CHAPTER-I
INTRODUCTION

“*The quality of a nation depends upon the quality of its citizens. The quality of its citizens depends not exclusively, but in critical measure upon the quality of their education, the quality of their education depends more than upon any single factor, upon the quality of their teacher.*”

*(American Commission on Teacher Education, 1974)*

Teaching, a profession that creates all other profession, has been regarded the most significant and noblest social service since centuries. A teacher occupies an important place in the educational process. The whole system of education revolves around the teacher. In ancient India, the place of teacher was equal to God. The teacher is also called as the "architect of nation", the “maker of man" and the “maker of history." Therefore, it is apt to say that the teacher is the back bone of the educational system. In the field of education or in a specific teaching-learning situation, teacher is the ultimate agent who dispenses knowledge, frames the time schedule, selects reading materials, plays the role of subject specialist, evaluates learning outcomes & helps pupils to overcome their difficulties and personal problems and thus plays an important role in the success of any educational programme. Dr. Radhakrishnan (1949) has aptly observed in this context, “The teacher’s place in the society is of vital importance. He acts as the pivot for the transmission of intellectual traditions and technical skills from generation to generation and helps to keep the lamp of civilization burning.” Educationists generally agree that the goodness of an educational programme is determined to a large extent by the quality of learning process. Success of the learner mainly depends on the ability of the teacher. The role and responsibilities of a teacher are infinite and limitless.

“Teaching profession has historically been viewed as the label of love and kindness. It has many intrinsic and extrinsic rewards for people entering the pedagogical area. But in the present era, teaching is not without its inherent problems. Problems associated
with job related stress remain at the top of many teachers’ list. Nowadays, it has been transformed into a quite stressful occupation (Travers and Cooper, 1996). Due to RTE Act (2010) teachers are almost become handicapped. The Act has not mentioned anything about bringing discipline in the classroom. The Act says that students can be admitted up to 8th standard, appropriate of their age and it is the responsibility of the teacher to conduct bridge courses and take up remedial measures to help them reach their learning levels. This puts the teacher under tremendous stress, forcing many to shift their careers. The teacher has to play multiple roles such as supporting parent, disciplining taskmaster, stimulating actor and informative resource person.”

“An education system has all the elements associated with stress such as- a bureaucratic structure, continuous evaluation of its processes and outcomes, and increasingly intensive interpersonal interactions with students, parents, colleagues, principals and the community etc. Secondary school teachers in comparison to other levels of teachers experience higher level of stress due to demanding situation, while dealing with students. Overcrowded classes, heavy syllabus and inadequate facilities make teachers’ work more complex. Researches suggest that the stress in the teaching profession affects the general health, teaching career, students’ achievement gains and well-being of teachers (Skaalvik and Skaalvik, 2009)”. Large number of teachers has suffered from depression, stress, emotional exhaustion, which overlap with the established symptoms of burnout. “Further, teaching is also being affected by recruitment policy, promotions and placements. In the wake of ever-increasing concern for universal elementary education, teachers’ role is much more under a threatened state. The school teachers are facing new challenges and need to be supported by the educational administrators and the state (Devi 2014). The best teacher is one who possesses good mental health and who is fully satisfied with his/her occupation. Due to advancement in every field, the life of teachers, too have become more complex and stressful and this contributes to their physical and psychological well being.”

“As the teacher is the pivot of the entire educational system and is the main catalytic agent for introducing desirable changes in the teaching learning process, so attempts should be made to produce quality teachers. No innovation or change in education is going to bring a change in the quality of product unless the teachers are of quality. The quality of education depends on the ability, hard work and dedication of the teacher.
Thus, it is very important for a teacher to maintain a balanced personality throughout his/her teaching profession since a teacher has to face diverse and challenging situations many a times. If a teacher feels good and is satisfied with the work environment at school, there is a better chance that he/she can create an atmosphere that supports positive mental health and improves academic achievement. The teacher is the person upon whom all the activities of the school are dependent and the school without teacher is a soulless body. Teachers’ personality, character qualities, well-being, attitudes, teaching efficiencies and life style help the pupils to become good human beings, thereby contributing in creating a knowledgeable society. Goodness of any educational programme is determined, to a large extent, by the teachers. The quality of education and the standard of achievement are inseparably inter-related with the quality of teachers.” The National Policy on Education (1986) has rightly stated, "No people can rise above the level of its teachers and So, for the development of the country, it is very important to have good teachers and good teachers can be produced only if we have a good system of teacher education” The best teacher is one who possesses good physical and mental health and balanced personality.

“The modern world, which is said to be a world of achievement, is also a world of stress. Stress is growing concern in today's society (American Psychological Association, 2007). Teaching is a highly stressful career and teachers are leaving the profession at an alarming rate (Hanushek, 2007; Ingersoll, & Smith, 2003). Stress is a reality of teaching, which can be beneficial or harmful depending on how a person responds. Inability to cope with stress may make the individual unable to maintain the enthusiasm, care and commitment, he initially brought to the job and then the process of burnout begins.” Studies done in India report a low to moderate level of burnout among teacher (Mishra, 1997; Sahu & Mishra, 1995). Teachers are the makers of the future citizens of the country and play a great role in meeting the emotional needs of children. To achieve these objectives, a teacher should be mentally and psychologically fit and free from all stresses and strains to teach effectively in the classroom. Good psychological well-being helps the teacher to motivate and inspire the students. Therefore, in all conditions teacher should be more effective, motivated and having healthy well being.
1.1 BURNOUT

The term burnout was first introduced in academic scenario by Freudenberger (1974), who defined it as “to fail, to wear out, or become exhausted by making excess demands on energy, strength or resources.” “In general, burnout is a state of emotional, mental, and physical exhaustion caused by excessive and prolonged stress. It occurs when one feel overwhelmed and unable to meet constant demands. It reduces one’s productivity and saps energy, leaving one feeling increasingly helpless, hopeless, cynical and resentful”. Eventually, one may feel that he has nothing more to give. Kahn (1986) has explained burnout as “a syndrome of inappropriate attitudes towards clients and towards self often associated with uncomfortable physical and emotional symptoms as well as with deterioration of performance.” Burnout may be regarded the endpoint of coping unsuccessfully with chronic stress. As a metaphor, “burnout points the quench of candle or a fire; if fire does not receive adequate resources, it will be quenched after a while,” (Schaufiel et.al. 2009). Hendrix et al. (2000) defined “burnout as a reaction to chronic stress which involves negative interactions between environmental and personal characteristics”.

“Teachers’ burnout is an ongoing problem in school systems throughout the world. Good (1959) defined teacher burnout as physical, emotional and attitudinal exhaustion that begins with a feeling of uneasiness and mounts as the joy of teaching begins to gradually slip away. An educator who is experiencing burnout has low morale, low self-esteem and is physically exhausted (Roloff and Brown, 2011)”. They said that burnout is “a type of psychological distress—a chronic negative psychological condition that results as day-to-day work stressors take their toll.” “Teacher burnout is a psychological condition that leads to exhaustion, depersonalization and decreased teacher achievement and self-worth (Raines, 2011)”. However, the most widely accepted and used definition of burnout was made by Maslach (1982) “as the psychological syndrome of emotional exhaustion, depersonalization and reduced personal accomplishment.” Emotional exhaustion is experienced when a teacher feels as all of his “emotional resources are used up”. “Depersonalization occurs when one separates himself from colleagues, family and friends. Separation may manifest through a physical isolation or through
distancing oneself emotionally. Reduced personal accomplishment is the tendency of the employee to evaluate his/her work negatively, an evaluation that is often accompanied by feelings of insufficiency. Matheny Gfoerer and Harris (2000) noted that earlier research in to the phenomenon described burnout as a loss of idealism and enthusiasm for work. The quality and continuity of education are directly concerned with the phenomenon of teacher burnout. The challenging aspect of burnout is that the principle factor in its development is the same factor which is often a good teacher's strength, namely dedication: Thus, the more dedicated teachers are to their job, the more likely they are to experience burnout (Brock and Grady, 2002)."

“The role of teachers in the present era is very different as they need to be more adaptable with frequently changing policies, practices and demands (Valli and Buese, 2007). Teachers must be facilitators of knowledge as well as managers and mentors of children (Pettersson, Postholm, Flem, and Gudmundsdottir, 2004). As noted in an ethnographic study by Bartlett (2004), while modern teacher roles have expanded in recent times, their structural supports have not. Teachers are now often responsible for assessing the school systems, educational practices and curriculum development (Lieberman and Miller, 1999). All this shows a lot of stress for teacher which can result in burnout. How the teacher instructs has more relevance than what is taught. A teacher who is low on morale, high on frustration and is detached from the students obviously is not able to be effective in the classroom. Kyriako (2001) explained the major causes of teacher stress are: a) students showing lack of interest in school, not completing their assignments, and exhibiting high instances of poor behaviours”; b) poor relationship among colleagues; c) heavy workloads placed on them; and d) poor ethos in the institution.

“Therefore, it can be concluded that there is no clear cut definition of what burnout is but the term first appeared in the 1970s from the psychologist Herbert Freudenberger. Freudgenberger and his colleague Gail North identified 12 stages that lead up to burnout”: 
Fig. 1.1: Stages of Burnout

Stage-1
Compulsion to prove oneself, excessive ambition

Stage-2
Push to work harder

Stage-3
Neglecting personal needs

Stage-4
Displacement of conflict

Stage-5
Revision of value system, self-worth based on job

Stage-6
Denial of problem, believe that others are lazy

Stage-7
Withdrawal from social situations

Stage-8
Obvious behavioural changes noticed by others

Stage-9
Loss of contact with self

Stage-10
Inner emptiness sets in

Stage-11
Depression sets in

Stage-12
Burnout syndrome (Mental or Physical Collapse)
1. **The Compulsion to Prove Oneself, Excessive Ambition:** It is very often found that the beginning is an excessive ambition. This is ones desire to prove themselves while at the workplace. This desire turns into determination and compulsion. This leads them to show off to their co-workers, proving that they are doing an amazing job, which they are doing better than all others.

2. **Push to Work Harder:** As people have to prove themselves to others, they establish high personal expectations. In order to meet these expectations, they tend to focus only on work while they take on more work than they usually would. With their main focus on work, they become obsessed with doing everything themselves. This will show that they are irreplaceable since they are able to do so much work without enlisting in the help of others.

3. **Neglecting Personal Needs:** Since they have devoted everything to work, they now have no time for anything else. Friends and family, eating and sleeping start to become unnecessary or unimportant. In order to make themselves feel better about neglecting necessities, they tell themselves that these are just sacrifices that will prove that they are the best.

4. **Displacement of Conflicts:** In this situation people become aware that what they are doing is not right, but they are unable to see the source of the problem. In order to deal with the root cause of this could lead to a crisis in themselves and become threatening. This is when the first physical symptoms are expressed.

5. **Revision of Value System, Self-worth based on Job:** In this stage, people isolate themselves from others, they avoid conflicts, and fall into a state of denial towards their basic physical needs begin to change their perceptions. They also look at their value systems and friends/hobbies are no longer important for them. Their new value system is their job and starts to be emotionally blunt.

6. **Denial of Problem, Believe that others are Lazy:** “Now seeing their coworkers as dumb, lazy and demanding of them, the person begins to become intolerant. They don't like being social and if they were to have social contact, it would be merely unbearable. Outsiders tend to see more aggression and sarcasm. The person blames their increasing problems on time pressure and all the work that they have to do, but they do not blame their problems on the ways that they have changed themselves”.


7. **Withdrawal from Social Situations:** In this stage their social contact is now a minimum, soon turning into isolation, a wall. Alcohol or drugs may be sought out for a release since they are obsessively working "by the book". Their feelings are that of being without hope and no direction.

8. **Obvious Behavioral Changes Noticed by Others:** “Coworkers, family, friends and other people that are in their immediate social circles cannot overlook the behavioral changes of this person. The people in the social circles become apathetic, fearful and shy”.

9. **Loss of Contact with Self (Depersonalization):** “Losing contact with themselves, they no longer see themselves or others as valuable. They no longer see personal needs. Their view of life narrows to only seeing in the present time, while their life turns to a series of mechanical functions”.

10. **Inner Emptiness Sets in:** “They are empty inside and to overcome this, they look for activity such as sex, alcohol or drugs. These activities are exaggerated and overreacted. They start to think that their leisure time is dead time”.

11. **Depression Sets in:** “Burnout and depression easily correspond. The person is becoming exhausted, hopeless, indifferent and believe that there is nothing for them in the future and there is no meaning of life”.

12. **Burnout Syndrome (Mental or Physical Collapse):** “Suicidal thoughts have passed through the minds of these people to use as an escape from their situation and only few people will actually commit suicide. They collapse physically and emotionally and should seek immediate medical attention”.

“Teaching is a highly stressful career and teachers are leaving the profession at an alarming rate (Hanushek, 2007; Ingersoll and Smith, 2003). The teacher follow-up survey indicated that 37% of teachers move from their profession because of weak administration. Smith and Smith (2006) found that some of the teachers left urban schools for stress-related reasons including violence, lack of feelings of safety and poor community involvement. In comparison with other academic client-related professions, teachers have been found to surpass the average levels of stress (Travers & Cooper, 1993). Recent research on teacher burnout has enhanced our understanding of its levels
and dimensions and the factors that contribute to it (Dorman, 2003 & Skaalvik & Skaalvik, 2009). Abel and Sewell (1999) reported that stress and burnout arises as a result of having difficult classes, problematic students, poor classroom climate, poor working conditions, shortage of resources, lack of recognition and inordinate demands on time. Poor working conditions were a predictor of burnout for rural and urban school teachers (Abel & Sewell, 2001). The limited amount of resources necessary to carry out the usual teaching practice, crowding and noise within the school were also considered among the environmental factors determining burnout among teachers (Botticelli et al. 2012). Kokkinos (2007) reported that student misbehavior predicted emotional exhaustion and depersonalization. Byrne (1998) revealed that over 90% of urban teachers ranked difficulties with administration. Friedman & Farber (1992) discovered that professional satisfaction had a strong negative correlation to burnout. Malanowski and Wood (1984) found that teachers who were more self-actualized and met the basic needs of safety, belongingness, love, respect, self-esteem and actualizing their full personal potential were more immune to external pressures that can lead to burnout”.

1.1.1 Factors Responsible for Burnout

No single factor can be found responsible for burnout. Various factors are there which can result in burnout among teachers. Pareek (1982) has pointed out nine factors which lead to burnout i.e. a) level of stress, b) type of stress, c) personality, d) organizational climate, e) nature of job, f) life style, g) role style, h) coping style and i) non-working life. Stress either little or too much, it leads to hyper stress. It can be either functional (eustress) or dysfunctional (distress). Certain personality dimensions like sense of loneliness, externality, low self-esteem etc. has been found to be associated with burnout. Along with these personality factors organizational climate and nature of job are also associated with burnout. The patterns of structuring one’s time i.e. life style, dysfunctional coping styles which include fatalism, blaming, showing aggression etc., avoidance style: a type of role style are also correlated with the burnout tendency. These factors of burnout among teachers are also represented in the figure 1.2.
“One of the researches conducted by Chaudhary (2001) found that marital status, educational qualifications, teaching experience and residence of teacher had independent effect on burnout and its various dimensions to varying degree. Mears and Cain (2003) showed that higher stress on job did indeed predict greater burnout and distress. Arora (2004) reported that female teachers with more experience were more personally accomplished. On the other hand male teachers with more experience were less emotionally exhausted. Gavrilovici (2009) revealed that emotional exhaustion of teachers with work experience of more than 17 years was significantly higher than teachers with less work experience”. Pooja and Upasna (2012) revealed and that negative relationship exists between organizational commitment and burnout. Ozyer, Eryigit and Erbaharli (2013) demonstrated that there was a significant relationship between burnout and organizational commitment. Sajid (2014) revealed that emotional
exhaustion, personal accomplishment and depersonalization were not established relationship with organizational commitment. Burnout negatively effects the organizational commitment of teachers. “Antoniou, Ploumpi and Ntalla (2013) found that teachers of primary education experienced higher levels of stress as compared to the teachers of secondary education. Female teachers experience more stress and lower personal accomplishment than males. Fernando (2006) revealed that teachers with high level of self-efficacy suffered from less stress and burnout than teachers with low level of self-efficacy. Arnold (2005) revealed that no relationship exists between teachers' biographical factors (gender, age, marital status, level of education, position at school, work experience, average number of learners in classes taught, location of school) and burnout. Louw, George and Esterhuysse (2011) revealed that the participants experienced similar levels of burnout as compared to teachers in other countries. Hakan and Halis (2014) found that there were significant relationships between teacher self-efficacy and burnout. Dagar and Mathur (2016) revealed that male and female school teachers differ significantly in their burnout level wherever no significant difference was found in the burnout level of teachers teaching in rural and urban areas. Gupta and Rani (2017) reported that type of school, locality and gender had a significant effect on burnout among secondary school teachers”.

1.2 PSYCHOLOGICAL WELL-BEING

Teacher is like a gardener who wants to grow flowers and who has knowledge about flowers. Just like that only a professionally sound gardener can make the garden beautify, in the same way only a professionally intensified teacher can make all round development of the students. In this regard balanced personality and well-being of teacher plays an important role to train the perfect students. Teachers having good mental health can provide an optimistic and congenial school climate to protect students from developing mental health difficulties and help them to develop sense of belongingness and connection. “Teachers’ psychological well-being and satisfaction with their daily working environment are associated with their actual behavior. A poor psychosocial climate in a classroom and the misconduct of pupils can have negative effects both on teachers’ and pupils’ general well-being and mental health status as well
as on their scholastic achievement”. Well-being is one of the most important goals which individuals as well as societies strive for. It not only includes physical fitness, but also includes wellness of all the aspects of human life i.e. physical well-being, psychological well-being, spiritual well-being, emotional well-being and social well-being which are considered as the dimensions of well-being. Archer, Probert and Gage (1987) define well-being as the process and state of quest for maximum human functioning that involves the body, mind and spirit. Well-being is a dynamic concept that includes subjective, social and psychological dimensions as well as health-related behaviors. "WHO states that the well-being of an individual is encompassed in the realization of their abilities, coping with normal stresses of life, productive work and contribution to their community.”

Psychological well-being a new concept of well-being is becoming a growing concern in recent studies of various fields especially in teaching. It focuses on purposeful goals and meaning of life which is an ultimate aim of teaching. Psychological well-being refers to how people evaluate their lives. According to Diener (1997), these evaluations may be in the form of cognitions or in the form of affect. It is very important in teaching profession as it talks about realization of human strengths and potentials which is necessary in innovations and creativity in any profession. “It is characterized by coordination of mental processes and functions, a sense of integrity and inner balance. It is a structure that includes the features of the mental state and personality that are relevant to a person’s ability to successfully overcome obstacles in relationships with other people”. According to Diener and Diener (1995), “psychological well-being includes cognitive assessment of different aspects of life, emotional self-acceptance, and the experience of subjective well-being comparable to the experience of happiness.”

Kitchener and Jorm (2002) described psychological well-being as a state of mind with an absence of a mental disorder. Winefield and his colleagues (2012) “stated that psychological well-being is usually conceptualized as some combination of positive affective states such as happiness and functioning with optimal effectiveness in individual and social life.”

Good psychological well-being is essential for teachers because it includes self-growth of teacher, emphasizes on teacher's sense of direction and meaning or purpose of life by
achieving teaching goals. It makes teacher confident by autonomous or self determined behavior, helps teachers to gain mastery over all situation in school settings which is a significant aspect of good mental health. It is helpful in making strong bounding between teacher and students. With all these qualities, a teacher can grow and flourish in his/her profession. If a teacher has good psychological well-being, he/she can contribute most creative, innovative and intelligent inputs in classroom for the betterment of students. The teacher with higher well-being and with high hardy personality has a strong sense of life and work commitment, a greater belief of control and more openness to change and jim challenges in life. All intellectual creative, educational, social and cultural advancement are possible if the individual of the nation do possess well-being. Due to many changes in the education system, lives of teachers too have become more complex and stressful (Hasan, 2014; Murnane & Steele, 2007; Ncube & Tshabalala, 2013). The school teachers are under heavy pressure in the wake of universalization of elementary education and implementation of right to education act for the same. The teaching learning process, to provide quality education, is to be taken care of by teachers as all the students are not in poison of same level of learning outcome. Hence, teachers dealing with such groups of student face a high level of stress.

The term psychological well-being (PWB) connotes a wide range of meanings, usually associated with wellness. Most studies in the past defined ‘wellness’ as not sick, as an absence of anxiety, depression or other forms of mental problems. “The PWB includes meaning in life, absence of somatic symptoms, self- esteem, positive effect, daily activities, satisfaction, absence of suicidal ideas, personal control, social support, absence of tension and general efficiency (Bhogle and Prakash, 1995). Psychological Well-Being is the subjective feeling of contentment, happiness, satisfaction with life’s experiences and of one’s role in the word of work, sense of achievement, utility, belongingness, and no distress, dissatisfaction or worry etc.” According to Diener and Smith (1999) “Psychological or subjective well-being as a broad construct, encompassing four specific and distinct components including (a) pleasant or positive well-being (e.g., joy, elation, happiness, mental health), (b) unpleasant affect or psychological distress (e.g., guilt, shame, sadness, anxiety, worry, anger, stress, depression), (c) life satisfaction (a global evaluation of one’s life) and (d) domain or
situation satisfaction (e.g., work, family, leisure, health, finance, self). Psychological well-being at work (PWBW) is a construct describing an individual’s subjective positive work experience and is composed of five eudemonic dimensions: interpersonal fit at work, thriving at work, feeling of competency, perceived recognition at work and desire for involvement at work (Dagenais-Demarais and Sovoie, 2011). Psychological well-being is defined as a state that emerges from feeling of satisfaction with one’s physical health, oneself as a person and with one’s close inter-personal relationships.

Over the last decade, Ryff and her co-workers have developed a general, context-free six-dimensional model of well-being (Ryff & Keyes, 1995). These dimensions are: (1) Self-acceptance: a positive evaluation of oneself and one’s past life; (2) Environmental mastery: the capacity to effectively manage one’s life and the surrounding world; (3) Autonomy: a sense of self-determination and the ability to resist social pressures to think and act in certain ways; (4) Positive relations with others, expressed by a genuine concern about the welfare of others; (5) Personal growth: the sense of continued growth and development as a person as well as openness to new experiences; and (6) Purpose in life: the belief that one’s life is purposeful and meaningful and that one has something to live for. Confirmatory factor analysis supported the distinctions between these concepts, demonstrating that the relations among them could be accounted for by a latent second-order factor (Ryff & Keyes, 1995). This model has been widely addressed in the world (Maddahi et al., 2011). Thus, although different dimensions of well-being can be distinguished empirically and theoretically, at a higher level of abstraction they seem to tap the same underlying phenomenon. Sisodia and Choudhary (2012) measure several aspects of well-being like Satisfaction, Efficiency, Sociability, Mental Health and Interpersonal Relations.

- **Satisfaction**- The act of satisfying, or the state of being satisfied; gratification of desire; contentment in possession and enjoyment; repose of mind resulting from compliance with its desires or demands.

- **Efficiency**- The comparison of what is actually produced or performed with what can be achieved with the same consumption of resources (money, time,
labour, etc.). This is the quality of being efficient or producing an effect or effects; efficient power; effectual agency.

- **Sociability** - It is the relative tendency or disposition to be sociable or associate with one’s fellows. The quality or state of being sociable or an instance of being social.

![Fig. 1.3: Dimensions of Psychological Well-being](image.png)

- **Mental Health** - Mental health is a term used to describe either a level of cognitive or emotional well-being or an absence of a mental disorder. Good mental health is a state of well-being in which a person is able to cope with everyday events, think clearly, be responsible, meet challenges, and have good relationships with others.
Interpersonal Relations - An interpersonal relationship is an association between two or more people that may range from fleeting to enduring. This association may be based on limerence, love and liking, regular business interactions, or some other type of social commitment.

Various studies have been conducted on psychological well-being with a number of variables. Mabekoje (2003) found that self-esteem is a significant predictor of teachers’ psychological well-being. Hanushek, Kain & Rivkin (2004) stated that teachers’ quality contributes 7.5% of the variance in students’ achievements. Devos, et.al. (2007) indicated that general self-efficacy and achievement orientedness are significantly correlated with several aspects of positive well-being (i.e. job satisfaction and job enthusiasm) and negative well-being (i.e. cynicism and personal accomplishment). Panaccio and Vandenberghe (2009) found that affective commitment mediated a positive relationship between support and wellbeing. Srimathi and Kumar (2010) concluded that female teachers had the highest level of psychological wellbeing. Negative relationship was found between occupational stress and psychological well-being (Salami, 2010). Snyder et al. (2011) observed that teachers do not get the recognition and appreciation for their hard work, which could have negatively affected their self-esteem and eventually their psychological well-being. Occupational stress had a negative impact on psychological well-being (Akintayo, 2012 & Adegoke, 2014). Afsana (2016) found no significant difference between teachers and lecturers in relation to their mental health and psychological well-being. Ferlis, Tan and Walton (2016) indicated a significant effect of occupational stress on teachers’ psychological well-being. Vikas (2016) observed female school teacher’s psychological wellbeing was better than the male school teachers. No significant interaction effect of types of teachers and sex was found on psychological well being. Chang, Chiu, and Liu (2017) found that school organizational climate had a moderating effect on the relationship between teacher well-being and turnover intentions. Gangadharan (2017) concluded that women in the teaching profession had the highest psychological well-being scores as compared to other women employees. Öykü, Sally, Abdurrahman, Albert, Atakan
and Muhammed (2017) indicated that the U.S. teachers had the highest psychological well-being than teachers in Turkey and in Pakistan respectively.

1.3 ORGANIZATIONAL COMMITMENT

Commitment refers to the socio-psychological bonding of an individual to his group or organization, its goals and values or to his occupation and profession. It is an individual’s attraction and attachment to the work and the organization. An organization is a social system which includes both the organizational dimensions and the individual dimensions. An effective organization will make sure that there is a spirit of cooperation and sense of commitment and satisfaction within the sphere of its influence. For the success of any organization, committed and satisfied human resources are considered as the most important assets of an organization. “Fostering commitment among employees is also important because employees, who are highly committed stay longer, perform better, miss less work and engage in organizational citizenship behaviour. Commitment to the organization is important and plays key role in the formation of an integrated human effort in an organization. According to Riechers (1985) commitment to an organization constituted with three major attitudes such as”: (1) a sense of identification with the organization’s goals; (2) a feeling of involvement in organization’s duties and (3) a feeling of loyalty for the organization. Sheldon (1971) defined commitment as “an attitude or an orientation towards the organization, which links or attached the identification of the person to the organization.” “Zainudin, Junaidah and Nazmi (2010) pointed out that teachers’ commitment is one of the most crucial factors in the success of future education. This is because teachers are directly involved within the educational process and they are responsible to equip their students with knowledge and good manners (Zainudin et al., 2010)”.

Over the past two decades, the concept of organizational commitment has generated great attention. Organizational commitment is defined as “the relative strength of an individual’s identification with and involvement in a particular organization and can be characterized by a strong belief in and acceptance of the organization’s goals and values, willingness to exert considerable effort on behalf of the organization and a strong desire to maintain membership of the organization.” (Mowday, Porter and Steer,
The most commonly used definition of organizational commitment belongs to Allen and Meyer (1990), “a psychological state that binds the individual to the organization.” Organizational commitment in a general sense, is the employee’s psychological attachment to the organization. It is the relative strength of an individual’s identification with and involvement in an organization. It may be defined as a state in which an employee identifies with a particular organization and its goals, and wishes to maintain membership in the organization. Organizational commitment is an attitude or an orientation towards the organization which links or attaches the identification of the person to the organization. It includes three components: (a) belief in the organization’s goals and values, (b) willingness to exert effort on behalf of the organization and (c) desire to remain in the organization (Williams and Hazer, 1986).

In other words, it is a powerful tool that may be used as aid to achieve higher level of performance and at the same time to develop and maintain discipline in the organization. The various definitions and measures share a common theme in that organizational commitment is considered to be a bond or linking of the individual to the organization. Pareek (2004) defined “organizational commitment as a person’s feeling with regard to continuing his or her association with the organization, acceptance of the value and goals of the organization and willingness to help the organization achieve such goals and values.” Organizational commitment covers a range of attitudinal and behavioural responses about the organization and is sometimes described simply as loyalty.

“Organizational commitment is a concept proposed by Mowday et. al. (1982) to integrate several of the personal characteristics and experiences that individuals bring to the organization. He defined organizational commitment as the extent to which an individual identifies and is involved with his or her organization and/or is unwilling to leave it. Meyer and Allen (1997) described organizational commitment as a psychological state that is concerned about how individuals feel about their organizational engagement and the desire to continue to remain with the organization. They stated that organizational commitment is a multi-dimensional construct with three components, namely affective commitment, continuance commitment and normative commitment”.

18
**Affective Commitment:** “It is the strength of a person’s desire to work for an organization because he or she agrees with its underlying goals and values. Meyer and Allen (1997) defined affective commitment as the employee’s emotional attachment to, identification with and involvement in the organization.”

**Continuance Commitment:** “It is the strength of a person’s desire to continue working for an organization because he or she needs to do so and cannot afford to leave. Continuance commitment refers to commitment based on the costs that the employee associates with leaving the organization. According to Meyer and Allen (1997) continuance commitment is the awareness of the costs associated with leaving the organization.”

![Fig. 1.4: Types of Organizational Commitment](image)

**Normative Commitment:** “It refers to a person’s desire to continue working for an organization because he or she feels obligations from others to remain there. Normative commitment refers to employees’ feeling of moral obligation to stay in the organization (Meyer and Allen, 2004)”.

Organizational commitment is one of the most popular work attitudes, studied by the researchers. However, most of the research on organizational commitment has been done within industrial organizational and occupational settings. Very little research on organizational commitment has been conducted within educational settings. The
educational organizations such as schools also need committed teachers to achieve their objectives and cannot succeed without their efforts and commitment. The teachers with strong commitment to the school find it easy to be interested in whatever they do and can involve themselves in it whole heartedly. They are rarely at a loss for things to do and always seem to make maximum efforts cheerfully and zestfully. Jindal (1990) found that “the women teachers had higher commitment in University college and private colleges in comparison to men teachers. Maheshwari (2003) revealed that majority of teachers suggested that for increasing commitment school environment should be healthy and 40.3 percent respondents were in the favour of motivation by the principals”. Pooja and Rastogi (2009) indicated a significant effect of psychological well-being on organizational commitment. Najihah, Mizan, Norsyamina and Jeniwyaty (2010) revealed that only affective commitment influenced burnout. Shirazi, Beiki, Zamanian and Esapour (2011) found “a significant relationship between the frequency of depersonalization and continuance & normative commitments and there was a significant relationship between depersonalization and affective commitment. No significant relationship was observed between other organizational commitment components and job burnout.” Pooja and Upasna (2012) found a negative relationship between organizational commitment and burnout. Ozner, Eryigit and Erbaharli (2013) demonstrated that there was a significant relationship between burnout and organizational commitment. Gargari, Lotfi and Asadollahi (2014) found that only the feeling commitment can be a factor for burnout. Sajid (2014) revealed that emotional exhaustion, personal accomplishment and depersonalization were not established relationship with organizational commitment. Burnout negatively effects the organizational commitment of teachers. Mohammad, Khodayar and Marzieh (2015) revealed that the organizational commitment of full-time teachers was more than tuition. Dennis, Fraide, Ronnel, Alexandre and Herbert (2015) showed that “affective and normative commitment positively predicted psychological well-being in the work place whereas continuance commitment was a negative predictor of some outcomes. Maryam and Samavi (2016) investigated a significant inverse relationship between components of organizational commitment and job burnout”.

1.4 OCCUPATIONAL SELF-EFFICACY

“Self-efficacy is the belief in one’s capability to organize and execute the courses of action required to produce given attainments.”

(Bandura, 1997)
The concept of self-efficacy, which is related with the self perception of one’s own competencies, was first thoroughly put forward by Albert Bandura. Self-efficacy, which has an important place in “Social Learning Theory” is defined by Bandura (1986) as “the belief of having the capacity to perform the expected tasks efficiently by organizing and carrying out the necessary activities. Self-efficacy is a critical component of social cognitive theory, which has a primary influence on human thought, motivation, action and performance. In other words, self-efficacy is a person’s belief in his or her ability to succeed in a particular situation. Furthermore, self-efficacy as a domain-specific construct has been understood as the belief of an individual about his/her competence in a particular domain or context. Based upon this viewpoint, occupational self-efficacy has been defined as the belief in ability and competence to perform in an occupation (Pethe, Chaudhari and Dhar, 1999). Occupational self-efficacy is the extent to which one judges oneself able to do the tasks inherent in a given career or vocational pursuit”. Occupational self-efficacy can be used to assess “self-efficacy over different jobs, organizations, levels etc.” (Schyns & Collani, 2002).

Occupational self-efficacy is specific in affecting the belief systems of different areas of occupation to a different extent. As we know, “teacher holds the most crucial position in the education system. A teacher is responsible for the destiny of our children. He should possess certain qualities, capacities, competencies, capabilities in order to modify and shape the behaviour of the students in a certain specific direction. He should also have beliefs in his capabilities. This will enhance his efficacy in the classroom situations. In fact, teacher efficacy is the teacher’s belief in his or her capability to organize and execute courses of action required to successfully accomplish a specific teaching task in a particular context”. This construct has been defined by various researchers as: “The extent to which the teacher believes he or she has the capacity to affect student performance (Berman et al, 1977).” According to Guskey and Passaro (1994) “Teacher efficacy is the teacher’s belief or conviction that they can influence how well students learn even those who may be difficult or unmotivated.” Teacher efficacy can be described as beliefs about whether teachers can make a difference with students.” (Lin, Gorrell & Taylor, 2002). “Teachers’ sense of self-efficacy plays a key role in
influencing important academic outcomes. It is related to higher levels of student achievement and motivation, and has been shown to influence teachers’ instructional practices, use of innovative teaching methods, enthusiasm, commitment and teaching behavior. Self-efficacy affects the level of mental stress and pressure and the depression caused from threatening situations. Individuals with high self-efficacy, reduce their mental stress during stressful situations. Though, individuals with low self-efficacy experience a high level of stress in controlling threats and they expand their lack of self-efficacy and they see many environmental aspects as dangerous and threatening, which can lead to mental stress for an individual. Teacher with high sense of efficacy creates mastery experiences for their students whereas teachers with low instructional self efficacy undermine students cognitive development as well as students’ judgment of their own capabilities (Gibson and Dembo, 1984)”.

“During the last decades, several studies have been focused on teachers’ self-efficacy. According to Tschannen-Moran and Woolfolk-Hoy (2001), teacher’s beliefs about the degree up to which they are able to influence students’ involvement in the learning process has been characterized as a simple idea with significant implications. Bandura stated that people with low self-efficacy are insufficient as teachers, even if they are aware of what they are supposed to do. Teachers’ high self-efficacy is related with their high confidence in their ability to confront different new issues that arise, as well as their ability to deal with the consequences that may be created in the classroom (Staple, Hulland & Higgins, 1999)”.

1.4.1 Sources of Self-efficacy

“According to Bandura (1977), self-efficacy develops through mastery experience, model learning, verbal persuasion and physical arousal. As teacher self-efficacy is related to many positive classroom outcomes, researchers have turned toward investigating the origins of teachers’ efficacy beliefs for important insights about how to foster self-efficacy during teacher training” (Henson, 2002; Labone, 2004; Gaskill & Woolfolk-Hoy, 2002). “Understanding the potential sources of self-efficacy for teachers of students with disabilities, such as autism, can help identify factors to target in professional development activities and ongoing teacher support initiatives. Bandura
(1997) proposed the following four sources of self-efficacy: (1) mastery experience, (2) vicarious experience, (3) social persuasions, and (4) physiological and affective states”.

**Mastery Experience:** “It refers to the interpretations individuals make of their past performances. Bandura hypothesized that interpretations of past performance serve as a robust indicator of self-efficacy, a finding that has been confirmed in studies of the sources of students’ self-efficacy (Usher & Pajares, 2008). For example, a teacher who has been successful in helping students progress will likely make a favorable interpretation of his or her effort, thus increasing self-efficacy. On the other hand, failures in the classroom can lower a teacher’s beliefs in what she or he can do”.

**Vicarious Experience:** “It refers to the experience gained by observing the successes and mistakes of others. Teachers may look to the performances of their colleagues to evaluate their relative capabilities. Competent models offer better ways of handling teaching situations. From preliminary studies, researchers suggest that beginning teachers who have higher levels of induction support compared to those with lower levels of support are more likely to view their jobs as manageable, report that they can teach the most difficult students, and indicate that they are successful in providing education to students needing special education services (Billingsley et al., 2004)”.

**Social Persuasions:** “It refers to the persuasive messages individuals receive from others. Teachers receive evaluative feedback from students, colleagues, administrators, and parents which likely influences how capable they feel in their jobs. Positive messages typically boost self-efficacy, whereas criticisms tend to be undermining. Much of the influence of social messages depends on how observers construe what others tell them. This is likely why teachers who perceive more support from their principals are less stressed and more committed and satisfied with their jobs as compared to those who perceive less support (Billingsley & Cross, 1992). Similarly, one of the researcher has shown that educators who remain in their jobs were about four times more likely to perceive their administrators as supportive and encouraging than were the teachers who left (Boe, Barkanic & Leow, 1999)”.

23
Physiological and Emotional States: “It refers to individuals’ somatic and affective responses regarding their performance. Excessive stress or anxiety can convince teachers that they do not have the skills necessary to carry out his or her jobs successfully. On the other hand, those who feel energized by the teaching task likely approach their work with confidence. For example, the multiple pressures on special education teachers pose legitimate concerns for increased stress, which has been associated with burnout and teacher attrition (Billingsley et al., 2004; Boyer & Gillespie, 2000)”.

Leiter (1993) defined burnout as ‘a crisis of self-efficacy’. Chwalisz et al. (1992) found “that teachers with low self-efficacy reported higher levels of job burnout as compared to teachers with high self-efficacy. Friedman and Farber (1992) found that those teachers who considered themselves poor in maintaining discipline in the classroom and a lower management capacity reported higher levels of job burnout as opposed to the
teachers who considered themselves as having a higher management capacity. Self-efficacy beliefs of teachers have an important place in overcoming burnout syndrome (Sürgevil, 2006). Teachers who are confident in their capabilities not only report lower stress but also remain in the teaching profession longer and report greater commitment than do teachers who doubt their capabilities (Schwarzer & Hallum, 2008; Ware & Kitsantas, 2007). In other words, teacher self-efficacy can serve as a protective factor for burn-out that has traditionally plagued the teaching profession, particularly in the field of special education. Chu (2003) find out that teaching efficacy can promote students’ learning motivation and prompt them improve their abilities. Gupta and Sawhney (2010) identified the interactive effects of gender differences on the perception of occupational self-efficacy and job type. Chaudhary et al. (2012) found that self-efficacy mediates the climate-engagement relationship. The results support the moderating effects of self-efficacy on the relationship between climate and engagement. The relationship between climate and engagement was stronger for low self-efficacious individuals as compared to high self-efficacious ones. Nouri, Shokri and Shariff (2014) revealed a significant positive correlation between occupational self-efficacy with job-related affective well-being. Arvidsson, Hakansson, Karlson, Jonas, and Roger (2016) Low self-efficacy, poor leadership, high job demands and teaching in higher grades were the variables most clearly associated with burnout”.

1.5 PERSONAL STRESS

“With increasing complexity of our life style, the level of stress has been increasing at a phenomenal rate. The concept of stress was first introduced in the life sciences by Selye Hans in 1936”. It was derived from the Latin word ‘stringere’; meant the experience of physical hardship, starvation, torture and pain. He defined stress as "the force, pressure, or strain exerted upon a material object or person which resist these forces and attempt to maintain its original state." The Dictionary of Psychology (2008) described stress as, “a condition typically characterized by symptoms of mental and physical tension or strain, as depression or hypertension that can form a reaction to a situation in which a person feels threatened, pressured etc.” Oxford Dictionary defined stress as “a state of affairs involving demand on physical or mental energy.” “It is a physical, mental and
emotional wear and tear brought about by incongruence between the requirement of job and capabilities, resources and needs of the employee to cope with job demands (Akinboye et al., 2002). Stress is a condition of strain that has a direct bearing on emotions, thought process and physical conditions of a person”. The words ‘Stress’ is defined as “the status of psychological upset or disequilibrium in the human being caused by frustration conflicted and other internal as well as external strain and pressures. Stress within teaching profession may not only affect the physical and emotional well-being of a teacher and their families, but it also effects the organization where they are working because it may impair the working relationship with students and colleagues. The work environment is a source of social and psychological stress, which has harmful effects on the well-being of the employees”.

“Our common perception that teaching is not a stressful occupation, but, worldwide studies have consistently found that work-related stress affects lives of significant numbers of teachers causing psychological, physiological and behavioral impacts. Johnson and others (1980) made an exhaustive study in the USA and found that teaching is considered as one of more stressful occupation than 26 other occupations. The National Union of Teachers (NUT) reported that stress is one of the biggest problems facing teachers, and that it is the main health and safety concern in four out of five schools studied (NUT, 1999). In Comparison of other occupational groups (e.g., doctors, dentists, nurses) teachers experience lower job satisfaction and poorer mental health, such as anxiety and depression (Travers & Cooper, 1993)”. Teaching is one such profession that causes more stress as compared to other professions (Hargreaves, 1999 and Pithers, 1995). Stress affects both the teacher and the learners in the teaching process (Forlin, Douglas & Hattie, 1996). “Teacher stress is defined as experiences in teachers of unpleasant, negative emotions, such as anger, frustration, anxiety, depression and nervousness, resulting from some aspect of their work as teachers (Kyriacou, 2001)”. Wilson (1979) found that 90% of teachers in California experienced at least some sort of stress and 95% of teachers were willing to take stress coping training events to manage their stress. Vance, Miller, Humphreys & Reynolds (1989) ‘Teacher Education Division Council for Exceptional Children’ pointed out in the study
that in an average 30,000 teachers involved in special education wants to leave from their profession every year to stay away from the stressful special school environment. Stress in teaching profession is acknowledged extensively and it was found that their mental health is significantly poorer than that of other high stressed professions (Travers and Cooper, 1991).

“The survey by Teachers Assurance reveals that 76% of teachers believe that workplace stress is making them ill, with 56% believing they would do a better job if they were less stressed. In addition, 40% feel they argue more with their partners and friends as a result of the pressures they face and 83% said they feel constantly exhausted because of work. In fact, the results of last year’s, Association of Teachers and Lecturers (ATL’s) survey of members' well-being were remarkably similar. 73% of those surveyed stated that their job was having a negative impact on their well-being, with 64% feeling that their professional ability and confidence was being damaged. Almost the same number believed their relationships at home were suffering because of work demands. Even the Health and Safety Executive (HSE) acknowledged in a recent report that teachers are second only to social workers as being the most stressed workers in the land. In a survey assessing the stress levels of various jobs by the Health and Safety Executive, teaching came out top”.

“Personal stress can come from success and achievement as well as personal setbacks and failures. Trauma such as an injury or illness, being assaulted or robbed, or minor violations of the law, such as a speeding ticket, test your endurance and well-being, creating personal doubts, self-examination, anxiety, depression and illness. Worries about attractiveness, weight, aging, or physical changes as a result of personal injury, illness, or time destroy peace of mind and affect your relationships with yourself and other people. Personal stress is caused by several different factors, can become long-term stress and has been known to lead to serious health problems. Personal stress is that which may be caused by the nature of your work, changes in your life or personal problems. It develops from situations that affect your relationship with yourself. A strong and positive sense of self is a powerful asset in coping with life stress. Events or experiences that shake your self-image impact how well you overcome external
challenges in your life. Discomfort with how you see yourself is also a major source of stress point in and of itself. Personal stress is difficult to address with self-help measures. You are so close to the concerns causing your stress, they are hard to see. Often, you are unaware that stress influences how you see yourself and how you feel about what you see. And even when you become aware of personal stress, you are often so enmeshed in its causes, you feel powerless to do anything”. Modern age is referred to as “age of anxiety and stress”, (Coleman, 1976). Stress could simply be defined as an unpleasant emotion, which arises when people worry that they could not cope with excessive pressures or other types of demand placed upon them.

1.5.1 Sources of Stress

“Stress in teaching profession restrains the quality of the teachers and the same creates a misery in the minds of the teachers due to heavy workload, unsecured state of job, low pay emoluments, lack of career development, lack of communication, harassments in the school or college by peer teachers/workers/students/others, family and financial problems. Teachers stress erodes the peacefulness in the mind and life of teachers. It has negative effect on their work performance. Teacher stress may be defined as the experience by a teacher of unpleasant, negative emotions, such as anger, anxiety, tension, frustration or depression, resulting from some aspect of their work as a teacher (Kyriacou, 2001). So, personal stress may be defined as stress the sources of which are related to personal life events of an individual; that are likely to produce stress in a person”.

“There are varieties of sources of stress. Pestonjee (1992) has outlined three important sectors of life from which stress may arise: Job and organization, social sector and intrapsychic sector. Brown (1984) has listed five categories of sources of stress, customary life events, unexpected life events, progressive, accumulating situational events, personality qualities, value dependent traits. Likewise, Taylor (1995) has concluded that there are three major antecedent sources of stressful behavior: stressful life events, stress in workplace and families”. According to (Farmer, Monatan and Hekeler, 1984) the sources of stress can be divided into four major categories which have been represented in the figure 1.6.
Fig. 1.6: Sources of Stress

A. **Personal sources** are those sources of stress that are related to the ways in which we experience the world. Include here would be our personality structure, our life experience, our self-concept, our state of physical health and other issues that relate to us as individuals.

B. **Financial sources** are those that relate to the economy, our financial status, income, the ability to provide ourselves with food, clothing, shelter, pay our bills and so on. Include in this category would also be perceptions about what our financial status should be or what we would like to be?

C. **Relational sources** refer to those sources of stress that result from interactions with others, family, neighbours, spouses, friends, etc.

D. **Occupational sources** relate to our experiences in the world of work and career. It includes our feelings and experiences in our present job and our anticipation about the future.

Out of these sources of stress, occupational sources have been studied in the context of job stress, whereas personal, financial, and relational sources have been generally investigated in terms of stressful life events.
Jamal (2006) found that “occupational stress and employees’ morale as a whole and its components like work load, student misbehavior, classroom resources, poor colleague relations, etc. were predictors of organizational commitments and affective commitment. Reddy and Poornima (2012) revealed that majority (74%) of the university teachers were experiencing moderate and high levels of occupational stress and 86% of teachers had professional burnout. Chan (2006) indicated that teacher stress had a direct, independent and significant effect on emotional exhaustion and depersonalization. Wang and Guo (2007) showed that there were significant correlation among occupational stress, teacher burnout and mental health. There was a high level of occupational stress, teacher burnout and low level of mental health. Kaur (2008) showed that private college teacher educators were under the higher level of occupational stress than the Government aided teacher educators. Anitha (2007) revealed that older person had lower life stress and role stress whereas younger people had more stress as compared to older people. Vashishtha and Mishra (2005) indicated that social support and occupational stress predicted the affective commitment of teachers. Priyadarshni (2004) found that high professional committed teachers had high occupational stress as compared to low professionally committed teachers. Anbuchelvan (2010) found no significant difference between male and female high school teachers in their occupational stress on the basis of educational qualifications, marital status, locality and teaching experience. Hasan (2014) found that private primary school teachers were highly stressed in comparison to government primary school teacher. Kalita (2015) reported a significant relationship was found between well-being and occupational stress of women teachers of primary schools. Chan and David (2017) found that teacher stress had a direct, independent and significant effect on emotional exhaustion and depersonalization”.

### 1.6 Rationale of the Study

In the field of education or in a specific teaching-learning situation, teacher is the ultimate agent who dispenses knowledge, frames the time schedule, selects reading materials, plays the role of subject specialist, evaluates learning outcomes, helps pupils
to overcome their difficulties & personal problems and thus plays an important role in the success of any educational programme. The teacher is the person upon whom all the activities of the school are dependent and the school without teacher is a soulless body. Teachers’ burnout is an ongoing problem in school systems throughout the world. Teaching is a profession where every day radical changes occur in the educational system. These changes are likely to increase rather than reduce the level of burnout among teachers. Well-being is one of the most important goals which individuals as well as societies strive for. It not only includes physical fitness, but also includes wellness of all the aspects of human life i.e. physical well-being, psychological well-being, spiritual well-being, emotional well-being and social well-being. Psychological well-being focuses on purposeful goals and meaning of life which is an ultimate aim of teaching. Good psychological well-being is essential for teachers because it includes self-growth of teacher, emphasizes on teacher's sense of direction and meaning or purpose of life by achieving teaching goals.

“The educational organizations such as schools need committed teachers to achieve their objectives and cannot succeed without their efforts and commitment. The teachers with strong commitment to the school find it easy to be interested in whatever they do and can involve themselves in it whole heartedly. Organizational commitment is critical in retaining and attracting well-qualified teachers. The teachers who are not committed to their workplace are likely to put less effort in the classroom as compared to the teachers with high level of commitment. This would adversely affect student learning and achievement in particular and standard of education in the country in general. The success of education is also based on the self-efficacy of the teacher. His wisdom, knowledge and management of the class will depend upon so many factors. If a teacher has high level of occupational self efficacy i.e. beliefs in one’s capabilities, his effectiveness in the classroom situations will be helpful to produce good learners. The teacher who has positive attitude, confidence and the belief that he can handle all of the classroom challenges makes a huge difference in his effectiveness of teaching. Along with these variables, stress within teaching profession also may not only affect the
physical and emotional well-being of a teacher and their families, but it also effects the organization where they are working because it may impair the working relationship with students and colleagues. Personal stress is that which may be caused by the nature of your work, changes in your life or personal problems. Stress affects both the teacher and the learners in the teaching process (Forlin, Douglas & Hattie, 1996).”

Various researches like Pooja and Rastogi (2009); Najihah, Mizan, Norsyamina and Jeniwaty (2010); Shirazi, Beiki, Zamanian and Esapour (2011); Pooja and Upasna (2012); Ozyer, Eryigit and Erbahrli (2013); Sajid (2014) and Maryam and Samavi (2016), have studied burnout and psychological well-being among teachers in relation to organizational commitment and other variables. Similarly, Friedman and Farber (1992); Friedman (2003); Fernando (2006); David (2007); Skaalvik & Skaalvik (2009); Ahmet, Yunus and Ismail (2014); Hatem (2016); Salimirad and Srimathi (2016); Chan & David (2017) and Chang, Chiu and Liu (2017) studied burnout and psychological well-being among teachers in relation to self-efficacy and other variables. Further, Craddock (1988); John and Kyla (2000); Chaudhary (2001); Wang and Guo (2007); Shukla (2008); Samuel (2010; Tazal (2012); Patel (2013); Vaghela (2014); Mahakud & Bajaj (2014); Kalita (2015) and Ferlis, Tan and Walton (2016) investigated burnout and psychological well-being among teachers with respect to stress and other variables.

The review of literature indicated that a number of investigations have been made to study the burnout and psychological well-being among teachers at different levels of teaching. But the area of teacher's psychological well-being have been almost neglected and thus needs to be explored. Most of the studies related to burnout and psychological well-being among teachers have been conducted in abroad. Further in Indian context, only a few studies have been carried out on occupational self efficacy and organizational commitment whereas not a single study was conducted on burnout and psychological well-being among teachers in relation to personal stress. Thus, the lack of researches in the present area motivated the investigator to take up the present topic and to study the burnout and psychological well being among secondary school teachers in relation to organizational commitment, occupational self efficacy and personal stress.
1.7 STATEMENT OF THE PROBLEM

BURNOUT AND PSYCHOLOGICAL WELL-BEING AMONG SECONDARY SCHOOL TEACHERS IN RELATION TO ORGANIZATIONAL COMMITMENT, OCCUPATIONAL SELF-EFFICACY AND PERSONAL STRESS

1.8 OPERATIONAL DEFINITION OF THE TERMS USED

Burnout

“Burnout is a state of emotional, mental, and physical exhaustion caused by excessive and prolonged stress. In the present study, burnout among teachers is related to perceived self-efficacy, student’s disruptive behaviour, collegiality and institutional climate”.

Psychological Well-Being

“Psychological well-being is the subjective feeling of contentment, happiness, satisfaction with life’s experiences and of one’s role in the word of work, sense of achievement, utility, belongingness, and no distress, dissatisfaction or worry, etc.”

Organizational commitment

In the present study organizational commitment is a psychological state that (a) characterizes the employee’s relationship with the organization, and (b) has implications for the decision to continue membership in the organization.

Occupational Self-efficacy

“Occupational self-efficacy is the extent to which one judges oneself able to do the tasks inherent in a given career or vocational pursuit. In the present study, occupational self-efficacy is the teachers beliefs of personal efficacy which affects their instructional activities and their orientation towards the educational process”.

Personal Stress

“Those stresses, which arise from personal events of life, are known as personal stress. There are three major antecedent sources of stressful behavior: stressful events, stress in work place and work stress and families”.

Secondary School Teachers

Secondary school teachers are those teachers who teach from 6th to 10th standard.
1.9 VARIABLES USED IN THE STUDY

 Dependent Variables
   Burnout
   Psychological Well-being

 Independent Variables
   Organizational Commitment
   Occupational Self-efficacy
   Personal Stress
   Locality
   Gender

1.10 OBJECTIVES OF THE STUDY

[A] Objectives related to Burnout among Secondary School Teachers with respect to Organizational Commitment, Locality and Gender
1. To study the effect of (a) organizational commitment, (b) locality and (c) gender on burnout among secondary school teachers.
2. To find out the interaction effect of (a) organizational commitment & locality; (b) locality & gender; and (c) organizational commitment & gender; on burnout among secondary school teachers.
3. To find out the interaction effect of organizational commitment, locality and gender on burnout among secondary school teachers.

[B] Objectives related to Burnout among Secondary School Teachers with respect to Occupational Self-efficacy, Locality and Gender
4. To study the effect of (a) occupational self-efficacy, (b) locality and (c) gender on burnout among secondary school teachers.
5. To find out the interaction effect of (a) occupational self-efficacy & locality; (b) locality & gender; and (c) occupational self-efficacy & gender; on burnout among secondary school teachers.
6. To find out the interaction effect of occupational self-efficacy, locality and gender on burnout among secondary school teachers.
[C] Objectives related to Burnout among Secondary School Teachers with respect to Personal Stress, Locality and Gender

7. To study the effect of (a) personal stress, (b) locality and (c) gender on burnout among secondary school teachers.
8. To find out the interaction effect of (a) personal stress & locality; (b) locality & gender; and (c) personal stress & gender; on burnout among secondary school teachers.
9. To find out the interaction effect of personal stress, locality and gender on burnout among secondary school teachers.

[D] Objectives related to Psychological Well-being among Secondary School Teachers with respect to Organizational Commitment, Locality and Gender

10. To study the effect of (a) organizational commitment, (b) locality and (c) gender on psychological well-being among secondary school teachers.
11. To find out the interaction effect of (a) organizational commitment & locality; (b) locality & gender; and (c) organizational commitment & gender; on psychological well-being among secondary school teachers.
12. To find out the interaction effect of organizational commitment, locality and gender on psychological well-being among secondary school teachers.

[E] Objectives related to Psychological Well-being among Secondary School Teachers with respect to Occupational Self-efficacy, Locality and Gender

13. To study the effect of (a) occupational self-efficacy, (b) locality and (c) gender on psychological well-being among secondary school teachers.
14. To find out the interaction effect of (a) occupational self-efficacy & locality; (b) locality & gender; and (c) occupational self-efficacy & gender; on psychological well-being among secondary school teachers.
15. To find out the interaction effect of occupational self-efficacy, locality and gender on psychological well-being among secondary school teachers.
Objectives related to Psychological Well-being among Secondary School Teachers with respect to Personal Stress, Locality and Gender

16. To study the effect of (a) personal stress, (b) locality and (c) gender on psychological well-being among secondary school teachers.

17. To find out the interaction effect of (a) personal stress & locality; (b) locality & gender; and (c) personal stress & gender; on psychological well-being among secondary school teachers.

18. To find out the interaction effect of personal stress, locality and gender on psychological well-being secondary school teachers.

To Predict the Burnout among Secondary School Teachers on the basis of Organizational Commitment, Occupational Self-Efficacy and Personal Stress.

To Predict The Psychological Well-Being among Secondary School Teachers on the basis of Organizational Commitment, Occupational Self-Efficacy and Personal Stress.

1.11 HYPOTHESES OF THE STUDY

[A] Hypotheses related to Burnout among Secondary School Teachers with respect to Organizational Commitment, Locality and Gender

H₀₁ There exists no significant effect of (a) organizational commitment, (b) locality and (c) gender on burnout among secondary school teachers.

H₀₂ There exists no significant interaction effect of (a) organizational commitment & locality; (b) locality & gender; and (c) organizational commitment & gender; on burnout among secondary school teachers.

H₀₃ There exists no significant interaction effect of organizational commitment, locality and gender on burnout among secondary school teachers.

[B] Hypotheses related to Burnout among Secondary School Teachers with respect to Occupational Self-efficacy, Locality and Gender

H₀₄ There exists no significant effect of (a) occupational self-efficacy, (b) locality and (c) gender on burnout among secondary school teachers.

H₀₅ There exists no significant interaction effect of (a) occupational self-efficacy & locality; (b) locality & gender; and (c) occupational self-efficacy & gender; on burnout among secondary school teachers.

H₀₆ There exists no significant interaction effect of occupational self-efficacy, locality and gender on burnout among secondary school teachers.
[C] Hypotheses related to Burnout among Secondary School Teachers with respect to Personal Stress, Locality and Gender

$H_07$ There exists no significant effect of (a) personal stress, (b) locality and (c) gender on burnout among secondary school teachers.

$H_08$ There exists no significant interaction effect of (a) personal stress & locality; (b) locality & gender; and (c) personal stress & gender; on burnout among secondary school teachers.

$H_09$ There exists no significant interaction effect of personal stress, locality and gender on burnout among secondary school teachers.

[D] Hypotheses related to Psychological Well-being among Secondary School Teachers with respect to Organizational Commitment, Locality and Gender

$H_{10}$ There exists no significant effect of (a) organizational commitment, (b) locality and (c) gender on psychological well-being among secondary school teachers.

$H_{11}$ There exists no significant interaction effect of (a) organizational commitment & locality; (b) locality & gender; and (c) organizational commitment & gender; on psychological well-being among secondary school teachers.

$H_{12}$ There exists no significant interaction effect of organizational commitment, locality and gender on psychological well-being among secondary school teachers.

[E] Hypotheses related to Psychological Well-being among Secondary School Teachers with respect to Occupational Self-efficacy, Locality and Gender

$H_{13}$ There exists no significant effect of (a) occupational self-efficacy, (b) locality and (c) gender on psychological well-being among secondary school teachers.

$H_{14}$ There exists no significant interaction effect of (a) occupational self-efficacy & locality; (b) locality & gender; and (c) occupational self-efficacy & gender; on psychological well-being among secondary school teachers.

$H_{15}$ There exists no significant interaction effect of occupational self-efficacy, locality and gender on psychological well-being among secondary school teachers.
Hypotheses related to Psychological Well-being among Secondary School Teachers with respect to Personal Stress, Locality and Gender

H\textsubscript{16} There exists no significant effect of (a) personal stress, (b) locality and (c) gender on psychological well-being among secondary school teachers.

H\textsubscript{17} There exists no significant interaction effect of (a) personal stress & locality; (b) locality & gender; and (c) personal stress & gender; on psychological well-being among secondary school teachers.

H\textsubscript{18} There exists no significant interaction effect of personal stress, locality and gender on psychological well-being secondary school teachers.

1.12 DELIMITATIONS OF THE STUDY

Due to paucity of time & resources and to make it more meaningful, the present study is delimited in the following aspects:

1. The study is delimited to private school teachers only.

2. The study is confined to the teachers teaching in schools affiliated to C.B.S.E. only.

3. The study is restricted to only two districts i.e. Hisar and Rohtak of Haryana state.

1.13 CHAPTERISATION OF THE STUDY

The present study has been divided into six chapters. Out of the six Chapters, Chapter I is Introduction which includes Rationale of the Study, Variables Involved, Objectives, Hypotheses and Delimitations of the Study. The Chapter II is devoted to the Review of Related Literature. In chapter III, Design of the Study, Sample, Tools, Procedure and Statistical Techniques have been presented. The Chapter IV deals with the Analysis and Interpretation of the Data along with the Discussion of the Results. In Chapter V, the Findings, Educational Implications of the Study and Suggestions for Further Research have been presented. The Chapter VI is allocated to the Summary of the present study.