CHAPTER II

REVIEW OF RELATED LITERATURE
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2.1 Introduction:

Literature review is another important component of research proposal and it is concerned with the study of earlier research that was carried out in the fields similar to the proposed research topic. This literature review provided a researcher better insights into the research work that was undertaken in the field of proposed research problem. With this literature review, a researcher understood research gaps in terms of the areas which appeared to be relevant and should have been studied but not studied; variables/parameters should have been given emphasis but not have been given; particular data should have been used but not used; particular analytical tool should have been employed to analyze and understand the issues in question but not have been employed, etc.

The literature in any field forms the foundation upon which all future work must be built.
It helped the researcher in avoiding sterile approaches and unintentional duplication, provided insight into methods, and facilitated interpretation of the results of the study.

The current research has been integrally connected with past researches. The researcher surveyed various literatures from both primary and secondary resources.

The researcher surveyed numerous journals, research papers, dissertations, theses, publications, indexes, directories, bibliographies, technical reports, and websites. This survey could help the researcher in analyzing researches in the field of education.

Very few direct studies were available on teacher burnout in relation to job satisfaction and other variables especially at engineering college level in India.
2.2 Related literature survey – A need:

Review of related literature provided a summary of the writings of recognized authorities and the previous researches provided evidence that the researcher had been familiar with what is already known and what is still unknown and not investigated. Since effective research is looked upon on past knowledge, this step helped to eliminate the duplication of what has been done and provided useful hypothesis and helpful suggestions for significant investigation.

It also provided solution to some unanswered questions after experimentation on a sample. This chapter has dealt with 59 past researches in the area of teacher burnout in India and abroad.
2.3 Review of past researches:

1. Year: 1950

**Researcher:** Hop pock R and Super D.E.

**Problem:** Vocational and educational satisfaction.

**Findings:** The researcher conceived the development of job satisfaction with age as critical.

2. Year: 1957

**Researcher:** Hertzberg, F.

**Problem:** Work and nature of man.

**Findings:** The author noted that job satisfaction was high among young workers and went down during the first few years of employment. The low point was reached when the employees were in the middle of their career. After that satisfaction climbed steadily with age.

3. Year: 1965

**Researcher:** Hulin C.L and Smith, P.C.

**Problem:** A linear model of job satisfaction.
Findings - The researcher argued that there was curvilinear relationship between age and job satisfaction.

4. Year: 1975

Researcher: Olson R.C

Problem: A comparative study of the effect of behavioral objectiveness on class performance and relation in physical science.

Findings: The researcher found that age was one of the variables which had most significant and positive impact on job satisfaction and burnout. He studied on education teacher coordinators.

5. Year: 1977

Researcher: Chen W.S.

Problem: The job satisfaction of school teachers in the republic of China as related to personal and organizational characteristics.

Findings: The researcher found that job satisfaction was low in the age group of 21 - 25 years. Job
satisfaction then increased up to the age of 45 and then started decreasing till the age of 50. Thereafter, the job satisfaction went up again.

6. Year: 1980
Researcher: Gupta S.P.
Problem: A study of job satisfaction at three levels of teaching.
Findings: The researcher found that there was U – shaped relationship between age and job satisfaction.

7. Year: 1980
Researcher: Porwal N.K.
Problem: Personality correlates of job satisfaction.
Findings: The researcher found that age exerted adverse impact on job satisfaction.

8. Year: 1980
Researcher: Bowen B.E.
Problem: Job satisfaction of teacher educators in agriculture.
Findings: The researcher found that there was no significant relationship between age and job satisfaction.

9. Year: 1985

Researcher: Friedman and Lotan

Problem: High and low-burnout school: School culture aspects of teacher burnout.

Findings: The researcher found out that burnout rose with teacher’s age (and years of experience), it reached a peak at the age group of 41 to 45 years (20-24 years of experience) and then it declined.

10. Year: 1990

Researcher: Chukwuemeka S.M.

Problem: An examination of teacher stress and burnout concerning teachers’ opinions towards teaching as a profession.

Findings: The researcher reported that the teacher’s age did produce a significant effect on their attitudes towards job related stress. Ethnicity and experience
had a significant effect on teachers’ attitudes towards job related stress. The variables produced a significant effect on the attitudes of teachers towards job related stress.

11. Year: 1990

Researcher: Yoon L.H.

Problem: Social service workers burnout and their work environment.

Findings: The researcher in his study found that individual factors and work environmental factors were associated with burnout and job satisfaction. The personal growth dimension was perceived as the intrinsic source of stress and the policy dimension is the most stress provoking aspect of social service work. Supervision and management were recognized as both contributors to and mitigating factors of burnout.
12. **Year:** 1990  
**Researcher:** Swenson D.N  
**Problem:** An analysis of burnout rates among special education teachers across special day class category, organization and site variation’  
**Findings:** The researcher reported that the teachers employed by the state, and those who worked on isolated sites exhibited significantly higher rates of burnout than their counterparts.

13. **Year:** 1990  
**Researcher:** Marie A Schiavo  
**Problem:** The relationship between stress, hardiness and burnout in college of education deans.  
**Findings** - The researcher came to the conclusion that the more years in administration and greater the size of institution, the less burnout was experienced by the deans; the older the dean and more years in the present position, the less the dean was burnout. The larger the size of the institution and the larger
the undergraduate and graduate enrollments the greater the burnout experienced by the deans; older the dean, the more years in the present position and the more years in administration, the less stress was experienced by the deans; and higher the degree earned and larger the size of the institution, the greater the hardiness of the deans in the sample.

14. **Year**: 1990

**Researcher**: David C.S.

**Problem**: An analysis of stress, burnout and job satisfaction among respiratory care practitioners in Georgia.

**Findings**: The researcher in this study found that there were clearly significant relationship between certain organizational, job specific and individual variables and burnout. Of these variables the strongest predictors of burnout were time off, control, nursing respect, role clarity, job stress, and satisfaction with work, age, number of dependent
children at home, social support and health. Further, burnout, absenteeism and attrition were related. Finally, as job satisfaction declined, burnout increased.

15. Year: 1991

Researcher: Sadek S.A.

Problem: Stress job satisfaction and burnout ofwaivered / bilingual and English only teachers.

Findings: The researcher found that job satisfaction was positively related to age, marital status and household size. Burnout levels decreased with age, years of teaching, and years at one school. Burnout decreased as teachers changed from probationary to tenured status. Stress and burnout levels of teachers were positively related and decreased their level of job satisfaction and increased their level of burnout.

16. Year: 1991

Researcher: Melissa U.M.
Problems: Organizational and individual factors associated with job satisfaction and burnout of community social service workers.

Findings: The researcher reported that workers were satisfied with the amount of praise delivered by supervisors and reportedly dissatisfied with salary levels and promotional opportunities. Correlates of satisfaction and burnout can be altered in order to maintain employee satisfaction and reduce burnout, absenteeism and turnover.

17. Year: 1991

Researcher: Ann. E.C.

Problem: The effect of observational feedback on burnout levels of elementary physical education teachers.

Findings: The researcher reported that Burnout levels failed to change significantly during the course of the school year for all of the teachers, though there was a trend that indicated that the measure of
depersonalization may change over time. The result also showed that majority of the teachers had low or moderate levels of burnout throughout the school year.

18. **Year:** 1991

**Researcher:** Kendrick L.N.

**Problem:** Teacher characteristics, burnout and tolerance for the child behavior.

**Findings:** The researcher reported that race was related to both teacher tolerance and burnout. Black teachers were found to report less frequent emotional exhaustion and depersonalization. They were also more tolerant of socially defiant behaviors.

19. **Year:** 1991

**Researcher:** Robbins S.P.

**Problem:** Organizational behavior in older employees.

**Findings:** The researcher found overwhelming evidence indicating a positive association between
age and job – satisfaction. However, in jobs where workers were subjected to dramatic changes causing their skills to become obsolete, such as those affected by the computer, the satisfaction of older employees was likely to be lower than that of younger employees.

20. Year: 1991

Researcher: Mulkins M.T.

Problem: An assessment of academic stress and burnout.

Findings: The researcher reported that professors who published three or more articles per year and contributed 20% or more of their time to research were significantly more burnout than those who devoted less of their time to research.


Researcher: Plummer B.S.

Problem: Factors associated with burnout in assistant principals in South Caroline.
**Findings:** The researcher reported that high levels of emotional exhaustion were associated with high levels of role conflict/role ambiguity and a negative perception of the impact of school reform. A significant relationship between depersonalization sub scale and role conflict was found. High levels of depersonalization were associated with high levels of role conflict. Assistant principals with more years of teaching experience reported lower level of emotional exhaustion.

**22. Year:** 1991

**Researcher:** Friedman I.A

**Problem:** High and low burnout schools: School culture aspects of teacher burnout.

**Findings:** The researcher found that four major school culture variables contributed to teacher’s burnout.
Drive towards measurable goal-achievement behavior imposed on teachers by school administration,

Lack of trust in teacher’s professional adequacy, circumscribing school culture, disagreeable physical environment, age, sex, level of education and number of years in teaching were background variables also associated with high and low levels of burnout.

23. Year: 1992

Researcher: Friedman I.A. and Farber B.A.

Problem: Professional self concept as a predictor of teacher burnout.

Findings: The researchers indicated that of several dimensions of professional self concept, professional satisfaction how teachers feel about the gratification they receive from teaching – bore the strongest negative correlation to burnout; that among the possible discrepancies among scores on the self concept dimensions discrepancy between teachers’
views of themselves as professionally competent and professionally satisfied bore the strongest correlation to burnout; existed in terms of how teachers perceive themselves rather than how they feel that others perceive them; and that from the point of view of teachers, both parents and principals had an exaggerated sense of teachers’ professional satisfaction and discrepancies in both cases were significantly correlated with burnout.

24. **Year**: 1992

**Researcher**: Trigo F.L.D. Santos

**Problem**: Attitudes and beliefs of the Portuguese secondary school teachers about their work satisfaction, dissatisfaction and burnout.

**Findings**: The researchers reported that responsibility, achievement and work were the intrinsic factors that contributed most to satisfaction and that were found to be actual satisfiers. Salary, policies, status and working conditions were the
extrinsic factors that contributed most to teachers’ dissatisfaction. The results also indicated that 30% of the sampled teachers evidenced the presence of burnout.

25. Year: 1993

Researcher: Buckley G.G.

Problem: The relationship of burnout and job satisfaction in human service workers.

Findings: The researcher reported that emotional exhaustions scores were negatively correlated (r = -0.24) with job satisfaction scores. A positive correlation (r =0.29) was found to exist between the personnel accomplishment subscale of the MBI and job satisfaction.

26. Year: 1993

Researcher: Anna. J

Problem: An analysis of occupational burnout among teachers in selected urban schools.
**Findings:** The researchers reported that any attempt to predict teacher burnout should take into consideration marital status, ethnicity and sex. These variables accounted for 27.4% of variance of teacher burnout.

**27. Year:** 1994

**Researcher:** Adelman and Taylor

**Problem:** Burnout in child protective service workers: A Longitudinal study.

**Findings:** The researchers found that all scales of the Maslach Burnout Inventory showed significantly increased burnout. Environmental factors measured by the work Environment scale were significantly related to change in burnout with initial levels of burnout controlled. The relations of environmental factors to changes in burnout were consistent with previous, non-quantitative descriptions of the child protective service job.
28. **Year**: 1994  
**Researcher**: Lee N  
**Problem**: Burnout of school counselors in South Carolina.  
**Findings**: The researcher found that there were no statistically significant differences in the level of burnout in school counselors based on selected personal variables and selected school variables.

29. **Year**: 1994  
**Researcher**: Dow M; Shaw S.M.  
**Problem**: A study of special education student teacher ratio and caseloads in Oregon and their impact upon teachers’ perceptions of success, job satisfaction and burnout.  
**Findings**: The researcher reported that data were examined for the total sample (N = 426) and three sub groups, full time traditional (FTT), Full time Non Traditional (FTNT), and part time (PT).
For the total sample, no significant relationship was found between STR or caseload, and success and satisfaction. Significant relationships were found between STR and caseload, and emotional exhaustion for the total sample. For the FTT, a significant relationship was found between STR and emotion exhaustion and depersonalization. For FTNT, a significant relationship was found between case load and emotional exhaustion. For the PT group significant relationships were found between case load and success, and satisfaction, and emotional exhaustions.

30. Year: 1994

Researcher: Henry E.F.

Problem: The relationship of social support, occupational stress, burnout and job satisfaction among special education teachers.

Findings: The researcher that the higher the number of stressors experienced in special education, the
higher degree of burnout. A non-significant relationship, however, was found between the number of stressors experienced and job satisfaction. Teachers’ who were older and taught students with learning disabilities or average intelligence, or had greater diversity in the number of students taught each day, reported less burnout. Social support from supervisors and co-workers was associated consistently with the lower burnout and increased bob satisfaction. In general, the forms of support provided by family/ friends were not related strongly, either to burnout or to job satisfaction. Guidance, re-assurance of work, and reliable alliance with supervisors, as well as social integration, were the types of support associated most strongly with decreased burnout in special education.

31. Year : 1995

Researcher: Amar Singh A
**Problem:** A study of job satisfaction of polytechnic teachers in relation to personal and organizational variables.

**Findings:** The researcher arrived at the following results. The values of correlation \( (r = 0.251) \) between age and job satisfaction was found to be significant at 0.01 level. The value of correlation \( (r = 0.221) \) showed a positive significant relationship between experience and job satisfaction. The value of Chi square was found to be 6.96 which was insignificant at 0.05 levels.

**32. Year:** 1995

**Researcher:** Ann .E

**Problem:** Stress and job satisfaction amongst special education teachers in urban districts in Texas.

**Findings:** The researcher found that hiring and retaining special education teachers was more complex than addressing simple stress and job satisfaction issues.
**Problem:** The effects of school environment on teacher burnout.

**Findings:** The researcher found that, Emotional exhaustion correlated negatively with the perception of both the environmental factors and administrative support. The sense of depersonalization correlated negatively with the perception of each of the environmental factors, interpersonal problems, recognition and rewards and social support. The senses of personal accomplishment correlated positively with the perception of both interpersonal problems and recognition and rewards.

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**Year:** 1995

**Researcher:** Duke A; Wanita P.

**Problem:** Burnout among special education teachers and former special education teachers.

**Findings:** The researchers found that the teachers
remaining in special education evidenced significantly less emotional exhaustions and depersonalization than those who had switched to regular education or left teaching altogether. Teachers remaining in special education were slightly older, had more experience in special education field, and were more positive towards their job.

35. Year: 1995

Researcher: Friedman, I.A.

Problem: Student behavior patterns contributing to teacher burnout.

Findings: The researcher found that the typical student behaviors – disrespect, inattentiveness and sociability- accounted for 22% of teachers’ burnout. Humanistic teachers were affected mainly by disrespect, whereas custodial teachers were affected by inattentiveness. Burnout among male teachers was mainly affected by the students’ inattentiveness,
whereas burnout among female teachers was mainly affected by students’ disrespect.

36. Year: 1995

Researcher: Donald Philip

Problem: The effects of supervisory support, counselor characteristics, the work setting and social influence on burnout in mental counselors.

Findings: The researcher found that family service counselors’ burnout scores in comparison to the MBI norms were significantly higher for emotional exhaustion and lower for depersonalization and personal accomplishment. Significant associations were found between burnout and supervisor support, colleague personal support, colleague professional support, therapeutic success, work pressure, administrative authoritarianism, and client pathology. More supervisor support, colleague personal support, colleague professional support, therapeutic successes were associated with less
burnout. More work pressure, administrative authoritarianism, and client pathology were associated with more burnout. The counselor characteristics, gender and years of experience, had no significant relationship to burnout.

37. Year: 1995

Researcher: Janet Mobley

Problem: The relationship of the dual role assignment to the level of perceived burnout by secondary teachers.

Findings: The results indicated that emotional exhaustion was present in moderate levels, but depersonalization and feelings of lack of personal accomplishment were low among the secondary teachers’, regardless of the dual role assignments. There was no relationship found between burnout and demographic variables: age, gender, and years of experience. The role conflict was inversely related to emotional exhaustion and depersonalization of
secondary teachers with additional remunerated roles other than coaching. Role ambiguity did not affect the level burnout of secondary school teachers.

38. Year: 1995

Researcher: Whitaker Kathryn S

Problem: Principal burnout: Implications for professional development.

Findings: The researcher found that increased demands and work load, role ambiguity, lack of recognition and rewards, and decreasing autonomy were issues that caused with group of principals to question whether they wanted to remain in their jobs.

39. Year: 1996

Researcher: Edward A. Merritt

Problem: A study of burnout in private club management.

Findings: The researcher found that club house managers suffered highest in emotional exhaustion and General Managers in depersonalization.
Managers with less than 5 years experience and below 25 years of age scored highest in emotional exhaustion. Managers working 50 to 60 hours per week experienced highest depersonalization. Male managers were highest in emotional exhaustion depersonalization and personal accomplishment as well.

40. Year: 1997

Researcher: Onyett Steve

Problem: Job satisfaction and burnout among members of community mental health teams.

Findings: The researcher found that high emotional exhaustion was reported, particularly among consultants, psychiatrists, social workers, nurses and psychologists. High job satisfaction, high personal accomplishment, and low depersonalization were also found. Job satisfaction was associated with team role clarity and identification with the team. Case-load size and composition and the frequency with which
service users were seen were not associated with job satisfaction or burnout. Significant differences were found between disciplines on all variables except sick leave.

41. Year: 1998

Researcher: Burke; Ronald J.

Problem: Components of burnout, resources and gender – related Differences.

Findings: The researcher found that in women, co-worker support led to lower emotional exhaustion, and in men, supervisor and co-worker support led to higher personal accomplishment. Higher levels of internal control were associated with greater accomplishment in men only.

42. Year: 1998

Researcher: Tatrow Kristin

Problem: Occupational stress, burnout and health in teachers: A methodological and theoretical analysis.
**Findings:** The researcher found that the occupational stress and burnout were significantly associated with poor health in teachers. It was concluded that this area of research was ready for a shift to theory-based investigations that tested causal model of teacher stress and health with more sophisticated research designs and measurement strategies.

**43. Year:** 1999

**Researcher:** Weisberg Jacob

**Problem:** Teachers physical, mental and emotional burnout: Impact on intention to quit.

**Findings:** The researcher found, that both physical and mental exhaustion were positive and significant to influence the teacher’s intention to quit the job. The influences of emotional exhaustion were not significant; nor were the teachers’ ages. Tenure was negatively and significantly correlated with both burnout and intention to leave.
44. **Year:** 1999  
**Researcher:** Miller L  
**Problem:** Reframing teachers’ burnout in the context of school reform and teacher development in the United States.  
**Findings:** The study helped the researcher to reframe the organizational variables related to burnout in important and occasionally unexpected ways. The study further explored how professional development can serve as a buffer against some of the causes of burnout.

45. **Year:** 1999  
**Researcher:** Millicent H  
**Problem:** Stress and burnout in rural and urban secondary school teachers.  
**Findings:** The researcher found that the urban school teachers’ experienced significantly more stress from poor working conditions and poor staff relations than did rural school teachers. Stress from pupil
misbehavior and time pressures was significantly greater than stress from poor working conditions and poor staff relations for both rural and urban school teachers. Poor working conditions and time pressure predicted burnout for rural school teachers; pupil misbehavior and poor working conditions predicted burnout for urban school teachers.

46. Year: 1999

Researcher: Dworkin A. G.

Problem: Teacher burnout in public schools in New York.

Findings: The researchers explored some of the interconnections between burnout and commitment as well as similarities between burnout and alienation.

He developed models of burnout; the intention to quit and quitting behavior for the teachers of public school under study.

47. Year: 1999

Researcher: Cooley. E.
**Problem**: A study of special educators – Strategies to reduce Burnout.

**Findings**: The researcher conducted a study of special educators and related service providers. He evaluated the effects of two interventions on factors known to be correlated with the actual job turnover.

He provided practical solutions to the six most important sources of job burnout identified by him, viz; workload management, or reduction; increasing one’s control over the job, enhancing reward structure of the work place, creating a team spirit; attacking issues of fairness; attaching values to one’s perceptions of the work place; and ways to approach management.

**48. Year**: 1999

**Researcher**: Rene F.W.

**Problem**: A comparative study of teachers with others social professions on work stress and burnout symptoms.
Findings: Burnout among teachers was the focal topic of the study, in which a sample of about one thousand teachers was compared with the members of other social professions on burnout symptoms. The results for burnout and other measures of strain supported the idea that the teaching job carries more psychological and, to a lesser extent, more physical symptoms than other social professions.

49. Year: 1999

Researcher: Wilmar B.

Problem: Teacher burnout and lack of reciprocity: A critical study.

Findings: The researcher found that when teachers invested more than they got back from their school, they reported higher level of emotional exhaustion. At the interpersonal level, low outcomes from students were related to higher burnout levels; whereas at the organizational level, low investments were related to higher burnout levels.
50. Year: 1999

Researcher: Webster; Linda

Problem: Burnout and leadership in community mental health systems.

Findings: Results indicated a significant, although modest relationship between leadership responses and emotional exhaustion, and between leadership, clinical supervision, and depersonalization. However the correlations were small.

51. Year: 1999

Researcher: Kelchtermen, Geert.

Problem: Beyond Individual burnout: A perspective for improved schools.

Findings: The researchers proposed a set of guidelines that can help to redesign the school as a work place so as to reduce or to minimize the risk of teacher burnout. They provided some general assumptions and presented the guidelines at several
levels of school organization and their relation to the wider socio cultural and political environment.

This study was conducted on 200 schools at Louvian, Belgium.

52. Year: 2000

Researcher: Friedman Isaac. A.

Problem: Burnout in teachers – A study of Henrietta Szold Institute.

Findings: The researcher conceptualized burnout as a work related syndrome stemming from the individual’s perception of a significant gap between expectations of a successful professional performance and an observed; far less satisfying reality.

He examined this perception as a discrepancy between expected and observed levels of the individual’s professional self efficacy. The teaching profession and its service providers – teachers – service as a model to illustrate and support this
examination. He provided a number of suggestions for programs and activities to alleviate stress and burnout in teachers.

53. Year: 2000

Researcher: Schutte, Nico

Problem: The factorial validity of the Maslach Burnout Inventory – General survey across occupational groups and nations.

Findings: The factorial validity of the Maslach Burnout Inventory was investigated among employees of a multinational company in the forest industry.

The present study includes data from Finnish, Swedish and Dutch employees (N= 9055). The hypothesized three factors model of the MBI-GS (Exhaustion, Cynicism, Professional; efficacy) was replicated across occupational groups (i.e. managers, clerks, foreman technicians, blue collar workers) and nations. The fit of this model to the data was
superior to alternative one and two actor models in all samples under investigation. In addition, the three factor structure of the MBI-GS proved invariant across all occupational groups. The internal consistencies of three sub scales are satisfactory, excerpt for the cynicism scale in some sub samples. The researcher suggested excluding one ambiguous cynicism item.

Finally some differences in levels of burnout were found between nations and occupational groups that were consistent with earlier findings.

54. Year: 2000

Researcher: Brouwers, Andre

Problem: A longitudinal study of teacher burnout and perceived self-efficacy in classroom management.

Findings: This study examined the direction and time frame of relationships between perceived self efficacy in class room management and the three
dimensions of burnout among 234 secondary school teachers. Structural equation modeling (SEM) analyses indicated that perceived self efficacy had a longitudinal effect on depersonalization and a synchronous effect on personal accomplishment. However, the direction was reversed for the relationship between perceived self efficacy and emotional exhaustion. The researcher concluded that perceived self efficacy in classroom management must be taken into consideration when devising interventions both to prevent and to treat burnout among Secondary school teachers.

**55. Year**: 2003

**Researcher**: Jeffrey Dormon

**Problem**: Testing a model for teacher burnout’.

**Findings**: Research was conducted on the predictors of burnout in a sample of teachers in Queensland Private School. A total of 246 teachers responded to scales that assessed burnout, school and classroom
environments, work pressure, role overload, role ambiguity, role conflict, teaching efficacy, external locus of control, and self esteem. A hypothesized model of burnout was tested in a LISREL analyses with post hoc modifications indicating that overload, work pressure, classroom environment and self esteem were predictors of emotional exhaustion. Depersonalization was significantly related to emotional exhaustion, role conflict, and self-esteem and school environment. Teaching efficacy, self esteem and depersonalization were predictors of personal accomplishment.

56. Year: 2003

Researcher: Anthony Gary Dworkin, Lawrence. J. Saha

Problem: Teacher burnout and perceptions of a democratic school environment.

Findings: In the present study the researcher found that the democratic personnel policies and
practices of the principal exerted the strongest effect in lowering the burnout scores of the teachers. Collegial support of co-workers, while significant, had a much weaker effect. Prior work by Dworkin, Haney and Telschow (1990) found that the effect of co-workers was near zero under conditions where the principal was unsupportive.

57. Year: 2004

Researcher: Ralf Schwarzer; Gerdamarie S. Schmitz.

Problem: Perceived self-efficacy and teacher burnout – A longitudinal study in ten schools in Germany.

Findings: The pool of 27 items was part of a lengthy questionnaire that was administered three times to about 300 German teachers.

In a final analysis, the interplay of teacher self efficacy, job stress and burnout was examined longitudinally over two years. It turned out that initial self efficacy was negatively associated with
burnout two years later. More important, job stress served as a mediator between these two variables. Self efficacious teachers experienced less job stress in the following year. Those who did experience job stress however, were more likely to experience burnout later on.

58. Year: 2005

Researcher: Dr. K. Demeirleir

Problem: Detection, diagnosis, treatment and prevention of burnout and career related depression in workers in human service and additional study of primary and secondary prevention.

Findings: The sample consisted of 800 nurses, the mean values calculated were 10.78 for emotional exhaustion, 37.76 for personal accomplishment and 4.99 for depersonalization. High burnout scores were noted primarily in female nurses, around a mean age of 36 years. Male nursing personnel with low burnout levels were more active (3252.77 Kcal) and
differed significantly from their high burnout counterparts. In the female population no differences were observed.

59. Year: 2005

Researcher: Dr. Yeltekin Demirel; Nuran Guler

Problems: Burnout among high school teachers in Turkey.

Findings: The researcher observed that there was no statistically significant difference between the emotional exhaustion and depersonalization scores of sub samples according to the gender. In the group of male teachers; there was a statistically significant positive correlation between the emotional exhaustion and depersonalization, a slightly negative correlation (r= 0.05) between the emotional exhaustion and personal accomplishment and statistically significant negative correlation (r= 0.00) between depersonalization and personal accomplishment. In the group of female teachers’;
there was a positive correlation between the emotional exhaustion and depersonalization and a negative correlation \((r = 0.019)\) between the emotional exhaustion and personal accomplishment.

Turkish teachers’ suffered from burnout less than that of the teachers in many developed countries.

2.4 Rationale of the study:

The teacher is the most important element in any educational program. It is the teacher who is mainly responsible for implementation of the educational process at any stage. No amount of investment in improving the physical and educational facilities can improve education there are adequate number of well qualified teachers who can and willingly implement the educational process in such a way that it brings about a desired educational development of the students. It is, therefore, important that the teacher is well prepared to do
his/her work efficiently and effectively. The quality of teacher depends, to a large extent, on the quality of teacher education received by him/her.

Ironically, today’s technically super advanced life with lots of stress and strain hardly provides any congenial atmosphere for any thinker to think, any policy maker to do constructive framing of policy and above all any teacher to teach with sincerity and dedication. The daily interaction with pupils, co-workers and the incessant and fragmented demands of the teaching in general, often lead to overwhelming pressures and challenges, which lead to stress and ultimately to burnout...

While chatting with teachers individually and collectively it was found that the teachers working in the engineering colleges and polytechnics were under pressure from different directions. Teaching can be considered as a high stress occupation. The
education system has all the elements associated with stress:

• Bureaucratic structures
• Continuous evaluation of its process and outcomes.
• Increasingly intensive interpersonal interactions with students, parents, colleagues, principals and the community.
• Increased student misconduct
• Student apathy
• Overcrowded classrooms
• Inadequate salaries
• Demanding or unsporting parents
• Budgetary constraints
• Expanding administrative loads
• Lack of infrastructural support
• Increasingly negative public opinion.
• Norms and standards set by AICTE
• Rules and regulations set by concerned university and boards.

• Expectations of competent bodies from institutions to go hand in hand with changing times

• Competitive attitude of institutions for the attainment of higher grades from NBA/ISO.

• Lack of promotion or vertical mobility.

• Management’s expectations for optimum utilization of minimum resources.

• One’s own pressure to develop professionally.

• Lesser span as also lesser number of full time faculties available.

• Though AICTE pay scales were recommended many teachers were not satisfied with the present consolidated salary available to them because it was hardly sufficient to meet their monthly expenses.

• Unemployment of passed out students.
• Majority of teachers were not regularized /confirmed even after long years of service.

• Lack of freedom available to the teachers for implementing innovations.

• Teachers do not get quality improvement program (QIP) facilities.

• Lack of adequate government accommodation available to the teachers.

• Lack of facilities and amenities provided to teachers.

• Administrators normally do not take any disciplinary action on the misbehavior of students, rather they show leniency to the students’ community, and as a result, the students misbehave with the teachers.

• Lack of infrastructure and modern teaching aids.

• Due attention is not paid by the administrators to the problems faced by the individual teacher.

• Micro politics in staff and students.
These and similar factors have contributed to the embattled and embittered teacher force throughout the world. Above all society entrusts responsibility of producing good engineers and citizen on teachers. But in adverse circumstances of unlimited circumference, it is hard task for a teacher to accomplish all the specified task objectives with a required level of commitment and competence. The entire time teacher is on the toes, which unconsciously take him to stress then to distress and finally burnout.

2.5 Concept of burnout:

Burnout was first defined by Freudenberger (1974) and involves the feeling of failure and exhaustion resulting from excessive demands on a person’s energy with insufficient reward for the effort. Other researchers have defined burnout as psychological distancing from work (Maslach,
Block and Freudberger (1983) had identified many of the symptoms associated with burnout, which can be categorized into three groups:

- **Physical**: exhaustion, lingering cold, frequent headaches, gastrointestinal disturbances, weight loss, sleeplessness, and shortness of breath.

- **Psychological**: changeable mood, irritability, depression, loss of caring for people, cynical attitude, increased frustration, feeling of helplessness, greater professional risk taking.

- **Behavioral**: Deterioration in work, performance and absenteeism.

Burnout is a “loss of concern for the people with whom one is working in response to job related stress.”

**Webster’s International Dictionary (1976)** states that, “burnout means to fail, to wear out, or to become exhausted by reasons of exclusive demands on energy, stress or resources”.

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Cherniss (1980) defined burnout as a psychological withdrawal from work in response to excessive stress or dissatisfaction.

Meyer (1980) defined burnout as the psychological state of mind of a professional worker who feels overworked, overwhelmed and alienated from other staff, from clients and eventually from himself.

Burnout refers to a loss of ‘enthusiasm excitement and a sense of mission in one’s work

Burnout conveys the idea of energy extinguished, the fire of enthusiasm dampened. It is a common reaction to job stress and it reduces their motivation and effectiveness of many human service workers. Burnout is a complex, socio – psychological phenomenon that deserves more serious study. However, reviewing various definitions from different disciplines it is possible to conclude that
though there exists some differences, there are some marked similarities among the definitions of burnout.

Burnout occurs at an individual level; few instances of organizations burning out have been reported. However, it is not clear whether this means individual workers are experiencing burnout or that some unique occurrences take place at the organizational level.

Burnout is an internal psychological experience involving feeling, attitudes, motives and expectations.

Burnout is a negative experience for the individual, in that it concerns problems of distress, discomfort, dysfunction and negative consequences. Although the experience is negative, some have argued that it may still serve as a positive function, as it leads to personal growth or acts as screening device to ‘weed out’ incompetent employees.
Studies conducted in Europe indicated that teachers are three times more likely to quit their jobs and even more likely to want to quit their jobs than are similarly trained professionals.

Job burnout is a problem in many professions, but it significantly more prevalent in the helping professions. Teachers, as well as administrators, counselors, doctors, nurses, police officers, and soon have the additional burden of extreme responsibility for the well being of others on top of the multitude of stressors that stem from routine job activities. This heavy responsibility combined with limited resources, long hours, marginal working conditions, and often unreasonable demands from those receiving services, lead to chronic stress, and ultimately, burnout.

It is unlikely that any single isolated symptom can be viewed as an indication of burnout. Various combinations of the above represent the
manifestations of burnout. If these issues are not addressed, eventually, the individual loses desire and motivation, and is unable to fight or flee what is perceived to be an impossible situation. On a global scale, burnout can lead to serious consequences in the individual, organization and the students.

Literature findings suggest that administrators and school policy makers must help reading teachers to cope with stress. Efforts are needed to help teachers feel better about the job they doing. School intervention programs are needed to help teachers to deal with problems before they reach dangerous levels.

2.6 Concept of job satisfaction:

Job satisfaction is something that everyone understands and experiences but finds it very difficult to define. It is an attitude that are positive
and negative feelings about the of individual’s physical and cognitive environment.

Job satisfaction refers to individuals subjective feeling on his/her work situation; his / her response and feeling towards different facts of his work role. It is not a unitary concept but a composite of many factors or dimension.

**Bullock (1952)** considers job satisfaction ‘as an attitude which results from a balancing and summation of many specific likes and dislikes in connection with his job’.

**Blum (1956)** related job satisfaction with general satisfaction and feels that job satisfaction in part may be a function of general satisfaction or attitude towards life.

**Vroom (1964)** conceptualized job satisfaction as the affective orientation of individuals towards work roles that they are presently occupying.
Sinha and Aggarwal (1971) defined job satisfaction as a persistent affective state which has arisen in the individual as a function of the perceived characteristic of his job in relation to his frame of reference.

McCormick and Ilgen (1985) proposed job satisfaction is a specific subset of attitudes held by organizational members. It is the attitude they have toward their jobs. An attitude is an emotional response toward something (in this case a job) which can vary from positive to negative, in any degree. Whatever might be said about attitudes in general applies to job satisfaction in particular.

Hoy and Miskel. 1991 In education settings, job satisfaction is a present and past oriented affective state of like or dislikes that result when the educator evaluates his or her work role.

Gorton (1976), the employees’ satisfaction and morale are attitudinal variables that reflect positive
or negative feelings about particular persons or situations, “satisfaction”, when applied to the work context of teaching, seems to refer to the extent to which a person can meet individual personal and professional needs as an employee.

Goyal (1980) concluded that large majority of teachers educators he surveyed were favorably inclined towards their jobs and were satisfied in the job.

Shah (1982) studied socio-economic background of primary school teachers and job satisfaction and found that most of the women teachers (82%) were satisfied with their jobs.

The researcher feels that teacher cannot be eliminated from teaching learning process and will continue to play a vital role in nation building. The study on job satisfaction will be important and continue to remain important for keeping talents in the teaching profession. Job satisfaction relates to
the mental satisfaction of a teacher with his job and job conditions. On the basis of evaluation of relationship between variables and job satisfaction, necessary guidelines could be provided against the various job satisfactory constraints.

2.7 Summary:

A thorough survey of the related literature is an integral part of the research work. Related literature is the foundation on which the structure of further studies is held. It is a crucial aspect of the planning of the study, and the time spent in such a survey is a fruitful phase of a research program. Every researcher must know what sources are available in his field of enquiry, some of them he is likely to use and where and how to find them. It enables the individual not only to gain familiarity with the knowledge of the past performance and developments in the concerned area but also enhance the ability of the individual to make his own
contribution towards increasing the previous stock of knowledge either by adding something altogether new or developing the old one with a new perspective.

The researcher critically examined 60 researches from India and abroad. He compared them with his own research work. It was found that very few researches have been done on burnout in the area for engineering teachers.

The survey of related literature helped the researcher in avoiding duplication of work. Also it helped to examine relevancy and authenticity of research work.
2.8 References:

(A) Literature Survey (Burnout and Job satisfaction)


Buch M.B (1983) Fourth survey of research in education, NCERT, New Delhi


(B) Rationale of the Study


Webster’s International Dictionary (1976)

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