REVIEW OF RELATED STUDIES
It is true that all knowledge is available in books and libraries. Unlike other animals that must start anew with each generation, man builds upon the accumulated and recorded knowledge of the past.

It is always profitable for any research programme to consult the earlier studied relevent to the present one as it promotes a greater understanding of the problem and its crucial aspects and ensures the avoidance of unnecessary duplication. It also provides comparative data on the basis of which to evaluate and interpret the significances of one's findings. It ensures the investigator to avoid many of pitfalls and contributes in broadening his vision with regard to the present research problems. It therefore appears most appropriate for the investigator to find out as to what has already been done in the field.

The present investigation focuses on burnout among high school teachers and how it is related to organizational climate and perceived leadership behaviour of Principals. Thus studies relevent to burnout in general and to the present research problem in particular have been reviewed under the following subheadings.

1. (a) Studies related to burnout.
   (b) Studies related to burnout and demographic variables.
2. Studies related to burnout and leadership behaviour.
3. Studies related to organizational climate and burnout.
4. Studies related to burnout, organizational climate and leadership behaviour.
1. (a) **STUDIES RELATED TO BURNOUT**

Burnout is a psychobiological concept that depends upon how an individual fulfils or fails to fulfil his needs, especially those which are dependent on interpersonal relationships for their fulfilment.

**Freudenberger** (1977) in his study revealed that high stress in occupation seems to be responsible for lower productivity at work.

**Pines and Maslach** (1977) examined burnout in the human service and reported that working longer hours in direct service with clients lead to burnout.

**Chichon and Coff** (1978) reported management tension as a significant source of stress for teachers.

**Reed** (1979) studied the basic question of, what you can do to prevent teacher burnout, and reported three levels of burnout. First level includes short bouts of irritability, fatigue, worry and frustration. Second level was also similar to first but could last for two or more weeks. Third level of burnout found was more severe, causing physical symptoms which can be long lasting.

**Kyriacou and Sutcliffe** (1980) in a series of studies on secondary school teachers in England found that about 25% of the teachers responded to their survey question by using the categories 'very' stressful or extremely stressful.

**Anderson and Iwanicki** (1981) reported that when teacher's needs for self-actualization and self-esteem were fulfilled there is a higher probability of burnout.

**Arreenich** (1981) examined the burnout syndrome among teachers and factors which affect it. The conclusion revealed that emotional exhaustion,
depersonalization and personal accomplishment were major contributors to the burnout syndrome.

Clouse and Whitaker (1981) in their study concluded that the process of burnout included several stages. Frustration was first negative sign in the process of burnout. Teachers may be experiencing a great deal of frustration within the school environment. Factors which created frustration were student apathy, disciplinary problems, violence, involuntary transfers, various malfunctioning of the organizations and lack of record. Other factors revealed by the investigator were: lack of autonomy, bureaucratic restrictions, low income, limited pressure and status, and lack of respect for the teachers as a professional.

Dedrick, Hawkes and Smith (1981) studied stress in teaching profession and found that 55% of the teachers considering a career change from the last two years.

Glasman and Biniaminov (1981) examined the relationship between teacher burnout and student achievement and reported that a lack of teacher job-satisfaction directly undermines student grade aspirations.

Maslach and Jackson (1981) in their study found that teachers with higher scores on the emotional exhaustion and depersonalization subscales and lower scores on the personal accomplishment subscale perceived themselves as burnout.

Whitaker (1981) in an exploratory research studied the nature of burnout among secondary school teachers. The investigator revealed that burnout did not seem to be prevalent in that school district. The majority of sampled teachers were highly enthusiastic, moderately frustrated and alienated to a small extent.
Blase (1982) in his study revealed that a number of teachers lower their level of job involvement as a result of experiencing stress which further increase their likelihood of future burnout.

Cedoline (1982) concluded that when burnout proceeds to final stage physical distress symptoms occur regularly, self-confidence reaches an all time low and perceived work effectiveness become distorted. The worker seeks the alternatives of retirement, job change or therapy.

Farber (1982) assessed the sources and extent of satisfaction, stress and burnout in sub-urban teachers. A 65 item likert-type teacher attitude survey questionnaire was administered to a group of 365 teachers. It was found that 20-25% of teachers appeared vulnerable to burnout and 10-15% of teachers appeared to be already burnout.

Vayda (1982) investigated teacher burnout in the Pittsburgh public schools and reported that burnout occurs more frequently among teachers of grade 6, 7 and 8 in varying proportion throughout the school system. Correlation coefficients of burnout subscale confirmed Maslach's (1981) findings.

Fibkins (1983) revealed that teacher burnout was due to lack of responsiveness to the complicated and increasingly pressurized aspects of teacher's work.

Ianni and Reusso-Ianni (1983) found lack of organizational support was major critical deficit which leads to burnout process.

Ensor (1983) studied the impact of burnout, workshops and social support systems on teacher's ability to cope with job stress. Ten outstanding predictors of burnout were reported: overload, teaching satisfaction, feedback, sharing social realities, social feedback, variety, underload and age. Several dimensions of teaching were implicated as critical to well-being. When a job
does not provide these dimensions, burnout is likely to occur.

**Glicken (1983)** examined counselling approach to employee burnout and revealed four stages that lead to burnout. Stage one (Exhaustion) characterized by high hopes, high energy and unrealistic expectations. Stage two (Stagnation) occurs when the job ceases to be a central force in an individual's life. Stage third (Frustration) occurs when individuals question their work effectiveness and the value of the job itself. Stage fourth (Apathy) becomes the natural defence mechanism against frustration when workers find themselves in an unsatisfying job they can not change.

**Stevens and O'Neill (1983)** reports that teachers who were able to develop confidence in their skills were less likely to experience burnout.

**Youree (1983)** investigated the prevalence of burnout tendency among selected faculty members in the State University of Community College System of Tennessee. His finding observed majority of faculty members fall in scorched category having negative job-related attitudes. The majority scored normal on exhaustion and moderately high on both frustration and alienation. He further revealed that heavy teaching load and poor, inadequate and ineffective administration were the potent contributors of their stress.

**Belcastro and Gold (1984)** examined teacher stress and burnout implications for school health personnel and concluded that burnout poses a serious health risk to teachers and that school health personel should provide teachers with information and skill to cope with occupational stress.

**Birmingham (1984)** reported that the majority of teachers were not classified as burnout but 81% of middle and junior high school teachers were dissatisfied with their job.

**Hunter, et al (1984)** analyzed burnout among providers of emergency health care and found that the causes of stress includes emotional demands, lack of self awareness, pressures in personal life, work demands and
work atmosphere. The researcher further revealed that stress is a function of continued exposure to a large variety of stimuli in all areas of life that can lead to an increased risk of disease and a form of chronic disease termed burnout.

**Malinowski and Wood** (1984) reported that teacher self-actualization was negatively related to burnout.

**Patrick** (1984) in the study, 'Preventing burnout co-ordinating the employee's health function,' found that burnout and health of the person go hand in hand. He further established that issue and problems generated by burnout can be reduced by employee's health promotion.

**Riggar, Godley and Hafer** (1984) reported that burnout has negative effects on job-satisfaction and performance. The three measures of burnout were found to be inversely related to job-satisfaction.

**Wilson** (1984) Conducted a study to assess the relationships of burnout syndrome and job-satisfaction among nurses and found little correlation between the components of burnout and job-satisfaction.

**Anderson** (1985) invented the relationship between burnout and stress, job-satisfaction and absenteeism among public schools counsellors. For this purpose, the investigator selected a sample of 77 female public school counsellors in two sub-urban school districts. It was found that total burnout score was significantly related to stress, job-satisfaction and absenteeism.

**Bivens** (1985) examined the impact of burnout, sense of competence and level of experience on individual and reported no direct correlation. The researcher further revealed that administrators and supervisors can significantly decrease burnout and enhance worker's sense of competence by increasing the clarity of workers work roles.
Birmingham (1985) studied job-satisfaction and burnout among selected public school teachers in Minnesota. The investigator reported that majority of teachers were classified as not burned out. Teachers over 55 years and less than 25 years were the most satisfied. The highest level of emotional exhaustion was experienced by 34-44 years olds. Females were more satisfied with their jobs than males.

Brown (1985) carried a study on the relationship between job stress and burnout in teachers. The major findings were: stress was correlated with emotional exhaustion $r=0.37$, the variance shared by stress and exhaustion was 14%, stress and depersonalization $r=0.33$ and variance shared by these variables were = 11%. Stress and personal accomplishment and stress and situational involvement were not significant statistically.

Caplan (1985) examined psychological stress in work management and labour studies and revealed that psychological and social factors in the workplace produce stress and related harmful physical effect.

Clark (1985) in his investigation studied burnout and associated factors among extension administrators and Mid managers of the north central region and reported a low to moderate negative relationship between job-satisfaction and burnout.

Holtz (1985) examined the interaction of levels of occupational stress, degree of burnout and personality hardiness in a sample of 135 elemtry and special education female teachers. Teachers were grouped according to level of stress, degree of burnout and combined stress and burnout. Burnout and hardiness showed significant interaction. Teachers with high levels of occupational stress and a low level of burnout felt less alienated and had a more internal locus of control. Those with high levels of
occupational stress and a high level of burnout felt more alienated and indicated a more external locus of control.

Hviid (1985) studied various definitions of burnout syndrome and the occurrence of this syndrome among social workers and psychologists. The investigator found exhaustive, defective, disappointment, anger, guilt, sleep disorders, poor working relations with colleagues, family problems and periods of illness the factors which bring about this phenomenon.

Kremer and Hofman (1985) reported a significant negative correlation between teacher burnout and the teacher's strength of professional identity.

Nagi (1985) in the study, 'Burnout and selected variables as component of occupational stress,' revealed moderate to high burnout in the categories of emotional exhaustion, depersonalization and personal accomplishment. The burnout constructs were positively correlated with each other and inversely correlated with the measures of work orientation. This relationship suggested that individuals who were more work orientated were likely to experience burnout.

Zastrow (1985) conducted a study on 'Understanding and preventing burnout', and found that burnout is caused by two types of factors: distressing events and certain kind of self defecting thoughts about distressing events.

Arpad (1986) examined burnout as a special issue and revealed that the job involves constant friction and conflicts, confusion, frustration and alienation which causes burnout.

Blase (1986) tested a model for burnout development and found the following major stressors involved in teacher burnout: control of time, inappropriately high or low demands on personal capabilities, organizational characteristics that make tasks difficult to perform well, threats to personal
needs and values, lack of support when change is necessary and negative responses to consistent stressors.

Cooper (1986) in his study researched the occurrence of burnout phenomenon among special education administrators and found the following results: 13.5% of special education administrators experienced full burnout, 39.6% of administrators considered to be in danger of burnout; 46.9% were the administrators who experienced no significant burnout. The investigator further revealed that burnout does exist among administrators and considerable number of administrators were in the potential danger of burnout.

Friesen, Prokol and Sarros (1988) surveyed a sample of 1211 teachers to determine the different type of burnout possible. The investigators found that emotional exhaustion was best predicated by overall work stress. Whereas depersonalization and personal accomplishment were found best predicted by satisfaction with status and recognition.

Pardo (1988) studied burnout, personal variables and the prative functional skills concept among teachers of severely handicapped. The implementation of functional skills concept found statistically significant for personal accomplishment; not for emotional exhaustion, depersonalization, absences, accidents, requests for transfer and desire to leave special education or teaching.

Penn, Romano and Foat (1988) analyzed the relationship between Job-satisfaction and burnout and found that job-satisfaction was inversely related to experienced burnout.

Robertson (1988) conducted an exploratory study to examine the affect of organic, interpersonal factors upon teacher burnout of behavior disordered children and found that 38% of the sample was experiencing burnout. The majority of subjects scored moderately high on enthusiasm, frustration and alienation.
Benedict and Mondloch (1989) studied the relationship between status, health habits, length of time in position, type of residential hall and burnout in a sample of 76 undergraduate resident advisors and head residents employed at a Public University. Burnout was measured by MBI and health habits by self-caring inventory. It was found that certain type of health-habits and residence hall environments were significantly associated with the levels of burnout experienced by paraprofessional residence hall staff.

Calihan (1989) investigated self perception of burnout of elementary teachers while participating in a professional development change process. Results suggested that teachers experiencing pressures from the demands of educational change as required in a profession. The researcher concluded that efforts should be directed toward identifying a process for change that will reduce the feelings of burnout.

Malhotra (1989) studied burnout and Job-satisfaction amongst architects of Chandigarh. A sample of 100 architects both male and female from different levels and from both Govt. and private organizations were selected. It was found that architects with more job-satisfaction have less of emotional exhaustion and depersonalization and high degree of personal accomplishment. A negative correlation was found between job-satisfaction and the first two dimensions of burnout i.e. emotional exhaustion and depersonalization where as positive correlation was found between job-satisfaction and the last dimension i.e. personal accomplishment.

Rimmerman (1989) examined burnout among beginner rehabilitation workers in Israel and its relationship to social support, supervision and job-satisfaction. The relationship between job-satisfaction and emotional exhaustion and depersonalization was inverse. However, positive correlation coefficients were identified between job-satisfaction and personal accomplishment.
Rinke (1989) investigated the relationship between personality type and burnout in Michigan Community College Counsellors. Pearson product moment correlations were calculated to assess the relationship between burnout and the selected demographic variables as well as burnout and personality preferences. Significant correlation was found between two scales on MBI and four personality preferences. Significant correlations were also discovered between two of the MBI scales and three of demographic variables. The researcher concluded statistically significant, but limited relationship between burnout and personality preferences.

Ross, Altmaier and Russel (1989) studied the effects of stressful job experiences and social support on burnout in a sample of 169 doctoral level counselling staff. The researcher revealed that higher amounts of Job-stress were associated with higher levels of burnout. The staff members who had fewer years of experience reported more emotional exhaustion.

Snibbe, Redcliffe, Weisberger and Richards (1989) assessed burnout among primary care physicians and mental health professionals in a managed health care settings. Data was collected from 270 primary care physicians, 15 psychiatrists, 23 social workers and 13 psychologists which reported a moderate level of burnout.

Tsay (1989) examined the relationship of teacher characteristics and locus of control variables to the burnout of elementary and middle school teachers in Taiwan, The Republic of China. The study was proposed to examine the relationship between teacher burnout and teacher characteristics including following variables: sex, teacher's position, school levels, teaching levels, teaching years, teaching subject areas, marital status and school location. A significant difference was found between teacher burnout and six selected teacher characteristics: sex, teaching years, school levels, marital status, teacher's position and teaching subject areas.
Blanchard (1990) studied the level of burnout reported by 300 assistant Principals in South Carolina. The investigator also examined the relationships between reported level of burnout and the variables of role conflict/role ambiguity, demographics and perception of school reform. Results indicated that assistant Principals did not report a pattern of scores on the MBI representing high levels of burnout. A relationship existed between the emotional exhaustion subscale of the MBI and the variables of role conflict/role ambiguity and school reform. High levels of emotional exhaustion was associated with high levels of role conflict/role ambiguity and a perception of the impact of school reform. A significant relationship between the depersonalization subscale and role conflict was found. High levels of depersonalization were associated with high levels of role conflicts. Years of teaching experience was the only variable found to be a significant predictor of burnout at .05 level.

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

Hurst (1990) investigated the relationship between decisional state and burnout among teachers in community Colleges. The investigator found that they experienced a high level of decisional deprivation. The data showed significant relationship between decisional state and burnout. Instructors who experience higher levels of burnout perceived themselves as being decisionally deprived. The sample showed low levels of burnout when compared to normative data of various helping professionals and moderate levels of burnout when compared to post secondary education sample norms.

Kelley (1990) examined a model of burnout in dual-role teacher-coaches and found that greater perceived stress led to greater burnout where as greater satisfaction with social support led to less perceived stress.
Manning (1990) made an assessment of academic stress and burnout among full-time, full associate and assistant professors at Oklahoma State University during the fall of 1989. It was found that two of the three subscales of MBI (emotional exhaustion and personal accomplishment) significantly related to stress. Professors who published 3 or more articles per year and contributed 20% or more of their time to research were significantly more burned out than those devoted less of their time to research.

Pierce and Molloy (1990) assessed psychological and biological differences between secondary school teachers experiencing high and low levels of burnout. Results indicated that higher levels of burnout were associated with poorer physical health, higher rate of absenteeism, lower self-confidence and more frequent use of regressive coping strategies. Subjects classified as experiencing high levels of burnout attributed stress in their lives to teaching and reported low levels of career commitment and satisfaction.

Schairo (1990) assessed the relationship between stress, and burnout in Deans of College of Education and to note the mediating effect of the hardiness construct on the relationship. The findings of the study were: Deans most stressed and least hardy exhibited the highest degree of burnout; Deans least stressed and most hardy were least burned out. The single most important predictor of burnout was commitment (Hardiness); with commitment reducing burnout. The second most important predictor of two of the three aspects of burnout was stress, with stress adding to burnout. A significant negative relationship was found between Hardiness and burnout; a significant positive relation existed between stress and burnout.

Swenson-Donegan (1990) analyzed burnout rates among special education teachers across special day class category, organization and site variation. Results showed mean scores of all burnout and in the low range on the depersonalization subscale. Whereas the country teacher's group scored
significantly lower than district teachers. When teachers grouped by student categories no significant difference was found on any subscale of MBI. Significant differences were found between some groups on the personal accomplishment subscale of MBI. The investigator further revealed that special education teachers employed by the state at isolated sites exhibited significantly higher rates of burnout measures than did their counterparts.

Andrews (1991) examined stress, job-satisfaction and burnout of 50 Waivered/Bilingual and 57 English only or regular education teachers at the elementary level of three public school districts in Southern California. The tools used for the collection of data were demographic survey, Wilson stress profile for teachers, job-satisfaction scale and MBI. Results showed that Waivered/Bilingual teacher perceived higher levels of stress and burnout than English only teachers. There was no significant difference in job-satisfaction levels of Waivered/Bilingual and English only teachers. Stress was found to be correlated in the areas of emotional exhaustion and personal accomplishment for both Waivered/Bilingual and English only teachers. No relationship was found between job-satisfaction and stress or burnout so far as Waivered/Bilingual and English only teachers were concerned.

Eaton (1991) conducted a research on whether observational feedback had any effect on burnout levels of elementary physical education teachers. At the beginning of school year, burnout levels were measured on 12 elementary physical education teachers. They were then divided into three group, two of which perceived different kind of observational feedback. The results showed no differences in the groups receiving feedback and no differences between either of them and the control group. Burnout levels failed to change significantly during the course of the school year for all the teachers.
Dhawan (1992) studied burnout and job-satisfaction of medical technologists and reported that burnout was negatively related to job-satisfaction.

Randhawa (1992) examined burnout and adjustments in a sample consisting of 22 professionals and 38 non/semi professional librarians and supporting staff members working in the library of Panjab University, Chandigarh. The study concluded that professional librarians were better adjusted and having comparatively less burnout as compared to non/semi professional librarians.

A review of the above cited studies revealed the following points.

1. Burnout is prevalent among teachers and other groups related to education. It is serious problem affecting them. Moreover, higher level of burnout are associated with poor physical health.

2. Burnout is a result of a variety of physiological and psychobiological responses of the body to demands placed upon it.

3. Stress is positively and significantly related to burnout.

4. Lack of organizational support lead to burnout.

5. Self-actualization and Job-satisfaction are negatively related to burnout.

6. Administrators and supervisors can significantly decrease burnout.
1. (b) STUDIES RELATED TO BURNOUT AND DEMOGRAPHIC VARIABLES

Arreenich (1981) examined whether significant relationships existed between and/or among ten demographic variables. The investigator revealed that level of teaching and gender of teachers were significantly different on the four burnout factors than other demographic variables. The teachers's age and the average number of students in the classroom did not have a significant impact upon the burnout syndrome. The demographic variables which have a lesser impact upon burnout syndrome were years of teaching experience, salary, educational background, number of dependents and size of the community.

Malanowski (1981) studied relationships among burnout, personal orientation and demographic variables of teachers. The investigator by using canonical correlation and multivariate analysis of variance revealed the following results:

1. There was significant differences in burnout when considering, sex, grade level taught, years of teaching experience and number of students.

2. There was no significant differences in burnout when considering marital status, age or education attainment.

Maslach and Jackson (1981) reported that males have more frequent feelings of depersonalization subscale of burnout than females. Feelings of depersonalization exhibited more frequently by high school teachers than elementary school teachers. Feelings of personal accomplishment were more frequent among elementary school teachers than high school
teachers. Teachers in the 20-30 years old age exhibited more feelings of exhaustion and fatigue than the age fifty and older teachers.

Chapman and Lowther (1982) identified individual characteristics of age, sex and personality attributes as related to burnout.

Hooper (1982) in his study found no significant relationship between the demographic variables and the MBI intensity mean scores. The investigator further revealed that young male elementary teachers which have more experience tended to report lower levels of burnout in the depersonalization and personal accomplishment mean scores than other responding teachers.

Burton (1983) conducted a study to assess the relationship between three measures of burnout among teachers of emotionally handicapped students and six demographic and four teacher training variables. A strong relationship between the depersonalization subscale and demographic variables was found. The demographic or school related variables accounted for no significant variance in the three subscales of burnout.

Carrola (1983) examined relationship between burnout scores and demographic variables among special education teachers and regular education teachers at elementary level and reported that there existed no significant differences in the burnout scores of special education teachers and regular education teachers.

Singer (1984) in his study reported that sex and age of the teacher were not significantly related to teacher burnout. The tenure of the teacher was positively related to teacher enthusiasm. Teachers with less than one year of service were most enthusiastic followed by teachers with 1-6 years. Teachers with 7-12 years were least enthusiastic. It was concluded that length to service was not significantly related to teacher frustration and alienation.
Spradling (1984) invented the relationships between school location, school size, number of people supervised, age, sex, years of administrative experience, and perceived job-stress of elementary school Principals. The investigator found that there were no statistical relationships between school location, school size, age, sex, years of experience, number of people supervised and perceived job-stress.

Calder (1985) conducted a study of demographic and work environment characteristics of teachers as predictors of teacher stress. Significant predictor background variables reported by the investigator were: teacher ethnicity, sex, marital status, years of teacher experience, grade level taught and economic deprivation index of the school.

Malloch (1985) studied job stress among academic and vocational teachers to determine if there existed any significant differences between levels of self-reported burnout of urban and rural vocational and academic teachers. The study concluded that there existed a moderate amount of burnout among the four Principal group studied. Young female teachers were experiencing more burnout than young male teachers. The teachers mentioned following stressful dimensions in their occupation: administration, workload, discipline, lack of colleague support, feelings of powerlessness and class size.

Kahilla (1986) researched self-reported professional burnout among 255 psychologists of varying experience and found average level of burnout in the low moderate range. 6.3% of psychologists were determined to be burnout. The investigator further revealed that burnout was not related to experience in the profession or other demographic variables but was significantly related to social support from family and friends, to expectations or attitudes about the profession.

Pagel and Witmann (1986) examined the relationship of burnout to personal and job related variables among female pediatric nurses.
employed in acute-care pediatric settings. Personal variables examined in this study were marital status, level of education, age and family responsibilities. Job related variables were employment status, shift assignments, patient care overload, years in position, years of nursing experience and overtime. The investigator found that nurses showed evidence to the prevalence of burnout.

Hamann, Daugherty and Mills (1987) investigated burnout symptoms among 101 public school music educators by using MBI, demographic and job related factors that may be associated with burnout. Analysis of data revealed that workload, time pressures, job contentment, unclear goals from administration, lack of personal career plan, lack of recognition by students and lack of cooperation among other teachers were reliable predictors of burnout.

Marlin (1987) studied teacher burnout and locus of control, sex, age, marital status and years of experience among a group of urban school teachers. A factor analysis produced a simple factor structure, F-I, emotional exhaustion and depersonalization and F-II, personal accomplishment. The investigator reported that a relationship existed between F-I and marital status. A relationship existed between F-II and sex. But no relationship was found either F-I or F-II among the variables of age and years of experience.

Martone (1987) in his study revealed that demographic variables like age, sex, years married, hour worked and race were statistically significant on the depersonalization and emotional exhaustion measures of burnout.

Oppenheim (1987) assessed relationship between burnout and demographic data obtained from 273 randomly selected registered nurses. There did not exist relationship between predictor variables and the MBI subscales. Subject's most prevalent criticism was insufficient pay, lack of respect and support from administration and activities outside their field.
Rhoades (1987) examined if there was moderate or high levels of emotional exhaustion, depersonalization and personal accomplishment burnout in teachers among various demographic variables within the environment. It was found that burnout did exist in various demographic areas like class-size, geographic location, experience in the teaching profession, experience in a specific college, credit hours taught, length of time since taking a college class, highest college degree earned, subject area taught, gender, age, race, length of time before retirement, marital status, number of children, working spouse and participation in professional organization. Grant (1988) in his study found that grade level taught was the only significant demographic variable which correlates significantly to burnout. Greenglass and Burke (1988) in their study, work and family precursors of burnout in teachers. Sex differences reported that men scored significantly higher on depersonalization scale of burnout than women. Women experience significantly more depression, headaches and role conflicts than males. The researcher further revealed that 47% of the variation of burnout in women was accounted for by a model of burnout which included role conflict, marital satisfaction, work source stress and social support. In men the main
contributor to burnout was stress, including doubts about competence and problems with students.

Hock (1988) assessed professional burnout among public school teachers. A sample of 939 teachers responded to a questionnaire which assessed various aspects of teachers and their jobs including demographic variables. The investigator found a wide variation in the degree of burnout experienced by teachers. 40.8% of the teachers indicated high levels of burnout. No differences were found in susceptibility to burnout due to demographic variables such as age, grade level, subject taught and years of experience.

Huberty and Huebner (1988) conducted a national survey of burnout among school psychologists. The questionnaire was completed by a sample of 234 school psychologists. Results of the study indicated that burnout was related to demographic (e.g.; age), environmental (e.g.; role definitions) and professional activity (e.g.; role diversity) variables.

Martin (1988) studied teacher burnout and urban school system and revealed that burnout teachers tend to be white, male and teaching at secondary level. The investigator further reported a relationship between burnout and demographic variables such as age, gender, race and grade level taught.

McCarrarie and Brandsing (1988) invented whether vulnerability to burnout among physicians was associated with certain longstanding, maladaptive personality tendencies which present entrance into medical training and subsequent exposure to the intrinsic stresses in medical practice. Results revealed that burnout scores exhibited no significant relationship with demographic characteristics.

Morton (1988) investigated the effect of year-round school on teacher burnout and reported no significant relationship exists between demographic variables of age, sex, teacher-pupil ratio, years in assignment and
years in education and traditional group of burnout. However significant relationship was found between years in education and the personal accomplishment scores of both year round school groups.

Robertson (1988) conducted an exploratory study to examine the affect of organic, interpersonal and personal factors upon teacher burnout of behaviour disordered children and reported notable relationship between level of frustration and demographic variables.

Burke and Greenglass (1989) compared levels of self reported psychological burnout among male and female teachers/administrators of three ages of students: elementry 6-12 years; Junior 13-14 years and secondary 15-20 years. The researcher found elementry teachers/administrators exhibited significantly lower psychological burnout then junior and secondary teachers/administrators.

Hall (1989) examined the relationship between job burnout and the variables of gender, age, educational attainment and marital status. The investigator reported that age was the only variable that exhibit a significant relationship.

Kosa (1989) studied the relationship between burnout and selected demographic and job related variables among Oregon public school teacher coaches. The researcher reported that emotional exhaustion measure of burnout was related to age, teaching experience and salary. Depersonolization measure of burnout was not significantly related to demographic variables studied. Personal accomplishment measure was frequently related to demographic variables of teaching experience, specialization taught and salary.

Blanchared (1990) revealed that years of teaching experience was the only variable found to be a significant predictor of burnout.
Kelemen (1990) in his study reported that age was significantly related to emotional exhaustion, depersonalization and personal accomplishment subscales of burnout. Years in one's present position was significantly related to personal accomplishment. Academic achievement was significantly related to depersonalization and personal accomplishment.

Manning (1990) in his study, "An assessment of academic stress and burnout", reported that stress and burnout were not related to gender, age, marital status, the presence of children at time, faculty, rank or teaching load.

Sunja (1990) examined the factors which satisfy or dissatisfy junior and senior high school teachers, with special references to how these factors impede or promote teacher stress and burnout. It also examined the extent to which teacher stress and burnout affect teacher's perception of teaching as a profession. Results of the study indicated that the teacher's assignment level did not produce an effect on their level of job related stress. The variable, teacher grade level assignment, did not have a significant effect on the attitudes of teachers regarding emotional exhaustion aspects of job-related stress. The effect of teachers assignment level on their attitudes towards the depersonalization aspect of job-related stress was not statistically significant. The teacher's age did produce a significant effect on their attitudes toward job-related stress. The teacher's years of experience produced a significant effect on their attitudes toward job-related stress. The variable of degree level produced a significant effect on the attitudes of teachers toward job-related stress.

Vietti (1990) reported in his study that age, gender, marital status and number of children living at time were predictors of burnout.

Corkery (1991) studied teacher characteristics, burnout and tolerance for child behaviour in a sample of 116 elementary school teachers from
an urban school system. The demographic variables studied in this research were age, years of experience in education, years in present position, type of teaching assignment, or level of education. These variables were not found to be significantly related to any of the dependent variables.

Das (1991) studied social support and burnout in a sample of 240 secondary school teachers and reported the following results:

1. Female teachers are less reluctant to share their feelings and concerns about their jobs with their friends and colleagues than male teachers.

2. Teachers in the 20-30 age group feel a greater need to talk about their problems and concerns with colleagues than teachers in the 41 and above age group.

Catherine (1992) studied burnout, locus of control and mental health of teachers in Eastern Province of Kenya and showed the following results: Male teachers were found to be emotionally over extended and exhausted, callous towards students and more personal accomplishment than female teachers. Urban high school teachers were less emotionally over extended and exhausted, more callous towards students as compared to rural high school teachers. Teachers with 0-9 years of experience were more emotionally drained having negative cynical attitudes and feelings about their students. They were less satisfied and accomplished on the Job as compared to teachers having experience more than nine years. Government high school teachers were found to be less emotionally over extended and exhausted, less callous towards students and more satisfied with their Job as compared to private high school teachers. Significant difference existed between trained and untrained teachers in respect of burnout syndrome.
Mishra (1992) investigated the effect of biographical variables of teachers and teacher's stress perception in teaching on their burnout feeling by taking a sample of 200 primary school teachers of Bhubaneswar. The teacher's stress check list and MBI were used to assess the teacher's stress and burnout feeling respectively. It was found that teachers with low stress feeling experienced more burnout-emotional exhaustion and personal accomplishment in comparison to high stress teachers. Teachers feeling of emotional exhaustion is deteriorating by their teaching experience. Teachers with more experience in teaching profession experienced less emotional exhaustion, where as new teachers or who are not experienced into their job feel more emotional exhaustion.

Chen and Lu (1994) assessed job-related burnout among health education specialists in Taiwan and found significant difference concerning years in profession.

2. STUDIES RELATED TO BURNOUT AND LEADERSHIP BEHAVIOUR.

Cunnings and Nall (1982) examined counselor burnout and school leadership style and found that counselors who perceived leadership as authoritarian reported significatly higher levels of burnout than those who perceived the leadership as participative.

Cunningham (1982) in the study, 'research based stratigies to fight teacher burnout', reported that exhaustion, frustration and alienation were product of several leadership styles. The researcher suggested that burnout could be reduced by leaders who supported participation and were aware of and concerned about people. Such Principals create environments in which teachers could set their own objectives. The ideal leader has the capacity to integrate concern for results with a concern for people.
Cook (1983) conducted a study on the relationship between teacher perceptions of supervisory behavioural styles and perceived teacher burnout. The study found that:

1. Consideration was inversely related to emotional exhaustion and depersonalization and statistically significant beyond .01 level.

2. Consideration was directly related to personal accomplishment intensity at .05 level of confidence.

3. Initial structure was not significantly related to any of the burnout scales

Singer (1984) analyzed the relationship between teacher burnout and leadership style of the Principal as perceived by teacher. A sample of 15-25 teachers each form 10 schools was taken for study. The investigator found significant relationship between teacher burnout and the perceived leadership style of the Principal. Teacher enthusiasm was positively related to each of the two leadership styles. Whereas teacher frustration and alienation were found negatively related to each of the two styles. Teacher in schools with Principals who demonstrated high level of initiating structure behaviour or consideration behaviour were enthusiastic and experienced fewer symptoms of frustration and alienation. Teachers in schools with Principals who demonstrated low levels of initiating structure behaviour or consideration behaviour were prone to the feeling of frustration and alienation.

An investigation of teacher characteristics and the effect of high school Principals leadership effectiveness and adaptability on teacher burnout was performed by Bivens (1985). The purpose of the study was to:

1. Compare the group personal characteristics of randomly selected Indiana high school faculties that possesses low level of burnout to those that possesses high burnout.
2. Correlate the degree of adaptability of leadership style of Principals of high burnout faculties by their scores on the leadership effectiveness and adaptability description (LEAD) with MBI scores of their respective faculty.

3. Faculties whose mean scores fell in the low range in two or more subscales were categorized as low burnout faculties. Faculties whose mean fell in the high range in two or more subscales were categorized as higher burnout faculties.

It was found by the investigator that low burnout faculties were slightly older, more male, had lower teaching loads and more experience than did high burnout faculties. The most predominant leadership style among the 45 participating Principals was the high task/low relationship style.

Pierucci (1985) studied burnout levels and leadership characteristics of California elementary school Principals. A sample of 300 elementary school Principals was taken for study. The purpose of the study was to find:

(a) The relationship between California elementary Principals burnout scores on the MBI and their leadership effectiveness scores.

(b) The difference between the Principal's leadership styles when the Principals were grouped by their burnout levels.

(c) The difference between male and female Principals.

The chi-square analysis (.05) indicated no significant difference in leadership styles when the Principals were grouped by their burnout levels. Pearson correlation coefficient at .05 level of confidence reported negative relationship between the size of the student population and scores for the
depersonalization subscale. T-tests at .05 level indicated that female Principals experience a higher degree of personal accomplishment than female Principals.

Mazur (1986) examined burnout in relation to the Principal's leadership style, the origin and the teacher's personality. The investigator reported that leadership style was not a predictor of burnout. Whereas organizational factors were predictor of burnout. Particularly work overload which accounted for 41% the variance for emotional exhaustion.

Paylon (1986) in the study, 'The Principal's role in combatting teacher burnout', reported that the Principal's successful implementation of the action, emotional and technical support strategies would reduce teacher stress.

Rhoades (1987) examined the specific impact of teacher burnout upon leadership behaviour within the classrooms of the colleges in the Colorado state system of community colleges. The purpose of the study was to determine that teacher burnout had an impact on leadership behaviour in classroom according to teacher's assessment of students; attitude toward student control; openness of interpersonal relations and perceived participation in school decisions. It was found that three levels of burnout scale had an impact on leadership behaviour.

Adams (1988) investigated the effects of various demographic variables, including leadership behaviour of school Principals, on the level of teacher burnout. A significant relationships, found between the demographic variables of consideration and initial structure on levels of teacher burnout. Teachers showed lower levels of burnout which perceived their Principals high on consideration or initial structure. Teacher which were involved in activities useful for reducing stress have showed lower levels of burnout.

Montgomery (1988) in the study, 'perceived leadership styles of supervisors and relationship to burnout in female administrators in higher
education', found that leadership styles which lead to burnout was not identified among five demographic variables studied. Female administrators having leadership styles similar to those held by their supervisors scores higher on the emotional exhaustion and depersonalization subscales. This group also scored higher on personal accomplishment subscale showing absence of burnout. Whereas female administrators having leadership styles dissimilar to those held by their supervisor scored lower on the personal accomplishment subscale, indicating the presence of burnout.

Richardson (1988) examined the relationship between teacher's perception of levels of burnout and their perceptions of their Principal's supervisory behaviour. The study concluded no significant difference between the subscale of personal accomplishment and any of the subscale of SBDQ. A statistically significant difference was reported between the male and female teachers on the depersonalization subscale of burnout.

Seltzer and Numerol (1988) administered Gillespie-Nymer burnout inventory and LBDQ to 256 MBA students in order to determine the relationship between supervisory leadership and subordinate burnout. Results of the study indicated that subjects who rated their supervisors high on consideration for their subordinate's welfare reported low burnout. A direct relationship between initiating structure and burnout was found. The investigator further revealed that the loss of autonomy that came from having a highly structure supervisor, coupled with low consideration, may have been an important contributor to burnout.

Barnette (1990) assessed the relationship between Principal leadership styles and teacher stress as they were perceived by teachers in selected high schools in the state of West Virginia. The schools were selected on the based of similarities in size, organizational plan and willingness to participate. A sample of 278 teachers completed two standardized instruments,
the LEAD-OTHER (Hersey & Blanchard, 1973) and the Wilson stress profile for teachers (Wilson, 1979). The analysis of data indicated that:

1. The majority of teachers in the size of the 10 schools perceived the dominant leadership style of Principal to be S2 (High task/low relationship). Teachers in 3 schools perceived the dominant Principal leadership style to S3 (High relationship/low task). The majority of teachers in remaining schools perceived the dominant leadership style of Principals to be S1 (Low task/low relationship).

2. The level of perceived teacher stress in the participating schools varied significantly in relation to the teacher's perceived leadership style of the Principal. Teachers perceiving the Principal to emphasize the task behaviour perceived themselves to be more highly stressed than did teachers who perceived the Principal to emphasize relationship behaviour.

3. The participating teachers ranked time management and relationships with parents as the most stressful indicator on the WSPT (Wilson, 1979). The area ranked lowest in the WSPT was that of employee/administrator relationship.

Evans and Johnson (1990) examined the relationships between job-satisfaction, job related stress and teacher's perception of Principal's leadership behaviour. It also determined that which factors or subscales of Principal's leadership behaviour influenced job-satisfaction and job related stress among teachers. The questionnaire was completed by 166 middle and high school teachers in Florida. It was concluded that Principal's leadership behaviour was significantly related to job-satisfaction and job related stress of middle and high school teachers.
Johnson (1990) studied the relationship between the leadership styles of suburban secondary Principals and the stress levels of their teachers from suburban high school and middle level schools in a Midwest Metropolitan area. The data was collected by using the instruments of LBDQ, the teacher burnout scale and additional demographic questions. Teacher burnout scale measures stress on four subscales: career satisfaction, perceived administrative support, coping with job-related stress and career satisfaction. LBDQ measures leadership behaviour on two subscales i.e. initiating structure and consideration. Results showed that Principals who were perceived by their teachers as above the mean in both initiating structure and consideration had teachers with significantly lower stress on the perceived administrative support and coping with job-related stress subscales than high initiating structure/Low consideration Principals and Low initiating structure/Low consideration Principals. Consideration was found to be significantly correlated to all the stress subscales when controlling for the demographic data and consideration had predictive power with respect to the perceived administrative support subscale.

3. STUDIES RELATED TO BURNOUT AND ORGANIZATIONAL CLIMATE

Garland (1981) examined the relationships between teacher resignations and alienation measure of burnout, organizational and personal background variables. The investigator reported a stronger relationship. Six out of eight subjects were under so much stress that they left teaching.

Brookins (1982) in the study, 'Organizational characteristics that administrators, perceive to be related to individual burnout, drew the following conclusions:

1. The individual items that correlated most frequently with the eighteen organizational items were feelings of anger and
resentment, lack of sense of success, lack of enthusiasm for the job, feeling alienated, feelings of frustration, lowered self-concept, a poor job attitude and lack of sense of control.

2. The organizational item that correlated most with the individual burnout items and explained the most variance was unclear goals/goal ambiguity. The organizational item that correlated the least with the individual burnout items and that explained the least variance was loosely structured organization. The investigator further concluded that lack of sense of success, and lack of enthusiasm for profession were perceived by administrators as most responsive to change by the manipulation of certain organizational factors.

Fielding (1982) investigated that whether school climate interacts with personality factors to influence stress and burnout. A moderate to substantial amount of stress and burnout was reported on all the six scales measuring these variables.

Ianni and Reuss-Ianni (1983) revealed that lack of organizational support is the critical deficit in the burnout process.

Crews (1984) explored the relationship between teacher burnout and organizational design and found that no relationship existed between teacher burnout and organizational design. The investigator further revealed that teachers who taught 6-15 years reported the most negative feeling towards the organizational design of their schools.

Harris (1984) assessed burnout from the organizational and individual perspective and reported that burnout is a gradual process that may involve individual and organizational states. Feelings associated with burnout include helplessness, hopelessness, disenchantment and emotional exhaustion.
Attitudes and behaviours are manifested in negativism, inflexibility and powerlessness. Possible somatic states associated with the condition are physical exhaustion, accident proneness and increased susceptibility to illness.

Calder (1985) found, the when different background variables predict different aspects of stress response, complex relationships among variables were identified. Significant predictor background variables were teacher ethnicity, sex, marital status, years of teaching experience, grade level taught and economic deprivation index of the school.

Capel (1985) invented the psychological and organizational factors related to burnout in a sample of 332 full time and part-time certificate 'A' trainers. It was concluded that overall burnout level of the certificate 'A' trainers was average. Four of the psychological and organizational variables contributed significantly and resulted in higher burnout. These were number of hours, high role conflicts, high role ambiguity and an external locus of control.

Kremer-Hayon and Kurtz (1985) examined the relation of personal and environmental variables to teacher burnout. The data was collected from 113 elementary and secondary teachers from 13 schools of various types. The investigator found that the interaction between rigidity and closed school climate explained the variance in burnout. Rigidity when consideration as an independent variance did not explain burnout. The investigator further revealed that several environmental variables significantly predicted burnout.

Masterson-Allen, Mor, Laliberte and Monteiro (1985) in their study analyzed demographic, occupational and organizational predictors of burnout in Hospice settings by using data collected from 1065 staff members. It was found that younger, better educated staff was more prone to burnout. No organizational factor was found significantly related to burnout.
Parrish (1985) invented the relationship between the organizational climate in elementary school and career burnout among teachers and reported that there exist relationship between teacher burnout and organizational climate factors. There were frequent and intense feelings of emotional exhaustion and depersonalization when teachers perceived low press for development. Through canonical correlation analysis it was found that frequent feelings of depersonalization were more likely when emphasis on personal dignity was low.

Shapiro (1985) in his study reported statistically significant relationships between burnout and the variables of perceived environmental stress. Significant difference exists in the level of burnout experienced by males and females while females reported significantly less frequent and less intense depersonalization. A significant difference was revealed in the level of burnout among special educators.

LeCroy and Rank (1986) explored factors associated with burnout in the social services and reported the sources of the burnout problem was more function of the job situation than a function of personality.

Golembiewski and Roundtress (1986) collected data on progressive phases of burnout and worksite descriptors from a sample of 2123 employees working at 23 locations of a corporate chain of life-case retirement communities. Results of the study provided support for the Validity of the burnout and showed that worksite features varied regularly and significantly with the phases of burnout.

Hildebrand and Seoeldt (1986) investigated the relationship between burnout and environmental qualities of child care centre by using a sample of 20 child care teachers (aged 21-45 years). The investigator found that perceived burnout was not related to the qualities of a child care centre and there was no relationship found between turnover and burnout. The factors
which relate to child care centre were long working hours, poor facilities and inadequate training.

McCulloch and O' Brien (1986) conducted an exploratory study of the relationship between burnout and aspects of organizational structure experienced by service delivery staff (N = 98) employed in the department of youth and community services. The researcher revealed that felt burnout was related to occupational conditions of the subjects rather than to the psychological make-up of individual workers.

Paylon (1986) revealed in his study that Principal's successful implementation of the action, emotional and technical support strategies would reduce teacher stress.

Schwab, Jackson and Schuler (1986) assessed the potential causes of burnout among 339 teachers having the membership of National Educational Associations in New Hampshire. Results of the study showed that the organizational and personal factors of role conflict, role ambiguity, colleagues social support, contingent punishment, participation in decision making, autonomy and the individual's expectations for the job were significantly related to burnout aspects.

Tennis (1986) studied relationships between job burnout and selected work-placed process and found that 34% of variation in burnout scores was explained by the combination of workplace process, demographic and task type variables. The investigator also reported that work-place process variables predicted 24% of the variation of burnout in the sample. Interpersonal trust was found to be an especially useful predictor of burnout followed by leadership processes and mutual influences.

Bruno (1987) determined the extent of Principal and teacher burnout and its relationship to school climate. The researcher found that many of the Principals and teachers were experiencing moderate to high levels of
burnout especially in the personal accomplishment area. By using discriminant analysis relationship of climate to burnout was analyzed. It was found that none of the teacher burnout variables were discriminated significantly among climate classification.

Gerstein, Topp and Correl (1987) investigated burnout among correctional staff within a person-environment framework. Data for the study was collected from 29 vocational counsellors, 33 teachers and 10 others. Total exhaustion scores were found related to sets of personal (e.g. age, length of employment) and environmental (e.g. relationship with co-workers, role ambiguity) variables. The investigator further revealed that burnout was more closely linked to the working environment than characteristic about the staff.

Hanchey (1987) examined the personal characteristics of teachers and aspects of their work-environment as they relate to multi-dimensional concept of burnout. The study found that burnout is a multi-dimensional concept composed of three burnout factors called emotionality, dissatisfaction and absence. Some person and environment variables at the beginning of the school years had a predictive relationship with the construct of burnout at the mid point and the end of school years. The most potent characteristic which predicted burnout was a lack of commitment to the job. The most potent environmental predictors of burnout were the Principal's lack of participatory management, the Principal's consideration for teacher's personal welfare. The researcher further revealed that 12% of the teachers were highly burned out and 60% were moderately burned out during 1985-86 school year.

Long (1987) investigated the effect of participation (P) in a positive school climate mini audits, between elementary classroom teachers. upon levels of anxiety and burnout. The data revealed that effect of participation (P) in a positive school climate did little to decrease levels of
state and trait anxiety, with teachers in first experimental group showing an unexpected increase from pretest to followup and post test to followup. Examination of correlation revealed that significant relationships between race of participants and different scores; with white participants showing a smaller increase in state anxiety, emotional exhaustion and depersonalization from pretest to followup.

*Roberts* (1987) described the life management model burnout and found that the causes of burnout were not confined to the workplace alone, Burnout was seen as the work-life display of characteristic behaviours whose causes may lie in the quality of one's marriage, family and intimate school network.

*Dean* (1987) in the study, 'Stressors, copying Principals and burnout in secondary teacher', reported that a large number of stressors and stress themes across the entire school management were significantly related to burnout.

*Meyer* (1988) investigated the relationship of organizational climate to burnout among faculty in selected community colleges in the Mid-West and revealed the following conclusions:

1. There was no significant difference between the level of burnout of the respondents and normative data provided by Maslash and Jackson for post secondary education.

2. The organizational climate factors of achievement standards, practicalness and development were significantly related to the burnout sub-scales of emotional exhaustion and depersonalization.

3. The factors of orderliness were significantly related to emotional exhaustion and the factors of development were significantly related to personal accomplishment.
Lacefield (1989) examined the relationship of work environment and area of practice of burnout in registered nurses. The sample was consisted of 228 nurses from critical care (38.5%), medical surgery (35.1%) and psychiatric (26.3%) area of practice. Results showed that medical surgery nurses and critical care nurses experienced high levels of depersonalization than psychiatric nurses. Medical-Surgical nurses perceived more work pressures, innovation, clarity and less involvement in their work environment when compared to other two groups. The most significant contributor to the three measures of burnout was a low level of involvement in their work environment.

Holloway and Wallinga (1990) studied burnout in child care specialists and found that organizational variables contributed more to predicting burnout than the individual variables.

Lee (1990) examined social service worker's burnout and their work environment. The purpose of the study was to determine the extent to which perceptions of overall work environment are associated with burnout among social service workers, and to determine which was the most burnout provoking aspect of social service work. The study revealed that burnout is prevalent among supervisors and care workers. Individual factors and work environment factors found associated with burnout. The results of the study support all hypotheses although there was difference between supervisors and the case worker group perceived as the most intrinsic source of stress and the policy dimension was the most stress provoking aspect of social service work. Supervision and management were recognized as both contributors to and mitigating factors of burnout.

Lippman (1990) reported in his study that an imported predictor of burnout is the work setting. The relationship of organizational climate and selected demographic variables to the perceived level of burnout among kanas
community college administrators was examined by Vietti (1990). The study revealed that the majority of respondents experienced low to average degrees of burnout, with only 19% of the administrators indicating high levels of emotional exhaustion, 3% with high levels of depersonalization and 10% with low levels of personal accomplishment. The study further indicated that several of the climate factors exhibited significant correlation with the burnout subscales. The two strongest correlation noted were between orderlines and emotional exhaustion, and intellectual climate and emotional exhaustion.

Turnipseed (1984) investigated the relationship between component factors of the work encouragement and burnout. Results of the study show that poor cohesion, work pressure, supervisor support, job clarity and autonomy were work environment variables linked to burnout.

Savicki (1994) in the study, "Clarification of child and youth care identity through an analysis of work environment and burnout," found that burnout reactors were clearly related to the variation in their work environment.

4. STUDIES RELATED TO BURNOUT, ORGANIZATIONAL CLIMATE AND LEADERSHIP BEHAVIOUR.

Carveth (1993) examined the effect of leadership behaviour and specified personal/organizational variables on teacher burnout. The purpose of the study was to investigate whether personal/Organizational correlates of elementary teacher burnout could be identified. The study also examined the separate and collective effects of specified leader behaviour variables on teacher burnout. The results of Multiple Regression indicated that depersonalization measure is best indicated by five LBDQ-XII subscale factors. Emotional exhaustion measure of burnout is best predicated by a combination of fifteen personal/Organizational and leader behaviour variables.
Personal accomplishment measure of burnout was best accounted for by three leader behaviour characteristics and twelve personal/Organizational factors. 

Paciolla (1984) studied the relationship between teachers perceptions of burnout in their work environment. The major purposes of the study were:

1. To determine if there was a relationship between leadership behaviour of Principals, selected demographic variables and teacher perceptions of burnout.

2. To identify leadership behaviours and/or demographic variables that related significantly to teacher perceptions of burnout, and would best predict teacher perception of burnout in their work environment.

The investigator found a significant negative correlation between burnout, age and race. There was significant correlation between burnout and all 12 leadership behaviour subscales reported by investigator. There were three independent variables that did significantly predict variance in teacher burnout. These variables were integration, demand reconciliation and age.

Mazur and Lynch (1989) investigated the relationships among the individual variables of the Principal leadership style, the school organizational and the teacher's personality characteristics and the dependent variable of teacher burnout. A sample of 200 high school teachers completed the survey which included four personality tests and 2 subtests of MBI. The investigator revealed that leadership style was not a significant predictor of teacher burnout. Organizational stress factors such as workload, support and isolation were found significant predictors of teacher burnout personality characteristics such as anomie, personality type A or B and empathic self control were also found significant predictor of teacher burnout.
NEED FOR THE PRESENT STUDY

A close perusal of the studies related to burnout shows that the teacher burnout is comparatively an ignored area in educational research in India. The researchers have done very little to unfold the mysteries of teacher burnout and to know various variables related to it. In the studies which are done abroad, findings are at variance with some contradictions too, due to which it is difficult to make any generalisation. Some researchers report that leadership behaviour is significantly related to burnout while others do not support the hypothesis, Pierucci (1985) reported no significant difference in leadership styles when Principals are grouped by their burnout levels. Mazur (1986) found leadership style not as a predictor of burnout. Rhoades (1987) pointed that three levels of burnout had an impact of leadership behaviour. Adams (1988) invented significant relationships between levels of burnout and leadership behaviour measures. Richardson (1988) found no significant differences between personal accomplishment subscale of SBDQ. Seltzer and Numerol (1988) revealed direct relationship between initiating structure and burnout. Evans and Johnson (1990) concluded that Principal's leadership behaviour was significantly related to job-related stress of middle and high school teacher.

As regards the organizational climate of schools, as a factor affecting burnout, the findings of previous studies have not come to a consensus. Some researchers revealed a significant positive relationship between these two variables, Garland (1981), Harris (1984), Kremer-Hagon and Kurtz (1985), Parrish (1985), Shapiro (1985), Schwab, Jackson and Schuler (1984), Holloway and Wollinga (1990), while others found no or negative relationship Crew (1984), Masterson-Allen; Mor; Lalberte and

Moreover review of literature in this field revealed that no study has been conducted to measure teacher burnout in relation to organizational climate and leadership behaviour of the high school Principals as perceived by teachers. Also, the relationship between teacher burnout and organizational climate and leadership behaviour of Principals as perceived by teachers has not been established in the State of Panjab (India). Hence the need for this study.