

**OCCUPATIONAL BURNOUT AMONG UNIVERSITY TEACHERS IN  
RELATION TO THEIR SELF-EFFICACY AND PROFESSIONAL VALUES**

A Dissertation Submitted to

School of Education

In partial fulfillment of the requirements for the award of degree of

**Master of Philosophy**

**in**

**Education**

Anuradha Joshi

Regd. No. 11412527

Lovely Professional University

Phagwara, Punjab (India)

2015

## **Declaration**

I do hereby declare that the dissertation entitled “OCCUPATIONAL BURNOUT AMONG UNIVERSITY TEACHERS IN RELATION TO THEIR SELF-EFFICACY AND PROFESSIONAL VALUES” submitted in partial fulfillment of the requirement for the award of the degree of M.Phil is entirely my original work and all ideas and references have been duly acknowledged. It does not contain any work that has been submitted for the award of any other degree or diploma of any university.

Anuradha Joshi

Regn. No. 11412527

## **Certificate**

This is to certify that Ms. Anuradha Joshi has completed her dissertation entitle “OCCUPATIONAL BURNOUT AMONG UNIVERSITY TEACHERS IN RELATION TO THEIR SELF-EFFICACY AND PROFESSIONAL VALUES” under my guidance and supervision. To the best of my knowledge, the present work is the result of her original investigation and study. No part of the dissertation has been submitted for any other degree or diploma to any other university. The dissertation is fit for submission for the partial fulfillment of the requirements for the award of M.Phil degree.

Signature

Dr. Sushil Kumar Singh

Assistant Professor

School of Education

Lovely Professional University

Phagwara, Punjab.

## **Acknowledgement**

I take this privilege to thank all those who have been directly or indirectly involved in the entire process of my research work. This work is outcome of collective efforts of individuals, to whom I would like to express my deepest gratitude.

I acknowledge my heartfelt gratitude to my guide and advisor Dr. Sushil Kumar Singh, Assistant Professor, School of education, Lovely Professional University, Punjab, who has been source of inspiration and encouragement. His valuable guidance, valuable suggestion, constructive criticism and constant encouragement at each step throughout my dissertation work enable me to complete this work smoothly and timely.

I am indebted to my husband Mr. Vinod Sharma and my brother Mr. Vivek Joshi who supported and helped me in number of ways throughout my research. Their true involvement with a critical approach enabled me in overcoming many anticipated and unanticipated difficulties in research and personal life.

My heartfelt gratitude goes to all staff, faculty members, and liberation of School of Education, Lovely Professional University, Phagwara, for their kind and sympathetic attitude and cooperation. A special thank of mine goes to my friends Neha Thakur and Ranvir Kaur who helped me in clarifying the necessary statistical concepts and exchanged their interesting ideas, thoughts & made this dissertation easy and accurate.

Words fall short to express my feelings for my parents (Mr. Mahesh Kumar Joshi and Mrs. Rekha Joshi) they taught me the biggest lesson of life i.e. hard work, honesty and self confidence. I cannot repay their silent patience and constant encouragement. I must also acknowledge with thanks the help and cooperation extended to me by the teachers and higher authorities of the Universities in, which data collection was carried out.

Date:

Anuradha Joshi

## **Abstract**

*The present study was conducted on occupational burnout among university teachers in relation to their self-efficacy and professional values. Occupational burnout is psychological and emotional responses that occur when workers perceive an imbalance between their work demands and their capabilities and resources to meet their demands. It is stress on the job but condition of burnout occurs within the person. Occupational burnout is also known as job burnout (Wikipedia). Occupational burnout is a type of job stress- a condition of physical, psychological or mental exhaustion combined with doubts about the proficiency and the worth of the work. Occupational burnout is something we all face as employees or employers and we handle it differently. Self-efficacy refers to teachers beliefs about their capabilities to produce designated levels of performance that exercise influence over the efforts they put in to make the teaching learning process successful and effective. Self-efficacy beliefs decided how people think, reflect, stimulate themselves and perform. Such beliefs fabricate these assorted possessions through four major processes. The four major process i.e. cognitive, motivational, and affective and selection are that process by which self-efficacy beliefs produce diverse effects. Self-efficacy is defined as individuals' beliefs about their capabilities people's faith about their abilities to make selected levels of achievement which affects the events of individuals' lives. professional values refers to a set of beliefs, an abstract concept inculcated consciously or unconsciously by the members of teaching community governing the behavior of the individual or group which helps in realization of their goal and fulfillment of their moral, social educational and psychological needs. With the changes of society, work, nature and role of colleges are also changing. The latest technologies and other developments in educational sectors have influenced college's social and cultural climate. The teachers having diverse social and cultural background in their colleges may have different types of professional value-patterns. Values which are so precious for a person and which provide the key to a more adequate understanding of individual in society needs consideration. One can surely understand the person if he is conscious of their values. The word professional has implications for a person at the organizational and occupational level. A degree of behavior is expected by the organizational employing*

like professional, as well as by the outer peer group that makes up the profession. This study purports to know the professional value of teacher educators of universities. Descriptive survey method has been used in the present study to obtain the pertinent and precise information. The sample of the study was 200 University teachers of Chandigarh, Patiala, Phagwara and Mohali district of Punjab. 50 teachers had been selected from each district. Purposive sampling technique was used for collection of data. Mashlac Burnout Inventory constructed by Maslach, Jackson and Schwab was used as a tool. It is a seven point Likert scale ranging from 0-6). It includes 22 items that asked the respondents how often they experience feelings that relate to burnout. These items are related to the three dimensions of burnout i.e. Emotional Exhaustion (EE) =9 items, Depersonalization (DP) = 5 items and personal Accomplishment (PA) = 8 items. Occupational Self-Efficacy Scale developed by Pethe, Chaudhari and Dhar (2001). The reliability coefficient of the scale is =.98. The validity of the scale was .99. Professional Values scale has been developed by the investigator. This scale was developed on the dimensions of sincerity, attachment, propensity to accept new challenges, propensity to action research, professional drives. There are 40 items in this scale. Each statement has five alternatives answers always, mostly, sometimes, rarely, never. Test retest method was employed for reliability and value which was found to be was .89 which was significant at 0.01 level of significance. The scale was submitted to six experts in the field of education for finding out the face and content validity. The objectives of the study was to study the level of occupational burnout, self-efficacy and professional values of university teachers., To study the difference in occupational burnout, self-efficacy and professional values of male and female teachers of Government and private universities., To study the relationship of self-efficacy and professional values with occupational burn-out of: Government university teachers and Private university teachers. The major hypothesis set by the researcher for the study was as: Male and Female university teachers do not differ significantly in their: Occupational burnout, Self-efficacy Professional values. Government and Private university teachers do not differ significantly in their: Occupational burnout, Self-efficacy, Professional values. Self-efficacy and professional values have no significant relationship with occupational burnout of Government university teachers. Self-efficacy

*and professional values have no significant relationship with occupational burnout of private university teachers. Quartile method has been used to check the level of occupational burnout, self-efficacy and professional values of university teachers on the basis of gender and type of university, t-test has been used for difference between groups (Male and Female teachers, Government and private universities) in this study the investigator differentiated on the basis of gender and type of school., Multiple correlations have been used to study the relationship between three variables viz. Occupational burnout, Self-efficacy and Professional values. The main findings of the study are as: The main findings of the study are as: there is no significant difference of occupational burnout among male and female teachers, there is no significant difference of self-efficacy among male and female teachers, there is no significant difference of professional values among male and female teachers, there is significant difference of occupational burnout among Government and private university teachers, there is no significant difference of self-efficacy among Government and private university teachers, there is no significant difference of professional values among Government and private university teachers, there exists significant relationship of self-efficacy and professional values with occupational burnout of Government university teachers, there is no significant relationship of self-efficacy and professional values with occupational burnout of private university teachers. In the light of the scope, limitations and suggestions of the study the investigator recommends the following things: In order to increase the effectiveness of institution, the management and government should focus on increasing quality rather than to have workload among teachers, Higher authority should focus on those problems that make hindrances in the way of teachers regarding their work and profession, Some sort of seminars should be held, so that teachers can develop their values towards their profession, and get motivation for work and side by side ignore the conflict regarding their roles, the improvement in occupation situation can be improved by introducing stress reduction measure i.e. incentives, pleasure activities etc., government should make an attempt to introduce a system of giving reward for good performance so that a motivating factor will work toward the trend of showing best performance, teacher education programmes like B.Ed, M.Ed should provide instruction for novice teachers to increase their understanding and knowledge*

*of professional values and strengthen their self-efficacy beliefs, Professional qualifications like B.Ed, M.Ed should not be restricted to school teachers and teacher educators, but must be extended to university teachers as well Professional values and self-efficacy should be an integral part of curricula as well as pedagogy of all teacher training programmes, finally it is strongly recommended that government should modify the policies and make provisions for university teachers to overcome their overall problems.*

***Key words: Occupational burnout, Self-efficacy, Professional values, University teachers.***



## TABLE OF CONTENTS

CHAPTERS	DESCRIPTION	PAGE NO.
	Declaration	i
	Certificate	ii
	Acknowledgement	iii
	Abstract	iv
	Table of content	viii
	List of tables	xii
	List if figures	xiii
	List of appendices	xiv
	List of abbreviations	xv
<b>CHAPTER-I</b>	<b>INTRODUCTION</b>	<b>1 – 30</b>
	1.1 Occupational Burnout	3
	1.1.1 Causes of Burnout	5
	1.1.2 Preventing Burnout	6
	1.2 Self-Efficacy	14
	1.2.1 Factors Influencing Self-Efficacy	18
	1.3 Professional Values	21
	1.4 Significance of the Study	26
	1.5 Statement of the Problem	28
	1.6 Operational Definitions of Terms	28
	1.7 Objectives	29
	1.8 Hypotheses	29
	1.9 Delimitation of the study	30

<b>CHAPTER-II</b>	<b>METHODOLOGY AND PROCEDURE</b>	<b>31- 38</b>
2.1	Research Method	31
2.2	Sampling : Technique and Design	31
2.3	Tools	32
2.3.1	Description of Mashlac Burnout Inventory	33
2.3.1.1	Reliability of the Scale	33
2.3.1.2	Validity of the Scale	33
2.3.1.3	Scoring of the Scale	33
2.3.2	Description of Occupational Self-Efficacy Scale	34
2.3.2.1	Reliability of the Scale	34
2.3.2.2	Validity of the Scale	34
2.3.2.3	Administration of the Scale	34
2.3.2.4	Instructions for Scoring	35
2.3.3	Professional Values Scale	35
2.3.3.1	Description of Professional Values Scale	35
2.3.3.2	Construction of Scale on Professional Values	36
2.3.3.3	Item Analysis of the Scale	36
2.3.3.4	Validity of the Scale	37
2.3.3.5	Reliability of the Scale	37
2.3.3.6	Scoring of the Scale	37
2.4	Procedure of Data Collection	38
2.5	Statistical Techniques	38

<b>CHAPTER- III</b>	<b>ANALYSIS AND INTERPRETATION</b>	<b>39- 62</b>
3.1	Level of Occupational Burnout, Self-Efficacy and Professional Values among University Teachers	39
3.1.1	Level of Occupational Burnout among University Teachers	40
3.1.2	Level of Self-Efficacy among University Teachers	42
3.1.3	Level of Professional Values among University Teachers	45
3.2	Occupational Burnout, Self-Efficacy and Professional Values among University Teachers	47
3.2.1	Occupational Burnout among Male and Female University Teachers	47
3.2.2	Self-Efficacy among Male and Female University Teachers	50
3.2.3	Professional Values among Male and Female University Teachers	52
3.2.4	Occupational Burnout among Government and Private University Teachers	54
3.2.5	Self-Efficacy among Government and Private University Teachers	56
3.2.6	Professional Values among Government and Private University Teachers	58
3.3	Relationship of Self-Efficacy and Professional Values with Occupational Burnout of Government University Teachers	60
3.4	Relationship of Self-Efficacy and Professional Values with Occupational Burnout of Private University Teachers	61

<b>CHAPTER IV</b>	<b>CONCLUSION, RECOMMENDATIONS AND SUGGESTION</b>	<b>63-66</b>
4.1	Conclusions	63
4.2	Recommendations	65
4.3	Suggestions	66
	<b>BIBLIOGRAPHY</b>	<b>i -vi</b>

## LIST OF TABLES

<b>Table no.</b>	<b>Caption</b>	<b>Page no.</b>
2.3	Final Draft of Professional Values Scale	37
3.1.1	Level of Occupational Burnout on the Basis of Gender and Type of University	40
3.1.2	Level of Self-Efficacy on the Basis of Gender and Type of University	43
3.1.3	Level of Professional Values on the Basis of Gender and Type of University	45
3.2.1	Mean, SD and t- Test showing the Difference in Occupational Burnout of Male and Female University Teachers	48
3.2.2	Mean, SD and t- Test showing the Difference in Self-Efficacy of Male and Female University Teachers	50
3.2.3	Mean, SD and t- Test showing the Difference in Professional Values of Male and Female University Teachers	52
3.2.4	Mean, SD and t -Test showing the Difference in Occupational Burnout of Government and Private University Teachers	54
3.2.5	Mean, SD and t -Test showing the Difference in Self-Efficacy of Government and Private University Teachers	56
3.2.6	Mean, SD And t -Test showing the Difference in Professional Values of Government And Private University Teachers	58
3.3	Multiple Correlation Between Self-Efficacy and Professional Values with Occupational Burnout of Government University Teachers	60
3.4	Multiple Correlation of Self-Efficacy And Professional Values with Occupational Burnout of Private University Teachers	61

## LIST OF FIGURES

Figure no.	Caption	Page no.
2.2	Sampling Design	32
3.1.1	Level of Occupational Burnout on the Basis of Gender and Type of University	41
3.1.2	Level of Self-Efficacy on the Basis of Gender and Type of University	44
3.1.3	Level of Professional Values on the Basis of Gender and Type of University	46
3.2.1	Mean, SD and t- test of Occupational Burnout of Male and Female University Teachers	49
3.2.2	Mean, SD and t- test of Self-Efficacy of Male and Female University Teachers	51
3.2.3	Mean, SD and t- test of Professional Values of Male and Female University Teachers	53
3.2.4	Mean, SD and t -test of Occupational Burnout of Government and Private University Teachers	55
3.2.5	Mean, SD and t -test of Self-Efficacy of Government and Private University Teachers	57
3.2.6	Mean, SD and t -test of Professional Values of Government and Private University Teachers	59

## **LIST OF APPENDICES**

Appendix –A	Professional Values Scale
Appendix-B	Occupational Self-Efficacy Scale
Appendix-C	Maslach Burnout Inventory
Appendix-D	Authority letter

## **LIST OF ABBREVIATIONS**

<b>List of abbreviations</b>	<b>Full form</b>
OBS	Occupational Burnout Score
SES	Self-Efficacy Score
PVS	Professional Values Score
LPU	Lovely Professional University
df	Degree of freedom



## **CHAPTER -1**

### **INTRODUCTION**

Education is that light which banishes darkness from life and focuses attentiveness in all round development of the child. Education is a tri polar process. It contains interaction between the students, the teacher and the social environment. These three elements are equally answerable for the success and failure of the educational programme. Educationists generally agree that the goodness of an educational programme is determined to a large extent by the quality of learning process. Whenever the learner failed to achieve the pre-specified target, something was false with the teacher, either with the objectives he made or with the method in which he carried them out. The achievement of the student mainly depends on the proficiency of the teacher. Radhakrishnan (1949) has observed in the context of teaching learning that teacher's place in the society is very important. Teacher is the backbone of entire educational system. He acts as the axis for the communication of spiritual and intellectual heritage and technical skills from generation to generation and helps to keep the light of culture burning. It is the abilities of teachers, which creates greatness in all walks of life. Thus the teachers are the actual creator of a nation. Therefore, teacher's performance is essential determinant in the field of education. Teacher helps the student in every walk of life; he holds and moulds the shape of the student. It is rightly said, that if a physician commits a mistake, it is consign to the grave, if an engineer commits a mistake, it is pasted under cement, if a lawyer commits a mistake it is filed; but when an educator or a teacher commits a mistake, it shows by the nation. Education is a major instrument for economic and social development.

Spending money in education means to empower the human capital. This empowerment in human capital requires much more than mere passing of factual knowledge from teacher to student. The word education has been derives from the Latin term *educatum*, which means the act of teaching and training. Another view says that it has come from the word *educare*, which means to bring up or to raise. All these denotation shows that educations seek out to nurture the potentiality in man and draw

out the best in every human being. It will not be overstatement to say that a proficient teacher is one who has the efficacy in drawing out the best in child. The teacher or instructor occupies a strategic position in the teaching learning process. A teacher plays a pivotal role in shaping the personalities and career of the students. She or he handles several responsibilities which determine the effectiveness of her/his teaching. Managing the class well, controlling disruptive behavior, Motivating the uninspired learners, using interesting and effective strategies, understanding the strengths and weaknesses of students, the role of the teacher is immense handling these responsibilities requires a good sense of self-efficacy and higher professional values and stress free attitude. Thus it is inevitable to study these aspects for successful teaching. A teacher is the channel by which aims can be accomplished. For accomplishment of objectives, a teacher must have good mental and physical health. There have been many researches revealing that there is direct and significant relationship with mental health and working efficiency of a person. The success of an educational institution depends upon the efficiency of teaching. Teaching is the occupation where day to day revolutionary changes occur in the educational system. These changes are maximizing the level of stress in teachers rather than minimize. Secondary school teachers bear high level of strain due to expected conditions, during interaction with adolescent students. Overcrowded classes, insufficient facilities and high difficulty level syllabus make teachers work more complicated. Researches in service professions like nursing, hotel and police have highlighted that degree of stress and burnout varying in working personnel experience.

In modern time, the teaching process has become more challenging due to social changes; this causes stress and burnout on the part of teachers crowded classes, difficult curriculum and insufficient facilities make teacher's work more complicated. Service conditions of teachers depend upon their teaching effectiveness and the self-efficacy. Occupational burnout is typically and specially found within human service professions. Such jobs that naturally experiences high levels of occupational burnout include social workers, teachers, lawyers, engineer, and physicians. Occupational burnout among teachers in organization is wide spread. It is the post stress stage. Occupational burnout refers to loose of interest and excitement in particular profession. A burnout teacher feel helpless, depressed and develop negative self-concept and

attitude towards life. Self- efficacy influences motivation through the choice .we make and the goals we set. So improving this belief, every teacher must develop his/her self confidence. Teaching is one of the most stressful jobs in the world and this can lead to teachers suffering from burnout.

Occupational burnout reflects on the teacher effectiveness and their self- efficacy. Self-efficacy affects motivation through the alternatives we frame and the goals we set. So improving this belief, every teacher must develop his/her self-confidence, laboriousness from observing models, perform a particular task including self-modeling. They must gain information from positive talk about an individual's capability to Perform a particular task. Proper surroundings, proper interest, techniques and proper inspiration should be provided for gaining information about physiological and emotive reactions to a particular task. Everyone who has a teaching degree cannot always be considered a good teacher. The teacher is the yardstick that measures the achievement and aspiration of nation. The worth and potentiality of a country get evaluated. The teacher plays an important role in the future life of a student. he holds and moulds the whole personality of the student. It is well known said that teacher is the back bone of the nation; he is the builder of nation. The whole knowledge which student is gaining, it is by virtue of teacher. In our teaching process teacher is the nuclear part of the total system. The role of the teacher will have to shape in the light of changing demands in school. School without a teacher is just like body without soul, skeleton without flesh.

## **1.1 OCCUPATIONAL BURNOUT**

Occupation is the central part of an individual life. It is the expression of the fundamental need to complete, to build, to feel pleasure and to feel significant. Rewarding effort is an important and positive part of our lives. However, when work contradicted people an opportunity to utilize their creativeness, mental power and decision making ability, it causes stress which leads to the condition of mentally, physically exhaustion means condition of burnout. It is mismatch between the individual capabilities and organizational demands. Also it is mismatch between the expectation of both individual and organizational demands. Occupational burnout is psychological and emotional responses that occur when workers perceive an imbalance between their work

demands and their capabilities and resources to meet their demands. Importantly burnout responses occur when the imbalance is such that the worker perceives they are not able to cope with situations where it is important that they have supposed to cope with the situation. It is stress on the job but condition of burnout occurs within the person.

The word 'burnout' in psychology was introduced by Herbert Freudenberger in 1974. The word was used by Greene (1961) in his novel, 'A Burn-Out Case', in which a spiritually tormented and disillusion architect quit his job and withdraws into the African jungle. Occupational burnout is characterized by overtiredness, lack of interest, passion and motivation, feeling exhaust and also may have the phase of frustration and/or negative emotions and distrustful behavior and as a result reduced professional efficiency within the workplace. More accurately says that burnout is a state of emotional, mental, and physical overtiredness caused by uncontrolled and continue stress.

Occupational burnout is also known as job burnout (Wikipedia). Occupational burnout is a type of job stress- a condition of physical, psychological or mental exhaustion combined with doubts about the proficiency and the worth of the work. Occupational burnout is something we all face as employees or employers and we handle it differently.

Leiter (2003) occupational burnout means creation of stress because of unsuitable situations of jobs. There are so many studies have been shown that those employees who have to deal peoples or who are involve in public dealing duties get frustrated very soon. Educational institutions also face occupational stress among their workers. The burnout person easily loses his mind ability and start arguing without any specific and genuine reason. The burnout person creates trouble for his co-workers. Firstly individual get disturb because of burnout after that it also affects the atmosphere of institution. So it demands immediate solution so that organization easily balances its atmosphere.

Freudenberger (1998) said that occupational burnout is the cause of reduction of energy which could have used in work. Occupation burnout occurs because of ignorance

or stress given from external factors, it reduces the ability of individual for coping with stress. It is a emotional situation which occurs because of excessive number of stress and at the end it affects the person so badly.

Maslach, et al. (2001) occupational exhaustion or burnout is a protracted reaction to unrelieved emotional and psychological stressors causes of stress in the occupation. It is distinct by the degree of tiredness, pessimism, and inefficiency. From the last twenty five years of studies it has been recognized the intricacy of the assemble, state of person's strain occurrence within a bigger institutional structure of people's relative to their profession in recent times, the exertion on burnout has stretched worldwide and has led to fresh intangible form. The focal point on commitment, the optimistic exact opposite of burnout, assures to defer new perceptions on the interventions to lessen burnout. The social focus of burnout, the solid research basis concerning the syndrome, and its precise ties to the work province make a distinct and important contribution to people's health and well-being.

Dworkin (1987) Occupational burnout is a problem in so many jobs. It is very much well-known in the occupations. Faculty, as well as managers, therapists, physicians, nurses etc. have so much stress of fulfilling responsibilities for the welfares of others and having lots of stressors in their daily jobs. This intense liability is a combination of inadequate resources, extended hours, trivial work norms and frequently illogical requirements, directs to constant anxiety, and burnout.

### **1.1.1 Causes of Burnout**

Burnout is usually caused by the combination of external and internal factors: External factors involves workload, work management and person's position at work: occupation that demands permanent concentration and dedication to a patient, who has to be managed gently at the same time, usually leads to mental overburden; time pressure is a related component; Uninteresting work, lack of self-efficiency in decision-making, Uncertain situations and inadequate work may be additional factors; unclear occupational descriptions, unspecified task related responsibilities, bad flow of instructions, all these factors can strongly reliable for burnout. Internal factors that

causes to burnout are: individual's perspectives towards work, personal capability, particularity a poor problem-solving ability; Dynamism for the job, high personal enthusiasm and inefficacy in maintaining a personal psychological balance. In addition to these lacks of occupational feedback and communication, Work overload or under load, Contact overload, Role conflict and Training deficits are the factors which cause burnout in an occupation.

### **1.1.2 Preventing Burnout**

A person can manage with the syndrome of burnout. The only way to positively prevent burnout is through a Collaboration of occupational change and education is the only way to inhibit burnout. These types of issues tackle by organizations through the development of their own management. For establishing innovative strategies and ideas which are helpful for healthier professional life, the organizations generally appoint external advisors. The six areas of professional life are: workload, power, incentive, society, equality, and ethics and due to the interaction between the organization and the individual with regard to areas of professional life burnout occur. From the part of both the individual and the organization integrated action is required to resolve these discrepancies. The meaning of better association on workload is insuring sufficient way to meet demands as well as professional life balances that provide self-reliance to employees to strengthen their potentiality. A better association on ethics means apparent organizational ethics to which personnel can feel dedicated. A better association on society means helpful headship and dealings with colleagues rather than conflict. One perspective for concentrating these inconsistencies attention should be given specifically on the fairness parts. The result of the study revealed that over time reduces in the exhaustion factor but did not influence inefficiency.

Edward (2001) explained that occupational burnout can also occur if the employees feel under load through lack of stimulus or social contract other work stress contributes include role ambiguity, conflicting performance expectations, political climate of the organization and poor relationship with colleagues. Manshor, Fontaine and Choy (2003) studied the source of occupational burnout among Malaysian managers working in multinational companies. In this study the investigator reported that

workloads, working conditions and relationship at work were the main concern of the managers that lead to burnout at the organization. The results of the study revealed that certain demographic variables influence the level of burnout among managers. Nelson et. al. (1990) found that female human resources (HR) professional reported significantly more stress as a result of organizational politics than their male counterparts.

Savery (1990) found that women were less satisfied than men with their occupation. Women also appear to consider that female related occupation were the first to be reduced during times of economic hardship, because people in authorities do not rate their jobs as highly as male dominated occupations. Though, there was no difference between males and females overall occupational burnout, their differences when individual occupational stressors were reflect on. Mostly situations affected the women which prevented them growing within their jobs while males burnout condition was negatively influenced by factors related to their status within the organization.

Seon and Mi (2008) found the outcome of occupational burnout on job presentation. Three bases were followed by the researchers. Firstly they evaluate those elements who affect occupational burnout. After that they evaluated the effect of occupational burnout on their outcome. At last the reasonable influence of administrator support, occupation carefulness and their respect on the relationship between role overload and role conflict and member's occupational burnout. Researchers distributed hundred questionnaires in workers Korean, Busan and Gyeongnam. The result of the study revealed that role overload and role conflict are the major cause of occupational burnout. Moreover, the disengagement of occupational burnout is connected with the low level of job outcomes and the help of higher authority in the relationship of workload and stress is significant. On the other side influence of job outcome and self esteem is not significant.

Caglar (2011) conducted a study on the levels of occupational Burnout in terms of organizational confidence and some other variables to find out the relationship between confidence level and occupational burnout of school teachers' of primary classes. The study was conducted by using stratified sampling technique on the sample of three hundred twenty five teachers from thirteen primary schools. The result of this

study revealed that in primary schools teachers organizational trust level as well as occupational burnout level was medium and there was negative relationship between organizational confidence levels and occupational burnout levels.

Andrew (2009) studied on an exploration of the occupational burnout situation on teachers in two schools in Macau to explore the occupational burnout situation of teachers in two schools in Macau and to investigate any differences made of demographic characteristics. The relation of occupational burnout on social problem solving and holistic health of teachers is also studied. The investigator was used Maslach Burnout Inventory, Social problem solving inventory and the body mind spirit well-being Inventory for the collection of data. Total 138 teachers were participated in the study. The findings identified those with greater degree of occupational burnout, to whom more attention ought to be paid. The study also added to the inadequate literature on the quality of life of teachers in Macau. Finally, the findings contributed on the data base for comparison internationally among the Chinese population.

Donald and Korabik (1991) conducted a study on sources of occupational burnout and ways of coping among male and female managers and found that female managers were more likely than their male colleagues to reboot burnout arising from work-home edge, unfairness and femininity based barriers in the work place, and problems in organizing subordinate. Cooper (1992) conducted a study on occupational burnout among teachers in UK on gender difference relating to the level and types of burnout experienced. The result revealed that the formal teacher care not realizing the level of sincerity, salary and responsibilities of their colleagues and that level of burnout and satisfaction differ according to gender.

Brown (1992) conducted a research on female family doctors, their job and well being. The job of female physicians, which often involves combining medicines, marriage and motherhood; it may cause burnout for some females. The main aim of the research was to identify the correlation of depression, burnout and self esteem among female Canadian family physicians. They feel overloaded by their multiple responsibilities.



Maslach, Schaufeli and Litter (2001) the issue of occupational burnout has received considerable research attention from recent years. A plethora of studies on burnout have consistently documented that this phenomena results in significant consequences both at work and family life. Occupational burnout has been associated with job turnover, absenteeism, low morale and reduced feelings of job satisfaction for those suffering it. Among the various definition that researchers have suggested for the comprehension of the occupational burnout phenomena. This approach seems to be accepted by the majority of the researchers. These researchers conceptualized occupational burnout as “a tridimensional syndrome characterized by emotion exhaustion, depersonalization and reduced efficacy” Burnout has mainly associated with the helping profession such as education, health and social services as far as teaching is concerned, it has been describe as a line of work very inclined to burn out.

Boyed and Wylie (1994) conducted a study on occupational burnout in New Zealand University and found that half of the academics in their sample indicated that their work in stressful often or almost always in audition, eighty percent believe that their work load has increased and become more stressful in relevant years and finally forty six percent expected that further increase in workload in the future and the condition of employees leads to high level of burnout i.e. occupational burnout.

Zami and Pietrantonni (2001) carried out a research on gender difference in occupational burnout, empowerment and somatic symptoms among health professionals: moderators and mediators, and reported that occupational stress and occupational burnout are significant factors in the development of different types of illnesses. The result of this study revealed that women reported significantly lower level of burnout and higher feeling of empowerment. Mgmt (2006) concluded the gender differences in occupational burnout among professionals in the manufacture industry. The results of the study revealed that overall; men experience slightly higher levels of stress and burnout than women. Men come into view to suffer more burnout condition in relation to their risk taking, disciplinary matters, and connotation of mistakes, idleness and career succession. In contrast, the factor that causes most burnout condition for women were opportunities for personal development, rates of pay, keeping up with new ideas,

business travel and the accumulative effect of minor tasks. These differences reflect women's traditional and continued subjugation in the construction industry.

Shukla and Trivedi (2008) conducted a study on burnout in Indian teachers. The aim of the study was to make comparison in the burnout level of male and female secondary school teachers who teaches arts and science subject through Hindi and English medium on the sample of three hundred twenty three secondary schools teachers from Lucknow city by using stratified random sampling method. The result of the study revealed that those Male and female teachers who teach Hindi or English subjects are having same level of burnout. On the other hand those teachers who teach science subjects feel more exhaustion as compare to arts teachers.

Nhundu (1999) conducted a study on deterrents and prevalence of occupational burnout among Zimbabwean school administrators. The result showed that the school administrators experience relatively high level of occupational burnout compared with previous findings. In additions, the study revealed several demographic characteristics and school variables which influenced the respondent's perception of situations which cause burnout.

Shukla and Indira (2005) conducted a study on burnout in relation to self-efficacy and emotional intelligence of secondary school teachers to investigate the difference in burnout, self-efficacy and teaching effectiveness between male and female secondary school teachers. The investigator was used descriptive survey method find out the relationship between burnout and self-efficacy, burnout and emotional intelligence. The investigator was used simple random sampling technique to select the sample. The investigator was selected 400 secondary school teachers, 200 were male and 200 were female for the study. The findings of the study revealed that burnout directly influences the self-efficacy. It means burnout increases, the self-efficacy scores decreases. High value of burnout shows less amount of self-efficacy. In other words, a teacher having high burnout shows less degree of self-efficacy.

Sevindi (2013) conducted a study on the relationship between general self-efficacy belief and burnout level among Turkish academicians to examine the relation between burnout level and general self-efficacy beliefs of academicians working in

School of Physical Education and Sport on the sample of 178 Academicians working at various universities. Independent t-test and Pearson Product Correlation in SPSS 16.0 package program was used to analyze the collected data. The result of the study revealed that there is negative correlation between general self-efficacy beliefs and burnout levels of academicians have been found.

Aloe et al. (2014) conducted a study on classroom management self-efficacy and burnout: a multivariate meta-analysis. According to this study self-efficacy is a protective factor against burnout. By way of multivariate meta-analysis, we examined the evidence for classroom management self-efficacy in relation to the three dimensions of burnout: emotional exhaustion, depersonalization, and (lowered) personal accomplishment. Results from sixteen studies indicate that there is a significant relationship between classroom management self-efficacy and the three dimensions of burnout, suggesting that teachers with higher levels of classroom management self-efficacy are less likely to experience the feelings of burnout. Practical implications, as well recommendations for future research, are discussed.

Reddy and Poornima (2012) has used the term professional burnout for occupational burnout which means psychological or mental tiredness, which is connected with individual's profession or occupation. They conducted a study on university teachers of South India for knowing their occupational burnout. They selected nine universities as a sample of study and simple random sampling was used as a statistical technique. The findings of the study showed that maximum university teachers i.e. seventy four percent are facing high and average level of job tiredness and on the other side eighty six percent teachers are those who are facing occupational burnout. It was also revealed that there is a strong relationship or there is a positive relationship between the job tiredness and occupational burnout among university teachers.

Skaalvik & Skaalvik (2010) conducted the study on teacher self-efficacy and teacher burnout. The purpose of this study was partly to test the factor of recently developed Norwegian scale for measuring teachers self-efficacy and partly explore relation between teacher's perception of the school context, teacher burnout, teacher job satisfaction and teacher's beliefs on the sample of 2249 Norwegian teachers in elementary school and middle school. The findings of the study revealed that Teaching

self-efficacy, collective efficacy and two dimensions of burnout were differently related both to school context variables and to teacher job satisfaction and teacher self-efficacy was negatively related to both dimensions of teacher burnout.

Bulent (2012) conducted a study on self-efficacy and burnout in professional school counselors to study the relationships between burnout and self-efficacy among school counselors. Also, the level of their burnout and self-efficacy was examined in terms of the social support, task perception and the number of students taking into account a sample of 194 school counselors. The result of the study reveals that self-efficacy predicted depersonalization and personal accomplishment dimensions of burnout in school counselors. In addition, it was found that the counselors who take social support, have a positive attitude towards their profession and the lower number of students counselor provide service, the lower the burnout and higher the self-efficacy belief.

Martin and Alyson (2010) conducted a study on Predictors of Burnout and Self-Efficacy in Special Education Teachers. The objective of this study was to find out the relationship of burnout and low self-efficacy with excellence of management, Educator stressors, job inconsistency, and emotional cognitive and quantitative demands. For this study the investigator was selected the sample of 105 special education teachers from four public school. To analyze the data Correlations and regression was employed by the researcher. The requirement of well qualified special education teachers increased due to over strain and low level of self-efficacy and this led to scarcity of special education teachers at national level. So it is necessary to do further research to find out ways regarding hiring and retention of highly qualified special education teachers where they feel satisfied and stress less working in special education schools. There are many contributing factors which are responsible for Burnout and low self-efficacy and if special education teachers are regularly affected by these factors it will also lead to the burn out which will be resulted in downward spiral. Burnout and self-efficacy is correlated with excellence of management, Educator stressors, job inconsistency, and emotional, cognitive and quantitative demands.

Mac. et.al. (2006) conducted a study on Teaching Self-Efficacy, Stress and Coping in a Major Curriculum Reform to find out the relationship between occupational

stresses, coping and self-efficacy among teachers. The investigator was used theoretical framework to guide the study. To analyze the data structural equation modeling and multiple variance decomposition was employed by the investigator. The findings of the study revealed that teachers used palliative strategies instead of direct problem solving method to cope with the stress and the aspect of stress to personal and occupational domains were related with teachers stress.

Watts and Robertson (2011) conducted a study on Burnout among University Teaching Staff to conduct the systematic literature and to analyze the level of burnout in university teachers. To search relevant information from papers a comprehensive data in abstract form was used by the investigator. The results of the study revealed that teachers busy with large number of students strongly experienced the occupational stress which leads to occupational burnout and male teachers scored higher than female teachers on emotional exertion aspect.

Jin.et.al. (2013) conducted a study on impact of occupational burnout and organizational health of school on self-perceived health status of primary school teachers to examine organizational health, occupational burnout affecting the impact of self-perceived health status of teachers in primary schools on the sample of 560 teachers from 34 primary schools from Taiwan. The findings of the study revealed that The findings showed after controlling for the personal background variables, academic emphasis respects of organizational health and occupational burnout of teachers in primary schools could significant affect their perceived health status.

Brudnik (2009) conducted a study on perception of self-efficacy and professional burnout in general education teachers to determine to what degree general perception of self-efficacy protects general education teachers in Poland against professional burnout taking into account on a sample of 404 teachers. One-way ANOVA and Pearson coefficient of correlation way employed by the investigator to evaluate the data. Findings of the research showed that teacher's self-efficacy was related following burnout symptoms: emotional exhaustion, loss of personal accomplishment and depersonalization in physical education teachers; emotional exhaustion and loss of personal accomplishment in teachers of humanities; loss of personal accomplishment in

teachers of sciences and natural sciences; emotional exhaustion in teachers of foreign languages.

Betoret and Fernando (2006) conducted a study on stressors, self-efficacy, coping resources, and burnout among secondary school teachers in Spain to study the relationships among teacher occupational stressors, self-efficacy, coping resources, and burnout on a sample of 247 Spanish secondary school teachers. The results of the study revealed that teachers with a high level of self-efficacy and more coping resources reported suffering less stress and burnout than teachers with a low level of self-efficacy and fewer coping resources, and vice versa.

Evers, et al. (2002) conducted a study on burnout and self-efficacy: a study on teachers' beliefs when implementing an innovative educational system in the Netherlands to test the extent to which teachers have a negative attitude towards the new instructional practices relates positively to their level of burnout, and that their self-efficacy beliefs regarding implementation of the practices and coping with stress involved in this relate negatively to their burnout levels taking into account a sample of 490 teachers by random sampling method. The result of the study revealed that teachers self-efficacy beliefs are related to their burnout level. Teachers with strong self-efficacy beliefs seem to be more prepared to experiment with, and later also to implement new educational practices.

## **1.2 SELF-EFFICACY**

Self-Efficacy is the people's belief in their capacity for producing effects through their own actions. These beliefs are the most important factors for the behaviors that people choose and extent to which they persevere in their efforts to cope with challenges and obstacles in their path. The self-efficacy theory sustains that these beliefs have an important role in psychological adjustment, psychological problems and health and in the behavior change strategies adopted by people. Self-efficacy is defined as individuals' beliefs about their capabilities people's faith about their abilities to make selected levels of achievement which affects the events of individual's lives. In other words, perceived self-efficacy is a person's belief in his or her ability to achieve in a particular situation or. Self-efficacy is people's convictions about their abilities to

achieve desired goals and to produce designated levels of performance. Self-efficacy refers to teachers beliefs about their capabilities to produce designated levels of performance that exercise influence over the efforts they put in to make the teaching learning process successful and effective. It is a combination of a sense of confidence, command, flexibility, personal efficiency, optimistic approach and eccentricity.

Self-efficacy beliefs decided how people think, reflect, stimulate themselves and perform. Such beliefs fabricate these assorted possessions through four major processes. The four major process i.e. cognitive, motivational, and affective and selection are that process by which self-efficacy beliefs produce diverse effects. Bandura's theory has been used by several researchers in the field of education in order to study teacher self-efficacy. The two dimensions of teacher efficacy that have been found consistently to be independent measures are personal teaching efficacy and general teaching efficacy, sometimes referred to as outcome efficacy (Woolfolk-Hoy & Burke-Spero, 2005).

Gist & Mitcell (1992), describe self-efficacy as ones beliefs to get the things right regarding a particular job. This concept depends upon the various factors, such as the qualification, competency, ability and experience of an individual under consideration. Self-efficacy provides the foundation of human motivation, well being and personal achievement. (Pajares, 2002) if people believe that their endeavors can generate the desired outcomes, they have enough incentive to take action or persist in the face of adversities.

Jaurez & Contreras (2008), define self-efficacy as ones determination to face various challenges, difficulties and conditions in life. The more strongly we believe in our ability to overcome our difficulties and challenges, more determinedly we persevere to overcome them. The extent to which we are successful in overcoming obstacles and impediments, is thus to a large extent dependent on our self-efficacy beliefs. If we believe we can do it, we are ready to walk all the extra miles to do it. On the contrary, if we go by the belief that we can't do it, we are unable to put in the required efforts and we give up after some time.

Bandura (1977) suggested that it is most fruitful when teachers slightly over estimate their actual teaching skills, as their motivation to expend effort and to persist in

the face of setbacks will help them to make the most of the skills and capabilities they do possess. The standards teachers hold for what constitutes good teaching will also influenced their sense of self-efficacy. There are many different opinions about self-efficacy and its impact upon people. Most would accept that in this context intrinsic motivation is more important than extrinsic motivation. Self-efficacy is strengthened by self-motivation, an input in a project based on one's own self-fulfillment or pleasure, rather than for any real, visible reward that it will bring. Self-efficacy is not confined to the present. It includes past and future selves, which represent an individual's ideas of what they might become, what they would like to become, and what they may be afraid of becoming. They correspond to desires, fears, standards, aims and threats.

Self-Efficacy is defined by Bandura (1977) as people's judgment of their capabilities to organize and execute courses of action required to attain designated types of performance. A person's sense of efficacy affects the way a person thinks and feels and the amount of efforts that he puts in to accomplish that which is to be accomplished. People with higher efficacy possess better ability to direct their time, energies, skills and abilities to accomplish desired results. On the other hand, people with low efficacy give up quickly, have low aspirations for achievement, and experience more anxiety, which leads to stress and burnout. (Gibson and Dembo, 1984) teachers with a high sense of efficacy feel a personal accomplishment, have high expectations for students, feel responsibility for student learning, have strategies for achieving objectives, a positive attitude about teaching and believe they can influence student learning.

Collins (1982) found sense of efficacy shapes casual thinking. Initial success increases and failure lowers self-efficacy beliefs but later filter begins to work. A person with a strong sense of competency approach takes difficult tasks as challenges to be mastered rather than as threats to be avoided, have greater intrinsic interests and deep engrossment in activities, set themselves challenging goal and maintain strong commitment to them, heighten and sustain their effort in the case of failure, quickly recover their self-efficacy in the case of failure and setback and attribute failure to insufficient efforts or deficient knowledge and skills which are acquirable.



Pajares (1996) Beliefs differ in level, generality and strength. Self-efficacy is a powerful motivation construct that can predict self belief and performance. He also found that higher self-efficacy affected the specificity of self set goals which may indicate greater commitment and more reality based intention formation. Woolfolk et. al. (1990) investigated that teacher's beliefs of self-efficacy affect their instructional activities and their orientation towards the educational process. Enactive attainments and actual experiences are sources of self-efficacy beliefs. Another source is vicarious experience, 'If someone can do it so I can'. Effort attribute and feed back of prior performance lead to self-efficacy.

Self-efficacy refers to the competence that a person feels concerning the ability to successfully fulfill the tasks involved in his or her job. It also refers to the belief in ones' capability to organize and execute the courses of action required to produce given attainments. Self-efficacy provides the foundation of human motivation, well being and personal achievement. If people believe that their endeavors can generate the desired outcomes, they have enough incentive to take action or persist in the face of adversities (Pajares, 2002).

Siebert (2006) discussed that teachers with a low level of efficacy have been found to be cynical not only about their own abilities of their students and colleagues. Those teachers who have high self-efficacy are able to teach well because they have enough confidence level and they know how to motivate students. These teachers are always ready to take high risks because they always eager to bring new changes and learn new skills. Those teachers who have low self-efficacy always follow old styles of doing work.

Teacher's self-efficacy may also contribute to promote students' sense of efficacy, fostering their involvement in class activities and their efforts in facing difficulties. Further a strong sense of teacher's self-efficacy promotes a firm commitment to the profession and collaborative relationships with colleagues and parents (Ross, 1998), contributing fruitfully to the promotion of a rich and stimulating learning environment.

Bandura (2006) Self-efficacy researchers agree that teachers' self-efficacy should be operationalized to reflect beliefs about capability and therefore should be phrased in terms of can do rather than will do. The term 'can' is a judgment of capability; while the term 'will' is a statement of intention.

In addition to strong sense of self-efficacy, it is pertinent for the teachers to have a set of skills like empathy, self motivation, integrity, value orientation, commitment, self control, optimism, stress tolerance, self regard, flexibility and emotional consciousness. These skills comprise an important dimension of a teacher's personality that is his /her emotional intelligence.

### **1.2.1 Factors Influencing Self-Efficacy**

There are so many factors affected self-efficacy. The main factors that influencing self-efficacy is: Past Experiences: The past experiences of ability are the main factor of determining an individual's self-efficacy. Self-efficacy of an individual increases when he achieved a goal, but when he failed to achieve something his self-efficacy decreased. Ideal: Ideal is stated that, if someone can do a particular task, I can do that as well. When we see someone attaining goals, our own self-efficacy increases; where we see people failing, our self-efficacy decreases. This process is most successful when we see ourselves as similar to the model. Societal Command: Societal Command generally shows as direct moralization or demoralization from another person. Demoralization is more effective factor than moralization. Generally a person's self-efficacy is easily decreased rapidly by demoralization but if moralization is given to the person self-efficacy is not increasing as fast as decreased by demoralization. Cognitive Aspect: People usually feel tired, distress, fearful in stressful conditions. Before public speaking if a person feels like butterflies in the stomach this means the person feels that is not able to speak in front of public, he feels lack of confidence in himself; these are the signs of low self-efficacy of the person. It is an individual's conviction in the inference of cognitive responses that change self-efficacy, rather than the cognitive responses itself.

Juarez & Contreras (2008) define self-efficacy as one's determination to face various challenges, difficulties and conditions in life. The more strongly we believe in our ability to overcome our difficulty and challenges, more determinedly do we persevere to overcome them? The extent to which we are successful in overcoming obstacles and impediments, is thus to a large extent dependent on our self-efficacy beliefs. If we believe we can do it, we are ready to walk all the extra miles to do it. On the contrary, if we go by the belief that we can't do it, we are unable to put in the required efforts and we give up after some time.

Chan (2006) conducted a study on teacher stress, perceived self-efficacy and the three components of burnout (emotional exhaustion, depersonalization and reduced personal achievement) taking into account 156 Chinese secondary school teachers in Hong Kong. The results indicated that teacher stress had a direct, independent and significant effect on emotional exhaustion and depersonalization.

Saleem and Shah (2011), hold the opinion that self-efficacy has an impact of reducing the work related tension in teaching practices, because in this case the individual takes pride in his or her work and readily willingly to manage, the physical and as well as mental pressures associated with the profession.

Bandura (1997) describes four sources of personal efficacy: performance, accomplishments, vicarious experiences; verbal persuasions and emotional arousals. Performance accomplishments have the highest potential for raising self-efficacy beliefs. Once they directly involve the individual and successful completion of a task. Vicarious experiences impact efficacy when an individual observes someone else completing a task with success, believing that they too can be successful. Verbal persuasion allows an individual to overcome doubt when others express their beliefs in the individual's ability. However, self-efficacy arising from verbal persuasion is not enduring; any sign of failure or obstacles will cause the individual's Self-Efficacy to weaken. Teacher Self-Efficacy refers to teachers' faith about their capabilities to produce designated levels of performance that exercise influence over the efforts they put into make the teaching learning process successful and effective. It is a combination of a sense of confidence, command, adaptability, personal effectiveness, positive attitude and individuality.

Hakan and Halis (2014) conducted a study on Burnout and teacher self-efficacy among teachers working in special education institutions in Turkey to investigate the relationship between teacher self-efficacy and burnout among special education school teachers in Turkey. The findings of the study revealed that there were significant relationships between teacher self-efficacy and burnout. Also, significant differences were found between genders and branches in terms of burnout and teacher self-efficacy.

Federici and Skaalvik (2012) conducted a study on principal self-efficacy: relations with burnout, job satisfaction and motivation to explore relations between principals' self-efficacy, burnout, job satisfaction and principals' motivation to quit taking into account the sample of 1,818 principals. The results of the study revealed that principal self-efficacy was positively related to job satisfaction and motivation to quit and negatively related to burnout. Burnout and job satisfaction were negatively related. Burnout was positively related to motivation. This study also highlights the relationships between self-efficacy, burnout, job satisfaction and motivation.

Chan and David (2007) conducted a study on burnout, self-efficacy, and successful intelligence among Chinese prospective and in-service school teachers to study the teacher burnout and perceived self-efficacy. This study evaluated the three components of burnout. These are: emotional exhaustion, depersonalization, and decrease personal achievement, perceived self-efficacy, and the three abilities of successful intelligence on a sample of 267 in-service teachers. The findings suggested that the abilities, especially practical abilities, could independently contribute to teachers' sense of personal accomplishment as well as perceived self-efficacy. The interactive combination of the triarchic abilities could be most important in contributing negatively to emotional exhaustion.

Egyed and Short (2006) conducted a study on Teacher Self-Efficacy, Burnout, Experience and Decision to Refer a Disruptive Student to examine teachers efficacy, burnout and experience which may reach to special education taking into account 106 elementary teachers. The investigator was used Maslach Burnout Inventory and Teacher Efficacy Scale to collect the data from the sample of teachers. The results of the study revealed that there exists negative significant relationship between teachers' self-

efficacy and burnout and there exists no significant relationship between teachers self-efficacy and experience.

Gunduz (2012) conducted a study on self-efficacy and burnout in professional school counselors to investigate the relationships between burnout and self-efficacy among school counselors. Also, study the level of their burnout and self-efficacy in terms of the social support taking into account on 194 school counselors. Pearson correlation coefficient, regression, t and F tests were used by the investigator for analyzed the data. The results of the study revealed that self-efficacy predicted depersonalization and personal accomplishment dimensions of burnout in school counselors and the counselors have a positive attitude towards their profession who take social support.

Bayani, Bagheri and Bayani (2013) conducted a study on teacher self-esteem, self-efficacy and perception of school to examine the relationship between self-efficacy; self esteem, school climate, and teacher burnout taking into account a sample of 280 Iranian teachers by random sampling method. The result of the study reveals that self-efficacy, self-esteem, and school climate were significantly involved in teacher burnout. The results indicated that burnout was affected differently from self-esteem, self-efficacy and school climate.

### **1.3 PROFESSIONAL VALUES**

The word professional has implications for a person at the organizational and occupational level. A degree of behavior is expected by the organizational employing like professional, as well as by the outer peer group that makes up the profession (Harrell, Chewing, and Taylor, 1986). The extent to which a person behaves in the expected way can be exhibit in their commitment to the organization and profession.

The word value come from the Latin word 'Valera' which means to be of worth to be strong. According to dictionary meaning of value is worth, utility or importance, degree of excellence something (as a principle or quality) instantly valuable. Values refers to the objects that human being consider desirable and worthy to pursuit in their thought, feelings and action. These objects may be material or abstract qualities and

status of mind and heart like truthfulness, happiness, peace, justice etc. Values are necessary to regulate the behavior of the people living in the society. Values reflect one's personal attitudes, assessment and preferences, behavior and relations, thoughts and visualization.

Values mean something that has a cost, something dear and precious. These are efforts that satisfy psychological as well as physiological needs. Values are preferences that determine how an individual live his/her our life. At work, individuals approach to work mainly influenced by their professional values. Values enforce our judgment and derivate us to collect energy to preserve that we wish to emphasize or our beliefs in. Professional Values are an abstract concept inculcated intentionally or unintentionally by the members of the teaching Community managing the behavior of the person or group which helps in awareness of their goal and satisfied their needs refers to a set of belief. There are seven types of professional values. They values are: Social Values, Aesthetic Values, Theoretical Values, Religious Values, Economic Values, Hedonistic Values and Political Values.

Teachers professional values refers to a set of beliefs, an abstract concept inculcated consciously or unconsciously by the members of teaching community governing the behavior of the individual or group which helps in realization of their goal and fulfillment of their moral, social educational and psychological needs. With the changes of society, work, nature and role of colleges are also changing. The latest technologies and other developments in educational sectors have influenced college's social and cultural climate. The teachers having diverse social and cultural background in their colleges may have different types of professional value-patterns. Values which are so precious for a person and which provide the key to a more adequate understanding of individual in society needs consideration. One can surely understand the person if he is conscious of their values. To gain the knowledge about the present professional values of educators, the investigator thought to study values of educators in today's social and cultural environment of the institutes or universities. This study purports to know the professional value of teacher educators of universities.

Macfarlane and Ottewill (2004) drawn a paper on a 'special' context?: identifying professional values associated with teaching in higher education developing

professional standards for teaching in higher education. This paper was related with the ideology of existing codes of professional values as a basis for examine the exclusive ethical challenges of teaching in higher education. Those persons who teach in higher education there are many values that they share with colleagues in colleges and schools, including respect for learners. Additionally, the persons who teach in higher education they face a number of moral or ethical challenges. That challenges to some extent differentiate them from teachers in other settings. These include protecting the academic freedom of students stemming from the goal of promoting student criticality; ensuring respect for learners derived from the concept of adulthood and the principle of andragogy i.e. method of teaching adult learners; and accommodating a series of 'dual' roles which define academic identity. While the features of these challenges may be vary between countries, arguably they are of international concern in higher education forming a distinctive basis for the recognition of universal, professional values.

Professional Values describes the individual' personal relation that shows what he/she want to gain through his/her profession, work and career. In the process of socialization they are earned easily. These are adequately fixed in the personal system of values of each person. In recent years researchers started take interest, in the analysis of human values and professional values (Elizur, et al., 1991). Professional values are generalized beliefs about the worth of stipulate characteristic of work like salary, working situation etc. and occupation-related outputs like achievement, fulfillment, dignity etc. Professional values works as the norm that an individual uses in selecting appropriate work-related behaviors and objectives. For better teaching results or outputs like job attachment, work enthusiasm, and income increments the combination between teachers'' professional values and facilities provide by the schools is important. From many decades Values related to occupation or profession is acquiring extraordinary scholarly notices. Professional values have also been related to organizational commitment (Elizur and Koslowsky, 2001), vocational choice (Super, 1970), ethical decision making (Shafer, et al. 2001) and cross-cultural management (Mellahi, 2001). Dey (2013) conducted a study on a study of teacher''s professional values family relation to organizational climate. The aim of the study was to study the teacher''s anxiety with respect to organizational climate and professional values of teachers. The investigator

was selected the sample of 400 teachers by using cluster sampling method. The results of the study revealed that there exists negative relationship between organizational climate and teachers professional values and there exists positive correlation between organizational climate and teacher anxiety.

Professional values are aims to achieve to suffice a necessity. To analyze professional values systematically, two facts of the domain were discussed by the investigator. These facts were: department of output, and the other one was work function relevancy. Devi (2013) conducted a study on a comparative study of teacher educators of government-financed and self-financed colleges of education in relation to their professional values, teaching aptitude and job satisfaction to compare the teacher educators of Government financed and semi financed colleges in relation to their professional values and teaching aptitude. The investigator was selected the sample of 180 teachers from Government financed and self financed colleges of education by using Random sampling technique. The investigator was employed means, S.D's, Critical Ratio and t-test to analyze the data. The findings of the study revealed that the professional values of teacher educators of self financed colleges were highly significant than the professional values of teacher educators of Government financed colleges.

Hilferty (2007) explains the professional values of teachers and cites one administrative member of the executive teachers Association of New South Wales said that history teachers generally would be leftmost in their thinking and style- they don't to have any jackbooted approaches to curriculum being foisted upon them. Carr (2010) explained that charm and enthusiasm were admirable qualities that may contribute to professional expertise. The personality attributes charm and enthusiasm was only additional contributor. There were certain professional values on which the expression of personal behaviors was depended.

Roz and Rachel (2012) conducted a study on educational professionals' values: voices from secondary schools to explore the intrinsic values of secondary school professionals and the publicly espoused values of the educational systems in which they work. The investigator was selected a sample of 30 professionals for this study. The findings of the study revealed that there exists relationship between the professional



roles of the participants and predominant values themes and also there exists a relationship between school types and predominating values.

Jayanthi (2006) examined the relationship between teachers' value and socio-emotional climate of the classroom. The results showed that teachers possessing high social value were found to be successful in creating positive socio-emotional climate whereas it was the opposite in the case of power value. Like technical proficiency, effective teaching have an relationship as it is about technical proficiency, the investigator studied the values of teachers that intimate classroom relationships, and frame the question that whether some special kind of teacher values are mandatory for quality values education or not. This question is focused on the teaching policies contain the main perceptions towards values education, and concluded that for effecting teaching teacher values are necessary Brady (2011).

Tirri's (2010) conducted a study on Teacher values underlying professional ethics. In this research the investigator examining the characteristics of professional values of teachers. For keeping expectancy and confidence in challenging tasks of teaching higher degree professional values is one of the most influential resources. Teacher Professional values are determined by four values. These are: Value or worth of individual, morality, justice, and independence. The most observable spiritual demonstration in dealing the requirements of students are caring and respect. During dealing with students, their parents and colleagues these values are guided the teacher regarding how to deal with them. Basically, this study focused on to recognize and examine the professional values of teachers and mainly their professional ethics. Deals with students opinion of caring educators asserting that they communicate democratically and stimulate reciprocity in interaction, deal with students equally and value them as persons, account for diversity when practicing hope, offer dynamic feedback, provide suitable support and response, have high expectations of students, and representative enthusiasm consider to their own work.

In short, occupational burnout is a type of job stress- a condition of physical, psychological or mental exhaustion combined with doubts about the proficiency and the worth of the work. It is also known as job burnout and professional burnout. Self-efficacy is individuals' beliefs about their capabilities people's faith about their abilities

to make selected levels of achievement which affects the events of individual's lives. Professional values are the values related with workplace. Teachers professional values refers to a set of beliefs, an abstract concept inculcated consciously or unconsciously by the members of teaching community governing the behavior of the individual or group which helps in realization of their goal and fulfillment of their moral, social educational and psychological needs. Professional values are reflected in teacher's logical, psychological, and moral acts.

#### **1.4 SIGNIFICANCE OF THE STUDY**

Teaching is described as a job having high risks in terms of coping with daily life problems. The fact that such problems as teacher-student and school-parents conflicts, discipline problems with students, overcrowded classrooms, inadequate physical conditions, little social support, pressures applied by political and social powers on educational institutions, insufficiency of involvement in the decision-making process are frequently encountered in educational organizations causes teachers to experience more stress than the members of other occupational groups do. Those problems causing the emergence of stress, anxiety and burnout result in low achievement, low self-efficacy, negative attitudes towards the profession, frequent absence from workplace; desire to quit the job, and deterioration in physical and mental health. A problematic, anxious and unhappy teacher influences the students in a negative way while a tolerant, calm and supportive teacher has positive influences on the students. The stress and burnout of teachers have significant effects on colleagues, administrators, students and their parents. These are also either directly or indirectly reflected upon the entire society.

Occupational burnout is not a disease but a person's responses to stressor may be positive or negative depending on the type of demands placed on them, the level of control they have over the circumstances, the amount of support they obtain and the individual responses of the person. In the vast majority of instances people adjust to stressors and are able to continue to perform their regular job duties. Teachers help students along with the administrative staff and the parents of the students. They tend to experience stress and psychological strain and then the condition of burnout because of the nature of their work. They are likely to use energy attending to each student's need

and behavior in the context of their problems. Even the most experienced teachers also experienced the condition of burnout. There is a need for these professionals to remain resilient for prevention of burnout

The researcher has chosen this study because of so many reasons. The investigator would try to investigate that those teachers who have high self-efficacy or high professional values may affect the occupational burnout or not or at which level occupational burnout influenced the self-efficacy and professional values. This is the reason the investigator choose this study for investigation. Teachers play a basic and dynamic role in the educational system. For the qualitative improvement of education, there is a great need of efficient teachers in schools who can uplift the standard of education. This study would also help the investigator to know the occupational burnout, self-efficacy and professional values of the teachers. The study would provide us insight about occupational burnout among teachers and influences of self-efficacy and professional values of teachers on occupational burnout.

Many investigators have conducted researches on burnout i.e. Shukla and Trivedi (2008), Reddy and Poornima (2012). Many investigators have been conducted researches on burnout and self-efficacy. These are : Shukla and Indira (2005), Sevindi (2013), Aloe, Amo and Shanahan (2014), Skaalvik & Skaalvik (2010), Bulent (2012), Martin and Margaret (2010), Brudnik (2009), Betoret and Fernando (2006), Evers, Brouwers and Tomic(2002), Chan (2006), Hakan and Halis (2014), Saleem and Shah (2011), Federici and Skaalvik (2012), Chan and David (2007), Gunduz and Bulent (2012). Many studies have been done on self-efficacy. These are: Juarez & Contreras (2008), Bandura (1997), Bayani, Bagheri and Bayani (2013). Many studies have been done on professional values. These studies are : Harrell, Chewing, and Taylor ( 1986), Macfarlane and Ottewill (2004), Elizur, et al.( 1991), Shafer, et al. (2001), Dey (2013), Elizur and Sagie (1999), Elizur and Kowslowsky ( 2001), Devi (2013), Hilferty (2007), Carr (2010), Roz and Rachel(2012), Jayanthi (2006), Tirri's (2010). Many studies have been conducted on these variables by different researchers but no study has been conducted on these variables collectively. That's why it seems necessary to the investigator to explore these variables.

The study would help the teachers and administrators to keep the level of burnout at minimum. So that productivity of teaching can be enhanced at University. The study would also help the administration to limit the level of intervention so that the burnout can be reduced among teachers. Further the study would also help in arranging motivational and faculty development programmes in the organization so that the teaching effectiveness can be approved among teachers.

### **1.5 STATEMENT OF THE PROBLEM**

In present study the investigator would try to study the level of occupational burnout, self-efficacy and professional values in male and female university teachers and also study the influence of self-efficacy and professional values on occupational burnout of university students So the problem in hand would be entitled as “OCCUPATIONAL BURNOUT AMONG UNIVERSITY TEACHERS IN RELATION TO THEIR SELF-EFFICACY AND PROFESSIONAL VALUES”.

### **1.6 OPERATIONAL DEFINITION OF TERMS**

**Occupational Burnout:** Occupational burnout is a type of job strain - a condition of physical, emotional or mental exertion incorporates with doubts about the capabilities and the worth of the work. Emotional exhaustion, depersonalization, overtiredness, lack of interest, passion and motivation are the characteristics of occupational burnout

**Self-efficacy:** Self-efficacy refers to teachers’ beliefs about their capabilities to produce designated levels of performance that exercise influence over the efforts they put in to make the teaching learning process successful and effective. It is a combination of a sense of confidence, command, adaptability, persons’ efficiency, optimistic attitude and individuality.

**Professional Values:** Professional Values are profession related beliefs or principles that guide professional behavior. Professional Values reflect ethics, practices, standards and other norms within a commercial environment. Sincerity, Attachment, Propensity to accept new challenges, propensity to action research and professional drives are the main dimensions of professional values

## **1.7 OBJECTIVES**

1. To study the level of occupational burnout, self-efficacy and professional values of university teachers.
2. To study the difference in occupational burnout, self-efficacy and professional values of male and female teachers of Government and private universities.
3. To study the relationship of self-efficacy and professional values with occupational burn-out of:
  - (a) Government university teachers
  - (b) Private university teachers.

## **1.8 HYPOTHESES**

1. Male and Female university teachers do not differ significantly in their:
  - (a) Occupational burnout
  - (b) Self-efficacy
  - (c) Professional values
2. Government and Private university teachers do not differ significantly in their:
  - (a) Occupational burnout
  - (b) Self-efficacy
  - (c) Professional values
3. Self-efficacy and professional values have no significant relationship with occupational burnout of Government university teachers.
4. Self-efficacy and professional values have no significant relationship with occupational burnout of private university teachers.

## **1.9 DELIMITATION**

This study was delimited to university teachers of Punjab only.

## **CHAPTER - 2**

### **METHODOLOGY**

The present chapter deals with the methodology of research which was used in this study. In this chapter researcher firstly described the research method. Secondly details about sample, sampling technique and sampling design have been reported. Thirdly description about tools has been given in which their reliability, validity, item analysis has been reported. Apart from this procedure of data collection and description about statistical technique which was used for analyze the data has also been given in this chapter

#### **2.1 RESEARCH METHOD**

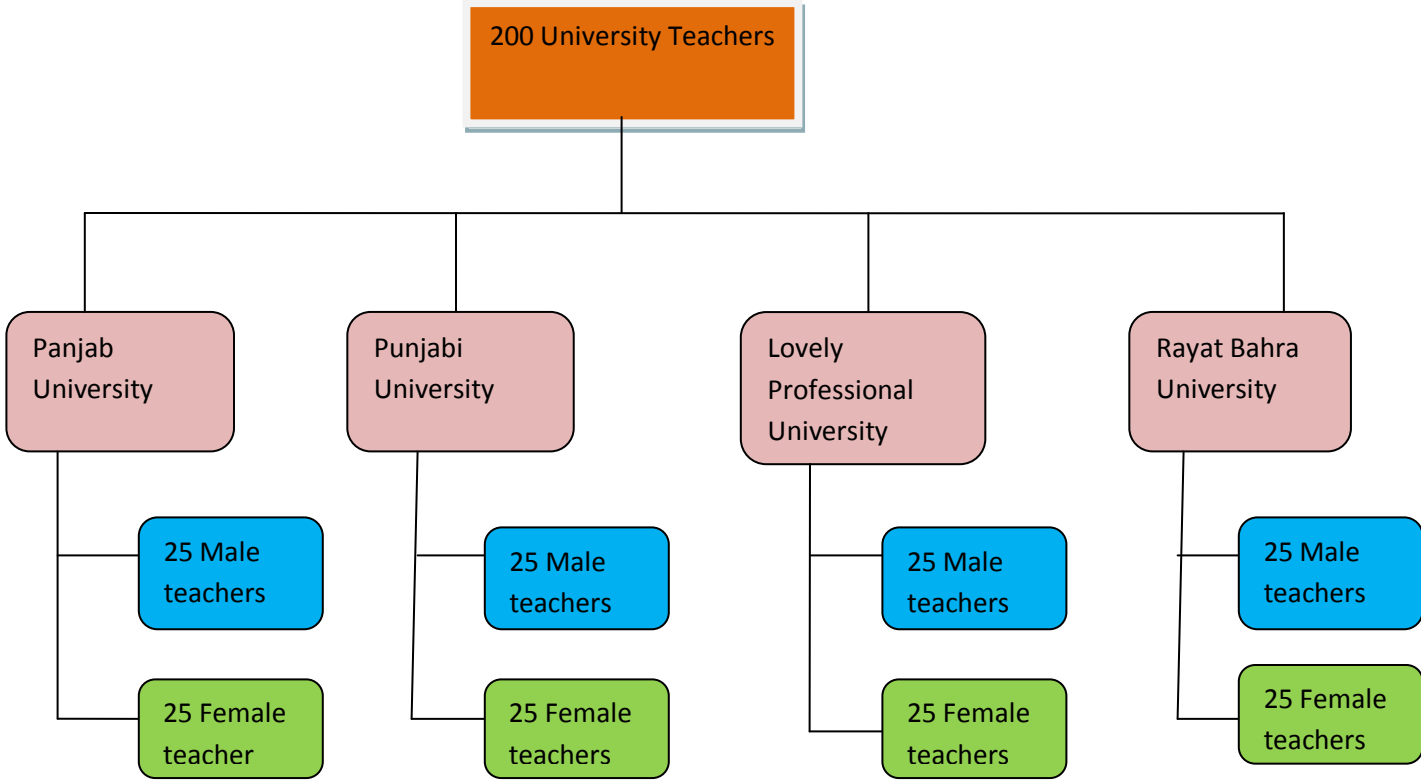
This study was descriptive in nature and for this study researcher had to collect data from university teachers by conducting survey. The dependent variable is occupational burnout and independent variables are: (1) self-efficacy and (2) professional values. The study focused on assessing the relationship between independent variables and the dependent variable, in general, and also with respect to different demographic factors. Keeping in view the objectives and hypothesis and nature of all variables of the study, descriptive survey method was employed for the present study as this method is concerned with surveying, describing and investigating the existing phenomenon or issues, conditions and relationships that exist.

#### **2.2 SAMPLING: TECHNIQUE AND DESIGN**

The study was conducted on university teachers who are teaching in different universities of Punjab. Researcher selected 2 government and 2 private universities of Punjab by using lottery method. The sample frame of the present study comprised 200 university teachers. The data have collected from 200 teachers and in each district 50 teachers have selected for gathering data. Keeping in mind the nature of problem, Purposive sampling technique will be used for collection of data.

The investigator used purposive sampling technique to select the sample of teachers. The investigator has chosen purposive sampling technique because he has to collect the data from those teachers who would be available at that particular time. Investigator was not collecting the data on pre selected sample of teachers because they might be not available at the time of data collection. So the researcher has collected data from already presented teachers for fulfilling the purpose of study. The sampling design in which distribution of sample is given has been shown in fig. 2.2.

**Fig. 2.2 Sampling Design**



## **2.3 TOOLS**

In order to collect data following tools were used in this study:

1. Mashlac Burnout Inventory constructed by Chistina Maslach Susan. E. Jackson Richar. L. Schwab.
2. Occupational Self-Efficacy Scale developed by Sanjyot Pethe, Sushma Chaudhari and Upinder Dhar .
3. Professional Values scale had been developed by the investigator.

### **2.3.1 DESCRIPTION OF MASHLAC BURNOUT INVENTORY**

The questionnaire was the Mashlach Burnout Inventory-Educators Survey (MBI-ES) (Maslach, Jackson & Schwab, 1986). It is a seven point Likert scale ranging from 0-6 (where 0=never and 6= everyday). It includes 22 items that asked the respondents how often they experience feelings that relate to burnout. These items are related to the three dimensions of burnout i.e. Emotional Exhaustion (EE) =9 items, Depersonalization (DP) = 5 items and personal Accomplishment (PA) = 8 items. The emotional Exhaustion subscale assesses the feelings of being emotionally exhausted or overextended. E.g. I feel upset at the end of the workday. The Depersonalization subscale evaluates the feelings of impersonal response toward people. E.g. I feel I treat some students as if they were impersonal objects. The personal Accomplishment subscale measures the feelings of successful achievement. E.g. I feel very energetic.

#### **2.3.1.1 Reliability of the Scale**

The Mashlach Burnout Inventory had been adapted by the investigator. The investigator had determinate the reliability by using test retest and split half method. The reliability coefficient of the scale is .98 and by using test retest method the value which was found to be was .89 which was significant at 0.01 level of significance.



### **2.3.1.2 Validity of the Scale**

The face validity had been used for this scale. The scale was submitted to five experts in the field of education for finding out the face and content validity. The experts gave their views regarding different items.

### **2.3.1.3 Scoring of the Scale**

There were 22 items in this scale. Each statement had seven alternatives answers. The respondent had to select any one option of each statement as per his/her degree of agreement towards a particular statement. The statements were scored as 0,1,2,3,4,5,6. To find out the score of the respondent the weightages assigned to him/her on all items were added. The sum of the scores is burnout score.

## **2.3.2 DESCRIPTION OF OCCUPATIONAL SELF-EFFICACY SCALE**

Self-efficacy refers to teachers' beliefs about their capabilities to produce designated levels of performance that exercise influence over the efforts they put in to make the teaching learning process successful and effective. It is a combination of a sense of confidence, command, adaptability, persons' efficiency, optimistic attitude and individuality.

The Occupational self-efficacy scale contains 19 items and there is no right or wrong answer in the scale. Occupational self-efficacy scale is constructed by Sanjyot Pethe, Sushama Chaudhari and Upinder Dhar.

### **2.3.2.1 Reliability of the Scale**

The odd even reliability of the scale was determined by calculating reliability coefficient, corrected for full length for a sample of 220 subjects. The reliability coefficient of the scale is =.98.

### **2.3.2.2 Validity of the Scale**

Besides face validity, as all items in the scale are concerned with the variable under focus, the scale has high content validity. It is evident from the assessment of

judges/experts that items of the scale are directly related to the concept of self-efficacy. In order to find out the validity from the coefficient of reliability, the reliability index was calculated. The later has indicated high validity on account of being 99.

#### **2.3.2.3 Administration of the Scale**

The instructions printed on the test booklet were sufficient to take care of the questions that are asked. No time limit should be given for the scale. However, most of the groups should finish it in about 10 minutes. Before administering the scale, it was advisable to emphasize orally that responses should be checked as quickly as possible and sincere operation is required. The group should be told that the results of the scale help in self knowledge and that responses would always remain strictly confidential. It should be emphasized that there was no right or wrong answer to the statements. The statements or items were framed to understand the differences in the individuals' reactions to various situations and were not meant to rank them as good or bad, right or wrong. It should be duly emphasized that all items have to be answered. It was not desirable to tell the subjects the exact purpose for which the test is used. Though the scale was self administering, it has been found to be useful to read out the instructions printed on the test booklet to the subjects.

#### **2.3.2.4 Instructions for scoring**

Manual scoring is done conveniently, hence no scoring key is provided. Each item or statement should be scored 5 for strongly agree, 4 for agree, 3 for neutral, 2 for disagree and 1 for strongly agree. Sum of the scores was the occupational Self-efficacy Score.

### **2.3.3 PROFESSIONAL VALUES SCALE**

The term professional values comprises of two terms: professional and values. The word professional has implications for a person at the organizational and occupational level. A degree of behavior is expected by the organizational employing like professional, as well as by the outer peer group that makes up the profession. Values are preferences that determine how an individual live his/her our life. Teachers

professional values refers to a set of beliefs, an abstract concept inculcated consciously or unconsciously by the members of teaching community governing the behavior of the individual or group which helps in realization of their goal and fulfillment of their moral, social educational and psychological needs.

### **2.3.3.1 Description of Professional Values Scale**

Professional values scale constructed by the investigator was used to measure the professional values of university teachers. This scale was constructed by the investigator under the supervision of supervisor. It is a five point's scale, having 40 items under 5 dimensions i.e. Sincerity, Attachment, Propensity to accept new challenges, Propensity to action research and Professional Drives. The Investigator used this scale to explore the professional values of university teachers. The scoring was done by giving rating 1-5 positive items and reverse 5-1 to negative items.

### **2.3.3.2 Construction of Scale on Professional Values**

Professional values scale constructed by the investigator was used to measure the professional values of university teachers. The items were developed under the guidance of the supervisor. The scale was put up to experts from Lovely Professional University, Phagwara to check its face and content validity. For After the suggestions of the experts few items were deleted, few were modified and few were added.

*First Draft:* In the first draft investigator prepared total 75 items under 6 dimensions i.e Sincerity, Attachment, Propensity to accept new challenges, Propensity to action research, Professional Drives and Caring. Expert advised the investigator that items should be framed in descriptive manner and standardized format should be followed for response column.

*Second Draft:* After rectifying the mistakes, second draft submitted to expert. That draft was having 75 items. Expert advised to edit irrelevant space for answers in the questionnaire because it was making the questionnaire lengthy. As per the suggestions of the experts 4 items were deleted, 9 were modified and 3 were added. At last draft was finalized by the expert for pre tryout.

### 2.3.3.3 Item Analysis of the Scale

Item analysis is very important step after construction of tool through which discrimination index, distracter analysis and difficulty value of each item is calculated and later on the reliability of the tool is found. As professional values are 5 points liker scale in which teachers have to mark their response. There was no right or wrong response and there was no multiple choice questions so here was no need to find distracter analysis and difficulty value. Here was need to find discrimination index. Discriminate between upper and lower groups in which there was need to have 27% of total pre try out sample in each upper and lower group.

The test was having total 74 items before modification. It was administered on 30 university teachers. Instructions were given to fill the scale. After collection of the data the responses for each item were tabulated. For preparing the final form out of the trial form, item analysis was done. After analyzing all the items all the ambiguous and repeated items were deleted and finally items in scale were reduced to 40 in number under 5 dimensions i.e Sincerity, Attachment, Propensity to accept new challenges, Propensity to action research and Professional drives.

**Table 2.3**

#### **FINAL DRAFT OF PROFESSIONAL VALUES SCALE**

<b>Sr. No.</b>	<b>Dimensions of Professional Values</b>	<b>No. of Items</b>
<b>1</b>	Sincerity	8
<b>2</b>	Attachment	8
<b>3</b>	Propensity to accept new challenges	8
<b>4</b>	Propensity to action research	8
<b>5</b>	Professional drives	8
	<b>TOTAL</b>	<b>40</b>

#### **2.3.3.4 Validity of the Scale**

Validity is an important character of good test. The face validity had been used for this scale. The scale was submitted to six experts in the field of education for finding out the face and content validity. The experts gave their views regarding different items. In the light of their views ambiguous and overlapping items were deleted and few items were modified.

#### **2.3.3.5 Reliability of the Scale**

Test retest method was applied to determine the reliability of the scale. It was administered on 30 university students. Instructions were given to fill the scale. To find out the reliability coefficient between two tests, test retest method was employed and value which was found to be was .89 which was significant at 0.01 level of significance.

#### **2.3.3.6 Scoring of the Scale**

There are 40 items in this scale. Each statement has five alternatives answers always, mostly, sometimes, rarely, never. The respondent has to select any one option of each statement as per his/her degree of agreement towards a particular statement. The positive statements scored as 5,4,3,2,1 and negative statements are scored as 1,2,3,4,5. To find out the score of the respondent the weightages assigned to him/her on all items are added. The sum of the scores is professional values score.

### **2.4 PROCEDURE OF DATA COLLECTION**

By keeping in mind the objective of study, the investigator visited to all four universities one by one. After getting approval from the higher authorities of respective universities investigator oriented them regarding the purpose of the study. The researcher has selected sample of 200 university teachers from 4 different universities viz. Lovely Professional University, Rayat Bahra University, Punjabi University, Panjabi University. The researcher selected 50 teachers from each university. General instruction had been given to them before administering scales. The investigator also ensured that the information given by them will be kept confidential and would be used only for the research purpose.

## **2.5 STATISTICAL TECHNIQUES**

In order to analyze the data following statistical techniques had been used by the investigator:

1. Quartile method was used to study the level of occupational burnout, self-efficacy and professional values.
2. t-test was used to study the significance of difference between means of occupational burnout, self-efficacy and professional values with respect to gender and type of university.
3. Multiple correlation was used to study the relationship of self-efficacy and professional values with occupational burnout.

## **CHAPTER 3**

### **ANALYSIS AND INTERPRETATION**

The present chapter deals with the analysis and interpretation of the data according to the objectives and nature of the study. The generalization and interpretations lead towards conclusions and suggestions. It is therefore, necessary to get a meaningful picture of the raw information collected. Keeping in view the objectives of the study and their corresponding hypothesis, the data was statically processed using appropriate design and technique. Firstly by keeping in mind the first objective researcher studied the level of occupational burnout, self-efficacy and professional values on the basis of gender and type of university. After that the investigator did the comparison of occupational burnout, self-efficacy and professional values on the basis of gender and type of university. Then researcher found the relationship of self-efficacy and professional values with occupational burnout of Government university teachers. Then the researcher found the relationship of self-efficacy and professional values with occupational burnout of Government university teachers. All the results have been interpreted in detail and in serial manner. This evaluation was determined for the purpose to which we relate the facts.

#### **3.1 LEVEL OF OCCUPATIONAL BURNOUT, SELF-EFFICACY AND PROFESSIONAL VALUES AMONG UNIVERSITY TEACHERS**

The analyses and interpretation of the level of occupational burnout, self-efficacy and professional values among teachers have been studied under this heading. Firstly level of occupational burnout among teachers had been explored with respect to gender and type of university. Secondly level of self-efficacy had been explored with respect to gender and type of university. Thirdly level of professional values had been explored with respect to gender and type of university. Details pertaining to this analysis had been given separately for occupational burnout, self-efficacy and professional values.

### 3.1.1 Level of Occupational Burnout among University Teachers

In order to study the level of occupational burnout among university teachers, data had been analyzed by using percentage. The level of the variable was divided into three parts high, moderate and low. These levels had been identified with respect to gender and type of university. The details have been given in the table-3.1.1.

**Table-3.1.1**

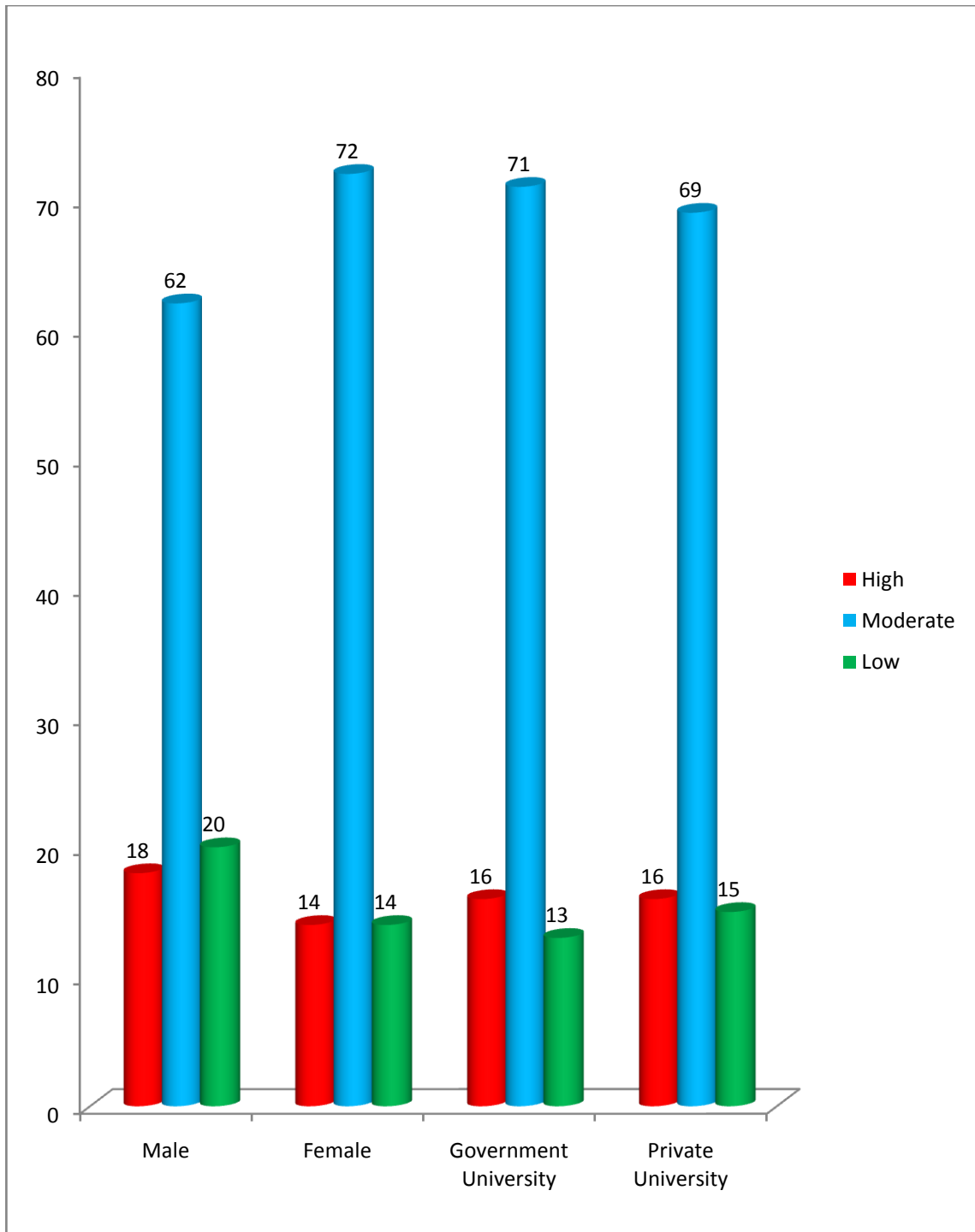
#### **LEVEL OF OCCUPATIONAL BURNOUT ON THE BASIS OF GENDER AND TYPE OF UNIVERSITY**

<b>Teachers Levels of Occupational Burnout</b>	<b>Male OBS (%)</b>	<b>Female OBS (%)</b>	<b>Government OBS (%)</b>	<b>Private OBS (%)</b>
<b>High</b>	73.3(18)	73.71(14)	74.37(16)	72.75(16)
<b>Moderate</b>	57.09(62)	55.31(72)	56.81(71)	53.57(69)
<b>Low</b>	40.85(20)	38.71 (14)	40.46(13)	36.93(15)

It had been observed that 18% of the male teachers have high occupational burnout with an average score 73.3, 62% of the teachers have reported moderate occupational burnout with an average score 57.09 and 20% of the male teachers have indicated a very low occupational burnout with an average score 40.85. In the case of female teachers 14% female teachers have high occupational burnout with an average score 73.71, 72% of the female teachers have reported moderate occupational burnout with an average score 55.31 and 14% of the female teachers have indicated a very low occupational burnout with an average score 38.71. It is concluded that most of the university teachers exhibits moderate occupational burnout. The results pertaining to level of burnout has been supported by Reddy and Poornima (2012) who reported that majority of university teachers (86%) experiencing moderate level of occupational burnout.



**LEVEL OF OCCUPATIONAL BURNOUT ON THE BASIS OF GENDER  
AND TYPE OF UNIVERSITY**



**Fig-3.1.1**

In the table 3.1.1 it has been found that 16% government university teachers exhibited high occupational burnout with an average score 74.37, 71% of the government university teachers have reported moderate occupational burnout with an average score 56.81 and 13% of the government university teachers indicated a very low occupational burnout with an average score 40.46. While as when we take consideration towards private university teachers, 16% private university teachers are falling under high occupational burnout with an average score 72.75, 69% have moderate occupational burnout with an average score 53.57 and rest 15% are falling under very low occupational burnout with an average score 36.93. It revealed that maximum number of Government and private university teachers lies under moderate occupational burnout category.

Fig. 3.1.1 shows the three levels of occupational burnout viz. High, Moderate and Low. It has been observed that mostly male and female university teachers are having moderate level of occupational burnout. This graph also showed that maximum percentage of government and private university teachers have moderate occupational burnout.

### **3.1.2 Level of Self-Efficacy among University Teachers**

In order to study the level of self-efficacy among university teachers, data had been analyzed by using percentage. The level of the variable was divided into three parts high, moderate and low. These levels had been identified with respect to gender and type of university. The details have been given in the table no.3.1.2.

It has been observed that 18% male university teachers have high self-efficacy with an average score 85.27, 61% of the male university teachers have reported moderate self-efficacy with an average score 68.72 and 21% of the male teachers have indicated a very low self-efficacy with an average score 52.66. on the other hand 14% female university teachers have high self-efficacy category with an average score 82.35, 70% of the female teachers have reported moderate self-efficacy with an average score 7.35 and other 16% female university teachers have indicated a very low self-efficacy with an average score 50.87.

**Table-3.1.2**

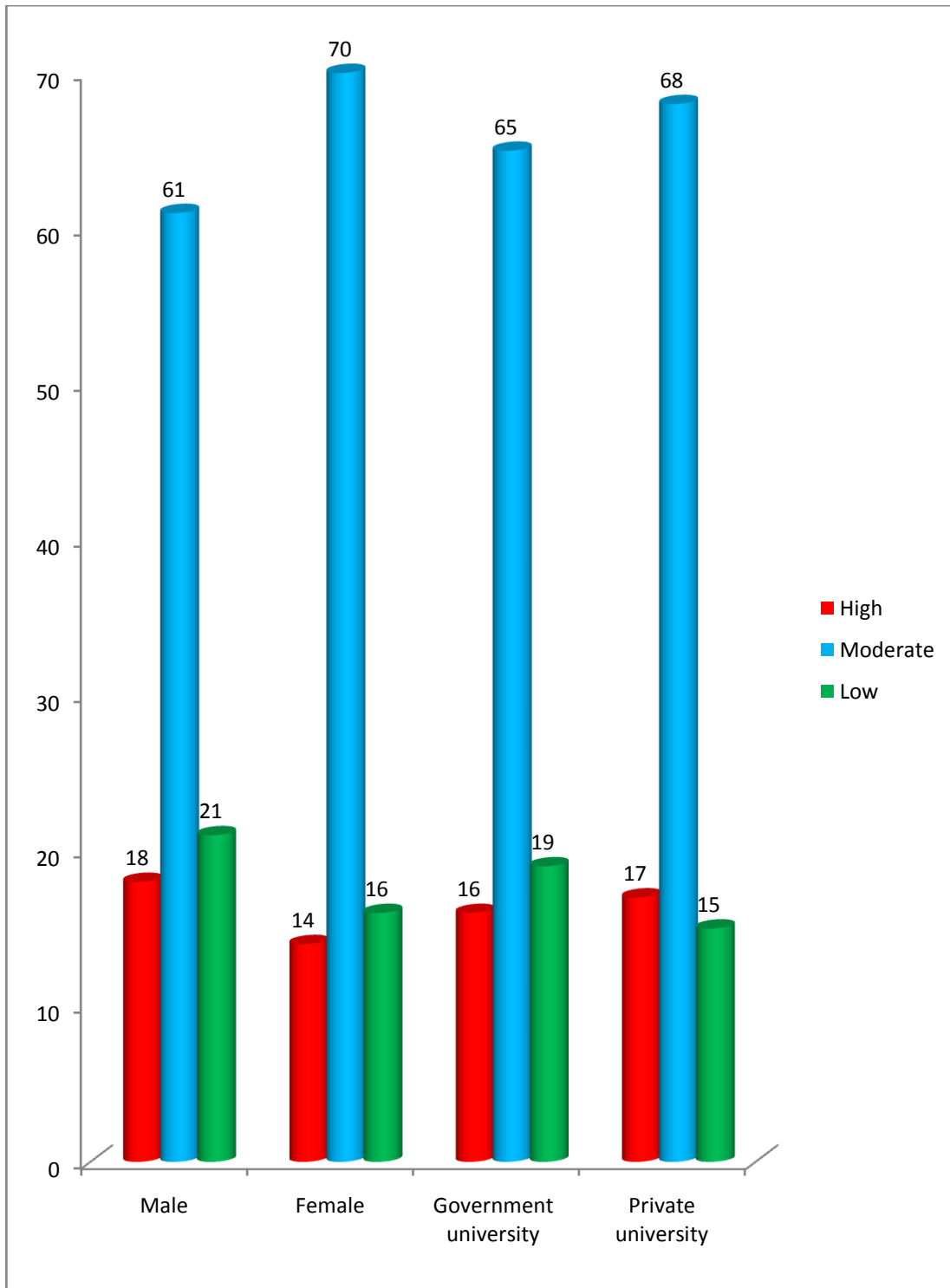
**LEVEL OF SELF-EFFICACY ON THE BASIS OF GENDER AND TYPE OF UNIVERSITY**

<b>Teachers Levels of Self-Efficacy</b>	<b>Male SES (%)</b>	<b>Female SES (%)</b>	<b>Government SES (%)</b>	<b>Private SES (%)</b>
<b>High</b>	85.27(18)	82.35(14)	83.06(16)	85.46(17)
<b>Moderate</b>	68.72 (61)	67.35 (70)	67.01(65)	68.85(68)
<b>Low</b>	52.66 (21)	50.87(16)	50.31(19)	53.52(15)

It has been observed that 16% government university teachers have high self-efficacy with an average score 83.06, 65% are falling in moderate self-efficacy with an average score 67.01 and 19% have low self-efficacy with an average score 50.31. While as when we take consideration towards private university teachers 17 % private university teachers are falling under high self-efficacy category with an average score 85.46, 68% lies under moderate self-efficacy with an average score 68.85 and 15% are falling under low self-efficacy with an average score 53.52.

Fig.3.1.2 shows the three levels of self-efficacy viz. high, moderate and low. It has been observed that 18% male university teachers have high, 61% have moderate and 21% have low self-efficacy level. On the other hand 14% female university teachers lie under high, 70% lies under moderate and 16% female university teachers lie under low self-efficacy category. The graph also shows that 16% government university teachers are falling in high, 65% are falling in moderate and 19% is falling in low self-efficacy category. While 17 % private university teachers are falling under high, 68% lies under moderate and 15% are falling under low self-efficacy category. It has been concluded that mostly male and female teachers are having moderate level of self-efficacy. It has been also found that most of the government and private university teachers exhibits moderate level of self-efficacy.

**LEVEL OF SELF-EFFICACY ON THE BASIS OF GENDER AND TYPE OF UNIVERSITY**



**Fig 3.1.2**

### 3.1.3 Level of Professional Values among University Teachers

In order to study the level of professional values among university teachers, data was analyzed by using percentage. The level of the variable was divided into three parts high, moderate and low. These levels had been identified with respect to gender and type of university. The details have been given in the table-3.1.3.

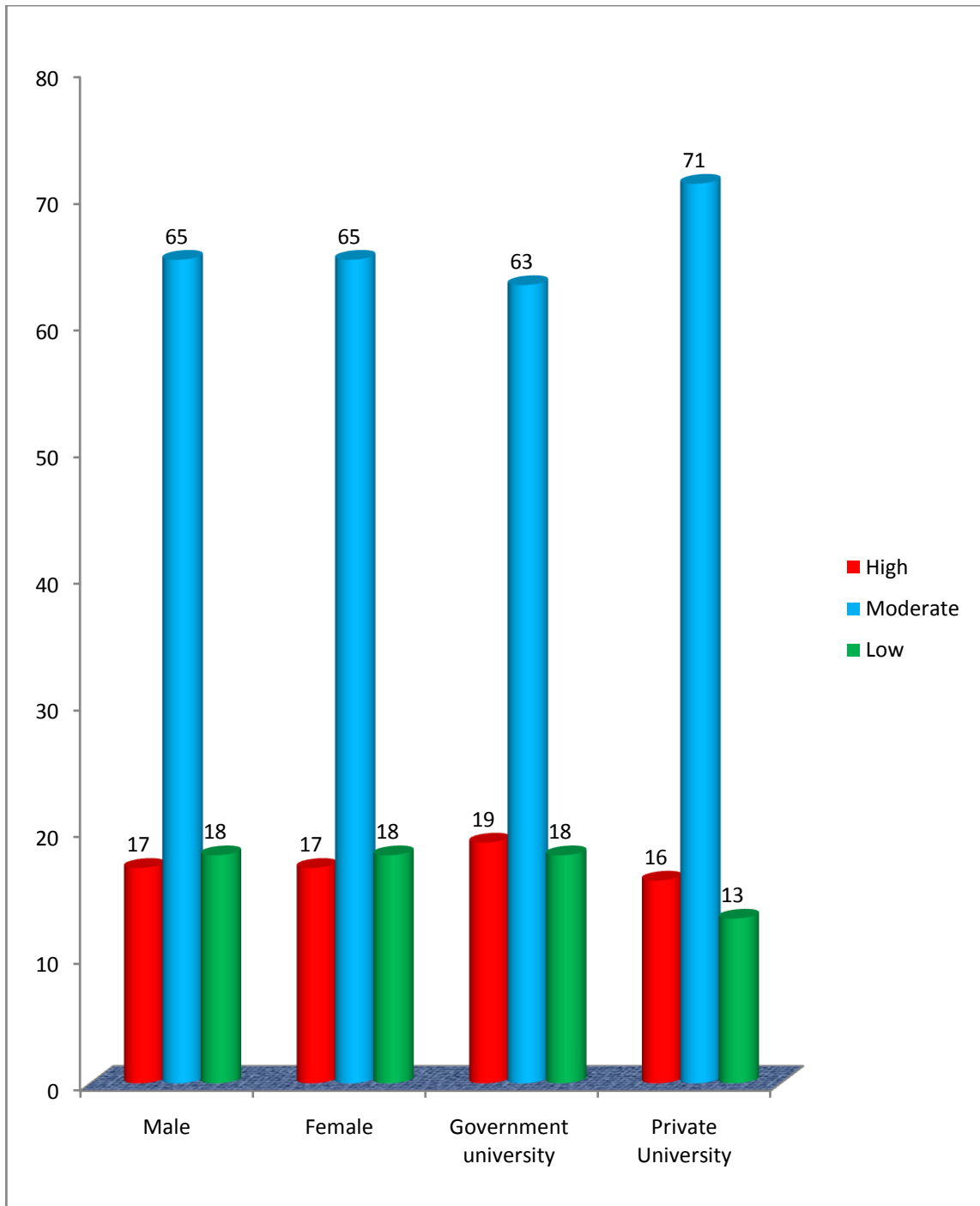
**Table 3.1.3**

#### **LEVEL OF PROFESSIONAL VALUES ON THE BASIS OF GENDER AND TYPE OF UNIVERSITY**

<b>Teachers Levels of Professional Values</b>	<b>Male PVS (%)</b>	<b>Female PVS (%)</b>	<b>Government PVS (%)</b>	<b>Private PVS (%)</b>
<b>High</b>	172.11(17)	168.1(17)	170.6(19)	169.1(16)
<b>Moderate</b>	141.06(65)	138.72(65)	135.9(63)	141.6(71)
<b>Low</b>	118.1(18)	115(18)	113.8(18)	119.4(13)

It has been found that 17% male university teachers have high level of professional values with an average score 172.11, 65% of the male teachers have reported moderate professional values with an average score 141.06 and 18% of the male teachers have indicated a very low level of professional values with an average score 118.1. On the other hand 17% female university teachers have high level of professional values with an average score 168.1, 65% of the female teachers have reported moderate level of professional values with an average score 138.72 and other 17% female university teachers lie under low level of professional values which is having 115 average value. So it has been concluded that maximum number of university teachers exhibits moderate professional values.

**LEVEL OF PROFESSIONAL VALUES ON THE BASIS OF GENDER  
AND TYPE OF UNIVERSITY**



**Fig-3.1.3**

From the table 3.1.3 it has been observed that 19% of the government university exhibited high professional values with an average score 170.6, 63% are falling in moderate category with an average score 135.9 and 18% is falling in very low professional values category with an average score 113.8. While as when we take consideration towards private university teachers 16 % private university teachers are falling under high professional values category with an average score 169.1, 71% lies under moderate category with an average score 141.6 and 13% are falling under low professional values with an average score 119.4.

The fig. 3.1.3 shows the three levels of professional values viz. Low, Moderate and High. So it had been concluded that maximum number of university teachers exhibit moderate level of professional values, while high professional values is shown by the minimum number of teachers from the selected sample.

### **3.2 OCCUPATIONAL BURNOUT, SELF-EFFICACY AND PROFESSIONAL VALUES AMONG UNIVERSITY TEACHERS**

The analyses and interpretation of the comparison of occupational burnout, self-efficacy and professional values among university teachers have been studied under this heading. Firstly the comparison of occupational burnout among university teachers had been explored with respect to gender and type of university. Secondly comparison of self-efficacy had been explored with respect to gender and type of university. Thirdly comparison of professional values had been explored with respect to gender and type of university. Details pertaining to this analysis had been given separately for occupational burnout, self-efficacy and professional values.

#### **3.2.1 Occupational Burnout among Male and Female University Teachers**

In order to find out the significance of difference in the means of occupational burnout of male and female, data was analyzed by computing t-ratios. Detail of analyses and interpretation has been discussed in the table-3.2.1.

**Table-3.2.1**

**MEAN, SD AND t- TEST SHOWING THE DIFFERENCE IN  
OCCUPATIONAL BURNOUT OF MALE AND FEMALE UNIVERSITY  
TEACHERS**

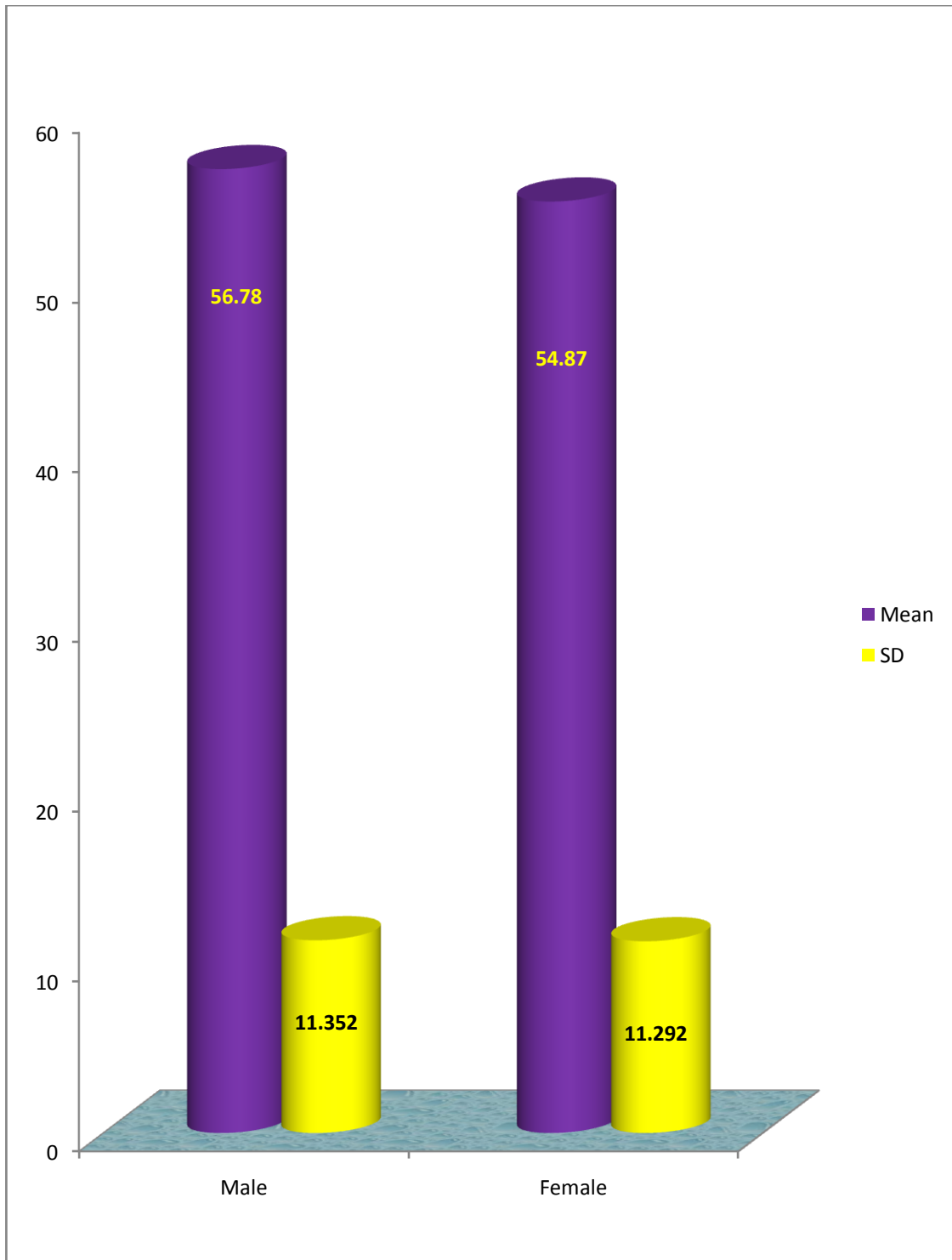
<b>Gender</b>	<b>Mean</b>	<b>SD</b>	<b>t-test</b>
Male	56.78	11.352	1.192
Female	54.87	11.292	

It has been found that the calculated value of t with df 198 came out to be 1.192, which is less than the table value (1.97) even at 0.05 level of significance. Hence the hypothesis that “Male and female university teachers do not differ significantly in their occupational burnout” was accepted. It revealed that there was no significant difference in occupational burnout of male and female university teachers. However the mean score shows slight variation. Mean scores of male teachers are 56.78 whereas female teachers are 54.87. Mean score of male teachers were higher than female teachers. This indicates that there was difference in occupational burnout of male and female university teachers, when we compare the mean. But this difference is not significant statistically. This difference may be due to chance factor. The results pertaining to male and female teachers has been supported by Shukla and Trivedi (2008) who reported that male and female teachers are not significantly differentiated with their occupational burnout and the observed difference between the means of males and females may be due to chance factors and is not due to gender differences in the population.

From the fig.3.2.1 it has been observed that mean and standard deviation of male and female university teachers, the mean of male university teachers in this graph is 56.78 and standard deviation of male university teachers is 11.352, same is the case with female university teachers, the mean of female teachers are 54.87 and the standard deviation of female university teachers are 11.292.



**OCCUPATIONAL BURNOUT OF MALE AND FEMALE UNIVERSITY  
TEACHERS**



**Fig-3.2.1**

### 3.2.2 Self-Efficacy among Male and Female University Teachers

In order to find out the significance of difference in the means of self-efficacy of male and female, data was analyzed by computing t-ratios. Detail of analyses and interpretation has been discussed in the table-3.2.2.

**Table-3.2.2**

**MEAN, SD AND t- TEST SHOWING THE DIFFERENCE IN SELF-EFFICACY  
OF MALE AND FEMALE UNIVERSITY TEACHERS**

<b>Gender</b>	<b>Mean</b>	<b>SD</b>	<b>t-test</b>
Male	68.33	11.815	0.951
Female	66.82	10.592	

It has been found that the calculated value of t with df 198 came out to be 0.951, which is less than the table value (1.97) even at 0.05 level of significance. Hence the hypothesis that “Male and female university teachers do not differ significantly in their self-efficacy” was accepted. It revealed that there was no significant difference in self-efficacy of male and female university teachers. However the mean score shows slight variation. Mean score of male teachers is 68.33 whereas female teachers is 66.82. This indicates that there was difference in self-efficacy of male and female university teachers, when we compare the mean. But this difference is not significant statistically. The results pertaining to male and female teachers has been supported by Rastegar and Memarpour (2009) who reported that there was no significant difference in the self-efficacy of EFL teachers with respect to gender.

In fig.3.2.2 it shows the mean and standard deviation of male and female university teachers, the mean of male university teachers in this graph is 68.33 and standard deviation of male university teachers is 11.815, same is the case with female teachers, the mean of female university teachers are 66.82 and the standard deviation of female university teachers are 10.592.

## SELF-EFFICACY OF MALE AND FEMALE UNIVERSITY TEACHERS

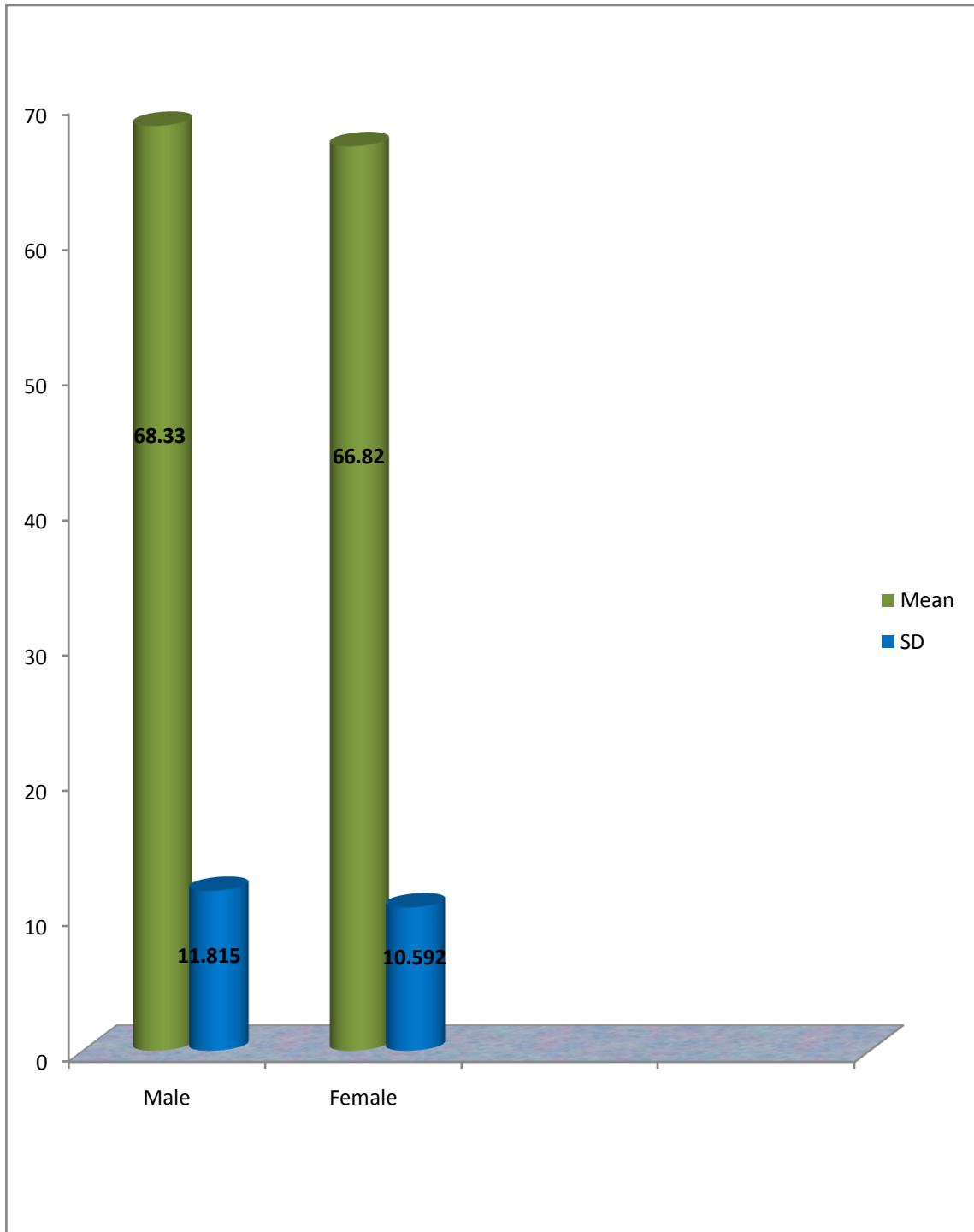


Fig-3.2.2

### 3.2.3 Professional Values among Male and Female University Teachers

In order to find out the significance of difference in the means of professional values of male and female, data was analyzed by computing t-ratios. Detail of analyses and interpretation has been discussed below:

**Table-3.2.3**

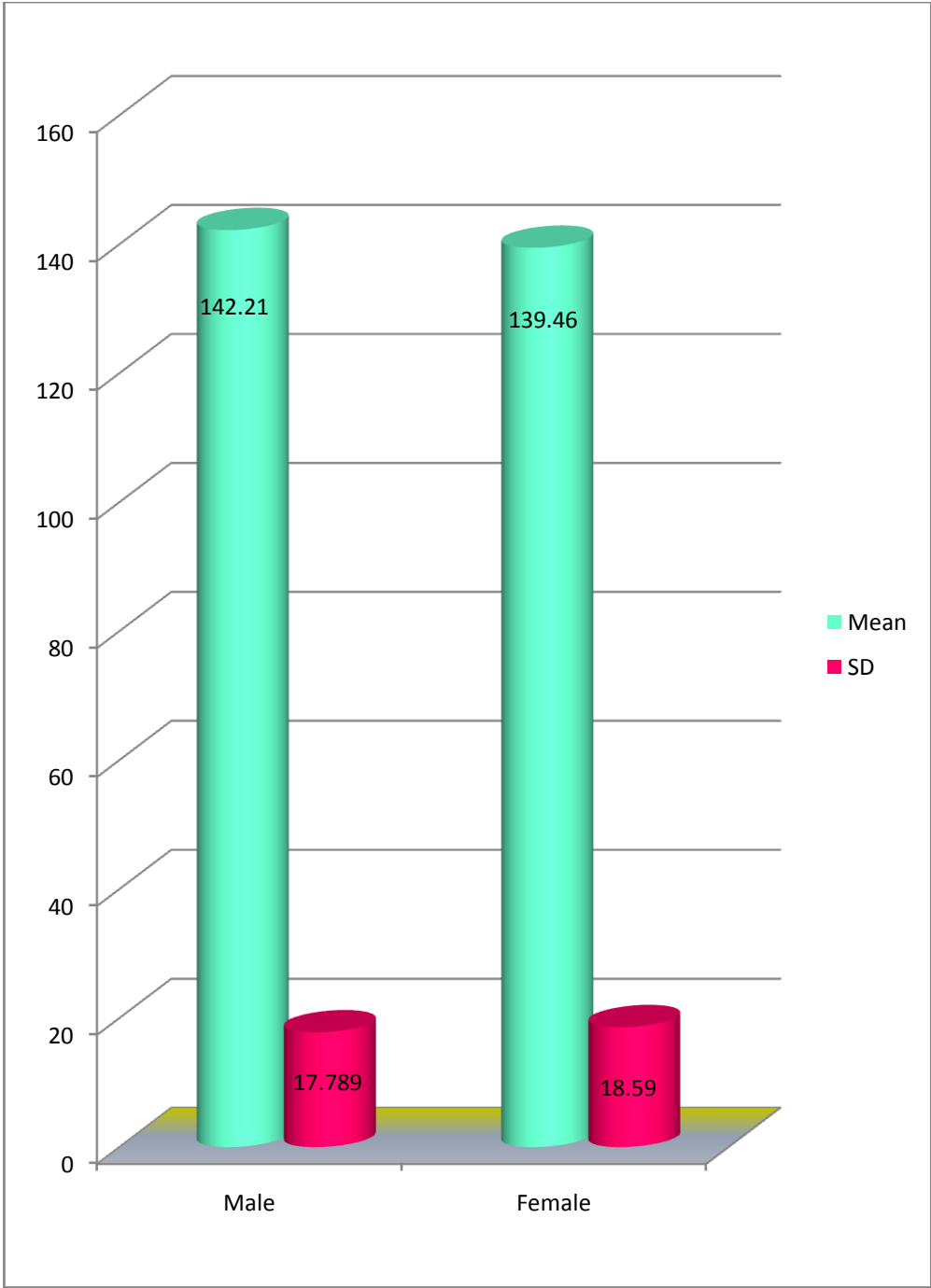
**MEAN, SD AND t- TEST SHOWING THE DIFFERENCE IN PROFESSIONAL VALUES OF MALE AND FEMALE UNIVERSITY TEACHERS**

<b>Gender</b>	<b>Mean</b>	<b>SD</b>	<b>t-test</b>
Male	142.21	17.789	1.068
Female	139.46	18.590	

It has been found that the calculated value of t with df 198 came out to be 1.068, which is less than the table value (1.97) even at 0.05 level of significance. Hence the hypothesis that “Male and female university teachers do not differ significantly in their professional values” was accepted. Results revealed that there was no significant difference in professional values among male and female university teachers. However the mean score shows slight variation. Mean score of male teachers is 142.21 whereas female teachers is 139.46. This indicates that there was difference in professional values among male and female university teachers, when we compare the mean. So it may be assumed that male teachers have more professional values than female teachers. But this difference is not significant statistically. This mean difference may due to chance factor.

Fig. 3.2.3 shows the mean and standard deviation of male and female university teachers, the mean of male university teachers in this graph is 142.21 and standard deviation of male university teachers is 17.789, same is the case with female university teachers, the mean of female university teachers was 139.46 and the standard deviation of female university teachers was 18.59.

**PROFESSIONAL VALUES OF MALE AND FEMALE UNIVERSITY  
TEACHERS**



**Fig-3.2.3**

### 3.2.4 Occupational Burnout among Government and Private University Teachers

In order to find out the significance of difference in the means of occupational burnout of government and private university teachers, data was analyzed by computing t-ratios. Detail of analyses and interpretation has been discussed in the table-3.2.4.

**Table-3.2.4**

**MEAN, SD AND t -TEST SHOWING THE DIFFERENCE IN  
OCCUPATIONAL BURNOUT OF GOVERNMENT AND PRIVATE  
UNIVERSITY TEACHERS**

University type	Mean	SD	t-test
Private	54.15	11.886	2.107
Government	57.5	10.550	

It has been found that the calculated value of t with df 198 came out to be 2.107, which is higher than the table value (1.97) at 0.05 level of significance. Hence the hypothesis that “Government and private university teachers do not differ significantly in their occupational burnout” was rejected. It revealed that there was significant difference in occupational burnout of government and private university teachers. The mean score also shows variation. Mean scores of government university teachers is higher (57.5) than private university teachers (54.15). This indicates that there was difference in occupational burnout among government and private university teachers, even when we compare the mean. This difference is significant statistically also. So it may be assumed that government university teachers have more occupational burnout than private university teachers.

Fig. 3.2.4 shows the mean and standard deviation of government and private university teachers, the mean of private university teachers in this graph is 54.15 and standard deviation of private university teachers is 11.886, same is the case with government university teachers, the mean of government university teachers are 57.5 and the standard deviation of private school teachers 10.55.

## OCCUPATIONAL BURNOUT OF GOVERNMENT AND PRIVATE UNIVERSITY TEACHERS

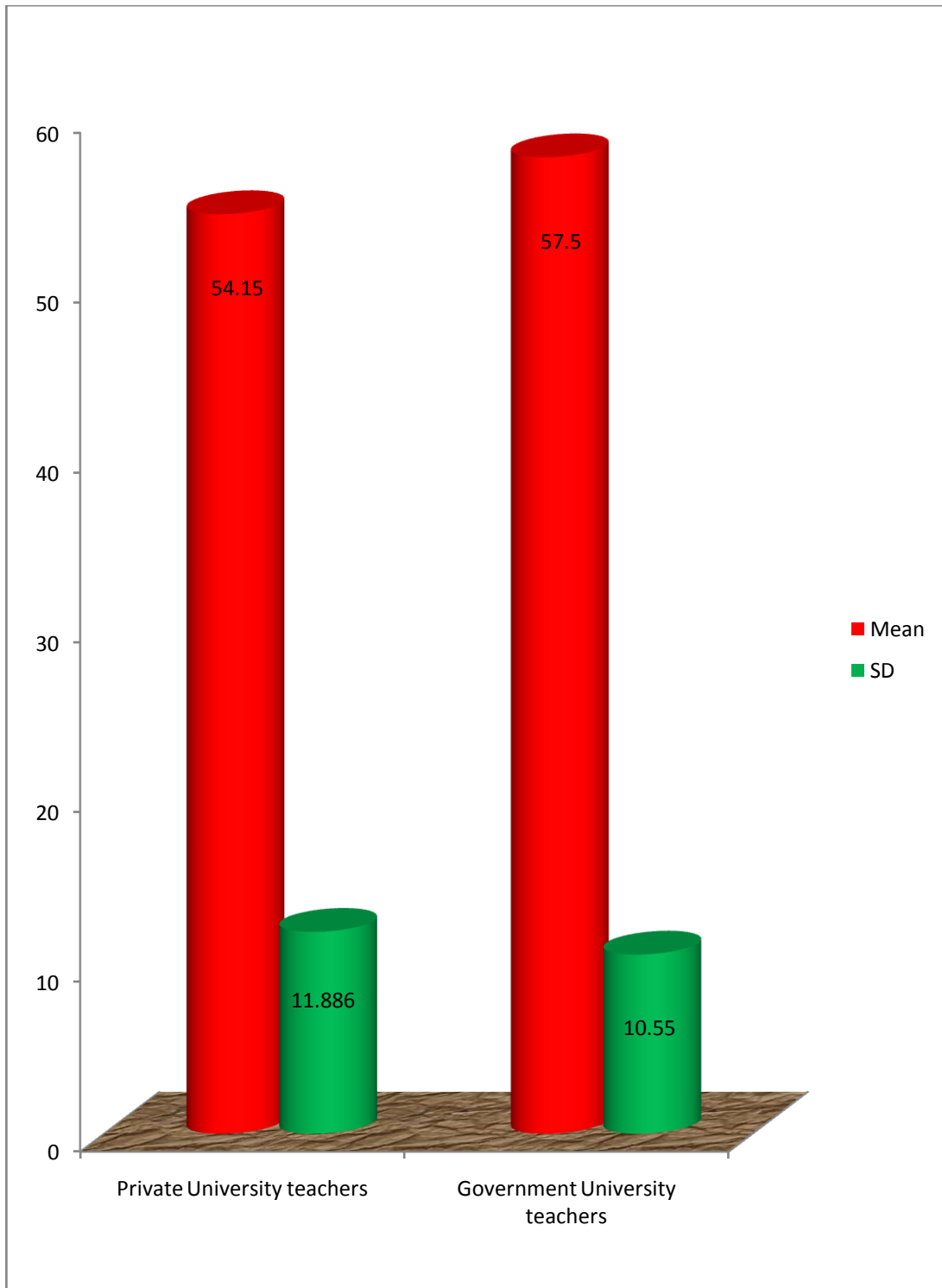


Fig- 3.2.4

### 3.2.5 Self-Efficacy among Government and Private University Teachers

In order to find out the significance of difference in the means of self-efficacy of government and private university teachers, data was analyzed by computing t-ratios. Detail of analyses and interpretation has been discussed below:

**Table-3.2.5**

**MEAN, SD AND t -TEST SHOWING THE DIFFERENCE IN SELF-EFFICACY OF GOVERNMENT AND PRIVATE UNIVERSITY TEACHERS**

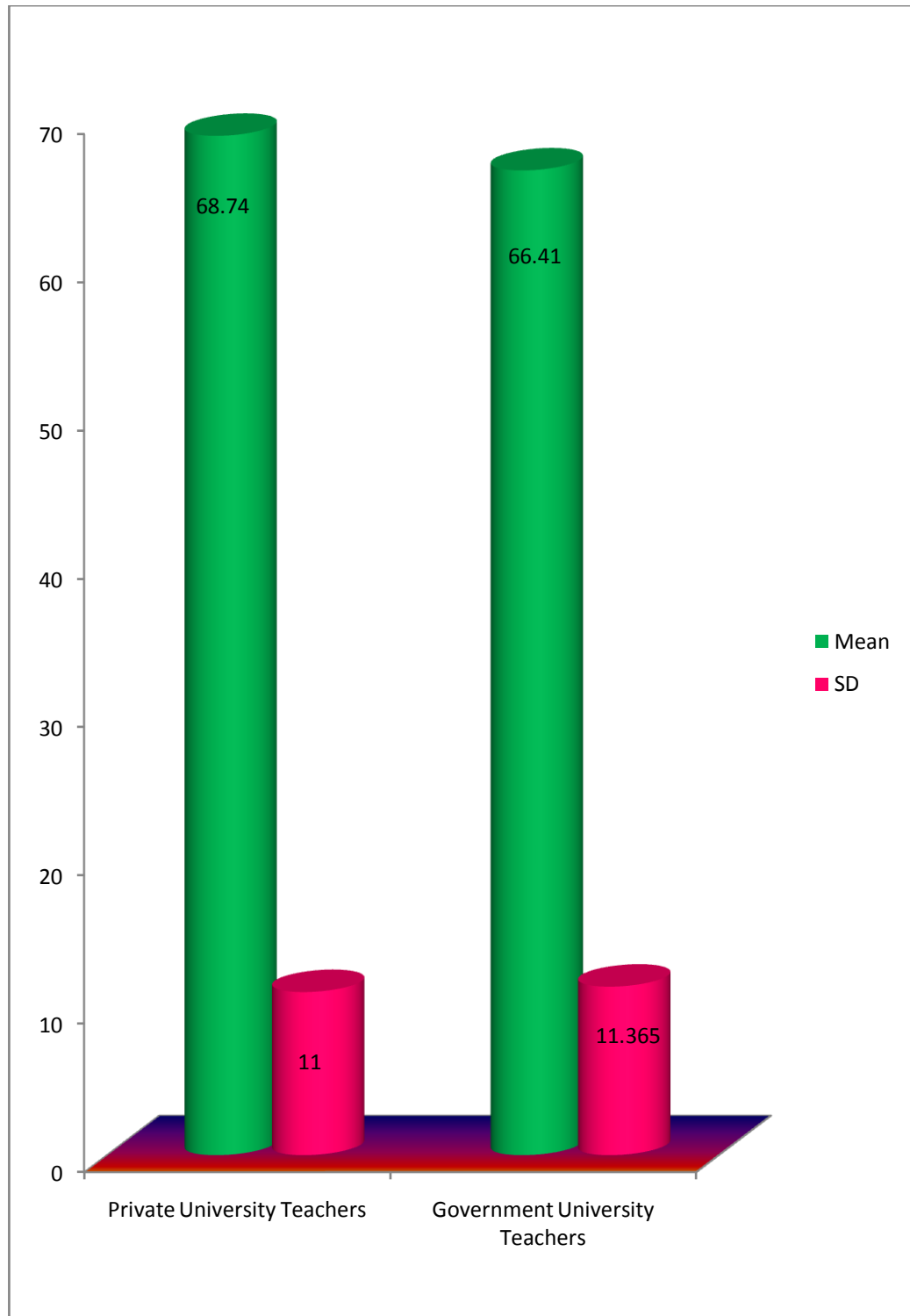
University type	Mean	SD	t-test
Private	68.74	11	1.472
Government	66.41	11.365	

It has been found that the calculated value of t with df 198 came out to be 1.472, which is less than the table value (1.97) even at 0.05 level of significance. Hence the hypothesis that “Government and private university teachers do not differ significantly in their self-efficacy” was accepted. It revealed that there was no significant difference in self-efficacy of government and private university teachers. However the mean score shows slight variation. Mean score of government teachers is 66.41, whereas private teachers is 68.74. This indicates that there was difference in self-efficacy among government and private university teachers, when we compare the mean. So it may be assumed that private teachers have much self-efficacy than government university teachers. But this difference is not significant statistically.

Fig. 3.2.5 shows the mean and standard deviation of private and government university teachers, the mean of private university teachers in this graph is 68.74 and standard deviation is 11, same is the case with government university teachers, the mean of government university teachers is 66.41 and the standard deviation is 11.365.



**SELF-EFFICACY OF GOVERNMENT AND PRIVATE UNIVERSITY  
TEACHERS**



**Fig-3.2.5**

### 3.2.6 Professional Values among Government and Private University Teachers

In order to find out the significance of difference in the means of self-efficacy of government and private university teachers, data was analyzed by computing t-ratios. Detail of analyses and interpretation has been discussed in the table- 3.2.6.

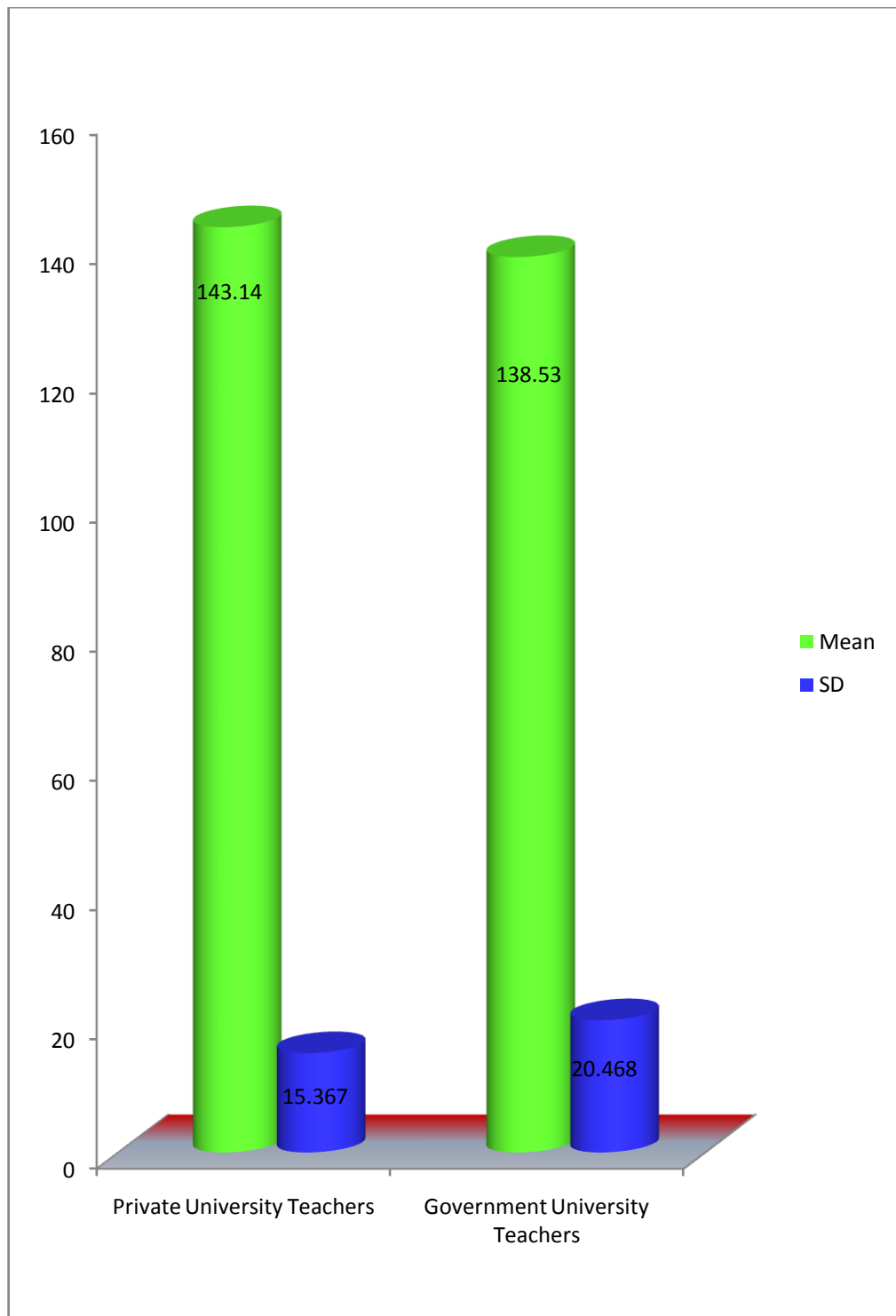
**Table-3.2.6**

#### **MEAN, SD AND t -TEST SHOWING THE DIFFERENCE IN PROFESSIONAL VALUES OF GOVERNMENT AND PRIVATE UNIVERSITY TEACHERS**

<b>University type</b>	<b>Mean</b>	<b>SD</b>	<b>t-test</b>
Private	143.14	15.367	1.801
Government	138.53	20.468	

It has been found that the calculated value of t with df 198 came out to be 1.801, which is less than the table value (1.97) even at 0.05 level of significance. Hence the hypothesis that “Government and private university teachers do not differ significantly in their professional values” was accepted. It revealed that there was no significant difference in professional values of government and private university teachers. However the mean score shows slight variation. Mean score of government teachers is 66.41, whereas private teachers is 68.74. This indicates that there was difference in self-efficacy among government and private university teachers, when we compare the mean. So it may be assumed that private teachers have more professional values than government university teachers. But this difference is not significant statistically. On the contrary Devi (2013) had contrary results which show that professional values of teacher educators of self-financed colleges of education is significantly higher than the professional values of teacher educators of government-financed colleges of education.

**PROFESSIONAL VALUES OF GOVERNMENT AND PRIVATE UNIVERSITY  
TEACHERS**



**Fig: 3.2.6**

### 3.3 RELATIONSHIP OF SELF-EFFICACY AND PROFESSIONAL VALUES WITH OCCUPATIONAL BURNOUT OF GOVERNMENT UNIVERSITY TEACHERS

The data was analyzed by using multiple co-relation, for this purpose “R” had been computed to see the relationship with r1, r2 and r3 and the respected values were r1 occupational burnout and self-efficacy (.014), r2 occupational burnout and professional values (-0.419), r3 self-efficacy and professional values is (.143). Analysis of the data has been detailed in the table-3.3.

**Table-3.3**

#### MULTIPLE CORRELATIONS BETWEEN SELF-EFFICACY AND PROFESSIONAL VALUES WITH OCCUPATIONAL BURNOUT OF GOVERNMENT UNIVERSITY TEACHERS

Variables	N	“r”	df	“R”
Occupational burnout and self-efficacy	200	0.014	198	0.425**
Occupational burnout and professional values		-0.419		
Self-efficacy and professional values		0.143		
**significant at 0.01 level of significance				

The calculated value of R with df 198 came out to be 0.425 which is higher than the table value (0.181) even at 0.01 level of significance. Therefore the hypothesis that “Self-efficacy and professional values have no significant relationship with occupational burnout of government university teachers” was rejected. Hence, it may be interpreted

that there was significant relationship of Self-efficacy and professional values with occupational burnout of government university teachers. It indicated that there was positive relationship between self-efficacy and professional values with occupational burnout of government university teachers. The result indicated that self-efficacy and professional values both affected the teacher's burnout in government universities. Whereas Bulent (2012) had contrary result which shows that self-efficacy beliefs were significantly and negatively related to the burnout.

### **3.4 RELATIONSHIP OF SELF-EFFICACY AND PROFESSIONAL VALUES WITH OCCUPATIONAL BURNOUT OF PRIVATE UNIVERSITY TEACHERS**

The data was analyzed by using multiple co-relation, for this purpose "R" had been computed to see the relationship with r1, r2 and r3 and the respected values were r1 occupational burnout and self-efficacy (.092), r2 occupational burnout and professional values (0.073), r3 self-efficacy and professional values was (0.125). Analysis of the data had been detailed in the table 3.4.

**Table-3.4**

#### **MULTIPLE CORRELATION OF SELF-EFFICACY AND PROFESSIONAL VALUES WITH OCCUPATIONAL BURNOUT OF PRIVATE UNIVERSITY TEACHERS**

<b>Variables</b>	<b>N</b>	<b>"r"</b>	<b>Df</b>	<b>"R"</b>
Occupational burnout and self-efficacy	200	0.092	198	0.111
Occupational burnout and professional values		0.073		
Self-efficacy and professional values		0.125		

The calculated value of R with df 198 came out to be 0.111 which is less than the table value (0.138) even at 0.05 level of significance. Therefore the hypothesis that “Self-efficacy and professional values have no significant relationship with occupational burnout of private university teachers” was accepted. Hence, it may be interpreted that there was no relationship between self-efficacy and professional values with occupational burnout of private university teachers. The result indicated that self-efficacy and professional values both did not affect the teacher’s burnout in private universities. In other words, self-efficacy and professional values had no relationship with teacher’s burnout in private universities.

## **CHAPTER – 4**

### **CONCLUSION, RECOMMENDATIONS AND SUGGESTION**

In the light of interpretation of the data, the researcher has to use all care and caution in formulating conclusions and generalizations. This final step of research demands critical and logical thinking in summarizing the findings of the study and compares them with the hypotheses formulated in the beginning. The researcher should not draw conclusions which are inconsistent among themselves or with external realities. Conclusions are as essential as investigation. They provide a finishing touch and review to the whole of the critical work. In the present study the investigator has tried to find out the occupational burnout among university teachers in relation to their self-efficacy and professional values. On the basis of analysis and interpretation of data, following conclusions can be drawn up:

#### **4.1 CONCLUSIONS**

In the light of above discussions and interpretations, the main findings of the study are given below:

1. It has been concluded that most of the university teachers exhibits moderate level of occupational burnout. Taking the case of males, females, Government university teachers and private university teachers, in every case moderate level of occupational burnout has been found.
2. It has been concluded that mostly university teachers either male or female s are having moderate level of self-efficacy. It has been also found that maximum number of Government and private university teachers shows moderate level of self-efficacy.
3. It has also been concluded that maximum number of university teachers exhibit moderate level of professional values, while minimum number of teachers who are having high professional values.
4. It has been concluded that male and female university teachers do not differ significantly in their occupational burnout. However there is little bit mean

difference between male and female, this indicates that there is difference in occupational burnout among male and female university teachers, when we compare the mean. So it may be assumed that male teachers have much occupational burnout than female teachers.

5. It has been found that there is no significant difference of self-efficacy among male and female university teachers. So it has been assumed that maximum male and female university teachers have same kind of ability to do any kind of work.
6. It has been concluded that there is no significant difference of professional values among male and female university teachers.
7. It has been concluded that that there is significant difference of occupational burnout among Government and private university teachers. The mean value of Government University teachers is higher than mean value of private university teachers.
8. It has been concluded that there is no significant difference of self-efficacy among Government and private university teachers. It can be assumed that Government and private university teachers are almost having same kind of ability for doing their work.
9. It has been concluded that there is no significant difference of professional values among Government and private university teachers. It can be assumed that Government and private university teachers are almost having same professional values towards their job.
10. It has been concluded that self-efficacy and professional values have significant relationship with occupational burnout of Government university teachers. It indicates that there is positive relationship between self-efficacy and professional values with occupational burnout of Government university teachers. It revealed that self-efficacy and professional values both affects the teacher's burnout in Government universities.
11. It has been concluded that self-efficacy and professional values have no significant relationship with occupational burnout of private university teachers. It indicates that there is no relationship between self-efficacy and professional values with occupational burnout of private university teachers. It indicates that



self-efficacy and professional values both does not affect the teacher's burnout in private universities.

## **4.2 RECOMMENDATIONS**

On the basis of the results of the study following recommendations have been given by the researcher to the stakeholders:

1. It has been recommended to the higher authorities that in order to increase the effectiveness of institution, the management should focus on increasing quality rather than to have workload among teachers.
2. It has been recommended to the higher authorities that they should focus on those problems that make hindrances in the way of teachers regarding their work and profession.
3. It has been recommended to non government organizations that seminars, symposiums should be organized on major issues of occupational burnout in higher education institutions so that would be able to get good ways for prevention from burnout situation.
4. It has been recommended to teacher educators that teacher education programmes like B.Ed, M.Ed should provide instruction for novice teachers to increase their understanding and knowledge of professional values and strengthen their self-efficacy beliefs.
5. It has been recommended to the administrators that they improve their occupation situation by introducing stress reduction measure i.e. incentives, pleasure activities etc.
6. It has been recommended to the government organizations that they should make an attempt to introduce a system of giving reward for good performance so that a motivating factor will work toward the trend of showing best performance.
7. It has been recommended to government organizations some sort of seminars should be held, so that teachers can develop their values towards their profession,

and get motivation for work and side by side ignore the conflict regarding their roles.

8. Professional qualifications like B.Ed, M.Ed should not be restricted to school teachers and teacher educators, but must be extended to university teachers as well.
9. Professional values and self-efficacy should be an integral part of curricula as well as pedagogy of all teacher training programmes.
10. Finally it has been strongly recommended that government should modify the policies and make provisions for university teachers to overcome their overall problems.

### **4.3 SUGGESTIONS**

The suggestions for further research that could be undertaken by perspective of researchers are:

1. The further study can be conducted on large sample.
2. A similar study can be conducted on large scale at other state, covering all the districts of particular state.
3. Research may be conducted involving other important variables such as role conflict, mental health etc.
4. A similar study can be carried out on Primary, Elementary and College level teachers.
5. A comparative study could be undertaken between selected universities of two states.
6. Case Studies can be done on occupational burnout of university teachers.
7. Causes of occupational burnout may be scaled for focusing the attention of educationist, researcher and planners.
8. An exploratory study can be undertaken to find out the ways to reduce the occupational burnout among university teachers.

## BIBLIOGRAPHY

- Aloe, A.M., Amo, L.C. & Shanahan, M.E. (2014). Classroom Management Self-Efficacy and Burnout: A Multivariate Meta-Analysis. *Educational Psychology Review*, 26(1), 101-126, retrieved from <http://www.springerlink.com> on 18/11/2014.
- Andrew, L.L. (2009). An Exploration of the Burnout Situation on Teachers in two Schools in Macau. *International Education Journal*, 95(3), 489-502.
- Bandura, A. (1977). Self Efficacy: Toward a Unifying Theory of Behavioral Change. *Psychological Review*, 84, 191-215.
- Bandura, A.(2006). Guide for Constructing Self Efficacy Scales. *Journal of Adolescence and education*, 5, 307-337.
- Bayani, A.A., Bagheri, H. & Bayani, A. (2013). Teacher Self-Esteem, Self-Efficacy and Perception of School Context as Predictors of Professional Burnout. *European Online Journal of Natural and Social Sciences*, 2(2), 298-304.
- Betoret & Fernando D. (2006). Stressors, Self-Efficacy, Coping Resources, and Burnout among Secondary School Teachers in Spain. *Educational Psychology*, 26(4), 519-539, retrieved on dated 11/11/14 from <http://www.tandf.co.uk/journals/default.html>.
- Brady, L. (2011). Teacher Values and Relationship: Factors in Values Education. *Australian Journal of Teacher Education*, 36(2),5.
- Brown, J.B. (1992). Female Family Doctors: Their Work and Well Being, Family Medicine. *Educational Sciences: Theory and Practice*, 24, 591-595, retrieved from <http://eric.ed.gov>.
- Brudnik, M. (2009). Perception of Self-Efficacy and Professional Burnout in General Education Teachers. *Human Movement*, 2 (1), 170-175.
- Bulent, G. (2012). Self-Efficacy and Burnout in Professional School Counselors. *Educational Sciences: Theory and Practice*, 12(3), 1761-1767, retrieved from <http://eric.ed.gov>.

- Caglar, C. (2011). An Examination of Teacher's Occupational Burnout Levels in Terms of Organizational Confidence and Some Other Variables. *Educational Sciences: Theory and Practice*, 11(4), 1841-1847 retrieved on dated 02/04/2015 from <http://eric.ed.gov>.
- Carr, D. (2010). Personal and Professional Values in Teaching. *International research handbook on values education and student wellbeing*. Dordrecht: Springer.
- Chan & David, W. (2007). Burnout, Self-Efficacy, and Successful Intelligence among Chinese Prospective and In-Service School Teachers. *Educational Psychology*, 27(1), 33-49, retrieved on dated 11/11/14 from <http://eric.ed.gov>.
- Collins, J.L. (1982). The Social Validity: Alternative Selection Procedures: The Relationship Between Individual Differences and Applicant Reactions. *Educational Sciences: Theory and Practice*, 15(3), 170-176, retrieved from <http://eric.ed.gov>.
- Copper, C.L. (1998). Theories of Organizational Stress. *Oxford University Press, New York*.
- Devi, A. (2013). A Comparative Study of Teacher Educators of Government-Financed and Self-Financed Colleges of Education in Relation to Their Professional Values, Teaching Aptitude and Job Satisfaction. retrieved on dated 22/11/2014 from <http://shodhganga.inflibnet.ac.in>.
- Dey, A. (2013). A Study of Teachers' Professional Values Family Relation to Organizational Climate. Retrieved on dated 27/11/2014 from <http://shodhganga.inflibnet.ac.in>.
- Donald, M.C. & Korabik, K. (1991). Source of Occupational Burnout and Ways of Coping among Male and Female Managers in Perrewe. *Hand book job burnout; Select Press, New York*, 185-199.
- Dworkin, A.G. (1987). Teacher Burnout in the Public Schools: Structural Causes and Consequences for Children. *State University of New York Press*.
- Edwards, J.R. (2001). Multidimensional Construct in Organizational Behavior Research: An Integrative Analytic Framework. *Organizational research methods*, 4 (1).

- Egyed, C. J. & Short, R. J. (2006). Teacher Self-Efficacy, Burnout, Experience and Decision to Refer a Disruptive Student. *School Psychology International*, 27(4), 462-474 2006.
- Elizur, D., Borg, I., Hunt, R. & Beck, I. M. (1991). The Structure of Work Values: A Cross-Cultural Comparison. *Journal of Organizational Behavior*, 12, 21-38.
- Elizur, D. & Koslowsky, M. (2001). Value and Organizational Commitment. *International Journal of Manpower*, 22(7), 593-599.
- Evers, J.G., Brouwers, A. & Tomic, W. (2002). Burnout and Self-Efficacy: A Study on Teachers' Beliefs When Implementing an Innovative Educational System in the Netherlands. *British Journal of Educational Psychology*, 72, 227-243.
- Federici, R. A. & Skaalvik, E. M. (2012). Principal Self-Efficacy: Relations with Burnout, Job Satisfaction and Motivation to Quit. *Social Psychology of Education: An International Journal*, 15(3), 295-320, retrieved on dated 24/11/14 from <http://eric.ed.gov>.
- Freudenberger, H. J. (1974). Staff Burnout. *Journal of Social Issues*, 30(1), 159-165.
- Girgin, G. (2010). Öğretmenlerde Tükenmişliğe Etki Eden Faktörlerin Araştırılması. *Elektronik Sosyal Bilimler Dergisi*, 9 (32), 31-48.
- Gunduz, B. (2012). Self-Efficacy and Burnout in Professional School Counselors. *Educational Sciences: Theory and Practice*, 12(3), 1761-1767, retrieved on dated 16/11/14 from <http://eric.ed.gov>.
- Hakan, S. & Halis, S. (2014). Burnout and Teacher Self-Efficacy among Teachers Working in Special Education Institutions in Turkey. *Educational Studies*, 40(4), 423-437, retrieved on dated 28/10/14 from <http://eric.ed.gov>.
- Hilferty, F. (2007). Contesting the Curriculum. An examination of professionalism as Defined and Enacted by Australian History of teachers. *Curriculum Inquiry*, 37(3), 239-261.
- Jaurez, F. & Contreras, F. (2008). Psychometric Properties of the General Self-Efficacy in a Colombian Sample. *International Journal Psychological Research*, 1(2), 6-12. Retrieved

from [http://papers.ssrn.com/sol13/papers.cfm? Abstract \\_id=1311363](http://papers.ssrn.com/sol13/papers.cfm?Abstract_id=1311363) on 11 September 2014.

Jayanthi & Aggarwal, R. (2006). Relationship Between Teachers Values and Socio-Emotional Climate of the Class Room. *Journal of Indian Education*, 32 (2), 106-113.

Jin,C.L., Chun,L.C. & Shu,H.X. (2013). The Influence of School Organizational Health and Occupational Burnout on Self-Perceived Health Status of Primary School Teachers, *International Journal of Educational* 2(4), 89-92.

Krishnan, R. (1949). New Essays in the Philosophy of Sarvepalli Radnakrishnan, *Delhi: South Asia Books*.

Leiter, M.P. (2003). Coping Patterns as Predictor of Burnout the Function of Contra And Escapist Coping Patterns. *Journal of organizational behavior* , 64(4), 253-262.

Mac, C.J. & Beechey, B. (2006). Teaching Self-Efficacy, Stress and Coping in a Major Curriculum Reform: Applying Theory to Context. *Journal of Educational Administration*, 44 (1), 53-70, retrieved on dated 28/11/14 from <http://eric.ed.gov>.

Macfarlane, B. & Ottewill, R. (2004). A 'Special' Context ? Identifying Professional Values Associated With Teaching In Higher Education. *International Journal of Ethics* , 4(1), 89-100.

Martin. & Alyson, M. (2010). Predictors of Burnout and Self-Efficacy among Special Education Teachers. *ProQuest LLC, Ed.D. Dissertation, Teachers College, Columbia University*, retrieved on dated 24/11/14 from <http://eric.ed.gov>

Maslach, C., Schaufeli, W.B., & Leiter, M.P. (2001). Maslach burnout inventory manual (3rd ed.). *Annual Review of Psychology*, 52, 397-422.

Mellahi, K. (2001). Difference and Similarities in Future Managerial Value: A Five Cultures Comparative Study. *Cross cultural Management*, 8(1), 45-48, retrieved on dated 28/10/14 from <http://eric.ed.gov>.

- Pajares, F.(1996). Self Concept: The Interplay of Theory and Models. *Journal of educational psychology, 74(3), 3-17.*
- Pajares, F. (2002). Overview of Social Cognitive Theory and Self-Efficacy. *Review of Educational Research, 62(3), 302-307.*
- Rastegar, J. & Memarpour, C. (2009). Teachers' Sense of Efficacy and Commitment to Teaching. *Journal of Experimental Education, 60, 323-337.*
- Reddy, G.L. & Poornima, R. (2012). Occupational Stress and Professional Burnout of University Teachers in South India. *International Journal of Educational Planning & Administration. 2(2), 109-124.*
- Ross, J.A. (1998). Antecedents and Consequences of Teacher Efficacy. *Educational researcher, 23(67), 4-21.*
- Saleem, A., & Shah, A.(2011). Self-Efficacy as stress Coping Mechanism among Teachers: A Critical Literature Review. *American Journal of Business. Cited in S.N.*
- Seon, H.K. & Mi, H.K. (2008). Occupational Burnout and the Factors Related to it among Middle School Teachers. *Psychological review, 64(4), 253-262.*
- Sevindi, T.(2013). The Relationship between General Self-Efficacy Belief and Burnout Level among Turkish Academicians. *Educational Research and Reviews, 8(24), 2255-2259, retrieved on dated 24/11/14 from <http://eric.ed.gov>.*
- Shukla, A.,& Trivedi, T.(2008). Burnout in Indian Teachers. *Asia Pacific Education Review, 9(3), 320-334.*
- Shukla, I. (2005). Burnout and Stress among Secondary School Teachers in Relation to Their Teaching Effectiveness. *Indian Journal of Education, 6(2), 111-114.*
- Siebert, M.C. (2006). An Examination of Students Perceptions of Goal Orientation in the Classroom and Teachers Beliefs about Intelligence and Teacher Efficacy. *Journal of Education, Society and behavioral Science, 2(4), 369-388. Retrieved from [www.sciencedomain.org](http://www.sciencedomain.org).*

- Skaalvik, M.E. & Skaalvik, S. (2010). Teacher Self-Efficacy and Teacher Burnout: A Study of Relations. *International Journal of research and studies* 26, 1059-1069.
- Roz, S. & Rachel, L. (2012). Educational Professionals' Values: Voices from Secondary Schools. *Educational Research*, 54(3), 285-307, retrieved on dated 24/11/14 from <http://eric.ed.gov>.
- Tirri, K. (2010). Teacher Values Underlying Professional Ethics. *International research handbook on values education and student wellbeing*. Dordrecht: Springer.
- Usha, K. & Sen, C. (2006). Subjective Well Being in Relation to Emotional Intelligence and Locus of Control among Executives. *Journal of Indian Academy of Applied Psychology*, 32(2), 93-98.
- Watts, J. & Robertson, N. (2011). Burnout in University Teaching Staff: A Systematic Literature Review. *Educational Research*, 53(1), 33-50, retrieved on dated 24/10/14 from <http://eric.ed.gov>.
- Woolfolk, A.E., Rosoff, B. & Hoy, W.K. (1990). Teachers Sense of Self Efficacy and Beliefs About Control. *Journal of educational psychology*, 82, 81-91.