Chapter - I

Introduction
CHAPTER I

INTRODUCTION

The Greek City States are the best examples for physical training. Athens did not bother much about the healthy development of its generation. Whereas the Spartans who wanted to make their children best fighters and athletes had encouraged the healthy children and expose the weak children to death. This historical importance of physical health as a sign of potential power to protect one's self and the country is being felt more essential in the modern age where unscrupulous competition has become the rule of the day. Even though the physical power has been replaced by modern automatic weapons, even then persons behind these weapons need to be healthy both mentally as well as physically. In view of these considerations it is not only pertinent but essential as well that the role-models for our younger generation need to be healthy and mentally cheerful. This puts a heavy premium not only on the society and but also on those who are responsible for the selection of teachers in the field of physical education.

This shows the need and importance of physical education in the school curriculum. The emphasis on this component of education keeps
the younger generation not only active but healthy too. Physical education entails thorough knowledge of the laws and norms of health and physical welfare of human beings. It also comprehends a study of numerous modalities whereby optimum grace and harmony of the body is attained. The ancient Greeks were amongst the first people to advocate the importance of physical education.

Self-reliance, self-advancement and self-criticism constitute the three major pillars of democracy. In such a state no citizen should become a parasite. Due to lack of awareness regarding health and physical fitness, a large number of our fellow country men are found to be lethargic, submissive and under-productive or totally non-productive.

A massive physical education programme can go a long way in streamlining the wrinkles on the moral, physical and mental dimensions of our society. If all of our citizens attain good physical fitness of the body and harmony in physical functions, we will have a nation of strong and healthy individuals. It is a pity that a majority of our graduates pass with honours and distinction at the cost of their health. It is ironical that the so-called mental or intellectual enrichment is achieved at the expense of a deplorable neglect of health and misuse of body and its tolerance.
It is now universally agreed that physical education should be an integral part of general education. Any system of physical education has, therefore, to fit in with the general educational policies and procedures of the land. In India education as a whole is going through radical changes to serve the needs of the individual and the society, and this trend is reflected in physical education also, and it is being re-organised with definite aims and objectives of education. Accordingly, the emphasis is not merely on teaching physical activities but on achieving the goals of education through these activities. Unless physical education substantially contributes to the total development of the pupil and enables him to fit in satisfactorily with the society around him, there will be no justification for its inclusion in the present pattern of our educational system.

Physical education is the study, practice and art of human movement. It is concerned with why man moves; how he moves; the physiological, sociological and psychological consequences of his movements, and the skills and motor patterns which comprise his movement repertoire through physical education that provides individual an opportunity to learn, to perform efficiently the motor skills he needs in his every day living. He can develop and maintain sound
physiological functions through vigorous muscular activity. He will increase the awareness of his physical self through expressive and creative activities. He can enhance aesthetic appreciation. Physical education provides situations for learning to compete as well as to cooperate with others in striving for the achievement of common goals with the media of physical activities, concepts. Effective human movements can be demonstrated through scientific movements and their influences on the individual can be better understood. Satisfying and successful experiences of physical education should develop in the individual a desire to regular participation in physical activities throughout the life. Enjoyable and persistent participation will optimise benefits of any physical activity.

It may be said that, physical education is that part of education, which is imparted by means of activities that are predominantly physical. The aim of physical education is identical with those of Education. It is well known fact that, education has been considered as essential by all societies. The general expectation is that as a result of education, a person will develop character, and will acquire certain skills. Further, Education should promote and nourish the mental growth of those who receive the Education, so that they become matured and responsible
citizens of the country. In general, aim of Education and physical education has an important role. It may be said that, a man cannot exist without a healthy body. Health can be described as a state of complete physical, mental and social well being. It is believed that for the vast majority of mankind, to be free from illness is in itself a blessing. But the meaning of health indicates that a human being may aspire for a higher status of continuous well being.

Health education of an individual means the Education of the entire society. This consist of inter-related functional units such as - physical, mental and social aspects. Physical education if well taught can make a significant contribution to the goals of general education. Participation in physical education activities will therefore, mean an opportunity for the youngster to develop a healthy body and participate in an exceedingly exciting form of recreation. Even from the limited point of view of being free from diseases, physical education has an important contribution to make. It is now recognised by medical authorities all over the world that an amount of physical exercise, involving the big muscles of the body is absolutely essential for the proper functioning of the human body.
Games and sports activities have now become very popular. In recent years fair recognition has been given in our country for sports. An authoritarian body has been created to kindle the awareness towards sports and games of both sexes of all levels of ages including urban and rural set-ups. It is an opportunity for the youth to display their physical prowess and skills. Sports and games widen the mental horizon of the participants. They increase the general vigour of those who take part in sports and improve the morale through the development of body. The sports activities help in fostering and developing a nationalistic outlook among the youths. The results of the various competitions in the Olympic games are of deep interest to people all over the world. The Olympic idea has given the Olympic an unique place in international relationships. Similarly, the Commonwealth and Asian games, are best examples in widening the outlook and remove barriers in between nations.

It is emphasised that physical education should be given an important place in the programmes of educational institutions. It is essential for the all-round development of students' personalities. Enhanced importance of physical education has widened its scope. Its field of work is wider than any other academic subjects. In physical
education, students are taught not only the prescribed syllabus but various activities are planned, organised and executed for the development of students' physical and mental activities. To give them practical training, coaching camps are organised; picnics are conducted to give them educational entertainment. These provide the opportunity to think, express freely which leads to new and direct experiences. The talented sportsmen are given specific training by efficient officers to enable them to take part in tournament and athletic meets. An ordinary teacher equipped with academic qualification can't perform such multifaceted duties. Only a well-qualified and trained teacher of physical education can perform such duties with efficiency. Here lies the importance of physical education teacher.

Physical education teacher is the central figure of entire physical education programme. Students are being attracted towards him for the simple reason that activities organised by him give them optimum scope to express their self-desire. As a result today the physical education teacher has to perform duties such as imparting skills in various activities, conducting practice sessions in different activities, conducting mass drills, playing important role in various functions of the institutions, planning and organising different programmes of physical
education, keeping sports equipment in safe custody and maintenance of records, preparing the students for tournaments etc., performance of these and various other duties such as, discipline provision and maintenance of different equipment, playgrounds lead to heavy workload on them. All these create stress on the physical education teacher. The prolonged stress leads to a loss of enthusiasm, loss of excitement and loss of sense of mission to his work. This is a state where he no longer lives to work but works only to live. The result is ‘burnout’.

“Physical education is an integral part of the total education process as it aims at developing the physically, mentally, emotionally and socially fit citizens through the medium of physical activities” - Charles A. Bucher (1972).

It is the concern of physical education to help the child not only to grow and develop physically but also learn to fit in with his social environment and adjust to life around, to acquire the capacity to be mentally alert to all environmental responses, to express emotions without prejudice to others, and otherwise reach this maturity progressively. Physical education has to meet the biological needs of the child and promote its growth and development at different age levels meeting specific needs, with a full knowledge of its body mechanism.
Physical education should help to improve and strengthen the body through its muscular and other organic systems ensuring proper function of those systems, through activities involving neuro-muscular coordination. Good health, physical fitness, neuro-muscular coordination or skills in movements, the development of strength, agility, endurance, etc., are all now accepted as objectives or benefits of physical education.

Physical education helps the child in emotion adjustment and in developing desirable social attitude. In addition, physical educational so endeavours to effect improvement in the cultural attainments of pupils and fit them as good citizens for the realisation of real values in life.

Physical education does not merely consist in exercise and keeping oneself fit. It is indeed a necessity of our day to day life and if we take too little exercise, too much exercise or exercise of the wrong sort we are likely to suffer for it and thus fall below the physical condition to which one aim at.

Physical exercise and physical condition live in two different parishes. We aim at producing a body, which cooperates in all skillful pursuits and in the creation of beauty, transforming fitness from nonsense into sense and from a meaningless word into an educational conception. There is intimate connection between the business of
education and the promotion of true health. Education of the body is a parallel process to the education of the mind. Physical education will be much more than the share education of the body. Etymologically, physical education is education of the whole personality.

Prof. Whitehead says, "The teacher comes to grief as soon as he forgets that his pupils have bodies." A healthy body houses a healthy mind. Similarly a healthy mind creates good habits in a healthy body. The best way to spread this universal truth is to institute in every school and college, a Department of Physical Education equal in importance to the other departments or faculties into which school and college life is naturally organised. The department so created must be in the charge of a Director with Academic Qualifications and Social Status equal to those of the other members of the staff.

It is very clear with what has been said above that physical education cannot be neglected on any grounds. But, physical education programme at the school level cannot be made effective if the efficient teacher is not there. He needs to have certain qualities and qualification to carry out the responsibility of promoting sound health among the students. These aspects are described in the following paragraphs.
1.2. Qualifications and Qualities of Physical Education Teacher:

A successful teacher of physical education is one who makes himself indispensable in the life of an institution. This would not be achieved by mere specialization in physical education, but it has to be built around the personal traits of a teacher.

The following are the qualifications laid down by the Physical Education Committee, Bombay (1945-46) for a physical education teacher.

1. He must be educationally qualified to teach at least one classroom subject such as Anatomy, physiology, hygiene, principles of physical education, etc., in a secondary school.

2. His general education must be such as to enable him to determine the effects of the total load of work both physical and mental, that every pupil under his care is able to bear.

3. In consultation with the classroom teachers, he must also be able to advise students as to how the latter could distribute their work over different classroom subjects, and the playground activities, so that the students could develop well-balanced and integrated personalities.
4. He must be in a position to detect the causes of backwardness in his pupils wherever it is present, and to administer to them the necessary physical or mental correction either individually or in cooperation with other teachers concerned.

5. Where psychological correction is needed for the students he should be competent enough to understand the undesirable complexes which the students might have developed. Further, he should know how to deal with these complexes on the playground.

6. He must be able to find out postural and remedial defects in his pupils, either on his own responsibility or in consultation with the medical officer of the institution. He should have the knowledge of treating these defects with physical exercise.

7. He must be able to cooperate with the medical officer of his school in conducting the medical inspection of his pupils and must be in a position to help the medical officer with the health history of every pupil under his care.

8. He must have capacity to understand the bearings of follow-up work that may be prescribed and must have the ability to watch and record the progress of his students under the prescribed treatment.
9. His knowledge about personal, public and school hygiene should be such as to enable him to advise competently the school authorities on measures they should adopt as a matter of routine or even in cases of emergency.

10. He must be conversant with physical activities in general and should have mastery over some individual and group combative games.

Qualities:

1. Proficiency: For imparting training in various activities of physical education, the physical education teacher should have adequate knowledge of maximum activities. He should have the ability to demonstrate and analyse different activities. He should be proficient in some of them.

2. Ability to Plan: A physical education teacher has to plan several programmes in and outside the institution. He will be successful in this work, if he has ability to plan according to the prescribed objectives and available material.

3. Personality: physical education teacher is the central figure of whole physical education. Most of the students feel attracted towards his personality and interest in physical activities. The muscular and
healthy body of physical education teacher can ensure physical
development through physical activities. Moreover, in the process of
performing his multi-faceted duties, he has to pass through several
adverse situations. Here his well-built, healthy and agile body stands
him in good stead.

Personality is not confined only to physique, but includes
mental and intellectual qualities also. Physical education teacher
should be mentally balanced and have control on his instincts. He
should not be impulsive in nature. He should be rational in his
approach. He should be a man of determination, firm resolution, self-
confidence and creative thinking.

4. Character: Character is an integral part of one's personality. Because
of certain weaknesses of physical education teacher, people carry a
misconception regarding physical education. He can remove these
misconceptions with sterling qualities of his character. It is this
character, which plays a significant role in making his teaching
impressive. To inculcate qualities of character at the first instance, he
must be a role-model of high character. He becomes an ideal for the
students and they feel proud in imitating him. There is a saying “as is
the teacher so are the students”. Hence it is essential that physical
education teacher should be a man of high moral character and possess the qualities of impartiality, justice, honesty, hard working, cool mindedness, self-control, good conduct and tolerance.

5. Leadership: Leadership is an universal quality to any profession. The leader has to guide and lead his students in various fields in the right direction. The students participating in different programme of physical education, camps, picnics, tournaments, athletic meets, etc., always work under the leadership of a physical education teacher. It is therefore, essential that, he should have all the qualities of leadership such as self-reliance, ability to take decisions, creativity, self-confidence, critical thinking and clarity in thought and action. His attitude should be democratic. He has to make leaders out of available students, as such he himself should be a good leader.

6. Faith in Profession: Faith makes a man to be very active which is sure step to success. Generally the physical education teachers fail in the efficient organisation of their work because they have no faith in their profession. This pessimistic thinking creates inferiority complex in them which is harmful in the development of their own personality. So a physical education teacher must have full faith in his profession. Only then he will be able to put his heart and soul in his work.
7. **Interest in Study:** A physical education teacher should have constant interest in study. He should always make efforts to gain new knowledge. Some people think that he is to teach skills of different physical activities. He has to guide and lead the students in different fields which is possible only if he has adequate knowledge of different subjects. Moreover knowledge is increasing and changing day by day. Physical education can't prevent the explosion of knowledge as it is not a static subject. Skill, technique and rules of many physical activities and games undergo frequent changes and if the physical education teacher is not well versed in all these changes he will not be able to guide and lead his students properly. He can't do justice with his profession if he himself is not learning constantly. He should remember that "a candle can light other candles only if it continues to burn". A constant learner can do justice to his job. Physical education teacher should always be curious to know more about his own subject to contribute creatively in the onward progress of physical education.

8. **Interest in the Students:** Modern education is pupil-centered. Without proper understanding of students, education can't advance properly, more so in physical education which without knowing his interests, aptitudes and abilities physical education cannot be taught effectively. Hence, a physical education teacher should have the
ability to study his students. For this purpose he should take interest in his students. He should be able to analyse their problems and difficulties psychologically. Only then he will be able to guide them towards proper development. Identification should precede guidance. Besides, knowledge of pupil's based on their competencies for classification and selection of various physical activities is also essential.

National and international professional organisations try to promote professional growth among the teachers in general. These bodies too, design code of conduct or job chart, etc., in order to strengthen professional ethics. But, unfortunately no specific effort is made to define code of conduct for physical education teachers either by the State organisation or national organisations. Especially, in Karnataka the Commissioner for Public Instruction, in a manual for physical education teachers at secondary level, prescribes responsibilities and duties. These are given below:

1.3. The Responsibilities and the Duties of Physical Education Teachers:

During school hours the physical education teachers have to carryout several responsibilities. It is their important duty to understand the fundamental purpose and significance of physical education and to
act without getting discouraged in fulfilling it. They have to do it with the help of headmasters and other assistant teachers. While discharging their day to day work the physical education teachers have to remember the following points:

1. They have to teach the subject effectively by making full use of physical education hours.

2. By organising within school and inter-school activities they have to conduct tests and exams according to the prevailing rules.

3. They have to protect playgrounds by fencing and maintain systematically to encourage students to play different games and sports.

4. They have to maintain the annual programme of work and the diary systematically.

5. They have to take students to different sports competitions to be held at taluk, district and state levels and to give sufficient preliminary training to such students.

6. Once in a week, if possible on every Saturday, they have to conduct mass drill by bringing all the students together with the help of the Headmaster and other assistant teachers.
7. They have to bring to the notice of the parents any problems or disorders pertaining to the health of their wards by conducting medical checkup every year.

8. The physical education teachers should also work as sports secretary of the school according to the rules of the department, and they have to maintain different registers and records systematically.

9. They have to conduct exams in physical education activities in the beginning and the end of every year and inform the students about the programme of physical education activities.

10. They have to make students to take part in picnics, sports tours and different camps.

11. They have to work progressively in accordance with the instructions issued by different officers of the department, Headmaster, district physical education officers from time to time.

12. It is their duty to see that school functions are celebrated successfully.

13. They have to get better ideas on physical education by participating in the monthly, yearly meetings and conference.
Finally, the physical education teacher has to act as the guardian of discipline in the school.

Today, code of professional ethics has become a necessity to all the professions. If teaching could be accepted as a profession there should be a code of professional ethics. Naturally physical education teachers do come under the teaching profession. But, the report of the task force (ROTTF) while proposing code of professional ethics considered college and university teachers only. Teaching profession cannot be treated as different to different levels of education. Responsibilities and duties of teachers by and large are same in respect of all levels of education. Similarly, Code of Professional Ethics for physical education teachers at secondary level comprises the following:-

The basic purpose of secondary education is to motivate adolescents towards the cultivation of good habits, skills, knowledge and awareness about our national heritage. Students must possess scientific outlook and commitment to the ideals of patriotism, democracy, secularism, socialism and peace. It is hoped with these ideal students will become leaders in different walks of life in future.

Physical education teachers should also enjoy full civic life with all political rights. They have a right to adequate emoluments, social
position and attractive conditions of service, professional independence and adequate social insurance.

Whoever adopts teaching as a profession assumes the obligation to conduct himself in accordance with the ideals of the profession. A teacher is constantly under the scrutiny of his students and society at large. Therefore, leader should see that there is no incompatibility between his precepts and practice. The profession further, requires that, the teacher should be calm, patient and communicative by temperament and amiable in disposition.

Teachers should:

- adhere to a responsible pattern of conduct and Demeanur expected of them by the community;
- manage their private affairs in a manner consistent with the dignity of the profession;
- seek to make professional growth continuous through study and innovative practices;
- express free and frank opinion by participation at professional meetings, seminars, conferences, etc., towards the contribution of knowledge;
maintain active membership of professional organisations and strive to improve education and profession through them;
perform their duties in the form of coaching, training in order to help pupils to develop skills required in a particular game;
cooperate and assist in carrying out functions relating to the educational responsibilities of the school;
participate in extension, co-curricular and extra-curricular activities including community service;
respect the right and dignity of the student in expressing opinion;
deal impartially with students regardless of their religion, caste, political, economic, social and physical characteristics;
recognise the differences in aptitude and capabilities among students and strive to meet their individual needs;
encourage students to improve their attainments, develop their personalities and at the same time contribute to community welfare;
inculcate among students respect for physical labour;
be affectionate to the students and not behave in a vindictive manner towards any of them for any reason at any time;
pay attention to only attainment of the student in various sports and games in the assessment of merit;
make themselves available to the students even after their school hours and guide students to attain proficiency;

aid students to develop an understanding of our national heritage and national goals;

treat other members of the profession in the same manner as they themselves wish to be treated;

speak respectfully of other teachers and render assistance for professional betterment;

refrain from lodging unsubstantiated allegations against colleagues to higher authorities;

refrain from allowing considerations of caste, creed, religion, race or sex in their professional endeavour;

discharge professional responsibilities according to the existing rules and procedures;

refrain from undertaking any other employment and commitment including private coaching which are likely to interfere with their professional responsibilities;

cooperate through their organisations in the formulation of policies for their institutions and accept offices;
- cooperate with the authorities for the betterment of the institutions keeping in view the interest and in conformity with dignity of the profession;

- refrain from availing themselves of leave except on unavoidable grounds and as far as practicable with prior intimation, keeping in view the particular responsibility for completion of academic programme schedule;

- should have contact with parents and guardians regarding the progress and achievements of their wards;

- recognise that education is a public service and strive to keep the public informed of the educational programmes which are being provided;

- work to improve education in the community and strengthen the community's moral and intellectual life;

- be aware of social problems and take part in such activities as would be conducive to the progress of society and hence the country as a whole;

- perform the duties of citizenship, participate in community activities and shoulder responsibilities of public offices;
refrain from taking part in or subscribing to or assisting in activities which tend to promote a feeling of hatred or enmity among different communities, religions or linguistic groups but actively work for national integration;

It is clear from the above discussion that, a physical education teacher has the greatest social obligation and responsibilities and duties in preparing students as future good citizens of the country. He has to coordinate his professional responsibilities with all the bodies in order to uplift his professional ethics. If something is missed due to one or the other reason the whole system gets into decaying. Hence, the task of a physical education teacher is stupendous. It is made more appalling by the vast number of institutions in the country particularly in the State of Karnataka.

1.4. Present Status of Secondary Education:

The following tables show the number of secondary schools in four revenue divisions of Karnataka.
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Table 1.2: Number of Secondary Schools in Division wise

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* As per official records maintained by CPI, Government of Karnataka, 1999-2000.
The table 1.2 reveals the following:

1. Out of the total number of secondary schools, 23.47% are in Bangalore, 37.56% in Mysore, 21.65% in Belgaum and 41.45% in Gulbarga divisions and these schools are managed by Government of Karnataka.

2. Out of total number of secondary schools, 28.06% are in Bangalore, 27.79% in Mysore, 42.01% in Belgaum, and 17.34% in Gulbarga division which are aided schools aided by the government in the State.

3. Unaided schools form about 48.45% in Bangalore, 34.64% in Mysore, 36.33% in Belgaum and 41.21% in Gulbarga division out of 8,807 secondary schools in the State.

4. Gulbarga division has maximum (41.45%) government secondary schools in the State and Belgaum (21.65%) division has least government secondary schools. Gulbarga district has the highest number of government secondary schools (184) and Kodagu district has only 30 government schools.

5. Bangalore division has highest (954) aided secondary schools in the State and Gulbarga division has the least (511). Belgaum district 265 aided secondary schools an topmost district and Raichur has only 19 aided secondary schools.
6. Bangalore division has highest (1647) unaided secondary schools in the State as against Gulbarga division which has 511, the least. Bangalore North district has highest (341) unaided secondary schools and Raichur district has only 20 secondary unaided schools.

It may be concluded that Bangalore division has more number of secondary schools of all types and Gulbarga division has least number of secondary schools of all types.

There are 82,212 teachers as against to 17.71 lakhs of students enrolled in secondary schools which amounts to 1:25 as Teacher-Students ratio. The Government of Karnataka allocates Rs. 91,784.03 lakhs to the development of secondary education in the State, which amounts to 31.00% of the total budget for education in the State.

It is very clear from the above discussion that the promotion for physical education for secondary schools in the State is far from satisfactory with reference to number of teachers, allocation of funds, etc.

5. Administration of Secondary Education:

The organisation of primary and secondary education in Karnataka shown in the following flow chart. It is named as “Department of public Instruction”, headed by a minister and assisted by a Secretary
(Primary and Secondary) to Government. Next comes Commissioner of Public Instruction who is assisted by nine Directors one each for primary education, secondary education, minorities and linguistic schools, secondary education examination, other examination, adult education, vocation education, DSERT, Pre-University Education Board. Further, these Directors are assisted by three Deputy Directors and six Assistant Directors at the district level and these officials are assisted by Block Education Officers at Taluka levels. Besides, there is a separate department for District Primary Education Programme (DPEP), Directorate of Secondary Education and Research Training (DSERT) wing is assisted by District Institute of Education and Training (DIET) and Centre for Teacher Education (CTE) at District levels.
Figure 1.2

Assistant Director
Bangalore Division

Assistant Director
Mysore Division

Assistant Director
Belgaum Division

Assistant Director
Gulbarga Division

Deputy Director
Department of
Public Instruction
(1 post each District)

Deputy Director
Department of
Public Instruction
(1 post each District)

Deputy Director
Department of
Public Instruction
(1 post each District)

Deputy Director
Department of
Public Instruction
(1 post each District)

Block Education Officer
(1 post each Taluk)

Block Education Officer
(1 post each Taluk)

Block Education Officer
(1 post each Taluk)

Block Education Officer
(1 post each Taluk)
1.6. Burnout:

Burnout is not a term that has sprung magically into prominence. When the articles started appearing in lesser known publications of America in the mid 1970s, people enthusiastically responded. However, the term 'burnout' was not received by critics interestingly, for the reason that, 'burnout' is simply an old wine in a new bottle - a trendy name for a problem that has been around for a long time. They argued, what is known to be 'burnout' today, was called 'depression' yesterday. It stands for alienation, apathy, boredom, blue-collar blues, mid life crisis, or job stress, hence 'burnout' is nothing more than a catchy term.

The current fascination with 'burnout' is fairly recent and with astonishing rapidity has become almost a 'catch-word' to convey an almost unlimited variety of personal and social problems of American workers. There is some doubt as regards the true extent of the 'burnout' syndrome because the word has become ubiquitous and used in an extraordinarily wide variety of contexts. It is used as an accusation against uncaring workers by undeserving, frustrated clients. It is also used as an excuse by some professionals for half-hearted efforts, as an indication to others of the need for professional renewal, and as a motivation for still others to leave their field altogether. Burnout is said
to afflict only human service professionals, but has also been used to describe students, blue collar workers, sportsmen, and indeed, practically every one.

However, the increasing concern with 'burnout' in the human services these days is evidenced in books, journals, and popular magazines and on television. More than a "hot topic", 'burnout' is a serious issue that affects the welfare of not only millions of human service workers but of their tens of millions of clients as well.

1.6.1. Emergence of the Concept:

Freudenberggar (1974) one of the known methodologists, has been given the first credit for using the term 'burnout' in its present sense to denote a State of physical, emotional and attitudinal depletion resulting from conditions of work. He used it to characterise the psychological state of certain volunteers who worked with him at alternative health care agencies like, free clinics for drug addicts. Within a few months of his work, these young, idealistic men and women would begin to appear as more tired, depressed, apathetic and needy than the clients for whom they were working. These symptoms were accompanied by guilt, paranoia and a sense of omnipotence, which made it difficult for them to cut back on their level of activity or involvement.
As a psychologist, Freudenberger has emphasised the psychology of the individual as a primary base for 'burnout'. His work relied on a case study approach and focussed on the psychological abilities and vulnerabilities of individuals placed in stressful work situations. Freudenberger, studied the individual dynamic of 'burnout' - the psychological reasons why it occurs and the process by which it occurs.

Maslach and Pines, both social psychologists, approached the topic of 'burnout' from a more socio-psychological, research oriented perspective with a greater focus on the relationship between environmental and individual factors. Working individually, as well as collectively, using both questionnaires and interview schedules they have collected data on several thousands of workers across many types of human service jobs. Thus they have provided an empirical basis for the study of 'burnout'.

These two perspectives - the clinical approach of Freudenberger and the empirical approach of Maslach and Pines have complemented each other well. Findings based on each perspective have been mutually corroborative and they have generated a wealth of data and insights into the phenomenon of "burnout".
1.6.2. The Problem of Definition:

Maslach (1984) opines that we need to know first what is the concept of burnout? There is confusion and controversy about the concept. There is no single definition of "burnout" that is accepted as standard. There is no clear consensus among consultants, clinicians, or researchers, nor is there much agreement among staff, managers or administrators. Reports of mass media have contributed their own definitions to the phenomenon. Most individuals have their own personal definitions of "burnout".

Definitions of burnout include the following:

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

A progressive loss of idealism, energy and purpose experienced by people in the helping professions as a result of conditions of their work.

A state of physical, emotional and mental exhaustion marked by physical depletion and chronic fatigue feelings of helplessness and hopelessness, and the development of a negative self-concept and negative attitudes towards work, life and other people.
A Syndrome of inappropriate attitudes toward clients and self, often associated with uncomfortable physical and emotional symptoms.

A state of exhaustion, irritability and fatigue that markedly decrease the workers effectiveness and capability.

To deplete oneself. To exhaust one’s physical and mental resources. To wear oneself out by excessively striving to reach some unrealistic expectations imposed by oneself or by the values of the society.

To wear oneself out by doing what one has to do. An inability to cope adequately with the stresses of work or personal life.

A Malaise of the spirit. A loss of will. An inability to mobilize interests and capabilities.

To become debilitated, weakened, because of extreme demands on one’s physical and/or mental energy.

An accumulation of intense negative feelings that is so debilitating that a person withdraws from the situation in which these feelings are generated.

A pervasive mood of anxiety going way to depression and despair.
A process in which a professional’s attitudes and behaviour change in negative ways in response to job strain.

An inadequate coping mechanism used consistently by an individual to reduce stress.

A condition produced by working too hard for too long in a High Pressure Environment.

A debilitating psychological condition resulting from work-related frustrations, which result in lower employee-productivity and morale.

Not only do these definitions vary from each other to a greater or lesser degrees yet different terms are sometimes used for similar concepts. Some definitions are limited, while other are more wide ranging. Some are precise, while others are global. Some refer to a purely psychological condition, while others include actual behaviours. Some describe a state or syndrome, while others talk about a process. Some make reference to causes, others to effects.

Despite the differences, there are also similarities among definitions of ‘burnout’. An analysis of these common threads may reveal a working definition of ‘burnout’ that is shared by most people.
First of all, there is a general agreement that burnout occurs at an individual level. Second, there is general agreement that 'burnout' is an internal psychological experience involving feelings, attitudes, motives and expectations. Third, there is a general agreement that 'burnout' is a negative experience for all individual, in that it concerns problems, distress, discomfort, dysfunction and/or negative consequences.

Nevertheless, there are some key dimensions of 'burnout' for which there is a majority agreement. The emphasis placed on particular dimensions are the terminology to describe them may differ from one definition to the next, but a definite pattern is discernible.

The dimension on which there is common agreement in exhaustion. It is also described as wearing out, loss of energy, depletion, debilitation and fatigue. Although sometimes this exhaustion is a physical one, more often a psychological or emotional exhaustion is described as central to 'burnout'.

A second dimension of these definitions is a negative shift in response to others: Depersonalization, negative or inappropriate attitudes towards clients, loss of idealist, and irritability.
The third dimension found in these definitions is a negative response toward oneself and one's Personal Accomplishment, also described as depression, low morale, withdrawal, reduced productivity or capability and an inability to cope.

1.6.3. Assumptions of Burnout

Corroll and Whilte (1981) have enlisted the assumptions about 'burnout' on the basis of the writings of various experts on this field as well as the personal and co-workers experience with 'burnout'.

1. Since 'burnout' is caused by prolonged exposure to stress and frustration, all of the various personal and environmental factors that generate stress and frustration for human must be considered as potential cause of 'burnout'.

2. 'Burnout' is a holistic or psychobiosocial concept. To construe it solely or even principally as a psychophysiological stress management issue is to oversimplify. How an individual fulfills or fails to fulfill his or her needs, especially those needs that are dependent on interpersonal relationships for their fulfillment, deserves co-equal status with the concept of stress management.
3. Since environmental settings other than the work environment can generate stress and frustrate important needs, they must be considered as potential contributors to the experience of 'burnout' on the job. Efforts to ameliorate and/or prevent 'burnout', therefore, must take these ecosystems into account.

4. The quality of interpersonal relationships that distinguish the work environment and other ecosystems of the worker is especially important to consider.

5. Signs of 'burnout' will occur in the individual and his or her ecosystems. Which of these signs will be most easily recognised will depend as much on the sign's origin, severity, and duration as it does on the observer's theoretical orientation to 'burnout', his or her experience and sensitivity to 'burnout', and the honesty of the observer.

6. To the outside observer, the behavioural manifestations and negative consequences associated with 'burnout' may sometimes appear to emerge suddenly, dramatically, with little or no weaning. More typically, however, the signs of burnout occur slowly, overtime and with ever-increasing severity.
7. 'Burnout' is a process, not an event, whether or not it occurs in distinct stages is a matter of under study.

8. 'Burnout' may occur in varying degrees: for the individual, it varies from relatively mild distractions and energy loss to serious and debilitating illnesses that may result in death.

9. Since the duration of 'burnout' may vary considerably, the signs of 'burnout' will also vary in duration, consistency and intensity.

10. 'Burnout' may be experienced more than once by the same individual. How and to what degree the first experience of 'burnout' affects subsequent experiences of 'burnout' is a matter to be determined by research.

11. A worker's awareness of his or her 'burnout' status and concomitant decrement in the quantity and quality of work performed may vary from complete denial to nearly full consciousness of the experience.

12. 'Burnout' can be infectious, in the sense that one person's 'burnout' constitutes an additional source of stress and frustration for his or her co-workers and others with whom he or she interacts in other ecosystems.
13. 'Burnout' is especially common and severe among professionals who deliver direct care and assistance to emotionally distressed, indignant clients in public institutions or agencies.

14. When the aggregate level of stress and frustration among workers within the work environment prevents the completion of tasks essential to the primary mission/purpose of the organisation, the organisation itself may be described as burned out.

15. Although certain characteristics are shared by all burned-out workers and organisations, their will always be aspects of the 'burnout' process that are unique to particular persons, work sites, and organisations. Restorative interventions and prevention efforts, therefore, will always have to be individualized.

16. There is no known personality trait or personality configuration that, in and of itself, will cause some one to 'burnout'. It is possible, however, that certain personality characteristics may predispose and/or make some one more vulnerable to 'burnout' in certain ecosystems. Research is desperately needed in this area.

17. 'Burnout' is not a disease; the medical model, in other words, is not an appropriate analytical model for understanding and coping
with 'burnout', even though physical disorders may arise as a consequence of 'burnout'.

18. 'Burnout' should not be confused with malingering; we believe 'burnout' is more likely to be experienced among highly motivated than among less motivated workers.

19. 'Burnout' may lead to subsequent personal and professional stunting and under development, as well as greater despair and trauma, which outcome will follow the experience of 'burnout'. It will depend on changes made in the individual, the various ecosystems, and their interactions.

1.6.4. Sources of Burnout

There are different theories or ideas about what produces 'burnout'? Since most of these theories have not undergone rigorous empirical tests, it is difficult to say which are the 'true' causes of 'burnout'. However, many discussions on 'burnout' emphasize contact with people and the factors that make contact particularly difficult or emotionally stressful. The bulk of the 'burnout' literature to date deals with helping professions, probably because these are people-work situations par excellence. In addition to considering the dynamics of
interpersonal relationships, causal analysis have focused on job stress and the characteristics of the organisational setting in which takes place. There have also been discussions of individual causes of 'burnout', such as personal expectations, motivations, and various personality traits. Neurotic anxiety, the 'Type A' syndrome, locus of control, flexibility and introversion have been found to be associated with reactions to stress leading to 'burnout' (Cherniss, 1987). However, the emphasis so far has been more on situational and social causes than on personal ones.

There is a general agreement that 'burnout' - prone individuals are empathic, sensitive, humane, dedicated, idealistic and 'people - oriented' but also anxious, introverted, obsessional, over enthusiastic and susceptible to over-identification with others (Freudenberg, 1975; Block, 1977; Cheriness, 1980; Edewich and Brodsky, 1980; Pines and Aroson, 1981). People who go into human service work want to help others and have an excessive need to 'give' and may base their self-esteem too exclusively on the attainment of unrealistic goals.

The research for causes of 'burnout', says Maslach (1978); is better directed away from identifying the bad people and toward uncovering the characteristics of the bad situations where many good people function.
For any professional group one could compile an almost endless list of work-related stresses. For example, all human service professionals complain of long hours, isolation, lack of autonomy, 'client neediness', inadequate salary, insufficient resources, lack of criteria to measure accomplishments, excessive demands for productivity inadequate job training, administrative indifference or interference.

Those who work in the institutional rather than in private settings, are often faced with stresses endemic to organisational structures, like role of conflict, role of ambiguity and role overload (Kahn, 1974; Ca Plan and Jones, 1975). Role overload is the most common complaint of those who work in organisations. This source of stress is likely to become more prevalent in the near future as a result of growth in the number of clients, depleted finances and job freeze. There may be a qualitative aspect of role overload as well, when increasingly complex work requires skills or abilities that are beyond an individuals current level of functioning.

The common element in most work related stresses is the feeling of inconsequentiality - a feeling on the part of the professionals that no matter how hard the work, the payoffs in terms of accomplishment, recognition, advancement, or appreciation are not there. To balance this discrepancy between input and output, burned out workers begin to give
considerably less interest to their jobs. This sense of inconsequentiality is akin to Seligman's (1975) notion of 'learned helplessness'. Both concepts refer to a state in which individuals feel that their actions can no longer effect desired changes in the environment and therefore, there is no point in continuing to try.

'Burnout' may also be symptom of broader social concerns. Relatively recent and dramatic changes in family, work and social structures within western society the 'culture and Norcissim' (Lasch, 1979) rooted in the competitive individualism of western civilization, moving away from a sense of community towards greater anonymity, impersonality and disconnectedness are at the root of increasing stress and 'burnout'. As a result of social fragmentation and Uprootness, workers have become increasingly insistent upon attaining personal fulfillment and gratification from their work. The combination of these two trends have produced workers with higher expectations of fulfillment and fewer resources to cope with frustrations - a perfect recipe for 'burnout'.

Present economic conditions, like recession and rising unemployment have also made career shifts more difficult. As a result burned out professionals may find few economically comparable
opportunities in other fields and may feel 'stuck' and increasingly resentful at remaining in their present job. Their sense of frustration grows and feelings of 'burnout' increases.

'Burnout' is becoming increasingly prevalent among teachers and coaches. Burnout can be defined as physical, emotional and attitudinal exhaustion. There are many causes of 'teachers-burnout', may be lack of administrative support, lack of input into the curriculum process. Public criticism and the accompanying, lack of community support are all factors contributing to burnout. Inadequate salaries, discipline problems, too little time to do the ever-growing amount of work, large class sizes, and heavier teaching loads may also contribute to this problem. The lack of challenge, inadequate supervisory feedback, and the absence of opportunities for personal and professional growth may also lead to burnout.

In this coaching realm burnout may be caused by seasons that seem to go on without end, administrative and community pressure, and time pressures. Teacher, coach role conflict may also lead to burnout. This role conflict occurs when a disparity exists between the expectations associated with being a teacher and a coach; this result in a multitude of
simultaneous, somewhat diverse demands. When the teacher-coach unable to satisfy their demands, will experience role conflict.

In both the teaching and coaching realms personal problems may interact with professional lems such as conflicts with in one family, economic problems, or perhaps even divorce or problems with relationships may hasten the onset of burnout.

The consequences affecting teachers as well as their students according to Farber and Miller is that the most critical impact of burnout might be on instruction. Burnout teachers may not cope with the demands of teaching by sitting by the sidelines, or going through the notions of teaching by throwing out the ball. Infrequent and careless planning of classes, complacency and behavioral inflexibility may occur as well, teacher’s interactions with their students may also suffer. Burnout teachers may treat their students in a depersonalized manner, providing them with little encouragement, feedback, and reinforcement for their efforts. Lower expectations for student performance may also be held by teachers experiencing burnout. Teachers who are burnout may feel dissatisfied with their accomplishments and believe they are wasting the best years of their lives. Burnout can result in deterioration of their health. Insomnia, hypertension, ulcers, and other stress-related diseases

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may manifest themselves among burnout teachers. Coaches and athletes may experience similar consequences as a result of burnout.

1.7. Teacher Burnout

Teacher 'burnout' is caused by continued, unresolved, job-related stress that results in abandoning the profession or remaining in the classroom, no longer motivated to provide the effective learning environment they once did for their students.

It is interesting to note that now a day's 'teacher burnout' has become an increasingly concerned area of many researchers. As Schwab (1986) reports, there are several reasons for the burnout. First, the teaching profession is one of the largest and most visible professions in the United States. Second, the teaching profession has been subject to increased pressure by society to related current social problems like, educate students in academic and skill areas, provide enrichment activities, meet the individual needs of all students with a wide range of abilities, and encourage moral and ethical development. Third, a number of national reports have illustrated the fact that many teachers are leaving the profession whereas only few are choosing to become teachers. This has resulted in teacher shortages in certain disciplines and predictions of future shortages in all areas.
The first two observations of Schwab are equally fitting to our country and teachers as well.

Most of the teachers begin their professional lives with the expectation that they will experience feelings of joy and accomplishment. Teachers take maximum efforts in order to accomplish the long-term goals of their teaching. Teaching is a demanding profession, which requires a constant giving of oneself at the mental, emotional and physical levels. Apart from the regular instructional work, teachers are expected to perform innumerable roles. Further, the public has often overlooked the need of teachers as human beings. They are working constantly in an atmosphere of evaluation, judgment and fear. The combination of these factors creates a sense of frustration in teachers. A persistent feeling of frustration leads to what is known as 'burnout'.

1.7.1. Stages of Teacher Burnout

Misra (1985) quotes the views of Clouse and Whitaker (1981) with regard to stages of teacher 'burnout' as follows:

(i) **Loss of Enthusiasm:** Most teachers enter the profession with good intentions and a sincere desire to help children. Energy levels are high, ideals are strong. Majority of teachers are also individuals with decent value systems, a high sense of motivation, a desire to
be needed and having an inner hope that through their intervention, something positive can be done with young people.

It has been suggested that many who enter teaching exhibit dependence characteristics where personal needs are met through helping others. That is, they obtain an overwhelming component of their self-identity from their work and therefore, have a strong need to be liked. When teachers do not receive positive responses and feedback from students, enthusiasm falters.

(ii) **Frustration:** Frustration is one of the earliest signs in the process of ‘burnout’. As already mentioned, several factors may contribute to the frustration of teachers within the school environment as well as outside, in the socio-political milieu. Student apathy, growing indiscipline and violence, uncooperative or over critical parents, low salary and social status and various malfunctions of the organisation and the profession itself are some of the factors. All these and many others may contribute to frustration and lowered morale of teachers and increase their stress and hence ‘burnout’.
Alienation: Alienation of the professional from the work environment may be viewed as a response or result of powerlessness, frustration and loss of meaning in one’s work. Alienation is associated with detachment, withdrawal and isolation within the work environment. A strong relationship exists between alienation and lack of support and positive feedback. Alienation is also directly related to the number of students with whom the professional has a direct contact. As the ratio increases, a higher emotional overload is inevitable. Inherent in the teaching profession is a high level of responsibility for a large number of students.

1.7.2. Symptoms of Teacher Burnout

Teachers experiencing such feelings of ‘burnout’ show a number of symptoms in their personal and professional life. Research has identified a number of these symptoms.

Personal symptoms include cynicism and negativism; rigid thinking, inflexibility and a closed mind, blocking progress and constructive changes; increased absenteeism and illness frequency; boredom and growing fatigue; loss of idealism and commitment;
alienation and minimal compliance; verbalising helplessness and hopelessness and fatalism; changes in behaviour and social contacts, e.g., becoming a loner, withdrawn or constantly socialising hypersensitivity and paranoia about colleagues and administrators.

Professional symptoms include growing doubts about professional career, dissatisfaction with level of performance and feeling inadequate and overwhelmed by task, reluctance to go to work, uncomfortable feeling in the class or merging self and life with profession and withdrawing from activities previously rewarding. That is, under valuing or over valuing professional prerogatives and capabilities.

1.7.3. Consequences of Teacher Burnout

Teachers becoming unworthy to their profession, and to their specific jobs are not uncommon. This is not only true in India but in other countries also. Burnout in this context, refers to loss of enthusiasm, excitement and sense of mission to one’s work. This is a state where one no longer lives to work but works only to live.

The consequences of ‘burnout’ are potentially very dangerous. Burnout negatively effects the teacher (e.g., Mental and Emotional
Exhaustion, a lower sense of Personal Accomplishment), the pupils (e.g., the burnout teacher gives them less information, less praise, and pays less attention to students and their needs), and the organisation (e.g., higher absenteeism, working hard but not accomplishing anything).

Viewed from another angle, the phenomenon of 'burnout' involves colossal wastage of our limited material and human resources. Much of the nation's scarce resources go into the education and training of teachers as well as other investments related to schools but not on the effective teaching students hence the efficiency and effectiveness of these teachers is lost, the investment made in education yields no returns.

1.8. Need and Importance of the Study

There are several reasons why the researcher is interested in undertaking this research study with the physical education teachers at secondary school level.

1. The physical education is very important branch of teaching profession. A physical education teacher is one who is involved in teaching the theory and practice connected with the physical
and mental development of the students. This specific segment unquestionably decides the quality of output that is to be absorbed by the society in general, school system in particular.

2. Along with the teaching, the physical education teacher has also been subjected to increased pressure by the society to minimise and eradicate the social problems, educate students in academic and professional skills, provide enrichment activities, meet the individual needs of all the students with a wide range of abilities, and encourage moral and ethical development. Prepare sportsmen, athletes, etc., who can participate at national and international level competitions.

3. It is a matter of common experience that, the intelligent, professionally inclined, service oriented people are not taking up the job of teaching physical education. By and large, teaching profession has become a last resort to many, if not all, and physical education has no exception to this. Added to that the job of physical education teacher is treated with a wrong notion when compared to general teachers.
4. Secondary level of education has become very crucial in terms of significance and relevance as well. To a majority of students who pass out SSLC examination becomes an end of their education. Naturally, society looks for these who do not continue their education due to any reason. Having realised the importance of physical education, a lot of pressure has been placed on physical education teachers working in secondary schools. The expected goal is to produce individuals who are physically fit to undertake the multifacial responsibilities.

5. The number of students in secondary schools has been increasing year by year due to opening of more and more schools with greater facilities. But there is no proportionate increase of number of physical education teacher in terms of teacher-pupil ratio. As a result, school authorities compel the existing physical education teachers to undertake a heavy workload. Added to that, sports facilities provided was also not in proportion with increase in students strength. This further disheartens the physical education teacher in carrying out his legitimate work. Hence he becomes frustrated more of job stress, more of social pressure, hence an acute burnout.
6. It is a matter of common experience of majority of physical education teachers that, there is a feeling of inferiority complex. Other teachers in secondary schools with academic responsibilities look down the person holding extra-curricular responsibilities in a different vision. Since such co-curricular performance of students is not taken seriously the teachers deals with these responsibility has not been also given equal status, which naturally irritates him. Though, one claims that curricular and co-curricular programmes are important and significant in principle, but in practice, co-curricular programmes have no respect and place in school programmes.

It is therefore, very clear from what has been said above, that physical education teachers are being given step-motherly treatment in secondary schools. Eventhough there is no difference in educational qualifications between subject teacher and physical education teachers, there is disparity in status and privilege enjoyed by these two types of teachers. This undue disparity provokes the physical education teachers to experience a sort of dissatisfaction towards teaching profession. This feeling over a period of time convert into a burnout status. Therefore,
There is an urgent need to study the burnout phenomenon among physical education teachers in relation to their institutional climates, personality types and home climate in which these teachers live and work. Keeping in view of these considerations a research project has been taken up to throw sufficient light on this important aspect of teaching profession.

7. The work schedule of physical education teachers has become more when compared to subject teachers in the school as he has to look into the physical activities, health and recreation aspect in the school. Physical education teachers have to concentrate on each player on each team, on each game and on each sports event, so as to develop proficiency in the sportsmen. He has to prepare the team for different sports tournaments, which are normally conducted outside the school premises and some times out of station too. Generally, there will be only one physical education teacher in secondary school and expected to handle 3 classes with multisections. In other words a single physical education teacher has to meet the needs of all students ranging from 120 to 250 or 300 even. Therefore, he has to be always on the playground and supervise various activities of students.
Naturally, physical education teachers get fatigued everyday due to a heavy teaching-coaching workload. As a result of this, the physical teachers are prone to experience a human stress in their profession, leading to burnout. Hence there is a felt need to take up this project.

1.9. Statement of the Problem

The problem is stated as “An Investigation into the interaction effect of factors on Burnout among physical education teachers working in secondary schools of Karnataka State”.

1.10. Significance

The study is significant because due to various reasons which the researcher find out burning out of enthusiasm is a common feature. If the causes are found out and remedial measures are suggested then the study becomes significant for teachers for effective teaching for longer duration.

1.11. Hypotheses

It is hypothesised that home climate school environment and personal psychological factors may be the causative factors for burn
out. If the remedial measures are pragmatic then teachers can teach effectively with more of enthusiasm, commitment and with mental poise.

1.12. Delimitation

The following are the delimitation of the Study:

1. This study was confined to secondary schools physical education teachers of Karnataka State only.

The data was restricted to opinions offered by the subjects through the tools.
REFERENCES


