Chapter - II

Review of Related Literature
CHAPTER II

REVIEW OF RELATED LITERATURE

Research investigations conducted in the area of 'correlates of burnout' i.e., factors affecting burnout are reviewed and presented in this chapter.

2.1. Research on Teacher Burnout

Studies on teacher burnout have appeared from 1979 onwards. In one of the earliest studies Westerhouse (1979) studied the effects of tenure, role conflict and role conflict resolution on work orientation and burnout of 141 relatively young and well educated high school teachers working at private schools. Frequency of role conflict was a significant variable in the prediction of burnout, especially role conflict with students about examination and grades. Teacher tenure did not correlate positively with burnout.

Arrcenich (1981) investigated the extent to which the burnout syndrome exist among North Dakota public classroom teachers and whether significant relationship existed between and/or among demographic variables. Arrcenich reported, among other things, the
following findings: (1) The level of teaching and the sex of teachers were found to be significantly different on the three burnout factors more frequently than other demographic variables. (2) Other demographic variables which have a lesser impact upon the burnout syndrome included number of years of teaching experience, salary, educational background, number of dependents, and size of community.

Malanowski (1981) examined whether any significant differences among categorical classifications of teachers with respect to their degree of burnout in Ohio. Significant differences were found in the degree of burnout when they were classified according to sex, grade level taught, years of teaching experience and number of students taught. However, there was no significant difference in burnout when they were classified according to marital status, age or educational attainment.

Schwab (1981) examined teacher burnout and its relationship to the organisational stress variables of role conflict and role ambiguity in 469 teachers in Massachusetts with the Maslach Burnout Inventory and the Role Questionnaire of Rizzo, House and Lirtzman. Role conflict and role ambiguity each explained a significant amongst of
variance in the Emotional Exhaustion and Depersonalization subscales with role conflict explaining the most variance. Role ambiguity explained a significant amongst of variance in the personal accomplishment subscale while role conflict did not. In combination role conflict and role ambiguity explained 23% of the variance on the Emotional Exhaustion subscale, 10% on the Depersonalization subscale and 5% on the personal accomplishment subscale.

Whitaker (1981) examined the prevalence of burnout among secondary teachers and to determine if certain relationships existed between selected demographic variables and burnout tendency. Burnout did not seem to be prevalent in the school district sampled. Certain demographic characteristics were found to bear a relationship to the degree of enthusiasm, frustration, and alienation experienced in the work environment.

Fielding (1982) examined whether personality characteristics of teachers affect their perceived level of stress and burnout, and whether school climate interacts with personality factors to influence stress and burnout. 162 teachers in nine junior/middle schools were randomly selected for the study. Teachers reported a moderate to substantial amount of stress and burnout on six scales measuring
these variables. The highest of stress was generally reported in interpersonal situations, and second highest level was reported in new situations. As predicted, teachers having (i) negative attitude and beliefs about students; (ii) an external locus of control, and (iii) intolerance of ambiguity reported more stress and burnout than other teachers. Also relationship between personality factors and interpersonal stress was stronger in schools with a negative work climate than in schools with a positive work climate.

Singer (1984) undertook the study to determine the relationship between teacher burnout and the leadership style of the principal as perceived by the teacher. The study also tried to examine if significant differences on burnout measures existed between the teacher’s sex, age and length of service. Singer reported, among other things, the following findings: (1) Significant relationships were observed between teacher burnout and the perceived leadership style of the principal. Teacher enthusiasm was positively related to each of the two leadership styles; however, teacher frustration and alienation were negatively related to each of the two styles. Teachers in schools with principals who demonstrated high levels of initiating structure behaviour or consideration behaviour were enthusiastic.
Teachers in schools with principals who demonstrated high levels of initiating structure behaviour or consideration behaviour 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 feelings of frustration and alienation. (2) Sex and age of the teacher were not significantly related to teacher burnout. Further, length of service was not significantly related to teacher frustration and alienation.

Brown (1985) investigated the relationships between job stress in teachers and different dimensions of burnout. There was a statistically significant relationship between stress and emotional exhaustion; and stress and depersonalization.

Harmon (1985) designed to examine the relationship between personal and professional variables, organisational stress factors of role conflict and role ambiguity, and teacher burnout by involving 378 special education teachers in Kentucky. Multivariate Analysis of Variance (MANOVA), and multiple regression analysis revealed the following significant findings: (1) Special education teachers who were 20 to 35 years of age perceived more intense feelings of emotional exhaustion than teachers who were 36 or older. (2) The
age and sex of special education teachers and the degree of role conflict the teachers felt were three significant sources of intense feelings of emotional exhaustion, while the special education teachers taught and the degree of role conflict and ambiguity they felt were significant sources of frequent feelings of emotional exhaustion.

(3) The age of special education teachers and the degree of role conflict and ambiguity they felt were significant sources of intense and frequent feelings of depersonalization. (4) The age of special education teachers was significant source of frequent feelings of low personal accomplishment while role ambiguity was a significant source of both intense and frequent feelings of low personal accomplishment.

Holt (1985) examined the variation in individual personality characteristics, termed ‘hardiness’ (comprised of degree of alienation and locus of control) among 134 female elementary teachers who had differing levels of burnout despite high levels of occupational stress. Results indicated a significant interaction of burnout and hardiness. Teachers with high levels of occupational stress who had a low level of burnout also 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.

Thompson (1985) undertook the study to identify the factors that may differentiate non-burned out teachers from burned out ones. The factors hypothesized to distinguish non-burned out teachers from burned out ones were, locus of control, job satisfaction, energy and persistence, empathy, support networks, role ambiguity, satisfaction with present teaching assignment and life satisfaction. The sample consisted of 40 elementary school teachers, 20 non-burned out teacher, and 20 burned out ones. The results followed by a one-way Multivariate Analysis of Variance (MANOVA) at the 0.05 significance level revealed that, the two groups differed significantly regarding their locus of control from a classroom perspective, job satisfaction, their descriptions of themselves as teachers, their satisfaction with their present teaching assignment and life satisfaction.

Misra (1985) investigated whether teachers varied in the extent of perceived burnout, the relationships between stress and burnout, and meaning in life and burnout in teachers. She mainly used Maslach and Jackson’s Inventory for the assessment of burnout. For
measurement of stress she used a test prepared by herself and Moholick's purpose in life test. The sample comprised 345 teachers from 15 secondary and an in service teacher population of three teacher training institutions in Calcutta. The main findings reported are: (1) teachers had a low degree of burnout, (2) Sex difference was significant on the burnout variables, (3) Stress was positively related to burnout with regard to emotional exhaustion and depersonaliation, and (4) A comparatively low level of meaning in life was identified among the sample teachers.

Murphy (1986) compared Anchorage's special education and regular education teachers to learn if there were differences between the two groups in levels of burnout. Special education teachers reported higher level of emotional exhaustion and lower level of personal accomplishment on the MBI than did regular education teachers. Further, no differences between the two groups were found on the MBI depersonalization subscale.

Capel (1987) investigated the relationship of secondary school teachers of eight selected demographic, organisational and psychological variables, i.e., years of present position, hours of extracurricular activities, how often school work taken home, years of
teaching experience, number of different classes, role conflict, role ambiguity, and locus of control. Regression and Canonical Correlation analysis indicated that six out of the eight selected variables were significantly related to stress, total burnout, frequency and intensity of burnout, emotional exhaustion, depersonalization and personal accomplishment subscales. Further, the study revealed that role ambiguity and locus of control explained most variance on stress and all burnout subscales except burnout intensity and emotional exhaustion, which were best explained by number of teaching experience.

Beer and Beer (1992) have studied burnout and stress, Depression and self-esteem of teachers. The following tools have been used for the assessment of teachers stress it, completed the Beck Depression Scale (1978), the Coopersmith self-esteem inventory for Adult (1981), Stress Profile for teachers (Wilson, 1979), and the Staff Burnout Scale for Mental Health Professionals (Jones, 1980).

Among other things being equal following are the results of the study already conducted.
A 2 x 2 analysis of variance for teaching level (grade and high school) by sex (man and woman) for the regular education teachers yielded no significant difference for depression ($F_{2.51} = 0.22, P > .05$) or self-esteem ($F_{2.51} = 0.54, P > .05$).

A significant difference was noted for burnout $F_{2.50} = 5.67, P < .01$). Grade school teachers ($M = 98.9$) reported higher burnout scores than high school teachers ($M = 84.7; F_{1.50} = 11.35, P < .01$). No significant effect for sex ($F_{1.50} = 0.53, P > .05$) or on the burnout lie scale ($F_{2.50} = 1.57, P > .05$) were noted. The higher the burnout score the more healthy the person and less burnout experienced.

A significant effect for stress ($F_{2.51} = 3.99, P < .05$) was observed in Grade school teachers ($M = 85.1$) who reported lower stress scores than high school teachers ($M = 102.1; F_{1.51} = 7.96, P < .01$), but there was no significant effect for sex. Again, the lower the stress score, the more healthy the person and the less stress reported.

Pearson correlations indicated a negative relationship among scores on depression and self-esteem, burnout lie, and total stress. Depression was reported as associated with low self-esteem (Beer, 1987), while burnout and stress were high, for these scores are
positively correlated. Grade school teachers were experiencing less burnout and less stress than high school teachers in regular education.

For the teachers in an institutional setting the analysis yielded no significant difference for teaching level or sex on depression ($F_{3.29} = 1.85$, $P > .05$) or on self-esteem ($F_{3.29} = 0.59$, $P > .05$), but there was a significant difference in burnout scores ($F_{3.15} = 3.63$, $P < .05$). The difference was between men ($M = 104.7$, $SD = 10.1$) and women ($M = 106.0$, $SD = 0.00$) in high school teaching who had higher scores than the men teaching grade school ($M = 89.2$, $SD = 11.6$). Burnout lie scores ($F_{3.15} = 3.23$, $P < .05$) were significant by sex; women teaching high school ($M = 5.0$, $SD = 0.00$) had higher scores than both women ($M = 1.2$, $SD = 1.3$) and men ($M = 1.2$, $SD = 1.3$) teaching grade school. There was a significant difference on stress scores ($F_{3.15} = 3.35$, $P < .05$) between men and women teaching high school; the men had the higher scores and also had higher scores than men teaching grade school.

Pearson correlations indicated a negative association between depression and self-esteem scores ($r = - .42$, $P < .01$). Total burnout and burnout lie scores were positively related ($r = .63$, $P < .01$), so one
who experienced burnout tended to exaggerate his responses. There were no other significant correlations among the other variables. Generally, grade, school, teachers experienced more burnout than high school teachers in the institutional setting.

It seems clear that these patterns require monitoring locally and replication in other districts. Development of procedures for supporting the teachers and facilitating their success seems an appropriate goal.

Burke & Greenglass (1993) have studied work stress, role conflict, social support, and psychological Burnout among teachers. The data were collected using questionnaires, which were distributed to 2,200 teachers and school administrators employed with a single board of education at their schools. The final sample \((N = 833)\) represented about 38 percent of the population.

The following were the results of the study.

1. Reliabilities of Measures: Most of the multiple item measures had levels of internal consistency reliabilities (Cronbach’s alpha) which exceeded .70, a level of reliability considered satisfactory.
2. Analysis plan: Several hierarchical multiple regression analyses were undertaken with variables being entered in blocks. The dependent variables were the three components of psychological burnout and the Maslach Burnout Inventory total score. Predictor variables were entered in a specified order. The first block that entered were the individual demographic and situational characteristics ($N = 8$). These were considered as control variables. The second block that entered were the job-related stressors ($N = 11$). The third block that entered were the measures of role conflict ($N = 6$). The fourth block that entered were the measures of social support ($N=3$).

3. Predictors of psychological Burnout: The results of regression analysis in which four blocks of predictor variables were regressed on the three components of psychological burnout and the composite Maslach total score. A similar pattern was present on all three components and the Maslach total score. Individual demographic, role conflict, and social support measures did not typically contribute significant increments in explained variance. Work stressors consistently contributed significant increments in explained variance.

76
About variables, within the various blocks of predictors that produced significant $\beta$s; on emotional exhaustion, lack of stimulation and negative workload characteristics had significant $\beta$s. Considering depersonalization, two work stressors (scope of client contacts, inadequate orientation) had significant $\beta$s. Finally, on low personal accomplishment, two work stressors (scope of contacts with clients, lack of stimulation) had significant $\beta$s. Three work stressors had significant $\beta$s on the Maslach total measure; scope of client contacts, lack of stimulation, and inadequate orientation.

School-based educators reporting a narrower range of interpersonal contacts in their work settings, a lack of stimulation in their jobs, an inadequate orientation in preparing them to be successful at work, and a more negative depiction of their workload reported greater psychological burnout on one or more components of the Maslach Burnout Inventory.

Gomez and Michaelis (1995) have studied an Assessment of Burnout in Human Service Providers. The procedure followed for the assessment was surveys were distributed to the respective human service providers either by regular mail (DSS and DVR) or intraagency mail (GWI). Participants were assured of their
anonymity and asked to complete the MBI, as well as a personal information sheet (age, gender, race, job title, length of service in their present position and in the human service field in general, direct contact hours, hours spent on paperwork, caseload size and primary population served).

Following are the results of the study.

Among the consumer populations included in this study, working with people who are economically disadvantaged appeared to be the least emotionally draining. The degree of emotional exhaustion associated with these consumers was slightly to moderately lower than that associated with the other consumer populations. More importantly, there was a tendency to depersonalize these consumers less than consumers with functional disabilities. It is interesting to note the difference in the patterns of Emotional Exhaustion and Depersonalization scores between the four service provider groups. Several researchers have suggested that depersonalization is a coping strategy which develops in response to the emotional exhaustion involved in serving these consumers, and helps minimize the emotional drain on the service provider (Maslach & Jackson, 1986). This suggestion is supported by the frequent
finding of a positive correlation between Emotional Exhaustion and Depersonalization Scores (Maslach & Jackson, 1986). A positive correlation was found between EE and DP scores in the present study as well.

However, there was a moderate tendency to depersonalize consumers with physical disabilities, despite there being a low level of emotional exhaustion reported by these service providers. Although it is no doubt true that depersonalization serves as a coping strategy for the service provider, the data from the present study suggest the additional possibility that depersonalization may be an innate aspect of the service provider’s response to consumers with overtly visible physical disabilities, independent of the degree of emotional exhaustion involved with serving them.

The size of the caseload did not have a significant effect on burnout in this study. In addition, the effect of quotas cannot be determined, because DVR was the only agency for which the service providers had objective quotas for the number of consumers placed in jobs per month. However, providers whose activities involved more direct contact with consumers and less paperwork reported a greater sense of personal accomplishment. The personal
accomplishment scores showed a positive correlation with the number of direct contact hours per week ($r = .3359, P < .05$), and a negative correlation with the number of paperwork hours per week ($r = 0.2475, P = .059$). There was also a negative correlation between the emotional exhaustion score and the length of time the provider had been in his/her position ($r = 0.267, P .05$). This probably reflects a predictable tendency for those who do not get as emotionally exhausted to remain in their positions for longer periods of time.

There were no differences between female ($N = 34$) and male ($N = 13$) service providers with respect to either EE, DP or PA scores in the present study. Black ($N = 8$) providers reported significantly lower EE scores than did white ($N = 37$) providers [$t(43) = 2.34$, $P < .05$]. In contrast, however, black providers also reported lower PA scores than did white providers [$t(43) = 18$, $P < .08$]. It is difficult to apply any practical interpretation to these contradictory findings, especially given the small sample of black service providers available.

Friedman (1995) has studied Student-Behaviour patterns contributing to teacher burnout. Field work was carried out by research assistants who visited the schools in the spring trimester of
the school year. The teachers were requested to report their experiences and feelings over the previous 2 to 3 months of that school year regarding their teaching work. The student questionnaire was administered in the classroom by research assistants; the teachers were asked to leave the room while the Questionnaire was being filled out. All questionnaires were filled out anonymously.

Findings of the study indicate that, the highest contribution to predicting burnout was made by types of student behaviour that reflected respect or lack of respect for both teachers or members of their peer group. Teachers' ideology in this study was not assessed directly with solid and recognizable measures (because that was not the direct purpose of this study). Therefore, interpreting the results of Study 1, in terms of the link between teacher ideology, burnout, and student behaviour could be only indirectly inferred. Bearing that in mind, it is noteworthy that teachers functioning in a school culture characterized by a more conservative attitude toward their students (as believed to be the case in Israeli religious schools) were more affected by student behaviour in general and, more specifically, by the reflection of the academic aspect of the teacher-student relationship - student willingness and receptiveness to learning and
learning ability. In contrast, teachers functioning in a school culture characterized by a more liberal attitude toward students (as believed to be the case in Israeli secular schools) were affected by students' respect or lack of respect toward them or toward members of their peer group (and not only by the learning aspect).

The study further indicated a necessity for further investigation into the relationship between teachers with different teacher-student ideologies and the student behaviour patterns associated with teacher burnout.

Fejgin, Ephraty & Sira (1995) has assessed the work environment and Burnout of Physical Education Teachers.

A pilot study was carried out to construct the work conditions questionnaire. Forty physical education teachers participating in an in-service enrichment program at the Zinman College of physical education took part in the pilot study. These teachers come from many schools in various locations in Israel and had been in the field for 5 to 25 years. Thus, they composed a heterogeneous group that suited our purpose. They were asked to list five conditions that may be disruptive to their work or cause some stress and five conditions
that may make work easier and increase satisfaction. The teachers listed over 130 items (after eliminating identical items that several teachers listed), which were grouped into four categories to conceptually represent the workplace dimensions suggested by Pines (1982).

The structural dimension includes the availability of facilities and equipment, class size, class composition, noise level and safety problems. Examples of items in this category are “Too many students in each class”, “A gym hall is not available”, “Boys and girls participate in the same classes”, and “The equipment is old and dull”.

The social dimension includes interaction with other teachers, principal, students, and parents; discipline problems; lack of principal support; and social isolation. Examples of items in this category are “There are a lot of discipline problems in physical education classes”, “Students are not interested in physical education’ “Many parents think physical education is not as important as other subject matters”, “The principal puts physical education toward the end of the list in considering schedule and
resources”, and “physical education teachers do not feel as integral part of the faculty”.

The organisational-bureaucratic dimension includes administration requirements; conflicting demands of the principal, the administration, and parents; communication problems; and paperwork. Items in this category are, for example, “There are too many rules and regulations”, “The principal’s demands are not always in line with administration requirements”, and “There are too many coordination problems in this school.”

The psychological dimension includes the degree of autonomy, role diversification, workload, schedule, and opportunity for self-fulfillment, self-development, and goal achievement. Items such as following are included: “Teaching physical education is very boring”, “Physical education teachers in this school are quite autonomous”, “physical education in this school does not offer opportunity for self-development”, “Because of heavy teaching load and budget limitations, I can’t achieve my goals”.

84
The list of 130 work conditions was given to four experts: one sport sociologist, one educational sociologist, and two educational psychologists. These experts work in the Zinman College of Physical Education, have experience in teacher training and research in this field, and are familiar with schools and teachers' problems. The list of work conditions was provided along with a short description of the four work dimensions as characterized in the literature. The experts were asked to identify 20 items that best characterized each of the four categories. The rationale for limiting the number of items was our concern that a long questionnaire may decrease response rate. Also, even after eliminating identical items, there were still some items that appeared to be very similar. In the selection process the experts agreed on 72 of 130 items. The other 8 items were chosen by "majority vote". Items chosen by three out of four experts were included in the list to compose the work environment questionnaire.

In sorting the items into four work dimensions, 80% for the social and organisational-bureaucratic dimension, and 75% for the psychological dimension. Items not agreed upon by all experts were again selected by "Majority Vote". Mismatches between the expert categorization and our theoretically based categorization appeared
mainly between the social and organisational-bureaucratic dimensions (e.g. concerning lack of principal support and communication problems, which should have been under the social dimension but were put under the bureaucratic dimension), between the psychological and organisational bureaucratic dimensions (e.g. concerning time pressure and low salary relative to effort, which should have been under the psychological dimension but were put under the bureaucratic dimension), and between the structural and social dimensions (e.g. concerning conflict with other teachers over limited facilities, which should have been under the structural dimension but were put under the social dimension.

Saini, Yadav & Mal (1997) have made psychological Burnout syndrome as a function of negative affectivity among privately managed school teachers. Participants (Ss) were informed of the importance of the study. The two self-report instruments were administered to the sample mostly in one sitting. Most of the subjects were tested individually and some in small groups of 2 and 3 teachers. They were guaranteed of anonymity and confidentiality of their responses.
Following were the results of the study. The obtained scores on burnout measure were analysed by computing $2 \times 2$ analysis of variance for emotional exhaustion, depersonalization and personal accomplishment separately. The analysis of variance revealed significant main effects of negative affectivity for EE ($F_{1/156} = 8.47; P < .001$; DP ($F_{1/156} = 20.31; P < .001$) and PA ($F_{1/156} = 23.46; P < .001$). Teachers with high Negative Affectivity reported more EE ($X = 29.86$) than their low Negative Affectivity counterparts ($X = 14.03; 7.20; \text{and } 35.40$ respectively). Teaching experience, the other independent variable, and the interactive effects were not significant.

The effect of negative affectivity was in accordance with the hypothesis. An explanation may be that teachers with high Negative Affectivity have a cognitive and affective bias. They observe negative aspects of the job consistent with their adjustment and overall job satisfaction, which ultimately leads to burnout.

In the present study, in accordance with previous research (Gupta & Dang, 1990, Misra, 1992) the teaching experience was not significant. This aspect of the study should be studied further involving more levels of teaching experience.
Behavioural aspects of burnout, such as turnover, absenteeism, extinction-induced emotional responses, etc., can be gained from direct observation than a popular and traditional self-report measure. Hence, in future, behavioural measures should be included. It is also suggested that psychological burnout syndrome in other spheres of human endeavour may be studied with individual differences to explore the affective, cognitive and behavioural dimensions. Additional research should examine whether extremely positive environments in school organisations erase dispositional effects. Thus, the results of the study have some significant implications to the educators, the management and the researchers in the field.

Wright and Bonett (1997) have pointed out the contribution of burnout to work performance. Longitudinal field study was designed to specifically examine the contributions of burnout to work performance. Data were collected at two periods: T₁ (initial) and T₂ (year 3). Work performance data were obtained at both time periods (T₁ and T₂) and burnout data were collected at T₁. The organisation's performance review period formed the basis for the measurement of work performance at T₁ and T₂.
Following were the results of the study:

The primary focus of the present study involved examination of the relationships among the measures of burnout at T₁ and subsequent work performance at T₂.

As predicted, a negative relationship between emotional exhaustion at T₁ and subsequent work performance at T₂ was established (t = -2.134; df = 42; P = 0.0194), with a Pearson Correlation of -0.31.

This result cannot rule out the possibility of various third-variable explanations, however, even though all of the employees included in the study have the same job title and performed the same job duties, they did vary in terms of age and gender. Maslach and Jackson (1986, pp. 20-21) reported that age and gender are related to levels of burnout. It is further noted that while the significant finding between emotional exhaustion and subsequent performance involved longitudinal data, one cannot rule out the possibility that performance may have influenced emotional exhaustion over time.
To address these issues, a hierarchical regression analysis was performed (Cohen and Cohen, 1983). In this analysis, subsequent performance (at T2) was regressed on age, gender, prior performance (at T1) and emotional exhaustion (at T1). More specifically, at the first stage in the analysis, the control variables of age, gender and prior performance were entered into the equation as a set (i.e., simultaneously). At the second stage, all the variables (study and control) were entered simultaneously. The change in R² from stage 1 to stage 2 represented the increase in subsequent performance variance explained by the study variable, emotional exhaustion, above and beyond what was accounted for by the control variables. The change in R² was 0.05 (t = -.794; df = 39; P < 0.05), indicating that emotional exhaustion did account for a significant proportion of the variance in subsequent performance above and beyond that accounted for by the control variables.

With all the variables (study and control) included in the equation, R = 0.58 \( (F = 5.028; \ df = 4.39; \ P = 0.0023; \ \text{adjusted} \ R^2 = 0.27) \). One-tailed tests for prior performance (t = 3.123; df = 39; P = 0.0017) and emotional exhaustion (t = -1.794; df = 39; P = 0.0403) reveal the unique contribution of these measures in the prediction of
subsequent performance and lend further support to hypothesis 1. The value of the t-statistics for age ($t = -1.010; \text{df} = 39; P = 0.1593; \text{n.s}$) and gender ($t = -0.295; \text{df} = 39; P = 0.3848; \text{n.s}$) did not reach significance. Taken together, these results demonstrate that emotional exhaustion did significantly predict subsequent performance beyond that accounted for by age, gender and prior performance.

Regarding hypotheses 2 and 3, the results do not support the hypothesized relationships between depersonalization at $T_1$ and subsequent work performance at $T_2$ ($r = -0.19, \text{n.s}$) and, between diminished personal accomplishment at $T_1$ and work performance at $T_2$ ($r = -0.03, \text{n.s}$).

2.2. Conclusion

From what has been reviewed above, it may be concluded that:

i. Age, sex, grade level taught, years of teaching experience, presence of support system, location of the educational setting, role ambiguity, stress, locus of control are related with burnout. However, the results of studies of Westerhouse (1979), Colosudro (1981), Malanowski (1981), Singer (1984),
Harmon (1985), are contradictory in respect of relationship between age and burnout, sex and burnout, teaching experience and burnout. This may be attributed to the fact that the nature of samples involved are different and the tools used for the assessment of the variables under consideration also differ. In the light of these conflicting results it is of great importance to pursue the study and examine the problem in greater detail.

ii. Substantial research work in this area has been conducted in the U.S.A. But out of 410 research studies completed so far in the area of teacher education in India during the period 1974 to 1986, only one study in this area involving secondary teachers is reported.

iii. The studies have been conducted involving elementary school teachers, secondary school teachers, college teachers, university professors, and principals. But none of the studies have investigated the factors affecting the burnout of physical education teachers who play a prominent role in improving the quality of sports field and in turn of school/college/university sports.
iv. Very few studies have attempted to investigate "interaction effects" of factors affecting burnout.

It is evident from the above presentation that quite a few studies are conducted involving physical education teachers in relation to burnout phenomena. Although findings of the studies may be applicable to teaching profession as a whole, it has no justification with a right context of physical education background. Therefore, there is a need to bring together greater number of factors influencing burnout of physical education teachers and to study their interaction effects. Hence, the present study is an attempt to investigate the effect of some selected factors on 'burnout' involving physical education teachers.
REFERENCES


7. Singer, F.L. 'A Study of Relationship Between Teacher Burnout and the leadership style of the principal, as perceived by the


