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Title of Thesis: Emotional Intelligence, Self-Efficacy and Self-Esteem as Predictors of Burnout among Teaching Staff in Schools

ABSTRACT

Our educational system has become the target of widespread scrutiny and criticism. In recent years, there is an increase in complexity and responsibility with regard to education. Apparently overgenerous terms and conditions of employment have been replaced with new, less favorable contracts and more responsibilities. It is not difficult to understand why teachers are susceptible to stress. A great deal of the literature and research that has been focusing on the stress and burnout in teaching profession has cited the radical changes currently occurring within the education system are increasing the level of stress in teachers. A growing body of research indicates that teacher high burnout level inevitably affects the learning environment and interferes with the achievement of educational goals. The negative impact of stress for teachers resulting in burnout can be cushioned through teachers' feelings of empowerment, their own perceptions of support from family and colleagues, and more importantly through the dynamic interplay of their psychological factors such as emotional intelligence, self efficacy and self esteem. Better understanding of these factors may help teachers to cope up from their stressors and can also make them more efficient in creating work-life balance in their lives.

In the light of above stated context, the present study was carried out with the objective to examine the burnout, emotional intelligence, self efficacy and self esteem between married and unmarried, TGTs and lecturers belonging to public and private schools. For this purpose, 47 schools were chosen on the random basis from the Delhi metropolitan city. A total of 240 teachers were taken with equal number of 120 both in public and private schools, these two groups included 60 secondary teachers and senior secondary teachers, respectively. Further sample was segregated into 30 married and unmarried teachers. Thus, a total of eight groups of teachers were selected. Maslach Burnout Inventory by Maslach & Jackson was used to measure burnout, Emotional Intelligence: Reactions to Teaching Situations by Perry & Ball was used to measure emotional intelligence, self efficacy was measured by Teacher Self Efficacy Scale by

Schwarzer, Schmitz & Daytner and self esteem was measured by Self Esteem Inventory by Coopersmith. Data were analyzed by three-way ANOVA, t- test and regression analyses.

On the basis of research findings it can be concluded that secondary married teachers of public schools had higher self efficacy, self esteem and emotional intelligence, and had less amount of burnout, whereas senior secondary unmarried teachers of private schools had high level of burnout and showed less self efficacy, self esteem and emotional intelligence. Moreover, self efficacy, self esteem and emotional intelligence were negatively contributing to emotional exhaustion and depersonalization, but positively associated with personal accomplishment. It indicates that low self efficacy, self esteem and emotional intelligence lead to high degree of burnout and high self efficacy, self esteem and emotional intelligence lead to low degree of burnout.