CHAPTER - VI

SUMMARY AND CONCLUSION

The data collected for the present investigation have been analysed and findings presented in the preceding chapters. This chapter presents a brief summary of the investigation, the findings, discussion of the findings, conclusions that have been drawn from the findings, limitations of the study, implications for education of the teacher educators of D.Ed. colleges and suggestions for further research in the field.

6.1 Statement of the Problem

The study was undertaken with a view to investigate the relationship and the 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. colleges.

6.2 Independent Variables

i. Home Climate (Happy Climate – Unhappy Climate)

ii. Teaching Competency (High – Low Competency)

iii. Attitude towards Teaching Profession (Favourable – Unfavourable Attitude)

6.3 Dependent Variable

Burnout

The three dimensions of 'burnout' are:
- Emotional Exhaustion
- Depersonalization
- Personal Accomplishment

6.4 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.
6.5 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.

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

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

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

111. 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.

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

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

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

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

116. 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.
To investigate the effect of ‘Attitude towards Teaching Profession’ on ‘total burnout’ of teacher educators.

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

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

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

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

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

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

To investigate the effect of ‘Attitude towards Teaching Profession’ on ‘burnout’ of teacher educators with reference to Emotional Exhaustion.

To investigate the interaction effect of ‘Home Climate’ X ‘Teaching Competency’ on ‘burnout’ of teacher educators with reference to Emotional Exhaustion.

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.

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.

### 6.6 Research Hypotheses

In order to test the above stated specific objectives, 1-145 research hypotheses were set up and tested for confirmation.

### 6.7 Limitations of the Study

1. The present study is confined to D.Ed. colleges located in North Karnataka only.
2. The study includes government, aided and unaided D.Ed. colleges of North Karnataka.
3. The study covers D.Ed. colleges run by government, private-aided and private-unaided organizations.
4. In selecting the independent variables influencing upon the dependent variable – burnout and its components the study is further confined to only to teacher variables.
5. The study involves D.Ed. courses run by both District Institutes of Education and Training (DIET) as well as normal Teacher Training Institutes.

### 6.8 Design of the Study

#### 6.8.1 Data Gathering Tools

Following tools were used for the reliable assessment of the variables:

i. Home Climate Description Scale
ii. Teaching Competency Rating Scale
iii. Teacher Attitude Inventory
iv. Educators Survey – Burnout
6.8.2 **The Sample**

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.

6.8.3 **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.

6.8.4 Statistical Techniques Used

<table>
<thead>
<tr>
<th>Statistical Techniques</th>
<th>Purpose</th>
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</thead>
<tbody>
<tr>
<td><strong>1</strong> 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><strong>2</strong> 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><strong>3</strong> Chi-square Test</td>
<td>In pursuance of the Specific Objectives 99 to 11, the Chi-square test was calculated.</td>
</tr>
<tr>
<td><strong>4</strong> 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. The relative contribution of the</td>
</tr>
</tbody>
</table>
independent factors to the criterion variable, was calculated by multiplying regression coefficients with the correlation coefficients and converting the same into percentage.

<table>
<thead>
<tr>
<th>5</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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</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>
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</table>

6.9 Major Findings

The findings of the study are listed below point-wise.

6.9.1. Findings of Simple Correlation

1. There is relationship between Home Climate and total Burnout.

2. There is no relationship between Teaching Competency and total Burnout.

3. There is no relationship between Teacher Attitude and total Burnout.

4. There is relationship between Home Climate and Emotional Exhaustion – a dimension of burnout.

5. There is relationship between Teaching Competency and Emotional Exhaustion – a dimension of burnout.

6. There is a positive relationship between Teacher Attitude and Emotional Exhaustion – a dimension of burnout.
7. There is relationship between Home Climate and Depersonalization – a dimension of burnout.

8. There is relationship between Teaching Competency and Depersonalization – a dimension of burnout.

9. There is a positive relationship between Teacher Attitude and Depersonalization – a dimension of burnout.

10. There is a positive relationship between Home Climate and Personal Accomplishment – a dimension of burnout.

11. There is a positive relationship between Teaching Competency and Personal Accomplishment – a dimension of burnout.

12. There is relationship between Teacher Attitude and Personal Accomplishment – a dimension of burnout.

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

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

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

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

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

18. There is no relationship between Educational Qualification and Burnout of teacher educators of D.Ed. colleges.
19. There is a positive relationship between Teaching Experience and Burnout of teacher educators of D.Ed. colleges.

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

6.9.2. Findings of ‘t’ Test

1. Male and Female teacher educators in D.Ed. colleges differ in their Emotional Exhaustion – a dimension of Burnout.

2. Male and Female teacher educators in D.Ed. colleges differ in their Depersonalization – a dimension of Burnout.

3. Male and Female teacher educators in D.Ed. colleges differ in their Personal Accomplishment – a dimension of Burnout.

4. Male and Female teacher educators in D.Ed. colleges differ in their total Burnout.

5. Teacher Educators in the D.Ed. colleges in the age group of up to 35 and between 36 to 45 years do not differ in their Emotional Exhaustion – a dimension of burnout.

6. Teacher Educators in the D.Ed. colleges in the age group of up to 35 and between 36 to 45 years differ in their Depersonalization – a dimension of burnout.
7. Teacher Educators in the D.Ed. colleges in the age group of up to 35 and between 36 to 45 years differ in their Personal Accomplishment – a dimension of burnout.

8. Teacher Educators in the D.Ed. colleges in the age group of up to 35 and between 36 to 45 years do not differ in their total burnout.

9. Teacher Educators in the D.Ed. colleges in the age group of up to 35 and above 45 years differ in their Emotional Exhaustion – a dimension of burnout.

10. Teacher Educators in the D.Ed. colleges in the age group of up to 35 and above 45 years do not differ in their Depersonalization – a dimension of burnout.

11. Teacher Educators in the D.Ed. colleges in the age group of up to 35 and above 45 years differ in their Personal Accomplishment – a dimension of burnout.

12. Teacher Educators in the D.Ed. colleges in the age group of up to 35 and above 45 years differ in their total Burnout.

13. Teacher Educators in the D.Ed. colleges in the age group of between 36 to 45 and above 45 years do not differ in their Emotional Exhaustion – a dimension of burnout.

14. Teacher Educators in the D.Ed. colleges in the age group of between 36 to 45 and above 45 years differ in their Depersonalization – a dimension of burnout.

15. Teacher Educators in the D.Ed. colleges in the age group of between 36 to 45 and above 45 years do not differ in their Personal Accomplishment – a dimension of burnout.
16. Teacher Educators in the D.Ed. colleges in the age group of between 36 to 45 and above 45 years do not differ in their total Burnout.

17. Teacher educators in the D.Ed. colleges belonging to Hindu and Muslim communities differ significantly in their Emotional Exhaustion – a dimension of burnout.

18. Teacher educators in the D.Ed. colleges belonging to Hindu and Muslim communities differ significantly in their Depersonalization – a dimension of burnout.

19. Teacher educators in the D.Ed. colleges belonging to Hindu and Muslim communities differ significantly in their Personal Accomplishment – a dimension of burnout.

20. Teacher educators in the D.Ed. colleges belonging to Hindu and Muslim communities differ significantly in their total Burnout.

21. Teacher educators in the D.Ed. colleges belonging to Hindu and Christian communities differ significantly in their Emotional Exhaustion – a dimension of burnout.

22. Teacher educators in the D.Ed. colleges belonging to Hindu and Christian communities differ significantly in their Depersonalization – a dimension of burnout.

23. Teacher educators in the D.Ed. colleges belonging to Hindu and Christian communities differ significantly in their Personal Accomplishment – a dimension of burnout.

24. Teacher educators in the D.Ed. colleges belonging to Hindu and Christian communities do not differ significantly in their total Burnout.
25. Teacher educators in the D.Ed. colleges belonging to Muslim and Christian communities do not differ significantly in their Emotional Exhaustion – a dimension of burnout.

26. Teacher educators in the D.Ed. colleges belonging to Muslim and Christian communities do not differ significantly in their Depersonalization – a dimension of burnout.

27. Teacher educators in the D.Ed. colleges belonging to Muslim and Christian communities do not differ significantly in their Personal Accomplishment – a dimension of burnout.

28. Teacher educators in the D.Ed. colleges belonging to Muslim and Christian communities do not differ significantly in their total Burnout.

29. Teacher educators in the D.Ed. colleges belonging to SC and ST categories do not differ in their Emotional Exhaustion – a dimension of burnout.

30. Teacher educators in the D.Ed. colleges belonging to SC and ST categories do not differ in their Depersonalization – a dimension of burnout.

31. Teacher educators in the D.Ed. colleges belonging to SC and ST categories do not differ in their Personal Accomplishment – a dimension of burnout.

32. Teacher educators in the D.Ed. colleges belonging to SC and ST categories do not differ in their total Burnout.
33. Teacher educators in the D.Ed. colleges belonging to SC and OC categories do not differ in their Emotional Exhaustion – a dimension of burnout.

34. Teacher educators in the D.Ed. colleges belonging to SC and OC categories do not differ in their Depersonalization – a dimension of burnout.

35. Teacher educators in the D.Ed. colleges belonging to SC and OC categories differ in their Personal Accomplishment – a dimension of burnout.

36. Teacher educators in the D.Ed. colleges belonging to SC and OC categories differ in their total Burnout.

37. Teacher educators in the D.Ed. colleges belonging to SC and BC categories do not differ in their Emotional Exhaustion – a dimension of burnout.

38. Teacher educators in the D.Ed. colleges belonging to SC and BC categories differ in their Depersonalization – a dimension of burnout.

39. Teacher educators in the D.Ed. colleges belonging to SC and BC categories do not differ in their Personal Accomplishment – a dimension of burnout.

40. Teacher educators in the D.Ed. colleges belonging to SC and BC categories do not differ in their total Burnout.

41. Teacher educators in the D.Ed. colleges belonging to ST and OC categories do not differ in their Emotional Exhaustion – a dimension of burnout.
42. Teacher educators in the D.Ed. colleges belonging to ST and OC categories do not differ in their Depersonalization – a dimension of burnout.

43. Teacher educators in the D.Ed. colleges belonging to ST and OC categories do not differ in their Personal Accomplishment – a dimension of burnout.

44. Teacher educators in the D.Ed. colleges belonging to ST and OC categories do not differ in their total Burnout.

45. Teacher educators in the D.Ed. colleges belonging to ST and BC categories do not differ in their Emotional Exhaustion – a dimension of burnout.

46. Teacher educators in the D.Ed. colleges belonging to ST and BC categories do not differ in their Depersonalization – a dimension of burnout.

47. Teacher educators in the D.Ed. colleges belonging to ST and BC categories do not differ in their Personal Accomplishment – a dimension of burnout.

48. Teacher educators in the D.Ed. colleges belonging to ST and BC categories do not differ in their total Burnout.

49. Teacher educators in the D.Ed. colleges belonging to OC and BC categories do not differ in their Emotional Exhaustion – a dimension of burnout.

50. Teacher educators in the D.Ed. colleges belonging to OC and BC categories differ in their Depersonalization – a dimension of burnout.
51. Teacher educators in the D.Ed. colleges belonging to OC and BC categories do not differ in their Personal Accomplishment – a dimension of burnout.

52. Teacher educators in the D.Ed. colleges belonging to OC and BC categories do not differ in their total Burnout.

53. Married and unmarried teacher educators in D.Ed. colleges differ in their Emotional Exhaustion – a dimension of burnout.

54. Married and unmarried teacher educators in D.Ed. colleges differ in their Depersonalization – a dimension of burnout.

55. Married and unmarried teacher educators in D.Ed. colleges differ in their Personal Accomplishment – a dimension of burnout.

56. Married and unmarried teacher educators in D.Ed. colleges differ in their total burnout.

57. Teacher educators in the D.Ed. colleges with higher and lower educational status do not differ in their Emotional Exhaustion – a dimension of burnout.

58. Teacher educators in the D.Ed. colleges with higher and lower educational status do not differ in their Depersonalization – a dimension of burnout.

59. Teacher educators in the D.Ed. colleges with higher and lower educational status differ in their Personal Accomplishment – a dimension of burnout.

60. Teacher educators in the D.Ed. colleges with higher and lower educational status do not differ in their total burnout.
61. Teacher educators in the D.Ed. colleges with higher and lower teaching experience do not differ in their Emotional Exhaustion – a dimension of burnout.

62. Teacher educators in the D.Ed. colleges with higher and lower teaching experience do not differ in their Depersonalization – a dimension of burnout.

63. Teacher educators in the D.Ed. colleges with higher and lower teaching experience do not differ in their Personal Accomplishment – a dimension of burnout.

64. Teacher educators in the D.Ed. colleges with higher and lower teaching experience do not differ in their total burnout.

65. Teacher educators in the D.Ed. colleges with rural and urban localities differ significantly in their Emotional Exhaustion – a dimension of burnout.

66. Teacher educators in the D.Ed. colleges with rural and urban localities differ significantly in their Depersonalization – a dimension of burnout.

67. Teacher educators in the D.Ed. colleges with rural and urban localities differ significantly in their Personal Accomplishment – a dimension of burnout.

68. Teacher educators in the D.Ed. colleges with rural and urban localities differ significantly in their total burnout.

69. Teacher educators serving in government and non-government D.Ed. colleges do not differ in their Emotional Exhaustion – a dimension of burnout.
70. Teacher educators serving in government and non-government D.Ed. colleges do not differ in their Depersonalization – a dimension of burnout.

71. Teacher educators serving in government and non-government D.Ed. colleges differ in their Personal Accomplishment – a dimension of burnout.

72. Teacher educators serving in government and non-government D.Ed. colleges differ in their total burnout.

73. Teacher educators in the D.Ed. colleges with small and large size family do not differ in their Emotional Exhaustion – a dimension of burnout.

74. Teacher educators in the D.Ed. colleges with small and large size family differ in their Depersonalization – a dimension of burnout.

75. Teacher educators in the D.Ed. colleges with small and large size family do not differ in their Personal Accomplishment – a dimension of burnout.

76. Teacher educators in the D.Ed. colleges with small and large size family differ in their total burnout.

6.9.3. Findings of Chi-square Test

1. There is relationship between gender and proneness to burnout of teacher educators.

2. There is relationship between age and proneness to burnout of elementary teacher educators.

3. There is relationship between religion and proneness to burnout of teacher educators.
4. There is relationship between caste and proneness to burnout of teacher educators.

5. There is relationship between marital status and proneness to burnout of teacher educators.

6. There is no relationship between educational qualification and proneness to burnout of teacher educators.

7. There is relationship between teaching experience and proneness to burnout of teacher educators.

8. There is relationship between locality and proneness to burnout of teacher educators.

9. There is relationship between type of institution and proneness to burnout of teacher educators.

10. There is relationship between size of the family and proneness to burnout of teacher educators.

11. There is no relationship between home climate and proneness to burnout of teacher educators.

12. There is relationship between teaching competency and proneness to burnout of teacher educators.

13. There is relationship between teacher attitude and proneness to burnout of teacher educators.

6.9.4. Findings of Multiple Regression Analysis

1. Teacher Attitude seems to be the best predictor of all the predictor variables. The next best predictors of Emotional Exhaustion in order of priority are Home Climate and Teaching Competency respectively.
2. Home Climate seems to be the best predictor of all the predictor variables. The next best predictors of Depersonalization in order of priority are Teaching Competency and Teacher Attitude respectively.

3. Teacher Attitude seems to be the best predictor of all the predictor variables. The next best predictors of Personal Accomplishment in order of priority are Home Climate and Teaching Competency respectively.

4. Home Climate seems to be the best predictor of all the predictor variables. The next best predictors of total Burnout in order of priority are Teaching Competency and Teacher Attitude respectively.

5. Gender seems to be the best predictor of all the predictor variables. The next best predictors of total Burnout in order of priority are Age, Size of Family, Community, Religion, Educational Qualification, Marital Status, Locality, Type of Institution and Teaching Experience respectively.

6.9.5. Findings of ANOVA Technique

1. Teacher educators of D.Ed. colleges with happy home climate are less prone to the total burnout than those teacher educators with unhappy home climate.

2. Teacher educators of D.Ed. colleges with high teaching competency are less prone to the total burnout than those teacher educators with low teaching competency.

3. Teacher educators of D.Ed. colleges with favourable attitude towards teaching profession are less prone to the
total burnout than those teacher educators with unfavourable attitude towards teaching profession.

4. Teacher educators of D.Ed. colleges with happy and unhappy home climate and high and low teaching competency differ significantly in respect of their total burnout.

5. Teacher educators of D.Ed. colleges with happy and unhappy home climate and favourable and unfavourable attitude towards teaching profession do not differ significantly in respect of their total burnout.

6. Teacher educators of D.Ed. colleges with high and low teaching competency and favourable and unfavourable attitude towards teaching profession differ significantly in respect of their total burnout.

7. Teacher educators of D.Ed. colleges with happy and unhappy home climate, high and low teaching competency and favourable and unfavourable attitude towards teaching profession do not differ significantly in respect of their total burnout.

8. Teacher educators of D.Ed. colleges with happy home climate and low teaching competency are more prone to burnout than the teachers with happy home climate and high teaching competency.

9. Teacher educators of D.Ed. colleges with unhappy home climate and high teaching competency are more prone to burnout than the teachers with happy home climate and high teaching competency.
10. Teacher educators of D.Ed. colleges with unhappy home climate and low teaching competency are more prone to burnout than the teachers with happy home climate and high teaching competency.

11. Teacher educators of D.Ed. colleges with high teaching competency and unfavourable attitude towards teaching are more prone to burnout than the teachers with high teaching competency and favourable attitude towards teaching.

12. Teacher educators of D.Ed. colleges with low teaching competency and favourable attitude towards teaching are more prone to burnout than the teachers with high teaching competency and favourable attitude towards teaching.

13. Teacher educators of D.Ed. colleges with low teaching competency and unfavourable attitude towards teaching are more prone to burnout than the teachers with high teaching competency and favourable attitude towards teaching.

14. Teacher educators of D.Ed. colleges with happy home climate are less prone to emotional exhaustion – a dimension of burnout than those teacher educators with unhappy home climate.

15. Teacher educators of D.Ed. colleges with high teaching competency are less prone to emotional exhaustion – a dimension of burnout than those teacher educators with low teaching competency.
16. Teacher educators of D.Ed. colleges with favourable and unfavourable attitude teaching profession do not differ significantly in respect of emotional exhaustion – a dimension of burnout.

17. Teacher educators of D.Ed. colleges with happy and unhappy home climate and high and low teaching competency differ significantly in respect of emotional exhaustion – a dimension of burnout.

18. Teacher educators of D.Ed. colleges with happy and unhappy home climate and favourable and unfavourable attitude towards teaching profession do not differ significantly in respect of emotional exhaustion – a dimension of burnout.

19. Teacher educators of D.Ed. colleges with high and low teaching competency and favourable and unfavourable attitude towards teaching profession do not differ significantly in respect of emotional exhaustion – a dimension of burnout.

20. Teacher educators of D.Ed. colleges with happy and unhappy home climate, high and low teaching competency and favourable and unfavourable attitude towards teaching profession do not differ significantly in respect of emotional exhaustion – a dimension of burnout.

21. Teacher educators of D.Ed. colleges with happy home climate and low teaching competency are more prone to burnout than the teachers with happy home climate and high teaching competency.
22. Teacher educators of D.Ed. colleges with unhappy home climate and high teaching competency are more prone to burnout than the teachers with happy home climate and high teaching competency.

23. Teacher educators of D.Ed. colleges with unhappy home climate and low teaching competency are more prone to burnout than the teachers with happy home climate and high teaching competency.

24. Teacher educators of D.Ed. colleges with happy and unhappy home climate do not differ significantly in respect of depersonalization – a dimension of burnout.

25. Teacher educators of D.Ed. colleges with high teaching competency are less prone to depersonalization – a dimension of burnout than those teacher educators with low teaching competency.

26. Teacher educators of D.Ed. colleges with favourable attitude towards teaching are less prone to depersonalization – a dimension of burnout than those teacher educators with unfavourable attitude towards teaching.

27. Teacher educators of D.Ed. colleges with happy and unhappy home climate and high and low teaching competency do not differ significantly in respect of depersonalization – a dimension of burnout.

28. Teacher educators of D.Ed. colleges with happy and unhappy home climate and favourable and unfavourable attitude towards teaching profession do not differ
significantly in respect of depersonalization – a dimension of burnout.

29. Teacher educators of D.Ed. colleges with high and low teaching competency and favourable and unfavourable attitude towards teaching profession differ significantly in respect of depersonalization – a dimension of burnout.

30. Teacher educators of D.Ed. colleges with happy and unhappy home climate, high and low teaching competency and favourable and unfavourable attitude towards teaching profession do not differ significantly in respect of depersonalization – a dimension of burnout.

31. Teacher educators of D.Ed. colleges with high teaching competency and unfavourable attitude towards teaching are more prone to burnout than the teachers with low teaching competency and favourable attitude towards teaching.

32. Teacher educators of D.Ed. colleges with high teaching competency and favourable attitude towards teaching are more prone to burnout than the teachers with low teaching competency and favourable attitude towards teaching.

33. Teacher educators of D.Ed. colleges with low teaching competency and unfavourable attitude towards teaching are more prone to burnout than the teachers with low teaching competency and favourable attitude towards teaching.

34. Teacher educators of D.Ed. colleges with happy and unhappy home climate do not differ significantly in respect of personal accomplishment – a dimension of burnout.
35. Teacher educators of D.Ed. colleges with high and low teaching competency do not differ significantly in respect of personal accomplishment – a dimension of burnout.

36. Teacher educators of D.Ed. colleges with favourable attitude towards teaching are less prone to personal accomplishment – a dimension of burnout than those teacher educators with unfavourable attitude towards teaching.

37. Teacher educators of D.Ed. colleges with happy and unhappy home climate and high and low teaching competency do not differ significantly in respect of personal accomplishment – a dimension of burnout.

38. Teacher educators of D.Ed. colleges with happy and unhappy home climate and favourable and unfavourable attitude towards teaching profession do not differ significantly in respect of personal accomplishment – a dimension of burnout.

39. Teacher educators of D.Ed. colleges with high and low teaching competency and favourable and unfavourable attitude towards teaching profession differ significantly in respect of personal accomplishment – a dimension of burnout.

40. Teacher educators of D.Ed. colleges with happy and unhappy home climate, high and low teaching competency and favourable and unfavourable attitude towards teaching profession differ significantly in respect of personal accomplishment – a dimension of burnout.
41. Teacher educators of D.Ed. colleges with high teaching competency and unfavourable attitude towards teaching are more prone to burnout than the teachers with high teaching competency and favourable attitude towards teaching.

42. Teacher educators of D.Ed. colleges with low teaching competency and favourable attitude towards teaching are more prone to burnout than the teachers with high teaching competency and favourable attitude towards teaching.

43. Teacher educators of D.Ed. colleges with low teaching competency and unfavourable attitude towards teaching are more prone to burnout than the teachers with high teaching competency and favourable attitude towards teaching.

44. Teacher educators of D.Ed. colleges with high teaching competency and unfavourable attitude towards teaching are more prone to burnout than the teachers with low teaching competency and favourable attitude towards teaching.

45. Teacher educators of D.Ed. colleges with high teaching competency and unfavourable attitude towards teaching are more prone to burnout than the teachers with low teaching competency and unfavourable attitude towards teaching.

46. Teacher educators of D.Ed. colleges with happy home climate, high teaching competency and unfavourable attitude towards teaching are more prone to burnout than
the teachers with happy home climate, high teaching competency and favourable attitude towards teaching.

47. Teacher educators of D.Ed. colleges with unhappy home climate, high teaching competency and unfavourable attitude towards teaching are more prone to burnout than the teachers with happy home climate, high teaching competency and favourable attitude towards teaching.

48. Teacher educators of D.Ed. colleges with happy home climate, high teaching competency and unfavourable attitude towards teaching are more prone to burnout than the teachers with happy home climate, low teaching competency and favourable attitude towards teaching.

49. Teacher educators of D.Ed. colleges with happy home climate, high teaching competency and unfavourable attitude towards teaching are more prone to burnout than the teachers with happy home climate, low teaching competency and unfavourable attitude towards teaching.

50. Teacher educators of D.Ed. colleges with happy home climate, high teaching competency and unfavourable attitude towards teaching are more prone to burnout than the teachers with unhappy home climate, high teaching competency and favourable attitude towards teaching.

51. Teacher educators at the D.Ed. level with happy home climate; high teaching competency and unfavourable attitude towards teaching are more prone to burnout than the teachers with unhappy home climate, low teaching competency and favourable attitude towards teaching.
Teacher educators of D.Ed. colleges with happy home climate; high teaching competency and unfavourable attitude towards teaching are more prone to burnout than the teachers with unhappy home climate, low teaching competency and unfavourable attitude towards teaching.

6.9.6. Findings of Path Analysis

1. The direct effect of Home Climate, Teaching Competency and Teacher Attitude has significant negative effect on burnout of subjects.

2. A significant negative indirect effect of Home Climate through competency and Teachers Attitude on burnout of subjects was observed.

3. A significant negative indirect effect of Teaching Competency through Home Climate and significant positive indirect effect of Teaching Competency through Teacher's Attitude on burnout of subjects was observed.

4. A significant positive indirect effect of Teacher Attitude through Home Climate and Teaching Competency on burnout of subjects was observed.

5. Gender has significant indirect negative effect on burnout of subjects through Home Climate, Teaching Competency and Teacher Attitude at normal level of significance.

6. Age has significant indirect positive effect on burnout of subjects through Home Climate, Teaching Competency and Teacher Attitude at normal level of significance.
7. Religion has significant indirect negative effect on burnout of subjects through Home Climate. But not with Teaching Competency and Teacher Attitude at normal level of significance.

8. Community has significant indirect positive effect on burnout of subjects through Home Climate, Teaching Competency and Teacher Attitude at normal level of significance.

9. Marital status has significant indirect negative effect on burnout of subjects through Home Climate, Teaching Competency and Teacher Attitude at normal level of significance.

10. Educational qualification has non-significant indirect positive effect on burnout of subjects through Home Climate, Teaching Competency and Teacher Attitude at normal level of significance.

11. Teaching experience has non-significant indirect negative effect on burnout of subjects through Home Climate, Teaching Competency and Teacher Attitude at normal level of significance.

12. Location has significant indirect positive effect on burnout of subjects through Home Climate, Teaching Competency and Teacher Attitude at normal level of significance.

13. Type of family has significant indirect negative effect on burnout of subjects through Teaching Competency and Teacher Attitude at normal level of significance.
14. Size of the family has significant indirect negative effect on burnout of subjects through Teaching Competency and Teacher Attitude at normal level of significance.

6.10 Conclusions

1. Emotional Exhaustion

The study indicates that Home Climate of the teacher educators of D.Ed. Colleges has significant effect on the Emotional Exhaustion dimension of burnout; while neither their Professional Attitude nor their Teaching Competency seem to have many significant effects. Some of the two-way interaction effects and the three-way interaction effects seem to be not significant, it appears that Professional Attitude or Teaching Competency by itself is not significant in any Home Climate. However, Professional Attitude and Teaching Competency jointly affect in the particular climate prevailing in the home, with regard to proneness to burnout of teacher educators of D.Ed. Colleges.

Thus, the Unhappy Home Climate shows higher proneness to Emotional Exhaustion dimension of burnout than the Happy Home Climate, irrespective of Teaching Competency and Professional Attitude of teacher educators of D.Ed. Colleges. It is clear from the analysis that, Home Climate is the most important factor that causes Emotional Exhaustion among teacher educators of D.Ed. Colleges.
ii. Depersonalization

The study indicates that the Home Climate, Teaching Competency and Professional Attitude of teacher educators of D.Ed. Colleges have significant independent effects on the Depersonalization dimension of burnout.

iii. Personal Accomplishment

The study indicates that the Home Climate, Teaching Competency and Professional Attitude of teacher educators of D.Ed. colleges show significant main effects on the Personal Accomplishment dimension of burnout, with the Teaching Competency having the highest contribution. The three factors interaction seems to contribute almost equal to the main effect of Teaching Competency.

Thus, Teaching Competency seems to be the most important factor affecting the Personal Accomplishment dimension of burnout.

6.11 Educational Implications

i. Home Climate

Work-family role conflict is a common problem in our society. This suggests that difference in family factors may influence stress and the coping process in work. The evidence for the potential conflict between work and family life came from studies of Maslach and Jackson (1979); and Maslach and Jackson (1982). They found that police officers scoring high on a measure of burnout were more likely to be alone when they were at home and more
likely to get angry with their spouses. Therefore, the quality of one's life may influence one’s vulnerability to burnout.

It is revealed from the study that Home Climate of teacher educators as a factor has an independent effect on their proneness to ‘burnout’ on two of the three dimensions, namely, Depersonalization and Personal Accomplishment. Further, it is also found that teacher educators coming from homes of Unhappy Climate are more susceptible to ‘burnout’, on Depersonalization and Personal Accomplishment. This may be attributed to the following reasons.

Unhappy Home Climate is characterized by high degree of apathy on the part of all the members of the family. Members of the family don’t work together for the common happiness. They pull in different directions with respect to the family task. In an Unhappy Home Climate, generally there will be lack of personal warmth, cooperation, communication, mutual respect, broad mindedness, and friendly relationships. This climate in the home is marked by rigidity in role-playing, conflicts and quarrels for petty things. Teacher educators coming from this kind of unpleasant home conditions are more prone to ‘burnout’.

Home Climate is the resulting conditions within the home of social interaction amongst the various members of the family. It includes the exchange of motives, desires, needs, thoughts, expectations, intentions, attitudes and the like amongst the members of the family. Since Unhappy
Home Climate is more prone to 'burnout', the leaders (wife and husband) of the family should make sincere efforts to maintain permissive atmosphere in the family. Members of the family may be sufficiently motivated towards accomplishment of the task and to keep the home 'moving'. Free communication helps the reduction of emotional distance at home among the members of the family which in turn helps the teacher educators to function effectively in both the college and home situations.

**ii. Teaching Competency**

There is increasing urge in enhancing the competency of teachers. In this competitive world since mere academic qualification does not generate and guarantee any job opportunity. Only a competent teacher can get through an interview and win a job in any educational institution. We are in a Global village, where the media dominates everything. The students are aware of this multimedia domination. There is explosion of knowledge. Unless a teacher is well versed and up-to-date the student community will not have high regard for him/her. The UGC task Force (1988) insists on the need for competency. It cannot be achieved over night but has to be built up gradually. Individuals' interest and the involvement are necessary to build this competency. Institutions also must see to the need for improving the competency of teachers. They must organize or allow the teachers to do in-service programmes, undertake research projects, undergo advanced training, etc., which will surely enhance the teaching competency of teacher educators of D.Ed. Colleges. The teacher educators of D.Ed. Colleges should devote
themselves sincerely to teaching by way of improving their competency to great extent, so that money and effort invested on education would yield fruitful results.

***iii. Attitude towards Profession***

Job satisfaction is the result of various attitudes possessed by an employee towards his job (Blum, 1949). These attitudes are related to wage, job security, job environment, nature of work, and opportunities for promotion. A favourable attitude makes the work easier, satisfying and professionally rewarding. An unfavourable attitude makes the work harder, more tedious and unpleasant. Hence it is felt that unfavourable attitude towards one's profession may lead to burnout.

6.12 Suggestions for Further Research

While conducting the present study, a need for a few specific research studies relating to the field was felt. The suggestions for such studies are enumerated below under two categories: one, studies that arise out of the limitations of the present investigation; and the other, studies that are related to the field.

**i. Studies Arising out of the Limitation of the Present Investigation**

1. Studies could be undertaken to develop valid and reliable tool for assessing ‘burnout’ in the Indian context.

2. Development of projective techniques for the assessment of ‘burnout’ of teacher educators may be taken up.
3. Studies may be conducted to investigate the relationship between 'burnout' and Cattell's 16 Personality Factors.

4. Studies may be taken up to investigate the relative contribution of the variables – Home Climate, Teaching Competency, Teacher Attitude to 'burnout'.

5. Interaction studies could be undertaken involving different organizational climates (Sharma’s SOCDC) and different Personality traits, (Cattell’s 16 PF) in relation to 'burnout'.

6. Studies may be conducted to cross validate the findings of the present study.

ii. Studies Related to the Problem

1. A critical study of classroom performance of teacher educators with varying degrees of experienced 'burnout' may be undertaken.

2. Studies could be undertaken to measure, factor-wise (Home Climate, Teaching Competency, and Teacher Attitude) proneness to burnout among teacher educators, when they are classified according to age, sex, locality, teaching experience, etc.

3. Study may be undertaken to investigate the relationship between the factors – attitude towards profession, locus of control, job satisfaction and 'burnout'.

4. Similar study may be undertaken to investigate the 'burnout' among Lecturers, Readers and Professors working in the university Post-graduate Departments.

5. Comparative study could be undertaken to find out the extent of 'burnout' among teachers working in Residential
Schools, Navodaya Schools, Sainik Schools, Central Schools and Private Schools.

6. Studies may be conducted to assess 'burnout' among heads of institutions and administrative authorities at different levels of education.

7. Studies may be undertaken to investigate 'burnout' among teachers working in Engineering Colleges, Medical Colleges, Agricultural Colleges, Home Science Colleges and other Academic Colleges.

8. Studies could be undertaken to compare 'burnout' among teachers working in professional and Academic College.

9. Studies may be undertaken to evolve strategies to prevent teacher burnout.

10. Longitudinal studies based on age-wise, qualification-wise and service-wise analysis of 'burnout' could be undertaken among teachers and teacher educators.