Chapter-I

INTRODUCTION

Today, tremendous developments have taken place in the field of Physical Education at the global level. Too much emphasis on excellence and performance has catalyzed research in sport sciences, management, teaching technology, training methodology etc. As a consequence, the very perception of Physical Education differs from person to person. It has grown as a huge banyan tree whose tendrils and tentacles are difficult to distinguish. A variety of terms and expressions used as alternatives for Physical Education (such as physical training, drill, physical culture, play, gymnastics, sports and games etc.) have become archaic, obsolete and misnomer. They are just some of the segments and, hence, cannot be an alternative for the term as a whole. “Therefore, the term Physical Education needs to be understood in its proper perspective.” (Bhattacharya, 1991).

1.1 BACKGROUND OF THE STUDY

1.1.1 Meaning of Physical Education

Physical Education is the combination of two words – Physical and Education. The word physical refers to body, and indicates bodily characteristics such as strength, speed endurance, flexibility, health, coordination and performance. It generally contrasts the body with the mind.

---

The term education when used in conjunction with physical, refers to a process of education that develops the human body especially fitness and movement skills. Physical Education is not only a physical activity but a process of development of man as a whole. It develops courage to stand against odds and to face life squarely. It moulds man’s personal and group relations. Physical Education is now-a-days connected with biological, sociological, psychological, philosophical, political and cultural aspects of life. It deals with the totality of human behaviour which makes man different from other species. The concept has been defined in a variety of ways.

According to Barrow (1964) Physical Education as an education of and through human movement where many of educational objectives are achieved by means of big muscle activities involving sports, games, gymnastic, dance and exercise.

According to Webster’s Dictionary Physical education is a part of education which gives instructions in the development and care of the body ranging from simple callisthenic exercises to a course of study providing training in hygiene, gymnastics and the performance and management of athletics games.

According to Williams (1964) “Physical Education is the sum of man’s physical activities selected as to kind and conducted as to outcomes”. While

---

3 Webster's Dictionary from wikipedia.
planning the physical activity programme, consideration must be given to two things. First, activities should be selected taking into account age, sex and environments. Second, the outcomes should be more than physical. Apart from health, fitness and vigour, mental and social aspects of human personality are also taken care of.

Bucher (1972)\(^5\) defined the aim of Physical Education as, “the development of physically, mentally, emotionally and socially fit citizens through the medium of physical activities that have been selected with a view to realizing these outcomes”. In the highly hectic and socially volatile lifestyle, acquisition of variety of skills is necessary in order to economize one’s time, energy and effort. Physical Education surely makes people skilful directly as and indirectly as well. A ‘physically educated’ person can meet any eventuality because he/she is fit, tough, courageous and energetic. This apart, skills learnt on the playground, when transferred to life situations, enable people to live economically, perform routines skillfully and accomplish things successfully.

1.1.2 Importance and benefits of physical education

Physical fitness is one of the most important factors for the living with a healthy lifestyle. Physical education promotes the importance of regular fitness activity in the routine and also helps the students to maintain their fitness, develop their muscular strength, increase their stamina and thus stretch their physical abilities to an optimum level.

In the present world, the world of technology, most of us are living inactive life style. We ride instead of walking, sit instead of standing and watching. Such type of inactivity or sedentary life is damaging to one’s mental and physical health. Therefore, physical education becomes most important as part of balanced healthy living.

Physical Education is the only unique discipline, which uses physical activity as the medium for human development. It is a vital part of education, not a frill or ornament tacked on the school or college programme as a means of keeping students busy. In striving for fitness, it trains a child’s mental, moral and social faculties, arouses in him/her awareness of environment and develops alertness, the presence of mind, resourcefulness, discipline, cooperation and the spirit of respect, sympathy and generosity towards others – qualities that are essential for a happy, healthy and well disciplined life in a free and democratic world. The objective of education is the all round development of a child as a whole. Education aims at health, command of fundamental processes, worthy home membership, vocation, citizenship, worthy use of leisure time and ethical character. This can be put in other words, that is, that the objective of education is human relationship, civic responsibility, economic efficiency and self-realization. The success of any educational programme is judged from the extent of fulfillment of these objectives. The same objectives can be achieved by physical education programmes in schools and outside educational institutions. Learning is a life long process and so is education and is through out one’s life. Learning is an essential condition of physical, mental, intellectual, social and cultural and even spiritual development.
of a person. It cannot be categorized as either physical or mental but as a continuum along a linear scale where at one end it seems to be more of physical and at the other more of mental or cognitive. Therefore, it is necessary to have a holistic view of learning in education as well as Physical Education.

Physical Education has a dynamic character. Sweeping changes have occurred in its concepts, curricula, content and courses over the decades all over the world. With education tag, Physical Education more often than not, have had activity – instruction and sports competition as its major objective in education sector stretching from schools to universities. That perhaps is the reason why greater stress in teacher education programme, through the decades, has been on the creation of competent cadre of professional lea i.e. Physical Education teachers and coaches.

A professional approach to physical education is relatively a recent phenomenon the origin of which could be traced to the realization that academics without physical education is of little consequence. This changing scenario has gone a long way in enlarging the scope of Physical Education in recent years. Now there are far greater opportunities and avenues than ever before for freshmen to specialize in one or the other branch of Physical Education and prepare for teaching / non-teaching careers. Physical Education teachers who normally used to be experienced personnel have been replaced by skill – masters and the subject has become as rich as any other field.
1.1.3 Physical Education Teachers/Personnel

Today, Physical Education teachers are playing a number of diverse as well as specialized roles as teachers, officials, organizers and administrators. A physical education teacher should be a good planner in the sense that he must understand the objectives of physical education and design a programme that fits into the total educational programmes. He/she should also compare the objectives to the local needs or the area of Physical Education in which the students are weak or are interested in improving themselves.

The responsibilities of Physical Education teacher have increased manifolds in modern scientific age. The expectations of the society and nation towards Physical Education teachers are very high in the sense that they are the only leaders who can protect and save the general fitness of the sedentary people in the machine age. The rise of sports science such as Physiology, Sports Psychology, Sports Sociology, Kinesiology, Biomechanics has further added to the already enhanced scope of the duties of Physical Education teachers. The qualities, traits and characteristics of personality and character of the Physical Education teachers, by and large, are abstract concepts. Prescribing norms and objective standards on this account is but impossible. Only academic and professional qualifications - not even competencies – can be desirably listed out so that one could adhere to their prescribed standards. From an idealistic point of view, a Physical Education teacher ought to have commitment to the profession, alertness of body and mind, adjustability, initiative, fitness for work, discipline, enthusiasm, sincerity, self control, sociability, super motor capacity, sense of humour, honour, dignity, self
confidence, impartiality, communicative skills, sportsman’s spirit etc. He must be a model for his students and colleagues with regard to his character, conduct and behaviour (Kamlesh, 2002).6

With the change in the concept of Physical Education, the role of the Physical Education teacher has gone beyond the playground and entered the classroom teaching. It is perhaps far more important for a physical education teacher to concentrate upon success factors rather than think about failures in order to achieve proper results. In order to meet the high standards of the profession, Physical Education teachers must take advantage of all the information available to them about the students. This includes the characteristics and needs of the pupils, the facilities and tools with which they may work, organizational and administrative factors that affect the programme and knowledge of the subject matter and activities they are going to undertake.

Physical Education is neither a business nor an industry; it is a field of education where the inter-personal interaction is better understood as a means of socialization process than a trade transaction. In its multi dimensional perspective, Physical Education is - a programme of activity, an instructional process, a field of organization and administration and an area of research and development. Accordingly, a Physical Education teacher has to use the skills and aptitudes for a business-like approach to “man, movement, mind and material” and there are neither short cuts nor compromises on quality, competence and efficiency of those involved. But unfortunately, in proportion to

---

the expectations of the society, the Physical Education teachers have not been given due place and recognition. They face a lot of problems while carrying out their responsibilities. Bad working conditions, ill maintained playgrounds, lack of facilities create obstacles and hurdles in their efficient and smooth functioning.

The Indian teachers today operate in an environment full of uncertainties, turbulence and even hostility. Competition has increased manifold with its attending consequences both good as well as bad. It is logical to conclude that stress levels have gone up and burnout is not far. What is disturbing is the high stress and burnout level. It has been found more and more teachers suffering from psychological distress, depression, anxiety, burnout syndromes and physical ailments. The Indian Social Scientists in response to the changes and their impact in terms of illness and wellness have paid some attention to these phenomena. A large number of researchers are devoting time and energy to study the stress process with its accompanying manifestations and consequences. Burnout which is a negative consequence of chronic stress has been a topic of research of many social researchers.

Teachers have a key role in the improvement of education. Teachers are the key factors in education system. It is a well-known fact that; their subject knowledge has an influence on students’ learning in the classroom settings. In addition to the subject knowledge of the teachers, the issues belonging to the teachers’ personality and behavior are significant contributors to the teaching and learning process for any discipline. Due to this fact, many researchers have been paying attention to determine teachers’ attitudes, burnouts, and self-
efficacy towards subject and to find a relationship between those psychological concepts and certain variables (Duatepe and Akkus-Çikla, 2004\(^7\)).

Therefore, it is important that their best efforts be devoted to it. Since there is so much flexibility in the work they are required to do, and the manner in which they can do it, the contribution they make to the field will depend in part on their involvement in their work and the satisfactions they derive from it. Burnout appears to be a response to interpersonal stressors on the job in which an overload of contact with people causes changes in attitude and behavior towards them.

Burnout is defined as a state of physical, emotional, and mental exhaustion caused by long-term involvement in situations that are emotionally demanding (Pines and Aronson, 1988)\(^8\). The concept of teacher burnout was identified as a syndrome of physical and emotional exhaustion containing the development of negative job attitudes, and loss of empathic concern for clients. This syndrome involves three different dimensions, called; *depersonalization* which indicates the development of negative attitudes and impersonal responses towards the people with whom one works, *emotional exhaustion* refers to the feelings of over extension and exhaustion caused by daily work pressures, and conflicts with the colleagues, and lastly *personal accomplishment* means the sense of personal achievement, accompanied by


self-esteem (Maslach and Pines, 1984). This dimension is inversely related with burnout.

Teaching within an organizational context of a college having different departments and fields of studies is a challenging job. College personnel with diverse personalities and varying degrees of professional skill and qualifications capable to deal with changing situations which require frequent interaction and co-operation. The environment of a college /university is highly demanding requiring teachers to be committed and devoted towards their profession. Teachers need to be emotionally involved with their profession as well as being mentally and physically balanced. To provide students a meaningful education and satisfy them in the class is not an easy job today.

Human stress is something unavoidable. We all have to experience it at any age and stage of our life. We have to face it and tackle it properly to avoid the negative consequences. Teachers like other professionals can become stress prone. It is quite true to say that modern age is the age of stress and anxiety. Teaching stress like human stress can be both positive and negative. If it becomes too negative and teacher are facing continuous stress over a long period of time he becomes weak in resistance. Stress play is damaging role and aggravates the immune system. The teacher may suffer many kinds of health problems. If his/her stress is not relieved he reaches the peak point or the climax and this is the burnout point. The purpose of this study is generally to determine burnout levels of the degree college teachers with the effect of few

---

background variables and also compare the burnout level among physical education personnel working in government and private first grade colleges of Karnataka.

1.1.4 Conceptual Framework of Burnout

The concept of burnout (in Danish ‘udbrændthed’) started as a "grassroots" description of prolonged occupational stress among human service workers, where former engaged employees gradually get overwhelmed of emotional exhaustion, loss of energy, and withdrawal from work. This description was introduced in the mid 1970's by two American researchers, Herbert Freudenberger and Christina Maslach, who independently of each other described the phenomenon. Thus, the burnout concept was developed from field observations – not from theory. Since the 1970's, more than 5500 studies and books on burnout have been published. In a comprehensive review from 1998 Schaufeli and Enzmann conclude: “Burnout is not a new phenomenon – it has its root in the past. However, because of a unique constellation of several factors it was ‘discovered’ in the early 1970’s as a particular type of prolonged occupational stress that seemed to occur most prominently among human services professionals”. The history of burnout research can be divided into three different stages. At the first stage, which lasted from the 1970's to the mid 1980's, case-stories were reported, from which several ‘theories’ of causes of burnout were proposed. These causes included individual (e.g., over-commitment, unrealistic job expectations) and interpersonal factors (e.g., imbalance between employees' resources and client's demands); result of emotional labour (e.g., quantitative and qualitative
of emotional work) and organizational factors (e.g., quantitative job demands, lack of control, lack of support). The second stage of burnout research history lasted from the mid 1980’s to the end of the 1990’s. During this period, more than 1000 studies on burnout were conducted. However, most studies, were cross-sectional in design and therefore did not allow causal inference. In a meta-analysis of these studies, Zapf found that emotional work combined with organizational problems were associated with high levels of burnout.

At the third stage from the late 1990’s until today, an increasing number of longitudinal studies were conducted. In literature searches made for the papers in this thesis, 38 longitudinal studies were found. Only 13 of these studies focused on risk factors for burnout and involved participants from more than one specific occupational group (thus providing a variation of the exposure), or covered a follow-up period of more than one year, or had response rates over 50%. The main findings of those studies were that high workload, high level of emotional demands, and imbalance in job demands, control and support predict emotional exhaustion.

Two representative population studies have been conducted in Sweden and Finland, from the general population and from the workforce, respectively. In Sweden, the highest level of burnout was found in persons on long-term sickness leaves and on early retirement. Among employees not on sick leave, teachers, office assistants, and employees in the service sector had the highest level of burnout. In Finland, the most conspicuous result was that employees in forestry had the highest level of burnout.
One can conclude that research on burnout has developed from mostly case studies and theoretical considerations in the 1970’s to hypothesis-testing prospective studies. At the current stage it is widely agreed that burnout is a complex phenomenon with multi-factorial causation. It is assumed that chronic exposure to adverse conditions (stressors) causes stress reactions in the individual and that these stress reactions result into burnout. Identification of the types of stressors (e.g., work environment, demands in private life etc.) that induce this process has become the major goal in burnout research. Research on the consequences of burnout is relatively rare.

1.1.5 Meaning and Definition of Burnout

Maslach and Jackson\(^\text{10}\) define burnout as a syndrome of emotional exhaustion, depersonalization, reduced personal accomplishment that can occur among individuals who work in helping professions such as social work, counseling and nursing. Emotional exhaustion occurs when workers feel emotionally drained by continuous contact with other people. In the field of social work the nature of the work is heavily contact oriented. Emotional exhaustion sets in when social workers meet with distressed individuals on a daily basis. The constant barrage of crisis situations causes strain and this may lead to emotional exhaustion. Depersonalization is characterized by negative feelings and cynical attitudes toward the recipients of one’s services or care.\(^\text{11}\)


Over time social workers may develop a frustration when positive outcomes for their clients are not obtained. Social service workers assist clients that have learned to depend on social systems and frequently lie to survive within these systems. People that come into contact with social service providers are often desperate and may use manipulative tactics to continue receiving services. As frustration with client behavior and service failures grow, social service workers may begin to view their clients not as individuals, but as depersonalized entities.

Burnout can be defined as the end result of stress experienced but not properly coped with resulting in symptoms of exhaustion, irritation, ineffectiveness, discounting of self, others and problems of health (Hypertension, Ulcers and Heart Problems) Naidu, R.K. (1986).12

Burnout is a slow, constant and gradual process and it may happen over a period of time. Such a time may vary from person to person depending upon his environment, situation and stamina. It may not happen overnight, but like a hidden and quiet enemy it is there with in a teacher. Its fatal attack is the killing or burning one’s own job. It may start with a light kind of boredom, anxiety and job sickness until the teacher gets totally fed up. One must be aware about the early symptoms of burnout and pay due attention to stop burnout at its initial stage. If something is wrong and unbearable at the workplace it needs to be controlled in an amicable way. Only by paying a proper attention at its initial

---

stage one may avoid a final breakdown. Not taking serious everything may go wrong and the dead end is a burnout.

(a) The physical signs of burnout include a physical exhaustion. A burning out person may feel sick and tired all the time. He will suffer from episodes of fatigue and low energy. He will lack in stamina and will have low levels of immunity. He may suffer frequent headaches, back pain and muscle aches.

(b) A burned out person may have certain emotional signs and symptoms. He may feel defeated and unsuccessful in job. He may feel alone in the world and his loneliness is due to his own withdrawals or detachment. This makes him develop/look a strong feeling of hopelessness and helplessness. He will like being trapped in a spiral and life a real worried person and most of his worries are self inflicted. He has a lack of motivation to work. He will soon become negative in his attitude. He will either blaming himself or blame others. Sometimes he may get harsh rude and quarrelsome. He will be converted in to a complete dissatisfied and unhappy worker. He is unable to continue his job with such kind of emotional imbalance and therefore will be ready for early retirement or resignation.

(c) The behavior of a burning worker is also depicted in certain signs and symptoms. In behavior he looks like a frustrated person. His frustration can affect his co workers too. He becomes hostile and full of hatred. Either he develops serious conflicts with coworkers or becomes cynical and withdraws from responsibilities. He skips work and duty by coming
late and going early. He is unable to perform his tasks properly at due time and develops procrastination. For his negativity he can give no good reason except his own fantasies and lame excuses. He remains no more beneficial at the work place.

1.1.6 Causes of burnout

The prospective analyses on determinants of burnout showed that high emotional demands, high demands for hiding emotions, high quantitative demands, high work pace, low possibilities for development, low meaning of work, low predictability, low role-clarity and high role-conflict predicted burnout on at least one burnout scale. These associations remained statistically significant after adjusting for several potential confounders and for the other psychosocial work characteristics. The most striking result was that two of the main factors in contemporary occupational psychology, influence at work (control) and social support, were not associated with future burnout. This contrasts with findings from other studies on burnout including more than one occupational group, those have reported prospective associations between influence at work and social support with burnout or between job demands (quantitative demands) and emotional exhaustion.

1.1.7 The measurement of burnout

Burnout is usually measured with questionnaires. The most widely used instrument is the Maslach Burnout Inventory (MBI) developed by Maslach and Jackson. The MBI includes three components of burnout: emotional exhaustion (to be overworked and drained of emotional resources), depersonalization (a
negative attitude towards the individuals who should receive care), personal accomplishment (a feeling of reduced competence and success in work). The instrument can only be used among employees who work with people. Later, Maslach and co-workers developed a general version of the MBI, the MBI General Survey (MBI-GS), which also includes three components (exhaustion, cynicism, personal efficacy) similar to those in the MBI, but formulated in a way that allows everyone in the workforce to participate. Another burnout instrument is the Burnout Measure (BM), developed by Pines and Aronson. This instrument measures physical, emotional and mental exhaustion. The BM can be used by all persons within or without the workforce. After an extensive review of the literature on the theoretical assumptions and empirical results of the MBI, MBI-GS and the BM, and the testing of these three instruments in a Danish pilot study, we decided to develop a new instrument for measuring burnout, the Copenhagen Burnout Inventory. In accordance with the historical development of the burnout concept, the CBI focuses on exhaustion. The key feature is the attribution of exhaustion to three specific domains in the person's life - that is general exhaustion, exhaustion attributed to work in general and exhaustion attributed to work with clients. Consequently, the CBI has three different scales: 1) A scale on general exhaustion, called personal burnout, which corresponds to the general exhaustion concept of the BM and applies to everyone in and out of the workforce. The six items of this scale were derived from the 21 items of the BM that showed the best psychometric properties. 2) A scale on work-related burnout, which corresponds to the MBI-GS and applies to everyone in the workforce. Six of the seven items of this scale were derived
from the emotional exhaustion parts of the MBI and the MBI-GS. 3) A scale on client-related burnout, which corresponds to the MBI and applies to employees doing "people work". This scale was designed specifically for client-work. Compared with the above-mentioned burnout measurements that have seven response-categories, the CBI-scales have five. A detailed description of the CBI is given in the material and methods section.

Emotional exhaustion has been described as the core symptom of burnout and in some research projects only the emotional exhaustion scale of the MBI was used. The CBI is a new instrument that allows exploring exhaustion in more detail and also studying the individual's attribution of exhaustion to specific domains in life. We found that the CBI has a good internal consistency. The three burnout scales concerns three domains: a generic scale to be responded by all persons (personal burnout), a work-related scale to be responded by persons who do paid work (work-related burnout), and a scale to be responded by persons who work with clients (client-related burnout). While the three burnout scales correlated with each other, the correlation coefficients indicated that the overlap is only partly, supporting the idea of three different burnout scales. Occupational groups showed different patterns on the three scales, supporting the concept of measuring burnout with regard to different domains.

1.1.8 Burnout as a predictor for sickness absence

Regarding consequences of burnout, it has been found that burnout at baseline predicted sickness absence days and spells at 3-year follow-up. These associations remained significant after controlling for several potential
confounders inclusive self-reported disease. Moreover we found that changes in work-related burnout during follow-up were associated with changes in absence over time. This means that increase in burnout predicts increase in sickness absence, and decrease in burnout predicts decrease in sickness absence. This result confirm Harvey’s study, who found similar associations in a very small population (n=18) and with a follow-up of six months in total. The results are also in line with findings from an intervention study that showed that reducing burnout in the experimental group was followed by a decrease in sickness absence 12 months later.

Burnout is characterized by a complete exhaustion stage. It is in fact an emotional and psychological shock during which the only best solution in the mind of a burning teacher is to leave a once. Mostly it is caused by excessive and prolonged stress. It is the climax or the end point of long term uncured job stress. Stress may be positive as well as negative. In certain circumstances it may result in increased productivity and better job performance but burnout on the other hand means feeling finished at work. A burn out person becomes aimless and empty and may feel no interest no motivation for work. He will become indifferent and irrational in behavior. A person feeling job stress can survive and control the situation but a burned person can not see any hope of changing and controlling his situation. Another difference between stress and burnout is that a person experiencing a lot of job stress can feel it but he does not even notice burnout when it happens. Although the terms are used interchangeably but Job burnout is not exactly like a simple and temporary depression. Both have some similarity symptoms. The relationship between
anxiety, depression and job burnout is multidimensional. Both may cause each other i.e.

1. Burnout may cause depression (Maslach, 1982)\(^{13}\)

2. Depression can lead to burnout ultimately (Glass, McKnight and Valdimarsdottir 1993)\(^{14}\)

3. Burnout and depression can be related to certain other factors (Sears, Urizar and Evns 2000)\(^{15}\) Job burnout is a condition of:
   
   - Emotional exhaustion
   - Depersonalization
   - Lack of interest in job which may result in a reduced personal accomplishment (Maslach, 1982).\(^{16}\)

Burnout, a phenomenon that has been widely acknowledged as an important issue among people helping professional, still lacks both precise theoretical foundations and substantial empirical support. Its conceptual and operational definitions vary widely. The broadcast definitions equate Burnout with stress, connect it with a long list of adverse health and well being variables and suggest that it is caused by relentless pursuit of success.


Burnout has been related to human service professions with chronic inter-personal stress as its caused (Maslach and Jackson, 1981).\(^{17}\) It is conceived as a state of mental, physical and emotional exhaustion, typically occurring as a result of long-term involvement with people in situations, which are emotionally demanding.

Cherniss (1980)\(^{18}\) states that burnout is transactional process consisting three stages-

a. An imbalance with resources and demands (stress).

b. An immediate short-term emotional response to this imbalance (strain), the response is characterized by feelings of anxiety, tension, fatigue and emotional exhaustion.

c. A number of changes in attitude and behavior.

According to the related research studies, burnout influences most of the teachers at some point of their teaching profession (Cheek et al., 2003)\(^{19}\). As Wood and McCarthy (2002)\(^{20}\) indicated when teachers have burnout, it can have consequences for their professions. Besides increasing burnout in


teachers’ professions makes teachers hate their career and it affects their
students’ achievement (Dworkin, 1985).21

In early research studies burnout was considered a problem faced by
people engaged in high stress jobs. Such jobs include doctors, teachers,
drivers, lawyers and police officers, signs of job burnout were thought to be the
outcome of interaction with other people. Subsequent research studies risk of
burnout was linked with other jobs as well. Leiter and Robichaud, (1997)22
extended the risk of burnout in any kind of job. Posig and Kickul (2003)23,
mentioned that job burnout is not merely limited to people caring and helping
jobs but in any other stress producing job. Demerouti et al. (2001)24, concluded
that the chances of burnout were the same in several other occupations
including public dealing jobs, industry jobs and driving jobs etc.

Bakker et al. (2003)25 wrote that when job becomes too much
demanding and challenging burnout may occur very early. Vegchel et al.

Emotional demands and workload demands both contribute to job burnout.

Job burnout can also be related to certain other factors i.e. relate burnout to post traumatic affects of stressful events; relates burnout to confusion and ambiguity related to job performance and the resulting conflicts and links burnout to high risk element and safety hazards.

Westman and Etzion, (1999) wrote it may happen due to the behavior of the supervisor or boss. When a worker is teased, harassed, under-estimated and discouraged by his immediate reporting officer he may ultimately decide to leave his job. Brown and O’Brien, (1998) mentioned the fact that burnout may result due to lack of desired level of social support. Lee and Ashforth, (1996) made insufficient job facilities and resources responsible for job burnout.

Now a days there is more and more emphasis on the development of a healthy workplace. Teachers admire a university where they feel being respected and supported. Armstrong-Stassen (2004), concluded that Employees in any organization experience little or no burnout if they find the

---


environment conducive and supportive at their workplace. Lower levels of job burnout have been found to relate to social support.

Russell, Altamier, and Velzen (1987)\textsuperscript{31} concluded that a strong source of support is the department head. When he cares about his subordinate teachers he gives positive feedback regarding their skills and abilities, the teachers feel mentally relaxed and comfortable therefore are less prone to occupational stress and job burnout. Baruch-Feldman (2002)\textsuperscript{32}, suggests that burnout can be prevented by social support. A teacher may control and avoid many of his stresses with a full and sincere support from work colleagues and family members. Baruch-Feldman (2002)\textsuperscript{33}, wrote that a person coming disturbed from home can not work smoothly in the department Westman and Eden (1997)\textsuperscript{34} suggest that vacations and a short trip outside the city can be helpful in preventing burnout Etzion, Eden and Lapidot (1998)\textsuperscript{35} suggested a remedy for burnout by joining some other kind of job for some time may also be beneficial. If worker gets a chance of transfer or some different kind of work assignment for a short while he may take greater interest in his regular job once again. When a person is able to develop a hardy and confident personality and is able to apply some meaningful coping strategy he can easily overcome all his symptoms of stress and burnout. The study conducted by

\begin{itemize}
\item \textsuperscript{32} C. Baruch-Feldman. “Sources of social support and burnout, job satisfaction, and productivity.” \textit{Journal of Occupational Health Psychology}, (2002) 7(1), 84-93.
\item \textsuperscript{33} Baruch-Feldman, \textit{Loc.Cit}.
\end{itemize}
Elliot, et al., (1996)\textsuperscript{36} is really hopeful and encouraging because it induces a person to do a self help. He must use all his potential and ability to tolerate stress and minimize the element of job burnout. Pines (2004)\textsuperscript{37}, wrote that understanding and fighting with our stress is not impossible. Even it is possible to take good lessons from stressful experiences. Such a realistic attitude can help in effective stress management.

Armstrong - Stassen, M.(2004)\textsuperscript{38} maintained that a practicable and meaningful coping has been found helpful in lowering burnout There can be a number of stress management techniques and anybody may choose a few which are more appealing to his mind chemistry. There can be religious, social, cognitive, defensive and exercise strategies which may be helpful under varying situations. Developing a positive attitude and a realistic outlook is greatly helpful in bringing a balance in life. A devoted and committed person never gets dishearten and frustrated.

1.1.9 Phenomenon and Determinants of Burnout

The studies so far focused on teachers. These studies reveal that burnout exists in either low or moderate amount but not in very high amount. These findings pose certain questions regarding burnout’ first, what is it that prevents this dysfunctional consequence of stress from reaching very high


levels? Second, can studies of stress/burnout, work values/work ethics, relationship throw some light on the process that lead to burnout?

On one hand we may think that philosophy of life that an Indian imbibes through specialization leads to high involvement, dedication and commitment in Indians, thereby buffering the effects of chronic stress in terms of burnout or we may say that the rapidly changing values in Indian society have probably led the people-helpers also to attach high importance to money and other motivators. If so, the lack of high commitment in the initial stage of service or career will result in other dysfunctional consequences of job stress or role stress other than burnout.

The Indian philosophy also emphasizes on the feeling of detachment also with the preference of one's duties. That also helps him in not being cognitively and emotionally disturbed by loss or gain.

Naidu and Pandey (1988)\textsuperscript{39} found detachment to be powerful predictor for perceived distress and strain suggesting the health endowing capacity of the attitude of detachment. The findings also suggest that certain personality characteristics predispose the people-helpers to burnout. Further, they often affect burnout in interaction with the coping strategy used by the individual to meet the stressors.

Some questions are to be answered when focusing on the variables related to burnout. First, apart from personality hardiness and Type A Behavior

Pattern (TABP), which other personality characteristics predispose individuals to burnout? Second, how will specific dimensions of interpersonal interaction between helper-recipient be related to burnout and finally, what are the basic motivations of caregiver's in our country.

The conservation of resources theory holds that when the basic motivation is threatened or denied, stress occurs and when stress consumes all the energy, burnout is bound to occur. We Indians seem to be quite permissive in our interaction, e.g., even if we are quite discontented by the behavior we do not communicate it to him/her. Is there not a possibility that such permissiveness will result in the helper not being aware of his/her failure in care giving as experienced by the recipient, thereby not feeling lack of personal accomplishment?

We may reiterate that till now the researches have not focused on how burnout is influenced by commitment in interaction with certain other personality variables. (e.g., Locus of Control, Type A Behavior Pattern). Will these characteristic values, specially work values and role models acquired through socialization not influence commitment? The outcome expectation of highly committed internals will differ from those lowly committed internals and so will differ in their experience of burnout. The latter will develop learned helplessness earlier but-highly committed internal will first make attempts to regain control, and if he meets failure in reaction, he will be a victim of learned helplessness, thus his chances of being burned-out are much less than lowly committed internal.
Prolonged low expectation for reinforcement on the job can lead to feeling of burnout. Often only the recipient satisfaction is paid high attention but the needs to caregiver are largely ignored. When the caregiver's need for recognition or self esteem do not find satisfaction by helping the client to improve, he may lack the sense of personal accomplishment through care giving and may thus be burned-out. Further burnout is more likely to occur if one commitment to ideals of profession is significantly larges than ones sense of satisfaction from work.

1.1.10 Teacher Burnout

According to the well-known definition of burnout (Maslach, 1976\textsuperscript{40}, Maslach and Jackson, 1981\textsuperscript{41}), burned out people suffer from emotional exhaustion, depersonalization and a reduced sense of personal accomplishment. Emotional exhaustion refers to feelings of being emotionally overextended and having depleted one’s emotional resources.

Depersonalization refers to a negative, callous and detached attitude towards the people one works with, i.e. patients, clients or students. Reduced personal accomplishment refers to someone’s negative self-evaluation in relation to their job performance (Schaufeli and Dierendonck, 1993)\textsuperscript{42}. Many studies on burnout stress a behavioural aspect of the syndrome while many others stress a mental aspect. First, burnout is considered to be a coping


problem (the interaction model), i.e. burnout stems from the negative outcome of an individual’s judgment of their own abilities in relation to real or imagined stressors in their environment (Byrne, 1991).\(^{43}\)

Second, some studies view burnout as a state of both physical and mental exhaustion that strikes the individuals involved for a long time in situations that exact a heavy emotional toll (Kremer-Hayon and Kurtz, 1985).\(^{44}\) This view is categorized as the response or physiological model.

Third, some studies take the view that it is the environment that produces stressors responsible for the onset of burnout. Examples of such environmental stressors are the social relationships of the teachers with students, colleagues and principals (Brouwers and Tomic, 1999)\(^{45}\) and the organizational working circumstances (Van Dierendonck, Schaufeli and Buunk, 1998).\(^{46}\)

Guglielmi and Tatrow’s (1998)\(^{47}\) second objection to many burnout studies concerns how valid data are collected about the phenomenon. Generally speaking, self-report questionnaires and self-reported information to


medical doctors and/or psychologists provide the proof that someone suffers from burnout to a certain degree. Because of the many negative consequences accompanying burnout, it is important to improve the assessment of its incidence. The Maslach Burnout Inventory (MBI) is often the only instrument used as a questionnaire to assess self-reported teacher burnout. However, such an instrument may be adapted to enable the clients to report perceived symptoms of burnout among their human service workers. In the educational domain, Tatar and Yahav (1999)\textsuperscript{48} were the first to apply a shortened version of the MBI in this way; they had students fill out the items on this instrument to report perceived symptoms of burnout among their teachers.

Though teaching is called ‘labour of love until now’, the realities of classroom life have made teaching a stressful occupation. As a consequence, many teachers are finding that their feelings about themselves, their students and their profession are more negative than they were initially. These teachers are susceptible to developing chronic feelings of emotional exhaustion and fatigue, negative attitudes towards their students and a loss of feeling of accomplishment in the job. If this is the reality, then it is rather frightening to think that many teachers are wasting themselves, spending their lifetimes in doing something which has no meaning for them, which gives them no sense of satisfaction and personal worth. In psychological terms such type of teachers are called burnt out teachers.

Maslach (1984)\(^{49}\) defined burnout as the loss of concern for the people with whom one is working. Further, she explained burnout as the syndrome of emotional exhaustion and cynicism that results from interpersonal contact. She states that for the people who work continuously with other people, long term stress can be emotionally draining and can lead to burnout. They are usually required to work intensely and intimately with people on a large scale, continuous basis and become involved with their client's psychological, social and physical problems. This type of professional interaction arouses strong feelings of emotional and physical stress that can be disruptive and incapacitating. This may lead to defense in the form of 'detached concern' – of establishing some psychological distance from the client while still maintaining a concern for the person's wellbeing. Inability to develop this attitude and a lack of preparation for coping may make him/her unable to maintain the enthusiasm, care and commitment he/she initially brought to the job and then the process of burnout begins. A subsequent part is, the development of negative, cynical and dehumanized perceptions of and feelings about one's client and they are treated accordingly (depersonalization). Such negative reactions to clients however are not an inevitable consequence of emotional exhaustion, although they are quite prevalent. A third aspect of the burnout syndrome is the tendency to evaluate oneself negatively, particularly in regard to one's work and clients. People in this dimension of burnout feel unhappy about themselves and dissatisfied with their accomplishments. Thus, burnout is seen as a syndrome of emotional exhaustion, depersonalization and lack of personal

accomplishment. Burnout occurs at the individual level. It involves feelings, motives, attitudes and expectations. It is a negative feeling for the individual that leads to exhaustion (both physical and emotional), a feeling of lack of energy, a tendency to view the individuals in a disinterested manner (depersonalization) and the perception of a lack of personal achievement. The individual undergoing burnout may eat alone instead of taking his/her lunch with others, thereby avoiding mixing with others. The individual may even respond with cynicism to others. Maslach and Collins (1977)\textsuperscript{50} state that, “a worker becomes a petty bureaucrat, going strictly by the book and viewing clients as cases, rather than as people”

Teachers belong to a profession which involved working with students. Thus, they belong to the group of those who do ‘people work’ of some kind. Clouse (1981)\textsuperscript{51} point out three stages of teacher burnout:

**Stage-1: Loss of Enthusiasm** Most teachers enter the profession with a sincere desire to help the students. Their energy levels may be high, ideals strong, value systems decent, sense of motivation high and they nurse an inner hope that something positive can be done about the students. However, when their expectations are not met, their enthusiasm falters.

**Stage-2: Frustration.** Frustration is one of the earliest signs of burnout. Lowered teacher morale at this point increases the frustration and burnout level.


**Stage-3: Alienation.** Alienation of the professional from the work environment may be viewed as a response or result of powerlessness, frustration and loss of meaning in one’s work. Alienation is associated with detachment, withdrawal and isolation within the work environment. A teacher at this stage may view students as impersonal objects, may not be available when the students need help or even refuse to help them. Thus, a teacher who is undergoing burnout would perceive a lack of enthusiasm, lowered sense of morale and high levels of frustration, a sense of detachment and would withdraw from work.

Teacher burnout has an additional impact on the society, in that the teacher’s state of mental health has a direct influence on the educational process. How the teacher instructs has more relevance than what is taught. A teacher who is low on morale, high on frustration and is detached from the students obviously is not able to be effective in the classroom. Burnout is not a trivial problem but an important barometer of a major social dysfunction in the work place.

A teacher occupies an important place in the educational process. In fact, the influence of teachers on students can not be comprehended. A teacher who is undergoing burnout could be depersonalized, emotionally exhausted or perceive a lack of personal accomplishment, since burnout is viewed as a composite of Depersonalization, Emotional Exhaustion and lack of Personal Accomplishment. Consequently, an individual who is undergoing burnout may not be able to execute the role of teacher effectively.
The quality and continuity of education are directly concerned with the phenomenon of teacher burnout.

The researcher felt that for quality education, full utilization of human resources and to create a healthy environment for the development of students, this area required special attention and so made an attempt to compare the burnout among physical education personnel working in government and private first grade colleges.

1.2 STATEMENT OF PROBLEM

The purpose of this study is to compare the burnout among physical education personnel working in Government and Private First Grade Colleges of Karnataka State.

1.3 DELIMITATIONS

1. This study is delimited to the physical education personnel working in Government and Private First Grade Colleges of Arts, Science and Commerce affiliated to the Bangalore University.

2. This study is delimited only on the questionnaires of Maslach Burnout Inventory (Christian Maslach, Susan E. Jackson).

3. The data is restricted to the opinions offered by the subjects through tool.
1.4 LIMITATIONS

1. The study was limited to 424 personnel working in Government and Private First Grade Colleges of Arts, Science and Commerce affiliated to the Bangalore University.

2. Questionnaire was used to obtain the required information from the respondents.

1.5 HYPOTHESES

On the basis of the available literature and discussion with different experts and own understanding of the research scholar it was hypothesized that:

1. There is no significant difference in the Burnout viz., Emotional Exhaustion, Depersonalization and Personal Accomplishment of first grade college male and female personnel.

2. There is no significant difference in the Burnout viz., Emotional Exhaustion, Depersonalization and Personal Accomplishment of first grade college personnel working in government and private institutions.

3. There is no significant difference in the Burnout viz., Emotional Exhaustion, Depersonalization and Personal Accomplishment of first grade college personnel of first grade colleges having urban and rural background.
4. There is no significant difference in the Burnout viz., Emotional Exhaustion, Depersonalization and Personal Accomplishment of younger and older first grade college personnel of first grade colleges.

5. There is no significant difference in the Burnout viz., Emotional Exhaustion, Depersonalization and Personal Accomplishment of married and unmarried first grade college personnel of first grade colleges.

6. There is no significant difference in the Burnout viz., Emotional Exhaustion, Depersonalization and Personal Accomplishment of first grade college personnel having general and professional qualification.

7. There is no significant difference in the Burnout viz., Emotional Exhaustion, Depersonalization and Personal Accomplishment of first grade college personnel belonging to SC, ST and Other castes.

8. There is no significant difference in the Burnout viz., Emotional Exhaustion, Depersonalization and Personal Accomplishment of first grade college personnel having different type of teaching experience.

9. There is no significant difference in the Burnout viz., Emotional Exhaustion, Depersonalization and Personal Accomplishment of first grade college male personnel working in government and private college institutions.

10. There is no significant difference in the Burnout viz., Emotional Exhaustion, Depersonalization and Personal Accomplishment of first grade college female personnel working in government and private college institutions.
11. There is no significant difference in the Burnout viz., Emotional Exhaustion, Depersonalization and Personal Accomplishment of first grade college younger personnel working in government and private college institutions.

12. There is no significant difference in the Burnout viz., Emotional Exhaustion, Depersonalization and Personal Accomplishment of first grade college older personnel working in government and private college institutions.

13. There is no significant difference in the Burnout viz., Emotional Exhaustion, Depersonalization and Personal Accomplishment of first grade college SC caste personnel working in government and private college institutions.

14. There is no significant difference in the Burnout viz., Emotional Exhaustion, Depersonalization and Personal Accomplishment of first grade college ST caste personnel working in government and private college institutions.

15. There is no significant difference in the Burnout viz., Emotional Exhaustion, Depersonalization and Personal Accomplishment of first grade college other caste personnel working in government and private college institutions.

16. There is no significant difference in the Burnout viz., Emotional Exhaustion, Depersonalization and Personal Accomplishment of first
grade college married personnel working in government and private college institutions.

17. There is no significant difference in the Burnout viz., Emotional Exhaustion, Depersonalization and Personal Accomplishment of first grade college unmarried personnel working in government and private college institutions.

18. There is no significant difference in the Burnout viz., Emotional Exhaustion, Depersonalization and Personal Accomplishment of first grade college urban personnel working in government and private college institutions.

19. There is no significant difference in the Burnout viz., Emotional Exhaustion, Depersonalization and Personal Accomplishment of first grade college rural personnel working in government and private college institutions.

20. There is no significant difference in the Burnout viz., Emotional Exhaustion, Depersonalization and Personal Accomplishment of first grade college below 5 years teaching experience personnel working in government and private college institutions.

21. There is no significant difference in the Burnout viz., Emotional Exhaustion, Depersonalization and Personal Accomplishment of first grade college between 6-9 years teaching experience personnel working in government and private college institutions.
22. There is no significant difference in the Burnout viz., Emotional Exhaustion, Depersonalization and Personal Accomplishment of first grade college between 10-14 years teaching experience personnel working in government and private college institutions.

23. There is no significant difference in the Burnout viz., Emotional Exhaustion, Depersonalization and Personal Accomplishment of first grade college above 15 years teaching experience personnel working in government and private college institutions.

24. There is no significant difference in the Burnout viz., Emotional Exhaustion, Depersonalization and Personal Accomplishment of first grade college general qualified personnel working in government and private college institutions.

25. There is no significant difference in the Burnout viz., Emotional Exhaustion, Depersonalization and Personal Accomplishment of first grade college professional qualified personnel working in government and private college institutions.

1.6 **SIGNIFICANCE OF THE STUDY**

1. The study is significant because of the various reasons which the researcher found the burnout of enthusiasm is a common feature.

2. If the causes of burnout are found out remedial measures can be suggested. Then this study becomes significant for physical education personnel working in government and private first grade colleges affiliated to the Bangalore University.
3. This study will also help to understand the learn of burnout between the physical education personnel working in government and private first grade colleges affiliated to the Bangalore University.

4. This study will also help to give training to the physical education personnel working in government and private first grade colleges affiliated to the Bangalore University to teach smarter and better in the future.

1.7 DEFINITION OF THE RELATED TERMS

A few terms appear frequently in the report of the investigation and they have been used with specific meaning. These are as follows:

**Burnout:** A syndrome of Emotional Exhaustion, Depersonalization and reduced personal accomplishment that can occur among individuals who do 'people work' of some kind.

**Emotional Exhaustion:** It is a feeling of emotionally over extended and exhausted by work.

**Depersonalization:** It is an unfeeling and impersonal feeling response towards recipients of one’s service, care, treatment or instruction.

**Personal Accomplishment:** Refers to a tendency to evaluate oneself positively, particularly with regard to one’s work with clients, workers may feel happy about themselves and satisfied with their accomplishment on the job.
First Grade Colleges

In the educational system, the first grade college, the period in college that comes after Pre University and before post graduation.

Government First Grade Colleges

In the educational system, the first grade colleges running by the government of Karnataka are considered as Government First Grade Colleges.

Private First Grade Colleges

In the educational system, the first grade colleges running by the private institutions are considered as Private First Grade Colleges.