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Review of Related Literature
REVIEW OF RELATED LITERATURE

Before going into real phase of the research, it is thought essential to study whole literature including research findings related to variables in the study being conducted. The purpose of the preview of the parts efforts is very vital as it acts as the first step of the staircase in solving a new problem. Only by going through the related literature we can design steps which are to be followed in study of the proposed problem. It helps the researcher in making problem precise, researchable, and meaningful. It is with this intention, that theoretical and empirical literature in the field related to “Teacher Burnout at secondary school stage” was reviewed. The concept of teacher burnout is very recent in India. Little has been done to know the impact of teacher burnout in Indian teachers. As such a few of the Indian and foreign studies related to this area on which researcher could lay his hands have been critically reviewed and reported in this chapter. For convenience total review has been divided broadly into two parts:

2.1 International Studies
2.2 National Studies

2.1 INTERNATIONAL STUDIES

Rose and Medway (1981) attempted to find out relationship between teacher’s locus of control (A), teacher behavior (B), student behavior (C), and student achievement (D). It was predicted that internal teachers would produce higher achieving students by maintaining a controlled learning environment, there by engaging students in more appropriate on task behavior. The first part of the study found modest correlation between I-E scores of 44 fourth grade teachers and students achievement in reading, language and math. In the second part, the behavior of a sub sample of 17 teachers and their students was observed. Although the complete A-B-C-D link was not obtained. Several parts of model
did relate significantly. Teachers with an expectancy of external control perceive little contingency between their actions in the classroom and students behavior outcomes.

Sadowski and Woodward (1981) attempted to investigate the relationship between teacher’s locus of control and student’s perceptions of classroom climate, academic responsibility, and grades, matched pair of teachers from grade four through eight completed a teaching specific locus of control measure. Their students (N=245) completed the origin climate questionnaire. Current letter grades were also obtained for each student. Students with the more internally oriented teachers reported a more origin line classroom climate, i.e. a classroom atmosphere in which students perceived the teachers as encouraging goal setting, responsibility, and self-confidence, and had higher grades than students with less internally oriented teachers. Teacher’s locus of control orientations were not related to student- attributed responsibility, although within class correlations indicated that attributed responsibility was positively related to perceived classroom climate and grades.

Halpin, Harris and Halpin (1985) designed a study to test the hypothesis that a feeling of being in control will make potentially stressful environmental events less so. Subjects were participating teachers about whom little was known regarding the relationship between locus of control and stress. They responded to the Teacher Locus of Control Scale and the Teacher Occupational Stress Factor Questionnaire. A multivariate and bivariate analysis of their responses showed that locus of control was related to teachers stress. As hypothesized, teachers who felt that they were in control reported less stress in their world of work than did those who did not feel influential in their educational environment. Neither sex nor age moderated this relationship.

The purpose of Alston’s (1989) study was to investigate the effects of the aggregate locus of control of teachers according to each school on students’ academic achievement. A sample of 118 teachers from 38 elementary schools
housing fourth grade in 19 districts was surveyed. The responsibility for student achievement questionnaire developed by Gurkey and the comprehensive test of basic skills produced by McGraw Hill were used for data collection. The one way analysis of variance procedure was used. The findings of the study revealed that most teachers perceive themselves as internal on the locus of control scale. A disproportionate number of teachers feel that relative to success failure impact reinforcements of student academic achievement are totally influenced by the behavior of the teacher.

Byrne (1991) investigated the impact of particular background variables on three dimensions of burnout for elementary (n=98), intermediate (n=163), secondary (n=162), and university (n=219) educators. The tools used were Maslach Burnout Inventory and teacher stress survey. Using stepwise multiple regression procedures, these variables (gender, age, marital / family status, type of students taught) were effects coded and interpreted within an analysis of variance framework. Major findings revealed gender, age and type of students taught to be the most salient, their influence varied with teaching level and specific burnout facet under study. Organizational factors related to the administration of educational institutions ranked high as a substantial contributor to feelings of stress by educators at all levels of the academic system.

Townley, Thornburg and Crompton (1991) studied the factors related to burnout in teachers of young children. 353 early childhood teachers completed a questionnaire and the Maslach burnout inventory. Results indicated that teachers who had more education, negative parent relations and worked longer hours reported higher levels of burnout.

Maynard (1992) studied on occupational burnout among teachers in selected urban schools. The sample population of this study consisted of 145 urban middle school teachers. The modified version of the Maslach Burnout Inventory was used to collect the data. The data analysis of this study was
accomplished through the application of the one way analysis of variance and the multiple regression technique. The main conclusions of this study were male and female middle school teachers obtained similar occupational burnout scores on the modified version of the Maslach burnout inventory, single and married urban middle school teachers had a significantly higher burnout scores than did those teachers who fell in the other marital status category.

Winters (1992) studied on school climate where there is a high incidence of teacher stress and burnout in selected elementary schools. The random sample of elementary school faculties was proportionately selected from the available pool of elementary schools in Huntsville, Alabama. The findings were based on data analyzed by one way ANOVA of the Maslach burnout inventory; form Ed. and graphic analysis of the Litwin Stringer Questionnaire of organizational climate, from B. The findings indicated Huntsville, Alabama elementary schools suffer feelings of emotional exhaustion, depersonalization, and reduced personal accomplishment. The stress and burnout is not alleviated even in school climates that had high expression of collegial and administrative support.

Alltounian (1992) conducted a study to see the relationship between middle school organization, school climate, and teacher job satisfaction. Sample selection of this study included 10 middle schools. The teachers were surveyed using seven of the factors of the Purdue Teacher Opinionnaire and six factors of the organizational climate descriptor questionnaire-Rutgers secondary. T-test was used to compare the responses of the two organizational factors. Conclusions drawn were that teachers working within the interdisciplinary middle school perceived a greater degree of job satisfaction and perceived their school climate higher than did teachers working within the departmentalized pattern. The factors of teacher work load, principal control, and frustration indicated no significant differences.
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Friedman and Farber (1992) investigated the relationship of teacher burnout to the various ways that teacher view themselves professionally and to the ways in which they sense that others within the educational system view them. A total of 641 teachers in 40 Israeli elementary schools completed a modified form of the Maslach burnout inventory and a composite measure of professional self concept. Results indicate that of several dimensions of professional self concept, professional satisfaction- how teachers feel about the gratification they receive from teaching- bore the strongest correlation to burnout. Stronger correlations to burnout existed in terms of how teachers perceive themselves rather than how they feel that other perceive them and that from the point of view of teachers, both parents and principals have an exaggerated sense of teachers professional satisfaction, discrepancies that in both cases were significantly correlated with burnout.

Kim (1993) attempted to find out the relationship between role congruence and burnout among high school counselors. Eight major research hypotheses were developed and tested. The Pearson’s correlation, one way analysis of variance, chi square, regression etc were used. The subjects consisted of high school counselors educators of six Kansas University. Three instruments, the role questionnaire was used to measure congruence, Maslach burnout inventory for burnout, and high school counselor questionnaire was developed to gather demographic and job duties information and was administered to all groups. The results showed that overall role congruence for high school counselors was shown to be above average. Counselors experienced moderate levels of emotional exhaustion, low level of depersonalization and high levels of personal accomplishment. Significant relationships were detected between counselor role congruence and burnout.

Berson (1993) investigated the relation between school climate and professional development of secondary school teachers. Data were gathered from teacher’s responses to two instruments, the NASSP school climate survey
and a check list designed by the researcher to assess teacher’s level of professional development. 277 teachers from a population of 717 responded to the study. Correlation analysis of variables were determined and interpreted. The mean teacher professional development checklist scores demonstrated a moderate positive correlation with the standard scores of the three subscales of the NASSP school climate survey. Similarly, the computed correlation coefficient for the variables indicated a low positive correlation between the mean teacher professional development checklist scores and the standard scores of the NASSP subscales, including teacher- student relationships, security, students academic orientation, student behavioral values and students activities etc.

Torelli (1993) proposed this study to ascertain to what extent occupational stress among educational administrators is associated with burnout. One thousand subjects were randomly selected and stratified by level of administration in the State of Washington. Approximately two hundred and fifty subjects were chosen from each position of elementary principals, middle school principals, high school principals and superintendents. A Pearson’s product-moment correlation co-efficient was used. The major findings were elementary and secondary principals perceived significantly higher levels of task based and conflict-mediating stress than superintendents, levels of boundary spanning stress were significantly higher with superintendents as compared to building principal, and task based stress was the best predictor of emotional exhaustion.

Berg (1994) conducted a study on burnout and coping among public school educators. A survey consisting of four components was developed use in this investigation i.e. a letter to respondents, a demographic data section, the Maslach burnout inventory and a list of individual interventions and organizational interventions. Of the 437 surveys send to potential respondents, 197 were completed and returned, 193 of which scoreable. Almost half of the
respondents placed in the high range of burnout on at least one MBI scale. Regarding their efforts to cope with burnout, respondent reported using twice as many individual interventions as organizational interventions.

Duke (1994) compared burnout among three groups of special education teachers i.e. teachers who have switched from special education to regular education, teachers who have retained in the field of special education, and teachers who have left teaching altogether. This study sought to develop a better understanding of burnout among special education teachers and the possible relationship between burnout and selected demographic factors, teacher's attitude toward various organization and school related factors. Findings of this study indicated that teachers remaining in special education evidence significantly less emotional exhaustion and depersonalization than those who had switched to regular education or left altogether, and teachers remaining in special education were more positive about their job.

Hodge, Jupp and Taylor (1994) conducted a study to investigate the relationship among work, stress, distress and burnout in music and mathematics teachers working in secondary schools. The sample comprised 107 randomly selected, secondary school teachers with a median age of 33 years, working in both public and private schools in New South Wales. Participants completed a four part questionnaire. Part-A obtained biographical data. Part-B was concerned to perceived work stress. Part-C was a general health questionnaire and last part was the education survey version of the Maslach burnout inventory. Results showed that music teachers gave significantly more problematic responses defining the variables which predicted emotional distress and burnout than mathematics teachers. Also, music teachers were substantially more distressed and burnout than mathematics teachers.

Sutherland (1994) had done this study to determine teachers' perceptions of the characteristics of a good school climate. A questionnaire “Teacher Perception Scale” was given to all 150 teachers in a school district, consisting of four
elementary schools and one junior high school, in the south suburban area of Chicago. Fifty-one randomly selected questionnaires were studied. The majority of teachers agreed that the characteristic of favorable school climate, such as respect, trust, nurturing and caring, high morale, and academic development, are present in their school. Eighty-two percent liked the school in which they work. Sixty-six percent trusted the people with whom they work. Eighty-four percent of the teachers agreed that they know a lot about the school in which they work. Seventy percent felt that they were a part of the school in which they work. Teacher comments supported the questionnaire items concerning teachers’ perceptions of school climate. Results were analyzed by gender and years of teaching experience. The study concludes that respondents have an attitudinal receptiveness to improving the organization in which they work, and therefore school districts should move forward in school reform efforts.

Chan and Hui (1995) assessed the tripartite components of burnout and coping strategies. A sample of 415 Chinese secondary school teachers was taken. The education form of the 22 items MBI was used to evaluate burnout and the Chinese WCQ was used to assess teachers’ coping strategies. The result revealed that the feelings associated with being used up, working too hard and working effectively and closely with students occurred more often. Conversely, the feeling of being hardened and treating students impersonally occurred less often. Emotional exhaustion and depersonalization were relatively undifferentiated among these teachers, a sense of accomplishment as a distinct component of burnout was generally reported. The findings that avoidant coping strategies were consistently related to all three aspects of burnout suggested that teachers employing escape-avoidance to cope with stressors might be more prone to burnout.

Friedman (1995) focused on two studies that examined how typical student behavior patterns contribute to predicting burnout among teachers in general
(study 1) and among male and female teachers possessing different pupil control ideologies (study 2). The sample for study 1 involved 348 teachers from both religious and secular schools in Israel and 356 of their students. The sample for study two involved 391 elementary and secondary school teachers. The teachers sampled completed a questionnaire composed of an adapted version of the Maslach burnout inventory, the pupil behavior patterns scale and an adapted version of the pupil control ideology scale. The typical student behavior- disrespect, inattentiveness and sociability accounted for 22% of teacher burnout variance for the teachers of secular school sample and for 33% of burnout variance in teachers in religious schools. Burnout among male teachers was mainly affected by students inattentiveness, where as burnout among female teachers was mainly affected by students’ disrespect.

Schneider and Boyd (1996) examined burnout in Canadian child care providers. Results of the survey of 137 female child care providers in Winnipeg, Manitoba are presented. Results indicate that the child care providers experienced burnout at a lower level than have been reported for other workers, but had levels similar to those reported of child care providers in the U.S. Examining demographic factors and their relation to burnout revealed that younger child care providers reported higher levels of burnout. Race and marital status did not relate to level of burnout, nor did educational level. Child care workers classification related to personal accomplishment.

Bibou-Nakou, Stogiannidou and Kiosseoglou (1999) focused on the burnout concept in relation to teachers’ perception of school behavior problems. The teacher burnout was assessed by the Maslach burnout inventory. The results showed that teachers’ misbehavior related attributions and preferred practices differentiate significantly the burnout levels experiences by the teachers.

Tatar and Yahav (1999) aimed at examining pupils’ perceptions regarding burnout among their teachers. A total of 297 Israeli secondary school pupils studying in tenth grade classes were taken as sample. A questionnaire dealing
with pupils' perceptions of burnout among teachers were administered. Findings showed that the most frequently mentioned characteristics of burned out teachers were: teachers who feel that working with pupils for a full day is an oppressive effort; feel that teaching is turning them into impatient persons and feel that teaching frustrate them. No differences were found between girls and boys’ perceptions of burned out teachers; both emphasize the psychological exhaustion of teachers as the most salient characteristics of burnout among teachers.

Brouwers and Tomic (2000) in this study examined 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 analysis 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 the perceived self efficacy and emotional exhaustion, the time frame was synchronous. It was concluded that perceived self efficacy in classroom management must be taken into consideration when devising interventions both to prevent and to treat burnout among secondary school teachers.

Bastick and Cook (2002) examined the use of two locus of control instruments for teachers in the Caribbean: the adult Nowicki – Stickland internal-external locus of control (LOC) scale and the Medway and Rose teachers’ LOC scale. Participants were 183 teachers from 10 high schools in Jamaica who agreed to be tested and retested with these measures. The structures of these instruments were analyzed, as well as the appropriateness of their scoring method for measuring teachers LOC. Results show moderate to high reliabilities for both instruments and suggest a modification to improve test-retest reliabilities. Concurrent validity for the two measures, however, was low for this sample.
Chan (2002) attempted to find out hardiness and its role in the stress-burnout relationship among prospective teachers. Samples of 83 Chinese prospective teachers were taken. Hardiness was assessed by the use of Chinese hardiness scale. Teacher stress was assessed using the teacher stressor scale based on past studies of teacher stress in Hong Kong. The Chinese version of the education form of the 22-item Maslach burnout inventory was used in this study. Teachers’ different responses to positively and negatively worded hardiness item suggested positive and negative hardiness reflecting stress resilience and stress vulnerability. Stress, positive hardiness, and negative hardiness all had main, independent and significant impact on emotional exhaustion and depersonalization, where as only positive hardiness had significant main effect on personal accomplishment.

Dworkin et. al. (2003) investigated that how democratic personnel policies of the public school principal affect teacher burnout and how does teacher burnout affect support for democratic instructional styles. Using sequential OLS models from questionnaire data of 2961 urban public school teachers, the research finds that teachers, who perceive that their principals are non-authoritarian, are supportive and collegial, and involve them in campus decision making, are less likely to experience burnout than those teachers who perceive the opposite. However, both burned out teachers and those who report that their principal treats them democratically do not support a similar democratic treatment of their students, as indicated by their rejection of student centered instruction.

Dorman (2003) conducted a research on the relationship between school and classroom psychosocial environment and perceptions of burnout in teachers who staff Queensland private schools. A sample of 246 teachers responded to scales that assess seven school environment and seven classroom environment dimensions and the three facets of burnout measured by the Maslach Burnout Inventory: emotional exhaustion, depersonalization and personal accomplishment. Preliminary multiple regression analysis resulted in a
hypothesized model of seven environment dimensions predicting burnout. This model was tested in a LISREL analysis with posthoc modifications improving model fit to data. While staff affiliation and work pressure were significant predictors of emotional exhaustion, staff mission consensus and co-operation in classrooms were significant predictors of depersonalization. Staff mission consensus, together with classroom interactions, co-operation and task orientation were significantly related to personal accomplishment.

Tatar and Horenczyk (2003) studied diversity related burnout as a concept that can add to our understanding of the negative impact of daily coping with culturally diverse students on teachers. A principal component analysis, based on the responses of 280 teachers working at 30 Israeli schools, showed that diversity related burnout is empirically distinguishable from, albeit correlated with, the more traditional notion of teacher burnout. Results also revealed that diversity related burnout is predicted by variables related to the teacher’s background (grade level and job role), to the degree of school cultural heterogeneity, and to aspects of the school organizational culture related to multiculturalism as perceived by the teacher. The highest levels of diversity related burnout were found among teachers categorized as assimilationists and who work in schools perceived by them also to be assimilationists. Proactive and reactive approaches for preventing and reducing diversity related burnout are suggested.

Webber (2004) investigated burnout and its correlates in 247 school counselors in New Jersey. Variables examined were self-efficacy, social support, involvement in school counseling initiatives, and proximity to Ground zero. Emotional exhaustion was similar to overall norms for Maslach burnout inventory; however, personal accomplishment was significantly lower than overall norms. Nearly 20% reported high emotional exhaustion and 34% were in the average range. Nearly 90% reported low depersonalization and high personal accomplishment. In an exploratory analysis, elementary counselors
reported lower depersonalization than high school counselors. Rural counselors experienced higher personal accomplishment than suburban and urban counselors.

Spencer (2004) tested predictability of locus of control, hours of training and hours of support on the level of burnout in teachers of students with pervasive development disorders in conjunction with teacher's perceptions of burnout and factors contributing to burnout. Participants included 71 teachers. Instruments included: the Maslach burnout inventory-educators survey, the Nowicki-Strickland internal external control scale, a demographic questionnaire and an interview. Simple regression showed locus of control accounting for 17% of the variance in the emotional exhaustion factor of burnout. Personal accomplishment had a weak negative correlation with locus of control. Teachers reported a need for training, more support and less paper work.

Bogler and Somech (2004) examined the relationship between teacher empowerment and teachers' organizational commitment, professional commitment (PC), and organizational citizenship behavior (OCB). The data were collected through a questionnaire returned by a sample of 983 teachers in Israeli middle and high schools. Pearson correlations and multiple regression analysis indicated that teacher's perceptions of their level of empowerment are significantly related to their feelings of commitment to the organization and to the profession, and to their OCB's. Among the six subscales of empowerment, professional growth, status and self-efficacy were significant predictors of organizational and professional commitment, while decision making, self-efficacy, and status were significant predictors of OCB.

Lackritz (2004) examined burnout and related issues among 265 university faculty members. The study estimates the percentage of incidence of highest levels of burnout is at half the rate of the general workforce. Female faculty members have significantly higher mean scores on emotional exhaustion than
males, while male faculty has higher scores on depersonalization. Significant differences were not found across race/ethnicity groups but age is inversely correlated to emotional exhaustion. Burnout shows significant correlations with numbers of students taught, time invested in various activities, and numerical student evaluations. Suggestions are given to administrators for using a preventive strategy to anticipate burnout, rather than relying on reactive techniques, once it has occurred.

Johnson (2005) tested the degree of burnout that teachers coped with, in addition to the specific stressors they encountered. This study also sought to determine the impact of various stressors and to predict which group of teachers, based on selected demographic data, would not likely experience each of the phases of burnout according to the Maslach burnout inventory. The sample consisted of 116 female and 19 male middle school teachers employed in a sub-urban school district in the mid-South. The result of the study indicated female participants reported slightly higher levels of emotional exhaustion when compared with male participants. The result also indicated that there were no significant characteristics of teachers that would predict burnout among middle school teachers. Specific stressors participants reported include excessive paperwork, lack of support from parents and administrators, and inappropriate students behaviors.

Mabsy (2005) examined the factors that play a significant role in teacher burnout among 356 elementary, middle, and high school teachers in the Maury County School System in Tennessee. Participants responded to 20 questions on The Teacher Burnout Scale (Richmond, Wrench and Gorham 2001) which measures teacher burnout, and a teacher background survey. This research used a causal comparative design. The results of the data analysis showed 60.4% had no evidence of burnout where as 39.6% showed evidence of burnout. The findings also revealed that teachers who felt their salaries were adequate had a highest level of burnout, teachers who rated students as not being well behaved
had the highest level of burnout. There was no statistically significant difference between teacher burnout and gender, school location, ethnicity, teacher age, school levels, years of teaching experience, class size, or highest degree obtained by the teachers.

Drewett (2005) attempted to find out stress levels of teachers in Tarrant County, Texas. Background variables such as age, gender, highest degree, and total years experience were also considered. The data analysis used was causal comparative study including simple descriptive statistics, multivariable analysis of variance and analysis of variance. The findings revealed that many teachers become overly stressed with the daily tasks of being classroom teachers. They have lost the belief that they can make a difference. Stress can affect teachers in their professional lives by causing teacher burnout.

Bailey (2006) investigated the relationship between job stress and burnout levels and determined the predictors of job satisfaction. The American Counseling Association (ACA) supplied a mailing list of 350 members employed in rehabilitation programs or agencies. They were sent the job stress survey, the Maslach burnout inventory, the job satisfaction survey and a questionnaire on demographics and job characteristic. The sample reported more job stress but generally higher levels of job satisfaction than comparable group norms. On the MBI’s emotional exhaustion subscale, the sample was higher than the MBI norms from social workers and much higher than mental health workers. It was hypothesized that job stress and burnout would be positively related; this was true for the EE component of burnout. It was also predicted that burnout would be a stronger predictor of job satisfaction than stress and the strongest predictor overall.

Pagerey (2006) reported the effects of school climate factors on teacher’s decision to remain in teaching. Path analysis was used to examine results from the 1999-2000 schools and staffing survey (SASS) public school teacher questionnaire to determine the strength of the effects teacher’s perceptions of
their influence and control in school decision making and of working conditions on their decision to stay or leave teaching or to move to a different teaching job. Results of path analysis were that influence over school policy students violent behavior showed significant direct effects and that root causes contributed a significant indirect effect on teachers’ decision to remain in teaching.

Jepson and Forrest (2006) examined the influence of behavior, personal achievement strivings, occupational commitment, gender and nature / experience of teaching on perceived workplace stress within the teaching profession. It was predicted that perceived stress would be strongest amongst those reporting higher levels of these factors. A multiple regression analysis indicated that there was a positive relationship between Type A behavior, personal achievement strivings, and perceived stress. The relationship between perceived stress and occupational commitment however was found to be negative.

Sadowski and Woodward (2006) had done a cross-lagged correlation study to find out the relation between teacher locus of control and classroom climate. The Locus of Control Scale for Teachers was given to 13 middle school teachers, and the Origin-Climate Questionnaire was given to 78 of their students. Results indicated a moderate relationship between teachers' locus of control and students' perception of classroom climate. The difference between the cross-lagged correlations suggested that teachers' locus of control has a causal impact on classroom climate.

Goetzinger (2006) addressed various concerns regarding the burnout rate of special educators in Oklahoma school settings. The provision of a free and appropriate and public education (FAPE) to students with disabilities is dependent upon the retention of qualified special education teachers in the classroom. Although attrition of special education teachers can be attributed to many factors, there has been a specific concern about the role of professional
burnout. The following factors are discussed: (a) definition of stress, (b) definition of burnout, (c) experience of special education teachers in the field, (d) caseload, (e) certification status among special educators, and (f) school size. Among 226 current full time special education teachers with a minimum of three years teaching experience in Oklahoma, the relationships of experience, types of certification, amount of current number of students per caseload, and school size to three dimensions of burnout- emotional exhaustion, depersonalization, and personal accomplishment were examined. Data were collected through a survey that utilized the use of the Maslach Burnout Inventory and a 56 question survey pertaining to the teacher’s amount of experience, demographics, types of certification, and teacher’s caseload. Following a regression analysis, findings indicated that amount of teaching experience, types of teacher’s certification and school size were non significant. The number of students on a teacher’s caseload was statistically significant to degrees of burnout in the area of emotional exhaustion.

Mallonga (2006) studied the problem of retention from the perspective of organizational commitment (OC) by examining the relationship between organizational commitment and personal variables among preschool teachers in the public, private centers and head start programs. Allen and Mayer’s Organizational Commitment Scale (OCS) was administered to a target population of 220 participants. Results from hierarchical regression showed that age and work setting are better predictors of organizational commitment. Chi-square test and ANOVA showed that education, ethnicity, years of teaching experience, income and tenure are significantly different in the three work settings. Age and membership in the head start program are likewise found to be strong predictors of teacher’s affective commitment.

Skaalvik and Skaalvik (2007) tested relation among teachers self efficacy, perceived collective teacher efficacy, external control, strain factors, and teacher burnout. Participants were 244 elementary and middle school teachers.
The analysis supported the conceptualization of teacher self efficacy as a multi dimensional construct. They found strong support for six separate but correlated dimensions of teachers self efficacy, which were included in the following sub scales: instructions, adapting education to individual students needs, motivating students, keeping discipline, cooperating with colleagues and parents and coping with changes and challenges. They also found support for a strong second order self efficacy factor underlying the six dimensions. Teachers self efficacy was a conceptually distinguished from perceived collective teacher efficacy and external control. Teacher self efficacy was strongly related to collective teacher efficacy and teacher burnout.

Gunbayi (2007) examined the difference in the levels of the variables related to the school climate factors among the teachers teaching social science courses, the teachers teaching natural science courses, and the teachers teaching art, music and physical education. As a result of the analysis, all the teachers reported open climate in relation to the factors of team commitment, organizational clarity and standards, intimacy and support, autonomy, member conflict, medium climate in relation to the factors of risk and in reward. Additionally, the teachers teaching art, music and physical education reported higher open school climate than others, man than women, single teachers than married ones, and the teachers with more degree of education than the ones with a lower degree of education, older teachers than younger ones, and the teachers with less seniority than the ones with more seniority.

Brown and Medway (2007) examined the roles of school climate, teacher expectations, and instructional practices in one elementary school in South Carolina (USA) that produced effective achievement outcomes with poor and minority students. Survey data, teacher interviews, and classroom videotaping was used to identify school characteristics and instructional behaviors of six teachers nominated by colleagues as exemplary. The school was characterized by an emphasis on high student expectations, school staff cohesiveness,
engaging instruction, high parent involvement, and multicultural instruction integrated with curriculum. The practices identified are consistent with literature on effective American schools; and the practices are key aspects of the sound instruction of poor and minority children. Teachers stated that teacher education programs did not prepare them to teach these students and that they had to learn this on the job.

Gan et.al (2007) compared the predictive values of locus of control and coping flexibility on student burnout. 273 Chinese university students completed the Chinese version of the Maslach burnout inventory- student survey (MBI-SS; Schaufeli, Martinez, Marques-Pinto, Salanova, & Bakker 2002), the coping flexibility inventory (CFI; Shang, Gan & Zhang, 2005), and Rotter’s internal-external scale (1966). Results indicated that the construct of coping flexibility was compared of perceived controllability and strategy situation fit, which negatively predicted burnout. Coping flexibility accounted for significant incremental variance beyond locus of control in predicting the three dimensions of burnout. The results provided evidence for the advantage of a person – situation international construct in predicting behavior, compared to its personality counterpart.

Li (2007) investigated the relationship among investment-reward imbalance, meaning of life, and burnout among Chinese secondary school teachers. As one of the key variable in this study, investment reward imbalance included two operational definitions which were named lack of reciprocity and effort reward imbalance. A three phase study was conducted. In the first phase, individual interviews were conducted with 15 secondary school teachers to develop indigenous items for assessing teacher burnout and lack of reciprocity. In the second phase, 187 secondary school teachers were included to determine the items of newly-developed instruments and to examine their psychometric properties. In the third phase, the aims were to examine the validity and reliability of each instrument, to analysis the relations between teacher burnout
and demographic variables, and to explore the relationship among lack of reciprocity, ERI, meaning of life and teacher burnout in a sample of 509 teachers from 25 secondary schools in Changchun, China. Results showed that, based on the Maslach Burnout Inventory, the newly-modified Burnout Measurement consisted of three subscales: emotional exhaustion (EE), depersonalization (DP), and reduced personal accomplishment (RPA). The self-developed reciprocity scale included three dimension namely, reciprocity in the relationship with students, intangible reciprocity in the relationship with school, and the tangible reciprocity in the relationship with the school. All measurement in this study were found to possess good validity and reliability. According to the relationship between teacher burnout and demographic variables, results indicated that younger teachers reported more EE and DP. Teachers of junior rank reported more burnout. Teachers who taught Chinese, mathematics and English reported more experience of EE than teachers who taught other subjects. Results also showed that, lack of reciprocity in the relationship with students positively influenced EE and RPA. Lack of intangible reciprocity in the relationship with the school was positively associated with RPA. Lack of tangible reciprocity in the relationship with the school was positively associated with EE. Among the three dimensions of lack of reciprocity, lack of reciprocity in the relationship with students is a more important predictor to teacher burnout than other components. ERI was positively associated with EE. Meaning of life was negatively associated with EE, DP, and RPA.

Mattingly (2007) investigated the relationships between school climate, school culture, teacher efficacy, collective efficacy, teacher job satisfaction and intent to turnover in the context of year-round education (YRE). The research design of this study utilized an e-mail invitation to participate with a uniform resource locator (URL) embedded in the message to link participants to an internet based questionnaire. The questionnaire was delivered to 1,254 teachers employed in nine participating school districts in Kentucky that operated on
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YRE school calendars. The response rate was 60%. Teachers (N=748) responded to an internet based questionnaire consisting of six scales on the variables of school climate, school culture, teacher efficacy, collective efficacy, teacher job satisfaction and intent to turnover. An open ended question from the internet based questionnaire was examined as qualitative support for the findings from the quantitative data. Quantitative analysis involved examining descriptive statistics correlations among research variables at the teacher level. Data were analyzed using Pearson’s correlations, ANOVA and hierarchical regression analysis. The findings demonstrated overall statistically significant positive correlations with study variables. High to moderate statistically significant positive correlations were found between school climate, school culture, teacher efficacy, collective efficacy, and teacher job satisfaction and teacher intent turnover. After statistically controlling for demographic variables, the addition of school climate subscale scores, school culture subscale scores into the second block of the regression equation resulted an additional 16% of the variance. After statistically controlling for school climate subscale scores, school culture subscale scores, the addition of teacher efficacy subscale scores in the third block of the regression equation resulted in an additional 18% of the variance. After statistically controlling for teacher efficacy subscale scores, the addition of collective competency subscale scores in the fourth block of the regression equation resulted in an additional 19% of the variance, and finally after statistically controlling for collective efficacy subscale scores, the addition of teacher job satisfaction subscale score into the fifth block of the regression equation resulted in 38% variance being predicted in the regression equation, a large size effect. Overall, the Conceptual Framework Model for Teacher Intent to Turnover in a YRE Context explained 38% of the variance in the dependent variable teacher intent to turnover.

Balles (2007) surveyed 508 teachers, in one of four samples, to determine if burnout is related to a teacher’s perception of internalizing or externalizing disorders, their likelihood to refer a student, and their willingness to implement
interventions for that student. Results indicate that levels of burnout influence perception of externalizing disorders. Additionally, results indicate that teachers experiencing burnout are less willing to implement interventions for students with both, internalizing and externalizing disorders.

Gates (2007) proposed and tested a conceptual model based on Maslach’s theory of burnout that would identify factors in teachers working conditions that influenced burnout components in North Carolina public school teachers, as well as to determine current burnout levels for North Carolina public school teachers. Research questions focused on determining current levels of emotional exhaustion, depersonalization, and personal accomplishment of North Carolina public school teachers and determining the predictive ability of the independent variables of social support, classroom climate, and demographic variables. T-test based on the responses of 307 North Carolina public school teachers, found these teachers to be slightly more emotionally exhausted than teachers in the Maslach Burnout Inventory (MBI) 1996 norms. North Carolina teachers were significantly less depersonalized and had significantly higher scores on personal accomplishment than the teachers in the 1996 MBI norms. Multiple regression analysis found emotional exhaustion, depersonalization, and personal accomplishment to be significantly predicted by guidance, having access to advice or information within the school; reassurance of worth, having a perception of other’s recognition and their competence, skill, and value; and years of teaching experience. Environment, having positive learning environments exist within the school and classroom, significantly predicted depersonalization and personal accomplishment. Order, having orderly classroom and well behaved students and leadership, having administrators who provide instructional leadership within the school and classroom also significantly predicted depersonalization. Workload, the number of students a teacher worked with daily, is also a significant predictor of depersonalization. The model was moderately effective at predicting
emotional exhaustion (21%), depersonalization (23%), and personal accomplishment (23%).

Dirani (2007) conducted this study to identify the relationships among social patterns of individualism and collectivism, aspects of the learning organization culture, employee job satisfaction and organizational job commitment. The study was conducted in five major banks and associated branches in Lebanon. A sample of 922 service employees was administered paper-and-pencil questionnaire with 298 usable cases obtained with a response rate of 33 percent. The final questionnaire consisted of six parts including: learning organization culture, organizational commitment, job satisfaction, social patterns, demographics and open-ended questions. Data analyses included generating descriptive statistics and conducting correlation and multiple regression tests to answer the guiding research questions. Results showed that learning organization culture dimensions were positively and significantly related to organizational commitment and positively and significantly related to intrinsic, extrinsic and overall job satisfaction. In addition, organizational commitment was positively and significantly correlated to intrinsic, extrinsic and overall job satisfaction. Regression results of the interaction between social patterns and learning organization dimensions revealed that whether individuals were more individualistic or collectivistic in their behavior, there was no change in the relationship between learning organization culture and organizational commitment or job satisfaction. Thus, this study confirmed that whatever individuals’ social patterns were, their preferences regarding learning, job satisfaction and organizational commitment did not change.

Maika (2007) conducted a study on organizational climate of elementary schools and aspects of change orientation. Therefore the focus of this study was to explore the relationships between four dimensions of burnout and three aspects of change orientation. The general hypothesis that guided this study was that change orientation would be positively related to three aspects of
organizational climate and negatively related to one dimension. Since both variables were viewed from a multidimensional perspective, this study identified which dimensions of climate best predicted each aspect of change orientation. Trained researchers collected data from 112 elementary schools in south central Texas. At each campus, one half of the certified faculty were administered the organizational climate index (OCI) while the remaining half received the faculty change orientation scale. Additional data used in analyses were required from the Texas Education Agency. A factor analysis was performed on both instruments employed in this study to verify the factor structure and stability of each scale. Since the unit of analyses was the school, aggregate scores for each variable were computed. Then, descriptive statistics were calculated for all variables utilized in the study and correlation coefficients were determined for each dimension of climate with each aspect of change orientation. In order to determine which climate dimensions best predicted each aspect of change orientation, multiple regression analyses were performed. The analyses supported the general hypothesis employed in this study. Nevertheless, certain dimensions of climate were more or less pertinent in predicting each aspect of change orientation. Additionally, factor analyses supported the factor structures of both instruments when compared to their theoretical frameworks. Even though climate was utilized as the independent variable in this study, the direction of causality is unclear. That is, it is feasible that a reciprocal relationship exists between climate and change orientation.

Danenberg (2007) investigated the relationship of preschool classrooms’ percentage of students referred for special education evaluation and teacher burnout. The Maslach Burnout Inventory-Educators Survey was administered to a sample of 42 preschool teachers. Findings indicated that there was a strong, positive correlation between degrees of emotional exhaustion and the percentage of students referred for special education evaluation. There was also a positive relationship between degrees of depersonalization and percentage of students who were referred to special education evaluation. In addition, number
of years teaching was negatively correlated with the percentage of students who were referred for special education evaluation. Higher ratings of administrative support were moderately correlated with higher levels of personal accomplishment. Higher levels of personal accomplishment seemed to provide educators with a sense that they are continuing to influence the development of the children that they were educating. This feeling was prevalent among educators despite the fact that they were emotionally exhausted. A multiple regression analysis was also conducted and findings indicated that the best predictor of the number students who are referred for special education evaluation is emotional exhaustion.

Albert (2007) worked to advance the research of self efficacy and autonomous learning within the context of learning. Both variables of self efficacy and autonomous learning proved to have a correlation with two of the three areas of teacher burnout. These two variables were used as an assessment rooted in the context of learning. Based on these results, an explanation could be made as to why teachers with higher levels of self efficacy and the four factors associated with autonomous learning (desire, initiative, resourcefulness, and persistence) concerning their learning abilities showed less signs of burnout. Therefore, self efficacy and autonomous learning do play an important role in teachers refraining from physically and emotionally distancing themselves (depersonalization) and having increased feelings of success from working with their students (personal accomplishment).

Crocker (2007) investigated teacher beliefs and organizational climate constructs of collective efficacy, faculty trust, academic emphasis, enabling bureaucracy, and mindfulness as antecedents for implemented professional development. Using Conscious Discipline as professional development and book study as delivery, in this mixed methodology study, 489 teachers in 17 suburban elementary schools completed surveys measuring organizational climate constructs, teacher beliefs about classroom management, and self
reported degree of implementation. Morning greeting and classroom walkthrough observations collected evidence of implementation. Sixteen focus group teachers from four elementary schools explained the degree of implementation. This study found that (a) teacher and school demographic data correlated with organizational climate constructs; (b) teacher beliefs and faculty mindfulness explained 65.7% of variance in self reported degree of implementation; and (c) socio-economic status, book club participation, and teacher beliefs explained 77.1% variance in observation degree of implementation.

Keiser (2007) examined the relationship between teachers’ sense of empowerment and their organizational commitment. Four research questions were posed to determine the extent to which teacher empowerment and the six constructs of teacher empowerment contributed to total, affective, normative, and continuance commitment above and beyond that explained by variables identified as antecedents of organizational commitment. Quantitative survey research methods were utilized to collect data. From a random sample of 917 full time teachers employed by Prince Williams County Schools, 321 teachers completed an informational questionnaire regarding the antecedents of teacher empowerment and/or organizational commitment. The School Participants Empowerment Scale measured of teacher empowerment. The Affective, Normative and Continuance Commitment Scale measured organizational commitment. A series of multiple regressions were executed to analyze the data. Teacher empowerment was found to contribute to the variability in organizational commitment as a whole and across each of its components. Further analysis identified professional growth as the construct of empowerment that contributed the most variance in all aspects of organizational commitment. Each construct of empowerment provided some degree of variance in one or more component of organizational commitment. These findings suggest that school leaders provide opportunities for varied
professional growth and for the development of organizational structures that encourage participatory decision making by teachers.

Grayson and Alvarez (2008) investigated components of school climate (i.e. parent/ community relations, administration, student behavioral values) and assessed their influence on the core burnout dimensions of emotional exhaustion, depersonalization, and feelings of low personal accomplishment. The study weighed the relative contributions of demographic factors (i.e. gender, age, and years of teaching experience), teacher satisfaction, and teacher rated school climate that predict resultant levels of teacher stress burnout from 17 rural schools in Southeastern Ohio. Results revealed that different aspects of school climate related to each of the three primary burnout dimensions. Further, the inverse relationship between school climate and burnout was mediated by teacher satisfaction levels for both emotional exhaustion and depersonalization dimensions. Results from the present study may be used in the development of future intervention targets for reducing teacher stress and burnout.

Wright (2008) compared the effects of two intervention techniques on the level of burnout among Children Service Workers. A total of 28 individuals voluntarily agreed to participate in the study. These members were randomly assigned to three groups, Person Centered Theory, Cognitive Behavioral Theory and a control group. The person centered and cognitive behavioral groups received information and intervention techniques, specific to each theory, over a six week period. The control group received no treatment. At the conclusion of the six week intervention treatment, all three groups were post-tested using the Maslach Burnout Inventory- human services survey. Analyses were conducted on the post-tests of the dependent variables and covariates using among group multivariate analysis of covariance (MANCOVA). No differences in the level of burnout among the groups were found based on receiving person centered, cognitive behavioral or no intervention.
Price (2008) investigated the impact of professional development and teacher-student relationships on school climate as a resource to further empower teachers to move students toward optimal student achievement. This topic lead the researcher to consider the following research question: (a) what is the relationship between professional development activities to improve classroom management and teacher-student relationships?; (b) To what extent have continuous professional development activities to improve classroom management impacted teacher perceptions of school climate?; (c) To what extent have continuous professional development activities to improve classroom management affected teacher perceptions of teacher-student relationships?; (d) To what extent have professional development activities to improve classroom management affected the methods of classroom management utilized by teachers? Descriptive statistics were used to analyze data that was collected from the completion of the Teacher Perceptions of the Impact of Professional Development and Teacher-Student Relationships on School Climate Survey. The survey also included three open ended questions that yielded themes that emerged from the responses. Statistically significant data revealed that effective professional development practices impacted the perceptions of teachers regarding the presence of teacher-student relationships that would lead to improve school climate.

Chan et.al (2008) tested a predictive and mediation model of teacher commitment. Teacher efficacy and sense of identification with school were hypothesized to mediate the relations of an individual antecedent (teaching experience) and two organizational antecedents (perceived organizational politics and reflective dialogue) to teacher commitment. Multi group structural equation modeling was used to test and validate the mediation model across two independent samples of teachers. Perceived organizational politics was found to be negatively related to teacher commitment, whereas reflective dialogue and teaching experience were positively related. Teacher efficacy and
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identification with school were found to completely mediate the relations between the three antecedents and teacher commitment.

Comerchero (2008) designed a study to examine if the combination of teachers’ gender, tenure status, teacher efficacy, adaptive perfectionism and maladaptive perfectionism predicted significant variation in teachers’ emotional exhaustion, depersonalization, and personal accomplishment levels. Additionally the current study examined whether perfectionism variables moderated the relationship between teacher efficacy and teacher burnout. Teachers from three local school districts were recruited to participate in the current study (N=285) by completing the Maslach Burnout Inventory-Educators survey, The Teacher Sense of Efficacy Scale, and the Almost Perfect Scale Revised. Correlation analysis revealed that being female was positively associated with higher emotional exhaustion scores as well as higher teacher efficacy levels. Female also had lower maladaptive perfectionism scores. Tenure status was negatively correlated with depersonalization and positively correlated with personal accomplishment. Tenured teachers also showed higher levels of adaptive perfectionism and lower levels of maladaptive perfectionism. Adaptive perfectionism was negatively related to DP and positively related to PA. Maladaptive perfectionism was positively correlated with EE and negatively related to PA. The result of three hierarchical regression analysis suggested that the combination of demographic and main independent variables accounted for significant propitiations of the variance in EE, DP and PA. Teacher efficacy, adaptive perfectionism and maladaptive perfectionism produced the most significant changes in variance with gender and tenure showing less influence. Adaptive and maladaptive perfectionism did not significantly moderate the relationship between teacher efficacy and any of the three teacher burnout dimensions.

Loonstra et.al (2009) recognized teacher burnout as a serious problem. The present study focused on the relationship between existential fulfillment and
burnout among secondary school teachers in the Netherlands (N=504). Existential fulfillment was made operational by means of the existential fulfillment scale, which distinguishes between three dimensions: self-acceptance, self-actualization, and self-transcendence. A confirmatory factor analysis revealed a three dimensional construct with interdependent dimensions. Burnout was measured by the Dutch version of the Maslach Burnout Inventory for teachers. Negative relationship between the existential fulfillment dimensions on the one hand and the burnout dimensions exhaustion and cynicism on the other were hypothesized, as well as positive relationship between the existential fulfillment dimensions and the burnout dimension professional efficacy. The hypotheses were confirmed, except for the relationships between self-transcendence and exhaustion and self-transcendence and cynicism, which appeared not to be significant. The enquiry demonstrated the importance of existential fulfillment for the prevalence and prevention of burnout among teachers.

Choi and Tang (2009) examined the commitment of Hong Kong teachers in the decade after the political transition in 1997, when large scale education reforms were launched. The life history method was employed to investigate teacher’s self-appraisal of their commitment levels in their career course and factors contributing to such trends. Findings not only affirm the previous view that teacher commitment involves the interplay of personal, workplace and education systemic factors but also illuminate how these factors interplay differently to effect sustained / increased or decreased commitment. ‘Love for students’ is argued to be a crucial personal factor which counteracts unfavorable external conditions to sustain teacher commitment.

Skaalvik and Skaalvik (2009) examined relations between teachers’ perception of the school context, teacher burnout, and teacher job satisfaction. Participants were 563 Norwegian teachers in elementary school and middle school. Four aspects of teachers’ perception of the school context (supervisory support, time
pressure, relations to parents, and autonomy) and three dimensions of teacher burnout (emotional exhaustion, depersonalization, and reduced personal accomplishment) were measured. The data were analyzed by means of structural equation modeling using the AMOS 5 program. Teachers job satisfaction was directly related to two of the dimensions of burnout (emotional exhaustion and reduced personal accomplishment) and indirectly related to all aspects of the school context, through emotional exhaustion and reduced personal accomplishment. The three dimensions of burnout were differently related to the school context variables. Emotional exhaustion was most strongly related to time pressure whereas depersonalization and reduced personal accomplishment were most strongly related to teachers’ relations with parents.

Mckenzie (2009) employed a quantitative research method and examined the relationship among teacher burnout, job related stress and humor coping styles in 306 high school teachers from the south suburb of Chicago, Illinois. A correlational cross sectional survey research design was employed in this study. Teachers responded to three survey instruments. The teacher stress inventory, provided data on the teachers’ perception of stress as it related to their occupation. Six of the nine demographic items were selected from this instrument for use with this study; the Maslach burnout inventory-educators survey rated levels of burnout on the scales of emotional exhaustion, depersonalization, and lower personal accomplishment in teachers; the humor styles questionnaire measured potentially beneficial and detrimental ways people tend to use humor in their everyday lives. Research hypotheses 1 through 3 were tested using the Pearson bivariate correlation coefficient. The results of this study indicated that teacher reported stress was statistically significantly associated with more emotional exhaustion, more depersonalization and less personal accomplishment. Research hypotheses 4 through 6 only focused on those participants who reported a high level of job related stress. Specifically, participants with high levels of reported stress were broken down into the who use humor to cope and those who do not. This study
did not find empirical evidence to support hypotheses 4 through 6 that teachers with high reported stress levels who use humor as a cope mechanism have less emotional exhaustion burnout, less depersonalization burnout or high personal accomplishment burnout than teachers with high reported stress levels who do not use humor as a coping mechanism.

Willingham (2009) examined the factors affecting role stress and burnout among practicing school counselors as measured by the Maslach Burnout Inventory and the Role Conflict and Ambiguity Scale. The MBI utilizes three subscales to measure burnout: emotional exhaustion, depersonalization, and personal accomplishment, while the role conflict and ambiguity scale utilizes two subscales to measure role stress: role conflict and role ambiguity. It was hypothesized that no differences would be found across the subscales between school counselors working in urban and non urban settings and between school counselors with and without previous teaching experience. Instruments were administered to volunteers who were in attendance at the American School Counselors Association national Conference in Atlanta, GA. In addition to the burnout and role stress instruments, participants completed a short demographic questionnaire. Results of the study did not produce any significant differences between factors across the subscales.

Gaitan (2009) examined the relation of teacher burnout to the frequency and quality of behavioral intervention implementation. A sample of 45 general and special education teachers were trained to implement the Good Behavior Game, an intervention designed to assist teachers in the management of problem behavior in the classroom, and asked to implement it each day for 28 weeks. Direct observation data were collected from teacher implementation of the Good behavior Game. A multiple regression analysis was used to examine the predictive relation between three subsets of the Maslach Burnout Inventory: (a) emotional exhaustion, (b) depersonalization, and (c) personal accomplishment, and two indicators of adherence: (a) mean frequency of
implementation of the Good Behavior Game and (b) likert ratings of quality of implementation. Significant main effects were found for emotional exhaustion and personal accomplishment on adherence. A post hoc analysis conducted to explore the directional relations between independent and dependent variables resulted in the following conclusions: (a) group membership in low, moderate, or high levels of any single burnout factor was not statistically significant as an individual predictor of adherence and (b) group differences exist between factors of emotional exhaustion and personal accomplishment confirming relation between high levels of exhaustion and low levels of satisfaction with personal accomplishment. Further examination of means plots determined directional relation between high levels of emotional exhaustion and greater adherence.

Ting (2011) studied the relationship between school organizations' internal marketing and teachers' organizational commitment by examining the mediating role of teachers' job involvement and job satisfaction. The participants in the study were 275 elementary school teachers. This empirical study was based on questionnaire surveys. A nested model and structural equation modeling were used for analysis. The results show that internal marketing, job involvement, and job satisfaction all have a direct impact on organizational commitment. Moreover job involvement and job satisfaction play partial mediating roles in the relationship between internal marketing and organizational commitment.

Skaalvik and Skaalvik (2011) examined the relations between school context variables and teachers' feeling of belonging, emotional exhaustion, job satisfaction, and motivation to leave the teaching profession. Six aspects of the school context were measured: value consonance, supervisory support, relations with colleagues, and relations with parents, time pressure, and discipline problems. The participants were 2569 Norwegian teachers in elementary school and middle school. The data were analyzed by means of
SEM analyses. All six school context variables were related to job satisfaction and motivation to leave the teaching profession. These relations were primarily indirect, mediated through feelings of belonging and emotional exhaustion.

2.2 NATIONAL STUDIES

Mistry (1985) attempted to fill some of the gaps in the existing field of knowledge regarding job satisfaction, job involvement and achievement as outcome variables of locus of control, motivational climate, and participation in academic climate and various types of role stresses the teaching population faced. In the study, six different research tools were employed to collect the data – the satisfaction-dissatisfaction employer’s inventory, used to assess job satisfaction, the social relation inventory developed by Rotter, a “your feelings about your role” scale developed by Pareek, a motivational analysis of organizations questionnaire by Pareek, a psychological participation index by Pestonjee and a general inventory to gather general information. 202 subjects were selected from colleges and secondary schools of Ahmedabad.

Major findings were that no significant relationships were observed between locus of control and various dimensions of job satisfaction. The climate of academic motivation was found to be significantly associated with such dimensions as job satisfaction, involvement as well as overall satisfaction, inter-role distance, role stagnation, role-ambiguity, role-overload, role-inadequacy and overall indices of role-stress had been found to be negatively associated with all but social relations dimensions of job satisfaction.

Misra (1986) studied the relationships between stress and burnout, meaning in life and stress, and meaning in life and burnout in teachers. The tools used for data collection were Moholick’s (1981) purpose in life test, Maslach and Jackson’s (1981) inventory for study of burnout, and a scale and interview schedule prepared by investigator for measurement of stress and other background variables. The sample comprised 345 teachers from 15 secondary
schools and an in-service teacher’s population of three teacher training institutions in Calcutta. Descriptive and non-parametric statistical techniques were used for analysis of data. The findings of the study were that meaningfulness of life of the teachers was quite high according to their own perception. All the measures of meaning in life, namely, self-reported meaning in life, sources of meaning in life, and sources of meaning in teaching had a positive relationship with meaning of life. Stress was positively related to burnout with regard to emotional exhaustion and depersonalization.

Samad (1986) studied the organizational climate of government high schools of Chandigarh and its effect on job satisfaction of teachers. The data for the study were collected from 175 teachers selected randomly from 18 government high schools. They were administered, The Halpin and Croft Organizational Climate Description Questionnaire and The Gaba Teacher Job Satisfaction Scale. The findings of the study were that teacher in more open climate schools enjoyed job satisfaction than teachers of less open climate schools. Teachers in more open climate schools were more satisfied with the facilities provided in schools than teachers in less open climate schools. No significant differences were found between teachers working in open climate schools and teachers working in less open climate schools on the sub-scales, manager society, emoluments and students.

Singh (1988) tried to investigate the teaching efficiency of secondary school teachers in relation to their job satisfaction and socio-economic status, and also to study the construction of a teaching efficiency scale. The sample of the study consisted of 300 secondary school teachers and 1500 students of class 10th from Faizabad region. Each teacher was rated by his own five students. The data was collected using the job satisfaction questionnaire of Kumar and Mutha, the socio-economic status scale of Kulshreshtha and the self developed teaching efficiency scale. Product-moment correlation and analysis of co-variance were used while treating the data. The investigator found that a positive relationship
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Singh (1988) attempted to relate organizational climate with teachers self concept and their attitudes and to find out the relationship between the organizational climate of colleges. A sample of 520 teachers was drawn from 104 colleges of Gorakhpur University. The school organizational climate description questionnaire by M. Sharma, the personality differential by K.G. Agarwal and the teacher’s attitude scale by Shukla were used. Mean, S.D., chi-square and critical ratio were used to analyse the data.

The findings showed that the open climate generated a higher degree of conformity in the teachers while the closed climate caused a low degree of conformity. In the closed type of climate, the level of the tenseness of the teachers was high. Organizational climate was significantly related to teacher’s attitude. The open climate was found to lead to a more positive attitude and the closed to a less positive attitude in the college teachers.

Prakasham (1988) compared the strength of teacher effectiveness in various types of school organizational climates as well as under different levels of teaching competency across sex differentiation and territorial variation. The sample comprised of 800 teachers from 120 government, local body, and private non-Christian and Christian schools teaching classes 9th, 10th, and 11th. The researcher used the School Organizational Climate Description Questionnaire of Motilal Sharma, the General Teaching Competency Scale of B.K.Passi and M.S. Lalitha, and the Teacher Effectiveness Scale of Promod Kumar and D.N. Mutha. Mean, S.D. t-ratio, co-efficient of correlation and ANOVA were computed while treating the data.
The major findings were that the open school organizational climate positively affected both the teaching competency as well as teacher effectiveness. Teachers of urban schools significantly excelled over teachers employed either in semi-urban and rural school or schools located in industrial areas on both teaching competency and teacher effectiveness.

Mittal (1989) explored the phenomenon of teachers motivation to work in various settings and levels and its interdependence with the organizational climate of concerned schools. One hundred teachers from two senior secondary schools of Delhi constituted the sample of the study. The tools used were the Teacher’s motivation to work scale and test of B. Singh and the School Organizational Climate Description Questionnaire of Moti Lal Sharma. Mean, S.D., t-test and co-efficient of correlation were computed while treating the data. Findings showed that teachers working in private schools were significantly more motivated to work than their counterpart working in government managed schools. The location of the schools and the sex of the teachers had no significant influence on the teachers’ motivation to work.

Dhulia (1989) attempted to study administrative styles, job satisfaction of teachers and institutional perception of students as related to school climate. The sample comprised 30 principals, with 470 teachers and 470 students drawn by the proportionate allocation technique of sampling. The tools used include the school climate description Questionnaire by Shah, M.L. and Sah. A principal’s administrative style scale, teacher’s job satisfaction scale and students’ institutional perceptional scale for secondary level. The collected data were treated with correlation. Major findings indicated that all the variables mentioned in the study JJS-SIP-TJS, SC SIP-SC, were identified to be positively and significantly correlated with each other on the basis of different types of administrative styles, AS-LFS-AS respectively. The highest agreement was seen with the democratic style as well as the laissez-faire style whereas the lowest agreement was seen with autocratic style.
Chakraborti (1990) attempted to study the organizational climate of secondary schools in West Bengal and its correlation with other relevant variables. This study also examined the extent of relationship between the school organizational climate, leadership behaviour of the headmasters, job satisfaction of teachers, academic motivation of students, socio-economic status of students and school effectiveness. The sample consisted of 86 boys and 46 girls schools of Calcutta and 24 Paraganas in West Bengal. The total numbers of respondents were 1672 teachers, covering both male and female. Tools used to collect the data included School Organizational Climate, Leadership Behaviour Description Questionnaire and five point rating scales. Collected data were treated with mean, S.D. simple rank difference correlation and ANOVA.

It was found that out of 132 Bengali medium secondary schools of the present sample 16, 15, 21, 27, 39, and 1 schools were perceived by their teachers as having, respectively, an open, autonomous, familiar, controlled, paternal and closed type of climate. Significant and positive correlations were found between the organizational climate and the leadership behaviour of the principal, the job satisfaction of the teacher and school effectiveness.

Basi (1991) focused on measuring the teaching competency of language teachers of Ferozpur, Ropar and Ludhiana districts and ascertained the difference between the more competent and the less competent language teachers in relation to the measure of job satisfaction, locus of control and professional burnout. The tools used included the self rating scale for teachers, the pupils’ ratings of teacher scale of Grewal, the teachers job satisfaction scale of Chandel, Rotter’s internal-external scale and the Maslach burnout inventory. Mean, S.D. t-ratios, analysis of variance, Pearson’s coefficient of correlation and factor analysis were employed to analyse the data. The findings indicated that language teachers had a moderate sense of personal accomplishment and success, and so they did not experience any professional burnout. There existed
a positive correlation between the measures of job satisfaction and the criterion measures of teaching competency and a negative correlation between locus of control and teaching competency, professional burnout variables and criterion measures of teaching competency.

Misra (1991) tried to assess and analyse the perceived stress and burnout levels of teachers varying in personality drawn from four types of school management. It also analyse the relationship between organizational conflict variables, teacher stress and burnout scores in relation to school management and assess their predictive efficacy. The tools used included Rahim organizational conflict inventory, teacher stress inventory, Maslach burnout inventory, Rotter’s I-E locus of control scale, and open end coping behaviour questionnaire on the sample of 200 primary school teachers. Investigator found that ELC and ILC teachers significantly differed in obliging, dominating, avoiding, emotional exhaustion and depersonalization scores. Teachers under different types of management significantly differed in integrating, obliging, avoiding, compromising, and emotional exhaustion scores. Teachers varying in personality and working under different management types used different coping behaviour to reduce their stress and conflicts.

Rama (1992) aimed to analyse the job satisfaction (JS), attitude towards teaching (ATT), job involvement (JI), teacher efficiency (TE), and perception of the organizational climate (POC) of teachers of residential (R), and non-residential (NR) schools. The sample for the survey involving 400 secondary school teachers equally distributed between the two types of schools. A job satisfaction scale, a scale to measure attitude towards teaching, a job involvement scale, a graphic efficiency scale, an organizational climate description questionnaire and a personal data sheet were used to collect the data. Analysis of variance, t-test, chi-square test, correlation and multiple regression analysis were used to analyse the data.
The findings showed that the teachers were neither satisfied nor dissatisfied with their job. The teachers had favourable attitude towards teaching. Teachers of R schools exhibited a significantly higher level of overall JS compared to teachers of NR schools. With regard to organizational climate, there was a significantly greater intimacy and lesser disengagement, hindrance and aloofness in R schools as compared to NR schools.

Alam (1993) designed the study to determine the effects of locus of control, anxiety and ego stress on categorical clustering of verbal materials. A 2x2x2 factorial design with two types of locus of control (external and internal), two levels of anxiety (high and low) and per-experimental stress instructions (ego stress and reassurance) was employed. There were eight groups each having fifteen subjects. The results indicated that internal subjects exhibit superior clustering than those of external subjects, under both ego stress and reassurance conditions. Subjects with high anxiety and stress have shown poorer clustering as compared to their low anxiety counterparts. However, reassurance condition facilitated the clustering performance of high anxiety subjects.

Malimath and Kumar (1993) conducted a study to analyze the relationship between organizational climate and dynamics of power among 60 senior managers in a public sector organization. Managers in two levels (PS6 and PS7) were studied by a field survey method using questionnaires and self report inventories. Managers at a higher level (PS7) perceived more responsibility, reward and structure. There was a significant difference in the percentage of sample having the three power orientations. Structure warmth and identity were significantly related to the use of power strategy no.4 (use data to conceive others) in PS7 level (p<.05), while in the total group, only warmth was significantly related to strategy no.4 (p<.05). Managers with higher educational qualification perceived more conflict and there was a discrepancy between strategies most preferred and those actually utilized. The results are discussed
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stressing the need and importance of integrating power issues with organizational development.

Gupta (1996) conducted a study to find out work values of teaching and non-teaching professionals in relation to their locus of control. The sample of the study comprised of 250 subjects that include teachers, administrators, engineers, lawyers and doctors. The tools selected for the study were socio-profession related variables questionnaire, work values inventory by Donall E. Super and social reaction inventory by J.B. Rotter and adopted in Indian conditions by Aggrawal. The main findings were that teachers shared common emphasis along with administrators, engineers and doctors on the work values. Teaching and non-teaching professional groups showed no difference in the work value. Internal and external control groups did not differ significantly.

Kudva (1998) attempted to find out teachers burnout with reference to some personal, professional, and organizational factors. Descriptive statistical method of correlation and comparative approach were used. Sample comprised of 932 teachers of pre-primary, primary, secondary, higher secondary and degree levels. Tools used were I-E scale by Rotter to measure locus of control, MBI form by Maslach and Jackson to measure the burnout, Socio-Economic status scale by Kalliath, Role efficiency scale by Pareek along with personal data sheet. The findings of the study were that the age of teachers had non linear relationship with burnout. There is a positive relationship between lack of personal achievement and educational qualification. Study also found that there is a significant negative relationship between depersonalization and socio-economic status of the teachers.

Ghalot (1999) studied teachers’ performance and job satisfaction of teachers in relation to their maturity, locus of control and organizational conflict. The survey method was used for the study. In addition the causal-comparative method was also used. The sample comprised of 27 junior college teachers teaching in colleges situated in Greater Mumbai. The tools used for the study
were psycho-social maturity scale, locus of control scale, organizational conflict scale, job satisfaction scale and self evaluation of teachers' performance scale. The statistical techniques used for data analysis were descriptive statistics such as mean, median, mode, S.D. and inferential statistics such as t-test, Pearson’s correlation, Z-test, ANOVA, partial and multiple correlation and path analysis. The findings of the study showed that there was no significant gender difference in psychosocial maturity, internal locus of control, the perceived organizational conflict of teachers, and their self evaluated performance and job satisfaction. It was also showed that there was significant difference in the teachers’ performance with different levels of psychosocial maturity of teachers. There was also significant difference with different types of locus of control of teachers. There was significant difference with different levels of organizational conflict.

Kasinath (2000) analyzed independent and combined effects of variables, viz., institutional climate (open and closed), personality (extrovert and introvert) and home climate (happy and unhappy) of teacher educators on proneness to burnout. Samples of 210 teacher educators working in 29 colleges of education were given MBI form ED along with the tools on selected variables. The study revealed that (1) teacher educators serving in a closed institutional climate are more prone to emotional exhaustion dimension of burnout than teacher educators in an open institutional climate, (2) teacher educators serving in closed institutional climate, introvert teacher educators and teacher educators with unhappy home climate are more prone to burnout on depersonalization and personal accomplishment dimensions. (3) Introvert teacher educators serving in closed institutional climate with unhappy home climate are more prone to burnout on emotional exhaustion and personal accomplishment dimensions.

Khaleque (2001) tried to investigate burnout in relation to self concept and introversion-extraversion among elementary school teachers in Assam. The
2x2 factorial design was followed in the present study. The sample comprised randomly selected 600 elementary school teachers from Barpeta and Kamrup. Maslach burnout inventory (MBI) by Maslach and Jackson, personality word list (PWL) by P. Deo, and Kundu introversion and extraversion inventory by R. Kundu were used for data collection. The data were analyzed by mean, S.D. t-test, ANOVA, and correlation. The findings of the study revealed that teachers with high self concept were having higher scores in respect of emotional exhaustion as compared to teachers with low self concept. No significant difference in the level of depersonalization was observed between high and low self-concept groups. Teachers with introverted personality orientation were having fewer feelings of emotional exhaustion and depersonalization than those teachers possessing extraverted personality type. The interaction between introversion-extraversion personality and sex was found to be significant. The joint effects of levels of self concept, introversion-extraversion and sex with respect to all the measures of burnout subscales were not found to be significant.

Verma (2002) aimed at examining the job satisfaction of teachers in relation to job stressors, role commitment, vocational maturity and social intelligence. For investigation purpose 567 teachers from 115 schools of Indore district were selected. Conclusions drawn were that the female teachers were found to be significantly more job satisfied than male teachers when job stressors, role commitment, vocational maturity, and social intelligence were considered as covariate separately. There was no significant difference found in job satisfaction of trained and untrained teachers where job stressors, role commitment, vocational maturity, and social intelligence were considered as covariate separately. There was no significant influence of interaction between marital status and job stressors, role commitment, vocational maturity, and social intelligence on job satisfaction of teachers separately.
Pandey and Tripathi (2002) examined the nature of influence exerted by social support on occupation stress and burnout relationship. The sample consisted of 56 male teachers of an engineering college in Gorakhpur. Their age range between 22 to 59 years. Occupational stress index (Srivastava & Singh, 1981), Maslach’s burnout inventory and functional social support questionnaire (Srivastava & Singh, 1997) were used to collect data. Correlation and regression analysis were used to analyze the data. Findings were that social support correlated negatively with various occupational stressors as well as burnout. Immediate officer’s support was found to be the single best predictor of both occupational stress and various components of burnout.

Sandu and Anand (2003) investigated the moderating effects of self-efficacy beliefs on burnout experience of women teachers. The sample consisted of 50 women teachers in the age group 30-40 years. Three test materials such as Maslach Burnout Inventory, Teacher self-efficacy scale and Role Diversity were used to collect data. The results indicate a significant difference on three dimensions of burnout between groups formed on the basis of high-low teacher self-efficacy beliefs. No difference between role diversity experiences of two groups was found.

Srivastava (2003) focused on the relationship among physical structure, human structure of school and burnout tendency of female primary school teachers. The sample consisted of 456 primary school teachers of Varanasi region. In this study normative survey method was used for collection of data. For measuring female primary school teachers burnout tendency an Indian adoption of Maslach Burnout Inventory was used, while for measuring the effects of the school organizational structure on female teachers a rating scale of 50 items was used. The study reveals that schools having poor organizational structure as likely to have higher number of burnout female teachers. The schools with poor human and physical organizational structures are likely to have high burnout female teachers.
Kaur & Kaur (2007) made an attempt to study occupational stress and burnout among women police. The sample comprised of 80 women police selected randomly from various police stations, women’s cell from Jalandhar and Phillaur. Their age ranges between 25-45 years. The sample was administered, Srivastava and A.P.Singh’s occupational stress scale. The data thus collected was subjected to correlational co-efficient. The results indicated positive correlation between occupational stress and burnout. As the level of occupational stress increase the level of burnout also increases among women police.

Chand and Monga (2007) examined the correlates of job stress and burnout among university faculty. One hundred faculty members were included from different academic disciplines from two universities of Himachal Pradesh. They were selected through purposive and incidental sampling. Tools such as Maslach Burnout Inventory, Faculty Stress Index by Gmelch et.al, Locus of Control Scale by Rotter, the significant scale and job involvement scale by Aggarwal were used to collect the data. Pearson’s product moment co-efficient of correlation and t-test were used to determine the significant relationship with different variables used for this study.

The overall findings of the study suggested that respondents with internal locus of control, high social support and high job involvement experience less stress and burnout. Results also reveal that maximum job stress was reported by professors and minimum by the assistant professors.

Khan and Srivastava (2008) studied teacher’s burnout in relation to mental health. The purpose of this study is to know the impact of mental health on the level of burnout of the teachers teaching at different education levels. 640 teachers were randomly selected from different educational institutions and were administered mental health status inventory in order to categorize them into different levels of mental health. After this categorization they were administered burnout scale to investigate the functional relationship between
these two variables of psychological and educational importance i.e. burnout and mental health. It was found that teachers with low mental health are more prone to burnout than the teachers of average and high mental health.

Anviti (2008) conducted a study on job burnout in Indian perspective. She conducted her study on Indian managers and said that burnout appears to be a response to interpersonal stressors on the job in with an overload of contact with people causes changes in attitude and behaviour towards them. This article was a step towards explanation of the concept and determinants of burnout.

A careful and through review of the published literature on the subject revealed that burnout, school climate, locus of control, role commitment and socio-economic status variables have been studied by a large number of researchers at international level. From this brief review of studies it is quite evident that in Indian context, no study could be located by the investigator during her limited review of literature which studies the teachers' burnout in relation to the school climate, locus of control, role commitment and socio-economic status. Since these factors are supposed to influence the burnout of the teachers and there is a paucity of published literature in the area of secondary education in the country, the investigator was inspired to conduct a study on the relationship of teacher burnout of secondary school teachers with school climate, locus of control, role commitment and socio-economic status. The empirical research endeavor which has been taken up by the present investigator on secondary school teachers may thus be considered as novel and challenging. Hence it is assumed that present investigation shall fill this gap in the knowledge and provide empirical data to describe the role of school climate, locus of control, role commitment and socio-economic status in the teacher burnout. Besides getting an overall view of research on these variables the review of literature also exhibited information on methods of data collection, research design, and use of statistical tool for analyzing the data, which helped the researcher in
developing an appropriate methodology for present investigation that will be discussed in the subsequent chapter.