

An Anticipated Study On Burnout Among Secondary School Teachers

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Abstract

In today's fast paced world of competitive work places with enriched curriculum and crowded class room, enhanced emotional level help the teachers to decrease the stress, increase productivity understand emotion as they happen and interact positively with those around. Hence emotional maturity and academic achievement, it becomes necessary to assess the level of emotion of future teachers' gains its importance. Due to management involvement, parents interference, technological advancements, media influence style of living etc., class room management of teachers has become a difficult task and teachers with high burnout. It is not need of the hour, keeping in view of the above mentioned facts the present paper attempts to assess the level of burnout among secondary grade teachers.

Keywords: Anticipated, Burnout, teachers, Exhaustion, Depersonalization, Accomplishment

1. Introduction

Teachers are expected to be protectors, promoters and transmitters of appropriate morals and values, they have to act as guidance workers, counsellors and help students, parents in the speedy redressal of their problems, they have to be good disciplinarians, developers of social consciousness and nation builders. Apart from these characteristics which are inherited in the nature of teaching profession, teacher of today is perceived as a person exposed to pressures stemming from variety of sources specifically because of changing socio economic-political scenario of the modern times.

An ability to withstand the pressures explain the level of his burnout (Friedman and Lotan, 1965). The all prevailing phenomenon of burnout pulls teaching efficiency down, results into fallen standards and is an obstacle in the way of quality education. So, a greater understanding of burnout is important because of the relationship of psychological burnout to a variety of individual and organizational outcomes (Golembiewski, 1984). The construct needs to be investigated on the teachers working in schools in order to broaden the perspective and give richer diversity to the existing store house of research on burnout. Teaching has been identified as a particularly stressful occupation (Farber and Miller, 1981). The present paper in its complete form is expected to unravel how organizational stress and institutional climate, where one is working, are related to burnout syndrome. The results of the study may be helpful to the educationists, policy makers and administrators by pinpointing to various aspects of organizational pressure, institutional climate, students' parents attitude, and community politics, social issues (Corona) and outside people interfere in institutions of higher learning contributing towards development of burnout syndrome, so as to control them in order to reduce, treat and prevent burnout which if not controlled may reach epidemic proportions.

2. Meaning of Burnout

Burnout is an internal psychological experience, a process and a chronic syndrome involving feelings, attitudes motives and expectations; psychologically defined as 'the loss of concern for people with whom one is working' to be measured in terms of three dimensions, namely emotional exhaustion (exhibited when one feels being emotionally over extended and exhausted by one's work), depersonalization (shown in negative, cynical and callous attitude towards recipients of one's service, care, treatment or instruction) and reduced personal accomplishment (expressed in terms of competence and successful achievements on one's work with people), as measured by Maslach Burnout Inventory.

3. Objectives of the Study

1. To find out the level of burnout among secondary school teachers.
2. To find out the whether there is any significant difference among secondary school teacher burnout with respect to gender.
3. To find out the whether there is any significant difference among secondary school teacher burnout with respect to locality.
4. To find out the whether there is any significant difference among secondary school teacher burnout with respect to type of family.
5. To find out the whether there is any significant difference among secondary school teacher burnout with respect to age.
6. To find out the whether there is any significant difference among secondary school teacher burnout with respect to experience.
7. To find out the whether there is any significant difference among secondary school teacher burnout with respect to nature of school.
8. To find out the whether there is any significant difference among secondary school teacher burnout with respect to subject.
9. To find out the whether there is any significant difference among secondary school teacher burnout with respect to marital status.

4. Hypotheses of the Study

1. The level of burnout among secondary school teachers is low.
2. There is no significant difference between burnout among secondary school teacher with respect to gender.
3. There is no significant difference between burnout among secondary school teacher with respect to locality.
4. There is no significant difference between burnout among secondary school teacher with respect to type of family.
5. There is no significant difference between burnout among secondary school teacher with respect to age.
6. There is no significant difference between burnout among secondary school teacher with respect to experience.
7. There is no significant difference between burnout among secondary school teacher with respect to nature of school.
8. There is no significant difference between burnout among secondary school teacher t with respect to subject.
9. There is no significant difference between burnout among secondary school teacher with respect to marital status.

5. Method of the Study

Normative survey method is one, which studies, describes and interprets what exists at present. It is concerned with existing conditions or relations. Prevailing practices, beliefs, attitude etc ongoing process and the emerging trends. Such investigation is termed in research literature as descriptive survey,

normative survey, status studies or trend analysis. The term normative implies determine of normal or typical condition or practices. Considering with condition normative survey method is used in the present study.

6. Sample of the Study

The present study consists of 200 secondary school teachers in Thiruvapur District and the selected for the present study. The sample was selected by using simple random sampling technique. The sample forms a representative sample of the entire population.

7. Tools Used in the Study

Tools are the instruments that are employed to gather data. The investigator used the following tools for the study.

- ❖ Maslach Burnout Inventory (Form Ed) developed by Christina Maslach and Susan E. Jackson (1986) and slightly modified and used by the investigator for this study.

8. Administration of Maslach Burnout Inventory

The Maslach Burnout Inventory developed by Christina Maslach and Susan E. Jackson (1986) was used. Maslach Burnout Inventory was originally developed to measure burnout among people working in helping professions. The MBI is a slightly modified version of Maslach Burnout Inventory was used by the investigator for this paper. The 22 statements in the Educator's survey are to be responded on a scale from never (0), to a few times a year or less (1), once a month or less (2), a few times a month (3), once in a week (4), a few times a week (5), everyday (6) as per occurrence experienced by the respondents by giving appropriate number against each statement. The scoring of the research tools were made as explained here under: The scoring on Maslach's Burnout Inventory was made separately for three dimensions namely emotional exhaustion, depersonalization and personal accomplishment as per the scoring key provided in the manual.

The possible range of scores to be obtained by college teachers were to be in the range of 0-54, 0-30 and 0-48 for the dimensions of emotional exhaustion, depersonalization and personal accomplishment respectively. The higher score on emotional exhaustion, depersonalization and low score on personal accomplishment are the signs of burnout and vice versa.

The MBI contains 22 test items and it measures burnout in terms of three dimensions namely emotional exhaustion, depersonalization and personal accomplishment. These sub-scales assess competence and achievement on their work with the recipients i.e. students. A high degree of burnout is reflected in a combination of high scores on emotional exhaustion and depersonalization and low scores on personal accomplishment. The distribution of items in three sub scales of burnout is shown in table -1.

Table -1

Sl.No.	Dimensions	Item Numbers	Total Numbers
1.	Emotional Exhaustion	1,2,3,6,8, 13, 14, 16,20.	9
2.	Depersonalization	5, 10, 11, 15,22.	5
3.	Personal Accomplishment	4,7,9, 12, 17, 18, 19,21.	8

The scoring pattern on each item is on a seven point continuum from 'never', 'a few times a year or less', 'once a month or less', 'a few times a month', 'once a week', 'a few times a week' to 'every day' and the frequency on this continuum is reflected through 0,1,2, 3, 4, 5 and 6 respectively. The possible range of scores on emotional exhaustion, depersonalization and personal accomplishment is 0-54, 0-30 and 0-48 respectively. These three dimensions are independent of each other and are to be explained independently no total burnout score is generated.

Reliability

The test-retest reliability coefficients for emotional exhaustion, depersonalization and personal accomplishment dimensions are 0.80, 0.71 and 0.68 respectively. These reliability coefficients are very close to the coefficients of Maslach Burnout Inventory (emotional exhaustion = 0.90, depersonalization = 0.79 and personal accomplishment = 0.71).

Validity

The validity of the burnout inventory was established in a number of ways through different research studies. It has been reported that general job satisfaction of social service and mental health workers had a moderate negative correlation with both emotional exhaustion ($r = -0.33$, $p < .05$) and depersonalization ($r = -0.32$, $p < .02$) as well as a slightly positive correlation with personal accomplishment ($r = .021$, $p < .06$).

9. Statistical of the Study

The following statistical techniques has been used in the present study

- ❖ Descriptive analysis
- ❖ Differential analysis

9.1. Descriptive Analysis of Burnout

Table – 1

The level of burnout among the secondary school teachers

Variable	N	Mean	S.D	Maximum
Burnout	200	119.58	6.56	132.00

The research hypothesis no 1 is analysed in the light of the mean scores for the total group. One can score the maximum of 132. The higher the mean score is the indication of burnout is high. The mean score for the present study is found to be 119.58 which are higher than the average item score of burnout 66. To sum up, the following important conclusion has been reached in respect of the hypothesis formulated under hypothesis 1 of the study. Therefore, it concluded that the burnout of secondary school teacher is high. Hence the research hypothesis No. 1 is rejected.

9.2. Differential Analysis of Burnout

Table –2

Comparison of burnout mean and standard deviation of secondary school teachers with respect to their Gender

Sub-variable	N	Mean	SD	't'	Significance at 0.05 level
Male	90	120.022	6.20072	0.87	Not significant
Female	110	119.222	6.85817		

The 't' test has been applied to find out whether there is no significant difference between the male and female secondary school teachers in relation to their burnout. The 't' value is found to be 0.87 and it is less than the table value of 1.97. It reveals that there is no significance difference between the male and female secondary school teachers with respect to their burnout. Hence the null hypothesis is accepted.

Table – 4

Comparison of burnout mean and standard deviation of secondary school teachers with respect to their locality

Sub-variable	N	Mean	SD	't'	Significance at 0.05 level
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Rural	118	120.562	6.45503	2.56	Not Significant
Urban	82	118.172	6.50699		

The 't' test has been applied to find out whether there is no significant difference between the rural and urban secondary school teachers in relation to their burnout. The 't' value is found to be 2.56 and it is less than the table value of 1.97. It reveals that there is a significance difference between the rural and urban secondary school teachers with respect to their burnout. Hence the null hypothesis is rejected.

Table –5: Comparison of burnout mean and standard deviation of secondary school teachers with respect to their type of family

Sub-variable	N	Mean	SD	't'	Significance at 0.05 level
Nuclear	191	119.652	6.56995	0.72	Not Significant
Joint	9	118.002	6.67083		

The 't' test has been applied to find out whether there is no significant difference between the nuclear and joint family secondary school teachers in relation to their burnout. The 't' value is found to be 0.72 and it is less than the table value of 1.97. It reveals that there is no significance difference between the nuclear and joint family secondary school teachers with respect to their burnout. Hence the null hypothesis is accepted.

Table – 6: Comparison of burnout mean and standard deviation of secondary school teachers with respect to their marital status

Sub-variable	N	Mean	SD	't'	Significance at 0.05 level
Marital Status	Married	144	119.722	0.54	Not Significant
	Unmarried	56	119.212		

The 't' test has been applied to find out whether there is no significant difference between the married and unmarried secondary school teachers in relation to their burnout. The 't' value is found to be 0.54 and it is less than the table value of 1.97. It reveals that there is no significance difference between the married and unmarried secondary school teachers with respect to their burnout. Hence the null hypothesis is accepted.

Table –7: Comparison of burnout mean and standard deviation of secondary school teachers with respect to their age

Sub-variable	N	Mean	SD	't'	Significance at 0.05 level
Age	below 35	51	119.142	0.54	Not Significant
	36 and above	149	119.732		

The 't' test has been applied to find out whether there is no significant difference between the below 35 to 36 and above secondary school teachers in relation to their burnout. The 't' value is found to be 0.54 and it is less than the table value of 1.97. It reveals that there is no significance difference between the below 35 and 36 above age of secondary school teachers with respect to their burnout. Hence the null hypothesis is accepted.

Table – 8: Comparison of burnout mean and standard deviation of secondary school teachers with respect to their experience

Sub-variable	N	Mean	SD	't'	Significance at 0.05 level
Experience	Below 10 years	137	119.442	0.45	Not Significant
	Above 11 years	63	119.892		

The 't' test has been applied to find out whether there is no significant difference between the Below 10 years and Above 11 years of secondary school teachers in relation to their burnout. The 't' value is found to be 0.45 and it is less than the table value of 1.97. It reveals that there is no significance difference between the Below 10 years and Above 10 years of secondary school teachers with respect to their burnout. Hence the null hypothesis is accepted.

Table – 9: Comparison of burnout mean and standard deviation of higher secondary students with respect to their subject

Sub-variable	N	Mean	SD	't'	Significance at 0.05 level
Subject	Arts	92	119.382	0.39	Not Significant
	Science	108	119.752		

The 't' test has been applied to find out whether there is no significant difference between the arts and science subject taken by secondary school teachers in relation to their burnout. The 't' value is found to be 0.39 and it is less than the table value of 1.97. It reveals that there is no significance difference between the arts and science subject taken by secondary school teachers with respect to their burnout. Hence the null hypothesis is accepted.

Table – 10: Comparison of burnout mean and standard deviation of higher secondary students with respect to their nature of school

Variable	Source of variation	Sum of squares	df	Mean square	'F' value	Level of significance
Emotional problem	Between Groups	.252	2	.126	0.43	Not Significant
	Within groups	8580.468	197	43.556		
	Total	8580.720	199			

A close look at table 10 indicates that the 'F' value (0.43) of burnout is a not significant. The research hypothesis is accepted. Hence it is concluded that the difference in the level of nature of school among the three different secondary school teacher significantly not differ, since the 'F' value is lower than the table value (2.56).

10. Findings

1. The level of burnout among secondary school teachers is high.
2. It inferred that there is no significant difference between the mean score of burnout among secondary school teacher on the basis of gender.
3. There is no significant difference between the mean score of burnout among secondary school teacher on the basis of locality.

4. There is no significant difference between the mean score of burnout among secondary school teacher on the basis of family.
5. There is no significant difference between the mean score of burnout among secondary school teacher on the basis of age.
6. There is no significant difference between the mean score of burnout among secondary school teacher on the basis of experience.
7. There is no significant difference between the mean score of burnout among secondary school teacher on the basis of nature of school.
8. There is no significant difference between the mean score of burnout among secondary school teacher on the basis of subject.
9. There is no significant difference between the mean score of burnout among secondary school teacher on the basis of marital status.

11. Conclusion

The social interface of a burned out secondary school teacher with colleagues may activate the onset of burnout among those who were previously non-burned out. Burnout is likely to pass from one teacher to another when a high prevalence of burnout is perceived among teachers. The control and prevention of burnout is essential in order to domestic its occurrence in becoming a pandemic. Before taking defensive measures, there is also a need to assess the prevailing extent of burnout among teachers. Cases of burnout may be identified on the basis of testing and non-testing methods as the recognition of extent of burnout helps in intervening accordingly. The strategies to alleviate burnout should focus both on individual and institutional factors as causes of burnout. The secondary school teachers of Thiruvavur district have shown high level of burnout, occurrence and intensity of burnout dimensions, namely emotional exhaustion, depersonalization and personal accomplishment.

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