



Munich Personal RePEc Archive

Burnout among para-teachers in India

Mary Rajnee Toppo and Ganesh Manjhi

Jawaharlal Nehru University, New Delhi-110067

30. July 2011

Online at <https://mpra.ub.uni-muenchen.de/43507/>

MPRA Paper No. 43507, posted 5. January 2013 20:52 UTC

Burnout among para-teachers in India

Mary Rajnee Toppo¹

and

Ganesh Manjhi²

Jan 01, 2013

1. Ph.D Scholar at Zakir Husain Center for Educational Studies, JNU, New Delhi, email - mrajnee@gmail.com

2. Ph.D Scholar at Center for International Trade and Development, JNU, New Delhi, email – ganeshtrx@gmail.com

Acknowledgements:

Authors would like to thank Dr. Minati Panda for guiding throughout the completion of papers and discussant Dr. Antony George William and other participant of the NAO-P-XXII conference held in Christ University Bangalore, India on December-2012. The paper represents the view of the authors. The standard disclaimer applies.

Abstract

The concept of burnout is seen in almost all the profession such as-managerial work, nursing, teaching etc. This paper focused on the burnout study of para-teachers' in India. Para-teachers were untrained, less paid and employed up to secondary school on contractual basis. Government is silently promoting them as '*Money Saving Approach*' in current education system. Para-teachers agitation throughout the country indicated towards the serious psycho-social problems among teachers community. Hence, the attempt is to present the cross sectional study of the sample of 100 Para-teachers from Jharkhand (India). To measure the Burnout level among para-teachers, Maslach Burnout Inventory (MBI) Educational Survey was used as a tool. Apart from the three constituents of burnout like Emotional exhaustion, Depersonalization, reduced Personal Accomplishment, another three variables like the low Self Efficacy, Environmental factors and Job dissatisfaction were taken as additional scales. It explored the different causal factors for burnout to study the problems in Indian context. The correlation matrix and the general to specific modeling of multiple regressions analysis showed that gender, teaching experiences, student populations and financial insecurity were significantly contributing to burnout. Thus the background for burnout has been created by economical, social and psychological aspects among para-teachers.

JEL Classification: H52, H75 and I21

Keywords: Para-teachers, Burnout, Contract teacher, Education

Corresponding Address: Ganesh Manjhi, Ph.D Scholar, Center for International Trade and Development, Jawaharlal Nehru University, New Delhi-110067, India. Mobile- +919811998194, email – ganeshtrx@gmail.com

1. Introduction

The concept of burnout is seen in almost all the profession such as-managerial work, nursing and teaching etc. Until now, burnout study could be found mainly among nursing, military etc. in India. However, burnout in educational profession is the recent phenomenon when, the concept of para-teacher (contract teacher) has been introduced.

Christina Maslach (1981) developed Maslach Burnout Inventory (MBI), which is widely used to study burnout. The MBI has enabled the multi-dimensional aspects of burnout to be measured which has further distinguished burnout from related concepts such as depression, dissatisfaction, tension, conflict, pressure and particularly stress. The distinction between burnout and stress is important to understand because of their inter-relationship. Briefly, stressors (e.g., role conflict, ambiguity and over stimulation) cause stress in short term, while in the long term these stressors can have an accumulating effect which causes burnout (Densten, 2001). Maslach (1981) described the burnout in following way-emotional exhaustion, depersonalization and reduced personal accomplishment. Emotional Exhaustion refers to the depletion of psychic energy and the draining of emotional resources. Depersonalization refers to the development of negative, cynical attitudes towards the recipients of one's service. Reduced personal accomplishment is the tendency to evaluate ones' own work negatively with recipients, an evaluation that is often accompanied by feelings of insufficiency (Maslach and Jackson, 1981).

Several policies have been introduced in India after independence in 1947. The National Education policy (NEP) 1986 has been re-enforced in 1990's with the introduction of District Primary Education Programme (DPEP). It further enhanced in 2000, with the introduction of Sarva Shiksha Abhiyan (SSA) and government launched universalization of elementary education called Education for All (EFA). Though, there was already very low teacher-pupil ratio, but the Education for All process increase the demand for teachers. To meet the demand for the teachers without incurring much additional costs, the system of para-teachers was launched. The main objective of the scheme is to address adverse teacher pupil ratio and to improve enrolment and quality of education (Govinda and Josephine, 2004).

Beside Maslach's work, equity theory by Adams (1965) closely follows the nature of burnout among para-teachers in India. The very assumption is that, if the differences in pay scale, the colleague relationships and the status of regular and para-teachers do not commensurate with the

differences in the skills and talents of the teachers and the workload each group takes, there will be a high probability that the less advantaged groups (here it is para-teachers) will experience high level of inequity. That is, the sustained feeling of inequity results in burnout among the para-teachers.

The recruitment of para-teachers has been introduced with the expectation that it will increase the teacher-pupil ratios and also help to establish a good rapport between students and teachers as the para-teachers are from the local community. The term para-teacher is used to refer to all teachers, who are appointed either on contractual basis or on terms and conditions different from the regular government teachers (Kingdon and Sipahimalani Rao, 2010). In India, the para-teachers are known by different name in different states such as Vidya Sahayak in Gujarat, in Himachal Pradesh *Vidya Upasak*, in Maharashtra *Shikshak Sevak*, *Shiksha Karmi* in Rajasthan and *Shiksha Mitra* in Uttar Pradesh (DPEP Calling, 2000, p.56). The major objective behind the introduction of para-teachers (contract teachers) project is to increase access in remote rural areas where regular teachers are disinclined to serve, to provide schooling in post-conflict areas where no teachers are available, to serve ethnic minority populations in which local volunteers can communicate with pupil and parents through local languages, to improve pupil-teacher ratios, to provide assistance to regular teachers, to provide a source of employment for educated youth and to offer a cost-saving alternative to rapidly expand enrolments in primary and secondary schools (Fyfe, 2007). By introducing the concept of contract teacher, government was successful in overcoming the problem of teacher shortage partially.

The minimum qualifications required for being para-teacher is senior secondary school, but it varies state to state. The government on the other hand, argues that contract teachers are as qualified as regular teachers and there is no discrimination when it comes to in-service training. Notwithstanding the justification made by the government, teachers across the country are disturbed but the teachers unions have remained silent. For example, just like the labor unions, that only represents the formal labor force. Daily wagers, contract labors and workers in the informal sector remain outside the jurisdiction of formal trade unions (Ramachandran et.al. 2008). The para-teachers are appointed under Village Education Committee (VEC) in three broad categories- para-teachers for upgraded primary school/newly established primary school scheme centers, para-teacher based on 1:40 teacher pupil ratio and primary teachers for upgraded

upper primary schools. The perplexed para-teachers are prone to be burnt out in many respects such as-unequal pay, contractual nature of job to be renewed every year, can not avail the emoluments without the permission of VEC etc.

2. Economic, Social and Psychological Aspects of Para-teachers

One of the most important objectives of the recruitment of para-teachers is meeting the goal of 100% literacy with lower cost. Since, contract teachers' salaries are 20% to 50% less than regular teachers, authors such as Atherton and Kingdon, 2010, French and Genzuk , 2002, Sethi and Nath, 2004, Fyfe, 2007 see para-teachers as '*cost saving or cost effective approach*'. The cost saving approach under exploitative conditions of service (mainly because the incumbents are helpless as unemployed educated youth) was found to be not only indefensible but also reprehensible (Govinda and Josephine 2004). The salary of the para-teachers, recruitment procedure and service conditions are entirely different from regular government teachers and they don't have any pension provisions and promotional opportunities. After implementing 6th pay commission, the pay scale of the government teachers have gone up three times more than previous salary, but for the para-teachers either there was no increment or an increment of rupees 1000 only (Kingdon, 2010). In 2005, there are more than 500,000 para-teachers in India and this is continuously increasing to bring the inaccessible areas into the project. However, there is lot of discontent among the para-teachers in the various issues.

The government creates different layers of teachers by treating two kinds of teachers differently. It is like a '*caste system within the teaching profession*'. In the cost saving policy the para-teachers are categorized as '*dying cadres*' to hide the wretched wall of education system. This system has put a question mark on the quality of education, the professional identity of teacher and the self esteem of teaching cadre (Ramachandran, et. al., 2008). The para-teachers are not selected through proper competitive exams and interviews; they are selected by the village panchayat or Village Education Committee. Consequently, the quality of the para-teacher always remains questionable.

The government uses para- teachers as 'working capital' (Ganzuk, 2002) as the para-teachers are basically from the same community and locality of schools. They are serving as 'connectors' between school and community. As the para-teachers can reach remote places and are able to

provide education to the underprivileged children, the parallels are drawn between para-teachers and the '*Barefoot Doctors*'. The barefooted doctors were those served as people's friends during China's Cultural Revolution (Kumar, Priyam and Saxena, 2001). The parallels can also be drawn for 'paramedical doctors' or the 'contract teachers' in the educational institutions or the 'contract researchers in the NGOs'. The para-teachers are considered to be totally devoted, dedicated, highly motivated and have social service attitude; but the ground realities state that the expectation of being 'regularized' in future motivates these teachers to be sincere, regular and even tolerate exploitation in the hands of village heads. They tolerate non-payment of honorarium in their personal account, and irregularity of payment on time. Actually, the fundamental rights of these teachers are denied by government itself in terms of non-payment of equal wages for equal work, denial of any leave to them, including medical or maternity leave. The reasons given for this is that, these teachers are appointed on ad-hoc basis (Pandey, 2006).

The inequality in payment is visible from their pay scale but along with that they are discriminated by the government and even by their colleague regular teachers. Of course regular teachers are more qualified and experienced, but discrimination on the basis of experience and qualification is unjust to the fixed minimum criteria and constitutional rights. Precisely, money and power are associated with status and they define the identity of individuals. The recruitment of para-teachers is usually done at panchayat and Village Education Committee level without having much competition, therefore they are considered to be low grade teachers as the labeled status of the minorities in the social stratification in Indian social system. Such categorization of teaching staff in the education system, symbolizes yet another effort to perpetuate the discriminatory social system of the dominant classes.

This policy is one of the Structural Adjustment Programme (SAP), whose primary objective is to handing over the primary schools to the so called 'local community' and it is the early step towards the eventual privatization of a substantial proportion of primary schools (Kumar, et. al., 2001). Therefore, para-teachers are like '*Puppet*' (Stauffer, 1971) in the hand of the government who are appointed by the village committee of same 'local community' and who connect the community and school for achievement of universal elementary education.

There are several economic and sociological factors, which finally pave the road for stress in para-teachers. This stress not only reduces the para-teacher's productivity but also leave them

psychologically exhausted. The para professionals in different countries have revealed their plight where they were treated as 'second class citizens' and felt exploited. Every day para-teacher encounters several psycho-social and financial barriers in their occupation (Barron, 1980) which contribute as major stressors in their lives.

Researchers have highlighted that the working conditions for para-teachers in schools are psychologically very exhausting and demeaning. For instance, Kumar et. al. (2001) pointed out that para-teachers face challenges such as - lack of space, good interpersonal relationships with colleagues, promotional opportunities, teaching aids and crowded classrooms with compulsion to teach multiple classes at a time which makes working conditions difficult for para-teachers. Since, para-teachers are not well qualified or trained to teach multiple grades, they feel handicapped in multi-grade rooms such as - inability to maintain discipline and give time to individual students and face difficulties in managing non-teaching works like official paper work etc. All these make the working conditions taxing for them and leave them overburdened. In some cases due to lack of proper training, they are not able to teach Science and Mathematics above the standard-III (Ramachandran et. al., 2008). The inadequate pre-service and in-service teaching training of para-teachers add to their inability in managing challenging behaviors and making curriculum modifications and adaptations. All these factors not only leave para-teachers physically exhausted but also result in feeling of incompetence, dissatisfaction with the nature of their work and disappointments.

What adds fuel to fire is low remuneration combined with the contractual nature of job. There is clear hierarchical division in the teacher's community, the para-teachers are looked down by the government teachers in school because of the differences in the nature of their jobs and financial discrepancy created by the system resulted in very low self esteem among them. Govinda and Josephine (2004) find that para-teachers felt discriminated on the ground of full-fledged professional training and selection procedures. Despite putting equal efforts as government teachers and at times handling more overburdened than regular teacher, para-teachers are deprived of incentives, recognition and get a very meager salary. Often para professional complains about inadequate salary and perceived low status in profession and the main sources of stress and decreased job satisfaction (Carlson and Thopson, 1995, Kyriakou and Sutcliffe, 1978). The problems related to salary and the appointment of para-teachers present; inequality in

the job conditions which split the teacher-workforce into two parts, regular teachers as superior and para-teachers as inferior teaching groups. Such discriminatory attitude among the teachers adversely affects the intergroup dynamics among the teachers. Moreover, it creates unhealthy environment in the educational ambience. If the gaps in emoluments don't correspond with the work inputs in both the groups of teachers, there may be a perception of inequality among para-teachers. This may lead to poor job satisfaction, increased frustration and very unpleasant working conditions for para-teachers.

The results are making the working conditions physically and emotionally taxing for para-teachers and have adverse effects both on their abilities and willingness to work and collectively contribute to burnout among para-teachers. The burnout is a psychological term generally defined as 'feeling of emotionally drained due to stress from working with people under difficult or demeaning conditions'.

3. Methods

The sample comprised of 100 para-teachers randomly selected from the state of Jharkhand in India in November, 2010. In this study Maslach's framework has been used to define burnout, and only 5 point likert scale from "1" to "5" (that is strongly disagree to strongly agree respectively). Often, para-teachers were unable to distinguish the 7 point scale as we felt in the pilot phase of the survey; hence it has been modified to 5 point scale. Maslach Burnout Inventory (MBI) Educator Survey Questionnaires was used extensively for development of burnout. Because of unsuitability in Indian context, questionnaire under each variable were designed in changed formats. Christina Maslach (1980) used 22 questions in whole Burnout Inventory and set 9 questions for Emotional Exhaustion. Most of these questions were direct questions like 'I feel burnout from my work' or 'I feel fatigue when I get up in the morning and have to face another day on the job' or 'I feel like I'm at the end of my rope' etc. In the pilot phase, the para-teachers were found to be resisters from answering these questions.

Similar problems were encountered with the questions related to "Depersonalization" and "low Personal Accomplishments". Here the problems of burnout are more or less same but the cultural, social and educational conditions are different in India. So the questions in MBI scale didn't measure effectively why the teachers feel depersonalized from teaching job.

Though, the basic three variables such as Emotional Exhaustion, Depersonalization and low Personal Accomplishment were retained but the items in these variables were changed keeping in view the reality of primary education environments in India and the personal and professional background of the para-teachers. Questions were drawn from Para teachers' everyday life in school. Apart from these three basic variables mentioned above, four other constituents (low Self-efficacy, Negative Social Identity and Invisibility, Environmental Factors and Job Dissatisfaction) have been measured under burnout.

The total burn out scale used in this study included 7 constituents of burnout including MBI such as-emotional exhaustion, depersonalization, reduced personal accomplishment, low self efficacy, negative social identity and invisibility, environmental factors and job dissatisfaction. The factor analysis method was used to identify the compatibility of the questions under different constituents of burnout and also to test the reliability of the questionnaires. Principal component factor analysis was used and the loading criteria were tested if the threshold value is **0.35** or higher. The estimable form of the regression equation is as follows-

Emotional Exhaustion = f (Age, Gender, Education qualification, Teaching Experiences, Marital status, Numbers of dependents, location, Time taken to reach school, Numbers of regular and Para teachers, Numbers of classroom, Student population, Financial insecurity).

Similarly, equations for Depersonalization, Personal Accomplishment, Low Self Efficacy, Environmental Factors and Job Dissatisfaction are also estimated including the equation for total burnout.

4. Results and Discussion

Burnout is the outcome of the summation of scores obtained from emotional exhaustion, depersonalization and invisibility, personal accomplishment, self efficacy, environmental factors and job dissatisfaction. The total numbers of questions are 51. Among the randomly sampled para-teachers, 71% people have medium, 28% people have lower and 1% have highest level of burnout. Based on likert scale range from 1-5, the total lowest score is 51 and the highest is 255. That is, the score obtained by each para-teacher will fall between 51 to 255. Therefore, those para-teachers, who fall in the range of 51-153, they are expected to be less burnt out, those who

fall in between 154-204 are average level of burnt out and highest level of burnt out can be taken from the range 205-255.

Table 1: Descriptive Statistics

	MEAN	STDEV	Correlation Matrix						
			TOTEE	TOTDP	TOTPA	TOTSE	TOTEF	TOTJD	BURN OUT
TOTEE	33.120	5.686	1	.303**	.313**	.408**	.324**	.465**	.698**
				0.002	0.002	0	0.001	0	0
TOTDP	32.740	5.015	.303**	1	.275**	.316**	.414**	.340**	.627**
			0.002		0.006	0.001	0	0.001	0
TOTPA	25.860	4.844	.313**	.275**	1	.489**	.227*	.635**	.713**
			0.002	0.006		0	0.023	0	0
TOTSE	28.990	5.784	.408**	.316**	.489**	1	0.069	.566**	.722**
			0	0.001	0		0.495	0	0
TOTEF	21.700	4.073	.324**	.414**	.227*	0.069	1	.316**	.523**
			0.001	0	0.023	0.495		0.001	0
TOTJD	22.530	5.775	.465**	.340**	.635**	.566**	.316**	1	.822**
			0	0.001	0	0	0.001		0
BURN OUT	164.940	21.619	.698**	.627**	.713**	.722**	.523**	.822**	1
			0	0	0	0	0	0	
N	100	100	100	100	100	100	100	100	100

** . Correlation is significant at the 0.01 level (2-tailed), * . Correlation is significant at the 0.05 level (2-tailed)

Table 1 shows the descriptive statistics of the constituents of burnout. We see that all the variables are positively correlated with the burnout. In fact, constituents itself are significantly and positively correlated to each other. Except Environmental factors and job dissatisfaction, all other constituents are showing higher than half in measurement scale.

We adopted multivariate regression estimation of different constituents of burnout on the different qualitative and quantitative variables of para-teachers. Considering the possibility of multicollinearity, the estimation has been done through general to specific modeling. In each subsequent equation the least significant variables have been dropped in the expectation of the improvements in the results of remaining variables. It has been noticed that, the results do not vary much across the regression results but different set of quantitative and qualitative variables

are affecting the different constituents of burnout. The results of each indicator have been explained separately.

Table 2: Emotional Exhaustion

Indep. Variables	Result 1	Result 2	Result 3	Result 4	Result 5	Result 6
Constant	24.208 (4.51)***	23.951 (4.85)***	22.864 (5.56)***	22.83 (5.54)***	24.835 (6.49)***	28.48 (9.36)***
Age	.122 (1.23)	.112 (1.21)	.138 (1.56)	.151 (1.72)*	.171 (2.04)**	.203 (2.49)**
Gender	-2.091 (-1.77)*	-2.127 (-1.87)*	-2.280 (-2.05)*	-2.266 (-2.04)*	-2.204 (-2.03)**	-2.542 (-2.37)**
Education qualification	-.477 (-0.40)	-.532 (-0.48)	-	-	-	-
Teach_ exp	.401 (1.25)	.445 (1.56)	.420 (1.51)	.341 (1.26)	-	-
M_ status	-.782 (-.046)	-	-	-	-	-
No. of Dependents	.217 (.90)	.204 (0.87)	-	-	-	-
School location	-1.64 (-.64)	-1.745 (-0.70)	-	-	-	-
Time taken to reach school	.004 (.08)	-	-	-	-	-
No of regular teacher	-1.085 (-.44)	-1.052 (-1.64)	-1.131 (-1.80)*	-1.572 (3.18)***	-1.490 (-.76)***	-1.684 (-4.45)***
No. of Para-teacher	-.050 (-.05)	-	-	-	-	-
Class rooms	.372 (1.07)	.332 (1.08)	.347 (1.16)	.213 (0.77)	-	-
Students population	-.012 (-1.06)	-.012 (-1.20)	-.011 (-1.14)	-	-	-
School in-charge	.479 (.32)	-	-	-	-	-
Financial insecurity	.210 (1.52)	.218 (1.65)	.198 (1.57)	.188 (1.49)	.196 (1.55)	-
F-statistics	2.51	3.64	5.12	5.74	8.11	9.86
DF	F (14, 85)	F (10, 89)	F (7, 92)	F (6, 93)	F (4, 95)	F (3, 96)
R ²	0.1763	0.2107	0.2257	0.2232	0.2231	0.2117
No. obs.	100	100	100	100	100	100

*** Significant at 1%, ** significant at 5%, * significant at 10%

Table 2 shows that gender is the only significant variable in the most general model. Since dummy takes 1, if gender is male and 0 otherwise, it states that male are having less emotionally exhausted than female counterparts. Similarly, higher the number of government teacher in schools, lesser the emotional exhaustion of para-teachers (significant from result 3 to result 6). It implies that, presence of government teacher in higher number in the schools boost the confidence of para-teachers and makes them less vulnerable for emotional exhaustion. Considering the possibility of multicollinearity, as we keep dropping the least significant variables, results improve in the remaining insignificant variables such as number of regular teacher and age of para-teachers became significant in result 3 and result 4 respectively. Additionally, significant variable becomes further more significant such as - gender, age and number of regular teacher. The signs of financial insecurity are positive, which states that, higher the financial insecurity more will be the emotional exhaustion, but it is not significant. Remaining variables such as-time taken to reach schools, whether para-teacher is school in-charge, number of dependents, number of class rooms and years of teaching experience are positively related with emotional exhaustion but insignificant. Similarly variables such as-number of para-teachers, marital status, educational qualification, school location (1, if rural and 0 otherwise), students' population have negative signs but insignificant. Since, the data is cross-section, hence result shows very less adjusted R-square (hovering around 21%-22%) but F-statistics shows all the models are significant.

Table 3: Depersonalization and Invisibility

Indep. Variables	Result 1	Result 2	Result 3	Result 4	Result 5	Result 6
Constant	23.190 (4.71)***	23.636 (5.45)***	23.434 (5.47)***	23.925 (6.27)***	23.431 (6.48)***	24.237 (6.80)***
Age	-.131 (-1.43)	-.135 (-1.53)	-.140 (-1.61)	-.146 (-1.73)*	-.117 (-1.47)	-.133 (-1.69)*
Gender	-.527 (-.49)	-.490 (-0.46)	-.477 (-0.45)	-	-	-
Education Qualification	.551 (0.51)	.522 (0.50)	.479 (0.46)	-	-	-
Teach_ exp	.631 (2.15)**	.642 (2.35)**	.643 (2.36)**	.651 (2.43)**	.619 (2.33)**	-
M_ status	1.582 (1.02)	1.611 (1.07)	1.509 (1.02)	1.396 (0.97)	-	-
No. of	-.087	-.084	-	-	-	-

Dependents	(-0.39)	(-0.39)				
School location	.496 (0.21)	-	-	-	-	-
Time taken to reach school	-0.090 (-2.07)**	-0.090 (-2.10)**	-0.091 (-2.13)**	-0.091 (-2.24)**	-0.088 (-2.16)**	-0.086 (-2.11)**
No of regular teacher	.727 (1.05)	.763 (1.50)	.767 (1.52)	.757 (1.71)*	.501 (1.30)	.670 (1.85)*
No. of Para-teacher	.357 (0.41)	.386 (0.48)	.367 (0.46)	-	-	-
Class rooms	-.276 (-0.87)	-.275 (-0.89)	-.286 (-0.93)	-.238 (-0.91)	-	-
Students population	.000 (0.07)	-	-	-	-	-
School in-charge	-1.853 (-1.37)	-1.846 (-1.38)	-1.871 (-1.41)	-2.033 (-1.59)	-1.448 (-1.23)	-
Financial insecurity	.471 (3.71)***	.472 (3.81)***	.476 (3.88)***	.495 (4.32)***	.485 (4.25)***	.470 (4.13)***
F-statistics	1.88	2.24	2.45	3.38	4.25	4.77
DF	F (14, 85)	F (12, 87)	F (11, 88)	F (8, 91)	F (6, 93)	F (5, 94)
R ²	0.1103	0.1303	0.1387	0.1613	0.1644	0.1600
No. obs.	100	100	100	100	100	100

*** Significant at 1%, ** significant at 5%, * significant at 10%

Table 3 results show that explanatory variables such as- financial insecurity, teaching experiences, time taken to reach school are consistently significant throughout the results. It states that, higher the financial insecurity and higher the teaching experience, higher the Depersonalization and Invisibility in schools. This shows that teachers are bored by renewing their contract in every year and spend more time as a teacher in school along with low emoluments. In fact, significance of financial insecurity stated that due to low pay scale the para-teachers psychologically and financially suffer a lot to manage the expenses and develop feelings of detachment. So, significance of financial insecurity shows it is the main predictor of depersonalization. Similarly, time taken to reach schools is significant with negative sign states that, longer the distance of schools from their home, more depersonalized and invisible they feel. It may be due to working in such restricted job environment and nature of job; make them feel detached. Result 4 and result 6 show that, age is significantly contributing to depersonalization and invisibility, which states that higher the age higher the depersonalization and invisibility. Similarly, the number of regular teacher in school has a positive signs, but significant only in the result 4 and result 6. Hence, the two variables; age and number of regular teacher states that,

higher the number of regular teacher, higher is depersonalization and invisibility, but this is lower with respect to the age of para-teachers.

The variables such as school location, students' population, number of para-teachers, educational qualification, marital status have positive signs but insignificant. Similarly, variables such as - number of dependents, gender, number of class rooms and whether school in-charge is negative in sign and insignificant. Finally, though R^2 is very low throughout the equations, but F-statistics is significant in all the models. In fact, the most specific model has the highest F-statistics, showing good fit of the model.

Table 4: Reduced Personal Accomplishment

Indep. Variables	Result 1	Result 2	Result 3	Result 4	Result 5	Result 6
Constant	3.064 (1.04)	3.074 (1.08)	2.603 (0.99)	2.830 (1.45)	2.942 (1.51)	2.239 (1.17)
Age	.142 (2.61)***	.141 (2.72)***	.137 (2.72)***	.141 (3.06)***	.143 (3.12)***	.130 (2.86)***
Gender	-1.094 (-1.69)*	-1.105 (-1.76)*	-1.010 (-1.74)*	-.969 (-1.73)*	-.966 (-1.76)*	-.966 (-1.72)*
Education Qualification	-.513 (-0.79)	-.529 (-0.85)	-.475 (-0.79)	-.566 (-0.98)	-	-
Teach_ exp	-.009 (-0.05)	-	-	-	-	-
M_ status	-.273 (-0.30)	-.265 (-0.29)	-.123 (-0.14)	-	-	-
No. of Dependents	-.187 (-1.42)	-.187 (-1.43)	-.185 (-0.44)	-.177 (-1.45)	-.189 (-1.55)	-
School location	.368 (0.26)	.364 (0.27)	.387 (0.29)	-	-	-
Time taken to reach school	.003 (0.12)	-	-	-	-	-
No of regular teacher	-.101 (-0.25)	-.093 (-0.24)	-	-	-	-
No. of Para-teacher	-.116 (-0.23)	-.114 (-0.23)	-	-	-	-
Class rooms	.108 (0.57)	.110 (0.59)	.040 (0.29)	-	-	-
Students population	-.001 (-0.21)	-.001 (-0.25)	-	-	-	-
School in-	.460	.442	.531	-	-	-

charge	(0.57)	(0.59)	(0.74)			
Financial insecurity	.835 (11.01)***	.836 (11.23)***	.843 (12.00)***	.855 (12.86)***	.840 12.99)***	.846 13.01)***
F-statistics	14.75	17.61	24.16	44.94	55.96	72.75
DF	F (14, 85)	F (12, 87)	F (9, 90)	F (5, 94)	F (4, 95)	F (3, 96)
R ⁻²	0.6604	0.6682	0.6780	0.6894	0.6895	0.6850
No. obs.	100	100	100	100	100	100

*** Significant at 1%, ** significant at 5%, * significant at 10%

Table 4 shows, the variables which are consistently significant throughout the results are: Age, Gender and financial insecurity where, age and financial insecurity are affecting significantly by showing higher level of low personal accomplishment. However, Gender is negative in sign, shows that male para-teachers have lower Personal Accomplishment than female counterparts. Other remaining variables such as - teaching experience, number of para-teachers, number of regular teacher, students' population, marital status, educational qualification, number of dependents is negative in sign and insignificant. Similarly, time taken to reach schools, school location, number of classrooms and whether school in-charge have positive in sign but insignificant. Throughout, the results we find very high R⁻², accompanied by very high F-statistics. This indicates that, all the models are significant and good fit.

Table 5: Low Self Efficacy

Indep. Variables	Result 1	Result 2	Result 3	Result 4	Result 5	Result 6
Constant	10.786 (2.12)	10.632 (2.16)	9.302 (2.27)	9.353 (2.41)	8.344 (2.42)	12.150 (4.70)***
Age	-.035 (-0.38)	-.038 (-0.43)	-	-	-	-
Gender	-.988 (-0.89)	-.939 (-0.88)	-1.038 (-1.00)	-1.088 (-1.07)	-	-
Education qualification	-1.895 (-1.70)*	-1.902 (-1.74)*	-1.863 (-1.73)*	-1.919 (-1.81)*	-1.979 (-1.89)*	-2.008 (-1.95)*
Teach_exp	.137 (0.45)	.154 (0.54)	.125 (0.46)	-	-	-
M_status	1.864 (1.16)	1.897 (1.22)	1.720 (1.17)	1.613 (1.11)	-	-
No. of Dependents	.0126 (0.06)	-	-	-	-	-
School location	3.048 (1.26)	2.984 (1.27)	3.126 (1.36)	3.088 (1.36)	3.585 (1.60)	-
Time taken to	.048	.048	.050	.052	-	-

reach school	(1.08)	(1.08)	(1.14)	(1.22)		
No of regular teacher	-.129 (-0.18)	-	-	-	-	-
No. of Para-teacher	-.281 (-0.32)	-.200 (-0.26)	-	-	-	-
Class rooms	-.156 (-0.47)	-.170 (-0.55)	-.186 (-0.63)	-	-	-
Students population	-.003 (-0.35)	-.005 (-0.64)	-.005 (-0.69)	-.008 (-1.21)	-	-
School in-charge	-2.111 (-1.51)	-2.095 (-1.52)	-2.100 (-1.55)	-1.559 (-1.34)	-.739 (-0.71)	-
Financial insecurity	.756 (5.77)***	.763 (6.19)***	.753 (6.27)***	.760 (6.38)***	.797 (6.68)***	.766 (6.76)***
F-statistics	3.87	4.62	5.63	7.05	12.30	22.97
DF	F (14, 85)	F (12, 87)	F (10, 89)	F (8, 91)	F (4, 95)	F (2, 97)
R ²	0.2888	0.3049	0.3186	0.3282	0.3134	0.3074
No. obs.	100	100	100	100	100	100

*** Significant at 1%, ** significant at 5%, * significant at 10%

Table 5 shows that, educational qualification is negative and significantly affecting the low self efficacy. That is, higher the educational qualification lower will be the low self efficacy; it means higher the educational qualification higher the self efficacy. Similarly, positive and significant financial insecurity shows that, perceived low self efficacy is resulted due to financial factor. It state that, higher will be the financial insecurity lower be the self efficacy. Remaining variables such as - number of dependents, teaching experience, marital status, time taken to reach schools, location of schools are positive but insignificant. Similarly, other variables such as- number of regular teacher, age, number of Para-teacher, number of class rooms, gender, students' population and whether school in-charge is negative but insignificantly affecting the low self efficacy.

Table 6: Environmental Factors

Indep. Variables	Result 1	Result 2	Result 3	Result 4	Result 5	Result 6
Constant	15.758 (3.75)***	15.786 (3.88)***	15.824 (5.44)***	15.747 (5.45)***	15.343 (5.37)***	17.743 (7.58)***
Age	.018 (0.23)	.019 (0.26)	-	-	-	-
Gender	-.915 (-0.99)	-.921 (-1.05)	-.807 (-0.99)	-.718 (-0.92)	-	-

Education Qualification	-.389 (-0.42)	-.381 (-0.42)	-	-	-	-
Teach_ exp	.264 (1.06)	.264 (1.12)	.223 (1.11)	.215 (1.08)	.205 (1.03)	-
M_ status	.417 (0.32)	.431 (0.33)	-	-	-	-
No. of Dependents	.014 (0.07)	-	-	-	-	-
School location	-.712 (-0.36)	-.696 (-0.36)	-	-	-	-
Time taken to reach school	-.013 (-0.35)	-.013 (-0.36)	-	-	-	-
No of regular teacher	.004 (0.01)	-	-	-	-	-
No. of Para-teacher	.657 (0.89)	.658 (1.03)	.686 (1.12)	.658 (1.09)	.621 (1.03)	-
Class rooms	-.332 (-1.22)	-.329 (-1.28)	-.328 (-1.38)	-.385 (-2.00)**	-.376 (-1.95)*	-.343 (-2.04)**
Students population	-.003 (-0.35)	-.003 (-0.47)	-.002 (-0.42)	-	-	-
School in-charge	-.558 (-0.48)	-.555 (-0.49)	-	-	-	-
Financial insecurity	.222 (2.05)**	.221 (2.17)**	.215 (2.32)**	.219 (2.40)**	.225 (2.47)**	.231 (2.56)**
F-statistics	1.14	1.36	2.74	3.28	3.90	6.72
DF	F (14, 85)	F (12, 87)	F (6, 93)	F (5, 94)	F (4, 95)	F (2, 97)
R ²	0.0189	0.0414	0.0954	0.1034	0.1048	0.1035
No. obs.	100	100	100	100	100	100

*** Significant at 1%, ** significant at 5%, * significant at 10%

Table 6 stated that financial insecurity is positive and significantly affecting the burnout in all the results. However, number of class room is significantly not able to create the good environment of teaching so as to reduce the burnout of Para-teacher. The research evidence derived from current study conducted on para-teachers showed that due to less number of classrooms in schools, job and the family environments are affected. The other additional variables such as- number of dependents, number of regular teacher, age, marital status, number of para-teachers is positive but not significantly affecting the environment which cause for burnout. Similarly, variables such as- location of schools, time taken to reach schools, educational qualification, whether school in-charge, students' population, gender, number of class rooms are negative in sign but insignificantly affecting the environmental factors for causing burnout.

Table 7: Job Dissatisfaction

Indep. Variables	Result 1	Result 2	Result 3	Result 4	Result 5	Result 6
Constant	8.582 (1.96)*	8.181 (2.16)**	8.473 (2.36)**	8.389 (2.34)**	6.180 (2.02)**	4.217 (1.51)
Age	-.014 (-0.18)	-	-	-	-	-
Gender	-1.186 (-1.23)	-1.223 (-1.33)	-1.294 (-1.42)	-1.139 (-1.27)	-1.279 (-1.44)	-
Education qualification	.910 (0.95)	.851 (0.91)	.821 (0.90)	-	-	-
Teach_exp	-.015 (-0.06)	-	-	-	-	-
M_status	-.850 (-0.62)	-1.025 (-.80)	-	-	-	-
No. of Dependents	.166 (0.84)	.154 (0.81)	-	-	-	-
School location	-2.020 (-0.97)	-2.115 (-1.07)	-2.020 (-1.04)	-2.255 (-1.17)	-	-
Time taken to reach school	.086 (2.21)**	.085 (2.28)**	.084 (2.27)**	.079 (2.17)**	.075 (2.08)**	.082 (2.30)**
No of regular teacher	-.828 (-1.35)	-.668 (-1.52)	-.685 (-1.63)	-.394 (-1.21)	-.367 (-1.13)	-
No. of Para-teacher	-1.530 (-1.99)**	-1.414 (-2.01)**	-1.410 (-2.07)**	-1.081 (-1.86)*	-1.080 (-1.85)*	-1.124 (-1.93)*
School in-charge	.859 (0.71)	.801 (0.73)	-	-	-	-
Class rooms	.266 (.094)	.300 (1.11)	.261 (1.01)	-	-	-
Students population	.004 (0.44)	-	-	-	-	-
Financial insecurity	.768 (6.80)***	.771 (7.21)***	.779 (7.47)***	.808 (7.97)***	.815 (8.04)***	.858 (8.95)***
F-statistics	7.26	9.22	13.11	17.09	20.16	32.52
DF	F (14, 85)	F (11, 88)	F (8,91)	F (6, 93)	F (5, 94)	F (3, 96)
R ²	0.4696	0.4862	0.4946	0.4937	0.4917	0.4885
No. obs.	100	100	100	100	100	100

*** Significant at 1%, ** significant at 5%, * significant at 10%

In Table 7, both factors financial insecurity and time taken to reach school shows positive and significant, it means higher the problem related to financial insecurity higher the job dissatisfaction. It has been noticed that, financial insecurity is inherently causing job dissatisfaction and hence burnout among para-teachers, but interestingly; longer the time taken to

reach schools higher is the job dissatisfaction. That is, longer the distance between school and home of the para-teachers', more dissatisfied from the job they are. The additional variables such as – age, teaching experience, marital status, location of school, number of regular teacher and gender are negative but insignificantly causing the burnout through job dissatisfaction. Similarly, variables such as- students' population, whether school in-charge, number of dependents, numbers of class rooms, educational qualification are positive but insignificantly affecting the job dissatisfaction.

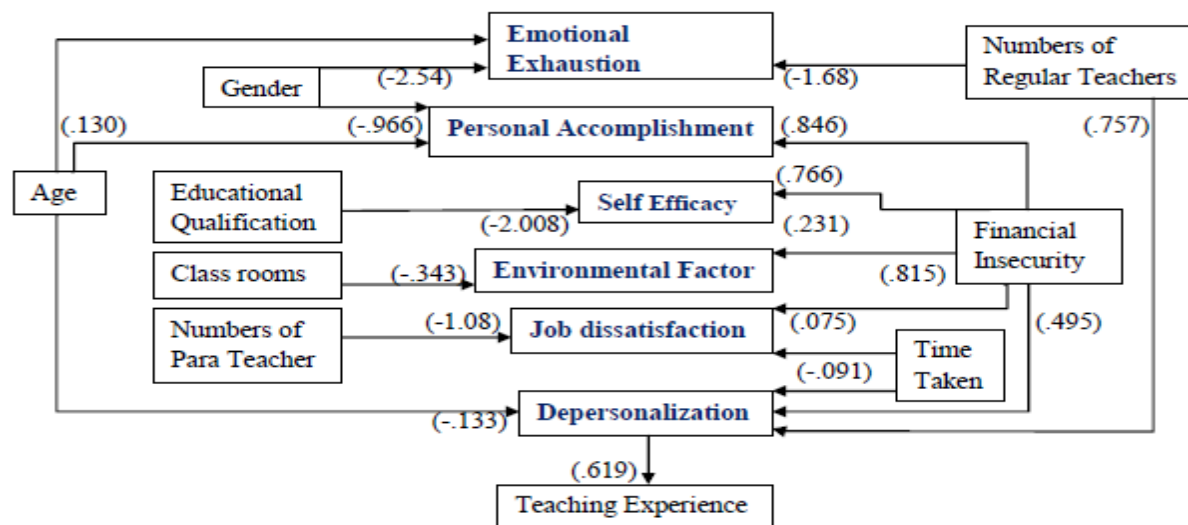
Table 8: Burnout

Indep. Variables	Result 1	Result 2	Result 3	Result 4
Constant	85.590 (5.48)***	85.456 (6.25)***	83.400 (7.06)***	87.727 (8.80)***
Age	.102 (0.35)	.112 (0.41)	.100 (0.37)	-
Gender	-6.803 (-1.98)**	-6.856 (-2.10)**	-7.033 (-2.20)**	-6.558 (-2.14)**
Education Qualification	-1.814 (-.53)	-1.729 (-0.52)	-1.869 (-0.58)	-
Teach_ exp	1.410 (1.51)	1.405 (1.55)	1.500 (1.73)*	1.556 (1.87)*
M_ status	1.957 (0.40)	2.075 (0.44)	2.175 (0.47)	-
No. of Dependents	.135 (0.19)	-	-	-
School location	-.460 (-0.06)	-	-	-
Time taken to reach school	.038 (0.27)	.038 (0.28)	-	-
No. of Regular teachers	-1.413 (-0.65)	-1.419 (-0.70)	-1.038 (-0.57)	-.985 (-0.56)
No. of Para-teacher	-.963 (-0.35)	-.937 (-0.38)	-	-
Class rooms	-.017 (-0.02)	-	-	-
Students population	-.016 (-0.47)	-.016 (-0.50)	-.022 (-0.79)	-.024 (-0.90)
School in-charge	-2.723 (-0.63)	-2.702 (-0.65)	-2.550 (-0.63)	-1.582 (-0.41)
Financial insecurity	3.265 (8.10)***	3.259 (8.26)***	3.289 (8.54)***	3.269 (9.14)***

F-statistics	8.63	11.36	14.14	21.57
DF	F (14, 85)	F (11, 88)	F (9, 90)	F (6, 93)
R ²	0.5189	0.5351	0.5443	0.5549
No. obs.	100	100	100	100

*** Significant at 1%, ** significant at 5%, * significant at 10%

Table 8 shows the effect of different quantitative and qualitative variables on total burnout. Aggregating the all constituents into burnout scale, financial insecurity and gender is throughout significant. The financial insecurity and teaching experience predicting higher burnout, it means having higher qualification and getting poor remuneration cause higher burnout. Gender is negative in sign but significant, implies female para-teachers are more burnt out than their counterpart. It may be due to playing the multiple roles and handling multiple tasks at the family, job and leisure activities. The student population also negatively significant which means lower the student population higher the burnout. In this case, teacher might be sweating more to collect more students from village to bring in to schools. The remaining variables such as-number of dependents, time taken to reach schools, age, marital status, teaching experience are positive but insignificantly causing the burnout. Similarly, other variables such as- location of school, number of class rooms, number of para-teachers, educational qualification, number of regular teacher, whether school in-charge and students' population are negative and insignificantly affecting the total burnout.



In summary (Figure 1), except in the case of reduced Personal Accomplishments, intercept is highly significant in all remaining components of burnout. It indicates there are some more

additional factors which are contributing to the burnout of para-teachers. Except for Emotional Exhaustion, it is noticed that financial insecurity is the most important factor, which causes burnout among para-teachers. That is, higher the financial insecurity; higher is the burn out. Age is positive and significantly affecting the Emotional Exhaustion, Depersonalization and Personal Accomplishment. It means higher the age of para-teacher, they are more prone to be Emotionally Exhausted, feeling of detached from the job, but higher Personal Accomplishment. Interestingly, higher Personal Accomplishment of Para-teachers with higher age does not seem to be personally motivated to finish the work, but being forced to complete the work because of contractual nature of job. The gender dummy shows that male is less emotionally exhausted and less vulnerable to burnout than female counterparts. Low self Efficacy is the only constituent of burnout, where educational qualification is significant, it states that higher the educational qualification of para-teachers, higher will be the Low self Efficacy. Depersonalization and Invisibility is the only constituent of burnout which is being affected positively by years of teaching experience significantly.

Conclusion

In the present study, conceptualization of burnout as multidimensional construct helped in exploring the different constituents for para-teachers' burnout. Apart from the main three constituents (Emotional Exhaustion, Depersonalization and Invisibility, Reduced Personal Accomplishment) another three variables (Low self Efficacy, Environmental Factors and Job Dissatisfaction) of burnout show positive correlation among themselves because they just are in some way part of different factors like occupational, social and personal factors. Very few studies are available which show the characteristics of job and organizations as responsible for development of burnout (Cordes and Dougherty, 1993). Taris, Van Horn, Schaufeli and Schreurs (2004) in their study stated that lack of equity may be the intervening psychological mechanism that explains the source of stress. This study proved that due to inequity in payment, position and job conditions the Para teachers experienced burnout.

The statistical findings support the hypotheses of this study. The positive correlation states that Para teachers are significantly burnt out due to these factors. The personal and social variables like age, gender, educational qualification, teaching experiences, time taken to reach school, numbers of para-teachers and regular teachers, numbers of classrooms, student population and financial insecurity also contribute to burnout.

References:

- Abeles, L. R. (2009). Absenteeism among Teachers-excused Absence and Unexcused Absence. *International Journal of Educational Administration*, Vol. 1 Number 1 (2009), pp. 31-49.
- Adams, J. S. (1965). Inequity in social exchange. In: Berkowitz, L. (Ed.), *Advances in Experimental Social Psychology*, Vol. 2, pp. 267-299. Academic Press, New York.
- Adediwura, A. A. & Tayo, B. (2007). Perception of teachers' knowledge, attitude and teaching skills as predictor of academic performance in Nigerian secondary schools. *Educational Research and Review*, Vol. 2 (7), pp. 165-171, July 2007.
- Alcázar, L., Rogers, F. H., Chaudhury, N., Hammer, J., Kremer, M. & Muralidharan, K. (2006). Why Are Teachers Absent? : Probing Service Delivery in Peruvian Primary Schools. Grading of Recommendations Assessment, Development and Evaluation (GRADE), Feb2006.
- Allen Fain, J. (1985). A Study of the Relationship between Role Conflict, Role Ambiguity and Job Satisfaction among Nurse Educators (Faculty, Dissatisfaction). *Dissertations Collection for University of Connecticut* (January 1, 1985), Paper AAI8601227.
- Antoniou, A.S., Polychroni, F. & Walters, B. (2000). Sources of stress and professional burnout of teachers of special educational needs in Greece. Presented at ISEC 2000.
- Atherton, P. & Kingdon, G.(2010), The relative effectiveness and costs of contract and regular teachers in India, CSAE WPS/2010-15
- Bakker, A. B. (2009). The crossover of burnout and its relation to partner health. *Stress and Health* 25: 343–353.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: Freeman.
- Barron, J. (1980). Issues in Bilingual education Affecting Performance Needs of Teacher Aides with Implications for Teacher Training Programs. Unpublished doctoral dissertation. University of Southern California. Los Angeles, CA.
- Burke, R. J., Greenglass, E. R. & Schwarzer, R. (1996). Predicting teacher burnout over time: Effects of work stress, social support, and self doubts on burnout and its consequences. *Anxiety, Stress, and Coping: An International Journal*, Volume 9, 1996, Issue 3, 261-275.
- Carlson, B. C. & Thompson, J. A. (1995). Job burnout and job leaving in public school teachers: implications for stress management. *International Journal of Stress Management*, 2(1), 15-29.
- Cherniss, C. (1982). *Staff Burnout: job Stress in the Human Services*, Beverly Hill: Sage publication.

- Cordes, C. & Dougherty, T. (1993). A review and integration of research on job burnout. *Academy of Management Review*, 18, 621-656.
- De silva, P. V., Hewage, C. G. & Fonseka, P. (2009). Burnout: an emerging occupational health problems. *Galle Medical Journal*, Vol 14: No. 1, September 2009.
- Densten, I. L. (2001). Re-Thinking Burnout. *Journal of Organizational Behavior*, Vol. 22, No. 8 (Dec., 2001), pp. 833-847.
- Dick, R. V. & Wagner, U. (2001). Stress and strain in teaching: A structural equation approach. *British Journal of Educational Psychology* (2001), 71, 243- 259.
- Duthilleul, Y. (2005). *Lessons learnt in the use of "contract" teachers: Synthesis report* (Paris,
- Edward L. (1933), The Content and Objectives of Educational Psychology in Teacher Training. *Journal of Educational Sociology*, Vol. 6, No. 9 (May, 1933), pp. 550-555.
- Evers, W. J. G., Brouwers, A. & Tomic, W. (2002). Burnout and self-efficacy: A study on teachers' beliefs when implementing an innovative educational system in the Netherlands. *British Journal of Educational Psychology* (2002), 72, 227-243.
- Evers, W. J. G., Tomic, W. & Brouwers, A. (2004). Burnout among Teachers: Students' and Teachers' Perceptions Compared. *School Psychology International*, 2004 25: 131.
- Farber, B. A. (1991). *Crisis in education: Stress and burnout in the American teacher*. San Francisco: Jossey-Bass.
- Friedman, I. A. (1991). High- and Low-Burnout Schools: School Culture Aspects of Teacher Burnout. *The Journal of Educational Research*, Vol. 84, No. 6 (Jul. - Aug., 1991), pp. 325-333.
- Fyfe, A. (2007). *The use of contract teachers in developing countries: Trends and impact*. International Labor Office, Geneva, May 2007.
- Ganzuk, M. & French, N. (2002). Recruiting Paraeducators into Teacher Preparation Programs: A Remedy for The Shortage Of Teachers. American Association of Colleges for Teacher Education, Paraeducator Special Study Group, Report on Critical Issues and Areas of Focus, September 6, 2002.
- Gautam, V. (2003). Education of tribal children in India and the issue of Medium of Instruction: A Janshala experience. UN report, Delhi, India.
- Genzuk, M., Lavadenz, M. & Krashen, S. (1994). Para-Educators: A source for remedying for the shortage of teachers for limiting English proficient students. *The Journal of Educational Issues of Language Minority Students*, v14 p211-222, Winter 1994.

- Govinda, R. & Josephine, Y. (2004). Para teachers in India: A Review. National Institute of Educational Planning and Administration, New Delhi.
- Hakanen, J. J, Bakker, A. B. & Schaufeli, W. B. (2006). Burnout and work engagement among teachers. *Journal of School Psychology*, 43 (2006) 495–513.
- Howes, S. & Murgai, R. (2004). Subsidies And Salaries: Issues in the Restructuring of Government Expenditure in India. NIPFP-IMF Conference Paper January. International Institute for Educational Planning, UNESCO, 2005), p. 41.
- Javaid, N. (2009). Teacher Motivation – An Area of Neglect. Research Paper, Education Advisor CIDA Pakistan Programme, October 2009.
- Joshi, R. (2009). Para teacher in India. *Commonwealth Teachers' Group, newsletter issue-2*, June 2009. *Journal of Educational Psychology*, 48, 159-167.
- Juvane, V. (2005). Redefining the Role of Multi-Grade Teaching. Ministerial paper presented on *Education for Rural People in Africa: Policy Lessons, Options and Priorities*, Addis Ababa, Ethiopia, 7-9 September 2005.
- Kahill, S. (1988). Symptoms of professional burnout: A review of the empirical evidence. *Canadian Psychology/Psychologie canadienne*, Vol 29(3), Jul 1988, 284-297.
- Kingdon, G. & Sipahimalani-Rao (2010). Para teachers in India: Status and impact. *Economic and Political Weekly*, 45No.12, March 20-26.
- Kingdon, G. (2010). The impact of the sixth pay commission on Teacher salaries: Assessing Equity and efficiency effect. RECOUP working paper No.29, January 2010.
- Kise, J. A. G. (2005). Coaching Teachers for Change: Using the Concepts of Psychological Type to Reframe Teacher Resistance. *Journal of Psychological Type*, issue-6, Dec 05.
- Kumar, K., Priyam, M., & Saxena, S. (2001). The trouble with Para teachers. *Frontline* 18:22, available at: <http://www.hinduonnet.com/fline/fl1822/18220930.htm>
- Kyriacou, C. & Sutcliffe, J. (1978b). Teacher stress: prevalence, sources and symptoms. *British*
- Kyriacou, C. (1998). Teacher stress: Past and present. In J. Dunham & V. Varma (Eds.), *Stress in teachers. Past, present and future* (pp. 1-13). London: Whurr.
- Kyriacou, C., & Sutcliffe, J. (1978a). A model of teacher stress. *Educational Studies*, 4, 1-6.
- Lazear, E (2001). Educational Production. *Quarterly Journal of Economics*, 116:3, 497–531.

- Lou, J., Jing, Y., Zhang, Y., Liang, H., Shen, L., Lu, Y., Feng, X. (2012). Effect of job satisfaction on burnout among physicians: A survey study in urban public medical institutions in Hubei province, China. *SCIRP_ Health*, Vol. 4, No.10, 856-865.
- Maslach, C. & Jackson, S. E. (1981). The measurement of experienced burnout. *Journal of Occupational Behavior*, 2, 99-113.
- Maslach, C. and Jackson, S.E. (1986). *MBI: The Maslach Burnout Inventory: Manual research edition*. Consulting Psychologists Press, Palo Alto, CA.
- Mathot, G. B., Wallace, C., Nish, H. M. C. & Allen, J. (1995). *A Hand book of Teachers of multi-grade classes, Improving Performance at the Primary Level*. vol-1, UNESCO, 2001.
- Mehta, A. (2007). Elementary Education in India: Where do we Stand?. State Report Cards 2005-2006, National University of Educational Planning and Administration, New Delhi.
- Mo, K. W. (1991). Teacher Burnout: Relations with Stress Personality, and Social Support. *CUHK Education Journal*, Vol. 19 No.1, pp. 3-11.
- Mulcahy, D. (1991). Do we still have Multi-Grade classrooms?. *Morning Watch*, Fall 1992.
- Muralidharan, K. & Sundararaman, V. (2009). Contract Teachers: Experimental Evidence from India. Working paper, University of California San Diego.
- Muralidharan, K., & Sundararaman, V. (2008). Teacher Performance Pay: Experimental Evidence from India. Working paper, University of California San Diego.
- Narayan, K. (2007). Innovative Public Management Strategies to Address the Problems of Teacher Absenteeism and Poor Quality in Rural Government Primary Schools In India: An Exploratory Review. A research paper presented in Institute of Social Studies, The Hague, The Netherlands, 14 November 2007.
- Pandey, S. (2006). Para Teacher Scheme and Quality Education for All in India: The Policy Perspectives and Challenges for School Effectiveness. N.C.E.R.T., New Delhi-16 (India).
- Pett, M. A., Nancy Rebecca Lackey, N. R. and Sullivan, J. J. (2003). *Making sense of factor analysis: the use of factor analysis for instrument Development in Health care Research*. Page.107, Sage Publication, International Educational and Professional Publisher, Thousand oak, London, New Delhi.
- Pines, A. & Aronson, E. (1981). *Burnout: From tedium to personal growth*. New York: Free Press.
- Ramachandran, V. (2005a). Why School Teachers Are Demotivated and Disheartened. *Economic and Political Weekly*, 40 (21): 2141-2144.

- Ramachandran, V., Bhattacharjea, S. & Sheshagiri, K. M. (2008). Primary School Teachers – Twists and Turns in Everyday Practice (Unpublished Mimeo, October 2008). The research was supported by Azim Premji, foundation, Bangalore.
- Ramachandran, V., Pal, M. Jain, S., Shekar, S. & Sharma, J (2005). Teacher Motivation in India. New Delhi: Educational Resource Unit.
- Robinson, N. & Gauri, V. (2010). Education, Labor Rights, and Incentives, Contract Teacher Cases in the Indian Courts. *The World Bank Policy Research Working Paper 5365*.
- Rottier, J. (1983). Teacher burnout : Small and rural school. *Education*, v104 n1 p72-79 Fall 1983.
- Sabbah, I., Sabbah, H., Sabbah, S., Akoum, H., Droubi, N. (2012). Burnout among Lebanese nurses: Psychometric properties of the Maslach Burnout Inventory-Human Services Survey (MBI-HSS). *SCIRP_ Health*, Vol.4, No.9, 644-652.
- Schaufeli, W. B., Enzmann, D. & Girault, N. Measurement of Burnout: A review. *Methodological issues*, pp 199-215.
- Schwab, R., Iwanicki, E., & Pierson, D. (1983). Assessing role conflict and role ambiguity: A cross validation study. *Educational and Psychological Measurement*, 43, 587-593.
- Schwarzer, R. & Hallum, S. (2008). Perceived Teacher Self-Efficacy as a Predictor of Job Stress and Burnout: Mediation Analyses. *Applies Psychology: An International Review*, 2008, 57, 152–171.
- Sethi, N. & Nath, A. (2004). Para teacher in elementary education. *Perspectives in Education*, Vol. 20, No. 3.
- Shyman, E. (2010). Identifying Predictors of Emotional Exhaustion among Special Education Para Educators: A Preliminary Investigation. *Psychology in the Schools*, Vol. 47(8), 2010.
- Skaalvik, E. M. & Skaalvik, S. (2010). Teacher self-efficacy and teacher burnout: A study of relation. *Teaching and Teacher Education*, 26 (2010) 1059-1069.
- Taris, T., Van Horn, J., Schaufeli, W. & Schreurs, P. (2004). Inequity, Burnout and Psychological Withdrawal among Teachers: A Dynamic Exchange Model. *Anxiety, Stress, and Coping*, March 2004, Vol. 17, No. 1, pp. 103-122.
- Usman, A., Ahmed, Z., Ahmed, I. & Akbar, Z. (2011). Work Stress Experienced by the Teaching Staff of University of the Punjab, Pakistan: Antecedents and Consequences. *International Journal of Business and Social Science*, Vol. 2 No. 8, May 2011.
- Weber, A. & Jaekel-Reinhard, A. (2000). Burnout syndrome: a disease of modern societies?. *Occup. Med.*, Vol. 50, No. 7, pp. 512-517, 2000.