INTRODUCTION

Since time immemorial, great emphasis has always been placed on the three most important things in a person’s life God, Parents and Teacher. Everyone is instilled with the belief that a teacher is always the door to knowledge. The role of teachers in life and culture of the people has been eulogized through the ages both in the East as well as West. The most ancient literature not only in India but also of the World, the Vedas have rightly observed, “Matru Devo Bhavo, Pitru Devo Bhavo, Acharya Devo Bhavo” i.e. the Mother, the Father and the Teachers have been given the highest regard by the society. They have been considered equivalent to God.

Teachers are among the oldest of society’s occupational groups. Teaching is sometimes referred to as the “mother of professions”. Teaching is one of the noblest of all professions with guaranteed life long respect and awe. A teacher holds every dream and aspiration of a student in the hollow of his hand to shape and mould as he will. Sometimes, even the teacher may never realize that his or her student might be adopting his outlook and views about life. Student tends to copy the behavior and mannerism of the teacher. The teachers’ entire personality is a reflection on the minds of the students. If the teacher is honest, leads a balanced and disciplined life, the children adopt these virtues as an ideal conduct unconsciously. The ideal teacher is one who through his thoughts, words and deeds, gives an impression of an honest upright life which can serve as a model for the student to copy, follow and emulate, so the teachers should have a balanced personality. The teacher inspires and influences the personality of the student and installs in him a thoughtful awakening, a new life and belief.

Teaching is an occupation in which individual conduct must be regulated for the good of society. It is an occupation with a high potential social value is unquestioned. The effective teacher can vitally influence for the better the lives of adult citizens of tomorrow. Of all the different factors which influence the
quality of education and its contribution to national development, the quality, competency and character of teachers are undoubtedly the most significant. Teacher is required to play the role of a perceiver who recognizes the potential of the student; an architect who design the activities accordingly; an engineer who shapes their personality and gives them a spark to move ahead; a trainer who gives suitable training; a doctor who cures the disorder in his personality; a manager who manages multidimensional task of stimulating their desire for knowledge; preparing the curriculum for them and presenting it in an effective manner; and above all, a leader to take initiative and lead them to explore the unexplored.

That is why a small word ‘Teacher’ reflects a magnificent mixture of the most precious qualities of excellence in mankind. He serves as showers that transform even a wasteland into a greenland.

Teachers are one of the main pillars of a sound and progressive society. They bear the weight and responsibility of teaching, and, apart from parents are the main source of knowledge and values for children. Dr. Radhakrishnan (1949) in the report of University Education Commission has aptly observed, “The Teacher’s place in the society is of vital importance. He acts as the pivot for the transmission of intellectual traditions and technical skills from generation to generation and helps to keep the lamp of civilization burning. He not only guides the individual, but also, so to say, the destiny of the nation”.

Good education requires good teacher (UNESCO’s World Education Report, 1995). Teacher is the pivot of any educational system. On him rests the failure or the success of the system. The teacher is the yardstick that measures the achievements and aspirations of the nation. The worth and potentialities of a country get evaluated in and through the work of the teacher. The people of a country are the enlarged replica of their teacher. They are the real nation builders. If the teachers are well educated and if they are intellectually alive
and take keen interest in their job, then only, success is ensured. But, if on the other hand, they lack training in education and if they cannot give their heart to their profession, the system is destined to fail.

Both the lay public and professional educators generally agree that the “goodness” of an education program is determined to a large extent by the teaching. The identification of qualified and able teaching personnel therefore constitutes one of the most important of all educational concerns. Obtaining capable teachers is an intrinsic interest and obligation of education. If competent teachers can be obtained, the likelihood of attaining desirable educational outcomes is substantial. On the other hand, although schools may have excellent material resources in the form of equipment, buildings, and text books and although curricula may be appropriately adapted to community requirements, if the teachers are misfits or are indifferent to their responsibilities, the whole program is likely to be ineffective and largely wasted.

The teacher plays as dynamic force in our lives. The role of “Teacher” is important as a compass needle as the direction finder. He is the backbone of entire education process. Successful teacher always know his subject and the philosophy of education. The teacher often acts as a democratic leader possessing qualities like thoughtfulness, honesty, sympathy, respect. The quality of education depends upon the quality of teacher. It is said that a teacher lives in his pupil. That is to say the treasure of knowledge of a teacher is inherited by his pupils that extend the same to the whole mankind. But pressures of dream and wish dominate the mental life and the focus of education is now a days more on killing competition. This removes the joy of learning and gives much burden on brains. Teacher should always be ready for guidance and should focus on human personality.
Role of teacher and his life style, philosophy, behavior, knowledge, influence can affect the society. It is expected from the teacher that he is to abide by standards of behavior and he should not be thought of as an aggressive element in the society. Misbehavior, misconduct, poor performance, indifference attitudes of some teachers mar the effectiveness of the institutions and tarnish the image of organization.

This is sad that the cream amongst the teaching community those who have good communication skills, superior knowledge base, or relationship skills in addition to academic qualification are fast migrating to lucrative jobs in the software industry and call centers. The importance of a teacher as an architect of our future generations demands that only best and the most intelligent and competent members of our intelligentsia be allowed to qualify for this noble profession. It is unfortunate to find that generally the worst and the most incapable people of the society find their way into this profession. As a result, there is a popular perception that a person should take to teaching as a profession only if he/she is unable to find a better job. When teacher set high standards for themselves and when they never achieve then teacher feel a gap between their self ideal and self concept. This makes the sense of failure and guilt and they find themselves the focal point of criticism. Teaching is a complex and challenging activity. There should not be any conflict that creates a serious threat to the mental health of teachers. Fear, laziness, brooding, egoism are the obstacles for teacher.

Teachers pass on knowledge and values to children, prepare them for further education and for working life and are main contributors to good education. This most important profession however does not get the recognition it deserves. In the developed world, young people don’t want to become a school teacher anymore. In most developing countries the profession does not attract qualified and ambitious people because it is poorly remunerated.
Teaching is a stressful occupation. Something either in the system of education itself or personal factor or the social or administrative environment of the school demoralize teachers, reduce their interest and gradually develops unfavorable attitude towards this profession. A teachers needs to use a lot of energy in his daily chores in the classroom coupled with his personal and family commitment. A teacher faces a classroom full of students every day, negotiate potentially stressful interactions with parents, administrators, counselors and other teachers, and ensures student meet increasingly strict standards of accountability. This develops some time stress among teachers. This stress, frustration and negative attitude results into teacher burnout. Burnout may be the endpoint of coping unsuccessfully with chronic stress. Teachers stress and burnout have affected and will continue to affect the lives of teachers and their families, students and their families and all of society.

Teachers who are excessively stressed or face burnout may be angry, anxious, depressed, cynical, and emotionally and physically depleted. On the students as burnout teachers may be relatively impaired in the quality of teaching and commitment, may give less information and less praise, show less acceptance of student ideas, and interact less with students. Thus burnout has a negative impact on teachers and the pupils they teach as well. Large proportion of uncommitted teachers may jeopardize the teaching effectiveness of the school system and have also negative effects on student performance.

1.1 BURNOUT

"Burnout", a term originally coined by Freudenberger (1974) to describe healthcare workers who were physically and psychologically depleted, is now commonly associated with human service professionals such as teachers, nurses, social workers, police officers physicians and therapists.
Burnout is a label used to define the stress experienced by those who work in interpersonally intense occupations subject to chronic tension (Cunningham, 1983), such as teaching. This form of stress manifests itself as a state of physical, emotional, and cognitive exhaustion that produces feelings of alienation, indifference, and low self regard (Huberman, 1993b). Stress if it is building cumulatively, depletes a person’s psychological resources and takes the form of burnout. In fact burnout has been an important concept in recent years, of concern of the academicians, researchers and practitioners in education, as educational system are the providers to the delivery of human services to large populations. There have been reports of considerable rate of occupational stress and burnout among educators and teachers. The numerous researches have demonstrated certain consensual features. The consensus is that burnout is an individual level problem, and a negative experience involving one’s cognitive and affective characteristics. It is the end result of prolonged stress experiences not adequately coped with for a long time, and then being presented in multiple symptoms, such as emotional exhaustion, irritability, psychosomatic diseases, belittling of self and others and even dehumanization.

The initial conceptualizations of burnout during seventies were based on experiences of people working in human services and health care (Maslach, 1976). These were largely descriptions of the phenomenon of burnout to prove it an uncommon response of employees, which could not be ignored by the practitioners. These conceptual approaches to burnout put forth multiple causes of burnout, ranging from intra-individual (e.g., personality characteristics), to interpersonal (conflicts between helpers and recipients of care and support), and organizational causes (role conflicts, role ambiguity and work load). The work place stress has been found related to a number of deleterious and costly individual problems (headaches, gastrointestinal disorders, anxiety, hypertension and depression) and organizational outcomes (e.g., Job
dissatisfaction, burnout, accidents productivity loss, absenteeism and turnover). In the eighties the focus shifted to empirical researches, particularly to the conceptualization and assessment of burnout (Maslach and Jackson, 1981). The two most used definitions by researchers of time are of Pines, Aronson and Kafry (1981) and Maslach (1982). Pines, Aronson and Kafry referred to burnout as physical, emotional and mental (attitudinal) exhaustion, while Maslach called it a syndrome of emotional exhaustion, depersonalization and reduced personal accomplishment. Freudenberger and Richelson (1980) even equated burnout with stress and observed that it is caused by the relentless pursuit of success. Burnout is a process, which begins in perceived stress and affects the individual, and is explained differently by each individual (Farber, 1984). The nineties has been marked further, by the researchers' use of the sophisticated methodology and statistical techniques in building theoretical models, and branching out beyond the human care and education to include clerical, managerial and computer technology groups, etc. It has been argued that not much existed to theoretically justify the need of limiting burnout to human service professions (Maslach and Leiter, 1997; Schaufeli and Enzman, 1998), since the stressors that lead to burnout in human service and care pervade the other work settings as well (Buunk, De Jonge, Ybema and De Wolff, 1998). An understanding of burnout is important, as it could be a widespread problem among varied types of professionals. It may be possible to reduce / control it, given a better understanding and insight into the causes, the process and outcomes of burnout.

Freudenberger (1974) has identified burnout as cynicism, negativism, inflexibility, and rigidity of thinking, unhappiness, boredom, psychosomatic symptoms, and a condition in which helping professionals wear out in their pursuit of impossible goals. Burnout has also been seen as exhaustion, depersonalization, a sense of reduced personal accomplishment, chronic fatigue, depression and a desire to withdraw. Spaniol and Caputo (1979) see
burnout as the inability to cope with the stress of work and personal life. Calamidos (as stated in Cedoline, 1982) identifies burnout as comprising a set of five stages, including physical burnout, intellectual burnout, social burnout, psycho-emotional burnout, and finally spiritual burnout. Burnout ought not to be thought of as fatigue or Job dissatisfaction – a point that Maslach (1982) and Cherniss (1980) both make. If burnout represents a serious, changed attitude toward a role than it should be more global than attitudes about specific aspects of role.

Cherniss (1980) describes burnout as, “a process in which the professional’s attitudes and behavior change in negative ways in response to job strain”.

Maslach and Jackson (1982) have come to view burnout as a loss of idealism and enthusiasm about work (or about a role) characterized by exhaustion, depersonalization, depression and low morale, and withdrawal.

Maslach and Jackson (1986) have conceptualized burnout as encompassing the tripartite components of emotional exhaustion, depersonalization and reduced personal accomplishment. Specifically, emotional exhaustion refers to the feelings of being emotionally drained by intense contact with other people; depersonalization refers to the negative attitude or callous responses toward people; and reduced personal accomplishment refers to a decline in one’s sense of competence and of successful achievement in working with people (Maslach, 1986; Maslach & Jackson, 1986)

According to Jackson (1983) and Turnipseed (1988), they said that occupational stress causes burnout and linked it to reduced organizational efficiency and work related problems such as poor quality of work, turnover and low morale.

Burnout has been identified as one type of chronic response to the cumulative, long term negative impact of work stresses (Capel, 1987). It is regarded as an
individual negative affective experience occurring as a result of chronic work stress (Chan & Hui, 1995)

Teacher burnout, however, is not a novel phenomenon but has always been around masquerading, for example, as job dissatisfaction and worker alienation (Farber, 1984b). In the past years, teacher burnout has become a topic of investigation. This concern stems from a general view that teacher burnout may have a negative impact on the teachers themselves leading, for example, to emotional and physical ill health, and on the students as burnout teachers may be relatively impaired in the quality of teaching and commitment, may give less information and less praise, show less acceptance of students’ ideas, and interact less with students (Kyriacou, 1987; Mancini, Wuest, Vantine & Clark, 1984)

Teaching is highly stressful Job (Borg, 1990), teachers show marked individual differences in their reactions to different stressors in the teaching profession (Milstein & Farkas, 1988), with some teachers developing more psychological symptoms than others, varying from mild frustration, anxiety, and irritability to emotional exhaustion as well as more severe psychosomatic and depressive symptoms (Dunham, 1992; Farber, 1984; Kyriacou & Pratt, 1985; Kyriacou & Sutcliffe, 1978; Schonfeld, 1992; Seidman & Zager, 1991). In general, the more severe individual negative affective experience has often been described as teacher burnout. Teacher burnout has increasingly received recognition as a widespread problem and global concern in recent years (Boyle, Borg, Falzon, Baglioni, 1995; Kyriacou, 1987, 2001). Burnout in teachers and human service professionals in general is a process, not an event, which begins in perceived stress afflicting the individual; it is explained in a unique fashion by each person (Farber, 1984). Although the reason may differ, all teachers experience stress in their work (Jennett et al., 2003). The stressors may include students with behavioral problems, problems in the parent-teacher relationship, conflict with colleagues, or having to organize teaching in new ways as a consequence.
of working in teams or because of school reforms. Most teachers cope successfully with such stress, for instance, through active problem solving, social and emotional support from colleagues, reorganizing the teaching situation, co-operating with parents or changing their teaching strategy. However, burnout may be the endpoint of coping unsuccessfully with chronic stress (Jennett et al 2003).

The teaching profession is one of the largest and most viable professions; teacher burnout has generated great concerns among school officials and educators. (Mo, 1991). As it might impair the quality of teaching as well as leading to job dissatisfaction, work alienation, physical and emotional ill health, and teachers leaving the profession. However, while experienced teachers under chronic work stress for some time might be more vulnerable to burnout, novice teachers are not immune to suffering from this condition, as burnout might arise from the great discrepancy between expectations from successful professional performance and an observed dissatisfying reality (Friedman, 2000; Schonfeld, 2001).

Teachers who are excessively stressed or burned out may be angry, anxious, depressed, cynical, and emotionally and physically depleted. As the possible effects of burnout, Guglielmi and Tatrow (1998) concluded their comprehensive summary noting that, “the literature reviewed appears to support the notion that occupational stress and burnout are associated with poor health in teachers”. It has also been shown that generally burned out teachers provide significantly less information, less praise, and less acceptance to their students’ ideas, and they interact with them less frequently (Beer & Beer, 1992). Thus, burnout seems to have a negative impact on teachers and also on the students they teach (Capel, 1987). Teacher stress and burnout have affected and will continue to affect the lives of teachers and their families, administrators and their families, students and their families, and all of society (Farber, 1991).
Teachers, according to Shinn (1982, as stated in Dworkin, 1987) and Katzell, Korman, and Levine (1971), are three times more likely to quit their jobs and even more likely to want to quit their jobs than are similarly trained professionals.

1.2 SCHOOL CLIMATE

Schools are social institutions (Getzels and Guba, 1970). Within school organizations there are students, teachers, administrators, and many kind of service personnel. Members of each of these groups occupy distinctive positions and are expected to behave in certain ways. The role expectations of these groups and norms ascribed to them are different from each other. Clearly, the relationship among many kinds of people in schools are varied and complex. Only if these relationships are understood and generally accepted can the school organization function effectively (Campell, Corbally & Nystrand, 1983).

Every educational organization has a climate as well that distinguishes it from other schools and influences behavior and feelings of teachers and students for that school (Sergiovanni & Starratt, 1988). As for schools, climate is a necessary link between organizational structure and teacher attitude and behavior. It was found that formal characteristics of schools had an important influence on the way in which teachers perceived climate (George & Bishop, 1971). Clearly, climate represents a composite of the mediating variables that intervene between the structure of an organization and the style and other characteristics of leaders and teacher performance and satisfaction (Sergiovanni & Starratt, 1988).

School climate is the learning environment created through the interaction of human relationships, physical setting and psychological atmosphere. Moos (1979) defined school climate as the social atmosphere of a setting or "learning
environment” in which students have different experiences, depending upon the protocols set up by the teachers and administrators. Moos divide social environments into three categories:

- **Relationship**, which includes involvement, affiliation with others in the classroom, and teacher support
- **Personal growth or goal orientation**, which includes the personal development and self enhancement of all members of the environment.
- **System maintenance and system change**, which includes the orderliness of the environment, the clarity of the rules, and the strictness of the teacher in enforcing the rules.

School climate impact teacher morale and student achievement. Positive school climate benefits students, teachers and staff. In positive school climate teachers are motivated to teach, students are motivated to learn (Bulach & Malone, 1994).

School climate has been researched for many years and continues to be examined and redefined as a result of its significant influences on educational outcomes. The elements that comprise a school’s climate are extensive and complex. As a result various researchers have identified the following factors that influence school climate.

- **Number and quality of interactions between adults and students** (Kuperminc, Leadbeater & Blatt, 2001)
- **Students’ and teachers’ perception of their school environment**, or the school’s personality (Johnson, Johnson, & Zimmerman, 1996)
- **Environmental factors** (such as the physical building and classroom, and materials used for instructions)
- **Academic performance** (Johnson & Johnson, 1993)
- **Feelings of safeness and school size** (Freiberg, 1998)
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- Feelings of trust and respect for students and teachers (Manning & Saddlemire, 1996)

School climate is multi-dimensional and influences many individuals, including students, parents, school personnel, and the community.

Christopher (1988) concluded that human nature makes people feel better about themselves when their surroundings are pleasant. School climate is evident in the feelings and attitudes about a school expressed by students, teachers, staff and parents – the way students and staffs “feel” about being at school each day (Gonder & Hymes, 1994).

School climate has been identified as an important component of the schools. School climate may be defined as those qualities that effect the attitudes, behaviors and achievement of the people involved in its operation be they staff, parents or community members (National Association of Elementary School Principals, 1990)

National Association of Elementary School Principals (1990) listed six areas as the essential ingredients of an effective school climate:

- A caring atmosphere permeates the school. Feelings, concerns and conflicts receive fair and consistent attention.

- Respect for individual differences among staff, students, parents and administrators are demonstrated.

- The trust level is high. The principal respect the teacher’s judgment and includes them in school based decisions. The teachers are given appropriate classroom autonomy.

- The moral in the schools is high. The students are enthusiastic about learning, and the teachers are excited about teaching. Achievements and
contributions by everyone in the school are acknowledged and celebrated.

- School development is emphasized. Good citizenship and a written code of behavior has been developed through collaborative efforts of parents, schools and students.

- Academic development is the primary concern to the students and staff. Learning is constantly celebrated.

School climate can affect many areas and people within schools. For example, a positive school climate has been associated with fewer behavioral and emotional problems of students (Kuperminc et al., 1997). Various theories of management suggest that a democratic environment in a school context not only benefits the academic and socialization experiences of students, but also affects the work productivity and well being of teachers. Teachers are the ones who are most directly involved in educating students so an appropriate school climate is essential if teachers are to maximize their skills which, in turn, maximize the learning experiences of all students.

Regarding the roles of teachers and administrators, Taylor and Tashakkori (1995) found that a positive school climate is associated with increased job satisfaction for school personnel.

Freiberg (1998) notes, “the interaction of various school and classroom climate factors can create a fabric of support that enables all members of the school community to teach and learn at optimum levels”. It has been found that a positive school climate can yield positive educational and psychological outcomes for students and school personnel; similarly, a negative climate can prevent optimal learning and development (Freiberg, 1998; Johnson & Johnson, 1993, 1997; Kuperminc et al., 1997; Kuperminc, Leadbeater & Blatt, 2001; Manning & Saddlemire, 1996). School climate if positive, can provide an
enriching environment, both for personal growth and academic success. Hoy and Forsyth (1986), referred to climate as school health. They described a healthy school as one in which harmony pervades, relationships among students, teachers and administrators as the organization direct itself towards its mission.

1.3 LOCUS OF CONTROL

Literature (Adams, 1999; Smith, 1997) indicates that locus of control is a critical psychological attribute affecting teacher’s perceptions of their environment and job attitudes (Somech & Drach Zahaw, 2000). For example, Volansky and Habinski (1998) found that internal – external locus of control is an important personal attribute related to an individual’s organizational commitment.

Locus of control refers to an individual’s generalized expectations concerning where control over subsequent events resides. It is related to the type of attributions we make for our success or failure. Locus of control is grounded in expectancy value theory, which describes human behavior as determined by the perceived likelihood of an event or outcome occurring contingent upon the behavior in question, and the value placed on that event or outcome. More specifically, expectancy-value theory states that if,

a) Some one values a particular outcome,

b) That person believes that taking a particular action will produce that outcome,

c) They are more likely to take that particular action.

The construct ‘locus of control’ (LOC) emerges from American psychogists J.B. Rotter’s (1954) theory of social learning. Rotter assumes that behavior is goal directed and movement towards the goal is governed by two variables-
reinforcement as well as the individual’s expectancy that the goal can be achieved. He developed expectancy-reinforcement model of personality.

Generalized expectancies are one of the most important concepts in Rotter’s model. Expectancy means the probability held by the individual that a particular reinforcement will follow a specific behavior in a specific situation where as generalized expectancies refer to the tendency for people to categorize other people, behavior, stimuli and so on and then develop expectations about there categories rather than about each person, behavior or stimulus.

Internal-external locus of control is a component of Rotter’s (1966) social learning theory which contains four major concepts: behavior potential, expectancy, reinforcement value, and the psychological situation. The concept of expectancy, according to Rotter, explains that a person’s goal or reinforcement driven behavior will be modified by how likely it seems to the subject that the reinforcement will occur. A child, for example, may want very strongly to receive praise from a teacher, but if past experience has shown that the teacher will not praise that child, no matter how good his work is, the child’s low expectancy of receiving the reward will prevent him from trying. Within the general theory of expectancy, Rotter’s theory includes a construct called internal-external control of reinforcement. According to Rotter (1966), people acquire generalized expectations to perceive reinforcing events as either dependent on their own behavior or as being beyond their control “Internally oriented people tend to believe that reinforces are subject to their own control and occur as a result of their own efforts and skills. Externals, in contrast, see little or no connection between their behavior and various reinforces. They perceive the occurrence of reinforces as determined by fate, luck, or powerful others”. People who believe primarily in their own internal control of events and reinforces are said to have an internal locus of control, while those who believe that outside forces have greater control over their lives are considered to have an external locus of control.
The value of studying locus of control resides in its effects upon a person’s actions. Social learning theorists (Fanelli, 1977; Rotter, 1966) have found that behavioral predictions improve when they consider the way by which person’s typically explain the causal locus of an event.

Phares (1965) stated, “Internals, having the generalized expectancy that they are in control of their own behavior reinforcement sequences, should be more effective agents in the induction of change than individuals not having such expectancy (externals)”. It can be considered as a single trait theory of personality (Bavelas, 1978). It accounts for differences in an individual expectation regarding the control of reinforcement which follows his behavior.

Locus of control is a personality variable that concern’s people’s generalized expectancies that they can or can not control reinforcements in their lives (Janssen & Carton, 1999).

How one perceives LOC thus determines one’s perception of the degree of control or power one has over the events in life. Hallahan and Kauffman (1978) view internal locus of control as analogous to inner directedness is a personality characteristics in which an individual relies on his own resources to solve problems and an outer directed individual relies on people other than himself (Hallahan & Kauffman, 1978). Where as Rotter’s conceptualization viewed locus of control as unidimensional (internal to external), Levenson (1973) offered an alternative model. Levenson’s model assets that there are three independent dimensions: Internality, Chance, and Powerful Other. According to Levenson’s model, one can endorse each of these dimensions of LOC independently and at the same time. People with a strong internal locus of control generally believe that other people are also responsible for their own behavior. People with a strong external locus of control may rely more heavily on outside reinforcers to bring about changes. People fall a range between
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strongly internal through a mixed stage of strongly external. No one is totally internal or external. No one is totally internal or external in their thinking.

Though LOC is a relatively stable characteristic (Wolfe & Robertshaw, 1982), anyone’s orientation may change as the result of certain experiences (De Charms, 1971; Pratt & Owen, 1974). The concept of LOC has generated a great deal of research interest in not only understanding and predicting but also in planning for modifying human behavior. As internality is found to be a more positive asset than externality (Baron & Byrne, 1993) and it has been proved experimentally that internal LOC is a socially accepted value always ascribed to the ideal self (Petrovsky & Yaroshevsky, 1985), efforts have been made to bring about change deliberately (Reimains, 1971; De Charms, 1971; and Pratt & Owen, 1974).

Even though some studies have explored the relationship between locus of control, burnout and job satisfaction, they are lacking in how locus of control is related to different aspects of job attitudes for teachers in particular (Anderson, Levinson, Barker, & Kiewra, 1999; Marso & Pigge, 1997). Ma and MacMillan (1999) believe that teachers job attitudes consists of multiple aspects, such as social satisfaction, intrinsic and extrinsic satisfaction, role clarity, feeling of job challenge and internal work motivation.

It has been demonstrated that people possessing an internal LOC have more self confident, are consistent and persistently pursue their goals are more inclined towards self analysis are balanced, amiable, good natured and independent. A disposition for an external LOC, on the contrary, is manifested along with such features as uncertainty of one’s capabilities quick temper, a tendency to postpone indefinitely the realization of decisions, anxiety, suspiciousness, conformity and aggressiveness (Petrovsky & Yaroshevsky, 1985).
1.4 ROLE COMMITMENT:

Teaching is a complex and demanding work and there is a daily need for teachers to fully engage in that work with not only their heads, but also their hearts (Day, 2004; Elliott and Crosswell, 2001; Fried, 1995; Nias, 1996). In present situation teachers perform a lot of roles. Some of them are as parent surrogate, ego-supporter, helper, resource person, detective, facilitator of learning, limiter or reducer of anxiety, referee, group leader, inspirer and exemplar, judge, friend and philosopher, upholder of the norms and values, moral educator, democrat, rationalist, secularist, initiator, communicator, counselor, consultant, cultural agent, innovator, instructor, model, monitor, organizer, professionalist, agent for social change etc.

The teacher’s role is the behavior pattern of teachers according to certain rules and norms, concerning with imparting knowledge, values, balanced emotions, competencies, skills, discipline and guidance etc. for betterment of pupil and also attaining of goals of education. The teacher’s role is a dynamic aspect of his/her status. It has been also defined as pattern/sequence of teaching actions performed by a person in an interactive school situation, and the commitment is the proper customary function to pledge or promise or obligation for work (Rathod and Verma, 2003). To sustain their energy and enthusiasm for the work, teachers need to maintain their personal commitment to the job (Day, 2000).

Commitment is a term that teachers frequently use in describing themselves and each other (Nias, 1981). It is a word they use to distinguish those who are ‘caring’, ‘dedicated’ and who ‘take the job seriously from those who put their own interest first’. Some teachers see their commitment as part of their professional identity, it defines them and their work and they get a lot of enjoyment from this (teacher cited in Elliott and Crosswell; 2001). Other teachers feel the demands of teaching to be significant, requiring great personal
investment and view it as a job that can take over your life (teacher cited in Nias, 1981). These teachers often limit their commitment and their engagement with the school as a means of survival. In some cases, these teachers choose to leave the profession altogether. For these reasons, teacher commitment has been found to be a critical predictor of teacher’s work performance, absenteeism, burnout and turnover, as well as having an important influence on student’s achievement in, and attitude toward school (Firestone, 1996; Graham, 1996; Louis, 1998; Tsui & Cheng, 1999).

Commitment is best conceived in terms of two dimensions – an ideological dimension and a practice dimension. The significant point about these two dimensions is that while the particular characteristics of the ideological dimension are modified across the career span (in response to person and professional experiences) levels of commitment to particular practices vary (Fraser, Draper & Taylor, 1998; Huberman, 1993). Commitment is part of a teacher’s affective or emotional reaction to their experience in a school setting (Ebmeier & Nicklaus, 1999). It can be seen to be part of a learned behavior of teachers. From these affective reactions to the school setting, teachers make decisions (both consciously and subconsciously) about their level of willingness to invest to that particular setting, or particular group of students.

The profession of teaching is unique in a number of ways. Its very nature involves a complex and rich combination of working relationships with not only the organization (school and education system) but with a number of other stakeholders, including the parents, students, colleagues and society. Becker and Reil (1999) and Louis (1998) defined commitment as the investment in a particular career, in this case teaching. Rathod and Varma (2003) said that role commitment of teacher is the pledge or promise or obligation of teacher’s behavior pattern according to certain rules and norms, concerning mainly with pupil, own profession school, society, parents and nation. Whereas, Lortie (1975) regarded commitment as the willingness an individual exacts in
investing personal resources to the teaching task. Teacher role commitment, like organizational commitment is conceptualized as being multi-dimensional (Nias, 1981). The different dimension of commitment is thought to be external to the teacher are outlined below:

**Table 1.1: Dimensions of Commitment**

<table>
<thead>
<tr>
<th>Dimensions of Commitment</th>
<th>Teacher behavior and attitude</th>
<th>Key sources</th>
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</thead>
<tbody>
<tr>
<td>School or organization</td>
<td>Teachers are committed to a particular organization’s philosophy, clientele, goals, values or even its reputation</td>
<td>Graham, 1996; Louis, 1998; Huber, 1999; Tsui &amp; Chang, 1999</td>
</tr>
<tr>
<td>Students</td>
<td>Teachers who act outside the role of teacher and support students in mentoring and coaching rules</td>
<td>Nias, 1981; Bilken, 1995; Tyree, 1996; Yong, 1999</td>
</tr>
<tr>
<td>Career Continuance</td>
<td>Teachers who remain in the profession although it is demanding, stressful and complex</td>
<td>Nias, 1981; Wood, 1992; Tyree, 1996; Yong, 1999</td>
</tr>
<tr>
<td>Professional knowledge base</td>
<td>Teachers who continue to extend their own knowledge and expertise</td>
<td>Nias, 1981; Wood, 1992; Tyree, 1996</td>
</tr>
<tr>
<td>Teaching profession</td>
<td>Teacher who are loyal to the moral values and norms of the profession even though this commitment may entail significant personal cost</td>
<td>Tyree, 1996; Day, 2000</td>
</tr>
</tbody>
</table>

As indicated, the literature identified a number of external dimensions associated with teacher role commitment. A teacher’s behavior will be influenced by what they are committed to in their professional life. However, a teacher’s commitment does not fall neatly into one dimension or another. In fact, they may have various levels of identification with different dimensions.
Crosswell and Elliott (2001) identified six categories of commitment that represent different ways that teachers perceive, understand and conceptualize the phenomenon of teacher commitment. The identified six categories are:

1. Teacher commitment as a ‘passion’:
   
   This conception sees teacher commitment as a passion or a positive emotional attachment to the work involved in teaching generally, or a specific aspect of teaching.

2. Teacher commitment as an investment of time outside of contact hours with student:
   
   This conception identified teacher commitment as an investment of ‘extra’ time outside of expected contact hours with students. This extra time is either visible time invested at the school site or invisible time invested off the school site.

3. Teacher commitment as a focus on the individual needs of the students:
   
   This conception considers teacher commitment to be a sharp focus on the needs of the students either emotional and/ or academic.

4. Teacher ‘commitment as a responsibility to impart knowledge, attitude, values and beliefs’:
   
   This conception considers teacher commitment as taking responsibility for imparting a body of knowledge and or certain attitudes values and beliefs. Teachers who hold this conception place great value on the role that they play in preparing students for the future and take responsibility for passing on a core set of skill, understanding and values.
5. Teacher commitment as ‘maintaining professional knowledge’:

This conception views teacher commitment as the maintenance of professional knowledge and ongoing professional learning. Within this conceptualization is the notion that committed teachers are proactive in their professional development and in many cases are willing to share with and learn from their colleagues.

6. Teacher commitment as ‘engagement with the school community’:

This conception considers teacher commitment to be the willingness to engage with the school and school community. Within this conceptualization is the belief that teachers have a professional responsibility that reaches out beyond the four walls of the classroom and perhaps even extends beyond the boundary of the school.

Teachers who hold these conceptions consider that there needs to be a certain level of emotional attachment to some aspect of teaching for teachers to be committed to the work, for without this emotional connection teachers face the constant danger of burnout in an increasingly intensified work environment (Nias, 1996).

1.5 SOCIO-ECONOMIC STATUS

The effects of heredity and environment result in the personality makeup of an individual. The environmental factors pertain physical factors as well as social factors. Cumulative effects of environment shape the individual’s psychological development in both cognitive and affective domains. Information about an individual’s prior environment is used as an aid in interpreting his performance.

The traditional approach to environmental assessment has relied on some global composite index of ‘Socio-Economic Status’ (Anastasi, 1976). Socio-
economic status is a key notion in sociology that has been found useful in psychology, education and other related fields. The essence of SES is that individuals differ in their positions in a social hierarchy as a result of large variety of determinants and that their social and that their social position has profound behavioral consequences. SES may be partly inherited and partly achieved.

Social status has a direct bearing on the morale of any person, including teacher. The efficiency and improvement of teaching profession largely depends upon its social status (Education Commission, 1964-66). Not only in India, but throughout the world the importance of teacher is well recognized. The Program of Action (1986) observed that, “the status of teachers has had a direct bearing on the quality of education and many of the ills of the latter can be ascribed to the indifferent manner in which society has looked upon the teacher and the manner in which many teachers have performed their functions”.

In view of Anderson et.al (1976) SES is not well defined either conceptually or empirically. Socio-economic status is generally defined as person’s relative standing in society and is measured by such indicators as income, occupation, education, access to health coverage and community resources and political power and prestige (Secada, 1992), but in this study SES is taken as category of school, educational qualification, marital status, family status and family’s monthly income.

Few definitions of SES are as given.

- Any group of persons coming closer to each other on the continuum of occupation, education, income, caste and culture (Kulshrestha, 1975).
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- A person's position in any given group, society or culture as determined by wealth, occupation, education and social class (Page & Thomas, 1979),

- The background on standing of one or more person's in society on the basis of both social class and financial position of family members and the cultural atmosphere in the family (Wadkar, 1989).

- The individual's relative position in the community in the context of profession, income, place, cost of residence and relatives (Atkinson et al., 1992).

- A rating of the status of an individual's position in a stratified society based on a variety of a social (e.g.-family background, social class, education of parents, education of self, values, occupation etc.) and economic (income of self, of family) indices (Reber, 1975).

In principle it may be absurd to measure the worth of an individual in terms of money that he makes. But in this commercial age, the teacher socio-economic conditions remain a sad commentary on the priorities of our society. There is a public perception that those who enter teaching are tired out dis-spirited persons who knocked in vain the doors of many other professions. In addition work of teachers is not well defined. Apart from teaching teachers organize co-curricular activities, set question paper, do clerical works and other non-teaching assignments. If teachers are to perform their role and functions efficiently, substantial improvement in the conditions of work is required (Noorjahan, 1999).

Status of teaching profession can be raised only by cultivating in teachers a broader, keener awareness of the possibilities inherent in their work, enabling teachers to live contended and satisfying life, earning public esteem by doing their duty with devotion, and continuing governmental recognition and commendation of teacher's work.
1.6 THE PROBLEM CONTEXT:

There is a feeling among some people and even among a section of teachers also that people enter this profession with hope, enthusiasm and vigour but something either in the system of education itself or personal factors or the social or administrative environment of the school demoralize them, reduces their interest and gradually develops unfavorable attitude toward this profession. Besides this, a teacher faces a classroom full of students everyday, negotiate potentially stressful interactions with parents, administrators, counselors and other teachers, contend with relatively low pay and shrinking school budgets, and ensure students meet increasingly strict standards of accountability. This develops some stress among teachers. This stress frustration and negative attitude results into teacher burnout.

A review of empirical studies conducted in this area reveals that very few studies have been conducted in India to enable us to draw any meaningful inference about teacher burnout and its causes. For example, Sharma and Gupta (1993) studied relationship between adjustment and burnout of secondary school teachers of Chandigarh. Rama (1992) studied impact of burnout on teacher efficiency and school effectiveness. Aggrawal (1997) found out some significant correlates of burnout among college teachers. Kudva (1998) studied relationship of components of burnout with professional aspects.

Khaleque (2001) tried to investigate burnout in relation to self concept and introversion – extraversion among elementary school teachers in Assam. Srivastava (2003) focused on the relationship among physical structure, human structure of school and burnout tendency of female primary school teachers. Chand and Monga (2007) examined the correlates of job stress and burnout among university faculty. Of these studies one study revealed that adjustment and burnout are negatively correlated. In one study it was found that burnout teachers show poor teacher efficiency and teacher effectiveness. In another
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study the finding revealed that teachers with high self concept were having higher scores in respect of emotional exhaustion as compared to teachers with low self concept. One study suggested that respondents with internal locus of control; high social support and high job involvement experience less stress and burnout. These empirical evidences are highly inadequate to draw any meaningful conclusion about teacher burnout, causes, and effects of other variables on teacher burnout.

With regard to empirical studies conducted in abroad settings, Byrne (1991) investigated the impact of particular background variables on burnout. Maynard (1992) studied occupational burnout among teachers in selected urban schools. Friedman and Farber (1992) investigated the relationship of teacher burnout to the various ways that teacher view themselves professionally and to the ways in which they sense that others within the educational system view them. Berg (1994) conducted a study on burnout and coping among public school educators. Chan and Hui (1995) assessed the tripartite components of burnout and coping strategies. Friedman (1995) examined how typical student behaviour patterns contribute to predicting burnout among teachers. Tatar and Yahav (1999) aimed at examining pupils’ perceptions regarding burnout among their teachers. Chan (2002) attempted to findout hardiness and its role in the stress-burnout relationship among prospective teachers. Skaalvik and Skaalvik (2007) tested relation among teachers self efficacy, perceived collective teachers efficacy, external control, strain factor and teacher burnout. The empirical study conducted in foreign setting reveals that there are various factors which control the teacher burnout. These factors are related to various areas as personal, social, professional and economic.

The most of the researches reveals that the area of thrust of teacher education has been mainly concentrated an attitude, aptitude, teacher effectiveness, and job satisfaction. And, the above mentioned studies covered either professional, organizational or social factors of teacher burnout not burnout as a whole. So, a
related but very important question that would enable researcher to evaluate through this specific study is whether the secondary school teachers really suffer from burnout at one or other stage of their teaching profession. And moreover researcher was also motivated to know that if burnout is related with school climate, locus of control, socio-economic status which are important organizational, personal, professional and social factors.

It is in this specific context that the present investigation was undertaken to specifically provide empirical answers to following questions

1. Whether secondary school teachers really suffer from burnout at one or other stage in their teaching profession.
2. What is the relationship of school climate, locus of control, role commitment and socio-economic status of teachers to burnout?
3. To what extent teachers' burnout may be accounted by the contribution of school climate, locus of control, role commitment and socio-economic status?

1.7 STATEMENT OF THE PROBLEM:

Incorporating the above raised questions the problem for this empirical study was given the following formal title:

“A study of Teachers Burnout at Secondary School Stage in relation to School Climate, Locus of Control, Role Commitment and Socio-Economic Status”.

1.8 OBJECTIVES OF THE STUDY:

The study achieved the following specific objectives.

1. To study the levels of teachers burnout at secondary school stage.
2. To find out the relationship between school climate and teachers burnout at secondary school stage.

3. To find out the relationship between locus of control and teachers burnout at secondary school stage.

4. To find out the relationship between role commitment and teachers burnout at secondary school stage.

5. To find out the relationship between socio-economic status of secondary school teachers and their burnout.

6. To study if the teacher burnout varies with some demographic variables such as
   a. Age
   b. Gender
   c. Marital Status
   d. Educational Qualification (trained/untrained)
   e. Government and private school teachers
   f. Family (single/joint)
   g. Teaching streams (science/arts/commerce)

7. To study the relative contribution of school climate, locus of control, role commitment and socio-economic status on teachers burnout at secondary school stage.

1.9 OPERATIONAL DEFINITIONS OF THE TERMS:

The term used in this study have been defined operationally to carry following operational meaning in the study:

1. **Burnout**: Burnout has been conceptualized in terms of three interrelated components: emotional exhaustion, depersonalization and reduced
personal accomplishment. In this investigation burnout has been taken as the total score gained by teachers on Maslach Burnout inventory.

2. School climate: school climate/organizational climate is an outcome of an interplay between a number of variables of the societal system, the organization, and the individual members. In this research school climate has been taken as the scores obtained by teachers on organizational climate inventory by Som Nath Chattopadhyaya and K. G. Agarwal.

3. Locus of control: Locus of control refers to an individual's generalized expectations concerning where control over subsequent events resides. For this research locus of control has been taken as the total score gained by teachers on Levenson’s locus of control scale.

4. Role commitment: Role commitment of teacher is the pledge or promise or obligation of teachers behavior pattern according to certain rules and norms, concerning mainly with pupil, own profession, school, society, parents and nation. Role commitment of teachers for this investigation has been taken as the score obtained by teachers on teachers role commitment scale by Dr. M. B. Rathod and Madhulika Verma.

5. Socio-economic status: In this study socio-economic status has been taken as the scores gained by the teachers belonging to different income groups on personal data sheet.

1.10 RESEARCH HYPOTHESES:

Relating to the objective of this study the following research hypotheses were framed,

HR1- Majority of secondary school teachers face burnout during teaching profession.
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HR2- school climate is related with teacher burnout.

HR3- Locus of control is related with teacher burnout.

HR4- Role commitment is related with teacher burnout.

HR5- Socio-economic status of teachers is related with teacher burnout.

HR6.1- Age of teachers is related with teacher burnout.

HR6.2- Gender of teachers is related with burnout.

HR6.3- Marital status is related with teacher burnout.

HR6.4- Educational qualification (trained / untrained) is related with teacher burnout.

HR6.5- School type (government and private schools) is related with teacher burnout.

HR6.6- Family system (single / joint family) is related with teacher burnout.

HR6.7- Teaching streams (science / arts / commerce) are related with teacher burnout.

HR7- School climate, locus of control, role commitment and socio-economic status have relative contribution with teacher burnout.

1.11 THE HYPOTHESES:

Corresponding to the objectives of the study based on the given rationale the research hypotheses were translated into the following null hypothesis for empirical verification.

H1- Majority of secondary school teachers do not face burnout during teaching profession.

Ho2- There is no significant relationship between school climate and teachers burnout at secondary school stage.
Ho3- There is no significant relationship between locus of control and teachers burnout at secondary school stage.

Ho4- There is no significant relationship between role commitment and teachers burnout at secondary school stage.

Ho5- There is no significant relationship between socio-economic status and teacher burnout at secondary school stage.

Ho6.1- There is no significant difference among teachers belonging to different age groups with respect to burnout.

Ho6.2- There is no significant difference between male and female teachers with respect to burnout.

Ho6.3- There is no significant difference between married and unmarried teachers with respect to burnout.

Ho6.4- There is no significant difference between trained and untrained teachers with respect to burnout.

Ho6.5- There is no significant difference between government and private school teachers with respect to burnout.

Ho6.6- There is no significant difference between teachers belonging to single and joint family with respect to burnout.

Ho6.7- There is no significant difference among teachers of science, arts and commerce teaching streams with respect to burnout.

Ho7- There is no relative contribution of school climate, locus of control, role commitment and socio-economic status on teacher burnout at secondary school stage.

1.12 SIGNIFICANCE OF THE STUDY:

This investigation is deemed to be significant in the sense that it would provide specific empirical evidences about the status, causes and various determinants
of teacher burnout. The research evidence suggests that teacher burnout is affected by a plethora of factors. As the four independent variables School Climate, Locus of Control, Role Commitment and Socio-Economic Status taken in the present study are based upon the expectation that they affect teacher and may cause burnout, the relative contribution of these factors will provide empirical evidence as determinants of teachers’ burnout.

The findings of this study are expected to identify teacher burnout and provide some preventive measures to handle burnout. A proper strategy can be suggested that can keep an individual fit for teaching profession and will reduce the strain and stress which causes burnout. Different types of workshops like stress management, time management and training programs, events can be made for individuals and organizations.

1.13 DELIMITATIONS OF THE STUDY:

Due to paucity of time and some other technical reasons beyond the control of researcher, the present study was delimited as below:

(i) The study was confined to the Allahabad district of Uttar Pradesh only.

(ii) The study was limited to secondary level school teachers only.

(iii) Out of the array of various independent variables which are supposed to affect teacher burnout only school climate, locus of control, role commitment and socio economic status were taken for present.

(iv) Out of various demographic variables only age, gender, marital status, educational qualification etc. were selected for this study.