CHAPTER – IV

RESEARCH METHODOLOGY

4.1 General Statement of the Problem

The study was undertaken with a view to investigate effects (main and interaction) of a few selected factors, viz., home climate, teaching competency and attitude towards teaching profession on burnout of teacher educators in D.Ed. institutions.

4.2 Independent Variables

i. Home Climate [Happy Climate – Unhappy Climate]

ii. Teaching Competency [High – Low Competency]

iii. Attitude towards Teaching Profession [Favourable – Unfavourable Attitude]

4.3 Dependent Variable

Burnout

The three dimensions of 'burnout' are:

- Emotional Exhaustion
- Depersonalization
- Personal Accomplishment

4.4 General Objectives of the Study

The present study was undertaken with the following general objectives in view:

1. To investigate the relationship of Home Climate, Teaching Competency and Teacher Attitude with total Burnout and its components of teacher educators serving in D.Ed. colleges.
2. Comparison of teacher educators on demographic variables with respect to total burnout and its components of teacher educators serving in D.Ed. colleges.

3. To compare the proneness of burnout among teacher educators serving in D.Ed. colleges when they are classified according to their different levels in demographic variables.

4. To determine the relative efficiency of the Home Climate, Teaching Competency and Teacher Attitude in predicting total burnout and its components among teacher educators serving in D.Ed. colleges.

5. To find out the main and interaction effect of the Home Climate, Teaching Competency and Teacher Attitude on total burnout and its components among teacher educators serving in D.Ed. colleges.

6. To examine the direct and indirect effects/paths of the Home Climate, Teaching Competency and Teacher Attitude on total burnout and its components among teacher educators serving in D.Ed. colleges.

4.5 Specific Objectives of the Study

In pursuance of the General Objective - 1, the following Specific Objectives were set up.

1. To study the relationship between Home Climate and total burnout of teacher educators of D.Ed. Colleges.

2. To study the relationship between Teaching Competency and total burnout of teacher educators of D.Ed. Colleges.
3. To study the relationship between Teacher Attitude and total burnout of teacher educators of D.Ed. Colleges.

4. To study the relationship between Home Climate and Emotional Exhaustion – a dimension of burnout of teacher educators of D.Ed. Colleges.

5. To study the relationship between Teaching Competency and Emotional Exhaustion – a dimension of burnout of teacher educators of D.Ed. Colleges.

6. To study the relationship between Teacher Attitude and Emotional Exhaustion – a dimension of burnout of teacher educators of D.Ed. Colleges.

7. To study the relationship between Home Climate and Depersonalization – a dimension of burnout of teacher educators of D.Ed. Colleges.

8. To study the relationship between Teaching Competency and Depersonalization – a dimension of burnout of teacher educators of D.Ed. Colleges.

9. To study the relationship between Teacher Attitude and Depersonalization – a dimension of burnout of teacher educators of D.Ed. Colleges.

10. To study the relationship between Home Climate and Personal Accomplishment – a dimension of burnout of teacher educators of D.Ed. Colleges.

11. To study the relationship between Teaching Competency and Personal Accomplishment – a dimension of burnout of teacher educators of D.Ed. Colleges.
12. To study the relationship between Teacher Attitude and Personal Accomplishment – a dimension of burnout of teacher educators of D.Ed. Colleges.

13. To study the relationship between Gender and Burnout of teacher educators of D.Ed. colleges.

14. To study the relationship between Age and Burnout of teacher educators of D.Ed. colleges.

15. To study the relationship between Religion and Burnout of teacher educators of D.Ed. colleges.

16. To study the relationship between Community and Burnout of teacher educators of D.Ed. colleges.

17. To study the relationship between Marital Status and Burnout of teacher educators of D.Ed. colleges.

18. To study the relationship between Educational Qualification and Burnout of teacher educators of D.Ed. colleges.

19. To study the relationship between Teaching Experience and Burnout of teacher educators of D.Ed. colleges.

20. To study the relationship between Locality and Burnout of teacher educators of D.Ed. colleges.

21. To study the relationship between Type of Institution and Burnout of teacher educators of D.Ed. colleges.

22. To study the relationship between Size of Family and Burnout of teacher educators of D.Ed. colleges.
In pursuance of the General Objective – 2, the following Specific Objectives were set up.

23. To study the difference between Male and Female teacher educators with reference to Emotional Exhaustion – a dimension of burnout.

24. To study the difference between Male and Female teacher educators with reference to Depersonalization– a dimension of burnout.

25. To study the difference between Male and Female teacher educators with reference to Personal Accomplishment – a dimension of burnout.

26. To study the difference between Male and Female teacher educators with reference to total Burnout.

27. To study the difference in Emotional Exhaustion among teacher educators belonging to age group 0-35 years and 36-45 years.

28. To study the difference in Depersonalization among teacher educators belonging to age group 0-35 years and 36-45 years.

29. To study the difference in Personal Accomplishment among teacher educators belonging to age group 0-35 years and 36-45 years.

30. To study the difference in total Burnout among teacher educators belonging to age group 0-35 years and 36-45 years.
31. To study the difference in Emotional Exhaustion among teacher educators belonging to age group 0–35 years and above 45 years.

32. To study the difference in Depersonalization among teacher educators belonging to age group 0–35 years and above 45 years.

33. To study the difference in Personal Accomplishment among teacher educators belonging to age group 0–35 years and above 45 years.

34. To study the difference in total Burnout among teacher educators belonging to age group 0–35 years and above 45 years.

35. To study the difference in Emotional Exhaustion among teacher educators belonging to age group 36–45 years and above 45.

36. To study the difference in Depersonalization among teacher educators belonging to age group 36–45 years and above 45.

37. To study the difference in Personal Accomplishment among teacher educators belonging to age group 36–45 years and above 45.

38. To study the difference in total Burnout among teacher educators belonging to age group 36–45 years and above 45.

39. To study the difference between Hindu and Muslim teacher educators with reference to Emotional Exhaustion – a dimension of burnout.
40. To study the difference between Hindu and Muslim teacher educators with reference to Depersonalization – a dimension of burnout.

41. To study the difference between Hindu and Muslim teacher educators with reference to Personal Accomplishment – a dimension of burnout.

42. To study the difference between Hindu and Muslim teacher educators with reference to total Burnout.

43. To study the difference between Hindu and Christian teacher educators with reference to Emotional Exhaustion – a dimension of burnout.

44. To study the difference between Hindu and Christian teacher educators with reference to Depersonalization – a dimension of burnout.

45. To study the difference between Hindu and Christian teacher educators with reference to Personal Accomplishment – a dimension of burnout.

46. To study the difference between Hindu and Christian teacher educators with reference to total Burnout.

47. To study the difference between Muslim and Christian teacher educators with reference to Emotional Exhaustion – a dimension of burnout.

48. To study the difference between Muslim and Christian teacher educators with reference to Depersonalization – a dimension of burnout.
49. To study the difference between Muslim and Christian teacher educators with reference to Personal Accomplishment – a dimension of burnout.

50. To study the difference between Muslim and Christian teacher educators with reference to total Burnout.

51. To study the difference between SC and ST teacher educators with reference to Emotional Exhaustion – a dimension of burnout.

52. To study the difference between SC and ST teacher educators with reference to Depersonalization – a dimension of burnout.

53. To study the difference between SC and ST teacher educators with reference to Personal Accomplishment – a dimension of burnout.

54. To study the difference between SC and ST teacher educators with reference to total Burnout.

55. To study the difference between SC and OC teacher educators with reference to Emotional Exhaustion – a dimension of burnout.

56. To study the difference between SC and OC teacher educators with reference to Depersonalization – a dimension of burnout.

57. To study the difference between SC and OC teacher educators with reference to Personal Accomplishment – a dimension of burnout.

58. To study the difference between SC and OC teacher educators with reference to total Burnout.
59. To study the difference between SC and BC teacher educators with reference to Emotional Exhaustion – a dimension of burnout.

60. To study the difference between SC and BC teacher educators with reference to Depersonalization – a dimension of burnout.

61. To study the difference between SC and BC teacher educators with reference to Personal Accomplishment – a dimension of burnout.

62. To study the difference between SC and BC teacher educators with reference to total Burnout.

63. To study the difference between ST and OC teacher educators with reference to Emotional Exhaustion – a dimension of burnout.

64. To study the difference between ST and OC teacher educators with reference to Depersonalization – a dimension of burnout.

65. To study the difference between ST and OC teacher educators with reference to Personal Accomplishment – a dimension of burnout.

66. To study the difference between ST and OC teacher educators with reference to total Burnout.

67. To study the difference between ST and BC teacher educators with reference to Emotional Exhaustion – a dimension of burnout.
68. To study the difference between ST and BC teacher educators with reference to Depersonalization – a dimension of burnout.

69. To study the difference between ST and BC teacher educators with reference to Personal Accomplishment – a dimension of burnout.

70. To study the difference between ST and BC teacher educators with reference to total Burnout.

71. To study the difference between OC and BC teacher educators with reference to Emotional Exhaustion – a dimension of burnout.

72. To study the difference between OC and BC teacher educators with reference to Depersonalization – a dimension of burnout.

73. To study the difference between OC and BC teacher educators with reference to Personal Accomplishment – a dimension of burnout.

74. To study the difference between OC and BC teacher educators with reference to total Burnout.

75. To study the difference between Married and Unmarried teacher educators with reference to Emotional Exhaustion – a dimension of burnout.

76. To study the difference between Married and Unmarried teacher educators with reference to Depersonalization – a dimension of burnout.
77. To study the difference between Married and Unmarried teacher educators with reference to Personal Accomplishment – a dimension of burnout.

78. To study the difference between Married and Unmarried teacher educators with reference to total Burnout.

79. To study the difference in Emotional Exhaustion among teacher educators with High and Low Educational Status.

80. To study the difference in Depersonalization among teacher educators with High and Low Educational Status.

81. To study the difference in Depersonalization among teacher educators with High and Low Educational Status.

82. To study the difference in total Burnout among teacher educators with High and Low Educational Status.

83. To study the difference in Emotional Exhaustion among teacher educators with High and Low Teaching Experience.

84. To study the difference in Depersonalization among teacher educators with High and Low Teaching Experience.

85. To study the difference in Personal Accomplishment among teacher educators with High and Low Teaching Experience.

86. To study the difference in total Burnout among teacher educators with High and Low Teaching Experience.

87. To study the difference between Rural and Urban teacher educators with reference to Emotional Exhaustion – a dimension of burnout.
88. To study the difference between Rural and Urban teacher educators with reference to Depersonalization— a dimension of burnout.

89. To study the difference between Rural and Urban teacher educators with reference to Personal Accomplishment – a dimension of burnout.

90. To study the difference between Rural and Urban teacher educators with reference to total Burnout.

91. To study the difference between teacher educators serving in Government and Non-government D.Ed. colleges with reference to Emotional Exhaustion – a dimension of burnout.

92. To study the difference between teacher educators serving in Government and Non-government D.Ed. colleges with reference to Depersonalization – a dimension of burnout.

93. To study the difference between teacher educators serving in Government and Non-government D.Ed. colleges with reference to Personal Accomplishment – a dimension of burnout.

94. To study the difference between teacher educators serving in Government and Non-government D.Ed. colleges with reference to total Burnout.

95. To study the difference between Small and Large Size Family teacher educators with reference to Emotional Exhaustion – a dimension of burnout.

96. To study the difference between Small and Large Size Family teacher educators with reference to Depersonalization – a dimension of burnout.
97. To study the difference between Small and Large Size Family teacher educators with reference to Personal Accomplishment – a dimension of burnout.

98. To study the difference between Small and Large Size Family teacher educators with reference to total Burnout.

In pursuance of the General Objective – 3, the following Specific Objectives were set up.

99. To compare the proneness of burnout of teacher educator when they are classified according to their gender.

100. To compare the proneness of burnout of teacher educator when they are classified according to their age.

101. To compare the proneness of burnout of teacher educator when they are classified according to their religion.

102. To compare the proneness of burnout of teacher educator when they are classified according to their community.

103. To compare the proneness of burnout of teacher educator when they are classified according to their marital status.

104. To compare the proneness of burnout of teacher educator when they are classified according to their educational qualification.

105. To compare the proneness of burnout of teacher educator when they are classified according to their experience.

106. To compare the proneness of burnout of teacher educator when they are classified according to their locality.

107. To compare the proneness of burnout of teacher educator when they are classified according to their type of institution.
To compare the proneness of burnout of teacher educator when they are classified according to their size of the family.

To compare the proneness of burnout of teacher educator when they are classified according to their home climate.

To compare the proneness of burnout of teacher educator when they are classified according to their teaching competency.

To compare the proneness of burnout of teacher educator when they are classified according to their teacher attitude.

In pursuance of the General Objective – 4, the following Specific Objectives were set up.

To determine the relative efficiency of the Home Climate, Teaching Competency and Teacher Attitude in predicting Emotional Exhaustion – a dimension of burnout.

To determine the relative efficiency of the Home Climate, Teaching Competency and Teacher Attitude in predicting Depersonalization – a dimension of burnout.

To determine the relative efficiency of the Home Climate, Teaching Competency and Teacher Attitude in predicting Personal Accomplishment – a dimension of burnout.

To determine the relative efficiency of the Home Climate, Teaching Competency and Teacher Attitude in predicting total Burnout.

To determine the relative efficiency of the Gender, Age, Religion, Community, Marital Status, Educational Status, Teaching Experience, Locality, Type of Institution and Size of the Family in predicting total Burnout.
In pursuance of the General Objective – 5, the following Specific Objectives were set up.

117. To investigate the effect of ‘Home Climate’ on ‘total burnout’ of teacher educators.

118. To investigate the effect of ‘Teaching Competency’ on ‘total burnout’ of teacher educators.

119. To investigate the effect of ‘Attitude towards Teaching Profession’ on ‘total burnout’ of teacher educators.

120. To investigate the interaction effect of ‘Home Climate’ X ‘Teaching Competency’ on ‘total burnout’ of teacher educators.

121. To investigate the interaction effect of ‘Teaching Competency’ X ‘Attitude towards Teaching Profession’ on ‘total burnout’ of teacher educators.

122. To investigate the interaction effect of ‘Home Climate’ X ‘Attitude towards Teaching Profession’ on ‘total burnout’ of teacher educators.

123. To investigate the interaction effect of ‘Home Climate’ X ‘Teaching Competency’ X ‘Attitude towards Teaching Profession’ on ‘total burnout’ of teacher educators.

124. To investigate the effect of ‘Home Climate’ on ‘burnout’ of teacher educators with reference to Emotional Exhaustion.

125. To investigate the effect of ‘Teaching Competency’ on ‘burnout’ of teacher educators with reference to Emotional Exhaustion.

126. To investigate the effect of ‘Attitude towards Teaching Profession’ on ‘burnout’ of teacher educators with reference to Emotional Exhaustion.
127. To investigate the interaction effect of 'Home Climate' X 'Teaching Competency' on 'burnout' of teacher educators with reference to Emotional Exhaustion.

128. To investigate the interaction effect of 'Teaching Competency' X 'Attitude towards Teaching Profession' on 'burnout' of teacher educators with reference to Emotional Exhaustion.

129. To investigate the interaction effect of 'Home Climate' X 'Attitude towards Teaching Profession' on 'burnout' of teacher educators with reference to Emotional Exhaustion.

130. To investigate the interaction effect of 'Home Climate' X 'Teaching Competency' X 'Attitude towards Teaching Profession' on 'burnout’ of teacher educators with reference to Emotional Exhaustion.

131. To investigate the effect of 'Home Climate' on 'burnout' of teacher educators with reference to Depersonalization.

132. To investigate the effect of 'Teaching Competency' on 'burnout' of teacher educators with reference to Depersonalization.

133. To investigate the effect of 'Attitude towards Teaching Profession' on 'burnout' of teacher educators with reference to Depersonalization.

134. To investigate the interaction effect of 'Home Climate' X 'Teaching Competency' on 'burnout' of teacher educators with reference to Depersonalization.

135. To investigate the interaction effect of 'Teaching Competency' X 'Attitude towards Teaching Profession' on 'burnout' of teacher educators with reference to Depersonalization.
136. To investigate the interaction effect of 'Home Climate' X 'Attitude towards Teaching Profession' on 'burnout' of teacher educators with reference to Depersonalization.

137. To investigate the interaction effect of 'Home Climate' X 'Teaching Competency' X 'Attitude towards Teaching Profession' on 'burnout' of teacher educators with reference to Depersonalization.

138. To investigate the effect of 'Home Climate' on 'burnout' of teacher educators with reference to Personal Accomplishment.

139. To investigate the effect of 'Teaching Competency' on 'burnout' of teacher educators with reference to Personal Accomplishment.

140. To investigate the effect of 'Attitude towards Teaching Profession' on 'burnout' of teacher educators with reference to Personal Accomplishment.

141. To investigate the interaction effect of 'Home Climate' X 'Teaching Competency' on 'burnout' of teacher educators with reference to Personal Accomplishment.

142. To investigate the interaction effect of 'Teaching Competency' X 'Attitude towards Teaching Profession' on 'burnout' of teacher educators with reference to Personal Accomplishment.

143. To investigate the interaction effect of 'Home Climate' X 'Attitude towards Teaching Profession' on 'burnout' of teacher educators with reference to Personal Accomplishment.

144. To investigate the interaction effect of 'Home Climate' X 'Teaching Competency' X 'Attitude towards Teaching Profession' on 'burnout' of teacher educators with reference to Personal Accomplishment.
Profession' on 'burnout' of teacher educators with reference to Personal Accomplishment.

In pursuance of the General Objective – 6, the following Specific Objectives were set up.

145. To determine the direct and indirect effects of Gender, Age, Religion, Community, Marital Status, Educational Status, Teaching Experience, Locality, Type of Institution, Home Climate, Teaching Competency and Teacher Attitude on Burnout.

4.6 Research Hypotheses

In pursuance of Specific Objectives – 1 to 22, the following research hypotheses were set up:

1. There is a relationship between Home Climate and total burnout of teacher educators of D.Ed. colleges.
2. There is a relationship between Teaching Competency and total burnout of teacher educators of D.Ed. colleges.
3. There is a relationship between Teacher Attitude and total burnout of teacher educators of D.Ed. colleges.
4. There is a relationship between Home Climate and Emotional Exhaustion – a dimension of burnout of teacher educators of D.Ed. colleges.
5. There is a relationship between Teaching Competency and Emotional Exhaustion – a dimension of burnout of teacher educators of D.Ed. colleges.
6. There is a relationship between Teacher Attitude and Emotional Exhaustion – a dimension of burnout of teacher educators of D.Ed. colleges.

7. There is a relationship between Home Climate and Depersonalization – a dimension of burnout of teacher educators of D.Ed. colleges.

8. There is a relationship between Teaching Competency and Depersonalization – a dimension of burnout of teacher educators of D.Ed. colleges.

9. There is a relationship between Teacher Attitude and Depersonalization – a dimension of burnout of teacher educators of D.Ed. colleges.

10. There is a relationship between Home Climate and Personal Accomplishment – a dimension of burnout of teacher educators of D.Ed. colleges.

11. There is a relationship between Teaching Competency and Personal Accomplishment – a dimension of burnout of teacher educators of D.Ed. colleges.

12. There is a relationship between Teacher Attitude and Personal Accomplishment – a dimension of burnout of teacher educators of D.Ed. colleges.

13. There is a relationship between Gender and Burnout of teacher educators of D.Ed. colleges.

14. There is a relationship between Age and Burnout of teacher educators of D.Ed. colleges.

15. There is a relationship between Religion and Burnout of teacher educators of D.Ed. colleges.
16. There is a relationship between Community and Burnout of teacher educators of D.Ed. colleges.

17. There is a relationship between Marital Status and Burnout of teacher educators of D.Ed. colleges.

18. There is a relationship between Educational Qualification and Burnout of teacher educators of D.Ed. colleges.

19. There is a relationship between Teaching Experience and Burnout of teacher educators of D.Ed. colleges.

20. There is a relationship between Locality and Burnout of teacher educators of D.Ed. colleges.

21. There is a relationship between Type of Institution and Burnout of teacher educators of D.Ed. colleges.

22. There is a relationship between Size of Family and Burnout of teacher educators of D.Ed. colleges.

In pursuance of Specific Objectives – 23 to 98, the following research hypotheses were set up:

23. Male and Female teacher educators in D.Ed. colleges differ significantly in their Emotional Exhaustion.

24. Male and Female teacher educators in D.Ed. colleges differ significantly in their Depersonalization.

25. Male and Female teacher educators in D.Ed. colleges differ significantly in their Personal Accomplishment.

26. Male and Female teacher educators in D.Ed. colleges differ significantly in their total Burnout.
27. Teacher Educators of D.Ed. colleges in the age groups 0–35 years and 36–45 years differ significantly in their Emotional Exhaustion.

28. Teacher Educators of D.Ed. colleges in the age groups 0–35 years and 36–45 years differ significantly in their Depersonalization.

29. Teacher Educators of D.Ed. colleges in the age groups 0–35 years and 36–45 years differ significantly in their Personal Accomplishment.

30. Teacher Educators of D.Ed. colleges in the age groups 0–35 years and 36–45 years differ significantly in their total Burnout.

31. Teacher Educators of D.Ed. colleges in the age groups 0–35 years and above 45 years differ significantly in their Emotional Exhaustion.

32. Teacher Educators of D.Ed. colleges in the age groups 0–35 years and above 45 years differ significantly in their Depersonalization.

33. Teacher Educators of D.Ed. colleges in the age groups 0–35 years and above 45 years differ significantly in their Personal Accomplishment.

34. Teacher Educators of D.Ed. colleges in the age groups 0–35 years and above 45 years differ significantly in their total Burnout.

35. Teacher Educators of D.Ed. colleges in the age groups 36–45 years and above 45 years differ significantly in their Emotional Exhaustion.
36. Teacher Educators of D.Ed. colleges in the age groups 36–45 years and above 45 years differ significantly in their Depersonalization.

37. Teacher Educators of D.Ed. colleges in the age groups 36–45 years and above 45 years differ significantly in their Personal Accomplishment.

38. Teacher Educators of D.Ed. colleges in the age groups 36–45 years and above 45 years differ significantly in their total Burnout.

39. Hindu and Muslim teacher educators in D.Ed. colleges differ significantly in their Emotional Exhaustion.

40. Hindu and Muslim teacher educators in D.Ed. colleges differ significantly in their Depersonalization.

41. Hindu and Muslim teacher educators in D.Ed. colleges differ significantly in their Personal Accomplishment.

42. Hindu and Muslim teacher educators in D.Ed. colleges differ significantly in their total Burnout.

43. Hindu and Christian teacher educators in D.Ed. colleges differ significantly in their Emotional Exhaustion.

44. Hindu and Christian teacher educators in D.Ed. colleges differ significantly in their Depersonalization.

45. Hindu and Christian teacher educators in D.Ed. colleges differ significantly in their Personal Accomplishment.

46. Hindu and Christian teacher educators in D.Ed. colleges differ significantly in their total Burnout.
47. Muslim and Christian teacher educators in D.Ed. colleges differ significantly in their Emotional Exhaustion.

48. Muslim and Christian teacher educators in D.Ed. colleges differ significantly in their Depersonalization.

49. Muslim and Christian teacher educators in D.Ed. colleges differ significantly in their Personal Accomplishment.

50. Muslim and Christian teacher educators in D.Ed. colleges differ significantly in their total Burnout.

51. SC and ST teacher educators in D.Ed. colleges differ significantly in their Emotional Exhaustion.

52. SC and ST teacher educators in D.Ed. colleges differ significantly in their Depersonalization.

53. SC and ST teacher educators in D.Ed. colleges differ significantly in their Personal Accomplishment.

54. SC and ST teacher educators in D.Ed. colleges differ significantly in their total Burnout.

55. SC and OC teacher educators in D.Ed. colleges differ significantly in their Emotional Exhaustion.

56. SC and OC teacher educators in D.Ed. colleges differ significantly in their Depersonalization.

57. SC and OC teacher educators in D.Ed. colleges differ significantly in their Personal Accomplishment.

58. SC and OC teacher educators in D.Ed. colleges differ significantly in their total Burnout.
59. SC and BC teacher educators in D.Ed. colleges differ significantly in their Emotional Exhaustion.

60. SC and BC teacher educators in D.Ed. colleges differ significantly in their Depersonalization.

61. SC and BC teacher educators in D.Ed. colleges differ significantly in their Personal Accomplishment.

62. SC and BC teacher educators in D.Ed. colleges differ significantly in their total Burnout.

63. ST and OC teacher educators in D.Ed. colleges differ significantly in their Emotional Exhaustion.

64. ST and OC teacher educators in D.Ed. colleges differ significantly in their Depersonalization.

65. ST and OC teacher educators in D.Ed. colleges differ significantly in their Personal Accomplishment.

66. ST and OC teacher educators in D.Ed. colleges differ significantly in their total Burnout.

67. ST and BC teacher educators in D.Ed. colleges differ significantly in their Emotional Exhaustion.

68. ST and BC teacher educators in D.Ed. colleges differ significantly in their Depersonalization.

69. ST and BC teacher educators in D.Ed. colleges differ significantly in their Personal Accomplishment.

70. ST and BC teacher educators in D.Ed. colleges differ significantly in their total Burnout.
71. OC and BC teacher educators in D.Ed. colleges differ significantly in their Emotional Exhaustion.

72. OC and BC teacher educators in D.Ed. colleges differ significantly in their Depersonalization.

73. OC and BC teacher educators in D.Ed. colleges differ significantly in their Personal Accomplishment.

74. OC and BC teacher educators in D.Ed. colleges differ significantly in their total Burnout.

75. Married and Unmarried teacher educators in D.Ed. colleges differ significantly in their Emotional Exhaustion.

76. Married and Unmarried teacher educators in D.Ed. colleges differ significantly in their Depersonalization.

77. Married and Unmarried teacher educators in D.Ed. colleges differ significantly in their Personal Accomplishment.

78. Married and Unmarried teacher educators in D.Ed. colleges differ significantly in their total Burnout.

79. High and Low Educational Status teacher educators in D.Ed. colleges differ significantly in their Emotional Exhaustion.

80. High and Low Educational Status teacher educators in D.Ed. colleges differ significantly in their Depersonalization.

81. High and Low Educational Status teacher educators in D.Ed. colleges differ significantly in their Personal Accomplishment.

82. High and Low Educational Status teacher educators in D.Ed. colleges differ significantly in their total Burnout.
83. High and Low Teaching Experience teacher educators in D.Ed. colleges differ significantly in their Emotional Exhaustion.

84. High and Low Teaching Experience teacher educators in D.Ed. colleges differ significantly in their Depersonalization.

85. High and Low Teaching Experience teacher educators in D.Ed. colleges differ significantly in their Personal Accomplishment.

86. High and Low Teaching Experience teacher educators in D.Ed. colleges differ significantly in their total Burnout.

87. Rural and Urban teacher educators in D.Ed. colleges differ significantly in their Emotional Exhaustion.

88. Rural and Urban teacher educators in D.Ed. colleges differ significantly in their Depersonalization.

89. Rural and Urban teacher educators in D.Ed. colleges differ significantly in their Personal Accomplishment.

90. Rural and Urban teacher educators in D.Ed. colleges differ significantly in their total Burnout.

91. Teacher educators serving in Government and Non-government D.Ed. colleges differ significantly in their Emotional Exhaustion.

92. Teacher educators serving in Government and Non-government D.Ed. colleges differ significantly in their Depersonalization.

93. Teacher educators serving in Government and Non-government D.Ed. colleges differ significantly in their Personal Accomplishment.
94. Teacher educators serving in Government and Non-government D.Ed. colleges differ significantly in their total Burnout.

95. Small and Large Size Family teacher educators in D.Ed. colleges differ significantly in their Emotional Exhaustion.

96. Small and Large Size Family teacher educators in D.Ed. colleges differ significantly in their Depersonalization.

97. Small and Large Size Family teacher educators in D.Ed. colleges differ significantly in their Personal Accomplishment.

98. Small and Large Size Family teacher educators in D.Ed. colleges differ significantly in their total Burnout.

In pursuance of Specific Objectives – 99 to 111, the following research hypotheses were set up:

99. Male and female teacher educators differ significantly in their proneness to burnout.

100. Age below 35, age 35-45 and age above 45 teacher educators differ significantly in their proneness to burnout.

101. Hindu, Muslim, and Christian teacher educators differ significantly in their proneness to burnout.

102. Schedule Caste, Schedule Tribe, Backward Caste, Other Caste teacher educators differ significantly in their proneness to burnout.

103. Married and Unmarried teacher educators differ significantly in their proneness to burnout.
104. Teacher educators with High and Low Educational qualifications differ significantly in their proneness to burnout.

105. Teacher educators with Below 20 years, 20-30 years, above 30 years teaching experience differ significantly in their proneness to burnout.

106. Teacher educators with Urban and rural differ significantly in their proneness to burnout.

107. Teacher educators serving in Government and non-government differ significantly in their proneness to burnout.

108. Teacher educators with Small and Large size family differ significantly in their proneness to burnout.

109. Teacher educators with Happy and Unhappy Home Climate differ significantly in their proneness to burnout.

110. Teacher educators with High and Low Teaching Competency differ significantly in their proneness to burnout.

111. Teacher educators with Favourable and Unfavourable Teacher Attitude differ significantly in their proneness to burnout.

In pursuance of Specific Objectives – 112 to 116, the following research hypotheses were set up:

112. There exists the joint effect of Home Climate, Teaching Competency, Teacher Attitude on Emotional Exhaustion – a dimension of burnout.

113. There exists the joint effect of Home Climate, Teaching Competency, Teacher Attitude on Depersonalization – a dimension of burnout.
114. There exists the joint effect of Home Climate, Teaching Competency, Teacher Attitude on Personal Accomplishment—a dimension of burnout.

115. There exists the joint effect of Home Climate, Teaching Competency, Teacher Attitude on total Burnout.

116. There exists the joint effect of Gender, Age, Religion, Community, Marital Status, Educational Status, Teaching Experience, Locality, Type of Institutions and Size of the Family on total Burnout.

In pursuance of Specific Objectives 117 to 144 the following research hypotheses were set up:

117. To investigate the effect of 'Home Climate' on total burnout of teacher educators.

118. To investigate the effect of 'Teaching Competency' on total burnout of teacher educators.

119. To investigate the effect of 'Attitude towards Teaching Profession' on total burnout of teacher educators.

120. To investigate the interaction effect of 'Home Climate' X 'Teaching Competency' on total burnout of teacher educators.

121. To investigate the interaction effect of 'Teaching Competency' X 'Attitude towards Teaching Profession' on total burnout of teacher educators.

122. To investigate the interaction effect of 'Home Climate' X 'Attitude towards Teaching Profession' on total burnout of teacher educators.
123. To investigate the interaction effect of 'Home Climate' X 'Teaching Competency' X 'Attitude towards Teaching Profession' on total burnout of teacher educators.

124. Effects of Happy and Unhappy Home Climates differ significantly in terms of proneness to 'burnout' of teacher educators on Emotional Exhaustion.

125. Effects of High and Low Teaching Competency differ significantly in terms of proneness to 'burnout' of teacher educators on Emotional Exhaustion.

126. Effects of favourable and unfavourable Attitude towards Teaching Profession differ significantly in terms of proneness to 'burnout' of teacher educators on Emotional Exhaustion.

127. Interaction effects of Home Climate X Teaching Competency differ significantly in terms of proneness to 'burnout' of teacher educators on Emotional Exhaustion.

128. Interaction effects of Teaching Competency X Attitude towards Teaching Profession differ significantly in terms of proneness to 'burnout' of teacher educators on Emotional Exhaustion.

129. Interaction effects of Home Climate X Attitude towards Teaching Profession differ significantly in terms of proneness to 'burnout' of teacher educators on Emotional Exhaustion.

130. Interaction effects of Home Climate X Teaching Competency X Attitude towards Teaching Profession differ significantly in terms of proneness to 'burnout' of teacher educators on Emotional Exhaustion.
131. Effects of Happy and Unhappy Home Climates differ significantly in terms of proneness to 'burnout' of teacher educators on Depersonalization.

132. Effects of High and Low Teaching Competency differ significantly in terms of proneness to 'burnout' of teacher educators on Depersonalization.

133. Effects of favourable and unfavourable Attitude towards Teaching Profession differ significantly in terms of proneness to 'burnout' of teacher educators on Depersonalization.

134. Interaction effects of Home Climate X Teaching Competency differ significantly in terms of proneness to 'burnout' of teacher educators on Depersonalization.

135. Interaction effects of Teaching Competency X Attitude towards Teaching Profession differ significantly in terms of proneness to 'burnout' of teacher educators on Depersonalization.

136. Interaction effects of Home Climate X Attitude towards Teaching Profession differ significantly in terms of proneness to 'burnout' of teacher educators on Depersonalization.

137. Interaction effects of Home Climate X Teaching Competency X Attitude towards Teaching Profession differ significantly in terms of proneness to 'burnout' of teacher educators on Depersonalization.

138. Effects of Happy and Unhappy Home Climates differ significantly in terms of proneness to 'burnout' of teacher educators on Personal Accomplishment.
139. Effects of High and Low Teaching Competency differ significantly in terms of proneness to 'burnout' of teacher educators on Personal Accomplishment.

140. Effects of favourable and unfavourable Attitude towards Teaching Profession differ significantly in terms of proneness to 'burnout' of teacher educators on Personal Accomplishment.

141. Interaction effects of Home Climate X Teaching Competency differ significantly in terms of proneness to 'burnout' of teacher educators on Personal Accomplishment.

142. Interaction effects of Teaching Competency X Attitude towards Teaching Profession differ significantly in terms of proneness to 'burnout' of teacher educators on Personal Accomplishment.

143. Interaction effects of Home Climate X Attitude towards Teaching Profession differ significantly in terms of proneness to 'burnout' of teacher educators on Personal Accomplishment.

144. Interaction effects of Home Climate X Teaching Competency X Attitude towards Teaching Profession differ significantly in terms of proneness to 'burnout' of teacher educators on Personal Accomplishment.

4.7 Definitions of Technical Terms

A few terms appear frequently in the report of the investigation and they have been used with specific meaning. These are as follows:
1. **Burnout**

A syndrome of Emotional Exhaustion, Depersonalization and reduced Personal Accomplishment that can occur among individuals who do 'people work' of some kind. (Maslach, and Jackson, 1986)

*Emotional Exhaustion*: It is a feeling of emotionally overextended and exhausted by work.

*Depersonalization*: It is an unfeeling and impersonal feeling response towards recipients of one's service, care, treatment or instruction.

*Personal Accomplishment*: It is a feeling of competence and successful achievement in one's work with people.

2. **Home Climate**

It is the resulting condition within the home of social interaction amongst the various members of the family. Home of Happy Climate are characterized by intimate, mutual, cooperative, encouraging and pleasant relationships among the members of the family leading to social and emotional happiness.

Homes of Unhappy Climate are characterized by the lack of intimate, mutual, cooperative, encouraging and pleasant relationships among the members of the family leading to social and emotional unhappiness.

3. **Attitude towards Profession**

The term 'Attitude' is defined by Freeman (1965) as "a dispositional readiness to respond to certain situations, persons, objects or ideas in a
consistent manner, which has been learned and has become one's typical mode of response". It is a tendency to react in a certain way toward a designated class of stimuli. These are the ways in which an individual things, feels and acts. Attitude always arouses one's feelings and emotions. Attitude ranges from Positive extreme to Negative extreme. Attitudes vary in the amount of positiveness or negativeness.

In the present study, professional attitude of the teachers towards teaching profession is conceived. It is a comparatively stable, emotional and learned pattern of behaviour, which predisposes the individual to act in some consistent way towards his/her profession. It may range between favourable attitudes to unfavourable attitude. A favourable attitude makes the work not only easier but also more satisfying and professional rewarding. An unfavourable attitude makes the teaching task harder, more tedious and unpleasant.

4. Teaching Competency

By teaching competency the investigator means the ability to handle the subject effectively by incorporation of the following components and dimensions in his/her teaching.

a) Knowledge Component: It includes content and knowledge dimensions.

i) Content dimension refers to mastery over a specific subject,
ii) Knowledge dimension refers to the sound knowledge Education by the teacher educator. Thus knowledge competency is a dimension that specifies the cognitive understanding the teacher is expected to demonstrate.

b) Performance Component: It refers to the ongoing teaching behaviour as performed in the classroom. It includes the dimensions of clarity, organisation, communication and audio-visual aids.

i. Clarity here refers to the clear presentation of the subject.

ii. Organisation refers to the logical arrangement of the presentation.

iii. Communication refers to the verbal and non-verbal expressions.

iv. Audiovisual aids refer to the teaching aids as well as the effective use of them by the teacher.

c) Behaviour Component: It includes the rapport and personality dimensions of the teacher.

i. Rapport refers to the close relationship between teacher and his/her students.

ii. Personality refers to the qualities of the teacher in moving with his/her colleagues, and taking care of the learners.

d) Consequence Component: It refers to the outcome produced by the teachers in the form of students' performance in Education.

4.8 Design of the Study

The purpose of this investigation was to study the burnout of D.Ed teacher educators in relation to their home climate, teaching competency, and teacher attitude towards teaching profession. The investigator attempted to
find out the main and interaction effect of the independent variables on the dependent variable, burnout of teachers. It was also the intention of the investigator to find out whether in the independent variables namely home climate, teaching competency, teacher attitude towards teaching profession, gender, age, religion, caste, marital status, teaching experience, educational status, location, type of management, and size of the family would account for significant difference in the burnout of D.Ed teacher educators.

Survey and analytical methods of research were found to be appropriate for the present study.

4.9 Tools Used

For the purpose of the present study the investigator has adapted four tools, namely, Home Climate Description Scale (HCDS), Teacher Attitude Inventory, Teaching Competency Rating Scale and Educators Survey.

4.9.1 Home Climate Description Scale

This 5-point scale is developed by Kailasalingam, H.M. (1994) using scientific procedure. It consists of 27 items – 8 positive and 19 negative describing the nature of Home Climate. The subject is required to record his responses behind each statement by writing A for 'Never', B for 'Rarely', C for 'Sometimes', D for 'Often' and E for 'Very frequently' in such a way as to describe the way in which he generally thinks of the home. The positive items are scored 1, 2, 3, 4 or 5 and negative items 5, 4, 3, 2 or 1 depending upon the responses of the Ss to the statements. The sum total of these scores represents home Climate index of the teacher educators.
The coefficient of consistency by the split-half method (odd Vs. even numbered items and first half vs. second half items), corrected for its full length, are 0.59 and 0.56 respectively (n=100). Intrinsic validity of the scale ranges from 0.748 to 0.768. The scale is found to be comprehensive and relevant by the judges, which speaks of its content validity. See Appendix-II for the scale along with the directions.

4.9.2 Teaching Competency Rating Scale

The investigator went through a number of tools and weighed the merits and demerits of various procedures for collecting data. As no tool seemed to be available to assess the competency of teachers under various components and dimensions the investigator decided to construct and validate a tool to assess the competency of teachers.

To assess the competency of teachers Baird (1978) says, "rating scales seem to be the most appropriate instruments. They can be used to make estimates of performance value in a work context" (p. 20). Based on the informal discussions with some experienced headmasters and effective teachers the investigator planned to construct a five point rating scale with different components, each containing different related statements.

Rationale of the Tool

One advantage of the rating of teachers is that it has always been based on a selectively broad definition of a good teacher. The different characteristics of a good teacher are:
i. Clarity

The most prominent factor of a good teacher is clarity of presentation. Clarity is the ability to formulate clearly to oneself and others what objectives are to be achieved by teaching and learning, using relevant examples to illustrate major ideas, relating new ideas to familiar ones, providing occasional summaries and restatement of important ideas.

Clarity is also related to what one presents. Another strong factor is the instructor's ability to stimulate students' thinking about the material by asking thought provoking questions (Feldman, 1976; Mannan and Traicoff, 1976; Marfues, Lane and Dorfuan, 1979; Tennyson, Bratwell and Frey, 1978).

ii. Questioning Skills

Another important factor is questioning skill. This refers to the skill in asking questions, which in turn comprises several sub-skills like addressing questions to individual as well as the group at large, pausing at the appropriate places, using probing prompting questions where necessary, applying redirection and refocusing techniques, framing questions well.

iii. Rapport

Rapport is defined as 'a sympathetic and harmonious relationship'. It is an elusive factor, indicating skill in influencing and controlling other peoples' behaviour in communication and interpersonal relationship. A summary of research on student ratings shows that students prefer more democratic and approachable teachers (Uranouitz and Doyle, 1978).
Several studies also show that the quality of interpersonal relationship between the teacher and the students, that is, rapport is a key factor in effective teaching (Uranouitz and "Doyle, 1978; Mann, 1970; Strupp, 1980).

iv. Style or Communication Skill

Style or communication skill refers to both verbal and non-verbal communication skills, which are vital for effective teaching. Verbal skills imply voice characteristics, pace of talking and audibility. Non-verbal communication includes listening skills, facial and body movements and eye contact.

v. Knowledge

A teacher to be effective must have a sound knowledge of the subject he/she plans to teach. Knowledge is far more than the accumulation of isolated facts and figures. For a teacher to do an excellent job, he or she must be able to do far ore than present the details of a subject. To be able to present the material clearly, the instructor must approach and organize his/her subject matter, focus on past knowledge as well as important concepts and translate them into readable and understandable language.

vi. Content

Content refers to mastery over a specific subject, like physics or chemistry. Absence of subject knowledge contributes fairly conspicuously to ineffective teaching, even though its presence alone is not sufficient for effective teaching. For teachers to do a great job, he/she must be able to do more than recite details of the subject from memory. The teacher should be
able to compare and contrast concepts, and be able to give an overview of what is to come. Research indicates that students give more weight to content knowledge than to other affective strategies (Keaveny and McGann, 1978; Marques et al. 1974).

**Preparation of the Draft Tool**

Based on the different characteristics of good teaching discussed above the investigator tried to prepare a draft tool in the form of statements. The tool consisted of three major divisions, namely knowledge component, performance component and behaviour component. Each component was again divided into different dimensions.

![Diagram](image)

'Knowledge' component included content and knowledge dimensions; 'performance' component included organization, clarity, communication and audio-visual aids dimensions; and 'behaviour' component included rapport and personality dimensions.
Dimensions as well as the number of statements to be answered with five options, namely, always, regularly, occasionally, rarely and never and given below. The scale is of self-rating type by the teachers.

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>No. of Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>10</td>
</tr>
<tr>
<td>Knowledge</td>
<td>8</td>
</tr>
<tr>
<td>Organization</td>
<td>10</td>
</tr>
<tr>
<td>Clarity</td>
<td>12</td>
</tr>
<tr>
<td>Communication</td>
<td>10</td>
</tr>
<tr>
<td>Rapport</td>
<td>5</td>
</tr>
<tr>
<td>Audiovisual Aids</td>
<td>10</td>
</tr>
<tr>
<td>Personality</td>
<td>5</td>
</tr>
</tbody>
</table>

Scoring Procedure

A descriptive scale combined with normative scale was used. There is no right or wrong answer. The negative statements were avoided. In the five-point rating scale highest point, 5, was given to 'always'. The lowest point, 1, was given to 'never'.

Pilot Study

The investigator met some of the teacher educators and distributed the questionnaire. The investigator got the help of his colleagues also in distributing the questionnaire. The sample did cover the teachers both male and female, long experienced and less experienced and working in rural and urban areas. So the sample was considered to be a well distributed one. The sum total of each rate was calculated.
Establishing Validity

It is known that every test is constructed with a purpose, that is, to provide measures of a defined variable. Then it is said that the test is valid.

Content Validity

The draft tool was given to experienced teacher educators for their comments and suggestions. Some items were reformulated and refined on the basis of the suggestions given by them. The tool was also given to his guide for his comments. Some modifications were done in the statements on the basis of his comments. Thus the content validity of the tool was established.

Item Validity

The draft tool was administered to 25 teacher educators working in Dharwad District of Karnataka. For refinement of the tool, item validity was calculated. This is also known as internal validity of an instrument. This refers to the interconnectedness of different items in the same tool. According to Borg and Gall (1979) "item reliability and item validity play a vital role in selecting items to form the final tool' (p. 235).

The TCRS has 8 components. Each component consists of number of items. The sum of each component is calculated. Under each component the ‘y’ is calculated by correlating the individual item score and the corresponding component score. The values are tabulated. “The correlation coefficient at the 5% level of significance is 0.396 when the degree of freedom is 23” (Aggarwal, 1990, p. 236). So the item having ‘y’ value 0.396 and above are taken as good items.
For further improvement and refinement of the scale, the scale consisting of 70 items was administered again to the same set of teacher educators. The scale was scored accordingly. ‘t’ value for the high/low group was calculated.
"In order to calculate ‘t’ value the high group/low group is identified as follows. The total number of samples is taken as N which is multiplied by 0.27 and rounded off the result to the nearest whole number. This number is called ‘n’ “ (Stanley, 1978, p. 268).

By applying the above simple method the investigator identified the top 27% and the bottom 27% in other words, the high group and low group. The ‘t’ test value for each item was computed. The items which had ‘t’ values greater than 2.06 were retained. “Because of 5% level of significance the table value 2.06 and degree of freedom was 23” (Aggarwal, p 326).

<table>
<thead>
<tr>
<th>Item No.</th>
<th>‘t’ Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5.096</td>
</tr>
<tr>
<td>2</td>
<td>4.568</td>
</tr>
<tr>
<td>3</td>
<td>3.055</td>
</tr>
<tr>
<td>4</td>
<td>2.233</td>
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<td>5</td>
<td>1.763</td>
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<tr>
<td>6</td>
<td>2.165</td>
</tr>
<tr>
<td>7</td>
<td>3.813</td>
</tr>
<tr>
<td>8</td>
<td>2.818</td>
</tr>
<tr>
<td>9</td>
<td>7.638</td>
</tr>
<tr>
<td>10</td>
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<td>12</td>
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<td>16</td>
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<tr>
<td>17</td>
<td>3.862</td>
</tr>
</tbody>
</table>

<table>
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<th>‘t’ Value</th>
</tr>
</thead>
<tbody>
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<td>25</td>
<td>3.618</td>
</tr>
<tr>
<td>26</td>
<td>2.077</td>
</tr>
<tr>
<td>27</td>
<td>1.528</td>
</tr>
<tr>
<td>28</td>
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<td>29</td>
<td>3.281</td>
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<td>30</td>
<td>2.888</td>
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<td>31</td>
<td>3.862</td>
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<td>32</td>
<td>3.391</td>
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<td>33</td>
<td>2.050</td>
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<tr>
<td>34</td>
<td>0.526</td>
</tr>
<tr>
<td>35</td>
<td>0.812</td>
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<tr>
<td>36</td>
<td>1.646</td>
</tr>
<tr>
<td>37</td>
<td>2.795</td>
</tr>
<tr>
<td>38</td>
<td>2.772</td>
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<td>39</td>
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<td>40</td>
<td>3.000</td>
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<tr>
<td>41</td>
<td>1.287</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Item No.</th>
<th>‘t’ Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>48</td>
<td>2.646</td>
</tr>
<tr>
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<td>0.089</td>
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<tr>
<td>50</td>
<td>2.646</td>
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<td>51</td>
<td>2.828</td>
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<tr>
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<td>-0.094</td>
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<tr>
<td>53</td>
<td>2.601</td>
</tr>
<tr>
<td>54</td>
<td>1.515</td>
</tr>
<tr>
<td>55</td>
<td>2.828</td>
</tr>
<tr>
<td>56</td>
<td>2.828</td>
</tr>
<tr>
<td>57</td>
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<td>59</td>
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<td>60</td>
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<td>61</td>
<td>3.034</td>
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<tr>
<td>62</td>
<td>2.610</td>
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<tr>
<td>63</td>
<td>2.160</td>
</tr>
<tr>
<td>64</td>
<td>2.501</td>
</tr>
</tbody>
</table>
Items having values less than 2.06 were deleted. Thus the final form of the tool consisted of thirty-nine statements.

### 4.9.3 Teacher Attitude Inventory

This scale was developed by S.P. Ahluwalia (1974). It consists of 90 items distributed among 6 sub-scales (with 15 items in each area), viz., teaching profession, classroom teaching, child-centered practices, education process, pupils and teachers. It has 43 positive and 47 negative items. The Ss are required to indicate degree of favourableness to items on a 5-point scale: 'strongly agree', 'agree', 'undecided', 'disagree' and 'strongly disagree'.

Likert Continuum on a 5-point scale has been provided for each item. The subject responds to each item by putting a tick mark (□) in the square of the chosen alternative against the serial number of the attitude statement in the answer sheet. Positive items were scored as 4, 3, 2, 1 or 0 and negative items scored as 0, 1, 2, 3 or 4, and percentile norms are provided gender wise.
The theoretical range of scores is from 0 to 360 with the higher score indicating more favourable attitude and lower score indicating more unfavourable attitude towards teaching and allied aspects.

In the inventory 43 items are meant to assess attitude in favourable directions and 47 in unfavourable direction. Thus, the favourable – unfavourable continuum adequately measures the six selected areas.

The following table shows the total number of favourable and unfavourable items and their distribution in each sub-scale:

<table>
<thead>
<tr>
<th>Sub-scale</th>
<th>Serial Numbers</th>
<th>Total No. of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>F*</td>
<td>1,8,20,33,41,66,85</td>
</tr>
<tr>
<td></td>
<td>UF*</td>
<td>13,34,46,48,60,72,79,86</td>
</tr>
<tr>
<td>II</td>
<td>F</td>
<td>2,9,14,17,42,47,53,67</td>
</tr>
<tr>
<td></td>
<td>UF</td>
<td>35,38,59,61,65,73,84</td>
</tr>
<tr>
<td>III</td>
<td>F</td>
<td>3,11,16,21,27,39,49,62,64,80</td>
</tr>
<tr>
<td></td>
<td>UF</td>
<td>25,54,75,83,90</td>
</tr>
<tr>
<td>IV</td>
<td>F</td>
<td>15,28,36,43,50,55,71,87</td>
</tr>
<tr>
<td></td>
<td>UF</td>
<td>4,7,10,32,63,74,76</td>
</tr>
<tr>
<td>V</td>
<td>F</td>
<td>6,44,81,82,89</td>
</tr>
<tr>
<td></td>
<td>UF</td>
<td>18,22,29,31,37,51,56,58,70,77</td>
</tr>
<tr>
<td>VI</td>
<td>F</td>
<td>6,23,40,52,88</td>
</tr>
<tr>
<td></td>
<td>UF</td>
<td>12,19,24,26,30,45,57,68,69,78</td>
</tr>
</tbody>
</table>

F* = Favourable  -  SA = 4, A = 3, U = 2, D = 1, SD = 0
UF* = Unfavourable - SA = 0, A = 1, U = 2, D = 3, SD = 4

Reliability was estimated by split-half (odd-even) method and found to be 0.79 (Corrected to 0.88) for a sample of 239 prospective teacher. The test-retest reliability coefficients after the interval of 3 months and 9 months are
found to be 0.59 (N=102) and 0.64 (N=290). For determining the Concurrent Validity, the scores of TAI were compared with the scores on the Hindi Adaptation of the MTAI developed by M.C. Joshi. The obtained correlation coefficients for prospective teachers (N=79) came out to be positive but low. This may be due to the fact that the MTAI is meant for elementary teachers.

4.9.4 Educators Survey – Burnout

This scale is developed by Christina Maslach and Susan E. Jackson. It consists of 3 subscales with 22 statements of job-related feelings in all. Out of them, the statements numbered 1, 2, 3, 6, 8, 13, 14, 16 and 20 relate to ‘Emotional Exhaustion’ subscale; 5, 10, 11, 15 and 22 to ‘Depersonalization Accomplishment’ subscale. Subjects are required to give their responses to the statements on 7 point scale – ‘Never’, ‘A few times a year of less’, ‘Once a month or less’, ‘A few times a month’, ‘Once a week’, ‘A few times a week’ and ‘Everyday’. These 7 – points are scored as 0, 1, 2, 3, 4, 5 and 6 respectively.

The consistency reliability coefficients for the subscales are 0.90 for Emotional Exhaustion, 0.79 for Depersonalization and 0.71 for Personal Accomplishment (n=1316). The stability reliability coefficients for the subscales are 0.82 for Emotional Exhaustion, 0.60 for Depersonalization, and 0.80 for Personal Accomplishment (n=53).

Convergent validity of the three subscales were determined by correlating the Maslach Burnout Inventory scores with behavioural ratings made independently by a person who knew the individual well. The
validities ranged from 0.15 to 0.56 for \( n \) ranging for 40 to 180. Further, evidence of the validity of the Maslach Burnout Inventory is obtained by distinguishing from measures of other psychological constructs (job satisfaction, etc.) that might be presumed to be confounded with burnout. Job satisfaction had a moderate negative correlation with Emotional Exhaustion and Depersonalization \( (r=-0.23, r=-0.22 \text{ for } n=91) \) and a slightly positive correlation with Personal Accomplishment \( (r=0.17, n=91) \).

Because of the high level of interest in teacher burnout and the need for more research in this particular area, the MBI Form Ed has been developed.

**The MBI Form Ed**

The MBI Form Ed, developed by Christina Maslach, Susan E. Jackson and Richard L. Schwab is basically the same as the MBI as it measures the same three-burnout scales. The only modification of items in the MBI Form Ed has been to change the word 'recipient' to 'student'. In the teaching profession students are the teachers' recipients. This change was made to insure clarity and consistency in the interpretation of the items. Two studies substantiate the validity and reliability of the MBI Form Ed with these changes. Factor analytic studies by Iwanicki and Schwab (1981) with 469 Massachusetts teachers, and Gold (1984) with 462 California students, support the three-factor structure of the MBI Form Ed. In regards too reliability, Iwanicki and Schwab report Cronbach alphas estimates of 0.90 for Emotional Accomplishment, while Gold reports estimates of 0.74 and 0.72 respectively. These reliabilities parallel those of the MBI.
As the administering and the scoring procedure of MBI Form Ed is similar to MBI, the cautions and recommendations regarding the use and interpretation of the MBI also apply to Form Ed, the MBI form Ed was used for data collection in the present study. See Appendix-IV for the scale along with the directions.

4.10 Rationale for the Study

The rationale for the study is briefly presented in the following paragraphs:

The study of Anderson and Iwanicki (1984); Crane and Iwanicki (1987); Pierson-Hubery and Archambult (1984); Jackson, Schwab and Schuler (1987); and Schwab and Iwanicki (1982) have identified organizational factors such as role conflict, role ambiguity, participation in decision-making, reward systems, need deficiency, freedom and autonomy and social support networks contribute to teacher 'burnout'. Further, these studies have consistently been able to predict a significant amount of variance in Emotional Exhaustion, Depersonalization and Personal Accomplishment. The studies of Gann (1979); Heckman (1980); Nowack and Hanson (1983) have revealed that personality is related to 'burnout' (Maslach, C. et al. 1986,).

The studies of Jackson and Maslach (1982); Maslach and Jackson (1979) have revealed that 'burnout' is linked to family problems (Maslach, C. et al. 1986,).
4.11 The Sample

The sample for this study was drawn from teacher educators serving in D.Ed. Colleges located in the Northern region of Karnataka State. The institutions involved in the study were selected by stratified random sampling technique. Stratification was done based on type of institution (Government/Private-aided/Private-unaided) and gender of the students (Boys/Girls).

A list of all the D. Ed. Colleges in Karnataka is obtained by Department of State Educational Research and Training (DSERT), Bangalore. The State had 547 Teacher Training Institutions (TTIs) providing the Diploma in Education Course (D. Ed.) with duration of 2 years and 6 months (including 6 months internship). It involves 20 DIETS, 17 Government TTIs, 40 Private aided TTIs and 470 Private-unaided TTIs.

For the present study only D. Ed. Colleges located in North Karnataka were selected. These institutions were further categorized into Government and non-Government Institutions. For the present study 17 Government Institutions and 30 non-Government Institutions were selected. Those included were Government, Private-aided and Private-unaided institutions. From each D. Ed. College about 6–15 teacher educators were selected by random sampling method by using table of random numbers. The total sample of the study comprised of 450 teacher educators from 47 D. Ed. Colleges. Equal number of male (225) and female (225) teacher educators was included in the sample. Location of these D. Ed. Colleges along with the
number of teacher educators selected in these institutions is given in the following table.

Table – 4.1: D.Ed. Colleges of North Karnataka and Gender-wise Sample

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Name of the Institution</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Government Institutions</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>District Institutes of Education and Training (DIETs), Bidar</td>
<td>12</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>District Institutes of Education and Training (DIETs), Kamalapur, Gulbarga District</td>
<td>12</td>
<td>2</td>
<td>14</td>
</tr>
<tr>
<td>3</td>
<td>District Institutes of Education and Training (DIETs), Yarmanus, Raichur District</td>
<td>11</td>
<td>3</td>
<td>14</td>
</tr>
<tr>
<td>4</td>
<td>District Institutes of Education and Training (DIETs), Bellary</td>
<td>12</td>
<td>2</td>
<td>14</td>
</tr>
<tr>
<td>5</td>
<td>District Institutes of Education and Training (DIETs), Belgaum</td>
<td>11</td>
<td>3</td>
<td>14</td>
</tr>
<tr>
<td>6</td>
<td>District Institutes of Education and Training (DIETs), Kumta, Karwar District</td>
<td>12</td>
<td>2</td>
<td>14</td>
</tr>
<tr>
<td>7</td>
<td>District Institutes of Education and Training (DIETs), Dharwad</td>
<td>11</td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td>8</td>
<td>District Institutes of Education and Training (DIETs), Ilkal, Bagalkot District</td>
<td>12</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td>9</td>
<td>Government Teacher Training Institute, Hungund, Bagalkot District</td>
<td>5</td>
<td>2</td>
<td>07</td>
</tr>
<tr>
<td>10</td>
<td>Government Teacher Training Institute, Yadgiri, Gulbarga District</td>
<td>5</td>
<td>2</td>
<td>07</td>
</tr>
<tr>
<td>11</td>
<td>Government Teacher Training Institute (Women), Gulbarga</td>
<td>5</td>
<td>1</td>
<td>06</td>
</tr>
<tr>
<td>12</td>
<td>Government Teacher Training Institute (Women), Dharwad</td>
<td>6</td>
<td>2</td>
<td>08</td>
</tr>
<tr>
<td>13</td>
<td>Government Teacher Training Institute (Men), Gulbarga</td>
<td>6</td>
<td>2</td>
<td>08</td>
</tr>
<tr>
<td>14</td>
<td>Government Teacher Training Institute (Men), Koppal</td>
<td>5</td>
<td>1</td>
<td>06</td>
</tr>
<tr>
<td>15</td>
<td>Government Teacher Training Institute, Sindhanur, Raichur</td>
<td>6</td>
<td>2</td>
<td>08</td>
</tr>
<tr>
<td></td>
<td><strong>Non-Government Institutions</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Basaveshwara Teacher Training Institute Bagalkot</td>
<td>09</td>
<td>2</td>
<td>11</td>
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<tr>
<td>2</td>
<td>K.S.S. Kannada Teacher Training Institute, Belgaum</td>
<td>11</td>
<td>2</td>
<td>13</td>
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<tr>
<td>3</td>
<td>K.L.E. Society's S.S. Basavanala Teacher Training Institute, Belgaum</td>
<td>10</td>
<td>3</td>
<td>13</td>
</tr>
<tr>
<td>4</td>
<td>Marathi Teacher Training Institute, Tilakwadi, Belgaum</td>
<td>06</td>
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<tr>
<td>5</td>
<td>Beynonsmith Teacher Training Institute, Belgaum</td>
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<td>12</td>
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<td>6</td>
<td>St Joseph's Convent Teacher Training Institute, Belgaum</td>
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<td>07</td>
</tr>
<tr>
<td>7</td>
<td>Anjuman Urdu Teacher Training Institute, Indi, Bijapur</td>
<td>05</td>
<td>03</td>
<td>08</td>
</tr>
<tr>
<td>8</td>
<td>S.S. Teacher Training Institute Lachyan, Indi, Bijapur</td>
<td>05</td>
<td>04</td>
<td>09</td>
</tr>
<tr>
<td>9</td>
<td>Vanitha Teacher Training Institute, Dharwad</td>
<td>06</td>
<td>02</td>
<td>08</td>
</tr>
<tr>
<td>10</td>
<td>J.G. Teacher Training Institute, Hubli</td>
<td>06</td>
<td>02</td>
<td>08</td>
</tr>
<tr>
<td>11</td>
<td>Mahila Vidyapeetha Teacher Training Institute, Hubli</td>
<td>05</td>
<td>01</td>
<td>06</td>
</tr>
<tr>
<td>12</td>
<td>Basel Mission Teacher Training Institute, Dharwad</td>
<td>06</td>
<td>02</td>
<td>08</td>
</tr>
<tr>
<td>13</td>
<td>S.J. Fakeereshwara Teacher Training Institute, Shirahati, Gadag</td>
<td>09</td>
<td>2</td>
<td>11</td>
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<tr>
<td>14</td>
<td>P. Teacher Training Institute, Ankola, U.K.</td>
<td>9</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>15</td>
<td>Shrama Basaveshwara Teacher Training Institute, Kanamadagu, Bellary</td>
<td>8</td>
<td>3</td>
<td>11</td>
</tr>
<tr>
<td>16</td>
<td>Al-Ameen Urdu Teacher Training Institute, Belgaum</td>
<td>7</td>
<td>3</td>
<td>10</td>
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<tr>
<td>17</td>
<td>Sri Neelakanteshwara Teacher Training Institute, Ballhongal, Belgaum District</td>
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<td>09</td>
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<tr>
<td>18</td>
<td>Vivekananda Teacher Training Institute, Mahanthesnagar, Belgaum</td>
<td>8</td>
<td>3</td>
<td>11</td>
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<tr>
<td>19</td>
<td>Sri Shivayogeshwara Grameena Teacher Training Institute, Inchal, Saudathi, Belgaum District</td>
<td>8</td>
<td>2</td>
<td>10</td>
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<tr>
<td>20</td>
<td>Vidyasamvardhaka Teacher Training Institute, Nippani, Chikodi</td>
<td>7</td>
<td>2</td>
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<td>21</td>
<td>Anjuman Teacher Training Institute, Rattihalli, Haveri District</td>
<td>8</td>
<td>1</td>
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<td>22</td>
<td>Anjuman Teacher Training Institute, Gantikeri, Hubli</td>
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<td>2</td>
<td>09</td>
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<tr>
<td>23</td>
<td>Hamdard Ashrafi Teacher Training Institute, Hubli</td>
<td>8</td>
<td>2</td>
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<tr>
<td>24</td>
<td>Janatha Shikashak Teacher Training Institute, Hangal, Haveri District</td>
<td>7</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>No</td>
<td>College Name</td>
<td>7</td>
<td>3</td>
<td>10</td>
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<td>----</td>
<td>------------------------------------------------------------------</td>
<td>---</td>
<td>---</td>
<td>----</td>
</tr>
<tr>
<td>25</td>
<td>Sri D. Devaraj Urs Teacher Training Institute, Bidar</td>
<td>7</td>
<td>3</td>
<td>10</td>
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<td>26</td>
<td>K.E.W. Trust, Faizalullam Teacher Training Institute, Gulbarga</td>
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<td>2</td>
<td>10</td>
</tr>
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<td>27</td>
<td>Ashajyothi Teacher Training Institute, Gulbarga</td>
<td>7</td>
<td>3</td>
<td>10</td>
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<td>28</td>
<td>Sri Mahanteshwara Teacher Training Institute, Afzalpur</td>
<td>7</td>
<td>2</td>
<td>09</td>
</tr>
<tr>
<td>29</td>
<td>Bapuji Teacher Training Institute, Yelburga</td>
<td>8</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>30</td>
<td>Sriramachandra Teacher Training Institute, Chamarajanagar</td>
<td>7</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>351</td>
<td>99</td>
<td>450</td>
</tr>
</tbody>
</table>

### 4.12 Collection of Data

The investigator personally visited to each D.Ed. college in order to collect necessary data. Data relating to the burnout of teacher educators were collected by administering the Maslach Burnout Inventory (MBI) to teacher educators. Data relating to Home Climate, Professional Attitude and Teaching Competency were obtained by administering Home Climate Description Scale, Teacher Attitude Inventory, and Teacher Competency Rating Scale were administered to the sample of 450 teacher educators from 3 types of colleges, namely, private-aided, private unaided and government by the researcher himself. Directions were clearly given to the teacher educators how they should respond to each of the above tools with a request for truthful answers. The questionnaires were collected after many visits to the D. Ed. Colleges. The investigator was able to collect the entire questionnaire from 450 sample selected for the study.
### 4.13 Statistical Techniques Used

Before going ahead with the analysis of data, the purposes for which different statistical techniques were used in the course of analysis of data are given so that the frame of reference of the analysis becomes clear.

<table>
<thead>
<tr>
<th>Statistical Techniques</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Correlation</td>
<td>In pursuance of the Specific Objectives – 1 to 22 the Pearson’s Product-Moment Coefficient of Correlation technique was used to find the relationship between independent variables and burnout, demographic variables and burnout.</td>
</tr>
<tr>
<td>2 t-test Analysis</td>
<td>In pursuance of the Specific Objectives – 23 to 98, ‘t’ test was calculated to find out whether differences in the independent variables, namely, Gender, Age, Religion, Community, Marital Status, Teaching Experience, Educational Status, Location, Type of Management and Size of the Family would account for significant differences in the three components of Burnout of D.Ed. teacher educators.</td>
</tr>
<tr>
<td>3 Chi-square Test</td>
<td>In pursuance of the Specific Objectives – 99 to 111, the Chi-square test was calculated. This provided an indication about the proneness of teacher educators to burnout.</td>
</tr>
<tr>
<td>3 Multiple Regression Analysis</td>
<td>In pursuance of the Specific Objectives – 112 to 116, the Multiple Regression Analysis was used with the different independent variables fitted into a Regression Equation when dependent variables are not related. This provided an indication about the relative potency of variables under consideration. Multiplying regression coefficients with the</td>
</tr>
</tbody>
</table>
correlation coefficients and converting the same into percentage calculated the relative contribution of the independent factors to the criterion variable.

<table>
<thead>
<tr>
<th>4</th>
<th>3-way ANOVA</th>
<th>In pursuance of the Specific Objectives – 117 to 144, the 3-way Analysis of Variance technique and Scheffe’s test were employed. This provided an indication regarding the main effects and interaction effects of selected independent variables on dependent variable.</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Path Analysis</td>
<td>In pursuance of Specific Objective – 145, the Path Analysis was used in order to calculate the direct and indirect effects of independent variables on dependent variables.</td>
</tr>
</tbody>
</table>