CHAPTER-II
REVIEW OF RELATED LITERATURE

“Survey of related literature avoids the risk of duplication, provides theories, ideas, explanations or hypotheses valuable in formulating the problem and contributes to the general scholarship of the investigator.”

Mouly (1964)

Review of the related literature is a deliberate attempt on the part of the researchers to examine and review all types of available relevant information for finding out what has already been done or not done so far on the topic of his research study. It provides familiarity to the researchers with what is already known and with what is still unknown and untested helps to eliminate the duplication of what has been done and seeks helpful suggestions for significant investigation. The key to the vast storehouse published literature may open doors to sources of significant problems and explanatory hypotheses and provide helpful orientation for definition of the background for selection of procedure and comparative data for interpretation of results. In order to be original and creative, one must react extensively & critically and stimulate thinking. The literature in any field forms the foundation upon which the future work will depend until we have learnt what others have done and what still remains to be done in our areas.

The review of related literature has helped the investigator in developing the hypotheses and the right kind of design of the study to be adopted for the present investigation, which appear in the following chapters. The review of related literature works as a guide not only with regards to quantum of work done in that fields but also enables us to perceive the gap in the concerned field to research. It is highly essential for a researcher to make a comprehensive survey of what has already been done in the related areas. The purpose of the review of literature is to build up the context and background of research as well as to provide a basis for the formulation of the hypotheses. This literature is generally found in the form of books, monographs, government reports and publications on education, encyclopedias of educational research, theses, dissertations, educational journals, research report projects etc. According to Good, Barr and Scates,
“the competent physician must keep abreast with the latest discoveries in the field of medicine obviously the careful student of education, the research worker and investigator should become familiar with the location and use of sources of educational information.”

In the present research, the investigator has scanned and reported most of the relevant studies done in India and abroad in the field of burnout and psychological well-being among teachers. Therefore, in order to prepare a base for defining the problem precisely, making interpretation of data meaningful and making comparisons among similar studies, the investigator studied the related literature extensively. The review provided an insight into various dimensions of the problem and related issues at different stages. In this attempt, the investigator reviewed the concerned researches, which had a direct bearing on the present study. The present chapter provides a thumbnail account of such studies, their ambit and outcomes. The available researches, which are directly and indirectly related to the present study, have been conveniently classified under the following two sections: The first section (2.1) deals with the studies related to burnout and the second section (2.2) includes the review of studies pertaining to psychological well-being.

2.1 STUDIES RELATED TO BURNOUT

Mishra (1986) conducted a study on meaning in life, stress and burnout in secondary school teachers of Calcutta. It was found that secondary school teachers had a lower degree of burnout. It was also found that male and female teachers differ in their degree of burnout, and teachers showing higher degree of stress scored higher on emotional exhaustion and depersonalization.

Misra and Sahu (1993) studied the relationship between role stress and burnout among 240 college teachers in India. The finding of the study revealed that role stress was significantly related to emotional exhaustion and depersonalization but it was not significantly related to personal accomplishment.

Andre and Tomic (1999) conducted a longitudinal study of teacher burnout and perceived self-efficacy in classroom management. The main aim of the study was to
examine the direction and time-frame of relationships between perceived self-efficacy in classroom management and the three dimensions of burnout among 243 secondary school teachers. Structural equation modeling (SEM) analyses indicated that perceived self-efficacy had a longitudinal effect on depersonalization and a synchronous effect on personal accomplishment. However, the direction was reversed for the relationship between perceived self-efficacy and emotional exhaustion; the time frame was synchronous.

Abel & Sewell (2001) studied the sources of stress and symptoms of burnout in rural and urban secondary school teachers in Georgia and Carolina. They found that urban school teachers experienced significantly more stress because of poor working condition and poor staff relation than rural school teachers. Stress from pupil misbehavior and time pressure was significantly greater than stress from poor working conditions and poor staff relations for both rural and urban school teachers. Poor working conditions and time pressure predicted burnout for rural school teachers; pupil misbehavior and poor working conditions predicted burnout for urban school teachers.

Chaudhary (2001) studied teacher burnout in relation to occupational stress, mental health problems and socio-economic status of 400 teachers of Haryana. The finding of the study revealed that the occupational stress, mental health problems, socio-economic status, marital status, educational qualifications, teaching experience and residence of the primary school teachers had an independent or interactive effect on burnout and its various dimensions to varying degrees.

Friedman (2003) investigated the association between perceived self-efficacy and burnout among teachers. Multiple analyses of variance (MANOVA) and multiple regression analysis were used to analyze the data. It was found that perceived sense of self-efficacy was inversely correlated with perceived burnout: the lower the sense of self-efficacy, the higher the perceived burnout. The salience of organizational influence efficacy, and consideration efficacy (both are relations efficacies) were noted as important variables in predicting exhaustion, un-accomplishment and depersonalization.
Task efficacies (e.g., instruction, discipline control and inclusion) had no significant or meaningful weight in statistically predicting burnout beyond the relations efficacies.

**Mears and Cain (2003)** conducted a study to find out the relationship between teachers’ occupational stress and their burnout. The study had a cross-sectional self-report design, focusing on stress and expectancies as predictors of burnout in response to stress. Regression analyses showed that higher stress on job indeed predict greater burnout and distress.

**Arora (2004)** studied burnout syndrome in 250 primary school teachers from Haryana. Results revealed that male and female teachers differed significantly on dimensions of burnout. Experience was not found to be a significant factor of burnout. It was also reported that female teachers with more experience were more personally accomplished. On the other hand, male teachers with more experience were less emotionally exhausted.

**Sari (2004)** conducted a study on factors affecting burnout among 295 Turkish school teachers. The results indicated that there were no significant differences between teachers and head teachers on dimensions of burnout i.e. emotional exhaustion and depersonalization. In terms of gender, males had less emotional exhaustion & personal accomplishment and higher depersonalization than their female counterparts. In relation to their work experiences, more experienced teachers had higher emotional exhaustion and depersonalization than less experienced colleagues.

**Will, Welko and Andre (2004)** explored students’ and teachers’ perceptions of teacher burnout in relation to the occurrence of disruptive student classroom behaviour and the teachers’ competence to cope with this kind of behaviour. It was found that students’ perceptions do not differ according to their age. A significant difference was found between the perceptions of male and female students in respect of emotional exhaustion and depersonalization, but not in respect of personal accomplishment. It was also found that teachers’ and students’ reports differed significantly with respect to depersonalization, personal accomplishment and the competence to cope with disruptive student behaviour. The hierarchical regression analyses of the teachers’ data showed that the competence to cope with disruptive student behaviour significantly
contributed to depersonalization and personal accomplishment, whereas the teachers’ age was significantly related with personal accomplishment.

Arnold (2005) investigated the prevalence of burnout among teachers. The main aim of the study was to find out whether there is any association between teachers’ biographical factors and burnout. Finding of the study revealed that the majority of teachers experience low level of burnout. A significant positive relationship was found between the level of education and emotional exhaustion. It was also found that male teachers experience high personal accomplishment levels as compared to their female counterparts. Finally the study revealed that no significant relationship was found 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.

Lau et. al. (2005) investigated the relationship between teachers’ demographic variables and burnout in Hong Kong using the C-MBI on 1797 respondents from 45 secondary schools. Results of the study revealed that gender differences were found in all three burnout syndromes. Teachers who were younger, unmarried, without religious beliefs, less experienced, without finishing professional training and of junior rank were more consistently burned-out whereas age was the strongest predictor for emotional exhaustion and depersonalization. It was also found that teachers’ rank is the best predictor for personal accomplishment.

Antoniou, Polychroni and Vlachakis (2006) studied gender and age differences in occupational stress and professional burnout between primary and high school teachers in Greece. Findings of the study revealed that the most highly rated sources of stress referred to problems in interaction with students, lack of interest, low attainment and handling students with “difficult” behaviour. Female teachers experienced significantly higher levels of occupational stress, specifically with regard to interaction with students and colleagues, workload, students' progress and emotional exhaustion. Younger teachers experienced higher levels of burnout, specifically in terms of emotional exhaustion and disengagement from the profession, while older teachers experienced higher levels of stress in terms of the support they receive from the government.
Fernando (2006) studied stressors, self-efficacy, coping resources, and burnout among secondary school teachers in Spain. The relationships among teacher occupational stressors, self-efficacy, coping resources and burnout were investigated in a sample of 247 Spanish secondary school teachers. Teachers reported that when their pedagogical practice in the school setting was being interfered with or hindered by a set of factors from the multiple contexts involved in students’ learning, problems of burnout occurred. In addition, results revealed that teachers with a high level of self-efficacy and more coping resources reported suffering less stress and burnout than teachers with a low level of self-efficacy and fewer coping resources and vice versa.

Bandhu and Singh (2007) conducted a study on burnout among college teachers of Punjab in relation to organisational role stress and institutional climate. Finding of the study revealed that college teachers perceiving institutional climate as either poor, good or better do not differ significantly on depersonalization dimension and personal accomplishment dimensions of burnout. College teachers with low level of organisational role stress are significantly less depersonalized as compared to those with average and high levels of organizational role stress. College teachers experiencing high organisational role stress have significantly lower level of personal accomplishment as compared to those with average or low organisational role stress. On the other hand, college teachers experiencing high organisational role stress and perceiving institutional climate to be good have lower level of emotional exhaustion.

David (2007) assessed the three components of burnout (emotional exhaustion, depersonalisation, and reduced personal accomplishment), perceived self-efficacy, and the three triarchic abilities (analytical, synthetic, and practical) of successful intelligence in a sample of 267 Chinese prospective and in-service teachers in Hong Kong. The aim was to explore and examine the contribution of the blending or integration of the triarchic abilities to the three components of teacher burnout and perceived self-efficacy. While there were subtle gender and teaching-experience differences, the general findings suggested that the triarchic abilities, especially practical abilities, could independently contribute to teachers’ sense of personal accomplishment as well as perceived self-efficacy. The interactive combination of the triarchic abilities could be most important in contributing negatively to emotional exhaustion.
Kokkinos (2007) conducted a cross-sectional study to investigate the association between burnout, personality characteristics and job stressors in 447 primary school teachers from Cyprus. The study also investigated the relative contribution of these variables on the three facets of burnout – emotional exhaustion, depersonalization and reduced personal accomplishment. Results showed that both personality and work-related stressors were associated with burnout dimensions. Neuroticism was a common predictor of all dimensions of burnout although in personal accomplishment had a different direction. Managing student misbehaviour and time constraints were found to be the significant predictor of burnout dimensions.

Wang and Guo (2007) studied the relationship among occupational stress, teacher burnout and mental health of 564 primary and middle school teachers in Chinese Mainland. Results showed that there were significant correlation among occupational stress, teacher burnout and mental health. It was found that there was a high level of occupational stress, burnout and low level of mental health among primary and middle school teachers.

Azeem and Nazir (2008) investigated the levels of job burnout among 300 university teachers including lecturers, readers and professors. The results of the study indicated that lecturers had high level of emotional exhaustion and were found to be significantly different on emotional exhaustion from professors and readers. Readers showed less emotional exhaustion as compared to lecturers but high emotional exhaustion as compared to professors. Readers were not found to be significantly different from professors. The three groups were not found to be significantly different on depersonalisation and personal accomplishment.

Shukla (2008) examined burnout and stress among secondary school teachers in relation to their teaching effectiveness. Findings of the study explored that teaching effectiveness as perceived by teachers and burnout due to intensity & frequency of emotional exhaustion as well as personal accomplishment are significantly related. Teaching effectiveness as perceived by students and burnout due to frequency of personal accomplishment were significantly correlated. It was found that there was a positive relationship between stress and burnout due to intensity of emotional exhaustion.
Betoret (2009) examined the relationship between school resources, teacher self-efficacy, potential multi-level stressors and teacher burnout using structural equation modelling. The results obtained revealed that external (school support resources) and internal (management classroom self-efficacy and instructional self-efficacy) coping resources had a negative and significant effect on job stressors. In turn, job stressors had a positive and significant effect on teachers’ burnout. Furthermore, the hypothesised structure of burnout dimensions revealed that emotional exhaustion played a key role in explaining Spanish school teachers’ burnout.

Gavrilovici (2009) studied the burnout level of 178 teachers in primary, secondary, high schools and special schools in Iasi country of Romania during the period 2007-2009. The results showed that emotional exhaustion of teachers with work experience of more than 17 years was significantly higher than teachers with less work experience. In contrast no significant differences were found between the teachers work experience and their levels of depersonalization and reduced personal accomplishment. Gender and marital status did not show any effect on any dimension of burnout. In case of gender mixed results had been reported.

Nor, Roslan and Mahyuddin (2009) examined the changes in teachers’ commitment, motivation and burnout levels of secondary school teachers. The findings reported significant changes in the current teachers’ commitment and motivation as compared to their commitment and motivation in the past. The teachers attributed the negative changes mainly due to the increase in work load and the positive changes to their personal development. It was found that there were negative changes in teachers' motivation & commitment and an increase in teachers’ burnout levels.

Skaalvik & Skaalvik (2009) investigated the teacher self-efficacy and teacher burnout of 2249 Norwegian teachers in elementary school and middle school. The purpose of this study was to explore the relationship between teachers' perception of the school context, teacher self-efficacy, collective teacher efficacy, teacher burnout, teacher job satisfaction and teachers’ beliefs. Data were analyzed by means of structural equation modeling. From the results, it was found that the teacher self-efficacy, collective efficacy and two dimensions of burnout were differently related to school context variables and to teacher job satisfaction.
Bhadoria and Singh (2010) explored the relationship of age and gender with burnout among primary school teachers. Independent sample t-test revealed significant difference between levels of burnout of younger and older age group of teachers. Level of burnout was found to be higher among younger than older group of participants. Female teachers reported significantly higher level of burnout than male teachers. Emotional exhaustion and depersonalization were significantly and positively related to gender whereas personal accomplishment was negatively related to gender. Age was found to be positively and significantly related to gender. Results of multiple regression analysis revealed age and gender as significant predictors of three aspects of burnout.

Luk et al. (2010) studied the relation between demographic variables and burnout among 138 teachers of primary and secondary schools in Macau. The results revealed that Macau school teachers had moderate levels of emotional exhaustion and low levels of depersonalization. Age, Marital status, teaching experience significantly affected burnout levels of teachers. Younger and single teachers had significantly higher emotional exhaustion and depersonalization than older and married teachers. Similarly, teachers with less years of experience had significantly higher emotional exhaustion than teachers with more than 20 years of experience.

Najihah, Mizan, Norsyamina and Jeniwaty (2010) investigated the influence of organizational commitment (affective, continuous and normative commitment) on burnout among 50 employees. Respondents were approached conveniently, from various departments in Northport (M) Bhd. The finding of the study revealed that only affective commitment had significantly influenced the burnout level of employees.

Tzioti, Mantelou, Degleris, Solias, Karamberi and Romanou (2010) examined the levels of job burnout in a sample of 100 teachers of elementary education. The investigator also explored the relationship between job burnout & general self-efficacy, teachers’ self-efficacy & group self-efficacy. Further, the relationship between job burnout and the three types of self-efficacy with teachers’ perceptions of particular work-related values was also observed. Findings showed that Female teachers presented higher levels of job burnout, whereas teachers over 50 years old presented higher levels of self-efficacy than those between 31-40 years old. The three types of self-efficacy were negatively correlated with the three job burnout dimensions.
Fisher (2011) examined factors influencing stress, burnout and retention of secondary school teachers. It was found that the burnout levels between new and experienced teachers were significantly different, with novice teachers having higher burnout, but their difference in stress levels was not statistically significant. In three multiple regression tests, stress and burnout were found to be statistically significant predictors of job satisfaction; years of experience, job satisfaction and burnout were statistically significant predictors of stress; and job satisfaction, preventive coping skills and stress were statistically significant predictors of burnout.

Louw, George and Esterhuysse (2011) studied burnout amongst urban secondary school teachers in Namibia. The study involved more than 300 secondary school teachers from the Windhoek region of Namibia. The main findings of the study were that the participants experienced similar levels of burnout as compared to teachers in other countries. This was especially true for emotional exhaustion. Teaching experience was the biographical variable that yielded the most significant positive correlation with burnout.

Shirazi, Beiki, Zamanian and Esapour (2011) studied the relationship between organizational commitment and job burnout among physical education teachers of Golestan Province. The results of Kolmogorov-Smirnov test showed that the distribution of variables within the two groups was not normal (p < 0.05). Moreover, the results of Spearman's rank correlation coefficient test revealed that in the official teachers group, there was a significant relationship between the frequency and intensity of the depersonalization subscale and normative commitment. A significant relationship was found 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 (p < 0.05). Furthermore, the results of Mann Whitney test revealed that organizational commitment of official teachers is significantly higher, while there was no significant difference in job burnout between the two groups (p < 0.05).

Asgari (2012) examined the effect of gender and marital status on burnout of English teacher in Tehran, Iran. The findings of the study revealed that a significant difference
was found between gender and burnout. The study also found that there was no significant difference between marital status and the English teacher’s score on the MBI.

Pooja and Upasna (2012) studied burnout among secondary school teachers in relation to their emotional intelligence and organizational commitment. The sample of the study consisted of 150 regular high school teachers with at least five years experience. The objective of the study was to examine the relationship between burnout and emotional intelligence among secondary school teachers and to study the relationship between measure of burnout and organizational commitment among secondary school teachers. The finding of the study revealed that a negative relationship was found between emotional intelligence & burnout; and also between organizational commitment & burnout.

Reddy and Poornima (2012) studied occupational stress and professional burnout of university teachers in South India. The sample of the study is from 9 state universities selected through simple random sampling technique. The results revealed that majority (74%) of the university teachers were experiencing moderate and high levels of occupational stress and 86% of teachers had professional burnout. Also, the analysis showed positive relationship between the occupational stress and professional burnout of university teachers. Stepwise multiple regression analysis showed that the occupational stress has accounted 7.6% of variance to professional burnout.

Antoniou, Ploumpi and Ntalla (2013) studied occupational stress and professional burnout in teachers of primary and secondary education. The survey involved 388 teachers who teach in public schools in Attica. The findings showed that teachers of primary education experienced higher levels of stress as compared to the teachers of secondary education. Female teachers experienced more stress and lower personal accomplishment than male teachers. It was also found that rational coping behaviors helped teachers to overcome work-related stressors & burnout whereas avoidance coping predicted a high level of stress and burnout among teachers.

Khatun (2013) conducted a study on burnout among secondary school teachers in relation to some personal variables. The findings of the study revealed that there was a significant difference in sex, age group, experience, subject taught and training
variation but management variation had no significant difference in teacher burnout at secondary level.

Ahmet, Yunus and Ismail (2014) examined the relationship between teacher self-efficacy and burnout. The results of the data analysis put forward that there was significant, medium and negative correlation between teacher self-efficacy and burnout levels of the participants. Hierarchical multiple regression analysis results, which were run to assess the relationship between the two variables better, indicated that teacher self-efficacy predicted burnout negatively.

Gargari1, Lotfi and Asadollahi (2014) investigated relationship between burnout and organizational commitment of physical education teachers of Islamic Azad University. The results showed that the abundance and intensity of devoid personal purities of full-time masters had a meaningful relation to feeling commitment. There was a significant difference between abundance and intensity of devoid personal parting of tuition fee had a meaning full relation to feeling commitment and their manner. Between feeling commitment and abundance of feeling deprecation, and feeling commitment and abundance of devoid personal purities, at both groups, there is a meaningful difference that organizational commitment in full-time masters was more than tuition-fee ones. Only the feeling commitment can be a factor for burnout.

Hakan and Halis (2014) studied burnout and teacher self-efficacy among teachers working in special education institutions in Turkey. Findings of the study showed that there were significant relationships between teacher self-efficacy and burnout. Also, significant differences were found between gender and branches in terms of burnout and teacher self-efficacy. Indices of structural equation modelling indicated that domains of burnout were strongly predicted by self-efficacy.

Sajid (2014) studied organizational commitment and job burnout among teachers in private and public institution with moderating effect of job satisfaction. The research was designed to conduct a comparison between organizational commitment and job burnout among faculty/teachers in private institution and public institution with a moderating effect of job satisfaction. Analysis was done using multiple regression.
Results revealed that emotional exhaustion, personal accomplishment and depersonalization were not established relationship with organizational commitment. Burnout had negatively affected the organizational commitment of teachers.

Singh and Babita (2014) conducted a study to predict the burnout of female secondary school teachers on the basis of teacher effectiveness and self-confidence. Sample of the study consisted of 300 female teachers of government secondary schools of Punjab, India. The results of the study showed significant and negative relationship of both teacher effectiveness and self-confidence with burnout. The prediction of burnout among female secondary school teachers on the basis of conjoint effect of teacher effectiveness and self-confidence was significantly higher as compared to their separate predictions.

Yu, Wang, Zhai, Dai and Yang (2014) examined the impact of work stress on job burnout, mainly focused on confirmation of the mediator role of self-efficacy. The results revealed that both work stress and self-efficacy were significantly correlated with job burnout. Structural equation modeling indicated that self-efficacy partially mediated work stress to job burnout. The final model also revealed significant paths from work stress to job burnout through self-efficacy.

Afsar, Govil and Gupta (2015) explored the burnout level of secondary school teachers with reference to certain demographic variables like age, gender, marital status and place of living. The study has been conducted on the sample of 300 secondary school teachers of Aligarh district of Uttar Pradesh. The findings of this study revealed that secondary school teachers had lower level of burnout in all three dimensions of burnout i.e. emotional exhaustion, depersonalization and personal accomplishment. It was also found that secondary school teachers did not differ significantly on their level of burnout according to age, gender and marital status but they significantly differed according to their place of living.

Khan, Rasli, Yusoff and Ahmad (2015) examined the relationship between demographic variables and burnout dimensions and their effect among the academicians at universities in Pakistan. A questionnaire-based study was carried out on 265 academicians. Using statistical techniques like descriptive analysis, it was found
that the young academicians had high levels of burnout level, and also revealed that there was no difference found regarding gender and marital status on the level of burnout. Further, the study reported that age, experience and designation had a significant relationship with burnout dimensions.

**Mohammad, Khodayar and Marzieh (2015)** examined relationship between burnout and organizational commitment of physical education teachers in Babol education office. The aim of this study was to investigated the relationship between burnout and organizational commitment in Babol education office among full-time and tuition masters, comparing these two groups and also the relationship between organizational commitment and burnout separately for each group and comparing between the relationships of variables in these two groups. The results showed that the frequency and severity of depletion of personal characteristics in full-time masters had significant relationship with their emotional commitment, the frequency and severity of depletion of personal characteristics in tuition masters had a significant relationship with component of affective and normative commitment. The organizational commitment of full-time teachers was more than tuition. Only component of emotional commitment was a factor for master’s burnout.

**Puhan, Dash, Malla and Baral (2015)** examined burnout among secondary school teachers and responsible potential sources and symptoms. This study focused on the comparison of potential sources and symptoms experiencing by government and private managed school teachers which leads to the professional burnout. This study also helped to the researchers to find out different sources and symptoms responsible for the burnout among secondary school teachers in Khurdha district. Results indicated that majority of secondary schools teachers are experiencing burnout in the district and low salary, overloaded work etc. were responsible factors. It was also found that private secondary school teachers were experiencing more emotional exhaustion than government secondary teachers but place of posting of an individual was also one of the sources among govt. school teachers on that district.

**Sahni and Deswal (2015)** conducted a study on burnout among teacher educators with respect to biographical, psychological and organizational variables. It was found that
the qualification, years of teaching experience, academic title, organizational climate, occupational stress, psychological well-being, self-confidence and personality were significant indicators of burnout among the teacher educators, while gender and teaching subject were not significantly related to burnout syndrome.

**Arvidsson, Hakansson, Karlson, Jonas, and Roger (2016)** conducted a study on burnout among Swedish school teachers. It was found that half of the teachers reported low values in all three dimensions (level 0), whereas 15 were classified as having high burnout in at least two out of the three dimensions (level 2 + 3), and 4% in all three dimensions (level 3). Almost all psychosocial factors were incrementally more unfavourably reported through the rising levels of burnout, and so were dissatisfaction with the computer workstation, pain, sleep problems and lack of personal recovery. There was no association between gender and rising levels of overall burnout (p > 0.30). Low self-efficacy, poor leadership, high job demands and teaching in higher grades were the variables most clearly associated with burnout.

**Dagar and Mathur (2016)** investigated the level of burnout among school teachers of Haryana in relation to their gender and area. The sample included 600 school teachers randomly selected 300 from rural and 300 from urban secondary schools located in Hisar, Kurukshetra, Rohtak and Faridabad district of Haryana. The findings 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.

**Maryam and Samavi (2016)** investigated the relationship between psychological empowerment & organizational commitment with job burnout among Education Department Staff Members. The results showed that there was a significant inverse relationship between psychological empowerment and organizational commitment with job burnout. Psychological empowerment variable was a stronger predictor for job burnout than other variables. There was a significant inverse relationship between psychological empowerment components and job burnout. Also, there was a significant inverse relationship between components of organizational commitment and job burnout.
Adam, Susan and Jacqueline (2017) studied educator burnout and compassion fatigue. The current study hypothesized that this professional development would positively influence educators’ knowledge, skills and awareness regarding burnout, compassion fatigue and self-care; furthermore, it was predicted there would be a positive correlation between burnout and compassion fatigue. Results indicated that a significant positive relationship was found between compassion fatigue and burnout in which emotional exhaustion and depersonalization were associated, but no inverse relationship was found between compassion fatigue scores and personal accomplishment scores.

Chan and David (2017) examined teacher stress, perceived self-efficacy and the three components of burnout (emotional exhaustion, depersonalization and reduced personal achievement) were assessed in a sample of 156 Chinese secondary school teachers in Hong Kong. It was found that the teachers’ perceived self-efficacy had a direct, independent and significant effect on depersonalization and personal accomplishment whereas teacher stress had a direct, independent and significant effect on emotional exhaustion and depersonalization.

Gupta and Rani (2017) examined the burnout among secondary school teachers in relation to type of school, locality and gender. Findings of the study revealed that main effect of type of school, locality and gender on burnout among secondary school teachers was found to be significant. Significant double interaction effect of locality & gender was reported on burnout among teachers. Further, no significant interaction effects of type of school & locality; and type of school & gender were reported on burnout among secondary school teachers. Triple interaction effect of type of school, locality and gender on burnout among secondary school teachers was found to be significant.

Kumari and Sharma (2017) examined the impact of teacher’s characteristics on their burnout. The results revealed that greater emotional exhaustion was reported by female teachers, who taught in schools of larger size and by public school teachers, and the teachers who taught the secondary grades, reported higher level of depersonalization. The female married teachers who taught at the primary level reported greater feeling of personal accomplishment.
Reza, Moghadase and Hossein (2017) conducted a study to identify the relationship among teachers’ mental health and emotional intelligence and their burnout. A sample of 208 teachers was selected using random sampling method. Researcher used structural equation modeling and regression analysis methods for data analysis. The results showed that there was a significant relationship among teachers’ mental health and emotional intelligence and dimensions of burnout (emotional exhaustion, inefficiency and depersonalization and pessimism).

2.2 STUDIES RELATED TO PSYCHOLOGICAL WELL-BEING

Craddock (1988) studied occupational stress, support at work and psychological well-being. Results revealed that supervisors and co-workers’ support directly influence subsequent job stresses, but only supervisor support influence later job strain. Co-workers’ support, job stress and job strain directly affected subsequent psychological well-being. Both sources of support as well as job stress and strain have indirect effects on well-being. Job stress had a stronger effect on well-being than support.

Kaiser et al. (1993) surveyed 235 randomly selected teachers to investigate their sense of well-being in the context of 10 child care activities. Results indicated that child related education, experience and interaction did not influence the overall well-being of teachers. Nurturing children and working with parents were found to be their most enjoyable and least stressful tasks.

Lai (1995) investigated the relationship of work and family stress with psychological well-being. Results indicated the link between work and family psychological distress. Due to centrality of the work roles for the Chinese, work stress exerted a stronger relationship on psychological well-being than family stress.

Wederich (1995) examined social support, locus of control, well-being, stress and strain. It was found that subjects with higher well-being had less stress and strain than subjects with lower well-being. The research study revealed that mental health problems and low mental health was common at job. Strain was the major cause for poor mental health. Anxiety, depression, tension, worries, work environment, socio economic status, urbanization and social environment directly influenced mental health.
John and Kyla (2000) examined the professional stress and well-being of K-12 teachers in alternative educational settings. The total 215 K–12 educators, who teach in alternative educational programmes, were surveyed on their well-being. The findings of the study revealed that educators experience moderate to high stress was negatively related to several domains of well-being.

Macfarlane (2000) studied the relationship between stress and psychological well-being among American and Russian elders. Cross cultural research with elders indicated that stressful life events may generate psychological distress by eroding their sense of personal control and by decreasing their feelings of self-esteem. Results indicated that personal control and self-esteem did not perform a mediating role between the stressful life events and depression in American sample. However, personal control and self-esteem approached significance as a mediator between the stressful life events and depression in Russian sample.

Phillip et al. (2002) conducted a study on interpersonal workplace stressors and well-being. From the results it was found that the interpersonal stressors at workplace had an influence on the well-being. Results proved that psychological environment of the workplace had unique effects on well-being. Interpersonal conflicts experienced in the workplace also predicted diseases and well-being declines.

Siu (2002) examined the occupational stressors and well-being for blue and white colour occupations with Chinese and Hong Kong samples. This study also examined the role of organizational commitment as a stress moderator. The results of the study showed that organisational commitment and well-being were positively related. Result showed that occupational stressors had a significant role in determining job satisfaction. Mental-physical well-being and organizational co and well-being were positively related.

Sesan (2003) studied psychological well-being among Nigerian teachers. This study assessed which linear combination of extraversion, agreeableness, self-esteem, self-efficacy and social support best discriminates psychological well-being among Nigerian teachers. Analysis by Discriminant Function revealed that self-esteem, social support and agreeableness were the significant predictors of teachers’ psychological
well-being. Neither extraversion nor self-efficacy was predictive. Over ninety percent of the cases were successfully classified. 97.7% of teachers were classified as the teachers with low psychological well-being and 83.7% of were classified as the teachers with high psychological well-being.

Aggarwal (2004) conducted a study on psychological well-being of teacher trainees in relation to personality, hardiness. Findings of the study revealed that significant differences was found in mental, emotional and total well-being of male and female teacher trainees. But urban and rural teacher trainees did not differ significantly in physical, mental, social, emotional spiritual and to well-being.

Devos, et al. (2007) conducted a study on 46 teachers to assess the well-being of principals in Flemish primary schools. The findings of the research suggested that well-being is a complex psychological phenomenon affected by a myriad of factors. The analyses indicated that general self-efficacy and achievement orientedness were significantly correlated with several aspects of positive (i.e. job satisfaction & job enthusiasm) and negative well-being (i.e. cynicism & personal accomplishment). With respect to school culture and structural characteristics, very weak almost negligible effects were noted. In addition, the analysis demonstrated the significant role of school boards in explaining both positive and negative well-being. Finally, the role of central government in general was found to affect well-being in a negative way.

Joshi, Kumari and Jain (2008) studied religious belief and its relation with psychological well-being. The findings of the study revealed that a positive effect of religious beliefs was found on psychological well-being. Psychological well-being was deeply related to the individual’s religious beliefs, which offer a rich source of material to consider the relationship between various dimensions of religious involvement and other facets of psychological well-being.

Alexandra and Christian (2009) investigated the perceived organizational support, organizational commitment and psychological well-being. It was found that affective organizational commitment mediated a positive relationship between perceived organizational support and well-being. In addition, perceived organizational support was negatively related to perceived lack of employment alternatives and well-being.
Normative commitment and perceived sacrifice associated with leaving were unrelated to well-being.

Pooja and Rastogi (2009) examined the effect of psychological well-being on the commitment of employees. The sample consists of 100 respondents working in different organizations. The results from stepwise regression analysis indicated a significant effect of psychological well-being on organizational commitment.

Salami (2010) investigated the relationship of retirement context and psychological factors with well-being using data on 284 retired married men and women. Findings of the study showed that retirement status, job challenges, financial situation, physical health, activity level and social support separately predicted psychological well-being. However, there was no significant effect of marital quality and social status on psychological well-being. Results also revealed that preretirement expectations, self efficacy, perceived stress and optimism separately predicted psychological well-being. Interaction effects of retirement status and job challenges with gender predicted life satisfaction but not depressive symptoms.

Samuel (2010) studied occupational stress & well-being and emotional intelligence, self-efficacy, coping, negative affectivity and social support as moderators. This study investigated the relationship between occupational stress and psychological well-being of teachers and the moderator effects of emotional intelligence, self- efficiency, coping strategies, negative affectivity and social support on the relationship. Data were analyzed using hierarchical multiple regression. It was found that occupational stress was negatively related to psychological well-being. It was also found that those teachers who have higher levels of trait emotional intelligence, self-efficacy, active problem solving, coping strategy, social support and high occupational stress reported higher psychological well-being. Teachers with high occupational stress who had higher negative affectivity had lower psychological well-being. However, teachers with high occupational stress who had lower negative affectivity had high psychological well-being.
Srimathi and Kiran (2010) studied psychological well-being of employed women across different organizations. The present study examined the level of psychological well-being among working women in different professions. A total of 325 women working in different organizations—industries, hospitals, banks, educational institutions and in call centers/BPOs were randomly selected. Results revealed that women employees working in industries had least psychological well-being in all the sub factors and total psychological well-being scores, followed by women working in health organizations. Women teachers had highest total psychological well-being scores and also in the entire sub factors of psychological well-being. Each subscale of psychological well-being was correlated significantly and positively with rest of the sub-scales.

Terry, Nielsen and Perchard (2011) examined the relationships among levels of work stress, social support and well-being. In the first instance, it was proposed that high levels of work stress (role ambiguity, role conflict, work overload and under utilisation of skills) would have a negative impact on psychological well-being. Second, it was proposed that the perceived availability of support for work-related problems would have both direct and stress-buffering effects on levels of well-being. It was found that role ambiguity and role conflict emerged as significant predictors of psychological well-being. However, contrary to expectations, the experience of quantitative work overload did not have a significant effect on either psychological well-being.

Kaur (2012) conducted a study on well-being of elementary school teachers in relation to emotional intelligence, stress and self-esteem. The results indicated that the well-being, emotional intelligence and self-esteem of elementary school teachers were appreciably good though their stress level was high. There was a significant positive relationship of well-being with emotional intelligence and self-esteem but significant negative relationship between well-being and occupational stress. There was also a negative relation between occupational stress with physical well-being, emotional well-being. Emotional intelligence, stress and self-esteem contributed significant variance in predicting the respondent variables of social well-being, emotional well-being, spiritual well-being and total well-being. The elementary school teachers working in rural &
urban area and working on regular & contract basis differ significantly in their well-being. Elementary school teachers with high stress had significantly lower well-being as compared to their counterparts having low stress.

**Majied and Khan (2012)** investigated the psychological well-being of native and migrant (repatriated) teachers of Kashmir valley. Student t-test was used to compare the two groups in terms of their mean score for psychological well-being as a whole and dimension wise. Result showed that the Native and Migrant (Repatriated) groups of teachers did not differ significantly in terms of psychological well-being as a whole and also on its dimensions. But the trend showed that Migrant (Repatriated) teachers had better psychological well-being as compared to the Native teachers.

**Nasit (2012)** conducted a study on a study of moderating effect of sex on the relationship between stress and psychological well-being. The purpose of the 57 present research was to study the moderating effect of sex in the relationship between stress and psychological well-being of teachers. For this study 120 female teachers and 120 male teachers from various secondary schools of Rajkot city were randomly selected. Result revealed significant negative correlation between stress and psychological well-being of teachers. Further sub-group analysis revealed that sex of the teacher had significant moderating impact on the relationship between stress and psychological well-being of the teachers.

**Tazal (2012)** studied the moderating effect of sex on the relationship between stress and psychological well-being. The purpose of the present research was to study the moderating effect of sex in the relationship between stress and psychological well-being of 240 teachers from various secondary schools of Rajkot city. Result revealed significant negative correlation between stress and psychological well-being of teachers. Further sub group analysis revealed that sex of the teacher has significant moderating impact on the relationship between stress and psychological well-being of the teachers.

**Vali (2012)** explored the relationships between high school teachers’ well-being and their efficacy. The results showed that the high school teachers scored over average on well-being and also marked relatively high scores on teachers’ efficacy and factors
related to this variable. There was a positive relationship between teachers’ well-being and their efficacy in instructional activities. The results also showed that there was relatively high positive correlation between teachers’ well-being, teacher efficacy and sub variables related to teacher efficacy in female, older, married and also teachers with 5-10 years job experiences in comparison with male, younger, single and teachers with more than 10 years job experiences.

**Damasio, Melo and Silva (2013)** studied meaning in life, psychological well-being and quality of life in teachers. The aim of this study was to evaluate the levels of meaning in life (MIL), psychological well-being (PWB) and quality of life (QOL) in a large sample of 517 school teachers and to observe to what extent the MIL could act as a moderator variable in the relation between PWB and general QOL. The results showed that a significant portion of professionals had negative indexes of MIL, PWB and QOL. Inferential analyses showed MIL as a predictor variable of both PWB and QOL. Moderation analysis demonstrated that the PWB and QOL showed distinct correlations for individuals with high and low levels of MIL.

**Kaur (2013)** conducted a study on the well-being of the teacher educators. A sample of 200 teachers educators was selected through cluster random sampling technique. From the results, it was found that male and female teacher educators did not show much of difference in respect to well-being. No-significant differences were observed between teacher educators who studied science and humanities subjects at post graduation level in respect of all the five dimensions of the well-being.

**Patel (2013)** found that significant interaction effect was existed between type of school, experience and gender of teacher on psychological well-being. Government schools above 15 years of experience male teachers had better psychological well-being than remaining groups of teachers. Significant difference was existed between government school’s teacher and private school’s teacher on psychological well-being. Government school teachers had better psychological well-being than private school teachers. Significant difference was existed between male and female teachers on psychological well-being. Male teachers had better psychological well-being than
female teachers. Significant interaction effect was existed between types of school and gender of the teacher on psychological well-being. Government school female teachers have better psychological well-being than remaining three groups of teacher.

Vazi, Ruiter, Van den Borne, Martin, Dumont and Reddy (2013) examined the relationship between well-being indicators and teacher psychological stress in Eastern Cape public schools in South Africa. The main objective of this study was to assess the relationship between indicators of well-being and stress and to further assess the relative importance of these well-being indicators in explaining stress variance in a large sample of Eastern Cape primary and high school teachers in South Africa. The finding of the study revealed that stress was prevalent amongst teachers. Subjective and psychological well-being factors added significantly to the explained stress variance. Also, both negative effect and role problems had significant positive correlations with stress, whereas psychological well-being had a strong inverse relationship with stress.

Mahakud and Bajaj (2014) conducted a study to find out organizational role stress and burnout among the government and private school teachers in Delhi city, India. The study was conducted with a sample of 100 teachers (n1=50 Govt. school teachers and n2=Private school teachers). From the result it was found that there was a significant difference of organizational role stress and burnout between the govt. and private school teachers. Also, the private male teachers were more stressed as compared to the government male teacher and their female counterparts.

Nouri, Shokri and Shariff (2014) examined the mediating effect of occupational self-efficacy on the relationship between occupational stress and job-related affective well-being among teachers. Results indicated that there was a significant negative correlation between occupational stress with occupational self-efficacy & job-related affective well-being and significant positive correlation between occupational self-efficacy with job-related affective well-being. In this model, results also indicated that the relationship between occupational stress and job-related affective well-being by occupational self-efficacy was mediated. All of the regression weights in the model were statistically significant and model' predictors accounted for 64% of the variance in job-related affective well-being.
Sarath and Manikandan (2014) conducted a study on work engagement and work related well-being of school teachers. This study used a survey research design and collected information related to the variables from 97 school teachers. Results revealed that well-being and overall work engagement of the school teachers was significantly and positively related. Demographic variables such as sex, designation, type of school and experience in the present job was independent of work related well-being and work engagement.

Singh and Garg (2014) assessed the effect of gender on psychological capital and personal well-being among male and female teachers. The sample consisted of 100 teachers (50 from each gender) randomly selected from colleges of Chandigarh. The t-test was used for the purpose of statistical interpretation to assess the significance of difference between the two means for male and female teachers. A significant difference was found between male and female teachers on their level of well-being.

Srivastava and Mishra (2014) conducted a study to find out the relationship between social support and psychological well-being of male teachers of higher educational institution. The study was conducted on a sample of 200 male teachers of Lucknow University, Lucknow (U.P.). The social support has been measured in three areas appraisal support, belonging support and tangible support. The result indicated that social support (overall and area-wise) had a positive relationship with psychological well-being.

Vaghela (2014) studied the psychological well-being among school teachers. Results of the study showed that no significant difference was found between the psychological well-being of government and non-government school teachers. A significant difference was found between the psychological well-being of male & female and urban & rural areas school teachers. No significant interaction effect of psychological well-being was found on types of school and sex. A significant interaction effect of psychological well-being was found on types of school and types of areas; sex and types of areas. No significant interaction effect of psychological well-being was found on types of school, sex and types of areas.
Abdurrahman, Öykü, Atakan and Muhammad (2015) conducted a study on the relationship between teachers’ psychological well-being and their quality of school work life. The purpose of this study was to investigate the relationship between quality of school work life (QSWL) and psychological well-being (PWB) of public school teachers. Cluster random sampling technique was used to collect data from 784 teachers in 120 schools across six providences in Turkey. The findings of the study indicated that there were some differences in QSWL levels of teachers in connection with some demographic variables. Further, stepwise linear regression revealed that their quality of school work life rating described teachers’ psychological well-being.

Dennis, Fraide, Ronnel, Alexandre and Herbert (2015) examined teachers’ commitment and psychological well-being. Hierarchical regression analyses were used to investigate how the three aspects of commitment pertaining to the organisation and occupation predicted relevant outcomes. Results showed that affective and normative commitment positively predicted psychological well-being in the work place: interpersonal fit at work, thriving at work, feeling of competency, perceived recognition at work, desire for involvement at work and job satisfaction. Continuance commitment was a negative predictor of some outcomes.

Kalita (2015) studied the well-being and occupational stress of women teachers of primary schools. Main findings of this study revealed that very few women teachers fall in low well-being level category while majority of the women teachers fall in the category of high well-being. A significant relationship was found between well-being and occupational stress of women teachers of primary schools.

Zahoor (2015) conducted a comparative study of psychological well-being and job satisfaction among teachers. The purpose of the present study was to investigate the relationship between well-being and job satisfaction among government and private school teachers. The sample of this study comprised of 100 teachers (50 from government and 50 from private school). Significant differences emerged in the well-being and job satisfaction among government and private school teachers.

Afsana (2016) studied the mental health and psychological well-being among teachers and lecturers. The main purpose of this research was to find out the mean difference between teachers and lecturers in relation to their mental health and psychological well-
being. The total sample consisted of 120 teachers and lecturers. It was found that there was no significant difference between teachers and lecturers in relation to their mental health and psychological well-being.

Ajibola and Jiboku (2016) examined the effects of emotional empowerment (EE) and self-efficacy techniques (SET) on psychological well-being of public secondary school teachers in Ogun State. There was found a significant main effect of treatment on the participants’ psychological well-being. Emotional empowerment was more effective in enhancing psychological well-being than self-efficacy. It was also noted that the intervention programme accounted for 29.1% of the changes observed in the psychological well-being of the teachers. Emotional empowerment was more effective in enhancing teachers’ psychological well-being in public secondary schools.

Ferlis, Tan and Walton (2016) examined the effect of occupational stress on teachers’ psychological well-being and also examined the moderator role of social support on the relationship between occupational stress and psychological well-being among teachers in Kota Kinabalu, Sabah, Malaysia. The findings of this study indicated a significant effect of occupational stress on teachers’ psychological well-being. However, social support did not show a significant moderating effect. In addition, the results also showed that there were no gender differences towards occupational stress and psychological well-being.

Hatem (2016) examined the relationships among creative self-efficacy, well-being as well as the moderating effect of transformational leadership. Participants were 272 employees who had different professions from different companies both public and private sector. The moderated regression analysis revealed positive relationships between creative self-efficacy, transformational leadership and well-being. According to results of this study employees with a high level of creative self-efficacy demonstrated a high level of well-being at work, and transformational leadership played a moderating role.

Jacobsson, et al. (2016) examined the relationship between how teachers rate the effectiveness of their ‘teacher-teams’ as well as the experience of their own well-being. Data were collected from 521 Swedish teachers and preschool teachers belonging to
105 teacher-teams, the response rate was 100%. The results indicated a strong relationship between the effectiveness of the teacher-teams and teachers’ well-being, both with regard to levels of emotional exhaustion and work satisfaction. More effective teamwork was associated with lower levels of emotional exhaustion and higher levels of work satisfaction.

**Razia (2016)** assessed the level of emotional intelligence and well-being of pupil teachers. For the purpose of conducting the study, sample comprising 120 pupil teachers (B Ed students) was selected from the department of Education of Aligarh Muslim University and two private colleges in Aligarh. It was found that male and female pupil teachers were similar in their emotional intelligence but difference exists in relation to well-being. The study further brought into light that emotional intelligence had positive and significant relationship with overall well-being of pupil teachers.

**Salimirad and Srimathi (2016)** explored the relationship between occupational self-efficacy and psychological well-being among teachers in the city of Mysore, India. The results of Spearman’s correlation coefficient indicated a positive and significant correlation between occupational self-efficacy and psychological well-being. It was also found that high self-efficacy and high psychological well-being were positively related. Finally, there was no significant effect of gender on both occupational self-efficacy and psychological well-being.

**Vikas (2016)** conducted a study to find out the psychological well-being among permanent and Sahayak school teachers. Result showed that sex had significant impact on psychological well-being. The female school teacher’s psychological well-being is better than the male school teachers. There was no significant difference of psychological well-being between permanent and Sahayak school teachers. There was not significant interaction effect of types of teachers and sex on psychological well-being.

**Chang, Chiu and Liu (2017)** examined the effect of teacher well-being and the organizational climate in rural elementary schools on teachers’ turnover intentions, as
The findings of the study revealed that the teachers of different age, marital status, part-time position, years of service and native land showed significant differences in the well-being constructs of life satisfaction and negative emotions. The influence of teacher well-being on turnover intentions was negatively affected by the school organizational climate constructs of support, work supervision and comradeship. It was also found that the school organizational climate had a moderating effect on the relationship between teacher well-being and turnover intentions.

Gangadharan (2017) investigated the psychological well-being among teaching and nonteaching employees. The findings of the study revealed significant difference in the dimensions of autonomy, personal growth and purpose in life. The overall psychological well-being of teaching staff was higher than the non-teaching employees. On the whole, the present study concluded that, women in the teaching profession had the highest psychological well-being scores as compared to other women employees, in relation to their working conditions and nature of job.

Öykü, Sally, Abdurrahman, Albert, Atakan and Muhammed (2017) conducted a comparative study to examine the teachers’ psychological well-being in U.S.A., Turkey and Pakistan. In total, 403 teachers from U.S.A., 990 teachers from Turkey, and 715 from Pakistan were participants in the study. Results indicated that the U.S.A. sample had the highest psychological well-being followed by teachers in Turkey and in Pakistan, respectively.

AN OVERVIEW

Teacher burnout is not a new phenomenon but it has increased to epidemic levels. The review of related literature presented an overview of studies related to burnout, psychological well-being, organizational commitment, occupational self-efficacy and personal stress. A close perusal of the review of studies revealed that burnout and psychological well-being have been studied in relation to occupational stress, perceived self-efficacy, mental health problems, student disruptive behavior, teaching
effectiveness, social support, emotional empowerment, job satisfaction and some
demographic variables like gender, locality, type of school, socio-economic status etc.
Studies related to burnout and psychological well-being in relation to gender, type of
residence (rural or urban), type of school, organizational commitment, occupational
self-efficacy and stress have been concluded mostly in abroad rather than India. Thus,
the few studies available in Indian context do not exclusively focus on the burnout and
psychological well-being of secondary school teachers. Few studies have been
conducted on psychological well-being as a dependent variable. But very few studies
are explored on, whether any prediction can be done with reference to the burnout and
psychological well-being among secondary school teachers by certain factors.

Though, it was found that a paucity of researches were conducted on burnout &
psychological well-being in relation to organizational commitment, occupational self-
efficacy but negligible amount of researches have been undertaken related to personal
stress & burnout and personal stress & psychological well-being. Therefore, the
investigator decided to study the burnout and psychological well-being among
secondary school teachers in relation to organizational commitment, occupational self-
efficacy and personal stress.

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