



ISSN Print: 2394-7500
ISSN Online: 2394-5869
Impact Factor: 5.2
IJAR 2017; 3(6): 1436-1445
www.allresearchjournal.com
Received: 25-05-2017
Accepted: 23-06-2017

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A study of burnout among university teachers in relation to their personality and self-related cognitions

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Abstract

Education is the main pillar of any developing country. The impact of education is unquestionable, but another important concern is related to the teachers in the educational system. The impact of any educational system can only be as powerful and affective as the teachers. This article is discussed about the personality and self related cognitions of University teachers and the effects of their personality and self related cognitions on their profession. Because there are some factors of personality and self related cognitions, which are responsible for burnout. If University teachers improve their personality and self related cognitions, so that burnout may be reduced.

Keywords: Burnout, personality, self related cognitions and university teachers

Introduction

One of the most important concerns all over the world is no doubt "Education." No matter who we are, or what profession we perform, we have things to say about this important issue. We criticise the existing educational system in the countries we live in, comment on the new systems around the world or suggest new ways of teaching and learning. The impact of education is unquestionable, but another important concern is related to the teachers in these educational systems. The impact of any educational system can only be as powerful and effective as the teachers or the educational leaders who actually perform this profession. The lives of all learners are shaped by the teachers. A teacher can easily become an educational leader; can create positive change in the classroom and in the lives of his/her students and can shape the environment, or even the future of the country. On the other hand, a teacher can also ruin the lives of individuals. How should these role models be educated and trained then? This has long been debated and no perfect answer was found to solve this argument. Even if there are good programmes or curricula to prepare future teachers, there is always a space for improvement.

Personality

Personality refers to individual differences in characteristic patterns of thinking, feeling and behaving. The study of personality focuses on two broad areas: One understands individual differences in particular personality characteristics, such as sociability or irritability. The other understands how the various parts of a person come together as a whole.

Personality is a set of individual differences that are affected by the socio-cultural development of an individual: values, attitudes, personal memories, social relationships, habits and skills. Different personality theorists present their own definitions of the word based on their theoretical positions.

The term personality trait refers to enduring personal characteristics that are revealed in a particular pattern of behaviour in a variety of situations.

Personality is the product of social interaction in group life. In society every person has different traits such as skin, colour, height and weight. They have different types of personalities because individuals are not alike. It refers to the habits, attitudes as well as physical traits of a person which are not same but vary from group to group and society to society, everyone has personality, which may be good or bad, impressive or unimpressive. It develops during the process of socialization in a culture of a specific group or society.

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One cannot determine it of an individual exactly because it varies from culture to culture and time to time. For example, a killer is considered criminal in peace time and hero in war. The feeling and actions of an individual during interaction moulds the personality. It is the sum of total behaviors of the individual and covers both overt and covert behaviors, interests, mentality and intelligence. It is the sum of physical and mental abilities and capabilities.

Types of Personality

Following are the three types of personality:

- **Extrovert Personality:** This type has the tendency to live mostly outside the like to live with others. Those individuals are highly socialized and have contact with outside people in the society. They want to join other groups who are more in number. These type of people are drivers, excessive drinkers, smokers, robbers, thieves, wicked persons etc.
- **Introvert Personality:** Introvert is opposite to extrovert. These people always live alone in their rooms and do not want to go outside. They have their own imaginary world. They are teachers, scientists, thinkers and philosophers.
- **Ambivert Personality:** Between extrovert and introvert personalities there is a third one type called ambivert. People belonging to this type enjoy both the groups and attend them. They have middle mind and want to live in both parties. Sometimes they join outside people but sometimes they live in their own rooms.

Personality Traits

The most widely accepted of these traits are the Big Five:

- Openness
- Conscientiousness
- Extraversion
- Agreeableness
- Neuroticism

Conveniently, you can remember these traits with the handy OCEAN mnemonic (or, if you prefer, CANOE works, too). The Big Five are the ingredients that make up each individual's personality. A person might have a dash of openness, a lot of conscientiousness, an average amount of extraversion, plenty of agreeableness and almost no neuroticism at all. Or someone could be disagreeable, neurotic, introverted, conscientious and hardly open at all. Here's what each trait entails:

- **Openness:** Openness is shorthand for "openness to experience." People who are high in openness enjoy adventure. They're curious and appreciate art, imagination and new things. The motto of the open individual might be "Variety is the spice of life." People low in openness are just the opposite: They prefer to stick to their habits, avoid new experiences and probably aren't the most adventurous eaters. Changing personality is usually considered a tough process, but openness is a personality trait that's been shown to be subject to change in adulthood. In a 2011 study, people who took psilocybin, or hallucinogenic "magic mushrooms," became more open after the experience. The effect lasted at least a year, suggesting that it might be permanent.

Speaking of experimental drug use, California's try-anything culture is no myth. A study of personality

traits across the United States released in 2013 found that openness is most prevalent on the West Coast.

- **Conscientiousness:** People who are conscientious are organized and have a strong sense of duty. They're dependable, disciplined and achievement-focused. You won't find conscientious types jetting off on round-the-world journeys with only a backpack; they're planners. People low in conscientiousness are more spontaneous and freewheeling. They may tend toward carelessness. Conscientiousness is a helpful trait to have, as it has been linked to achievement in school and on the job.
- **Extraversion:** Extraversion versus introversion is possibly the most recognizable personality trait of the Big Five. The more of an extravert someone is, the more of a social butterfly they are. Extraverts are chatty, sociable and draw energy from crowds. They tend to be assertive and cheerful in their social interactions. Introverts, on the other hand, need plenty of alone time, perhaps because their brains process social interaction differently. Introversion is often confused with shyness, but the two aren't the same. Shyness implies a fear of social interactions or an inability to function socially. Introverts can be perfectly charming at parties—they just prefer solo or small-group activities.
- **Agreeableness:** Agreeableness measures the extent of a person's warmth and kindness. The more agreeable someone is, the more likely they are to be trusting, helpful and compassionate. Disagreeable people are cold and suspicious of others, and they're less likely to cooperate. Men who are high in agreeableness are judged to be better dancers by women, suggesting that body movement can signal personality. (Conscientiousness also makes for good dancers, according to the same 2011 study.) But in the workplace, disagreeable men actually earn more than agreeable guys. Disagreeable women didn't show the same salary advantage, suggesting that a no-nonsense demeanor is uniquely beneficial to men.
- **Neuroticism:** To understand neuroticism, look no further than George Costanza of the long-running sitcom "Seinfeld." George is famous for his neuroses, which the show blames on his dysfunctional parents. He worries about everything, obsesses over germs and disease and once quits a job because his anxiety over not having access to a private bathroom is too overwhelming.

George may be high on the neuroticism scale, but the personality trait is real. People high in neuroticism worry frequently and easily slip into anxiety and depression. If all is going well, neurotic people tend to find things to worry about. One 2012 study found that when neurotic people with good salaries earned raises, the extra income actually made them less happy. In contrast, people who are low in neuroticism tend to be emotionally stable and even-keeled. Unsurprisingly, neuroticism is linked with plenty of bad health outcomes. Neurotic people die younger than the emotionally stable, possibly because they turn to tobacco and alcohol to ease their nerves. Possibly the creepiest fact about neuroticism, though, is that parasites can make you feel that way. And were not talking about the natural anxiety that might come with knowing that a tapeworm has made a

home in your gut. Undetected infection by the parasite *Toxoplasma gondii* may make people more prone to neuroticism, a 2006 study found.

Factors of Personality

Enormously the following five factors of personality are contributing to the formation and development of human personality.

1. Biological Factors
2. Social Factors
3. Cultural Factors
4. Physical Environment
5. Situational Factors

- **Biological Factors of Personality:** Biological factors of personality are very important for the formation of human personality. Children are born in a family; inherit many traits and features from their parents. Children get physical and psychological characteristics from their parents which becomes a part of their personalities. Some of the inherited traits are courage, coward, intelligence, weakness etc. For example it was experimented on the negroes that they are biological inferior. A normal healthy man has some physical similarities such as two hands five senses, two eyes and these biological similarities help to explain some of the similarities in the behavior. It separates individuals from one another and their various physical characteristics except identical twins having the same physical qualities. So, biological factors of personality are responsible for the development of personality.
- **Social Factors of Personality:** When an individual interact with other persons in his/her group give and take relationship takes place and it affects the personality of an individual social factors of personality are responsible for the formation of personality, when an individual has group experience and contact with others personality of an individual is influenced by others may be bad or good but depends on the association in which he/she keeps. In a society every person plays a specific role and status. For example in our society younger are expected to be respectful to elders. Many other social factors like environment, group life, family, media with which an individual interact in his/her society daily life mold their personalities. We can say that whatever comes in contact with an individual's social life affects personality of that individual and develop good or bad personality.
- **Cultural Factors of Personality:** Both material as well as non-material culture affects personality of an individual. An individual living in his/her culture adopts the traits consciously or unconsciously and acts accordingly. Culture of any society determines the behaviors and personality of an individual and he/she is expected to act according to the culture. A person follows all the social norms of a culture which results in the formation of good personality while non-conformity to the cultural rules develops abnormal or bad personality. So, the culture in which an individual seeks satisfaction adjusts him/her and develops personality.
- **Physical Environment:** Physical environment also determines the personality of an individual. Environmental factors include land, river, mountains,

hills, forests, plain area, atmosphere etc which affect the personality to be good or bad, healthy or weak. All the feelings, emotions, ideas, attitudes, habits and behavior as well as body structure are the result of physical environment of to which an individual belongs. For example, body structure, physique, colour and health of the rural people are different from urban people. These people have different environment due to which they develop variety of personalities. The people living in cities have facilities and modern ways of life which creates to develop delicate bodies and minds as compare to the rural people who are deprived of these facilities.

- **Situational Factors of Personality:** Situational factors of personality also have a complete share in the formation of personality of an individual. Situational factors of personality are changing according to the social situations. Every person face may situations in his life which enables him/her to change his/her behavior. For example, a teacher may be rigid and strict with students but may not with his/her family. An officer may behave with the subordinates differently as compare to his/her friends. Personality is not the result of only one factor but every factor is responsible to give complete share in its formation. A person's behave and his/her personality exists when interacts with environment, culture, society, parents, friends and to those who come in contact by chance

Self-Related Cognitions

In self-related cognitions there are different modes of self-perception or self-evaluation. These consist of some important self-related psychological constructs such as self-efficacy, self-evaluation, self-concept, self-esteem and self-regard etc. Here in this study self-perception has been used and description of self-perception as follows:-

Self-perception

Self-perception theory is an account of attitude formation developed by psychologist Daryl Bem. It asserts that people develop their attitudes (when there is no previous attitude due to a lack of experience, etc.-and the emotional response is ambiguous) by observing their own behavior and concluding what attitudes must have caused it. The theory is counterintuitive in nature, as the conventional wisdom is that attitudes determine behaviors. Furthermore, the theory suggests that people induce attitudes without accessing internal cognition and mood states. The person interprets their own overt behaviors rationally in the same way they attempt to explain others' behaviors.

Factors

Self-awareness and self-esteem are two values that are essential for discovering the potentials a person have. Lack of self-awareness will lead to low self-esteem. So both goes together. Self-esteem lets you become motivated to perform task confidently and with no or less fear.

- **Home:** Relationship with the members of the family affect and influence your self esteem. This is because you copy their attitudes and reactions when you are still young. And there is great influence when you are young because it is the stage where you learn. The family members influence the way you think of yourself and others. You behave like what your family members act.

- **Family:** Experiences with family from birth right up to the present can also influence you. Characteristics with which a child is born play an important role throughout life. The environment of the home can have a good or a bad effect on a child. Children of mature parents are more likely to have good emotional growth.
- **School:** Relationships with classmates, teachers, administrators and counselors influence your self-esteem. Because it is the place where a child learns. Experiences with schoolwork, sports, extracurricular activities, discipline, etc. can also play an important role in shaping the kind of person you are when you grow up.
- **Society:** You learn from many influences. In the society you can be influence by different cultures, religions and races. Experiences with standards and images created by others can also influence you. The nature of your community helps modify you.
- **Media:** The media can affect the self-esteem/awareness in a negative way. This negative change is mostly seen in girls in their teens. Because they se models and sexy images. And they want to look like them. Making them dissatisfied of their own body. When the person sees herself with poor body image it is associated with high levels of depression and anxiety.
- **Feedback:** What others tell about you. How they criticize you. How they treat you as a person. But what is important is the feedback of your friends, family, teachers and role models. Because they can tell positive words that will help you. They care for you. They say your negative but the purpose is to change you ultimately.
- **Consequences/happenings:** The good and bad experiences. Life events that build the wonderful story of your life. The choices that you decide to follow. These are the things that makes your day because it influence your life. And how you face it depends how you will be influence by it.
- **Handling:** How you deal with challenges and opportunities. Challenges train you to become who you would like to be you are today. Trials that make you stand of what you believe. How you handle situations trains you to build self-esteem.
- **Success:** The things you achieve or the less successful experiences in your life. Through achieving things you feel a self-esteem. You feel that you can do it and have tried it. And the next time you encounter the situation you can face it and be able to achieve what you like to attain.
- **Popularity:** Fame and the way people treat you. How people react towards you have effects on you. How people love or like/dislike you. The person feels proud of himself when he receives praise by other people. The factors that affect self-awareness and self-esteem.

Self-Concept

One's self-concept (also called self-construction, self-identity, self-perspective or self-structure) is a collection of beliefs about oneself that includes elements such as academic performance, gender roles, sexuality, and racial identity. Generally, self-concept embodies the answer to "Who am I?"



Self-concept

One's self-concept is made up of self-schemas, and their past, present, and future selves. Self-concept is distinguishable from self-awareness, which refers to the extent to which self-knowledge is defined, consistent, and currently applicable to one's attitudes and dispositions. Self-concept also differs from self-esteem: self-concept is a cognitive or descriptive component of one's self, while self-esteem is evaluative and opinionated.

Self-concept is made up of one's self-schemas, and interacts with self-esteem, self-knowledge, and the social self to form the self as whole. It includes the past, present, and future selves, where future selves (or possible selves) represent individuals' ideas of what they might become, what they would like to become, or what they are afraid of becoming. Possible selves may function as incentives for certain behavior.

The perception people have about their past or future selves is related to the perception of their current selves. The temporal self-appraisal theory argues that people have a tendency to maintain a positive self-evaluation by distancing themselves from their negative self and paying more attention to their positive one. In addition, people have a tendency to perceive the past self-less favorably and the future self-more positively.

Self-Concept Model

The self-concept is an internal model that uses self-assessments in order to define one's self-schemas. Features such as personality, skills and abilities, occupation and hobbies, physical characteristics, etc. are assessed and applied to self-schemas, which are ideas of oneself in a particular dimension. A collection of self-schemas make up one's overall self-concept. For example, the statement "I am lazy" is a self-assessment that contributes to self-concept. Statements such as "I am tired", however, would not be part of someone's self-concept, since being tired is a temporary state and therefore cannot become a part of a self-schema. A person's self-concept may change with time as reassessment occurs, which in extreme cases can lead to identity crises.

Parts

According to Carl Rogers, the self-concept has three different components:

- The view you have of yourself (Self-image)
- How much value you place on yourself (Self-esteem or self-worth).
- What you wish you were really like (Ideal self).

Academic Self-Concept

Academic self-concept refers to the personal beliefs about their academic abilities or skills. Some research suggests that it begins developing from ages 3 to 5 due to influence from parents and early educators. By age 10 or 11, children assess their academic abilities by comparing themselves to

their peers. These social comparisons are also referred to as self-estimates. Self-estimates of cognitive ability are most accurate when evaluating subjects that deal with numbers, such as math. Self-estimates were more likely to be poor in other areas, such as reasoning speed.

Some researchers suggest that, to raise academic self-concept, parents and teachers need to provide children with specific feedback that focuses on their particular skills or abilities. Others also state that learning opportunities should be conducted in groups (both mixed-ability and like-ability) that downplay social comparison, as too much of either type of grouping can have adverse effects on children's academic self-concept and the way they view themselves in relation to their peers.

Self-Regard and Self-Acceptance

Though related, self-acceptance is not the same as self-regard. Whereas self-regard refers specifically to how valuable, or worthwhile, we see ourselves, self-acceptance alludes to a far more global affirmation of self. When we're self-accepting, we're able to embrace all facets of ourselves—not just the positive, more "esteem-able" parts. As such, self-acceptance is unconditional, free of any qualification. We can recognize our weaknesses, limitations, and foibles, but this awareness in no way interferes with our ability to fully accept ourselves.

I regularly tell my therapy clients that if they genuinely want to improve their self-regard, they need to explore what parts of themselves they're not yet able to accept. For, ultimately, liking ourselves more (or getting on better terms with ourselves) has mostly to do with self-acceptance. And it's only when we stop judging ourselves that we can secure a more positive sense of who we are. Which is why I believe self-regard rises naturally as soon as we cease being so hard on ourselves. And it's precisely because self-acceptance involves far more than self-regard that I see it as crucial to our happiness and state of well-being.

Definitions of Related Variables

Personality: Personality is a complex concept and to define, it is very difficult task. Psychologically speaking personality is all that a person is, it is the totality of one's behaviour towards oneself and other as well.

Though there is diversity of view but even than all psychologist agree on certain common basic characteristics. Basic fault is that personality is unique. No individuals, even the identical twins have a like personality. In this study two dimensions of personality has been used. These are neuroticism and extraversion. Emotional stability with maladjustment, (neuroticism) and sociable assertive, active and talkative person are extroverts.

Self-Related cognitions: In self-related cognitions there are different modes of self-perception or self-evaluation. These consist of some important self-related psychological constructs such as self-efficacy, self-evaluation, self-concept, self-esteem and self-regard etc..

Whereas self-regard refers specifically to how valuable, or worthwhile, we see ourselves, self-acceptance alludes to a far more global affirmation of self. When we're self-accepting, were able to embrace all facets of ourselves not just the positive parts. As such, self-acceptance is unconditional, free of any qualification. We can recognize our weaknesses, limitations, and foibles, but this awareness

in no way interferes with our ability to fully accept ourselves.

Objectives of the Study

The main objective of the present study is to examine the relationship between the burnout with occupational stress, personality and self-related cognitions among the university teachers in Haryana. To achieve the main objective, sub-objectives are framed in the study as follows:

- To compare the personality of university teachers with reference to their gender, age and experience.
- To compare the self-related cognitions of university teachers with reference to their gender, age and experience.

Hypotheses of the Study

- There is no significant difference of personality of university teachers with reference to their gender, age and experience
- There is no significant difference of self-related cognitions of university teachers with reference to their gender, age and experience

Delimitations of the Study

- The study has been limited to present university in Haryana only.
- The study has limited to the use of only twelve psychological variables viz. eight of burnout, two of personality, one of self-related cognitions and one of occupational stress.
- The study has been limited to only 350 university teachers from university present in Haryana were taken in final analysis and comparison.
- The study has been limited to Universities of Haryana from which teachers were selected to participate in the study.
- The study has been limited to the use of only psychometric or self-attributed measures of different variables incorporated in the study.

Research Method

The present study is descriptive in nature. The term descriptive research is the type of research that aims at describing the things, events and phenomenon under investigation. It is couriered highly important because primary data are collected through it in a well-organized manner on the subject of the study. This type of research is useful in the development of data collected instruments and tools like questionnaire, interview, schedules, checklist etc.

In the present study under descriptive survey methods universities survey were done to know about burnout, occupational stress, personality and self-related cognitions of university teachers in Haryana state. For this purpose five universities of Haryana state i.e. Guru Jambheshwar University Science and Technology, Hisar, Kurukshetra University, Kurukshetra, Maharishi Dayanand University, Rohtak, Bhagat Phool Singh Mahila Vishvavidhalya, Khanpur, Chaudhary Devi Lal University, Sirsa are selected.

Population and Sample

All the government university teachers of Haryana state are included in the population of the study. In present study, a random sampling technique is used for selection the sample. A sample of 400 university teachers from various

universities of Haryana State is selected in this study. These universities are Guru Jambheshwar University of Science and Technology, Hisar, Kurukshetra University, Kurukshetra, Maharishi Dayanada University, Rohtak, Bhagat Phool Singh Mahila Vishvavidhyalya, Khanpur and Chaudhary Devi Lal University, Sirsa. But from 400 questionnaires, 350 questionnaires are selected because 50 questionnaires are rejected due to inadequate data. And from 350 respondents there were 182 male respondents and 168 female respondents.

Tools Used

Following tools are applied in this study

- A) Maudsley Personality Inventory (MPI) by Dr. S.S. Jalota and S.D. Kapoor
- B) Self-perception measuring scale by Dr. K.G. Aggarwal

Maudsley Personality Inventory (MPI) by S.S. Jalota and S.D. Kapoor: In this scale we have two dimensions which are Neuroticism and Extraversion.

Neuroticism: The most perceive domain of the personality contracts adjustment or emotional stability with maladjustment or neuroticism. The general tendency to experience negative effects such as fear sadness, embarrassment, anger guilty and disgust is the core of N domain.

Extraversion: Extraverts are of course, social but sociability is only one of the traits that comprise the domain of Extraversion. Extraverts like people and prefer large groups and gatherings and in addition to they are also assertive, active and talkative. They like excitement, stimulation and tend to be cheerful in disposition. They are upbeat, energetic and optimistic. The E domain scale is strongly correlated with interest in enterprising occupations.

Validity

The full scale as administered to seventy five male and 75 female post graduate students at Chandigarh. For the full scale the mean neuroticism score for the male and female group combined was 23.2 with a S.D of 10.0; this corresponds with English norms of 19.9, S.D 11.0 (Eysenck, 1959; Jalota, 1964) for the extroversion scale the mean combined score was 27.8, S.D 6.2; this compares with English norms of 24.9, S.D 9.7. There were no difference of any significance between males and females and the data suggest that the Indian group was slightly more neurotic and extraverted than the English standardization group. Findings with the short scale are similarly showing a mean neuroticism score of 7.1 (6.2) for the English group S.D. 3.1 and an E score of 8.2 (8.0 for the English group). S.D. 2.5. The Standard Deviations are rather smaller for the Indian group than for the English standardization group.

Reliability

The correlation between N and E for the long scale was = 0.223 which is in good agreement with the English norms. The reliability coefficient by comparing the 1st half with 2nd half, yields for N, =+.567: and E + .358. when corrected to full length, these figures become for N, +.71., and for E, +.42. These figures are lower than the English data, but is likely that an odd/even reliability would in any case be higher figures than would a comparison of first half versus second half. The data suggest that this Indian version of the

MPI gives results not essentially different from those obtained with original version in England and it seems reasonable to conclude that these two personality dimensions can be found among Indian students (Srivastava, 1970; Kapoor, 1969; Kapoor, 1973) as well as among the various European and American groups (Eysenck, 1959) on whom the test had been standardized.

Scoring

In this scale we have 48 items, which distributed among the respondents. Each item has three response alternatives, scores 0, 1, 2 from lower to higher levels of neuroticism and extra version. In this scale we get 0 minimum score and 2 highest score for each item because in this scale negative and positive statements are included. For positive statement we give score 0, 1, 2 and for negative statement we give score 2, 1, 0.

Self-perception measuring scale by Dr. K.G. Aggarwal:

E.I. Shostrom in 1962 developed personal orientation inventory (Educational and Industrial Testing Services, San Diego, USA) which has 150 items. Two sub-scales of this are Self-regard and self-acceptance with forty items when combined measures self-perception. Self-regard (Sr.) measures affirmation of self because of worth or strength. Self-acceptance scale (SA) scale measures affirmation or acceptance of self, inspire of weakness or deficiencies. Self-perception – paired interpretation of scales self-regard and self-acceptance may be considered to reflect the general area of self-perception (Sp.) Items in the Personal Orientation Inventory is stated both positively and negatively. Thus the particular continuum or endpoles of the dichotomy in question are made explicitly clear. Authors of most inventories have assumed that the reader knows the “opposite” of the statement in question and that it is implicitly in question. The same word often has several correlative terms, according to different relations in whom it is considered.

Validity

A number of concurrent validity studies were carried out with Personal Orientation Inventory and personality test. Some of the studies which are relevant to self-perception can be mentioned here.

In a study by Dandes (1966) among teachers (N=128) POI was administered along with several other instruments, Minnesota Teacher Attitude Inventory (MTAI), California F-scale, the Dogmatism Scale and Inventory Opinions on Educational Issues (I-C scale) giving a measure of liberalism. While these scales were positively correlated with MTAI and I-C scale; they are negatively correlated with Dogmatism and F-scales. Shostrom (1966) reports several other studies where POI has been used along with other instruments.

In a study of doctors, nurses, nursing orderlies and sweepers of a general hospital Agrawal (1978) found that Sp scores matched with Personality Differential scores used to measure self-concept. Doctor has lowest distance with nurse (1.72) followed by nursing orderly (2.50) and highest (4.02) with sweeper on self-concept. Similar results are obtained on POI also. The above study proves the concurrent validity of POI self-perception inventory.

Reliability

Test-retest reliability of Personal Orientation Inventory was worked out. The inventory was administered twice a week apart, to a sample of 48 undergraduate college students. Reliability coefficient for Sr and SA scales were quite high (i.e. .75 and .80 respectively). On a sample of 30 students Self-perception was applied by the author for test-retest reliability with an interval of one month. Results showed the inventory has high reliability for Sa (.79). Sr (.63) and Sp (.73).

Scoring

Though the scale consists of two areas, viz., self-acceptance and self-regard, the full scale with items combined from both the areas make form of self-perception. Therefore, the response as per scoring key provided is to be considered as the answer for self-perception and 1 score for each correct answer be given. The total score on 40 items will be the Raw Score for the self-Perception Measuring Scale. The minimum and maximum score on SPMS could be 00-40.

Administration of Questionnaires

First of all we met with the respondents and after casual talking with them, we told them about the purpose of meeting and asked them to fill the questionnaire. The objective of the study was not disclosed to the respondents because of the negative sense, the conduct of burnout is bearing. The questionnaire were admitted individually to the respondents. And the test were opted according to the instruction and administration procedure i.e. mentioned in respective manuals such as Burnout Inventory, Teacher’s Occupational Stress Scale, Eysenck’s Maudsley Personality Inventory, Self-Perception Measuring Scale. Attempts were made to get more reliable data from the respondents and all the results of respective respondents will be kept confidential.

Statistical Techniques

The analysis of data has been made by using various descriptive and inferential statistical tools like:

1. Standard Deviation
2. Correlation
3. ANOVA (one way)

Data analysis

Personality of University Teachers with Reference to their Gender, Age and Experience

There is no Significant Difference of Personality of University Teachers with Reference to their Gender, Age and Experience

- There is no significant difference of personality of university teachers with reference to their gender.

Table 1: Descriptive analysis of Personality Variable (Gender-wise)

Particulars	Gender	N	Mean	Std. Deviation	Std. Error
N	Male	182	24.59	7.862	.583
	Female	168	23.05	11.494	.887
E	Male	182	20.22	6.568	.487
	Female	168	18.45	7.537	.581
Personality	Male	182	44.81	10.373	.769
	Female	168	41.49	15.584	1.202

Source: Survey

Analysis of the respondents viewpoint with regard to personality variable is given in Table 1, in which gender-wise mean value of male respondents was greater than female respondents.

Table 2: Gender-wise Response on Personality Variable

Particulars		Sum of Squares	DF	Mean Square	F	Sig.
N	Between Groups	207.262	1	207.262	2.169	0.142
	Within Groups	33249.712	348	95.545		
E	Between Groups	274.728	1	274.728	5.528	.019*
	Within Groups	17294.727	348	49.697		
Total	Between Groups	959.234	1	959.234	5.561	.020*
	Within Groups	60032.263	348	172.507		

Source: Survey * at 0.05 level of Significance

Table 2 depicts the gender-wise response of the respondents toward personality variable. It is noticed that there is significant association in personality dimension i.e. Extraversion (E) (F=5.528, p=0.19) and total personality score (F=5.561 p=0.020) while insignificant association in personality dimension i.e. Neuroticism (N) (F=2.169, p=0.142) and total personality score.

On the basis of above result it may concluded that null hypothesis is accepted in case of personality dimension N, as p-value is greater than 0.05 level of significance, where as null hypothesis is rejected in case of personality dimension E and total personality score, as p-value is less than 0.05 level of significance. It means mean value of male university teachers was greater than female university teachers.

- There is no significant difference of personality of university teachers with reference to their age.

Table 3: Descriptive analysis of Personality Variable (Age-wise)

Particulars	Age-Groups	N	Mean	Std. Deviation	Std. Error
N	25-30	37	29.27	8.269	1.359
	31-35	121	23.40	9.335	.849
	36-40	98	22.58	9.500	.960
	above 40	94	23.62	10.631	1.096
E	25-30	37	24.78	6.201	1.019
	31-35	121	20.02	7.534	.685
	36-40	98	17.15	6.363	.643
	above 40	94	18.71	6.383	.658
Personality	25-30	37	54.05	10.290	1.692
	31-35	121	43.41	13.037	1.185
	36-40	98	39.73	13.216	1.335
	above 40	94	42.33	12.370	1.276

Source: Survey

Analysis of the respondents viewpoint with regard to personality variable is given in Table 3, in which mean value of 25-30 age-wise group of respondents was greater than other age-wise group of respondents.

Table 4: Age-wise Responses on Personality Variable

Particulars		Sum of Squares	DF	Mean Square	F	Sig.
N	Between Groups	1274.659	3	424.886	4.568	.004*
	Within Groups	32182.316	346	93.012		
E	Between Groups	1657.268	3	552.423	12.012	.000*
	Within Groups	15912.186	346	45.989		
Total	Between Groups	5612.388	3	1870.796	11.688	.000*
	Within Groups	55379.109	346	160.055		

Source: Survey * at 0.05 level of Significance

Table 4 depicts the age-wise response of the respondents towards personality variable. It is noticed that there is significant association in personality dimensions i.e. Neuroticism (N) (F= 4.568, p=0.004), Extraversion (E) (F=12.012, p=0.00) and total personality score (F=11.688, p=0.000).

On the basis of above result it may concluded that null hypothesis is rejected in case of personality dimension N, E and total personality score, as p-value is less than 0.05 level of significance. It means mean value 25-30 age-wise group of university teachers was greater than other age-wise group of university teachers.

- There is no significant difference of personality of university teachers with reference to their experience.

Table 5: Descriptive Analysis of Personality Variable (Experience-wise)

Particulars	Experience-groups	N	Mean	Std. Deviation	Std. Error
N	0-5	37	29.27	8.269	1.359
	6-10	121	23.40	9.335	.849
	11-15	98	22.58	9.500	.960
	above 15	94	23.62	10.631	1.096
E	0-5	37	24.78	6.201	1.019
	6-10	121	20.02	7.534	.685
	11-15	98	17.15	6.363	.643
	above 15	94	18.71	6.383	.658
Personality	0-5	37	54.05	10.290	1.692
	6-10	121	43.41	13.037	1.185
	11-15	98	39.73	13.216	1.335
	above 15	94	42.33	12.370	1.276

Source: Survey

Analysis of the respondent’s viewpoint with regard to personality variable is given in Table 5, in which mean value of 6-10 experience-wise group of respondents was greater than other experience-wise group of respondents.

Table 6: Experience-wise Responses on Personality Variable

Particulars		Sum of Squares	DF	Mean Square	F	Sig.
N	Between Groups	1304.213	3	398.996	3.789	.003*
	Within Groups	33011.102	346	95.622		
E	Between Groups	1456.023	3	568.646	10.702	.032*
	Within Groups	16101.062	346	49.099		
Total	Between Groups	49978.547	3	1795.567	12.489	.090
	Within Groups	54284.327	346	189.745		

Source: Survey * at 0.05 level of Significance

Table 6 depicts the experience-wise response of the respondents toward personality variable. It is noticed that there is significant association in personality dimensions i.e. Neuroticism (N) (F= 3.789, p=0.003) and Extraversion (E) (F=10.702, p=0.032) where as insignificant association in total personality score (F=12.489, p=0.090).

On the basis of above result it may concluded that null hypothesis is rejected in case of personality variable N and E as p-value is less than 0.05 level of significance. And null hypothesis is accepted in total personality score, as p-value is greater than 0.05 level of significance. It means mean value of 6-10 experience-wise group of university teachers was greater than other experience-wise group of university teachers.

Self-related Cognitions of University Teachers with Reference to their Gender, Age and Experience.

There is no Significant Difference of Self-related Cognitions of University Teachers with Reference to their Gender, Age and Experience.

- There is no significant difference of self-related cognitions of university teachers with reference to their gender.

Table 7: Descriptive analysis of Self-Perception Variable (Gender-wise)

Particulars	Gender	N	Mean	Std. Deviation	Std. Error
Sa	Male	182	7.08	3.352	.248
	Female	168	7.40	3.779	.292
Sr	Male	182	16.23	5.043	.374
	Female	168	16.22	5.384	.415
Self-perception	Male	182	23.31	3.906	.290
	Female	168	23.62	4.872	.376

Source: Survey

Analysis of the respondents viewpoint with regard to self-perception variable is given in Table 7, in which gender-wise mean value of male respondents was greater than female respondents.

Table 8: Gender-wise Responses on Self-Perception Variable

Particulars		Sum of Squares	Df	Mean Square	F	Sig.
Sa	Between Groups	8.745	1	8.745	.689	.407
	Within Groups	4418.043	348	12.696		
Sr	Between Groups	.010	1	.010	.985	0.437
	Within Groups	9443.159	348	27.136		
Total	Between Groups	8.173	1	8.173	.423	.516
	Within Groups	6724.767	348	19.324		

Source: Survey * at 0.05 level of Significance

Table 8 highlights the result of ANOVA test, apply at 0.05 level of significance presents that there is significant association in self-perception dimension i.e. Self-regard (Sr) (F=0.985, p=0.437) as p-value is less than 0.05 level of significance, therefore null hypothesis is rejected and alternative hypothesis is accepted where as insignificant association found in self-perception dimension i.e. Self-acceptance (Sa) (F=0.689, p=0.407) and total self-perception score (F=0.423, p=0.516) as p-value is greater than 0.05 level of significance, therefore null hypothesis is accepted. It means mean value of male university teachers was greater than female university teachers.

- There is no significant difference of self-related cognitions of university teachers with reference to their age.

Table 9: Descriptive Analysis of Self- Perception Variable (Age-wise)

Particulars	Age-Groups	N	Mean	Std. Deviation	Std. Error
Sa	25-30	37	8.35	3.924	.645
	31-35	121	6.95	2.955	.269
	36-40	98	7.15	3.465	.350
	above 40	94	7.24	4.152	.428
Sr	25-30	37	17.49	6.095	1.002
	31-35	121	16.64	4.274	.389
	36-40	98	14.84	5.497	.555
	above 40	94	16.64	5.386	.556
Self-perception	25-30	37	25.84	4.413	.725
	31-35	121	23.60	3.822	.347
	36-40	98	21.99	4.917	.497
	above 40	94	23.88	4.008	.413

Source: Survey

Analysis of the respondents viewpoint with regard to self-perception variable is given in Table 9, in which mean value of 31-35 age-wise group of respondents was greater than other age-wise group of respondents.

Table 10: Age-wise Response on Self-Perception Variable

Particulars		Sum of Squares	DF	Mean Square	F	Sig.
Sa	Between Groups	56.577	3	18.859	1.493	.216
	Within Groups	4370.211	346	12.631		
Sr	Between Groups	285.116	3	95.039	3.591	.014*
	Within Groups	9158.052	346	26.468		
Total	Between Groups	440.053	3	146.684	8.065	.000*
	Within Groups	6292.887	346	18.188		

Table 10 highlights the result of ANOVA test, apply at 0.05 level of significance presents that there is significant association in self-perception dimension i.e. Self-regard (Sr) (F=3.591, p=0.014) and total self-perception score (F=8.065, p=0.00) as p-value is less than 0.05 level of significance, therefore null hypothesis is rejected and alternative hypothesis is accepted where as insignificant association found in self-perception dimension Sa (F=1.493, p=0.216) as p-value is greater than 0.05 level of significance, therefore null hypothesis is accepted. It means mean value of 31-35 age-wise group of university teachers was greater than other age-wise group of university teachers.

- There is no significant difference of self-related cognitions of university teachers with reference to their experience.

Table 11: Descriptive Analysis of Self-Perception Variable (Experience-wise)

Particulars	Experience-groups	N	Mean	Std. Deviation	Std. Error
Sa	0-5	37	8.35	3.924	.645
	6-10	121	6.95	2.955	.269
	11-15	98	7.15	3.465	.350
	above 15	94	7.24	4.152	.428
Sr	0-5	37	17.49	6.095	1.002
	6-10	121	16.64	4.274	.389
	11-15	98	14.84	5.497	.555
	above 15	94	16.64	5.386	.556
Self-perceptions	0-5	37	25.84	4.413	.725
	6-10	121	23.60	3.822	.347
	11-15	98	21.99	4.917	.497
	above 15	94	23.88	4.008	.413

Source: Survey

Analysis of the respondents viewpoint with regard to Self-Perception variable is given in Table 11, in which mean value of 6-10 experience-wise group of respondents was greater than other experience-wise group of respondents.

Table 12: Experience-wise Responses on Self-Perception Variable

Particulars		Sum of Squares	DF	Mean Square	F	Sig.
Sa	Between Groups	45.698	3	19.002	2.241	.002*
	Within Groups	4456.471	346	13.103		
Sr	Between Groups	288.143	3	92.237	4.602	.125
	Within Groups	9234.156	346	24.678		
Total	Between Groups	505.234	3	132.465	7.173	.004*
	Within Groups	5528.987	346	17.569		

Source: Survey * at 0.05 level of Significance

Table 12 highlights the result of ANOVA test, apply at 0.05 level of significance presents that there is significant association in self-perception dimension i.e. Self-acceptance (Sa) (F=2.241, p=0.002) and total self-perception score (F=7.173, p=0.004) as p-value is less than 0.05 level of significance, therefore null hypothesis is rejected and alternative hypothesis is accepted where as insignificant association found in self-perception dimension Self-regard (Sr) (F=4.602, p=0.125) as p-value is greater than 0.05 level of significance, therefore null hypothesis is accepted. It means mean value of 6-10 experience-wise group of university teachers was greater than other experience-wise group of university teachers.

Major findings

Personality of University Teachers with Reference to their Gender, Age and Experience.

The following section explains the gender, age and experience-wise association of the personality variable.

- Gender-wise response of the respondents toward personality variable, it is noticed that there is significant association in dimension of personality variable i.e. Extraversion (E) and total personality score. It means mean value of male university teachers was greater than female university teachers. While insignificant association in dimension of personality variable i.e. Neuroticism (N) and total personality score.
- Age-wise response of the respondents toward personality variable, It is noticed that there is significant association in different dimensions of personality variable i.e. Neuroticism (N), Extraversion (E) and total personality score. It means mean value of 25-30 age-wise group of university teachers was greater than other age-wise group of university teachers.
- Experience-wise response of the respondents towards personality variable, It is noticed that there is significant association in different dimensions of personality variable i.e. Neuroticism (N), Extraversion (E). It means mean value of 6-10 experience-wise group of university teachers was greater than other experience-wise group of university teachers, where as insignificant association in total personality score.

Self-Related Cognitions of University Teachers with Reference to their Gender, Age and Experience

The following section explains the gender, age and experience-wise association of the Self-Perception variable.

- Highlights the result of ANOVA test, apply at 0.05 level of significance presents that there is significant association in dimension of self-perception variable i.e. self-regard (Sr). It means mean value of male university teachers was greater than female university teachers, where as insignificant association found in self-acceptance (Sa) and total self-perception score.
- Result of ANOVA test, apply at 0.05 level of significance presents that there is significant association in dimension of self-perception variable i.e. self-regard (Sr) and total self-perception score. It means mean value of 31-35 age-wise group of university teachers was greater than other age-wise group of university teachers, where as insignificant association found in self-perception variable i.e. self-acceptance (Sa) and total self-perception score.

- Result of ANOVA test, apply at 0.05 level of significance. Presents that there is significant association in dimension of self-perception variable i.e. self-acceptance (Sa) and total self-perception score. It means mean value of 6-10 experience-wise group of university teachers was greater than other experience-wise group of university teachers, where as insignificant association found in dimension of self-perception variable i.e. self-regard (Sr) and total self-perception score.

Educational implications

- In this research some factors of personality among male and female university teachers have significant differences and some factors are not having any significant differences.
- On the basis of findings, in this research the investigator has found out that there are some personality factors which are responsible for burnout. Therefore the investigator has identified the various personality factors on the basis of which the investigator has given suggestions to the university teachers to make improvement in their personality by lowering their burnout.
- In this research the various factors of self-related cognition are studied and on the basis of which the investigator identified that some factors are responsible for burnout, which can be improved the self-related cognition factors so that burnout may be reduced.

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