

**A Study of Role Stress, Burnout and Coping
Style of Teacher Educators**

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The Maharaja Sayajirao University of Baroda
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**DOCTOR OF PHILOSOPHY
IN
EDUCATION**

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Certificate

This is certified that the work contained in this thesis entitled '*A Study of Role Stress, Burnout and Coping Style of Teacher Educators*', submitted by Ms. Vibha Tripathi to The Maharaja Sayajirao University of Baroda, Vadodara, India for the degree of **Doctor of Philosophy (Ph.D.)** in Education is a record of bonafide research work carried out by her under my supervision and guidance. The results embodied in the same have not been submitted elsewhere for the award of any degree or diploma. It is further stated that the doctoral research was carried out fulfilling the requisite attendance criteria as per O.Ph.D.:3 (i) of The Maharaja Sayajirao University of Baroda, Vadodara.

This Research incorporates independent investigation carried out by her and is first hand and original.

I find it fit for submission and evaluation.

January 2013

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CHAPTER 1
INTRODUCTION

1.0.0 INTRODUCTION:

Stress in twenty first century is not something new, not anything unknown. Stress has been experienced since time immemorial but its toll is higher than ever before. Among the hardest parts of living in modern world is stress. With the worries about work, the environment, the economy, natural disasters, terrorism and general state of the world, it seems that there is no end to the number of things to worry about. Though we cannot control many of these things, they still weigh on our minds and cause us stress. However, despite these concerns, we should try to avoid stress.

There is a talk of trauma at the workplace. We are all aware of scores of stress busting strategies yet their application does little to mitigate stress. Today we know much more about the stress than ever before. Internet search related 25, 68,931 documents under stress on a single site (www.alltheweb.com) yet we seem to be making little headway in solving our stress related problems. When we analyze visits to doctors, 75.90% are for stress related problems (Pareek1999). Claims for stress are twice as high as those paid for non stress physical injury at the work place, incurring an annual cost of about \$200 billion (Agrawal 2001). A New Delhi based NGO Vikas School of Development reported that in 1996 a total of 4,100 persons contacted its helpline for people on the verge of committing suicide (Agrawal 2001). This figure definitely requires some serious thinking. Stress in India can take many forms- for example, stress among the youth, adults, unemployment stress, Job stress , marital stress, health stress etc.

What does 21st century portend for Indian youth? It is becoming increasingly clear that youth of India face tremendous pressures regarding career, parental expectations and personal identity crisis. So much so that in recent years, numerous voluntary organizations have come forward to help youth cope with stresses in life. The modern world, which is said to be a work of achievements, is also a world of stress. One finds stress everywhere, whether it be within the family, business organization/enterprise or any other social or economic activity. Right from the time

of birth till the last breath drawn, an individual is invariably exposed to various stressful situations. Indian society is undergoing rapid social changes, such as breakup of the joint family system and caste system, urbanization and rapid industrialization. These social changes have brought in their wake a number of stresses for the community at large. Thus it is not surprising that stress has been rising with the advancement of the present century which has been called the “Age of anxiety and stress”.

Stress is a subject which is hard to avoid. The term is discussed not only in our everyday conversation but has become enough of a public issue to attract widespread media attention, whether it is radio, TV, newspapers, or magazines, issue of stress figures, everywhere. Different people have different views about it as stress can be experienced from a variety of sources. With increasing concern about quality of life, concern in stress has also increased. One has to give attention to role stress and extreme negative effect of stress- the burnout phenomenon. Various researches have shown that burnout is experienced most in professions dealing with human services and teaching being one of that is facing these problems (Joshi1999).

Teacher Educators have to be responsive to the challenges faced by educational system Education is essentially a context-sensitive activity. It has to respond to various changes in its social, political, economic as well as cultural contexts. Developments in science and technology during the last two decades have transformed human life and the world. New technologies related to storage and communications of information have impacted the instructional process, given rise to e-learning. Teacher educators that do not review and rethink their content mastery and processes soon lose their effectiveness. These concerns give rise to educational challenges i.e. challenges from within the educational system.

The various experts committees etc. which are appointed from time to time to formulate the plan of educational reconstruction in India have recognized the crucial place of teacher and his role. NPE (1986) recognized the importance of teachers in the educational program and stated that “The status of a teacher has a direct bearing on the quality of education”. Major components of any system of education are teachers, curriculum, methods of teaching, evaluation etc. But the teacher, who is the major human factor affecting the end products can be the dynamic factor in

achieving the goals of education. So teacher educators essentially need to be addressed to meet the challenges of the teacher education.

Children perform poorly at the school, prices of the essential commodities increase disproportionately to income etc. We feel frustrated and then stressed. There being no escape from stress in modern life, we need to find ways of using stress productively, and reducing dysfunctional areas.

The soldier who sustains wounds in battle, the mother who worries about her soldier son, the gambler who watches the races, they are all under stress. The beggar who suffers from hunger and glutton who overeats little shopkeeper with his constant fears of bankruptcy and rich merchant struggling for yet another million, they are also in stress. House wife who tries to keep her children out of trouble, child who scalds himself and especially particular cells of the skin over which he spilled boiling coffee they too are under stress. What is this one mysterious condition that the most different kinds of people have in common with individual cells, at times when much of anything happens to them?

1.1.0 MEANING OF STRESS:

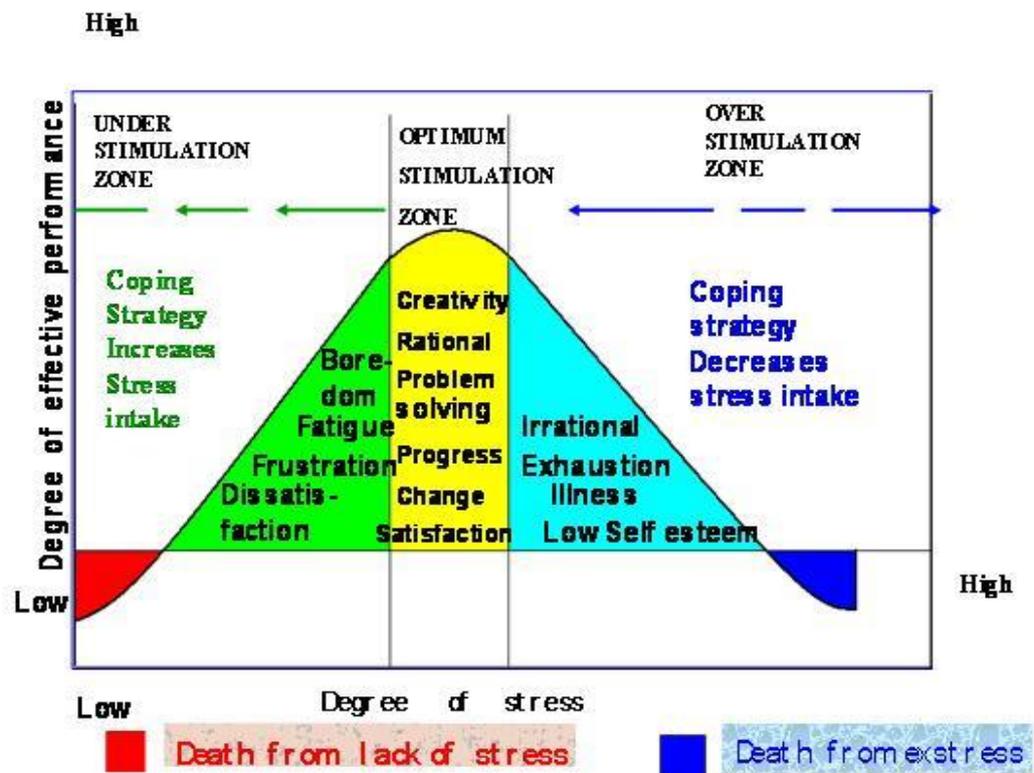
The concept of stress was first introduced in the life sciences by Hans Selye in 1936. It is the concept borrowed from the natural sciences derived from the Latin word stringer. The conceptualization of stress by Selye is basically a physiological one, in which the stress response is seen as a necessary adjunct to the organism's fight for survival. It implies strain, which can be caused by prolonged exposure to the stressor. Coronary heart disease, psychosomatic symptoms and premature aging may be some of the repercussions.

1.2.0 TYPE OF STRESS:

Stress can be short term (acute) or longer term (chronic). Acute stress is the reaction to an immediate threat commonly known as the fight/flight response. The threat can be real or imaginary. Common acute stressor includes noise, crowding, isolation, hunger, danger, and imaginary threat.

Chronic stress is caused by some ongoing stressful situations that are not short lived. Common chronic stressors include continuous job strain, long term strained, relationship with one or more family, persistent financial problems and loneliness etc.

Degree of stress and performance can be well understood by following figure 1.2.0



Degree of stress 1.2.0

Stress ranges from low to high along horizontal axis, while performance ranges from low to high on the vertical axis. The association between stress and performance results in three zones of faculty performance: under, optimum and over (Walter 1993). The first zone exemplifies what happens when faculty are under challenged or under stimulated and productivity is low. The faculties who have been going too hard for too long feel burnout. Stress in itself and in proper amount is not bad. It can be compared to your body temperature you must have it to exist but it must remain at the proper level. Increase your stress intake when you are under stimulated and decrease stress intake when you are over stimulated

Researchers are not always sure what makes certain occupations such as labour, secretary, or professor, stressful. Researchers have generally concluded that jobs are particularly tense when employees do not have clear objectives, have little control over decisions affecting them, have too much or too little to do or are responsible for

other people's professional development and careers. Faculty suffered from the stressors of having unclear reward and recognition, feeling constrained by time trying to influence decisions affecting them, dealing with their own professional identity and working with students (Pareek 1994).

Another conclusion about occupational stress come from NASA. Study reveals that people responsible for managing others have higher stress (measured by higher B.P. nervous). Keeping this broad generalization in mind as we look at what research has identified as stressful dispositions, answer lies in interaction between individual and occupation. No one can do two or more mental things simultaneously and do them well, as it is rightly said that never chase two rabbits at once. Stress is the general term applied to pressures people feel in life.

The presence of stress at work is almost inevitable in many jobs. The institutions and the people who run them are under constant pressure to increase the output while keeping costs in check. To do things fast and better but with fewer people is the goal of many institutions today. An unfortunate effect of this trend is to put too much pressure on teachers and develop emotional and physical problem. No one is immune to stress for it can affect teachers at all levels of the institution. In the modern day-to-day life stress is unavoidable. The sources of such stress may be due to the nature of the individual, the group, the institution in which the individual is working and factors outside the institution.

Stress is derived from the Latin word *stringere*, meaning to draw tight, hardships or affliction. Stress has been defined in many ways, but most of the definitions say the stress caused by the stimulus, that the stimulus can be either physical or psychological and that an individual responds to the stimulus in some way. Stress is a subset of emotion (Lazarus, 1993). Stress is caused by a multitude of demands (stressors) such as an adequate fit between what we are capable of, and what our environment offers and what it demands of us (Lazarus 1996) internal pressure.

Selye (1956) who invented the term and whose work has helped entire scientific community to understand and deal with the stress syndrome gave scientific definition of stress. Kahn et.al (1964) regarded stress as environmental characteristics affecting people adversely. Stress is an external force operating on a system, be it an

organisation or a person. Strain is change in state on internal system which results from this external stress and strain; they are not synonymous (Hartmon 1982). Macgrath (1986) prefers to define stress in terms of set of conditions as having stress. Stress involves an interaction of person and environment. Something happens which presents a person with a demand, a constraints or an opportunity for behaviour.

Fiedler, (1986) views stress as a psychological response- state of negative effect characterised by a persistently high level of experienced anxiety or tension. He further views stress as a condition of organic damage resulting from stress. He believes that the confusion in definitions exists because the same term is used differently by scholars of different disciplines. One way of unravelling this confusion is to indentify.

Stress is produced by several happening in life. In general every transition or change produces stress. People in newer state experience a higher stress of transition. Young people between 20 and 30 years of age have found to report twice as much stress when compared to older people. Stress disorders have been found more frequently amongst urban population than rural and are greater in higher educational categories.

1.3.0 SYMPTOMS OF STRESS:

When pressure begins to build up it can cause adverse strain on person's emotions, thought processes and physical condition. When stress becomes excessive, teachers develop various symptoms of stress that can harm their job performance and health and even threaten their ability to cope with the environment.

Burn out can be experienced with physical, intellectual, social psycho-emotional and spiritual adaptations. Teachers experiencing feelings of burnout show a number of symptoms in their personal and professional life. Physical signs range from fatigue, exhausting, insomnia, headaches, backaches, ulcers to hypertensions. If the syndrome persists and is uncontrolled it may lead to psychosomatic illness, abuses like alcohol and drugs, seeking counselling help for a feeling of personal failure and guilt and increased marital and family conflicts.

Personal symptoms include cynics, negativism rigid thinking, increased absenteeism, illness frequency, boredom, fatigue, closed and irrational thinking, loss of idealism, decline in commitment, alienation and minimal compliance, helplessness and reduced

social contacts, becoming a loner, withdrawn, showing signs of hypersensitivity and showing paranoia about colleagues and administrators.

Professional symptoms include growing doubts about professional career, dissatisfaction with level of performance and feeling inadequate and overwhelmed by task, reluctance to go to work and merging self and life with professional and withdrawing from activities previously rewarding. There is under valuing or over valuing of professional prerogative and capabilities.

Burned out teachers may plan classes less after or less carefully, assign problems instead of teaching the concepts, may show disinterest, decline in punctuality, ignoring the routine work, apathetic attitude, indifference to students and colleagues, may have a lowered tolerance and who an aggressive and violent temperament. They may frequently feel emotionally drained and physically exhausted and may plan to quit their profession and seek alternative employment.

1.4.0 INSTITUTION AND ITS FUNCTIONING:

One of the most important issues facing the applied behavioural sciences is that of human, productivity and quality and quantity of work. Productivity concerns both effectiveness i.e. attainment of goals and efficiency i.e. resource costs, including those human resources costs affecting the quality of life. According to Peter Drucker effectiveness is the foundation of success- efficiency is a minimum condition for survival after success has been achieved.

In discussing effectiveness it is important once again to distinguish between management and leadership. Leadership is a broader concept than management. Management is thought of as a special kind of leadership in which the accomplishment of organisational goals is paramount. Leadership is simply to influence, for whatever reason. Influence and leadership may be used interchangeably. It should be noted that not all of our behaviour is directed towards accomplishing institutional goals. In fact many a times when we are trying to influence someone else we are not even part of an institution. Within the institutional setting, managers may attempt to emerge in leadership rather than management.

Since they try to accomplish personal goals and not institutional ones. For instances a supervisor of an institution may have a strong personal goal to become a principal. In

attempting to achieve this goal he may not be concerned with original goals at all, but only with undermining the plans of the principal and others senior teachers who may be contenders for the job. The supervisors may accomplish this personal goal and in a sense be a successful leader.

However this person cannot be considered as effective leader because these actions were probably disruptive to the effective functioning of the school. The following job enrichment principles are to be considered for making your institution effective:

- Remove some control while retaining accountability
- Increase the accountability of staff towards their work.
- Grant additional authority to staff member for his work, i.e. job freedom.
- Discuss things with departmental heads and senior staff members.
- Make periodic reports directly available to staff himself than to supervisor.
- Introduce new and more difficult tasks, not handled previously.
- Assign specific tasks to staff enabling them to become experts.

1.5.0 NATURE OF STRESS IN TEACHING:

There are three major approaches to understand the nature of stress in teaching.

The **first** approach looks at the pressure exerted on teachers of the institution. A parallel is drawn with Hooke's law of electricity the main elements of which are that of stress- the load or demand which is placed on metal or that of strain. The law states that if the strain produced by a given stress falls within the elastic limit of the material, when the stress is removed the material will simply return to its original condition. If however, the strain passes beyond the elastic limit, then some permanent damage will result. This model suggests that people, too, have their limits. Up to the point, stress can be tolerated, but when it becomes intolerable, damage may result, either psychological or physiological, or both.

From this perspective, stress is a set of causes, not a set of symptoms. This is still a widely held view and is the basis of the argument that only certain groups of teachers, e.g. probationers need programmes of guidance and support. There are wide individual differences among teachers in their reactions to their first year of service, reorganisation, redeployment or other pressures.

Second approach to understand stress is concerned with teachers, reactions to these pressures which consist of emotional and bodily manifestations such as headache, muscular tension and stomach ailments. From this perspective stress is defined as unpleasant emotional state (e.g. tension, frustration, anxiety, emotional exhaustion).

The **third** approach to explaining stress is concerned with both pressures and reactions and also the coping resources which teachers use as they attempt to cope with their difficulties. Stress from this perspective means a significant excess of pressures over coping resources. This integrationist approach emphasises the importance of identifying the demands which teachers perceive and experience as stressful and the behaviour they use to tackle these demands. Coping behaviour has been defined by Mancini (1982) as the application of a person's acquired skills, techniques and knowledge' and he has argued that in attempting to understand stress more attention should be given to problem solving and coping behaviour.

1.6.0 ROLE STRESS:

In any social system, such as the family club, religious community, work organisation etc. Individuals have certain obligations towards the system, which in turn gives each one of them a defined place in the society. For example when one joins a college as a lecturer, one is admitted as a member (that is an office or a position). One's position as a member is defined in terms of the hierarchical placement and privileges (the power one enjoys). One also agrees to abide by certain rules, carry out certain activities and teaching when required, volunteer for certain work etc. The other members of college expect all this from individual, and one also expects to do needful. All these expectations, together with one's response to them comprise role.

Briefly an individual occupies a hierarchical position in a system, along with ensuring powers, privileges and performs certain functions in response to his and members' expectations. In this case the former is the office or position and later is the role.

Role is the position one occupies in a social system and is defined by the functions one performs in response to the expectations of the significant members of a social system, and one's own expectations from that position or office.

Role and position (office) are separate concepts, though two sides of the same coin. According to Katz and Khan "office is essentially a relational concept, defining each

position in terms of its relationships to others and to the system as a whole.” While office is relational and power related concept, role is an obligational concept.

The concept of role is vital for the integration of the individual with an institution. Institution has its own structure and goals. Similarly, the individual has his personality and needs (motivation). All these aspects interact with each other and to some extent get integrated into a role. Role is also a central concept in work motivation as it is only through this that the individual and organisation interact with each other.

Each individual occupies and plays several roles. A person can be a daughter, a mother, a sales person and so on. All these roles constitute role space of that person. At the centre of the role space is the self. As the concept of role is central to that of an organization, so also the concept of self is central to the several roles of a person.

An institution can be defined as a system of roles. However, role itself is a system. From the individual’s point of view, there are two role systems: the system of various roles that the individual carries and performs, and the system of various roles of which his role is a part. The first, we will call role space and the second, a role set.

Each individual occupies and plays several roles. A person can be a daughter, a mother, a salesperson, a member of a club, a member of a voluntary organisation, and so on. All these roles constitute the role space of that person. At the centre of the role space is the self. As the concept of role is central to that of an organisation, so also the concept of self is central to the several roles of a person. The term self refers to the interpretations person makes about the referent me. It is a cognitive structure that evolves from past experience with other persons and objects. Self can be defined as experience of an identity arising from a person’s interaction with external reality- things, persons and systems.

A person performs various roles that are centred around the self and are at varying distances from the self. These relationships the role space, which then is a dynamic interrelationship between the self and the various roles and individual occupies.

Similarly, role set is a pattern of interrelationships between one role (called the focal role) among many others. In a role set map, the focal role is in the centre. The concept

of role widens the meaning of work and the relationship of the worker with other significant persons in the system.

The concept of job is more prescriptive in nature, while role includes more discretionary part of work. A job assumes the relationship of the worker with his supervisor, whereas the role emphasises his relationship with all those who have expectations from him (as he has from them). Recently, much emphasis has been given to the development of roles and making them more effective in an institution.

To sum up, the concept of role goes beyond the individual job holder, and indicates a need to involve other significant persons in defining role requirements. The focus on roles can be useful in planning organisational effectiveness. Herzberg (1968) drew attention to the need for humanising jobs and giving more dignity to them. The work redesigning movement highlighted the need for involving job holders in work-related decisions and giving them more autonomy in work-related matters.

1.7.0 HOW ONE TAKES UP ROLES:

The concept of role is vital for the integration of the individual with the institution. Individual (staff) and institution come together through roles. Every institution has its own philosophy, structure, functioning and goals. Similarly each individual has his own personality and needs. It is through a role that the individual and the institution interact with each other. When a person becomes a member of a social system he/she receives certain expectations from other members and he or she responds to these at the same time projecting his/her own expectations from roles.

A person performs various roles which are connected around the self. These are at varying distances from the self. The distance between a role and the self indicates the extent to which the role is integrated with the self. When we do not enjoy a particular role or do not get involved in it, there is a distance between the self and the role.

The individual role in the institutions is defined by the expectations of other significant roles and those of the individual himself. It is not that a particular role by itself is helping or hindering to group performance, but that a high performing group member play a role that in a given situation contributes to maximising the productivity of the group. The particular or style of working of principal is not

intrinsically good or bad. The point is whether or not it is appropriate to the given situation and maximises the productivity. If one has to be effective in a group, all that one needs is to be able to adapt our goals to the needs of the individuals.

We have to get rid of an idea that there is certain behaviour that is always good and certain behaviour that is always bad. There are behaviours that tend to be functional; in some situations and dysfunctional in others in an organisation.

1.8.0 ORGANISATIONAL ROLE STRESS:

Modern life is full of stress. As organisations become more complex, the potential for stress increases. Urbanisation, industrialisation and increase in scale of operations are some of the reasons for rising stress. Stress is an inevitable consequence of socioeconomic complexity and, to some extent, its stimulant as well. People experience stress as they can no longer have complete control over what happens in their lives. The telephone goes out of order, power is shut down, water supply is disrupted, an expected promotion disproportionate to income, etc. we feel frustrated and then stressed.

There being no escape from stress in modern life, we need to find ways of using stress productively, and reducing dysfunctional areas. Several terms that are synonymous with stress, or similar in meaning, have been used.

In order to avoid confusion we will use the following terms: stressor for stimuli that induce stress; stress for the effective (emotional) part in the experience of incongruence; symptoms for the physiological, behavioural and conceptual responses or changes: and coping for any behaviour that deals with emotional component in the experience of incongruence, i.e. stress). The term stress will be used here to refer to such terms and concepts as strain, pressure, etc.

1.9.0 ROLE SPACE CONFLICTS:

Role space (the dynamic relationship amongst the various roles an individual occupies and his self) has three main variables: self, the role under question, and the other roles he occupies. Any conflicts amongst these are referred to as role space conflicts or stress. These conflicts may take the forms mentioned below.

1.9.1 SELF-ROLE DISTANCE: This stress arises out of the conflict between the self-concept and the expectations from the role, as perceived by the role occupant. If a person occupies a role which he may subsequently find as conflicting with the self concept, he feels stressed. For example, an introvert who is fond of studying and writing may develop a self-role distance if he accepts the role a salesman in an organization, and comes to realize that the expectations from the role would include his meeting people and being social. Such conflicts are fairly common, although they may not be so severe.

1.9.2 ROLE STAGNATION: As the individual grows older, he also grows in the role that he occupies in an organization. With the advancement of the individual the role changes, and with this change in role, the need for taking up a new role becomes crucial. This problem of role growth becomes acute especially when an individual who has occupied a role for a long time enters another role in which he may feel less secure. However, the new role demands that an individual outgrow the previous one and take charge of the new role effectively. This is bound to produce some stress. In organizations which are fast expanding, and which do not have any systematic strategy of manpower development, managers are likely to experience this stress of role stagnation when they are promoted.

1.9.3 INTER-ROLE DISTANCE: Where an individual occupies more than one role there is bound to be conflicts between the different roles that he occupies. For example, a lady executive often faces the conflict between her organizational role as an executive and her familial role as a wife and a mother. The demands of her husband and children for sharing her time may be incompatible with the organizational demands. Such inter-role conflicts are quite frequent in a modern society, where an individual is increasingly occupying multiple roles in various organizations and groups.

1.10.0: ROLE SET CONFLICTS:

The other field which is important vis-à-vis an individual's role, is the role set which consists of important persons who have varying expectations from the role that he occupies. The conflicts which arise as a result of incompatibility

amongst these expectations by the ‘significant’ others (and by the individual himself) are referred to as role set conflicts. These conflicts take the forms mentioned below.

1.10.1 ROLE AMBIGUITY: When the individual is not clear about the various expectations that people have from his role, the conflict that he faces is called role ambiguity. Role ambiguity may be due to lack of information available to the role occupant, or due to lack of understanding of the ‘clues’ available to him. Role ambiguity may be in relation to the activities, responsibilities, priorities, norms, or general expectations. Generally role ambiguity may be experienced by persons occupying roles which are newly created in the organization, roles in organizations which are undergoing change, or process roles (with less clear and concrete activities).

1.10.2 ROLE EXPECTATION CONFLICT: When there are conflicting expectations or demands by different role senders (persons having expectations from the role), role occupant may experience this stress. There may be conflicting expectations from the boss, subordinates, peers or clients.

1.10.3 ROLE OVERLOAD: When the role occupant feels that there are too many expectations from the ‘significant’ others in his role set, he experiences role overload. Role overload has been measured by asking questions about people’s feelings on whether they could possibly finish work given to them during a modified work day and whether they felt that the amount of work they do might interfere with how well it was done. Most of the executive role occupants experience role overload. Role overload is more likely to occur where role occupants lack power, where there are large variations in the expected output, and when delegation or assistance cannot procure more time.

1.10.4 ROLE EROSION: A role occupant may feel that the functions which he would like to perform are being performed by some other role. The stress felt may be called role erosion. Role erosion is the subjective feeling of an individual that some important role expectations he has from the role are shared by other roles within the role set. Role erosion is likely to be experienced in an organization which is redefining its role and creating new

roles. Studies indicate that in several organizations which were redefining their structure, the stress of role erosion was abolished and in its place two roles were created to cater to the executive and planning needs. This led to great erosion, and a feeling that the new roles were less important as compared to the previous role.

1.10.5 RESOURCE INADEQUACY: Resource inadequacy stress is experienced when the resources required by the role occupant for performing the role effectively are not available; these may be information, people, material, finance, or facilities.

1.10.6 PERSONAL INADEQUACY: When a role occupant feels that he is not prepared to undertake the role effectively, he may experience this stress. Role occupant may feel that he does not have enough knowledge, skills or training, or he/she not had time to prepare for the assigned role. Persons who are assigned new roles without enough preparation or orientation are likely to experience this type of stress.

1.10.7 ROLE ISOLATION: In a role set, the role occupant may feel that certain roles are psychologically closer to him, while others are at a much greater distance. The main criterion of distance is the frequency and ease of interaction. When linkages are strong, the role isolation will be low and in the absence of strong linkages, the role isolation will be high. Role isolation can therefore be terms of the existing and the desired linkages. The gap between the desired and the existing linkages will indicate the amount of role isolation.

To sum up, in relation to organizational roles, the following, ten stresses are worth considering:

1. Self-Role distance (SRD)
2. Inter-Role Distance (IRD)
3. Role Stagnation (RS)
4. Role Isolation (RI)
5. Role Ambiguity (RA)
6. Role Expectation Conflict (REC)
7. Role Overload (RO)

8. Role Erosion (RE)
9. Resource Inadequacy (RIn)
10. Personal Inadequacy (PIn)

Organizational Role Stress Scale (ORS Scale) can be used to measure these role stresses. ORS Scale contains five items for each role stress (a total of 50 statements) it uses a 5-point scale (from 0 to 4). Thus the total scores on each role stress range from 0 to 20. To get the total scores for each role stress, the ratings given should be totalled horizontally (for five items) and entered on the space given for this purpose.

The ORS Scale has high reliability and validity, and detailed norms have been worked out for different types of organization. This instrument can give data about the amount of different role stresses experienced by a respondent. Role stress is reportedly related to mental ill-health, although the relationship is not simple one. The negative effect of stress is 'burnout' which is a result of unmediated stress i.e. not being able to cope with stress, having no outlet for it, no support system or compensation. The concept of burnout has been explained in the following paragraph.

1.11.0 BURNOUT:

Over the last decades few psychological concepts have developed in as much controversy as the concept of burnout. In recent years increasing attention has been paid to the phenomenon of burnout.

Burn out as a concept was born in mid 1970s in USA and within a small period of time it become almost a catchword which conveyed a variety of social and personal of American workers. However the phenomenon of burnout was not confined to only American workers. The fact is that it is a condition prevalent among persons working in helping professions e.g. persons in such occupations as nursing, social work, teaching, psychology, psychiatry, medicine, law, technology, etc all over the world.

It appears to be a response to interpersonal stressors on the job in which an overload of contact with people results in changes in attitudes and behaviours towards them. It is defined as a syndrome of emotional exhaustion, depersonalisation and reduced sense of personal accomplishment, which can occur among individuals who work with people in some capacity (Maslach Jackson 1984)

When a pressure is exerted on a source of energy for its mobilisation as in the case of burning of light there is the fear of the energy getting exhausted and this may result in burnout. It occurs if the energy is limited, or there is much strain on the source of energy. Similar processes operate in organisations. Executive burnout can be defined as end result of stress experienced but not properly coped by executive, resulting in symptoms of exhaustion, irritation, ineffectiveness, inaction and problems of health.

On the other hand stress experienced and properly coped can lead to opposite effects namely feeling of challenge, high job satisfaction, creativity, effectiveness, and better adjustment to work life improved efficiency, career growth and the feeling of job. This can be called the glow up of the executive. It may be useful to look at the processes and factors that contribute to the glow up or burnout of the executives.

Stress is like electricity. It can make a bulb light up and provide brilliant illumination. However, if the voltage is higher than what the bulb takes, it can burn out the bulb. The phenomenon of burnout is the harmful effect of stress resulting in a loss of effectiveness. Burnout can be defined as the end result of stress experienced, but not properly coped with resulting in exhaustion, irritation, ineffectiveness, inaction, discounting of self and others and problem of health. The opposite phenomenon of grow up occurs when stress is properly channelized, resulting in a feeling of challenge, job satisfaction, creativity, effectiveness and a better adjustment to work

Bishop (1982) indicated that burnout is not synonymous with the term stress. He pointed out that instead, burnout is a condition which is a side effect of stress, as well as other internal and external personal conflicts.

Paine (1982) has observed burnout stress syndrome, the consequences of a high level of job stress, personal frustration and adequate coping skills have major personal, organisational and social costs and these costs are probably increasing.

Four types of consequences can arise from it.

Depletion of energy reserves,

Lowered resistance to illness

Increased dissatisfaction and pessimism and

Increased absenteeism and efficiency at work

1.12.0 STRESS AND HUMAN SERVICE PROFESSION:

Over the last few decades the psychological construct “stress” has become an inevitable fact of life and is seen associated with almost all occupations, particularly human service professions. With dramatic changes taking place in this dynamic and technological world, life stress has become an immediate focal point of interest.

Stress can be defined as a psychological/physiological response to a threatening or overly demanding situation. Stress is not only a necessary part of organizational life, but it is also essential for the effectiveness of any person, for sometimes some of the best performances are shown by a person under stress. Stress is a reality of teaching which can be beneficial or harmful depending on how a person responds. Stress is therefore not necessarily negative, for if it is able properly coped it can lead to a feeling of challenge, high job satisfaction, creativity, improved efficiency, career growth, better adjustment to work and life, etc.

The term burnout is not synonymous with the stress but it is the end result of stress experienced but not properly coped up. Excessive, prolonged and uncoped stress can have serious effects on the normal physiological as well as psychological functions of the body and if adequate coping mechanisms are not instituted this extreme state can lead to a more serious state of burnout.

1.13.0 STAGES OF BURNOUT:

Burnout does not happen suddenly but occurs as gradual deterioration. It has different stages that occur in Burnout progression, these stages vary for each individual.

1.13.1 STAGE I: LOSS OF ENTHUSIASM

Most teachers enter the profession with good intentions and a sincere desire to be committed to their profession and bring a positive change in the students. Energy levels are high, sense of motivation, a desire to be needed and have an inner hope that through their interventions, they can prove to be worthy role model for the students. Many of the teachers seek an overwhelming component of their self identity from their work and when their expectations fail to get fulfilled, their enthusiasm slowly falters.

1.13.2 STAGE II: CONFUSION

Teacher begins to feel that something is not quite right with either themselves or the work environment. There is a feeling of anxiety as they are unable to identify what went wrong. Low level health complaints start to appear. These include headaches, tension, sleeplessness, lack of energy, ulcers etc.

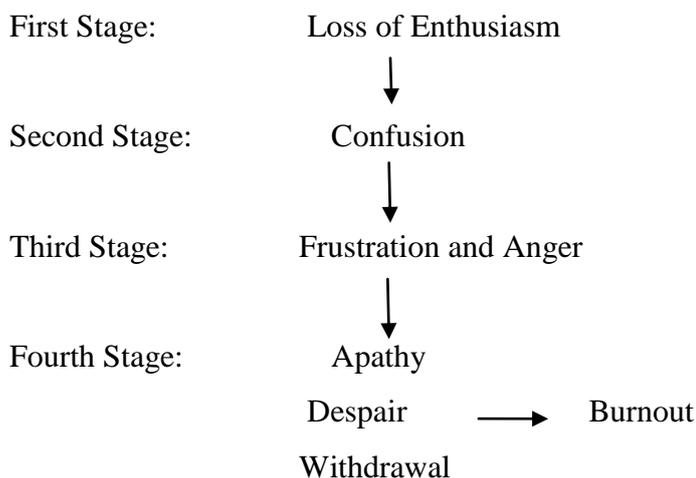
1.13.3 STAGE III: FRUSTRATION

In this stage, confusion turns into frustration and anger. Individual begins to feel somehow that he/she is helpless and may show his frustration through hostility and anger. Actions become influenced by anger. There is feeling of deception and negative ness. Physical symptoms become more distinct. Tension related illness such as backaches on migraine headaches occur.

1.13.4 STAGE IV: DESPAIR

At this stage the individuals fails to find any meaning in life. The role loses its meaning and consequences. At this juncture, burnout is at its extreme and individual feels powerless, cynical and becomes apathetic and withdrawn.

1.13.5 DIAGRAMMATIC REPRESENTATION OF STAGES OF BURNOUT:



1.14.0 SYMPTOMS OF TEACHER BURNOUT:

Burn out can be experienced with physical, intellectual, social psycho-emotional and spiritual adaptations. Teachers experiencing feelings of burnout show a number of symptoms in their personal and professional life.

Physical signs range from fatigue, exhausting, insomnia, headaches, backaches, ulcers to hypertensions. If the syndrome persists and is uncontrolled it may lead to psychosomatic illness, abuses like alcohol and drugs, seeking counselling help for a feeling of personal failure and guilt and increased marital and family conflicts.

Personal symptoms include cynics, negativism rigid thinking, increased absenteeism, illness frequency, boredom, fatigue, closed and irrational thinking, loss of idealism, decline in commitment, alienation and minimal compliance, helplessness and reduced social contacts, becoming a loner, withdrawn, showing signs of hypersensitivity and showing paranoia about colleagues and administrators.

Professional symptoms include growing doubts about professional career, dissatisfaction with level of performance and feeling inadequate and overwhelmed by task, reluctance to go to work and merging self and life with professional and withdrawing from activities previously rewarding. There is under valuing or over valuing of professional prerogative and capabilities.

Burned out teachers may plan classes less after or less carefully, assign problems instead of teaching the concepts, may show disinterest, decline in punctuality, ignoring the routine work, apathetic attitude, indifference to students and colleagues, may have a lowered tolerance and who an aggressive and violent temperament. They may frequently feel emotionally drained and physically exhausted and may plan to quit their profession and seek alternative employment.

1.15.0 PREVALENCE OF TEACHER BURNOUT

It is difficult to estimate the percentage of the teaching population that is burned out or is at the risk of being burned out. The figure is likely to vary in relation to variables like organizational climate age sex, marital status qualification, experience, personality of teacher etc. The teaching profession is concerned with certain stress related conditions peculiar to it and the severity of these conditions is considered to be more so in secondary school stage: Since burnout is an end product of stress, one might imagine that the burnout rate is fairly high among teachers, and particularly so in case of secondary or higher secondary teachers. Few reasons being that at the secondary and higher education levels, the teacher has to deal with adolescents and youth who are brimming with energy, resourceful and challenging.

Teacher has to act as a role model and meet the ever increasing challenges successfully. This invariably subjects the teacher to at times stressful conditions with which they have to successfully cope and if this stress is uncoupled, in the long run it may lead to burnout.

However this requires some extrapolation, since not all who are stressed ultimately burnout. Yet with the alarming increase in the stress levels in all human service professions including teaching profession, it becomes necessary to conduct a systematic study to find out the magnitudes of stress and burnouts.

1.16.0 STRATEGIES TO REDUCE BURNOUT:

A final set of variables that are important in understanding the burnout are coping strategies that reduce stress and its consequences. Again it is important to ask what is being studied as in the case of burnout, definitional problems abound. But researcher believes a more crucial problem is that much discussion of coping burnout centres on the individual coping when other levels of coping, namely strategies undertaken by groups of workers and by agencies may be more effective.

Research on coping has a long history but surprisingly little of it assesses the effect of coping on outcomes outside the laboratory. An important exception to coping is in four domains: marriage, parenting, household economics and jobs. They found that coping in the sense of reducing strain works in first three realms but has little impact on strain associated with jobs. Other studies have shown that individual coping explains relatively little variance in burnout and inactive strategies, like drinking may actually be harmful (Pines et.al 1981).

To sum up, to evaluate information on burnout one must pay careful attention to what is being discussed. Burnout itself has been variously defined and measured and related outcomes, on which there must be much research, have been sighted. Stressors are better defined but tend to be interdependent, so that it is difficult to untangle their effects. Discussion of coping is too often confined to the individual level, where its effectiveness in dealing with burnout is questionable, and the demonstrated and potential effects of social support and agency coping are too often ignored. Throughout, there is a tendency to rely too heavily on self report measures.

1.17.0 ROLE PICS:

Role Pics is the semi projective instrument for assessing a respondent's style or strategy to cope with role stress. Pics is an acronym (short form) of projective instrument for coping styles. Role Pics is used to assess coping styles in relation to organisational roles. In this instrument some situations are given in which a role occupant is involved in conversation with another person and either of them makes a statement about a role stress situation. These situations can also be made into cartoon like pictures. Respondent is required to write down how person to whom a statement has been made, would respond. It is presumed that the responses will be projective expression of the way the respondent himself would cope with a particular stress.

Role Pics can be administered individually or in groups. It takes about twenty minutes. For an in depth study, individually administration has some advantages as it may provide an opportunity for inquiring about less clear responses and thus make scoring and interpretation more reliable. However in all cases the respondents himself should write down his responses.

1.18.0 COPING WITH THE ROLE STRESS:

When administering the instrument in groups, the instructions should be read out after distribution of Role Pics forms and respondents should then read the instructions given on their forms. The main purpose is to orient respondents away from any self-critical attitude and towards a more objective identification with the person under role stress (here after called stressed person).

In this way the respondent tends to project and perhaps reveal his own underlying modes of responses in the given situation. To facilitate these responses should be given fast, otherwise censorship may influence them. The respondents should be told to write down the first response that comes to their minds. Responses to the situations should be written in the same sequences in which they appear on the form. When individuals experience stress, they try to adopt ways of dealing or coping, with it as they cannot remain in a continual state of tension.

The word coping has been used mainly with 2 meanings ways of dealing with stress and the efforts to master harmful conditions, threat or challenge. We will use term

coping in first sense (ways of dealing with stress) and distinguished between effective and ineffective coping. Generally, effective coping strategies are approach strategies, which confront problem of stress as a challenge and increase capability of dealing with it. Ineffective strategies are escape or avoidance strategies which reduce the feeling of stress. For example: denying the reality of stress, or through the use of alcohol, drugs or other aids to escapism.

Research has shown that social and emotional support helps a person to effectively cope with stress. Persons maintaining close interpersonal relationships with friends and family are able to use more approach strategies. Social support includes material support, emotional support (listening to the person and encouraging him). However studies have also shown that unsolicited support may have negative consequences.

Approach or effective strategies of coping include efforts to increase physical and mental readiness to cope (through physical exercises, yoga and meditation diet management), creative diversions for emotional enrichment strategies of dealing with the basic problems causing stress and collaborative work to solve such problems. It is useful for both individuals, organisations to examine the strategies that they are using to cope with stress. The absence of coping strategies may lead to ineffectiveness. Coping is also related to quality and intensity of emotional reactions.

There is impressive anecdotal and research evidence pointing to the fact that we are constantly self-regulating out emotional reactions by for instance, escaping or postponing unpleasant situations, actively changing threatening conditions, deceiving ourselves about the implications of certain facts or simply learning to detach ourselves from unpleasant situations.

The emphasis should be on the individual (i.e. the self) actively appraising the situation and what he can do, rather than on environmental contingencies presumably manipulating an individual's behaviour. The style or strategy of coping seems to require some physical efforts. The macho model in which aggressive coping by an individual is emphasised, may lead to serious health problems.

1.19.0 COPING STRATEGIES:

Coping styles or strategies can either be seen as a general trait (a disposition applicable to most situation), or a disposition applicable to specific stress situations. A distinction has been made between strategies that bring about a change in stress situation and those that relieve the symptoms of stress. There have not been very many studies on how a person deals with the stress he experiences.

People can be classified into two types on the basis of strategies employed to deal with stress. The first category consists of persons who decide to suffer, deny experienced or avoidance strategies are termed dysfunctional styles of coping with stress. The second category consists of persons who face realities of stress consciously and take some action to solve problems either by themselves or with the help of other people. These active approaches are termed functional styles of dealing with stressful situations. These find favour with social scientists as they are supposed to be more effective and healthy than dysfunctional styles.

The above classification in no way suggests that people use one kind of coping process or another exclusively. Rather it is common knowledge that different persons employ complex and varied combinations of different strategies to deal with the same kind of stress. An issue that can be raised while discussing the effectiveness of various coping styles is whether some ways of coping with stress are more effective than others. Any answer to this problem would depend upon the particular situation, the point of time and levels at which stress is being felt. What may be considered an optimal or a beneficial response in one situation at a particular time may be damaging or ineffective in some other situation or at a different time.

In general dysfunctional modes of coping may be damaging when they prevent essential direct action, but may be extremely useful in helping a person maintain a sense of well being, integration or hope under conditions otherwise likely to lead to psychological disintegration.

Marshall and Cooper (1969) asked managers how they coped with work pressure. The most common technique reported was to work with work pressure. Also most common technique reported was to work with longer hours. Folkman et al (1986) have proposed eight coping strategies based on factor analysis of an instrument:

confrontive coping, distancing, self control, seeking social support, accepting responsibility, escape avoidance, painful problem solving and positive reappraisal.

Different approaches to the study of coping have been used in various investigations. Some have emphasised general coping traits, styles or dispositions, while others have preferred to study active ongoing coping strategies in particular stress situations. The former approach assumes that an individual will cope the same way in most stressful situations. A person's coping styles is typically assessed by personality tests. Whether the person actually behaves under stress as predicted by the tests depends largely on the adequacy of the personality assessed and many other internal and external factors that affect the person's actions and reactions in any given situation.

As against this, those concentrating on the active coping strategies prefer to observe an individual's behaviour as it occurs in a stressful situation. And then proceed to infer the particular coping processes implied by the behaviour. This approach has largely been neglected by the study of coping.

An instrument that measures coping strategies, and one that deserves special attention, is the Ways of Coping Checklist (WCCL) by Folkman and Lazarus (1985).

It identifies stressful events and then the extent of use of the 8 coping strategies. Coping strategies can be conceptualised as a product of a combination of externality, internality and mode of coping. Externality is feeling that external factors are responsible for role stress, resulting in aggression towards these external factors. It may also indicate the tendency to expect and get a solution for stress from external sources. Externality may be high or low.

Internality is quite opposite. Respondent may perceive himself as responsible for stress and therefore express aggression or blame himself. Similarly the respondent may expect a solution for the stress from within. Internality may be high or low.

Coping may take the form of avoiding the situation (reactive strategies) or confronting and approaching the problem (proactive strategies). This is a mode of coping. Combining the two aspects of each of the three dimensions, we have eight possible strategies for coping with stress.

Avoidance mode is characterised by any one of the following: a) aggression and blame, b) helplessness and resignation c) minimising the significance of the stressful situation by accepting it with resignation d) denying the presence of stress or finding an explanation for it. Such behaviour helps a person in not doing anything in relation to the stress. We have used the expression punitive (borrowed from Rosenweig), and have used capital letters to denote avoidance response.

On the other hand approach mode is characterised by:

- Hope that things will improve
- Efforts made by the subject will help to solve the situation
- Expectation that others will help, or asking for help in relation to stress and
- Jointly doing something about the problem.

Eight styles are briefly described below.

1.20.0: CATEGORIES OF COPING STYLES:

Mode	Internality	Externality	Coping Styles
Avoidance	Low	Low	Impunitive (M)
Avoidance	High	Low	Intrapunitive (I)
Avoidance	Low	High	Extrapunitive (E)
Avoidance	High	High	Defensive (D)
Approach	Low	Low	Impersistive (m)
Approach	High	Low	Intropersistive (i)
Approach	Low	High	Extrapersistive (e)
Approach	High	High	Interpersistive (n)

1.20.1 Impunitive (M) has a combination of low internality, low externality and avoidance. This is a fatalistic attitude and is similar to what Rosenzweig has called impunitive (blame for the frustration is evaded altogether the situation

being regarded as unavoidable) some elements of Rosenzweig's impeditive category are also included (accepting stress without any reaction).

1.20.2 Intropunitive (I) characterised by high internality, low externality and avoidance. Blame and aggression are directed by respondent against himself.

1.20.3 Extrapunitive (E) is characterised by low internality, high externality and avoidance. Rosenzweig's extrapeditive styles are included here. The former occurs when the presence of the frustrating obstacle is insistently pointed out and the latter when blame, hostility etc. are turned against some person or object in the environment.

1.20.4 Defensive (D) is characterised by high internality high externality and avoidance. By involving the self and others but by using the avoidance mode, a person avoids aggression or blame with the help of defence mechanism. Rosenzweig used defensive Responses as variants of the intrapunitive category. The assumption here is that with high involvement of the self and others in the stress, the superego becomes more active and therefore defensive behaviour is stimulated.

1.20.5 Impersistive (m) is characterised by low internality, low externality and approach. Rosenzweig's impersistive category relates to the "expression given to the hope that time or normal circumstances will bring about the solution of a problem; patience and conformity are characteristic."

1.20.6 Intropersistive (i) is characterised by high internality, low externality and approach.

1.20.7 Extrapersistive (e) is characterised by low internality, high externality and approach.

1.20.8 Interpersistive (n) is characterised by high internality, high externality and approach. It is the opposite of the Defensive (D) style.

1.21.0: SIGNIFICANCE OF THE STUDY:

Teacher training institutions prepare trainees for the various effective roles to be performed by them by utilising the available resources in the optimum order. The human resources make the whole differences in the institution. In this regard the teacher educators have got the vital roles to play. Whatever the objectives are being set up has to be achieved by the joint efforts of the institutions and their human resources.

Teacher training institutions undergo changes and the teacher educator has to cope with this situation. In the light of above statement it is very important to see how it works in real set up. Teacher educators perform wide range of functions which includes academic as well as administrative. Apart from the class room teaching they have to maintain the liaison with community, policy makers, parents etc. This multiplicity role also leads to heavy work load on the part of teacher educators. Therefore their times gets extended beyond the institution hours. They have to respond to the need of the institution which leads to increase in total work load or sometimes carrying out that work which does not suit to their interest or abilities.

All these in long term lead to role stress and burnout. Whenever such situations arise it is harmful to person and institution as well. The reason is that the interest level among individuals goes down which affects their productivity adversely. And this in turn affects the effective functioning of the entire institution.

Investigator felt that scientific study of role stress, burnout, coping styles of teacher educators are needed. Identification of the sources of stress the extent of stress experienced by teacher educators and to what extent leads to burnout should be made. At the same time it was also necessary to indentify the rewarding factors in teacher's professional life which makes stress free life. People spend a significant amount of time working on their jobs and work occupies a central function in their lives.

Teacher educators as a community appear to be dissatisfied and with the recent attention on teacher stress and teacher burnout, it is a matter of importance to determine the factors which are related and possibly contribute removing role stress, burnout and strengthening coping styles. Therefore institution and the teacher educators must learn and adapt strategies to cope with the stress. No teacher training institution can have a

situation where the teacher educators will be totally free of stress and strategies need to be there to cope with it.

Looking into the quantum of the studies in this line researcher found the dearth of this type of studies. A study in this regard has been undertaken which not only throw light on why role stress arises in teacher training institution but also to cope with it. Therefore, this study has been undertaken at Ahmedabad and Gandhinagar.

1.22.0 RATIONALE:

In a present day scenario of educational training institutes of graduation and Post graduates levels, the stress and strains of teachers have become so rampant and pronounced that they need to be looked at correct perspective to contain growing stress and burnout situation amongst the teachers. The aspect of teachers' stress has become a world phenomenon. Intellectuals as well as torch bearers of society are alarmed to remove the circumstances that lead to emanation of stress among a large chunk of teachers population in India and world at large.

Recent studies conducted by researchers have revealed startling results which show that the teachers' roles are being undermined and scant regards are being given to teachers, contribution in training the aspirants for becoming trained individuals to assume the role of teachers in times to come (Joshi 2002). In the present day society critics have become so harsh as to suggest teachers as mercenary, lukewarm towards education and lacking dedication and firm commitment for imparting knowledge for training graduates (TOI May 2006) Such attitude in respect of teachers by the modern and young generation has eroded the respect and dignity of teachers.

The results in stress, strains, hopelessness, frustration and burnout in a significant number of teachers. All said and done, it is now the need of the hour for our thinkers, researchers and social reformers is to find out the genesis of the malady of stress amongst the revered teachers who should be the rudder of our student community to take across the river of darkness prevailing in the directionless seekers of knowledge through the training institutions (Singh 2005). While on the subject it would be worthwhile to mention that the scourge of stress is spreading the European countries as well.

Various steps are being taken in those countries USA in particular to address the problem by appointing research groups to seriously evolve and suggest the measures to control the unspeakable damages being done to teachers' community arising out of stress in the course of discharging their professional responsibilities. With a view to avoid burnout amongst the teachers, eminent scholars have been drafted for suggesting remedial ways and means to mitigate the stresses of teaches. So far, stress problem has been seen in teachers due to unfavourable conditions existing in the institutions. But it is not entirely correct to malign the stress problem alone for the disease.

It is important to mention that stress without meaningful purpose is injurious to the health of training personnel. Therefore steps should be taken to inculcate awareness amongst teachers to cope with the day today stress by creating congenial atmosphere in the campuses. Through print and electronic media attention needs to be drawn of authorities and general public to give proper thinking and broad outlook to wipe out the problem of stress. Research teams have suggested a number of methods inter alia to control indiscipline to create harmonious relations creation of necessary infrastructures smooth environment and rewarding working conditions to stop stress and ultimate burnout problems amongst sincere teachers who are architects of our society for building a strong nation. One has to give attention to role stress and extreme negative effect of stress- burnout phenomenon. Various researches have shown that burnout is experienced most in professions dealing with human services and teaching being one of such profession facing such problems (Joshi 1999).

To cope with the situation of stress and resultant burnout steps are needed to ameliorate the general conditions of teacher community vis-à-vis service condition which are awfully inadequate. The stress and burnout problems confronting the teachers can be countered by active participation of teachers through conducting seminars and open discussions where persons of repute from all walks of life could be persuaded to take part and to create necessary environment to mitigate the problems.

Pestonjee (1992) has said that if stress and burnout becomes increasingly the case that professionals experience a widening discrepancy in work between expectations and satisfactions, the negative consequences for their lives will have ramifications for beyond the spheres of their individual existence. In the face of growing public criticism we should try to understand why young enthusiastic teachers turn into bored and aloof

professionals in a few years of time? Why many of our teachers are apathetic and uninvolved and make no efforts to improve their scholarship and skill? While some others placed in the same working milieu are enthusiastic, committed and show contrast desire to grow (Misra 1986).

Much has been made out of the concept of stress in the modern English speaking world. Psychologists and management theorists have unanimously upheld stress as a major issue of modern times. Indians have addressed themselves to the problem of stress, several thousand years ago. They have analyzed the phenomenon from various perspectives and prescribed procedures to overcome stress (different Yoga technique).

Taken as a whole, it is evident that institutions and their teachers suffer, when level of stress is high. Researches (Monika 1986, Mohanty 1991, Hotia 1994) have been conducted to study stresses taking various psycho-social parameters into considerations like social support, role stress, job satisfaction etc. most of studies have been concentrated on industrial workers. However, very few studies have been conducted at college level on teachers particularly role stress, burned out and coping style.

Therefore, in the present study an attempt has been made to analyze the dominant stresses prevalent in the teachers in different institutions. In this connection certain questions arise in the mind of the researcher. They are:

1.23.0 RESEARCH QUESTIONS:

In this connection certain questions arise in the mind of the researcher. They are:

1. What is the perception of the teacher educators about their institution?
2. What is the status of role stress among teacher educators?
3. How many teachers are burned out and at what level?
4. What are the various causes behind the acute stress level of the burned-out teacher educators?
5. What are the coping styles projected by the teacher educators to reduce the stress?
6. What are the various relationships among the institutional perceptions, organisational role stresses and coping styles of teacher educators?

1.24.0 STATEMENT OF THE PROBLEM

A Study of Role Stress, Burnout and Coping Style of Teacher Educators

1.25.0 OBJECTIVES OF THE STUDY

1. To study the institutional perception of teacher educators
2. To study the role stress among teacher educators
3. To study the intensity of burnout among teacher educators
4. To study the reasons behind burned-out, among the highly burned-out teacher educators.
5. To study the coping styles projected by teacher educators to meet institutional functioning
6. To Study the relationship between institutional perception and organisational role stress and coping styles, and institutional perception, coping styles of teacher educators.

1.26.0 DELIMITATIONS OF THE STUDY:

The study is delimited to teacher training colleges of Ahmedabad and Gandhinagar.

1.27.0 OPERATIONALIZATION OF TERMS:

Institutional perception, Role Stress, Burnout and Coping Styles.

- **Institutional Perception:** Institutional perception of the teacher educators means their understanding regarding the process of recruitment, responsibility, job environment, relationship with the management and work load etc. of the institution in which they are working.
- **Role Stress:** In this study role stress means conflict and tension due to the role of teacher educator being enacted in all roles of life in any given point of time which creates role stress.
- **Burnout:** A personal energy crisis due to exhaustion of one's adaptation energy. It is defined as a syndrome of Emotional Exhaustion, Depersonalisation and reduced sense of Personal Accomplishment.

- **Emotional Exhaustion:** Emotional Exhaustion (EE) refers to a feeling of being emotionally over extended and drained by one's contact with other people.
- **Depersonalisation:** Depersonalisation refers to the development of a negative and cynical attitude, an unfeeling and callous response towards those people who are usually the recipient of one's service.
- **Personal Accomplishment:** Personal Accomplishment refers to the negative evaluation of one's own contribution.
- **Coping Style:** In this study coping style means ways of dealing with stress, and distinguished between effective and ineffective coping. Effective coping strategies are approach strategies, which confront the problem of stress as a challenge, and increase capability of dealing with it. Ineffective strategies are escape or avoidance strategies, which reduce the feelings of stress.

1.28.0 HYPOTHESIS:

There will be no significant difference in mean scores of institutional perception perceived by teacher educators on the basis of gender about their institution.

1. There will be no significant difference in the mean scores of role stress among teacher educators on the basis of less than/more than five years of teaching experience
2. There will be no significant difference in the mean scores of institutional perception perceived by teacher educators based on aided and non aided colleges.
3. There will be no significant difference in the mean scores of role stress among teacher educators on the basis of gender.
4. There will be no significant difference in the mean scores of role stress among teacher educators on the basis of less than/more than five years of teaching experience

5. There will be no significant difference in the mean scores of the role stress among teacher educators working in the aided & non aided colleges.
6. There will be no significant mean difference in the frequency of emotional exhaustion of teacher educators on the basis of its gender.
7. There will be no significant mean difference in frequency of emotional exhaustion of teacher educators on the basis of more than/less than five years of teaching experience.
8. There will be no significant mean difference in the frequency of emotional exhaustion of teacher educators on the basis of aided/unaided institutions.
9. There will be no significant mean difference in the intensity of emotional exhaustion of teacher educators on the basis of its gender.
10. There will be no significant mean difference in intensity of emotional exhaustion of teacher educators on basis of more than/less than 5 years of teaching experience.
11. There will be no significant mean difference in the intensity of emotional exhaustion of teacher educators on the basis of aided/non aided institutions.
12. There will be no significant mean difference in the frequency of depersonalization of teacher educators on the basis of its gender.
13. There will be no significant mean difference in frequency of depersonalization of teacher educators on basis of more than/less than five years of teaching experience.
14. There will be no significant mean difference in the frequency of depersonalization of teacher educators on the basis of aided/non aided institutions.
15. There will be no significant mean difference in the intensity of depersonalization of teacher educators on the basis its gender.

16. There will be no significant mean difference in the intensity of depersonalization of teacher educators on the basis of more than/less than five years of teaching experience
17. There will be no significant mean difference in the intensity of depersonalization of teacher educators on the basis of aided/non aided institutions.
18. There will be no significant mean difference in the frequency of personal accomplishment of teacher educators on the basis of its gender
19. There will be no significant mean difference in frequency of personal accomplishment of teacher educators on the basis of more than/less than five years of teaching experience
20. There will be no significant mean difference in the intensity of personal accomplishment of teacher educators on the basis of aided/non aided institutions.
21. There will be no significant mean difference in the intensity of personal accomplishment of teacher educators on the basis of its gender.
22. There will be no significant mean difference in the intensity of personal accomplishment of teacher educators on the basis of more than/less than five years of teaching experience.
23. There will be no significant mean difference in the intensity of personal accomplishment of teacher educators on the basis of aided/non aided institution.
24. There will be no significant difference in the mean scores of the coping styles projected by teacher educators on the basis of their gender.
25. There will be no significant difference in the mean scores of the coping styles projected by the teacher educators on the basis of less than/more than five years of teaching experience
26. There will be no significant difference in the mean scores of the coping styles projected by the teacher educators working in the aided & non aided colleges

27. There will be no significant relationship between the institutional perceptions and, organisational role stress of teacher educators.
28. There will be no significant relationship between the organisational role stress and coping style of teacher educators.
29. There will be no significant relationship between the institutional perceptions and coping style of teacher educators

1.29.0 VARIABLES:

Variables of the study were teacher educators of aided and unaided teacher training colleges of Ahmedabad and Gandhinagar, male and female teacher educators of aided and unaided teacher training colleges of Ahmedabad and Gandhinagar, and teacher educators of teacher training institutions of Ahmedabad and Gandhinagar having five years of teaching experiences and less than five years of teaching experiences.

Therefore the variables under study were:

Independent Variables:

The teacher educators of Ahmedabad and Gandhinagar with respect to

- Types of colleges: aided and unaided
- Sex: Male and Female
- Teaching Experience: More than and Less than Five years

Dependent variables:

- Institutional Perception of Teacher Educators,
- Role Stress of Teacher Educators,
- Burnout of Teacher Educators, and
- Coping Styles of Teacher Educators.

1.30.0 RESEARCH DESIGN:

The present study is a survey type of research where the researcher had made an attempt to study the institutional perception, role stress, burnout and coping style of teacher educators of teacher training colleges of Ahmedabad and Gandhinagar

1.31.0 POPULATION:

Population of the study comprises of the Teacher Educators of Teacher Training Colleges of Ahmedabad and Gandhinagar. There were all 98 teacher training colleges in Ahmedabad and Gandhinagar. From these colleges 784 Teacher Educators were taken up for the study.

1.32.0 SAMPLE:

Researcher opted for convenient sampling and had approached all ninety eight colleges for the permission to carry out the research study and from those colleges seventy six colleges responded and allowed to carry out the research study.

Tools were given to all the teacher educators of teacher training colleges. Researcher could collect the responses from the 608 teacher educators of seventy six colleges. Therefore total 608 teacher educators from seventy six colleges constitute the sample of the study. From the total 608 teacher educators of teacher training colleges nine sets of tool were found to be incomplete so all those sets were excluded from the sample.

1.33.0 TOOL AND TECHNIQUE:

The following instruments were used for the present study.

1. Institutional perception Inventory of Teacher Educators
2. Organisational Role Stress
3. Maslach Burnout Inventory
4. Role Pics
5. Interview technique of the Burnout Teachers Educators.

1.34.0 DESCRIPTION OF TOOLS:

For studying objectives of role stress and burnout, researcher has used the standardized tools and for the objectives role perception and coping style, researcher has adapted and modified it. As the available tools were designed for industrial set up, the tool suitable for the teacher educators of teacher training colleges were adapted and modified.

The tools developed, contain a combination of items like yes/no, rating scale items and open ended response. Items mentioned in tools were comprehensive and representative enough to cover all aspects related to objectives of the present study.

1.35.0 CHAPTERIZATION:

The research reports are presented in the following sequence:

Chapter 1:

In first chapter an orientation to investigation is explained. Here investigator states and analysed the nature of the problem so as to develop a foundation for her investigation. The information given in the first chapter gives the reader a clear concept of the scope of the investigation and explanation offered for the problem. Here the meaning of role stress, burnout and coping styles, rationale, significance of the study, statement of the problem, objectives and delimitation of the study have been thoroughly discussed.

Chapter 2:

In the second chapter the related literature and studies which have some implications on the present study have been discussed. The sources of the study were the related books, journals, scholarly literature retrieved online. An online search of the world wide yielded several other articles related to the topic. The chapter helped the researcher for integrating various sources and synthesising them for getting a clear picture of the status of the problem. The studies show how they are related and also indicate where gaps or weaknesses exist.

Chapter 3:

In the third chapter the researcher discusses about the methodology of the present study. It mainly relates to mapping to the strategy of the total study to be done. Here the design of the study with sources of data, description of data gathering, tools etc. have been discussed. The chapter shows the work before getting the research underway. This is planning stage of research which is made logically by visualising the future work.

Chapter 4:

In the fourth chapter the collected data are analysed in detail and interpretation is also done at length. The table presents data in detail accompanied by paragraphs of discussion which pointed out important aspects of the data. Researcher has tried to extract the meaning from the data and looked into its important facts and relationships thoroughly.

This chapter is based on the design of the study. It is more of qualitative research. So advance use of statistical treatment does not arise for the analysis of data. Mean, percentage and “t” value have been calculated.

Chapter 5:

In fifth chapter researcher has briefly reviewed procedures, findings and entire involvement of study. The important points of study are brought together in summary chapter. Major findings, implications, recommendations for further research and conclusion have been discussed and followed by Bibliography and Appendices.

CHAPTER 2
REVIEW OF THE RELATED LITERATURE

2.0.0 INTRODUCTION:

The review of related studies is an essential part of any investigation. The survey of the related studies is a crucial aspect of the planning of the present study.

A literature review is designed to identify related research, to set the current research studies within a conceptual and theoretical context. When looked at that way, almost no topic is so new or unique that one can't locate relevant and informative related research.

Literature review had helped to find and select appropriate measurement instruments. It helped researcher to anticipate common problems in her research context and also used prior experiences of others to avoid common traps and pitfalls.

It provides insight into statistical methods through which validity of the results is to be established. All credible research studies have to review the literature themselves and carefully. Study would not be judged credible if it ignored a major construct.

The purpose of this chapter is to provide a comprehensive and clear picture of the related studies and to show how the present study contributes in extending the knowledge in the area under study. With this in view, investigator intends to present the literature of the review in following way. Investigator has planned to review studies in two heads i.e. Studies conducted in the eastern countries and the studies conducted in the western countries. This classification of the studies gives better insight to investigator about various studies conducted in India and abroad.

The studies available in the related area are summarized and presented in the following paragraph. The analysis of related studies revealed that very few studies were conducted in the area of role stress burnout and coping style.

2.1.0 STUDY CONDUCTED OUTSIDE INDIA:

Katarina, S. (et.al) (2010). “Parents' work burnout and adolescents' school burnout: Are they shared”? There is considerable evidence that psychological

distress not only has consequences for those who experience it but also can create problems for other members of the distressed person's family. To examine whether parents' work burnout and their children's school burnout are shared in the family, 515 adolescents (median age 15) completed scales for school burnout and 595 of their parents (342 mothers, 253 fathers) completed scales for work burnout and their economic situation. The intra class correlations showed that parents' work burnout and adolescents' school burnout was shared in the family. In addition, the better the economic situation the parents' experienced, the lower was the level of shared burnout in the family.

Salmela, A. (et.al) (2009). Both individual and contextual factors play a role in influencing school burnout. There is considerable evidence that psychological distress not only has consequences for those who experience it but also can create problems for other members of the distressed person's family. To examine whether parents' work burnout and their children's school burnout are shared in the family, 515 adolescents completed scales for school burnout and 595 of their parents completed scales for work burnout and their economic situation.

The intraclass correlations showed that parents' work burnout and adolescents' school burnout was shared in the family. In addition, the better the economic situation the parents' experienced, the lower was the level of shared burnout in the family. The emotions and behaviours of individual family members appear to influence the entire family system. However, although shared family distress and stress have previously been examined, no previous study has investigated the extent to which parents' work burnout and adolescents' school burnout are shared in a family, and the extent to which the family's economic situation contributes to this shared burnout. The present study aimed to help fill this gap.

Brenda, Y. (et.al) (2008). Coping strategies as moderators in the relationship between role overload and burnout". The moderating effect of coping strategies have on the relationship between role overload and burnout was investigated in a sample of 222 professional engineers in the construction industry. A four-factor model of coping strategies, based on the Ways of Coping Questionnaire (WCQ) revised scale, was identified to

consist of rational problem solving, resigned distancing, seeking support/ventilation and passive wishful thinking.

The results revealed that only rational problem solving significantly moderated the relationship between role overload and all three dimensions of burnout, i.e. emotional exhaustion, cynicism and reduced professional efficacy; whereas the moderating effect of resigned distancing and seeking support/ventilation was significant only on emotional exhaustion and cynicism respectively. Passive wishful thinking failed to demonstrate significant moderating effect on any of burnout dimensions at all. Importance and methods of incorporating effective coping strategies as a successful intervention for managing burnout at individual, organizational and institutional levels are discussed.

Margaret, L. (2005). Managerial stress: Is work really the cause?

It is widely accepted that managerial work is stressful, but there has been little research into the events that contribute to this stress.

This study identified the most stressful recent events for a sample of 572 managers from 41 organizations, and finds that greater proportion of events is work-related.

The breakdown of a marriage or relationship is described as most important and emotionally disturbing, and is associated with the greatest increase in symptoms. Generally, however, work events are considered of greater importance and emotional disturbance than non work events, and are associated with greater increases in symptoms.

Organizational issues are particularly problematic, and provide opportunities for system wide intervention. In this context, it would be important to identify the institutes which specialize in management and particularly in management of education. Unit in the District Institutes of Education and Training would also have to play a critical role in developing research and a database for decentralized planning and management at the grass roots level.

Tage, S. (et.al) (2005). The Copenhagen Burnout Inventory: A new tool for the assessment of burnout, work & Stress.

The large majority of studies on burnout in the international literature have employed the Maslach Burnout Inventory (MBI). In this paper we criticize the MBI on a number of points and present a new tool for the measurement of burnout: the Copenhagen Burnout Inventory (CBI). The CBI consists of three scales measuring personal burnout, work-related burnout, and client-related burnout, for use in different domains. On the basis of an ongoing prospective study of burnout in employees in the human service sector, the PUMA study (Project on Burnout, Motivation and Job Satisfaction).

All three scales were found to have very high internal reliability, and non-response rates were small. Scales differentiated well between occupational groups in human service sector, and expected pattern with regard to correlations with other measures of fatigue and psychological well-being was found. Furthermore, the three scales predicted future sickness absence, sleep problems, use of pain-killers, and intention to quit. Analyses of changes over time showed that substantial proportions of the employees changed with regard to burnout levels. It is concluded that the analyses indicate very satisfactory reliability and validity for the CBI instrument.

Hakan, S. (2004). Studied an analysis of burnout and job satisfaction among Turkish special school head teachers and teachers, and the factors effecting their burnout and job satisfaction and explores issues of burnout and job satisfaction among special school head teachers and teachers in Turkey.

The purpose of the study is to determine whether there is a difference between head teachers' and teachers' burnout and job satisfaction in terms of work status, gender and work experiences, and to analyse the factors effecting their burnout and job satisfaction. In this study a quantitative approach has been used. As the research instruments, the Job Satisfaction Scale and Maslach Burnout Inventory were used to measure job satisfaction and burnout levels in terms of the dimensions of emotional exhaustion, depersonalization and personal accomplishment.

The study results indicated that special school head teachers felt less personal accomplishment than special school teachers. However, there were no significant differences between head teachers and teachers on two burnout dimensions, namely emotional exhaustion and depersonalization, and job satisfaction. In terms of gender,

males have less emotional exhaustion and personal accomplishment but higher depersonalization than their female counterparts.

Females have higher job satisfaction than their male counterparts. In relation to their work experiences, more experienced subjects have higher emotional exhaustion and depersonalization than their less experienced colleagues, and also less job satisfaction than less experienced counterparts. However, more experienced subjects who participated in the study felt higher personal accomplishment than the others.

Izhar, O. (2002). Women principals and concept of burnout: an alternative voice?

This paper outlines the subjective constructions and interpretations of six Israeli women Principals in mid-career of the in experiences of burnout as they were inductively reflected in their life stories. Based on an inductive analysis of women principals' life story interviews, the study revealed that women principals seem to interpret concept of burnout in a different way from the common 'androgynous' definitions and constructions that have predominance in educational management.

In particular, the women principals constructed their own burnout as a relative, non-polar phenomenon, and refused to perceive it as an absolute and total experience in their mid-career. They incorporated burnout and Counter-burnout components in the life stories. The implications of utilizing their unique perceptions and attitudes to the study of burnout are discussed alongside broader implications for the study of the emotions in educational leadership.

Jean, A. (2000). Investigated how teacher's sense of efficacy, level of burnout and experience predict their decision to refer a child with disruptive behavior for special education evaluation. Differences in efficacy, burnout and referral probability were compared across teachers with different education and training levels to determine how those groups of teachers differed in these variables. Tool used was MBI. Results showed that years of teaching experience was not related to burnout and was positively related to efficacy. Although education level did not affect teachers expressed levels of burnout or efficacy, amount of training in behavior management did affect teachers expressed level of efficacy.

Heron, R. (1999). Study to evaluate the effectiveness of stress management workshops on response to general and occupational measures of stress. This study was designed to evaluate the effectiveness of stress management training workshops within Zeneca Pharmaceuticals.

The study was of cross-sectional design, comparing groups of workshop attendees and non-attendees. Employees participating in the study were drawn from the Manufacturing, Research and Development, Sales and Marketing sites of Zeneca Pharmaceuticals 390 persons who had participated in stress management workshops since 1988 were matched for age, gender and department with an equal number of employees who had not attended stress management workshops. The study indicates that stress management training workshops reduce prevalence of employees with a poor understanding of the principles of the management of stress in staff and with poor coping strategies.

Fontana, A. (et.al) (1998). Coping and Appraisal of Daily Stressors Predict Heart Rate and Blood Pressure Levels in Young Women.

An anger-provocation paradigm was used to assess the effects of coping processes and appraisal of daily stressors on stress reactivity in 33 undergraduate women. Participants performed a mental arithmetic and an interpersonal conflict task during the pre- and postmenstrual phases of their menstrual cycles.

Increased use of the emotion-focused coping processes of tension reduction and positive reappraisal was correlated with lower levels of baseline heart rate, whereas distancing was associated with higher levels of systolic blood pressure reactivity during the conflict task. Perceiving daily stressors as more stressful was associated with higher baseline diastolic blood pressure levels. The researcher concluded that the transactional model of stress is useful for generating hypotheses about factors that predict heart rate and blood pressure levels in women.

Ursula, M. (1998). Organizational and individual factors influencing job satisfaction and burnout of mental health workers. Two hundred family/children and psychiatric workers of seven social service organizations were surveyed. Instruments used were the Minnesota Satisfaction Questionnaire, the Maslach Burnout Inventory and the Staff Burnout Scale for health Professionals. Reported

levels of job satisfaction and burnout are within normal limits. Psychiatric and family/children workers report equal job satisfaction levels, but the latter group reports significantly higher burnout levels. Both groups are particularly satisfied with the amount of praise delivered by supervisors and are reportedly dissatisfied with salary levels and promotional opportunities.

These three factors are strongly associated with job satisfaction and burnout levels of both groups. Findings have practical implications for social service administrators and practitioners. Correlates of satisfaction and burnout can be altered in order to maintain employee satisfaction and reduce burnout, absenteeism and turnover. Job satisfaction and potential burnout are integral elements of social service organizations. The purpose of this study is to delineate those factors which have a significant influence on workers' levels of job satisfaction and burnout. The purpose of this study is to ascertain levels of job satisfaction and burnout in mental health workers.

Personal and organizational factors associated with these variables. The conceptual definition of burnout used is one formulated by Maslach (1976): A syndrome of physical and emotional exhaustion involving the development of negative job attitudes and perceptions, a non-professional self-concept, and a loss of concern for clients serviced. Farber (1983) and Johnson and Stone (1987) have identified burnout as a negative adaptation to stress which includes a pervasive mood of alienation, with features of depression and a loss of idealistic spirit.

Smith, R.C. (et.al) (1996). An individual's perception of stress is determined by his/her personal history and appraisals of the event. The extent to which the individual experiences psychological distress following potentially stressful situations is determined by the biological and psychological vulnerabilities and strengths he/she brings these situations. Abramson, Seligman, and Teasdale (1978) describe personal factors which may be learned in the family environment which influence an individual's response to events. People have consistent attribution styles which affect the degree to which they perceive events as stressful, and have ensuing negative reactions to such events. When individuals attribute negative events to causes which are internal, long-lasting, and which affect many areas of life, they demonstrate a negative response to events. It is apparent that the variables

associated with burnout and job satisfaction are significant and complex and need to be further delineated in order to ascertain relations between specific variables and employee attitudes.

Kenneth, N M. (et.al), (1994). Life style habits substance use & Predictors of Job Burnout in Professional working Women.

Crews (1988) examined the relationship between teacher burnout and organizational design in 306 teachers in North Carolina with the MBI and an organizational design survey developed by the investigator. Blacks experienced less emotional exhaustion by whites. Academic teachers experienced more depersonalization than vocational teachers. Those who were in graduate school reported more personal accomplishment than those not in schools. Those reporting dissatisfaction with salary and those who said they would not teach again if chance is given experienced more emotional exhaustion and depersonalization and less personal accomplishment.

This study explores differences in self-reported lifestyle habits, substance use (alcohol, drugs and smoking) and predictors of job burnout in a sample of 879 professional working women employed in dental health offices in a cross-sectional design. Job burnout was measured using the Maslach Burnout Inventory (MBI) and self-reported substance use and lifestyle habits were assessed using the Stress Assessment Profile. Self-reported drinking, smoking and drug use were only modestly correlated with each other in this sample. Employed women with higher levels of drinking reported significantly lower quality overall lifestyle practices, eating habits, and more frequent use of avoidant coping strategies in the face of work and life hassles compared to non-drinkers.

Women who smoked also reported significantly lower overall lifestyle practices and eating/nutrition habits. Those who reported using drugs for recreational purposes reported significantly greater hassles, poorer lifestyle habits, a less hardy outlook on life, and more frequent use of dysfunctional coping strategies. Although women who reported using drugs experienced significantly higher interpersonal burnout (depersonalization) compared to non-drug users, in general, self-reported substance use was not significantly related to job burnout. After controlling for age and psychological distress, perceived stress, type a behaviour, cognitive hardiness

and lifestyle habits significantly contributed to predictions of job burnout in multiple regression analyses. Professional working women who practice poor lifestyle and health habits appear to be at risk of experiencing job burnout.

Hock, V. (1988). studied the processional burnout among public school teachers using MBI. The results indicated that there was a wide variation in the degrees of burnout due to demographic variables such as age, grade level, subject taught or years of experience. Certain characteristics of teaching climate associated with high & low level of support services for personal problems and the public image of teachers were most highly associated with burnout.

Rhoaders, (1987). examined the specific impact that teacher burnout had upon leadership behavior within the classroom of the colleges in the Colorado state system of community colleges. The findings indicated that emotional exhaustion, depersonalization and personal accomplishment impacted leadership behavior and burnout did exist in various demographic areas. The demographic areas were college size, geographic location, experience in the teaching profession, and experience in a specific college, credit hours taught and subject area taught.

Walter, G. H. (1983), Sources of stress in academe: A national perspective. The purpose was to examine stress experienced by faculty in institutions of higher education. Sample of 80 institutions was drawn from population of all U. S. doctoral-granting institutions in United States. 1020 faculty were selected and stratified by academic rank and Biglan's academic discipline model. Faculty reported 60 percent of total stress in their lives came from work. Majority of top 10 stressors related directly to time and resource constraints. When faculty stressors were compared across disciplinary groupings, more similarity than difference existed. Also, faculty reported similar degrees of stress associated with teaching, research, and service functions, with teaching as the most stressful activity.

2.2.0 STUDIES CONDUCTED IN INDIA:

Sharma, A. (et.al) (2010). Stress and burnout as predictors of job satisfaction amongst lawyers. Objectives: To determine the impact of burnout and psychosocial stressors on the job satisfaction among male and female lawyers from different courts of Himachal Pradesh.

Methodology: Three subscales of burnout and psychosocial stressors were used as predictors (independent variables) of job-satisfaction (dependent variables) among 150 equal numbers of male/female lawyers. Statistical treatments included Pearson's product moment co-efficient of correlation along with descriptive data (means, S.D. and t-test (for gender difference). Regression analysis was also computed to find out the best set of predictors of job satisfaction.

The factors causing job dissatisfaction were (1) emotional exhaustion (2) depersonalization (3) reduced personal accomplishment (4) stress (5) strained interpersonal relationship (6) over-expectation (7) poor economic position (8) jealousy (9) poor social position (10) competition and (11) conflict between values and practice for male and female lawyers. The stepwise regression analysis indicated that emotional exhaustion, stress due to clients, work under load and economic position have turned out to be the significant predictors of job-satisfaction showing 45% variance for males and 55% variance for females. The t-test analysis revealed higher job-satisfaction for male lawyers as compared to their female counterparts. Whereas female lawyers experienced significantly greater psychosocial stressors and burnout as compared to males.

D'souza, G. (2009). A Study of Stress in Students of Standard X in Relation to their Academic Self-Concept, Board Examinations is taking a toll on the students of standard X. Today, school performance has become the yardstick of self worth. A point of time has been reached when an explanation as to what causes stress in these students is the need of the hour. The present descriptive research was of the co-relational type. It aimed to study stress in students of standard X in relation to their academic self-concept.

The sample comprised of 1092 students of standard X. The rating scales used for the purpose of study were prepared by the researcher. Descriptive analysis of data included calculation of the Mean, Median and Mode, Standard Deviation, Skewness and Kurtosis, and estimation of population parameters. Inferential Statistics included Pearson's Coefficient of Correlation. Study revealed a negative correlation of stress with academic self-concept. This study could have important implications in helping students of standard X to come to terms with the invaluable worth of a positive academic self-concept in coping with examination stress.

Kalia, R. (2009). Stress and burnout among NICU nurses: Nurses are susceptible to burnout because of the nature and the emotional demands of their profession. The environment of ICU's has been recognized as stressful.

Intensive care nurses confront death and dying, end of life decisions, and ethical dilemmas regularly. In addition to providing vigilant care to their patients, nurses interact frequently with distraught families. The NICU nurse in addition to looking after a critically ill neonate has to interact with the devastated parents of the baby which adds fuel to fire. Identification of job related stressors and strategies that can be employed to manage occupational stress for the nursing profession have been receiving increased consideration by researchers, nursing organizations, and employers over the last two decades.

Arora, R. (et. al) (2003). A Study on the Effect of Location of Organizational Branches on the Occupational Stress of the Executives in terms of employee turnover at AVIS India,

An occupational stressor is a condition or situation at work that requires an adaptive response on the part of the employee (Jex & Beehr, 1991). Being reprimanded, having too little time, and being told about the possibility of being fired are all examples of occupational stressors. One of the key concepts to understand integration of individual with an organization is role assigned to him within the overall structure of the organization.

Work setting creates physical stress because of noise, lack of privacy, poor lighting, poor ventilation, poor temperature control, or inadequate sanitary facilities.

An attempt has been made to ascertain of occupational stress associated with the location of the company. 108 employees (executives) from the various branches of AVIS India at Delhi, Bangalore, Hyderabad, Pune, Mumbai, Kolkatta and Chennai constituted the sample for this study. Purposive sampling technique was used for the present study, which comprised of at least 10 % of the total population of executives from each branch at AVIS India.

Tool: Occupational Stress Inventory (OSI) by Osipow and Spokane (1981) was used. This test measures the Occupational stress domain in terms of Occupational Role Overload (RO), Role Insufficiency (RI), Role Ambiguity (RA), Role

Boundary (RB), Responsibility (R) and Physical Environment (PE). Results also showed that there were significant differences amongst the cities in regard to Role Insufficiency, Role Boundary, Role Ambiguity and Physical Environment but Role Overload and Responsibility did not show any significant difference.

One may, therefore state that there appears to be considerable insufficiency in the roles of the incumbents and also a poor match between the skills and the job that the employees are performing. Also in interviews, it was reported by some employees that their need for recognition and success are not met to their expectations and they reported boredom and under utilization of their skills.

It is seen that the highest employee turnover rate was in Mumbai branch with 6.2 % followed by Delhi branch with 5% and 3.2 % at Bangalore which may be a result of the fast and stressful life of Metropolitan cities.

Prabhavathi, D. (2003). Information Professionals' Job Stress Related Problems and Coping Strategies, Advances in Information Technology during the last decade are well known. Information Professionals play an important role in providing information services to the users. The complexity of Information, Communication and Technology is a source of stress to all Information Professionals. The nature of stress and its effect can be understood by identifying the stressors. This stress may lead to strain or long-term negative effects.

A great part of such stress in life is caused by job. Job-related stress has gained importance because of its implications for professional dissatisfaction, lowered service, lowered physical and mental health of the individuals. It has major implications in the Information Technology that plays a major role in Higher Education. As the Information Technology considered as the heart of the Higher Education System, this paper aims to find out the job stressors and their implications on the job performances of Information Professionals. Results indicate that 73.5% of Information Professionals have medium level of stress. Job satisfaction and increased workload are found to impact stress on Information Professionals.

Srivastava, A. (2003). “Relationship with role stress, coping strategy and personal variables” ICFAI Business School Bangalore, Organizational climate, a leading indicator of organizational performance, influences the motivation and behavior of organizational members. Control climate emphasizes excessive control in the organization for consolidation of personal power and impairs the working environment. Study of control climate and its relationship with role stress, coping strategy and personal variables was undertaken in a public sector industry to gain a better understanding about measures to de-emphasize dysfunctional organizational climate. Six motives of organizational climate and ten types of role stress were measured on 453 executives. Eight types of coping strategy were measured on 155 executives taken from the earlier sample. Age, hierarchical level and qualification level were recorded for each respondent.

Bivariate correlations were computed to study the relationship of control climate with role stress; coping climate is positively correlated with seven role stressors, total role stress and hierarchical level. It is negatively correlated with age and not related with the coping strategy. The study reveals an unconventional finding that control climate is positively correlated with the qualification level. Measures for deemphasizing control climate in public sector have been suggested based on the findings of the study.

HotiaFiroz, S. (1994). A study of role stress conflict organization & job satisfaction in an organizational set up.

Objectives: To examine the level of different types of organizational role stresses, job satisfaction dissatisfaction and organizational climates (motivational) experiences perceived by four different job categories of different organizations.

Findings: The results indicated that role stagnation, role expectation, role overload, self role distance and resource inadequacy were felt and experienced mostly by technical managers irrespective of nature of organization. The level of role stress conflict among non technical managers 78 doesn't see to vary across the four types.

Mohapatra, C. (1992). Job Stress, mental health and coping a study on professionals.

Objectives: To study the relationships between coping and mental health among different professional group and to study the experience of job stress among coping

strategies in different professional group. An incidental random sample of 1020 respondents from lawyers, doctors and police officers having similar SES background and positioned at prominent places in orissa, participated in the study. The tools used included- job stress, questionnaire of Singh & Sinha subjective mental health questionnaire by Brynt & Veroff. Major finding: The three professional groups differed significantly on job stress dimensions. The lawyers and police officers differed on general unhappiness and feelings of vulnerability.

Mohanty, R. (1992). A Study of meaning in life in relation to Job situation and Burnout in Orissa. Objectives To identify the teacher educators with high meaning in life score in order to study their differential work orientation and burnoutness. To find out the relationship between meaning in life and work orientation of teacher educators of Orissa. It took the form of questionnaire Survey and case study. This study utilized well established standardized scales as well as inventories and interview schedule constructed by the investigators.

The purpose in life test and Maslach Burnout inventory are standardized instruments which have been most extensively used for the measurement of meaning in life and burnout. Teacher educators of Orissa have higher degrees of burnout in frequency dimension of emotional exhaustion subscale but have a lower level of burnout in intensity of it. People do work with different orientation. The high meaning is associated with low burnout and low meaning is associated with high burnout.

Shandilaya, M. (1990). “A study of frustration in teachers working in central government, State government and government aided privately managed school of Kanpur city”. She studied the nature and extent of frustration in the teachers of higher secondary schools of Kanpur city i.e. Teachers of central schools State government schools And State government aided privately managed schools. A survey method was used in this research on which 100 male and 100 female teachers of each category of school were taken.

A self prepared questionnaire and the test of frustration of Chauhan & Tiwari were used as a tool in the study. Major findings: Emoluments did not show any relationship with frustration. Female teachers of central schools indicated no

relationship between frustration and emoluments age service conditions and workload. Male and female teachers of State government schools indicated relationship between workload frustrations.

Singh, H. (1989). “A study of factors influencing burnout in teachers”. Objectives: To study the extent of burnout experienced by teachers.

To study the factors affecting the burnout syndrome. To study the demographic correlates of burnout. To study the use of supporters to cope with burnout. The sample comprised of 246 teachers from three institutions of Agra city. Using the survey method the data were collected with the help of demographic data sheet, Maslach burnout inventory as adopted by the researcher and social support questionnaire. Major findings: The various burnout factors were positively related. Some of the demographic factors were related to different factors of burnout. While teaching was viewed as a joyful activity, some teachers believed that burnout in their profession emerged due to physical and emotional strain.

Misra, M. (1986). “A study of meaning in life stress and burnout in teachers of secondary schools in Calcutta”. Objectives: To identify main sources of stress in teaching and to investigate if teacher varied in the extent of experienced stress. To study if teachers varied in the extent of perceived burn out to study the relationship between stress and burnout meaning in life and stress and meaning in life and burnout in teachers. Maslach and Jackson’s (1981) Inventory for study of burnout and a scale and interview schedules prepared by the investigator for measurement of stress and other background. Sample comprised 345 teachers from 15 secondary schools and an in service-teacher population of 3 teacher training institutions in Calcutta. Finding: The relationship between stress studied through test and stress reported by teachers was highly significant. Age difference was significant with regard to stress. The sample teachers had a lower degree of burnout.

Agrawal, V. (1983). Study of Stress Proneness, Adjustment and Job Satisfaction as Predictors of Administrative Effectiveness of Principals. Objectives: To study relationship between principals' stress proneness and their administrative effectiveness, the sample comprised 423 principals of intermediate colleges.

The Principal Administrative Stress Proneness Scale was developed and used for measuring principals' stress proneness. Major Findings: Stress proneness of

principals was not significantly related to their administrative effectiveness. No relationship was found between teacher- based stress proneness of principals and their administrative effectiveness.

Pestonjee, (et.al) (1982). Studied relationship between role stressors and job satisfaction. in case of 102 employees of an electric supply co. Study revealed that self role distance inter role distance, role stagnation, role ambiguity and role inadequacy and overall role stress were negatively and significantly associated with all the areas and overall job satisfaction.

However the only exceptions were - Social relations area with role overload, role isolation and 2. Role erosion associated significantly with only management and on the job satisfaction.

2.3.0: SUMMARY OF THE RELATED LITERATURE:

After perusal of review of the research materials by above scholars the conclusion largely appears that stress and burned out conditions do not necessarily contribute to similar causes. The studies conducted by **Agrawal & Misra (1986)** reveal that stress does not affect the performance at work place but Singh, Margaret reported that stress affects the working performance of the personnel and stress leads to burned out among the teachers.

Mohapatra (1992) says that job stress and coping strategies differ from profession to profession. Lawyers and police officers have the feelings of vulnerability. **Mohanty (1991)** reveals that the high meaning is associated with low burnout and low meaning is associated with high burnout.

Walter (1983) studied the stress among the faculties in higher education and reported that 60 percent of the total stress in their lives comes from work because of time and resource constraints.

Heron (1999) designed to evaluate the effectiveness of stress management training workshops and found that stress management programme is effective and reduces their stress level.

Firoz Hotia says (1994) that technical managers are more stressed. Most of the time in the above studies tool used was questionnaire, interview, rating scale etc.

So it is crystal clear that stress does exist in one or the other form in almost all the professions. It also reveals mixed or contrasting conclusion about the relationship between stresses and burned out.

2.4.0 SOME PERTINENT FINDINGS OF RESEARCHES CONDUCTED ABROAD:

- 1) The coping strategies as moderators in the relationship between role overload and burnout studied by Brenda Y. (2008) and revealed that rational problem solving significantly moderated the relationship between the role overload and all three dimensions of burnout.
- 2) D'souza (2009) conducted a co-relational study of students of class X in relation to their academic self concept and revealed that there exists negative correlation of stress with academic self concept.
- 3) Walter (1983) examined stress experienced by faculty in institutions of higher education and revealed .that 60% of the total stress in their lives are related to constraints of resources, time etc. They feel that teaching is the most stressful activity in the human service profession.
- 4) Burnout seems to arise from high self expectations from the demands of the organization and other extrinsic conditions. (Colasudro, 1981).
- 5) Males appeared to be more burnout than females. (Metz, 1979) But this finding was not supported by Colasudro (1981).
- 6) Gender of the teacher, age size of school, amount of administration support, compensation, recognition and rewards, were all related to the level of burnoutness. (Hock in 1988 and Smith in 1996).
- 7) Predictors of burnout include attitude towards students, satisfaction with teaching and ability to cope with job related stress.
- 8) Years of teaching experience was not related to burnout and was positively related to efficiency (Jean, 2000).

2.5.0 SOME RESEARCH FINDINGS OF THE STUDIES CONDUCTED IN INDIA:

- 1) Shrivastava, 2003 investigated relationship with role stress coping strategies, personal variables and found control climate is positively correlated with qualification level.
- 2) Mahapatra, 1992 studied job stress mental health and coping on professionals and found that all professionals differed significantly on job stress dimensions.
- 3) It shows that job stress mental health and coping styles of professionals depend on personal capacity.
- 4) Burnout is negatively related with meaning in life (Mishra 1986). Burnout in teaching profession emerges due to physical and emotional strain (Singh, 1989).
- 5) Male teachers were emotionally over extended, exhausted, anxious, and callous towards students and personally accomplished but less capable of establishing constructive relationship, however they were more capable of coping with stress than female teachers.
- 6) Teaching level showed significant positive relationship with depersonalization, lack of personal accomplishment and professional growth showed significant non linear relationship with depersonalization, lack of personal accomplishment while professional commitment had significant negative relationship with depersonalization and lack of personal accomplishment. (Kudva, 1999)

2.6.0 CONCLUSION:

With an alarming increase in the stress levels in all human service professions including teaching profession (Walter1983), it becomes necessary to conduct a systematic study to find out the magnitude of stress and coping styles. It can be seen therefore from the research findings of the above studies that role stress may lead to abnormality in life, fatigue, depression, drug addiction, and alcoholism and took orientation in work style and decrease in “will” to live. Whereas better role understanding leads to sense of responsibility, interest in work, sense of accomplishment and role satisfaction (Shrivastava 2003).

Mostly the studies on burnout have been conducted abroad with only a few studies of Indian origin. The effective and efficient functioning of the educational system depends primarily on the quality and commitment of the teachers (Pestonjee1986). Thus there would always exist a need for research into the social and psychological aspects of the teaching profession. But unfortunately there seems to be a dearth of research in India in these areas.

Most of the studies have tried to investigate the prevalence of teacher burnout (Rhoaders1987). Co- relational studies have been attempted to investigate the relationship of burnout with other variables like locus of control, role conflict and role ambiguity (Katarina2010). Study suggested that the factors that cause burnout are low self concept emotional enthusiasm mental stress etc (Gistlle D'souza 2009).

Time and again commission and committees have emphasized about the importance of teacher educators in building responsible society but studies reveal that no such study on stress and burned out in the field of teacher education was carried out, hence there is a need for present study. Such a study would be very helpful to educational administrators also in arranging remedial measures which would enable the teacher educators to find role stress and burnout and coping styles of teacher educators of Gujarat.

Factors that contribute for role stress burnout are wider perception, positive value base, emotional balance and coping styles. It is clear that stress, coping strategies are unique and hence there is a strong need for studying stress, burned out and coping style of teacher educators of Teacher Training colleges of Ahmedabad and Gandinagar.

After going through the review of the related studies the researcher has gained good insight over the present study, which helped researcher to design the blueprint of the present study. The subsequent chapter deals with research design of the study

CHAPTER 3
RESEARCH METHODOLOGY

3.0.0 INTRODUCTION:

The review of research in the context of the theoretical framework adopted for the study helped the researcher in deeper understanding of the problem undertaken.

The first chapter gave definite direction to objectives decided and acquired through needed planning. Whatever is the nature of objectives, it required a blue print, a guidance to proceed with, so that maximum attainment of pre-decided objectives can be obtained. Planning of a study that way refers to methodology to be adopted with respect to type and nature of data, appropriate instrumentation and mode of efficient and economic data collection.

This chapter includes the design of the study which consists of research plan to carry out the proposed study and the procedure for research processes right from sampling, construction of tools, data collection, and data analysis and its interpretation.

Present study is an attempt to find out role stress, burnout and coping styles which has been witnessed by most of teacher educators of Ahmedabad and Gandhinagar.

3.1.0 RESEACH QUESTIONS:

In this connection certain questions arose in the mind of the researcher. They were:

7. What is the perception of the teacher educators about their institution?
8. What is the status of role stress among teacher educators?
9. How many teachers are burned out and at what level?
10. What are the various causes behind the acute stress level of the burned-out teacher educators?
11. What are the coping styles projected by the teacher educators to reduce the stress?
12. What are the various relationships among the institutional perceptions, organisational role stresses and coping styles of teacher educators?

Keeping in mind the above questions mentioned the present study was undertaken.

3.2.0 STATEMENT OF THE PROBLEM:

A Study of Role Stress, Burnout and Coping Style of Teacher Educators

3.3.0 OBJECTIVES OF STUDY:

7. To study the institutional perception of teacher educators
8. To study the role stress among teacher educators
9. To study the intensity of burnout among teacher educators
10. To study reasons behind burned-out, among highly burned-out teacher educators.
11. To study coping styles projected by teacher educators to meet institutional functioning
12. To Study the relationship between institutional perception and organisational role stress and coping styles, and institutional perception, coping styles of teacher educators.

3.4.0 DELIMITATIONS OF THE STUDY:

The study is delimited to teacher educators of Teachers' Training Colleges located in Ahmedabad & Gandhinagar of Gujarat State.

3.5.0 OPERATIONALIZATION OF THE TERMS:

Institutional perception, role stress, burnout and coping styles.

3.5.1 Institutional Perception: In this study the institutional perception of teacher educators means their understanding regarding various roles, responsibility, job environment, relationship with management and work load etc. of institution in which they are working.

3.5.2 Role Stress: In this study role stress means conflict and tension due to the role of teacher educator being enacted in all roles of life in any given point of time which creates role stress.

3.5.3 Burnout A personal energy crisis due to exhaustion of one's adaptation energy. It is defined as a syndrome of Emotional Exhaustion, Depersonalisation and reduced sense of Personal Accomplishment.

3.5.3.1 Emotional Exhaustion: Emotional Exhaustion (EE) refers to a feeling of being emotionally over extended and drained by one's contact with other people.

3.5.3.2 Depersonalisation: Depersonalisation refers to the development of a negative and cynical attitude, an unfeeling and callous response towards those people who are usually the recipient of one's service.

3.5.3.3 Personal Accomplishment: Personal Accomplishment refers to the negative evaluation of one's own contribution.

3.5.4 Coping Style In this study coping style means ways of dealing with stress, and distinguished between effective and ineffective coping. Effective coping strategies are approach strategies, which confront the problem of stress as a challenge, and increase capability of dealing with it. Ineffective strategies are escape or avoidance strategies, which reduce the feelings of stress.

3.6.0 HYPOTHESES

30. There will be no significant difference in mean scores of institutional perception perceived by teacher educators on the basis of gender about their institution.
31. There will be no significant difference in mean scores of role stress among teacher educators on the basis of less than/more than five years of teaching experience
32. There will be no significant difference in mean scores of institutional perception perceived by teacher educators based on aided and non aided colleges...
33. There will be no significant difference in the mean scores of role stress among teacher educators on the basis of gender.
34. There will be no significant difference in mean scores of role stress among teacher educators on the basis of less than/more than five years of teaching experience
35. There will be no significant difference in the mean scores of the role stress among teacher educators working in the aided & non aided colleges.
36. There will be no significant mean difference in the frequency of emotional exhaustion of teacher educators on the basis of its gender.

37. There will be no significant mean difference in frequency of emotional exhaustion of teacher educators on the basis of more than/less than five years of teaching experience.
38. There will be no significant mean difference in the frequency of emotional exhaustion of teacher educators on the basis of aided/unaided institutions.
39. There will be no significant mean difference in the intensity of emotional exhaustion of teacher educators on the basis of its gender.
40. There will be no significant mean difference in intensity of emotional exhaustion of teacher educators on basis of more than/less than 5 years of teaching experience.
41. There will be no significant mean difference in the intensity of emotional exhaustion of teacher educators on the basis of aided/non aided institutions.
42. There will be no significant mean difference in the frequency of depersonalization of teacher educators on the basis of its gender.
43. There will be no significant mean difference in frequency of depersonalization of teacher educators on basis of more than/less than five years of teaching experience.
44. There will be no significant mean difference in frequency of depersonalization of teacher educators on the basis of aided/non aided institutions.
45. There will be no significant mean difference in the intensity of depersonalization of teacher educators on the basis its gender.
46. There will be no significant mean difference in the intensity of depersonalization of teacher educators on the basis of more than/less than five years of teaching experience
47. There will be no significant mean difference in intensity of depersonalization of teacher educators on the basis of aided/non aided institutions.
48. There will be no significant mean difference in the frequency of personal accomplishment of teacher educators on the basis of its gender

49. There will be no significant mean difference in frequency of personal accomplishment of teacher educators on the basis of more than/less than five years of teaching experience
50. There will be no significant mean difference in intensity of personal accomplishment of teacher educators on the basis of aided/non aided institutions.
51. There will be no significant mean difference in the intensity of personal accomplishment of teacher educators on the basis of its gender.
52. There will be no significant mean difference in the intensity of personal accomplishment of teacher educators on the basis of more than/less than five years of teaching experience.
53. There will be no significant mean difference in intensity of personal accomplishment of teacher educators on the basis of aided/non aided institution.
54. There will be no significant difference in the mean scores of the coping styles projected by teacher educators on the basis of their gender.
55. There will be no significant difference in the mean scores of the coping styles projected by the teacher educators on the basis of less than/more than five years of teaching experience
56. There will be no significant difference in the mean scores of the coping styles projected by the teacher educators working in the aided & non aided colleges
57. There will be no significant relationship between the institutional perceptions and, organisational role stress of teacher educators.
58. There will be no significant relationship between the organisational role stress and coping style of teacher educators.
59. There will be no significant relationship between the institutional perceptions and coping style of teacher educators.

3.7.0 VARIABLES:

Variables of the study were teacher educators of aided and unaided teacher training colleges of Ahmedabad and Gandhinagar, male and female teacher educators of aided and unaided teacher training colleges of Ahmedabad and Gandhinagar, and teacher educators of teacher training institutions of Ahmedabad and Gandhinagar having five years of teaching experiences and less than five years of teaching experiences.

Therefore the variables under study were:

3.7.1 INDEPENDENT VARIABLES:

The teacher educators of Ahmedabad and Gandhinagar with respect to

- Types of colleges: Aided and Unaided
- Sex: Male and Female
- Teaching Experience: More than and Less than Five years

3.7.2 DEPENDENT VARIABLES:

- Institutional Perception of Teacher Educators,
- Role Stress of Teacher Educators,
- Burnout of Teacher Educators, and
- Coping Styles of Teacher Educators.

3.8.0 RESEARCH QUESTIONS:

The present study is a survey type of research where the researcher had made an attempt to study the institutional perception, role stress, burnout and coping style of teacher educators of teacher training colleges of Ahmedabad and Gandhinagar

3.9.0 POPULATION:

Population of the study comprises of the Teacher Educators of Teacher Training Colleges of Ahmedabad and Gandhinagar. There were all 98 teacher training colleges in Ahmedabad and Gandhinagar. From these colleges there were 784 Teacher Educators were taken up for the study.

3.10.0 SAMPLE:

Researcher opted for convenient sampling and had approached all ninety eight colleges for the permission to carry out the research study and from those colleges seventy six colleges responded and allowed to carry out the research study.

Tool was given to all teacher educators of teacher training colleges. Researcher could collect responses from 608 teacher educators of seventy six colleges. Therefore total 608 teacher educators from seventy six colleges constitute the sample of the study.

Number of Teacher's Training colleges of Ahmedabad and Gandhinagar are given as under:

Place	No. of colleges	Colleges selected for study	Teacher educators from the selected colleges
Ahmedabad	91	70	560
Gandhinagar	7	6	48
Total	98	76	608

3.10.1 SAMPLE DISTRIBUTION:

Sex	Male		Female		Total
*TE ** TI	TE more than five years	TE less than five years	TE more than five years	TE less than five years	
Aided	80	48	68	53	249
Unaided	77	79	102	101	359
Total	157	127	170	154	599***

* Teaching Experience (TE),

** Types of Institution (TI),

*** From the total 608 teacher educators of teacher training collages nine sets of tool found to be incomplete so all those sets were excluded from the sample.

3.11.0 TOOLS AND TECHNIQUE:

The following instruments were used for the present study:

1. Institutional perception Inventory of Teacher Educators

2. Organisational Role Stress
3. Maslach Burnout Inventory
4. Role Pics
5. Interview technique of the Burnout Teachers Educators
6. Correlation of the institutional perception, ORS and coping styles

3.12.0 DESCRIPTION OF TOOLS:

For studying objectives of role stress and burnout, researcher has used standardized tools and for the objectives role perception and coping style, researcher has adapted and modified it. As the available tools were designed for industrial set up, the tool suitable for teacher educators of teacher training colleges were adapted and modified.

The tools developed, contain a combination of items like yes/no, rating scale items and open ended response. Items mentioned in tools were comprehensive and representative enough to cover all aspects related to objectives of the present study.

3.12.1 INSTITUTIONAL PERCEPTION INVENTORY TO MEASURE THE INSTITUTIONAL PERCEPTION:

To study the institutional perception of teacher educators the inventory was prepared after going through the list of traits of various categories. All items were categorised into five components. The identified components are role ambiguity, biased recruitment, unsatisfactory job environment, conflict with management, lack of resources and work-overload. The inventory contains 40 statements which is applicable to the institutional needs.

The respondents were instructed to mark “X” if the statement is broadly true/ related to their own institution and were asked, not to mark anything if it is not related to their own institution. The tool was shown to the four senior faculties of teacher training colleges for their expert comment and suggestions.

The suggestions and comments were asked in terms of content related and language of the items, number of the statements related to categories, presentation of the items and related relevance. After receiving comments and suggestions pointed by the experts were thoroughly studied and the relevant changes incorporated in final version of the tool. Copy of the tool has been attached in the appendix number. I

3.12.2 ORGANIZATIONAL ROLE SCALE TO MEASURE ROLE STRESS:

Organizational Role Stress Scale (ORS Scale) is the standardized tool developed by Udai Pareek. It measures 10 role stresses i.e. self role distance, inter role distance, role stagnation, role isolation, role ambiguity, role expectation conflict, role overload, role erosion, resource inadequacy and personal inadequacy. ORS is the five point scale (0-4), containing 5 items for each role stress and the total of 50 statements. Thus the total scores on each role stress range from 0-20. To get the total scores for each type of role stress, the ratings given by each teacher educator are added horizontally for five items. This instrument gives data about the number of different role stresses experienced by a respondent teacher educator. Norms for the ORS scale are mentioned as follows: (Low Stress- 25, High Stress-82). Copy of the tool has been attached in the appendix number: II

Sr. no.	Stress	Low score	High score
1	SRD	3	9
2	IRD	2	8
3	RS	2	8
4	RI	3	9
5	RA	3	7
6	REC	4	7
7	RD	3	6
8	RE	9	12
9	Rin	5	8
10	PI	4	8

3.12.3 MASLACH BURNOUT INVENTORY TO MEASURE BURNOUT:

Staff members in Human Service and educational institutions are often required to spend considerable time in intense involvement with the people. Frequently staff interaction is centred around teacher's current problems (psychological social or physical) and is therefore charged with feeling of anger embarrassment fear or despair because solutions for staff problems are not always obvious and easily obtained the situation, becomes more ambiguous and frustrating for a person who works

continuously. Under such circumstances the chronic stress can be emotionally draining and can lead to burnout. As there is no total burned score, three subscales have been scored separately and each is in its frequency and intensity dimensions.

Burnout has been studied in two ways first, from six subscale scores. Same were divided into three categories: Low Moderate and High. In the MBI manual scores are considered high if they are in the upper three of the normative distribution, moderate if they are in the middle three and low if they are in the lower third .However in the present study distribution in the three categories have been made on the basis of quartiles, scores lying below Q1 where considered low, scores lying between Q1 and Q3 were considered moderate and scores above Q3 were considered were high.

Second the extent was considered from the respondents who frequently experienced Burned-out in its frequency dimensions and who strongly experienced burnout in its intensity dimensions.

The MBI is a twenty two items Likert–type rating scale. Items are written in the form of statements about personal feeling or attitudes. The frequency scale is labelled at each points and ranges from 0 (never) to 6 (everyday), intensity scale ranges from 0 (never) to 7 (major, very strong).

There are nine items in Emotional Exhaustion subscale, five items in Depersonalization subscale and eight items in Personal Accomplishment subscale. Burnout is considered as continuous variables, ranges from low to moderate to high degree of experienced feeling. It is not viewed as a dichotomous variable, which is either present or absent. A high degree of burnout is reflected in high scores on Emotional Exhaustion and Depersonalization subscale and in low scores on the Personal Accomplishment subscale. A moderate degree of burnout is reflected on moderate scores on the three subscales.

A low degree of burnout is reflected in low scores on the Emotional Exhaustion and Depersonalization. Subscale and in high scores on the personal accomplishment subscale. In the scale scores are considered high if they are in the upper third of the normative distribution, moderate if they are in the middle third and low if they are in the lower third.

Given the limited knowledge about relationship between the 3 aspects of burnout the scores for each subscale are considered separately and are not combined into a single total score. Similarly the frequency and intensity scores are considered separately. These scores are computed for each respondent EEF, EEI, DF, DI, PAI and PAI.

- **Means and SD for the MBI subscale**

Mean & SD of MBI subscale (no.1400)				
		EE	D	PA
Frequency	Mean	24.08	9.40	36.01
	SD	11.88	06.90	06.93
Intensity	Mean	32.68	11.71	39.70
	SD	13.84	08.09	07.68

- **Reliability** The reliability coefficients for the subscales range from 0.71 to 0.90. Test retest reliability coefficients for the subscales ranged from 0.53 to 0.82 all significant beyond 0.001 levels.
- **Validity:** Both convergent as well as discriminant validity have been established for the MBI tool.

The MBI being an easy scale and administer with good reliability and validity has been successfully used in almost all the empirical studies on burnout. Copy of the tool has been attached in the appendix number: III

3.12.4 ROLE PICS TO MEASURE THE COPING STYLES:

Researcher has taken the guideline from the instrument which is developed by Udai Pareek (1998) meant for the industrial set up .The researcher tried to make the situations appropriate to teaching situations keeping in mind the same components of categorisation, developed the tool for the teacher educators to study the coping style. It is the semi projective instrument for assessing a respondent’s style or strategy to cope with role stress.

This tool has been given to experts for validation and appropriate modification was done keeping in mind suggestions given by the experts like: content related to

language of the items, number of the statements related to components, presentation of the items and related relevance.

The word coping has been used mainly with ways of dealing with stress, distinguished between effective and ineffective coping.

Generally, effective coping strategies are approach strategies, which confront the problem of stress as a challenge and increase the capability of dealing with it. Ineffective strategies are escape or avoidance strategies, which reduce the feeling of stress for example denying the reality of stress, or through the use of alcohol, drugs or other aids to escapism.

Approach or effective strategies of coping include efforts to increase physical and mental readiness to cope (through physical exercises, yoga and meditation diet management), creative diversions for emotional enrichment strategies of dealing with the basic problems causing stress and collaborative work to solve such problems. Participants with similar weak areas sit together to plan ways of reducing dysfunctional and increasing functional approaches.

Here different situations depict how different teachers perceive the situations involving institutional roles. Twenty four situations are shown here. There is minimum one and maximum eight score to be provided to each situation. Thus the total scores on each situation range from one to eight. As per the type of responses scores are allotted to particular situation that means minimum one and maximum 192 score can be allotted. The situations are given in a dialogue form which depicts that two teachers are talking. These situations can also be made into cartoon like pictures or in some pattern.

The statement made by one teacher is printed and the space for the statement made by the other teacher is vacant. Respondents had to give their response to the given statement in blank space. A respondent requires writing down, how he/she will respond to that situation. It is presumed that the responses will be projective expression of the way the respondent himself/herself would cope with a particular stress. Respondent tends to project and reveal his own underlying modes of responses in the given situation. To facilitate these, responses be given fast, otherwise censorship may influence them. The respondents were told to write down the first

response that comes to their minds. Responses to the situations should be written in the same sequences in which they appear on the role pics.

3.12.5: COPING STRATEGIES:

Externality is the feeling that external factors are responsible for role stress, resulting in aggression towards, and blaming of, these external factors. It may also indicate the tendency to expect and get a solution for stress from external factors. Externality may be high or low.

Internality is quite the opposite. The respondent may perceive one own self as a responsible for the stress and may therefore express aggression or blame himself. Similarly the respondent may expect a solution for the stress from within. Internality may be high or low.

Mode of coping may take the form of avoiding the situation (reactive strategies) or confronting and approaching the problem (proactive strategies). This is a mode of coping. Combining the two aspects of each of the three dimensions, it have eight possible strategies for coping with stress.

In order to facilitate scoring of the responses, scoring are written down for each situation of 599 teacher educators.

The scoring sheet is prepared carefully after the discussion with two experts. The score are given as follows:

Items	Avoidance Strategy				Approach Strategy			
	M	I	E	D	m	i	e	n
Internality	low	high	low	high	low	high	low	high
Externality	low	low	high	high	low	low	high	high
Scores	1	2	3	4	5	6	7	8

Avoidance mode is characterised by any one of the following:

- Aggression and blame,
- Helplessness and resignation

- Minimising the significance of stressful situation by accepting it with resignation
- Denying the presence of stress or finding an explanation for it.
- Such behaviour helps a person in not doing anything in relation to the stress. We have used the expression punitive (borrowed from Rosenweig) and have used capital letters to denote avoidance response (M, I, E, D).

On the other hand approach mode is characterised by:

- Hope that things will improve
- Efforts made by the subject will help to solve the situation
- Expectation that others will help, or asking for help in relation to stress and,
- Jointly doing something about the problem.
- We have used the persistive for this mode and have used small letters for styles in this mode (m, i, e, n)

Some example related to such type of coping styles are mentioned down:

1. M: What can be done about it? Please tell.
2. I: I cannot cope with so much work.
3. E: These teachers are inconsiderate.
4. D: Not so much, I think so, I try considering work as not a load.
5. m : It will be alright.
6. i: I will reorganize my work and fix up the priorities.
7. e: I shall request my principal to reduce it.
8. n: I can give you some suggestions to deal with this problem, i plan to sit and work out a solution with my teachers.

Researcher repeatedly read the responses of the respondents carefully to understand the responding pattern for the purpose of classifying the responses into certain criteria

i.e. Avoidance mode (dysfunctional approaches) and Approach mode (functional approaches). Responses to the situations need to be written in the same sequences in which they appear on the role pics. This has helped the researcher to analyse the coping style quantitatively and then qualitatively. All the responses of the teacher educators are added up in categories form and “t” is calculated. Copy of the tool has been attached in the appendix number: IV

3.12.6: SEMI STRUCTURED INTERVIEW:

The teacher educators, who were found to be highly burned-out, were identified by MBI inventory score. Semi structured interviews were conducted for the selected those eleven teacher educators who were identified highly burned-out. The interview schedule was developed by the investigator and validated by the practitioners who are involved in the teachers training programme. The interview schedule consist of twelve open ended questions which were related to areas like: nature of their job, work style, the service conditions, remuneration structure, overall job performance, job satisfaction, relationship with the administration, relationship with the colleagues, social relationship etc.

It was conducted to check a better insight into the expressions of the respondents and have the supportive data to understand the responses of the teacher educators. Copy of the questions asked in the interview has been mentioned in the appendix number: V.

3.12.7: CORRELATION OF THE SELECTED VARIABLES:

Correlation between institutional perceptions, organizational role stress, institutional Perceptions and coping styles and organizational role stress and coping style were calculated.

3.13.0: PROCEDURE FOR DATA COLLECTION:

Investigator collected the data for the present study personally by contacting the principals from sampled institutes, took their permission and administered questionnaire and conducted the interview of the highly burned-out teacher educators after the analysis of MBI.

The investigator collected the data by giving all four tools to the teacher educators of the sampled institutions of Ahmedabad and Gandhinagar districts.

Respondents were requested to give responses in the answer sheet which were provided along with the questionnaire. The purpose of the study was explained to all the teacher educators. Detailed instructions for each questionnaire were given. Respondents were requested to read out all instructions for each part before attempting to respond to them.

Respondents were urged to give their sincere responses. From seventy six teachers training institutions 608 teacher educators were taken up for study. Incomplete questionnaire were not taken up for consideration.

All teacher educators present on the day of data collection were selected and administered the tools. So the data in all 608 teacher educators were obtained and when they were studied thoroughly about nine sets of data found to be incomplete which were not considered for analysis. Thus ultimately the data completed in all respect were 599 in number i.e. the final number of teacher educators for the sample remained 599 and the data analysis is done. The investigator personally collected the entire questionnaire.

3.14.0: ANALYSIS OF DATA:

Data collected from teacher educator were tabulated for analysis. These data were processed and analyzed using computer applications (excel sheet). The non parametric statistical technique has been used for data analysis. Also the interviews of eleven burned out teacher educators who were ready to respond were taken up.

Both the descriptive and inferential statistics were used to analyze the data. The descriptive statistical analysis employed were frequency, means, correlation and standard deviation. The inferential statistics “t” test has been used.

3.15.0: SUMMARY OF DATA ANALYSIS :

Objectives	Area of enquiry	Sources of data	Tool	Technique of data Analysis
1	Institutional perception of teacher educators.	Teacher educators on the basis of: gender, more than/less than five years of teaching experience, type of institution	Institutional perception inventory	Percentage, “t” test
2	Role stress of teacher educators	Teacher educators on the basis of: gender, more than/less than five years of teaching experience, type of institution	Organisational role stress	“t” test
3	Burn out of teacher educator	Teacher educator on the basis: gender, more than/less than five years of teaching experience, type of institution	Maslach Burnout Inventory	Percentage, “t”, case studies
4	Case study of burnout teacher educators	Selected identified burned-out teacher educators	Scores of MBI	Semi structured interview
5	Coping style of teacher educators	Teacher educator on the basis of: gender, more than/less than five years of teaching experience, type of institution	Roles pics	Percentage, “t” test
6	Correlation among IP, ORS, MBI, Role pics of teacher educators	Responses of various teacher educators on different tools	Data of the IP,ORS, MBI, Role pics	Correlation

For the present study chapter three describes a complete layout of the research work. In subsequent chapter, researcher deals with analysis and interpretation of the data.

CHAPTER 4
DATA ANALYSIS AND INTERPRETATION

4.0.0: INTRODUCTION:

This chapter aims at analysing and interpreting the data collected in order to realise the stated objectives described in earlier chapter. This chapter examines the objectives against the data obtained and analysed through appropriate statistical technique frequency is drawn, mean percentages and t test also been calculated.

4.1.0: ANALYSIS OF DATA RELATED TO FIRST OBJECTIVE:

To study the institutional perception of teacher educators about their institution.

To study the first objective, institutional perception inventory of teacher educators have been used.

Table 4.1.1

The percentage of teacher educators' responses on Institutional perception

Items	Biased recruitment	Undefined responsibility	Unsatisfactory job environment	Work Overload	Conflict with management
Male%	24.76	22.18	19.68	10.96	23.42
Female%	20.11	20.98	16.71	19.27	22.93

Here the responses were marked on the basis of items. The component wise responses were total up and their percentages have been calculated.

All the teacher educators vary in their responses. While going through the statements harmony in responses is not seen and their opinion differs. Under the first component of biased recruitment in male category percentage of male was 24.76. Whereas in case of female percentage came was 20.11, this means the female teacher educators perceived less biased in terms of recruitment as compare to their male colleagues.

In the second component undefined responsibility of the institution, the percentage of male teacher educators was 22.18, whereas in case of female it was 20.98, this means female teacher educators perceived that their institution defines the responsibility of every faculty as compared to male colleague.

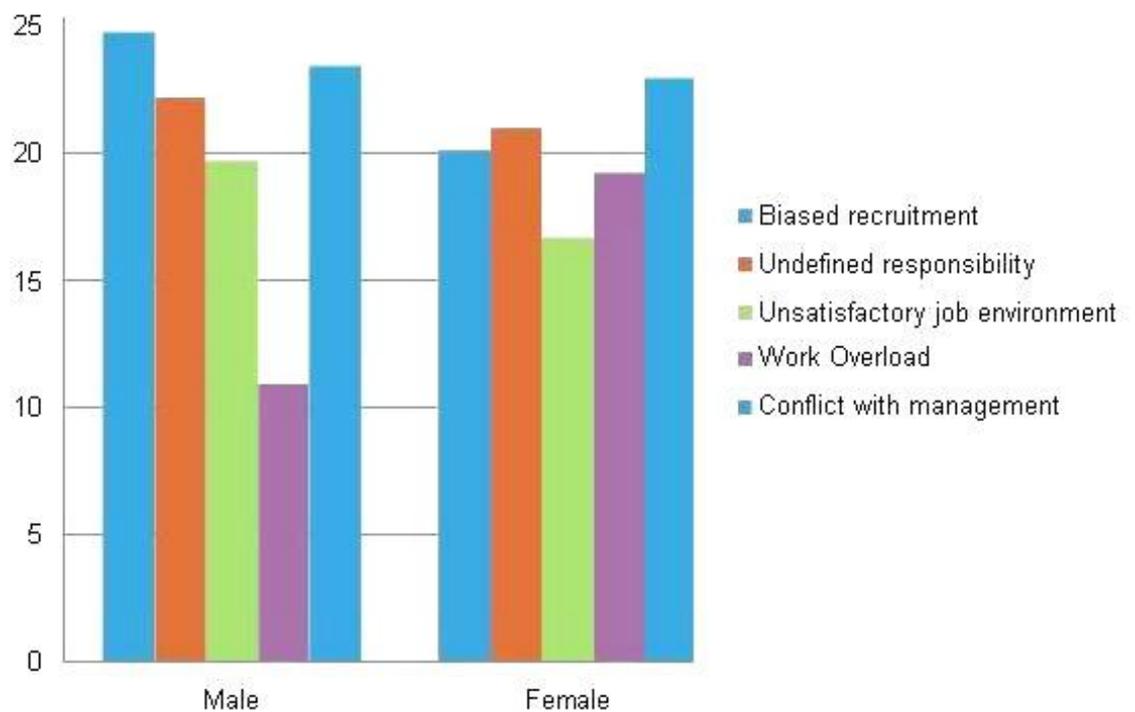
In the third component of unsatisfactory job environment the percentage of male respondents who responded the statements for having it true for their institution came was 19.68 whereas in the female category it was 16.71

In the fourth component which is related to work overload male teacher educators have perceived that the percentage of their work load was 10.96 and in case of female the percentage was 19.27.

The last component of conflict with management, the percentage of responses of male teacher educators was 23.42 against the responses of female teacher educator 22.93.

The above description of the table 4.1.1 becomes clearer in the histogram 4.1.1

The Histogram 4.1.1 represents the percentage of teacher educators' (male & female) responses on institutional perception



4.2.0: To study the significant difference between the institution perceptions of teacher educators in relation to gender, teaching experience and type of institution, the t test was employed.

Ho 4.2.1: There will be no significant difference in the mean scores of institutional perception perceived by teacher educators on the basis of gender.

Ho 4.2.2: There will be no significant difference in the mean scores of role stress among teacher educators on the basis of less than/more than five years of teaching experience

Ho 4.2.3: There will be no significant difference in the mean scores of institutional perception perceived by teacher educators on the basis of aided and non aided colleges.ean scores of

Table 4.2.1
Comparison of Mean, N, S.D, and SED scores of teacher educators on the basis of gender

Institutional Perception	Mean	N	S.D.	SED	t	Remark
Male	205.00	284	31.66	2.47	4.3	Significant at 0.01 level
Female	189.45	315	28.35			

The obtained t value is 4.3 which is significant at 0.01 levels.

Thus, the Null Hypothesis Ho 4.2.1 that there will be no significant difference in mean scores of institutional perception perceived by the male & female teacher educators is rejected.

Responses of teacher educators clearly shows that there are much differences in mean scores of institutional perception perceived by male and female teacher educators.

Further, mean score of male teacher educators was 205.00 which is higher than the mean score of female teacher educators which was 189.45.

It may therefore be said that institutional perception perceived by male teacher educators are significantly higher than that of female teacher educators. That implies

that male teacher educators have more negative perceptions about their institution than that of female.

Ho 4.2.2: There will be no significant difference in mean scores of institutional perception perceived by educators on the basis of less than/more than five years of teaching experience.

Table 4.2.2

Comparison of Mean, N, S.D, and SED Scores teacher educators on the basis of less than/more than five years of teaching experience.

EEF	Mean	N	S.D.	SED	t	Remark
Teaching experience > 5years	188.8	276	26.58	0.49	5.70	Significant at 0.01 level
Teaching experience < 5 years	196.3	323	34.07			

It was found from table 4.2.2 that the calculated value of 't' is 5.70 whereas table value of 't' at 0.05 levels and 0.01 levels is 1.96 and 2.58 respectively. Hence, calculated value 't.' is significantly higher than table value at 0.05 level/0.01 levels.

Responses of teacher educators clearly shows that there are much differences in mean scores of institutional perception perceived by male and female teacher educators.

Further, mean scores of male teacher educators are 188.80 which are higher than the mean scores of female teacher educators which is 196.30.

It may therefore be said that institutional perception perceived by male teacher educators are significantly higher than that of female teacher educators. That implies that male teacher educators have more negative perceptions about their institution than that of female.

Thus, the Null Hypothesis Ho 4.2.2 that there will be no significant difference in mean scores Institutional Perception perceived by teacher educators on basis of less than more than five years of teaching experience is rejected.

Further, mean scores Institutional Perception perceived by the teacher educators on the basis of less than five years of teaching experience 196.3 which is higher than the

mean scores of teacher educators having more than five years of teaching experience which comes to 188.8.

It may therefore be said that the mean scores of Institutional Perception perceived by the teacher educators having less than five years of teaching experience are higher than that of teacher educators having more than five years of teaching experience.

Ho 4.2.3: There will be no significant difference in mean scores of Institutional Perception perceived by teacher educators of their institution working in aided & non aided institution.

Table 4.2.3
Comparison of Mean, N, S.D and SED Scores of teacher educators working in aided and unaided institution.

Institutional Perception	Mean	N	S.D.	SED	t	Remark
Aided	199.00	350	26.2	2.71	2.90	Significant at 0.01 level
Unaided	206.00	249	36.56			

It is found from table 4.2.3 that the calculated value of 't.' is 2.90 whereas table value of 't.' at 0.05 levels and 0.01 level is 1.96 and 2.58 respectively. Hence, calculated value of 't.' is significantly higher than the table value at 0.05 level and 0.01 levels.

Thus, Null Hypothesis (Ho) 4.2.3 that there will be no significant difference in mean scores Institutional Perception perceived by educators working in aided/unaided colleges is rejected.

The responses of the teacher educators clearly shows that there are much differences in mean scores of Institutional Perception perceived by teacher educators working in aided & non aided colleges.

Further, mean scores of Institutional Perception perceived by teacher educators working in non aided colleges are 206 which is significantly higher than mean scores of teacher educators working in aided colleges which is 199.

It may therefore be said that mean score of Institutional Perception of teacher educators working in non aided college are significantly higher than that of teacher educator working in the aided colleges.

4.3.0: ANALYSIS OF DATA RELATED TO SECOND OBJECTIVE

To study the organisational role stress among teacher educators

The second objective of role stress perceived by the teacher educators was analyzed with the help of ORS Scale.

Hypothesis:

Ho 4.3.1: There will be no significant difference in mean scores of organizational role stress on the basis of gender.

Ho 4.3.2: There will be no significant difference in the mean scores of organizational role stress on the basis of less than /more than five years of teaching experience.

Ho 4.3.3: There will be no significant difference in mean scores of the organizational role stress among teacher educators working in aided & non aided colleges.

Table 4.3.1

Comparison of Mean, N, S.D, and SED scores of organizational role stress on the basis of gender.

ORS	Mean	N	S.D.	SED	t	Remark
Male	87.73	284	12.01	1.21	3.81	Significant at 0.01level
Female	84.45	315	14.52			

It is found from table 4.3.1 that the calculated value of 't' is 3.81 whereas table value of 't.' at 0.05 level is 1.96 and 2.58 respectively.

Hence, calculated value of 't.' is significantly higher than the table value at 0.05 levels. Thus, the Null Hypothesis Ho 4.3.1 that there will be no significant mean difference in scores of organizational role stress among male & female teacher

educators is rejected. The responses of the teacher educators clearly shows that there are not much differences in the mean scores of organizational role stress among male and female teacher educators. The mean score of male teacher educators comes to 87.73 which are significantly higher than the mean scores of female teacher educators which come to 84.45.

Ho 4.3.2: There will be no significant difference in the mean scores of ORS among teacher educators on the basis of less than/more than five years of teaching experience.

Table 4.3.2
Comparison of Mean, N, S.D, and SED Scores of ORS on the basis of less than/more than five years of teaching experience.

ORS	Mean	N	S.D.	SED	t	Remark
Teaching experience > 5years	78.19	276	12.23	0.68	4.88	Significant at 0.01 level
Teaching experience < 5 years	83.26	323	11.15			

It is found from table 4.3.2 that the calculated value of ‘t’ is 4.88 whereas table value of ‘t.’ at 0.05 and 0.01 level is 1.96 and 2.58 respectively.

Hence, calculated value of ‘t.’ is significantly higher than the table value at 0.01 levels. Thus, the Null Hypothesis Ho 4.3.2 that there will be no significant difference in mean scores of organizational role stress among teacher educators on the basis of less than/more than five years of teaching experience is rejected.

The responses of the teacher educators clearly shows that there are differences in the mean scores of organizational role stress among male and female teacher educators on the basis of less than/more than five years of teaching experience.

Ho 4.3.3: There will be no significant difference in mean scores of the ORS among teacher educators working in the aided & non aided colleges.

Table 4.3.3

Comparison of Mean, N, S.D, SED scores of organizational role stress working in aided/unaided institutions.

ORS	Mean	N	S.D.	SED	t	Remark
Aided	83.97	249	13.55	0.86	4.77	Significant At 0.01 level
Unaided	88.07	350	12.62			

It is found from table 4.3.3 that the calculated value of 't.' is 4.99 whereas table value of 't' at 0.05 and 0.01 level is 1.96 and 2.58 respectively. Hence, calculated value of 't' is significantly higher than the table value at 0.01 levels.

Thus, Null Hypothesis (Ho) 4.3.3 that there will be no significant difference in mean scores of the organizational role stress among teacher educators working in aided & non aided colleges is rejected.

The responses of teacher educators clearly shows that there are significant differences in the mean scores of organizational role stress among teacher educators working in aided & non aided colleges.

4.4.0: ANALYSIS OF DATA RELATED TO THIRD OBJECTIVE

To study the intensity of burnout among teacher educators.

To study burnout among teacher educators Maslach Burnout Inventory (MBI) is used. Burnout has been studied on the basis of its six subscales scores. As there are no total burned-out scores, the 3 subscales have been scored separately and each in its frequency and intensity dimensions.

For objective three, subscales i.e. for Emotional Exhaustion Frequency/Intensity, Depersonalization Frequency/Intensity, and Personal Accomplishment Frequency / Intensity dimensions following analysis is done:

- **Percentages calculation of 3 subscales**
- **"t" calculation of 3 subscales**
- **Comparison of present Mean and SD with the MBI norms of 3 subscales.**
- **Case study of burned out teacher educators**

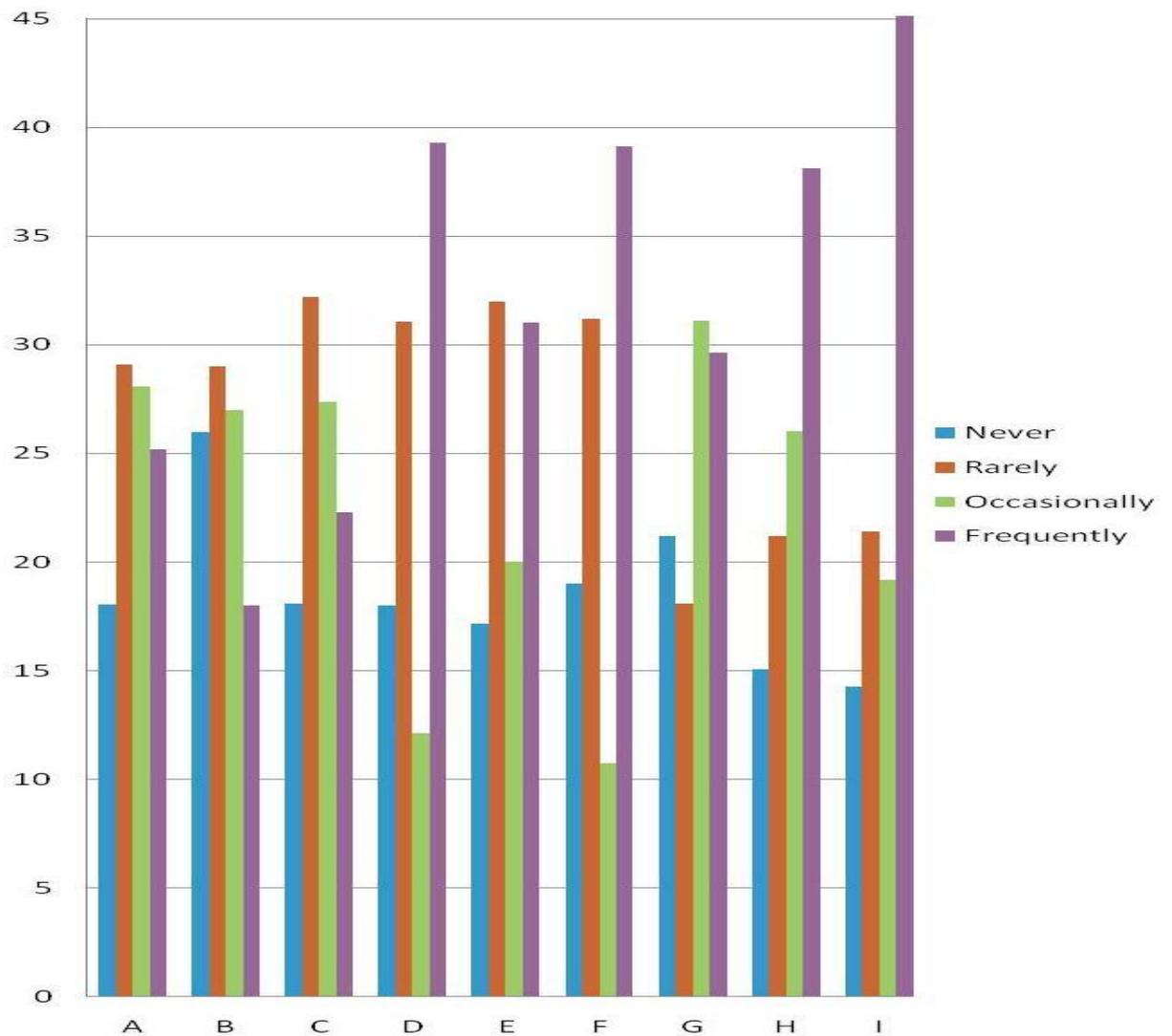
EMOTIONAL EXHAUSTION FREQUENCY/INTENSITY SUBSCALE PERCENTAGE:

Emotional exhaustion frequency (EEF)/Emotional Exhaustion Intensity (EEI) percentage distribution of responses of the 9 items of subscales are given in the table 4.4.1 and 4.4.2. The percentages exhibit Emotional Exhaustion Frequency and Intensity of teacher educators.

EMOTIONAL EXHAUSTION FREQUENCY (EEF) SUBSCALE:

Table 4.4.1
Percentage distribution of Emotional Exhaustion Frequency (EEF)

Distribution of responses Emotional Exhaustion Frequency(EEF)				
Percentage (%)				
Items:	Never (0)	Rarely (1&2)	Occasionally (3&4)	Frequently (5&6)
I feel emotionally drained from my work	18.05	29.10	28.09	25.17
I feel exhausted at the end of my work.	26.00	29.00	27.00	18.01
I feel fatigued when I get up in morning and have to face another day on the job.	18.10	32.21	27.38	22.31
Working with student all day is a strain for me.	18.01	31.05	12.12	39.29
I feel burned out from my work.	17.17	32.00	20.01	31.01
I feel frustrated by my job.	19.00	31.21	10.73	39.12
I feel I am working too hard on my job.	21.22	18.09	31.10	29.64
Working directly with people puts too much stress on me.	15.09	21.21	26.02	38.13
I feel like I am at the end of my rope	14.28	21.41	19.19	45.12



Percentage distribution of Emotional Exhaustion Frequency (EEF)

Histogram 4.4.1

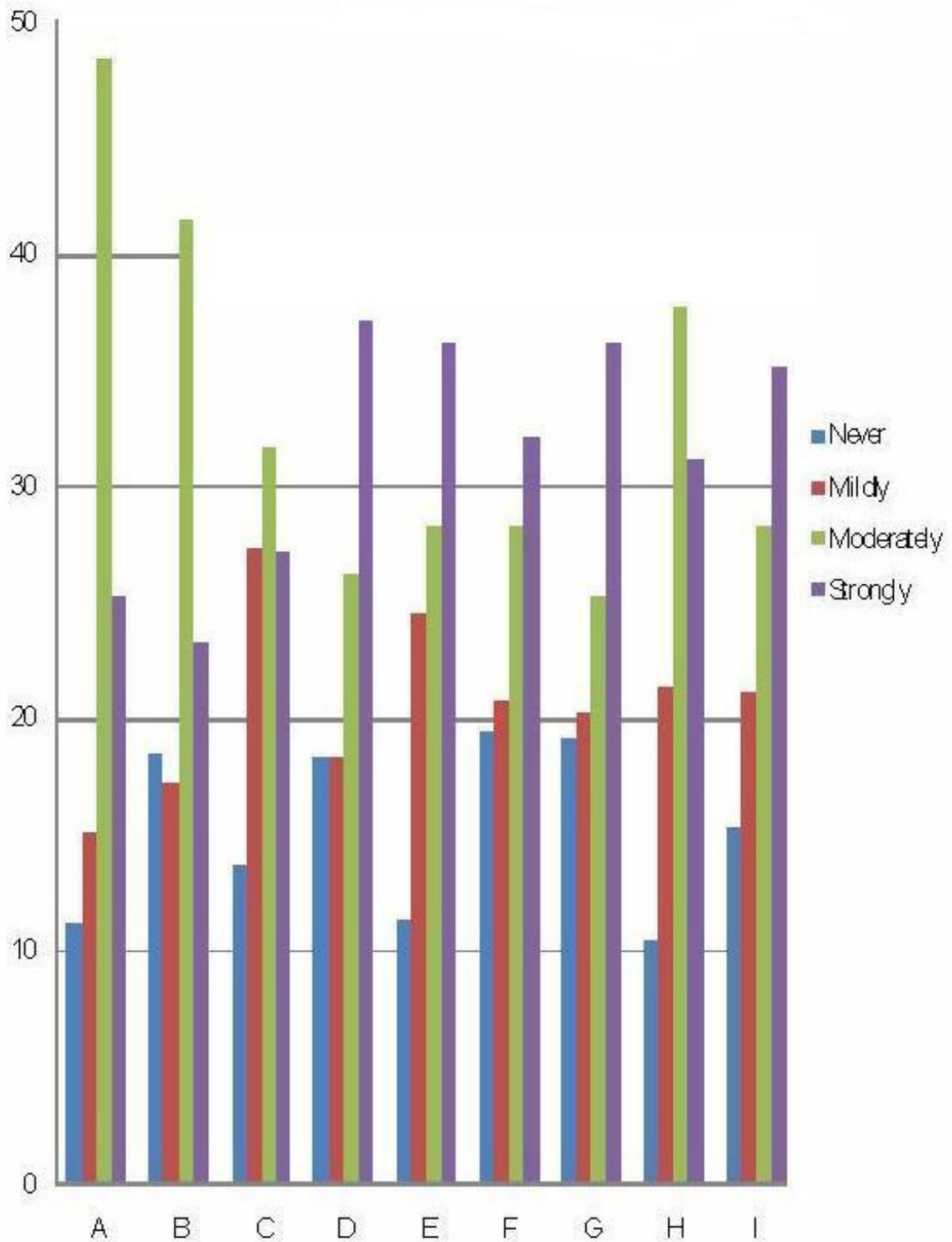
Above table and Histogram 4.4.1 reveal that 10.73% to 45.12% of teacher educators frequently experience these feelings of Emotional Exhaustion, while 10.73% to 31.10 of teacher educators occasionally experience such feelings. Again 18.09% to 32.21% of the teacher educators rarely experience the feeling of emotional exhaustion. Teacher educators who frequently experienced the emotional exhaustion, their percentages range from 18.01% to 45.12%.

EMOTIONAL EXHAUSTION INTENSITY SUBSCALE:

Table 4.4.2

Percentage distribution of Emotional Exhaustion Intensity (EEI)

Distribution of responses Emotional Exhaustion Intensity (EEI)				
Percentage (%)				
Items	Never (0)	Mildly (1&2)	Moderately (3,4 &5)	Strongly (6&7)
I feel emotionally drained from my work	11.23	15.11	48.34	25.32
I feel exhausted at the end of my work.	18.45	17.23	41.53	23.29
I feel fatigued when I get up in morning and have to face another day on the job.	13.76	27.34	31.70	27.20
Working with student all day is a strain for me.	18.34	18.32	26.24	37.13
I feel burned out from my work.	11.32	24.54	28.32	36.11
I feel frustrated by my job.	19.43	20.76	28.32	32.10
I feel I am working too hard on my job.	19.23	20.32	25.21	36.11
Working directly with people puts too much stress on me.	10.51	21.43	37.71	31.23
I feel like I am at the end of my rope	15.31	21.21	28.31	35.22



Percentage distribution of Emotional Exhaustion Intensity (EEI)

Histogram 4.4.2

Above table and histogram 4.4.2 reveals that the intensity of the emotional exhaustion of the teacher educator ranges from 10.51 to 48.34. The table reveals 23.29% to 37.13% of teacher educators in the present study strongly experience these feelings of

Emotional Exhaustion, while 25.21% to 48.34 of teacher educators moderately experience such feelings. Again 15.11% to 27.34% of teacher educators mildly experience feeling of emotional exhaustion. Teacher educators who never experienced the emotional exhaustion, their percentages range from 10.51% to 20.43%.

DEPERSONALISATION SUBSCALES (FREQUENCY & INTENSITY)

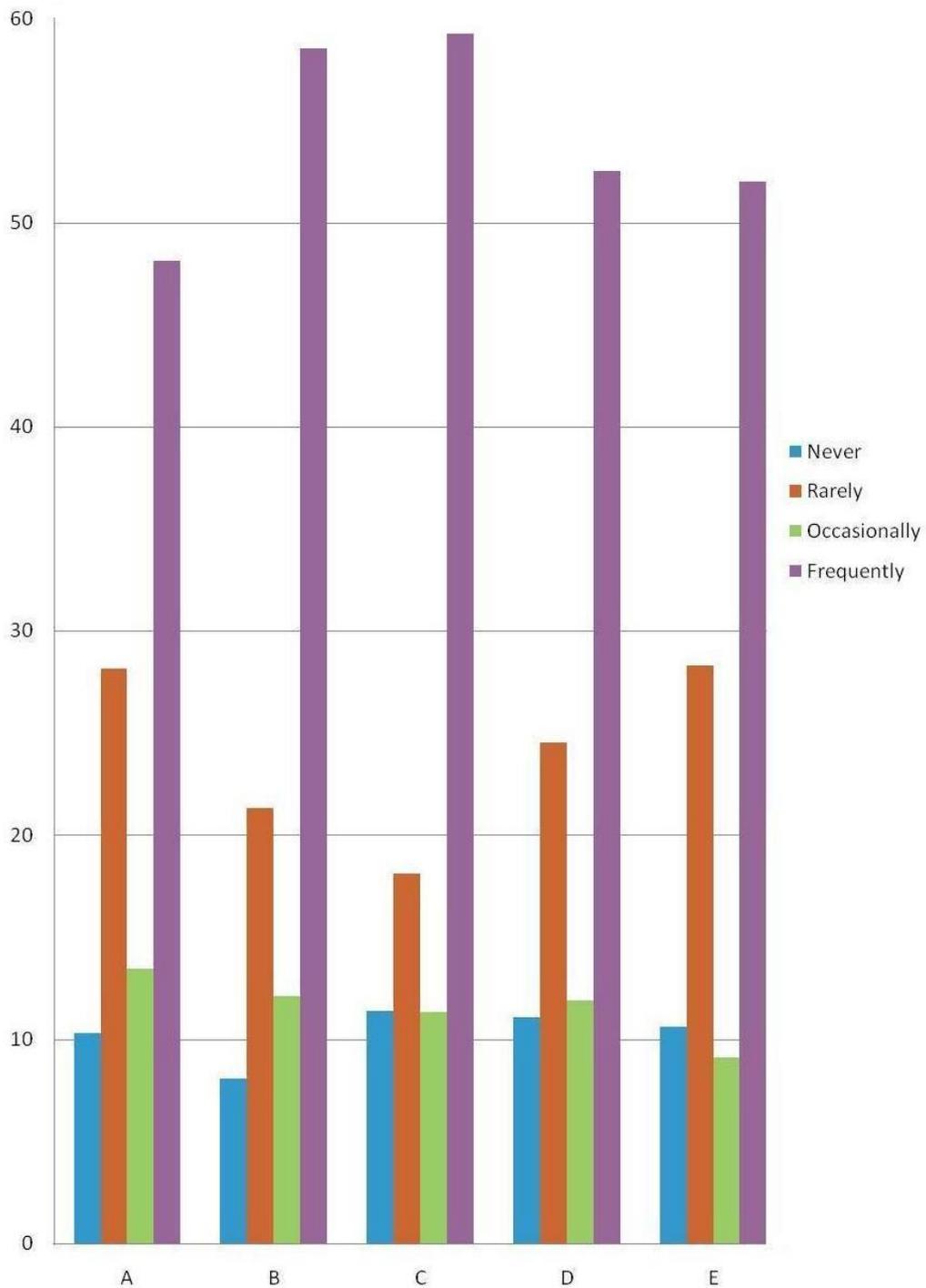
PERCENTAGES:

Depersonalisation subscales (frequency & intensity) percentages distribution of responses of the five items is given in the table 4.4.3 and 4.4.4. Percentages exhibit Depersonalisation Frequency and Intensity of teacher educators of Ahmedabad and Gandhinagar.

DEPERSONALIZATION FREQUENCY SUBSCALE:

Table 4.4.3
Percentage distribution of Depersonalization Frequency (DF)

Depersonalization Frequency				
Percentage (%)				
Items	Never (0)	Rarely (1&2)	Occasionally (3&4)	Frequently (5&6)
I feel I treat some students as if they were impersonal objects?	10.30	28.12	13.44	48.14
I have become more callous	08.08	21.31	12.10	58.51
I worry that this job is hardening me emotionally.	11.39	18.11	11.31	59.23
I don't really care what happens to some students.	11.08	24.51	11.90	52.52
I feel students blame me for some of their problems.	10.60	28.31	09.08	52.01



Percentage distribution of Depersonalization Frequency (DF)

Histogram 4.4.3

The above table and histogram 4.4.3 reveal that in depersonalisation subscale, the teacher educator who frequently experiences the feeling of depersonalisation, the percentages ranges from 59.23 to 48.14. In case of occasionally experiencing the feeling of depersonalization, the percentages range from 9.08 to 13.44.

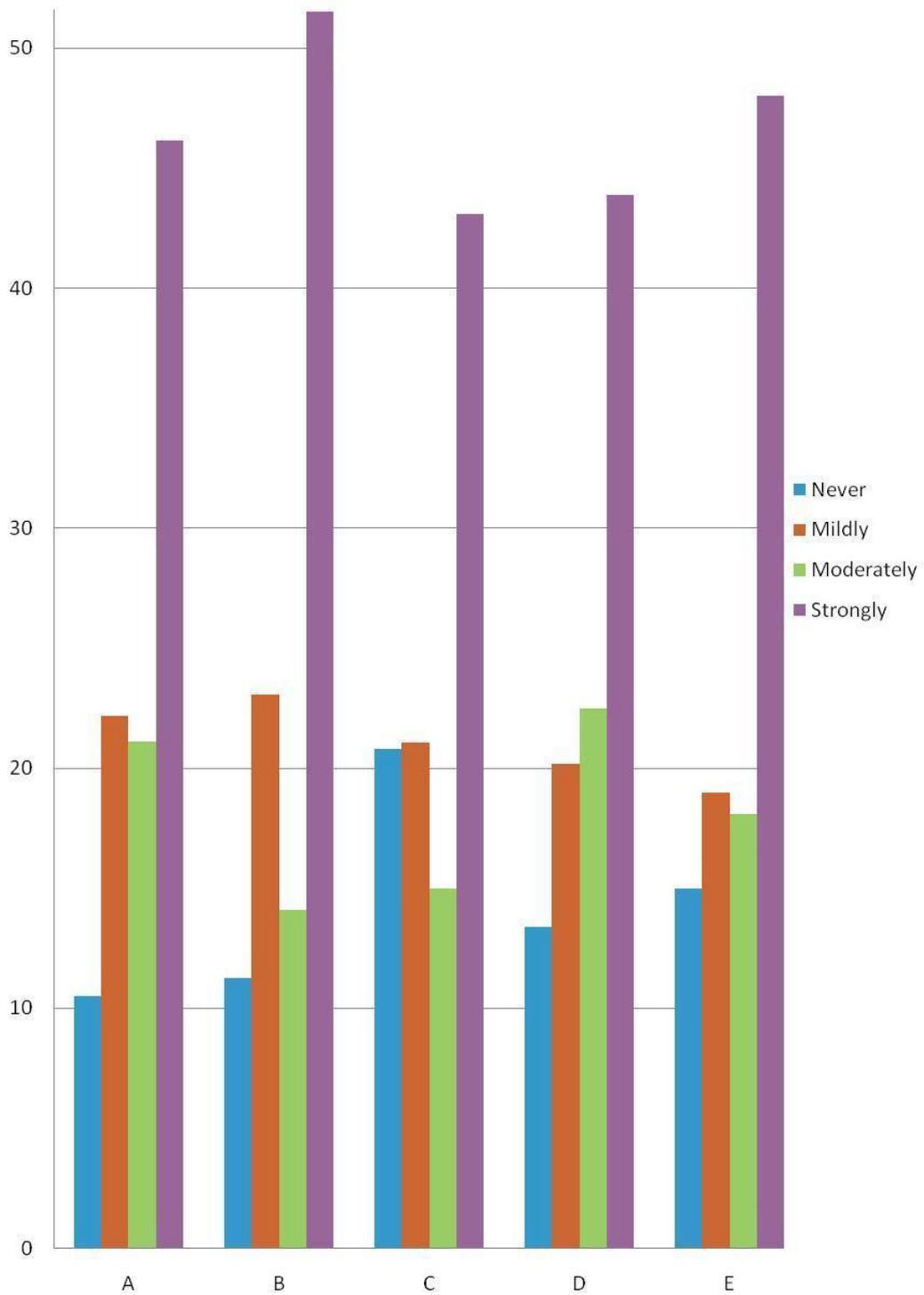
In case of rarely experiencing the feeling of depersonalization the percentages are from 18.11 to 28.31. The teacher educators who never have the feeling of depersonalization, their percentages range from 8.08 to 11.39. It means nearly 59 % of the teacher educators never experienced the feeling of depersonalization.

DEPERSONALIZATION INTENSITY SUBSCALE:

Percentage distribution of Depersonalization Intensity (DI)

Table 4.4.4

Distribution of responses of depersonalization Intensity subscale				
Percentage (%)				
Items:	Never (0)	Mildly (1 & 2)	Moderately (3 & 4)	Strongly (5 & 6)
I feel I treat some students as if they were impersonal objects'	10.53	22.21	21.11	46.15
I have become more callous	11.28	23.09	14.10	51.53
I worry that this job is hardening me emotionally.	20.82	21.08	15.01	43.09
I don't really care what happens to some students.	13.42	20.19	22.50	43.89
I feel students blame me for some of their problems.	15.02	19.01	18.09	48.00



Percentage distribution of Depersonalization Intensity (DI)

Histogram 4.4.4

The above table and histogram 4.4.4 reveal that a smaller percentage of teacher educators experience these feelings of depersonalisation strongly i.e. 10.53 to 20.82 % of teacher educators strongly experiences the feeling of depersonalization.

However comparatively larger proportion of teacher educators experienced these feelings mildly than in a moderate degree of intensity. The table also shows that 51% of the teacher educators never have experienced the intensity of depersonalization.

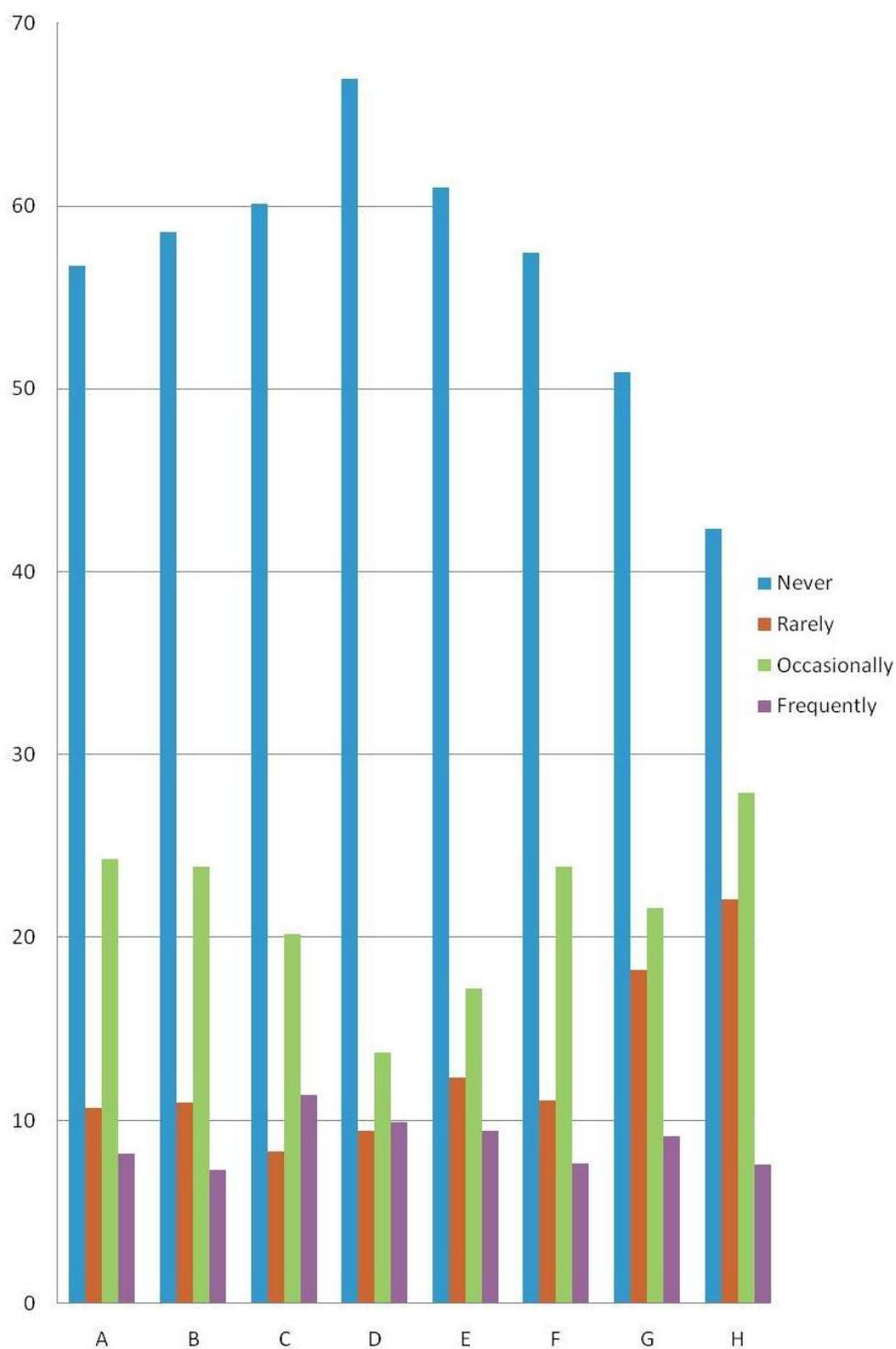
**PERSONAL ACCOMPLISHMENT FREQUENCY/INTENSITY SUBSCALES
PERCENTAGE:**

Personal accomplishment frequency and intensity subscales percentages distribution of responses of the eight items is given in the table 4.4.5 and 4.4.6. Percentage exhibits PAF and PAI of teacher educators.

PERSONAL ACCOMPLISHMENT FREQUENCY SUBSCALE

**Table 4.4.5
Percentage distribution of Personal Accomplishment Frequency (PAF)**

Distribution of responses of Personal Accomplishment Frequency (PAF) subscale				
Percentage (%)				
Items:	Never (0)	Rarely (1&2)	Occasionally (3&4)	Frequently (5&6)
I can easily understand how my students feel about things.	56.71	10.70	24.28	08.21
I deal effectively with the problems of my students.	58.55	11.00	23.89	07.33
I feel am positively influencing other people’s lives through my work.	60.09	08.33	20.21	11.43
I feel very energetic.	66.95	09.47	13.70	09.94
I can easily create a relaxed atmosphere with my students.	61.00	12.34	17.21	09.47
Exhilarated after working closely with my students.	57.41	11.12	23.89	07.67
I have accomplished many worthwhile things in this job.	50.87	18.23	21.61	09.12
In my work, deal with emotional problems very calmly.	42.36	22.12	27.91	07.61



Percentage distribution of Personal Accomplishment Frequency (PAF)

Histogram 4.4.5

The above table and histogram 4.4.5 reveal that in the frequency of the personal accomplishment the percentage ranges from 07.33 to 11.43. The percentage in the column of “never” of the personal accomplishment dimension has gone up to 66.95

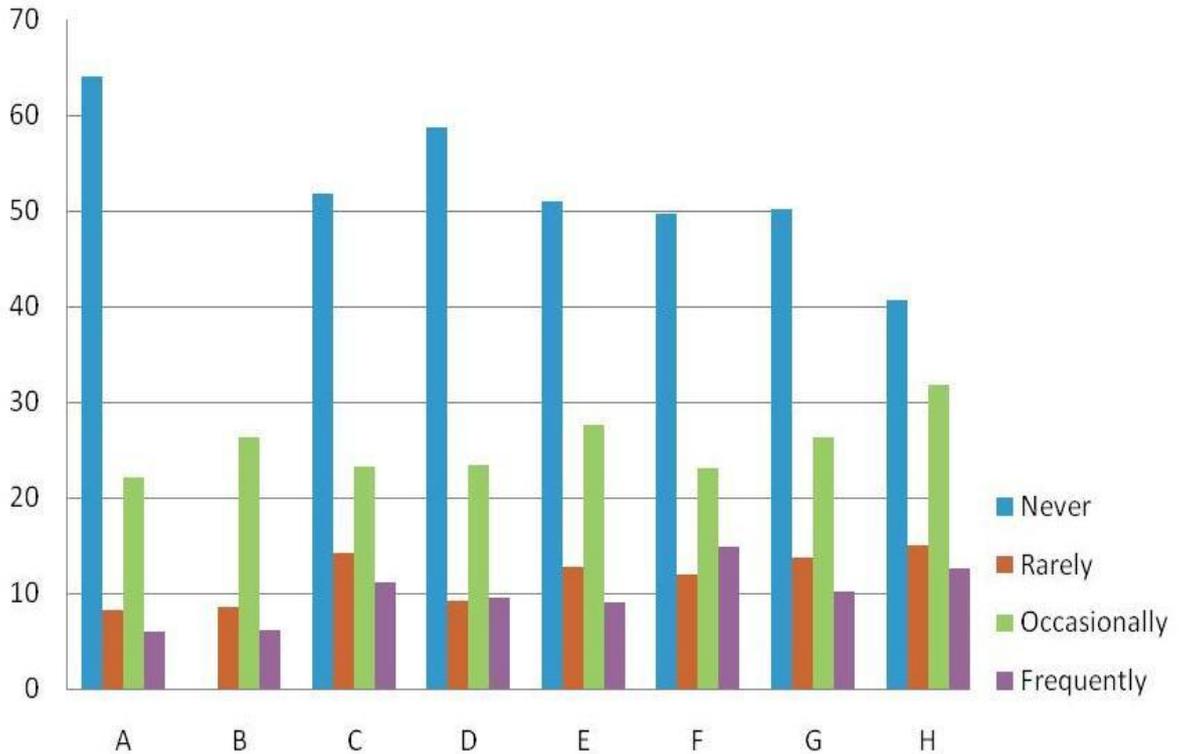
which is not the good sign of any person to professionally grow because he never experiences for the personal accomplishment. The percentage of personal accomplishment of teacher educators ranges from 13.70 to 27.91 under the feeling of being occasionally stressed. It appears that teacher educators are doing well in dealing with students but still requires lots more to achieve further growth. The percentage of rarely feeling personal accomplishment of teacher educators ranges from 08.33 to 22.12 which is lower than frequently feeling of personal accomplishment.

PERSONAL ACCOMPLISHMENT INTENSITY SUBSCALE:

Table 4.4.6

Percentage distribution of personal accomplishment intensity (PAI)

Distribution of responses of Personal Accomplishment Intensity (PAI) subscale				
Percentage (%)				
Items:	Never (0)	Rarely (1&2)	Occasionally (3&4)	Frequently (5&6)
I can easily understand how my students feel about things.	64.01	08.20	22.12	06.00
I deal effectively with the problems of my students.	70.84	08.56	26.34	06.12
I feel I am positively influencing other people's lives through my work.	51.78	14.13	23.23	11.11
I feel very energetic.	58.70	09.17	23.34	09.50
I can easily create a relaxed Atmosphere with my students.	51.00	12.76	27.56	09.10
Exhilarated after working closely with my students.	49.74	11.89	23.12	14.89
I have accomplished many worthwhile things in this job.	50.10	13.76	26.32	10.09
In my work, deal with Emotional problems very calmly.	40.71	14.95	31.78	12.56



Percentage distribution of personal accomplishment intensity (PAI)

Histogram 4.4.6

Above table and histogram 4.4.6 reveal that the intensity of the feeling of personal accomplishment frequently of the teachers in the study is low i.e. 06.00 to 14.89. The percentage responses of the subscale occasionally experience the feeling of personal accomplishment ranges from 22.12 to 31.78. Intensity of teacher educators who feel personal accomplishment rarely ranges from 08.20 to 14.95. These percentages are lesser than the percentages of frequently feeling of personal accomplishment. High percentage of rarely feeling of the personal accomplishment dimension 70.84 to 40.71 of teacher educators experienced the feeling of personal accomplishment.

4.5.0: Looking into the above differences of the percentages of three sub-scales, it was decided to calculate “t” test for the different subscales of MBI.

HYPOTHESIS:

Ho 4.5.1: There will be no significant mean difference in the frequency of emotional exhaustion of teacher educators on the basis of its gender.

Ho 4.5.2: There will be no significant mean difference in frequency of emotional exhaustion of teacher educators on the basis of more than/less than five years of teaching experience.

Ho 4.5.3: There will be no significant mean difference in the frequency of emotional exhaustion of teacher educators on the basis of aided/unaided institutions.

Ho 4.5.4: There will be no significant mean difference in the intensity of emotional exhaustion of teacher educators on the basis of its gender.

Ho 4.5.5: There will be no significant mean difference in intensity of emotional exhaustion of teacher educators on basis of more than/less than 5 years of teaching experience.

Ho 4.5.6: There will be no significant mean difference in the intensity of emotional exhaustion of teacher educators on the basis of aided/non aided institutions.

Ho 4.5.7: There will be no significant mean difference in the frequency of depersonalization of teacher educators on the basis of its gender.

Ho 4.5.8: There will be no significant mean difference in frequency of depersonalization of teacher educators on basis of more than/less than five years of teaching experience.

Ho 4.5.9: There will be no significant mean difference in the frequency of depersonalization of teacher educators on the basis of aided/non aided institutions.

Ho 4.5.10: There will be no significant mean difference in the intensity of depersonalization of teacher educators on the basis its gender.

Ho 4.5.11: There will be no significant mean difference in the intensity of depersonalization of teacher educators on the basis of more than/less than five years of teaching experience

Ho 4.5.12: There will be no significant mean difference in the intensity of depersonalization of teacher educators on the basis of aided/non aided institutions.

Ho 4.5.13: There will be no significant mean difference in the frequency of personal accomplishment of teacher educators on the basis of its gender

Ho 4.5.14: There will be no significant mean difference in frequency of personal accomplishment of teacher educators on the basis of more than/less than five years of teaching experience.

Ho 4.5.15: There will be no significant mean difference in the intensity of personal accomplishment of teacher educators on the basis of aided/non aided institutions.

Ho 4.5.16: There will be no significant mean difference in the intensity of personal accomplishment of teacher educators on the basis of its gender.

Ho 4.5.17: There will be no significant mean difference in the intensity of personal accomplishment of teacher educators on the basis of more than/less than five years of teaching experience .

Ho 4.5.18: There will be no significant mean difference in the intensity of personal accomplishment of teacher educators on the basis of aided/non aided institution.

EMOTIONAL EXHAUSTION SUB-SCALE:

Score were divided into 3 categories: Low moderate and High. In MBI manual scores are considered high if they are in the upper 3rd of the normative distribution, moderate if they are in the middle 3rd and low if they are in the lower 3rd .However in present study distribution in the 3 categories have been made on the basis of quartiles, scores lying below Q1 where considered low, scores lying between Q1 and Q3 were considered moderate and scores above Q3 were considered were high. For calculating “t” value the scores lying in the moderate level (scores lying between Q1 and Q3 were considered moderate) were taken up for scoring. The score ranges from 24 to 192. Teacher educator who scored less from this range is more burned out and the teacher educator who scored high is more burned out.

HYPOTHESIS:

4.5.1 There will be no significant mean difference in the frequency of emotional exhaustion of teacher educators on the basis of its gender.

Emotional Exhaustion Frequency (EEF):

Table 4.5.1

Comparison of Mean, N, S.D, and SED Scores of EEF on the basis of its gender.

EEF	Mean	N	S.D.	SED	t	Remark
Male	21.67	284	07.23	0.35	05.07	Significant at 0.01level
Female	19.07	315	06.36			

It is found from table 4.5.1 that the calculated value of 't.' is 05.07 whereas table value of 't.' at 0.05 level is 1.96. and 2.58 respectively.

Hence, calculated value of 't.' is significantly higher than table value at 0.05 levels. Thus, the Null Hypothesis (Ho) 4.5.1 that there will be no significant mean difference in scores of Emotional Exhaustion Frequency on the basis of gender is rejected.

Table 4.5.1.1

**Comparison of mean and SD score of EEF subscale
of present study with MBI norms:**

EEF		Sample	Mean	SD
Present study	Male	284	21.67	7.23
	Female	315	19.07	6.36
Maslach & Jackson		1400	24.08	11.88

The above table 4.5.1.1 shows that Compare to the Maslach burned out score, the mean and SD of Emotional Exhaustion Frequency of teacher educators of present study is less. That means the teacher educators of Ahmedabad and Gandhinagar perceived themselves as less burned out in this aspect of the burnout syndrome.

Hypothesis: 4.5.2: There will be no significant mean difference in frequency of emotional exhaustion of teacher educators on the basis of more/less than five years of teaching experience.

Table 4.5.2

Comparison of Mean, N, S.D, and SED Scores of EEF on the basis of more than/less than five years of teaching experience.

EEF	Mean	N	S.D.	SED	t	Remark
Teaching experience > 5years	21.23	276	11.15	0.43	3.70	Significant at 0.01 level
Teaching experience < 5 years	24.07	323	13.23			

It is found from table 4.5.2 that the calculated value of 't.' is 3.70 whereas table value of 't.' at 0.05 level is 1.96. and 2.58 respectively. Hence, calculated value of 't.' is significantly higher than the table value at 0.05 levels. Thus, the Null Hypothesis (Ho) 4.5.2 that there will be no significant mean difference in scores of Emotional Exhaustion Frequency on the basis of more than/less than five years of teaching experience is rejected.

Table 4.5.2.1

Comparison of mean and SD score of EEF of present study with MBI norms:

EEF		Sample	Mean	SD
Present study	* T.E. >5	276	21.23	11.15
	**T.E. <5	323	24.07	13.23
Maslach and Jackson		1400	24.08	11.88

* Teaching Experience T.E. >5,

** Teaching Experience T.E. <5

The above table 4.5.2.1 shows that the compare to the American samples frequency of Emotional Exhaustion of teacher educators of Ahmedabad and Gandhinagar having more than 5 years of teaching experience are less but the teacher educators of Ahmedabad and Gandhinagar having less than 5 years of teaching experience are

more. That means teacher educators having less than 5 years of teaching experience are more burned-out as compared to American teacher educators.

Hypothesis 4.5.3: There will be no significant mean difference in the frequency of emotional exhaustion of teacher educators on the basis of aided/unaided institutions.

Table 4.5.3
Comparison of Mean, N, S.D, and SED Scores of EEF on the basis of
aided/unaided institutions.

EEF	Mean	N	S.D.	SED	T	Remark
Aided	20.69	249	5.03	0.32	2.86	Significant at 0.01 level
Unaided	21.35	350	9.02			

It is found from table 4.5.3 that the calculated value of ‘t.’ is 2.86 whereas table value of ‘t.’ at 0.05 level is 1.96. and 2.58 respectively.

Hence, calculated value of ‘t.’ is higher than the table value at 0.05 levels. Thus, the Null Hypothesis (Ho) 4.5.3 that there will be no significant mean difference in scores of Emotional Exhaustion Frequency on the basis of aided/unaided institutions has been rejected.

EEF subscale: Mean and SD Score of present study:

Table 4.5.3.1 Comparison of EEF subscale of present study
with MBI norms.

EEF		Sample	Mean	SD
Present study	Aided	249	20.69	7.23
	Unaided	350	21.35	6.36
Maslach & Jackson		1400	24.08	11.88

The above table 4.5.3.1 shows that Compare to the Maslach burned out score, the mean and SD of Emotional Exhaustion Frequency of teacher educators on the basis of aided unaided institutions present study is less. That means the teacher educators of

Ahmedabad and Gandhinagar perceived themselves as less burned out in this aspect of the burnout syndrome.

Hypothesis:

Ho 4.5.4: There will be no significant mean difference in the intensity of emotional exhaustion of teacher educators on the basis of its gender.

Emotional Exhaustion Intensity (EEI):

Table 4.5.4

Comparison of Mean, N, S.D, and SED Scores of EEI on the basis of its gender.

EEI	Mean	N	S.D.	SED	t	Remark
Male	28.31	284	05.98	0.43	03.02	Significant at 0.01level
Female	21.34	315	04.21			

It is found from table 4.5.4 that the calculated value of ‘t.’ is 03.02 whereas table value of ‘t.’ at 0.05 level is 1.96. and 2.58 respectively.

Hence, calculated value of ‘t.’ is higher than the table value at 0.05 levels. Thus, the Null Hypothesis (Ho) 4.5.4 that there will be no significant mean difference in scores of Emotional Exhaustion intensity on the basis of gender is rejected.

Table 4.5.4.1

Comparison of EEI subscale of present study with MBI norms:

EEI		Sample	Mean	SD
Present study	Male	315	28.31	5.98
	Female	284	21.34	4.21
Maslach & Jackson		1400	32.68	13.84

The above table 4.5.4.1 shows that Compare to the Maslach burned out score, mean and SD of Emotional Exhaustion intensity of teacher educators on the basis of gender of present study is less. That means teacher educators of Ahmedabad and Gandhinagar perceived as less burned out in this aspect of the burnout syndrome.

Hypothesis: 4.5.5 There will be no significant mean difference in the intensity of emotional exhaustion of teacher educators on the basis of more/less than five years of teaching experience.

Table 4.5.5
Comparison of Mean, N, S.D, and SED Scores of EEI on the basis of more than/less than five years of teaching experience

EEF	Mean	N	S.D.	SED	t	Remark
Teaching experience > 5years	30.29	276	12.56	0.41	3.63	Significant at 0.01 level
Teaching experience < 5 years	32.36	323	13.81			

Hence, calculated value of 't.' is significantly higher than the table value at 0.05 levels. Thus, the Null Hypothesis (Ho) 4.5.5 that there will be no significant mean difference in scores of Emotional Exhaustion intensity on the basis of more than/less than five years of teaching experience is rejected.

Table 4.5.5.1
Comparison of EEI subscale of present study with MBI norms

EEI		Sample	Mean	SD
Present study	* T.E. >5	276	30.29	12.56
	**T.E. <5	323	32.36	13.81
Maslach and Jackson		1400	32.68	13.84

*Teaching Experience T.E. >5

**Teaching Experience T.E. <5

The above table 4.5.5.1 shows that Compare to the Maslach burned out score, the mean and SD of Emotional Exhaustion intensity of teacher educators on the basis of more than/less than five years of teaching experience of the present study is less. That means the teacher educators of Ahmedabad and Gandhinagar perceived themselves as less burned out in this aspect of the burnout syndrome.

Hypothesis 4.6.1: There will be no significant mean difference in the intensity of emotional exhaustion of teacher educators on the basis of aided/unaided institutions.

Table 4.5.6
Comparison of Mean, N, S.D, and SED Scores of EEI on the basis of
aided/unaided institution of teacher educators.

EEI	Mean	N	S.D.	SED	t	Remark
Aided	27.34	249	9.81	0.59	03.02	Significant At 0.01 level
Unaided	30.15	350	13.56			

It is found from table 4.5.6 that the calculated value of 't.' is 03.02 whereas table value of 't.' at 0.05 level is 1.96. and 2.58 respectively.

Hence, calculated value of 't.' is higher than table value at 0.05 levels. Thus, the Null Hypothesis (Ho) 4.6.1 that there will be no significant mean difference in scores of Emotional Exhaustion intensity on the basis of aided/unaided institutions is rejected.

Table 4.5.6.1
Comparison of EEI subscale of present study with MBI

EEI		Sample	Mean	SD
Present study	Aided	249	27.34	9.81
	Unaided	350	30.15	13.56
Maslach & Jackson		1400	32.68	13.84

The above table 4.5.6.1 shows that Compare to the Maslach burned out score, the mean and SD of Emotional Exhaustion Intensity of teacher educators on the basis of aided unaided institutions present study is less. That means the teacher educators of Ahmedabad and Gandhinagar perceived themselves as less burned out in this aspect of the burnout syndrome

Hypothesis:

4.5.7: There will be no significant mean difference in the frequency of depersonalization of teacher educators on the basis of its gender.

Depersonalisation of Frequency (DF):

Table 4.5.7

Comparison of Mean, N, S.D, and SED Scores of DF on the basis of its gender.

DF	Mean	N	S.D.	SED	t	Remark
Male	9.40	284	06.23	0.45	04.95	Significant at 0.01level
Female	8.98	315	05.36			

It is found from table 4.5.7 that the calculated value of 't.' is 04.95 whereas table value of 't.' at 0.05 level is 1.96. and 2.58 respectively.

Hence, calculated value of 't.' is significantly higher than the table value at 0.05 levels. Thus, the Null Hypothesis (Ho) 4.5.7 that there will be no significant mean difference in scores of depersonalization of Frequency of teacher educators on the basis of gender is rejected.

Table 4.5.7.1

Comparison of DF subscale of present study with MBI norms:

DF		Sample	Mean	SD
Present study	Male	284	9.40	6.23
	Female	315	8.98	5.36
Maslach & Jackson		1400	9.40	6.90

Frequency of depersonalization of the present study is less as compare to the MBI norms which reveals that the teacher educators on the basis of gender are less burned out in this aspect of burnout syndrome.

Hypothesis: 4.5.8: There will be no significant mean difference in the frequency of depersonalization of teacher educators on the basis of more/less than five years of teaching experience.

Table 4.5.8
Comparison of Mean, N, S.D, and SED Scores of DF on the basis of more than/less than five years of teaching experience

DF	Mean	N	S.D.	SED	t	Remark
Teaching experience > 5years	8.92	276	5.89	0.31	2.69	Significant at 0.01 level
Teaching experience < 5 years	9.00	323	6.43			

It is found from table 4.5.8 that the calculated value of 't.' is 2.69 whereas table value of 't.' at 0.05 level is 1.96. and 2.68 respectively.

Hence, calculated value of 't.' just higher than the table value at 0.05 and 0.01 levels. Thus, the Null Hypothesis (Ho) 4.5.8.1 that there will be no mean difference in scores of frequency of depersonalization of the teacher educators on the basis of more than/less than five years of teaching experience is rejected.

Table 4.5.8.1
Comparison of DF subscale of present study with MBI norms:

DF		Sample	Mean	SD
Present study	Teaching experience >5 yrs	276	8.92	5.89
	Teaching experience <5 yrs	323	9.00	6.43
Maslach and Jackason		1400	9.40	6.90

The above table 4.5.8.1 shows that Compare to the Maslach burned out score, the mean and SD of Emotional Exhaustion intensity of teacher educators on the basis of more than/less than five years of teaching experience of the present study is less. That means the teacher educators of Ahmedabad and Gandhinagar perceived themselves as less burned out in this aspect of the burnout syndrome.

Hypothesis 4.5.9: There will be no significant mean difference in frequency of depersonalization of teacher educators on the basis of aided/unaided institutions.

Table 4.5.9
Comparison of Mean, N, S.D, and SED Scores of DF on the basis of aided and unaided institutions

DF	Mean	N	S.D.	SED	t	Remark
Aided	7.97	249	5.96	0.31	2.73	Significant At 0.01 level
Unaided	9.07	350	6.42			

It is found from table 4.5.9 that the calculated value of 't.' is 2.73 whereas table value of 't.' at 0.05 level is 1.96. and 2.58 respectively.

Hence, calculated value 't.' is higher than table value at 0.05 levels. Thus, Null Hypothesis (Ho) 4.5.9 that there will be no significant mean difference in Frequency of depersonalization of teacher educators on the basis of aided/unaided institutions has been rejected.

Table 4.5.9.1
Comparison of DF subscale of present study with MBI norms

DF		Sample	Mean	SD
Present study	Aided	249	7.97	5.96
	Unaided	350	9.07	6.42
Maslach & Jackson		1400	9.40	6.90

The above table 4.5.9.1 shows that Compare to the Maslach burned out score, the mean and SD of Emotional Exhaustion Intensity of teacher educators on the basis of aided unaided institutions present study is less. That means the teacher educators of Ahmedabad and Gandhinagar perceived themselves as less burned out in this aspect of the burnout syndrome

Hypothesis: 4.5.10 There will be no significant mean difference in the intensity of depersonalization of teacher educators on the basis of its gender.

Depersonalisation of intensity (DI):

Table: 4.5.10

Comparison of Mean, N, S.D, and SED Scores of DI on the basis of its gender.

DI	Mean	N	S.D.	SED	t	Remark
Male	11.21	284	07.23	0.54	03.95	Significant at 0.01level
Female	10.76	315	06.36			

It is found from table 4.5.10 that the calculated value of ‘t.’ is 03.95 whereas table value of ‘t.’ at 0.05 level is 1.96. and 2.58 respectively. Hence, calculated value of ‘t.’ is significantly higher than the table value at 0.05 levels. Thus, the Null Hypothesis (Ho) 4.5.10 that there will be no significant mean difference in scores of intensity of depersonalization of teacher educators on the basis of gender is rejected.

Table 4.5.10.1

Comparison of DI subscale of present study with MBI norms :

DI		Sample	Mean	SD
Present study	Male	284	11.21	7.23
	Female	315	10.76	6.36
Maslach & Jackson		1400	11.71	08.09

Above table 4.5.10.1 shows that Compare to Maslach burned out score, mean and SD of Emotional Exhaustion intensity of teacher educators on the basis of gender of present study is less. That means teacher educators of Ahmedabad and Gandhinagar perceived themselves as less burned out in this aspect of the burnout syndrome.

Hypothesis: 4.5.11 There will be no significant mean difference in the intensity of depersonalization of teacher educators on the basis of more/less than five years of teaching experience.

Table 4.5.11

Comparison of Mean, N, S.D, and SED Scores of DI on the basis of more than/less than five years of teaching experience.

DI	Mean	N	S.D.	SED	t	Remark
Teaching experience > 5years	9.54	276	7.45	0.47	2.95	Significant at 0.01 level
Teaching experience < 5 years	11.23	323	8.09			

It is found from table 4.5.11 that the calculated value of 't.' is 2.95 whereas table value of 't.' at 0.05 level is 1.96. and 2.68 respectively.

Hence, calculated value of 't.' is higher than the table value at 0.05 levels. Thus, the Null Hypothesis (Ho) 4.5.11 that there will be no significant mean difference in scores of intensity of depersonalization of teacher educators on the basis of more than/less than five years of teaching experience is rejected.

Table 4.5.11.1

Comparison of DI subscale of present study with MBI norms:

DI		Sample	Mean	SD
Present study	Teaching experience >5 yrs	276	9.54	7.45
	Teaching experience <5 yrs	323	11.23	8.09
Maslach and Jackason		1400	11.71	08.09

The above table 4.5.11.1 shows that Compare to the Maslach burned out score, the mean and SD of depersonalization of intensity of teacher educators on the basis of more than/less than five years of teaching experience.

Hypothesis 4.5.12: There will be no significant mean difference in the intensity of depersonalization of teacher educators on the basis of aided/unaided institutions.

Table 4.5.12

Comparison of Mean, N, S.D, and SED Scores of DI on the basis of aided/unaided institutions

DI	Mean	N	S.D.	SED	t	Remark
Aided	09.98	249	06.78	0.31	3.01	Significant At 0.01 level
Unaided	10.65	350	07.34			

It is found from table 4.5.12 that the calculated value of 't.' is 3.01 whereas table value of 't.' at 0.05 level is 1.96. and 2.58 respectively.

Hence, calculated value of 't.' is higher than table value at 0.05 levels. Thus, Null Hypothesis (Ho) 4.5.12 that there will be no significant mean difference in intensity of depersonalization of teacher educators on the basis of aided/unaided institutions has been rejected.

Table 4.5.12.1

Comparison of DI Subscale of present study with MBI norms

DI		Sample	Mean	SD
Present study	Aided	249	09.98	06.78
	Unaided	350	10.65	07.34
Maslach & Jackson		1400	11.71	08.09

Table 4.5.12.1 shows that Compare to Maslach burned out score, mean and SD of Depersonalization Intensity of teacher educators on the basis of aided unaided institutions of present study is less. That means teacher educators of Ahmedabad and Gandhinagar perceived themselves as less burned out in this aspect of burnout syndrome

Hypothesis:

4.5.13 There will be no significant mean difference in the frequency of accomplishment of teacher educators on the basis of its gender.

Personal Accomplishment frequency (PAF)

Table 4.5.13

Comparison of Mean, N, S.D, and SED Scores of PAF on the basis of its gender.

PAF	Mean	N	S.D.	SED	t	Remark
Male	40.12	284	06.09	0.38	03.64	Significant at 0.01level
Female	34.45	315	03.87			

It is found from table 4.5.13 that the calculated value of 't.' is 03.64 whereas table value of 't.' at 0.05 level is 1.96. and 2.58 respectively.

Hence, calculated value of 't.' is significantly higher than the table value at 0.05 levels. Thus, the Null Hypothesis (Ho) 4.5.13 that there will be no significant mean difference in scores of frequency of personal accomplishment of teacher educators on the basis of gender is rejected.

Table 4.5.13.1

Comparison of PAF subscale of present study with MBI norms:

PAF		Sample	Mean	SD
Present study	Male	284	40.12	06.09
	Female	315	34.45	03.87
Maslach & Jackason		1400	36.01	06.93

Frequency of personal accomplishment of the present study is less as compare to the MBI norms which reveals that the teacher educators on the basis of gender are less burned out in this aspect of burnout syndrome

Hypothesis: 4.5.14 There will be no significant mean difference in the frequency of personal accomplishment of teacher educators on the basis of more than/less than five years of teaching experience

Table 4.5.14
Comparison of Mean, N, S.D, and SED Scores of PAF on the basis of more than/less than five years of teaching experience.

PAF	Mean	N	S.D.	SED	t	Remark
Teaching experience > 5years	32.54	276	05.67	0.24	3.09	Significant at 0.01 level
Teaching experience < 5 years	37.89	323	06.74			

It is found from table 4.5.14 that the calculated value of 't.' is 3.09 whereas table value of 't.' at 0.05 level is 1.96. and 2.68 respectively.

Hence, calculated value of 't.' is significantly higher than the table value at 0.05 levels. Thus, the Null Hypothesis (Ho) 4.5.14 that there will be no significant mean difference in scores of frequency of personal accomplishment of teacher educators on the basis of more than/less than five years of teaching experience is rejected.

Table 4.5.14.1
Comparison of PAF subscale of present study with MBI norms:

PAF		Sample	Mean	SD
Present study	* T.E. >5	276	32.54	05.67
	**T.E. <5	323	37.89	06.74
Maslach and Jackson		1400	36.01	06.93

*Teaching Experience T.E. >5,

**Teaching Experience T.E. <5

The table 4.5.14.1 shows that Compare to the Maslach burned out score, the mean and SD of personal accomplishment of teacher educators on the basis of more than/less than five years of teaching experience of the present study is less. That means the teacher educators of perceived themselves as less burned out in this aspect of the burnout syndrome.

Hypothesis 4.5.15 There will be no significant mean difference in the frequency Personal accomplishment of teacher educators on the basis of aided/non aided institutions.

Table 4.5.15

Comparison of mean scores of PAF on the basis of aided/non aided institutions.

PAF	Mean	N	S.D.	SED	T	Remark
Aided	24.67	249	05.12	0.29	03.41	Significant At 0.01 level
Unaided	34.78	350	06.12			

It is found from table 4.5.15 that the calculated value of 't.' is 3.41 whereas table value of 't.' at 0.05 level is 1.96. and 2.58 respectively.

Hence, calculated value 't.' is higher than table value at 0.05 levels. Thus, Ho 4.3.21 that there will be no significant mean difference in the frequency of personal accomplishment of teacher educators on the basis of aided/unaided institutions has been rejected.

Table 4.5.15.1

Comparison of PAF Subscale of present study with MBI norms

PAF		Sample	Mean	SD
Present study	Aided	249	24.67	05.12
	Unaided	350	34.78	06.12
Maslach & Jackson		1400	36.01	06.93

The above table 4.5.15.1 shows that Compare to the Maslach burned out score, the mean and SD of Personal accomplishment frequency of teacher educators on the basis of aided unaided institutions present study is less. That means the teacher educators of Ahmedabad and Gandhinagar perceived themselves as less burned out in this aspect of the burnout syndrome

Hypothesis:

4.5.16 There will be no significant mean difference in the intensity of personal accomplishment of teacher educators on the basis of its gender.

Personal Accomplishment intensity (PAI)**Table 4.5.16**

Comparison of Mean, N, S.D, and SED Scores of PAI on the basis of its gender.

PAI	Mean	N	S.D.	SED	t	Remark
Male	33.78	284	6.45	0.38	02.64	Significant at 0.01level
Female	35.09	315	7.09			

It is found from table 4.5.16 that the calculated value of 't.' is 02.64 whereas table value of 't.' at 0.05 level is 1.96. and 2.58 respectively.

Hence, calculated value of 't.' is significantly higher than the table value at 0.05 levels. Thus, the Null Hypothesis (Ho) 4.5.16 that there will be no significant mean difference in scores of intensity of depersonalization of teacher educators on the basis of gender is rejected.

Table 4.5.16.1

Comparison of PAI subscale of present study with MBI norms:

PAI		Sample	Mean	SD
Present study	Male	284	33.78	6.45
	Female	315	35.09	7.09
Maslach & Jackson		1400	39.70	07.68

Above table 4.5.16.1 shows that Compare to Maslach burned out score, mean and SD of Personal accomplishment intensity of teacher educators on the basis of gender of present study is less. That means teacher educators of Ahmedabad and Gandhinagar perceived themselves as less burned out in this aspect of the burnout syndrome.

Hypothesis:

4.5.17: There will be no significant mean difference in the intensity of personal accomplishment of teacher educators on the basis of more than/less than five years of teaching experience.

Table 4.5.17

Comparison of Mean, N, S.D, and SED Scores of PAI on the basis of more than/less than five years of teaching experience.

PAI	Mean	N	S.D.	SED	t	Remark
Teaching experience > 5years	37.54	276	07.11	0.24	2.98	Significant at 0.01 level
Teaching experience < 5 years	29.89	323	06.23			

It is found from table 4.5.17 that the calculated value of 't.' is 4.09 whereas table value of 't.' at 0.05 level is 1.96. and 2.98 respectively.

Hence, calculated value of 't.' is significantly higher than the table value at 0.05 levels. Thus, the Null Hypothesis (Ho) 4.5.17 that there will be no significant mean difference in scores of intensity of personal accomplishment of teacher educators on the basis of more than/less than five years of teaching experience is rejected.

Table 4.5.17.1

Comparison of PAI subscale of present study with MBI norms:

PAI		Sample	Mean	SD
Present study	* T.E. >5	276	37.54	07.11
	**T.E. <5	323	29.89	06.23
Maslach and Jackson		1400	11.71	08.09

* Teaching Experience T.E. >5,

**Teaching Experience T.E. <5

The above table 4.5.17.1 shows that Compare to the Maslach burned out score, the mean and SD of depersonalization of intensity of teacher educators on the basis of more than/less than five years of teaching experience of the present study is less. That

means the teacher educators of Ahmedabad and Gandhinagar perceived themselves as less burned out in this aspect of the burnout syndrome.

Hypothesis:

Hypothesis 4.5.18 There will be no significant mean difference in intensity of personal accomplishment of teacher educators on the basis of aided/non aided institutions.

Table 4.5.18
Comparison of Mean, SD and SED scores of PAI on the basis of aided/unaided institutions.

PAI	Mean	N	S.D.	SED	T	Remark
Aided	32.23	249	06.66	0.39	02.67	Significant At 0.01 level
Unaided	37.32	350	07.02			

It is found from table 4.5.18 that the calculated value of ‘t.’ is 2.67 whereas table value of ‘t.’ at 0.05 level is 1.96. and 2.58 respectively.

Hence, calculated value ‘t.’ is higher than table value at 0.05 levels. Thus, Ho 4.5.18 that there will be no significant mean difference in intensity of personal accomplishment of teacher educators on the basis of aided/unaided institutions has been rejected.

Table 4.5.18.1
Comparison of PAI Subscale of present study with MBI norms

PAI		Sample	Mean	SD
Present study	Aided	249	32.23	06.78
	Unaided	350	37.32	07.34
Maslach & Jackson		1400	39.70	07.68

The above table 4.5.18.1 shows that Compare to the Maslach burned out score, the mean and SD of Personal Accomplishment Intensity of teacher educators on the basis of aided unaided institutions present study is less. That means the teacher educators of

Ahmedabad and Gandhinagar perceived themselves as less burned out in this aspect of the burnout syndrome

4.6.0 ANALYSIS OF DATA RELATED TO FOURTH OBJECTIVE

To carry out in-depth study of highly burned out teacher educators

Semi structured interview of the highly burned-out teacher educators were conducted.

There were eleven teachers who were found to be highly burned-out, were chosen for the semi structured interview.

These teacher educators were personally contacted and prior permission were taken up for the interview. From all eleven teacher educators six were agreed for the interview after several request were made to them that their identity will be kept confidential and secret for this research study. It was found from burned-out teacher educators that from the various open ended questions the majority of the answers were having more or less the identical trends.

CASE STUDY OF BURNED-OUT TEACHER EDUCATORS:

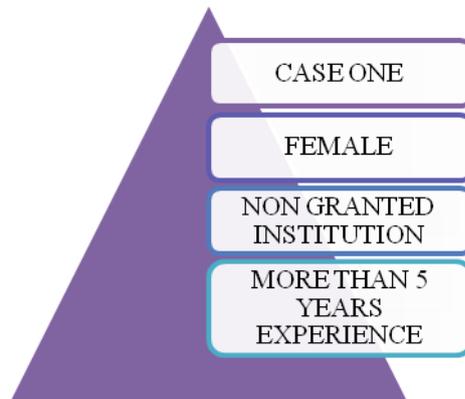
In the case study it seeks to assemble and interpret all the relevant facts and observations about the burned-out teacher educators.

This segment of objective number four presents the descriptions of burned-out teacher educators, who were identified burned-out by their scores of MBI and coping style. These scores helped the investigator to understand teacher educators' syndrome of burned-out. It enables the each respondent to assess himself/herself to the degree of his/her experience with the various dimensions of burned-out.

These dimensions of scores have sensitized the teacher educators to remained conscious and alert, deal effectively with this type of syndrome which may be dangerous to them in the future course of time:

Following are the selected burnout teacher educators whose burned-out score came under startling range:

CASE - 1



Case no. I of the stressed-out teacher educator reveals the following score:

Scores of highly stressed out teacher:

Bar diagram of case one 4.6.1

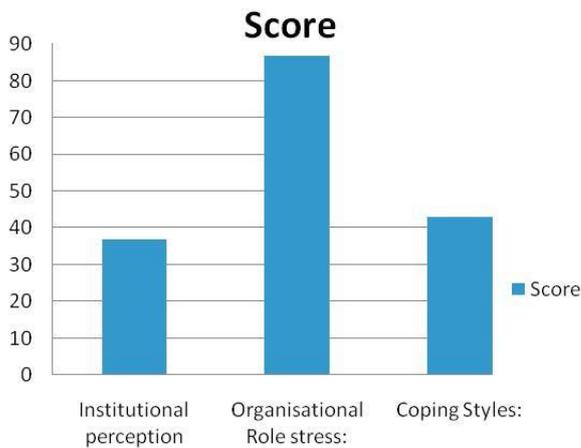


Table 4.6.1

Institutional perception	Organisational Role stress:	Coping Styles:
33	90	47

Table and bar diagram 4.6.1 of highly stressed out teacher educators mentioned, revealed that this teacher educator is highly stressed out in terms of institutional perception, organisational role stress and coping style. Mentioned scores reveal that these score are under high stress levels.

The score of institutional perception was 33 which show that the she is having the negative perception about her institution. In case of organisational role stress the amount of stress seen was more than the norm score which was eighty two.

The burnout scores of various dimensions of this teacher are given down:

Table: 4.6.1.1

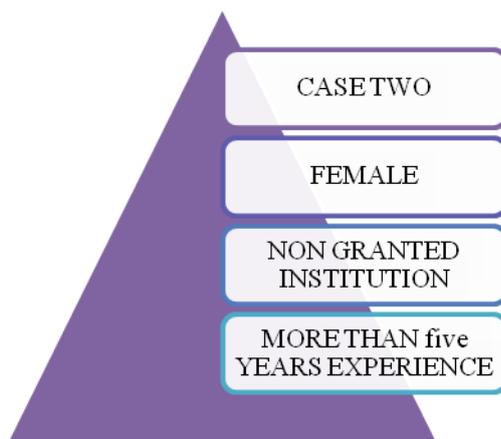
Scores of highly burned-out teacher educator:

BURNOUT DIMENSIONS					
EEF	EEI	DF	DI	PAF	PAI
29.76	34.71	10.17	15.95	10.02	12.00

Above table 4.6.1.1 shows clearly that she has the high score in all her burnout dimensions.

She is the eldest sister in the family of five therefore she took up lot of responsibility of the home affairs. She is married to a man who is not paid well in his job set up. She is postgraduate with high academic achievements. Teaching was not her first choice. She wanted to work in independent styles, therefore dislike rigid atmosphere of the college. The college sets up various norms which are not permitted by the apex governing body. She wants to expand her academic profile but circumstances from home and college are not favouring her. Her disturbed family background created burned-out in her.

CASE - II

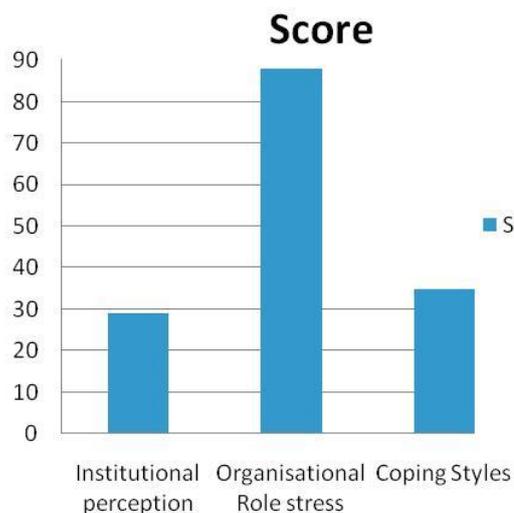


Case no. II of the stressed-out teacher educator reveals the following score:

Scores of highly stressed out teacher educator:

Bar diagram of case two 4.6.2

Table 4.6.2



Institutional perception	Organisational Role stress:	Coping Styles:
29	88	35

Table and bar diagram 4.6.2 of highly stressed out teacher educator revealed that teacher is highly stressed out in terms of institutional perception, organisational role stress and coping. Mentioned scores reveal that these score are under high stress levels. The score of institutional perception was 29 which show that she is having the negative perception about her institution. In case of organisational role stress the amount of stress seen is eighty eight which is more than the norm score which was eighty two.

Coping style approach also falls under the dysfunctional mode which is avoidance approach. Their approach to deal with the problems is weak and not assertive therefore falls under the negative side of dealing with the approach.

The burnout scores of various dimensions of this teacher are given down:

Table: 4.6.2.1
Scores of highly Burned-out teacher educator:

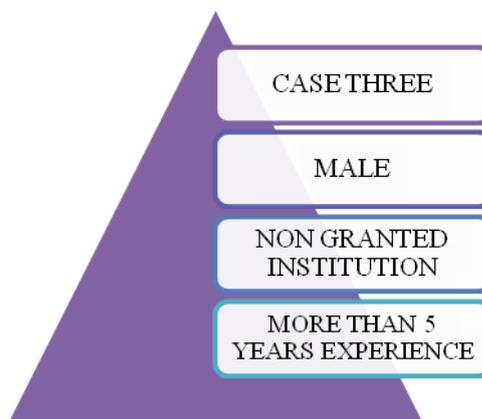
BURNOUT DIMENSIONS					
EEF	EEI	DF	DI	PAF	PAI
27.89	37.32	15.12	19.09	25.56	21.45

The above mentioned score reveals that this teacher is burned-out and not able to adjust with the problems of the home and at the workplace.

Her family belongs to middle strata of the society. Being the eldest in the family she shared lot of responsibility in home from the beginning of the life like giving tuitions along with her studies. She is the ambitious lady with the high academic achievements. She has the problem with the institutional set up.

The authorities interfere at regular intervals in her working style. Instead of achievement oriented work set up, the atmosphere is not progressive and much human capital energy, cost dies in unproductive work. She saw the rules were set up which differs from person to person. That means the rules favour their own persons. The rules for the maternity leave also differs i.e. management persons get four to five months maternity leave whereas others get forty five days. This created lot of psychological pressure on her during this period and to her unborn child also. The functioning style showed avoidance mode. Here scores showed fifty two which is very low. Her zeal and enthusiasm for work has gone down.

Case - III

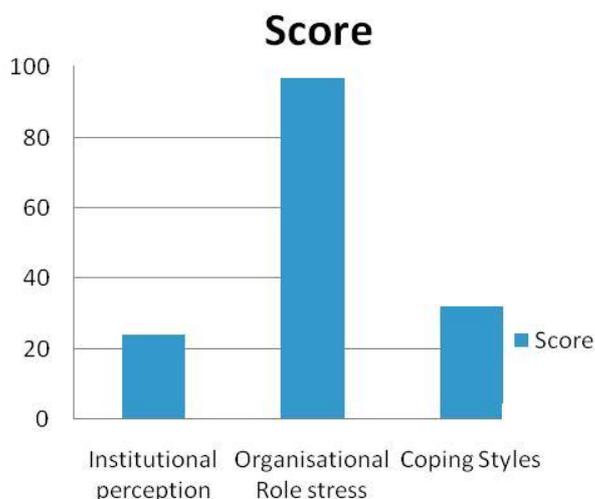


Case no. III of the stressed-out teacher educator reveals the following score:

Scores of highly stressed out teacher educator:

Bar diagram of case three 4.6.3

Table 4.6.3



Institutional perception	Organisational Role stress	Coping Styles
24	97	32

Table and bar diagram 4.6.3 mentioned above reveals that the teacher is highly stressed out in terms of institutional perception, organisational role stress and coping styles. Mentioned scores revealed that these score are under high stress levels.

The score of institutional perception was twenty two which show that she is having the negative perception about her institution. In case of organisational role stress the amount of stress seen is ninety seven which is more than the norm score which is eighty two.

The scores of coping styles are thirty two that falls under the dysfunctional mode which is avoidance approach. His approach to deal with the problems is weak and not assertive therefore falls under the negative side of dealing with the approach.

The burnout scores of various dimensions of this teacher educator is given down:

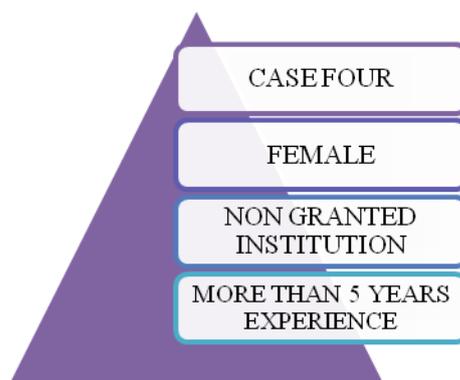
Table: 4.6.3.1
Scores of highly Burned-out teacher educator:

BURNOUT DIMENSIONS					
EEF	EEI	DF	DI	PAF	PAI
26.73	34.98	19.75	15.65	29.98	30.71

The above mentioned score reveals that this teacher is burned-out and not able to adjust with the problems of the home and at the workplace.

He belongs to extended family, wherein he witnessed family problems considerably. He is not married and pressurized to get married soon. He is academically strong and wants to put stars on the academic profile. His family background is not supportive. College milieu is also not functioning as per the guidelines of the NCTE. So the college functioning make frustration on him therefore he feels burned-out. His coping style falls under the avoidance mode and the score showed fifty three, which is quite low. His impunitive style of working showed his internality and externality mode of coping style is quite negative which makes him frustrated and blame others for this state. This is unavoidable situation and fatalistic attitude where in treatment to overcome with this state is immediately required.

Case - IV

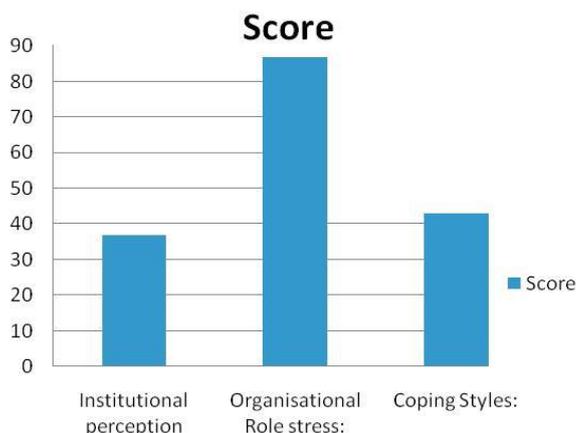


Case no. IV of the stressed-out teacher educator reveals the following score:

Scores of highly stressed out teacher educator:

Bar diagram of case four 4.6.4

Table 4.6.4



Institutional perception	Organisational Role stress:	Coping Styles:
37	87	43

Table and graph 4.6.4 mentioned above reveal that the teacher is highly stressed out in terms of institutional perception, organisational role stress and coping style.

Mentioned scores reveal that these score are under high stress levels.

The score of institutional perception was thirty seven which show that the she is having the negative perception about her institution. In case of organisational role stress the amount of stress seen was more than the norm score which was eighty seven. Coping style scores shows also comes under the alarming zone of worrisome.

Score of the burned-out teacher educator of this particular case study reveals the following score

Table: 4.6.4.1
Scores of highly Burned-out teacher educator:

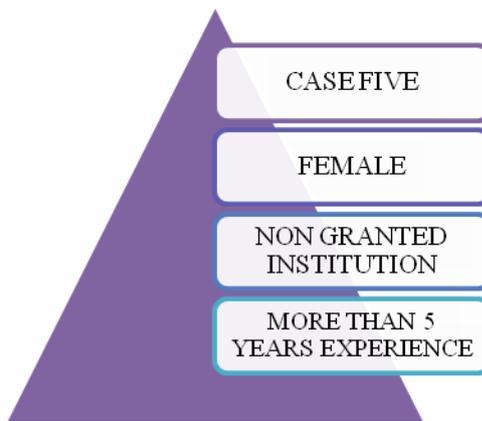
BURNOUT DIMENSIONS					
EEF	EEI	DF	DI	PAF	PAI
29.65	33.41	15.86	11.99	23.56	20.67

This highly burned-out teacher educator needs to change her approach of dealing with the problem or else she has to face the disorders related to physical, psychological or behavioural.

She is a strong lady from the rich family background. She had a choice marriage against her parents. She could not carry out well in her in-law's home; therefore she separated from him and stays alone. She works with the self financed college where she is finding problem with job satisfaction. Having come from the well off family she could not adjust with meagre resources which created high burned-out picture in her.

The unaided college has its own guidelines as compare to the norms given by the UGC/NCTE. Here in this job environment she feels burned-out. The control factor which does not give any freedom of working style makes her sick to show any enthusiasm towards the accomplishment of task. The score of her coping style is quite low which comes to sixty three. Her coping style falls under extrapunitive mode of coping which is characterised by low internality, high externality and avoidance. Following score reveals her burnout-picture:

Case - V

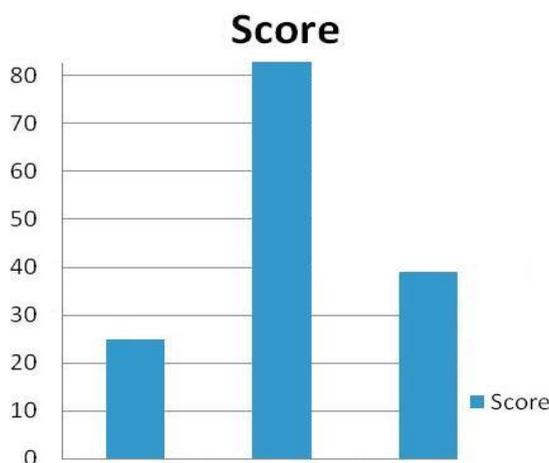


Case no. V of the stressed-out teacher educator reveals the following score:

Scores of highly stressed out teacher educator:

Bar diagram of case five 4.6.5

Table 4.6.5



Institutional perception	Organisational Role stress:	Coping Styles:
25	83	39

Table and bar diagram 4.6.5 mentioned above reveal that the teacher is highly stressed out in terms of institutional perception, organisational role stress and coping style. Mentioned scores reveal that these score are under high stress levels.

The score of institutional perception was twenty five which show that the she is having the negative perception about her institution. In case of organisational role stress the amount of stress seen was more than the norm score which was eighty three. In case of her looking to the problems and dealing with it comes also very low which is thirty nine.

Following scores of burnout is the message for worrisome for her.

Table: 4.6.5.1

Scores of highly Burned-out teacher educator:

BURNOUT DIMENSIONS					
EEF	EEI	DF	DI	PAF	PAI
26.56	39.54	17.51	14.79	28.98	23,74

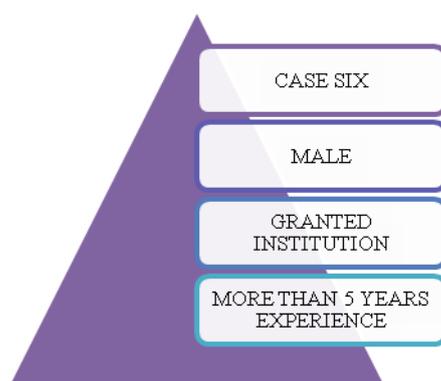
She belongs to the rich family. Initial years of her life have given her lot of freedom to excel but in the college milieu she finds considerable amount of rules and regulation which she hates to follow.

She is the achievement oriented lady and wants to excel in her profession in independent manner. She dislikes rigid rules and traditional norms. She has the passion for reading and introvert by nature. She hates the atmosphere of the work place and *avoids mingling* in the staff room. She is unsatisfied with functioning of the college and follows her own style of working, which brings much criticism on her.

The relationship with his colleague is formal; some of them dislike her because of her potentiality. This behaviour from the workmates created emotional hazards and hardship on her. The coping style score reveals forty nine only, which is quite low. This score falls under the defensive mode of coping style where externality and the internality mode are high but the situation prevents her to perform the task efficiently.

In the work place she says after the office hours we have asked to stay back and also many a times we have to work on off days. Without asking the permission from the head everyday none of the faculty members can leave the premises. Studies on burnout in teachers have shown that it is largely a result of excessive work stress over the extended period of time.

Case - VI



Case no. VI of the stressed-out teacher educator reveals the following score:

Scores of highly stressed out teacher educator:

Bar diagram of case six 4.6.6

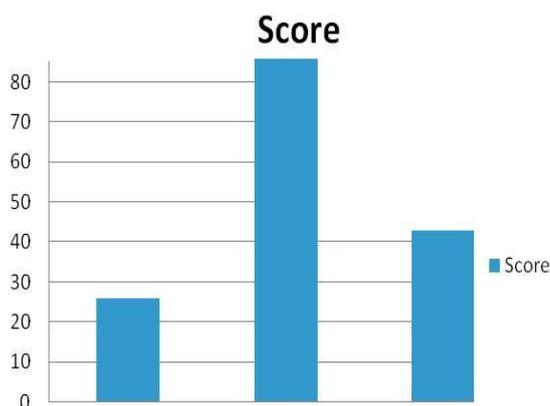


Table 4.6.6

Institutional perception	Organisational Role stress:	Coping Styles:
26	86	43

Table and bar diagram 4.6.6 mentioned above reveal that the teacher is highly stressed out in terms of institutional perception, organisational role stress and coping style. Mentioned scores reveal that these score are under high stress levels.

The score of institutional perception was twenty six which show that the she is having the negative perception about her institution. In case of organisational role stress the amount of stress seen was more than the norm score which was eighty six. The coping style also falls very low which is forty three which gives the message to recover from this zone of stressed out early.

Scores of highly burned-out teacher educators:

Table: 4.6.6.1

Scores of highly Burned-out teacher educator:

BURNOUT DIMENSIONS					
EEF	EEI	DF	DI	PAF	PAI
31.34	38.21	15.11	19.32	22.39	28.51

Above table gives the alarming picture of this teacher educator and need certain treatments and suggests to attain certain programme like-stress management programme, health programme, employees' fitness programme etc.

He is an achievement oriented person having strong academic achievements. Teaching was not his first choice as an option for career, he could not get better job opportunity therefore he had to take up this profession. He works with aided institution but in a fixed pay scale for five years. So he dislikes this and faces lot of financial difficulties. Inadequate salary he finds as an acute problem maker in his family.

He also has the problem with his principal because he has takes tuition at home against the principal's wish. So at personal level he is not happy therefore he has developed a negative attitude toward this profession and feels fatigue and burnout. He doesn't have the strong family support as everyone in his family has to come up of his own. He belongs to simple middle class background where his father had a very low profile job. His score of coping style shows 61 which are very low.

4.6.7 Conclusion:

After the interview of all six burned-out teacher educators the investigator found the following points.

The interview schedule response shows that all the teacher educators did not voluntarily choose teaching as a career but were to do so because of various other reasons. This implies that they were lacking in genuine liking for teaching and were unable to relate themselves to their job. Due to lack of better job perspective they were entrapped in the teaching profession. This may be contributed to their being frustrated which may have elevated their emotional exhaustion. Main resources for their less job satisfaction were

nature of department they were working in, average number of working hours, inadequate salary, administrative problems, lack of freedom and incentives. Due to these reasons they may have become more susceptible to develop feelings of emotional exhaustion, personal accomplishment and fatigue, negative attitude towards their students and job along with a reduced feeling of personal worth and accomplishment leading to their being burned-out.

Study by Waterhouse (1979) showed that role ambiguity and conflict were significantly related to teacher burnout. Coolay and Laviki (1981) concluded that individual, social psychological and organisational factors were strongly associated with burnout.

Long term effects of teacher educators' stress led to professional burnout in their profession. In other words professional burned-out is the outcome of acute stress that teacher educators experience in carrying out their day today tasks.

The major concern to the teaching profession is that burnout can detract from the quality of teaching. A study from Mancini et.al (1982, 84) have shown that burnout-out teachers give significantly less information and less praise, show low level of acceptance of their pupil's ideas and interact less frequently with them.

Burnout can have number of deleterious effects on one's physical, psychological, social and occupational functioning. It has been found to relate to low worker morale, impaired work performance, reduced productivity, absenteeism, adverse interpersonal relations with the colleague, negative attitude towards work, lower job satisfaction, high job turnover, lower quality of life and poorer health and psychological wellbeing (Maslach 1979, Maslach & Jackson 1981, Rabin, Feldman & Kalpon 1999)

4.7.0: ANALYSIS OF DATA RELATED TO FIFTH OBJECTIVE

To study the coping styles projected by teacher educators to meet institutional functioning.

To study the fifth objective, Role Pics has been used.

Analysis of objective 4.7.0 is done on the basis of each component of coping style. It is represented as under.

Analyses of coping styles have also been done on the basis of each category of coping style. Use of role pics- is used to help people develop more functional ways of coping with stress. Dysfunctional approaches (M, E, I & D) are higher than functional approaches (m, e, I & n) each participant identifies the weaker areas. The responses of teacher educator were entered in the Excel sheet of M.S. Office.

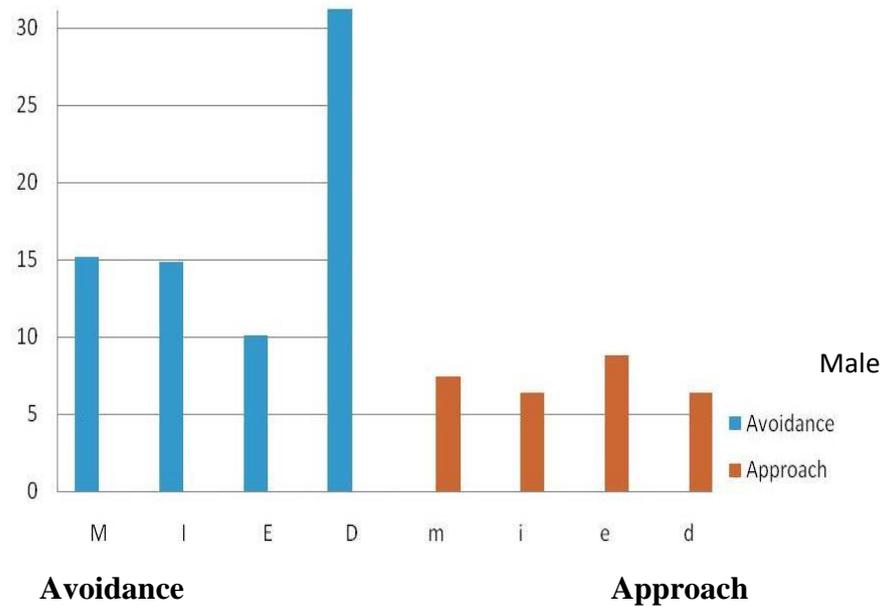
Researcher has gone through the each response of the teacher educator carefully and repeatedly by reading it several times and then putting them into the particular section which has been divided into total eight components. They are as follows: Impunitive, Intropunitive, Extrapunitive, Defensive, Impersistive, Intropersistive, Extrapersistive, Interpersistive

Table 4.7.1

Percentage of the male responses as per the components are given in table 4.7

Items	Avoidance				Approach			
	1	2	3	4	5	6	7	8
	M	I	E	D	m	I	e	n
Internality	low	High	Low	High	Low	High	Low	high
Externality	low	Low	How	High	Low	Low	high	high
%	11.02	10.12	09.22	28.79	12.46	13.93	08.7	06.39

Bar diagram 4.7.1



The table and bar diagram 4.7.1 shows various percentages of male responses of teacher educators which are given as per the components of coping styles.

1. Impunitive: In case of male category, the percentage of the responses of that category is 11.02 Which has a combination of low internality, low externality and avoidance? This is a fatalistic attitude called impunitive ("blame for frustration is evaded altogether, the situation being regarded as unavoidable"). Some elements of impeditive category are also included (accepting stress without any reaction).

2. Intropunitive [I], In case of Intropunitive, male category which characterized by high internality, low externality and avoidance. Blame and aggression are directed by the respondent against himself. Here the percentage responses of that category is 10.12 This shows that respondents blame themselves for the stress.

3. Extrapunitive [E] is characterized by low internality, high externality and avoidance. It included extrapeditive and extrapunitive styles. The former occurs when presence of the frustrating obstacle is insisently pointed out and latter when blame hostility etc. are turned against some person/object in the environment. In this category percentage of the respondents come to 9.22.

4. Defensive [D] is characterized by high internality, high externality and avoidance. By involving the self and others, but by using the avoidance mode, a person avoids aggression or blame with the help of defence mechanisms

From the above table it is clear that most of the educators have given their responses in the Defensive category. Which shows that the psychology of the teacher educators lies in avoidance and in defense style.

One should avoid this category of coping styles and be active in the interpersistive way of coping styles because it involves high internality and high externality and approach, which is opposite of defensive category. The percentage of this category comes to 28.79.

5. Impersistive [m] is characterized by low internality, low externality and approach. Impersistive category relates to expression given to hope that time or normal circumstances will bring about solution of problem; patience and conformity are characteristic." Percentage responses of this category came to 12.46

6. Intropersistive [i] is characterized by high internality, low externality and approach. The percentage responses of this category came to 13.93.

7. Extrapersistive [e] is characterized by low internality, high externality and approach. The percentage of response of this category came to 08.70

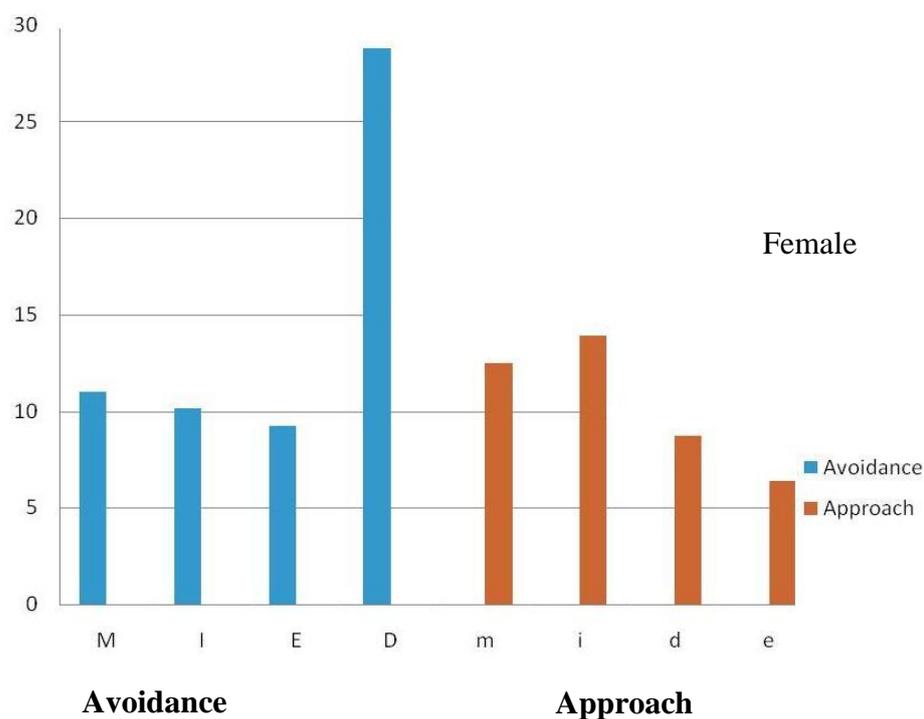
8. Interpersistive[n] is characterized by high internality, high externality and approach. It is opposite of defensive (D) style. Responses percentage of this category came to 06.39.

Teacher Educator: Female

The table 4.7.2 shows various percentages of female responses of teacher educators which are given as per the component of coping styles.

Table 4.7.2
Percentage of female responses.

Items	Avoidance				Approach			
	1	2	3	4	5	6	7	8
	M	I	E	D	M	I	E	N
Internality	low	high	Low	High	Low	high	Low	High
Externality	low	low	How	High	Low	low	High	High
%	15.19	14.87	10.09	31.22	7.41	6.41	8.81	6.34



Bar diagram 4.7.2 of Percentage of female responses.

1. Impunitive: In case of females, percentage responses of impunitive component came to 15.19, which has a combination of low internality, low externality and avoidance. This is a fatalistic attitude called impunitive ("blame for the frustration is evaded altogether, situation being regarded as unavoidable"). Some elements of impeditive category are also included (accepting stress without any reaction).

2. Intropunitive [I], male category which characterized by high internality, low externality and avoidance. Blame and aggression are directed by the respondent against himself. Here the percentage responses have come to 14.87. This shows that respondents blame themselves for the stress.

3. Extrapunitive [E] is characterized by low internality, high externality and avoidance. It included extrapeditive and extrapunitive styles. The former occurs when "the presence of the frustrating obstacle is insistently pointed out" and the latter when "blame, hostility, etc. are turned against some person or object in the environment." In this category the percentage of respondents came to 10.09

4. Defensive [D] is characterized by high internality, high externality and avoidance. By involving the self and others, but by using the avoidance mode, a person avoids aggression or blame with the help of defence mechanisms. The percentage responses of this category came to 31.22.

From the above table 4.3.4 it is clear that most of the educators have given their responses in the Defensive category. Which shows that the psychology of the teacher educators lies in avoidance and defense style One should avoid this category of coping styles and be active in the intersensitive way of coping styles because it involves high internality and high externality and approach, which is opposite of defensive category.

5. Impersistive [m] is characterized by low internality, low externality and approach. Impersistive category relates to the "expression given to the hope that time or normal circumstances will bring about the solution of a problem; patience and conformity are characteristic." The percentage responses of this category came to 07.41

6. Intropersistive [i] is characterised by high internality, low externality and approach. The percentage of the responses came to 6.41.

7. Extrapersistive [e] is characterized by low internality, high externality and approach. The percentage response of this category came to 8.81.

8. Interpersistive [n] is characterized by high internality, high externality and approach. It is the opposite of the defensive (D) style. The percentage responses of this category has come to 6.34.

Nautiyal Snigdha (April 1991) found that coping style of avoidance type was predominantly used by many managers.

To study the significance difference between the coping styles of teacher educators’ t test was employed.

Hypothesis:

Ho 4.7.3 There will be no significant difference in mean scores of coping styles projected by male & female teacher educators.

Ho 4.7.4 There will be no significant difference in mean scores coping styles projected by teacher educators on basis of less than/more than 5 years of teaching experience.

Ho 4.7.5 There will be no significant difference in mean scores of coping styles projected by the teacher educators working in the aided & non aided colleges.

Table 4.7.3

Comparison of values of Mean, N, S.D, and SED of the coping style projected by male and female teacher educators.

Coping style	Mean	N	S.D	SED	t	Remark
Male	398	284	164.91	12.27	3.64	Significant at 0.05 level
Female	353	315	131.47			

It is found from table 4.7.3 that calculated value of 't' is 3.64 whereas table value of 't' at 0.05 levels and 0.01 levels is 1.96 and 2.58 respectively. Hence, calculated value of 't' is significantly higher than the table value at 0.05 levels.

Thus, Null Hypothesis Ho 4.7.3 that there will be no significant difference in mean scores of coping styles projected by the male & female teacher educators is rejected.

The responses of the teacher educators clearly shows that there are much differences in the mean scores of coping style among male and female teacher educators

Further, mean scores of coping style of female teacher educator are 353 which are significantly lesser than the mean scores of male teacher educators which are 398.

4.7.4 There will be no significant difference in mean scores coping styles projected by teacher educators on the basis of less than/more than five years of teaching experience

Table 4.7.4
Comparison of values of Mean, N, S.D, SED of coping styles on the basis of less than/more than five years of teaching experience.

Coping style	Mean	N	S.D	SED	t	Remark
Experience >5 yrs	383.63	249	159.93	13.78	2.69	Significant at 0.01 level
Experience <5yrs	412.03	323	174.45			

Table 4.7.4 reveals that calculated value of 't' is 2.69 whereas table value of 't' at 0.05 and 0.01 level is 1.96 and 2.58 respectively. Thus, Null Hypothesis (Ho) 4.5.4 that there will be no significant difference in mean scores of coping styles projected by teacher educators on the basis of less than/more than five years of teaching experience is rejected.

The responses of the teacher educators clearly shows that there are no significant differences in the mean scores of coping styles projected by teacher educators working in the aided & non aided colleges.

Further, mean scores of coping style projected by teacher educators on the basis of less than five years of teaching experience was 383.63 which is significantly higher than that of mean scores of more than five years teaching experience which was 412.03

Hypothesis 4.7.5: There will be no significant difference in mean scores of coping styles projected by teacher educators working in the aided & non aided colleges.

Comparison of values Mean, N, S.D, SED of coping styles projected by teacher educators working in the aided & non aided colleges.

Table 4.7.5

Coping style	Mean	N	S.D	SED	t	Remark
Aided	427.84	249	163.34	14.01	2.78	Significant at 0.01 level
Unaided	388.59	350	170.05			

It is found from table 4.7.5 that the calculated value of 't' is 2.78 whereas table value of 't' at 0.05 and 0.01 level is 1.96 and 2.58 respectively. Hence, calculated value of 't' is higher than the table value at 0.01 levels.

Thus, Ho 4.7.5 that there will be no significant difference in mean scores of coping styles projected by teacher educators working in aided & non aided colleges is rejected.

Further, mean scores of coping style projected by the teacher educators working in the aided & non aided colleges are 427.84 and 388.59 respectively. It may therefore be said that coping style projected by the teacher educators working in the aided colleges are significantly higher than that of non aided colleges.

4.8.0 ANALYSIS OF DATA RELATED TO SIXTH OBJECTIVE:

The correlation is one of the most common and most useful statistics. The correlation is a single number that describes the degree of relationship between two variables. Let's work through an example to show how this statistic is computed.

To Study the relationship among institutional perception, role stress and coping styles of teacher educators.

To study the sixth objective, correlation has been calculated.

Hypothesis:

Ho 4.8.1 There will be no significant relationship between the institutional perceptions and, organisational role stress of teacher educators.

Ho 4.8.2 There will be no significant relationship between the organisational role stress and coping style of teacher educators.

Ho 4.8.3 There will be no significant relationship between the institutional perceptions and coping style of teacher educators

HYPOTHESIS:

Ho 4.8.1: There will be no significant relationship between the institutional perceptions, organisational role stress of teacher educators.

Table 4.8.1
Correlation between institutional perception and ORS

N	d f	Level of Significance	Critical value of r
599	597	Significant at 0.01 level	0.19

From table 4.8.1 It is observed from the above table that the critical value of r for N=599 and d f = 597 was significant at 0.01 level hence it is evident that there is a relationship between Institutional Perception and organisational role stress of the teacher educators.

Therefore it is said that there exists a relationship between Institutional Perception and ORS of teacher educators.

4.8.2 There will be no significant relationship between the organisational role stress and coping style of teacher educators.

Correlation between Organisational Role Stress and Coping Style is seen and found that the correlation between Organisational Role Stress and the Coping Style do exist.

Table 4.8.2
Correlation between ORS and Coping Styles:

N	df	R	Level of Significance
599	597	0.22	Significant at 0.01 level

From table 4.8.2, it is evident that calculated 'r' value of relationship between ORS and Coping Style of the teacher educators is 0.22 whereas table value of 'r' at 0.01 level is 0.115 at the $df = 597$. Hence, calculated value of 'r' is significantly higher at 0.01 levels. Therefore it may be said that there is significant relationship between ORS and the Coping Styles of teacher educators of Ahmedabad and Gandhinagar.

4.8.3 There will be no significant relationship between the institutional perception and coping style of teacher educators

Correlation between Institutional Perception and the Coping Style is seen and found that the correlation between Institutional Perception and the Coping Style is positive but it is not highly correlated.

Table 4.8.3
Correlation between Institutional Perception and Coping Styles

N	df	r	Level of Significance
599	597	0.24	Significant at 0.01 level

From table 4.8.3 it is evident that the calculated 'r' value of relationship between Institutional Perception and Coping Style of the teacher educators is 0.24 whereas table value of 'r' at 0.01 level was 0.115 at the $df = 597$. Hence, calculated value of 'r' is significantly higher at 0.01 levels.

Therefore it may be said that there exists significant relationship between Institutional Perception and the Coping Styles of teacher educators.

The next chapter deals with the summary, major findings, implications suggestions and conclusion the of the study

CHAPTER V
SUMMARY AND CONCLUSION

5.0.0 INTRODUCTION:

Stress is the general term applied to pressures people feel in life. The presence of stress at work is almost inevitable in many jobs. The institutions and the people who run them are under constant pressure to increase the output while keeping costs in check. To do things fast and better but with fewer people is the goal of many institutions today. An unfortunate effect of this trend is to put too much pressure on teachers and develop emotional and physical problem. No one is immune to stress for it can affect teachers at all levels of the institution. In the modern day-today life stress is unavoidable. The sources of such stress may be due to the nature of the individual, the group, the institution in which the individual is working and factors outside the institution.

Stress is derived from the Latin word *stringere*, meaning to draw tight, hardships or affliction. Stress has been defined in many ways, but most of the definitions say the stress caused by the stimulus, that the stimulus can be either physical or psychological and that the individual responds to the stimulus in some way. Stress is a subset of emotion (Lazarus, 1993). Stress is caused by a multitude of demands (stressors) such as an adequate fit between what we are capable of, and what our environment offers and what it demands of us (Levi1996) internal pressures.

5.1.0 BACKGROUND OF STRESS:

The pioneer investigator into the implication of stress is Dr. Hans Selye. The General Adaptation Syndrome (GAS) identifies three stages of responses to stressor: alarm, resistance and exhaustion.

The GAS begins when a person first encounters a stressor. The first stage is called alarm. At this point the person may feel some degree of panic and begin to wonder how to cope with it. If the stressor is too extreme, the person may simply be unable to cope with it. In most cases, however, the individual gathers his/her strength (physical or emotional) and begin to resist the negative effects of stressor.

5.2.0 SYSTEMS OF STRESS:

When pressure begins to build up it can cause adverse strain on person's emotions, thought processes and physical condition. When stress becomes excessive, teachers develop various symptoms of stress that can harm their job performance and health and even threaten their ability to cope with the environment.

Stress can be divided into the following:

(1) Physiological	(2) Psychological	(3) Behavioral
• Ulcers	Emotional instability	Excessive smoking
• Digestive problems	Moodiness	Abuse of alcohol or drugs
• Headaches	Nervousness and tension	Absenteeism
• Sleep disruption	Chronic worry	Safety problem
• Burnout		Performance problems

5.3.0 ORGANIZATIONAL ROLE STRESS:

Modern life is full of stress. As organizations become more complex, the potential for stress increases. Urbanization, industrialization and increase in scale of operations are some of the reasons for rising stress. Stress is an inevitable consequence of socioeconomic complexity and, to some extent, its stimulant as well. People experience stress as they can no longer have complete control over what happens in their lives. The telephone goes out of order, power is shut down, water supply is disrupted, an expected promotion disproportionately to income, etc. we feel frustrated and then stressed.

There being no escape from stress in modern life, we need to find ways of using stress productively, and reducing dysfunctional areas.

Several terms that are synonymous with stress, or similar in meaning, have been used. In order to avoid confusion we will use the following terms: stressor for stimuli that induce stress; stress for the affective (emotional) part in the experience of incongruence; symptoms for the physiological, behavioural and conceptual responses or changes: and coping for any behaviour that deals with emotional component in the experience of incongruence, i.e. stress). The term stress will be used here to refer to such terms and concepts as strain, pressure, etc.

Even as stress is inevitable in today's complex life, so is it necessary for human progress. It is like a musical instrument, where an optimum stress is needed to produce good music; loose wires (less stress) would not produce too much tautness (too much stress) might result in screeching. A distinction has been made between productive or functional stress (stress for creative work, entrepreneurial activities, Olympic competitions, etc.) and dysfunctional stress (stress of boredom, unmanageable conflicts, overwork, etc.) the former has been called eustress and the latter distress.

As already stated, role can be defined as a set of functions, which an individual performs in response to the expectations of the significant members of a social system and his own expectations about the two role systems (role space and role set) have a built in potential for conflict and stress.

5.4.0 CONCEPT OF BURNOUT:

Burn out as a concept was born in mid 1970s in USA and within a small period of time it becomes almost a catchword. However phenomenon of burnout was not confined to only American workers. The fact is that it is a condition prevalent among persons working in helping professions e.g. persons in such occupations as nursing, social work, police, teaching, psychology, psychiatry, medicine, law, technology, etc. all over the world.

It appears to be a response to interpersonal stressors on the job in which an overload of contact with people results in changes in attitudes and behaviours towards them.

It is defined as a syndrome of emotional exhaustion, depersonalization and reduced sense of personal accomplishment, which can occur among individuals who work with people in some capacity (Maslack Jackson 1984). Paine (1982) has observed burnout stress syndrome, the consequences of a high level of job stress, personal frustration and adequate coping skills have major personal, organizational and social costs and these costs are probably increasing.

5.5.0 STRESS AND HUMAN SERVICE PROFESSION:

Over the last few decades the psychological construct "stress" has become as inevitable fact of life and is seen associated with almost all occupations, particularly human service professions. With dramatic changes taking place in this dynamic and technological world, life stress has become an immediate focal point of interest.

Stress can be defined as a psychological/physiological response to a threatening or overly demanding situation. Stress is not only a necessary part of organizational life, but it is also essential for the effectiveness of any person, for sometimes some of the best performances are shown by a person under stress. Stress is a reality of teaching which can be beneficial or harmful depending on how a person responds. Stress is therefore not necessarily negative, for if it is properly coped with it can lead to a feeling of challenge, high job satisfaction, creativity, improved efficiency, career growth, better adjustment to work and life, etc.

The term burnout is not synonymous with the stress but it is the end result of stress experienced but not properly coped up. Excessive, prolonged and uncoped stress can have serious effects on the normal physiological as well as psychological functions of the body and if adequate copying mechanisms are not instituted this extreme state can lead to more serious state of burned-out.

5.6.0 PROBABLE CAUSES OF TEACHERS' BURNOUT:

Although the level of teacher burnout is substantial, it is an overstatement to contend that all teachers are burned out. There may be wide range of factors which contribute as causes for burnout. Some of such probable causes are:-

5.6.1 Teacher Demographics:-

A variety of teacher characteristics are correlated with high burnout rates. In general these demographic characteristics typify individuals who are relatively powerless in their social settings and hence are likely to perceive themselves as victimized. Their sense of powerlessness also prevents them from effecting changes in school routines. Some of such characteristics are:-

5.6.2 Inexperience: Burnout tends to be a malady of the inexperienced. Idealism and enthusiasm are necessary to attract a professional to a career. Most individuals opt for teaching career because of a desire to make a difference in their student's lives. The gap or the contradictions between what the teachers are socialized to expect from their training in schools of education and what they experience in reality is the central element in the creation of Burnout is generally more frequent among young, freshly idealistic teachers than the experienced ones with many of them having abandoned their idealism, and learned to cope and work with the existing system as it is. Pre-service teachers come

to expect that they will instruct and shape young minds, plan and develop curricula, evaluate students and manage classrooms as per their wishes.

Some may even recognize that they are expected to serve as role models for children, to act as surrogate parents, to work with students of diverse ability levels, backgrounds, disadvantages and problems and to combat racism, learning disabilities, unrest etc. However they often assume that they will be granted the professional autonomy to exert control over the roles that are assigned to perform. Colleges of education hardly prepare pre-service teachers for the “real world of teaching” in which autonomy generally is significantly restricted.

5.6.3 Teachers’ personality: - Studies conducted by Dworkin, Joiner and Bruno (1990) indicated that teachers who have an external locus of control are more susceptible to burnout. Those individuals who have an internal locus of control believe that they are responsible for their own actions and their own fate. Those controlled by external locus believe that chance, luck, fate or destiny controls their lives. Such people become pessimistic and less enthusiastic. They are more likely to assume that no matter how hard they are to effect desirable ends, something will interfere and negate their efforts. They may see their efforts as meaningless and believe themselves to be powerless.

In their early work on stress, Kahn, Wolfe, Quinn, Snoek and Rosenthal (1964) suggested that there are distinctive personality factors that heighten the loss of job idealism. Neurotics and introverts tend to experience more stress in teaching. Flexible and democratic thinkers, who often cannot say “no” to organizational demands and who have difficulty working under rigid autocratic administrators also tend to experience greater stress and burnout.

5.6.4 Social class differences: - This can be especially seen in the rural schools where most of the teachers are from middle class backgrounds and new teachers are also increasingly coming from middle class backgrounds. In many urban schools rarely more than 95% of students are from middle class background. Social class differences reflect distinctive life styles, aspirations, expectation and values etc. Consequently great disparities between class and class origins of students and teachers will mean major differences in expected behaviors and styles of presentation of self between students and teachers.

5.6.5 Status oriented and security oriented teachers: - Status oriented teachers are more likely to experience burnout as opposed to security oriented teachers. Status oriented individuals are mostly highly involved in work, independent and keen to seek advancements, The security oriented individuals are more dependent, worry about job stability, want to be liked by other and attribute power to others. Status oriented teachers are more likely to be frustrated by obsolete practices and conventions that block both their advancements and their ability to get things done.

5.7.0 USING THE MASLACH BURNOUT INVENTORY:

Research on burnout is of recent origin. Prior to research in this area, writing on burnout made its appearance from 1970 onwards. Many books and articles have been published on this subject but most of them are descriptive, based on authors' personal experience or narratives of burnt out people.

Systematic research on burnout started by Freudenberg (1974), one of the earliest studies Freudenberg (1975) found that having a slower pace of life is less physical stress from the environment, thus less fatigue and less susceptibility to burnout. The more jobs in rural areas that permit workers autonomy and thus both the type of work as well as level of stress varies from urban to rural areas. The most salient factor in making stress less frequent in rural areas was the slower rate of social change and the lower probability of encountering role alternatives.

Staff members in Human Service and educational institutions are often required to spend considerable time in intense involvement with other people. Frequently the staff client interaction is centered around the client's current problems (psychological social or physical) and is therefore charged with feeling of anger embarrassment fear or despair because solutions for clients problems are not always obvious and easily obtained the situation becomes more ambiguous and frustrating for the person who works continuously with people under such circumstances the chronic stress can be emotionally draining and can lead to burnout.

5.8.0 ROLE PICS:

Role Pics is a semi projective instrument for assessing a respondent's style or strategy to cope with role stress. Pics is an acronym (short form) of projective instrument for coping styles. Role Pics is used to assess coping styles in relation to organizational roles. In this

instrument some situations are given in which a role occupant is involved in conversation with another person and either of them makes a statement about a role stress situation. These situations can also be made into cartoon like pictures. A respondent is required to write down how a person, to whom a statement has been made, would respond. It is presumed that responses will be projective expression of the way respondent himself would cope with a particular stress.

Coping styles or strategies can either be seen as a general trait (a disposition applicable to most situation), or a disposition applicable to specific stress situations. A distinction has been made between strategies that bring about a change in stress situation and those that relieve the symptoms of stress. There have not been very many studies on how a person deals with the stress he experiences.

People can be classified into two types on the basis of strategies employed to deal with stress. The first category consists of persons who decide to suffer, deny experienced or avoidance strategies are termed dysfunctional styles of coping with stress. The second category consists of persons who face realities of stress consciously and take some action to solve problems either by themselves or with the help of other people. These active approaches are termed functional styles of dealing with stressful situations. These find favour with social scientists as they are supposed be more effective and healthy than dysfunctional styles.

The above classification in no way suggests that people use one kind of coping process or another exclusively. Rather it is common knowledge that different persons employ complex and varied combinations of different strategies to deal with the same kind of stress. An issue that can be raised while discussing the effectiveness of various coping styles is whether some ways of coping with stress are more effective than others. Any answer to this problem would depends upon the particular situation, the point of time and levels at which stress is being felt. What may be considered an optimal or a beneficial response in one situation at a particular time may be damaging or ineffective in some other situation or at a different time.

In general dysfunctional modes of coping may be damaging when they prevent essential direct action, but may be extremely useful in helping a person maintain a sense of well being, integration or hope under conditions otherwise likely to lend to psychological disintegration.

Marshall and Cooper (1969) asked managers how they coped with work pressure. The most common technique reported was to work with work pressure. Most common technique reported was to work with longer hours.

Folkman et al (1986) have proposed eight coping strategies based on factor analysis of an instrument: confrontive coping, distancing, self control, seeking social support, accepting responsibility, escape avoidance, painful problem solving and positive reappraisal.

Different approaches to the study of coping have been used in various investigations. Some have emphasized general coping traits, styles or dispositions, while others have preferred to study active ongoing coping strategies in particular stress situations. The former approach assumes that an individual will cope the same way in most stressful situations. A person's coping styles is typically assessed by personality tests. Whether the person actually behaves under stress as predicted by the tests depends largely on the adequacy of the personality assessed and many other internal and external factors that affect the person's actions and reactions in any given situation.

As against this, those concentrating on the active coping strategies prefer to observe an individual's behaviour as it occurs in a stressful situation. And then proceed to infer the particular coping processes implied by the behaviour. This approach has largely been neglected by the study of coping.

An instrument that measures coping strategies, and one that deserves special attention, is the Ways of Coping Checklist (WCCL) by Folkman and Lazarus (1985). It identifies stressful events and then the extent of use of the 8 coping strategies.

Coping strategies can be conceptualized as a product of a combination of externality, internality and mode of coping. Externality is the feeling that external factors are responsible for role stress, resulting in aggression towards, and blaming of, these external factors. It may also indicate the tendency to expect and get a solution for stress from external sources. Externality may be high or low.

Internality is quite the opposite. The respondent may perceive himself as a responsible for the stress and may therefore express aggression or blame himself. Similarly the respondent may expect a solution for the stress from within. Internality may be high or low. Coping may take the form of avoiding the situation (reactive strategies) or

confronting and approaching the problem (proactive strategies). This is a mode of coping. Combining the two aspects of each of the three dimensions, we have eight possible strategies for coping with stress.

Avoidance mode is characterized by any one of the following: a) aggression and blame, b) helplessness and resignation c) minimizing the significance of the stressful situation by accepting it with resignation d) denying the presence of stress or finding an explanation for it. Such behaviour helps a person in not doing anything in relation to the stress. We have used the expression punitive (borrowed from Rosenweig), and have used capital letters to denote avoidance response.

On the other hand approach mode is characterized by:

- Hope that things will improve
- Efforts made by the subject will help to solve the situation
- Expectation that others will help, or asking for help in relation to stress and
- Jointly doing something about the problem.

Eight styles are briefly described below.

5.9.0 CATEGORY OF COPING STYLE:

Mode	Internality	Externality	Coping Styles
Avoidance	Low	Low	Impunitive (M)
Avoidance	High	Low	Intrapunitive (I)
Avoidance	Low	High	Extrapunitive (E)
Avoidance	High	High	Defencive (D)
Approach	Low	Low	Impersistive (m)
Approach	High	Low	Intropersistive (i)
Approach	Low	High	Extrapersistive (e)
Approach	High	High	Interpersistive (n)

5.9.1 Impunitive (M) has a combination of low internality, low externality and avoidance. This is a fatalistic attitude and is similar to what Rosenzweig has called impunitive (blame for the frustration is evaded altogether the situation being regarded as unavoidable) some elements of Rosenzweig's impeditive category are also included (accepting stress without any reaction).

5.9.2 Intropunitive (I) characterised by high internality, low externality and avoidance. Blame and aggression are directed by respondent against himself.

5.9.3 Extrapunitive (E) is characterised by low internality, high externality and avoidance. Rosenzweig's extrapeditive styles are included here. The former occurs when the presence of the frustrating obstacle is insistently pointed out and the latter when blame, hostility etc. are turned against some person or object in the environment.

5.9.4 Defensive (D) is characterised by high internality high externality and avoidance. By involving the self and others, but by using the avoidance mode, a person avoids aggression or blame with the help of defence mechanism Rosenzweig used defensive Responses as variants of the intrapunitive category. The assumption here is that with high involvement of the self and others in the stress, the superego becomes more active and therefore defensive behaviour is stimulated.

5.9.5 Impersistive (m) is characterised by low internality, low externality and approach. Rosenzweig's impersistive category relates to the "expression given to the hope that time or normal circumstances will bring about the solution of a problem; patience and conformity are characteristic."

5.9.6 Intropersistive (i) is characterised by high internality, low externality and approach.

5.9.7 Extrapersistive (e) is characterised by low internality, high externality and approach.

5.9.8 Interpersistive (n) is characterised by high internality, high externality and approach. It is the opposite of the Defensive (D) style.

5.10.0 REVIEW OF RELATED LITERATURE:

With an alarming increase in the stress levels in all human service professions including teaching profession (Gmelch 1983), it becomes necessary to conduct a systematic study to find out the magnitude of stress and coping styles. It can be seen therefore from the research findings of the above studies that role stress may lead to abnormality in life, fatigue depression, drug addiction, and alcoholism and took orientation in work style and decrease in "will" to live. Whereas better role understanding leads to sense of

responsibility, interest in work sense of accomplishment and role satisfaction (Shrivastava 2003).

Mostly the studies on burnout have been conducted abroad with only a few studies of Indian origin. The effective and efficient functioning of the educational system depends primarily on the quality and commitment of the teachers (Pestonjee1986). Thus there would always exist a need for research into the social and psychological aspects of the teaching profession. But unfortunately there seems to be a dearth of research in India in these areas.

The review of related literature has reflected many research gaps in the area of studies on role stress of teacher educators, burnout and coping styles. As it has been said earlier, researches on teacher educators on this topic in India are very few. Apart from this there are hardly any studies primarily devoted to study of role stress, burnout and coping styles at college level and very few studies solely devoted to the study of burnout of Indian college teacher educators.

Studies have tried to investigate the prevalence of teacher burnout (Rhoaders1987). Correlational studies have been attempted to investigate the relationship of burnout with other variables like locus of control, role conflict and role ambiguity (Katarina2010).

Thus keeping in view the review of related studies, the investigator felt that need for the present study.

Study suggested that the factors that cause burnout are low self concept emotional enthusiasm mental stress etc (Gistlle D'souza 2009). Factors that contribute for role stress burnout are wider perception, positive value base, emotional balance and coping styles. It is clear that stress, coping strategies are unique and hence there is a strong need for studying stress, burned out and coping style of teacher educators of secondary teacher training colleges of Ahmedabad and Gandinagar.

5.10.1 Implications of the related literature:

After perusal of review of the research materials by above scholars the conclusion largely appears that stress and burned out conditions do not necessarily contribute to similar causes. Studies conducted by Agrawal & Misra reveal that stress do not affect

the performance at work place but Singh, Margaret reported that stress affects working performance of the personnel and stress leads to burned out among the teachers.

Mohapatra says that job stress and coping strategies differ from profession to profession. Lawyers and police officers have the feelings of vulnerability. **Mohanty** reveals that the high meaning is associated with low burnout and low meaning is associated with high burnout.

Walter studied stress among faculties in higher education and reported that 60 percent of total stress in their lives comes from work because of time and resource constraints.

Heron evaluated effectiveness of stress management training workshops and found that stress management programme is effective and reduces their stress level.

Firoz Hotia says that technical managers are more stressed. Most of the time in the above studies tool used was questionnaire, interview, rating scale etc.

So it is crystal clear that stress does exist in one or the other form in almost all the professions. It also reveals mixed or contrasting conclusion about the relationship between stress and burned out. Further it is clear that stress, coping strategies are unique and hence there is a strong need for studying the stress and burned out.

Time and again commission and committees have emphasized about importance of teacher educators in building responsible society but studies reveal that no such study on stress and burned out in the field of teacher education was carried out, hence there is a need for present study. Such study would be very helpful to educational administrators also in arranging remedial measures which would enable teacher educators to find role stress, burnout and coping styles of teacher educators of Gujarat.

After going through the review of the related studies the researcher has gained sufficient insight over the present study, which helped researcher to design the blueprint of the present study.

5.11.0 SIGNIFICANCE OF THE STUDY:

Teacher training institutions prepare trainees for the various effective roles to be performed by them by utilizing the available resources in the optimum order. The human resources make the whole differences in the institution. In this regard the teacher

educators have got the vital roles to play. Whatever the objectives are being set up has to be achieved by the joint efforts of the institutions and their human resources. Teacher training institutions undergo changes and the teacher educator has to cope up this situation. In the light of above statement it is very important to see how it works in real set up.

Teacher educators perform wide range of functions which includes academic as well as administrative. Apart from the class room teaching they have to maintain the liaison with community, policy makers, parents etc. This multiplicity role also leads to heavy work load on the part of teacher educators. Therefore their times gets extended beyond the institution hours. They have to respond to the need of the institution which leads to increase in total work load or sometimes carrying out that work which does not suit to their interest or abilities.

All these in long term lead to role stress and burnout. Whenever such situations arise it is harmful to the person and the institution as well. The reason is that the interest level among individuals goes down which affects their productivity adversely. And this in turn affects the effective functioning of the entire institution.

Investigator felt that scientific study of role stress, burnout, coping styles of teacher educators are needed. Identification of the sources of stress the extent of stress experienced by teacher educators and to what extent the leads to burnout should be made. At the same time it was necessary to identify rewarding factors in teacher's professional life which makes stress free life. People spend a significant amount of time working on their jobs and work occupies a central function in their lives. Teacher educators as a community appear to be dissatisfied and with recent attention on teacher stress and teacher burnout it is a matter of importance to determine factors which are related and possibly contribute removing role stress, burnout and strengthening coping styles.

Therefore institution and the teacher educators must learn and adapt strategies to cope with the stress. No teacher training institution can have a situation where the teacher educators will be totally free of stress and strategies need to be there to cope with it. Looking into the quantum of the studies in this line researcher found the dearth of this type of studies.

A study in this regard has been undertaken which not only throw light on why role stress arises in teacher training institution but also to cope with it. Therefore this study has been undertaken at Ahmedabad and Gandhinagar.

5.12.0 RATIONALE:

In a present day scenario of educational training institutes of graduation and Post graduates levels, the stress and strains of teachers have become so rampant and pronounced that they need to be looked at correct perspective to contain growing stress and burnout situation amongst teachers. Aspect of teachers' stress has become a world phenomenon. Intellectuals as well as torch bearers of society are alarmed to remove circumstances that lead to emanation of stress among a large chunk of teachers population in India and world at large.

Recent studied conducted by researchers have revealed startling results which show that the teachers' roles are being undermined and scant regards are being given to teachers, contribution in training the aspirants for becoming trained individuals to assume the role of teachers in times to come (Joshi 2002).

In the present day society critics have become so harsh as to suggest teachers as mercenary lukewarm towards education and lacking dedication and firm commitment for imparting knowledge for training graduates (TOI May 2006) Such attitude in respect of teachers by the modern and young generation has eroded the respect and dignity of teachers.

The result in stress strains hopelessness, frustration and burnout in a significant number of teachers. All said and done, it is now the need of the hour for our thinkers, researchers and social reformers is to find out the genesis of the malady of stress amongst the revered teachers who should be the rudder of our student community to take across the river of darkness prevailing in the directionless seekers of knowledge through the training institutions (Singh 2005). While on the subject it would be worthwhile to mention that the scourge of stress is spreading the European countries as well.

Various steps are being taken in those countries USA in particular to address the problem by appointing research groups to seriously evolve and suggest the measures to control the unspeakable damages being done to teachers community arising out of stress in the course of discharging their professional responsibilities with a view to avoid burnout amongst the teachers eminent scholars have been drafted for suggesting remedial ways and means to mitigate the stresses of teaches. So far stress problem has been seen in teachers due to

unfavorable conditions existing in the institutions. But it is not entirely correct to malign the stress problem alone for the disease.

It is important to mention that stress without meaningful purpose is injurious to the health of training personnel. Therefore steps should be taken to inculcate awareness amongst teachers to cope with the day today stress by creating congenial atmosphere in the campuses. Through print and electronic media attention needs to be drawn of authorities and general public to give proper thinking and broad outlook to wipe out the problem of stress.

Research teams have suggested a number of methods inter alia to control indiscipline to create harmonious relations creation of necessary infrastructures smooth environment and rewarding working conditions to stop stress and ultimate burnout problems amongst sincere teachers who are architects of our society for building a strong nation.

One has to give attention to role stress and extreme negative effect of stress- burnout phenomenon. Various researches have shown that burnout is experienced most in professions dealing with human services and teaching being one of such profession has facing such problems (Joshi1999).

To cope with the situation of stress and resultant burnout steps are needed to ameliorate the general conditions of teacher community vis-à-vis service condition which are awfully inadequate. The stress and burnout problems confronting the teachers can be countered by active participation of teachers through conducting seminars and open discussions where persons of repute from all walks of life could be persuaded to take part and to create necessary environment to mitigate the problems.

Pestonjee (1992) has said that if stress and burnout becomes increasingly the case that professionals experience a widening discrepancy in work between expectations and satisfactions, the negative consequences for their lives will have ramifications for beyond the spheres of their individual existence. In the face of growing public criticism we should try to understand why young enthusiastic teachers turn into bored and aloof professionals in a few years of time? Why many of our teachers are apathetic and uninvolved and make no efforts to improve their scholarship and skill? While some others placed in the same working milieu are enthusiastic committed and show contrast desire to grow (Misra 1986)

Much has been made out of the concept of stress in the modern English speaking world. Psychologists and management theorists have unanimously upheld stress as a major issue of modern times. Indians have addressed themselves to the problem of stress, several thousand years ago. They have analyzed the phenomenon from various perspectives and prescribed procedures to overcome stress (different Yoga technique).

Taken as a whole, it is evident that both, institutions and their teachers, suffer when the level of stress the teachers experience is high. Researches (Monika 1986, Mohanty 1991, Hotia 1994) have been conducted to study stresses taking various psycho-social parameters into considerations like social support, role stress, job satisfaction etc. most of the studies have been concentrated on industrial workers. However, very few studies have been conducted at college level on the teachers particularly role stress, burned out and coping style.

Therefore, in the present study an attempt has been made to analyze the dominant stresses prevalent in the teachers in different institutions. In this connection certain questions arise in the mind of the researcher. They are:

5.13.0 RESEARCH QUESTIONS:

In this connection certain questions arose in the mind of the researcher. They were:

13. What is the perception of the teacher educators about their institution?
14. What is the status of role stress among teacher educators?
15. How many teachers are burnout and at what level?
16. What are the various causes behind the acute stress level of the burned-out teacher educators?
17. What are the coping styles projected by the teacher educators to reduce the stress?
18. What are the various relationships among the institutional perceptions, organizational role stresses and coping styles of teacher educators?

Keeping in mind the above questions mentioned the present study was undertaken.

5.14.0 STATEMENT OF THE PROBLEM:

A Study of Role Stress, Burnout and Coping Style of Teacher Educators.

5.15.0 OBJECTIVES OF THE STUDY:

1. To study the institutional perception of teacher educators

2. To study the role stress among teacher educators
3. To study the intensity of burnout among teacher educators
4. To study the reasons behind burned-out, among the highly burned-out teacher educators.
5. To study the coping styles projected by teacher educators to meet institutional functioning
6. To Study the relationship between institutional perception and organizational role stress and coping styles, and institutional perception, coping styles of teacher educators.

5.16.0 DELIMITATIONS OF THE STUDY:

The study is delimited to teacher educators of Secondary Teachers' Training Colleges located in Ahmedabad & Gandhinagar of Gujarat State.

5.17.0 OPERATIONALIZATION OF THE TERMS:

Institutional perception, Role Stress, Burnout and Coping Styles.

5.17.1: Institutional Perception: In this study the institutional perception of the teacher educators means their understanding regarding various roles, responsibility, job environment, relationship with the management and work load etc. of the institution in which they are working.

5.17.2: Role Stress: In this study role stress means conflict and tension due to the role of teacher educator being enacted in all roles of life in any given point of time which creates role stress.

5.17.3: Burnout: A personal energy crisis due to exhaustion of one's adaptation energy. It is defined as a syndrome of Emotional Exhaustion, Depersonalization and reduced sense of Personal Accomplishment.

5.17.3.1: Emotional Exhaustion: Emotional Exhaustion (EE) refers to a feeling of being emotionally over extended, drained by one's contact with other people.

5.17.3.2: Depersonalization: Depersonalization refers to development of a negative and cynical attitude, an unfeeling and callous response towards those people who are usually the recipient of one's service.

5.17.3.3: Personal Accomplishment: Personal Accomplishment refers to the negative evaluation of one's own contribution.

5.18.0 COPING STYLE:

In this study coping style means ways of dealing with stress, and distinguished between effective and ineffective coping. Effective coping strategies are approach strategies, which confront the problem of stress as a challenge, and increase capability of dealing with it. Ineffective strategies are escape or avoidance strategies, which reduce the feelings of stress.

5.19.0 HYPOTHESES:

1. There will be no significant difference in the mean scores of institutional perception perceived by teacher educators on the basis of gender about their institution.
2. There will be no significant difference in the mean scores of role stress among teacher educators on the basis of less than/more than five years of teaching experience
3. There will be no significant difference in the mean scores of institutional perception perceived by teacher educators based on aided and non aided colleges.ean scores of
4. There will be no significant difference in the mean scores of role stress among teacher educators on the basis of gender.
5. There will be no significant difference in the mean scores of role stress among teacher educators on the basis of less than/more than five years of teaching experience
6. There will be no significant difference in the mean scores of the role stress among teacher educators working in the aided & non aided colleges.

7. There will be no significant mean difference in the frequency of emotional exhaustion of teacher educators on the basis of its gender.
8. There will be no significant mean difference in frequency of emotional exhaustion of teacher educators on the basis of more than/less than five years of teaching experience.
9. There will be no significant mean difference in the frequency of emotional exhaustion of teacher educators on the basis of aided/unaided institutions.
10. There will be no significant mean difference in the intensity of emotional exhaustion of teacher educators on the basis of its gender.
11. There will be no significant mean difference in intensity of emotional exhaustion of teacher educators on basis of more than/less than 5 years of teaching experience.
12. There will be no significant mean difference in the intensity of emotional exhaustion of teacher educators on the basis of aided/non aided institutions.
13. There will be no significant mean difference in the frequency of depersonalization of teacher educators on the basis of its gender.
14. There will be no significant mean difference in frequency of depersonalization of teacher educators on basis of more than/less than five years of teaching experience.
15. There will be no significant mean difference in the frequency of depersonalization of teacher educators on the basis of aided/non aided institutions.
16. There will be no significant mean difference in the intensity of depersonalization of teacher educators on the basis its gender.
17. There will be no significant mean difference in the intensity of depersonalization of teacher educators on the basis of more than/less than five years of teaching experience
18. There will be no significant mean difference in the intensity of depersonalization of teacher educators on the basis of aided/non aided institutions.

19. There will be no significant mean difference in the frequency of personal accomplishment of teacher educators on the basis of its gender
20. There will be no significant mean difference in frequency of personal accomplishment of teacher educators on the basis of more than/less than five years of teaching experience
21. There will be no significant mean difference in the intensity of personal accomplishment of teacher educators on the basis of aided/non aided institutions.
22. There will be no significant mean difference in the intensity of personal accomplishment of teacher educators on the basis of its gender.
23. There will be no significant mean difference in the intensity of personal accomplishment of teacher educators on the basis of more than/less than five years of teaching experience.
24. There will be no significant mean difference in the intensity of personal accomplishment of teacher educators on the basis of aided/non aided institution.
25. There will be no significant difference in the mean scores of the coping styles projected by teacher educators on the basis of their gender.
26. There will be no significant difference in the mean scores of the coping styles projected by the teacher educators on the basis of less than/more than five years of teaching experience
27. There will be no significant difference in the mean scores of the coping styles projected by the teacher educators working in the aided & non aided colleges
28. There will be no significant relationship between the institutional perceptions and, organizational role stress of teacher educators.
29. There will be no significant relationship between the organisational role stress and coping style of teacher educators.
30. There will be no significant relationship between the institutional perceptions and coping style of teacher educators

5.20.0 VARIABLES:

Variables of the study were teacher educators of aided and unaided teacher training colleges of Ahmedabad and Gandhinagar, male and female teacher educators of aided and unaided teacher training colleges of Ahmedabad and Gandhinagar, and teacher educators of teacher training institutions of Ahmedabad and Gandhinagar having five years of teaching experiences and less than five years of teaching experiences.

Therefore the variables under study were:

5.20.1 Independent Variables:

The teacher educators of Ahmedabad and Gandhinagar with respect to

- Types of colleges: aided and unaided
- Sex: Male and Female
- Teaching Experience: More than and Less than Five years

5.20.2 Dependent variables:

- Institutional Perception of Teacher Educators,
- Role Stress of Teacher Educators,
- Burnout of Teacher Educators,
- Coping Styles of Teacher Educators.

5.21.0 RESEARCH DESIGN:

The present study is a survey type of research where the researcher had made an attempt to study the institutional perception, role stress, burnout and coping style of teacher educators of teacher training colleges of Ahmedabad and Gandhinagar

5.22.0 POPULATION:

Population of the study comprises of the Teacher Educators of Teacher Training Colleges of Ahmedabad and Gandhinagar. There are all 98 teacher training colleges in Ahmedabad and Gandhinagar. From these colleges there were 784 Teacher Educators were taken up for the study.

5.23.0 SAMPLE:

Researcher opted for convenient sampling and had approached all 98 colleges for the permission to carry out the research study and from those colleges' 76 colleges responded and allowed to carry out the research study.

Tool was given to all the teacher educators of teacher training colleges. Researcher could collect the responses from the 608 teacher educators of 76 colleges. Therefore total 608 teacher educators from 76 colleges constitute the sample of the study.

Place	No. of Colleges	Colleges selected for study	Teacher educators from selected colleges
Ahmedabad	91	70	560
Gandhinagar	7	6	48
Total	98	76	608

5.23.1 Sample Distribution:

Sex	Male		Female		Total
*TE ** TI	TE more than five years	TE less than five years	TE more than five years	TE less than five years	
Aided	80	48	68	53	249
Unaided	77	79	102	101	359
Total	157	127	170	154	599***

* Teaching Experience (TE),

** Types of Institution (T.I.)

*** From the total 608 teacher educators of teacher training collages nine sets of tool found to be incomplete so all that sets were excluded from the sample.

5.24.0 TOOLS AND TECHNIQUE:

The following instruments were used for the present study:

- Institutional perception Inventory of Teacher Educators

- Organisational Role Stress
- Maslach Burnout Inventory
- Role Pics
- Interview technique of the Burnout Teachers Educators

5.24.1 DESCRIPTION OF THE TOOLS:

For studying objectives of role stress and burnout, researcher has used the standardized tools and for the objectives role perception and coping style, researcher has adapted and modified it. As the available tools were designed for industrial set up, the tool suitable for the teacher educators of teacher training colleges were adapted and modified.

The tools developed, contain a combination of items like yes/no, rating scale items and open ended response. The items mentioned in the tools were comprehensive and representative enough to cover all aspects related to the objectives of the present study.

5.25.0 PROCEDURE FOR DATA COLLECTION:

Investigator collected the data for the present study personally by contacting the principals from sampled institutes, took their permission and administered questionnaire and conducted the interview of the highly burned-out teacher educators after the analysis of MBI. The investigator collected the data by giving all four tools to the teacher educators of the sampled institutions of Ahmedabad and Gandhinagar districts. Respondents were requested to give responses in the answer sheet which were provided along with the questionnaire.

The purpose of the study was explained to all the teacher educators. Detailed instructions for each questionnaire were given. Respondents were requested to read out all instructions for each part before attempting to respond to them.

Respondents were urged to give their sincere responses. From seventy six teachers training institutions 608 teacher educators were taken up for study. Incomplete questionnaire were not taken up for consideration.

All teacher educators present on the day of data collection were selected and administered the tools. So the data in all 608 teacher educators were obtained and when they were studied thoroughly about nine sets of data found to be incomplete which were

not considered for analysis. Thus ultimately the data completed in all respect were 599 in number i.e. the final number of teacher educators for the sample remained 599 and the data analysis is done. The investigator personally collected the entire questionnaire.

5.26.0 ANALYSIS OF DATA:

Data collected from teacher educator were tabulated for analysis. These data were processed and analyzed using computer applications (excel sheet). The non parametric statistical technique has been used for data analysis. Also the interviews of eleven burned out teacher educators who were ready to respond were taken up.

Both the descriptive and inferential statistics were used to analyze the data. The descriptive statistical analysis employed were frequency, means, correlation and standard deviation. The inferential statistics “t” test has been used.

5.26.1 SUMMARY OF DATA ANALYSIS :

Objectives	Area of enquiry	Sources of data	Tool	Technique of Analysis of data
1	Institutional perception of teacher educators.	Teacher educators on the basis of: gender, more than/less than five years of teaching experience, type of institution	Institutional perception inventory	Percentage, “t” test
2	Role stress of teacher educators	Teacher educators on the basis of: gender, more than/less than five years of teaching experience, type of institution	Organizational role stress	“t” test
3	Burn out of teacher educator	Teacher educator on the basis: gender, more than/less than five years of teaching experience, type of institution	Maslach Burnout Inventory	Percentage, “t”, case studies
4	Case study of burnout teacher educators	Selected identified burned-out teacher educators	Scores of MBI	Semi structured interview
5	Coping style of teacher educators	Teacher educator on the basis of: gender, more than/less than five years of teaching experience, type of institution	Roles pics	Percentage, “t” test
6	Correlation among IP, ORS, MBI, Role Pics of teacher educators	Responses of various teacher educators on different tools	Data of the IP,ORS, MBI, Role pics	Correlation

5.27.0 MAJOR FINDINGS:

Here an attempt has been made to analyze the implications and the suggestions based on the 'result presented in previous chapter and to propose probable reasons supporting the findings. As stated earlier the purpose of the study is to investigate the role stress, burnout and the coping styles of teacher educators of Ahmedabad and Gandhinagar, the investigator says with the conviction that the rationale to which the research was committed has been achieved.

The following are the findings of the research under decided objectives:

5.27.1 Institutional Perception of the teacher educators about their institution:

1. In the sampled institutions there seem to be role ambiguity due to different role perceptions which led to stress amongst the teacher educators.
2. The findings show that out of 284 male teacher educators 24.76 % of teacher educators perceived that there is a role ambiguity in their own institution whereas in female category (315), only 20.11% has felt so.
3. Out of 315 male teacher educators 22.18 % of them have found that the responsibility have not been defined clearly which create confusion.
4. 19.68% of male teacher educators opined that job environment is not satisfactory as against 16.71 % of female teacher educators.
5. The role ambiguity, undefined responsibility, unsatisfactory environment all clubbed together have created conflict with the management. The perception of male percentage has come to 23.42 and the female percentage came as 22.93.
6. In the last component work overload the teacher educators perceived that they are burned with work overload which reduces their motivation and creates stress. The percentage of the male teacher educators came as 10.96% for male teacher educators and for female teacher educators it came to 19.27.
7. It was found that the mean value (196.30) of male teacher educators were more than the mean value (188.8) of female teacher educators. That means male perceived that there is a role ambiguity amongst teacher educators, they are not clear in defining the responsibility, showing dissatisfaction from the job and finding work overload. This all factors led to conflict with the management. They found that exploitation with the staff is rampant and not rewarded for the considerable contribution made in college.

8. It was seen from the mean score (mean value 188.80) that the teacher educators who have got more than five years of teaching experience perceived less stressed and want the quality work of their ideas in the institution's functioning as compare to the teacher educators who have got less than five years of teaching experience (196.30).
9. The teacher educators who work with unaided institution perceived they are over burned, other colleges have got better ideas, as compare to unaided institutions with regard to the development of the college. The mean score of aided institution showed 199.00 score as against unaided institution which has 206.00 mean score.

5.27.2 Organizational Role Stress of the teacher educators:

10. Mean score of ORS of male teacher educators (N=315) has come to 87.73 as against female teacher educators (N=284) whose mean score was 84.45 which is lesser than male teacher educators, that means male teacher educators are having more stress as compare to female teacher educators. Reasons behind this, may be being the head of the family, they have to share more financial, social and other responsibilities as compare to female teacher educators.
11. Teacher educators who have got less than five years of teaching experience (mean score= 83.26) are more stressed as compared to the teacher educators who have got more than five years of teaching experience (mean scores=78.19). That means the teacher educators who have more years of experience, perform tasks with a lesser amount of stress as compare to the teacher educators who fall under less than five years of teaching experience.
12. Teacher educators who belong to unaided institutions (mean score=88.07) are more stressed as compared to aided institutions (mean score 83.97). The reasons behind this may be the security of job is not ensured. Also their salary and incentives are scanty and limited; this insecurity created lot of pressure amongst the teacher educators.

5.27.3 Burned-out of teacher educators:

Burned out was calculated in the following heads:

- **Percentages calculation of three subscales**
- **“t” calculation of three subscales**
- **Comparison of present Mean and SD with the MBI norms of three subscales.**

13. Teacher educators who frequently experienced the emotional exhaustion, their percentages range from 18.01% to 45.12%. The finding reveals that frequency burnout ranges from 10.73% to 45.12%. While 10.73% to 31.10 of teacher educators occasionally experience such feelings. Again 18.09% to 32.21% of teacher educators rarely experience the feeling of emotional exhaustion. The teacher educators who never have the feeling of Emotional Exhaustion range from 18.01 to 45.12.
14. The findings reveal that the intensity of the emotional exhaustion of the teacher educator ranges from 10.51 to 48.34. The finding reveals that 10.51% to 20.43% of teacher educators in the present study strongly experience these feelings of Emotional Exhaustion, while 25.21% to 48.34 of teacher educators moderately experience such feelings. Again 15.11% to 27.34% of the teacher educators mildly experience the feeling of emotional exhaustion. Teacher educators who never experienced emotional exhaustion, their percentages range from 23.29% to 37.13%.
15. The percentage reveals that in the frequency of depersonalisation subscale, the teacher educator who frequently experiences the feeling of depersonalisation, the percentages ranges from 59.23 to 48.14. In case of occasionally experiencing the feeling of depersonalization, the percentages range from 9.08 to 13.44. In case of rarely experiencing the feeling of depersonalization the percentages are from 18.11 to 28.31. The teacher educators who never have the feeling of depersonalization, their percentages range from 08.08 to 11.39. That means as high as 59% of the teacher educators frequently have the feeling of depersonalization.
16. The percentage reveals that in intensity of depersonalisation subscale, teacher educator who strongly experiences feeling of depersonalisation, the percentages ranges from 43.09 to 51.53. In case of moderately experiencing the feeling of

depersonalization, the percentages range from 14.10 to 22.50. In case of mildly experiencing the feeling of depersonalization the percentages are from 19.01 to 23.09. Teacher educators who never have the feeling of depersonalization, their percentages range from 10.53 to 20.82. That means responses of depersonalisation intensity subscale percentage ranges from 10.53 to 51.53.

17. The study reveals that in the frequency of the personal accomplishment the teacher educator who frequently experiences the personal accomplishment, the percentage ranges from 07.33 to 11.43. The percentage of occasionally feeling the personal accomplishment of teacher educators ranges from 13.70 to 27.91. In case of rarely feeling the frequency of personal accomplishment the percentage ranges from 08.33 to 22.12. The highest percentage of personal accomplishment in the never column has gone up to 66.95 which show that there is the feeling of low personal accomplishment.
18. The percentage reveals that in the intensity of subscale, the teacher educator who strongly experiences the feeling of personal accomplishment, the percentages ranges from 6.00 to 14.89. In case of moderately experiencing the feeling of personal accomplishment, the percentages range from 22.12 to 27.56. In case of mildly experiencing the feeling of personal accomplishment the percentages are from 8.20 to 14.95. The teacher educators who never have the feeling of depersonalization, their percentages range from 70.84 to 40.71. That means the responses of personal accomplishment intensity subscale percentage ranges from 6.00 to 70.84.
19. The teacher educators of Ahmedabad and Gandhinagar when compared to the norms of Maslach's burnout inventory showed lower degree of burnout on the emotional exhaustion, depersonalization and personal accomplishment on the basis of gender, type of institution, years of experiences.
20. The male teacher educators' mean score shows the value 21.67 which is higher than the female's mean score (19.07) It means male teacher educators are more burned-out as compare to female teacher educators in the EEF syndrome.
21. On the basis of years of experiences teacher educators who have less than five years of teaching experiences (24.07) are more burned-out as compared to those teacher educators who are having more than five years of teaching experience (21.23).

22. On the same line researchers found that the teacher educators who were in aided institutions (mean, 20.69) are less burned-out as compared to the teacher educators who were in the unaided (21.35) institutions.
23. The interview schedule response shows that all the teacher educators did not voluntarily choose teaching as a career but were to do so because of various other reasons. This implies that they were lacking in genuine liking for teaching and were unable to relate themselves to their job.
- Due to lack of better job perspective they were entrapped in the teaching profession. This may be contributed to their being frustrated which may have increased their emotional exhaustion.
- Main resources for their less job satisfaction were nature of department they were working in, average number of working hours, inadequate salary, administrative problems, lack of freedom and incentives.
- Due to these reasons they may have become more susceptible to develop feelings of emotional exhaustion, personal accomplishment and fatigue, negative attitude towards their students and job along with a reduced feeling of personal worth and accomplishment leading to their being burned-out.
24. Long term effects of teacher educators' stress led to professional burnout in their profession. In other words professional burned-out is outcome of acute stress that teacher educators experience in carrying out their day today tasks.
25. The present sample shows lower mean scores in the PA subscale. Social inputs like salary, material benefits, social status, social respect, opportunities and power of self all gets lowered down with respect to personal worth.

5.27.4 Coping style of teacher educators:

26. Avoidance coping style was predominantly used by the teacher educators among the avoidance styles defensive style emerged to be maximum used by the teacher educators.
27. Coping style of stress dimensions are either approach oriented in case of lower stress order or avoidance oriented in case of higher stress order.
28. In case of male category, the percentage of the responses of Impunitive "M" category is 12.46 and for female it came as 15.19. This has a combination of low internality, low externality and avoidance. This is a

fatalistic attitude called impunitive ("blame for the frustration is evaded altogether, the situation being regarded as unavoidable"). Some elements of impeditive category are also included (accepting stress without any reaction).

29. In case of Intropunitive "I" male category which characterized by high internality, low externality and avoidance. Blame and aggression are directed by the respondent against himself. Here percentage responses of that category are 13.93 and for female it has come to 14.87. This shows that respondents blame themselves for the stress.

30. Extrapunitive "E" is characterized by low internality, high externality and avoidance. It included extrapeditive and extrapunitive styles. The former occurs when presence of the frustrating obstacle is insistently pointed out and latter when blame hostility etc. are turned against some person/object in the environment.

In this category percentage of the respondents come to 9.22 and for the female it came as 10.09. That means female percentage fell more than the male for low internality high externality and avoidance.

31. Defensive "D" is characterized by high internality, high externality and avoidance. By involving the self and others, but by using the avoidance mode, a person avoids aggression or blame with the help of defence mechanisms. Most of the educators have given their responses in the defensive category. The percentage of this category came as 28.79 and for the female it came as 31.22 that mean they follow more of avoidance approach which has the adverse impact in the growth of the institution.

32. Impersistive "m" is characterized by low internality, low externality and approach. Impersistive category relates to the "expression given to the hope that time or normal circumstances will bring about the solution of a problem; patience and conformity are characteristic."

The percentage responses of this category came to 11.02 and for the female it came as 7.41 that mean they are thinking towards the positive direction for getting the problems solved.

33. Intropersistive "i" is characterized by high internality, low externality and approach. The percentage responses of male category came to 10.12 and in case of female percentage came as 06.41 that mean the approach mode will definitely bring some change in the college.

34. Extrapersistive “e” is characterized by low internality, high externality and approach. The percentage of male response of this category came to 08.70 and for the female it came as 08.81 that mean the change mode going toward positive side of functioning.
35. Interpersistive n, is characterized by high internality, high externality and approach. It is opposite of defensive (D) style. Male responses percentage of this category came to 06.39 and for the female the percentage response came as 06.34.
- This the most suitable approach of coping style where work force from internal as well as from external side putting their maximum efforts to solve the problem.
36. Female teacher educators from aided college having more than five years of teaching experiences are better able to deal with the problem having the positive approach.
37. All correlations, between institutional perception and the organisational role stress, organisation role stress and coping styles, institutional perception and coping styles, have got the significant relationship, because the critical value of “r” of institutional perception with organisational role stress, organisational role stress with coping style and institutional perception with coping style show 0.19, 0.22 and 0.24 values respectively, which is significantly higher than the table value at 0.01 levels.

5.28.0 IMPLICATIONS OF THE PRESENT STUDY:

1. It is very necessary to check the satisfactory level of teacher educators; they have to be satisfied with the environment that they are working into.
2. Male teachers feel that the lines of responsibility which are not clear leads to the stress and anxiety in the minds, work environment becomes confusing which may lead to wastage of time, energy, cost etc.
3. Work over load also creates stressful work environment.
4. The scanty resources are also a major factor towards the stress among the teacher educators.
5. Private governing body believes in hire and fire. Therefore teacher educators feel unsecured about their job and this creates stressed feeling in them.

6. From the findings it reveals that larger percentage of teacher educators experiences the feeling of depersonalisation strongly.
7. The major concern to the teaching profession is that burnout can detract (less valuable) from the quality of teaching. It has shown that burnout-out teachers give significantly less information and less praise, show low level of acceptance of their pupil's ideas and interact less frequently with them. So teacher must not come to this state where things do not come out to the positive direction.
8. The third aspect of burnout syndrome is the tendency to evaluate oneself negatively, particularly with regard to one's work with trainees and may feel unhappy about themselves in accomplishments of the job. The consequences of burned out are very serious for the staff the trainees and larger institutions in which they interact.
9. The initial research on this syndrome (Maslach 1981, pines 1979) suggests that Burnout can lead to deterioration in the quality of service provided by the staff. It appears to be factor in job turnover absenteeism and low morale. Furthermore burnout seems to be correlated with various self reported indices of person dysfunction, including physical exhaustion, insomnia, increased use of alcohol and drugs and met with the family problems.
10. Under the feeling of being occasionally stressed. It appears that teacher educators are not doing well in dealing with the students and they are more inclined towards their personal achievements and growth.
11. To support the present findings the present investigator feel that though the teachers do face role stress they are unable to find an amicable solution and hence prefer to avoid the problem by rationalizing it rather than approaching the problem and dealing with it effectively.
12. One should avoid defensive way of coping styles and be active in the interpersistive way of coping styles because it involves high internality and high externality and approach, which is opposite of defensive category.
13. A coping styles of avoidance type will be predominantly used by all categories of teacher educators, has been proved. This is in accordance with the previous findings in managerial population. Marshall & cooper (cited in Pareek 1983) share the view that teachers in general would always fall back on avoidance style when faced with stress.

14. The situational constraints may be the reason for an avoidance of the problem. Avoidance coping styles are dysfunctional among these defensive style has been found to be most predominantly used by the sample.
15. This would be so because the individuals have shown very low scores on role stresses. The use of the defensive styles is indicative of the fact that though role stresses are operating, the individuals have been probably denying its existence, thereby resulting in a defensive coping style.
16. The coping style of teacher educators on the basis of gender, more than/less than five years of teaching experience, aided/unaided institution show that male teacher educators are less interested in approach mode of coping with the problem.
17. When one says the experience makes the person better, that works here. A man learns better through the experience therefore performs better.
18. Due to the non involvement teacher educators may have become apathetic to students learning and unconcerned about students qualitative growth. The main goal of their teaching may have shifted from comprehensive and overall growth of the child to only mechanical teaching.
19. Another aspect of burnout syndrome is the development of negative, cynical attitudes and feelings about one's trainees, negative reactions to trainees may be linked to the experience of emotional exhaustion that is those to aspects of burnout appear to be somewhat related. This callous or even dehumanized perception of others, can lead staff members to view their trainees as somehow deserving of their troubles.
20. Infrastructural facility in terms of giving freedom for task completion, through varied technology and print material is not provided by administration that hampers continuation of holistic progress of institution.
21. If a single teacher educator is burnout he will make hundred teachers burned out and each teacher will influence thousands of students. So the impact will be great and before such an effect is felt, the university authority of higher education must do something and prepare psychological courses of treatment
22. What about glow on teachers who give light and life to others? Some incentives, feedback, appreciations should be prepared by the university authority. Each teacher training college should treat the burnout teacher educator with sympathy

and counsellors' approach and each teacher training college should involve the glow on teacher educators in many life giving activities of the institutions.

23. Absence of a genuine liking for teaching, lack of identification with institution, certain personality factors like feeling of inferiority, inability to relate to people, lack of warmth and general low level functioning personality lacking in self analysis ambition as goals, on the other hand lead to professional burnout. Certain situational stressor like role overload, large classes, too many teaching period, lack of adequate financial benefits lead to burnout.
24. In order to reduce burnout caused due to personal accomplishment, the teacher educators should be motivated to set goals and should be supported to achieve goals. Because if they are unsatisfied than it likely that they will not be able to give the best to the students

5.29.0 SUGGESTIONS FOR FURTHER STUDIES:

The present study was delimited to only teacher training colleges of Ahmedabad and Gandhinagar and limited to studying the institutional perception, role stress, burned out and coping styles of teacher educator. Few variables like gender, type of institution and years of experience were taken up. The investigator would like to suggest some more topics for further research. They are as follows:-

1. The questionnaire and interview tools of investigation were used to identify the extent and sources of stress. There is a need for careful empirical research using experimental designs to investigate the specific factor implicated in teachers' stress and interrelations between such factors. It is possible that other factors are also contributing that role stress. For instances government regulation, political pressures, parents and students are more related to the cause of stress among teachers. It is therefore suggested that a more suitable tool is developed that could measure the various other factors influencing the institutional functioning.
2. The perceptions of teachers influences considerably for the development of any institution. Therefore institution must evolve such kind of culture where in Entrepreneurship Preparatory culture (E Prep) be developed by the administrator and the staff members held high expectations 100% of the time. The E Prep learning community works collaboratively to promote increased academic

achievement in safe and disciplined institutional environment. Such kind of study will be very helpful to any institution to grow faster in the competitive world.

3. For removal of resource inadequacy, inter department meeting should be organised, management by objective concept should be introduced, job importance of specific teachers group as well as specific departments should be reorganised and proper allocation of resources should be made.
4. To overcome the state of burnout there are various strategies available which can have the better bearing on the burned- out teacher educators like: exercise, relaxation time management, role management, support group, organisational coping strategies, institutional programme, collateral programme, etc. Such type of strategies can be developed and implemented to lower the level of stress to burned out teacher.
5. Psychological inputs courses can be prepared for remedial treatment to the burnout teacher educators. In-depth case studies of the burned-out are in terms of their family background, their institutional climate and classroom interaction be made.
6. Kinds of role stress faced and psychosomatic (emotional) reactivity can also be studies. A detailed analysis of stresses on which a respondent has high scores can be done and some plans can be worked out to manage and reduce these stress.
7. Burnout in relation of variables such as age, educational qualification family type, marital status, category and income can be studied.
8. Comparative study of burnout among the urban and rural teachers can be studied.
9. A Burnout in relation to organizational climate and teacher behaviour can be studied.
10. In-depth study of burnout teacher educators is conducted and the psychological inputs courses be prepared and tried out.
11. For the person who works continuously with people under such circumstances the chronic stress can be emotionally draining and can lead to burnout. So Psychological input courses could be prepared for remedial treatment of the burnout teachers.
12. A study of factors causing burnout in teachers can be studied. A co relational study of job satisfaction and burnout can be studied.
13. A study of burnout, locus of control and mental health of teachers can be studied.
14. In-depth case study of few teachers having high and low burnout level can be studied with special reference to their classroom interactions.

15. A study of burnout in relation to personality factors among teachers can be studied.
16. There are certain strategies to cope with the stress and burnout they are: Exercise, Relaxation, Time management, Role Management, Support Groups, Organisational coping strategies, Institutional programmes, Collateral programmes etc. These strategies can be used to reduce the stress and burnout in the further studies.

5.30.0 CONCLUSION:

Stress is inevitable in every individual's life. Present day life has become too complex and complicated. Stress can be either temporary or long term, either mild or severe. Both institutions and individuals are highly concerned about stress and its effects on burnout. The field of this study is at its beginning and infancy stage and quite a number of studies will help the teacher educators in the field of teacher education to come out from the acute stress to opt for the best of coping styles.

The present study shows that the interpersistive mode of coping styles which is supported by high internality and high externality and approach is the best mode among all. This study showed that 60% of teacher educators opted for defensive mode of coping style which is the opposite of interpersistive mode of coping. So the teacher educators with their institutions should come out from the present status to the desired status and bring out the best of the results for the human resources.

Life is too short, too precious. We can consciously rise above such inconsequential matters and assign ourselves a greater role in life. We must achieve greatness by thinking high.

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APPENDIX I

INSTITUTIONAL PERCEPTION INVENTORY FOR ITS NEEDS

The inventory contains 40 statements which might apply to your institution; look at each one and decide whether it is broadly true or not. As you work through the statements in the inventory; use the grid sheets to record your views, marking an X on the appropriate square of the grid if the statement is broadly true about your institution (make no marks in a square where the statement is not broadly true).

Don't spend too long in pondering each statement: a few seconds should be long enough.

The results will be worthwhile only if you are truthful, and the more people in your institution that complete the inventory grid the more accurate the results are likely to be. A wide spread of representation is also desirable for best results, e.g. Senior and junior staff, new staff.

Institutional Perception inventory grid sheet

A	1	2	3	4	5	6	7	8
B	9	10	11	12	13	14	15	16
C	17	18	19	20	21	22	23	24
D	25	26	27	28	29	30	31	32
E	33	34	35	36	37	38	39	40

Each number in grid corresponds to a statement in the inventory. Mark an X through the square if you think the statement is broadly true about your institution. If it is not true, leave the square blank. Fill in the top line first, working from left to right; then fill in the second line, and so on.

Be careful not to miss a question.

1. It appears that only mediocre are appointed as professional man.
2. None is in a position to have grip over a variety of reasons plaguing problems of the institute.
3. It would be very much conducive on the part of staff to manifest more interest in their working.
4. The chief/management/personnel have to think that staff is working for their remuneration only.
5. There is no efficient successor to personnel with a strategic knowledge/skills in a college.
6. Exploitation of staff is rampant in as much as they are not rewarded commensurate with their considerable contribution made in college.
7. Jobs and responsibilities have not been spelt out clearly.
8. There is considerable difference of opinion with regard to responsibility allowance or pay scale of posts.
9. Group of staff and management at times, do not go along to confront a problem on mutual ground.
10. There is not enough delegation.
11. You are rarely rewarded for innovative ideas or practice here.
12. One of my basic problems is that I am unaware as to what is my role I in this college.
13. New recruits take very long time to establish grip over new atmosphere and attain required level of performance.
14. Staff appears to face brickbats than bouquet from higher authorities.

15. The management team/principal functioning doesn't justify required time for in-service training seriously.
16. Personnel with high potentiality go unnoticed resulting into development coming to standstill.
17. Staffs are confided on something but they are judged on other factor.
18. There is no real scheme of incentives to boost performance with the result that staff is reluctant to act.
19. The higher echelons of management are of the firm opinion that people are basically lethargic.
20. The College structure is such that it gives the impression that the existing ideas are outdated and deserves overhauling i.e. needs updating.
21. Personal ambition and objectives of staff show very less mutual interest vis-à-vis college vision.
22. A number of staff is incompetent in reality with regard to their work.
23. It appears that qualification and expertise are waning of new staff in succeeding years.
24. I am fully confident that head/management team is bent upon turning the clock back to the bygone era where discipline got precedence over staff.
25. The attitude of different departments/sections of the college regarding in-service training and development of staff is positive but some do not subscribe to this.
26. Undeserving staff appears to have been promoted on our college.
27. Vital information required to arrive at decisions is rarely readily available.
28. Staff is not willing to divulge what they think in reality.

29. Top personnel in the college need to learn the hard way or face the reality prevailing.
30. Additional work done out of gambit of duty is rarely accepted for the purpose of rewards/ incentives or verbally appreciating the act.
31. Staff is appraised on the basis of personnel characteristics and not in the light of their contribution in the college
32. Staff here is in dark to explain the mode of valuation of their performance.
33. Different sections of department have no coordination and pull in diametrically opposite direction.
34. The head /management team is unaware of the cost to the college in case of member of staff being unhappy and discontented.
35. Few staff is overburdened whereas some have easy passage of life.
36. The head /management team do not realized that staff is interested in quality work of their ideas and paid accordingly.
37. People are unaware of what is in store for them in future in the heart of the head.
38. Other colleges are having better ideas compared to our institution.
39. Personnel manning the top position are not aware of potential intelligence present in the staff.
40. Meeting of staff and committees are unpopular since they do not bring desired result any time because of lack of resources.

APPENDIX II

ORGANISATIONAL ROLE STRESS (ORS) SCALE

Please do not write anything on these pages .Responses should be given on a separate answer sheet provided to you.

People have different feelings about their roles .Statements describing some such feelings are given below .Use the answer sheet to write your responses. Read each statement and indicate in the space against the corresponding number in the answer sheet how often you have the feeling expressed in the statement in the relation to indicate your own feelings.

If you find that the category to be used in answering does not adequately indicate your own feelings. Use the one which is closest to the way you feel. Do not leave any item unanswered. Answer the items in the order given below.

Write 0 if you never or rarely feel this way

1 if you occasionally (a few times) feel this way

2 if you some time feel this way

3 if you frequently feel this way

4 if you very frequently or always feel this way

1. My role tends to interfere with my family life.
2. I am afraid I am not learning enough in my present role for taking up higher responsibility.
3. I am not able to satisfy the conflicting demands of various people over me.
4. My role has recently been reduced in importance.
5. My workload is too heavy

6. Other role occupants do not give enough attention and time to my role..
7. I do not have adequate knowledge to handle the responsibilities in my role.
8. I have to do things in my role that are against my better judgments.
9. I am not clear on the scope and responsibilities of my role (job).
10. I do not get information needed do carry out responsibilities assigned to me.
11. I have various other interests (social religious.etc) which remain neglected because I do not get time to attend to these.
12. I am too preoccupied with my present role responsibility to be able to prepare for taking higher responsibility.
13. I am not able to satisfy conflicting demands of various peer level people and juniors.
14. Many functions of what should a part of my role have been assigned to some other role
15. The amount of work I have to do interferes with the quality I want to maintain
16. There is not enough interaction between my role and other roles.
17. I wish I had more skills to handle the responsibilities of my role.
18. I am not able to use my training and expertise in my role.
19. I do not know what the people I work with expect of me.
20. I do not get enough resources to be effective in my role.
21. My role does not allow me to have enough time with my family.
22. I do not have time and opportunities to prepare myself for future challenges of my role.

23. I am not able to satisfy the demands of clients and others. Since these are conflicting with one another.
24. I would like to take more responsibility than I am handling at present.
25. I have been given too much responsibility.
26. I wish there was more consultation between my role and other roles.
27. I have not had pertinent for my role.
28. The work I do in the organization is not related to my interests.
29. Several aspects of my role are vague and unclear.
30. I do not have enough people to work with me in my role.
31. My organizational responsibilities interfere with my extra organizational role.
32. There is very little scope for personal growth in my role.
33. The expectations of my seniors conflict with those of my juniors.
34. I can do much more than what I have been assigned.
35. There is a need to reduce some parts of my role.
36. There is no evidence of involvement of several roles (including my role) in joint problem solving or collaboration in planning action.
37. I wish I had prepared myself well for my role.
38. If I had full freedom to define my role I would be doing some things different from what I do now.
39. My role has not been defined clearly and in details.
40. I am rather worried that I lack the necessary facilities needed in my role.

41. My family and my friends complain that I do not spend time with them due to heavy demands of my work role.
42. I feel stagnant in my role.
43. I am bothered with the contradictory expectations different people have from my role.
44. I wish I had been given more challenging tasks to do.
45. I feel overburden in my life.
46. Even when I take initiative for discussion or help. There is not much response from other roles.
47. I need more training and preparation to be effective in my role.
48. I experience conflict between my values and what I have to do in my role.
49. I am not clear as to what are priorities in my life.
50. I wish I had more financial resources for the work assigned to me.

ANSWER SHEET ORS SCALE:

Read instructions carefully before responding on this sheet.

NAME.....SEX.....AGE.....DATE.....

ROLL.....ORGANISATION.....

1.....11.....21.....31.....41.....	IRD	1
2.....12.....22.....32.....42.....	RS	2
3.....13.....23.....33.....43.....	REC	3
4.....14.....24.....34.....44.....	RE	4
5.....15.....25.....35.....45.....	RO	5
6.....16.....26.....36.....46.....	RI	6
7.....17.....27.....37.....47.....	PI	7
8.....18.....28.....38.....48.....	SRD	8
9.....19.....29.....39.....49.....	RA	9
10.....20.....30.....40.....50.....	RIN	10

APPENDIX III

TOOL: HUMAN SERVICES SURVEY

This scale helps you measure how you feel about your job and the students you teach.

On the following pages are several statements of profession related feelings you might have. Please read each statement carefully and decides if you ever feel this was about your profession. If you have never had this feeling, check the box marked 'never' and go on to the next statement. However if you have experienced this feeling, indicate how often you feel it by circling the appropriate number on the 6 point scale. Then decide how strong the feeling is when you experience it by circling the appropriate number on the 7 point scale. An example is shown here.

Frequency of feeling: How strong:

	1	2	3	4	5	6
Never ()	A few times a year	Once a month or less	A few times a month	Once a week	A few times a week	Every Day
Intensity of feeling : HOW STRONG						
	1	2	3	4	5	6
Never ()	Very mild, barely noticeably			Moderate		Major, very strong

Example:

00. I feel depressed at work.

Never How often : 1 2 3 4 5 6

() How strong : 1 2 3 4 5 6 7

If you occasionally feel depressed at work (say a few times a month you would circle the number 3. if, when you do feel depressed, it is a fairly strong feeling, but not as strong as you can imagine, you would circle a 6. Kindly fill in every item of both ‘frequency’ and ‘intensity’ of feeling.

	1	2	3	4	5	6
How often:	A few times a year	Monthly	A few times a month	Weekly	A few times a week	Daily
How strong:	Very mild			Accurate		Very strong

01. I feel emotionally drained from my work.

Never How often : 1 2 3 4 5 6

() How strong : 1 2 3 4 5 6 7

02. I feel exhausted at the end of the workday.

Never How often : 1 2 3 4 5 6

() How strong : 1 2 3 4 5 6 7

03. I feel fatigued when I get up in the morning and have to face another day on job.

Never How often : 1 2 3 4 5 6

() How strong : 1 2 3 4 5 6 7

04. I can easily understand how my students feel about things.

Never How often : 1 2 3 4 5 6

() How strong : 1 2 3 4 5 6 7

05. I feel I treat some students as if they were impersonal 'objects'.

Never How often : 1 2 3 4 5 6

() How strong : 1 2 3 4 5 6 7

06. working with students all day is really a strain for me

Never How often : 1 2 3 4 5 6

() How strong : 1 2 3 4 5 6 7

07. I feel burned out from my work.

Never How often : 1 2 3 4 5 6

() How strong : 1 2 3 4 5 6 7

08. I feel I am positively influencing other people' life through my work

Never How often : 1 2 3 4 5 6

() How strong : 1 2 3 4 5 6 7

09. I feel burned out from my work.

Never How often : 1 2 3 4 5 6

() How strong : 1 2 3 4 5 6 7

10. I have become more callous (hard insensitive indifferent)

Never How often : 1 2 3 4 5 6

() How strong : 1 2 3 4 5 6 7

11. I worry that this job is hardening me emotionally.

Never How often : 1 2 3 4 5 6

() How strong : 1 2 3 4 5 6 7

12. I feel very energetic.

Never How often : 1 2 3 4 5 6

() How strong : 1 2 3 4 5 6 7

13. I feel frustrated by my job.

Never How often : 1 2 3 4 5 6

() How strong : 1 2 3 4 5 6 7

14. I feel I am working too hard on my job.

Never How often : 1 2 3 4 5 6

() How strong : 1 2 3 4 5 6 7

15. I don't really care what happens to some students.

Never How often : 1 2 3 4 5 6

() How strong : 1 2 3 4 5 6 7

16. Working directly with people puts too much stress on me.

Never How often : 1 2 3 4 5 6

() How strong : 1 2 3 4 5 6 7

17. I can easily create a relaxed atmosphere with my students

Never How often : 1 2 3 4 5 6

() How strong : 1 2 3 4 5 6 7

18. I feel exhilarated (cheered/gladdened/elated) after working closely with my students.

Never How often : 1 2 3 4 5 6

() How strong : 1 2 3 4 5 6 7

19. I have accomplished many worthwhile things in this job.

Never How often : 1 2 3 4 5 6

() How strong : 1 2 3 4 5 6 7

20. I feel like I am at the end of my rope (end of my endurance/ at the limit)

Never How often : 1 2 3 4 5 6

() How strong : 1 2 3 4 5 6 7

21. In my work, I deal with emotional problems very calmly.

Never How often : 1 2 3 4 5 6

() How strong : 1 2 3 4 5 6 7

22. I feel students blame me for some of their problem.

Never How often : 1 2 3 4 5 6

() How strong : 1 2 3 4 5 6 7

APPENDIX IV

Role Pics

Name	
Age	
Institution's name	
Position	

Instructions:

The purpose of this instrument is to find how different persons perceive different situations involving Institutional roles. In this booklet 24 situations are shown. In each situation two persons are talking. The statement made by one person is printed and the space for the statement made by the other person is vacant. Imagine what the other person have said, and write this down in the blank space.

There is no right or wrong answers. Please write down your first reactions. Do not leave any situation unanswered and go to the next and go to the next situation after you have responded to the previous one.

So you have been burdened with a number of classes to attend	→	
It is surprising that while our principal expects of me something my colleagues think opposite.	→	

It is an irony that you being very senior opportunity still await you for discharging heavy responsibility in this institution.



You appear to have been sidelined and feel confined in the institution.



I am not in a position to utilize my full knowledge in carrying out my task assigned to me.



I am in fact overloaded and have no time left to be in midst my friends and family..



You have lack of necessary infrastructure for doing good work in the given area.



The powers that be have snatched some principal Functions from your role and have



delegated to others A sizable number of people wish a lot from me.



What is required of me about my job is incomprehensible.



I deserved to be more effective and result oriented in my existing job.



I am so busy to spare time for interaction with other rules.



I hope you are having special training on the discipline will be useful for assigned job.



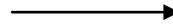
Your ever busy schedule has disrupted your family structure for want of your involvement in the family.



I cherished if I had greater expertise to execute this job.



I am more interested to shoulder much more roles than assigned to me presently.



Knowing that you are overloaded, I Have no option than to allot a new job also to you.



You have double mind as far as requirement of your job is concerned



You are not putting your best wisdom in your roles.



You are too engrossed in your working to have sufficient time for your family



It would be premature to thrust more responsibility



You are having no cordial relations with others in the organization



You don't possess required technical knowhow and necessary experience for the job



I am of the opinion that the Particular Job you wished to execute has to be assigned to someone else.



APPENDIX V

SEMI STRUCTURED INTERVIEW:

1. How did you become the lecturer? By choice or by chance?
2. Do you have the feeling that your administrator/employer do not have craze for intellectual pursuit?
3. How do you find your profession challenging/monotonous, why?
4. It is often said that teachers are the makers of a nation and it is one of the most satisfying profession. Do you agree with the statement? Why?
5. Do you find teaching is a wise career plan? Why and how?
6. How is your contact/relationship with your institutional head?
7. Do you have good contact with your colleague?
8. Do you enjoy your job? Describe briefly.
9. Do your commitments manifested in your job profession?
10. Do you think that your job gives enough freedom to innovate and experiment?
11. Do you think that the way you are working is good?
12. Are you satisfied with your service condition and remuneration given to you?
13. Do you ever feel the burned-out?
14. Do you think that you are blessed with supportive family members and social relationship?
15. Do you aspire for the day you shall leave teaching profession?