Chapter 1

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1.1. BURNOUT

Teachers begin their first teaching assignment filled with enthusiasm and energy, ready to invest the time and energy necessary for success. They find the work meaningful and gain a sense of accomplishment by interacting with students and watching them learn. Passionate about their work, they plan to make a positive difference in the lives of students.

Passionate and dedicated teachers are most at risk for burnout. When their zeal and hard work are not rewarded, disillusionment prevails. Enthusiasm is replaced by despair, their light grows dimmer, and they spiral toward burnout. The burnout process is complete when energy turns to exhaustion, involvement changes to detachment, and the sense of accomplishment becomes one of self-doubt, cynicism and, bitterness.

Individuals experiencing early stages of burnout are usually only vaguely aware of an undefined feeling of distress. Teachers afraid of going to work, feel exhausted, become indifferent to students, are dissatisfied with work performance, and avoid social situations. As the feelings intensify, problems at work and problems at home seem increasingly overwhelming and insurmountable. Work performance suffers. Teachers feel incompetent and incapable, take days of from work, live for weekends and vacations, and look forward to retirement (Cedoline, 1982; Huberman, 1993; Maslach & Leiter, 1997).

1.1.1. The Syndrome

Burnout is not an event, but rather a process, a chronic syndrome that becomes progressively worse. Burnout should not
be confused with occasional feelings of discouragement and unhappiness. Individuals with chronic burnout perceive a discrepancy between the effort exerted and the rewards received. This discrepancy creates feelings of inconsequentiality and ineffectiveness ([Farber, 1991; Friedman, 1995]).

The American psychiatrist Friedenberg coined the term burnout in 1974 to characterize the psychological state of persons involved in emotionally charged interactions with clients and patients in helping relationships. Three elements commonly present in the behaviours exhibited by teachers experiencing burnout include:

1. Emotional exhaustion exhibited when teachers perceive themselves unable to give to students as they did earlier in their careers.

2. Depersonalization exhibited in negative, cynical, and callous attitudes toward students, parents or colleagues.

3. Reduced personal accomplishment—teachers perceive that they are ineffective in helping students to learn and in fulfilling their school responsibilities ([Byrne, 1992]).

1.1.2. The Symptoms

Teachers feel overwhelmed, fatigued, unappreciated, useless, and underpaid. They are uncreative, complaining, do as little as possible, do not try anything new, skip functions, come to work late, leave early, and take a lot of sick days. There is no laughter or joking around in the teachers' lounge; faculty members are disconnected from each other.

Toward the kids, the teachers are negative, irritable, impatient, frustrated, and angry. They have very low expectations, do not care about discipline, and have poor rapport. They blame someone or something else for their problems without acknowledging the real cause.
Teachers are either sleeping more or experiencing insomnia. They show signs of poor nutrition and overeating. They hate to go to work. Many are requesting transfers to another school.

Teachers suffering burnout generally exhibit symptoms in five general areas: physical, intellectual, social, emotional, and spiritual (Cedoline, 1982; Farber, 1991; Maslach & Leiter, 1997). The symptoms of burnout are multifaceted, with blurred distinctions at their intersections. Symptoms described in each of the areas should not be considered as discrete factors, but collectively as interwoven and interrelated factors.

**Physical** – Feelings of chronic exhaustion are typical of teachers suffering from burnout. They are tired when they get up in the morning and often feel unable to face another person or tackle another project. Sleep patterns are disturbed; they either experience difficulty in sleeping or sleep excessively.

Physical symptoms, such as tense muscles and recurring physical ailments, often occur. Migraine headaches, gastroenteritis problems, and high blood pressure are among the more common afflictions. Mental disturbances such as anxiety and depression may also occur. Some individuals compound the problem by turning to alcohol and drugs to alleviate their stress (Maslach & Leiter, 1997).

Individuals under stress will be more likely to have minor accidents, such as bumping, tripping, or falling.

**Intellectual** – Intellectually, individuals experiencing burnout have decision making problems. They have difficulty of making a choice and may delay or vacillate in their decisions. Once a decision is made, taking responsibility for the consequences is difficult. A typical response is, “No matter what I do, it is not right.”
Individuals suffering burnout have difficulty in processing what they perceive as an overwhelming amount of information. They are unable to focus on a single task because they are distracted by all of the competing issues. Some people appear preoccupied, dazed, or overwhelmed. Others are easily angered and resentful of their workload.

Social – Withdrawal from colleagues and students characterizes the behaviour of burned-out teachers. Many teachers report that they feel too exhausted to engage in hobbies or to socialize with friends after work hours.

With burnout, teachers are less likely to be sympathetic or to become involved in their students’ problems. Instead, they behave in a callous, cynical, or indifferent manner, and they display a lower tolerance for classroom disruption. In contrast, some teachers transfer to their students the affection that they need at the moment, living more for that period with their students. (Huberman, 1993). One teacher, frustrated with the school’s administration and alienated from colleagues, found reinforcement from students; “My students loved me. Even though I felt I was not doing a good job, they gave me a lot of positive strokes.”

When the teacher does communicate, it is usually to indulge in cynicism and caustic humour to release frustration. The teacher lashes out at colleagues and students and is contemptuous towards the administration of institution. Humour takes the form of malicious jokes with references to students, parents, colleagues and administrators.

Once burnout problems begin, a chain reaction of effects is set in motion. Stress and fatigue result in lessened productivity and efficiency and a diminished capacity to handle problems. Teachers are less apt to prepare adequately for class, feel less committed, and are less effective in their teaching.
**Emotional** – Initially teachers deny the existence of burnout. Later, the teacher may project blame onto someone or something else rather than identifying the source and attempting to address the issue. Paranoia becomes a problem when teachers doubt their own competence and become defensive, competitive, and territorial—safeguarding their jobs. Trust becomes distrust.

Teachers experiencing burnout attempt to cope with the continual stress by becoming detached. To do so they dehumanize students, dealing with them in an analytical manner, with a minimum of emotions (Byrne, 1992; Cedoline, 1982). Teachers become inflexible, religiously following rules and procedures to create routine interactions. They build an “emotional wall” to isolate themselves from students, parents, and colleagues.

Self-blame and loss of self-esteem are common attributes of teacher burnout. Many teachers feel that they are to blame for their burnout.

**Spiritual** – For teachers overcome with burnout, life seems dismal. After a long period of frustration, work satisfaction and self-confidence are gone. Relationships with students, colleagues, and family have been damaged. Even personal and spiritual values may be shaken. One teacher described her despair: “My relationship with God changed. I found no peace. I had no prayer life, no spiritual life. It was a dark night of the soul.”

With any hope of accomplishing their goals gone, teachers suffering burnout want relief from the source of the frustration, an escape—to a new school or retirement. In many cases, bitter, resentful teachers, feeling let down by the profession, quit teaching, leaving careers that were once a source of pride and personal identity (Maslach & Leiter, 1997).
1.1.3. Projected Incidence

The phenomenon of burnout is most prevalent about halfway through a teaching career, between the ages of 33 and 45, for individuals with between 7 and 12 years of experience. One reason may be that teachers in their 30s and 40s are involved in establishing families and have committed themselves to their profession and community. They are most vulnerable to self-doubts regarding the wisdom of their career choice.

The prevalence of teacher's burnout may be as high as 40% of teachers suffering some degree of burnout during their career. There is no indication that a period of burnout diminishes teaching skill or the desire to grow professionally. Indicators later in teaching careers suggest that burnout leaves some traces and is possibly never overcome (Brock, 1999; Farber, 1982; Huberman, 1993).

1.1.4. Burnout and Rustout

There is a difference between teachers who become burned out and those who “rust out.” Teachers at risk for burnout are the hardworking, passionate, master teachers who dedicate themselves to students and to the pursuit of teaching. They make learning enjoyable for students. Their continued interest in their students and consistent professional growth are inspirational. Often their work becomes the focus of their lives and their identities. The factor that creates risk for burnout is the same factor that makes them good teachers—their passionate dedication to their work. When they are not rewarded or recognized for their extraordinary effort, disillusionment can lead to burnout.

The “rustouts” entered teaching initially because jobs were available, not because they had a burning desire to be teachers.
Most of them put in their time, inspiring no one. Some of these teachers are competent, and a few may even become excellent teachers. In general, however, they are not candidates for burnout, because they did not have zeal for teaching in the first place (Truch, 1990).

Other individuals show evidence from the start that teaching is not a suitable fit. After years of time and financial expenditures, however, many teachers are reluctant to quit. Others fear uncertain job markets or face pressure from family members or financial circumstances (Reinhold, 1996).

1.1.5. Problem of Denial and Blame

Burnout does not occur as a crisis. Instead it sneaks up in a slow manner, slowly draining the spirit from the individual. For most people, awareness of displeasure is gradual.

Teachers frequently do not recognize or want to admit that they are experiencing burnout. Burnout occurs less among teachers who cannot handle teaching. Others, after years of teaching, grow out of the work they have done for years. They need a change. Some teachers react to burnout with denial, claiming “there is no problem.” Others, sensing their growing inadequacy, blame themselves. Burnout may be mistakenly considered a “flaw” in a teacher’s personality. One burnout victim explained, “I felt like I was being blamed [for my burnout]; eventually I felt like it must be my fault.” Although personality traits such as an inability to manage time or a compelling need to be liked and appreciated are nuisances and can exacerbate burnout, they should not be considered the primary source. In a solid, positive environment, these traits can become tolerable nuisances rather than career-threatening ones (Reinhold, 1996).
1.2. SOURCES OF BURNOUT

Researches attribute teacher burnout to three factors: organizational conditions, administrative leadership style, and personality characteristics of teachers. Each of these factors is relevant in understanding how and why burnout occurs.

1.2.1. Organizational Issues

(a) **Work overload**

Teachers suffer work overload when they experience too many demands, too little time, and too few resources to accomplish the work. Although the quantity of work is most frequently considered, the quality of work can also be a factor. Qualitative work overload refers to work that is perceived as too difficult to accomplish satisfactorily (Byrne, 1992; Maslach & Leiter, 1997).

The typical workload of teachers is a demanding stream of class preparations, assignments to correct, school committees and events, and meetings with parents. The pace is unforgiving, unrelenting, with few breaks. Assistance from paraprofessionals, resource teachers, and counselors is often scarce. School meetings and paperwork often extend far beyond the school day.

(b) **Classroom Climate**

The interactions of teacher and students in the classroom create the classroom climate. Overall positive interactions create a climate that stimulates and reinforces the teacher’s efforts. Continual discipline problems, apathy, low achievement, and verbal and physical abuse by students are factors that can contribute to negative attitudes and subsequent teacher burnout.

Managing disruptive behaviour in the classroom is a primary source of teacher stress (Brock, 1999; Kijai & Totten, 2017).
The first is student disrespect toward the teacher or other students. The second is inattentiveness, failing to study, and failing in examinations.

(c) Institutional Safety

Institutional safety is becoming a concern for teachers in both urban and suburban settings (Black-Branch & Lamont, 1997; Brock, Nelson, Grady & Losh, 1998; Grady, Bendezu & Brock, 1996; Grady, Krumm & Losh, 1997).

A recent study, conducted in 1991-92 by the National Center for Education Statistics, reported that 19% of the 1,350 public school teachers had been verbally abused by a student, 9% had been threatened with injury, and 2% had been physically attacked. Half of the teachers reported that they were limited in their ability to maintain discipline by the lack of alternative placement programs available for disruptive students (Mansfield, as cited in Lawrence, 1998).

Compounding the problem is the lack of adequate statistics to measure the actual extent of violence toward teachers. Research on school crime is incomplete because of a lack of criteria for identifying and recording school crime. Some districts fail to see the necessity of recording criminal incidents to the police. Until uniform criteria and measures are adopted, the full extent of school crime will not be known (Lawrence, 1998).

Teachers are unprepared to cope with institutional violence. Their teaching preparation did not include training in violence control. They feel vulnerable and unable to protect themselves and their students. When security measures are not taken to protect them and the administration is unwilling to address the issue, they become increasingly fearful. They are prime candidates for burnout.
(d) **Role Conflict**

Role conflict emerges from the clash of two or more sets of pressures. Compliance with one pressure makes compliance with the other more difficult, even impossible. Examples of role conflict include the quantity and quality of work to be accomplished within a time frame, meeting the needs of individual students of diverse ability levels while meeting the demands of an entire class of students, and taking positive disciplinary action with students while coping with negative support from a principal (Byrne, 1992). Role conflict occurs when teachers are required to teach special education students mainstreamed into their classrooms without the benefit of training or assistance from a special education teacher. Frustration results when the teachers are unable to adequately meet all of the students’ academic needs.

(e) **Autonomy and Decision Making**

Everyone likes to have control over their work life and to have input into the decisions that affect them. Participation in the organizational decision-making process is a critical factor in maintaining teacher morale, motivation, self-esteem, and job satisfaction. Teachers who participate in decisions that directly concern them have less job burnout. Teachers like to make choices and to have input into the outcomes for which they will be accountable (Maslach & Leiter, 1997).

Most of the faculty would like to see improvement in the curriculum and would like some voice in institution’s decisions. However, if not given that opportunity, they spend their time in complaining. Negativity is all-time high in the institution. Teacher feels that he is not valued in the institution or in the community. If nobody else cares, why should he? The enthusiasm he once had for teaching is gone.
Sometimes policies have a “one-size-fits-all” approach that does not allow for teacher innovation. The response from teachers is a mechanical one. Close monitoring also has the same effect. Teachers feel constrained and inhibited from taking initiative. Teachers feel that such behave is demeaning and that it tells them they are not capable or trustworthy (Maslach & Leiter, 1997).

Some research shows that teachers generally believe their life in the workplace as controlled by others—an external locus of control. For instance, public concern for institution effectiveness has resulted in institution adoption of data to measure its outcomes. The public has demanded increased data-driven accountability by the teachers (Friedman, 1991). Teachers feel that they have no voice in what data should be collected or in what the standards should be, yet teachers are being held accountable for the outcomes (Hips & Halpin, 1991).

Sometimes the institution’s goals are ambiguous and seemingly unattainable. Although clarity of organizational goals is a prerequisite for an efficient organization and high morale, the extent to which goals are perceived by teachers to be attainable is a critical factor. If the institution’s goals are high and clearly defined but the teachers never have a chance to express their feelings towards achieving them, the stage is set for burnout.

(f) Isolation

The physical isolation of teaching is a common problem. Even more destructive is institutional environment where conflict exists between teachers and administration. When teachers lose their positive connection with colleagues, reported by teachers as a rewarding aspect of teaching, another burnout factor is set in motion (Farber, 1982).
(g) **Fairness**

Mutual request among people who work together is fundamental to a community. Trust, openness, and respect are key elements in a fair workplace. A lack of fairness is evident when workloads are distributed unevenly and administrators show favouritism.

Lack of fairness shows disrespect for teachers and breaks down the sense of community in the institution. When teachers feel that administrators lack fairness in distributing work and rewards, they respond with bitterness, competitiveness, and retaliation. Instead of generating cooperation and extra effort, the administrator is faced with teachers doing only the minimum. Absenteeism increases *(Maslach & Leiter, 1997)*.

(h) **Conflicting Values**

Eager to obtain position, most new teachers pay little attention to the congruence of their values with those reflected in the institution’s policies and administration. They just want a job. Fortunately, for most teachers, value conflicts do not become a problem. However, in some situations, the institution’s policies and procedures clash with the values of the teachers. When this happens, a serious mismatch between the teacher and the institution occurs, that could have been avoided by careful hiring practices.

(i) **Discrepancy Between Effort and Reward**

Teachers work for both extrinsic and intrinsic rewards. Teachers anticipate that their jobs will provide a salary, prestige, status, collaboration with colleagues, and the satisfaction of doing their job. Most teachers do not expect great financial wealth when they begin teaching, but they do expect to receive a wealth of intrinsic rewards and an adequate salary.
Unfortunately, the salaries of many teachers do not provide financial security. Low salaries contribute to feelings of low self-esteem. When teachers are not rewarded adequately, they feel that they and their work are devalued. An inadequate salary is a common cause of teacher burnout. (Tishler and Ernest, 1989).

Low self-esteem due to salaries may be more prevalent for teachers in private institutions. When low salary is compounded by a lack of intrinsic rewards, burnout is almost certain to occur. Many teachers have little choice but to seek other employment.

(j) Personal Issues

Personal circumstances may be serious enough to cause decreased productivity at work. Illness, death of a loved one, divorce, relationship problems, dependency, difficulties with children, and financial problems are examples. For some teachers, geographical separations from friends, colleagues, and family members increase the likelihood of emotional exhaustion and anxiety. These factors, present in any degree, produce mental states that increase the risk for burnout. Personal problems, added to a new or difficult work situation, may produce the difficult situation that makes work impossible (Huberman, 1993; Kijai & Totten, 1995).

Burnout frequently cannot be isolated to a single cause. The source of the burnout may occur at the intersection of personal life and work life.

1.2.2. Administrative Leadership Style

During teacher training, teachers are prepared to work with a variety of individuals, including students, parents, colleagues, and principals. As a result, most teachers have
interpersonal skills that enable them to adjust to varying styles of leadership. However, adjusting to a principal’s leadership style and being satisfied with that style are two different issues. In fact, the interpersonal skill of the principal can be a factor in teacher job satisfaction.

(a) Principal’s Support

Social support by the principal and peers plays a major role in reducing job stress and subsequent burnout. Teachers who feel supported by their principal and peers are less likely to experience burnout.

When social support is not present, teachers feel that the principal is not on the “same side” as the teachers. The teachers believe that the principal’s only interest is in protecting a personal image and position rather than in improving conditions for teachers or students. If parents complain, he takes their side... so what’s the use.”

(b) Chaotic Institutions

Teachers who work in a chaotic institution environment experience a lack of control over their work. When people feel out of control, burnout occurs. Thus, it is imperative for administrators to provide administrative leadership.

(c) Stifling Institutions

In other instances, an institution may be so well organized that it creates other pressures. When an institution has a well-organized hierarchy, well-defined channels of communication, and a clearly defined set of policies and procedures, teachers feel pressured to conform to existing standards without having had a voice in defining them. Because communication occurs through a “chain of command,” dialogue and discussion with the principal are precluded. This type of administrative structure
confines teachers to well-defined roles and norms while stifling new ideas and a sense of community (Friedman, 1991).

(d) Micromanaged institution

In the most dismal cases, principals take control of every aspect of the institution, leaving teachers feeling incompetent and untrustworthy. No congeniality existed among faculty. The principal had a few favourite teachers and openly criticized and ridiculed the rest. The faculty room is toxic with negativity.

1.2.3. Personality Factors

Some teachers’ experience lead them to view the demands of their job as threats, whereas others view the demands as challenges. Teachers who perceive a situation as challenging may be motivated to achieve, whereas teachers who perceive the same situation as stressful tend towards burnout (Friesen, Prokop & Sarros, 1988).

(a) Anomie

Anomie, or a sense of meaninglessness about one’s job, is a predictor of the depersonalization correlated with emotional exhaustion (Mazur & Lynch, 1989). Individuals experiencing anomie do not feel connected to other individuals, to an organization, or to a cause beyond themselves. They attempt to distance themselves from those individuals whom they perceive to be the source of their unhappiness. As a result, their attitudes are detached and callous, signaling the burnout stage of depersonalization.

(b) Self-concept

Self-concept is a major predictor of burnout. Individuals with low self-concept and little confidence are likely to become overburdened and emotionally depleted and thus vulnerable to burnout. Other research suggests that how one thinks that
others think of one, is a predictor of burnout. Teachers who think that others have highly positive feelings about them may experience a greater degree of burnout. These teachers become emotionally exhausted trying to live up to others' expectations and standards (Mazur & Lynch, 1989).

Most individuals have a strong need for social approval. Events that are perceived as social rejection may be perceived as stressful. Persons with low self-esteem are more threatened by rejection, and they are thus more vulnerable to stress and burnout.

(c) Type A personality

Another predictor of burnout is a personality, commonly referred to as type A, characterized by extremes of competitiveness, impatience, and desire for achievement. Individuals possessing the type A personality are compulsive overachievers who set unrealistic expectations for themselves and subsequently assume heavy workloads. Teachers with type A personalities may be more susceptible to burnout.

(d) Locus of control

Another factor in burnout is teachers’ external locus of control. Individuals who manifest an external locus of control perceive the causes and control of their problems as external to themselves, controlled by fate, luck, or other people. They are more likely to perceive obstacles as insurmountable than are individuals who have an internal locus of control and who see themselves as in charge of their life’s events.

Teachers with an external locus of control have few coping strategies to deal constructively with challenges. Instead of taking constructive action to solve their problems, they complain (Cadavit & Lunenburg, 1991).
Teachers who have an external locus of control are likely to have a custodial pupil control ideology, perceiving that students require firm discipline and direction from the teacher. Internally controlled teachers are more likely to perceive students in a positive manner, seeing them as disciplined, trustworthy, and responsible (Cadavit & Lunenburg, 1991).

1.3. THE COST OF BURNOUT

According to an old saying “Hard work never hurt anyone.” However, in the late 1980s, the Japanese discovered individuals suddenly dying from work overload, a syndrome that they called Karoshi (Reinhold, 1996). Clearly, under some conditions, work can be harmful to one’s health.

Five different body systems are affected by reactions to work: the nervous system, the immune system, the endocrine system, the cardiovascular system, and the musculoskeletal system. When you are feeling anxious, angry, doubtful or lonely because of events at work, the nervous system informs all of the other systems. The other systems mete out punishment in the form of illnesses ranging from mild to serious. Negative feelings such as failure, unhappiness, and discontentment decrease effectiveness and compromise your health.

Stress that results from working is not necessarily a negative. A little level of stress can be therapeutic and challenging. Stress that causes burnout has no redeeming features and serves only to escalate serious individual and organizational problems (Sarros & Sarros, 1990).

Work that generates “good stress” can be positive and actually enhance job performance. By contrast, when you do your job well and are not appreciated for what you do, self-esteem and sense of purpose are overcome by self-doubt and feelings of uselessness. Burnout is almost inevitable.
We have recognized and focused considerable attention on safety hazards in the workplace while giving little attention to workplace conditions as they relate to overall job satisfaction and emotional well-being. Principals and administrators now realize that, despite individual tendency for burnout, attention to work-place conditions can increase teachers job satisfaction and well-being and decrease the potential for burnout (Reinhold, 1996).

1.3.1. The Personal Price

The personal price of burnout is great. Burnout erodes health and self-esteem. Relationships with family, friends, and colleagues are strained. Work performance dwindles, generating feeling of incompetence and creating a vicious cycle of despair. The very spirit of the individual is lost.

(a) Health Issues

Physical symptoms that reveal a problem include chronic fatigue, insomnia, dizziness, nausea, allergies, breathing difficulties, skin problems, muscle aches and stiffness, menstrual difficulties, swollen glands, sore throat, recurrent flu, infections, colds, headaches, digestive problems, and back pain. Respiratory infections and headaches linger longer. Individuals may develop ulcers, high blood pressure, and other serious health problems (Maslach, 1982; Reinhold, 1996).

(b) Emotional Health

Psychological health is affected by burnout. Teachers may experience a sense of reduced personal accomplishment and a loss of self-esteem, as suggested by these teachers’ comments.

When loss of self-esteem is prolonged and intense, it can result in depression, a serious disorder that requires treatment. Burnout increases irritability. Minor frustrations can result in
an explosion of anger. Victims of burnout are impatient, overly critical, suspicious, and convinced that everyone is out to make their lives difficult (Maslach, 1982).

(c) Work Performance

Burned-out teachers become increasingly less able to cope with the responsibilities and pressures of teaching. Although some teachers maintain that they care for their students, they are emotionally incapable of acting on those feelings. (Abu-Hial & Salamen, as cited by Hewitt, 1993).

The quantity and quality of their work deteriorates. They no longer teach with enthusiasm or creativity; instead, they prepare stale, bookish presentations, giving the bare minimum or giving nothing at all (Maslach, 1982; Maslach & Leiter, 1997).

Students of burned-out teachers pay a high price. The lack of motivation and enthusiasm affects not only the burned-out teacher, but also the students for whom that teacher is responsible. Students are sentenced by teachers who display little enthusiasm for the subject they are teaching. Teachers may deliver uninteresting and unimaginative lessons.

Not only do students receive inferior teaching, but often they are treated in a dehumanizing manner. Their teachers are often irritable, impatient, and quick to anger over minor frustrations. Teachers are inflexible in their responses, highly critical, and quick to judge students. They sit behind their desks, unapproachable and avoiding contact with students (Maslach, 1982; Stern & Cox, 1993).

(d) Personal Relationships

Teachers experiencing burnout may take their problem home and inflict their troubles and unhappiness on families and
friends. When family and friends become weary of listening, the burned-out teachers accuses them of not being sympathetic. Eventually, the continuous negativity and lack of interest in others affects the teachers' relationships with family and colleagues. Family arguments, disagreements with friends, and marital conflict increase. Sometimes the result is divorce, lost friendships, and trouble with children (Maslach, 1982). As relationships deteriorate, teachers receive less support in their personal lives, thus compounding their problems.

(e) Spiritual

The final stage of burnout is spiritual despair. One teacher said she felt like she was “dropping into a black hole.” A teacher teetering on the brink of burnout said, “I have to get out of this institution before I topple over the edge.” These teachers are describing the loss of balance or harmony in their lives.

The workplace occupies the majority of our waking hours, and for many individuals, it is the source of meaning and purpose in life. When workers are expected to “check their personal selves at the doors,” they are prevented from bringing their most creative gifts to the job. The result is fear, anxiety, isolation, and apathy—the ingredients of spiritual poverty (Shipka, 1993).

1.3.2. Cost to The Organization

A few burned-out teachers change institution or quit teaching giving up careers that were once a source of joy and personal identity. Principals are usually pleased when the teachers quit, feeling that they have been spared the trouble of the termination process and possible lawsuits (Maslach & Leiter, 1997).

Some teachers who experience burnout do not leave the institutions. Instead, they remain on the job, feeling miserable
and doing a disservice to their students and to the profession. They make minimal contributions to learning but heavy contributions to poor faculty morale. A few burned-out teachers can damage the climate and reduce the overall effectiveness of the institution.

Teachers seldom seek assistance for burnout. First of all, burnout does not occur as a single event. It occurs slowly, over a period of time. Initially, teachers may be unaware of their burnout. Gradually, suspicion and paranoia may cloud their ability to make sound judgement and clear decisions. Teachers have difficulty in identifying the situations that are cause of the problem. Instead, they believe that they or some others person is to blame, rather than the situation.

Teachers experiencing burnout may believe that only they have problems. Because they avoid interacting with colleagues, they do not realize that others may have the same difficulties. They believe that they are inadequate in some way and attempt to hide their distress. Findings in a study by Brock (1999) revealed that none of the teachers who had recovered from burnout had discussed their burnout problems with their principals. They handled the problem themselves, discussing it with family or colleagues. One teacher reported, “I toughed it out myself.”

Finally, teachers are in a helping profession. They are expected to have answers to problems and to help others. Admitting that they need help may be a sign of incompetence or failure. They fear the loss of others’ trust and respect (Maslach, 1982).

Burnout can be minimized, even solved, by directing the focus of attention primarily to the organization and the work of teaching and secondarily to the individual teachers. As Albert Einstein said, “The significant problems we face cannot be solved at the same level of thinking we were at when we created them".
1.4. REVIVING THE BURNED OUT TEACHERS

Teachers struggling with burnout have the potential for recovery. The task of the principal, faced with burned-out teachers, is to discover a source of fuel and a spark that will reenergize them.

(a) Confronting the Issue

Burnout is no longer simply “a personal problem.” Today we realize that burnout is a workplace problem that require both individual and organizational efforts to resolve it.

The first step in eradicating burnout is acknowledging that burnout exists in schools/colleges and that it is a correctable and preventable problem.

Causes of burnout may be beyond the control of the building administrator. Issues that exist at the district level or those resulting from national perception are beyond the province of a principal. However, many of the causes of burnout are within the principal’s direct control, and steps can be taken to assist teachers in a recovery process.

(b) Awareness of the Symptoms

Burnout has the potential to spread, sweeping through an institution and destroying faculty morale in its path. Principals who maintain close contact and interact regularly with their teachers will be in a position to recognize early symptoms, such as changes in behaviour, attitude, and attendance. Curtailing the symptoms in their early stages may prevent a widespread and serious problem.

(c) Determine the Causes

A key to recognize burnout is the behaviour of the faculty. Observations in classrooms and hallways as well as listening to and talking with teachers and students can provide valuable clues.
A variety of data collection strategies are available, such as:

- Systematic observations of faculty
- Open-ended discussions with small groups of teachers
- Feedback from students and parents
- Exit interviews with teachers
- Burnout inventories

**Observations**

The purpose of observations is to document stress-related behaviours and symptoms. The focus of the observation is (a) the symptoms exhibited and (b) the context in which they occurred.

**Discussing Burnout with Group and Individuals**

Discussing burnout is a necessary and effective step in both recovery and prevention. In a study by Brock (1999), teachers, counselors, and principals rated “discussing burnout” as an effective strategy in “reviving” teachers and preventing future occurrences.

Focusing the discussion on institution issues will remove the blame and stigma from the condition. Teachers should be encouraged to engage in the discussion.

**Feedback From Students and Parents**

When teachers are suffering from burnout, student learning is affected. Continuous feedback indicating low student performance, chronic discipline problems, or complaints from students and their parents may signal teachers burnout. Although most teachers experience occasional problems with students or complaints from parents, repeated and serious incidents should be investigated.
• **Exit Interviews**

An exit interview provides an opportunity for a principal to determine the reasons for a teacher's departure from an institution. Constant turnover is an indicator of a serious case of burnout in an institution.

• **Burnout Inventories**

If tension and distrust exist in an institution, a burnout inventory may be the best means of identifying problem areas. Teachers need to be confident that their responses to such an inventory will be anonymous and free from repercussions.

1.5. **STRATEGIES TO REVITALIZE**

Most of the causes of burnout require changes within the organization and assistance from the principal. Strategies that principals can use to revitalize teachers include:

- Change the teacher's environment
- Create support networks
- Provide direct administrative assistance
- Decrease workload
- Change administrative behaviour
- Change institution's policies and procedures
- Encourage professional growth
- Increase school safety
- Provide time away from institution
- Initiative a transfer to a new institution
- Provide a transfer within teaching field
- Suggest leaving the teaching profession

Possibly the best discussion of a case of teacher burnout and the recovery process was told by an individual who recovered. **Beverly Bimes, a National Teacher of the Year, offered the following advice:**

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The first step toward teacher renewal is to help teachers get in touch with themselves by increasing their self-knowledge and freeing themselves from their psychological bondage. In attempting to live up to the teacher myth that a person must give his or her entire life to be a dedicated teacher (as personified by the old-fashioned teacher image—no marital life, no social life), teachers find that they are caught in a type of psychological bondage.

After teachers become reacquainted with themselves, it is easier for them to look at their management of time, since inability to structure time produces stress. Over the years, they become locked into patterns of behaviour that are not productive to learning or to them.

Many times teachers become so blocked by routine patterns that their work becomes mundane, and they lose sight of educational goals. One way to encourage teachers to broaden their perspectives, by seeing new alternatives, is through a peer visitation program. By visiting colleagues’ classes, teachers have a great deal to gain.

Continuous opportunities for professional growth must exist in the form of meaningful inservice workshops. Released time for professional growth must be provided. With encouragement and with attention, teachers will remain in the classrooms where they belong. The key is helping teachers to get in control of their lives. (Bimes, 1981).

Kerpen (1993) suggested a new paradigm for the workplace that has relevance for teacher morale and institutions. In her new paradigm, “people are treated as the most valuable asset and their concerns and well-being are given top priority”. When that paradigm becomes reality, teachers will develop professionally in an atmosphere of support and
confidence, classroom performance will be enhanced, and school improvement will occur.

1.6. WELL BEING

Well being concerns with how and why people experience their lives in positive ways including both cognitive judgement and affective reactions. As such, it covers studies that have used such diverse terms as happiness, satisfaction, morale and positive self concept.

The defined and conceptualized well being may show degree of positive correlation with quality of life, job satisfaction/general satisfaction levels, sense of achievement etc. and negatively related to neuroticism, and other such variables (Verma & Verma, 1989).

Well being can also be stated as the capacity to establish positive aspect of life, general satisfaction, sense of achievement, having appropriate place or position and dissatisfaction with life Hartified and Gartified (1992) view well being as the conscious and deliberate process by which people are actively involved in enhancing their overall well-being; intellectual, social, emotional, occupational and spiritual. Dunn (2002) describes it as comparative private experience with regard to self perceived quality of an individual’s life, it also includes both affective and cognitive components.

1.7. JOB SATISFACTION

In the opinion of Brayfield and Arthur (1951), “job satisfaction refers to how people feel about their jobs”.

Smith (1955) in his psychology of Industrial Behaviour holds that “job satisfaction is the employee’s judgement of how well his job on the whole is satisfying his various needs”.

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Kolasa (1970) says that job satisfaction is based on job attitudes, but in a somewhat broader sense job satisfaction relates to how a job fits into the total picture of a person’s functioning. Job satisfaction may be defined as the result of various attitudes a person holds towards his job, towards related factors and towards life in general. Locke (1976) defines job satisfaction as “a pleasurable or the emotional state resulting from appraisal of one’s job experiences”. He further considered that job satisfaction of attributes of individual, not of any collective, depends upon the individual’s values.

1.8. TEACHER EFFECTIVENESS

Good (1959) defined teacher effectiveness as “the degree of success of a teacher in performing instructional and other duties specified in his contract and demanded by the nature of his position”.

Ryans (1960) makes a mention of general approaches to the measurement of teaching effectiveness which involve the evaluation of teacher behaviour process; a product of teacher behaviour and can be measure of teacher behaviour.

According to Evans (1976), effective teaching is that in which teacher is committed to promote experimental learning among students, provides learners with a continued experience of discovering, defining and solving real and personally meaningful problems, establishes a warm accepting response and genuine relationships with students, a relationship unperveted by power struggles or dishonesty, able to provide a rich, stimulating variety of experiences and materials for exploration by learners.

The term teacher effectiveness is used to refer to the results a teacher gets or to the amount of progress pupils make towards some specified goals of education (Medley, 1982).
1.9. TEACHER EDUCATORS

It is obvious that the education and training of a prospective teacher will be effective to the extent that it has been delivered by teacher educators who are competent and professionally equipped for the job. The quality of pedagogical inputs in teacher education programmes and the manner in which they are transacted to realize their intended objectives depend largely on the professional competence of teacher educators.

The need and importance of professionally trained teacher educators has been underscored in statements on educational policy, time and again, but the situation on the ground remains a matter of concern; there is a considerable shortage of properly qualified and professionally trained teacher educators at all stages of education and especially at the elementary stage. The shortage refers both to the inadequacy of required numbers as well as to mismatch in the qualifications of teacher educators and their job requirements. There are many reasons for this. Primary among these are structural gaps, such as the complete lack of provision for the professional development of pre-school and elementary level teacher educators and the inadequate design of post-graduate programme in education.

The profile and role of teacher educators are to be conceived primarily with reference to the philosophy and principles that govern the various aspects of school education – aims of education, curriculum, methods and materials and the socio-cultural context in which the school functions and the role of teacher in translating educational intents into practical action. Accordingly, a teacher is expected to be a particular kind of person, for example, as mentioned in the National Curriculum Framework (2009) and cited as follow:
One who:

- Cares for children and loves to be with them, understands them within social, cultural and political contexts, treats all children equally;

- Does not treat knowledge as a 'given', embedded in the curriculum and accepted without question, perceives children not as passive receivers of knowledge, encourages their capacity to construct knowledge;

- Discourages rote learning, makes learning a joyful and participatory activity, organizes learner-centred, activity based, participatory learning experiences – play, projects, discussion, dialogue, observation, visits, integrate academic learning with productive work;

- Critically examines curriculum and textbooks, contextualizes curriculum to suit local needs; and

- Promotes peace values – democratic way of life, equality, justice, liberty, fraternity, secularism and zeal for social reconstruction, reflects on her teaching experience;

then, it follows that the teacher educator (whose job is to contribute towards the preparation of such a teacher) should share the underlying educational philosophy and possess the needed understanding and professional competencies to develop such teachers. This would imply a corresponding change in the professional development of teacher educators who can:

- Engage would-be teachers with the larger social-political context in which education and learners are situated, engage them with children in real contexts than teach them about children through theories, focus on the developmental aspects of children with constant reference to their social-economic and cultural contexts.
Bring into the teacher education curriculum and discourage trainees’ own assumptions about children and beliefs about knowledge and processes of learning, help teachers to reflect upon their own positions in society—gender, caste, class, poverty, linguistic and regional variation, community, equity and justice.

Engage with theory along with field experiences to help trainees to view knowledge not as external to the learner but as something that is actively constructed during learning, integrate academic knowledge and professional learning into a meaningful whole.

Provide opportunity for trainees for reflection and independent study without packing the training schedule with teacher directed activities, provide opportunities to the student teacher to critically examine curriculum, syllabi and textbooks.

View knowledge not as an external reality embedded in textbooks but as constructed in the shared context of teaching-learning and personal experience, change perception of child as a receiver of knowledge and encourage its capacity to construct knowledge, view learning as a search for meaning out of personal experiences and knowledge generation as a continuously evolving process of reflective learning.

In other words, the locus of the functions of teacher educators lies in the role perceptions of teachers with regard to educational objectives, practices and processes of the school.

*Stage Specificity in the Preparation of Teacher Educators*

It is generally the case that those who function as teacher educators do not possess appropriate stage-specific professional training or experience. The paradox is that although teachers
are trained/appointed for specific levels of schooling (even this is not strictly adhered to now a days with B.Eds. being allowed to teach in primary schools), teacher trainers are not. For a long time it has been taken for granted that the existing arrangements for teacher preparation at different stages would do as well for teacher educators too: B.Ed. for elementary teacher educators and M.Ed. for secondary school teachers. The logic that seems to operate is that one's higher position in the educational hierarchy would entitle one to train others working at the lower levels, irrespective of whether one possesses the relevant capacities, knowledge and skills or not. The difficulty is exacerbated by the absence of established mechanisms to create a professional cadre of teacher educators, especially at the pre-primary and elementary stage. At present elementary teacher educators in their bid to upgrade their professional qualifications pursue M.Ed. The Institute of Advanced Studies in Education provides the training of elementary teacher educators which they do by running the M.Ed. programme of the concerned university. But the M.Ed. degree cannot meet the requirements of primary teacher training unless it is redesigned to impart the needed focus.

The worst sufferer of this situation is elementary education. First, the large scale expansion of the elementary education sector and the plethora of new support structures that have come up at the district and sub-district levels have created the need for suitably trained human resources to carry out such field functions as training of teachers, field supervision of educational activities, research and development of curriculum and teaching-learning materials, advocacy and developmental work with teachers and communities. Other than the activity of teaching children in elementary school, all other functions related to this sector of education are attended to by people who
have been trained for and taught only at secondary level due to lack of appropriately trained personnel in elementary education. There exist no large scale, focussed degree/post-degree programmes in these areas.

Second, despite its critical importance to the individual and the nation, elementary education remains sadly neglected as a knowledge field. As a knowledge field, elementary education has its distinct concerns, a domain of interdisciplinary knowledge, concepts and methodological perspectives. A wide range of experiences, insights and knowledge of different kinds related to elementary education exists in the country in the form of NGO's work, academic and field research and other quarters. This scattered experience and knowledge needs to be brought together to evolve a coherent vocabulary, researched and documented knowledge base and informed perspectives for elementary education.

Thirdly, the M.Ed. programmes in most universities neither widens nor deepens the discourse of education at the secondary stage that students bring with them after their B.Ed. degree.

The issue of stage-specificity should not be misunderstood as an argument for extending existing hierarchical arrangement of school teachers to teacher educators as well, but to forcefully acknowledge the specific nature of school education at different stages and to make a case for appropriately trained professionals to work in the system. The issue needs to be addressed in the wider context of irrational disparities in the career path, remuneration packages, service conditions and conditions at the workplace that characterize school education and teacher education, in particular, at the elementary stage.

M.Ed. is the dominant post-graduate programme in education offered by Indian universities. The entrants to this
programme are already initiated into rudiments of educational theories, institutions, processes and practices. The course draws a large variety of clientele: fresh graduates from different disciplines with B.Ed., experienced teachers and education functionaries in different departments. Due to the heterogeneous clientele and shifting demands of jobs related to education, the course has to cater to a wide range of academic and professional needs. The products are employed by the Boards of School Education, Directorates and Inspectorates of Education, schools, SCERTs, teacher training colleges and institutes as teachers, teacher educators, curriculum experts, evaluation experts and population education experts. The assumption seems to be that the omnibus M.Ed. can create a professional capable of contributing meaningfully to the varied role expectations which is not a well-founded assumption.

Even as a general programme of post-graduate studies in education, M.Ed. has not responded to the many shifting and newer concerns in education. It is also indistinguishable from the 2-year M.A. in Education (considered a programme of liberal, academic study of education) because in actual course design and context, the two do not differ on any sound academic rationale. The existence of two parallel post-graduate programmes in education has created an anomalous and confusing situation and has raised questions of equivalence.

Although M.Ed. is generally accepted as the requirement for one to become a teacher educators, the programme as offered in most universities is simply an extension of the B.Ed., seriously lacking in inputs focussed on the preparation of teacher educators, secondary or elementary. The NCF 2009, Position Paper on Teacher Education observes: Existing programmes of teacher education such as the M.Ed. have
become, in many universities, programmes of liberal studies in education and are woefully inadequate in facilitating a deeper discourse in education and an opportunity for inter-disciplinary enquiry. These offer little scope for professional development and research in key areas of school education such as curriculum enquiry and design, pedagogic studies, epistemological concerns and issues related to school and society. As a consequence, the dominant ethos of teacher education remains confined to a positivist approach drawn from classical schools of thought in educational psychology and having little contact with a large number of innovative experiments that have been carried out across Indian since the 1980s.

The B.Ed., programme is offered in Colleges of Education and University Departments of Education. The programme is also offered through centers of distance education/open universities. There has been a proliferation of private colleges offering the B.Ed. over the past number of years.

Secondary teacher education got a major boost with the elevation of selected institutions as Colleges of Teacher Education and Institutes of Advanced Studies in Education under the centrally sponsored scheme of strengthening teacher education. The CTE/IASE guidelines particularly focussed on the need for recruiting persons with high academic and professional qualifications on par with those obtaining at the general arts and science colleges and universities as per university norms. It also indicated the creation of a separate cadre of teacher educators, parity in pay scales with the general colleges, financial incentives for outstanding performance and promotional avenues.

In practice, the typical secondary teacher educator is a graduate with a post-graduate degree in education. The NCTE
norms prescribe a Master’s degree with M.Ed. having 55% marks with Ph.D./M.Phil. carrying special weightage. Although M.Ed. is generally accepted as the requirement for one to become a teacher educator, the programme as offered in most universities is simply an extension of the B.Ed. (as stated earlier) and seriously lacking in inputs focused on the preparation of teacher educators, secondary or elementary.

By way of summing up, we may note that at all stages, teacher education institutions are managed by faculty with little or inadequate professional training to handle the tasks of a teacher educators. The absence in the system of institutions and programmes focused on the professional preparation of trainers/teacher educators for different stages of education accounts for the situation. With the mushrooming of teacher education institutions over the years, the situation has become critical as the supply of teacher educators has not kept up with the increasing demand for faculty and institutions have compromised faculty requirements with reference to both the qualifications and number.

In the present study teacher educator is a teacher, teaching B.Ed. programme in the colleges of education, affiliated to Panjab University, Chandigarh.

1.10. EMERGENCE OF THE PROBLEM:

The progress of a nation depends largely on education. Education is the apprentice of human life. It is a human process, which involved the teacher and student. Teacher is indeed the kingpin of educative process. His commitment and devotion to the teaching profession counts a lot. The effective and efficient functioning of any educational institution depends primarily on the quality and commitment of human resources.

Education Commission (1964-66) has very aptly remarked “Of all the different factors which influence the quality of
education and its contribution to nation development, the quality, competence and character of teachers are undoubtedly the most significant.”

National Policy on Education (1986) states that “The status of the teacher reflects the socio-cultural ethos of society; It is said that no people can rise above the level of its teachers. The government and the community should endeavour to create conditions which will help to motivate and inspire teachers on constructive and creative lines”.

Teachers are very important assets and play very crucial role in every society and they are the backbone of educational system. Well being of teachers is a matter of concern to all as teachers has a special duty of preparing our youth to be ideal citizens and to face the challenges of tomorrow.

Indeed, recently Indian teachers were put to bitter ridicule and criticism as society perceived them as mercenary, irresponsible and undevoted. It is really a matter of great concern. Probably no professional group has been criticized as vehemently and as intensively as teacher.

Researches have been examining the psychological and physical demands of the work environment, may be business concern or educational setting, that trigger burnout. Researches are being conducted to identify many organizational factors contributing to increased stress levels and burnout among employees and also in case of teachers. Reciprocally, elevated burnout levels in all organizations are associated with performance and job satisfaction and teaching profession is no exception.

Lack of motivation and commitment to the profession is a field where paucity of research prevails in our country. In the last decades teachers and their problems have attracted a great
deal of attention of researches. Recently, teacher efficiency, stress, burnout and alienation have become the themes of increasing public and professional concern. The negative impacts of stress and burnout on teacher's quality and quality of education can easily be imagined. Many teachers complain of being under stress and leading to burnout and turnout to be alienated from the work.

Except for a few sporadic investigations where the efforts have been directed to study these variables in different combinations and constellations, most of these have been researched in piecemeal and thus not giving global picture of the whole phenomenon. Moreover, there is no such research evidence referring to the burnout of teacher educators teaching in the colleges of education. Hence the present study is an endeavour in this direction.

Furthermore, the research is needed to make a thorough and systematic probe in to this phenomena why teachers of different educational levels feel burnout and how these factors affect their job satisfaction, well being and their teaching effectiveness.

1.11. STATEMENT OF THE PROBLEM

"EFFECT OF BURNOUT ON THE WELL BEING JOB SATISFACTION AND EFFECTIVENESS OF TEACHER EDUCATORS".

1.12. OBJECTIVES OF THE STUDY

1. To find the relationship between burnout, well being, job satisfaction and teacher effectiveness of teacher educators.

2. To find the difference in the total well being of teacher educators due to high, moderate and low degree of burnout.
3. To find the difference in the level of job satisfaction of teacher educators due to high, moderate and low degree of burnout.

4. To find the difference in the teacher effectiveness of teacher educators due to high, moderate and low degree of burnout.

5. To find the difference in burnout of teacher educators due to difference in age (≤ 35 years & > 35 years), teaching experience (≤ 10 years & > 10 years), marital status and gender differences.

6. To find the difference in the burnout of teacher educators teaching the subject of physical sciences/life sciences and social sciences/languages.

1.13. OPERATIONAL DEFINITIONS OF KEY TERMS

1. **Burnout:** It refers to syndrome of emotional exhaustion depersonalization and personal accomplishment as measured by Maslach Burnout Inventory (Maslach & Jackson, 1986).

2. **Well Being:** Well Being been conceptualized in terms of physical, mental, social, emotional and spiritual dimensions of a healthy individual that facilitates harmonization of personal experiences with universal humanness, measured by Well Being Scale (Singh and Gupta, 2001).

3. **Job Satisfaction:** According to Singh and Sharma (1986) job satisfaction may be defined in terms of economic and post retirement benefits, facilities in terms of medical care, security, social and economic status, future, promotion, work condition, place of posting and freedom of expression.
4. **Teacher Effectiveness**: It is defined as teacher's academic and professional knowledge, preparation and presentation of lesson plan, classroom management, attitude towards students, parents, colleagues, head of the institution, use of motivation, rewards and punishment, interest in all round development of students, results, feedback, accountability and personal qualities of the teachers as measured by Puri (2008).

**1.14. NEED AND SIGNIFICANCE OF THE STUDY**

Burnout among the teachers have been studied at both higher education and secondary levels because these phenomena are closely connected with teacher effectiveness, efficiency, self-esteem, self-confidence, motivation, job performance, job satisfaction and professional productivity. However in India, practically no research has been done where teachers educators' burnout in relation to demographic factors such as gender, age, marital status, subject of teaching, geographical location, job satisfaction, well being and teacher effectiveness has been researched. Therefore, these links are need to be explored in order to understand the phenomena of burnout among college teachers specially teachers of colleges of education and their relation to well being, job satisfaction and teacher effectiveness.

Excess of stress create high level of burnout. All this have similar applications in the case of teachers also. If teachers are not saved from undesirable effects of extreme burnout, the quality of teaching and learning is bound to suffer to a great degree.

Thus the present study is very advantageous to the teachers, administrators, policy makers, counselors and society at large.
1.15. ORGANIZATION OF THE CHAPTERS

In chapter 1, introduction along with emergence of the problem, objectives and need of the study have been presented, while in chapter 2 conceptual framework of different variables taken in the study has been given. Chapter 3 has been devoted for the review of related studies and hypotheses whereas chapter 4 dealt with methodology used in the present study. In chapter 5 analysis of data, interpretation of results along discussion have been given whereas chapter 6 has been devoted for summary, findings, educational implications and suggestions for further research.

Bibliography and Appendices have been given at the end of Research Report.