CHAPTER 2 – REVIEW OF RELATED LITERATURE

The search for related literature is one of the first steps in the research process. For any research work, a comprehensive study of related literature is an essential and indispensable prerequisite.

According to Best, (1996), “The familiarity with literature in any problem helps the students discover what is already known, what others have attempted to find out, what methods to attack have been promising and disappointing and what problems remain to be solved.”

Citing studies that show substantial agreement and those that seem to present conflicting conclusions helps to sharpen and define understanding of existing knowledge in the problem area, provides a background for the research project and makes the investigation aware of the states of the issue. It enables the investigator to decide how far the selected problem is novel and does not have any chance of replication. Thus, the review of literature suggests some area for further study. The investigator might find some gaps while reviewing the literature related to a particular area and therefore may consider that for research.

The significance of the Literature Review often mystifies inexperienced investigators, and its importance may be even more difficult to grasp when the particular line of research is unusual or not easily defined; and sometimes students become confused when their research seems patterned on similar projects or replicates previous work.
In many respects, the Literature Review presents the justification, the Raison d'être for the investigators work. Why did this research need to be conducted? How is it different from other studies? Where does the research fit within current knowledge and, therefore, what does the investigator expect to contribute?

In view of such justification, the present investigator scanned the available literature and organized the same to the benefit of the study.

2.1 STUDIES CONDUCTED IN THE AREA OF TEACHER BURNOUT

Nagy and Lorraine (1985) conducted a study in which 105 Elementary school teachers and 122 junior high school teachers completed the Maslach Burnout Inventory, the Type A subscale of the Jenkins Activity Survey, an attitude toward school climate scale and a work orientation scale. Results show that Type A (coronary prone) personality patterns and tendencies toward workaholism existed in the same proportion in both groups (56%). 57% of the teachers viewed the school climate as unfavorable, with elementary teachers perceiving the climate as slightly more favorable. A larger percentage of junior high teachers (about 33%) experienced burnout than did elementary teachers (about 10%). Findings also show that personality factors, high workaholism, and Type A personality were related to burnout factors (e.g. high depersonalization, high emotional exhaustion). It is concluded that greater attention needs to be given to personality in the burnout process.

Mazur and Lynch (1989) in a study investigated the relationships among the independent variables of the principal leadership style, the school organizational and
the teacher’s personality characteristics and the dependent variable of teacher burnout. 200 public high school teachers completed the survey, which included 4 personality tests and 3 subtests of the Maslach Burnout Inventory. Findings show that (1) leadership style was not a significant predictor of teacher burnout (2) organizational stress factors such as work overload, support, and isolation were significant predictors of teacher burnout; and (3) personality characteristics such as anomie, personality Type A or B, and empathic self-concept were significant predictors of teacher burnout.

**Farwell and Andrews (1999)** in a study explored the relationship between K-12 regular education teachers in school districts with fewer than 2,500 students and their levels of stress as it related to the sources of stress, demographic variables, and initiation of coping strategies.

**Method:** The subjects of this study were 329 K-12 teachers. They completed the Maslach Burnout Inventory, Education form, a demographic/coping mechanism form, and Stressor Source Check List.

**Results:** 1) Classroom, building and community issues affected teacher’s attitudes toward their profession: Stress levels, as measured by the MBI, were reflected in their identification of sources of stress in the work environment. 2) A teacher’s gender was related to the risk of burnout. Female teachers were less likely to experience burnout than married or single teachers. 3) A teacher’s marital status was related to the risk of burnout: Both divorced and widowed teachers were less likely to approach levels of burnout than married or single teachers. 4) A teacher’s teaching assignment was related to the risk of burnout: Elementary teachers were less likely to experience
burnout than were high-school teachers, and junior-high/middle-school teachers were more likely to experience burnout than either of the other two groups. 5) A teachers years of experience were related to the risk of burnout: Teachers with 6-15 and 16-25 years of teaching experience were less likely to experience burnout than were teachers with 0-5 and 26 plus years of teaching experience.

Conclusions: A small school district effect is suggested by the following deviation from literature citations. 1) The subjects in this study placed less significance on stressor issues related to building concerns. 2) Gender and stress-related findings suggest an effect related to the sense of belonging associated with working in a small community. (3) A stress pattern related to years of teaching experience was found.

**Budinick and Fairleigh (2005)** investigated teacher burnout and school psychologist support in an urban, kindergarten through twelfth grade, public school system. One hundred nineteen teachers completed a demographic questionnaire, a survey measuring the amount of perceived school psychologist support, a survey measuring the importance of obtaining school psychologist support, and the Maslach Burnout Inventory-Educator’s Survey.

This study focused on four main areas. The first area was the extent to which teachers differed in burnout scores based on demographic characteristics. The next investigated the extent to which school psychologists are perceived as providing support to teachers, followed by the importance teachers place on obtaining school psychologist support for organizational, environmental and individual sources of stress.
The final area under investigation was the association between teachers perception of support and burnout scores.

In terms of demographic differences, teacher’s burnout scores differed based upon school setting. Primary School teachers obtained significantly higher burnout scores than Middle School teachers on emotional exhaustion scales, and High School teachers obtained significantly higher burnout inventory scores than Primary School teachers on personal accomplishment scales. In terms of teachers’ perception of school psychologist support, the findings indicated that teachers perceive different amounts of support from the school psychologist for organizational, environmental, and individual sources of stress and place importance on obtaining support for the sources of stress to significantly different degrees.

Teachers rated the amount of support for organizational sources of stress highest. Organizational sources of stress were rated as the most important for which to obtain support from the school psychologist. Further analysis identified gender differences in terms of from whom teachers were identified among all teachers as well as within the high burnout and low burnout category teacher groups. The findings did not indicate that the amount or importance placed on support from the school psychologist is related to teacher burnout. Limitations of this investigation, implications for prevention and intervention efforts, and future areas for investigation were discussed.

Mohammadi (2006) studied the relationships between burnout variables and psychological health variables in high school teachers were examined in this study. The Maslach Burnout inventory (MBI; Maslach and Jackson, 1981) and the Symptom Check
List (SCL-90-R; Derogatis, 1975) were administered to 137 female and 163 male high school teachers in Tehran selected by the stratified random sampling method. Pearson’s product moment correlation coefficient was used for data analyses.

Results indicated significant positive correlations between job burnout variables, including emotional exhaustion and depersonalization, and psychological health variables, including obsessive compulsiveness, interpersonal sensitivity, depression, anxiety, hostility, phobic anxiety, paranoid ideation, and psychoticism. There was a significant negative correlation between loss of personal accomplishment (as a burnout variable) and all the psychological health variables among male teachers. Implications of the findings are discussed and suggestion for future research is given.

Shukla and Trivedi (2008) investigated the status of burnout among secondary school teachers and assess its extent in Indian teachers. The main aim of this study was to study the phenomenon of burnout and its effect on teachers grouped on the basis of gender, subject stream and medium of instruction. The researchers felt that for quality education, full utilization of human resources and to create a healthy environment for the development of students, this area required special attention and so made an attempt to study burnout in secondary school teachers.

This study focused on the following points:

- To find out the level of burnout among secondary school teachers.
- To find out as well as compare the level of burnout in male and female secondary school teachers.
To find out as well as compare the level of burnout in secondary school teachers teaching arts and science subject streams.

To find out as well as compare the level of burnout in secondary school teachers teaching through Hindi medium and English medium.

After conducting this analysis, interpretation and discussion, the following conclusions were arrived at:

- Secondary school teachers are displaying moderate burnout levels in the areas of Emotional Exhaustion and lack of Personal Accomplishment and low burnout in the Depersonalization dimension.
- Male and female teachers as well as Hindi medium and English medium teachers display similar levels of burnout.
- Science subject stream teachers are more depersonalized than arts subject stream teachers, though they display similar levels of burnout in the Emotional Exhaustion and lack of Personal Accomplishment dimensions.

**Song (2008)** surveyed the current situation of teacher burnout in a sample of 400 teachers from urban junior high school in Shangqiu of Henan Province with scales, and examined the relationship between dimensions of teacher burnout and sources and types of social support they received. The results show that Shangqiu urban junior high school teachers’ emotional exhaustion is serious; gender does not affect the score of burnout significantly; teachers with 1 year job experience recorded significantly lower scores of burnout than others, and teachers who have worked for 6–10 years is second; urban junior high school level affects the score of emotional exhaustion and
depersonalization significantly, but does not affect reduced personal accomplishment; social support is most important to enhance feelings of the teacher’s personal accomplishment; among all the sources, supervisor and principal support is the most significant predictor of teacher burnout; emotional support is more significant predictor of teacher burnout than practical support; peer support increases the teacher’s emotional exhaustion.

Reddy and Poornima (2012) aimed to study the level of professional burnout among university teachers working in Tamil Nadu and Andhra Pradesh State universities and the influence of independent variables on their professional burnout apart from finding out the contribution of independent variables to professional burnout. A five point Rating Scale to assess the professional burnout of university teachers was used to collect the data. Statistical techniques like Mean SD, mean ± 1 SD, t / F-value, and stepwise multiple regression analysis were used. The results imply that out of 7 aspects under emotional exhaustion dimension, the university teachers exhibit moderate level of burnout in all the 7 aspects. Likewise in depersonalization, out of 6 aspects the teachers exhibited moderate level of burnout in 5 aspects and low level of burnout in one aspect. Under the dimension of reduced personal accomplishment, out of 7 aspects, the university teachers experienced high level of professional burnout in only one aspect each and moderate level of burnout in the remaining 5 aspects. Further, the variation in their age, community, designation and the states they are working in had significant bearing on their professional burnout; whereas, the other independent variables like gender, educational qualifications, department, years of experience and working hours per week have not made any significant difference in
their professional burnout. Further, among the ten variables considered, “gender” and “age” have contributed significantly to the professional burnout of university teachers.

2.2 STUDIES CONDUCTED IN THE AREA OF LOCUS OF CONTROL AND a) BURNOUT IN OTHER PROFESSIONS, b) TEACHER BURNOUT

2.2.1 LOCUS OF CONTROL AND BURNOUT IN OTHER PROFESSIONS

Fuqua and Couture (1986) investigated caregivers' locus of control and a number of their personal characteristics and working conditions in relation to the amount of stress (burnout) experienced by 120 day care workers in 24 different centers. Results showed staff with a more internal locus of control reporting greater feelings of personal accomplishment. In addition, caregivers of infants were found less likely to be experiencing burnout than were caregivers of older children. While amount of input into center decisions, caregivers' education, and experience were found related to feelings of emotional exhaustion, findings of some previous research were not supported by the results of this study.

Schmitz; Neumann and Oppermann (2000) evaluated the effects of locus of control and work-related stress on burnout in hospital staff nurses. A convenience sample of 361 staff nurses from nine units in five German hospitals were surveyed using the Maslach Burnout Inventory, the Locus of Control Questionnaire and a Work-Related Stress Inventory. Causal modeling was used to explore the moderating effect of locus of control on burnout. Results support the hypothesized model and suggest that
greater work-related stress and burnout would be associated with poorer locus of control in nurses. The findings supported the notion that perceived degree of control is instrumental in enabling nurses to cope with stress and burnout.

Reece (2010) studied to determine how stress, burnout, and locus of control are related for school psychologists providing direct services in the Metropolitan Nashville Public School System. This knowledge is essential in providing the needed experience and outlook of working as a school psychologist. The current study provided school psychologists with demographic questionnaires regarding factors such as psychologist to student ratio, number of schools served, location of school, administration support, and role conflict. Also participants were asked to rate which of their direct service roles; consultation, assessment, and intervention portray the most stress and burnout. Participants completed the School Psychologists and Stress Inventory (Wise, 1985), the Maslach Burnout Inventory (Maslach and Jackson, 1986), and the Rotter Locus of Control Scale (Rotter, 1966). The data from 55 surveys was completed by school psychologists and analyzed using SPSS 17.0. Descriptive statistics, MANCOVAs, MANOVA, and a Pearson r correlation were used to determine significance when data is cross-referenced with demographic data. There were no significant relationships between school psychologists’ stress and burnout levels and number of schools served, location of school, number of special education students served, and locus of control. Based on the results, the researcher suggests that school districts provide a mandatory training addressing the effects of stress and burnout, as well as time and stress management skills. Suggestions for future research are also given.
2.2.2 LOCUS OF CONTROL AND TEACHER BURNOUT

Cadavid and Lunenburg (1991) summarized a study exploring whether there is a direct relationship between: (1) locus of control and teacher burnout; (2) pupil control ideology and teacher burnout; and (3) locus of control and pupil control ideology. To test these hypotheses, operational measures such as the Pupil Control Ideology, the Internal-External Locus of Control Scale, and Maslach Burnout Inventory were used. The study sample consisted of 191 public school teachers from 13 schools located in a large Midwestern city. The schools are interracial and cross-cultural centers employing primarily Afro-American, Caucasian, and Hispanic teachers serving students of similar ethnic backgrounds. Results supported the first hypothesis that described individuals with an external locus of control as probably having fewer coping strategies than those with an internal locus of control. Findings also supported the second hypothesis; teachers who have a custodial pupil control ideology will most likely also experience more emotional exhaustion, depersonalization, and a lack of personal accomplishment. The third hypothesis was also supported; teachers with a custodial pupil control ideology appear to have an external locus of control.

Sunbul (2003) studied to see how teacher's burnout is related to different aspects of locus of control, job satisfaction and demographic characteristics such as age and gender. A total of 290 Turkish school teachers responded to the survey. “Job Satisfaction Scale” was used as one of research instruments to measure the subjects' job satisfaction level. In addition, the “Maslach Burnout Inventory” was used to measure dimensions of teachers' burnout consisting of three sub scales: emotional exhaustion,
personal accomplishment and depersonalisation. ‘The Internal-External Locus of Control’ Scale was also used to measure the extent to which teachers had an internal or external locus of control. The findings showed that all burnout dimensions were either positively or negatively related to independent variables. All variables were statistically significant, and had a predictive effect on depersonalisation. External locus of control and age (predictor variables), were positively and directly related to emotional exhaustion dimension of burnout. The only one variable, which is age (predictor variable) – was revealed to be significantly predictive of personal accomplishment.

Significant findings of this study were:

- In burnout dimensions, the highest relationship in this research was a positive correlation between depersonalization and age. Depersonalization also showed a significant relationship with external locus of control and gender.
- The research results show that external locus of control is positively related to burnout dimensions, in particular, ‘emotional exhaustion’ and ‘depersonalization’. In other words, high school teachers who have an external locus of control in the present study perceive more burnout in emotional and depersonalization dimensions than the teachers with internal locus of control. These results corroborated with previous studies of Leung et al. (2000).
- The findings of this study indicated an association between external locus of control and emotional exhaustion. When viewing the results of the profile of a burned out teacher, the study results indicated that those teachers exhibited a tendency to be more externally controlled which indicates that those teachers
would not be more likely to choose long term teaching than their non-burned out counterparts.

- The internally controlled teachers are more likely to perceive themselves in a more positive manner; that is, they see and feel themselves as being trustworthy and responsible as indicated in Sari (1993).

2.3 STUDIES CONDUCTED IN THE AREA OF NEUROTICISM AND EXTRAVERTION AND a) BURNOUT IN OTHER PROFESSIONS, b) TEACHER BURNOUT

2.3.1 EXTRAVERTION, NEUROTICISM AND BURNOUT IN OTHER PROFESSIONS

Sandhu and Anand (2001) in a study aimed at examining the personality correlates of individuals high on the two central dimensions (emotional exhaustion and depersonalization) of burnout. The sample consisted of 200 manager level employees from industries in Northern India. Extreme groups were drawn on the basis of scores on emotional exhaustion and depersonalization dimensions of burnout. Results of the statistical analysis reveal that subjects in the high and low depersonalization group differ significantly on scores of Psychotocism and Neuroticism. The analysis of groups formed on the basis of emotional exhaustion revealed that individuals high on exhaustion differed significantly on their Neuroticism scores as compared to subjects found low on emotional exhaustion. The findings of the study indicate that those who succumb to pressures and burnout may have a prior disposition towards neuroticism.
Zellars, Hochwater, Hoffman, Perrewe and Ford (2004) extending recent research efforts on the effects of personality and moods at work, examined the impact of personality traits and mood states in job burnout. Specifically, the field study examined the role of 2 personality traits and positive and negative moods (states) in burnout among nurses working at 2 hospitals. Results indicate that extraversion significantly predicted the diminished accomplishment component of burnout, and neuroticism significantly predicted the exhaustion and depersonalization components. Thus, the findings indicate that personality dimensions predict burnout components differentially. Further, positive moods mediated the relationship between extraversion and accomplishment, while negative moods partially mediated between neuroticism and exhaustion. Thus, moods exhibited both direct and mediating effects.

Goddard, Patton, and Creed (2004) investigated the ability of neuroticism to explain variance in burnout scores obtained from a sample of Australian case managers who work with individuals experiencing unemployment. Using a longitudinal survey methodology, 70 case managers completed the Maslach Burnout Inventory (MBI; Maslach, Jackson, and Leiter, 1996) on 2 occasions. Case managers also completed the Work Environment Scale (Moos, 1994) and the short form of the revised Eysenck Personality Questionnaire (Eysenck and Eysenck, 1991) on the first occasion. In a series of hierarchical regression analyses, neuroticism added significantly to the explanation of variance in all 3 MBI subscales after summary scores describing work stress and work relationships had been entered at an earlier step. An investigation of whether emotional exhaustion mediated the influence of neuroticism on
depersonalization found that emotional exhaustion satisfied the criteria for complete mediation.

2.3.2 EXTRAVERSION, NEUROTICISM AND TEACHER BURNOUT

Cano-Garcia, Padilla-Munoz, and Carrasco-Ortiz (2004) in their study considered two goals. Firstly, to describe the association between teacher burnout levels, basic personality structure and some selected specific contextual variables. Secondly, to predict the teacher burnout level starting from the combination between basic personality structure, and above mentioned contextual variables.

As regard the first goal, a general hypothesis was that both personality variables and contextual ones would be associated with burnout. It was expected to find out that high score in neuroticism and introversion would be related to the three facets of burnout; on the other hand, low scores in agreeableness would be specifically related to personal accomplishment. As to the second goal, the hypothesis was that prediction regarding all three facets of burnout would be meaningful, that this prediction would include combination of personality and contextual variables, and that these variables would have an influence on the orientation that was stated in the above mentioned hypothesis.

The results of the study showed the confirmation of the hypothesis stating that both personality structure and specific contextual variables were related to burnout, thus agreeing with the outcome of other studies (Peiro, 1993; Schaufeli et al., 1993; Shirom, 1993. As regards to personality structure, the results confirmed that the highest scores in burnout (greater emotional depersonalization and less personal accomplishment)
were obtained by teachers with a high degree of neuroticism and introversion. These results were similar to those obtained in other studies (Fontana and Abouserie, 1993; Mills and Heubner, 1998; Zellers et. al., 2000). Neurotic people express more negative emotions, emotional instability, and stress reaction and, therefore they become vulnerable to both burnout and majority of psycho-pathological disturbances. The study also confirmed the relationship between low scores in agreeableness and medium in depersonalization; and between medium scores in conscientiousness and in personal accomplishment respectively.

As regards the association between contextual variables and burnout, not every contextual variable came to be significant. Generally speaking, it was found that the most burnt-out teachers in the study were characterized by being aware of little prestige in their profession and by not assigning value to a personal relationship with their students. Moderately burnt-out teachers were characterized by giving classes in rural public centers. On the other hand, less burnt-out teachers gave importance to their personal relationship with students. All these results coincide with those achieved by other studies. The relevance and value attributed to the relationship with students probably improves the atmosphere in class, helps to diminish the amount of conflict, and increases the individual’s self-esteem as teacher; all these elements being associated with burnout, according to Boyle et al. (1995). There is also data concerning the greater prevalence of burnout at urban centers (Abel and Sewell, 1999). On the contrary, moderately burnt-out teachers in this study gave classes in rural centers.
As regards the second objective, the conclusions were limited due to the relatively scarce number of cases for Multiple Linear Regression. Taking that into account, the study confirms the hypothesis that a combination of personal and contextual variables significantly predicted scores in emotional exhaustion and in personal accomplishment, but it could not predict to the same extent those of depersonalization. In the latter case, prediction was less significant and, moreover, both types of variables did not interact. Various studies confirm the predictive importance of the combination of both personal and contextual variables in the appearance of burnout (Burisch, 2002; Peiro´, 1993; Schaufeli et al., 1993). The best prediction of high scores in emotional exhaustion was produced by the combination of a deficient relationship with the Administration, high scores in neuroticism, lacking possibilities of promotion, being aware of little professional prestige, holding the same position for a long time and having few students. This combination went beyond the predictive capacity of other studies, such as those of Burisch (2002) and Zellars et al. (2000). All the included variables have been mentioned as dispositional factors to burnout in different jobs (Friedman, 2002; Griffith et al., 1999). However, the influence of the number of students in this study turned out to be contrary to what was hypothesized, because the fewer the students, the higher the level of emotional exhaustion predicted. This finding was not directly related to teacher specialty, or in interaction with other variables like type of centre, awareness of professional prestige, length of working day, etc. As per the researchers, probably, this was due to the fact that the more difficult students are grouped in smaller classes; and it was recommended that this possibility should be verified in future studies.
Cheung (2004) in a study aimed at clarifying the role of personality and teacher efficacy in teacher burnout. A sample of 252 secondary school teachers with different backgrounds and teaching experiences participated in the study. A model was constructed to estimate the effects from personality factors (Neuroticism, Extraversion and Conscientiousness) to teacher burnout via teacher efficacy in instruction and discipline and was tested using the structural equation modeling procedures.

Results from the study suggested that both Neuroticism and Extraversion have significant direct effects on teachers’ experience of burnout. Direct effect from Conscientiousness is not found, but the factor is found to affect burnout through influencing another factor, teachers’ sense of efficacy.

It was found that the two emotionality-related personality factors, Neuroticism and Extraversion, have significant direct influence on teacher burnout. Neuroticism and Extraversion are two factors that have an opposing impact on the dynamic chain linking to stress and subjective well-being. However, arousal and reactivity play a central role in both personality factors. It appeared that neurotic and extraverted people operate at different thresholds to environmental stimulations, with the former ones generally having lower thresholds and thus experiencing higher level of arousal and reactivity to stimulations than the latter ones (Swickert et al., 2002). The threshold and arousal differences probably contribute to the subsequent burnout experiences because physiological reaction is always regarded as an integral part in the stress process.

The study pointed out that teaching is a profession with high level of stimulations (e.g. intense social interactions, increasing workload) and it was not difficult to imagine
that neurotic teachers would be more distressed in work than their extraverted counterparts. The findings also suggested that people with certain personality traits succumb to teacher burnout more readily than others because personality is regarded as a relatively stable factor, and this seemed pessimistic. The study also suggested further research to identify variables that might mediate the personality-burnout relationships and ways to handle neurotic teachers’ overreacting tendency.

With regards to Conscientiousness, the study found a strong positive influence from Conscientiousness to teacher efficacy and to teacher burnout via teacher efficacy. People who are conscientious are characterized by persistent, reliable, responsible, hardworking and goal commitment, which are important attributes for most kinds of accomplishments in work.

The study in conclusion points out that though there is evidence that neurotic teachers are more prone to burnout probably because of their higher arousal and reactivity level, further research to identify variables to mediate the relationships and ways to tackle teachers’ emotional reactivity would help. The study also demonstrated the significant mediating role of teacher efficacy in Conscientiousness-burnout relationship.

**Fuiks (2009)** in a correlation study investigated personality, organizational, coping and individual characteristics, as promising predictors of burnout among school teachers. Two hundred elementary, middle, and high school teachers drawn from 19 schools in three districts in Western North Carolina were surveyed.
Individual scores from four surveys the Maslach Burnout Inventory Educators Survey (MBI ES; Maslach, Jackson and Leiter, 1996), the Revised NEO Personality Inventory (NEO-PI-R; Costa and McCrae 1992), a modified survey instrument from Cook’s (2006) study, and a coping strategies survey instrument created for the present study were used. Results were analyzed in terms of relationships among burnout levels and personality coping and organizational characteristics.

Emotional exhaustion and depersonalization are negatively related to extraversion, agreeableness and to extraversion, openness, agreeableness, and conscientiousness and negatively to neuroticism. Qualitative work overload, role conflict, and organizational politics positively related to emotional exhaustion and depersonalization and negatively to personal accomplishment. Job autonomy, job security, understanding one’s job, being valued for contributions, feeling respected and stimulated at work, and having reasonable promotion were negatively related to emotional exhaustion and depersonalization and positively to personal accomplishment.

Participant’s age was negatively related to depersonalization and positively to personal accomplishment. Teaching special subjects at the higher school level was positively related to personal accomplishment. Teaching special subjects and teaching at the higher school level was positively related to depersonalization and negatively to personal accomplishment. Communicating with one’s supervisor was negatively related to emotional exhaustion and depersonalization and positively to personal accomplishment. Planning to change one’s was career positively related to emotional exhaustion and depersonalization and negatively to personal accomplishment. The
results of the study provided evidence that preventing, detecting, and true understanding of an ongoing process of burnout development must incorporate the examination of personality, coping, organizational, and individual characteristics.

Prince (2011) observed the level of neuroticism in special education teachers working with children with Emotional/Behavioral Disorders (EBD) and how it is related to the level of burnout they experience. Two surveys, Friedman’s Questionnaire on Teacher Burnout and Eysenck’s Personality Questionnaire Brief Version, were delivered to special education teachers working with EBD students in self-contained classrooms in Western New York. The data were analyzed by correlating the teachers’ level of neuroticism with their level of burnout. Results indicated a significant correlation between neuroticism and burnout.

2.4 STUDIES CONDUCTED IN THE AREA OF EMOTIONAL INTELLIGENCE AND
a) BURNOUT IN OTHER PROFESSIONS, b) TEACHER BURNOUT

2.4.1 EMOTIONAL INTELLIGENCE AND BURNOUT IN OTHER PROFESSIONS

Benson; Truskett and Findlay (2007) in their study aimed to explore burnout prevalence rates and to examine the relationship between burnout and emotional intelligence in an Australian surgical population. The sample comprised 126 participants (53 SSTs, 73 Fellows; Mean age = 44.03 years, SD = 13.29). Participants completed a battery of self-report measures of burnout, emotional intelligence, and social desirability. Measures achieved reliability coefficients between .68 and .89, indicating adequate internal consistency. A series of independent samples t-tests indicated that burnout
levels were significantly higher for the surgical sample than for other normative populations, with 47.6% of the sample reporting high general burnout levels. As predicted, younger surgeons reported significantly higher burnout levels, regardless of career stage. Burnout correlated significantly with early retirement and/or retraining intentions, and was inversely related to overall emotional intelligence levels. A series of regression analyses revealed that emotional control, emotional recognition and expression, and understanding of emotions were significant predictors of burnout. An exploration of gender differences found that females reported slightly higher general burnout levels. A number of implications, limitations, and suggestions for further research were explored. It was concluded that burnout remains a significant problem for the surgical profession, with the potential for considerable personal, psychological, and societal impairment. The development of training interventions and further exploration of the etiology of burnout was recommended, to ensure that impairment is minimized for individuals vulnerable to developing burnout.

Francois (2008) explored the relationships between emotional intelligence, burnout and absenteeism of bus drivers in the scheduled public bus services industry. A controlled inquiry of non-experimental research was used. In addition, correlational and multivariate research, as a form of relational research, was employed to explore the relationships between the three constructs. The constructs were defined as follows: emotional intelligence as the basic capacity of a person to identify and utilize emotion (Goleman, 1998); burnout as a syndrome consisting of three negative response patterns which include: emotional exhaustion, depersonalisation and diminished personal accomplishment. (Maslach and Jackson 1986, in Schaufeli and Buunk, 2003)
and absenteeism as the average numbers of days a driver was absent from work. A sample of 245 bus driver employees was drawn from the depots of Golden Arrow Bus Services (Pty) Ltd. The Swinburne Emotional Intelligence Test (Palmer and Stough, 2001) and the Copenhagen Burnout Inventory (Kristensen, Borritz, Villadsen and Christensen, 2005) were administered. The results showed that there was a moderate negative relationship between emotional intelligence and burnout. Emotional management (a dimension of emotional intelligence) was negatively related to all three dimensions of burnout namely personal burnout, work burnout and client burnout (a dimension of burnout), indicating that where bus drivers are capable of managing emotions, levels of burnout would typically decrease. In exploring the relationship between the dimensions of emotional intelligence and absenteeism, no statistically significant relationships were found. In exploring the different dimensions of burnout in their relationship to absenteeism, it did, however, indicate a small, yet significant positive relationship between work-related burnout and absenteeism. This suggested that bus drivers with a low score in terms of work-related burnout would experience less absenteeism. The limitations of the study and recommendations for future research were discussed.

Delpasand; Nasiripoor; Raiisi and Shahabi (2011) conducted a study to determine the relationship between occupational burnout and emotional intelligence. The research was performed cross-sectionally and with stratified random sampling method on 150 nurses of social security hospitals in Tehran in 2009. For data collection, Maslach's Burnout and Shrink's emotional intelligence questionnaires were used. Data were collected through Likert scale method, and were analyzed using t-test as well as
Pearson correlation with the significance level of 0.05 and SPSS 17 software. There was a significant and inverse relationship between emotional intelligence and emotional exhaustion among nurses ($p=0.016$ and $r=-0.234$). There was a direct significant correlation between emotional intelligence and personal accomplishment ($p<0.001$ and $r=0.0441$). No meaningful relationship was observed between emotional intelligence and depersonalization ($p=0.124$ and $r=-0.150$). Furthermore, a remarkable difference was found between males and females in terms of emotional intelligence ($p=0.048$).

2.4.2 EMOTIONAL INTELLIGENCE AND TEACHER BURNOUT

Chan (2006) investigated the relationships among four components of emotional intelligence (emotional appraisal, positive regulation, empathic sensitivity, and positive utilization) and three components of teacher burnout (emotional exhaustion, depersonalization, and reduced personal accomplishment) in a sample of 167 Chinese secondary school teachers in Hong Kong. One hypothesized and five competing models were constructed and tested using structural equation modeling procedures. The hypothesized model provided an adequate and moderately good fit, suggesting that emotional exhaustion, influenced by emotional appraisal and positive regulation, was causally prior to depersonalization and personal accomplishment, but personal accomplishment could develop relatively independently of the burnout components through the influence of positive utilization of emotions. Implications of the findings on the articulation of components of emotional intelligence and burnout for preventive intervention efforts to combat burnout were discussed.
De Vito (2009) investigated the relationship between Emotional Intelligence (EI) and teacher burnout in a sample of 64 secondary high school teachers in a suburban, public school system. Emotional Intelligence was measured using the BarOn Emotional Quotient Inventory: Short Development Edition (BarOn EQ:i:S; Bar-On, 2004). Teacher burnout was measured using the Maslach Burnout Inventory-Educator’s Survey (MBI-ES; Maslach, Jackson, and Leiter, 1996). The participants completed a demographic questionnaire. The first research question assessed whether a relationship exists between burnout and Emotional Intelligence. No significant relationship was found between Emotional Exhaustion, Depersonalization, and total score of Emotional Intelligence. However, a significant difference was found between the total score of Emotional Intelligence and one aspect of burnout, Personal Accomplishment. Further analyses revealed a positive relationship between Personal Accomplishment, and Intrapersonal, Interpersonal, and General Mood subscales of Emotional Intelligence.

The second research question examined whether differences exists between demographic variables and burnout. No significant differences were found between three aspects of burnout, and any of the demographic variables under investigation. The third research question examined whether differences exists between demographic variables and total score of Emotional Intelligence. Results showed a statistical difference between age, years of teaching experience, and total score of Emotional Intelligence. However, additional analyses showed no significant difference exists between age subgroups and the total score of Emotional Intelligence. Significant differences were found between years of teaching experience and the total score of Emotional Intelligence. The fourth research question examined whether differences
exists between demographic variables and subscales of Emotional Intelligence. Additional analyses showed a statistical significance between age, Stress Management, and General Mood subscales of Emotional Intelligence. Further analyses revealed statistical differences between years of teaching experience and Intrapersonal, Stress Management, and Adaptability sub-scales. Limitations of this investigation, implications for practice, and future research areas were discussed.

**Akomolafe and Popoola (2011)** examined the interactive and relative effect of emotional intelligence and locus of control on burnout among secondary school teachers. The ex-post facto research design was adopted for this study. Stratified random sampling technique was employed in selecting three hundred (300) teachers from ten (10) secondary schools who served as the sample of the study. Data were collected through three instruments namely Emotional Intelligence, Locus of Control and Teacher Burnout Scales. Three hypotheses were tested at 0.05 level of significance. Multiple regression analysis was used to test the hypotheses.

The results indicated that emotional intelligence and locus of control when taken as a whole significantly predict burnout. The relative contributions of each variable revealed that both emotional intelligence and locus of control significantly predicts burnout among Secondary School Teachers. On the basis of these findings, it is suggested that secondary school teachers should be exposed to social and emotional learning and attributional retraining programs. These programs should be managed by capable and qualified counselors for the desired results to be achieved.
Based on the findings of the study, it was concluded that the ability to effectively deal with emotions and emotional information in the schools assists teachers in controlling burnout. Furthermore, the belief one has about the cause of his fortune or misfortune (locus of control) is a major factor predicting burnout among secondary school teachers. The implication is that if secondary school teachers are given adequate training and exposed to enabling environment to develop high level of emotional intelligence burnout would be reduced if not completely eliminated among them. In order to ameliorate the problem of job burnout among teachers and to alleviate their psychological pressures the Teaching Service Commissions or Ministries of Education in collaboration with each secondary school should have a well-planned training program for the purpose of helping teachers understand their emotions and the emotions of others, use the information to guide their thinking and actions. Social and emotional learning should be introduced to teacher in schools. Finally, conscious efforts should be made to integrate emotional intelligence and locus of control into the seminars organized for teachers. This should be completely handled by the counselors and educational psychologists working in the school setting.

Saiiaria; Moslehib and Valizadehc (2011) carried out a research to investigate the relationship between emotional intelligence and burnout syndrome on sport teachers of secondary schools. The sample in this study consisted of 183 subjects of male sport teachers selected by a systematic stratified sampling method from among teachers in Iran- Khuzestan province. These subjects had more than 5 years job history, and they did not have special mental illness or disorder history. In this research, two questionnaires were used to collect data, such as emotional intelligence questionnaire.
by Syber Yashring, and burnout syndrome questionnaire by Maslach. Research findings showed there is a significant relationship between emotional intelligence and burnout Syndrome (r = -0.627). Also there are relationships between burnout syndrome and emotional intelligence components. The level of significant in this study was P < 0.01.

The results of this research indicated that there is a negative and significant relationship between emotional intelligence and burnout syndrome in sport teachers, it means those teachers who enjoy higher emotional intelligence, are suffering less from burnout syndrome and on the contrary, those who enjoy less emotional intelligence, are suffering more from burnout syndrome (Chan, 2006) are consonant. The investigators investigations indicated that those who enjoy higher emotional intelligence, are socially more active, have less excitements and also sleepless and less suffering from body pains and disorders. The burnout syndrome and other disease signs are less evident among them.

2.5 OVERVIEW

The review of the above selected literature gives the investigator a comprehensive understanding about her topic and the trends in the research of burnout in general and in relation to factors such as locus of control, extraversion, neuroticism and emotional intelligence. It also provides a sound base to clearly specify objectives of the study.

The review of the related literature brings into light that globally, burnout has received considerable research focus not only in teaching but also other helping
professions. However, in the Indian context, there is a paucity of research in the area of teacher burnout with regards to locus of control, extraversion, neuroticism and emotional intelligence. In the absence of empirical and systematic studies, it is difficult to point out its occurrence and extent in India.

2.6 CONCLUSION

The reviewed studies reveal that locus of control, extraversion, neuroticism and emotional intelligence are important variables with regard to burnout. Among the studies conducted on burnout in relation to these variables, three studies (Akomolafe, and Popoola, 2011; Cano-Garcia et al., 2004; Cheung, 2004) show the evidence of two variables studied together in relation to teacher burnout. But, no study was found which studied the effect of locus of control, extraversion, neuroticism and emotional intelligence, together in relation to teacher burnout in India or outside. The present study, to the best of the investigator’s knowledge is the first work in exploring the socio-psychological variables of burnout teachers working in secondary / senior secondary schools in the National Capital Region.