

Burnout : With Reference to Teachers

1.Dr. Ruchi Srivastava

Associate Professor , TIAS , New Delhi

2. Dr. Vibha Srivastava

Assistant Professor , SRMCEM, Lucknow

3.Dr. Indu Prabha Singh

Associate Professor , SRMCEM, Lucknow

Abstract : *Burnout is a state of emotional physical and mental exhaustion caused by excessive and prolonged stress. Burnout leads to extreme exhaustion and reduced performance. This research paper will discuss the concept of burnout, factors leading to teachers burnout . In present scenario the teachers are in a state of overburden, less paid and not satisfied due to which teachers are in a state of burnout. This paper will discuss about the factors leading to teachers burnout. In order to investigate the levels of professional burnout in the context of state school teachers, the present study is aimed to identify the specific factors that exacerbate teacher burnout.*

Introduction :

Job burnout is a special type of work-related stress — a state of physical or emotional exhaustion that also involves a sense of reduced accomplishment and loss of personal identity

Whatever the cause, job burnout can affect your physical and mental health but the important is how to know that you got job burnout and what you can do about it The experience of burnout has been the focus of much research during the past few years. Measures have been developed, , and many research studies conducted in

several countries have contributed to a better understanding of the causes and consequences the burnout.

In, teaching in the modern world is associated with significant levels of burnout. It is true that the incidence of teacher burnout has received major attention over the last twenty years. In the present scenario teachers are overworked, poorly paid, and dissatisfied by the working environment. The consequences of teacher burnout extend beyond dissatisfaction or tension, as burnout appears to be a main factor in teachers' decision to leave the profession in many cities or many countries. Thus, measuring the levels of burnout in the educational context is necessary in case we wish to employ preventive and restorative strategies to tackle the phenomenon early.

Faculty who are satisfied with their jobs may discharge their responsibilities well, take interest in their job and strive for the promotion of their organization. Faculty who are not satisfied from their jobs, may experience periods of low satisfaction from which they rebound, and it causes personal stress, physical ailment, and interpersonal conflict. As a result of dissatisfaction performance of the institution can be badly affected. The levels of employee job satisfaction have strong impact on organizations. Every organization has four most important elements man, money, method and material; out of these the single most important element is human being. This element operates the other three in such a way that the organization may achieve its goals.

Review of Literature:

According to **Maslach and Jackson (1981)**, burnout is described as a complex psychological response of individuals involved in difficult person-to-person relationships as part of their everyday working life. Job satisfaction is defined as a positive emotional state resulting from the appraisal of one's job situation and is linked to the characteristics and demands of one's work. The work-related satisfaction in helping people, achieving change and improvement, and promoting their growth have important implications on head teachers' and teachers' behaviors at work, on their desire to continue at work, and their involvement in the job. These are significant predictors of head teachers' and teachers' burnout and job satisfaction: the level of interactions with students and colleagues, professional challenges, working conditions which include salary and opportunities for advancement, school structure, administration, such as large classrooms, lack of resources, educational policies and procedures, and job security.

Cunningham (1983), in a review of teachers' burnout and satisfaction, described the importance of quality of work life programs as a mean of reducing or eliminating teachers' burnout. Hart (1994) examined positive and negative experiences of teachers and found that psychological distress and morale contributed equally to teachers' overall quality of work life. Therefore, the purpose of this study is to investigate Turkish head teachers' and teachers' burnout and job satisfaction in terms of their work status, gender and years' work-experiences.

Barnes (1985) made a cross sectional survey of 183 protective service workers. He examined the impact of Burnout, sense of competence and level of experience on an individual. No direct correlation was found. It was concluded that administrators and supervisors can significantly decrease burnout and enhance worker's sense of competence by increasing the clarity of worker's work roles.

The Studies by Raschke (1985); Balse (1986); Hock and Roger (1996), indicated that the degree of stress which teachers experience is positively related to the degree which he/she perceives as a lack of control over a potentially threatening situation. Such as inability to meet the demands of students and a lack of adequate coping mechanisms. Schools are considered as a formal organization, and teachers are susceptible to organizational stress of role conflict and role ambiguity. Many researchers have identified sources of stress among post-secondary faculty members. Their findings have indicate that time pressures and high self-expectations are the main sources of stress for teachers. In many countries teacher's job is often considered as one of the most stressful profession. In the last two decades, intensive researches have been carried out in USA and Europe concerning the sources and symptoms of teachers' professional stress. Studies in the field of teacher's stress show that the greater part stress is associated with the rapid pace of changes in education, particularly in 1980s and 1990s. Teaching profession is generally considered as a noble profession with lots of expectations from the parents towards their children's education and the development of their personalities. These expectations may also contribute as a source of stress. Present study attempts to identify the sources of stress and also study its relation with certain demographic variables.

According to Crane and Iwanicki (1986), associated with teachers' work environment, balanced work load, relations with coworkers, personal factors, salary and benefits, professionalism and their cultural background of head teachers and teachers affect their job satisfaction. Job dissatisfaction and burnout are caused by inadequate work conditions. If teachers have feeling overloaded in inadequate working conditions

they feel that they have lack of power, isolation from peers, and lack of collegial support.

Yoon (1990) in his study found that individual factors and work environmental factors are associated with burnout and job satisfaction. The personal growth dimension is perceived as the intrinsic source of stress and the policy dimension is the most stress provoking aspect of social service work. Supervision and management are recognized as both contributors to and mitigating factors of burnout.

Esteve (1990) treated teacher burnout from a different perspective by examining the primary and secondary factors leading to it. Primary factors include negative affect which directly affects the classroom teacher and lead to tension. These factors also include lack of tools, materials and good work conditions, aggression towards teachers in educational institutions, tiredness and the increase in the expectations from teachers. Secondary factors are the one that affect the educational environment. These are the indirect factors that affect teacher effectiveness negatively by leading to a decrease in teacher motivation, participation and effort. Esteve has grouped secondary factors as the changing teacher roles, increasing conflicts in teacher roles, changing attitudes towards teachers, ambiguity in the goals of the education system and the changing image of teachers. In the increasingly complex business life of today, burnout starts with small signals.

Marie (1990) conducted a study to find the relationship between stress, hardiness and burnout in college of education Deans. He came to the conclusion that the more years in administration and greater the size of institution, the less emotional exhaustion (Burnout) was experienced by the Deans; the older the Dean and more years in the present position, the less the Dean was depersonalized (Burnout), the larger the size of the institution and the larger the undergraduate and graduate enrollments the greater the personal accomplishment (Burnout) experienced by the Deans; older the Dean, the more years in the present position and the more years in administration, the less stress was experienced by the Deans; and higher the degree earned and larger the size of the institution, the greater the Hardiness of the Deans in the sample.

Verdugo and Greenberg (1997) and Oshagbemi (2000) describe the sources of head teachers' and teachers' job dissatisfaction and burnout. These are forms and content of school cultures, school leadership and communication, school resources and relationships with community and parents, school leadership, reputation and the pressure of work. The institutional and societal factors may also contribute to burnout, such as low pay, poor training, and the breakdown of traditional helping systems, parallel the devaluation of women's

contributions. Women have historically been undervalued for their role in the marketplace and their contributions to the maintenance of the family and the community. Although the literature discusses gender differences in response to stress, it does not address the institutionalized oppression of women, both workers and clients, as a contributor to burnout.

According to Sari (2000), major sources of stress of Turkish head teachers and teachers were workload, low salary, lack of self-esteem and, lack of access to new information and time pressure which were perceived as the most stressful aspects of work. Behavioral, emotional mental and physical reactions and their work pressure contribute to stress on head teachers and teachers. Poor working conditions, staff relationships, school management and administration, low status, relationships with students' parents and pressure and criticism from the wider community also affect head teachers' and teachers' burnout and job satisfaction negatively. In addition, certain demographic variables such as age, marital status and gender were found to be related to head teachers' and teachers' burnout and their job satisfaction although some researchers reported that age is not significantly associated with burnout.

OBJECTIVES OF THE STUDY:

1. To investigate the level of Burnout and Job satisfaction of teachers
2. To investigate the relationship of Burnout with job satisfaction of teachers
3. To investigate the relationship of age and experience with burnout of teachers
4. To investigate the difference in burnout of male and female teachers.

Concept of Burnout

An important phenomenon of modern times, the term burnout was first coined in the 1970s in America to refer to the work-related depression that customer service workers experienced (Maslach, Schaufeli, Leiter, 2001). The concept was defined for the first time in 1974 by Herbert Freudenberg: "The exhaustion of inner resources as a result of failure, tiredness, energy and loss of power or unmet wishes" (Silig, 2003).

The most commonly accepted definition of burnout is the three dimensional one by Maslach (1986). According to this, burnout is a three dimensional term which includes the emotional exhaustion, apathy and decrease in personal success which is often seen in people who work face to face with others (Maslach and Jackson, 1986).

The first and most basic question to consider is: What do we mean by the term "BURNOUT"? It is a common reaction to job stress and it reduces motivation and effectiveness of many human service workers. In recent years the concept of job "burnout" has attained tremendous popularity, mainly due to the early work of Ereudenberg (1974) and Maslach (1976). Their efforts and the work of others they stimulated, led to the great and significant importance attached to this area which was previously a concern confined to the fields of athletics and performing arts in the 1930's.

Burnout is a "loss of concern for the people with whom one is working in response to job related stress" (Maslach 1976).

Webster's International Dictionary (1976) states that "burnout means to fail, to wear out, or to become exhausted by reasons of excessive demands on energy, stress or resources".

Burnout is used to refer to the situation in which, what was formally a calling 'becomes merely a job'. One no longer lives to work but works to live. Burnout refers to loss of 'enthusiasm', excitement and a sense of mission in one's work. (Lesson, 1981).

Burnout conveys the idea of energy extinguished, the fire of enthusiasm dampened. It is a common reaction to job stress and it reduces the motivation and effectiveness of many human service workers. Burnout also is a complex, socio-psychological phenomenon that deserves more serious study than most writers have given it. (Cary Cherniss, 1980).

Cherniss(1980) examined the signs or symptoms of burnout mentioned in the literature and attempted to reconcile these conceptual definitions listed below:

1. High resistance to going to work every day.

2. A sense of failure.
3. Anger and resentment.
4. Guilt and blame.
5. Discouragement and indifference.
6. Negativism.
7. Isolation and withdrawal.
8. Feeling of tiredness and exhaustion all day.
9. Frequent clock watching.
10. Great fatigue after work.
11. More approving of behavior- control measures such as tranquilizers.
12. Frequent headache and gastrointestinal disturbances.
13. Frequent cold and flues.
14. Rigidity in thinking and resistance to change.
15. Suspicion and paranoia.
16. Excessive use of drugs.
17. Marital and family conflict.
18. High absenteeism.
19. Self-preoccupation.

20. Loss of positive feelings towards client.
21. Postponing client contact: resisting client phone calls and office calls.
22. Stereotyping clients.
23. Inability to concentrate or listen to what client is saying.
24. Feeling immobilized.
25. Cynicism regarding clients: a blaming attitude.
26. Increasingly going by the book.
27. Sleep disorders.
28. Avoiding discussion of work with colleagues.

However, reviewing various definitions from various disciplines it is possible to conclude that though there exists some differences, there are some marked similarities among the definitions of burnout:

1. Burnout occurs at an individual level; few instances of organizations burning out have been reported. However, it is not clear whether this means individual workers are experiencing burnout or that some unique occurrences take place at the organizational level.
2. Burnout is an internal psychological experience involving feelings, attitudes, motives and expectations.
3. Burnout is a negative experience for the individuals, in that it concerns problems of distress, discomfort, dysfunction and negative consequences. Although the experience is negative, some have argued that it may still serve as a positive function, as it leads to personal growth or acts a screening device to 'weed out' incompetent employees (Maslach 1982).

Burnout is a syndrome of emotional exhaustion and cynicism that occurs frequently among individuals who work with people. Burnout was first identified in a paper on probation officers and was further elaborated

upon by Freudianberger, (1974) from his observations of the extreme psychological strain often experienced by workers in the human service professions such as nurses, doctors, lawyers, police officers, school teachers and social workers. Burnout is an incoming concept in the realm of psychological stress that has recently gained extensive attention as a separate strain (Jones, 1981). Chronic daily stressors (Cohen and Lazarus, 1973) rather than unique critical life events (Kreitler, Aronson, Berliner, Weissler & Arber and Dohrenwend & Dohrenwend (1980) are regarded as central factors in producing burnout. Burnout has some bearing on the field of job-satisfaction in organizational theory and is linked to extensive literature of occupational stress (Mac Neil, 1981)

Although definitions about burnout vary but (Maslach, 1982) has argued that three core aspects of burnout are commonly included in these definitions- emotional exhaustion, depersonalization and a feeling of low personal accomplishment.

1. **Emotional Exhaustion:-**Emotional exhaustion is the central quality of burnout and the most obvious manifestation of this complex syndrome. When people describe themselves or others as experiencing burnout, they are most often referring to the experience of exhaustion.
2. **Depersonalization:-**Depersonalization is an attempt to get distanced between oneself and service recipients by actively ignoring the qualities that make them unique and engaging people.
3. **Personal Accomplishment:-**Finally, the third component of burnout is characterized by a tendency to evaluate one's behavior and performance negatively.

Factors responsible for Burnout

Maslach suggested three categories of factors as potential contributors to employee burnout: (i) involvement with people, (ii) one's personal characteristics, and (iii) the job setting or organizational climate.

The first category pertains to relations with one's coworkers, supervisors, and even social support on the job, which may influence the extent to which individuals experience burnout. People's personal characteristics such as their age, gender, and family status are variables included in the second category; this also encompasses personality factors workers, are likely to fall victims of the burnout syndrome as their job requires much which seldom gives back; often teachers face complex and frustrating challenges which, unless

tackled early, may lead to devastating results. Initially investigated among American teachers, burnout was found to result in reduced teacher- pupil rapport and pupil motivation, diminished teacher warmth and satisfaction, and decreased teaching effectiveness . Additionally, studies in Europe, Asia, and Canada have shown its relation to: teachers' premature retirement , absence from work , and negative influence on students' lives . An early diagnose of potential burnout sources and symptoms may, therefore, provide for a "well prepared, caring, qualified teacher, which is a most important influence in a student's education"

Factors Contributing to Teacher Burnout -

Vandenberghe and Huberman (1999) state that, as shown by studies in both North America and Europe, conflicting expectations, increased work pressure, impractical innovations like the introduction of the National Curriculum, unsupportive school environments and unmotivated pupils are the main factors to affect the teaching force and lead to absenteeism, low commitment, prolonged illness, undue stress and eventually burnout.

Esteve (1989) refers to two groups of causative factors; the primary ones directly influence teachers and include: (i) materials and working conditions; (ii) an increase in pupils' violent behavior, especially in secondary schools; and (iii) exhaustion arising from demands placed on teachers such as staff meetings, informing parents, organizing extra- curricular activities and managing multilevel classes.

The secondary factors relate to the teachers' working environment and affect the situation teaching takes place as they include: (i) role changes that may lead to contradictions with colleagues and representatives of the institution; and (ii) their image deterioration due to both the system's deficiencies and the media attack. Farber in 1999 added some work related factors like: involuntary transfers, isolation from other adults, bureaucratic incompetence and lack of promotion opportunities. For Luckner and Hanks (2003), the causes of burnout lie on the fact that the teachers' traditional role has changed and social integration places another burden on them as they are expected to compensate for shifts in both society and the family and come up to new challenges like multiracial and multicultural communities.

Finally, Fore, Martin and Bender (2002) also suggested the lack of proper staff development training. A most popular distinction between factors is the one among personal, organizational, and the most recently researched

leadership factors, explored below.

Individual Factors Influencing Teacher Burnout -

Early attempts to explore the phenomenon have focused on teachers' individual characteristics as possible predictor variables. These, in particular, include: (i) demographic characteristics, (ii) personality variables, and (iii) work-related attitudes.

Research on the significance of background variables on teacher burnout has focused on the following: gender, whereby investigations have shown depersonalization to be higher for male elementary and high school teachers (BibouNakou, Stogiannidou & Kiosseoglou, 1999); age, whereby young teachers were shown to experience more emotional exhaustion than older ones (Byrne, 1999); teaching experience, with reports showing that teachers with more than twenty years of experience exhibited higher stress levels than their younger colleagues (Byrne, 1999); marital status, with Pierce and Molloy (1990 as cited in Byrne, 1999) concluding that married teachers experienced lower depersonalization levels than their childless counterparts; grade of level, with high school teachers found to be more susceptible than elementary ones (Anderson & Iwanicki, 1984 as cited in Byrne, 1999); and, lastly, the type of students taught, with special education teachers found to be more vulnerable to burnout than regular ones (Fore, Martin & Bender, 2002).

As regards personality variables, Byrne (1999) identified two factors as most likely to influence teacher burnout: the first is the teachers' self-esteem and the second is the locus of control. For Byrne (1999), both are important in a person's ability to withstand job stressors.

Huberman (1989), on the other hand, identified routine feelings of being trapped in teaching, difficulties in private life, and even ideological reasons such as views on reform as the main individual variables that cause the phenomenon. Another personality trait that can act as a potential burnout predictor variable is self-efficacy (Bandura, 1997 as cited in Fives, Hamman & Olivarez, 2006). Studies have shown low self-efficacy teachers to be emotionally weak and exhibit poor organizational skills and low ego strength (Dorman, 2003).

Rotter (1966 as cited in Byrne, 1999) distinguished between internal and external control individuals. Those who view events as consequences of their own actions believe in internal control; those, on the other hand, who believe events are beyond their control or due to luck or fate, believe in external control. According

to Cedoline (1982 as cited in Byrne, 1999), teachers who manifest external locus of control are more likely to suffer burnout. The term self-efficacy was initially used by Bandura (1997 as cited in Friedman, 2003) to account for a person's beliefs in their ability to organize and execute courses of action and it is reported as significant in a person's attempt to achieve their goals. In particular, Bandura found that when teachers report high levels of efficacy they believe that even unmotivated students can learn, they experience better health, high achievement and better social integration skills.

Organizational Factors Influencing Teacher Burnout -

Apart from the significance of background variables in explaining teacher burnout, researchers have identified occupational, organizational and job characteristics as potential predictor variables (Byrne, 1999; Maslach, 1999). Byrne (1999) summarized the organizational factors likely to affect teacher burnout: these include issues like (i) role conflict arising from conflicting sets of pressures; (ii) role ambiguity which refers to lack of clarity regarding their obligations; (iii) work load, which teachers have cited as a major job stressor and includes issues of paperwork, oversized classes with heterogeneous academically students, imposed time constraints and courses outside their skill; (iv) poor classroom climate, especially those associated with discipline, for cardiologists Friedman and Rosenman (1974 as cited in Burke & Greenglass, 1995) Type A behavior is a type of behavior associated with hostile, aggressive style which, according to their studies, is established as a risk factor for coronary diseases. For Golembiewski and Munzenrider (1988 as cited in Burke & Greenglass, 1995), coping mechanisms relate to behaviors and cognitions people use to resolve stressful situations.

Regarding attitudinal and abusiveness issues; (v) lack of involvement and low decision making power and (vi) the lack of support from peers and superiors. Regarding work setting characteristics, features of the job itself like the quality of supervision, the reality shock, and constraints in teachers' organizational environment were identified as possible burnout predictor variables (Maslach, 1982 as cited in Burke and Greenglass, 1995). Friedman (2003) also saw burnout as the discrepancy between the teachers' expectations as impeccable professionals and the actual results in their performance. As concerns occupational characteristics, Farber (1999), identified in consequentiality between the work teachers' offer and the lack of reward, resources, and recognition they get upon which the essence of the phenomenon lies. In a review of eighteen studies on the factors that cause teacher burnout Leithwood, Menzies, Jantzi and Leithwood (1999) claim that some of the

organizational and individual factors discussed above may actually be influenced by another category, namely the leadership factors.

Leadership Factors Relating to Teacher Burnout -

For Leithwood et al. (1999), specific leadership practices can explain the variation in teacher burnout. These relate to the leaders' vision in identifying opportunities for development; providing for both intellectual stimulation and individualized support; accepting group goals and assisting towards achieving them; modeling consistent behavior that does not include favoritism, harassment, or control; building productive school culture that encourages staff collaboration and sharing of values to enhance students' improvement; fostering expectations on high performance on productive school culture; and, finally, enhancing decision making opportunities and reducing authoritarian leadership.

.How Burnout Develops in Teachers -

The above-mentioned factors may not affect teachers at the same level or simultaneously. Huberman (1989) argues that almost everyone experiences moments of doubt on whether they should remain in the teaching profession, especially after a period of effort and investment. Veninga and Spradley (1981 as cited in Hamann and Gordon, 2000) identified the burnout cycle as a five-step pattern. At the first level, called the honeymoon stage, a gradual loss of satisfaction, energy and enthusiasm commences. The researchers claim that most teachers experience this level at least once a year and that it can be treated if diagnosed early. Signs of inefficiency, dissatisfaction, fatigue and sleeplessness characterize the second, still treatable level. It is at the third level whereby withdrawal and attitude change commence as chronic exhaustion reverts into anger, depression, and physical illness. At the fourth level, known as the crisis stage, the problems obsess teachers while anger and illness exacerbates; finally, at the last level called the hit- on- the- wall, professional incompetence along with physical and psychological dysfunction dominate.

According to Farber (1984 as cited in Adams 1999), burnout is an important reason for leaving; this, nonetheless, is the ultimate stage and may never be reached by the majority of teachers who, though suffering from the daily hassles of teaching, remain in the occupation and withstand devastating consequences with harmful effects for both themselves and their pupils.

The Consequences of Teacher Burnout -

Generally speaking, as Kelchtermans and Strittmatter (1999) suggest, burnout has practical consequences on the teachers' performance, commitment, and satisfaction, on pupils' learning, and, unavoidably, on burdening school as a workplace. Clark (1984 as cited in Travers and Cooper, 1998) adds that the syndrome results in detracting teaching quality, showing less praise to students and less tolerance of their ideas.

Cunningham (1983) categorized symptoms according to factors. The organizational ones include aspects like absenteeism, decline in performance and poor interpersonal relations with both students and coworkers. The personal ones relate to teachers' low commitment and involvement in the job, low tolerance to class disruptions and less sympathy towards students. Overall, Cunningham (1983) claims, burned out teachers are dogmatic, resistant to changes and more reliant on structure and routine.

For Seiderman (1978 as cited in Goelman and Guo, 1998) lateness, absenteeism due to illness, and decrease in energy level are the primary signs of burnout and are the aftermath of teachers' continuous complaints about working conditions, salaries, students' behavior, and lack of parental involvement; if these factors continue ailing teachers and are followed by irritability, conflict, and low staff morale, teachers eventually reach the last stage which is resignation. With regard to teachers appointed in Greek state schools, however, it would be an exaggeration to assume that they would abandon their jobs as it is a fact that their positions are permanent and they would rarely give it up for another job.

Farber and Miller (1981 as cited in Byrne, 1999) found that burned out teacher are less sympathetic to students, show less tolerance for class disruption, and recommitment and dedication to class preparation; Kyriacou and Sutcliffe (1978 as cited in Millicent and Sewell, 1999) include diminished job satisfaction, reduced teacher and pupil rapport, decreased pupil motivation and teacher effectiveness in meeting educational goals in the burnout consequences. Initially, these symptoms lead to neurotic and psychosomatic illnesses and later on to absenteeism and early retirement.

Finally, for Shirom (2003 as cited in Cinamon, Rich & Westman, 2007), burnout is a reaction to stress that generates negative work outcomes such as absenteeism, turnover, low commitment, and reduced

psychological and physical well-being.

Implications of the study:

In order to increase the job satisfaction of younger and newly appointed teachers, the job of teaching should be made more attractive and, proper facilities conducive for teaching should be provided. They should also be assured of timely promotional opportunities and greater degree of freedom in decision making. If teachers are satisfied with their job, their chances of being burnout also will be very less.

Principal as head of institution has to initiate action and lead the teachers towards achievement of educational goals. At the same time the principal has to infuse trust among the teachers and develop a warm and friendly relationship with them, which can lead to high job satisfaction among teachers. The administrators of technical education should provide management training programmers to the principals to develop in them the qualities of leadership.

Principal should take steps to eliminate or reduce factors that result in disengagement. Teachers should not be burdened with routine duties that may interfere with normal working and also reduce paper works. For increasing job satisfaction and reducing 'burnout', the principal should encourage and promote social activities among teachers. The institutions should have social clubs with facilities for indoor and outdoor games for teachers and their families. This will result in higher morale and intimate relationships leading to higher job satisfaction and low burnout.

The principal should set an example through his dynamic behavior and hard work. The principal and the faculty should be genuine in their behavior. The free, fair and open climate can certainly result in higher educational achievements and higher job satisfaction and low burnout among teachers.

Administrator of technical education should also have periodic psychological examinations during the service period of teachers. The Government should set up guidance and counseling centers in the polytechnics to deal with the teachers and their emotional problems.

The Government should organize extension lectures periodically by prominent educationists at district level. In service courses should be organized during holidays and government should bear all their expenses.

The courses should also be held on vocational basis i.e. from one district to another. Such vocational courses can act as incentives to teachers for, they involve social togetherness, promote participative spirit and cooperation among teachers.

There should be occasional exchange programmers for teachers. This will ensure uniform standard of teaching all over the state.

Appreciation and recognition of teacher's capabilities arising out of the teacher's performance in relation to his work should be ensured. State awards should be instituted for teachers whose students excel in their respective subjects in the state council examinations. Such awards can boost the morale of teachers thereby making other teachers more motivated and geared towards their better performance.

The government should provide staff development incentives for professionally trained teachers. Scholarships should be given and also the government should motivate the teachers to enhance their education by giving study leave and paid study leaves where necessary. Professionally trained teachers who improve their educational qualification, should be promoted to the next grade or 2/3 increment should be given to them.

The Government should introduce salary schedules which would provide teacher's incentives to remain in the profession and retirement age of the teachers should increase from 58 years to 65 years.

The teaching load should take care of the norms laid down by AICTE.

Education administrators (i.e. Director, Secretary and Commissioner) who act like bureaucrats sitting in their offices, surrounded by files should leave their offices and their files from time to time and go to the polytechnics to make personal contact with the teachers and heads to consult them, to learn from them, to help them encourage and find solutions to them. Polytechnics should be individually investigated in order to provide administrators with specific information regarding the reasons of teachers' stress and absenteeism.

The Government should discourage public criticism of teachers in order to uplift the morale of the teachers. The professional ethics of the teachers should be periodically revised to incorporate the modern trends in them. The teacher should not feel that teaching profession is a stigma in their way of life.

To fill up the higher posts, first preference should be given to teachers who are already in service.

6.12 Suggestion for further study:

For further research, it is suggested that studies involving more number of variables can be undertaken. In addition, factors contributing to teacher burnout should also be identified. The studies should also be replicated in other parts of the country to assess the geographical differences .

BIBLIOGRAPHY

Adams, J.S., (1963). Towards an Understanding of Inequity. Journal of Abnormal and Social Psychology, 67, pp. 422–436.

Singh Amar (1985). Correlates of Job satisfaction Among Different Professionals, Unpublished Thesis, Ph.D.Education, Panjab University,

Singh Amar (1995) .AStudy of Job Satisfaction of Polytechnic Teachers in Relation to Personal and Organizational Variables, Unpublished M.E.E. Thesis, TTTI, Chandigarh,

Ann, E.C. (1991). ‘The effect of observational feedback on burnout levels of elementary physical education teachers’. Diss. Abst. Int. (A), Vol. 52A, No. 4,, pp. 1205 A

Anna, J: Ide, M (1993). ‘An analysis of occupational burnout among teachers in selected urban schools’, Diss. Abst. Int. (A), Vol.53, No.12, pp.4138 A.

Ann, E (1995). ‘Stress and Job Satisfaction among special education teachers in urban districts in Texas’. Diss. Absts. Int. (A), Vol.55, No.9, pp.2790 A.

Atwater, E. (1990). Psychology of Adjustment. Englewood cliffs, NJ: Prentice – Hall,

Azeem S.M., (2010). Personality hardiness, job involvement and job burnout among teachers, referred from www.acedamicjournals.org.

Kaur Balvinder, Job Satisfaction of Home Science Teachers: It's Relationship with Personal Professional and Organizational Characteristics, Unpublished Thesis PhD Edu.Panjab University, Chandigarh.

Barnes, A. (1986). Perception of clients, Burnout and sense of competence among Prospective Service Workers' Diss. Abst. Int. (A), Vol.47, No.2, 138,

Beehr, T.A. & Newman, J.E., (1978). Job Stress, Employee health, and organizational effectiveness: A facet analysis, model, and literature review. Personal psychology,

Blauner, R. (1964). Alienation and Freedom, Chicago: University of Chicago Press.

Blum, M. L. (1956). Industrial Psychology and its Social Foundations New York, Parper and Co.

Bowen, B. E., (1980). Job Satisfaction of Teacher Education in Agriculture. Diss. Absts. Int., 41:8, pp. 1350-A.

Bowling, S. R (1974). Leadership Behavior of Chief student Personnel Administrators and its Relationship to Morale and Job Satisfaction, diss. Absts . Int . 34:8, pp. 4772- 4773 A.

Brahma, N., (1992). Job satisfaction among the Graduate Teacher in Industrial Town Duliajan, Unpublished M. Ed. Dissertation, Dibrugarh University, Dibrugarh,

Buckley, G.C. (1993). The Relationship of burnout and Job Satisfaction in Human service workers, Diss. Absts. Int. 53: 1, pp. 687 A.

Bullock, R.P. (1952). Social Factors Related to Job Satisfaction, Research Monographs, and Columbus, Ohio state University, Bureau of Business Research, vol. 70.

Campbell, J.P. and Pritchard, R.D. (1976). Motivation Theory in Industrial and Organizational Psychology, In M. D. Dunnett (Ed) Handbook of Industrial and Organizational Psychology, Chicago: Rand Mc Nally, , pp.63–130.

Caplan, R.D. Cobb, S., French, J.R.P.Jr. (1975). Harrison, R.V. and pinneau, S.R.Jr. Job Demands and Worker Health (New Niosh No.75-160) .Washington, Dc: us, Government Printing Offish.

Carolina, K.B., (1991). ‘An examination of a model of burnout in dual role teacher – coaches’. Diss. Absts. int (A), vol. 51A, Part I, No.12, , pp.4060 A.

Carroll, J. F. X. and White, W.L, (1982). Theory Building: Integrating Individual and Environmental Factors within an Ecological Framework. In W. S. Paine (Ed.) Job tress and Burnout (pp.41–60) Beverly Hills, C.A.: Sage.

Chandel, J.S. (1978) .Impact of Education on Vertical, Social Mobility as Measured by Income, Occupation and Social Status, Unpublished Doctoral Dissertation, University.