Chapter 6

SUMMARY, CONCLUSIONS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH
INTRODUCTION

The progress of a nation depends largely on education. Education is the apprentice of human life. It is a human process, which involved the teacher and student. Teacher is indeed the kingpin of educative process. His commitment and devotion to the teaching profession counts a lot. The effective and efficient functioning of any educational institution depends primarily on the quality and commitment of human resources.

Education Commission (1964-66) has very aptly remarked “of all the different factors which influence the quality of education and its contribution to nation development, the quality, competence and character of teachers are undoubtedly the most significant.”

National Policy on Education (1986) states that “The status of the teacher reflects the socio-cultural ethos of society; It is said that no people can rise above the level of its teachers. The government and the community should endeavour to create conditions which will help motivate and inspire teachers on constructive and creative lines”.

Indeed, recently Indian teachers were put to bitter ridicule and criticism as society perceived them as mercenary, irresponsible and undevoted. It is really a matter of great concern. Probably no professional group has been criticized as vehemently and as intensively as teacher.

Lack of motivation and commitment to the profession is a field where paucity of research prevails in our country. In the
last decades teachers and their problems have attracted a great deal of attention of researches. Recently, teacher efficiency, meaning in profession, stress, burnout and alienation have become the themes of increasing public and professional concern. The negative impacts of stress and burnout on teacher’s quality and quality of education can easily be imagined. Some teachers are motivated committed. Who have meaning in life and satisfaction to profession. Many teachers complain of being under stress and leading to burnout and turnout to be alienated from the work. Therefore, the research is needed to make a thorough and systematic probe in to this phenomena why teachers of different educational levels feel burnout and how these factors affect their job satisfaction, well being and their teacher effectiveness.

**BURN OUT**

There is a wide variety of definitions of Burnout. The term includes:-

- To fail, wear out, become exhausted.
- A loss of commitment for work.
- A loss of creativity.
- An estrangement from client, co-workers, jobs and agency.
- A response to the chronic stress of making it to the top: and finally.
- A syndrome of inappropriate attitudes towards clients and toward self, often associated with uncomfortable physical and emotional symptoms.

These definitions have common threads, but they also carry some different connations.

Burn out often starts as a feeling of fatigue (mental or emotional) which lasts, leaving a person increasingly angry,
hostile and depressed. Employees suffering from Burnout become less energetic and less interested in their jobs. They tend to find fault with all aspects of their work environment, including co-workers and react negatively on the suggestions of others. The quality of their work deteriorates but not necessarily the quantity (Bellanfiare, 2001).

Burnout occurs when prolonged job-related stress results in the inability to function effectively in one’s job. Energy turns to exhaustion, involvement changes to detachment, and the sense of accomplishment becomes one of self-doubt. Teachers suffering burnout appear overwhelmed, exhausted, cynical, irritable, and withdrawn. Stress and fatigue result in lessened productivity, diminished capacity to handle problems, and feelings of inadequacy. Work performance suffers, and students’ needs are unserved. Some bitter and resentful teachers quit teaching.

Initially, burnout was considered a “flaw” in an individual’s personality, and little attention was paid to issues in the workplace that contributed to the malady. With the increased incidence of burnout and attrition among teachers, attention is currently focused on structuring school environments to decrease the incidence of burnout.

Burnout cannot be attributed to a single cause; rather, the cause is multifaceted and complex. Sources often emerge at the intersection of work, home, and personality factors. Blaming the victim is not a productive solution. Identifying burnout sources that occur in the place and that are within the control of the principal will prove to be a more productive option for principals, teachers, and students.

The costs of teacher burnout are great. Teachers suffer loss of physical and emotional health. Relationships with family, friends, and colleagues suffer. Teachers feel out of balance spiritually, sinking into despair.
Burnout results in an inferior education for students. School administrators struggle with poor faculty morale, disgruntled parents, high absenteeism, and teacher turnover. The teaching profession loses gifted teachers.

Burnout is not a new phenomenon. Researchers have been studying and writing about it for more than 20 years. Yet in many schools, its existence continues to be attributed to teacher flaws rather than to organizational causes. Rather than mourning the loss of dedicated teachers, some principals rejoice when they leave. Other principals choose to confront burnout, to resolve the causes at their source, and to revive talented but suffering teachers.

Burnout is often a symptom of workplace issues that principals can identify and correct. Given the destructive effects of burnout on both students and teachers, the time and effort spent in facilitating recovery are clearly warranted.

Burnout occurs when teachers feel insignificant. They feel there is no payoff in terms of accomplishment recognition, or appreciation for their hard work. When teachers feel valued as individuals and a vital part of an important enterprise, their motivation, effort, and performance increase. Their schools are likely to achieve extraordinary results (Winter & Sweeney, 1994).

Principals can counteract burnout by (a) examining how teachers perceive the school environment and (b) reshaping their own behaviour as well as factors within the school environment. Principals may consider assessing the school and their own behaviour.

Principals who “fight fires” have little opportunity to engage in the ongoing, goal-oriented teaching and learning conversation that keeps a school community on the focused path.
to excellence in teaching and student learning. The principal’s responsibility is to focus on the supervisory activities that support teachers in their work with students. If time spent with teachers is limited and focused only on crises, the teacher’s lonely work will begin to contribute to burnout. Principals have a duty of care to teachers in their supervisory role. If principals are not present for teachers, then the outcomes will clearly lead to the destructive impact of burnout.

Kerpen (1993) suggested a new paradigm for the workplace that has relevance for teacher morale and schools. In her new paradigm, “people are treated as the most valuable asset and their concerns and well-being are given top priority”. When that paradigm becomes reality, teachers will develop professionally in an atmosphere of support and confidence, classroom performance will be enhanced, and school improvement will occur.

Burnout should not be considered endemic to the teaching profession. Many schools are populated with happy, engaged, and productive teachers. However, sources exist at the individual, institutional, professional, and societal levels that can compromise and endanger career satisfaction. Although some of the factors in burnout are beyond the control of a principal, many of the organizational causes can be addressed. A prudent approach to burnout is taking steps to prevent it before it occurs.

Principals who opt for prevention are dedicated to operating schools in which teachers feel personally and professionally valued. They are keenly aware that happy and engaged teachers are essential to student learning and to the long-term success of their schools.
They take measures to prevent burnout by assessing the stress level of teachers and taking corrective action before signs of burnout are evident. Steps include analysis, planning, implementation, and evaluation.

For any change to be fully implemented, lasting, and effective, the change must directly improve classroom teaching conditions for teachers. Farber (as cited in Vadenberghe & Huberman, 1999) said it best: “If where teachers spend most of their time—the classroom—remains fundamentally unaltered (or too dramatically altered) and fundamentally unrewarding, then other changes, as well intentioned as they may be, are not likely to have an enduring effect on a teacher's vulnerability to stress and burnout”.

There are no easy answers or “quick fixes” for burnout. Solutions do exist when principals are willing to invest the time and energy to discover them. The solutions include creating happier and more productive environments for teachers and students. Those who persist will decrease teacher burnout and be richly rewarded by increased student learning.

Burnout is a syndrome of emotional exhaustion and cynicism that occurs frequently among individuals who work with people. It was further elaborated by Freudianberger (1974) from his observations of the extreme psychological strain often experienced by workers in the human service profession such as nurses, doctors, lawyers, police officers school and college teachers and social workers.

Burnout is an incoming concept in the realm of psychological stress that has recently gained extensive attention as a separate strain (Jones, 1981). Burnout has some bearing on the field of job satisfaction in organizational theory and is linked to extensive literature of occupational stress (MacNeil,
1981). It is also presumed that burnout has some bearing on the well being and teacher effectiveness.

**WELL BEING**

Well being concerns with how and why people experience their lives in positive ways including both cognitive judgement and affective reactions. As such, it covers studies that have used such diverse terms as happiness, satisfaction, morale and positive self concept.

The defined and conceptualized well being may show degree of positive correlation with quality of life, job satisfaction/general satisfaction levels, sense of achievement etc. and negatively related to neuroticism, and other such variables (Verma & Verma, 1989).

Well being can also be stated as the capacity to establish positive aspect of life, general satisfaction, sense of achievement, having appropriate place or position and satisfaction with life. Hartified and Gartified (1992) view well being as the conscious and deliberate process by which people are actively involved in enhancing their overall well-being; intellectual, social, emotional, occupational and spiritual. Dunn (2002) describes it as comparative private experience with regard to self perceived quality of an individual’s life, it also includes both affective and cognitive components.

**JOB SATISFACTION**

In the opinion of Brayfield and Arthur (1951), “job satisfaction refers to how people feel about their jobs”.

Smith (1955) in his psychology of Industrial Behaviour holds that” job satisfaction is the employee’s judgement of how well his job on the whole is satisfying his various needs".
According to **Ronan (1970)**, “Satisfactions are expressed opinion concerning the job, the organizational variables related to job content”.

**Kolasa (1970)** says that job satisfaction is based on job attitudes, but in a somewhat broader sense job satisfaction relates to how a job fits into the total picture of a person’s functioning. Job satisfaction may be defined as the result of various attitudes a person holds towards his job, towards related factors and towards life in general **Locke (1976)** defines job satisfaction as “a pleasurable or the emotional state resulting from appraisal of one’s job experiences”. He further considered that job satisfaction of attributes of individual, not of any collective, depends upon the individual’s values.

**TEACHER EFFECTIVENESS**

**Good (1959)** defined teacher effectiveness as “the degree of success of a teacher in performing instructional and other duties specified in his contract and demanded by the nature of his position”.

**Ryans (1960)** makes a mention of general approaches to the measurement of teaching effectiveness which involve the evaluation of teacher behaviour process; a product of teacher behaviour and can be measure of teacher behaviour.

According to **Evans (1976)**, effective teaching is that in which teacher is committed to promote experimental learning among students, provides learners with a continued experience of discovering, defining and solving real and personally meaningful problems, establishes a warm accepting response and genuine relationships with students, a relationship unperveted by power struggles or dishonesty, able to provide a rich, stimulating variety of experiences and materials for exploration by learners.
The term teacher effectiveness is used to refer to the results a teacher gets or to the amount of progress pupils make towards some specified goals of education (Medley, 1982).

REVIEW OF RELATED STUDIES

Burnout and Well Being:

Conway (1984) made a study of burnout of secondary school counselors and found that self acceptance was negatively associated with burnout.

Singh (1989) reported that while teaching was viewed as a joyful activity, some teachers believed that burnout in their profession emerged due to lack of well being.

Konert (1997) found that teacher who reported burnout also reported lower level of personal accomplishment.

Bedi and Brown (2005) examined the relationship between dispositional and relative optimism, threat avoidance and emotional well being in 85 cardiac patients. Blunting, a measure of threat avoidance was found to be associated with both optimism and emotional well being.

Richard et al. (2006) conducted a study on 23 teachers. After the pretest-post test significant improvement was found in the general well being and reduction in perceived stress symptoms.

Burnout and Job Satisfaction

Blasé (1982) in his study revealed that a number of teachers lower their level of job involvement as a result of experiencing stress which further increase their likelihood of future burnout.

Quattrochi-Tubin et al. (1983) reported that psychological illness is related to job satisfaction.

Peh, Romano and Foat (1988) analyzed the relationship between job satisfaction and burnout and found that job satisfaction was inversely related to experiencing burnout.
Dhawan (1992) studied burnout and job satisfaction of medical technologies and reported that burnout was negatively related to job satisfaction.

Verma (2008) and Shukla (2008) found a negative relationship between burnout and job satisfaction. In a similar way Skaalvik and Skaalvik (2009) concluded that intrinsic aspect of job satisfaction seemed to correlate stronger to burnout than extrinsic aspects.

**Burnout and Teacher Effectiveness:**

Hazelwood (1984) concluded that teachers burnout can have a detrimental effect on health and teacher effectiveness of the teacher.

Evans (1990) reported that reading teachers found to be particularly vulnerable to stress and burnout because of their unique role.

Sud and Malik (1999) reported coworkers support and provision of reassurance of worth ensured the moderating effect on job related stress and influenced teacher effectiveness of public and government school teachers.

Madden-Szesko (2000) observed that high level of personal accomplishment of teachers was associated with high level of teacher effectiveness.

**Burnout and Gender Differences:**

McLintyre (1981) concluded that males reported fewer feeling of personal accomplishment and scored higher on both dimensions of depersonalization and emotional exhaustion than female special education teacher educators.

Popkin (1984) reported that male teachers tended to demonstrate heightened feelings of depersonalization and less sense of personal accomplishment and in contrast, female teachers reported greater feeling of emotional exhaustion.
Hips (1990) reported that burnout of public school teachers was not the function of their gender.

Pradhan and Misra (1995) found that there was gender differences in personal accomplishment but no significant difference were found in emotional exhaustion and depersonalization.

Rama (1997) investigated in to burnout among school teachers. She reported that female teachers were more burnout than male teachers in primary schools.

Lau (2002) studied teachers burnout in Hongkong secondary schools. The results showed that there was significant difference in teachers burnout. Male teachers reported lower emotional exhaustion, Higher depersonalization and higher personal accomplishment than female teachers.

Singhal (2004) did not find significant difference in burnout of male and female teachers.

Kumar (2006) found that male college teachers showed more intensity of burnout in terms of personal accomplishment as compared to female college teachers.

**Burnout and Age Differences:**

Arreenich (1981) found that teachers age did not have a significant impact on the burnout syndrome.

Anderson and Ivanski (1984) found younger teachers to exhibit significantly higher level of emotional exhaustion than their older colleagues.

Rittenmyer (1997) concluded from study that age was not a factor to produce significant difference in burnout of public school teachers.

Kumar (2001) observed no significant difference between teachers in various age range on total burnout and its
components i.e. emotional exhaustion, depersonalization and personal accomplishment.

Wohlford-Lotas (2005) found that among other variables, age factor was predictive of emotional exhaustion and depersonalization of psychologists. No relationship of age was discovered with personal accomplishment component of burnout.

EMERGENCE OF THE PROBLEM

Teachers are very important assets and play very crucial role in every society and they are the backbone of educational system. Well being and job satisfaction of teachers are matters of concern to all as teachers have a special duty of preparing our youth to be ideal citizens and to face the challenges of tomorrow.

Researches have been examining the psychological and physical demands of the work environment, may be business concern or educational setting that trigger stress. Researches are being conducted to identify many organizational factors contributing to increased burnout levels among employees and also in case of teachers. Reciprocally, elevated burnout levels in all organizations are associated with performance and job satisfaction and teaching profession is no exception.

Except for a few sporadic investigations where the efforts have been directed to study the burnout variable in different combinations and constellations, most of these have been researched in piecemeal and thus not giving global picture of the whole phenomenon. Moreover, there is no such research evidence referring to teacher educators teaching in the colleges of education. Hence the present study is an edeavour in this direction.
STATEMENT OF THE PROBLEM

"EFFECT OF BURNOUT ON THE WELL BEING JOB SATISFACTION AND EFFECTIVENESS OF TEACHER EDUCATORS".

OBJECTIVES OF THE STUDY

1. To find the relationship between burnout, well being, job satisfaction and teacher effectiveness of teacher educators.
2. To find the difference in the total well being of teacher educators due to high, moderate and low degree of burnout.
3. To find the difference in the level of job satisfaction of teacher educators due to high, moderate and low degree of burnout.
4. To find the difference in the teacher effectiveness of teacher educators due to high, moderate and low degree of burnout.
5. To find the difference in burnout of teacher educators due to difference in age (≤ 35 years & > 35 years), teaching experience (≤ 10 years & > 10 years), marital status and gender differences.
6. To find the difference in the burnout of teacher educators teaching the subject of physical sciences/life sciences and social sciences/languages.

HYPOTHESES

1.(a) There will be significant relationship between burnout and well being of teacher educators.
(b) There will be significant relationship between burnout and job satisfaction of teacher educators.
(c) There will be significant relationship between burnout and teacher effectiveness of teacher educators.

(d) There will be significant relationship between well being and job satisfaction of teacher educators.

(e) There will be significant relationship between well being and teacher effectiveness of teacher educators.

(f) There will be significant relationship between job satisfaction and teacher effectiveness of teacher educators.

2. There will be significant difference in the total well being of teacher educators due to high, moderate and low degree of burnout.

3. There will be significant difference in the level of job satisfaction of teacher educators due to high, moderate and low degree of burnout.

4. There will be significant difference in the teacher effectiveness of teacher educators due to high, moderate and low degree of burnout.

5. (a) There will be significant difference in the burnout of teacher educators those having age ≤ 35 years and > 35 years.

(b) There will be significant difference in the burnout of teacher educators those having teaching experience ≤ 10 years & > 10 years.

(c) There will be significant difference in the burnout of male married and unmarried teacher educators.

(d) There will be significant difference in the burnout of female married and unmarried teacher educators.

(e) There will be significant difference in the burnout of male and female teacher educators.
6. There will be significant difference in the burnout of teacher educators teaching the subject of physical sciences/life sciences and social sciences/languages.

SAMPLE

Present study was conducted on a stratified random sample of 300 teacher educators working in the colleges of education affiliated to Panjab University Chandigarh. Sample comprised of both male and female teacher educators teaching physical sciences, life sciences, social sciences and languages.

TOOLS


STATISTICAL TECHNIQUES USED

2. Mean, S.D., and t-ratio.

OPERATIONAL DEFINITIONS OF KEY TERMS

1. **Burnout:** It refers to syndrome of emotional exhaustion depersonalization and personal accomplishment as measured by Maslach Burnout Inventory by Maslach and Jackson (1986).

2. **Well Being:** Well Being been conceptualized in terms of physical, mental, social, emotional and spiritual dimensions of a healthy individual that facilitates harmonization of personal experiences with universal humanness, measured by Well Being Scale (Singh and Gupta, 2001).
3. **Job Satisfaction:** According to Singh and Sharma (1986), job satisfaction may be defined in terms of economic and post-retirement benefits, facilities in terms of medical care, security, social and economic status, future, promotion, work condition, place of posting and freedom of expression.

4. **Teacher Effectiveness:** It is defined as teacher's academic and professional knowledge, preparation and presentation of lesson plan, classroom management, attitude towards students, parents, colleagues, head of the institution, use of motivation, rewards and punishment, interest in all-round development of students, results, feedback, accountability and personal qualities of the teachers as measured by Puri (2008).

**NEED AND SIGNIFICANCE OF THE STUDY**

Burnout among the teachers have been studied at both higher education and secondary levels because these phenomena are closely connected with teacher effectiveness, efficiency, self-esteem, self-confidence, motivation, job performance, job satisfaction and professional productivity. However in India, practically no research have been done where teachers' burnout in relation to demographic factors such as gender, age, marital status, subject of teaching, geographical location, job satisfaction, well-being and teacher effectiveness have been conducted. Therefore, these links are need to be explored in order to understand the phenomena of professional stress and burnout among college teachers especially teachers of colleges of education and their relation to well-being, job satisfaction and teacher effectiveness.

Excess of stress create high level of burnout. All this have similar applications in the case of teachers also. If teachers are not saved from undesirable effects of extreme burnout, the
quality of teaching and learning is bound to suffer to a great degree.

Thus the present study is very advantageous to the teachers, administrators and counselors.

CONCLUSIONS

On the basis of analysis of data, interpretation and discussion of results following conclusions may be drawn:-

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

1. Physical well being was correlated insignificantly with emotional exhaustion, depersonalization and personal accomplishment of teacher educators.

2. Mental well being was correlated positively significant with personal accomplishment measure of burnout and there were no significant relationship of mental well being with emotional exhaustion and depersonalization.

3. There was negative significant correlation between social well being and emotional exhaustion but social well being was insignificantly correlated with depersonalization and personal accomplishment.

4. Emotional well being came out to be negatively significantly related to emotional exhaustion but correlation of emotional well being with depersonalization and personal accomplishment were insignificant.

5. Spiritual well being was not correlated significantly with emotional exhaustion, depersonalization and personal accomplishment.

6. Coefficient of correlation for scores of total well being with emotional exhaustion was negatively significant. Total well being was correlated positively significant with personal
accomplishment whereas coefficient of correlation for scores of total well being with depersonalization came out to be insignificantly correlated.

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

7. Insignificant correlations were obtained between job satisfaction and measures of emotional exhaustion and depersonalization. On the contrary positive significant correlation was obtained between the job satisfaction and personal accomplishment measure of burnout of teacher educators.

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

8. Negative significant correlation was obtained between teacher effectiveness and emotional exhaustion whereas insignificant correlation was found between teacher effectiveness and depersonalization. However positive significant correlation was found between teacher effectiveness and personal accomplishment.

Therefore 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**

1. Significant positive correlation was obtained between well being and job satisfaction of teacher educators.
Therefore hypothesis 1(d) that there will be significant relationship between well being and job satisfaction of teacher educators was accepted.

2. Positive significant correlation was found between well being and teacher effectiveness.

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

3. Significant positive correlation was obtained between job satisfaction and teacher effectiveness.

   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.

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

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.

However teacher educators having high and low burnout were found to be significantly different on the variable of well being. Well being of low burnout teacher educators was higher as compared to the teacher educators with high burnout.

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

Insignificant differences were found in the job satisfaction level of teacher educators due to high and moderate burnout and also due to moderate and low burnout. But significant difference was obtained on the level of job satisfaction of teacher educators due to high and low degree of burnout. 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.

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.

**Difference in the Teacher Effectiveness of Teacher Educators due to High, Moderate and Low Degree of Burnout**

Insignificant difference in the teacher effectiveness of teacher educators was found due to high and moderate degree of burnout as well as due to moderate and low degree of burnout. However significant difference in the teacher effectiveness of high and low burnout teacher educators was found and teacher educators with low burnout were higher on the variable of teacher effectiveness as compared to high burnout teacher educators.

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 partially retained in the present study.
Difference in Burnout of teacher educators due to Demographic and Situational Variables

1. Teacher educators belonging to age group of \( \leq 35 \) years and \( > 35 \) years did not differ significantly on emotional exhaustion and depersonalization measures of burnout. But there was significant difference in the personal accomplishment measure of burnout of teacher educators with \( \leq 35 \) years and \( > 35 \) years age. The personal accomplishment of teachers educators having age \( \leq 35 \) years was more.

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

2. Insignificant difference was found in the emotional exhaustion and depersonalization measures of burnout of teacher educators having teaching experience \( \leq 10 \) years and \( > 10 \) years. But significant difference exhibited between teacher educators having teaching experience \( \leq 10 \) years and \( > 10 \) years on personal accomplishment tendency of burnout. The personal accomplishment of teacher educators with teaching experience \( \leq 10 \) years was found to be more.

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

3. No significant differences were found on the emotional exhaustion, depersonalization and personal accomplishment measures of burnout between male married and unmarried teacher educators.
Therefore hypothesis 5(c) that there will be significant difference in the burnout of male married and unmarried teacher educators was not accepted.

4. Female married and unmarried teacher educators differed significantly on the emotional exhaustion measure of burnout. The emotional exhaustion of unmarried females teacher educators was more than that of female married teacher educators. Whereas there were no significant difference between female married and unmarried teacher educators on depersonalization and personal accomplishment measures of burnout.

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

5. Male and female teacher educators did not differ significantly on the emotional exhaustion measure of burnout. But there were significant difference between male and female teacher educators on the depersonalization and personal accomplishment measures of burnout. Female were higher on depersonalization and personal accomplishment.

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

6. Teacher educators did not differ significantly on the emotional exhaustion and depersonalization measures of burnout irrespective of teaching physical sciences/life sciences and social sciences/languages. However teacher educators teaching the discipline of physical sciences/life sciences and social sciences/languages differed significantly on the personal accomplishment measure of
burnout. The personal accomplishment of teacher educators teaching social sciences/languages was more.

Thus 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.

**EDUCATIONAL IMPLICATIONS**

1. As per the results social well being, emotional well being and total well being were found to be correlated negatively with the emotional exhaustion measure of burnout of teacher educators. It means burnout leaves some traces in the life of the teachers and is possibly never overcome. Teachers realizes that just doing the right thing won't get him a reward. Therefore before the flame of the teachers is flickered care should be taken by the head of the institution and management to provide suitable reward and improve the work place of the teachers in order to ignite that flame.

2. Job satisfaction level and personal accomplishment of teacher educators were found to be positively significantly correlated thus before the burnout enters and teachers show their inability to function effectively, their bitterness and resentful attitude must be taken care of. For this principals, management and society must suitably reward the competent, effective and dedicated teachers.

3. Teacher effectiveness and emotional exhaustion measure of burnout were found to be negatively correlated. It means burnout diminishes long term teaching skills or the desire to grow professionally. Therefore care should be taken to provide congenial environment in the institution.
4. Positive correlation was found between well being and job satisfaction, well being and teacher effectiveness and also between job satisfaction and teacher effectiveness. Therefore in order to raise the well being, job satisfaction and teacher effectiveness of teachers, they should be given full economy and say in the decision making under the able and democratic leadership of the principal and good organizational conditions.

5. Well being, job satisfaction and teacher effectiveness of low burnout teachers were found to be higher as compared to their counterparts. Therefore before the burnout of the teacher damages the student's educational careers, particularly in the area of motivation and organization pays a heavy cost in terms of reduction of the overall effectiveness of the institution, the institution must organize stress management workshops for each and every teacher in order to change their attitude and enhance their professional growth.

6. As per the findings of the present study personal accomplishment of teacher educators with \( \leq 35 \) years age and teacher educators with teaching experience \( \leq 10 \) years was found to be higher as compared to teacher educators with \( > 35 \) years age and teaching experience \( > 10 \) years. Therefore principal must have the ability and vision to identify such teachers and for this he must provide some challenging and rewardful tasks, evaluate the situation, revise his strategies and reinforce such teachers, chart a course of action, provide resources and allow teachers to chart their own paths to goal accomplishment.

7. Female teachers were found higher in personal accomplishment as compared to the male teachers.
educators. Generally in the colleges of education female teachers are more as compared to male teachers. Burnout occurs when teachers feel insignificant. They feel there is no pay off in terms of accomplishment, recognition or appreciation for their hard work. Therefore principal must take care that each and every teacher feels evaluated as individual and a vital part of an important institution so that their motivation, efforts and performance increases and burnout reduces.

8. The personal accomplishment of teacher educators teaching social sciences/languages was found to be more than teacher educators teaching physical sciences/life sciences. Therefore the principal must make efforts to enhance the self esteem and stimuli enthusiasm among each and every faculty members irrespective of the faculty the teacher belongs without showing any favouritism. Along this principal and the management should encourage and provide facilities to each teacher for professional development and advancement in career.

SUGGESTIONS FOR FURTHER RESEARCH

On the basis of the experience gained from the present study the following suggestions may be offered to the researchers to conduct further research in the area of present study:

1. A study of burn out of teacher educators may be explored in relation to some more dependent variables such as efficiency, self confidence, teacher competency self-concept and more demographic variables.

2. Effect of burnout may be studied on job satisfaction, well being and teacher effectiveness of teacher teaching in the degree colleges and university level.
3. Study of difference in burnout and alienation of high and low emotionally intelligent teachers may be conducted.

4. A study may be conducted on the coping strategies adopted by high and low burn out teacher educators or teachers teaching at the school, college and university level.

5. Similar study may be conducted on the teacher educators of rural and urban areas.

6. Study may be conducted on the teacher educators teaching in the government and private colleges.

7. Study may be planned to compare the burnout of teachers teaching at the school, college and university level.

8. Instead of studying the effect of burnout, effect of professional stress on the different variables such as well being, job satisfaction, self confidence and teacher effectiveness may be explored.

9. Similar study may be planned on a larger sample from the state of Punjab or from some other state in order to find the reliability of the present study.

10. An investigation may be planned to find the effect of burnout on the job satisfaction, and well being of educational administrators working at the school college or university level.