Chapter 3

Review of Related Studies and Hypotheses
3.1. IMPORTANCE OF REVIEW OF RELATED LITERATURE

A review of related literature is an important pre-requisite to actual planning and the execution of any research work. Best (2001) says, “......a familiarity with the literature in any problem area helps the students to discover what is already known, what others have attempted to find out, what methods have been promising and what problems remained to be solved”. To make our research effective, adequate familiarity with all the works done up to the time in that field is very essential. The real purpose of the review of the related research is the fitness of a particular project in to a broader scheme enabling one to see its importance and to relate it to many studies. The review of related literature helps the investigator:

- to define the limits of her field. It helps the researcher to delimit and define her problem.
- to avoid unfruitful and useless problem.
- to avoid unintentional duplication of well established findings.
- to know about the tools and instruments which proved to be useful and promising in the previous studies.
- to know about the recommendations of previous researchers for further research, to speculate useful hypotheses, to provide helpful suggestions for significant investigation.
3.2. REVIEW OF RELATED STUDIES

3.2.1. Related Studies on Burnout and Well Being:

Fielding (1982) conducted a study on 162 teachers of high schools and reported a moderate stress and burnout due to six personality factors.

Conway (1984) made a study of burnout of secondary school counselors and found that self acceptance was negatively associated with burnout.

Busser (1988) studied the relationship between stress and well being and indicated that higher stress managers had significantly lower wellness level than low stress managers.

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

Singh (1989) reported that while teaching was viewed as a joyful activity, some teachers believed that burnout in their profession emerged due to lack of well being.

Gale (1990) found that psychological factors contribute to well being of elderly women.

Borg (1990) reports that upto one third of teachers perceive their occupation as highly stressful.

Friedman (1991) found that women who have more family support from husband, have low stress and emotionally satisfied, are more positively appropriate in psychological well being than others.

Stress is an internal state which can be caused by physical demand of the body or by environmental and social situations.
which are evaluated as potentials harmful and exceeding our resources for coping (Singh, 1991).

Travers and Copper (1991) found teachers to be significantly poorer in mental health in comparison to other highly stressed occupational graphs.

The best teacher is one who possesses good mental health and who is fully satisfied with his/her occupation. Larson (1990) reported that higher sense of well being and work is significantly related to burn out of teachers. On a personal level teachers stress can effect health, well being and performance (Larchick and Chance, 2002). But the increased stress has effected the physical as well as the psychological well being of teachers.

Wedrich (1995) found that subject with higher well being have less stress than subject of lower well-being.

Sultana (1996) found that there was a significant effect of job conditions, working hours, job satisfaction on the psychological well-being of the working women.

Konert (1997) found that teacher who reported burnout also reported lower level of personal accomplishment.

In United States, thirty nine percent of teachers leave the profession in the first five years (Department of Education’s Staffing and Schooling survey, cited by Ingersoll, 2003).

Alvarado, Ivette Andrea (2001) revealed in a study on pediatric professionals psychological well being that increased occupational stress predicted greater emotional exhaustion.

Larchick and Chance (2002) examined that stress affect the health, well being and performance of teachers.

Najma and Rehman (2003) found highly significant negative correlation between the scores of occupational role stress scale and well-being.
Bedi and Brown (2005) examined the relationship between dispositional and relative optimism, threat avoidance and emotional well being in 85 cardiac patients. Blunting, a measure of threat avoidance was found to be associated with both optimism and emotional well being.

Richard et al. (2006) conducted a research on reducing stress and enhancing the general well being of teachers, using T'ai Chi Chich Movement: A pilot Study. The 23 teachers who completed pre-post tests showed significant improvement of their general well being and reduction in perceived stress symptoms.

Grover (2006) in his study on well being concluded that senior secondary school teachers adopting dominant approach coping strategy exhibited significantly higher level of emotional, spiritual and total well being.

Kalia and Sahoo (2010) in their study examined the empirical effect of gender, birth order and academic achievement on general well being of 391 post graduate students studying in M.D. University, Rohtak and found no effect of gender on the general well being of students.

In the review of burnout and well being although few studies are indirect, but from it is found that burnout is negatively associated with self acceptance (Conway, 1984), it emerged due to lack of well being (Singh, 1989), teachers who reported burnout also reported lower level of personal accomplishment (Konert, 1997) and a measure of threat avoidance was found to be associated with both optimism and emotional well being (Bedi and Brown, 2005).

However the present study explores the relationship between emotional exhaustion, depersonalization and personal
accomplishment measures of burnout with the well being of teacher educators.

3.2.2. Related Studies on Burnout and Job Satisfaction:

Blasé (1982) in his study revealed that a number of teachers lowered their level of job involvement as a result of experiencing stress which further increased their likelihood of future burnout.

Gunthey and Singh (1982) reported that psychotic depression; maniac depression and obsessive compulsive were significantly correlated with job satisfaction.

Quattrochi-Tubin et al. (1983) reported that psychological illness is related to job satisfaction.

Peh, Romano and Foat (1988) analyzed the relationship between job satisfaction and burnout and found that job satisfaction was inversely related to experiencing burnout.

Langford (1988) studied the relationship between job stress and job satisfaction for Seventh day Adventist Boarding Academy teachers in southern and south-west unions. Principal’s length of service, school disciplinary problems, teachers ratings of various groups, teacher salary, problems faced by Boarding Academy and the goals of education were also studied. Major conclusions were the following:

1. Stress was a significant determiner of teacher job satisfaction.
2. Principal’s length of service was correlated with teachers’ job satisfaction.

Richardson (1989) investigated the relationship of occupational stress and certain demographic variables to job satisfaction among licensed professionals counselors in Virginia. Of the counselors participating 48.5% indicated that they
experienced some job stress but 78.5% indicated that they were satisfied with their present job. A negative relationship was found between overall occupational stress and job satisfaction. Stress resulting from work responsibility impacted positively the job satisfaction.

Evans (1990) reported that reading teachers found to be particularly vulnerable to stress and burnout because of their unique role.

Dhotia (1990) reported that job security, pay, awareness and academic freedom were positively related to job satisfaction. Teaching experience was not related to job satisfaction. Attitude towards interpersonal relationships was related to job satisfaction. Outgoingness, intelligence and emotional stability were related to job satisfaction, Principal's leadership influenced job satisfaction of teachers. Job satisfaction did not have any significant impact on the achievement of pupils.

Mark, Riding and Joseph (1991) surveyed 710 male primary school teachers and revealed that the level of teacher stress and job satisfaction were constituted differently in some of the teacher demographic subgroups. A principal components analysis of the stress rating of 20 items covering various aspects of the teacher's work environment yielded four factors described in terms of 'pupil misbehaviour', time/resource difficulties, 'professional recognition needs' and 'poor relationship'. Results also showed that teachers who reported greater stress were less satisfied with their job.

Capel (1992), in his longitudinal study of burnout in teachers arrived at the same conclusion that burnout and low level of commitment among teachers were positively correlated.
Dhawan (1992) studied burnout and job satisfaction of medical technologists and reported that burnout was negatively related to job satisfaction.

Green (1993) investigated with the purpose to determine the relationship between high school athletic administrators' job satisfaction and job related stress. In addition, differences in the level of administrator's job satisfaction and job related stress according to gender, years of experience and school size were determined. Data were obtained from 371 high school athletic administrators employed in Public Schools, from North Florida and South Georgia. Specifically, the subjects were head coaches who coaches sports such as football, basketball, volleyball, softball and baseball. Three instruments were used for investigation included a personal data sheet, the job satisfaction scale and the job related stress scale. There was a positive correlation between satisfaction and job related stress.

Thakur (1993) investigated the significance of difference between, the means of job stress and job satisfaction and also determine the relationship between the scores of job stress and job satisfaction of teachers of physical education working in different management schools of Madhya Pradesh. Job stress and job satisfaction scales were administered to all the schools of 20 randomly selected districts out of 45 districts of Madhya Pradesh. To compare the job stress and job satisfaction, analysis of variance (F-ratio) was done. There was a significant relationship between job stress and job satisfaction among teachers of Physical Education working in different management schools of Madhya Pradesh.

Cooper and Kelly (1993) studied the occupational stress in head teachers in U.K. and found that job satisfaction of teachers was significantly related to teacher commitment, turnover, performance productivity and burnout.
Sudhira (1994), conducted doctoral research work on teacher job satisfaction and job stress of secondary school physical education teachers working in different management schools in Madhya Pradesh. The major findings of the study were: (i) The physical education teachers working in different management schools differed significantly in their job stress; (ii) they differed significantly in their job satisfaction also; and (iii) physical education teachers working in private schools had significantly higher job dissatisfaction as compared to teachers working in semi-government schools. They were found to be more dissatisfied than the teachers of government schools.

Agarwal (1995) undertook a study to find out the extent to which stress proven adjustment and job satisfaction could be predictors of administrative effectiveness of principals. Main objectives were to study relationship between principal’s administrative experience and job satisfaction and to study the relationship of stress proven adjustment and job satisfaction. Combined together they had significant relationship with their administrative effectiveness.

Cumming (1995) made an attempt to explore the correlation of stress and job satisfaction among urban special education teachers. Maslach Burnout Inventory, Minnesota job satisfaction questionnaires and demographic profile were used to survey over 292 special need teachers. Results indicate that no significant difference were found among different classification of teachers. Depersonalization was found to be a significant factor in the extrinsic satisfaction, a teacher experienced in his or her job.

Kudva (2000) investigated into the relationship between professional aspects of teachers and their burnout. Her major findings are: low professional commitment has a significant
relationship with the development of negative attitude towards students and lack of personal achievement. There is no significant relationship, either linear or nonlinear, between increased feelings of emotional exhaustion, fatigue and professional commitment.

**Kumar (2004)** concluded that the teachers with less job satisfaction are more prone to perceive stress than those with average or high job satisfaction. A teacher with favourable personality characteristics experience less stress than the one with less favourable personality characteristics.

**Grewal (2004)** in her study on 201 teacher educators working in B.Ed. College in Punjab State found negative correlation between job stress and job satisfaction.

**Pines et al. (2005)** found that burnout was more highly correlated than strain with variable of job satisfaction.

**Chung and Wing (2006)** constructed a teaching satisfaction measure and examined the validity of its scores. The measure was based on the life satisfaction scale (LSS). Scores on the five-item teaching satisfaction scale (TSS) were validated on a sample of 202 primary and secondary school teachers and favourable psychometric properties were found. A hypothesized teaching satisfaction as measured by TSS correlated positively with self-esteem but negatively with Psychological distress and teaching stress. The TSS scores had good incremental validity for Psychological distress and teaching stress, beyond earlier job satisfaction scales. The TSS offers a simple direct, reliable and valid assessment of teaching satisfaction.

**Brain (2008)** found that emotive dissonance was significant predictor of teacher intent to leave the job or low level of job satisfaction even when controlling for emotional exhaustion and professional tenure.
Evy (2008) found significant correlation between the Namibian teachers levels of burnout and job satisfaction. High levels of emotional exhaustion and depersonalization were indicative of a low level of job satisfaction.

Job stress and Burnout have become two of the buzz words of the present century influencing job-satisfaction of the employees (Banet, Plint and Clifford, 2005; Verma, 2008). There is a negative relationship between burnout and job satisfaction (Verma, 2008 and Shukla, 2008). Burnout has some bearing on the field of job satisfaction and is linked to extensive literature of occupational stress (MacNeil, 1981 and Verma, 2008). Intrinsic aspect of job-satisfaction seemed to correlate stranger to burnout than extrinsic aspects (Koustelios and Tsigilis, 2008; Skaalvik and Skaalvik, 2009).

To sum up burnout lowers the job involvement of teachers (Blase, 1982), job satisfaction is inversely related to experiencing burnout (Peh, Romano and Foat, 1988). Burnout and lower level of commitment among teachers are positively correlated (Capel, 1992) and high level of emotional exhaustion and depersonalization are indicative of low level of job satisfaction (Evy, 2008).

Since in the review of related studies few studies are indirect and give contradictory results. Therefore in the present study efforts have been made to find the association between the job satisfaction and burnout of teacher educators teaching in Colleges of Education.

3.2.3. Related Studies on Burnout and Teacher Effectiveness:

Kyriacou and Sutcliffe (1978) reported that decreased teacher-pupil rapport increased teacher stress and decreased teacher effectiveness in meeting educational goals.
Simpson (1980) measured teachers’ stress in Seventh day Adventist, schools. It was found that 38% teachers reported that there is personal stress in this job due to job stress and burnout.

Hazelwood (1984) concluded that teachers burnout can have a detrimental effect on health and teacher effectiveness of the teachers.

Sud and Malik (1999) reported co-workers support and provision of reassurance of worth ensured the moderating effect on job related stress and influenced teacher effectiveness of public and government school teachers.

Madden-Szesko (2000) observed that high level of personal accomplishment of teachers was associated with high level of teacher effectiveness.

To conclude the above studies, burnout has detrimental effect on teacher effectiveness of teachers (Hazelwood, 1984), high level of personal accomplishment of teachers is associated with high level of teacher effectiveness (Madden–Szesko, 2000).

Since review of related studies provides some indirect results therefore present investigation is designed to find the relationship between teacher effectiveness and burnout tendencies among teacher educators preparing teachers for secondary education programme.

3.2.4. Related Studies on Burnout and Gender:

McLntyre (1981) concluded that males reported fewer feeling of personal accomplishment and scored higher on both dimensions of depersonalization and emotional exhaustion than female special education teacher educators.

Arreenich (1981) explored the factors influencing the burnout syndrome as perceived by public school teachers. The
result indicated that gender of teacher was found to be significantly related to burnout factors.

**Bonn (1981)** found that sex was not observed to have significant relationship to burnout.

**Malanowski (1981)** concluded that sex of teacher was significantly related to degree of burnout.

**Vayda (1982)** investigated teacher burnout in the public schools. In this study, male teachers burnout in greater proportion than female teachers was observed.

**Grover (1982)** found no significant difference when burnout of male and female teachers of public schools was compared.

**Cassese (1983)** observed that female coaches suffered from greater feeling of emotional exhaustion and lower feeling of personal accomplishment than male teachers.

**Popkin (1984)** reported that male teachers tended to demonstrate higher feelings of depersonalization and less sense of personal accomplishment. In contrast female teachers reported greater feelings of emotional exhaustion.

**Anderson and Iwancki (1984)** showed males to be higher than females for depersonalization across elementary and high school teachers and males to be higher than females on emotional exhaustion and significantly greater feeling of reduced personal accomplishment for females than for males.

**Maslach and Jackson (1985)** in a study found no significant difference in emotional exhaustion in male and females.

**Harmon (1985)** reported that sex of special education teachers was the significant source of intense feelings of emotional exhaustion. Female teachers were found to be higher than the male teachers in this respect.
Marlin (1987) found that a relationship existed between personal accomplishment and sex of the teachers.

Tasy (1989) found a significant difference in the burnout of male and female teachers.

Hips (1990) reported that burnout of public school teachers was not the function of their gender.

Gupta and Dass (1990) found main effects of gender on burnout. Women teachers were found to experience emotional exhaustion more than male teachers. In other two components i.e. depersonalization and personal accomplishment significantly no gender difference was observed.

Maynard (1992) conducted a study to analyze occupational burnout among teachers in related urban schools. The finding indicated that male and female urban middle school teachers obtained similar occupational burnout scores on the modified versions of the Maslach Burnout Inventory.

Rebeiro and Bhargava (1994) studied burnout in teaching profession in India and found that female teachers had higher burnout scores than male teachers. Although the significant difference was in depersonalization and not in emotional exhaustion and personal accomplishment.

Pradhan and Misra (1995) found that there was gender differences in personal accomplishment but no significant differences were found in emotional exhaustion and depersonalization.

Rama (1997) investigated into burnout among school teachers. She reported that female teachers experienced more burnout than male teachers in primary schools.

Laub (1998) reported that gender was significant predictor of the burnout. Greater emotional exhaustion was found in women teachers as compared to men teachers.
Kumar (1999) found greater tendency of burnout among female principals than male counterparts.

Kumar (2001) reported that male and female teachers did not show any significant difference on total burnout and its components i.e. emotional exhaustion, depersonalization and personal accomplishment.

Pal (2001) in his study on physical education teachers found no significant difference on job stress due to gender difference.

Toddle (2001) explored perceived stress and burnout among special education middle school teachers and found that gender variable was consistent with burnout of the teachers.

Lau (2002) studied teachers burnout in Hongkong secondary schools. The results showed that there was significant difference in teachers burnout. Male teachers reported lower emotional exhaustion, higher depersonalization and higher personal accomplishment than female teachers.

Kenyeri (2002) studied teachers burnout of high and low socio-economic status schools. The results revealed that male teachers and female teachers were at par on depersonalization and personal accomplishment. But there was significant discrepancy of emotional exhaustion as female teachers exhibited higher level of emotional exhaustion than male teachers.

Singhal (2004) did not find significant difference in burnout of male and female teachers.

Kumar (2006) conducted his study on 244 college teachers (male = 164, female = 80) of Mandi, Bilaspur and Hamirpur districts of Himachal Pradesh and found that male teachers showed more intensity of burnout in terms of personal accomplishment as compared to female teachers.
From the review of above studies on gender and burnout, it is originated that sex of the teachers is significantly related to degree of burnout (Malanowski, 1981); males to be higher than females on depersonalization and emotional exhaustion (Anderson and Iwancki, 1984); females are found to experience emotional exhaustion more than male teachers (Gupta and Dass, 1990); female teachers experience more burnout than male teachers in primary schools (Rama, 1997) and male teachers showed more intensity of burnout in terms of personal accomplishment as compared to female teachers (Kumar, 2006).

In the present study efforts have been made to find the intensity of burnout among male and female teacher educators teaching at the secondary level teacher education programme.

3.2.5. Related Studies on Burnout and Age:

Bonn (1981) found that age was not observed to have significant relationship to burnout.

Arreenich (1981) found that teachers age did not have a significant impact on the burnout syndrome.

Maslach and Jackson (1981) found young teachers to have shown significantly higher emotional exhaustion than older ones. They further found young teachers to score significantly higher on depersonalization and lower on personal accomplishment.

Schwab and Ivanski (1982) found younger teachers to be higher on emotional exhaustion than older and no significant age difference in depersonalization and personal accomplishment.

Vayda (1982) noticed that age was not the contributory factor in teachers burnout in public schools.
Cassese (1983) in a study observed that younger coaches suffered from greater rate of burnout than older coaches.

Anderson and Iwancki (1984) found younger teachers to exhibit significantly higher level of emotional exhaustion than their older colleagues.

Paciolla (1984) conducted a study to determine the relationship between leadership behaviours, selected demographic variables and teacher perception of burnout. The findings indicated negative correlation between burnout and age.

Bivens (1985) reported that low burnout faculty were slightly older than high burnout faculties meaning there by younger teachers had more burnout than older teachers.

Harmon (1985) found that age was significantly related to the feeling of emotional exhaustion of the teachers of special education. Teachers who were 22 to 35 of age perceived more intense feelings of emotional exhaustion than teachers who were 35 years older. The higher age of special educating teachers was also significant source of feeling of depersonalization and low personal accomplishment.

Federman (1988) in an exploratory study of burnout of public school teachers found that no significant relation was detected in age and degree of burnout.

Hips (1990) concluded that age of public school teachers was not significant variable in their degree of burnout.

Miller (1991) concluded that there was a significant relationship between depersonalization component of burnout and age of the teachers.

Rebeiro and Bhargawa (1994) found that younger teachers were more emotionally exhausted and depersonalized than older ones. There was also significant difference in personal accomplishment in younger and older teachers.
Rittenmyer (1997) concluded from study that age was not a factor to produce significant difference in burnout of public school teachers.

Konert (1997) investigated the relation of middle school teacher burnout with their age. Teacher burnout did not differ according to their age.

Walker et al (1997) reported that teachers who were younger than 45 years had more emotional exhaustion and depersonalization than teachers older than 45. From it was concluded that younger the teacher and higher the emotional exhaustion and depersonalization.

Laub (1998) reported that there was significant correlation between age and depersonalization and personal accomplishment. The study determined that young teachers particularly women, were at the greater risk of burnout.

Skene (1999) analyzed the stream and burnout levels of major college football coaches. The findings indicated that coaches between the ages of 30-39, 40-49 and 50-59 all were significantly different from coaches 60+ on the measure of burnout.

Wageman (1999) studied burnout on post secondary faculty in North Dakota. The results indicated that there was significantly higher emotional exhaustion and depersonalization score in age group less than 50 years than age group over 50 years.

Kumar (2001) observed no significant difference between teachers in various age range on total burnout and its components i.e. emotional exhaustion, depersonalization and personal accomplishment.
Foster (2003) reported that a positive relationship existed between age and emotional exhaustion and between age and depersonalization, indicating that emotional exhaustion and depersonalization increased with the age. There was no indication of a positive relationship between age and personal accomplishment.

Wohlford-Lotas (2005) found that among other variables, age factor was predictive of emotional exhaustion and depersonalization of psychologists. No relationship of age was discovered with personal accomplishment component of burnout.

Kumar (2006) in his study on 244 college teachers found that teachers in high age group had more burnout than the teachers in low age group but there was no difference on personal accomplishment factor of burnout.

Thus to sum up the review on the variables of age and burnout, it is found that age was not the contributory factor in teachers burnout in public schools (Vayda, 1982); younger teachers had more burnout than older teachers (Bivens, 1985); younger teachers were emotionally exhausted and depersonalized than older ones (Rebeiro and Bhargawa, 1994). Wohlford-Lotas (2005) discovered no relationship between age and personal accomplishment component of burnout.

From the above review of age and burnout it may be inferred that no study has been conducted on the relationship of age and burnout on teacher educators teaching in the colleges of education. Present study is an attempt in this direction.

3.3. HYPOTHESES

1.(a) There will be significant relationship between burnout and well being of teacher educators.
(b) There will be significant relationship between burnout and job satisfaction of teacher educators.

(c) There will be significant relationship between burnout and teacher effectiveness of teacher educators.

(d) There will be significant relationship between well being and job satisfaction of teacher educators.

(e) There will be significant relationship between well being and teacher effectiveness of teacher educators.

(f) There will be significant relationship between job satisfaction and teacher effectiveness of teacher educators.

2. There will be significant difference in the total well being of teacher educators due to high, moderate and low degree of burnout.

3. There will be significant difference in the level of job satisfaction of teacher educators due to high, moderate and low degree of burnout.

4. There will be significant difference in the teacher effectiveness of teacher educators due to high, moderate and low degree of burnout.

5. (a) There will be significant difference in the burnout of teacher educators those having age ≤ 35 years and > 35 years.

(b) There will be significant difference in the burnout of teacher educators those having teaching experience ≤ 10 years and > 10 years.

(c) There will be significant difference in the burnout of male married and unmarried teacher educators.

(d) There will be significant difference in the burnout of female married and unmarried teacher educators.
(e) There will be significant difference in the burnout of male and female teacher educators.

6. There will be significant difference in the burnout of teacher educators teaching the subject of physical sciences/life-sciences and social sciences/languages.