Summary

Burnout is an internal psychological experience, a chronic syndrome involving feelings, attitudes and expectations, psychologically defined as “the loss of concern for people with whom one is working” to be measured in terms of three dimensions namely emotional exhaustion, depersonalization and reduced personal accomplishment as measured by MBI.

Hypotheses

1. There will be significant relationship between burnout syndrome and job satisfaction among college teachers.
2. There will be significant relationship between burnout syndrome and teacher effectiveness among college teachers.

Sample

Four hundred college teachers were randomly selected from four districts of Punjab.

Design

The design of the study was “Descriptive Exploratory Type” in which Job satisfaction and Teacher effectiveness were independent variables and Burnout was dependent variable. Karl Pearson’s correlation technique was used to find the relation between dependent and independent variables. Multiple correlations of $R^2$ along with $R$ and F Ratio were used to check the conjoint prediction of burnout.

Conclusions

1. There is significant negative correlation between Job Satisfaction and two dimensions of Burnout: Emotional Exhaustion and Depersonalization, whereas Personal Accomplishment has significant positive correlation with job satisfaction.
2. There is significant negative correlation between Teacher Effectiveness and two dimensions of Burnout: Emotional Exhaustion and Depersonalization, whereas Personal Accomplishment has significant positive correlation with teacher effectiveness.
Educational Implications
1. It is suggested for managing bodies that congenial environment must be provided to teachers.
2. Teachers should be given full liberty in decision making.

Suggestions
1. Similar study on doctors can be conducted.
2. Similar study may be conducted on a large sample.

*****