

RELATIONSHIP BETWEEN OCCUPATIONAL STRESS AND BURNOUT AMONG SCHOOL TEACHERS

Neelam Kumari, Anup Sood

Department of Psychology, H.P. University, Shimla-05, (India)

ABSTRACT

The study investigated the relationship between teacher occupational stress and burnout. The sample size of 400 private school teachers of Himachal Pradesh was taken in to consideration which included both primary and secondary school teachers. The test of Teacher stress Survey by Malik, 1993 and Maslach Burnout inventory by Maslach & Jackson, 1981 was used to assess the teacher stress and burnout. Firstly, correlation analysis design was used to see the significant relationship between all the subs components of stress viz., stress related to students, stress related to Parents, stress related to administration, stress related to fellow teachers with Burnout (Emotional Exhaustion, Depersonalization, personal accomplishment). Secondly, multiple regression analysis was also computed to examine the clear picture of relationship among the variables.

Keywords: *Burnout, Stress, Teachers*

I. INTRODUCTION

The modern world, which is said to be a world of achievement, is also a world of stress. One finds stress everywhere, whether it is within the family or business organization or any other social or economic activity. Right from the time of birth till the last breath, an individual is invariably exposed to various stressful situations. Thus it is not surprising that interest in the issue has been rising with the advancement of the present century, which has been called the age of "Anxiety and Stress".

Stress is growing concern in today's society (American Psychological Association, 2007). Over the years stress at work has emerged as most prominent and pervading feature of modern organizations attracting the attention of many psychologists and management scientists. A number of studies in the West and some in India on work/occupational/organizational stress have proliferated.

Work stress may be generally defined as any characteristics of the job environment which threatens the social and emotional well being of an individual (Caplan, Cobb, French, Harrison, & Pinneau, 1980). It represents a general stress syndrome (Sweeney, 1981) characterized by physical depletion and feelings of helplessness and hopelessness.

Reported work stress has special meaning in relation to the teaching profession. Teaching is regarded as a very stressful job requiring an individual to stand for many hours daily, alone before a group of sometimes alienated

pupils. The teacher has to play multiple roles such as supporting parent, disciplining taskmaster, stimulating actor and informative resource person. Teaching requires interaction with administrators, children and parents, while "academic freedom" and "administrative arrangements" almost prohibit supportive exchanges among peers. The special affective characteristics of the profession exert pressure towards presenting an understanding, supportive and optimistic appearance without the legitimacy to show the negative consequences of continuous exposure to the public eye (Dreeben, 1973; Lortie, 1975).

Thus strain like disciplinary problems, student's apathy, overcrowded classrooms, involuntary transfers, excessive paper work, inadequate salaries and lack of administrative support are frequently expressed in physical as well as psychological symptoms among teachers (Cacha, 1981; Farber & Miller, 1981; Russel, Altmaier, & Velzen, 1987).

Schaufeli Greenglass, Burke, (1997) have explored the stressful elements common to the teaching profession, in particular as a sense of inequity or lack of reciprocity in one's interpersonal and organizational work relationships. When teacher feels their investments in their students, colleagues and schools are greater than the outcomes of the teachers service, they are likely to experience emotional, psychological and professional consequences (Van Horn, Schaufeli, & Enzmann, 1999; Van Horn, Schaufeli, & Taris, 2001) and the more demanding the job is perceived to be the greater these consequences are (Demerouti, Bakker, Narchiner, & Schaufeli, 2001).

Staff members in human services and educational institutions are often required to spend considerable time in intense involvement with the other people. Frequently, the staff-client interaction is centered on client's current problems (psychological, social or physical) and is therefore charged with feelings of anger, embarrassment fear of despair. Because solutions for client's problems are not always obvious and easily obtained, the situation becomes more ambiguous and frustrating. For the person who works continuously with people under such circumstances, the chronic stress can be draining and may lead to "Burnout" (Maslach & Jackson, 1986).

Burnout is a psychological concept. It depends upon how an individual fulfils or fails to fulfill his needs, especially those needs which are depended on interpersonal relationships for their fulfillment and deserve co-equal status with the concept of stress management. In early studies stress has been identified as a prerequisite condition but not an only criterion for burnout. Volume, magnitude and intensity of stress also account for burnout feeling. Stress within the elasticity range is positively related to job satisfaction and adjustment but high level of stress is found to be responsible for poor performance (John, & Michael, 1980), physical (Lipowski, 1997), and psycho-physiological (Friedman & Rosenman, 1974) disorders. When a person works for a long time in stressful working condition with inadequate stress management skills, he/she develops burnout feelings.

Most of the burnout research focus on employee in the human service sectors, including social workers, nurses, teachers, lawyers, physicians, police officers and other occupations requiring large amount of contact with people in need of aid (Pearlin & Hartman, 1982).

Stress and burnout among teachers has in the last few years, become a popular topic in the professional literature. Burnout teachers like other burned-out professionals complain of psychosomatic symptoms (e.g.,

exhaustion, insomnia, ulcers, headache, depression), as well as increased family conflicts (Chernis, 1980a,b; Freudenberger & Richelson, 1980, Maslach, 1976).

The teacher occupies a pivotal place in the system of education. The quality of the citizens of a nation depends upon the quality of their education. The quality any educational system depends upon the quality of a teacher.

The teacher is of paramount importance in every system of education. The whole system of education revolves around the teacher. In ancient India, the teacher was related as equal to God. The teacher is also called the "architect of nation", the "maker of man" and the "maker of history." Therefore, it is apt to say that the teacher is the back bone of the educational system.

Teachers are expected to be purveyors of appropriate morals and value, guidance counselors in different spheres of human endeavour disciplinary and nation builders. In this regard it is acknowledged that the teaching profession is the largest and most visible profession, where the pressure is applied by society on the educators to correct social problems.

Further, Nias, Jennifer (1999) observed that because teachers feel morally rather than legally accountable for their pupils, that in the process of caring for them they often care so little for themselves that they fail to see and respond to early physical and emotional symptoms of stress and burnout.

However, some research suggests that high levels of job stress do not always lead to teacher burnout. In fact, certain individuals may not only be unimpaired by job stress, but may actually thrive under it (Pithers, 1995; Whitehead & Ryba, 1995).

Occupational stress among Indian teacher has been examined by a number of researchers (e.g., Sud & Malik, 1999; Upadhaya & Singh, 1999). Studies done in India report a low to moderate level of burnout among teacher (Mishra, 1997; Sahu & Mishra, 1995). Researchers have also identified a number of personal and environmental factors associated with burnout. Personal factors include unrealistic expectations, low self esteem, self critical attitude, over commitment, lack of social support etc. (Lavandero, 1981; Maslach, 1982). Environmental factors are particularly related to work environment which encompass workload, role conflict, lack of authority to carry out responsibility, strenuous working condition (including lack of control, overworking condition etc.) (Jackson, 1983; Lavandero, 1981).

However, teaching is job associated with wide variations in terms of job demands. Some researchers have investigated school teachers (e.g., Sud & Malik, 1999) while others have studied university or college teachers (e.g., Sahu & Mishra, 1995; Upadhyay & Singh, 1999). Job demands of even university/college teachers may also vary from faculty to faculty. Thus, the generalization of findings for teaching population requires a stratified random sample of teachers with faculty (e.g., Science, arts, medical sciences, engineering, etc.), grade (e.g., primary school teachers, secondary school teachers etc.), age, gender etc., as stratifying factor.

II. OBJECTIVES

Based on review of related literature and the aims of the present study, the following hypotheses were framed for primary and secondary school teachers.

1. To assess the relationship between teacher occupational stress and job burnout among both primary and secondary school teachers.
2. To predict job stress from burnout, for both primary and secondary school teachers.

HYPOTHESIS

1. Job stress (due to students, parents, administrations, colleagues, and over all stress scores) will be significantly and positively correlated with job burnout (emotional exhaustion, depersonalization & personal accomplishment).
2. Job burnout (emotional exhaustion, depersonalization & personal accomplishment) will emerge as significant predictor of job stress.

METHODOLOGY

RESEARCH DESIGN:

The present investigation was designed to study the relationship of teacher occupational stress and burnout. Thus a correlation (non-experimental) design was used.

SAMPLE:

This study was conducted on a total sample of 400 private school teachers selected from the schools of Shimla city (H.P.). Equal numbers of (200 each) teachers were taken from both primary as well as secondary school.

TOOLS USED

The following tools were used in the present study

1. Demographic Profile
2. Teachers Stress Survey (Malik, 1993).
3. Maslach Burnout Inventory (Maslach & Jackson, 1981).

PROPOSED STATISTICAL ANALYSIS

1. Correlational analysis: It has been used to see the relationship between different variables
2. Simultaneous Multiple regression analysis: were conducted on job stress total and four subscales of stress, these subscales were separately regressed on three dimensions of burnout (emotional exhaustion, depersonalization, personal accomplishment)

III. RESULTS:

Table No.1 Correlation among Total Primary School Teachers (N=200)

Sr. No.	Variables	Mean	S.D	N	SDS	SDP	SDA	SDC	Stress Total	EE	DP	PA
1	(SDS) Due to Students	28.27	13.45	200	X	.644**	.673**	.589**	.825**	.096	.061	.078
2	(SDP) Due to Parents	27.37	12.60	200			.800**	.733**	.901**	.000	.023	-.007
3	(SDA) Due to Administration	38.46	21.23	200				.690**	.934**	.094	.113	.011
4	(SDC) Due To Colleagues	15.40	10.11	200					.827**	.115	.199**	-.054
5	Stress Total	109.5	50.65	200						.088	.109	-.063

6	(EE) Emotional Exhaustion	15.03	8.05	200								.264**	-.182**
7	(DP) Depersonalization	8.19	4.09	200									-.230**
8	(PA) Personal Accomplishment	18.59	7.62	200									X

Note: ** p<.01; * p<.05

Table No. 4 Correlation among Total Secondary School Teachers (N=200)

Sr. No.	Variables	Mean	S.D	N	SDS	SDP	SDA	SDC	Stress Total	EE	DP	PA
1	(SDS) Due to Students	30.99	15.87	200	X	.805**	.779**	.686**	.899**	.170*	.108	.116
2	(SDP) Due to Parents	25.68	14.95	200			.781**	.661**	.889**	.054	.012	-.180*
3	(SDA) Due to Administration	41.14	22.68	200				.766**	.937**	.093	.006	-.006
4	(SDC) Due to Colleagues	18.06	12.49	200					.843**	.198**	.147*	-.026
5	Stress Total	116.36	59.42	200						.144*	.083	-.118
6	(EE) Emotional Exhaustion	14.5	8.42	200							.444**	.307**
7	(DP) Depersonalization	7.77	5.06	200								-.285**
8	(PA) Personal Accomplishment	16.53	9.37	200								X

Note: ** p<.01; * p<.05

III. DISCUSSION

In the present study, emotional exhaustion has turned out to be a significant predictor of stress due to students and colleagues for secondary school teachers only, which clearly shows that stress due to student's leads to more emotional exhaustion in secondary school teachers.

Students' misbehavior has been found to be the most prominent source of stress for school teachers (Centre & Callaway, 1999; Long & Gessaroli, 1989; Pithers & Soden, 1998; Grifith Steptoe, & Cropley, 1999;; Whitehead & Ryba, 1995;). Hasting and Bham (2003) reported that disrespectful students' behavior predicted emotional exhaustion. It has been noted that students' misbehavior can cause high level of professional stress and personal distress in teachers (Miller, 1995). It has been found that managing classroom behavior problem is major cause of stress, as problembehavior diverts their teacher attention from instructing the class and causes excess time to be engaged in disciplinary action (Giallo & Little, 2003; Little, 2003). Terry, (2008), a secondary School teacher from Rotherham said that she is unable to give all the students the time and attention they often need.

Whitehead and Ryba (1995) found that staff relationships problems were one of the main source of stress in teachers (Centre & Callaway, 1999; Long & Gessaroli; 1989; Pithers & Soden, 1998).

But in case of primary school teachers, only depersonalization has turned out to be significant predictor of stress due to all the variables of job stress (except stress due to students).

Depersonalization (DP) refers to disconnecting oneself from others. It occurs when a person develops negative feelings, callous, and cynical attitudes towards others. In view of above finding, perhaps the stress due to parents, colleagues as well as administration leads to more depersonalization in primary school teachers. Since the students are too young in primary schools, their behavior is under the control of their teachers. Therefore teachers do not experience stress due to students and no depersonalization towards them. Ross, Little & Kienhuis, (2008) observed that primary school teachers are confident in their ability to manage students' behavior. However since the parents who communicate on behalf of their children and their own grievances are not satisfied with the functioning of teachers. Their angry/critical behavior may be the cause for depersonalization of teachers towards them.

Yagil, (1998) found that major sources of stress for inexperienced teachers are interaction with pupil's parents, (cite by Lath, 2010; Mokad; 2005). However, in the present study it is very difficult to decide if the primary school teachers were inexperienced as it was not assessed.

Perhaps the stress due to parents (Lazarus, 1993) colleagues and other staffs (Cordes & Dougherty, 1993) exceeds the coping ability of primary school teachers so much that to avoid daily exposure to such stressors, they treat them as impersonal objects. In the present study, depersonalization has become a significant predictor of stress due to colleagues only for secondary school teachers also.

A bulk of evidence (Borg, Riding, Falzon, 1991; Kyriacou & Sutcliffe, 1979; Kyriacou, 1987; Manthei & Solman, 1988; Laughlin, 1984; Travers & Cooper, 1996; Guglielmi & Tatrau, 1998), points out that poor relationship with the colleagues is one of the specific factors responsible for high level of psychological pressure for teachers. If colleagues are full of envy, jealousy and back-biting (Kua et al., 1989), then it is not difficult for teachers to get detached from their peers, who create so much stress for them through their behavior, that it becomes unmanageable. To avoid daily exposure to such stressors, secondary school teachers of the present study are treating their colleagues as impersonal objects. Neelam Kumari (2005) observed that secondary school teachers reported high level of depersonalization.

The feeling of reduced personal accomplishment is characterized by individual negative view of themselves or their ability to do the job. They feel inadequate and unproductive (Cordes & Dougherty, 1993). In the present study high stress due to parents is found to be responsible for reduced personal accomplishment only for secondary school teachers.

Perhaps not being able to deal with stress due to parents is regarded as an aspect of personal accomplishment by teachers of secondary schools and is responsible for developing in them a negative view of their ability to deal with parents.

However, studies reporting relationship between the types of burnout and different job stress situations for teachers are not available. Due to lack of supportive evidence, present findings rest on their own merit. Hence much future research is required.

REFERENCES

6th International Conference on Recent Trends in Engineering, Science & Management

Shri Guru Teg Bahadur Khalsa College Anandpur Sahib, Punjab

(ICRTESM-17)

8th January 2017, www.conferenceworld.in

ISBN: 978-93-86171-21-4

- [1.] American Psychological Association, (2007). Stress a major health problem in the U.S., warns APA. Retrieved June 1, 2008, from http://www.apa.org/releases/stress_problems.html.
- [2.] Malik, A.K. (1993). Anxiety, job related stress and social support among school teachers. M. Phil Dissertation (Unpublished), Himachal Pradesh University, Shimla, India.
- [3.] Maslach, C., & Jackson, S. E. (1981a). Maslach Burnout Inventory. Palo Alto, CA: Consulting Psychologists Press.
- [4.] Maslach, C., & Jackson, S. E. (1981b). The measurement of experienced burnout. *Journal of Occupational Behaviour*, 2,99-113.
- [5.] Caplan, R.D., Cobb, S., French, J.R.P., Harrison, R.V., & Pinneau, S.R. (1980). *Job Demands and Worker Health: Main Effects and Occupational Differences*, Institute for Social Research, Ann Arbor.
- [6.] Sweeney, D., (1981). Burnout: It is really a stress syndrome? In W.S. Paine (Ed.), *proceedings of the first national conference on burnout*, Philadelphia.
- [7.] Lortie, D.C. (1975). *School teachers: A Sociological Study*. Chicago: University of Chicago Press.
- [8.] Dreeben, R. (1973). The school as a work place. In Travers, R.M. (Ed.). *Second handbook of research on teaching*. Chicago: Rand McNally.
- [9.] Cacha, F.B. (1981). Teacher burnout: Causes and solutions. *Kappa Delta Pi Record*, 18(23), 26-27.
- [10.] Farber, B.A., & Miller, J.(1981). Teacher burnout. A psycho educational perspective: *Teacher College Record*, 83, 235-243.
- [11.] Paine, W.S. (1981). The burnout phenomenon. *Vocational Educational*, 56(8), 30-33.
- [12.] Russell, D.W., Altmaier, E., & vanVelzen, D. (1987). Job-related stress, social support, and burnout among classroom teachers. *Journal of Applied Psychology*, 72, 269-274.
- [13.] Schaufeli, W.B., Greenglass, E.R., & Burke, R.J. (1997). A Canadian-Dutch comparison of teachers burnout. *Psychological Reports*, 8(2), 371-382.
- [14.] Vanhorn, J.E. Schaufeli, W.B., & Enzmann, D. (1999).Teacher burnout and lack of reciprocity. *Journal of Applied Social Psychology*, 29, 91-108.
- [15.] VanHorn, J.E., Schaufeli, W.B., & Taris, T.W. (2001). Lack of reciprocity among Dutch teachers: Validation of reciprocity indices and their relation to stress and well being. *Work and Stress*, 15, 191-213.
- [16.] Demorouti, E., Bakker, A.B., Nachreiner, F., & Schaufeli, W.B. (2001). The job demands-resources model of burnout. *Journal of Applied Psychology*, 86, 499-512.

- [17.] Maslach, C., & Jackson, S.E. (1986). MBI: Maslach Burnout Inventory (2nd Ed.). Manual Research Edition. Palo Alto, C.A: Consulting Psychological Press.
- [18.] John, M.I., & Michael, T.M. (1980). Stress and Work, Scott, Foresmen & Co.England.
- [19.] Lipowski, Z. J. (1997). Psychosomatic medicine in the seventies: An overview. American Journal of Psychiatry, 134, 233-244.
- [20.] Friedman, M., & Rosenman, R.H. (1974). Type A behavior and your heart, New York: Alford A Knopf inc.
- [21.] Freudenberger, H.J., & Richelson, G., (1980). Burnout: The high cost of achievement. What it is and how to survive it, Garden city. New York. Doubeday.
- [22.] Cherniss, C. (1980). Staff Burnout: Job stress in the human service. Beverly Hills, CA. USA: Sage.
- [23.] Cherniss, C. (1980a). Professional burnout in human service organizations. New York: Prager.
- [24.] Maslach, C. (1976). Burned-out. Human Behaviour, 5(9), 16-22.
- [25.] Nias, Jennifer, (U Plymouth, Faculty to Arts and Education). Deveon, England UK Teachers moral purposes; stress vulnerability, and strength, (In PA Vol. 86; 226-228) understanding and preventing teacher. Burnout: A source book of international research and practice. Van denbergh, Roland, & Huberman, A. Michael, (Eds.), Cambridge University Press; New York, N Y, 1999, VX. pp. 362, ISBN O-521-62213-1 (Hard Cover) pp. 223-237.
- [26.] Pithers, R.T. (1995). Teacher stress research: Problems and progress. British Journal of Educational Psychology, 65, 381-392.
- [27.] Whitehead, A.J., & Ryba, K. (1995). New Zealand teachers' perceptions of occupational stress and coping strategies. New Zealand Journal of Educational Studies, 30(2), 177-188.
- [28.] Upadhyaya, B.K, & Singh, B. (1999). Experience of stress: Difference between college teachers and executive. Psychological Studies, 44(3), 65-68.
- [29.] Sud, A. & Malik, A.K. (1999). Job related stress, social support and trait anxiety among school teachers. Journal of the Indian Academy of Applied Psychology, 25, 5-3.
- [30.] Sahu, K., & Mishra, N. (1995). Life stress and burnout in female college teachers. Journal of the Indian Academy of Applied Psychology, 21, 109-113.
- [31.] Mishra, N.(1997). People in helping profession and occupational stress. A case for job burnout. In D.M. Pestonjee, U. Pareek and R. Aggarwal (Eds.). Studies in stress and its Management, New Delhi: Oxford & I BH publishing Co. Pvt. Ltd.
- [32.] Maslach, C. (1982). Burnout: The cost of caring, Englewood Clippis, N.J.: Prentice Hall.
- [33.] Lavandero, C. (1981). Nurse burnout and some reasons why. Nursing Outlook, 7, 424-425.

- [34.] Jackson, S.E. (1983). Participation in decision making as strategy of reducing job related strain. *Journal of Applied Psychology*, 68, 3-19.
- [35.] Centre, D.B., & Callaway, J.M. (1999). Self-reported job and personality in teachers of students with emotional or behavioral disorders. *Behavioral Disorders*, 25, 41-51.
- [36.] Long, B.C., & Gessaroli, M.E. (1989). The relationship between teacher stress and perceived coping effectiveness: Gender and marital differences. *The Alberta Journal of Educational Research*, 35, 308-324.
- [37.] Pithers, R.T., & Soden, R. (1998). Scottish and Australian teacher stress and strain: A comparative analysis. *British Journal of Educational Psychology*, 68, 269-279.
- [38.] Griffith, J., Steptoe, A., & Copley, M. (1999). An investigation of coping strategies associated with job stress in teachers. *British Journal of Educational Psychology*, 69(4) , 517-531. Article first published online: 16 DEC 2010. DOI: 10.1348/000709999157879
- [39.] Hasting, R.P., & Bham, S.B. (2003). The relationship between student behaviour patterns and teacher burnout. *School Psychology International*, 24, 115-127.
- [40.] Miller, A. (1995). Teachers' attributions of causality, control and responsibility in respect of difficult pupil behavior and its successful management. *Educational Psychology*, 15, 457-471.
- [41.] Giallo, R., & Little, E. (2003). Classroom behaviour problems: The relationship between preparedness, classroom experiences and self-efficacy in graduate and student teachers. *Australian Journal of Educational and Developmental Psychology*, 321-334.
- [42.] Little, E. (2003). *Kids behaving badly: Teacher strategies for classroom behavior*. French Forest Australia, Australia: Pearson Education.
- [43.] Terry, H. (2008). Pupil and teacher perspectives on motivation and engagement in high school history: A U.K. view. In *American Educational Research Association (AERA 2008)*, New York, USA 24 - 28 Mar 2008. , 21pp.Last modified25.june2011,16:34.
- [44.] Ross, P.C., Little, E., & Kienhuis, M. (2008). Self-reported and actual use of proactive and reactive classroom management strategies and their relationship with teacher stress and students behavior. *Educational Psychology*, 28(6), 693-710.
- [45.] Yagil, D. (1998). If anything can go wrong it will: Occupational stress among inexperienced teachers. *International Journal of Stress Management*, 5(3), 179-188.
- [46.] Cordes, C.L., & Dougherty, T.W. (1993). A review and an integration of research on job burnout. *Academy of Management*, 19(4), 621-656.

- [47.] Lazarus, R.S. (1993). Why we should think of stress as a subset of emotion. In S.Bregnitz, & L. Goldberger (Eds.), *Handbook of Stress: Theoretical and clinical aspects* (pp. 21-39). New York: the free press. A division of Macmillan, Inc.
- [48.] Lath, S.K. (2010). A study of the occupational stress among teachers. *International Journal of Educational Administration*, 2, 421-432. Available on <http://www.ripublication.com/ijea.html>.
- [49.] Mokad, M. (2005). Occupational stress among the Algerian workers. *Afr. Inst. Occupational Health N. Lett.* 2(99), 15-17.
- [50.] Borg, M. G., Riding, R.J., & Falzon, J, M. (1991). Stress in teaching: A study of occupational stress and its determinations, job satisfaction and carrier commitment among primary school teachers. *Educational Psychology*, 11(1), 59-75.
- [51.] Kyriacou, C., & Sutcliffe, J. (1979). Teacher stress and satisfaction. *Educational Research*, 21, 89-96.
- [52.] Kyriacou, C. (1987). Teacher stress and burnout: An International Review. *Educational Research*, 29, 146-152.
- [53.] Manthei, R., & Solman, R. (1988). Teacher stress and negative outcomes in Canterbury state schools, New Zealand. *Journal of Educational Studies*, 23, 145-163.
- [54.] Laughlin, A. (1984). Teacher stress in an Australian setting: The role of biographical mediators. *Educational Studies*, 10(1), 7-22.
- [55.] Travers, C.J., & Cooper, C.L. (1996). *Teachers under pressure: Stress in the teaching profession*. London, UK, Rutledge.
- [56.] Guglielmi, R., & Tatrav, K. (1998). Occupational stress, burnout and health in teachers: A methodological and theoretical analysis. *Review of Educational Research*, 68, 61-99.
- [57.] Kua, E.H., Tian, C.S., Lai, L., & KO, S.M. (1989). Work stress and mental distress. *Sing Med Journal*, 30, 343-345.
- [58.] Kumari, N. (2005). Impact of Teacher's characteristics and social support on their burnout. Unpublished M.Phil Dissertation, Himachal Pradesh University, Shimla, India.