PROFESSIONAL BURNOUT IN RELATION TO
EMOTIONAL INTELLIGENCE MENTAL HEALTH AND
SOCIAL SUCCESS OF ELEMENTARY
SCHOOL TEACHERS

A THESIS

submitted to the

FACULTY OF EDUCATION

PANJAB UNIVERSITY, CHANDIGARH

for the degree of

DOCTOR OF PHILOSOPHY

2012

MOHUA BISWAS

DEPARTMENT OF EDUCATION

PANJAB UNIVERSITY

CHANDIGARH
ACKNOWLEDGEMENTS

Accomplishment of the present task has proved to be a learning experience to me not only in terms of academic and professional growth but also in terms of ethical and moral development. It has taught me that even in the worst circumstances of life, one should not lose faith in God and that goodness ultimately prevails, that people are good in general, that your friends are your asset and lastly, to learn and achieve something, one need to be humble and modest and have unshaken faith in and respect for one’s teachers. And for these valuable lessons of life, I am beholden to my guides and mentors, i.e., Dr. (Mrs.) Satpal Grewal, Principal, Shivalik Institute of Education and Research, S.A.S Nagar (Mohali) and her erstwhile teacher and guide Dr. (Mrs.) Asha Gupta of the Deptt. of Education, Panjab University. It was their encouraging attitude, untiring and patient efforts, constant and inspiring guidance and stimulating discussion throughout the investigation that ultimately resulted into the satisfactory completion of this work. What a good fortune to have them as my supervisors! I bow my head in reverence before them and shall always remain indebted for their valuable contribution.

My friends and colleagues Dr. Gurmit Singh, Dr. Avninderpreet Singh, Dr. Satwant Kaur, Dr. Nerotma Sharma and Dr. Sukhdev Singh deserve special thanks for their constant persuasion and all possible help in the completion of task.

I gratefully acknowledge the valuable thoughts and findings of all researchers and authors whose work I have quoted in my thesis. I am equally thankful to the personnel of the libraries which I frequently visited for studying the literature relevant to my work, I am also sincerely thankful to the Principals and teachers of various schools for their help and co-operation in collection of the data for this study.

Special thanks to my daughter Yamini who gave me the strength and the purpose to complete the task.

Everybody may not have been mentioned but believe me, none is forgotten.

Date: 2012

(Mohua Biswas)
PREFACE

The importance and role of teachers in the upliftment of a country has been recognized since time immemorial to the extent that he is compared with God. Abraham Lincoln’s (the sixteenth President of the United States) famous letter to the headmaster of his son’s school extracted below, which is certainly as relevant today as it was then:

“…teach him if you can, that a dollar earned is of far more value than five found… In school, teach him it is far more honourable to fall than to cheat… Teach him to listen to all men; but teach him also to filter all he hears on a screen of truth, and take only the good that comes through… Teach him to sell his brawn and brain to the highest bidders; but never to put a price tag on his heart and soul. **This is a big order** but see what you can do…”

However the teacher of today are facing the worst treatment in terms of low social status, meagre salary, heavy workload, student-teacher ratio, poor working conditions, high expectations and severe criticism. It is paradoxical that the teacher who is said to be a ‘torchbearer’, a ‘nation-builder’, a key man upon whom depends the future of the child, the school, the community, the nation and ultimately of mankind is rather miserable. A gradually increasing number of teachers are suffering from ‘professional burnout’. Burnout is reflected in emotional exhaustion and apathy, physical fatigue, lack of energy, psychosomatic illness, increased alcohol and drug consumption, cynicism, inappropriate anger, depression and lack of personal achievements. It is a serious problem that might have dangerous consequences for teachers, students and for the society at large and thus needs immediate attention and eradication before it becomes a chronic disease.

The present investigation is therefore an attempt to explore the problem of burnout among elementary school teachers in relation to their emotional intelligence, mental health and social success. The report of the present investigation has been presented in five chapters:

**Chapter I**: It deals with the introduction of the variables under study i.e. Professional Burnout, Emotional Intelligence, Mental Health and Social Success and theoretical framework of the problem.

**Chapter II**: It deals with the review of the related literature and hypotheses to be tested.

**Chapter III**: It deals with the design of the study, sample, tools used, construction of the tool, description of the tools, procedure of data collection and statistical techniques used.

**Chapter IV**: It presents description, analysis and interpretation of data.

**Chapter V**: It includes summary of the study, implications of the research findings and suggestions for further research.
## CONTENTS

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>TITLE</th>
<th>PAGE NO.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Acknowledgement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Preface</td>
<td></td>
</tr>
<tr>
<td></td>
<td>List of Tables</td>
<td></td>
</tr>
<tr>
<td></td>
<td>List of Figures</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>INTRODUCTION</td>
<td>1-62</td>
</tr>
<tr>
<td>1.1</td>
<td>Professional Burnout</td>
<td>8-12</td>
</tr>
<tr>
<td>1.1.1</td>
<td>Model of Burnout</td>
<td>12-15</td>
</tr>
<tr>
<td>1.1.2</td>
<td>Signs and Symptoms of Burnout</td>
<td>15-17</td>
</tr>
<tr>
<td>1.1.3</td>
<td>The Road to Burnout</td>
<td>17-18</td>
</tr>
<tr>
<td>1.1.4</td>
<td>Causes and Effects of Burnout</td>
<td>18-22</td>
</tr>
<tr>
<td>1.1.5</td>
<td>Occurrence of Burnout</td>
<td>22-23</td>
</tr>
<tr>
<td>1.2</td>
<td>Emotional Intelligence</td>
<td>23-27</td>
</tr>
<tr>
<td>1.2.1</td>
<td>Models of Emotional Intelligence</td>
<td>27-31</td>
</tr>
<tr>
<td>1.2.2</td>
<td>Emotional Intelligence v/s Emotional Quotient</td>
<td>31-33</td>
</tr>
<tr>
<td>1.3</td>
<td>Mental Health</td>
<td>33</td>
</tr>
<tr>
<td>1.3.1</td>
<td>Historical Perspective</td>
<td>33-34</td>
</tr>
<tr>
<td>1.3.2</td>
<td>Mental Health: Concept and Definitions</td>
<td>34-38</td>
</tr>
<tr>
<td>1.3.3</td>
<td>Characteristics of Good Mental Health</td>
<td>38-40</td>
</tr>
<tr>
<td>1.3.4</td>
<td>The Cycle of Mental Health</td>
<td>40-42</td>
</tr>
<tr>
<td>1.3.5</td>
<td>Mental Health of Teachers</td>
<td>42</td>
</tr>
<tr>
<td>1.3.6</td>
<td>Factors Affecting Teacher’s Mental Health</td>
<td>42-43</td>
</tr>
<tr>
<td>1.4</td>
<td>Social Success</td>
<td>43-46</td>
</tr>
<tr>
<td>1.4.1</td>
<td>Interpersonal Relationship</td>
<td>47-49</td>
</tr>
<tr>
<td>1.4.2</td>
<td>Theories and empirical research</td>
<td>49-53</td>
</tr>
<tr>
<td>1.4.3</td>
<td>Social Stress</td>
<td>53-54</td>
</tr>
<tr>
<td>1.4.4</td>
<td>Social Stress Symptoms</td>
<td>54</td>
</tr>
<tr>
<td>Section</td>
<td>Title</td>
<td>Pages</td>
</tr>
<tr>
<td>---------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>1.4.5</td>
<td>Effects of Social Stress</td>
<td>54-55</td>
</tr>
<tr>
<td>1.4.6</td>
<td>Causes of Social Stress</td>
<td>55-57</td>
</tr>
<tr>
<td>1.5</td>
<td>Emergence of the Problem</td>
<td>57-59</td>
</tr>
<tr>
<td>1.6</td>
<td>Statement of the Problem</td>
<td>59</td>
</tr>
<tr>
<td>1.7</td>
<td>Operational Definitions</td>
<td>59-60</td>
</tr>
<tr>
<td>1.8</td>
<td>Objectives of the Study</td>
<td>60-61</td>
</tr>
<tr>
<td>1.9</td>
<td>Delimitations of the Study</td>
<td>61</td>
</tr>
<tr>
<td>1.10</td>
<td>Organization of the research report</td>
<td>61-62</td>
</tr>
</tbody>
</table>

**II REVIEW OF RELATED LITERATURE 63-101**

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Extent of Burnout</td>
<td>63-69</td>
</tr>
<tr>
<td>2.2</td>
<td>Burnout and Socio-Demographic Variables</td>
<td>69-80</td>
</tr>
<tr>
<td>2.3</td>
<td>Burnout and Emotional Intelligence</td>
<td>81-84</td>
</tr>
<tr>
<td>2.4</td>
<td>Burnout and Mental Health</td>
<td>84-88</td>
</tr>
<tr>
<td>2.5</td>
<td>Burnout and Social Success</td>
<td>88-96</td>
</tr>
<tr>
<td>2.6</td>
<td>Overview</td>
<td>96-97</td>
</tr>
<tr>
<td>2.7</td>
<td>Hypotheses of the Study</td>
<td>97-101</td>
</tr>
</tbody>
</table>

**III METHOD AND PROCEDURE 102-131**

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Universe of the Study and Sample</td>
<td>131-105</td>
</tr>
<tr>
<td>3.2</td>
<td>Tools Used</td>
<td>106</td>
</tr>
<tr>
<td>3.3</td>
<td>Description of the Tools Used</td>
<td>106</td>
</tr>
<tr>
<td>3.3.1</td>
<td>MASLACH BURNOUT INVENTORY (MBI)</td>
<td>106-109</td>
</tr>
<tr>
<td>3.3.2</td>
<td>EMOTIONAL INTELLIGENCE SCALE</td>
<td>109-111</td>
</tr>
<tr>
<td>3.3.3</td>
<td>TEACHER MENTAL HEALTH SCALE (TMHS)</td>
<td>111-115</td>
</tr>
<tr>
<td>3.3.4</td>
<td>SOCIAL SUCCESS SCALE (SSS)</td>
<td>115</td>
</tr>
<tr>
<td>3.4</td>
<td>Construction and Standardization of Social Success Scale</td>
<td>115</td>
</tr>
<tr>
<td>3.5</td>
<td>Review of the literature consulted for developing the construct of Social Success</td>
<td>116-117</td>
</tr>
<tr>
<td>3.6</td>
<td>The Process of Scale Construction</td>
<td>117</td>
</tr>
<tr>
<td>3.6.1</td>
<td>Planning Phase</td>
<td>117</td>
</tr>
<tr>
<td>Section</td>
<td>Title</td>
<td>Pages</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>3.6.2</td>
<td>Operational definition of the variable Social Success</td>
<td>118</td>
</tr>
<tr>
<td>3.6.3</td>
<td>Construction Phase</td>
<td>118-125</td>
</tr>
<tr>
<td>3.6.4</td>
<td>Standardization Phase</td>
<td>125-130</td>
</tr>
<tr>
<td>3.7</td>
<td>Administration of the Scales</td>
<td>130-131</td>
</tr>
<tr>
<td>3.8</td>
<td>Statistical Techniques used for Data Analysis</td>
<td>131</td>
</tr>
<tr>
<td>IV</td>
<td>ANALYSIS AND INTERPRETATION OF DATA AND DISCUSSION OF RESULTS</td>
<td>132-233</td>
</tr>
<tr>
<td>V</td>
<td>SUMMARY, CONCLUSIONS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH</td>
<td>234-258</td>
</tr>
<tr>
<td>5.1</td>
<td>INTRODUCTION</td>
<td>234-239</td>
</tr>
<tr>
<td>5.2</td>
<td>EMERGENCE OF THE PROBLEM</td>
<td>239-241</td>
</tr>
<tr>
<td>5.3</td>
<td>STATEMENT OF THE PROBLEM</td>
<td>241</td>
</tr>
<tr>
<td>5.4</td>
<td>OPERATIONAL DEFINITIONS</td>
<td>241-242</td>
</tr>
<tr>
<td>5.5</td>
<td>OBJECTIVES OF THE STUDY</td>
<td>242-243</td>
</tr>
<tr>
<td>5.6</td>
<td>HYPOTHESES OF THE STUDY</td>
<td>243-247</td>
</tr>
<tr>
<td>5.7</td>
<td>DELIMITATIONS OF THE STUDY</td>
<td>248</td>
</tr>
<tr>
<td>5.8</td>
<td>DESIGN OF THE STUDY</td>
<td>248</td>
</tr>
<tr>
<td>5.8.1</td>
<td>SAMPLE</td>
<td>248</td>
</tr>
<tr>
<td>5.8.2</td>
<td>TOOLS USED</td>
<td>248</td>
</tr>
<tr>
<td>5.9</td>
<td>ANALYSIS AND INTERPRETATION OF DATA</td>
<td>249-250</td>
</tr>
<tr>
<td>5.10</td>
<td>STATISTICAL TECHNIQUES USED FOR DATA ANALYSIS</td>
<td>250-251</td>
</tr>
<tr>
<td>5.11</td>
<td>CONCLUSIONS</td>
<td>251-258</td>
</tr>
<tr>
<td>5.12</td>
<td>EDUCATIONAL IMPLICATIONS OF THE STUDY</td>
<td>258</td>
</tr>
<tr>
<td>5.13</td>
<td>SUGGESTIONS FOR FUTURE RESEARCH</td>
<td>258</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td></td>
<td>259-298</td>
</tr>
<tr>
<td>APPENDICES</td>
<td></td>
<td>i-xvii</td>
</tr>
</tbody>
</table>
CHAPTER V
SUMMARY, CONCLUSIONS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

Though the preceding chapters dealt with the introduction of the variables under study; review of related literature; objectives, hypotheses and delimitations of the study; the research design consisting of the sample design and tools used for collection of data; analysis and interpretation of data and discussion of results in detail, the present chapter is devoted to a brief summary, conclusions, educational implications along with the suggestions for the further research.

5.1 INTRODUCTION

We have entered into the twenty first century which is marked by tremendous progress in the field of science and technology reducing the world into a ‘global village’. The need for national development keeping in pace with the development at global level becomes all the more important and essential. The development of a nation depends, to a large extent, on its human and physical resources. Even proper utilization of physical resources depends on the human resources of a nation. As Kalam has remarked, “Ignited minds of the youth are the greatest resource compared to any resource on the earth, under the earth and above the earth. When ignited minds work and perform with indomitable spirit, a prosperous, happy and safe India is assured.” And it is education which works as a tool to develop human resource.

India being a signatory of declaration of the ‘Education for All (EFA)’ meet in Jomtien (1990) as well as Dakar (2000) is committed to achieve the goal of Universal Elementary Education by the year 2010 and for this purpose launched a nationwide program known as Sarva Shiksha Abhiyan (SSA) in 2000-01. However, to make any educational program a real success, the role of teachers is the most prominent.

All nations resolve to impart quality education to its citizens and today when there is virtually an over-explosion of knowledge and information, it is highly essential that teachers should be of highest quality and standards as the quality of education depends largely upon the quality of the teachers.

Teacher’s performance is the most crucial input in the field of education. Whatever policies may be laid down, in the ultimate analysis, these have to be interpreted and implemented by the teachers.
Teachers have special value in the emerging society as it contributes directly as well as indirectly to the wealth of a nation. Since times immemorial, India has looked upon the teacher as not just an instructor but as moulder of the human personality. Teacher, the Guru, was considered equal to God:

\[ \text{Gurur Brahma Gurur Vishnu Gurur Dev Maheshvaram} \]
\[ \text{Gurur Sakshat Param Brahma Tarume Sri Guruve Nam:} \]

The teacher is not merely a transmitter of knowledge but also an innovator, an agent of change and a social engineer. The future of a country, particularly of a developing country like ours, depends, in no small measure, upon the role played by the members of the teaching community.

The Education Commission (1964-66) reposed a great deal of confidence in teachers when it said, “Of all the different factors that influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly, the most significant.”

The National Policy of Education, 1986 has echoed the same voice more emphatically while stating, “The status of the teachers reflects the socio-cultural ethos of a society and no people can rise above the level of its teachers.”

The above is even truer for elementary teachers who are to handle fresh and tender minds. At the same time, there is a cry all over the world that the standard of education is deteriorating; the type of students coming out of the modern educational institutions are misfits in society and life; the teacher is losing his status and position in society and so on. It provokes a serious thinking in every section of the society all over the world especially regarding the status and role of the teachers as observed in the Program of Action, 1986, “The status of teachers has had a direct bearing on the quality of education and many of the ills of the latter can be ascribed to the indifferent manner in which many teachers have performed their function.”

It is a matter too serious and too urgent to be ignored and delayed. Thus a humble attempt to probe certain underlying causes of the present downfall of the status of teachers and education in general in the light of the problems faced by the teachers in the present context which expects too much from teachers and gives too less to them.

Today, with the passage of time, the situation has gone from bad to worse. It is paradoxical that the teacher who is said to be a ‘torchbearer’, a ‘nation-builder’, a key man upon whom depends the future of the child, the school, the community, the nation and ultimately of
mankind is rather miserable. A gradually increasing number of primary teachers are suffering from ‘professional burnout’, the problem that needs immediate attention and eradication before it becomes a chronic disease as Chapman, et.al. (1993) pointed out that ‘unhappy teachers are a public relations problem for government.’

A teacher who begins his professional life with a strong commitment and a deep sense of responsibility, starts feeling frustrated when finds himself unable to cope up with the pressures and expectations of the job coupled with low economic and social status. The persistent feeling of frustration leads to a condition of physical and emotional fatigue which is termed as ‘Professional Burnout’.

The road to burnout is paved with good intentions. One starts the job with being an idealistic, hardworking, perfectionist or self-motivating achiever, having high aspirations and expectations, gradually confronting unrealistic job aspirations and expectations leads to frustration and failure. The burned out person’s personality keeps him striving with single-minded intensity until he crashes.

The dictionary meaning burnout is ‘an acute stress disorder or reaction characterized by exhaustion resulting from overwork with anxiety, fatigue, insomnia, depression and impairment in work performance’ (Colman, 2001) which signifies burnout as a disease of over commitment.

Maslach, 1993) which defined burnout as psychological syndrome of emotional exhaustion, depersonalization and reduced personal accomplishment that can occur among individuals who work with other people in some capacity. Emotional Exhaustion (EE) which is the basic individual stress dimension, refers to feelings of being emotionally over extended and exhausted by one’s work. It signifies depletion of one’s emotional resources. Workers feel drained and used up without any source of replenishment. They lack enough energy to face another day or another person in need.

Depersonalization (DP) refers to negative, callous, cynical or excessively detached response to other people who are usually the recipients of one’s service or care. It is an unfeeling and impersonal response which often includes loss of idealism. It usually develops in response to overload of emotional exhaustion. The depersonalization dimension represents the interpersonal dimension of burnout.

Reduced Personal Accomplishment (PA) refers to a decline in feelings of competence, productivity and successful achievement at one’s work. Workers experience a growing sense of inadequacy about their ability to help client and this may result in a self-imposed verdict of
failure. The personal accomplishment dimension represents the self-evaluation dimension of burnout.

In the nutshell, Burnout appears to be a process consisting of 3 steps: The first stage involved an imbalance between resources and demand (stress). The second stage is immediate, short term emotional response to this imbalance, characterized by feelings of anxiety, tension, fatigue and exhaustion (strain). The third stage consists of number of changes in attitude and behaviour such as a tendency to treat clients in a detached and mechanical fashion or a cynical preoccupation with gratification of one’s own needs (defensive coping). Burnout, thus, refers to a transactional process consisting of job stress, worker strain and psychological accommodation. The emotional intelligence, mental health and the level of social success can be considered as contributing factors of burnout.

Emotional intelligence is what gives a person a competitive edge. It refers to emotional awareness and emotional management skills which enable us to balance emotion and reason so as to maximize our long-life happiness. Singh (2001) stated, “Emotional intelligence could be defined as knowing what feels good, what feels bad and how to get from bad to good”.

Goleman (1995) defined the term as “the capacity for recognizing our own feelings and those of others, for motivating ourselves and for managing emotions in ourselves and in our relationships”. Salovey and Mayer (1997) defined emotional intelligence as “the ability to perceive emotion, integrate emotion to facilitate thought, understand emotions and to regulate emotions to promote personal growth.” Cooper and Sawat (1997) defined emotional intelligence as “the ability to sense, understand and effectively apply the power and acumen of emotions as a source of human energy, information, connection and influence”.

Emotional intelligence includes four types of abilities: (i) Perceiving Emotions in oneself and others; (ii) Emotional facilitation of thinking; (iii) Understanding and analyzing emotions; employing emotional knowledge and (iv) Reflective regulation of emotions to promote emotional and intellectual growth.

Every child is born with certain potential for emotional sensitivity, emotional memory, emotional processing and emotional learning ability. It is these four inborn competencies which form the core of one’s emotional intelligence. This innate intelligence can be either developed or damaged with life experiences, particularly by emotional lessons taught by parents, teachers, caregivers and family during childhood and adolescence. The impact of these lessons results in one’s level of ‘EQ’. In other words, EQ responses a relative measure of a person’s healthy and
unhealthy development of his innate emotional intelligence (Hein, 2005). It is believed that it is much easier to damage the EQ of a high EI child than to develop the EQ of a low EI child.

Usually mental health is defined as ‘the absence of mental illness/diseases/disorder’ which project mental health in negative connotation. However the progressive psychologists, teaching professionals and psycho-analysts now portray it in positive term as a ‘state of well-being in which the individual realizes his/her own abilities, can cope with the normal stresses of life, can work productively and fruitfully and is able to make a contribution to his/her community’.

American Medical Association (1965) defined ‘mental health as emotional stability and maturity of character as well as strength to withstand the stress of busy life without under or persistent symptoms – physical and psychological’. Thus mental health implies the ability to judge reality accurately, to see things in broader perspective and ability to work in one’s chosen field both pleasurably and productively.

The complete mental health is a syndrome that combines high levels of symptoms of emotional psychological and social well-being as well as the absence of recent mental illness. Thus, mentally healthy adult will exhibit emotional vitality (e.g. high happiness and satisfaction) will be functioning well psychologically and socially, and will be free of recent (i.e. 12 month) mental illness and the complete mental illness is the syndrome that combines low levels of symptoms of emotional, psychological and social well-being and includes the diagnosis of a recent mental illness such as depression. Thus mentally unhealthy adults not only exhibit the classic signs of depression, but also will not feel good about their lives and will not be functioning well psychologically or socially. Hence mental health might usefully be viewed as a continuum of experience from mental well-being to a severe and enduring mental illness.

Social success is the success of the individual at the social front i.e. in relation to other people, the surrounding/ the physical environment and to himself. Reynolds & Kamphaus (1992) gave two types of social success: interpersonal relationship and social stress.

An interpersonal relationship is an association between two or more people that may range from fleeting to enduring. These relationships usually involve some level of interdependence. People in relationships tend to influence each other, share their thoughts and feelings and engage in activities together and because of this interdependence, most things which change or impact one member of the relationship will have some level of impact on the other member. The status of relationship goes along with the way we communicate with the other person. Successful relationships are founded on good communication, honesty, and
compatible personality traits. The ability to develop and maintain close interpersonal relationships, both in terms of number and extent/intensity, is contributive to social success whereas the disintegration of these relationships leads to social stress. It also includes inability to get along with/adapt to the social pressures, norms and role expectations.

5.2 EMERGENCE OF THE PROBLEM

Professional burnout particularly teacher burnout has gained prominence in research literature since the mid 1970s primarily because the teaching profession is increasingly perceived as a highly stressful profession. It is now emphatically repeated that burnout in teaching profession threatens to reach epidemic proportions if it is not checked soon (McGuire, 1979; Menlo & Poppleton, 1990). In Western and Eastern countries, about 60% to 70% of all teachers repeatedly show stress symptoms and at least 30% of all teachers show distinct burnout symptoms (Borg & Falzon, 1989; Brenneer, 1982; Capel, 1992; Koleva, 1985; Kyriocou, 1980; Kytav-Smyk, 1983; Muller-Limmroth, 1980; Temml, 1994). Between one third and half of the teacher surveyed are alienated from their jobs, their colleagues and students, feel burned out, want to quit and wish that they had not chosen career in teaching (Duke, 1984; Dworkin, 1985, 1987; Elam, Rose and Gallup, 1993; LeCompted & Dworkin, 1991). Teaching like other human service professions, share a close relationship with recipients – in this case with students. The quality of relationship between teachers and pupils can be one of the most rewarding aspects of the teaching profession but at the same time, it can also be the source of emotionally draining and discouraging experiences. As burnout has considerable implications for teacher’s performance relative to pupils and colleagues—not to speak of teacher’s own well-being, it is a problem with potentially serious consequences both for the teaching career and more fundamentally, for the learning outcomes of pupils themselves. Students need mentally and physically fit adults who can guide them as they find their way in our world. Burned out teachers suffer from irritability (Huberman, 1993) and they are found to be responsible for student apathy (Jenkins and Calhoun, 1991). Teachers are known to continue working in spite of burnout symptoms (Dworkin, 1985; Hock, 1988) or reduced classroom management skills (Blase, 1984; Smith and Bourke, 1992). As burned out teachers negatively affect themselves, their students and the educational system (Hughes, 2001), it is necessary to develop and promote the use of instruments to accurately measure teacher burnout. As a complement to teachers’ reports on their own health, their students could give valid information about them, thus helping to discover burnout among teachers at an earlier stage and making timely preventive or restorative intervention strategies possible. Teachers play such a valuable
role in helping our children grow up that any opportunity to promote their physical and mental health should be seized. Burnout is injurious to educational institutions in terms of lost money, time, services and job-efficiency (Davis, 1981). Although the existing body of literature on teacher burnout is quite extensive (Carlson & Thomson, 1995; Greenglass & Burke, 1988; Hughes, 2001; Russell et al., 1987), most of them appears to highlight the consequences and implications of burnout (Burke & Greenglass, 1996; Carlson & Thompson, 1995), work-related and demographic factors contributing to burnout (Dworkin, Saha & Hill, 2003; Friedman, 2002; Lau, Yuen & Chan, 2005) and strategies to enhance coping ability (Abel & Sewell, 1999; Cedoline, 1982; Farber, 1991; Pines, 1993). Also the literature available on burnout among the teachers is related with extent of burnout (Chi 1996; Vaid 1996; Sharma 2006; Bandhu 2007) age (Bonn 1981; Claxton and Catalan 1998; Sunbul 2003), sex (Bonn 1981; Vijay 2003), grade level taught (Bonn 1981), years of experience (Bonn 1981; Kasinath and Kailasalingham 1995), job satisfaction (Hooper 1982; Birmingham 1984; Whitehead 1986; Barrick 1989; Basi 1990; Sunbul 2003; Jackson and Malik 2005; Madaan 2007; Einar and Sidsel 2009), organizational climate (Barriale 1985; McCulloh and O’ Brien 1986; Douglas 1995; Gupta 2003; Gupta 2005; Bettinardi et al. 2008), locus of control (Sunbul 2003; Grannis 1992; Capil’s 1992; Rahim 1996; Sari 2000).

Yet the investigator found dearth of the studies conducted on Professional Burnout of elementary school teachers especially the teachers of Punjab. Thus academically the present study will reduce this dearth in the existing literature on burnout.

Again job burnout has far reaching implications that go beyond the individual who is actually experiencing burnout. Researches have concluded that besides the direct physiological and psychological effects of burnout, the negative consequences of teacher burnout impinge on all levels of the work place as well as on family life (Maslach & Jackson, 1981, Schwab, 1983). Through the present study the investigator is intended to raise the awareness of burnout in participants as they reflect on the construct and may also have inspired them to share this awareness with fellow colleagues. Also the present study is aimed at estimating influence of emotional intelligence, mental health and social success on burnout of teachers though a few studies like (Ahola, 2006; Benson, Truskett & Findlay, 2007; Soares J.J., Grossi G & Sundin O., 2007; Wang & Guo, 2007; Peterson et al., 2008; Khaleque, 2009; Li et al., 2009; Robert et al., 2009; Tokuda et al., 2009; Moorey, 2010; Alomolafe & Popoola, 2011; Moon and Hur, 2011; Weng et al., 2011; Swietochowski W., 2011; González-Morales et al., 2012; Go¨rgens-Ekermans and Brand, 2012; Pishghadam &
have been conducted to study the relationship between burnout and emotional intelligence, mental health and social success. However all these studies have undertaken to study the influence of emotional intelligence, mental health and social success on burnout separately. Thus the present study is undertaken to estimate the separate as well as the conjoint influence of emotional intelligence, mental health and social success on burnout.

5.3. STATEMENT OF THE PROBLEM

The problem under investigation is stated as

PROFESSIONAL BURNOUT IN RELATION TO EMOTIONAL INTELLIGENCE, MENTAL HEALTH AND SOCIAL SUCCESS OF ELEMENTARY SCHOOL TEACHERS

5.4 OPERATIONAL DEFINITIONS

Professional Burnout: Professional burnout or simply burnout is defined as a psychological syndrome of (i) emotional exhaustion (stress component) referring feelings of being emotionally over extended and exhausted by one’s work, (ii) depersonalization (over-evaluation component) referring negative, callous, cynical or excessively detached response to other people who are usually the recipients of one’s service or care and reduced personal accomplishment (self-evaluation component) referring a decline in feelings of competence, productivity and successful achievement at ones work.

Emotional Intelligence: Emotional Intelligence is taken as the ability to sense, understand and effectively applying the power and acumen of emotions as a source of human energy, information, connection and influence in term of ten factors as self-awareness, empathy, self-motivation, emotional stability, managing relations, integrity, self-development, value orientation, commitment and altruistic behaviour.

Mental Health: A mentally healthy person is one who is free from anxiety and disabling symptoms. If he can establish relationship with others, cope well with life demands then his physical, mental, social and emotional well-being can be said to be complete. Thus mental health of a person includes five dimensions i.e. personal well-being, anxiety factor, disabling symptoms, capacity to establish constructive relationship and capacity to cope with ordinary demands and stress of life.

Social Success: Social success is the success of the individual at the social front i.e. in relation to other people, the surrounding/ the physical environment and to himself which consists of (i) personal competence (what individual think about himself/herself in terms of his/her abilities and strengths to handle situations and people; (ii) interpersonal relationship
(an association between two or more people taken place in a variety of contexts, regulated by law, custom or mutual agreement) and (iii) social stress (a normal physical response to events that make us feel threatened or upset due to some social event or interpersonal relationships).

**Elementary School Teachers:** The teachers who teach the students studying from standard I to VIII are considered to be the elementary school teachers for the purpose of present study.

### 5.5 OBJECTIVES OF THE STUDY

The study was conducted with following objectives in view:

1. To construct a tool for measuring Social Success.
2. To study the extent of Professional Burnout among elementary school teachers and to classify them into high, moderate and low burnt out elementary school teachers.
3. To find out the difference in Professional Burnout among elementary school teachers on the basis of (i) gender, (ii) locale and (iii) type of institution.
4. To find out the interactional influence of gender, locale and type of institution on Professional Burnout among elementary school teachers.
5. To find out the difference in Professional Burnout among elementary school teachers (i) with high, average and low levels of Emotional Intelligence, (ii) with good, average and poor Mental Health and (iii) with high, average and low Social Success.
6. To find out the interactional influence of Emotional Intelligence, Mental Health and Social Success on Professional Burnout among elementary school teachers.
7. To find out the relationship between Professional Burnout and Emotional Intelligence of elementary school teachers.
8. To find out the relationship between Professional Burnout and Mental Health of elementary school teachers.
9. To find out the relationship between Professional Burnout and Social Success of elementary school teachers.
10. To find out the conjoint effect of the Emotional Intelligence, Mental Health and Social Success towards the prediction of Professional Burnout among elementary school teachers.

### 5.6 HYPOTHESES OF THE STUDY

The study has been designed to test the following hypotheses:
$H_0$ 1: There will be no significant difference in Professional Burnout in terms of Emotional Exhaustion, Depersonalization and Personal Accomplishment of male and female elementary school teachers.

$H_0$ 2: There will be no significant difference in Professional Burnout in terms of Emotional Exhaustion, Depersonalization and Personal Accomplishment of elementary school teachers working in rural and urban schools.

$H_0$ 3: There will be no significant difference in Professional Burnout in terms of Emotional Exhaustion, Depersonalization and Personal Accomplishment of elementary school teachers working in government and non-government schools.

$H_0$ 4: There will be no significant interaction between gender and locale of elementary school teachers on the variable of Professional Burnout.

$H_0$ 4(i): There will be no significant interaction between gender and locale of elementary school teachers on Emotional Exhaustion dimension of Professional Burnout.

$H_0$ 4(ii): There will be no significant interaction between gender and locale of elementary school teachers on Depersonalization dimension of Professional Burnout.

$H_0$ 4(iii): There will be no significant interaction between gender and locale of elementary school teachers on Personal Accomplishment dimension of Professional Burnout.

$H_0$ 5: There will be no significant interaction between gender and type of institution of elementary school teachers on the variable of Professional Burnout.

$H_0$ 5(i): There will be no significant interaction between gender and type of institution of elementary school teachers on Emotional Exhaustion dimension of Professional Burnout.

$H_0$ 5(ii): There will be no significant interaction between gender and type of institution of elementary school teachers on Depersonalization dimension of Professional Burnout.

$H_0$ 5(iii): There will be no significant interaction between gender and type of institution of elementary school teachers Personal Accomplishment dimension of Professional Burnout.

$H_0$ 6: There will be no significant interaction between locale and type of institution of elementary school teachers on the variable of Professional Burnout.
$H_0\ 6(i)$:  There will be no significant interaction between locale and type of institution of elementary school teachers on Emotional Exhaustion dimension of Professional Burnout.

$H_0\ 6(ii)$:  There will be no significant interaction between locale and type of institution of elementary school teachers on Depersonalization dimension of Professional Burnout.

$H_0\ 6(iii)$:  There will be no significant interaction between locale and type of institution of elementary school teachers on Personal Accomplishment dimension of Professional Burnout.

$H_0\ 7$:  There will be no significant interaction between gender, locale and type of institution of elementary school teachers on the variable of Professional Burnout.

$H_0\ 7(i)$:  There will be no significant interaction among gender, locale and type of institution of elementary school teachers on Emotional Exhaustion dimension of Professional Burnout.

$H_0\ 7(ii)$:  There will be no significant interaction among gender, locale and type of institution of elementary school teachers on Depersonalization dimension of Professional Burnout.

$H_0\ 7(iii)$:  There will be no significant interaction among gender, locale and type of institution of elementary school teachers on Personal Accomplishment dimension of Professional Burnout.

$H_0\ 8$:  There will be no significant difference in the Professional Burnout of elementary school teachers with high, average and low levels of Emotional Intelligence.

$H_0\ 9$:  There will be no significant difference in the Professional Burnout of elementary school teachers with good, average and bad Mental Health.

$H_0\ 10$:  There will be no significant difference in the Professional Burnout of elementary school teachers with high, average and low Social Success.

$H_0\ 11$:  There will be no significant interaction between Emotional Intelligence and Mental Health of elementary school teachers on the variable of Professional Burnout.

$H_0\ 11(i)$:  There will be no significant interaction between Emotional Intelligence and Mental Health of elementary school teachers on Emotional Exhaustion dimension of Professional Burnout.
$H_0 11\text{ (ii)}$: There will be no significant interaction between Emotional Intelligence and Mental Health of elementary school teachers on Depersonalization dimension of Professional Burnout.

$H_0 11\text{ (iii)}$: There will be no significant interaction between Emotional Intelligence and Mental Health of elementary school teachers on Personal Accomplishment dimension of Professional Burnout.

$H_0 12$: There will be no significant interaction between Emotional Intelligence and Social Success of elementary school teachers on the variable of Professional Burnout.

$H_0 12\text{ (i)}$: There will be no significant interaction between Emotional Intelligence and Social Success of elementary school teachers on Emotional Exhaustion dimension of Professional Burnout.

$H_0 12\text{ (ii)}$: There will be no significant interaction between Emotional Intelligence and Social Success of elementary school teachers on Depersonalization dimension of Professional Burnout.

$H_0 12\text{ (iii)}$: There will be no significant interaction between Emotional Intelligence and Social Success of elementary school teachers on Personal Accomplishment dimension of Professional Burnout.

$H_0 13$: There will be no significant interaction between Mental Health and Social Success of elementary school teachers on the variable of Professional Burnout.

$H_0 13\text{ (i)}$: There will be no significant interaction between Mental Health and Social Success of elementary school teachers on Emotional Exhaustion dimension of Professional Burnout.

$H_0 13\text{ (ii)}$: There will be no significant interaction between Mental Health and Social Success of elementary school teachers on Depersonalization dimension of Professional Burnout.

$H_0 13\text{ (iii)}$: There will be no significant interaction between Mental Health and Social Success of elementary school teachers on Personal Accomplishment dimension of Professional Burnout.

$H_0 14$: There will be no significant interaction among Emotional Intelligence, Mental Health and Social Success of elementary school teachers on the variable of Professional Burnout.
\( H_{0\ 14(i)}: \) There will be no significant interaction among Emotional Intelligence, Mental Health and Social Success of elementary school teachers on Emotional Exhaustion dimension of Professional Burnout.

\( H_{0\ 14(ii)}: \) There will be no significant interaction among Emotional Intelligence, Mental Health and Social Success of elementary school teachers on Depersonalization dimension of Professional Burnout.

\( H_{0\ 14(iii)}: \) There will be no significant interaction among Emotional Intelligence, Mental Health and Social Success of elementary school teachers on Personal Accomplishment dimension of Professional Burnout.

\( H_{0\ 15} : \) There will be no significant relationship between Emotional Intelligence and Professional Burnout of elementary school teachers.

\( H_{0\ 16} : \) There will be no significant relationship between Mental Health and Professional Burnout of elementary school teachers.

\( H_{0\ 17} : \) There will be no significant relationship between Social Success and Professional Burnout of elementary school teachers.

\( H_{0\ 18} : \) The conjoint influence of Emotional Intelligence, Mental Health and Social Success on Professional Burnout of elementary school teachers will not be significantly higher than their separate predictions.

\( H_{0\ 18(i)}: \) The conjoint influence of Emotional Intelligence, Mental Health and Social Success on Emotional Exhaustion dimension of Professional Burnout of elementary school teachers will not be significantly higher than their separate predictions.

\( H_{0\ 18(ii)}: \) The conjoint influence of Emotional Intelligence, Mental Health and Social Success on Depersonalization dimension of Professional Burnout of elementary school teachers will not be significantly higher than their separate predictions.

\( H_{0\ 18(iii)}: \) The conjoint influence of Emotional Intelligence, Mental Health and Social Success on Personal Accomplishment dimension of Professional Burnout of elementary school teachers will not be significantly higher than their separate predictions.

5.7 DELIMITATIONS OF THE STUDY

Every research problem has to be investigated within certain well-defined boundaries. The present study was confined to the following limitation:
1. The present study was delimited to elementary school teachers of Punjab state only.
2. The study was delimited to elementary schools of three districts of Punjab state selected randomly (Ludhiana, Hoshiarpur and Amritsar).
3. A restricted sample of 500 elementary teachers from schools of Punjab state was taken up.
4. A fair representation was given on the bases of gender, locale and the type of institution.

5.8 DESIGN OF THE STUDY

The study was essentially empirical in nature and fell mainly within the purview of survey research design. Exploratory descriptive survey method was employed in this study. The study was conducted on elementary school teachers. There was one criterion variable namely Professional Burnout and three predictor variables namely Emotional Intelligence, Mental Health and Social Success. Gender, locale (rural/urban) and the type of institution (government/private) were used as classificatory variables.

5.8.1 Sample

Multi-staged randomization technique of sampling was used in the present study. The sample of 500 elementary school teachers comprising 206 male and 294 female working in rural schools (N=226) and in urban schools (N=274) as well as government schools (N=267) and non-government schools (N=233) was drawn from the forty seven schools of three districts – Ludhiana, Hoshiarpur and Amritsar districts of the state of Punjab.

5.8.2 Tools used

The tools used for collection of data were as under:

1. Maslach Burnout Inventory (Form Ed) developed by Christina Maslach and Susan E.Jackson (1986).
2. Emotional Intelligence Scale developed by Anukool Hyde, Sanjot Pethe and Upinder Dhar (2007).
3. Teachers Mental Health Scale developed by Catherine Wanjiku Kamau (1998).
4. Social Success Scale developed by the investigator.

5.9 ANALYSIS AND INTERPRETATION OF DATA

The study was completed in two phases. In the first phase, the tool of Social Success which was not available was constructed by the investigator. In the second phase the data was collected, analyzed and interpreted by undergoing following steps:
Stage I: It constitutes Section A which is devoted to reveal the nature of score distribution of elementary school teachers on the variable of Professional Burnout in terms of its three dimensions i.e. Emotional Exhaustion (EE), Depersonalization (DP) and Personal Accomplishment (PA) and variables of Emotional Intelligence, Mental Health and Social Success.

Stage II: It consists of Section B which dealt with the percentage distribution of elementary school teachers experiencing low, moderate and high Professional Burnout on the three dimensions i.e. Emotional Exhaustion (EE), Depersonalization (DP) and Personal Accomplishment (PA).

Stage III: consisting of Section C is devoted to locate the differences among elementary school teachers, if any, in Emotional Exhaustion (EE), Depersonalization (DP) and Personal Accomplishment (PA) dimensions of Burnout in terms of the demographic variables i.e. gender, location of the institution (teachers working in rural and urban schools) and the type of institution (teachers teaching in government and non-government schools). It also deals with finding out of the mean differences in the dimensions of Emotional Exhaustion (EE), Depersonalization (DP) and Personal Accomplishment (PA) of Burnout among elementary school teachers having different levels of Emotional Intelligence (high, average and low), Mental Health (good, average and poor) and Social Success (high, average and low).

Stage IV: consisting Section D is devoted to the interactional influence of the demographic variables i.e. gender, locale and type of institution as well as the predictor variables Emotional Intelligence, Mental Health and Social Success on Professional Burnout of elementary school teachers. To evaluate the main influences and interactional influences, 2X2X2 analysis of variance was used.

2X2X2 analysis of variance was carried out to study the main influences, first order interactional influences and second order interactional influences of the demographic variables gender (male and female), locale (rural and urban) and type of institution (government and non-government) and to ascertain the first and second order interactional influence of the predictor variables Emotional Intelligence (high and low), Mental Health (poor and good) and Social Success (high and low) on Emotional Exhaustion, Depersonalization and Personal Accomplishment dimensions of Burnout of elementary school teachers.
Stage V: consisting of Section E is addressed to find out the correlation of criterion variable i.e. Emotional Exhaustion (EE), Depersonalization (DP) and Personal Accomplishment (PA) dimensions of Burnout of elementary school teachers with the predictor variables i.e. their Emotional Intelligence, Mental Health and Social Success. For this purpose Product-Moment correlation technique was employed. Also to find out the conjoint effect of the predictor variables i.e. Emotional Intelligence, Mental Health and Social Success on Emotional Exhaustion (EE), Depersonalization (DP) and Personal Accomplishment (PA) dimensions of Burnout, step-up regression analysis was employed.

5.10 STATISTICAL TECHNIQUES USED FOR DATA ANALYSIS

As stated earlier, 500 elementary school teachers were studied in the present research. These teachers were selected impartially, technically on equal probability basis. Besides, the tools used were fairly reliable and valid. All these conditions permitted the use of parametric statistical techniques. The bearing of the data on the objectives and hypotheses of the study was determined by employing following statistical techniques:

1. Mean, median, standard deviation, skewness and kurtosis of the scores of elementary school teachers were calculated on the variables of Professional Burnout, Emotional Intelligence, Mental Health and Social Success to ascertain the nature of score distribution.

2. Percentage to find out the distribution of elementary school teachers experiencing low, moderate and high Professional Burnout on the three dimensions i.e. Emotional Exhaustion (EE), Depersonalization (DP) and Personal Accomplishment (PA).

3. ‘t’-values were calculated to locate the mean differences in Professional Burnout of teachers with respect to gender, locale and organizational setup.

4. One-way analysis of variance (ANOVA) was employed using F-test to compare the differences in Professional Burnout of teachers with different levels of Emotional Intelligence, Mental Health and Social Success.

5. 2X2X2 analysis of variance was carried out to study the main influences, first order interactional influences and second order interactional influences of the demographic variables gender (male and female), locale (rural and urban) and type of institution (government and non-government) and to ascertain the first and second order interactional influence of the predictor variables Emotional Intelligence (high and low), Mental Health (poor and good) and Social Success (high and low) on Emotional
Exhaustion, Depersonalization and Personal Accomplishment dimensions of Burnout of elementary school teachers.

6. Coefficient of correlation employing Product-Moment correlation technique was calculated to find out the relationship of Professional Burnout of elementary school teachers with their Emotional Intelligence, Mental Health and Social Success.

7. Step up regression equations were worked out to ascertain the conjoint predictability of Emotional Intelligence, Mental Health and Social Success with Professional Burnout of Elementary School Teachers.

5.11 CONCLUSIONS

The following conclusions were drawn from the study:

1. Male and female elementary school teachers do not differ significantly in any of the three dimension of Burnout i.e. in Emotional Exhaustion, Depersonalization and Personal Accomplishment dimensions of Burnout which indicates that male and female elementary school teachers experience statistically same level of Professional Burnout and gender plays no significant role in Professional Burnout among elementary school teachers.

2. Elementary school teachers working in rural and urban schools differ significantly in all of the three the dimensions of Burnout i.e. in Emotional Exhaustion, Depersonalization and Personal Accomplishment dimensions of Burnout with teachers working in urban schools experiencing higher level of Emotional Exhaustion and Depersonalization and lower level of Personal Accomplishment which indicates that elementary school teachers working in urban schools experience higher level of Professional Burnout than their urban counterparts and locale plays a significant role in Professional Burnout among elementary school teachers.

3. Elementary school teachers working in government and non-government schools differ significantly in all of the three the dimensions of Burnout i.e. in Emotional Exhaustion, Depersonalization and Personal Accomplishment dimensions of Burnout with teachers working in non-government school experiencing higher level of Emotional Exhaustion and Depersonalization and lower Personal Accomplishment indicating that elementary school teachers working non-government schools experience higher level of Professional Burnout than the teachers working government schools and type of institution plays a significant role in Professional Burnout among elementary school teachers.
A significant interactional effect of gender and locale exist on Emotional Exhaustion and Personal Accomplishment dimensions of Burnout of elementary school teachers. However no significant interactional effect was found on Depersonalized dimension of Burnout.

No significant interactional effect of gender and type of institution exist on all of the three the dimensions of Burnout i.e. in Emotional Exhaustion, Depersonalization and Personal Accomplishment dimensions of Burnout of elementary school teachers which indicates that no significant interaction exists between gender and type of institution of elementary school teachers on the variable of Professional Burnout.

No significant interaction exists between locale and type of institution exist on all of the three the dimensions of Burnout i.e. in Emotional Exhaustion, Depersonalization and Personal Accomplishment dimensions of Burnout of elementary school teachers which indicates that no significant interaction exists between locale and type of institution of elementary school teachers on the variable of Professional Burnout.

No significant interactional effect of gender, locale and type of institution exist on all of the three the dimensions of Burnout i.e. in Emotional Exhaustion, Depersonalization and Personal Accomplishment dimensions of Burnout of elementary school teachers which indicates that no significant interaction exists between gender, locale and type of institution of elementary school teachers on the variable of Professional Burnout.

Elementary school teachers having high, average and low levels of Emotional Intelligence differ significantly on Emotional Exhaustion dimension of Burnout. Elementary school teachers with high and average Emotional Intelligence differ significantly in Emotional Exhaustion. The comparison of mean scores of these two groups suggests that the teachers with high Emotional Intelligence experience lower Emotional Exhaustion as compared to the teachers with average Emotional Intelligence.

Elementary school teachers with average and low Emotional Intelligence differ significantly in Emotional Exhaustion. The comparison of mean scores of these two groups suggests that the teachers with average Emotional Intelligence experience lower Emotional Exhaustion as compared to the teachers with low Emotional Intelligence.

Elementary school teachers with high and low Emotional Intelligence differ
significantly in Emotional Exhaustion. The comparison of mean scores of these two groups suggests that the teachers with high Emotional Intelligence experience lower Emotional Exhaustion as compared to the teachers with low Emotional Intelligence.

9 Elementary School Teachers having high, average and low levels of Emotional Intelligence differ significantly on Depersonalization dimension of Burnout. Elementary school teachers with high and average Emotional Intelligence differ significantly in Depersonalization. The comparison of mean scores of these two groups suggests that Elementary School Teachers with high Emotional Intelligence experience lower Depersonalization as compared to the teachers with average Emotional Intelligence. Elementary school teachers with average and low Emotional Intelligence differ significantly in Depersonalization. The comparison of mean scores of these two groups suggests that Elementary School Teachers with high Emotional Intelligence experience lower Depersonalization as compared to the teachers with average Emotional Intelligence. Elementary school teachers with average and low Emotional Intelligence differ significantly in Depersonalization. The comparison of mean scores of these two groups suggests that Elementary School Teachers with high Emotional Intelligence experience lower Depersonalization as compared to the teachers with low Emotional Intelligence. Elementary school teachers with high and average Emotional Intelligence differ significantly in Depersonalization. The comparison of mean scores of these two groups suggests that Elementary School Teachers with high Emotional Intelligence experience lower Depersonalization as compared to the teachers with average Emotional Intelligence. Elementary school teachers with average and low Emotional Intelligence differ significantly in Depersonalization. The comparison of mean scores of these two groups suggests that Elementary School Teachers with high Emotional Intelligence experience lower Depersonalization as compared to the teachers with low Emotional Intelligence. Elementary school teachers with high and average Emotional Intelligence differ significantly in Personal Accomplishment. The comparison of mean scores of these two groups suggests that the teachers with high Emotional Intelligence experience higher Personal Accomplishment as compared to the teachers with average Emotional Intelligence. Elementary school teachers with average and low Emotional Intelligence differ significantly in Personal Accomplishment. The comparison of mean scores of these two groups suggests that the teachers with average Emotional Intelligence
experience higher Personal Accomplishment as compared to the teachers with low Emotional Intelligence. Elementary school teachers with high and low Emotional Intelligence differ significantly in Personal Accomplishment. The comparison of mean scores of these two groups suggests that the teachers with high Emotional Intelligence experience higher Personal Accomplishment as compared to the teachers with low Emotional Intelligence.

There exists a significant difference in Emotional Exhaustion, Depersonalization and Personal Accomplishment dimensions of Burnout of elementary school teachers with high, average and low levels of Emotional Intelligence.

Elementary school teachers with good and average Mental Health differ significantly in Emotional Exhaustion. The comparison of mean scores of these two groups suggests that the teachers with good Mental Health experience less Emotional Exhaustion as compared to the teachers with average Mental Health. Elementary school teachers with average and poor Mental Health do not differ significantly in Emotional Exhaustion. Elementary school teachers with good and poor Mental Health differ significantly in Emotional Exhaustion. The comparison of mean scores of these two groups suggests that the teachers with good Mental Health experience less Emotional Exhaustion as compared to the teachers with poor Mental Health.

Elementary school teachers with good and average Mental Health do not differ significantly in Depersonalization. Elementary school teachers with average and poor Mental Health do not differ significantly in Depersonalization. Elementary school teachers with good and poor Mental Health differ significantly in Depersonalization. The comparison of mean scores of these two groups suggests that the teachers with good Mental Health experience less Depersonalization as compared to the teachers with poor Mental Health. Elementary school teachers with good and average Mental Health differ significantly in Personal Accomplishment. The comparison of mean scores of these two groups suggests that the teachers with good Mental Health experience higher Personal Accomplishment as compared to the teachers with average Mental Health. Elementary school teachers with average and poor Mental Health differ significantly in Personal Accomplishment. The comparison of mean scores of these two groups suggests that the teachers with average Mental Health experience higher Personal Accomplishment as compared to the teachers with poor Mental Health.
Elementary school teachers with good and poor Mental Health differ significantly in Personal Accomplishment. The comparison of mean scores of these two groups suggests that the teachers with good Mental Health experience higher Personal Accomplishment as compared to the teachers with poor Mental Health.

There exists a significant difference in Emotional Exhaustion, Depersonalization and Personal Accomplishment dimensions of Burnout of elementary school teachers with good, average and poor Mental Health.

Elementary school teachers with high and average Social Success differ significantly in Emotional Exhaustion. The comparison of mean scores of these two groups suggests that the teachers with high Social Success experience lower Emotional Exhaustion as compared to the teachers with average Social Success. Elementary school teachers with average and low Social Success differ significantly in Emotional Exhaustion. The comparison of mean scores of these two groups suggests that the teachers with average Social Success experience lower Emotional Exhaustion as compared to the teachers with low Social Success. Elementary school teachers with high and low Social Success differ significantly in Emotional Exhaustion. The comparison of mean scores of these two groups suggests that the teachers with high Social Success experience lower Emotional Exhaustion as compared to the teachers with low Social Success.

Elementary school teachers with high and average Social Success differ significantly in Personal Accomplishment. The comparison of mean scores of these two groups suggests that the teachers with high Social Success experience higher Personal Accomplishment as compared to the teachers with average Social Success.
Success. Elementary school teachers with average and low Social Success differ significantly in Personal Accomplishment. The comparison of mean scores of these two groups suggests that the teachers with average Social Success experience higher Personal Accomplishment as compared to the teachers with low Social Success. Elementary school teachers with high and low Social Success differ significantly in Personal Accomplishment. The comparison of mean scores of these two groups suggests that the teachers with high Social Success experience higher Personal Accomplishment as compared to the teachers with low Social Success.

16 There exists a significant difference in Emotional Exhaustion, Depersonalization and Personal Accomplishment dimensions of Burnout of elementary school teachers with high, average and low Social Success.

17 A significant interactional effect of Emotional Intelligence and Mental Health exist on Emotional Exhaustion dimension of Burnout of elementary school teachers. However no significant interactional effect of Emotional Intelligence and Mental Health was found on Depersonalization and Personal Accomplishment dimensions of Burnout of elementary school teachers.

18 No significant interactional effect of Emotional Intelligence and Social Success exist on all the three dimensions of Burnout i.e. Emotional Exhaustion, Depersonalization and Personal Accomplishment dimensions of Burnout of elementary school teachers.

19 No significant interactional effect of Emotional Intelligence, Mental Health and Social Success was found on any of the three dimensions of Burnout i.e. Emotional Exhaustion, Depersonalization and Personal Accomplishment dimensions of Burnout of elementary school teachers.

20 There is a significant relationship between Emotional Intelligence and all the three dimensions of Burnout i.e. Emotional Exhaustion, Depersonalization and Personal Accomplishment dimensions of Burnout of elementary school teachers.

21 There is a significant relationship between Mental Health and all the three dimensions of Burnout i.e. Emotional Exhaustion, Depersonalization and Personal Accomplishment dimensions of Burnout of elementary school teachers.

22 There is a significant relationship between Social Success and all the three dimensions of Burnout i.e. Emotional Exhaustion, Depersonalization and Personal Accomplishment dimensions of Burnout of elementary school teachers.
23 The conjoint effect of three predictor variables i.e. Emotional Intelligence, Mental Health and Social Success on all the three dimensions of Burnout i.e. Emotional Exhaustion, Depersonalization and Personal Accomplishment dimensions of Burnout of elementary school teachers dimension of Burnout of elementary school teachers is more as compared to their separate contribution.

24 Out of the three predictor variables i.e. Emotional Intelligence, Mental Health and Social Success, the variable of Social Success was found to be the best predictor of Emotional Exhaustion, Depersonalization and Personal Accomplishment dimensions of Burnout of elementary school teachers.

5.12 EDUCATIONAL IMPLICATIONS OF THE STUDY

As the studies revealed that nearly 30% of the teachers suffer from frustration and burnout, the present study will sensitize people and the government about the problems of the teachers in general and of elementary school teachers in particular. Burnout among teachers has serious implications for teacher and student in particular and for the system of education and the society in general and need to be addressed at the earliest before it becomes epidemic.

To keep a tab on the level of stress being experienced by the human resources in various institutions, periodic stress audit (Kets de Vries, 1979; Bhowon & Ah-Kion, 2004) should be held to diagnose the stress inducing factors to exercise control upon burnout syndrome (Pestonjee & Muncderji, 1994, 1984) as prevention is always better than the cure.

The study of burnout among teachers in relation to the demographic variables like gender, locale and type of institution will help in finding the answer to the question why some people succumb to the pressure of work and become burnt out and others withstand it.

The study of burnout among teachers in relation to the emotional intelligence, mental health and social success will not only help in understanding the burnout among teachers in deeper context but also reveal the level of teacher’s emotional intelligence, mental health and social success.

It will help the policy makers to take extra care in framing curriculum, assigning academic and non-academic duties to the teachers, fixing their salaries and other financial benefits.

Intervention programs can be prepared in co-operation with administrators and counsellors to prevent teachers’ burnout.

Teachers should endeavour to attend stress-management interventions, not only for themselves but to understand others around them better.
5.13  SUGGESTIONS FOR FUTURE RESEARCH

Future research can expand the findings of this research, which is necessary to determine the associations among burnout, emotional intelligence, mental health and social success. The researchers should also investigate whether teachers' burnout becomes more crucial and serious problem. Based upon the findings and limitations of the present study the following suggestions are given to conduct future research in this field:

1. The present topic of investigation can be repeated with large sample of school teachers to get more reliable and valid results.

2. The present study was confined to elementary school teachers of Punjab state only. The study can be extended to the other states of the country.

3. Similar study can be conducted with respect to other variables like locus of control, organizational climate, and certain demographic variables like age, years of experience, the classes taught.

4. Similar study can be conducted on secondary school teachers, college teachers, university teachers, and teacher educators.

5. Same study can be conducted upon other professionals like police man/officers, Army man/officers, engineers, doctors.