CHAPTER-II

REVIEW OF RELATED LITERATURE

The review of related Literature may be well termed as the foundation of the entire research can never be undertaken is isolation of the work that has already been done on the problems which are directly or indirectly related to a study proposed by a researcher. To find out what is already known, what others have attempted to find out, what methods of attack have been promising or disappointing and what problems remain to be solved, passing through the previous studies, literature, discussion and experience related to a problems under investigation must precede any well planned research study. Unless the researcher has learnt what others have done and what still remains to be done, he cannot develop a research project and resultantly can’t give his contribution to the knowledge existing in his field. Thus, Review of related literature may be defined as acquainting oneself with the knowledge that has accumulated in the past as a results of constant human endeavour as well as with the current knowledge in the field or area in which he is going to conduct his research, i.e. a careful review of the research journals, magazine, abstracts, dissertation, these reports and other source of information on the problem to be investigated.

According to C.V. Goods, “The survey of related literature may provide guiding hypothesis suggestive methods of investigation and comprehensive data for interpretive purpose.”

In the words of J.W.Best, “Practically all human knowledge can be found in books and libraries. Unlike other animals that must start a new with each generation, man build upon the accumulated and recorded knowledge of the past. His constant adding to vast store of knowledge makes possible progress in all areas human endeavour.”
According to W.R. Borg, “The literature in any field forms the foundation upon which all future work will be built. If we fail to build the foundation of knowledge provided by the review of literature our work as likely to be Shallow and Naire and will often duplicate work that has already been done better by someone else.”

In the words of Dr. Lokesh Kaul: “The review of related literature gives the researcher an understanding of the research methodology which refers to the way the study is conducted. It helps the researcher to know about the tools and instruments which proved to be useful and promising in the previous studies. The advantage of the related literature is also to provide insight into statistical methods through which validity of results is to be established. The final and important specific reason for reviewing the related literature is to know about the recommendations of previous researcher for further research which they have listed in their studies.”

PURPOSE OF REVIEW OF RELATED LITERATURE:

The review of related literature serves the following specific purpose:

(i) To enable the researcher to define the limits of his field:

Review helps the researcher to delimit and define his problem. The knowledge of related literature makes the researcher up-to-date on the work which others have done. It enables him to state the objectives clearly and concisely.

(ii) To avoid unfruitable and useless problem areas:

The research can select those areas in which positive findings are very likely to result and his endeavours would be likely to add to the knowledge in a meaningful way.

2.1 STUDIES CONDUCTED IN ABROAD

Maslow (1968) has emphasized the central importance of fulfillment (self-actualization) for understanding the self. His general scheme was derived
from the work of Heidegger (1927), according to whom the present self has a number of potentialities for future being; some of these become fulfilled whereas others do not. The guiding concept of potential fulfillment gives meaning and purpose to the present self. Some empirical confirmation of the importance of these relationships, at least for male adults, was provided by Levinson, Darrow, Klein, Levinson, and McKee (1978).

Shiremet et al. (1973) concluded a study in which data was collected on 762 male members from Israel. They examined the relationship between Type-A behaviour pattern and potential sources of role stress. It was found that there is a significant relationship between role stress and type-A behaviour pattern but it was only for white-collar workers.

The exhaustive work of Maslach et al. (1976, 1977, 1978, 1979, 1981, 1982, 1986) have described burnout as a syndrome of Emotional Exhaustion (EE), and cynicism towards one's work resulting from chronic organizational stressors. Maslach and Jackson (1982) have developed comprehensive scales to measure burnout as a syndrome of Emotional Exhaustion (EE), Depersonalisation (DP) and Reduced Personal Accomplishment. Balcastro, Gold and Hays (1983) tested and justified the factor structure and norms of Maslach Burnout Inventory (MBI). Green and Walkey (1988), Lee and Asforth (1990) also confirmed the factor structure for three subscales of Maslach Burnout Inventory. The inventory possesses reliability, convergent, face and discriminant validity (Golebicwaski and Kim, 1983; Koeske and Koeske, 1989; Abu-Hilal and Solomen, 1992). Emotional Exhaustion is regarded as the essence of burnout which is highly co-related with Depersonalisation. Iwanicki and Schwab (1981) examined the reliability and validity of the MBI which ‘was designed to assess perceived burnout in helping professions in general, with a sample of only teachers. The construct validity of the MBI in education was assessed through an analysis of the MBI responses of a sample of 469 Massachusetts teachers by using principal factor
analysis with interaction and a varimax rotation, the same approach employed by Maslach and Jackson (1979) in their development of the MBI. The results indicated that when used in education, the MBI measured the same basic constructs or factors as those identified through studies in the helping professions – Emotional Exhaustion, Depersonalisation and Personal Accomplishment.

Public Welfare Workers have been found as much prone to burnout as other professionals. Pines and Kafry (1978), Kahn (1978), Maslach (1978), Daley (1979), Branhell and Ezell (1981) etc. have studied burnout among public welfare workers and social workers suggesting causes and prevention strategies.


Burnout has been correlated with certain factors in the job setting, such as overload (Maslsach and Pines, 1977; Maslach and Jackson, 1984), role in communication networks (Leiter and Meechan, 1986), a greater percentage of time in direct care of clients (Lewiston, Conley and Blessing-Moore, 1981; Maslach and Jackson, 1982), more difficult client problems (Meadow, 1981; greater role-conflict (Schwab and Iwanicki, 1982a), work pressure (Rosenthal, Teague, Retish, West and Vessell, 1983), a low degree of peer support (Maslach and Jackson, 1982; Burke, Shearer and Deszca, 1984), and lack of promotion opportunities (Gaines and Jermier, 1983). The detrimental affects commonly attributed to burnout stress syndrome are increased absenteeism and turnover, job-dissatisfaction and an overall decline in work performance (Maslach and Jackson, 1981).
Mark and Anderson (1978) found that only 59% of teachers last more than four years in the classrooms. It is also notable that a substantial proportion of teachers- 41% in New York and 56.7% in Chicago reported physical and/or mental distress as a direct consequence of their work (Cichon and Koff 1978; Stress).

Bardo (1979) presents an account of a burned out teacher who quit this profession and adopted the profession of a stockbroker. He studied variables causing teachers’ burnout teacher's inability to cope with their teaching problems resulting in their exodus. Similar point was raised by Cache (1981) that a number of experienced and conscientious teachers were leaving their profession for other less stressful professions. These studies were indications towards teaching becoming a stressful profession.

Several studies (Moch, Bartunek, Brass, 1979; Rogers and Molnar, 1976) have reported various antecedents and consequences of role stress in industrial buying environment. Results of these studies above cited showed that role ambiguity was associated with lower work satisfaction and lower levels of performance.

Westerhouse (1979) studied the effects of tenure, role- conflict and role-conflict resolution on work orientation and burnout of 141 relatively young and well educated high school teachers working at private schools. Frequency of role-conflict was a significant variable in the prediction of burnout, especially role-conflict with students about examinations and grades. Teacher tenure did not correlate positively with burnout.

Zabel and Zabel (1980) describing burnout syndrome among special education teachers. They discussed burnout reducing techniques consisting of reduction of student-teacher ratio, shorter work hours, shared student load and training in stress management.
Ricken (1980) studied teacher burnout in context with individual and system sources, the former included tedious and boring routine of the job and latter referred to the bureaucratic set-ups. He founded both of these as important contributory factors. Shaw et al (1980) proposed the discrepancy between teacher's expectations and other's expectations row the teacher role as the greatest source of stress among teachers.

Different variables have been found to be accountable for producing teacher burnout. The phenomenon has been studied from various angles by different researchers. Smith and Mcwilliams (1980) have applied diagnostic-prescriptive approach to study teacher burnout. They discussed restrictive work routines, lack of opportunity for personal activity, public questioning of teacher competency, intangible and extremely time consuming progress and budget cutbacks as contributory factors.

Jones and Emanuel (1981) proposed a three stage model for describing teacher burnout and suggested a corresponding three-stage model of recovery from burnout which focuses on self, environment and professional skills.

Maslach and Jackson (1981, 1984) mentioned the importance of certain demographic factors like age, sex, marital and family status and education etc. in feeling of BOSS.

Macintyre (1981) has described. Since then, the problem of finding methods of reaching fulfillment has not been solved. Love, fortunately, seems to occur spontaneously, so techniques of falling in love are not needed, although some might welcome techniques for prolonging the passion. Other than that, there is substantial uncertainty. The writings about self-actualization cited above seem to have even less to say about the techniques of self-actualization than about its characteristics.

Malanowski (1981) examined the relationship between teacher burnout and aspects of their self-actualization with personal orientation Inventory in
211 teachers in Ohio. Significant relationship was found between degree of burnout & degree of self-actualization. Higher degree of burnout was consistently associated with time incompetence, other directedness, low self regard, low synergism, lack of spontaneity and low capacity for intimate contact.

Schwab (1981) examined teacher burnout and its relationship to the organisational stress variables of role- conflict and role ambiguity in 469 teachers in Massachusetts with the MBI and the role questionnaire of Rizzo, House and Lirtzman. Role conflict and role ambiguity each explained a significant amount of variance in the Emotional Exhaustion and Depersonalisation sub-scales with role conflict explaining the most variance. Role ambiguity explained a significant amount of variance in the personal accomplishment subscale while role conflict did not. In combination role conflict and role ambiguity explained 23% of the variance on the Emotional Exhaustion subscale, 10% on the Depersonalisation subscale and 5% on the personal accomplishment subscale.

Colasudro (1981) investigated the magnitude of burnout as measured by self-diagnosis and an established inventory in 215 public school teachers in San Diego. 16% were rated burned out by the inventory whereas 52% reported themselves burned out. Burnout was usually frequent at all ages but age group 30-39 was over-represented. The relationship of the variables of sex, grade assignment, ethnic status, marital status, number of children, educational qualification was not statistically significant to the measured burnout and self reported burnout.

Teachers in urban schools were found to be more burned out than teachers in sub-urban or rural schools (Farbar, 1982). In urban areas with a concentration of more coloured and poor children, teachers face more problems. Teachers in large schools (more than 1,000 students) were found to be more vulnerable to burnout.
Belcastro, Gold and Grant (1982) compared stressed and non-stressed teachers in their work related characteristics and somatic complaints. 17% of the total sample of teachers in the study were found to be burned out and it was concluded that burnout represented some potential health risks for stressed teachers.

Presley (1982) studied teacher burnout with the MBI in 405 Special Education Teachers. Burnout rate was 8.4% of the total No. Qualifying percentage for individual subscales for the MBI were: Emotional Exhaustion (EE)- 32.18%; Depersonalisation -21.3%; Personal Accomplishment- 54.1 %.

Crews (1983) examined the relationship between teacher burnout and organisational design in 306 teachers in North Carolina with the MBI and an Organisational Design Survey developed by the investigator. Blacks experienced less Emotional Exhaustion than whites. Academic teachers experienced more Depersonalisation than vocational teachers. Those who were in graduate schools reported more Personal Accomplishment than those not in school. Those reported dissatisfaction with salary and those who said they would not teach again, if given a chance, experienced more Emotional Exhaustion, more Depersonalisation and less Personal Accomplishment.

Burnout has negative association with job performance (Nowack, Kenneth, Hanson, 1983) and job-satisfaction (Jayarathe, Himle and Chess, 1991; Rimmerman, 1991; Penn, Romano and Foat, 1988), tenure and years in place of employment (Haisberg, Fenning Keinan and Elizur, 1991) and current job expectation (Bloom, Burke and Scott, 1988), but positive association with job expectations at the time of initial employment In the rehabilitation field and to changes in expectations.

Anderson and Iwanicki (1984) studied relationship between motivational factors and teacher perceived burnout, using Maslach's Model. Motivational factors consisted of social, esteem, autonomy and self-
actualization, need deficiencies. Burnout was examined in terms of Emotional Exhaustion, Deperisonalisation and Personal Accomplishment. Findings revealed a higher level of self actualization, esteem and need deficiencies of teachers that explained a significant amount of variance in burnout. The results of the study revealed burnout among teachers as a moderate problem as compared to other human service professions.

Pines and Etzion (1986) attributed such gender differences to the dual burden (work and home) on women. These differences are also attributed to sex stereotyping. (Etzion and Pines, 1986; Spence and Helmreich, 1985) that is girls in each society are socialized to behave in less assertive, less active, more dependent and more Kirkcaidy and Cooper (1992b) reported that senior Berlin Police Officer felt less personal control over their work environment

Schwab, Jackson and Schuler (1986) found that, on an average, the teachers in their study, experienced feelings of emotional exhaustion every week and they become callous and detached from their students several times a year. According to them, the main causes of burnout as reported by the teachers were role conflict and ambiguity, powerlessness, low autonomy, lower participation in decision making, or dismal little support from colleagues, high professional expectations and fear of being punished for not meeting the expectations of the supervisors. The burnout was manifested in terms of lower quality of personal life, absenteeism from work and lower degree of efforts.

Capel and Susan, (1987) found out relationship of stress and burnout with eight selected psychological, organizational and demographic variables in a sample of British secondary school teachers, who complete self report measures of stress, burnout, role conflict, role ambiguity, locus of control and other organizational and demographic variables. Regression and follow up canonical analyses indicated that 6 of the 8 variables were significantly related to stress, total burnout, frequency and intensity of burnout, emotional exhaustion, depersonalization and personal accomplishment sub-scales. Role
ambiguity and locus of control explained most variance on stress and all burnout scales except burnout intensity and emotional exhaustion, which were best explained by number of years of teaching experience. Overall, however, stress and burnout level were found to be below.

Russel, Altmaier and Velzen (1987) examined the effects of job-related stressful events and socio-demographic factors on burnout among teachers. They found that teacher characteristics like age, sex, and social support were predictive of teacher burnout.

Greenglass (1988) reviews recent literature on burnout focusing on gender-related differences. He concluded that work resources appear to be primary precursors of burnout in men, predictors of women's burnout include both work and family variables such as role-conflict and marital satisfaction as well as work-stress. The differential importance of work and home as stressors in men and women sustained by a societal structure which continues to assign women (regardless of their employment status) primary responsibility for home and family. A similar analysis was found by Richardson and Burke (1991).

Helbrum (1989) observed that extrovert type of people reported higher role stress than introvert type of people Arsenault (1991) in a study found that high levels of role difficulties and low levels of professional latitude interact significantly with adjusted levels of mental strain.

Rogers (1989) theorized that subjective experience, rather than external reality, guides our behavior. Also, that the process of self-actualization can free individuals from being blocked by their own defenses and anxieties to live fuller, more productive lives.

Holloway and Wallinga (1990) studied the relationship between burnout and role stress (role ambiguity and role-conflict). Role ambiguity was a stronger predictor variable of burnout than role-conflict.
Starrin, Larsson and Styrborn, 1990; Hock, 1988; Hamann, Daugherity and Mills, 1987; Sarros and Friesen, (1987) revealed that workload, time pressure, lack of positive feedback of support and co-operation (interpersonal relationship), desire to change carriers, job contentment, unclear goal from administration, lack a personal carrier plans are major predictors of burnout.

Day and Chambers (1991) have examined relationship between burnout and empathy and found that personal distress was positively related to Emotional Exhaustion, Depersonalisation and Reduced Personal Accomplishment. Golembiewsky and Kim (1989) in a study found that there is an inverse relationship between burnout and self-esteem.

Eichinger, Heifetz and Ingrahan (1991) found that higher levels of instrumentality 'on' the job and 'off' the job were associated with higher levels of ‘Reduced Personal Accomplishment’ and lower levels of Depersonalisation.

Ahmad, Sameena; James, Jessy and Ahmad, Safia (1991) examined the relationship between organisational role stress as measured by a scale developed by U. Pareek (1981) and job satisfaction and personality dimensions of neuroticism-stability and extroversion and introversion. Results indicates that organisational role stress was significantly but negatively correlated with factors of job satisfaction. Neuroticism was found to be significant positive correlate of six dimensions of organisational role stress. Role ambiguity, role expectation and role conflict had a significant negative relationship with extroversion-introversion.

In a study Neirberg et al. (1991) found that years in place of employment were significantly related to the feelings of burnout. Snibbe et al. (1989) also found the relationship of job experience with burnout. Newer physicians were more susceptible to Depersonalisation as compared to their experienced counterparts.
Day and Chambers (1991) examined relationship between burnout and empathy and found that personal distress was positively related to Emotional Exhaustion, Depersonalisation and Reduced Personal Accomplishment. While emphatic concern and perspective taking were negatively correlated with Depersonalisation and Reduced Personal Accomplishment.

Role conflict, role ambiguity, lack of comfort and dissatisfaction with financial rewards emerged as significant predictors of Depersonalisation and high challenge emerged as significant predictor of Reduced Personal Accomplishment (Siefert, Jayarathe and Chess, 1991).

Friedman, (1991) tried to examine school factors associated with teacher burnout by evaluating a sample of 1597 elementary teachers who were given a modified version of Maslach Burnout Inventory. Including a background information section, followed by interviews with principals, teachers and other school officials, findings indicate that four major school culture variables contribute to teacher burnout, that is, (1) the derive towards measurable goal-achievement behaviour imposed on teachers by school administration; (2) lack of trust in teachers professional adequacy; (3) circumscribing school culture; and (4) disagreeable physical environment, age, sex, level of education and number of years in teaching as background variables are also associated with levels of burnout.

Areenich (1992) investigated factors influencing burnout in 350 North Dakota public School teachers with the MBI. Emotional \ Exhaustion, Depersonalisation and Personal accomplishment were found to be the major contributors to the syndrome.

Friedman, (1992) studied on “professional self concept as a predictor of teacher burnout” and found out the relationship between burnout and various perceptions of professional self concept, on a sample of 641 Israeli elementary school teachers. Data from the Maslach burnout inventory and a composite
measure of professional self concept suggest that the most common triggers of burnout are professional dissatisfaction, negative self concepts, discrepancies between feelings of professional competence and professional satisfaction, parents and principals exaggerated sense of teacher’s professional satisfaction, and teacher’s perceptions of how competent students think they are. Because teachers who feel satisfied by their work are the least likely to burnout, it is argued that teachers must give themselves more credit, even for only partial successes, to avoid burnout.

Cherniss (1992) in a longitudinal study analysed the subjects and reported that subjects who were more burnout early in their careers were less likely to change careers and more flexible in their approach to work as rated by confident at the time of follow-up.

Byrne (1994) revealed the importance of role conflict, work over-load class room climate, decision making and peer support as organisational determinants of teacher burnout.

Huebner and Mills (1994) examined the levels of burnout and relationship between burnout and selected personality characteristics and role expectations in a sample of 90 school psychologists employed as practitioners in school settings. Results indicate that personality variables related significantly to burnout over and above demographic and work conditions variables. Higher levels of burnout were associated with tendencies to be high in competitiveness and egocentricity and low in conscientiousness extraversion. Professionals who reported higher levels of burnout indicated greater dissatisfaction with their professional roles, preferring to devote more time to consultation and counseling activities.

Malanowski and Wood (1994), in a study on burnout and self actualization in public school teachers, found that teachers who were more self actualized were more immune to the external pressures that were believed to
lead to burnout. This was a corroboration of Anderson and Iwanicki’s (1981) assertion that when teacher’s need for self actualization and self esteem were unfulfilled, there was a higher probability of burnout.

Lewis, Joan D (1995) in his study, “The study of self-actualization and self-concept in intellectually gifted students identifies the self-actualization and self-concept of intellectually gifted students (boys and girls) of high schools and junior high schools (elementary). The study investigated the self-actualization and self-concept of 368 intellectually gifted students in grades 4 through 12. The study involved the Malawian Scale, and the Piers-Harris Children’s Self-Concept Scale. The researcher determined that the mean for high-school students was higher than for the elementary or junior-high students, and the mean for girls was higher than for boys.

Kijai, Jimmy, Totten and Donald (1995) examined the extent of burnout among elementary teachers in a very small seventh day Adventist school with multi-graded classes. Their survey indicated that 71% of teachers experienced moderate to high emotional exhaustion and 60% experienced low personal accomplishment, predictors of burnout included attitude towards students, satisfaction with teaching, and ability to cope with job related stress.

Fegin, Epharty and Ben (1995) analysed the nature of physical education teaching through a study of work environment factors that contribute to burnout in physical education teachers in Israel. They found that personal or occupational factors (variables) did not affect burnout. Low remunerations, and bureaucratic and role limitations were found to be related to teacher burnout. Findings indicate that burnout level in Israeli physical education teacher was lower than class room teacher.

Douglas (1995) identified the psychological factors contributing to burnout of secondary school teachers and their interrelationship with institutional and environmental factors (like work environment, failure to meet
psychological needs, disillusionment, emotional exhaustion, depersonalization and burnout). It was found that teacher’s burnout is significantly influenced by the psychological disposition of an individual and is aggravated by the institution and environment in which teacher works. The result showed that when teacher focused only on blaming the institution and environment and did not take action to protect themselves from factors contributing to burnout, like disillusionment, frustration and stress then it led them to burnout. On the other hand, the teachers who accepted the responsibility to respond to stress and took positive steps to manage with the conditions contributing to disillusionment, frustration and stress were likely to experience burnout.

Pichardo (1995) investigated “the effects of school environment on teacher burnout”, using Maslach Burnout Inventory (MBI) and School Environment Survey (SES) developed by him. For all the statistics performed, a significant level of alpha = 0.05 was used. A person’s moment correlation analysis was computed for the SES. Emotional exhaustion correlated negatively with the perception of each of the environmental factors, interpersonal problems, recognition and rewards, the social support. The sense of personal accomplishment correlated positively with the perception of both interpersonal problems and recognition and rewards.

Cheuk and Wong (1995) documented the difficulties that 80 teachers in Macau encountered in their work, the extent to which the job related difficulties would induce burnout, and whether or not social support could buffer the adverse effects of stress on burnout. Results indicate that difficulties with other teachers, supervisors, students and parents of students were associated with burnout. No support was obtained for the prediction that social support from other teachers, supervisors, and family members could counteract the adverse effects of job stress.

Cheuk, Wai, Hing (1995) in a study, on “Stress, Support and Teachers Burnout in Macau” tried to explore the extent to which job-related difficulties
would induce burnout and whether or not social support could buffer the adverse effects of stress on burnout in-service teachers enrolled in a teacher training program at the University of Macau (in Taipa). It indicated that difficulties with fellow teachers, supervisors, students and parents of students were associated with burnout.

**Sermon, (1995)** in a study on ‘the relationship of the dual role assignment to level of perceived burnout by secondary teachers’, found that teachers differed on various dimensions of burnout on MBI scale. Emotional exhaustion was present in moderate level but depersonalization and lack of personal accomplishments were low among secondary teachers, regardless of the dual role assignment, role conflict was inversely related to emotional exhaustion and depersonalization among teachers performing other remunerated roles, other than coaching. Role ambiguity seemed insignificant and hence, had no effect on the level of burnout.

**Czerniakowski (1996)** in a study of the relationship of stress and burnout to coping strategies preferred by public elementary principals in Pennsylvania, using the Administrative Stress Scale (ASI), the Maslach burnout Inventory (MBI), Roesch Coping Preference Scale (RCPS), and Personal Data Sheet, indicated moderate levels of stress and burnout in the principle from the administrative constraints such as increased workload and excessive meetings.

**Brennan, Thomas P. and Piechowski. Michael M. (1997)** conducted a Case Studies of Self-Actualization”. In this Case studies of self-actualizing people according to the ideas of A. Maslow and the criteria of K. Dabrowski are presented. To find people meeting the criteria of Level 4 of the Dabrowski theory, a pool of 21 subjects was established by nomination. All subjects were given the Definition-Response Instrument to assess levels of emotional development. One man and three women were selected for study based on their levels of functioning. A life history was obtained from each subject. Interviews
were the richest source of material. As result, three of the four subjects were found to be self-actualizing. They displayed a commonality possessed by self-actualizers, kindness and simplicity in responding to problems basic to humanity. It was possible to assess the degree of self-actualization with the interviews techniques developed. The interview guide, life history questions, and definitions of the dynamisms of self-actualization are included in appendices. (SLD)

Male and May (1997) found that teachers of children with severe learning difficulties were subject to high work load and long hours of work. High scores were obtained for the Emotional Exhaustion as measured by education version of the MBI and work load and challenging behaviour were the most frequently cited source of intense stress.

Haddad (1998) investigated which source of social support (supervisors, colleagues, friends, spouse, family) would be most effective in reducing burnout among school counselors. Result revealed significant positive correlation between family support, colleagues support and Personal Accomplishment.

Parkin, Kay; Gaa, John; Swank, Paul; Liberman, Dov (1998) conducted study "Psychosocial Development and Self-Actualization across Age Groups: Middle-Aged and Senior Adults Compared Developmentally." In their study they examined the research question whether there is significant differences in psychosocial development and self-actualization exist between adult cohort groups whose childhood development occurred under very different social, economic, and technological circumstances. Sample taken for the study comprises of 113 white middle-aged and elderly adults from similar socioeconomic settings. Subjects completed the Measures of Psychosocial Development (MPD) (G. Hawley. 1988) and the Personal Orientation Inventory (POI) (E. Shostrom, 1966), a measure of self-actualization. The only generational difference found for the MPD results was for industry versus
inferiority and this was confounded by education. The lack of generational
differences may support E. Erikson's theory that stage crisis resolution is
universal, and that despite the different conditions before and after World War
II, both groups adapted and resolved their stage crises in the range of the
normed population. POI findings suggest that the middle-aged group was more
inner-directed or self-actualized than the other group. This finding also was
confounded by education. The role of education in psychosocial development
and self-actualization and certain gender differences found in MPD and POI
scores are areas calling for additional study.

Maslach and Goldberg (1998) proposed two new approaches to the
prevention of burnout that focus on the interaction between personal and
situational factors. The first approach, based on Maslach multidimensional
model, focuses on the exact opposite of burnout: increasing engagement with
work by creating a better "fit" between the individual and the job. The second
approach draws from the decision making literature and reform burnout in
terms of how perception of the risk of burnout may lead to suboptimal choices
that actually increase the likelihood of burning out. These new approaches
provided a more direct strategy for preventing burnout than typical
unidimensional "stress" models because these new approaches (1) specify
criteria for evaluating outcomes and (2) focus attention on the relationship
between the person and the situation rather than one or other in isolation.

Abel & Sewell (1999) studied the sources of stress and symptoms of
burnout in rural and urban secondary school teachers in Georgia and Carolina.
They found that urban school teachers experienced significantly more stress
from poor working condition and poor staff relation than did rural school
teachers. Stress from pupil misbehaviour and time pressure was significantly
greater than stress from poor working conditions and poor staff relations for
both rural and urban school teachers. Poor working conditions and time
pressure predicted burnout for rural school teachers; pupil misbehaviour and
poor working conditions predicted burnout for urban school teachers.

Kulinna, Pamela Hodges; Silverman, Stephen (1999) in their study "Stability of Teachers Attitudes toward Curriculum in Physical Education." investigated the stability of physical education teachers' attitudes toward four outcome goals for physical education over a 2-year period of time. The four outcome goals were physical activity and fitness, self-actualization, motor skill development and social development. The sample taken for the study was 121 physical education teachers who completed the previously validated "Attitudes Toward Curriculum in Physical Education" curriculum in the spring of 1996 and in 1998. Results indicated that teachers' attitudes toward physical activity and fitness were moderately stable. The intra class correlation coefficients between the first and second administration of the attitude instrument were 0.40, 0.41, 0.49, and 0.56 for the domain areas of self-actualization, physical activity and fitness, social development and motor skill development, respectively, and were statistically significant. Repeated-measures ANOVA results for differences between teachers' attitudes over time showed that they were not significantly different, also supporting the stability of teachers' attitudes toward the physical education outcome goals. There were significant differences, however, by level of teaching over the 2-year period for the importance of self-actualization and social development.

Van Horn, Schaufeli and Enzmann (1999) studied the burnout in terms of exchange of investments and outcomes at interpersonal (teacher-student) and organisational (teacher-school) levels. In addition work related factors (school type, teaching experience, number of hours employed) were included. They found that when teacher invest more than they get back from their school, they report high level of Emotional Exhaustion. As expected at the interpersonal level, low outcomes from students were related to higher burnout level; whereas at the organizational level, low investments were related to higher burnout levels.
Weisberg and Sagie (1999) focused on the impact of burnout dimensions on the intention of female teachers in Israel to leave their current jobs. They found that both physical and mental exhaustion were found positively and significantly to influence intention to leave. The influence of Emotional Exhaustion was not significant; nor were teachers ages. Tenure was negatively and significantly correlated with both burnout and intention to leave.

Miville, Marie L.; Koonce, Danel; Darlington, Pat; Whitlock, Brian (2000) Exploring the Relationships between Racial/Cultural Identity and Ego Identity among African Americans and Mexican Americans observed that Relationships between collective identity and ego identity were examined among 229 African American and Mexican American university students. Participants completed scales measuring racial or cultural identity and ego identity. Regression analyses indicated that ego identity was significantly related to racial identity for African Americans and cultural identity for Mexican Americans.

Brennikmeijer, Veerle; and others (2001) examined differences between teachers high and low in burnout in the perception of being superior to others. One hundred and twenty teachers in secondary education were asked to generate information about inferior and superior others. Perceived superiority was assessed by response latencies and the quality of the information generated. Ss also completed a Dutch version of MBI. As expected only positive superiority was reduced among teachers high in burnout. Thus they felt less good but also less bad than others.

Sanders, Joseph E III; Geroy, Gary D. (2001) in their paper "Mobilizing Illegitimate Movers: A Model for Transcending the Constraints of Potential." discusses a theoretical model that broadens the context for human resource development (HRD) social mandates and provides a process model grounded in self-actualization awareness and thinking that facilitates the individual to go beyond the constraints of potential (as defined by the
individual's environment). The model is described as grounded in these t\VO social principles that extend to both cultural and economic movement society and its organizations are stratified and upward mobility is an unbalancing dynamic in which there is a fixed-size apple pie from which many people want a piece. The first principle encompasses the threat that comes from the elite group's psychological fear of cultural intrusion by individuals who have chosen to leave their base group. The bipolar model is proposed as having the following: (1) a base group (donor) that represents the indigenous group from which the sojourner migrates; (2) an elite group (host) that represents the target group to which the sojourner intends to migrate; and (3) the illegitimate movers that represent the sojourners trapped between two worlds—belonging to neither, unsuited to retreat, and unable to advance. A fourth element of the mode! is a characteristic profile of each stratification to include members' leadership preference, motivation orientation, and decision-making style.

Lacoursiere, Roy B. (2001) predicted that in substance user treatment staff, burnout is associated with increased work pressure, unclear work policies and decreased copying ability. Some burnout protection can be obtained from peer and supervisors support. Burnout negatively affects absenteeism and job turnover. Prevention strategies for burnout include early detection by programme administrators and employees themselves, and working in an environment that contribute to personal accomplishment without making excessive demands. Personal treatment strategies include having reasonable expectations for patient outcomes, avoiding excessive work load and taking appropriate breaks from work.

Tang, Catherine and So-Kum et al. (2001) examined the mental health outcomes of job stress among Chinese teachers. A total of 269 Chinese teachers (aged 21-60 years) participated in study which provided cross sectional data regarding the associations among stress resource factors, burnout, and negative mental health. Results show that stress resource factors
of self efficacy and proactive attitude were negatively related to burnout, which in turn had a direct effect on negative mental health. Stress resource factors were also directly linked to mental health status of teachers. The results further showed the direct effect of burnout on negative mental health.

**Paulik, Karel (2001)** examined the moderating effect of hardiness, optimism and self confidence on subjective evaluation of occupational stress among 158 university lecturer (aged 25-68 years) in the Czech Republic. Scores were obtained using questionnaires assessing hardiness, teachers stress evaluation and the taxonomy of stressful situations. The sources of stress found in the present sample, teachers proved to be similar to those in comparison work load of teachers at other Czech schools. The results indicate that hardiness, optimism and self confidence are positive personality characteristics which facilitate coping with the demands of the teaching. These personality factors appear to be effective buffers against the impact of stress among these lecturers.

**Peiro, Jose M.; Gonzalez-Roma, Vicante; Tordera, Nuria and Manas, Miguel A. (2001)** examined the effects over time of three role stress variables (role conflict, role ambiguity and role overload on the three burnout dimensions (EE, DP and PA). Based on theoretical models on burnout and on meta-analytical research it was hypothesized that the three role stress variables will predict change over time in EE and DP, but not in PA. One hundred and forty five health care professionals participated in this study. The results obtained by means of hierarchical regression analysis partially support the hypothesis. The three role stress variable predict Emotional Exhaustion over time. Role conflict and role overload predict Depersonalization over time. Finally, contrary to expectations, role ambiguity predict Personal Accomplishment over time.

**Westenberg, P. Michiel; van Strien, Suzanne D.; Drewes, Martine J. (2001)** in their study, “Revised Description and Measurement of Ego
Development in Early Adolescence: An Artifact of the Written Procedure?” explored applicability of the Loevinger conception of ego development for early adolescence and developed a measure of earliest ego levels: Sentence Completion Test for Children and Youth. Found oral administration of test did not yield essentially different responses or significantly differing ego-level scores from the written version, regardless of respondent's age, gender, reading/writing skills, and preference for presentation mode.

**Slavkin, Michael Lawrence (2001)** conducted a study, “Enuresis, Firesetting, and Cruelty to Animals: Does the Ego Triad Show Predictive Validity?” The hypothesis tested in this study was that the presence of enuresis and cruelty to animals in juvenile firesetters would be significantly related to recidivistic firesetting. No relationship was found between firesetting recidivism and enuresis. However, juveniles who were identified as being cruel to animals were more likely to engage in recidivistic firesetting behaviors.

**Kroger, Jane (2002)** conducted a study on , The Relationship between Marcia's Ego Identity Statuses and Kegan's Subject-Object Balances during Late Adolescence” Two models for analyzing thinking about personal identity issues were compared: Marcia's ego identity status system and Kegan's subject-object balances. A total of 61 late adolescent participants (36 women, 25 men) were given Marcia et al.'s (1993) ego identity status interview and Lahey et al. (1987) subject-object interview in separate one-hour sessions as part of a larger investigation of identity development during late adolescence. Marcia's ego identity statuses and Kegan's subject object balances were significantly, positively related to one another. There were no gender differences on either measure. Also the use of Kegan's scheme for describing transitions between stages suggests the possibility of different phases in Marcia's moratorium identity status. The finding may hold implications for clinical or counseling interventions
Utsey, Shawn O.; Gernat, Carol A. (2002) in their study, “White Racial Identity Attitudes and the Ego Defense Mechanisms Used by White Counselor Trainees in Racially Provocative Counseling Situations” examines the relationship between racial identity attitudes and the use of ego defense mechanisms by White counselor trainees during cross-racial counseling and supervision dyads. Results indicated that White counselor trainees at less mature statuses of racial identity attitudes relied on more primitive ego defenses to manage the anxiety experienced during racially provocative counseling and supervision dyads.

Lemire, Dave; Gray, Jerry (2003) in their study, “An Introduction to Learning Styles for Developmental Educators Part II: The Ego Inventory” explains that the concern of learning style research is to identify student characteristics, which are related to instructional methods and learning outcomes in educationally significant ways. Demonstrates that styles as measured by the Ego Inventory Instrument have some desirable reliability and validity qualities. Proposes that in addition to gender, other cultural factors need to be studied as well. (PM)

Fetzer, Susan Jane (2003) in her article "Professionalism of Associate Degree Nurses: The Role of Self-Actualization." Discussed that Usable data from 304 of 1,495 associate degree nursing graduates showed that self-actualization was positively and significantly related to professional attitudes, values, and behaviors. Length and intensity of work experience were only slightly related. The need to reevaluate the induction model of professional socialization was suggested.

Vitterso, Joar (2004) studied "Subjective Well-Being Versus Self-Actualization: Using the Flow-Simplex to Promote a Conceptual Clarification of Subjective Quality of Life". In his study he articulates an important difference between subjective well-being (SWB) and self-actualization. Although self-actualization reflects a substantial aspect of human existence, the
article argues that the concept is not accounted for by ordinary assessment of SWB. In this paper, openness to experience (OE) is taken as an indicator of self-actualization, and overall satisfaction with life, frequency of positive affect and frequency of negative affect were utilized as indicators of SWB. Two methods were offered to investigate the assumed independence of SWB and OE, both of which comprised questionnaire data from 264 students attending the Norwegian folk high school system (mean age 19 years, 63% females). First, a structural equation model revealed only a small and non-significant association between SWB and OE. Second, by means of a flow simplex it was shown that SWB and OE relate to different dimensions of experience. SWB was associated with pleasantness, while OE correlated with interestingness and challenge. It was concluded that traditional measurements of SWB are insensitive to important aspects of human lives and that the concept misses important aspects of psychological well-being.

Johnson, Patrick; Buboltz, Walter C., Jr.; Seemann, Eric (2004) in their study, “Ego Identity Status: A Step in the Differentiation Process” examines the relationship between identity development and differentiation levels in young adults. A total of 259 participants completed the Extended Version of the Objective Measure of Ego Identity Status, the Differentiation of Self Inventory, and demographic questions. Results showed that each identity status had a unique effect on the various components of differentiation.

Fisherman, Shraga (2004) in his study, “Ego Identity and Spiritual Identity in Religiously Observant Adolescents in Israel” examined the relationship between spiritual identity and ego identity among religiously observant adolescents in Israel. Seventy-eight religious tenth graders studying in yeshivot (boys) and ulpanot (girls) were tested. The Ego Identity Scale for Adolescents and a Questionnaire of Religious Beliefs were administered to them. Throughout the entire sample, there was a significant and positive correlation between belief and general ego identity and between belief and the
identity dimensions: solidity and continuity, meaningfulness versus alienation, genuineness and truthfulness, and physical identity. Among the girls, there was a significant and positive relationship between belief, general ego identity, and the dimensions: social recognition, commitment, and purposefulness, meaningfulness versus alienation, solidity and continuity, and genuineness and truthfulness. Among the boys, there was a significant and positive relationship between belief and the meaningfulness versus alienation and genuineness and truthfulness dimensions of the ego identity. Yeshivot and ulpanot are high schools for boys and girls, respectively, offering an intensive religious curriculum combined with general, secular studies.

Cakir, S. Gulfem; Aydin, Gul (2005) conducted a study on, “Parental Attitudes and Ego Identity Status of Turkish Adolescents”. This study investigated the differences among 403 middle adolescents regarding Marcia's four identity statuses in terms of perceived parental attitudes and gender. The Extended Objective Measure of Ego Identity Status (EOM-EIS-2) and Parental Education Scale (PAS) were used to collect data. Results showed that children of authoritative parents scored significantly higher on identity foreclosure than those of neglectful parents. Children of permissive parents scored significantly higher on identity foreclosure than those of neglectful parents. In addition, female students scored higher on achievement identity status while male students scored higher on identity foreclosure.

Lindfors, Kaj; Elovainio, Marko; Sinkkonen, Jari; Aalberg, Veikko; Vuorinen, Risto (2005) in their study, “Construct Validity of the Offer Self-Image Questionnaire and Its Relationship with Self-Esteem, Depression, and Ego Development” observed that construct validity of the Offer Self-Image Questionnaire (OSIQ) was studied in a sample of 194 normal Finnish adolescents from 14 to 16 years of age. Confirmatory factor analysis provided support for the hierarchical structure of adolescents’ self-image with 5 lower-order factors loading on a single higher-order factor. Lower-order factors
were Personally Anxious Self, Social Relationships, Sexual Attitudes, Family Relationships, and Social Conscience. The relationships between the self-image areas of the OSIQ, global self-esteem, depression, and ego development were also examined. The results support the construct, convergent, and discriminant validity of the presented structure of the OSIQ.

Markstrom, Carol A.; Li, Xiaoming; Blackshire, Shana L.; Wilfong, Juanita J. (2005) in their study, “Ego Strength Development of Adolescents Involved in Adult-Sponsored Structured Activities” stated a psychosocial conception of ego strengths is presented in relation to adolescent involvement in adult-sponsored structured youth activities. Five-hundred and seventeen high school students completed measures on their involvement in structured activities and on 8 ego strengths. Gender, age, and SES were controlled in a MANCOVA procedure and it was found that extracurricular activities of sports, student government, and belonging to an issues group, as well as engagement in volunteerism were related to several of the ego strengths. Religious attendance was not related to the ego strengths. In longitudinal analysis, it was shown that ego strength at Time 1 predicted involvement in structured activities at Time 2 (8 months later), but structured activities at Time 1 did not predict ego strength at Time 2.

Newman, Denise L. (2005) in his study, “Ego Development and Ethnic Identity Formation in Rural American Indian Adolescents” pointed out Ethnic identity development was assessed in the context of ego development in 12- to 15-year-old students from a Southeastern American Indian community. Self-protective was the modal level and was characterized by awareness of ethnic group membership but little exploration or self-reflection. Impulsive adolescents had the least developed ethnic identities and highest levels of interpersonal vulnerability. Conformist adolescents expressed positive feelings about ethnic group affiliation, described relationships as harmonious, but demonstrated moderate social anxiety. Postconformist adolescents had the
highest levels of agency, social competence, and identity achievement, but also had high levels of psychological distress and family conflict. Adolescent identity strivings may be understood in context with the level and timing of psychosocial maturity, for which ego development appears a useful marker.

Bursik, Krisanne; Martin, Timothy A. (2006) in their study, “The Changing Nature of Adolescent Friendships: Longitudinal Links with Early Adolescent Ego Development” pointed out that Although success in managing evolving peer relationships is linked to critical adolescent outcomes, little is known about the specific factors that lead to success or failure in peer relationship development across adolescence. This longitudinal study examines the role of adolescents' level of ego development as a predictor of the future course of several facets of friendship development in early adolescence. Ego development was assessed in a community sample of adolescents at age 13. Several facets of adolescent friendship were also assessed at 13 and then reassessed 1 year later, including adolescent intimate behavior during a supportive interaction with their best friends, adolescent reports of psychological security in their friendships, and peer-rated popularity. As predicted, ego development not only explained concurrent levels of peer functioning but also predicted markers of change over time in each of the assessed domains of peer functioning. Implications for ego development in increasing our understanding of individual differences in adolescent friendship development are discussed.

Luyckx, Koen; Goossens, Luc; Beyers, Wim; Soenens, Bart (2006) conducted a study, “The reliability and validity of a Dutch version of the Ego Identity Process Questionnaire (EIPQ) were evaluated.” In Study 1, the instrument was found to exhibit a clear factor structure and acceptable reliability. Using Confirmatory Factor Analysis, both a model with two process factors (Commitment, Exploration) and a model with four content factors (Ideological Commitment, Ideological Exploration, Interpersonal Commitment,
Interpersonal Exploration) evidenced a good fit once direction of wording was taken into account. In Study 2, moderate convergence was observed between Commitment and Exploration, and continuous measures of identity statuses and identity styles. The results of both studies combined indicated that the Dutch version of the EIPQ may be recommended as a research tool with college students.

**Analon, Alexis (2006)** conducted a research on "arts in new direction: the development and application of a construct that uses the arts to promote transformation and self actualization in health care and education/therapy .In his study he discussed" that artistic method to evoke relaxation, spark, creativity and change self perception are already being used by therapists. educators scientists. The art based models are used in hospitals, medical centers, clinics .This study breaks new ground by using Maslow’s hierarchy of needs to define change, transformation, and self actualization, as results he expressed as a construct Maslow’s hierarchy of needs, synthesis, condenses and explains how the artistic being used for change and transformation is termed arts in new direction.

**Francis, Nedra H.; Kritsonis, William Allan (2006)** conducted a Brief Analysis of Abraham Maslow's Original Writing of "Self-Actualizing People: A Study of Psychological Health". This article analyzes Maslow's original writing of "Self-Actualizing People: A Study of Psychological Health." The review of literature in this article reveals that Maslow's hierarchy of needs have had profound effects in the area of psychology. In addition, the authors present information regarding self-actualized people, theorists of psychology, humanistic principles, culture, and other related issues.

**Markstrom, Carol A.; Marshall, Sheila K. (2007)** in their study “The Psychosocial Inventory of Ego Strengths: Examination of Theory and Psychometric Properties” observed that The psychosocial inventory of ego strengths (PIES) was devised as a measure of Erikson's eight ego strengths. The
present investigation extended previous research through examination of the validity and reliability of the PIES among 502 high school students. The study also included an appraisal of Erikson's ego strengths as indices of psychosocial well-being. Reliability of the subscales of the PIES was shown through acceptable Cronbach's alphas. As expected, higher scores on ego strengths were positively correlated with psychosocial indictors of identity achievement, self-esteem, locus of control, empathic concern, perspective-taking, and positive forms of coping. Lower scores on ego strengths were related to less desirable psychosocial constructs. Biological sex and age differences also are reported. Based on the findings, the study offers validation of psychosocial theory. As well, the PIES is recommended for use among high school students.

Santavirta, Solovieva and Theorell (2007) tried to find out the association between emotional exhaustion and job strain. The sample consisted of 1028 school teachers and found that the effect of job strain on burnout is consistent and robust across alternative formulation; the main effect on high demands exceeded that of low decision authority in relation to emotional exhaustion. These two factors acted synergistically to increase the risk of burnout.

Lambie, Glenn W. (2007) in his study, “The Contribution of Ego Development Level to Burnout in School Counselors: Implications for Professional School Counseling” reported the findings of a national survey study of school counseling professionals to determine if higher ego development contributed to a lower degree of burnout. Although the primary path analysis model tested did not fit the data observed, a significant positive relationship indicated that participants scoring at higher levels of ego functioning also scored at higher levels of personal accomplishment (1 dimension of their level of burnout). Implications of the findings are discussed.

Oomen-Early, Jody and Murphy, Lynda (2009) conducted a research on "Self-Actualization and E-Learning: A Qualitative Investigation of
University Faculty’s Perceived Barriers to Effective Online Instruction.” Researchers conducting this qualitative descriptive study explored the attitudes, experiences, teaching practices and perceived barriers to effective online instruction for university faculty. Data collected in a manner that Participants (n = 101) were emailed an invitation to participate in the online, open-ended survey research through distance learning list serves within the United States. Faculty from two-and four-year universities, nonprofit and for profit institutions, and who had taught online a minimum of two semesters were included in the sample. Data were coded for common themes, and five major categories emerged: Administrative and Institutional Support, Student Readiness, Instructor Readiness, Technical Support, and Academic Integrity. Implications for practice as well as suggestions for enhancing the "self-actualization" of online faculty will be discussed.

Schruimpf, Michael; Hickman, Philip; Wedlock, Dave (2009) conducted research on "A Problem Based Learning Project Investigating the Underlying Dimensions of Professional Learning Communities in Public Primary and Secondary Schools in the State of Missouri. In their study they provide a quantitative approach to analyzing college students' levels of self-actualization. Specifically, it addresses the distinction between students from non-rural and rural hometowns relative to their level of self-actualization. Students from five public state schools in one Midwestern state were surveyed. Self-actualization plays a key role in creating and developing the holistic concept of student development. These concepts may assist in explaining needs, goals and developmental challenges of college students. Throughout the college years, students may ask themselves many questions, one in particular "who am I?" Striving for self-actualization assists in answering this question. Developmental changes, at a crucial time in a student's identity occur in all types of students, regardless of their background. In their study they focused on the development of students from the freshman to senior year. Development
not related to physical characteristics, but to maturity, social interaction skills and the capability to better understand the self, is also known as self-actualization. Also, in their study they investigated how a student's hometown played a role in his or her self-actualization. It can be suggested that whether a student comes from a metropolitan or non-metropolitan area is a significant factor in whether or not a student dropped out, transferred or remained at the same institution. At the same time, adjusting to college, once on campus has shown to be affected by a student's hometown. Findings on hometowns and students' levels of self-actualization revealed that there is no difference between students from rural and non-rural hometowns on self-actualization. Results did suggest differences for gender, year in school and race on self-actualization. The need for further research is addressed.

**Croft, Gillian; Boyer, Wanda; Hett, Geoffrey (2009)** in their article "Self-Actualization: The Heart and Soul of a Potential-Based Life Skills Program for a Child with Multiple Disabilities" says that although every child with disabilities may come to self-actualization by different means and measurements it is, nevertheless, an important goal. The child with disabilities may be guided toward her goal of self-actualization by being encouraged to find her individual strengths and capacities and by being assisted to successfully interact with her environment. This article explores the use of the scientific method to support the development of a potential-based program that has nurtured self-actualization and the joy of learning for a child with multiple disabilities and chronic illness.

**Nikolayenko, Olena (2011)** in his study "Adolescents' Hopes for Personal, Local, and Global Future: Insights from Ukraine" explored that adolescents' hopes for personal, local, and global future in post communist Ukraine. The research is based on a survey of 200 sixth-graders in the cities of Donetsk and Lviv in fall 2005. The analysis identifies six domains related to personal aspirations of adolescents: education, career, self actualization,
personal relationships, material possessions and physical well-being. The findings also indicate that local concerns of respondents focus on the quality of public services and the environment. The study further finds that students fear most the deterioration of cross border interpersonal relations. In addition, the analysis suggests that Ukrainian adolescents are more concerned about domestic politics than their peers in mature democracies. Moreover, the findings reveal gender and regional variations in the content of adolescents' hopes

**Stutler, Susan Lee (2011)** in her article "Gifted Girls' Passion for Fiction: The Quest for Meaning, Growth, and Self-Actualization' illuminate the nature of the relationship that very able girls have with fiction, this is an interpretive account of the meanings that reading fiction holds for verbally gifted preadolescent girls. Ethnographic field methods were used to uncover the essences of the reading experience in the contexts of their daily lives. Data sources included the researcher's field notes the girls' taped book discussions, parent interviews and the girls' reading journals. Major findings were that the girls read and make meaning in and around three interconnected areas of intelligence and intensity: intellectual, imaginational, and emotional. As they read fiction, the girls engage in a process of determined growth in each of these domains of human awareness. The girls challenge themselves with difficult literature, critical and empathic thinking, and problem finding. As the girls read and make meaning, they are involved in constructing their lives' purpose. They are youthful self-actualizers.

### 2.2 STUDIES CONDUCTED IN INDIA

**Kahn (1978)**, in a study on the level of stress and burnout in high school teachers, analyzed those stresses that resulted in the greatest degree of burnout and determined the level of stress and burnout among male and female teachers in a large sub – urban high school. Her study revealed that lack of motivation among students was the major factor which caused stress to the teachers. Other
significant sources of stress as perceived by the teachers were over work, inadequate disciplinary policies as well as lack of involvement in the decision making processes. Significantly, salary did not seem to be source of stress. However, male teachers were often stressed because of promotional avenues.

**Johi (1984)** explored ego identity and values of adolescents in relation to their school and home environment. The findings of the study indicated that ego identity was positively and significantly related to the adolescents’ perception of their school and home environment. Ego identity, perception of school environment and home environment belonged to the same perceptual domain implying that one who perceived himself favourable also intended to perceive his socio-emotional environment more favourably and vice-versa.

**Mishra, (1986),** in a study of ‘meaning in life, stress and burnout in teachers in secondary schools in Calcutta’ found that the sample teachers had a lower degree of burnout; male and female teachers differ in their degree of burnout, and teachers showing higher degree of stress scored higher on emotional exhaustion and depersonalization construct of Maslach burnout Inventory (MBI) scale.

**Srinivasan (1988)** in a study on public, joint and private sector employees reported that age, sex and role ambiguity factors accounted for 56% of the variance in role stress. A study by Sarosan (1983) revealed that subjects with higher social support perceived less stress in their organisational roles, less anxious and more job satisfaction.

**Abrol (1990)** found intermediate college teachers to be suffering form interpersonal and psychological strains. Social support and cognitive coping strategies were used most frequently to overcome the strain.

**Mishra (1991),** in a study on ‘Inter-relationship between organizational conflict in school teachers’ stress and burnout in relation to teacher’s personality at primary level’, reported that, with regards to teachers personality,
personal and organizational conflict variables had direct bearing on emotional exhaustion; organizational conflicts with junior colleagues were the sole negative correlates of personal accomplishment scores; and teachers with internal locus of control suffered less emotional exhaustion than others, while teachers with external locus of control experienced greater lack of personal accomplishment.

**Kamu, (1992)** examined burnout and mental health among teachers. Male teachers were found to be emotional over extended, exhausted, internally controlled, anxiety ridden towards students, more personally accomplished and less capable of establishing constructive relationships. They were more capable of coping with ordinary demands and stress of life as compared to females.

**Starnaman (1992)** carried out study on the topic ‘A Test of a Causal Model of Communication and Burnout in the Teaching Profession’ by drawing on survey data collected from 538 teachers in an urban school district in the District. A causal model was developed and tested regarding the relationships among burnout, communication and organizational within schools mediate the burnout process, e.g., support from the principal and participation in decision making. The model indicates that teachers workload and support from the principal influence of burnout, job satisfaction and occupational commitment.

**Gupta (1993)** determined to find out the occupational stress and burnout among teachers and administrators in elementary schools and using the Maslach Burnout Inventory (1981). Role Questionnaire by Rizzo et al (FES) constructed for this study indicated that emotional exhaustion was present in moderate levels while depersonalization and feeling of lack of personal accomplishment were low among teachers and administrators. Levels of role-conflict and role-ambiguity were also low when compared to established norms. Other influencing factors were age, grade level taught, communication styles and schools governance models.
**Sharma and Gupta (1993)** investigating the adjustment and burnout of a sample of 292 female and 108 male teachers teaching in high and high secondary schools of union territory of Chandigarh, using Bell’s adjustment inventory and Maslach burnout inventory found that teachers who were better on their home adjustment, emotional adjustment and total adjustment were less burnout than other teachers who adjustment was poor.

**Misra and Sahu (1993)** studied the relationship between role stress and burnout among 240 college teachers in India. Literature on burnout, types of role stressors and related effects on teachers was reviewed. The findings, in contrast to those of western teachers, showed that subjects experienced low levels of stress and burnout. Role stress was significantly related to Emotional Exhaustion and Depersonalisation but not Personal Accomplishment. Conditions related to exhaustion include work load, role conflict and ambiguity, and non-contingent punishment.

**Uashree (1993)** concluded on the basis of her study of sources, reactions and coping resources of school teachers to stress that: there were significant gender differences in the sources of stress, male teachers were found to have experienced more stress and burnout than woman on career satisfaction

**Mishra and Sahu (1993)**, in a study on burnout and role stress among teachers, examined the relationship between role stress and burnout among 200 teachers working in various degree colleges of Lucknow. It revealed that gender did not influence burnout scores and role stress and there was a positive relationship between role stress and emotional exhaustion and depersonalization.

**Srivastava (1994)** compared organisational role stress and job anxiety scale in a private sector organisation. Results show that middle level managers faced greater stress and anxiety in comparison to top level managers and workers.
Nagy and Davis (1995), investigating the relationship between type A personality, attitude towards school claim, work orientation and burnout in junior high school and elementary school teachers, found high work orientation and type A personality related to burnout. Degree of burnout was closely related to one’s orientation towards teaching environment. However, it was difficult to predict whether person with work alcoholic characteristics were more susceptible to burnout. They asserted that “research should address both the environment and the personality within that environment as influences of the burnout process”.

Kailasalingam, (1995) undertook a study with a view to investigating effects of a few selected factors ‘burnout of teacher educators’. It was found that the closed institutional climate of colleges of education had high degree of proneness to burnout among teacher-educators on all three dimensions than the open climate. Extrovert and introvert teacher-educators did not differ significantly on the dimensions of emotional exhaustion, though the two personality types differed significantly on depersonalization and personal accomplishment dimensions of burnout. Further introvert teacher educators were more prone to burnout on depersonalization and personal accomplishment. Teacher educators coming from unhappy from climates were quite susceptible to burnout on depersonalization and personal accomplishment. Kashinath, H.M. (2000), while studying the independent and combined effects of institutional climate, personality and home climate of teacher educators on proneness to burnout also reiterated similar results.

Badhwar, (1996), as a part of her M.Phil study on ‘psychological burnout in school teachers: myth or reality’, found low level of burnout in sample studies and no significant difference between male and female teachers regarding prevalence of psychological burnout. Burnout was found to be significantly related to the level at which the teacher was teaching, it was found to increase with increase in the chronological age of teacher and increase in the
no. of students and period taught. Teachers in government and private schools also differed in their level of experience of burnout.

Kashinath (1996), in a comparative study of the organizational climate in high and low burnout in Jawahar Navodya Vidyalyas of Karnataka, found teacher’s background and demographic variables such as sex, age, level of education and experience in teaching to be associated with their high and low levels of burnout. Teachers higher in age and higher in qualification were found to have greater level of burnout as compared to younger teachers and teachers with low qualification. The male teachers were found more prone to burnout as compared to female teachers.

Mathur and Khurana (1996) conducted a research on "Teachers Perception of School Climate and Self Actualization" and investigate the relationship between teacher Self Actualization and eight dimensions of school climate". Data was collected from 2 J 2 teachers of higher secondary schools in Delhi. Self actualization was measured by Shostrom's Personal Inventory (POI). The dimension of school climate is measured by organizational climate description questionnaire (Halpin and Craft, 1966). Data was analyzed by Pearson’s’ Product moment correlation method. Results show significant relationship between self actualization scores and four of the dimensions of school climate. Time ratio was significantly related to Disengagement (r = -.17, p<.01), Hindrance (r = - .12, p<.05), and Aloofness (r = -.23, p<.005). Support ratio had significantly relationship with Disengagement (r = -.13, p<.05), Intimacy (r = -.13, p<.05) and Aloofness (r = -.19, p<.005). This implies that the lesser the degree of Disengagement, Hindrance Intimacy, Aloofness in the school climate the higher is the degree of self actualization among teachers.

The National Institute of Mental Health and Neurosciences, Bangalore (Tribune, 1996) has concluded that occupational stress is leading to various anxiety and depression disorders. Further, they have identified some of the resources of occupational stress viz. over work, under payment, long working
hours, pressure to meet deadlines and continuous interference and political pressure in their work. Surti (1983) in a study found that nurses and bank employees experience the highest role stress, while university and college teachers experience the lowest role stress. In addition, social workers and gazetted officers feel more efficacious in their role while researchers and bank employees feel less efficacious.

Aggarwal (1997) studied the perception of burn-out and locus of control among college teachers. The sample comprised 180 college teachers attending orientation and refresher course at three academic staff colleges during 1995-96. The groups came from various parts of India. Tools used were Aggarwal’s Adaptation of Maslach Burn-out Inventory, and Aggarwal’s Adaptation of Rotter’s Internality-Externality Scale. Collected data was analysed with the help of mean, SD and ANOVA. The major findings of the study were: (i) There existed a general low level of emotional exhaustion, depersonalization and a high level of perception of personal accomplishment of both the groups of government and private college lecturers. The perception of personal control was slightly towards externality. (ii) Government lecturers were less emotionally exhausted; less depersonalized in their work and perceived higher personal accomplishments as compared to private college lecturers. However, they were more external than the private college teachers. (iii) When the high external group was compared to the low external group, the former was found to be more emotionally exhausted, equally depersonalized and had a low perception of lower personal accomplishment as compared to the latter.

Kudva, (2000), while studying the relationship between professional aspect and teacher burnout, on a sample of 932 teachers working in formal educational institutions in greater Mumbai with English as the medium of instruction, found a significant non-linear relationship between depersonalization, emotional exhaustion, lack of personal accomplishment and professional qualification. The level of teaching exhibited a significant positive
relationship with depersonalization and lack of personal accomplishment. There was no significant relationship between emotional exhaustion and professional growth. The professional commitment had a significant relationship with depersonalization and professional achievement. There was no significant relationship between emotional exhaustion and professional commitment. The role efficacy had a negative relationship with depersonalization, emotional exhaustion and lack of personal accomplishment.

Kumar (2002) conducted a study on “Burnout Teachers: A study of their personality, Demographic and work-Related factors.” The study was conducted on a sample of consisting 300 teachers drawn from government, private and residential schools. The government private schools teachers were drawn from the Haryana state only where as the residential school teachers were drawn from Haryana, Punjab and Delhi. While selecting the sample care was taken that equal number of male and female teachers were selected, second consideration was in terms of teaching experience. While considering teaching experience teachers were divided into levels i.e. 1-6 years and 6+ years. Tools used were the Maslach Burnout Inventory, and Organizational Role Stress scale by Udai, Pareek. Collected data was analysed with the help of Duncan’s mean test, analysis of variance t-test and persons product Moment correlation using SPSS. The major findings of the study were (1) most of the teachers experienced low and medium level burnout. (2) Male and Female teachers differ significantly on Emotional Exhaustion. It is found that female teachers experience more Emotional Exhaustion than their male counter parts. (3) Organizational Role Stress enhances the feeling of Emotional Exhaustion and Depersonalization. Organizational Role Stress is found to have significant relationship with Personal Accomplishment in negative direction.

Kaur (2008) conducted a study in which data was collected on 1360 secondary school teachers (680 males, 680 females) from different rural, urban, government and private secondary schools. She examined that relationship of
Emotional Intelligence with Self-Actualization. It was found that there is a positive and significant correlation between Emotional Intelligence and Self-Actualization of secondary school teachers.

2.3 OVERVIEW

Researches indicate that burnout develops over time, hence is a process. It is a syndrome of Emotional Exhaustion, Depersonalization and Reduced Personal Accomplishment, that is frequently founding individuals who work with people. Review of literature has revealed that Burnout Stress Syndrome (BOSS) is a independent concept that can not be equated with, stress, job stress, role stress, distress and like.

A consistent finding has been the increase in stress in the teaching profession, since the recent past, leading to burnout syndrome. Secondly, because of this a large number of teachers are shifting to other professions. Although one study (Anderson & Iwanicky, 1984) reported that burnout among teachers was moderate as compared to other human service professions, yet the phenomenon deserve attention because of its relationship to teacher motivation.

Review of literature has revealed that role ambiguity was associated with lower work satisfaction and lower level of performance. Nurse and bank employees experience the highest role stress, while university and college teachers experience the lowest role stress. It has been found that age, sex and role ambiguity factors accounted for 56% of the variance in role stress. Many studies also revealed that subjects with higher social support perceived less stress in their organizational roles, less anxious and more job satisfaction.

Studies on ego-strength revealed that participants scoring at higher levels of ego functioning also scored at higher levels of personal accomplishment. It was found that extracurricular activities of sports, student government and belonging to an issue group, as well as engagement in volunteerism were related to several of the ego strength.
Self-actualization is consistently compared to other constructs: intelligence, gender differences, emotional maturity, leadership and process of decision making. Review of literature has also revealed that there is a positive and significant correlation between intelligence and self-actualization of secondary school teachers. Significant relationship was found between degree of burnout and degree of self-actualization. Studies on burnout and self-actualization found that teachers who were more self-actualized were more immune to the external pressures that were believed to burnout.