaustion, depersonalization and personal accomplishment were categorized (as per the directions given in the manual of Burnout Inventory) on three levels i.e. high, moderate and low in order to locate high, average and low burnout teacher educators as discussed earlier. The differences were found out with the help of t test and the results have been given in table 5.4.
Fig. 5.1.: Showing Differences in the Total Well being of Teacher Educators due to High, Moderate and Low Degree of Burnout
Table 5.4: Mean, SD and t-ratio to locate difference in the level of job satisfaction of teacher educators due to high, moderate and low degree of burnout

<table>
<thead>
<tr>
<th>Variable</th>
<th>Degrees</th>
<th>N</th>
<th>Means</th>
<th>SD</th>
<th>SED</th>
<th>df</th>
<th>t-ratios</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Satisfaction</td>
<td>High burnout (I)</td>
<td>66</td>
<td>66.47</td>
<td>11.72</td>
<td>I &amp; II = 2.43</td>
<td>122</td>
<td>0.68</td>
</tr>
<tr>
<td>level</td>
<td>Moderate burnout (II)</td>
<td>58</td>
<td>68.13</td>
<td>12.88</td>
<td>II &amp; III = 2.17</td>
<td>148</td>
<td>1.13</td>
</tr>
<tr>
<td></td>
<td>Low burnout (III)</td>
<td>92</td>
<td>70.59</td>
<td>13.18</td>
<td>I &amp; III = 1.98</td>
<td>156</td>
<td>2.08*</td>
</tr>
</tbody>
</table>

*Significant at 0.05 level.

As per the results of table 5.4 insignificant differences were found in the job satisfaction level of teacher educators due to high and moderate degree of burnout and also due to moderate and low degree of burnout as t-ratios were insignificant at 0.05 level (t = 0.68 and 1.13 respectively).

But significant difference was obtained on the level of job satisfaction of teacher educators due to high and low degree of burnout as obtained t-ratio was significant (t = 2.08) at 0.05 level of significance. Also from the mean scores of job satisfaction of teacher educators, it was found that job satisfaction level of teacher educators with high degree of burnout was lower as compared to the teacher educators with low degree of burnout. Thus from the result of the present study it may be concluded that high degree of burnout leads to lower job satisfaction of teacher educators.

Above results may be due to the fact that sometimes even if the teacher is getting high salary and other benefits of the job, but
if he is emotionally drained, feels boredom in the job and burn out from his work or feels some stress due to some emotional problems then this also may lead to the lower job satisfaction of the teachers.

Findings of the present study are in line with the findings of Gunthey and Singh (1982), Dhawan (1992), Cooper and Kelly (1993) and Kumar (2004).

Therefore hypothesis 3 that there will be significant difference in the level of job satisfaction of teacher educators due to high, moderate and low degree of burnout was accepted partially in the present study.

Figure 5.2 depicts the above results.

5.2.3 Difference in the Teacher Effectiveness of Teacher Educators due to high, moderate and low degree of burnout

In order to locate difference in the teacher effectiveness of teacher educators due to high, moderate and low burnout, scores of burnout of teacher educators in all the three measures i.e. emotional exhaustion, depersonalization and personal accomplishment were categorized (as per the directions given in the manual of Burnout Inventory) on three levels high, moderate and low in order to locate high, moderate and low burnout teacher educators as discussed earlier. The differences were found out with the help of t-test and results have been given in table 5.5.
Fig. 5.2.: Showing Differences in the Job Satisfaction Level of Teacher Educators due to High, Moderate and Low Degree of Burnout
Table 5.5: Mean, SD and t-ratio to locate difference in the teacher effectiveness of teacher educators due to high, moderate and low degree of burnout

<table>
<thead>
<tr>
<th>Variable</th>
<th>Degrees</th>
<th>N</th>
<th>Means</th>
<th>SD</th>
<th>SED</th>
<th>df</th>
<th>t-ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Effectiveness</td>
<td>High burnout (I)</td>
<td>66</td>
<td>290.17</td>
<td>30.01</td>
<td>I &amp; II = 5.41</td>
<td>122</td>
<td>0.89</td>
</tr>
<tr>
<td></td>
<td>Moderate burnout (II)</td>
<td>58</td>
<td>294.99</td>
<td>30.14</td>
<td>II &amp; III = 5.11</td>
<td>148</td>
<td>0.93</td>
</tr>
<tr>
<td></td>
<td>Low burnout (III)</td>
<td>92</td>
<td>299.89</td>
<td>31.08</td>
<td>I &amp; III = 4.80</td>
<td>156</td>
<td>2.03*</td>
</tr>
</tbody>
</table>

*Significant at 0.05 level.

Results of t-test as given in table 5.5 show insignificant difference in the teacher effectiveness of teacher educators due to high and moderate degree of burnout as well as due to moderate and low degree of burnout due to insignificant t-value (t = 0.89 and 0.93 respectively) at 0.05 level. However significant difference in the teacher effectiveness of high and low burnout teacher educators was obtained due to significant t value at 0.05 level (t = 2.03). After comparing the mean scores of teacher effectiveness of high burnout and low burnout group of teacher educators, it was found that teacher educators with low burnout were higher on the variable of teacher effectiveness (Mean = 299.89) as compared to high burnout teachers educators (Mean = 290.17). Thus from the results of the present study, it may be concluded that high level of burnout is detrimental to the teacher effectiveness of teacher educators.

Significant difference in the teacher effectiveness of high and low burnout teacher educators may be explained on the basis that effective teachers are confident, have mastery on the subject, have...
up to date knowledge and are professionally sound and generally learner friendly. Strained relation with students or people working along, fatigue on the part of the teacher or treating students as they are impersonal objects or feeling the tendency of burnout on the job may be detrimental to all the above criteria of an effective teacher.

Results of the studies of Hazelwood (1984) and Sud and Malik (1999) are similar to the result of present study.

Hence hypothesis 4 that there will be significant difference in the teacher effectiveness of teacher educators due to high, moderate and low degree of burnout was also partially retained in the present study.

Figure 5.3 depicts the above results.

5.3. SECTION-III

(Difference in Burnout of Teacher Educators Due to Demographic and Situational Variables)

Comparison of Burnout of Teacher Educators those having age < 35 years and > 35 years.

In order to ascertain the difference in the burnout of teacher educators having age equal to or less than 35 years and more than 35 years, t-test was employed. The obtained summary of statistical results has been presented in table 5.6.
Fig. 5.3.: Showing Differences in the Teacher Effectiveness of Teacher Educators due to High, Moderate and Low Degree of Burnout
Table 5.6: Means, SDs and t-ratios to locate difference in the Burnout of teacher educators having age ≤ 35 years and > 35 years

<table>
<thead>
<tr>
<th>Variable</th>
<th>Age ≤ 35 yrs (N = 214)</th>
<th>Age &gt; 35 yrs (N = 86)</th>
<th>SED</th>
<th>df</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
<td>SD</td>
<td></td>
</tr>
<tr>
<td>Emotional exhaustion</td>
<td>8.14</td>
<td>4.31</td>
<td>7.54</td>
<td>4.39</td>
<td>.551</td>
</tr>
<tr>
<td>Depersonalization</td>
<td>3.67</td>
<td>2.01</td>
<td>3.20</td>
<td>2.13</td>
<td>.264</td>
</tr>
<tr>
<td>Personal accomplishment</td>
<td>20.88</td>
<td>5.87</td>
<td>19.36</td>
<td>5.52</td>
<td>.717</td>
</tr>
</tbody>
</table>

*Significant at .05 level.

Table 5.6 disclosed that t-ratio of 1.53 fell short of significance with df 298 at .05 level as the value was too short. From this, it may be concluded that teachers' belonging to ≤ 35 years age and > 35 years age did not differ significantly with respect to burnout in terms of emotional exhaustion. Similarly t-value of 1.78 was insignificant at .05 level. Thus teachers with age ≤ 35 yrs and > 35 years did not differ significantly on depersonalization. Third t-value of 2.11 was found to be significant at .05 level. It implies that there was significant difference in the personal accomplishment measure of burnout of teacher educators with ≤ 35 years and > 35 years age. In other words burnout of teacher educators in terms of personal accomplishment was influenced by their age in significant manner.

Higher level of personal accomplishment among teachers with ≤ 35 years of age as compared to teacher educators having age > 35 years may be due to the fact that younger teachers are more energetic, more aspirant and have the urge to become...
competent and achieve more in life and profession as compared to the teachers in the higher age group, where teachers sometimes reach as the plateau and hence the present result.

The results of the present study are similar to the result of Maslach and Jackson (1981), Schwab and Ivanski (1982) and Rebeiro and Bhargawa (1994), but contrary to the results of Bivens (1985) and Foster (2003).

Hence, hypothesis 5(a) that there will be significant difference in the burnout of teacher educators those having age ≤ 35 years and > 35 years was partially accepted.

Fig. 5.4 depicts the difference in the personal accomplishment of teacher educators having ≤ 35 years and more than 35 years of age.

**Comparison of Burnout of Teacher Educators those having teaching experience < 10 years and > 10 years**

Teacher educators having different teaching experience were compared with regard to their burnout. Summary of t-test in respect of burnout tendencies of teacher educators with different teaching experience has been provided in **table 5.7**.

**Table 5.7: Means, SDs and t-ratios to locate difference in the Burnout of teacher educators having teaching experiences < 10 years and > 10 years**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Exp. ≤ 10 yrs (N = 253)</th>
<th>Exp. &gt; 10 yrs. (N = 47)</th>
<th>SED</th>
<th>df</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
<td>SD</td>
<td></td>
</tr>
<tr>
<td>Emotional exhaustion</td>
<td>7.98</td>
<td>3.11</td>
<td>7.92</td>
<td>3.24</td>
<td>.50</td>
</tr>
<tr>
<td>Depersonalization</td>
<td>3.76</td>
<td>1.97</td>
<td>4.18</td>
<td>2.11</td>
<td>.31</td>
</tr>
<tr>
<td>Personal accomplishment</td>
<td>19.78</td>
<td>4.89</td>
<td>18.28</td>
<td>4.62</td>
<td>0.73</td>
</tr>
</tbody>
</table>
Fig. 5.4. Showing difference in the personal accomplishment of teacher educators having age ≤ 35 years and > 35 years.
Results of table 5.7 show that t-ratios of 0.12 and 1.35 in case of emotional exhaustion and depersonalization were insignificant at .05 level. Thus teacher educators having teaching experience ≤ 10 year and > 10 years were having almost similar emotional exhaustion and depersonalization burnout. Results also suggest that significant difference exhibited between teacher educators having teaching experience ≤ 10 years and > 10 years on personal accomplishment tendencies of burnout. Of course personal accomplishment was higher in teachers having teaching experience ≤ 10 years than teacher educators having teaching experience > 10 years.

Reasons for the above results may be that teachers in the early stage of profession do hard work, have the urge to learn and grow in the profession, take different assignments and projects seriously, execute the assignments to the level of completion in order to attain more proficiency and skills. They try to cope up with all the obstacles and emotional ups and downs in life and perhaps that is why they are able to achieve more in life.

Therefore, hypothesis 5(b) that there will be significant difference in the burnout of teacher educators those having teaching experience ≤ 10 years and > 10 years was partially accepted.

Fig. 5.5 shows the difference in the personal accomplishment measure of burnout between teacher educators having teaching experience ≤ 10 years and more than 10 years.

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Comparison of Burnout of Male married and unmarried teacher educators

Male married and unmarried teacher educators were compared with regard to burnout. Table 5.8 provides the summary of t-test in respect of burnout of male married and unmarried teacher educators.

Table 5.8: Means, SDs and t-ratios to locate difference in the Burnout of male married and unmarried teacher educators

<table>
<thead>
<tr>
<th>Variable</th>
<th>Male Married (N = 52)</th>
<th>Male Unmarried (N = 27)</th>
<th>SED</th>
<th>df</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
<td>SD</td>
<td></td>
</tr>
<tr>
<td>Emotional exhaustion</td>
<td>8.90</td>
<td>4.19</td>
<td>8.67</td>
<td>4.43</td>
<td>1.02</td>
</tr>
<tr>
<td>Depersonalization</td>
<td>3.10</td>
<td>1.67</td>
<td>3.12</td>
<td>1.50</td>
<td>0.36</td>
</tr>
<tr>
<td>Personal accomplishment</td>
<td>17.40</td>
<td>5.02</td>
<td>17.67</td>
<td>5.19</td>
<td>1.12</td>
</tr>
</tbody>
</table>

As per the results of Table 5.8, t-values of 0.225, 0.055 and 0.241 were found to be insignificant at .05 level. This indicates that there was no significant difference between male married and unmarried teacher educators on their emotional exhaustion, depersonalization and personal accomplishment burnout level. There was also very less difference in the mean scores of measures of burnout of both the group of teachers.
Fig. 5.5. Showing difference in the personal accomplishment of teacher educators having teaching experience ≤ 10 yrs and > 10 yrs.
Therefore, hypothesis 5(c) that there will be significant difference in the burnout of male married and unmarried teacher educators was not accepted.

**Comparison of Burnout of Female married and unmarried teacher educators**

Female married and unmarried teacher educators were compared on the variable of burnout with the help of t-test. **Table 5.9** provides summary of ‘t’ statistics with regards to burnout factor of female married and unmarried teacher educators.

**Table 5.9**: Means, SDs and t-ratios to locate differences in the Burnout of female married and unmarried teacher educators

<table>
<thead>
<tr>
<th>Variable</th>
<th>Female married (N = 130)</th>
<th>Female unmarried (N = 91)</th>
<th>SED</th>
<th>df</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
<td>SD</td>
<td></td>
</tr>
<tr>
<td>Emotional exhaustion</td>
<td>8.14</td>
<td>4.03</td>
<td>9.83</td>
<td>4.29</td>
<td>.58</td>
</tr>
<tr>
<td>Depersonalization</td>
<td>4.01</td>
<td>1.77</td>
<td>3.80</td>
<td>1.68</td>
<td>.22</td>
</tr>
<tr>
<td>Personal accomplishment</td>
<td>19.20</td>
<td>5.19</td>
<td>18.38</td>
<td>5.42</td>
<td>.72</td>
</tr>
</tbody>
</table>

**Significant at .01 level**

As per the observation of table 5.9, t-value of 2.96 was found to be significant at .01 level of significance. This result indicates that there was significant difference in the emotional exhaustion level of female married and unmarried teacher educators. As inspection of mean difference score of emotional
exhaustion burnout indicates that there is difference between the two groups and unmarried female teacher educators experienced more emotional exhaustion. As for depersonalization and personal accomplishment are concerned, no significant differences were found between female married and unmarried teacher educators due to insignificant t-values (t = 0.95 and 1.13 respectively). In other words, female married and unmarried teacher educators experienced nearly the same level of depersonalization and personal accomplishment burnout.

Causes of less emotional exhaustion among married female teacher educators may be attributed to the fact that they have the opportunity to express their feelings by way of catharsis with their husbands. Most of their problems may be solved with the cooperation of the husbands and hence less emotional exhaustion on their part.

Thus hypothesis 5(d) that there will be significant difference in the burnout of female married and unmarried teacher educators was partially accepted.

**Fig. 5.6** depicts the difference in the burnout level in terms of emotional exhaustion of female married and unmarried teacher educators.

**Comparison of Burnout of Male and Female teacher educators**

For comparing the mean scores of burnout of male and female teacher educators, t-test was employed. The obtained statistics have been summarized in **table 5.10**.
Fig. 5.6. Showing difference in the emotional exhaustion of female married and unmarried teacher educators
**Table 5.10: Means, SDs and t-ratio to locate difference in the Burnout of Male and Female teacher educators**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Male (N = 79)</th>
<th>Female (N = 221)</th>
<th>SED</th>
<th>df</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
<td>SD</td>
<td></td>
</tr>
<tr>
<td>Emotional exhaustion</td>
<td>8.79</td>
<td>3.60</td>
<td>8.86</td>
<td>3.98</td>
<td>.48</td>
</tr>
<tr>
<td>Depersonalization</td>
<td>3.13</td>
<td>1.89</td>
<td>3.88</td>
<td>1.74</td>
<td>.22</td>
</tr>
<tr>
<td>Personal accomplishment</td>
<td>17.50</td>
<td>5.01</td>
<td>18.89</td>
<td>5.27</td>
<td>.66</td>
</tr>
</tbody>
</table>

*Significant at .05 level.

Table 5.10 shows that computed t-value of 0.14 turnout to be insignificant at .05 level of significance. It means male and female teacher educators did not differ significantly with regard to the magnitude of emotional exhaustion. Table 5.10 further shows that there is significant difference in the depersonalization of males and females due to significant t-value (t = 3.10). Further t-value for personal accomplishment came to be 2.05, which is significant at .05 level. From this it may be inferred that gender had significant influence on the depersonalization and personal accomplishment burnout of teacher educators. Since the mean score of female teacher educators were higher (mean = 3.88 for depersonalization and mean = 18.89 for personal accomplishment), than that of male teacher educators (mean = 3.13 for depersonalization and mean = 17.50 for personal accomplishment), therefore it may be concluded that female teacher educators experienced more depersonalization and low personal accomplishment burnout than male teacher educators.
Reasons for the more personal accomplishment on the part of females may be due to the new role of females in the world of liberalization, privatization and globalization where in many fields, females have excelled the males and this is also true in the field of teacher education. Females have the sense of responsibility, honour, pride in contributing some thing for the welfare of the family and sharing husband’s responsibility. All these things lead to the more personal accomplishment on the part of the females as compared to the males.

The results of the present study are in line with the result of the studies of Marlin (1987), Gupta and Dass (1990), Laub (1998) and Kumar (2006), but contrary to the result of Anderson and Iwancki (1984).

Thus hypothesis 5(e) that there will be significant difference in the burnout of male and female teacher educators was partially accepted.

Fig. 5.7 and 5.8 depict the difference in the depersonalization and personal accomplishment of male and female teacher educators.

**Comparison of Burnout of teacher educators teaching physical sciences/life sciences and social science/languages**

Teacher educators teaching physical sciences/life sciences and social sciences/languages were compared with regard to burnout with the help of t-test. **Table 5.11** provides the summary of statistical results in this context.
Fig. 5.7. Showing difference in depersonalization of male and female teacher educators

Depersonalization

3.88

Male

Female

3.13

170(a)
Fig. 5.8. Showing difference in the personal accomplishment of male and female teacher educators.
Table 5.11: Means, SDs and t-ratios to locate differences in the Burnout of teacher educators teaching physical sciences/life sciences and social sciences/ languages

<table>
<thead>
<tr>
<th>Variable</th>
<th>Phy./Life Sci (N = 87)</th>
<th>Social Sci/ languages (N = 213)</th>
<th>SED</th>
<th>df</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
<td>SD</td>
<td></td>
</tr>
<tr>
<td>Emotional exhaustion</td>
<td>7.20</td>
<td>3.47</td>
<td>7.11</td>
<td>3.51</td>
<td>.42</td>
</tr>
<tr>
<td>Depersonalization</td>
<td>4.13</td>
<td>1.92</td>
<td>4.18</td>
<td>1.74</td>
<td>.23</td>
</tr>
<tr>
<td>Personal accomplishment</td>
<td>19.01</td>
<td>5.19</td>
<td>20.88</td>
<td>5.82</td>
<td>.67</td>
</tr>
</tbody>
</table>

**Significant at .01 level

It is evident from table 5.11 that t-ratio of 0.214 was not found to be significant at .05 level with df of 298. It implies no significant difference existed in the burnout in terms of emotional exhaustion of teacher educators teaching the different streams. Similarly t-ratio of 0.217 was found to be insignificant at .05 level. Thus teacher educators of both the streams experienced nearly similar depersonalization. Further t-ratio of 2.79 in terms of personal accomplishment was significant at .01 level. Thus there is difference in the personal accomplishment of teacher educators teaching different streams. Alternatively it may be said that teacher educators teaching different streams felt different level of burnout in terms of personal accomplishment. Stream, thus was found to be a significant variable in the personal accomplishment of teacher educators and social science/languages teachers.
experienced less personal accomplishment burnout than their counterparts.

More personal accomplishment on the part of the teacher educators teaching social sciences/languages as per the results of the present study may be that teachers with this background may have achieved what they have aspired and lack opportunities in other fields. On the contrary, teachers teaching physical sciences/life sciences may have less personal accomplishment due to more expectation in life and more opening in other fields including different competitive examinations.

In view of the above, the hypothesis 6 that there will be significant difference in the burnout of teacher educators teaching the subject of physical sciences/life sciences and social sciences/languages was partially retained in the present study.

**Fig. 5.9** shows the difference in the personal accomplishment of teacher educators teaching physical sciences/life sciences and social sciences/languages.
Fig. 5.9. Showing difference in the Personal accomplishment of teacher educators teaching physical/Life sciences and social sciences/languages.