CHAPTER-II
REVIEW OF
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Research is being continuously carried out in different fields and the knowledge is accumulating. So to get a background and an understanding of the emerging trends it is essential to explore the worthwhile endeavours of past. Efforts of the researcher to drill deep and reach at the micro-base of the work done by precursors gives a guiding light, helps in leading research in the right direction and fruitfully furthers the cause of empirical research.

O’Lery (2005) has remarked that research may be done alone—but it is never done in isolation. The production of new knowledge is fundamentally dependent on the past knowledge. Working with literature informs, inspires, educates and enlightens the researcher. It is also central to the process of writing-up; a clear rationale supported by literature is essential, while a well-constructed review of literature is an important criterion in establishing research credibility.

So in order to be conversant with the past scenario of research in a particular field and to place the new research findings somewhere on the continuum, the review of related literature becomes an integral ingredient of research process. A number of research studies related to the problem in hand have been reviewed and are reported as under:

2.1 EXTENT OF BURNOUT

Whitaker (1981) attempted to investigate the nature of burnout phenomenon among senior secondary school teachers. It was asserted on the basis of this exploration that burnout did not seem to be prevalent among the sampled senior secondary school teachers. Significantly a large number of teachers were highly enthusiastic, moderately frustrated and alienated only up to small extent.

Birmingham (1985) carried out a study on job-satisfaction and burnout among selected public school teachers in Minnesota and found that a large number
of teachers were not classified as burnout but eighty one percent of middle and junior high school teachers were dissatisfied with their job.

Whitehead (1986) measured the level of job burnout and satisfaction among probation managers and concluded that burnout was not a pervasive problem. Approximately seventy five percent of the managerial personnel exhibited satisfaction with their career.

Turnipseed (1987) tried to assess the extent of burnout among nurses by using Maslach Burnout Inventory. The study on the basis of response given by 71 nurses summarized that burnout among nurses was low, both absolutely and in comparison with the normative figures.

Malhotra (1989) aimed at studying burnout and job satisfaction among architects of Chandigarh. The sample for the investigation contained 100 architects including males and females taken from different job levels and from both government and private organizations. The study revealed that the architects having high level of job satisfaction experienced lower level of emotional exhaustion and depersonalization but were high on personal accomplishment dimension of burnout. The investigation yielded negative correlation between job-satisfaction and the first two dimensions of burnout i.e. emotional exhaustion and depersonalization whereas a positive relationship was reported with the third dimension of burnout scale i.e. personal accomplishment.

Basi (1990) while exploring teaching competency of language teachers in relation to their job satisfaction, locus of control and burnout has also thrown light on the extent of burnout among teachers. The analysis of a sample comprising 440 male and female trained graduate language teachers from three districts of Punjab exhibited mean values on three sub-scales of burnout i.e. emotional exhaustion, depersonalization and personal accomplishment as 13.06, 4.61 and 39.44 respectively. These three mean values on comparison with norms of Maslach burnout inventory conveniently lead to the conclusion that teachers are low on burnout.
Das (1990) investigated the extent of burnout among male secondary school teachers. The analysis revealed that eighty six percent teachers experienced burnout on one or other dimension of burnout, thirty two percent teachers showed complete burnout on emotional exhaustion, depersonalization and personal accomplishment dimensions of burnout. The study further noticed that only fourteen percent school teachers came out as non-burned outs i.e. they did not indicate burnout behaviour on all the three dimensions of Maslach burnout inventory used in the exploration.

Gupta and Dan (1990) reported in their investigation on 100 school teachers that burnout syndrome does not exist among school teachers when we explain it in statistical terms. However, they added that the mean scores on dimensions of burnout were indicative of tendency of school teachers towards burnout.

Vietti (1990) studied the relationship of organizational climate and selected demographic variables to the perceived level of burnout among Kanas community college administrators and also explored the extent of their burnout. The study showed that majority of the administrators experienced low to an average degree of burnout with only nineteen percent of the respondents reporting a high level of emotional exhaustion, three percent exhibiting a high level of depersonalization and ten percent with a low level of personal accomplishment. The study positioned itself towards the lower level of burnout among college administrators.

Misra and Sahu (1993) examined burnout and role stress among college teachers of Lucknow. The obtained mean scores on emotional exhaustion, depersonalization and personal accomplishment of total sample are 8.19, 8.48 and 36.35 respectively. These mean values on comparison with the scale means reflect upon the outcome that the teachers experience low level of burnout.

Price and Spence (1994) carried out an extensive study on burnout symptoms among drug and alcohol service employees of government and non-government organizations. They have reported lower emotional exhaustion, lower depersonalization and higher personal accomplishment which is an indication of a lower level of burnout.
Kasinath and Kailasalingam (1995) made an attempt to explore burnout among teacher educators participating in in-service training (refresher courses). The prevalence of seventy percent burnout phenomenon among college teachers, pointed out that teachers experienced seventy percent burnout on one or other dimension of burnout. Thirty percent of the teachers exhibited signs of complete burnout on all the three dimensions of burnout i.e. emotional exhaustion, depersonalization and personal accomplishment. But thirty percent teachers emerged as non-burnouts. The study further added that maximum number of teachers showed burnout in terms of depersonalization.

Burke and Greenglass (1996) attempted an empirical study to explore the effects of work stress, social support and self-doubts on burnout and its consequences on teachers from three different school levels namely elementary, junior high and secondary schools and also personnel who had to work as administrators for at least half of their duty time. The comparison of burnout scores of teachers and those who worked as administrators suggested that teachers exhibited a higher level of burnout on emotional exhaustion and depersonalization dimensions but the personal accomplishment dimension went in favour of the teachers.

Chi (1996) assessed the extent of burnout among secondary school teachers of Taiwan. The quantitative research study based on data of 809 teachers indicated that secondary school teachers perceive moderate level of burnout and only eight percent teachers reported high level of burnout on Maslach burnout inventory.

Singh (1996) in his research work on teacher burnout in relation to organizational climate and leadership behaviour of the high school principals as perceived by teachers, concluded that teachers as a whole have a low level of burnout.

Vaid (1996) observed that primary, middle and secondary stage teachers experience moderate level of emotional exhaustion, low level of depersonalization and lower personal accomplishment i.e. high level of burnout. The degree moves
from moderate to high burnout i.e. majority of the teachers experience moderate level of burnout followed by those experiencing low and high levels of burnout. This explanation is true for all the three stages of school.

Aggarwal (1997) investigated perception of burnout and locus of control among college teachers. He assessed the level of burnout by collecting data from 180 college teachers attending orientation and refresher courses at three academic staff colleges. The mean scores on emotional exhaustion, depersonalization and personal accomplishment are 13.30, 4.28 and 37.10 respectively in the case of private college teachers and the comparable values being 11.50, 3.10 and 42.90 on emotional exhaustion, depersonalization and personal accomplishment respectively for government college teachers. Though the level of burnout among government college teachers is comparatively lower than their counterparts in private colleges but overall score on the three sub-scales of burnout in the case of both private and government college teachers is on lower side. The study suggests that as a whole, college teachers are low on emotional exhaustion, depersonalization and high on personal accomplishment dimension of burnout meaning thereby that their burnout level is on the lower side.

Puravi (1998) surveyed 410 primary school teachers of Pudukkottai district and reported that teachers working in primary schools experience higher level of burnout on Teacher Burnout Inventory developed by the investigator.

Uppal (1998) found that the mean scores on emotional exhaustion, depersonalization and personal accomplishment dimensions of burnout among Indian coaches are 13.67, 6.00 and 36.81 respectively. The scores on first two dimensions exhibit low level of burnout. The score on the third dimension of burnout i.e. personal accomplishment falls in the moderate category but it stands adjacent to high personal accomplishment and low burnout. Overall scenario shows that Indian coaches experience a low level of burnout.

Carson et al. (1999) investigated burnout among mental health nurses. The sample consisting of 648 ward based mental health nurses showed in contrary to
the research trends that burnout was a much less significant problem among mental health nurses. The comparison of high and low burnout groups indicates that low burnout group of nurses was significantly older than those having high level of burnout.

Singh (1999) conducted research on well-being among navodaya vidyalaya teachers in relation to their job burnout. The study also explored the extent of burnout and stated that the mean scores on emotional exhaustion, depersonalization and personal accomplishment dimensions of burnout are 17.45, 5.53, 37.48 respectively. Depersonalization shows lower mean and personal accomplishment depicts high mean. Taken together both these sub-scales contribute to lower level of burnout. Though the mean score on emotional exhaustion is comparatively higher than depersonalization but still it falls in the moderate category of experienced burnout and is at the borderline of low and moderate level of burnout. Taking all the mean scores together, the groups of navodaya vidyalaya teachers, as a whole, fall in the category of lower level of burnout.

Sood (1999) studied professional burnout among nurses. Her investigation on a sample of 100 nurses from government and private hospitals of Ludhiana found that overall the nurses show a lower level of burnout (reported means on emotional exhaustion, depersonalization and personal accomplishment are 11.44, 5.02 and 37.28 respectively) which reflect low burnout when compared with normative range of scores on the three dimensions of burnout.

Joshi and Singhvi (2000) carried out an empirical study to explore personal factors contributing towards burnout. The investigation which focused on college/university teachers at various levels (professors, associate professors, assistant professors, demonstrators/research associates) revealed that teachers working in higher education show a high intensity of emotional exhaustion followed by emotional exhaustion frequency and depersonalization frequency. The analysis of data further indicated that professors experienced high intensity of
emotional exhaustion and the frequency of showing emotional exhaustion was the highest among demonstrator/research associates. The study offered an evidence to show high prevalence of burnout syndrome among university/college teachers.

Reid (2000) while assessing the relationship among personality type, coping strategies and burnout also studied the extent of burnout among teachers and concluded that elementary teachers experience an average level of burnout.

Wageman (2000) explored burnout among post-secondary faculty in North Dakota. The analysis based on data of 306 teachers working in public colleges and universities suggested that teachers experience significantly higher level of burnout on emotional exhaustion, depersonalization and personal accomplishment dimensions of burnout. The study further argued that associate professors scored significantly higher on depersonalization dimension of burnout than professors and assistant professors. However, the study did not find any significant difference in the level of burnout among faculty in relation to the type of the institution i.e. whether college or university.

Awasthi (2001) examined the prevalence of stress and burnout among library professionals working in universities and colleges of Punjab, Haryana and Chandigarh. The data showed that library professionals doing service in the field of higher education experience moderate level of burnout (emotional exhaustion =16.51, depersonalization = 9.39, personal accomplishment = 31.73).

Pestonjee and Azeem (2001) studied organisational role stress in relation to job burnout among university teachers. Maslach burnout inventory was used to study burnout in terms of its three sub-scales i.e. emotional exhaustion, depersonalization and personal accomplishment across three groups of university teachers—lecturers, readers and professors. The study concluded that university lecturers experienced a low level of burnout as the arithmetic means in the case of emotional exhaustion (11.05), depersonalization (3.99) and personal accomplishment (39.48) came out much below the average. The study also reported the extent of burnout among readers as reflected through emotional
exhaustion (9.02), depersonalization (5.05) and personal accomplishment (36.96). The means on three dimensions of burnout are indicative of the perception of low burnout among readers. Further, the results of the level of burnout among university professors (N=100) also confirm the previous findings on the extent of burnout among lecturers and readers. The mean scores on emotional exhaustion, depersonalization and personal accomplishment are 7.60, 3.90 and 37.90 respectively that clearly show much lower level of burnout among professors as compared to the other two groups of university teachers i.e. lecturers and readers. As a whole the study clearly highlighted the prevalence of low level of burnout among university teaching community.

Bajwa (2001) while exploring correlates of burnout among working nurses has also thrown light on extent of burnout. The investigation conducted on 400 nurses working in hospitals of Punjab and Chandigarh revealed that nurses experience a moderate level of burnout on its three dimensions namely emotional exhaustion (17.58), depersonalization (7.36) and personal accomplishment (33.64).

Kumar (2001) conducted a survey on teacher effectiveness among high school teachers of Himachal Pradesh. The mean score on the three sub-scales i.e. emotional exhaustion, depersonalization and personal accomplishment came out to be 6.26, 3.63 and 19.71 respectively indicating a low level of burnout.

Anand (2001) in an attempt to study burnout as a function of self-efficacy, ego-strength and work environment also measured the extent of burnout among manager level employees working in industrial setup. The reported means on three dimensions of burnout, emotional exhaustion (17.01), depersonalization (5.65) and personal accomplishment (32.51) place the manager level employees in the moderate category of experienced burnout.

Gupta (2003) in her study on burnout among school teachers in relation to school climate, collected data from 200 senior secondary school teachers of three districts of Punjab and found mean scores on emotional exhaustion, depersonalization and personal accomplishment dimensions of burnout as 12.61,
4.75 and 39.5 respectively. The low mean value on emotional exhaustion and high mean value on personal accomplishment accounted for low level of burnout among school teachers of Punjab.

Singhal (2004) concluded that teachers in regular as well in special schools report a moderate level of burnout. It was further elaborated that these teachers were not burned out but were at the initial stage of being burned out.

Duggal (2004) in a research study conducted on 300 female school teachers working in rural and urban areas of Punjab and Chandigarh reported that over all means on the three dimensions of burnout i.e. emotional exhaustion, depersonalization and personal accomplishment are 16.94, 9.37 and 33.18 respectively, These mean scores reflect that female school teachers of Punjab and Chandigarh experience moderate level of burnout.

Lau, Yuen and Chan (2005) through their investigation on relationship between demographic variables and burnout demonstrated that teachers working in secondary schools of Hong Kong experience average range of burnout on emotional exhaustion and personal accomplishment dimensions while a low range of burnout on depersonalization dimension.

Gupta (2005) assessed burnout among school teachers of Union Territory of Chandigarh and showed that school teachers experience a moderate level of emotional exhaustion and depersonalization, but a high level of personal accomplishment. It can be said that school teachers exhibited moderate levels of burnout in terms of emotional exhaustion and depersonalization dimensions of burnout.

Sharma (2006) in her study on burnout among school teachers confirmed that school teachers experience low level of burnout as the mean scores on emotional exhaustion, depersonalization and personal accomplishment dimensions of burnout turned out to be 10.82, 3.78 and 39.95 respectively. On comparing with the normative range of scores on these three dimensions, schools teachers could be placed on the lower side of burnout.
2.2 BURNOUT, ORGANISATIONAL ROLE STRESS AND INSTITUTIONAL CLIMATE

Kahn et al. (1964) reported that 'role conflict' (it occurs when demands associated with a role are inherently incompatible) and 'role ambiguity' (it emerges when the role players lack the information required for adequate performance of a particular role) are two work situation related factors that generate stress, strain and emotional detachment which is referred as burnout.

Savicki and Cooley (1983) opined that rigid, inflexible and controlling administrative practices can lead to depersonalization, one of the three dimensions of burnout.

Mansfield (1983) found that role conflict, role ambiguity and powerlessness significantly contribute towards variance in burnout. The study separated role conflict as a significant predictor of depersonalization and role ambiguity as a stronger predictor of emotional exhaustion dimension of burnout. The three independent variables namely role conflict, role ambiguity and powerlessness contributed significantly towards the third dimension of burnout i.e. personal accomplishment.

Barriale (1985) in his exploratory study on burned out and non-burned out teachers focused on teachers' needs, work environment and the type of coping strategies followed. While interpreting his findings, it was very clearly pointed out that burnout is an individual matter that can be enhanced or decreased by the organization where one is working. The study explicitly highlights the role of work environment and organizational factors.

Kremer-Hayon and Kurtz (1985) investigated the relationship of personal and environmental variables among elementary and secondary school teachers. On the basis of data collected from 113 teachers of 13 schools of various types the study reported that interaction between rigidity and closed school climate is responsible for variance in burnout. The research further added that several environmental variables significantly account for causing burnout syndrome.
Parrish (1985) after studying the relationship between organizational climate and career burnout among elementary school teachers asserted the existence of relationship between career burnout among teachers and organizational climate factors.

LeCroy and Rank (1986) investigated the factors related to burnout in the case of professionals working in the field of social service. The study highlighted that sources of emergence of burnout were largely a function of job situation where one is working rather than the personality of the individual experiencing burnout.

McCulloch and O'Brien (1986) researched on the relationship between burnout and organizational structure among services delivery staff working in youth and community services. They found that burnout was associated with occupational conditions where the sampled subjects were working rather than with the psychological make-up of service providers.

Jackson, Schwab and Schuler (1986) while understanding the burnout phenomenon worked out that emotional exhaustion was most strongly associated with role conflict. The examination of the construct further revealed that feelings of personal accomplishment are the highest for teachers in supporting environment, with the support from one's principal emerging as particularly important. Lack of support from the principal was the only condition related to the perception of depersonalization.

Hanchey (1987) attempted to study how personal characteristics of teachers and their work environment aspects relate to their burnout level. The investigation noticed that the potential characteristic which predicted burnout was lack of commitment to the job. As far as the environmental aspects are concerned, the research explicitly revealed that the principal's lack of participatory management and his/her consideration about personal welfare of teachers prominently predicted burnout among teachers.
Robert (1987) focused on the life-management model of burnout and evolved that causative factors of burnout are not confined to the work-place alone but it was viewed as a characteristic of work-life whose causes may lie in the quality of one’s marriage, family and intimate school network.

Tennis (1987) made an exploration of the relationship between job burnout and selected work place process variables. The research study empirically confirmed that lack of congenial work environment leads to stress and burnout and vice-versa.

Wolpin (1988) conducted a longitudinal study on psychological burnout among Canadian teachers. The exploration of data comprising of 245 school based educators to find out relationship between burnout and its predictors revealed that i) as work setting characteristics deteriorate, the severity or degree of stress and burnout experienced by teachers also expands, (ii) the more severe are the stress inflicting sources, the higher is the degree of experienced burnout, iii) the teachers with high degree of burnout show more psychosomatic symptoms and are less satisfied with their job, iv) the more satisfied teachers in his/her marital life is less prone to burnout and vice-versa.

Holloway and Wallinga (1990) after carrying out a study on child care specialists opined that organizational variables are comparatively more responsible than individual or personality variables in predicting burnout.

Pierce and Molloy (1990) while researching on psychological and biographical differences between secondary school teachers in relation to their level of burnout found that high burnout group of teachers experienced more role stress as exhibited through higher levels of role conflict and role ambiguity.

Mazur and Lynch (1989) surveyed 200 high school teachers to explore the relationship among principal's leadership style, school organizational climate, teachers' personality characteristics and burnout. The independent variable of principal's leadership style did not come as a significant predictor of burnout. The
dimension of organizational stress e.g. work load, support and isolation of the
teachers were found to be significantly related to burnout. The study further added
that personality characteristics of anomie, Type A and Type B personality patterns
and an empathetic self-control significantly predicted burnout among high school
teachers.

Singh (1990) in his study on 300 male and female teachers from rural and
urban government schools of Punjab found that teachers perceiving open
organizational climate show a significantly lower level of burnout than those
teachers who are working in closed organizational climate.

Vietti (1990) perceived on the basis of research study conducted on Kanas
community college administrators that many climatic factors showed significant
relationship with burnout sub-scales of Maslach burnout inventory. The two
relationships that emerged prominently were between orderliness and emotional
exhaustion and intellectual climate and emotional exhaustion.

Friedman (1991) examined the school culture aspects of teacher burnout in
high and low burnout schools. His exploration on 1597 teachers from 78
elementary schools concluded that there are four major aspects of school culture
that positively contribute towards the development of burnout behaviour. These
four aspects of school culture include; the drive towards measurable goal
achievement behaviour imposed on teachers by administration; lack in teachers'
professional adequacy; circumscribing school culture; and disagreeable physical
environment. The study further elaborated three major school environment
characteristics that differentiate between high and low level of burnout in schools –
pedagogical environment, administrative environment and physical environment.

Jain (1991) observed positive relationship between burnout and role stress
among allopathic doctors.

Dixit (1992) revealed in his study that burnout and job stress among doctors
are significantly correlated. The investigation further suggested that burnout was
significantly higher in a group of doctors perceiving high job stress.
Misra and Sahu (1993) conducted a study on burnout and role stress on a sample of 240 teachers working in degree colleges of Lucknow district. The co-relational study found that organisational role stress is positively and significantly related with two dimensions of burnout namely emotional exhaustion and depersonalization but it did not report any significant relationship between organisational role stress and personal accomplishment dimension of burnout. Role stagnation emerged as the only dimension of organisational role stress which had shown positive and significant relationship with emotional exhaustion and depersonalization dimensions of burnout and significant but negative correlation with personal accomplishment i.e. the third dimension of burnout.

Byrne (1994) explored the impact of organizational and personal factors on burnout (i.e. emotional exhaustion, depersonalization and reduced personal accomplishment) across elementary, intermediate and secondary school teachers. The study yielded the importance of role conflict, work overload, classroom climate, decision making and peer support as organizational determinants of teacher burnout.

Veve (1994) made an investigation to explore relationship between burnout and sources of stress as perceived by select bilingual education teachers. The study revealed that interpersonal relationships, instructional management and administrative policies accounted for sources of stress that significantly explained variance in all the three dimensions of burnout i.e. emotional exhaustion, depersonalization and personal accomplishment.

Pichardo (1995) studied the effect of school environment on teacher burnout and offered evidence for significant relationship between school environment and teacher burnout. He observed that emotional exhaustion correlated negatively with the perception of both the environmental factors and administrative support. The sense of depersonalization has got negative relationship with the perception of environmental factors, interpersonal problems, recognition of rewards and social support. The personal accomplishment
dimension of burnout showed positive relationship with interpersonal problems, recognition and rewards.

Douglas (1995) in his study on public school teachers of Connecticut province, ascertained that teacher burnout is significantly affected by the psychological disposition of an individual and is magnified by the institution and environment in which the teacher works. The conclusion of this study echoed the view that institutions which induce high stress through their climate lead the staff towards burnout.

Edwards (1996) explored relationship between teacher stress and teacher burnout among elementary school teachers and found that significant positive relationship exists between the stress factor of fatigue and emotional exhaustion dimension of burnout.

Chen (1996) examined stress, burnout and social support among teachers in Taiwan. His findings confirm that both stress and social support had significant main effects on the feeling of depersonalization and sense of personal accomplishment. He suggested that any factor that reduces the severity of perception of job related stressors or increases the availability of social support would also enhance the feeling of personal accomplishment and reduce the sense of detachment from students thereby reducing depersonalization.

Prayotudomkit (1996) in his research on burnout among elementary school teachers of Bangkok mentioned certain factors which may contribute towards a heightened sense of burnout. These factors which stem from the internal teacher-school relationship include adequate training, rewards, the availability of teaching assistants or the opportunity for teachers to have a say in decision-making.

Greenglass et al. (1996) explored various dimensions of social support, their effect on burnout and implications for psychological functioning. The analysis of data comprising 433 school teachers including males and female teachers working in Canadian schools advocated that the perceived level of stress
was responsible for burnout among teachers. The study further provided evidence that social support plays a buffering agent and dimensions of social support such as support from co-workers and supervisors came up as prominent factors creating the buffer effect.

Kasinath (2000) studied interaction effect of institutional climate, personality and home climate on burnout among teacher educators. The analysis of the data of 210 full-time teacher educators of Karnataka revealed that teacher educators with unhappy home climate are more prone to burnout on depersonalization and personal accomplishment dimensions than educators with happy home climate condition. The investigation further reported that teacher educators serving in closed institution climate are more prone to burnout dimension of emotional exhaustion than teacher educators in open institutional climate.

Collins (2000) applied meta-analysis to investigate relationship between occupational stress and burnout. Occupational stress was measured in terms of role conflict, role ambiguity, work load, cumulative role stress, job specific stress/stressors and characteristics of work setting. The study highlighted that job specific stressors most strongly predict burnout across type of organization and occupation. It is further reported that occupational stress is a strong predictor of emotional exhaustion and depersonalization dimensions of burnout than the perception of reduced personal accomplishment.

Pestonjee and Azeem (2001) on the basis of their investigation on 300 university teachers (including professors, readers and lecturers) reported that organisational role stress, dimension-wise as well as total, is highly correlated with teacher burnout among all the three groups of university teachers.

Sharma (2002) aimed at exploring the contribution of role related factors in executive burnout. The analysis of data collected from government, private and public sector organizations revealed that role-overload and self-role distance (two dimensions of organisational role stress) are critical determinants of burnout. The
research further yielded the conclusion that role expectation, role overload, personal inadequacy and self-role distance show a significant relationship with depersonalization dimension of burnout whereas emotional exhaustion dimension of burnout exhibits positive and significant correlation with role overload, personal inadequacy and self-role distance.

Srivastava (2003) conducted an investigation on ‘impact of organizational structure on burnout tendency of female primary teachers’ and found that the organizational structure of schools has a positive and significant relationship with burnout i.e. teachers perceiving poor organizational structure are likely to have high burnout than those who perceive good organizational structure.

Dorman (2003) carried out a research study to explore relationship between school and classroom environment and teacher burnout. The analysis of data collected from 246 private school teachers revealed that all the dimensions of school environment questionnaire namely mission consensus, empowerment, student support, affiliation, professional interest, resource adequacy and work pressure predicted burnout. Out of these dimensions staff affiliation and work pressure emerged as significant predictors of emotional exhaustion dimension of burnout. Staff mission consensus and co-operation in classrooms (a dimension of classroom environment) came out as significant predictors of depersonalization dimension of burnout. Staff mission consensus coupled with three of the seven dimensions of classroom environment namely classroom interactions, co-operation and task orientation were found to be significantly related to personal accomplishment dimension of burnout.

Gupta (2003) carried out a study on burnout among school teachers of Punjab, and found significant relationship of burnout dimensions of emotional exhaustion, depersonalization and personal accomplishment with a majority of school organizational climate dimensions i.e. disengagement, alienation, esprit, psycho-physical hindrance, intimacy, humanized thrust, controls and production emphasis.
Sekhon (2004) has also reported significant relationship between burnout and stress among college teachers.

Duggal (2004) studied burnout among teachers in relation to their personality characteristics, work environment and job satisfaction. The investigation based on 300 female school teachers of Punjab and Chandigarh observed that burnout is negatively related with congenial work environment meaning thereby that congenial work environment (the environment marked by equal involvement of all in work, co-workers cohesion, supervisory support, free hand in decision making, less work pressure, judicious managerial control, physical comfort etc.) leads towards lower level of burnout and vice-versa.

Jackson-Malik (2005) after carrying out research on 2400 nurses working in acute-care hospitals found that resource adequacy, support for employees and management practices were highly correlated with job-satisfaction, burnout and intent to leave. The study suggests that burnout can be reduced and job-satisfaction enhanced if organizational factors are taken care of in support of employees.

Gupta (2005) aimed at studying relationship of burnout and organizational climate. The data comprising of 200 secondary school teachers of Chandigarh was collected by using Maslach Burnout Inventory and Organizational Climate Inventory (OCI-form B) developed by Chatopadhyay and Aggarwal (1976) measuring organizational climate in terms of eleven different dimensions. The analysis of data revealed that emotional exhaustion dimension of burnout is significantly related to 'performance standards' and 'support system' dimension of organizational climate. Depersonalization dimension of burnout came out to be significantly correlated with 'motivational level' 'decision making process', 'support system' and 'warmth' dimension of organizational climate whereas personal accomplishment dimension of burnout exhibited significant relationship with performance standards, motivational level, decision making process, and support system dimensions of organizational climate. It may be further made out from the results that 'performance standards', 'motivational level', 'decision making process'
'support system' dimensions of organizational climate emerge as prominent factors predicting burnout and 'support system' turned out as only significant factors showing relationship with all the three dimensions of burnout i.e. emotional exhaustion, depersonalization and personal accomplishment.

Stephan (2006) studied a predictive model of burnout among school counsellors in terms of school environment and coping resources. The research based on a data of 414 school counsellors working in public middle schools of North Caroline, revealed that factors within the school environment (in terms of counsellors' perception of school climate, role conflict, role ambiguity) exert a direct effect on burnout among school counsellors and an indirect effect on burnout mediated by counsellors coping resources. The study further added that counsellors perception of school environment significantly predicted two dimensions of burnout i.e. emotional exhaustion and depersonalization.

Mabry (2006) researched on factors that play a significant role in burnout among teachers. The exploration of data comprising 356 elementary, middle and high school teachers working in Tennessee, unfolded that principal's support, participation in decision-making, student behaviour, student population i.e. number of students in a school, student behaviour and grade level taught are various institutional factors responsible for burnout behaviour among school teachers.

2.3 BURNOUT AND SOCIO-DEMOGRAPHIC VARIABLES

2.3.1 Burnout and Gender

Schwab (1981) in his study on teachers found that sex differences do not exist in teachers' perception of depersonalization and personal accomplishment dimensions of burnout.

Bonn (1981) supported that sex was not significantly related with burnout in the case of school teachers.

McIntyre (1982) noticed in his study on special education teachers that gender has an impact on burnout.
Grover (1983) while investigating demographic variables among college
teachers of Illinois observed no statistically significant difference in burnout score
of male and female teachers.

Maslach and Jackson (1986) documented that male public contact
employees experienced higher level of depersonalization dimension of burnout as
compared to their female counterparts.

Federman (1984) reported existence of relationship between gender and
burnout among teachers.

Grant (1988) studied demographic, personal and situational correlates of
burnout in secondary social studies teachers. The data collected from teachers
working in southern school system of America, revealed that out of gender, race,
marital status, degree level, grade level taught and years of teaching, only grade
level taught was found to be significantly correlated with extent of burnout.

O’connor (1989) studied perceived burnout, role factors and selected
background characteristics of teachers and pointed out that sex was significantly
related to reported level of burnout.

Burke and Grenfidel (1989) explored sex differences in psychological
burnout in teachers and evidenced that women experience more emotional
exhaustion (one the three dimensions of burnout) than men.

Gupta and Dan (1990) in their attempt to investigate burnout among school
teachers reported the effect of gender on emotional exhaustion dimension of
burnout with female school teachers experiencing more emotional exhaustion than
male teachers.

Singh (1990) in a study on navodaya vidyalaya teachers arrived at the
conclusion that there are no significant gender differences on emotional exhaustion
dimension of burnout though males are comparatively more emotionally
exhausted. Significant differences exist on depersonalization and personal
accomplishment dimensions with female teachers being comparatively more
depersonalized and more personally accomplished than male teachers.
Basi (1990) concluded in her study on trained graduate language teachers from high and higher secondary schools of Punjab that there are no significant gender differences on burnout. Differences on all the dimensions of burnout i.e. emotional exhaustion, depersonalization and personal accomplishment among males and females came out as non-significant.

According to Elizabeth (1991) no significant difference exists on burnout among male and female high school teachers.

Friedman (1991) noted in his analysis on school-cum-cultural aspects of teacher burnout in high and low burnout schools that sex is a determinant of burnout.

Kamau (1992) investigated 400 rural and urban high school teachers of Kenya and reported that male teachers were more emotionally exhausted but more personally accomplished as compared to their female counterparts.

Misra and Sahu (1993) carried out research on burnout and role stress among college teachers and observed that there were no significant sex differences. Though the female college teachers showed a comparatively higher mean than male teachers on emotional exhaustion and male teachers exhibited high mean score on depersonalization and low personal accomplishment than females but the difference on all these dimensions between male and female teachers remained non-significant.

Price and Spence (1994) on the basis of their study on drug and alcohol counselling employees of Australia found that significant differences exist between various age groups and across gender on emotional exhaustion and depersonalization dimensions of burnout. But no interaction effect between age and gender was reported on these dimensions of burnout.

Roberio and Bhargava (1994) also revealed that female teachers experienced higher level of burnout as compared to male teachers.
Garrett (1995) while assessing teacher burnout among high school teachers of Georgia inferred that gender was not related to burnout.

Chi (1996) conducted a study to explore whether leadership style, organizational climate and demographic variables are related to burnout. The analysis of data collected from 809 secondary school teachers of Taiwan showed that gender is associated with emotional exhaustion dimension of burnout.

Prayotudomkit (1996) carried out an investigation on burnout among elementary school teachers working in private and public schools of Bangkok. The analysis of data of 466 full time teachers summarised that gender was not correlated with Maslach Burnout Inventory (MBI) scores.

Singh (1996) used Clouse-Whitaker Career Attitude Inventory – a self analysis in career burnout, which contains three dimensions of burnout namely enthusiasm, frustration and alienation. The study on a sample of 300 teachers found that non-significant gender differences exist on enthusiasm and alienation dimensions of burnout but gender differences do exist on frustration, male teachers being more frustrated than female teachers.

Vaid (1996) in her exploration on burnout among teacher across primary, middle and secondary levels noted that there are no significant gender differences on burnout.

Burke and Greenglass (1996) studied predictors of burnout in terms of work stress, social support and self-doubts. The processing of data collected from 362 teachers of elementary, junior high and secondary schools offered an evidence that male teachers experienced higher level of depersonalization and emotional exhaustion as compared to female teachers.

Rama (1998) found that sex plays a predominant role in influencing burnout among primary school teachers. Female teachers have high levels of burnout than male teachers in school teaching community.
Uppal (1998) surveyed burnout and stress among Indian coaches and revealed in his results that female coaches show higher degree of burnout perception on emotional exhaustion but show lower level of depersonalization and personal accomplishment dimensions of burnout as compared to male coaches.

Awasthi (2001) explored stress and burnout among library professionals working in the colleges and universities of Punjab, Haryana and Chandigarh. The analysis of data indicated that no gender differences exist between male and female library professionals on burnout dimensions of emotional exhaustion, depersonalization and personal accomplishment.

Kumar (2001) reported significant difference on personal accomplishment dimension of burnout among male and female high school teachers. The female teachers are more personally accomplished than their male counterparts. However, no significant sex difference on emotional exhaustion and depersonalization dimensions of burnout has been reported.

Khalique (2001) surveyed 600 elementary school teachers of Assam to study burnout, self-concept and introversion-extroversion. One of the results that emerged after churning out the data, was that male teachers were more depersonalized and better personally accomplished than their female counterparts.

Singh, Sharma and Verma (2002) studied burnout among primary school teachers in relation to some demographic variables and observed there is no significant difference in the level of burnout among male and female teachers.

Gupta (2003) in a study on senior secondary school teachers of Punjab, reported non-significant sex differences on emotional exhaustion, depersonalization and personal accomplishment dimensions of burnout.

Hassanzadeh, Khalilian and Enayati (2004) while studying personality types and job burnout among high school principals inferred that job burnout does not differ significantly among male and female principals.
Singhal (2004) interpreted that sex differences are minimally relevant in perceptions of burnout among regular and special school (school for retarded/deaf/blind/spastics) teachers.

Lau, Yuen and Chan (2005) on the basis of their research on secondary school teachers of Hong Kong found that gender differences exist in all the three dimensions of burnout namely emotional exhaustion, depersonalization and personal accomplishment.

Gupta (2005) in her study on burnout among teachers in relation to organizational climate of school also compared level of burnout among male and female school teachers. The study revealed that no significant gender differences exist among secondary school teachers on emotional exhaustion and personal accomplishment dimensions of burnout but significant gender difference was reported on depersonalization dimension of burnout, males being significantly more depersonalized than female teachers.

Sharma (2006) carried out an investigation to study burnout among senior secondary school teachers. The exploration yielded that significant gender difference exists on emotional exhaustion dimension of burnout, female teachers being significantly more emotionally exhausted as compared to their male counterparts. However, no significant gender differences emerged on depersonalization and personal accomplishment dimensions of burnout.

Mabry (2006) studied 356 elementary, middle and high school teachers working in school system in Tennessee, in order to explore various factors responsible for burnout behaviour. The survey revealed that no statistically significant differences exist between teacher burnout and gender.

**2.3.2 Burnout and Experience**

Various researches have studied the impact of another demographic variable-the length of service/teaching experience.
Sarason (1971) reported that those who had been teaching for five or more years without exception admitted that they no longer experience work with enthusiasm, excitement, sense of mission and challenge they once did.

Westerhouse (1979) did not notice any significant relationship between teaching experience and burnout.

Bonn (1981) revealed in his study that years of teaching experience are not significantly related with experience of burnout syndrome.

Arreenich (1981) found that teaching experience was significantly related with burnout.

Schwab and Iwanicki (1982) concluded that younger teachers show greater level of burnout than older teachers.

McIntyre (1982) reported that teaching experience affects the level of burnout.

Harrison (1983) aimed at studying sources of teacher burnout among elementary school teachers of Mississippi. Findings of this exploration revealed that teaching experience has no significant relationship with experienced burnout.

According to Freidman and Lotan (1985) burnout among elementary school teachers is high in the age range of 41-45 and after that it declines.

McCarthy (1985) conducted a study on burnout among psychiatric care nurses and reported that age is a predictor of burnout behaviour. The younger nurses were found to be experiencing higher level of burnout as compared to their older colleagues.

Beaver et al. (1986) in a study on critical care and non-critical care nurses concluded that age is a predictor of burnout. It was indicated that as the age increased, frequency of feelings of depersonalization dimension of burnout declined. It showed that burnout afflicts younger nurses as compared to the experienced ones.
Fimian and Blanton (1987) perceived that experienced burnout and role problems exhibited by less and more experienced teachers are comparable.

Jamuna and Ushasree (1990) interpreted that proneness to burnout is more in younger and less experienced teachers as compared to those teachers who are more experienced.

Basi (1990) in her research found that the length of the service or teaching experience had no effect on emotional exhaustion and personal accomplishment dimensions of burnout. Depersonalization was reported as significantly higher in the case of younger teachers i.e. the teachers with less experience (0-5 years) whereas it dipped down on lower side in the case of teachers having more (above 11 years) teaching experience.

Friedman (1991) inferred that experience of teaching i.e. length of the service mattered significantly in high and low burnout cases.

Finch and Krantz (1991) noticed in their study on burnout among psychiatric rehabilitation counsellors that the younger employees exhibited higher extent of burnout.

Kamau (1992) reported that teaching experience has got significant relationship with all the three dimensions of burnout. Teachers with less experience (0-9 years), in comparison to those with more experience (10-19 years) and even much more experience (20-29 years) were more emotionally exhausted, more depersonalized and reflected lower level of personal accomplishment. The comparison for level of burnout between teachers with (10-19) years and (20-29) years of teaching experience showed concurrence with the preceding findings that burnout is lower in experienced teachers.

Mishra (1992) advocated significant relationship between length of service, depersonalization and personal accomplishment. He further interpreted that teachers with less experience scored high on depersonalization than those who have long standing in profession.
Misra (1992) analysed the relationship of burnout and stress in teaching profession and observed that teachers having less teaching experience are more emotionally exhausted and teachers with high experience feel less emotional exhaustion.

Price and Spence (1994) on the basis of their study on burnout among drug and alcohol counselling employees provided empirical evidence that higher level of burnout was experienced by younger employees. The study specifically mentioned elevated range of score on emotional exhaustion and depersonalization dimensions of burnout among younger employees.

Roberio and Bhargava (1994) also studied the relationship of burnout and age among teachers. They inferred that younger teachers i.e. those who are comparatively new to the teaching profession are more impersonal than older teachers. In other words, the study revealed that teachers with less teaching experience are more burned out.

Garrett (1995) reported on the basis of study conducted on 253 high school teachers of Georgia that number of years in teaching and number of years in current school are related to emotional exhaustion dimension of burnout. His findings pointed out that less experienced teachers and teachers new to the school experienced low level of burnout and that too less frequently for emotional exhaustion dimensions of burnout.

Singh (1996) concluded in his study that length of the service (experience in teaching) does not affect burnout. He detailed that the three dimensions—enthusiasm, frustration and alienation of Clouse-Whitaker Career Attitude Inventory – a self analysis in career burnout, are not affected by length of service in teaching profession.

Rama (1998) on basis of study conducted on 120 randomly selected male and female primary school teachers found that more experienced teachers were less burned out as compared to their counterparts with fewer years of experience.
Uppal (1998) in his exploration on stress and burnout among Indian coaches inferred that less experienced coaches (i.e. coaches having experience of less than six years) were more burned out as compared to coaches with more experience of service.

Sood (1999) on the basis of her study on professional burnout among nurses supported that experience in profession or length of service is a significant factor in burnout. The investigation reported that nurses with more length of service (sample divided in more and less length of service groups on the criteria of upper and lower twenty seven percent of the total cases) were significantly more burned out than those nurses who have less number of years in service. The nurses with more years in profession exhibited significantly higher level of emotional exhaustion, depersonalization and significantly lower level of personal accomplishment dimension of burnout, as compared to the group of nurses with less number of years in professional service.

Singh (1999) supported that the male younger teachers having teaching experience in the range of (0-5) years exhibited higher level of burnout as compared to their female counterparts within the same range of teaching experience.

Egyed (2000) indicated that the number of years of teaching was not significantly associated with burnout.

Awasthi (2001) in her investigation on burnout among 318 library professionals of universities and colleges of Punjab, Haryana and Chandigarh found that professional experience has no significant effect on burnout. The t-values testing significance of difference between mean scores of four groups of different professional experience (less than 5 years, 6-10 years, 11-20 years and above 21 years) on the three dimensions of burnout i.e. emotional exhaustion, depersonalization and personal accomplishment came out to be non-significant.

Singh, Sharma and Verma (2002) hold the view that teaching experience had significant and negative relationship with perception of burnout i.e. higher the teaching experience, lower the level of burnout and vice-versa.
Singhal (2004) pointed out that length of teaching experience contributed towards perception of burnout among regular and special schools teachers.

According to Lau, Yuen and Chan (2005) less experienced, junior teachers and teachers without completing their professional training were more burned out.

Mabry (2006) assessed the factors which predict burnout among teachers. The data collected from 356 teachers working at three different levels of school i.e. elementary, middle and high, offered evidence that the age of the teacher and years of teaching experience are not significantly related to burnout among teachers.

### 2.3.3 Burnout and some other Demographic Variables

Harrison (1983) attempted to explore the sources of teacher burnout. It was concluded on the basis of the study conducted on elementary school teachers of Mississippi that age does not affect stress and burnout among teachers. It was also reported that level of education and present teaching position held have no significant relationship with experienced burnout.

Basi (1990) reported in her investigation on 440 trained graduate language teachers from rural and urban areas of Punjab that no significant difference exists between rural and urban teachers in their burnout level.

Kamau (1992) obtained significant differences on three dimensions of burnout among high school teachers working in government and privately managed schools. Government school teachers were emotionally less exhausted, less depersonalized and more personally accomplished than their counterparts working in private schools. The study further inferred that there are no significant differences on emotional exhaustion and depersonalization dimensions of burnout among high school teachers working in rural and urban areas.

Price and Spence (1994) conducted a study on drug and alcohol counselling service employees of Australia to explore into burnout phenomenon. The analysis of data of 120 counsellors observed the existence of non-significant difference on emotional exhaustion and depersonalization dimension of burnout across type of
management i.e. government counselling, government non-counselling, non-government counselling and non-government, non-counselling groups. However significant differences were reported among these groups on personal accomplishment. This shows that personal accomplishment of the employees is affected by the type of management. The study further added that younger employees experience higher level of burnout as compared to experienced employees. A decline in the level of burnout is reported as the age increases.

Derobbio (1996) after exploring factors accounting for burnout among secondary school teachers observed that age, grade level taught and gender contributed towards significant variance in depersonalization dimension of burnout whereas all these three variable did not account for significant variance in the other two dimensions of burnout i.e. emotional exhaustion and personal accomplishment.

Chi (1996) noticed on the basis of research study conducted on 809 secondary school teachers of Taiwan that age is associated with all the three dimensions of burnout i.e. emotional exhaustion, depersonalization and personal accomplishment.

Aggarwal (1997) conducted a study on 180 college teachers participating in orientation and refresher courses at three different academic staff colleges to explore perception of burnout and locus of control. It was concluded that lecturers working in government colleges experience lower level of burnout than those lecturers who are working in private colleges. Government college lecturers were less emotionally exhausted, less depersonalized but perceived high level of personal accomplishment as compared to private college lecturers.

Rama (1997) on the basis of his research on 120 primary school teachers of Vizianagaram district concluded that burnout phenomenon exists more among urban primary school teachers than their counterparts working in rural schools. The analysis of randomly selected sample further yielded that primary teachers working in missionary schools were more prone to burnout behaviour as compared
to their counterparts teaching in aided schools, government schools and schools managed by panchayati raj system.

Sood (1999) put forward empirical evidence to reveal that trained nurses working in private hospitals were significantly more emotionally exhausted and depersonalized than nurses working in government hospitals though overall the range of emotional exhaustion fell in the lower category of burnout. However, the level of personal accomplishment came out as significantly higher in the case of nurses providing service in government hospitals as compared to nurses working in private hospitals.

Wageman (1999) researched on burnout among post secondary faculty in North Dakota and observed that significant differences exist in the extent of burnout in relation to age.

Budinick (2000) collected data from 119 teachers from public school system teaching kindergarten through twelfth grade to research on teacher burnout and school psychologist support. As a part of study, the investigator also assessed extent of burnout in relation to certain demographic variables. The exploration revealed that primary school teachers experience significantly higher level of burnout (on emotional exhaustion dimension) than teachers working in middle schools. It was further asserted that high school teachers perceive significantly higher extent of burnout (on personal accomplishment dimension) than teachers providing service in primary schools. The study raised school setting as a variable accounting for teacher burnout.

Bajwa (2001) aimed at studying burnout among working nurses and their coping strategies. The sample contained 400 nurses working in the hospitals of Punjab and Chandigarh. The investigation asserted that nurses working in government hospitals exhibited significantly high score on personal accomplishment dimension of burnout as compared to their counterparts working in private hospitals, where as the differences on other two dimensions of burnout i.e. emotional exhaustion and depersonalization came out to be non-significant.
The study further added that length of the service and age are significantly related to burnout. Those nurses with longer years in service and more in age showed significantly more personal accomplishment than those nurses who were less experienced and younger in age. Qualification, marital status, type of family, type of accommodation of nurses had no significant relationship with any of the dimensions of burnout i.e. emotional exhaustion, depersonalization and personal accomplishment.

Awasthi (2001) in her study on library professionals working in the universities of Punjab, Haryana and Chandigarh and their constituent colleges revealed that no significant differences exist on burnout among library professionals working in rural and urban areas. All the three dimensions of burnout i.e. emotional exhaustion, depersonalization and personal accomplishment exhibited non-significant differences. The study further reported that age is not a significant predictor of burnout as the t-values on emotional exhaustion, depersonalization and personal accomplishment dimension of burnout reflected non-significant differences across four age groups i.e. 21-30 years, 31-40 years, 41-50 years and 51 or more years.

Mishra and Rani (2001) opined that younger employees experience greater burnout in their job as compared to their colleagues in the older age group.

Hassanzadeh, Khalilian and Enayati (2004) explored the relationship between personality types and job burnout. The study conducted on high school principals also focused light on job burnout in younger and older principals. It was concluded that burnout level differs significantly between younger and older principals indicating that burnout is a function of age.

Duggal (2004) made an exploration on burnout among school teachers. The sample drawn from 300 female teachers working in government, private and public schools of rural and urban areas of Punjab and Chandigarh. The analysis of data churned out that rural school teachers are significantly more burned out than teachers working in urban schools. The study further added that private school
teachers were significantly more burned out than teachers working in government schools whereas no significant difference emerged on burnout among government and public school teachers. The comparison revealed that private school teachers are significantly more emotionally exhausted and depersonalized than public school teachers though no significant difference came out on personal accomplishment dimension of burnout.

Lau, Yuen and Chan (2005) reported in concurrence of the above studies that age accounted for significant variance on teacher burnout. Two dimensions of burnout i.e. emotional exhaustion and depersonalization were predicted strongly by age among school teachers of Hong Kong.

Gupta (2005) found that personal accomplishment of private school teachers was significantly higher than government school teachers. However, no significant difference was reported on emotional exhaustion and depersonalization dimensions of burnout among government and private secondary school teachers.

Sharma (2006) while studying burnout among school teachers in relation to optimistic and pessimistic attitude also explored burnout in relation to certain demographic variables. She compared burnout among senior secondary school teachers working in government and private schools and reported that government school teachers were significantly more emotionally exhausted, depersonalized and show significantly lower level of personal accomplishment as compared to teachers working in private schools.

Mabry (2006) while investigating teacher burnout factors among teachers working in school system in Tennessee found that location of school, ethnicity, school level, class size and highest degree obtained by teachers are not statistically significant factors predicting burnout.
2.4 BURNOUT AND CERTAIN OTHER PSYCHOLOGICAL VARIABLES

Riggar, Godley and Hafer (1984) summarized in their research study that burnout negatively affects job-satisfaction. The investigation which focused on burnout and job-satisfaction in rehabilitation administrators and direct service providers exhibited that the three measures of burnout i.e. emotional exhaustion, depersonalization and personal accomplishment are inversely related to the level of job-satisfaction i.e. higher the burnout, lower the job-satisfaction and vice-versa.

Anderson and Iwanicki (1984) observed that when teacher's needs for self-actualization and maintaining self-esteem were not met, the probability of burnout behaviour increased.

Gold (1985) surveyed the personal and life history variables and burnout among elementary and junior high school teachers. The study pointed out certain personality variables such as excitability, idealism, dedication and compulsiveness to be related to burnout among teachers.

Hurst (1990) made an analysis of the relationship existing between decisional state and burnout. The data collected from teachers working in community colleges revealed significant relationship between decisional state of the individual and level of burnout. The study reflected upon the fact that the instructors who were showing high level of burnout perceived themselves as being decisionally deprived of while working in the institution.

Kamau (1992) explored burnout, locus of control and mental health of teachers in eastern province of Kenya. On the basis of data collected from 400 school teachers, she reported that emotional exhaustion and depersonalization dimensions of burnout were found to be negatively correlated with mental health measures whereas personal accomplishment dimension of burnout came out as positively correlated with mental health. In other words, teachers experiencing good mental health are low on emotional exhaustion and depersonalization and show high personal accomplishment. The study further observed that emotional exhaustion and depersonalization measurers of burnout were positively but non-
significantly related with external locus of control and personal accomplishment dimension of burnout was negatively but non-significantly correlated with external locus of control.

Friedman and Farber (1992) examined the professional self-concept as a predictor of teacher burnout. On the basis of their analysis they observed that discrepancy between teachers' view of themselves as professionally competent and professionally satisfied showed the strongest correlation with burnout. The reported strength of relationship between the variables under study existed in terms of how teachers perceive themselves rather than how they feel that others perceive them.

Gupta and Kaur (1994) compared level of burnout among more and less competent teachers. Their study revealed that more competent teachers are significantly less emotionally exhausted as compared to less competent teachers. Teachers showing high level of teaching competency signaled better personal accomplishment but the groups of more and less competent teachers did not indicate statistically significant difference on depersonalization dimension of burnout.

Byrne (1994) concluded that self-esteem and external locus of control act as important mediators contributing towards burnout among teachers.

Semmer (1996) assessed individual differences, work stress and health and concluded that low levels of hardiness, poor self-esteem, external locus of control and an avoidant coping style typically constitute the profile of a stress prone individual and results from the burnout research confirm the emergence of this profile of personality of a burned out individual.

Gonzalez (1997) researched on relationship of stress, burnout, hardiness and social support. The analysis of data collected from urban secondary school teachers indicated a significant role of stress in the burnout process. It was further added that hardiness acts as a significant predictor of burnout, students' lack of
discipline and lack of motivation on their part came out as primary sources of teacher stress and significant factors contributing towards burnout.

Bilisko (1998) investigated linkage between hardiness and burnout. It was concluded that hardiness is negatively related to the incidence of burnout among critical care nurses.

Rama (1998) who explored the impact of burnout on teacher efficiency and school effectiveness observed that burnout pulls down efficiency in teaching which leads to a fall in the standards of school and school effectiveness is adversely affected.

Singh (1999) after carrying out a research study on well-being and job burnout among navodaya vidyalaya teachers found that well-being and burnout are negatively correlated. High well-being leads towards lower level of job burnout and vice-versa.

Smith (1999) explored teacher burnout and explanatory style i.e. teacher’s way of viewing and explaining life’s circumstances. The research observed a positive relationship between burnout and negative explanatory style, though the degree of relationship emerged as non-significant.

Wageman (1999) reported that perceived level of pressure to engage in publishing or creative production has got significant relationship with extent of burnout. The study on post secondary faculty of North Dakota further revealed that those who felt pressure to do scholarly activity exhibited higher level of emotional exhaustion dimension of burnout than those faculty members who perceived no pressure.

Madden-Szeszko (2000) reported that level of burnout significantly contributes towards teacher efficacy. The study revealed that personal accomplishment dimension of burnout is a significant predictor of teacher efficacy. The results showed a significant positive correlation between personal accomplishment and teacher efficacy—the higher the level of personal accomplishment, the higher the teacher efficacy.
Fothergill (2000) assessed the levels of stress, burnout and coping carried out an all-Wales survey on 103 mental health nurses, and found that nurses with high self-esteem reflected lower levels of depersonalization, experience better sense of personal accomplishment and good coping skills.

Jeanneau and Armelius (2000) explored the relationship between burnout and self-image of 754 mental health workers and revealed that highly burned out persons had significantly more negative self-image than the staff who experienced low level of burnout.

Sehgal (2000) asserted that managers showing high Type A behaviour and expressing external locus of control were found to be high on job burnout.

Khalique (2001) carried out a study to explore burnout in relation to self-esteem and introversion-extroversion. The data collected from 600 elementary school teachers from Barpeta and Kamrup districts of Assam revealed that teachers with high self-concept experience significantly more emotional exhaustion and better accomplishment as compared to teachers having low self-esteem. However no significant difference on depersonalization dimension of burnout emerged on comparing high and low self-esteem groups. The investigation also found that introverts feel less emotionally exhausted and depersonalized than extrovert personalities, meaning thereby that extraversion leads towards burnout behaviour.

Anand (2001) carried out a study on burnout, self-efficacy, ego strength and work environment in an industrial setup. The data of 187 manager level employees revealed that burnout is significantly related to ego strength. Burnout was found to be significantly less in subjects with high ego strength as compared to those subjects who had low ego strength. The research further noticed that subjects low on self-efficacy showed relatively high degree of burnout as compared to those having high self-efficacy.

Evers, Brouwers and Tomic (2002) found that self-efficacy beliefs were significantly and positively correlated with depersonalization and emotional
exhaustion dimensions of burnout and significantly but negatively related with personal accomplishment—the third dimension of burnout.

George (2002) in her study on 300 professionally trained nurses found that emotional exhaustion and depersonalization dimensions of burnout are negatively correlated with hardiness. Personal accomplishment dimension of burnout showed a positive correlation with total score of hardiness. It was further added that 'commitment and challenge' dimensions of hardiness is prominent predictor of personal accomplishment.

Friedman (2003) surveyed 322 Israeli teachers in order to study self-efficacy, burnout and interpersonal relations efficacy. The results of investigation summarized that self-efficacy was negatively related with level of burnout i.e. higher the self-efficacy lower the level of burnout and vice-versa. Two forms of relations efficacy namely organizational influence efficacy and consideration efficacy came out as important predictors of all the three facets of burnout.

Jennett, Harris and Mesibov (2003) conducted a study on commitment to philosophy, teacher efficacy and burnout among teachers of children with autism. The results of this exploration indicate that commitment to philosophy or to a theoretical orientation is correlated to higher professional self-efficacy and lower level of burnout. The research supports the view that commitment to an underlying philosophy acts as a significant factor in teaching efficacy and burnout.

Verma, Singh and Sharma (2003) aimed at exploring relationship between burnout and effectiveness of primary school teachers. The result of this study unfolded that burnout and teacher effectiveness are significantly and negatively correlated. The teachers experiencing low burnout are reported as more effective as compared to teachers showing average or high level of burnout.

Tatar and Horenczyk (2003) made an attempt to investigate ‘diversity-related burnout’ among Israeli school teachers. The study aimed at assessing burnout among those teachers who cope up with children from culturally diverse backgrounds. The research revealed that though diversity-related burnout is
empirically distinguishable from the traditional concept of burnout but both are positively correlated. Teacher's background in terms of grade level and job role, degree of cultural heterogeneity and school organizational culture related to multiculturalism were reported as important predictors of diversity-related burnout among teachers.

Hassanzadeh, Khalilian and Enayati (2004) researched on the relationship between A and B personality types and job burnout among principals. The study on 120 high school principals observed that burnout is different between principals having Type A and Type B personality patterns thus leading to the conclusion that burnout is a function of personality type.

Howard and Johnson (2004) in their qualitative research conducted on teachers of disadvantaged schools studied resilience as a resisting factor in stress and burnout. The investigation unfolded the negative bond between resilience and burnout. The teachers who had resilience in terms of sense of urgency, strong support group i.e. competent and caring leadership, pride in achievements and competence in areas of personal importance, were resistant to burnout. The teachers highlighted that the learned resiliency helped them in resisting burnout syndrome.

Sharma (2006) focused on relationship between burnout and optimistic-pessimistic attitude. The study based on a sample of 200 senior secondary school teachers revealed a negative and significant correlation between burnout and optimistic-pessimistic attitude on emotional exhaustion and depersonalization dimensions of burnout. Though a negative relationship is reported between personal accomplishment dimension of burnout and optimistic-pessimistic attitude but the degree came out to be non-significant.

2.5 OVERVIEW

The spectrum of studies reviewed relating to extent of burnout among human service professionals, including teachers, doctors and nurses churn out a considerable variation across different professions and within the same profession.
Majority of the studies reviewed are on teachers and extent of burnout experienced by teachers range from low to high levels. In Indian context almost an equal number of studies show prevalence of high and low levels of burnout among teachers. On the basis of studies reflecting upon extent of burnout nothing can be stated in absolute terms.

All the studies show interaction between various organizational variables like job situation, occupational conditions, work environment, cultural factors and stress experienced by human service professionals. The trend which emerges depicts that both institutional factors and stress experienced by service providers interact with each other to develop burnout syndrome.

Studies reviewed on gender differences in relation to burnout reflect on non-existence of gender differences on burnout, though a good number of studies show gender differences. Hence it is hard to make a statement either way on the issue of gender differences on burnout.

The review of research studies concerning the relationship of teaching experiences with extent of burnout clearly indicates that teachers who are new in the profession or teachers having less number of years in the teaching profession are comparatively more burned out than their colleagues having more teaching experience. Two separate studies of Garrett (1995) and Rama (1976) take an opposite posture and report that teachers with less teaching experience show lower level of burnout and highly experienced teachers exhibit high levels of burnout. There are also some studies showing no significant relationship of years in service and burnout. Though the review revealed three different strata of investigations throwing light on relationship of burnout and experience in profession but the trend which prominently emerged reflects upon the findings that young and new entrants in the profession experience high level of burnout.

The analysis of studies on some other demographic variables i.e. age, location of institution (rural-urban), type of management (government-private) does not help in evolving a particular trend. A variety of studies reported relationship of burnout with age, location and type of management on a continuum
of 'significant difference exists' to 'significant difference does not exist'. So the amount of studies reviewed and polarization of studies in both ways hinders the emergence of any directional trend.

The review of studies showing relationship of burnout with other variables clearly expresses that burnout is related to a broad spectrum of variables. The galaxy of factors that lead towards burnout, are both institutional and personality factors. No doubt the institutional factors show their vastness as significant predictors of burnout but personality factors also emerge as pre-dispositional factors in the development, resistance and coping with burnout syndrome. Though the role of organizational and personality variables is well established as manifested in the research literature but the scant amount of research on non-organizational variables (e.g. home environment, family relations etc.) does not diminish their importance in burnout process. The perusal of studies under review reflects that majority of the studies conducted are on school teachers and that is true in the case of the state of Punjab also. Since the issue of burnout syndrome among college teachers has not been explored in order to understand the phenomenon and identify its causes - both institutional and personal, the present study has been undertaken to test the hypotheses as stated below.

2.6 HYPOTHESES

1. The male college teachers will not differ significantly from female college teachers in terms of Burnout dimensions of Emotional Exhaustion, Depersonalization and Personal Accomplishment.

2. There will be no significant difference among teachers working in rural and urban colleges in terms of Burnout dimensions of Emotional Exhaustion, Depersonalization and Personal Accomplishment.

3. There will be no significant difference among private and government college teachers in terms of Burnout dimensions of Emotional Exhaustion, Depersonalization and Personal Accomplishment.
4. The college teachers having teaching experience of ‘upto 10 years’, ‘11-27 years’ and ‘28 or more years’ will differ significantly amongst each other in terms of Burnout dimensions of Emotional Exhaustion, Depersonalization and Personal Accomplishment.

5. The college teachers with high level of organisational role stress will exhibit significant differences in Burnout dimensions of Emotional Exhaustion, Depersonalization and Personal Accomplishment as compared to their counterparts with average and low levels of organisational role stress.

6. The college teachers perceiving better institutional climate will differ significantly in Burnout dimensions of Emotional Exhaustion, Depersonalization and Personal Accomplishment as compared to their counterparts perceiving good and poor institutional climate.

7. There will be significant interaction effect of organisational role stress and institutional climate on Burnout dimensions of Emotional Exhaustion, Depersonalization and Personal Accomplishment among college teachers.