Chapter-II

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

In the previous chapter the researcher discussed the theoretical aspects of teacher burnout.

Review of related literature plays a vital role in research. It must precede any well planned research study. One of the early steps in planning a research work is to review the studies done in the relevant area of interest. It gives the researcher an indication of the direction to proceed; it provides an understanding of the status of research in the field.

The review of literature provides the rationale or basis for formulating hypotheses providing explanations and suggesting further researches. It provides clues of methodology and instrumentation. It helps the investigator to proceed on his work in the light of previous work or similar work and minimizes wrong move.

2.2 NEED FOR THE REVIEW OF RELATED LITERATURE

Review of the related literature, decides allowing the researcher to acquaint himself with current knowledge in the field or area in which he is going to conduct the research and serves the following specific purposes.

1. The review of related literature enables the researcher to define the limits of his field. It helps the research to delimit and define his problem.
2. The knowledge of related literature brings the researcher up-to-date on the work which other has done.

3. It helps to state the objectives clearly and concisely.

4. By reviewing the related literature, researcher can avoid unfruitful and useless problem area. He can select only the positive findings and his endeavour would be likely to add to the knowledge in a meaningful way.

5. Thorough review of related literature, the researcher can avoid unintentional duplication of well established findings.

6. It helps the researcher to understanding of the researcher methodology, tools and instruments which proved to be useful and promising.

7. The final and important specific reason for reviewing the related literature is to know about the recommendations of previous researchers listed in their studies for further research.

   The aim of reviewing the related literature was to get an insight into the conceptual framework in the particular area which enables the investigator in understanding the research approach, method, instrumentation and data analysis to be applied in the study the review of related literature has been presented.

   A serious and scholarly attempt has been made by the research scholar to go through the literature related to the study. The relevant studies of specific important are cited below:
2.3 REVIEWS ON BURNOUT

Taheri et al. (2012)\(^1\) studied on Comparison of Burnout and Job Stress between Physical Education Employees and Industrial Workers. Job stress and burnout originate from environmental factors at workplace. Job stress disturbs physical balance, and burnout affects the quality of work and services, which may result in leaving a job, absence, and low morale and responsibility. The study aimed at comparing burnout and job stress between physical education employees and industrial workers. In this regard, 50 employees with physical education offices in Isfahan and 60 employees with Isfahan textile factory participated in the study. None of the participants were foremen or top engineers. To collect the data, a burnout questionnaire and a job stress questionnaire were administered to the participants. Both descriptive and inferential statistics (including independent t test) were run to analyze the data. Statistical analysis was conducted using SPSS software. The results showed that physical education employees suffer higher levels of job stress and burnout comparing with industrial workers.

Shailaja and Sunagar (2012)\(^2\) conducted a study on Teachers’ Stress and Professional Burnout. The objectives were to know the relationship of Teachers' stress and Professional Burnout of the Secondary school teachers in total and to know the relationship of Teachers' stress with regard of secondary


school teachers in relation to Educational Qualification, Teaching Experience. Variables of the Study were Dependent Variable: Teachers' Stress and its dimensions (i.e. physical and personal stress, occupational stress, familial and social stress and psychological and emotional stress) Independent variable: Professional Burnout of Teachers. Moderator Variables: Educational Qualification (graduate and postgraduate) and Teaching Experience (6-10 years, 11 + years). Stress Inventory for Teachers (SIT) is prepared by Sheeja (1990), Maslach Professional Burnout Inventory (MPBI) developed by Christina, Maslach and Susan E-Jackson (1986) tools were used. 400 Secondary school teachers of Hubli-Dharwad Corporation area were selected by simple Random Sampling technique keeping in view their Educational Qualification and Teaching Experience. Burnout results from the chronic perception that one is unable to cope with daily life demands. Given that teachers must face a classroom full of students every day, negotiate potentially stressful interactions with parents, administrators, counselors, and other teachers, contend with relatively low pay and shrinking school budgets, and ensure students meet increasingly strict standards of accountability, it is no wonder many experience a form of burnout at some point in their careers. However, research reviewed here indicates each type of prevention can be useful in helping teachers contend with an occupation that puts them at risk for burnout. Programmes of behavioural theory or counseling services may help teachers cope with stress.
Vaezi (2011) investigated the relationship between emotional intelligence (EI) and burnout among 104 Iranian EFL teachers. In addition, teachers’ differences on EI and burnout were examined with respect to demographic variables. The participants were administered EI and Burnout questionnaires. The results obtained through using Pearson Product-Moment Correlation showed that there were significant negative correlations between EI and burnout, burnout, teaching experience and age and positive correlations between teachers’ EI, teaching experience, and age. Finally, using T-Test, the researchers found no significant differences in teachers’ EI and burnout with respect to gender. Implications of the study are discussed, and suggestions for further research are made.

Tsigilis, Zournatzi and Koustelios (2011) presented a study on Burnout among physical education teachers in primary and secondary schools. Whether the physical education teachers working in primary and secondary schools experience the same burnout levels. Four hundred and thirty seven full-time Greek physical education teachers from primary and secondary public schools filled in the “educator’s” version of Maslach Burnout Inventory. Two hundred and seven where teaching in primary schools and 230 in secondary. Multivariate analysis of variance showed that physical education teachers working in the primary schools reported significantly and meaningfully higher levels on the core burnout dimension, namely emotional exhaustion” in

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comparison to their colleagues in the secondary schools. Moreover, the strength of association among the three burnout components was more prominent in primary physical educators than in secondary. The paper shows that the education level in which physical education teachers are working represents an important job characteristic that influences burnout levels and should be taken into consideration when this syndrome is examined, at least within the Greek educational system.

Srivastava (2011) investigated on “Job burnout and managerial effectiveness relationship: Moderating effects of locus of control and perceived Organisational support: An empirical study on Indian managers.” The present study was done on a sample of 550 Middle level managers belonging to Private Sector Organizations. Variables in the study were assessed using four validated Instruments. Descriptive statistics, Pearson Product Moment Correlation, Factor analysis and Hierarchical regression analysis was used to analyze the data. It was found that Job Burnout was negatively related to Managerial Effectiveness and Perceived Organisational Support and Locus of Control moderated Job Burnout and Managerial Effectiveness relationship. By understanding the relationship between these variables, the organisations should conduct training programmes to actively manage their Human capital.

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Sirin, Duman and Karakus (2011) determined the study on Work Alienation in Predicting Job Satisfaction among Physical Education Teachers in Turkey. The aim of the study was to determine what effects the variables of work alienation (powerlessness, meaningfulness, isolation and school alienation) have on predicting job satisfaction. In the study, relational survey model was used. In accordance with this model, the effect of the level of work alienation among physical education teachers on predicting job satisfaction was investigated. The study group of this research consisted of a total of 338 physical education teachers, 95 of which were females (28.1%) and 243 (71.9%) were males, working in 178 primary and 160 secondary schools affiliated to the Ministry of National Education which are located in central districts of Ankara (Akyurt, Altndag, Cankaya, Cubuk, Etimesgut, Golbasi, Kazan, Kecioren, Mamak, Pursaklar, Sincan, Yenimahalle) during 2009-2010 education year. In the study, Job Satisfaction Scale and Work Alienation Scale were used to collect data. Pearson’s Product Moment Correlation Coefficient and Multiple Regression Analysis were used for the analysis of the data collected from the study. The results of the study found a significant negative relationship between job satisfaction among physical education teachers and their levels of powerlessness, meaningfulness, isolation and school alienation which are sub-dimensions of work alienation.

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Shirazi et al. (2011) conducted a study on the relationship between organizational commitment and job burnout among physical education teachers of Golestan Province. The research method was descriptive-correlational and research data were collected using questionnaires. The statistical population of this research includes all physical education teachers of Golestan Province. The sample of the research consists of 216 teachers, 159 of which are official and the rest are tuitional. In this research, Organizational Commitment Scale (Allen and Meyer, 1990) and Maslach Burnout Inventory have been used. The results of Kolmogorov-Smirnov test showed that the distribution of variables within the two groups was not normal (p < 0.05). Moreover, the results of Spearman's rank correlation coefficient test revealed that in the official teachers group, there was a significant relationship between the frequency and intensity of the depersonalization subscale and normative commitment. Also in the tuitional teachers, there was a significant relationship between the frequency of depersonalization and continuance and normative commitments and there was a significant relationship between depersonalization and affective commitment. No significant relationship was observed between other organizational commitment components and job burnout (p < 0.05). Furthermore, the results of Mann-Whitney test revealed that organizational commitment of official teachers is significantly higher, while there was no significant difference in job burnout between the two groups (p < 0.05). These results will be discussed in more detail with respect to the negative relationship between burnout and

organizational commitment as well as better conditions of official teachers and their greater commitment.

Ramezaninejad, Hemmatinejad and Hemmatinejad (2011)\textsuperscript{8} studied on the Relationship between the Self-Efficacy of Physical Education Teachers and Styles of Physical Education Classroom Management. This research studied the relationship between the self-efficacy of physical education teachers and their styles of classroom management. 148 male and female physical education teachers of intermediate and secondary schools of Rasht City (82% of the population) participated in the present research from a total number of 178 physical education teachers (107 female and 71 male teachers). The questionnaire of Jeffrey (2003) with 16 questions and in 4 dimensions - student, space, time, and organization - and Physical Education Classroom Management Questionnaire (McCormack 1997) with 20 questions and 3 sections were used in the research. Using Cronbach’s alpha, the internal consistencies of the questionnaires were reported as 0.86 and 0.80 respectively. Kolmogorov-Smirnov test, Pearson’s correlation coefficient, Spearman’s tests, t-test for independent samples, and Mann - Whitney U test were used for data analysis at the p ≤ 0.05 significance level. The results showed that there is a significant negative relationship between the self-efficacy of teachers and their preventive management, and that there is no significant relationship between the self-efficacy of teachers and supportive management as well as corrective management. Moreover, a positive

significant relationship was observed between the dimension of *behavior of students* in self-efficacy and the preventive, supportive and corrective management style of teachers, while no significant relationship was observed between the *space* dimension and the corrective and preventive management styles of teachers. The results of the research showed that there is a significant negative relationship between the *space* dimension and supportive management style of teachers, between all management styles and the *time* dimension, and between the *organization* dimension and preventive management style, while no significant relationship was observed between the *space* dimension and other management styles. Finally, the findings revealed that there is no significant difference between the dimensions of self-efficacy of physical education teachers (behavior of students, time, space and organization) and their physical education classroom management styles (corrective, preventive and supportive management styles) in the intermediate and secondary stages.

Marmaya et al. (2011)\(^9\) conducted a study on Organizational Commitment and Job Burnout among Employees in Malaysia. Burnout issue is an increasingly important phenomenon in Asian countries. Burnout is a well-known phenomenon that may express itself differently, and affect employees differently, in different working condition. Studying on burnout in different contexts will contribute to deeper understanding of the phenomenon as a whole and how to minimize its negative effects on employees’ productivity,

satisfaction, and commitment to stay in their organization. Commitment has become one of the most important factors influencing burnout in modern day occupational settings. Present study is to investigate the influence of organizational commitment (affective, continuous and normative commitment) on burnout among employees. Respondents were approached conveniently, from various departments in Northport (M) Bhd. Using a sample of 50 employees revealed that only affective commitment influence burnout.

**Manhas and Bakhshi (2011)** studied on Gender Differences in Burnout among HIV/AIDS Counselors in North India. A notable body of research investigating the impact on health care workers who work with patients who have HIV/AIDS [(Human immunodeficiency virus (HIV), Acquired immunodeficiency syndrome (AIDS))] has developed over the past 30 years (Bayer & Oppenheimer, 2002; Bennett, Miller & Ross, 1995; Demi, Gueritault Chalvin & Kalichman, 2002; Lynch & Wilson, 1996; Miller, 2000). Studies have strived to identify the stressors correlated with HIV/AIDS care as well as to document the extent of burnout among health care workers (Cushman, Evans & Namerow, 1995; Miller, 1995; Oktay, 1992; Campanini, Fossati & Visintini, 1996). AIDS care has presented unprecedented challenges at different points during the epidemic for health care workers, and the supposition is that even in this era of expansive perseverance and hopefulness, health care workers may be vulnerable to burnout. The purpose of this study was to investigate the levels of burnout in a sample of HIV/AIDS counselors. It is hypothesised that

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there will be significant difference between males and females on the different dimensions of burnout. Keeping in view the predictions, it was found that there is no significant difference between males and females on the burnout scale ($F = 0.095$, $p > 0.01$).

**Jae-Pil (2011)** The Impact of Burnout on Work Outcomes among South Korean Physical Education Teachers. In spite of a plethora of studies on burnout in various professions in human service professions, there are still limited numbers of studies on burnout among South Korean physical education (PE) teachers. The purposes of the current study were to (a) examine the relationships between three components of burnout and three work outcomes (job satisfaction, organizational commitment, and turnover intention) among Korean PE teachers, (b) to see if there is a significant difference in burnout between dual role participants (PE teachers-head coaches) and non-dual role participants (PE teachers), and (c) to assess the level of burnout among Korean PE teachers. A total of 132 Korean PE teachers participated in this study and completed a survey questionnaire consisting of four instruments. Overall, Korean PE teachers revealed a high level of burnout in all three components of burnout (emotional exhaustion, depersonalization, and reduced personal accomplishment). A MANOVA revealed the dual role participants had significant higher levels of burnout than the non-dual participants. Three hierarchical regression results revealed emotional exhaustion was negatively and significantly related to job satisfaction and organizational commitment,

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while it was positively related to turnover intention. As for reduced personal accomplishment, it was also negatively and significantly related job satisfaction and organizational commitment. However, depersonalization was not a significant predictor of any of the three work outcome variables. We also provided detailed discussions and future research directions regarding burnout.

Gargari et al. (2011)\textsuperscript{12} investigated on the relationship between Burnout and Career Satisfaction of Physical Education Professors at Islamic Azad University of Eastern Azerbaijan Province, Iran. Affective mental stress can motivate human activities but unfavourable stress can destroy forces of organization in people. Recognition of psychological factors in PE jobs and among teachers will result in organizational development and country development, as well. Attention to job burnout and its frequency and intensity is a main step for mental health improvement in job environments. This paper aimed to investigate the relation between job burnout and satisfaction among PE teachers. Statistic society of this study included all PE teachers of Islamic Azad Universities of Eastern Azerbaijan that for the statistic society limitations, it was selected as the sample by a purposeful method. Average age of paid teachers and full time teachers were 30 and 35, respectively. For variable evaluation, three questionnaires including job burnout, satisfaction and personal qualities were used. The study method was descriptive and of correlative type. There was a significant difference between job burnout and satisfaction of paid and full time teachers. There was a reverse different e

between emotional burnout frequency and job satisfaction for full time teachers. There was a significant difference between job burnout and satisfaction of paid and full time teachers. There was a reverse difference between emotional burnout frequency and job satisfaction for full time teachers rather than paid teachers. No significant relation was observed between personal performance regression frequency and job satisfaction among full time and paid teachers; but, a significant relation was found between personal quality loss frequency, intensity and job satisfaction among full time and paid teachers. Since more job burnout and less satisfaction was observed in paid teachers, some preventative ways should be used for it. Lack of support from authorities, too much responsibility, long work hour’s cause focus decrease, mental stress and feeling insecurity in those teachers.

Gandapur et al. (2011)\textsuperscript{13} studied on Teaching Stress and Job Burnout among Gomal University Teachers. This paper investigates the relationship between teaching stresses, health and job burnout among Gomal university teachers. A sample of 250 teachers including 210 male and 40 females was drawn. The researchers developed a multidimensional teacher stress questionnaire to collect the primary data. Relationship between prolonged stress, resulting ailments and job burnout was calculated to highlight the need for effective stress management. Primary data was analyzed using the SPSS version 16. Gender difference in the mean averages of two groups were calculated with the help of descriptive statistics. The Pearson correlation co-

efficient was computed to assess the relation between stress, job burnout and the variables of age, gender, marital status, years of teaching experience, teachers’ designation and monthly income. The results indicate that teaching stress was found in varying percentages but there is a little or no significant relationship between demographic variables and job burnout. In the end a brief conclusion of research study is presented. In the light of statistical analysis presented and analyzed we may conclude that currently the University teachers are experiencing occupational stress in varying degrees there is also a fraction of teachers suffering from stress related health problems but there is hardly any element of job burnout. Moreover the relationship between job burnout and demographic variables like gender, marital status, age factor, experience, teacher’s designation and income was also not proved statistically. Human beings by nature have a trend of income maximization. They always strive for better opportunities in life. In the past few years quite a large number of teachers left Gomal University for certain other suitable jobs but all of them are serving and are a part of main stream. Brain drain may be a loss for a university if experienced and qualified teachers are not retained but none of such cases was a burnout case. Taking care of teachers by reducing their stress and its possible affects on health will lead to a greater job satisfaction. Teacher’s retention and prevention of burnout goes ultimately in favor of university.
Fejgin; Talmor and Erlich (2011). Inclusion and burnout in physical education. This study examined the relationship between inclusion and burnout in physical education teaching. Data were collected from a sample of elementary school physical education (PE) teachers from all six districts in Israel. The research questionnaire included three parts: personal and occupational background, Friedman’s Burnout index and work environment questionnaire. The findings on work conditions in inclusive PE classes were that a majority of teachers reported that the school grounds and sport facilities are not adjusted for students with special needs; it takes too much time for these students to be diagnosed and receive special treatment; there are difficulties in assessing these students, maintaining their safety, using special teaching methods to include them in classes, and reporting to their parents. A factor analysis of items describing work in inclusive classes revealed four factors: the structural, the organizational, the psychological and the social dimensions of the workplace. Results of the regression analysis do not support the first hypothesis that teachers’ personal resources and workload are related to burnout. They do however support the hypotheses that the number of special education students in class is positively related to burnout; the amount of help the teacher receives in treating these students is negatively related to burnout; the more the teachers feel that the structural and the social dimensions at the workplace are incongruent with their work, the more they are burned out.

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Ebrahim and Hasan (2011) conducted a study on Hardiness and Attributional Styles as Predictors of Mental Health in Factory Workers. Despite the high costs associated with mental health problems in the workplace, few studies have yet been published concerning the relationship between personality factors and mental health outcomes in industrial settings. The aim of the present study was to investigate the interrelations among hardiness and attributional styles in predicting mental health among a sample of factory workers. Participants were 261 (185 males, 76 females) Quchan industrial zone workers, aged 21 to 49 (M age = 26.81 years, SD = 6.42). Main findings were as follows; (a) There was significant gender differences on hardiness, with male workers scoring significantly higher than female ones (b) Hardiness and optimistic attributional style were significant predictors of mental health (as measured by GHQ-28) and accounted for 28% of mental health variance together; pessimistic attributional style was not a significant predictor for GHQ scores in this regression model. The findings have implications for all professionals who are interested in reducing stress and enhancing mental health among industry workers.

Al-Behery (2011) aimed at identifying Psychological Stress and the degree of Burnout of Egyptian Fencing Coaches. The researcher used the descriptive approach (survey) on a sample of 80 Egyptian fencing coaches. The researcher used the reasons of psychological stress for coaches

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measurement and the symptoms of burnout of sports coaches measurement. The researcher used the following statistical treatments: means, standard deviation, (t) test, correlation coefficient, variance analysis, L.S.D. Results indicated that the order of psychological stresses reasons varied in fencing coaches as follows: reasons related to players or sports teams, character and attributes of the coach and finally media. Order of symptoms of burnout in fencing coaches varied (emotional exhaustion, lack of sports achievement and physical exhaustion). The more experienced coaches experience less psychological stresses compared to less experienced coaches. The more the years of experience in coaching are the less the appearance of the burnout symptoms.

Skaalvik and Skaalvik (2010) studied on Teacher self-efficacy and teacher burnout: A study of relations. The purpose of this study was partly to test the factor structure of a recently developed Norwegian scale for measuring teacher self-efficacy and partly to explore relations between teachers’ perception of the school context, teacher self-efficacy, collective teacher efficacy, teacher burnout, teacher job satisfaction, and teachers’ beliefs that factors external to teaching puts limitations to what they can accomplish. Participants were 2249 Norwegian teachers in elementary school and middle school. The data were analyzed by means of structural equation modelling using the AMOS 7 program. Teacher self-efficacy, collective efficacy and two

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dimensions of burnout were differently related both to school context variables and to teacher job satisfaction.

**Noosorn and Wongwat (2010)**\(^{18}\) studied on Predictors of Burnout among community health personnel of primary care units in the Northern region of Thailand. The objectives of this research study were to study the predictors of burnout relationships between factors that contribute to burnout among health personnel in different Primary Care Units in the lower northern region of Thailand. The population consisted of 490 community health personnel. The questionnaire developed for this study was based on the Maslach Burnout Inventory. The data analysis was done for percentage, mean, standard deviation, Pearson Product Moment Correlation Coefficient and stepwise multiple regression analysis. The results showed that: workload, policy, income, equity, relationship with executives, the days of work overtime per month, relationship with colleagues, relationship with consumer were significant predictors which were accounted for the variance of burnout at 47.8% \((F = 19.137, P < 0.001)\).

**López et al. (2010)**\(^{19}\) studied on Exploring Stress, Burnout, and Job Dissatisfaction in Secondary School Teachers. The aim of this study is to identify, from an integrative approach, the main predictors of different manifestations of occupational malaise (stress, burnout and job dissatisfaction).

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\(^{18}\) Narongsak Noosorn and Rung Wongwat. “Predictors of Burnout among Community Health Personnel of Primary Care Units in the Northern Region of Thailand.” *Journal of Neuroscience and Behavioural Health* (April, 2010), Vol.2(2): 018–022.

The sample consists of 1,386 teachers from compulsory secondary education. The results from statistical analysis conducted (correlation and regression) strongly support the existence of (personal, psychosocial and contextual) determining factors common to all three phenomena. Specifically, support by colleagues, optimism, hardiness, daily hassles and life events are valid predictors of stress, burnout and job dissatisfaction in secondary school teachers. Other variables (a type a behavioral pattern, family support, conscientiousness) also show that account for the specificity of each of the phenomena. Finally, the implications of the findings are discussed and possible courses of action are suggested at the preventive/intervention level.

**Koustelios and Tsigilis (2010).** The relationship between burnout and job satisfaction among physical education teachers: a multivariate approach. The present study examined the multivariate relationship between job satisfaction and burnout, experienced by Greek physical education school-based teachers. The sample consisted of 175 physical education teachers, from primary and secondary education. The Maslach Burnout Inventory (Maslach and Jackson, 1986) and the Employee Satisfaction Inventory (Koustelios and Bagiatis, 1997) used to assess burnout and job satisfaction respectively. Canonical correlation analysis revealed a negative multivariate relationship between the two constructs ($r_c = .61$). Canonical loadings indicate that job satisfaction is primarily affected by ‘job itself’ followed by ‘supervision’ and ‘working conditions’, whereas burnout is affected by ‘personal

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accomplishment’ and ‘emotional exhaustion’. Intrinsic aspects of job satisfaction seemed to correlate stronger to burnout than the extrinsic.

**Kalliath et al. (2010)** A Test of the Maslach Burnout Inventory in Three Samples of Healthcare Professionals, *Work & Stress*. Structural equation modelling with LISREL was used to investigate the factor structure of the Maslach Burnout Inventory (MBI). Emotional exhaustion was the most robust of the MBI’s three factors, followed by depersonalization, while the personal accomplishment factor performed weakly. A new measurement model was developed in a sample of 197 nurses consisting of the emotional exhaustion and depersonalization dimensions, which were measured with five and two empirical MBI indicators, respectively. A test of invariance of the two-factor model across three samples (i.e. one calibration sample of nurses, and two validation samples consisting of hospital laboratory technicians and hospital managers with an effective sample size of 445) produced a good fit for the proposed two-factor model. Assessment of psychometric properties of the two-factor model produced (1) internal consistencies comparable to those reported in the literature for the MBI’s originally specified emotional exhaustion and depersonalization scales, and (2) correlations with criterion variables that were all in the expected direction and magnitude, comparable to those produced by the originally specified scales. Theoretical implications for the use of the two-factor model in burnout research are discussed.

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Ispir (2010) purposed of this study is to find teachers’ attitudes towards teaching professions and to identify their burnout level. Besides it was aimed to find out the relationship between the burnout level of the teachers and their attitudes towards teaching professions. The sample consists of 308 teachers from variety of branches. Two instruments namely; Maslach Burnout Inventory and Attitude Scale towards Teaching Profession were used to collect data. The results revealed that the teachers in this study group have low level of burnout and their attitudes towards teaching profession were found high. A significant correlation was found between burnout level and attitudes of the teachers. In this study, it was aimed to find out teachers’ burnout levels and their attitudes towards the teaching profession. For this purpose, 604 teachers were selected from various branches. According to the results, the attitudes of those teachers were found as high, and the burnout levels of them were found as low. A significant relationship was also found between attitude towards teaching profession and burnout levels of the teachers. Furthermore, the attitude scores of the teacher are differed in terms of burnout level of the teacher for each dimension of MBI. The results can be used as a positive feedback for the researchers. If the studies like this can be done in larger samples, the results can be generalized in a large population; therefore the general view about these psychological traits for the teachers can be determined. When the findings of the study were examined, the burnout level and attitudes toward teaching profession were correlated. Schwab and Iwanicki (1982) highlighted that negative attitude toward teaching might one of the

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factors influencing burnout of the teachers. It can be suggested to conduct causal comparative research studies to find the cause and effect relationships between those two concepts. As it was mentioned before, teachers are one of the most important factors in the teaching and learning process. Their attitudes towards the subject, school, and teaching, and their burnout levels have an influence on student's learning and attitudes towards discipline and school. That's why conducting such studies to determine the teachers' personality traits or perceptions about some traits related to the education are highly recommended for future researchers.

Hakan Sari (2010) investigated on “An Analysis of Burnout and Job Satisfaction among Turkish Special School Head teachers and Teachers and the Factors Effecting Their Burnout and Job Satisfaction.” This study was explored issues of burnout and job satisfaction among special school head teachers and teachers in Turkey. The purpose of the study was to determine whether there is a difference between head teachers' and teachers' burnout and job satisfaction in terms of work status, gender and work experiences, and to analyze the factors effecting their burnout and job satisfaction. In this paper, a quantitative approach has been used: 295 subjects (33 special school head teachers and 262 special school teachers) responded to the survey. As the research instruments, the Job Satisfaction Scale and Maslach Burnout Inventory were used to measure job satisfaction and burnout levels in terms of the dimensions of emotional exhaustion, depersonalization and personal

accomplishment. The study results indicated that special school head teachers felt less personal accomplishment than special school teachers. However, there were no significant differences between head teachers and teachers on two burnout dimensions, namely emotional exhaustion and depersonalization, and job satisfaction. In terms of gender, males have less emotional exhaustion and personal accomplishment but higher depersonalization than their female counterparts. Females have higher job satisfaction than their male counterparts. In relation to their work experiences, more experienced subjects have higher emotional exhaustion and depersonalization than their less experienced colleagues, and also less job satisfaction than less experienced counterparts. However, more experienced subjects who participated in the study felt higher personal accomplishment than the others.

Fenglan and Shengxi (2010)\textsuperscript{24} conducted a study on Research on Work Stress on College P.E Teachers of Ethnic Minority in Xinjiang. An investigation was conducted on 172 college PE teachers of minority groups working in Xinjiang Uygur Autonomous Region with the method of documentation and questionnaire in order to provide a theoretical basis for the prevention and release of work stress on minority PE teachers. The paper analyses the situation of work stress felt by physical minority teachers so that the society, administrative departments and schools may better understand the working situation, formulate effective measures to mitigate and eliminate pressure on minority PE teachers. The results indicate that: minority PE

teachers in Xinjiang are under great stress and the sources of work stress include research requirement, career anticipation stress and self-development besides the stress from Student factors, job factors, and organization atmosphere. The differences in work pressure on minority college PE teachers with different titles in two dimensions of research requirements and career anticipations were significant. All in all, Minority PE Teachers in Xinjiang are under great stress and the sources of work stress are diverse, in which the stress from research requirement, career anticipation stress and self-development is among the top 3. Female Teachers feel more working pressure than male teachers, but there are no gender differences in working pressure. Undergraduate Minority PE Teachers feel much more pressure in the research requirements and career anticipations than those in specialized colleges, but there is no significant difference in the source of stress. 30 to 40-year-old minority PE teachers feel higher pressure than the other age groups in scientific research requirement, profession anticipations, self-development and job factors, whose scores are the first place. The differences between the two dimensions of workload requirements and career anticipations for Xinjiang Minority PE College Teachers with different titles are significant. Minority PE teachers with the title of Lecturer feel higher pressure than the other titles in research requirement and teachers with professor title in career anticipation.

Bharuch; Nagendra and Mahadevan (2010)25 “Yoga reduces job burnout and stress: Study. The group of 84 executives was divided into two

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groups of 42 each. The yoga group was given 30 hours of yoga practice (75 mins every day) and 25 hours of theory lectures in the philosophy of yoga. While the second group formed physical exercise group, which was given training of equal number of hours of physical workout and lectures on success factors in life based on modern theory and not yoga. Stress was measured using a standard self-reported questionnaire on experience of both pre and post the experiment for a month on both the groups. Measurement of certain parameters such as blood pressure, body mass index (BMI), blood sugar and weight was also taken both pre and post experiment. "Stress, when measured, showed statistically significant drop for managers in the yoga group, while ironically in the physical exercise group, stress increased as their working schedule became more hectic due to additional exercise," Adhia said. The study said burnout is prolonged response to chronic and interpersonal stress on the job and is defined by the three dimensions of exhaustion, cynicism and inefficiency. Job burnout is debilitating psychological condition which has serious repercussion on individual health as also on the organisational effectiveness, it added. The study said that according to an estimate stress costs American industries more than USD 300 billion annually, stemming from reduced productivity, compensation claims and increased absenteeism. The corporate scene in India is not different with stress and burnout at workplace causing a number of victims to seek professional therapy, it said. Several studies in the past have established that yoga addresses the issue of stress, but no empirical data co-relating the yoga way of living specifically reducing stress at workplace, has been done till now, Adhia said.
Soyer; Can and Kale (2009) “To examine the Physical Education Teacher’s Job Satisfaction and the Level of Exhaustion In respect of some kinds of Variables.” In this study, the sex, the age, the marital status and the children of Physical Education Teachers, selection of Physical Education Department intentionally, starting the job, how long the teachers have been working, the total number of schools being worked at, the schools that they are working at present, the location of the school, their vocational experience, vocational satisfactions and dissatisfactions in accordance with the variables of the position of Education are examined. The Physical Education Teachers examined in this survey are 247 teachers in total from the different cities of Turkey. The Personal Information Form which in made up of 12 questions to show the qualifications of the individuals. Maslach Burnout Scale (MBS) which is made up of 22 questions to show the levels of their dissatisfaction, Minnesota Job Satisfaction Scale (MJSS) which is made up of 20 questions to show the levels of their vocational satisfaction are used. The arithmetic averages and the Standard deviations of the points obtained from MBS and MJSS, T test in dual groups to determine the difference meaningfully between the groups, variance analysis in multi-groups and TUKEY-HSD test to find the source of the difference are applied. In the survey, the meaningfulness level is accepted as 0.05. In addition, correlation analysis is done in order to define the relationship between vocational satisfaction and dissatisfaction levels and meaningfulness level is accepted as 0.01 for this situation. Consequently, in

this survey it has been concluded that the teachers select the Physical Education Department unintentionally are much more dissatisfied and much less vocational satisfaction. In Addition, it is determined that the teachers appointed to their jobs with on examination (K.P.S.S) have had much more dissatisfaction in their personal feeling of success and that probationary teachers have had much more vocational satisfaction than the expert teachers. In addition, it is determined that emotional dissatisfaction levels of the Physical Education Teachers increase end their vocational satisfaction levels decrease as the total number of the schools being worked at increases.

Singh, Sharma and Kaur (2009) In this study, an attempt was made to compared the job satisfaction among Physical Education teachers working in different types of schools such as government, private and public schools in the state of Haryana. It was hypothesized that there would be significant difference among government private and public school physical education teachers as regards to their job satisfaction. In order to achieve the objective of the study, Job Satisfaction Scale (JSS) by developed by Singh and Sharma was administered on a sample of total 300 physical education teachers working in the state of Haryana. Out of these, the teachers working in government schools numbered 116 whereas from private and public school category, 92 teachers each were taken for the purpose of the study. Results of the study showed that significant differences in job satisfaction existed among the three categories of the teachers. It was found that government school physical education teachers

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differed significantly from their counterparts in public schools whereas this difference was not found to be significant between government and private school teachers and also between private and public school physical education teachers.

Ranta (2009)\(^{28}\) studied on the Management of Stress and Coping Behaviour of Police Personnel through Indian Psychological Techniques. The police fulfils an essential role in the society and stress potentially reduces the effectiveness of the personnel. The stressed police officers pose a threat to themselves, their colleagues, offenders and/or to public safety and thus it is a matter of urgent concern for psychologists in particular and mental health researchers in general. There are endeavors to reduce, eliminate or modify stress among police personnel using psychological techniques based on the western model. The present study is unique as it uses stress management and stress coping techniques based on Indian psychological models. The multidimensional psychological interventions used in this study were chosen on the basis of indigenous psychological viewpoints embedded in Yoga and meditational techniques. The volunteers chosen from different ranks of police personnel (e.g. constables, head constables, assistant sub-inspectors and inspectors) to reduce their stress using a control group technique. In order to assess the efficacy of these multidimensional psychological interventions, scores on stress and coping were taken prior to and after the intervention (pretest and posttest design). Repeated measures analysis of variance was

applied to compare the experimental and control groups. It was found that the multidimensional psychological interventions were significant in reducing job stress, and they enhanced the coping behavior of subjects. The study highlights the role of stress management techniques developed from Indian psychology theory.

Ramzaninezha et al. (2009) conducted a study on Job Retention Factors among Physical Educators. The purpose of this study was to describe high school physical educators’ work environment in three supported factors: work balance and conditions, recognition and colleague support and justice. After translating the scale of retention factors, a panel of experts (n=12) studied the survey for content validity of the instrument; and 40 teachers participated in two pilot studies in order to rate the degree of importance of each item and test-retest reliability. The 32-item survey was administered to randomly selected subjects (n=231) to assess the general perception of retention factors on a 7-point Likert scale. The results indicated that the work environment, especially the justice factor of physical educators, is below average. t-test, one-way ANOVA and Tukey post hoc comparison revealed no significant differences (p>0.05) in three factors and overall retention factors between age groups. Females and married physical education (PE) teachers had better work environment than male and single PE teachers. However, PE teachers with 20 years of experience or less and B.S. degrees had weaker environment than PE teachers with 21 years of experience or more and M.S. degrees. Overall, the

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findings showed that physical educators’ work environment in Guilan province was poor. The findings also indicated significant correlations between some demographic characteristics and retention factors.

**Polat et al. (2009)**\(^{30}\) Burnout syndrome in High School Teachers’ in Bilecik, Bozüyük. Burnout syndrome is manifested by physical exhaustion, long lasting tiredness and feelings of hopelessness. It also consists of the individual’s negative attitudes towards life, occupation and other persons. Burnout is frequently seen in occupations requiring face to face work with other people like doctors, police, nurses and managers. Generally, teachers’ burnout level is higher than other occupations. This study aims to determine the burnout levels and related factors of teachers working in a high school of Bilecik Bozüyük, Turkey. In total, 228 teachers participated in this cross-sectional study (participating rate, 90.4%). To find out the burnout level in these teachers, the Maslach Burnout Inventory was used. Of the total participants, 52.1% were women, and their median age was 33.0 years (Quartiles, 28.0-40.0 years). There was no relation between the burnout level and the years in the occupation, weekly working time, and the school that they were educated. Occupational high school teachers, unwilling choice of occupation, bad physical work environment, and violence experience in the school all had significantly higher points in the burn out scale. Thus, burnout level is higher in high school teachers who did not want to be a teacher, who are working in a bad physical environment, and who had experienced violence previously.

Papastylianou, Kaila and Polychronopoulos (2009)\textsuperscript{31} conducted a study on “Teachers’ Burnout, Depression, Role Ambiguity and Conflict”. The study was investigated issues associated with teachers’ burnout in primary education as related to depression and role conflict–ambiguity. At the time of the study the participants (562 teachers) were working in seventy nine (79) Primary Education State Schools in Greece (Athens and two prefectures in the southern part of the country). The results showed that of the three factors comprising the Burnout inventory (MBI, Maslach and Jackson, MBI: Maslach Burnout Inventory; manual research edition, 1986), (i.e., Emotional exhaustion, Personal accomplishment, Depersonalization) Emotional Exhaustion showed a statistically significant (positive) correlation with the factors that comprise: (a) the Scale of Depression (CES-D: Ensel, in: Lin et al. (eds.) Social support, life events and depression, 1986; Radloff, Applied Psychological Measurement 1: 385–401, 1977) such as Depressed affect, Somatic retarded activity and (b) Degree of Role Conflict (Role Conflict and Role Ambiguity Scale, Rizzo et al., Administrative Science Quarterly, 15:150–163, 1970, adapted in Greek by Koustelios and Kousteliou, Psychological Reports, 82:131–136, 1998); similarly, Positive affect (CES-D) and Degree of Role Clarity (Role Conflict and Role Ambiguity Scale) showed a statistically significant (negative) correlation with the same factor (Emotional exhaustion). Furthermore, a regression analysis performed with Personal accomplishment as the dependent variable showed that the (combined) factors of Role Ambiguity, Positive Affect and

Somatic Retarded Activity contributed significantly to the prediction of the dependent variable; A third regression analysis performed with Depersonalization as dependent variable showed that Somatic Retarded Activity, Role Conflict, Positive Affect, Interpersonal Affect and Role Ambiguity contributed significantly to the prediction of this variable. Overall, the results showed that Greek teachers experience low-moderate levels of Burnout, Depression, Role conflict and Role ambiguity.

Mohammadyfar, Khan, and Tamini (2009)\textsuperscript{32} determined the study on Effect of Emotional Intelligence and Job Burnout on Mental and Physical Health. The aim of this study was the determination of the effect size of emotional intelligence and occupational stress on mental and physical health. For this purpose 250 primary and high school teachers were selected with stratified random sampling selection from schools of Tehran, Iran. Three questionnaires Emotional Intelligence Scale (EIS), Teachers’ Occupational Stress Questionnaire (TOSQ), and Mental Health Inventory (MHI)], and one checklist (Physical Health Checklist) were administered among the school teachers. The results showed that emotional intelligence and job burnout were explained 43.9% of mental health and 13.5% of variance of physical health.

Bataineh (2009)\textsuperscript{33} investigated a study on Sources of Social Support among Special Education Teachers in Jordan and Their Relationship to Burnout. The source of social support (supervisors, colleagues, friends,

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spouse, and family) that would be the most efficient in reducing burnout among special education teachers. A sample of 83 special education teachers (43 men and 40 women) completed Burnout and Sources of Social Support questionnaires. Person correlation coefficients and ANOVA procedures were utilized to analyze data. Results revealed significant positive correlations between family support and personal accomplishments; marital status, age, and teaching experience were not significantly related to any of the three burnout dimensions. Results were interpreted and implications for special education teachers were suggested.

Aydogan, Dogan and Bayram (2009)\(^\text{34}\) Compared the study on Burnout among Turkish high school teachers working in Turkey and aboard. A total of 255 Turkish teachers working at public schools in Germany (n=78), Cyprus (n=94) and Turkey (n=83) comprised our study group. In Germany and Cyprus, the participants were selected from different public high schools in different cities where Turkish teachers taught the Turkish language. In Turkey, the participants were all teachers in one public high school. Participation was voluntary, participants filled out questionnaires anonymously. Burnout was measured using the Shirom-Melamed Burnout Measure. It was found that burnout is a common problem among Turkish teachers working both in Turkey and aboard. According to their mean burnout scores, we did not find significant differences between teachers working in Turkey and Germany, but those working in Cyprus had significantly higher scores.

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Anand and Arora (2009)\textsuperscript{35} conducted a study on Burnout, Life Satisfaction and Quality of Life among Executives of Multi National Companies. Working in the same company for very long time may cause Burnout and Monotony to the executives. But in the present scenario, executives are found to be burnout and exhausted very soon. The reason for being exhausted is clear that they are over burdened and highly competitive. The manifestation of Burnout among young executives is presently seen very evidently and the question before us is whether executives with exhaustion are leading a good quality life and at the same time they are satisfied or not. To assess the Burnout, Life Satisfaction and Quality of Life, the scales were administered on young executives of MNC's. Multiple correlations were calculated. The emotional exhaustion and depersonalization has found to be related with psychological quality of life only but the satisfaction level is found to be good. All the findings have been interpreted and suggestions for further research have been put forth. The present research was started with a view that executives working in companies feel high exhaustion and burnout only after few year of job and the quality of life will be affected as well as the life satisfaction will also be low. But the results of the present study reveal that young executives of MNC’s experience low life satisfaction with good quality of life which means the burnout negatively affects the life satisfaction but not the quality of life. There may be certain other factors responsible such as the random selection of the companies and the small sample chosen. The follow-

up can also help for assessing the job burnout, life satisfaction and quality of life further.

Shukla and Trivedi (2008)\textsuperscript{36} conducted a study on Burnout in Indian Teachers. Burnout is a concept which was born in the mid 1970’s in the USA and with astonishing rapidity has become a catch-word to convey an almost unlimited variety of social and personal problems afflicting workers. It describes a specific dysfunction among helping professionals, believed to be the result of excessive demands made upon their energy, strength and resources. Although a clearly agreed upon definition does not exist, burnout is characterized by the inability to be sufficiently concerned about and involved with service recipients. A burnt out worker tends to withdraw emotionally from the demands of the job. Burnout is reflected in emotional exhaustion and apathy, physical fatigue, lack of energy, psychosomatic illness, increased alcohol and drug consumption, cynicism, inappropriate anger, depression and lack of personal achievements.

Now, it is observed that teachers are also showing symptoms of burnout, which directly or indirectly affect their teaching performance. Motivated by these reasons the investigators decided to investigate the status of burnout among secondary school teachers and assess its extent in Indian teachers. The study was concluded that secondary school teachers are displaying moderate burnout levels in the areas of Emotional Exhaustion and lack of Personal Accomplishment and low burnout in the Depersonalization dimension. (ii) Male and female teachers as well as Hindi medium and English medium teachers

display similar levels of burnout. (iii) Science subject stream teachers are more depersonalized than arts subject stream teachers, though they display similar levels of burnout in the Emotional Exhaustion and lack of Personal Accomplishment dimensions.

Schepman and Zarate (2008)\textsuperscript{37} purposed of this study was to explore the relationship between Burnout, Negative Affectivity, and Organizational Citizenship Behavior (OCB) for social service workers at two agencies serving homeless populations. Thirty two subjects completed surveys. Significant correlations between major variables and subscales were found. Future research using longitudinal data is recommended to see if people who score high on negative affectivity to experience burnout more often and are less likely to perform the actions associated with the OCB scale. Upon conducting a longitudinal study the specific behaviors could be monitored and the scores on the three scales could be evaluated to determine if there is any variance over time. Research could also be conducted using two workgroups with one control group and one group selected based on high scores on the OCB scale. This study produced high negative correlations for the relationship between the OCB scale and Negative Affectivity. A similar negative correlation was determined between the OCB scale and the Burnout scale. The work group selected based on the high OCB scale should experience less Negative Affectivity and less Burnout. The factor of the OCB scale that was determined to correlate in a positive manner with both the Burnout and Negative Affectivity

totals could be studied individually. The factor discovered to have this relationship was the Altruism. Altruism had significant positive relationships with all of the Burnout subscales of Personal Accomplishment, Depersonalization, and Emotional Exhaustion. Future studies could be conducted to determine what some possible explanations could be for these relationships. The factor of Altruism alone might be a good indicator of a person that would be more likely to experience Negative Affectivity and Burnout.

Myendeki (2008) Job Stress, Burnout and Coping Strategies of South African Police Officers. The aim of this study was to determine whether coping strategies of police officers help moderate the outcome of burnout resulting from job stress. The nature of the job demands of police officers is such that they may experience high levels of stress. A convenience sample (N = 89: n Males = 58; n Female = 29) of police officers in police stations in the Eastern Cape was surveyed. The Maslach Burnout Inventory – General Survey, Police Stress Inventory and COPE questionnaire were administered. Results for all the participants indicate that when the occupational stressor Lack of Resources occurs police officers implement Avoidance Coping (COPE) as a strategy, which leads to the experience of Exhaustion. Results also indicate that police officers use Active Coping, Cognitive Coping and Turning to Religion as means of moderating the stress-burnout relationship. Results also show that the coping strategy Avoidance Coping, used by male officers lead to Cynicism. When female police officers experience Job Demands and a Lack of

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Resources they make use of Seeking Emotional Support as a coping strategy. Male police officers were shown to make use of Active Coping as a strategy to regulate the stress-burnout relationship while female police officers implemented Active Coping and Turning to Religion to act as a buffer between job stress and burnout. The job stress results in the experience of burnout. The results for all participants proves this true by indicating that when there is stress - Lack of Resources - the police officers implement Avoidance Coping as a strategy for coping which leads to the experience of Exhaustion and Cynicism. In the gender analysis results indicated that when male police officers experience a Lack of Resources they implement Avoidance Coping as a strategy for coping which results in the experience of Exhaustion. For female police officers the results indicated that the occurrence of Job Demands and Lack of Resources was dealt with using Emotional Advice and Coping as a strategy, which resulted in Cynicism. The coping strategies moderate the relationship between job stress and burnout. The results for all participants prove this true but indicate that only certain coping strategies, namely Avoidance Coping and Turning to Religion, were implemented to act as a buffer between job stress and burnout. Similar studies indicated that Active Coping, Avoidance Coping and Turning to Religion were used to buffer the relationship between job stress and burnout. It was found that male police officers tend to use Active Coping as a buffer between job stress and burnout. Results for female police officers were similar in indicating that they also make use of Active Coping as well as Turning to Religion to moderate the stress-burnout relationship.
Indira Shukla (2008) Burnout and Stress Among Secondary School Teachers In Relation To Their Teaching Effectiveness. In the educational process, the teacher occupies a very important place. A teacher is the medium through which objectives and plans can be actualized. For this, the teacher must have sound mental and physical health. There have been many studies stating that the person’s mental health has direct and significant relationship with his / her working efficiency. Teaching is a profession where every day radical changes occur in the educational system. These changes are likely to increase rather than reduce the level of stress in teachers. Secondary school teachers experience higher level of stress due to demanding situation, while dealing with adolescent students. Overcrowded classes, heavy syllabus and inadequate facilities make teachers’ work more complex. Researches in service industry like nursing, hotel and police have highlighted that working personnel experience varying degree of stress and burnout. Correlation between job satisfaction and performance has been proved in above mentioned professions. Present study was undertaken to study the burnout and stress among secondary school teachers in relation to their teaching effectiveness and also how the perceptions of teachers and their students differed on teaching effectiveness. The objectives were to ascertain the relationship between burnout in terms of (a) frequency and (b) intensity and teaching effectiveness as perceived by (i) teachers and (ii) students; to ascertain the relationship between teachers’ experienced stress and teaching effectiveness;

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to ascertain the relationship between teachers’ experienced stress and their perceived burnout; to compare the relationship between perceived burnout in terms of (a) frequency and (b) intensity and teaching effectiveness as perceived by (i) teachers and (ii) students on the basis of teachers’ (a) qualification, (b) experience, (c) subjects taught, (d) type of school and (e) age; 5. To compare the relationship between teachers’ experienced stress and teaching effectiveness as perceived by (i) teachers and (ii) students on the basis of teachers’ (a) qualification, (b) experience, (c) subjects taught, (d) type of school and (e) age. The hypothesis were there is no significant relationship between perceived burnout of teachers in terms of (a) frequency and (b) intensity and teaching effectiveness as perceived by (i) teachers and (ii) students; 2. There is no significant relationship between teachers experienced stress and teaching effectiveness as perceived by (i) teachers and (ii) students; 3. There is no significant relationship between teachers’ experienced stress and their perceived burnout in terms of (a) frequency and (b) intensity; 4. There is no significant difference in the relationship between perceived burnout in terms of (a) frequency and (b) intensity and teaching effectiveness as perceived by (i) teachers and (ii) students on the basis of teachers (a) qualification, (b) experience, (c) subjects taught, (d) type of school and (e) age; 5. There is no significant difference in the relationship between teachers’ experienced stress and teaching effectiveness as perceived by (i) teachers and (ii) students on the basis of teachers (a) qualification, (b) experience, (c) subjects taught, (d) type of school and (e) age. For the present study, teachers teaching std. IX have been selected. Only English medium secondary school teachers are included in
the study. Teaching effectiveness had been studied by teachers’ self perception of teaching effectiveness and students’ perception of teaching effectiveness. Other sources like administrators’ perception and peer groups’ perception had not been included. Independent variables were stress and burnout and dependent variable was teaching effectiveness. Descriptive, causal- comparative survey technique was used. Sample was drawn from eleven secondary schools of Greater Bombay, using stratified sampling technique. From these eleven schools, a total of 93 secondary school teachers responded to Stress, Burnout and Teaching effectiveness questionnaires.

1. The Maslach Burnout Inventory (M.B.I.); 2. Teaching Stress Survey (TSS) of M. Mishra; 3. Teaching Effectiveness – Teachers’ Self Evaluation Rating Scale of M.N. D’Silva; and 4. Students’ Evaluation of Teaching Effectiveness Rating Scale of M.N. D’Silva. Parametric statistical techniques used were: Pearson’s Product Moment Co-efficient of Correlation; One way ANOVA; t-test; and Fisher’s “Z”. Teaching effectiveness as perceived by teachers and burnout due to intensity & frequency of emotional exhaustion as well as personal accomplishment are significantly related. Teaching effectiveness as perceived by students and burnout due to frequency of personal accomplishment are significantly correlated. Teachers have the perception that teaching effectiveness is not influenced by the level of stress. Students also have the perception that teaching effectiveness is not influenced by the level of stress that teachers perceive. Teachers have shown positive relationship between stress and burnout due to intensity of emotional exhaustion. Relationship of teaching effectiveness as perceived by teachers and burnout did not make any
difference between (i) experienced / inexperienced teachers, (ii) qualified / overqualified teachers, (iii) aided / unaided school and (iv) subjects taught (Language / Social science / Science) with the exception of (i) Age of teachers, (ii) single sex / co-ed school. Relationship of teaching effectiveness as perceived by students and burnout did not make any difference between (i) experienced / inexperienced teachers, (ii) Age of teachers, (iii) single sex / co-ed school, (iv) aided / unaided school with the exception of (i) qualified / overqualified teachers and (ii) subjects taught (Language / Social science / Science). Teachers have shown that their Stress and teaching effectiveness on the basis of (i) qualification, (ii) experience, (iii) subjects taught, (iii) type of school and (iv) age of teachers are not related. Similarly teachers stress and teaching effectiveness as perceived by students on the basis of (i) qualification, (ii) experience, (iii) subjects taught, (iii) type of school and (iv) age of teachers are not related.

Dhar and Bhagat (2008) studied on Job Stress, Coping Process and intentions to Leave. The purpose of this study was to find out the causes of occupational stress amongst the software professionals, the ways adopted by them to cope up with it and their intention to leave employment in a sample of twenty six software professionals working in three different software companies. The sample included professionals working for full time, with varying demographic details. Qualitative methods were used to collect the data which included four focused group discussions and twenty six in-depth

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interviews. Hence, this study tries to bring readers attention to work related issues of the software professionals and the impact of it on them. This study was examined the levels of Job Stress, their impact on the software professionals and the ways that they had found out to deal with it. This study also tried to throw some light on the intentions of the professionals regarding leaving their organisations. Through in-depth interviews and focused group discussions, the researcher found out that the software professionals are going through huge amount of occupational stress. Burnout amongst the professionals was noted to be the real issue and something that was common amongst all the professionals. This was the major cause that often gave the birth to the thought to change careers completely and get away from it all. More often than not, however, the intention to leave the organisation came into the mind in search of the solution. To look elsewhere for a new job thinking the immortal words, it cant possibly be this bad over there. The job of the software professionals is a tedious business and a difficult task for all involved. As projects came nearer and nearer to completion, work life is full of meetings, disorganisation, overtime, and stress. Even the standard day for a good professional is found to be full of heavy thinking, problem solving, frustrating compilation errors, and the like. The commitment of the organisation itself and the involvement of both workers and management could to be crucial for the success of stress management activities, although other factors are also identified as important. Within the area of individual strategies for stress management, more scientific and better strategies could be adopted by the professionals like Yoga, Meditation, and spending time with family, going for
short vacations, etc. From this study, it can be concluded that immediate attention of the organisation needs to be drawn so that they could take qualitative measures to reduce the stress level of their employees. Social support is one of the most important moderators of that are found to release stress. Though the issue of work-related stress, its identification and management, has received increasing attention, efforts taken for implementation of these stress releasing initiatives, seem to be lacking. There seems to be a need for establishing a framework within which employers and employee representatives can work together to prevent, identify and combat stress at work.

Chenevey, Ewing, and Whittington (2008)\textsuperscript{41} combined a study on Teacher Burnout and Job Satisfaction among Agricultural Education Teachers. The demands on teachers both in and out of classrooms combined with increased budget cuts have led many to question the levels of job satisfaction and burnout among agricultural education teachers. The purpose of this study was to describe the occurrence of burnout and the level at which burnout exists among agricultural education teachers in Ohio. The study was also designed to consider the relationships between job satisfaction, occupational stress, personal strain, personal coping resources, and burnout among agricultural education teachers. A random sample (n = 388) of the population (N = 628) received a mailed questionnaire (37% response, n = 145). Teachers were described predominantly as married, white males with one to two children and

less than 10 years of experience in their present positions. The majority of agricultural education teachers in the study possessed high levels of job satisfaction, low levels of occupational stress and personal strain, and high levels of personal coping resources. However, teachers in the study indicated a moderate level of frequency of burnout and a moderate to high level of intensity of burnout. No significant relationships were found between demographic characteristics and burnout, or between organizational factors and burnout.

Katarzyna (2007) From Research on Physical Education Teachers Burnout (Academy of Physical Education, Poland). A physical education teacher in Poland is considered to be responsible for his student’s health and hygienic attitudes, which he creates during educational process. The role of a teacher is expanded beyond education. He is supposed to make his pupils being aware of worth of physical activity for entire life, to improve its quality. Unfortunately sustaining positive teacher’s influence on students is impossible, when teacher is frustrated, unfulfilled or experiencing burnout. Burnout is a syndrome of emotional exhaustion, depersonalization and reduced personal accomplishment that can occur among individuals who do people–work of some kind (Maslach 2000). It seems to be an institutional problem. Burnout is always more likely when there is a major mismatch between the nature of the job and the nature of the person who does the job (Maslach, Leiter 1997). The aim of the study was to diagnose of professional burnout syndrome among

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Polish physical education teachers. This syndrome was researched to establish its structure and level in chosen sample. The method of the research was a survey. To detect burnout phenomenon the Maslach Burnout Inventory—Educators Survey (1996) was used. The MBI—ES is designed to assess the three aspects of the burnout syndrome: emotional exhaustion, depersonalization and lack of personal accomplishment. The research was carried out from October 2006 till February 2007. 145 Polish physical education teachers from second, third and fourth school stage took part in this project. This sample was selected purposefully. The obtained results showed that some teachers from chosen sample suffer from job burnout. In comparison with data collected by Maslach, Jackson & Leiter (1996b), creators of used questionnaire—MBI—ES, means of polish teachers sample in two dimensions are lower. It amounted to 15,28 for Emotional Exhaustion (Maslach, Jackson & Leiter—21,25) and 6,02 for Depersonalization (Maslach, Jackson & Leiter—11,0). Personal Accomplishment mean is a little higher in polish sample. It amounts to 34,17 (Maslach, Jackson & Leiter – 33,54). 34,5 % of Polish physical education teachers get average or high score in a subscale of Emotional Exhaustion, 28,3 % in Depersonalization and 68,9 % in Personal Accomplishment. Only 18,62 % of researched teachers don’t have any symptoms of professional burnout. Job burnout is a problem which concerns Polish physical education teachers. Most of them mainly suffer from reduced personal accomplishment. Those teachers have a the least amount of teachers depersonalize their students which is positive, because this aspect of burnout syndrome is connected with negative attitude to the students.
The Relationship between Burnout and Engagement: A Confirmatory Factor Analysis. Researcher had purported that burnout and engagement measure the same three latent constructs, energy, identification, and efficacy at work, but few have actually researched the theory (Maslach & Leiter, 1997; Schaufeli & Bakker, 2004). Burnout has been consistently related to workplace demands such as emotional labor (Brotheridge & Grandey, 2002; Brotheridge & Lee, 2002). The study investigated whether burnout and engagement are comprised of energy, identification, and efficacy in a sample with high demands for emotional labor. A confirmatory factor analysis suggested that burnout and engagement might in fact be separate second order latent constructs comprised of only two constructs, emotional exhaustion and cynicism, and vigor and dedication for burnout and engagement, respectively. The burnout and engagement are separate constructs, as depicted in the best fitting model. Future research should investigate the relationship between burnout and engagement. The second implication is that wording may have an impact on the scales. As seen in model 4, there is a strong relationship between all the negatively worded items and all the positively worded items. Model four did not have the best fit, but it was approaching adequate fit. This may suggest that wording causes the answering bias in the scales. Lastly, this study only examined people with high requirements for positive and negative display rules. The two factor structure model demonstrated in this study adds validity to the application of the MBI-GS.

across occupations. Two factors were found for burnout and engagement in individuals with high emotional labor, which may be interpreted as the type of profession not playing a role in burnout, however future research should address this question more in depth.

**Pienaar and Rothmann (2006)**\(^{44}\) studied on Occupational Stress in the South African Police Service. Policing has been described as a stressful occupation. The objectives of this study were to develop and validate a measure that could be used by the South African Police Service (SAPS) to identify the frequency and intensity of occupational stressors and to assess the differences between the stressors for race, rank and gender groups. A cross-sectional survey design was used. Stratified random samples (N = 2145) were taken of police members of nine provinces in South Africa. The Police Stress Inventory was developed as a measuring instrument. Three internally consistent factors were extracted through principal component analysis with a direct oblimin rotation. These factors were labelled Job Demands, Lack of Support and Crime-related Stressors. The most important stressors identified were other officers not doing their job, inadequate or poor quality equipment, inadequate salaries, and seeing criminals go free. Analysis of variance showed differences in stressors for rank, race and gender groups.

**Talmor, Reiter and Feigin (2005)**\(^{45}\) studied on Factors relating to regular education teacher burnout in inclusive education. The aims of the

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research were to identify the environmental factors that relate to the work of regular school teachers who have students with special needs in their classroom, and to find out the correlation between these factors and teacher burnout. A total 330 primary school teachers filled in a questionnaire that had three parts: (1) personal background data; (2) the Friedman’s burnout questionnaire; and (3) environmental features typical of the work of school teachers that include students with special needs in their classroom, in four areas: psychological features, organizational, structural and social. Results show that the background data that related significantly to burnout was teachers’ attitudes towards inclusion. The more positive the attitude was, the more the teacher experienced burnout in the category of self-fulfilment. This finding was contrary to the hypothesis of the research. Two other background variables were found to relate to the de-personalization aspect of burnout, teaching higher-grade students and having an additional administrative role in school. Two other findings that were found to correlate with higher burnout rates were the number of students with special needs in class (more than 20%) and very little assistance provided to the teacher. Three environmental factors were found to have negative correlation with burnout: the organizational factor, the psychological and the social, with the latter being the most significantly negatively correlated with burnout- i.e., the less social support the teacher experienced, the higher was her level of burnout.
Factors relating to regular education teacher burnout in inclusive education. The aims of the research were to identify the environmental factors that relate to the work of regular school teachers who have students with special needs in their classroom, and to find out the correlation between these factors and teacher burnout. A total of 330 primary school teachers filled in a questionnaire that had three parts: (1) personal background data; (2) the Friedman's burnout questionnaire; and (3) environmental features typical of the work of school teachers that include students with special needs in their classroom, in four areas: psychological features, organizational, structural and social. Results show that the background data that related significantly to burnout was teachers’ attitudes towards inclusion. The more positive the attitude was, the more the teacher experienced burnout in the category of self-fulfilment. This finding was contrary to the hypothesis of the research. Two other background variables were found to relate to the de-personalization aspect of burnout, teaching higher-grade students and having an additional administrative role in school. Two other findings that were found to correlate with higher burnout rates were the number of students with special needs in class (more than 20%) and very little assistance provided to the teacher. Three environmental factors were found to have negative correlation with burnout: the organizational factor, the psychological and the social, with the latter being the most significantly

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negatively correlated with burnout—i.e. the less social support the teacher experienced, the higher was her level of burnout.

**Pillay, Goddard and Wilss (2005)**

conducted a study on Well-Being, Burnout and Competence: Implications for Teachers. Traditionally, the teaching role has been one of nurturing and developing students’ potential. However, teachers’ work today comprises a complex mix of various factors that include teaching; learning new information and skills; keeping abreast of technological innovations and dealing with students, parents and the community. These are demanding roles and there are growing concerns about teacher well-being and competence. In particular, teachers are experiencing increasing levels of attrition, stress and burnout. This study investigated the relationship between burnout and competence for a sample of mid-career teachers in primary and secondary schools in Queensland. The results break new ground in reporting a negative association between the MBI subscale Depersonalization and competence that may be attributed to a distancing mechanism in difficult human interactions. Overall, the findings of this study hold implications for teacher training courses and the well-being and competence of teachers.

**Lee et al. (2005)**

Occupational Stress and Burnout Among Korean Secondary Physical Education Teachers: Testing the Job Demands-Control-

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Support Model. The purposes of this study were to examine the prevalence of burnout, test the hypothesized structural model of relationships among occupational stress, burnout, and outcome, and investigate how job control and social support moderate the hypothesized relationships between job demands and the burnout dimension of emotional exhaustion and between the three dimensions of burnout in Korean secondary physical education (PE) teachers. This study is based on the assumption that burnout develops when job demands are high and job resources are limited. Work demands and resources are considered as potential sources of burnout and are characterized by the Job Demands-Control-Support (JDCS) model. There are eleven latent variables. Six latent variables related to the JDCS model were classified as exogenous variables, while five latent variables related to burnout and its outcome were treated as endogenous variables in the model. A total of 399 Korean secondary PE teachers responded, giving an overall response rate of 80%. Structural equation modeling was used to test the hypothesized structural models of burnout and also utilized to test the moderating effects of social support and job control on the hypothesized relationships. To test the moderating effects, the data for social support and job control were divided into two groups based on observations on the upper and lower one third of the sample. The investigation of burnout among Korean secondary PE teachers indicated that they scored significantly lower on emotional exhaustion and depersonalization and higher on diminished personal accomplishment than the norms for the U.S. teachers. The results of the data analysis for testing the hypothesized model of burnout revealed that of 16 paths specified in the
hypothesized model, 8 were found to be statistically significant for Korean secondary physical education teachers. These paths reflected the impact of (a) role ambiguity, work overload, and role conflict on emotional exhaustion; (b) emotional exhaustion on depersonalization; (c) peer support and depersonalization on personal accomplishment; (d) personal accomplishment on occupational commitment; and (e) personal accomplishment on job satisfaction. Three paths not specified a priori (supervisory support ? occupational commitment; peer support occupational commitment; peer support and job satisfaction) proved to be essential components of the causal structure because they were added to the model. Unexpectedly, job demand stressors of role ambiguity, work overload, and role conflict were positively related to the burnout dimension of emotional exhaustion when job control and social support were high.

**Jackson and Rothmann (2005)** An Adapted Model of Burnout for Educators in South Africa. The objectives in this study were to determine the psychometric properties of an adapted version of the Maslach Burnout Inventory (General Survey (MBI-GS) for South African educators in different language groups and to determine the differences between burnout in different demographic groups. A cross-sectional survey design was used. Stratified random samples (N = 1170) of educators in the North West Province in South Africa were taken. An adapted version of the MBI-GS and a biographical questionnaire were administered. Structural equation modelling confirmed a

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three-factor model of burnout, consisting of Exhaustion, Mental Distance, and Professional Efficacy. All three factors showed acceptable internal consistencies and construct equivalence for two language groups. The results showed that practically significant differences exist between aspects of burnout in demographic groups.

Bo-fei (2005) A Study on Job Burnout of Female P.E. Teachers in Middle School in Wenzhou, Wenzhou Vocational and Technical College. This research used the questionnaire survey, in-depth interview, mathematical statistics and many other methods to investigate the female P. E. teachers, job burnout in middle schools in Wenzhou. And find those female teachers level is over the average; moreover, they differ wildly in ages, teaching periods, marriage, regions, educational degrees, salaries and position rankings; Nevertheless, this thesis do not find the difference of job burnout among schools provincial key secondary schools and normal ones, or periods of class. Lastly, the author puts forward corresponding strategies dealing with the different factors of the job burnout including social factors, school factors, occupation factors, human relation factors, and personal factors.

Evers, Tomic and Brouwers (2004) The aim of this study was to explored students’ and teachers’ perceptions of teacher burnout in relation to the occurrence of disruptive student classroom behaviour and the teachers’

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competence to cope with this kind of behaviour. First, the study shows that the Maslach Burnout Inventory, the Coping with Disruptive Behaviour Scale and the Perceived Disruptive Behaviour Scale could be adapted to students to report perceived burnout symptoms among their teachers, the occurrence of perceived disruptive student behaviour and the students’ perception of their teachers’ competence to cope with disruptive student behaviour. Second, students’ perceptions do not differ according to their age. Third, we found that there was a significant difference between the perceptions of male and female students in respect of emotional exhaustion and depersonalization, but not in respect of personal accomplishment. Fourth, according to the students’ perceptions, a considerable percentage of variance in each of the three burnout dimensions was explained by teachers’ competence to cope with student disruptive behaviour and perceived disruptive student behaviour. Finally, with respect to the teachers’ self-reports, it appeared that teachers’ and students’ reports differed significantly with respect to depersonalization, personal accomplishment and the competence to cope with disruptive student behaviour. The hierarchical regression analyses of the teachers’ data showed that the competence to cope with disruptive student behaviour significantly contributed to depersonalization and personal accomplishment, whereas the teachers’ age was significantly related with personal accomplishment. Although the students’ perceptions and the teachers’ self-reports on the teachers’ well-being differed on some dimensions, the students’ information may contribute valid information on some aspects of teachers’ mental health and classroom processes.
Euwema, Kop and Bakker (2004) studied on The Behaviour of Police Officers in Conflict Situations: how Burnout and Reduced Dominance Contribute to Better Outcomes. Dominance plays an important part in police-civilian interactions. However, burnout is associated with a reduction in dominance, and this might, paradoxically, lead to more effective outcomes in conflict situations. There is a lack of knowledge about the effects of burnout in professional practice, and this multi-method study was conducted to better understand these dynamics. It is unique in that it combined self-reported burnout with observed behaviour in interactions with civilians. In this study, the relationships between the imbalance between demands and rewards, occupational burnout and police officers’ behaviour in conflict situations (in terms of dominance and effectiveness) were examined. A questionnaire was used to assess job demands, rewards and burnout among 358 Dutch police officers. In addition, police officers’ interactions with civilians were observed over 122 days. The results of structural equation modelling analyses showed that the imbalance between job demands and rewards was predictive of burnout (emotional exhaustion and depersonalization). Burnout, in its turn, predicted a decrease in dominant behaviour in conflict situations and, consequently, more effective conflict outcomes. These findings show that reduced dominance associated with burnout could in fact have positive consequences for professional behaviour in conflict situations. The benefits of

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reduced dominance in these situations should be taken into account in the training of professionals.

**Smith and Leng (2003)** Prevalence and Sources of Burnout in Singapore Secondary School Physical Education Teachers. Physical education teachers have received little attention in the literature on burnout. This study assessed the burnout levels of secondary school physical education teachers in Singapore and identified some specific work conditions related to burnout. The Work Environment (WE) questionnaire (Fejgin, Ephraty, & Ben-Sira, 1995), administered to 74 Singapore physical education teachers, measured the relationship between burnout and four theoretical dimensions: psychological (PD), structural-physical (SPD), social (SD), and bureaucratic (BD). The level of burnout was assessed by a burnout inventory compiled by Pines and Aronson (1981). A bivariate correlation established the relationship between burnout and the four dimensions. Multiple regression determined the relationship between burnout and the demographic data. It was found that physical education teachers in Singapore experienced only moderate levels of burnout. They perceived BD, PD, and SD to be significant contributors. However, there was no significant relationship between the demographic data (age, gender, race, marital status, position, years of teaching, and educational level) and burnout among teachers.

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Harris and Mesibov (2003)\textsuperscript{54} Commitment to philosophy, teacher efficacy, and burnout among teachers of children with autism. Variables that may be related to burnout in teachers of students with autism, including commitment to an underlying philosophy of a treatment and professional self-efficacy, were explored. Teachers using one of two different treatment approaches to autism participated: those using Applied Behavior Analysis (n = 34), and those using TEACCH (Treatment and Education of Autistic and Related Communication-Related Handicapped Children) (n = 30). Participants completed the Autism Treatment Philosophy Questionnaire, developed by the authors to differentiate between the philosophy of the approaches; Teacher Efficacy Scale, and Maslach Burnout Inventory. Results indicate a significant difference in philosophical commitment between the groups, but no differences in teaching efficacy or burnout. The relationship between a commitment to one's teaching approach and certain dimensions of teaching efficacy and burnout was found to be significant. Implications include the need for adequate training of teachers of students with autism.

Fletcher and Hanton (2003)\textsuperscript{55} A studied on Sources of Organizational Stress in Elite Sports Performers. This study extends recent research investigating organizational stress in elite sport. Fourteen international performers (7 men and 7 women) from a wide range of sports were interviewed with regard to potential sources of organizational stress. Consistent with


Woodman and Hardy's (2001a) theoretical framework of organizational stress in sport, four main categories were examined, environmental issues, personal issues, leadership issues, and team issues. The main environmental issues that emerged were selection, finances, training environment, accommodation, travel and competition environment. The main leadership issues were coaches and coaching styles. The main team issues were team atmosphere, support network, roles and communication. The findings are discussed in relation to previous research and in terms of their implications for sport organizations and personnel working with elite performers.

Dworkin, Saha and Hill (2003) conducted a study on Teacher Burnout and Perceptions of a Democratic School Environment. How do democratic personnel policies of the public school principal affect teacher burnout and how does teacher burnout affect support for democratic instructional styles? Using sequential OLS models from questionnaire data of 2,961 urban public school teachers, the research finds that teachers, who perceive that their principals are non-authoritarian, are supportive and collegial, and involve them in campus decision-making, are less likely to experience burnout than those teachers who perceive the opposite. However, both burned out teachers and those who report that their principal treats them democratically do not support a similar democratic treatment of their students, as indicated by their rejection of student-centred instruction. Policy implications

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of the research are discussed in the context of the state’s accountability mandate.

Kowalski and Podlesny (2002). A study of burnout in accident investigators in the US mining industry. The Maslach Burnout Inventory (MBI) was administered and scored for 154 Mine Safety and Health Administration (MSHA) employees from the US Department of Labour. These employees serve as accident investigators for serious accidents and fatalities as part of their job duties. During a workshop on stress designed for them, subjects volunteered anonymous written anecdotes, confirming and illustrating the findings. The subjects represented locations across the USA and all mining commodities coal, metal, non-metal, stone, and sand and gravel. The Maslach Burnout Inventory assesses three aspects of experienced burnout emotional exhaustion, depersonalisation, and reduced personal accomplishments. The average results of the scores for each of the three subscales for the study group of MSHA accident investigators fell in the moderate range. These scores show that the subject population was at some risk for emotional exhaustion and depersonalisation, tending toward burnout. The group evidenced a lower sense of personal accomplishment in their jobs, indicating a higher risk for burnout. From this outcome, accident investigators may be at moderate (note this does not mean average) risk for burnout. The authors recommend follow-up with this population, specifically in training to work with grieving families, and greater

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organisational support for the accident investigators in this area would be appropriate.

**Syed Mohd and Pestonjee (2001)** A Study of Organizational Role Stress in relation to Job Burnout among University Teachers. The present study investigates the relationships between organizational role stress and job burnout among university teachers. The sample consisted of (N=300) university teachers, which has been classified into three groups of 100 each. The results of the study indicate that organizational role stress is highly correlated with job burnout among all the three groups of teachers (Lecturers, Readers and Professors). Lecturers have higher level of role stress as compared to other two counterparts and are found to be significantly different from Readers and professors on demographic variables and their level of role stress and emotional exhaustion. Readers are found to be significantly different on Role Erosion, Role Overload, Self-Role Distance, Resource Inadequacy and Total ORS from the Professors but not found to be significantly different on the level of job burnout. Professors are found to have least amount of the level of stress and burnout as compared to Readers and Lecturers. Stepwise multiple regression analyses suggested that Total ORS, Role Erosion, Role Overload, Resource Inadequacy, Role Isolation, and Role Ambiguity are common Significant predictors of job burnout among all these three groups.

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Maslach, Schaufeli; and Leiter (2001)\textsuperscript{59} "Job Burnout, Annual Review of Psychology." Burnout was a prolonged response to chronic emotional and interpersonal stressors on the job, and is defined by the three dimensions of exhaustion, cynicism, and inefficacy. The past 25 years of research has established the complexity of the construct, and places the individual stress experience within a larger organizational context of people's relation to their work. Recently, the work on burnout has expanded internationally and has led to new conceptual models. The focus on engagement, the positive antithesis of burnout, promises to yield new perspectives on interventions to alleviate burnout. The social focus of burnout, the solid research basis concerning the syndrome, and its specific ties to the work domain make a distinct and valuable contribution to people's health and well-being.

Dworkin (2001)\textsuperscript{60} examined the study on Perspectives on Teacher Burnout and School Reform. This study examined two general models of teacher burnout, the psychological and the sociological. In the sociological model burnout is a form of job-specific alienation and can be redressed through organizational and structural changes. School reform in the United States as it impacts teachers has followed three waves since 1983: legislated standardization and competency testing, decentralization and site-based decision making, and high-stakes testing with accountability. Teacher burnout data collected during each of the waves is compared with data collected prior to

\textsuperscript{59} Christina Maslach; Wilmar B. Schaufeli; and Michael P. Leiter. ´Job Burnout” Annual Review of Psychology. (Feb. 2001), Vol.52: 397-422.

the reforms. Each wave exacerbated teacher burnout, but affected different sub-groups of teachers.

Anna Jocelyn (2001) Teacher burnout: A Study of Occupational Stress and Burnout in New Zealand School Teachers. This research was internationally recognized problem of stress and burnout in teachers, especially as this affects primary school teachers. The study included three phases. The first phase sought to examine the effects of stress since the new education administration changes, and to look at teachers' perceptions of stress, the work situations causing stress and the coping strategies that they found most helpful. The second phase of the study sought to identify levels of burnout using the Maslach Burnout Inventory (comparing them with American counterparts). Finally, the third phase of the study looked at differences in the work environment of both high and low burnout schools. A multidimensional research approach was selected as a framework for analysis. The limitations of prior research on teacher burnout suggests that the use of multiple methods of information gathering would prove to be a most valid approach, allowing for different perspectives in understanding the complexity of burnout within the school organization. A range of qualitative and quantitative data analyses and information gathering procedures were used. This included a stress questionnaire, MBI surveys, staff interviews, and observations. Results from the study confirmed that teachers report high level of stress in New Zealand schools and that there are noticeable differences between low stress and high

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stress schools in terms of their administrative, social and physical environments. It is recommended that teacher burnout be seen not only as an individual problem, but also as an organizational problem and that effective strategies on administrative, social and physical levels must be put in place in order to maintain healthy, low burnout school environments.

Keerthy Narayanawamy (2000)\textsuperscript{62} conducted a study on the interaction effect of factors on burnout among physical education teachers working in secondary schools of Karnataka State. The study was designed to investigate the effect of home climate, school environment and personal psychological factors on burnout of physical education teachers. There were 517 teachers were drawn from Karnataka state using simple random sampling technique. The Human Services Survey (HSS) developed by Cheristina Maslach Susan E. Jackson to assess the burnout level, personal Inventory by Dr. Yashvir Singh and Dr. Har Mohan Singh to assess personality, School Organizational Climate Description by Motilal Sharma and Home Climate Description Scale constructed and standardized by the researcher were used. The Three-way ANOVA technique and Scheffe’s test were employed. The results showed that the Home Climate was the only single factor affecting all the dimensions of burnout. School Climate factors are significant only in the case of Emotional Exhaustion and Personal Accomplishment. Further, personality factors are significant only in the case of Emotional Exhaustion and Depersonalization. In case of 2-way interactions it is observed that the joint effect of personality and

\textsuperscript{62} M.B. Keerthy Narayanawamy “An Investigation into the interaction effect of factors on burnout among physical education teachers working in secondary schools of Karnataka State.” (Unpublished Ph.D. Thesis, Bangalore University, Bangalore, 2000.)
Home Climate and School Climate and Home Climate are found to be significant in respect of Emotional Exhaustion and Depersonalization respectively. But the Three way interaction was found to be significant in all the 3 dimensions of burnout. The effect of Home Climate seems to be not only the soul factor causing proneness to all the dimensions of burnout but its effect on all cases of personal accomplishment seems to be the highest and its effect on depersonalization and personal accomplishment appears to be lower. Hence the Home Climate affects all the three dimensions of burnout.

Scott D. Bates (1999) A Study of Teacher Burnout: At Archway Programs. The purpose of this study was to research the rate of burnout amongst special education teachers. Using the Maslach Burnout Inventory (Maslach 1981), the intern gave the survey to special education teachers over a period of time. This study resulted in the intern having a better understanding of the factors that cause burnout and who is most susceptible to burnout. The teaching staff of 64, representing a variety of classifications, will serve as the subjects of the research study. The researcher determined the relationship between such educators and their degree of burnout, and the correlation between burnout and the specific special education classifications. The intern will engage in a statistical analysis of the data collected in order to retain or reject the hypothesis. The intern was able to determine from the survey conducted, that teachers of behaviorally disabled students have the highest rate of burnout at Archway Programs. Behaviorally disabled students include

such diagnosis as Oppositional Defiance Disorder (ODD), Conduct Disorders (CD) and Socially Maladjusted (SM). In order to help the staff find ways to relieve stress, the intern was able to offer suggestions found while doing the research. Organizations have the tendency to locate the problem of burnout in the individual and overlook the role of the organization in the etiology of burnout. The recognition of the work environment factors in the genesis of stress and burnout would help the organizations take a proactive role through integration of preventive measures into the organizational processes. This would help the employees cope with the stresses that are an unavoidable aspect of organizational life. It is hoped that that the findings of the study would be able to attract the attention of policy makers in the Govt., business organizations, mental health professionals and NGOs. Early diagnosis, Organizational Burnout Audit and preventive measures at individual, organizational and society levels will mitigate the distressing problem of burnout among Indian executives and would preserve the mental health of this valuable ‘human capital’ which contributes to GDP and economic development of the country. The staff in the four schools of Archway Programs has the potential to reduce the amount of stress that leads to burnout, once some of the stress reducing suggestions are utilized, enabling them to cope with their jobs. The organization provides a needed service to students who are disabled, it is important that as an administrator, the intern offer the necessary tools for the staff to perform at a higher level. Seeing that there is such a high degree of burnout in certain areas of the program, there is a definite need for further study in this area.
Fejgin, Ephraty and Ben-Sira (1995)\textsuperscript{64} Work Environment and Burnout-of Physical Education Teachers. This research presents an analysis of the nature of physical education teaching-and reports a study of work environment factors relating to burnout in a sample of physical education teachers in Israel. Based on teachers' responses to a questionnaire, a factor analysis of 80 items describing work conditions found 15 factors to explain 57\% of the variance in the work environment. In a multiple regression of all variables in the model on burnout, none of the personal or occupational variables entered the equation. However, 3 of 15 factors describing work conditions affected teacher burnout: Low Remuneration ($\beta = .359$), Bureaucratic Limitations ($\beta = .211$), and Role Limitations ($\beta = .204$). These factors include some items common to all teachers-but also point at some problems related to the unique nature of physical-education teaching, such as social isolation, role conflict, lack of diverse activities, and lack of opportunity for self-development.

Barbara M. Byrne (1991).\textsuperscript{65} Teaching and Teacher Education. The primary intent of the study was to investigate the impact of particular background variables on three dimensions of burnout (Emotional Exhaustion, Depersonalization, Personal Accomplishment) for elementary ($n = 98$), intermediate ($n = 163$), secondary ($n = 162$), and university ($n = 219$) educators. Using setwise multiple regression procedures, these variables (gender, age, marital/family status, type of student taught) were effects-coded and interpreted

\textsuperscript{64} Naomi Fejgin, Nevat Ephraty, David Ben-Sira Work Environment and Burnout-of Physical Education Teachers, \textit{JTPE} (October, 1995), Vol.15(1): 64-78.

within an analysis of variance framework. A secondary purpose of the study was to delineate factors which educators perceive as contributing most to feelings of work-related stress. While findings revealed gender, age, and type of student taught to be the most salient, their influence varied with teaching level and specific burnout facet under study. Organizational factors related to the administration of educational institutions ranked high as a substantial contributor to feelings of stress by educators at all levels of the academic system.

Burke and Greenglass (1989)\textsuperscript{66} Psychological Burnout among Men and Women in Teaching: An Examination of the Cherniss Model. This investigation examined psychological burnout among 833 men and women in teaching using a framework developed by Cherniss (1980). Work setting characteristics in concert with person variables (both individual differences and extra-work factors) were hypothesized to result in experienced stress. Some individuals cope with these sources of stress by developing the negative attitude change termed psychological burnout. Respondents provided data by completing questionnaires anonymously. The data provide strong preliminary support for the model and produced findings consistent with previous research. Suggestions for organizational intervention are offered.

2.4 OVERVIEW OF THE STUDY

From the review of literature given above regarding studies on burnout among teachers, it may be said that many studies have investigated different aspects of these variables in teaching as well as other types of jobs. Some studies have attempted to find out causes/sources of burnout among teachers in general and physical education teachers in particular whereas some studies have clearly mentioned that role conflict, role ambiguity, inadequate relationships, limited promotional opportunities significantly rate to teachers’ burnout. Some researchers have also studied the impact of burnout on health, morale, productivity and efficiency of teachers’ along with studying the coping strategies/techniques to combat burnout.

The reduction of stress is a major goal faced by the teachers today. Determining the causes of burnout in education is the first step in the process. If the cause of burnout can be eliminated then the number of teachers exhibiting these symptoms will be reduced. Not all causes however can be eliminated. There are a variety of methods that help educators to reduce burnout. These methods range from changing personal behaviour to relaxation techniques.

The previous studies provided a good look at the specific areas of teacher burnout and what factors contribute to the burnout syndrome. Specific demographic variables comprising of age, teaching experience, educational status have proven to have significant effect on teacher burnout. Changes in professional duties, responsibilities, and common changes have outdated the studies conducted. Behaviour issues faced by education professionals have
become greater in the decades. Due to these changes, teachers may be facing a higher rate of burnout than in previous years. Therefore the researcher conducting research in order to determine the comparison among physical education personnel working in government and private first grade colleges of Karnataka state.