2.0.0 INTRODUCTION:

The review of related studies is an essential part of any investigation. The survey of the related studies is a crucial aspect of the planning of the present study. A literature review is designed to identify related research, to set the current research studies within a conceptual and theoretical context. When looked at that way, almost no topic is so new or unique that one can't locate relevant and informative related research.

Literature review had helped to find and select appropriate measurement instruments. It helped researcher to anticipate common problems in her research context and also used prior experiences of others to avoid common traps and pitfalls.

It provides insight into statistical methods through which validity of the results is to be established. All credible research studies have to review the literature themselves and carefully. Study would not be judged credible if it ignored a major construct.

The purpose of this chapter is to provide a comprehensive and clear picture of the related studies and to show how the present study contributes in extending the knowledge in the area under study. With this in view, investigator intends to present the literature of the review in following way. Investigator has planned to review studies in two heads i.e. Studies conducted in the eastern countries and the studies conducted in the western countries. This classification of the studies gives better insight to investigator about various studies conducted in India and abroad.

The studies available in the related area are summarized and presented in the following paragraph. The analysis of related studies revealed that very few studies were conducted in the area of role stress burnout and coping style.

2.1.0 STUDY CONDUCTED OUTSIDE INDIA:

Katarina, S. (et.al) (2010). “Parents' work burnout and adolescents' school burnout: Are they shared”? There is considerable evidence that psychological
distress not only has consequences for those who experience it but also can create problems for other members of the distressed person’s family. To examine whether parents’ work burnout and their children’s school burnout are shared in the family, 515 adolescents (median age 15) completed scales for school burnout and 595 of their parents (342 mothers, 253 fathers) completed scales for work burnout and their economic situation. The intra class correlations showed that parents’ work burnout and adolescents’ school burnout was shared in the family. In addition, the better the economic situation the parents’ experienced, the lower was the level of shared burnout in the family.

Salmela, A. (et.al) (2009). Both individual and contextual factors play a role in influencing school burnout. There is considerable evidence that psychological distress not only has consequences for those who experience it but also can create problems for other members of the distressed person’s family. To examine whether parents’ work burnout and their children’s school burnout are shared in the family, 515 adolescents completed scales for school burnout and 595 of their parents completed scales for work burnout and their economic situation. The intraclass correlations showed that parents’ work burnout and adolescents’ school burnout was shared in the family. In addition, the better the economic situation the parents’ experienced, the lower was the level of shared burnout in the family.

The intraclass correlations showed that parents’ work burnout and adolescents’ school burnout was shared in the family. In addition, the better the economic situation the parents’ experienced, the lower was the level of shared burnout in the family. The emotions and behaviours of individual family members appear to influence the entire family system. However, although shared family distress and stress have previously been examined, no previous study has investigated the extent to which parents’ work burnout and adolescents’ school burnout are shared in a family, and the extent to which the family’s economic situation contributes to this shared burnout. The present study aimed to help fill this gap.

Brenda, Y. (et.al) (2008). Coping strategies as moderators in the relationship between role overload and burnout”. The moderating effect of coping strategies have on the relationship between role overload and burnout was investigated in a sample of 222 professional engineers in the construction industry. A four-factor model of coping strategies, based on the Ways of Coping Questionnaire (WCQ) revised scale, was identified to
consist of rational problem solving, resigned distancing, seeking support/ventilation and passive wishful thinking.

The results revealed that only rational problem solving significantly moderated the relationship between role overload and all three dimensions of burnout, i.e. emotional exhaustion, cynicism and reduced professional efficacy; whereas the moderating effect of resigned distancing and seeking support/ventilation was significant only on emotional exhaustion and cynicism respectively. Passive wishful thinking failed to demonstrate significant moderating effect on any of burnout dimensions at all. Importance and methods of incorporating effective coping strategies as a successful intervention for managing burnout at individual, organizational and institutional levels are discussed.

Margaret, L. (2005). Managerial stress: Is work really the cause?
It is widely accepted that managerial work is stressful, but there has been little research into the events that contribute to this stress.
This study identified the most stressful recent events for a sample of 572 managers from 41 organizations, and finds that greater proportion of events is work-related.

The breakdown of a marriage or relationship is described as most important and emotionally disturbing, and is associated with the greatest increase in symptoms. Generally, however, work events are considered of greater importance and emotional disturbance than non work events, and are associated with greater increases in symptoms.

Organizational issues are particularly problematic, and provide opportunities for system wide intervention. In this context, it would be important to identify the institutes which specialize in management and particularly in management of education. Unit in the District Institutes of Education and Training would also have to play a critical role in developing research and a database for decentralized planning and management at the grass roots level.

The large majority of studies on burnout in the international literature have employed the Maslach Burnout Inventory (MBI). In this paper we criticize the MBI on a number of points and present a new tool for the measurement of burnout: the Copenhagen Burnout Inventory (CBI). The CBI consists of three scales measuring personal burnout, work-related burnout, and client-related burnout, for use in different domains. On the basis of an ongoing prospective study of burnout in employees in the human service sector, the PUMA study (Project on Burnout, Motivation and Job Satisfaction).

All three scales were found to have very high internal reliability, and non-response rates were small. Scales differentiated well between occupational groups in human service sector, and expected pattern with regard to correlations with other measures of fatigue and psychological well-being was found. Furthermore, the three scales predicted future sickness absence, sleep problems, use of pain-killers, and intention to quit. Analyses of changes over time showed that substantial proportions of the employees changed with regard to burnout levels. It is concluded that the analyses indicate very satisfactory reliability and validity for the CBI instrument.


The purpose of the study is to determine whether there is a difference between head teachers’ and teachers’ burnout and job satisfaction in terms of work status, gender and work experiences, and to analyse the factors effecting their burnout and job satisfaction. In this study a quantitative approach has been used. As the research instruments, the Job Satisfaction Scale and Maslach Burnout Inventory were used to measure job satisfaction and burnout levels in terms of the dimensions of emotional exhaustion, depersonalization and personal accomplishment.

The study results indicated that special school head teachers felt less personal accomplishment than special school teachers. However, there were no significant differences between head teachers and teachers on two burnout dimensions, namely emotional exhaustion and depersonalization, and job satisfaction. In terms of gender,
males have less emotional exhaustion and personal accomplishment but higher depersonalization than their female counterparts.

Females have higher job satisfaction than their male counterparts. In relation to their work experiences, more experienced subjects have higher emotional exhaustion and depersonalization than their less experienced colleagues, and also less job satisfaction than less experienced counterparts. However, more experienced subjects who participated in the study felt higher personal accomplishment than the others.

**Izhar, O. (2002).** Women principals and concept of burnout: an alternative voice? This paper outlines the subjective constructions and interpretations of six Israeli women Principals in mid-career of the in experiences of burnout as they were inductively reflected in their life stories. Based on an inductive analysis of women principals’ life story interviews, the study revealed that women principals seem to interpret concept of burnout in a different way from the common ‘androgynous’ definitions and constructions that have predominance in educational management.

In particular, the women principals constructed their own burnout as a relative, non-polar phenomenon, and refused to perceive it as an absolute and total experience in their mid-career. They incorporated burnout and Counter-burnout components in the life stories. The implications of utilizing their unique perceptions and attitudes to the study of burnout are discussed alongside broader implications for the study of the emotions in educational leadership.

**Jean, A. (2000).** Investigated how teacher’s sense of efficacy, level of burnout and experience predict their decision to refer a child with disruptive behavior for special education evaluation. Differences in efficacy, burnout and referral probability were compared across teachers with different education and training levels to determine how those groups of teachers differed in these variables. Tool used was MBI. Results showed that years of teaching experience was not related to burnout and was positively related to efficacy. Although education level did not affect teachers expressed levels of burnout or efficacy, amount of training in behavior management did affect teachers expressed level of efficacy.
Heron, R. (1999). Study to evaluate the effectiveness of stress management workshops on response to general and occupational measures of stress. This study was designed to evaluate the effectiveness of stress management training workshops within Zeneca Pharmaceuticals.

The study was of cross-sectional design, comparing groups of workshop attendees and non-attendees. Employees participating in the study were drawn from the Manufacturing, Research and Development, Sales and Marketing sites of Zeneca Pharmaceuticals. 390 persons who had participated in stress management workshops since 1988 were matched for age, gender and department with an equal number of employees who had not attended stress management workshops. The study indicates that stress management training workshops reduce prevalence of employees with a poor understanding of the principles of the management of stress in staff and with poor coping strategies.


An anger-provocation paradigm was used to assess the effects of coping processes and appraisal of daily stressors on stress reactivity in 33 undergraduate women. Participants preformed a mental arithmetic and an interpersonal conflict task during the pre- and postmenstrual phases of their menstrual cycles.

Increased use of the emotion-focused coping processes of tension reduction and positive reappraisal was correlated with lower levels of baseline heart rate, whereas distancing was associated with higher levels of systolic blood pressure reactivity during the conflict task. Perceiving daily stressors as more stressful was associated with higher baseline diastolic blood pressure levels. The researcher concluded that the transactional model of stress is useful for generating hypotheses about factors that predict heart rate and blood pressure levels in women.

Ursula, M. (1998). Organizational and individual factors influencing job satisfaction and burnout of mental health workers. Two hundred family/children and psychiatric workers of seven social service organizations were surveyed. Instruments used were the Minnesota Satisfaction Questionnaire, the Maslach Burnout Inventory and the Staff Burnout Scale for health Professionals. Reported
levels of job satisfaction and burnout are within normal limits. Psychiatric and family/children workers report equal job satisfaction levels, but the latter group reports significantly higher burnout levels. Both groups are particularly satisfied with the amount of praise delivered by supervisors and are reportedly dissatisfied with salary levels and promotional opportunities.

These three factors are strongly associated with job satisfaction and burnout levels of both groups. Findings have practical implications for social service administrators and practitioners. Correlates of satisfaction and burnout can be altered in order to maintain employee satisfaction and reduce burnout, absenteeism and turnover. Job satisfaction and potential burnout are integral elements of social service organizations. The purpose of this study is to delineate those factors which have a significant influence on workers' levels of job satisfaction and burnout. The purpose of this study is to ascertain levels of job satisfaction and burnout in mental health workers.

Personal and organizational factors associated with these variables. The conceptual definition of burnout used is one formulated by Maslach (1976): A syndrome of physical and emotional exhaustion involving the development of negative job attitudes and perceptions, a non-professional self-concept, and a loss of concern for clients serviced. Farber (1983) and Johnson and Stone (1987) have identified burnout as a negative adaptation to stress which includes a pervasive mood of alienation, with features of depression and a loss of idealistic spirit.

Smith, R.C. (et.al) (1996). An individual's perception of stress is determined by his/her personal history and appraisals of the event. The extent to which the individual experiences psychological distress following potentially stressful situations is determined by the biological and psychological vulnerabilities and strengths he/she brings these situations. Abramson, Seligman, and Teasdalc (1978) describe personal factors which may be learned in the family environment which influence an individual's response to events. People have consistent attribution styles which affect the degree to which they perceive events as stressful, and have ensuing negative reactions to such events. When individuals attribute negative events to causes which are internal, long-lasting, and which affect many areas of life, they demonstrate a negative response to events. It is apparent that the variables
associated with burnout and job satisfaction are significant and complex and need to be further delineated in order to ascertain relations between specific variables and employee attitudes.


Crews (1988) examined the relationship between teacher burnout and organizational design in 306 teachers in North Carolina with the MBI and an organizational design survey developed by the investigator. Blacks experienced less emotional exhaustion by whites. Academic teachers experienced more depersonalization than vocational teachers. Those who were in graduate school reported more personal accomplishment than those not in schools. Those reporting dissatisfaction with salary and those who said they would not teach again if chance is given experienced more emotional exhaustion and depersonalization and less personal accomplishment.

This study explores differences in self-reported lifestyle habits, substance use (alcohol, drugs and smoking) and predictors of job burnout in a sample of 879 professional working women employed in dental health offices in a cross-sectional design. Job burnout was measured using the Maslach Burnout Inventory (MBI) and self-reported substance use and lifestyle habits were assessed using the Stress Assessment Profile. Self-reported drinking, smoking and drug use were only modestly correlated with each other in this sample. Employed women with higher levels of drinking reported significantly lower quality overall lifestyle practices, eating habits, and more frequent use of avoidant coping strategies in the face of work and life hassles compared to non-drinkers.

Women who smoked also reported significantly lower overall lifestyle practices and eating/nutrition habits. Those who reported using drugs for recreational purposes reported significantly greater hassles, poorer lifestyle habits, a less hardy outlook on life, and more frequent use of dysfunctional coping strategies. Although women who reported using drugs experienced significantly higher interpersonal burnout (depersonalization) compared to non-drug users, in general, self-reported substance use was not significantly related to job burnout. After controlling for age and psychological distress, perceived stress, type a behaviour, cognitive hardiness
and lifestyle habits significantly contributed to predictions of job burnout in multiple regression analyses. Professional working women who practice poor lifestyle and health habits appear to be at risk of experiencing job burnout.

**Hock, V. (1988).** studied the processional burnout among public school teachers using MBI. The results indicated that there was a wide variation in the degrees of burnout due to demographic variables such as age, grade level, subject taught or years of experience. Certain characteristics of teaching climate associated with high & low level of support services for personal problems and the public image of teachers were most highly associated with burnout.

**Rhoaders, (1987).** examined the specific impact that teacher burnout had upon leadership behavior within the classroom of the colleges in the Colorado state system of community colleges. The findings indicated that emotional exhaustion, depersonalization and personal accomplishment impacted leadership behavior and burnout did exist in various demographic areas. The demographic areas were college size, geographic location, experience in the teaching profession, and experience in a specific college, credit hours taught and subject area taught.

The purpose was to examine stress experienced by faculty in institutions of higher education. Sample of 80 institutions was drawn from population of all U. S. doctoral-granting institutions in United States. 1020 faculty were selected and stratified by academic rank and Biglan’s academic discipline model. Faculty reported 60 percent of total stress in their lives came from work. Majority of top 10 stressors related directly to time and resource constraints. When faculty stressors were compared across disciplinary groupings, more similarity than difference existed. Also, faculty reported similar degrees of stress associated with teaching, research, and service functions, with teaching as the most stressful activity.

**2.2.0 STUDIES CONDUCTED IN INDIA:**

**Sharma, A. (et.al) (2010).** Stress and burnout as predictors of job satisfaction amongst lawyers. Objectives: To determine the impact of burnout and psychosocial stressors on the job satisfaction among male and female lawyers from different courts of Himachal Pradesh.
Methodology: Three subscales of burnout and psychosocial stressors were used as predictors (independent variables) of job-satisfaction (dependent variables) among 150 equal numbers of male/female lawyers. Statistical treatments included Pearson’s product moment co-efficient of correlation along with descriptive data (means, S.D. and t-test (for gender difference). Regression analysis was also computed to find out the best set of predictors of job satisfaction.

The factors causing job dissatisfaction were (1) emotional exhaustion (2) depersonalization (3) reduced personal accomplishment (4) stress (5) strained interpersonal relationship (6) over-expectation (7) poor economic position (8) jealousy (9) poor social position (10) competition and (11) conflict between values and practice for male and female lawyers. The stepwise regression analysis indicated that emotional exhaustion, stress due to clients, work under load and economic position have turned out to be the significant predictors of job-satisfaction showing 45% variance for males and 55% variance for females. The t-test analysis revealed higher job-satisfaction for male lawyers as compared to their female counterparts. Whereas female lawyers experienced significantly greater psychosocial stressors and burnout as compared to males.

D’souza, G. (2009). A Study of Stress in Students of Standard X in Relation to their Academic Self-Concept, Board Examinations is taking a toll on the students of standard X. Today, school performance has become the yardstick of self worth. A point of time has been reached when an explanation as to what causes stress in these students is the need of the hour. The present descriptive research was of the co-relational type. It aimed to study stress in students of standard X in relation to their academic self-concept.

The sample comprised of 1092 students of standard X. The rating scales used for the purpose of study were prepared by the researcher. Descriptive analysis of data included calculation of the Mean, Median and Mode, Standard Deviation, Skewness and Kurtosis, and estimation of population parameters. Inferential Statistics included Pearson’s Coefficient of Correlation. Study revealed a negative correlation of stress with academic self-concept. This study could have important implications in helping students of standard X to come to terms with the invaluable worth of a positive academic self-concept in coping with examination stress.
Kalia, R. (2009). Stress and burnout among NICU nurses: Nurses are susceptible to burnout because of the nature and the emotional demands of their profession. The environment of ICU’s has been recognized as stressful.

Intensive care nurses confront death and dying, end of life decisions, and ethical dilemmas regularly. In addition to providing vigilant care to their patients, nurses interact frequently with distraught families. The NICU nurse in addition to looking after a critically ill neonate has to interact with the devastated parents of the baby which adds fuel to fire. Identification of job related stressors and strategies that can be employed to manage occupational stress for the nursing profession have been receiving increased consideration by researchers, nursing organizations, and employers over the last two decades.

Arora, R. (et. al) (2003). A Study on the Effect of Location of Organizational Branches on the Occupational Stress of the Executives in terms of employee turnover at AVIS India,

An occupational stressor is a condition or situation at work that requires an adaptive response on the part of the employee (Jex & Beehr, 1991). Being reprimanded, having too little time, and being told about the possibility of being fired are all examples of occupational stressors. One of the key concepts to understand integration of individual with an organization is role assigned to him within the overall structure of the organization.

Work setting creates physical stress because of noise, lack of privacy, poor lighting, poor ventilation, poor temperature control, or inadequate sanitary facilities.

An attempt has been made to ascertain of occupational stress associated with the location of the company. 108 employees (executives) from the various branches of AVIS India at Delhi, Bangalore, Hyderabad, Pune, Mumbai, Kolkatta and Chennai constituted the sample for this study. Purposive sampling technique was used for the present study, which comprised of at least 10 % of the total population of executives from each branch at AVIS India.

Tool: Occupational Stress Inventory (OSI) by Osipow and Spokane (1981) was used. This test measures the Occupational stress domain in terms of Occupational Role Overload (RO), Role Insufficiency (RI), Role Ambiguity (RA), Role
Boundary (RB), Responsibility (R) and Physical Environment (PE). Results also showed that there were significant differences amongst the cities in regard to Role Insufficiency, Role Boundary, Role Ambiguity and Physical Environment but Role Overload and Responsibility did not show any significant difference.

One may, therefore state that there appears to be considerable insufficiency in the roles of the incumbents and also a poor match between the skills and the job that the employees are performing. Also in interviews, it was reported by some employees that their need for recognition and success are not met to their expectations and they reported boredom and under utilization of their skills.

It is seen that the highest employee turnover rate was in Mumbai branch with 6.2% followed by Delhi branch with 5% and 3.2% at Bangalore which may be a result of the fast and stressful life of Metropolitan cities.

Prabhavathi, D. (2003). Information Professionals’ Job Stress Related Problems and Coping Strategies, Advances in Information Technology during the last decade are well known. Information Professionals play an important role in providing information services to the users. The complexity of Information, Communication and Technology is a source of stress to all Information Professionals. The nature of stress and its effect can be understood by identifying the stressors. This stress may lead to strain or long-term negative effects.

A great part of such stress in life is caused by job. Job-related stress has gained importance because of its implications for professional dissatisfaction, lowered service, lowered physical and mental health of the individuals. It has major implications in the Information Technology that plays a major role in Higher Education. As the Information Technology considered as the heart of the Higher Education System, this paper aims to find out the job stressors and their implications on the job performances of Information Professionals. Results indicate that 73.5% of Information Professionals have medium level of stress. Job satisfaction and increased workload are found to impact stress on Information Professionals.
Srivastava, A. (2003). “Relationship with role stress, coping strategy and personal variables” ICFAI Business School Bangalore, Organizational climate, a leading indicator of organizational performance, influences the motivation and behavior of organizational members. Control climate emphasizes excessive control in the organization for consolidation of personal power and impairs the working environment. Study of control climate and its relationship with role stress, coping strategy and personal variables was undertaken in a public sector industry to gain a better understanding about measures to de-emphasize dysfunctional organizational climate. Six motives of organizational climate and ten types of role stress were measured on 453 executives. Eight types of coping strategy were measured on 155 executives taken from the earlier sample. Age, hierarchical level and qualification level were recorded for each respondent.

Bivariate correlations were computed to study the relationship of control climate with role stress; coping climate is positively correlated with seven role stressors, total role stress and hierarchical level. It is negatively correlated with age and not related with the coping strategy. The study reveals an unconventional finding that control climate is positively correlated with the qualification level. Measures for deemphasizing control climate in public sector have been suggested based on the findings of the study.

Objectives: To examine the level of different types of organizational role stresses, job satisfaction dissatisfaction and organizational climates (motivational) experiences perceived by four different job categories of different organizations.
Findings: The results indicated that role stagnation, role expectation, role overload, self role distance and resource inadequacy were felt and experienced mostly by technical managers irrespective of nature of organization. The level of role stress conflict among non technical managers 78 doesn’t see to vary across the four types.

Objectives: To study the relationships between coping and mental health among different professional group and to study the experience of job stress among coping
strategies in different professional group. An incidental random sample of 1020 respondents from lawyers, doctors and police officers having similar SES background and positioned at prominent places in Orissa, participated in the study. The tools used included- job stress, questionnaire of Singh & Sinha subjective mental health questionnaire by Brynt & Veroff. Major finding: The three professional groups differed significantly on job stress dimensions. The lawyers and police officers differed on general unhappiness and feelings of vulnerability.

Mohanty, R. (1992). A Study of meaning in life in relation to Job situation and Burnout in Orissa. Objectives To identify the teacher educators with high meaning in life score in order to study their differential work orientation and burnoutness. To find out the relationship between meaning in life and work orientation of teacher educators of Orissa. It took the form of questionnaire Survey and case study. This study utilized well established standardized scales as well as inventories and interview schedule constructed by the investigators.

The purpose in life test and Maslach Burnout inventory are standardized instruments which have been most extensively used for the measurement of meaning in life and burnout. Teacher educators of Orissa have higher degrees of burnout in frequency dimension of emotional exhaustion subscale but have a lower level of burnout in intensity of it. People do work with different orientation. The high meaning is associated with low burnout and low meaning is associated with high burnout.

Shandilaya, M. (1990). “A study of frustration in teachers working in central government, State government and government aided privately managed school of Kanpur city”. She studied the nature and extent of frustration in the teachers of higher secondary schools of Kanpur city i.e. Teachers of central schools State government schools And State government aided privately managed schools. A survey method was used in this research on which 100 male and 100 female teachers of each category of school were taken.

A self prepared questionnaire and the test of frustration of Chauhan & Tiwari were used as a tool in the study. Major findings: Emoluments did not show any relationship with frustration. Female teachers of central schools indicated no
relationship between frustration and emoluments age service conditions and workload. Male and female teachers of State government schools indicated relationship between workload frustrations.

Singh, H. (1989). “A study of factors influencing burnout in teachers”. Objectives: To study the extent of burnout experienced by teachers. To study the factors affecting the burnout syndrome. To study the demographic correlates of burnout. To study the use of supporters to cope with burnout. The sample comprised of 246 teachers from three institutions of Agra city. Using the survey method the data were collected with the help of demographic data sheet, Maslach burnout inventory as adopted by the researcher and social support questionnaire. Major findings: The various burnout factors were positively related. Some of the demographic factors were related to different factors of burnout. While teaching was viewed as a joyful activity, some teachers believed that burnout in their profession emerged due to physical and emotional strain.

Misra, M. (1986). “A study of meaning in life stress and burnout in teachers of secondary schools in Calcutta”. Objectives: To identify main sources of stress in teaching and to investigate if teacher varied in the extent of experienced stress. To study if teachers varied in the extent of perceived burn out to study the relationship between stress and burnout meaning in life and stress and meaning in life and burnout in teachers. Maslach and Jackson’s (1981) Inventory for study of burnout and a scale and interview schedules prepared by the investigator for measurement of stress and other background. Sample comprised 345 teachers from 15 secondary schools and an in service-teacher population of 3 teacher training institutions in Calcutta. Finding: The relationship between stress studied through test and stress reported by teachers was highly significant. Age difference was significant with regard to stress. The sample teachers had a lower degree of burnout.

Agrawal, V. (1983). Study of Stress Proneness, Adjustment and Job Satisfaction as Predictors of Administrative Effectiveness of Principals. Objectives: To study relationship between principals’ stress proneness and their administrative effectiveness, the sample comprised 423 principals of intermediate colleges. The Principal Administrative Stress Proneness Scale was developed and used for measuring principals' stress proneness. Major Findings: Stress proneness of
principals was not significantly related to their administrative effectiveness. No relationship was found between teacher-based stress proneness of principals and their administrative effectiveness.

Pestonjee, (et.al) (1982). Studied relationship between role stressors and job satisfaction. in case of 102 employees of an electric supply co. Study revealed that self role distance inter role distance, role stagnation, role ambiguity and role inadequacy and overall role stress were negatively and significantly associated with all the areas and overall job satisfaction. However the only exceptions were - Social relations area with role overload, role isolation and 2. Role erosion associated significantly with only management and on the job satisfaction.

2.3.0: SUMMARY OF THE RELATED LITERATURE:

After perusal of review of the research materials by above scholars the conclusion largely appears that stress and burned out conditions do not necessarily contribute to similar causes. The studies conducted by Agrawal & Misra (1986) reveal that stress does not affect the performance at work place but Singh, Margaret reported that stress affects the working performance of the personnel and stress leads to burned out among the teachers.

Mohapatra (1992) says that job stress and coping strategies differ from profession to profession. Lawyers and police officers have the feelings of vulnerability. Mohanty (1991) reveals that the high meaning is associated with low burnout and low meaning is associated with high burnout.

Walter (1983) studied the stress among the faculties in higher education and reported that 60 percent of the total stress in their lives comes from work because of time and resource constraints.

Heron (1999) designed to evaluate the effectiveness of stress management training workshops and found that stress management programme is effective and reduces their stress level.

Firoz Hotia says (1994) that technical managers are more stressed. Most of the time in the above studies tool used was questionnaire, interview, rating scale etc.
So it is crystal clear that stress does exist in one or the other form in almost all the professions. It also reveals mixed or contrasting conclusion about the relationship between stresses and burned out.

2.4.0 SOME PERTINENT FINDINGS OF RESEARCHES CONDUCTED ABROAD:

1) The coping strategies as moderators in the relationship between role overload and burnout studied by Brenda Y. (2008) and revealed that rational problem solving significantly moderated the relationship between the role overload and all three dimensions of burnout.

2) D’souza (2009) conducted a co-relational study of students of class X in relation to their academic self concept and revealed that there exists negative correlation of stress with academic self concept.

3) Walter (1983) examined stress experienced by faculty in institutions of higher education and revealed that 60% of the total stress in their lives are related to constraints of resources, time etc. They feel that teaching is the most stressful activity in the human service profession.

4) Burnout seems to arise from high self expectations from the demands of the organization and other extrinsic conditions. (Colasudro, 1981).

5) Males appeared to be more burnout than females. (Metz, 1979) But this finding was not supported by Colasudro (1981).

6) Gender of the teacher, age size of school, amount of administration support, compensation, recognition and rewards, were all related to the level of burnoutness. (Hock in 1988 and Smith in 1996).

7) Predictors of burnout include attitude towards students, satisfaction with teaching and ability to cope with job related stress.

8) Years of teaching experience was not related to burnout and was positively related to efficiency (Jean, 2000).
2.5.0 SOME RESEARCH FINDINGS OF THE STUDIES CONDUCTED IN INDIA:

1) Shrivastava, 2003 investigated relationship with role stress coping strategies, personal variables and found control climate is positively correlated with qualification level.

2) Mahapatra, 1992 studied job stress mental health and coping on professionals and found that all professionals differed significantly on job stress dimensions.

3) It shows that job stress mental health and coping styles of professionals depend on personal capacity.

4) Burnout is negatively related with meaning in life (Mishra 1986). Burnout in teaching profession emerges due to physical and emotional strain (Singh, 1989).

5) Male teachers were emotionally over extended, exhausted, anxious, and callous towards students and personally accomplished but less capable of establishing constructive relationship, however they were more capable of coping with stress than female teachers.

6) Teaching level showed significant positive relationship with depersonalization, lack of personal accomplishment and professional growth showed significant non linear relationship with depersonalization, lack of personal accomplishment while professional commitment had significant negative relationship with depersonalization and lack of personal accomplishment. (Kudva, 1999)

2.6.0 CONCLUSION:

With an alarming increase in the stress levels in all human service professions including teaching profession (Walter1983), it becomes necessary to conduct a systematic study to find out the magnitude of stress and coping styles. It can be seen therefore from the research findings of the above studies that role stress may lead to abnormality in life, fatigue, depression, drug addiction, and alcoholism and took orientation in work style and decrease in “will” to live. Whereas better role understanding leads to sense of responsibility, interest in work, sense of accomplishment and role satisfaction (Shrivastava 2003).
Mostly the studies on burnout have been conducted abroad with only a few studies of Indian origin. The effective and efficient functioning of the educational system depends primarily on the quality and commitment of the teachers (Pestonjee1986). Thus there would always exist a need for research into the social and psychological aspects of the teaching profession. But unfortunately there seems to be a dearth of research in India in these areas.

Most of the studies have tried to investigate the prevalence of teacher burnout (Rhoaders1987). Co-relational studies have been attempted to investigate the relationship of burnout with other variables like locus of control, role conflict and role ambiguity (Katarina2010). Study suggested that the factors that cause burnout are low self concept emotional enthusiasm mental stress etc (Gisttle D’souza 2009).

Time and again commission and committees have emphasized about the importance of teacher educators in building responsible society but studies reveal that no such study on stress and burned out in the field of teacher education was carried out, hence there is a need for present study. Such a study would be very helpful to educational administrators also in arranging remedial measures which would enable the teacher educators to find role stress and burnout and coping styles of teacher educators of Gujarat.

Factors that contribute for role stress burnout are wider perception, positive value base, emotional balance and coping styles. It is clear that stress, coping strategies are unique and hence there is a strong need for studying stress, burned out and coping style of teacher educators of Teacher Training colleges of Ahmedabad and Gandinagar.

After going through the review of the related studies the researcher has gained good insight over the present study, which helped researcher to design the blueprint of the present study. The subsequent chapter deals with research design of the study