

A study of higher secondary teachers burnout and mindfulness with respect to gender and type of school

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ABSTRACT

The Kothari Commission rightly referred to teachers as national builders. The all-round development of the students is influenced by the Higher Secondary Teachers. The study has been conducted to investigate the levels of Burnout and Mindfulness of Higher Secondary Teachers'. It also examines the relationship between the Burnout and Mindfulness of the Higher Secondary Teachers. The study was made on a random sample of 350 Higher Secondary Teachers in Cuddalore District. The tools used in the study were the Burnout scale and Mindfulness scale constructed by the investigator. The study reveals the fact that the level of Burnout and Mindfulness at moderate levels. Further, it is noted that there is negligible correlation between Burnout and Mindfulness among Higher Secondary Teachers.

Introduction

Higher secondary school teacher in any country has to face the challenge of producing Teachers for a new society on whom the future of the nation depends. Burnout is of great significance for efficient functioning of any institution and the persons involved. With Teachers, who is happy with his job, the role becomes more pivotal in the uplift of society. These Teachers are nurtured by schools.

Burnout

Burnout is one of the most important stress emotions. It has long played an important role in theories of adjustment and maladjustment. Burnout has been widely held to be at the root of human misery and adjective failure. The present era has often been called the age of 'Stress and Burnout, by many thinkers. Some thinkers have made the observation that burnout is the official emotions of our age. These pronouncements are substantiated in the many studies that have found the burnout affects on an individual's performance and behavior in a variety of situations.

Mindfulness

Mindfulness is the quality of being present and fully engaged with whatever we're doing at the moment — free from distraction or judgment, and aware of our thoughts and feelings without getting caught up in them. We train in this moment-to-moment awareness through meditation, allowing us to build the skill of mindfulness so that we can then apply it to everyday life. In teaching the mind to be present, we are teaching ourselves to be live more mindfully — in the present, taking a breath, not beholden to reactive

thoughts and feelings — which is particularly helpful when faced with challenging circumstances or difficult situations.

Objective of the study

- To study the level of Burnout of Higher Secondary Teachers.
- To study the level of Mindfulness of Higher Secondary Teachers.
- To study the significance relationship between Burnout and Mindfulness among Higher Secondary Teachers.
- To study the significance of the difference between male and female respect to Burnout of Higher Secondary Teachers.
- To study the significance of the difference between Government, Aided and Private respect to Burnout of Higher Secondary Teachers.
- To study the significance of the difference between male and female respect to Mindfulness of Higher Secondary Teachers.
- To study the significance of the difference between Government, Aided and Private respect to Mindfulness of Higher Secondary Teachers.

Hypothesis of the study

- The level of Burnout of Higher Secondary Teachers is average.
- The level of Mindfulness of Higher Secondary Teachers is average.
- There is no significance relationship between burnout and Mindfulness among higher secondary Teachers
- There is no significance of the difference between male and female respect to Burnout of Higher Secondary Teachers.
- There is no significance of the difference between Government, Aided and Private respect to Burnout of Higher Secondary Teachers.
- There is no significance of the difference between male and female respect to Mindfulness of Higher Secondary Teachers.
- There is no significance of the difference between Government, Aided and Private respect to Mindfulness of Higher Secondary Teachers.

Methodology

In the present study, the investigator adopted the normative survey method. The normative survey method describes and interprets what exists at present.

Location of the study

The investigator collected data from the Higher Secondary Teachers working in higher secondary school in Cuddalore district of Tamilnadu state. For this study as many as 350 Higher Secondary Teachers were selected for data collection.

Sample

The present study consists of 350 Higher Secondary Teachers working in higher secondary schools in Cuddalore district of Tamilnadu state. The sample was selected by using simple random sampling technique. The sample forms a representative sample of the entire population. Proportionate weightage was given to various sub-samples. The distribution of sample is given in table 1.

Tool used

Burnout and Mindfulness tool was constructed and standardized by the investigator (2019).

Statistical Techniques used

For the analysis of the data, the following statistical techniques had been used.

Descriptive analysis

Measures of central tendency (Mean)

Measures of variability (standard deviation)

Table - 1

Level of Locus of Control, Mindfulness and Teacher Burnout of Secondary School Teachers

Level	Level of score					
	Low		Moderate		High	
	n	%	n	%	n	%
Locus of Control	33	9.43%	297	84.86%	20	5.71%
Mindfulness	78	22.29%	143	40.86%	129	36.86%
Burn out	70	20.00%	212	60.57%	68	19.43%

Fig 5 *** $p \leq 0.001$ very high significant DF= Degrees of Freedom

Overall locus of control score shows, 9.43% of the teachers are having low level of locus of control score, 84.86% of them are having moderate level of locus of control score and 5.71% of them are having high level of locus of control score. It shows, overall teachers are having more moderate level of locus of control score. Overall mindfulness score shows, 22.29% of the teachers are having low level of mindfulness score, 40.86% of them are having moderate level of mindfulness score and 36.86% of them are having high

level of mindfulness score. It shows, overall teachers are having more moderate level of mindfulness score (measures the trait-like tendency to be mindful in daily life). Overall burnout score shows, 20.00% of the teachers are having low level of burnout score, 60.57% of them are having moderate level of burnout score and 19.43% of them are having high level of burnout score. It shows, overall teachers are having more moderate level of burnout score.

Table – 2: Analysis and interpretation of data in Burnout

Sl.No.	Variable	Sample	N	Mean	S.D.	t/F Value	LS
2	Gender	Male	210	1.94	.723	1.402	Not Significant
		Female	140	1.84	.603		
3	Type of management	Government	139	1.76	.767	9.116	.001 (Significant)
		Aided	91	2.14	.588		
		Private	120	1.88	.582		
4	Entire Sample		350	1.90	.679		

Differential Analysis

Independent Sample ‘t’ / F test

Interpretation

From the Table 2 the following statistical information derived.

Difference between Male and Female Higher Secondary Teachers

The calculated ‘t’ value is found to be 1.402, which is not significant at 0.05 level. Hence, it is inferred that the male and female Higher Secondary Teachers do not differ significantly in their Burnout.

Difference between Government, Aided and Private Higher Secondary Teachers

The calculated ‘F’ value is found to be 9.116, which is significant at 0.01 level. Hence, it is inferred that the government, aided and private Higher Secondary Teachers differ significantly in their Burnout.

Table – 3: Analysis and interpretation of data in Mindfulness

Sl.No.	Variable	Sample	N	Mean	S.D.	t/F Value	LS
2	Gender	Male	210	1.58	.495	0.221	Not Significant
		Female	140	1.59	.493		
3		Government	139	1.63	.486	1.150	Not Significant

	Type of management	Aided	91	1.59	.494		
		Private	120	1.53	.501		
4	Entire Sample		350	1.59	.493		

Difference between Male and Female Higher Secondary Teachers

The calculated ‘t’ value is found to be 1.660, which is not significant at 0.05 level. Hence, it is inferred that the male and female Higher Secondary Teachers do not differ significantly in their Mindfulness.

Difference between Government, Aided and Private Higher Secondary Teachers

The calculated ‘F’ value is found to be 1.150, which is not significant at 0.05 level. Hence, it is inferred that the government, aided and private Higher Secondary Teachers do not differ significantly in their Mindfulness.

Table - 4

Correlation Co-Efficient (R) Among burnout and mindfulness among higher secondary teachers

Variables	‘r’ value	Remarks
Burnout	.598**	S
Mindfulness		

S=Significant

NS=Not significant

It is seen from table – 4 shows that the correlation co-efficient between Burnout and Mindfulness of higher secondary teachers is positive and significant at 0.01 level. There is significant positive relationship between mindfulness.

Findings of the study

- The Higher Secondary Teachers are having moderate level of Burnout
- The Higher Secondary Teachers are having high level of Mindfulness
- The male and female Higher Secondary Teachers do not differ significantly in their Burnout
- The government, aided and private Higher Secondary Teachers differ significantly in their Burnout
- The male and female Higher Secondary Teachers do not differ significantly in their Mindfulness.
- The government, aided and private Higher Secondary Teachers do not differ significantly in their Mindfulness.
- There is significant positive relationship between mindfulness.

Conclusion

Higher Secondary Teachers' role is a vital concept of our education. Their Burnout and Mindfulness is one of the factors which determine their efficiency. Thus a study on their Burnout and Mindfulness has been undertaken and it is found to be at high level which is a good sign for our education system. There is significant positive relationship between mindfulness.

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