CHAPTER-II
REVIEW OF RELATED RESEARCH
REVIEW OF RELATED LITERATURE

This chapter presents a brief review of the work already done in relation to the Stress, Anxiety, Burnout and Teacher performance/effectiveness of primary school teachers. Some scholars have studied the measurement of teacher behavior, others have laid emphasis on identification of the characteristics of an effective teacher. In some other works the specific qualities e.g., aptitude, interests, job satisfaction, intelligence, job motivation, etc., which affects or determine the teacher effectiveness have been studied. Here an effort is made to review the studies carried out in India or abroad affecting the present problem either directly or indirectly.

2.1. Research studies related to Teacher’s Stress:

Bharathi, T. Aruna and Reddy, N.V. Vani (2002) found that majority of the Missionary school teacher experienced job stress in the areas of time demand, job security whereas the teachers of the government schools experienced job stress in the areas of work load, time demand and working environment (medium stress); government teachers experienced low stress in the areas of staff relationships and job security, as their jobs are stress related to students, curriculum load, working environment, work load, time demand, administrative problems; in case of missionary school teachers, high job stress was observed in the areas of poor remuneration and job security; age, income educational qualification and teaching experience had insignificant effect on job stress of teachers; and majority (74%) of the respondents were actively involved in their work and were working together for a common goal as a measure to cope up with stress.

Prakash, G.P. Mathur, Purnima; and Agrawal, Rani (2002) studied Effect of coping strategies, sex and teaching experience on perceived role stress of university teachers. They found that high coping group and low coping group differed significantly in the experience of different stressors; the role boundary stressor was significantly and positively correlated with sex, which indicates that female lecturers were facing more role boundary stress as compared to male lecturers; and responsibility stressors and self-care coping strategy were found to be significantly correlated with the teaching experience.
Troman and Woods (2001) used interviews and observational data collected from teachers teaching at The Gladstone Primary School and from teachers who had left the school in the aftermath of Gladstone being designated as poorly performing during an accreditation inspection. Interviews were analyzed using the analysis and the constant comparative method. Data gathered suggests that teachers generally fall into three categories when reacting to stress and burnout. Some teachers simply end their careers as professional educators. Others seek relief from stress by “downshifting:” taking a less prestigious or demanding role, redefining their job as a part time instructor, or by having previously held duties assigned to other teachers. Some teachers choose to reform their sense of identity as educators; for these teachers, this may involve developing outside interests, placing more emphasis on family and friends or relocating to a more favorable school environment.

Upadhayay, Balkrishnan and Singh, Bhupendra, (2001) studied occupational Stress among college and school teachers and found that the higher secondary school teachers showed significantly higher level of stress than the college teachers on the factors related to role overload, role conflict and role ambiguity; and poor relationship with the peer group is always a cause of stress to anyone. College teachers and school teachers differed significantly on this factor.

Khan, Zebun Nisa, (2000) found that there was considerable difference in the psychological and sociological profile of the teachers teaching in schools for deaf and dumb children under different conditions; and it was also found that work role variables influence stress and burnout of teachers in both normal and special schools.

Griffith et al (1999) found high levels of stress were associated with low social support and the use of disengaged and suppression of competing activities as coping strategies. Interestingly, step wise multiple regression revealed that coping style not only mediated the effects of environmental stressors, but also, influenced teachers’ perceptions of their environment as stressful.

Classroom discipline is also a significant source of stress. Lewis (1999) examined teachers’ estimations of stress arising from being unable to discipline pupils in the way
they would prefer. Overall, maintaining discipline emerged as a stressor, with those worst affected being teachers who placed particular emphasis on pupil empowerment.

Dussault et al (1999) assessed isolation and stress in 1110 Canadian teachers and, as hypothesized, found a strong positive correlation. In another study Van Dick et al (1999) questioned 424 teachers from across all German sectors about their work stress, social support and physical illnesses. It was found that social support had both a direct positive effect on health and a buffering effect in respect of work stress.

Harris (1999) assessed teacher stress and leadership style in three American primary schools, using the Wilson Stress Profile for Teachers. The Principal in each school was classified differently and teachers had significantly lower stress in the school where the Principal was classified as high in both task and relationship focus - this leadership style being associated with both strategic vision and a close personal relationship with staff.

Barkat, Shaikh Abul and praveen, Asm. (1999) studied organisational role stress among bank managers and university teachers. They observed that the female bank managers scored significantly higher than female university teachers on all the ten dimensions of organizational role stress namely; inter role distance, role stagnation, role expectation conflict, role erosion, role overload, role isolation, personal inadequacy, self-role distance, role ambiguity and resource inadequacy.

Singh, Omprakash and singh, Reeta (1998) studied job stress among secondary school teachers in relation to management, sex, and marital status. They found that the main effects of the management, sex, and marital status were significant; level of job stress was higher in both male and female private school teachers than the teachers of Navodaya schools; and both married and unmarried teachers of private schools had higher job stress as compared to the teachers of Navodaya schools.

Bhatt. D.J. (1997) conducted a correlational study on Job Stress, Job involvement and Job Satisfaction of teachers. He found that the teachers’ job stress was highly significantly negatively associated with their job involvement and job satisfaction whereas job involvement was highly significantly positively correlated with the teacher’s
job satisfaction; and four factors of job stress were significantly negatively correlated with their overall job satisfaction.

Hall et al (1997) examined the effect of human relations training on teacher stress. 32 participants took part in a 2 year humanistic-experiential Masters Degree programme and were interviewed at the end of the course. Stress was reported as having been reduced as a result of the course. The other published study, by Anderson et al (1999) concerned the effectiveness of meditation as a stress-management strategy. 91 teachers took part in a five week course of meditation, levels of stress being compared before and after. As hypothesized, levels of stress were lower following the course.

Travers & Cooper (1997) surveyed 800 teachers in England and France about stress and found substantially different responses. 22% of sick leave in England, as opposed to 1% in France was attributed to stress. 55% of the English teachers as opposed to 20% of the French sample reported recently considering leaving teaching. Interestingly, there was substantial agreement between the English and French teachers as to the sources of pressure, both groups citing classroom discipline, low social status and lack of parental support. However, English teachers reported more problems with long hours, overwork and political interference. Further they found that teachers named lack of government support, lack of information about changes, constant change and the demands of the National Curriculum as long their greatest sources of stress.

Ushasree and Jamuna (1990) conducted a study to examine role conflict and job stress among special and general school teachers. The sample comprised 40 special school teacher (20 men and 20 women) of Tirumala Tirupati Devasthanam’s (TTD) school for the deaf and dumb, and a random sample of 60 teachers (30 men and 30 women) from TTD’s high school. All the subjects were in the 35-40 years age group. Bhushan’s Teachers’ Role Conflict Inventory and an adapted version of Seidman and Zager’s Teachers’ Burnout Scale (TBS) were used to assess role conflict and job stress. The analysis of data did not reveal any sex differences among teachers from special schools on role conflict and job stress. However, women teachers in general schools were found to experience greater role conflict and had poor attitudes towards their students and
were less satisfied with their careers as compared to their male counterparts in general schools. Teachers from special schools, both men and women, were found to experience significantly greater role conflict and job stress compared to their counterparts in general schools.

Fernandes, C. & Murthy, V (1989). Carried out a study on job-related stress and burnout in middle and secondary school teachers. The physical and mental health of teachers in schools is an important issue, as it reflects on the achievements of students. The teaching profession is one of the human service professions which can be quite stressful. A negative consequence of this stress is burnout which endures up images of something dying out - in this case a lack of enthusiasm, a feeling of physical and mental fatigue. The study was undertaken to explore the prevalence of stress and burnout in teachers teaching in Bangalore city schools. It was hypothesized that stress experienced in the job would be a cause of burnout and that the higher age group would be more vulnerable to burnout. Similarly, married teachers and those who taught more number of grade levels would be prone to burnout. A structured information schedule, the stress symptom questionnaire and Maslach's Burnout Inventory (MBI) were administered to a sample of 50 female middle and secondary school teachers drawn from seven schools of Bangalore east region. There were 41 married and 9 single teachers, belonging to the age group of 22-59 years. All teachers belonged to class II of the socio-economic status. It was found that 76 percent of the total sample faced stress on the job, though the degree to which they experienced stress differed. 'Pupil misbehaviour' was found to be the most stressful, followed by 'time pressures', 'poor working conditions' and 'poor school ethos'. Chi-square analysis revealed nonsignificant results between teacher characteristics and stress and burnout. Coefficients correlated significantly with the emotional exhaustion sub scale of the MBI while nonsignificant relationships were observed in the case of depersonalization and personal accomplishment.

Lowther, Stark and Chapman (1984) in a study school teachers and a group prepared as teachers but working full-time in other occupations, on a number of work-related questions, found the career teachers having (a) strong sense of being locked into
the current job and (b) a negative view of their prospects for advancement, vertically as well as horizontally as they were denied opportunity for promotion even when their performance was outstanding.

Milstein, Golaszeski and Duquette (1984) noted that urban elementary school teachers of their sample identified issues related to the core task of working with students in the classroom as most stressful, compared with organizationally based issues. The stressors were: (1) insufficient student motivation, (2) lack of materials and aids to do the job well, (3) discipline problems, (4) responsibility for the future of their students. They conclude that if the teachers’ professional obligations cannot be met, their self-image and ability to cope may well be endangered.

New York state united teacher stress survey (1979) identified following as most stressful (1) managing disruptive children (2) in competent administrators and lack of administrative support (3) maintaining self-control when angry (4) over crowded classrooms (5) dealing with community racial issues. The survey also showed difference in level of stress between urban and rural teacher. Urban teachers reported the highest stress. They reported about three times more as stressful than rural teachers.

In U.S.A, the growing problem of classroom stress is being documented extensively. A nationwide survey conducted by the magazine “Instructor” found that a majority of the 7,000 teachers answered ‘yes’ to the question, ‘Is teaching hazardous to your health?’ 33% of the respondents claimed that most of the sick leave they had taken was related to stress or tension in school (Newell, 1978).

In a study of stress in 257 teachers of 16 schools in England, Kyriacou and Sutcliffe (1978) identified following four factors of stress (1) Pupil misbehavior, (2) poor working conditions, (3) time pressures, (4) poor school ethos. This indicates that sources of stress are multidimensional rather than unidimensional.

Pratt (1978) studies the relation between stress and the background of children (socio-economic and age). His study with primary school teachers in Northern England found financial deprivation in the home background of children to be positively and significantly related to perceived stress among teachers. Stress also increased with the
age of children for there is a tendency towards increasing non-cooperation and aggression as the children grow older, especially so, in the socially deprived group.

Cichon and Koff (1978) studied stress induced by ‘life events’ associated with teaching on the lines of Social Re-adjustment Rating Scale of Holmes and Rahe (1967) in 4,934 (22%) teachers employed by Chicago Board of Education. The five most highly rated sources were (1) involuntary transfers, (2) managing disruptive children, (3) notification of unsatisfactory performance, (4) threatened with persona injury, and (5) overcrowded classrooms. Cichon and Koff conclude that physical and psychological safety concerns cause most stress. The comes the management tension. Pedagogical issues comes at the bottom. Although they are the main issues concerned with the teachers’ work, they have become secondary and have been pushed into the background by working conditions and administrative hassles.

Kyriacou and Sutcliffe (1977) note that maintaining classroom discipline has not been identified as the most important source of teacher stress in the studies reviewed by them (as opposed to the findings of cichon and koff, 1978; NYSUT Stress Survey, 1979). However, they advance three reasons to explain that the contribution of maintaining classroom discipline to teacher stress is possibly greater than that indicated in the studies they reviewed. (1) Teachers distinguish between aspects of the job which are regarded as an integral part of their job (e.g., teaching children, maintaining discipline) and those aspects of the job which can be changed by administrative decisions (large classes, inadequate salary). Although both aspects may contribute to teacher stress, only the latter may be reported as sources of discontent; (2) Ego-defensive processes lead to under reporting of dissatisfactions which imply personal failure or deficiencies; (3) the contribution of maintaining classroom discipline may be subtle, e.g., it may involve constant monitoring of the pupils’ behaviour, and as such teachers may not be fully aware of its significance.

Kyriacou and Sutcliffe (1977) in their review of teacher stress also include investigation of job satisfaction among teachers as researchers have found a close association between sources of job dissatisfaction and stress (cross, 1970; Warr & Wall, 1975).
Mc.Lauglin J.W & Shea T.T. (1960) reported following as the sources of dissatisfaction for the elementary school teachers in California were (1) Supervisory duties at school and (2) excessive clerical work; for the secondary school teachers (3) inadequate salary and (4) negative student attitude towards learning. In the Rudd and Wisemen (1962) study the main sources of professional dissatisfaction for teachers in the U.K. were (1) inadequate salary, (2) poor human relation among staff, (3) inadequacies of school building and equipment, (4) teaching load, (5) large classes, (6) feeling of inadequacy as a teacher (7) lack of sufficient time and (8) low status of the profession in society.

Dunham (1976) identified three common stress situations (1) reorganization of schools into comprehensive types (2) role conflict and role ambiguity, and (3) poor working conditions like inadequate buildings and high noise levels.

In Lortie’s (1975) interviews of 94 New England teachers, the main areas of complaint reported by teachers were (1) clerical duties, (2) interruptions and time pressures and (3) troublesome children. An interesting finding in the report was that whereas ‘better facilities’ were regarded as the change that would most increase teacher effectiveness, ‘more money and promotion’ was seen as the change that would increase more job satisfaction.

Coates and Thoreson (1976). While reviewing the researches, reported that in the 1951 study, 43% of sample of 2,200 teachers reported that they were working under considerable strain and tension. In the 1967 survey of 2,290 teachers 16.2% reported they were working under considerable strain and another 67%, under moderate strain (total 78%).

2.2. Research studies related to Teacher’s Anxiety:

Ravi Kanta Chopra (2003) found that majority of teachers experience average level of anxiety in the profession and not much variation is seen between rural and urban teachers on this aspect; and Urban teachers are more worried about their frequent transfers and student absenteeism than their rural counterparts, worries, tension, fears and emotional instability related to various aspects of teaching profession determine the level of teacher’s professional anxiety. It is one of the variable which adversely affects
their work efficiency. Large percentage of teachers tend to show high professional anxiety on three out of twenty items of Anxiety scale viz., frequent transfer against their wish, student absenteeism and non-completion of homework on time by students.

Sud. A & Malik, A.K. (1999) observed a very weak relation between overall job-related stress and teacher’s characteristics; overall job related stress was not significantly related to trait anxiety; and teachers with high trait anxiety experience more problems with fellow teachers.

Morton et al, (1997) revealed that classroom management was their second greatest sources of anxiety, the greatest being evaluation apprehension. Of all the stressors reported, classroom management anxiety was the only one that did not decline following teaching practice.

Sindhe ASN Rao (1997) made following observations in his study, (1) Teacher anxiety was significantly related to ‘twelve’ socio-demographic and ‘seven’ family variables. It was observed that highly stressed teachers were highly anxious too, whereas less stressed teachers were less anxious. (2) Female teachers had greater general perceived stress than their male counterparts. (3) Unsatisfactory relationship with spouse, parents and children was associated with greater general perceived stress (GPS) among the teachers. (4) Young teachers had greater anxiety than old teachers.

Muthe (1980) has found that high general anxiety is not associated with teaching success but high vocational anxiety is related to teaching success. This means the more vocational anxiety the less effectiveness of the teacher. Bhagaliwal (1982) Observed that more effective teachers handled their anxiety in comparatively a more introspective manner whereas less effective group revealed either excessive control or overindulgent behaviour.

2.3. Research Studies Related to Teacher’s Burnout:

Pandey, Rakesh and Tripathi, Seema (2002) attempted to examine the nature of influence exerted by social support on occupation stress and burnout relationship. It also tried to differentiate the role of social support received from organisational and extra
organisational sources in preventing burnout. Major findings of the study are - (1) Social support correlated negatively with various occupational stressors as well as burnout. (2) Immediate officers support was found to be the single best predictor of both occupational stress and various components of burnout.

Kudva Pramila (2000) investigated the relationship of the three components of burnout viz., Depersonalization, Emotional Exhaustion, Lack of Personal Accomplishment with five professional aspects, namely professional qualifications, level of teaching, professional growth, professional commitment and role efficacy. In this study the level of teaching exhibited a significant positive relationship with Depersonalisation and lack of Personal Accomplishment and there was a significant negative relationship between Emotional Exhaustion and level of teaching and there was no significant relationship between Emotional Exhaustion and professional commitment.

Kasinath (2000) in his study made following observations (1) Teacher educators serving in closed institutional climate are more prone to burnout dimension of Emotional Exhaustion than teacher educators in open institutional climate. (2) Teacher educators serving in (a) closed institutional climate than in open climate, (b) introvert teacher educators than extrovert teacher educators; and (c) teacher educators with unhappy home climate than with happy home climate are more prone to burnout on Depersonalisation as well as on Personal Accomplishment dimensions. (3) Introvert teacher educator working in closed institutional climate with unhappy home climate are more prone to burnout on Emotional Exhaustion and Personal Accomplishment dimensions.

Puravik (1998) found that primary school teachers had higher level of burnout. Rama R. (1997) observed that female teachers are more burnout than male teachers in primary schools; urban teachers are more burnout than their rural counterparts; teachers working in missionary schools are more prone to burnout than teachers working in aided schools, government schools and schools managed by Panchayat Raj at primary stage; more qualified and more experienced teachers are less burnout than their counterparts; and among the three aspects of burnout, depersonalization, emotional exhaustion and personal accomplishment influenced burnout in preferential orders.
Sultana (1995) investigated the level of organizational role stress among male and female teachers of professional and non-professional courses. A group of 50 teachers from professional courses and another group of 50 teachers from non-professional courses were compared on role stress. The ORS scale was administered to the respondents to assess 10 role stress variables as well as total role stress. Critical ratio on test and two-way analysis of variance were used to analyse the data.

Byrne, Barbara M (1992) found that the potency of role conflict, work overload, classroom climate, decision-making and peer support as the primary organizational determinants of teacher burnout. Le Compte and Dworkin (1991) developed a more extensive description of burnout as an extreme type of role-specific alienation with a focus on feelings of meaninglessness, especially as this applies to one’s ability to successfully reach students. They identified powerlessness in defining professional roles as being instrumental in creating stress. Additionally, a sense of both physical and mental exhaustion exacerbated by the belief that expectations for teachers are constantly in flux, or in conflict with previously held beliefs, has been cited by numerous researchers as influencing teacher burnout (Bullough & Baughmann, 1997; Brown & Ralph, 1998; Hinton & Rotheiler, 1998; Esteve, 2000; Troman & Woods, 2001).

Jamuna and Ushasree (1990) carried out a study to examine burnout among teachers working in private and public schools. The sample consisted of 120 women teachers of private (N=60) and public (N=60) schools of Tirupati, 30 each in the age groups of 30-40 and 40-50 years. The adapted version of Seidman and Zager’s Teachers’ Burnout Scale was used to assess burnout. The results indicated that women in the lower age group exhibited a higher degree of burnout. Also, a significant difference was observed between private and public school teachers in the three sub scales of TBS - career satisfaction, perceived administrative support and coping with job-related stress.

Teachers may be at greater risk for depersonalization because their daily work life often includes large does of isolation from their professional peers. While teachers do interact with others on a regular basis throughout the workday, the majority of such interactions are with students, and not with other teachers or professional staff members.
who might better understand the demands teachers face. Factors such as the physical layout of most campuses, with teachers working alone in their classrooms, and scheduling constraints that make finding time to meet with peer virtually impossible, can cause teachers to feel disconnected (Bennett & LeCompte, 1990). This depersonalization may act as a protective mechanism, as evidenced by the descriptions of “worn-out” teachers, whose cynical views towards students and teaching allowed time to continue to remain in the field, even in a diminished capacity (Farber, 1998). While depersonalization may act as some protection for teachers, it also may encourage isolation, strengthening the risk for burnout.

An important finding from early studies was that teachers at risk for burnout came to see their work as futile and inconsistent with ideals or goals they had set as beginning teachers (Bullough & Baughman, 1997). Other early studies cited role conflict and role ambiguity as significantly related to burnout (Dworkin, 1986). Role conflict occurs when a teacher is faced with conflicting expectations of the job. For example, role conflict may arise from discrepancies between ideals of what it means to be a good teacher. Role ambiguity relates more to a sense of confusion about one’s goals as a teacher including a sense of uncertainty about the responsibilities related to teaching.

Rhoades (1988) examined the specific impact that teacher burnout had upon leadership behaviour within the classrooms of the colleges in the Colorado state system of community colleges. The findings indicated that emotional exhaustion, depersonalisation and personal accomplishment burnout impacted leadership behaviour and burnout did exist in various demographic areas. The demographic areas were college size, geographic location, experience in the teaching profession, experience in a specific college, credit hours taught and subject area taught.

Burno (1987) investigated the relationship of organisational climate to the burnout of public school principals and teachers in New Jersey. The result of the study indicated that many of the principals and teachers were experiencing moderate to high levels of burnout, especially in the area of personal accomplishment. The relationship of climate to the burnout of teachers was found to have no significant relationship on any of the burnout variables.
Shapiro (1987) studied the relationship of teacher burnout to individual environmental variables of 464 regular and special education teachers in 42 elementary schools of Pennsylvania. Findings of the investigation suggest that a significant level of burnout was present within the sample, significant positive relationships were found between burnout and the variables of perceived environmental stress and locus of control in others in combination contributed to a significant level of the criterion variable burnout. A significant difference was found in the level of burnout experienced by males and females, with females reporting significantly less frequent and less intense depersonalisation. Support was not found for the predicted relationship between burnout and the variables of age, years of teaching experience and teaching assignment.

Misra (1986) investigated the stress and burnout in secondary school teachers in Calcutta. Her findings suggest that the burnout of teachers as lower than the American norm in two sub scales of the MBI, the emotional exhaustion sub scale and depersonalisation sub scale. Schswab et.al (1986) in their study found that where high levels of role conflict and role ambiguity were present, teachers experienced high level of emotional exhaustion and fatigue as well as negative attitudes toward students. For these two aspects of burnout, role conflict accounted for the largest portion of explained variance. In regard to feelings of personal accomplishment, role ambiguity had a significant effect.

Cooper (1986) investigated the factors associated with burnout among special education administrators. The findings of this study indicate that burnout does exist for special education administrators in New York. A considerable number of individuals in the sampled population (39.6%) were in potential danger of burning out and 13.5% experienced full burnout.

Crews (1983) examined the relationship between teacher burnout and organisational design in 306 teachers in North Carolian with the MBI and an organisational design survey developed by the investigator. Blacks experienced less emotional exhaustion than whites. Academic teachers experienced more depersonalisation than vocational teachers. Those who were in graduate schools reported more personal accomplishment
than those not in school. Those reporting dissatisfaction with salary and those who said
they would not teach again, if given a chance, experience more emotional exhaustion,
more depersonalisation and less personal accomplishment.

Arrenich (1982) investigated factors influencing burnout in 350 North Dakota
public school teachers with MBI. Emotional Exhaustion, Depersonalisation Frequency
and personal accomplishment frequency were found to be the major contributors to the
syndrome.

Colasudro (1981) investigated the magnitude of burnout as measured by self-
diagnosis and an established validating inventory in 213 public school teachers in San
Diego. 16% were rated burnout by the inventory whereas 52% reported themselves
burnt-out. Burnout was equally frequent at all ages but age group 30-39 was over
represented. The relationship to the variables of sex, great assignment, ethnic status,
marital status, number of children, educational qualifications, tenure, hours devoted to
teaching, teaching experience, time or current assignment and percentage of time spent
on different duties was not statistically significant to the measured burnout and self-reported
burnout. Colasudrom concludes from his findings that the problem seems to arise from
high self-expectations than from the demands of the organisational and other extrinsic
conditions. As professional dedicated to high expectations for themselves and their
students, teachers may develop a guilt feeling about an inability to deal with today children
and demands of the society resulting in a sense of low personal and professional worth.

Mc.Intyre (1982) investigated the relationship of burnout and locus of control
with Nowicki - strick land Adult scale (1973) in 469 special education teachers. Locus
of control was significantly correlated with both the dimension of emotional exhaustion,
frequency of personal accomplishment and intensity of depersonalisation.

Metz (1979) reports that males appeared to be more burnt-out than females.
The same findings were reported by Arrenich (1981); Mcintyre (1981); Schwab’ (1981)
and Shapiro, (1987). However, colasudro (1981) did not find any difference between
the scores. Age was found to be negatively correlated with 30-45 age group being
especially vulnerable to it (Metz. 1979; Colasudro’ 1981; Mc. Intyre.T.C. 1981; Schwab’
The 30s may be a period when the individual beings to suffer feelings of unrest, dissatisfaction, questioning about career choice and disillusionment. The younger teachers perhaps still retain their idealism, enthusiasm and optimism whereas the older ones are likely to have made peace with themselves and have accepted the situation.

Lamb (1979) studied the staff burnout among the workers working in hospitals. His finding suggests that younger workers especially those under thirty are more likely to burnout as are workers with less experience. This may be explained by the fact that age and experience seem to encourage tolerance and more measured expectations from life and probably a longer time orientation to compensate for immediate frustrations.

Gann (1979) focused on individual personality characteristics believed to be significant for understanding burnout. Burnout was not found to be identical with job dissatisfaction; age, rather than length of experience on job was most strongly related to burnout; high ego level of social service workers were more positively oriented toward clients; and the interaction of ego level and job variables improved prediction of burnout for only its emotional exhaustion component.

Burnout is intensified by alienation and stress and is most common in rapidly changing times, especially when people feel trapped and unable to control events about them. It appears through a growing separation of encouragement between the worker and his work; between the person and community. The person may maintain the role and the expectations, but the level of performance declines and enthusiasm wanes - is the finding of Garte and Rosenblum (1978).

The earliest statistic treatment of burnout is the Berkley Planning Associates’ (1977) study on child workers containing analyses ranging from descriptive through multiple regression and discriminate analysis. Among worker characteristics, age and supervision responsibilities were significantly related to burnout, i.e., older workers and workers with supervisory responsibility were significantly related to burnout, i.e., older workers and workers with supervisory responsibility were less likely to burnout. Projects with large case-load size and formalised rule observation were more likely to
have burned out workers. (3) Burnout was significantly related to workers' termination from jobs, but not absenteeism. A multiple regression analysis supervision responsibility and case-load size contributed a significant portion of the variance in burnout.

A study on sources of stress and burnout in professionals child care work, Mattingly (1977) got that high emotional involvement leads to burnout and the indicators of burnout are dehumanization, ill health, fatigue and illness.

Warnath and shelter (1976) studied the burnout of counsellor and suggested the following findings: Burnout is especially noticeable in orientation to one's work. It becomes more and more difficult to get out of bed and go back to work every day. The familiar burnout syndrome includes more frequent than usual day dreaming, continual fantasies about getting away from it and chronic watching. Resistance to work may take them form of postponing business appointments, resisting to phone calls and meetings, avoiding travel necessary to make client contracts or using travel to avoid office decisions, walking through department stores or the part during working hours or far extended lunch hours, and unusual absenteeism and tardiness.

Freudenberger (1975) in one of his earliest studies found that, by having a slower pace of life, there is less physical stress from the environment, thus less fatigue and less susceptibility to burnout. The jobs in rural areas that permit worker autonomy and they both the type of work as well as level of stress varies from urban to rural areas. The most salient factor in making burnout less frequent in rural areas was the slower rate of social change and the lower probability of encountering role alternatives.

2.4. Review related to Teacher Performance:

Roul, Sushanta Kumar (2002) conducted a comparative study of teacher effectiveness of autonomous and non-autonomous college teachers in relation to their mental health, organisational climate and students' Achievement. He found that the autonomous college teachers are more effective than the non-autonomous college teachers on teacher effectiveness; the male teachers of autonomous colleges are more effective than the male teachers of non-autonomous colleges on teacher effectiveness; the female teachers of autonomous colleges are more effective than the female teachers of non-
autonomous colleges on teacher effectiveness; and there was no significant interaction
effect of type of colleges and organisational climate on teacher effectiveness.

Chopra, R.K. (2001) carried out a comparative study on Work load of Rural and
Urban Primary school Teachers. The major findings of this study are - (1) Curricular
work load of primary school teachers of rural areas was found more than the urban area
teachers in terms of number of classes taught, number of students being taught and teacher-
pupil ratio. (2) Urban teachers devoted much time per week on the students correction
work than their rural counterparts. (3) Due to large sized classes, teachers of rural and
urban school teachers faced a number of problems like inability to pay attention to individual
needs of each child, too much of noise and indiscipline in the class, inability to revise the
syllabus of each subject.

Joshi, A and Parija, P. (2000) studied on personality-correlate of teaching competency. Findings of the study are - The teachers possessing personality traits like
boldness, confidence, experimentation, imagination, reserved, high self-concept and
relaxed have higher teaching competency than their counterparts on the other hand it had
been found that intelligence, emotion, submissiveness, soberness and tough mindedness
did not contribute much to the teaching competency.

Katara, Manorama and Bhardwaj, Suparna (1999) here presented an analysis of classroom situations of primary school to improve teacher effectiveness. Findings of their study are - 1) There was positive effect of well furnished classrooms on teacher effectiveness, 2) The equipments available in schools affected teacher effectiveness. A classroom with sufficient teaching-learning material created healthy environment for teaching learning process, 3) The performance of students of single grade classrooms was better than multi-grade classroom situation, 4) Poor hygienic conditions of children affected teaching learning process adversely, 5) Most of the students did not have sufficient grasping power. 6) Due to poor family conditions majority of students could not afford requisites like pencil, rubber, note book etc. These were provided by the teachers in some schools.
Seshadri et. al. (1999) have constructed the Teacher’s Performance Questionnaire (TPQ) to measure the Teacher’s Performance. Major findings of their study are - (1) Male and Female teachers are equally efficient in classroom teaching and they performed the activities of Classroom interaction to some extent. (2) The teachers working in colleges located in urban areas have better facilities to improve their knowledge and skills in teaching physics and the teacher working in rural areas lack this benefit.

Saha, (1999) studied role perception of trained teachers. Major findings of his study are - 1) The majority of the teachers use black board in the primary schools and they adopt question and answer method to teach in the primary classes. 2) Majority of the students understand the lessons they are taught and if any confusion arise in their mind they do not hesitate to ask their teachers. 3) It is also noticed that teachers want to understand students’ mood and they try to satisfy their curiosity even by answering students’ irrelevant questions. 4) 41% teachers opined that they are in teaching profession because teacher is most respected person in the society.

Mohan (1998) found three factors viz., Behavioural Dimension, Attitudinal Dimension and entry level competence are to be important determinants of effective teaching. Raja, B William Dharma & Thiagarajan, Poonnambala (1998) conducted study on school organisational climate and teacher-effectiveness of boys-higher secondary schools in Tuticorn. Findings of the study are - 1) On Teacher-effectiveness, teachers did not differ significantly with respect to their age, marital status, religion, birth order, caste group, cadre, subjects handled, classes handled, medium of instruction, qualifications and nature and locale of the school where they were working. 2) Efficiency of teachers was low in schools having controlled climate whereas it was average or above average in schools having autonomous climate.

Reddy B.S. Kumar and Srinivas P.B. (1999) studied on efficacy of behavioural programme in managing teacher stress and improving teacher effectiveness. Major findings are - 1) It was found that the stress management behavioural programme proved to be effective in reading the level of stress. 2) The behavioural package programme consisted of relaxation training, and stress inoculation. 3) Stress reduction, significantly enhanced the teacher effectiveness.
Indira, B (1997) found that there was no significant difference between male & female lecturers in their teacher effectiveness; married faculty members were more effective than the unmarried faculty members but not on achievement orientation; experience had no significant influence on the teacher effectiveness of lecturers; and professional qualifications of lecturers did not influence the level of teacher effectiveness and achievement orientation significantly.

Singh, Ajit and kumar, Anil (1996) studied on perception of teachers and found that the teachers reported that academic qualification, commitment to welfare of students and experiment/innovations to improve teaching learning process were then main factors contributing to their professional status; and adding academic/professional qualification has a bearing on the performance of teachers in their classroom.

Krishnan, S. Santhana and Singh, Jameela Raja (1995) have studied impact of teachers’ sex, socio-economic status and locale on teacher effectiveness. Major findings of the study are - main effect of the sex, SES and locale of the teachers on teacher effectiveness were not significant; and first order interaction effect of teachers’ sex and SES and Sex and Locale on teacher effectiveness were found to be significant.

Sugirtham, P and Krishnan, Santhana (1995) studied teacher effectiveness of girls’ higher secondary schools in Tuticorin. The findings are - 1) There was significant difference among the different classes handling the respondents on teacher effectiveness. 2) As regards mean scores, there was significant difference among the different medium of instruction of respondents on teacher effectiveness. 3) As regards the mean scores there was significant difference among different qualifications of respondents on teacher effectiveness.

Sharma, Yadavendra and kumar, Nareshy (1993) studied relative importance of teaching skills, views of secondary school Teachers. Major Findings of the study are 1) promoting pupils participation had been viewed as the most important teaching skill at the secondary level, followed by the skill of using teaching aids, questioning, explaining, evaluating, giving assignment, lesson planning, introducing lesson, classroom management, reinforcement, writing, instructional objectives, stimulus variation, set induction, pacing
the lesson and closure. 2) least important skills according to the teachers are; set induction, pacing the lessons and closure.

Satish Kumar (1991) observed in their study that teacher effectiveness and personality traits of commerce teachers have negative relationship; science teachers are more effective than arts teachers; and teacher effectiveness and personality traits of science teachers have no relationship.

Pangotra (1981) in his study “Typical patterns of verbal behaviour of successful secondary school English Teachers”, found that the successful teachers dominate the class discussion. The main focus of classroom discussion is subject matter. Attention to motivation and discipline problems is minimum though the teachers exhibit comparatively a greater tendency to praise or integrate pupil ideas into class discussion than to criticize their ideas.

Singh (1974) found that pupils’ behaviour and achievements are highly and positively correlated with different dimensions of teacher behaviour. Similarly Singh (1978) on using teacher effectiveness rating scale and students’ achievement, found the positive relationship between teacher effectiveness and behavioural changes in students.

2.5 Over view:

The related research studies says that the primary and secondary school teachers experience more stress, anxiety and burnout than the others like lecturers, principals, bank managers etc. Also previous studies on teacher effectiveness, performance says that teachers are competent, efficient in classroom teaching. The previous studies focused especially to find out the causes, factors and creators of stress, anxiety and burnout and the effectiveness, competence of a teacher.

The main gap of the previous studies is lack of correlation studies between stress, anxiety, burnout and teacher performance. To fulfil this gap the investigator made an attempt to study the relationship between stress, anxiety, burnout and teacher performance of primary school teachers.