

“A comparative study of the Burnout of Higher Secondary School Teachers in context to their Gender difference and Tenure”

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ABSTRACT

This study was initiated to explore the Burnout of Higher Secondary School Teachers in context to their gender difference and tenure; Descriptive survey method was followed with a representative sample of 72 teachers selected from 12 Higher Secondary schools by disproportionate stratified random sampling technique of Bilha block, Bilaspur District in Chhattisgarh state with the standardized tool “Burnout Inventory (BI) of Dr. K. S. Misra (Allahabad). For analysis of data, parametric statistical techniques were used. The study revealed that there is significant difference in burnout of male and female teachers. Burnout of female teachers is more than those of males. There is significant difference in burnout of senior and junior teachers. Burnout of junior teachers is higher than those of seniors.

Keywords: *Burnout, Higher Secondary School Teachers, gender difference and tenure.*

INTRODUCTION

The edifice of development and prosperity of a nation depends on the educative system in which the teacher play significant role. A teacher plays multifarious role of a friend, philosopher, guide, counselor, facilitator, social worker and even parent of the pupils to some extent. He is the person who imbibes, interprets and disseminates the culture and traditions of the past, and as the maker of one and all, his position is unique.

Various stressors of the teaching profession have been identified such as multiple roles and inability to reconcile different roles, accountability, excessive workload, lack of authority and decision making powers, frequent transfers and financial constraints etc. (Evers, Tomic and Brauwert, 2004). Whenever stress continues for a prolonged period, one may feel a sense of tiredness, frustration, exhaustion and/or hopelessness, overwhelmed and unable to cope with it; which in the long run are perceived as symptoms of burnout. Thus, burnout is a state of emotional, mental and physical exhaustion caused by excessive and prolonged stress. It occurs when one feels overwhelmed and unable to meet constant demands and slowly the person begins to lose interest or motivation in the job.

Matheny Griffith and Harris (2000) explained burnout in teachers as teachers' loss of idealism and enthusiasm for work. They are unable to perform day to day duties of teaching due to a sense of tiredness, frustration, exhaustion and/or

hopelessness. The teachers suffering from burnout come to see their work as futile and inconsistent with the ideals or goals they had set as beginning teachers.

LeCompte and Dworkin (1991) described burnout in teachers as an extreme type of role-specific alienation with feelings of meaninglessness, especially as this applies to one's ability to successfully reach to students. They identified powerlessness in defining professional roles as the major factor instrumental in creating stress in teachers. Additionally, a sense of both physical and mental exhaustion exacerbated by the belief that expectations for teachers are constantly in flux, or in conflict with previously held beliefs, has been cited by numerous researchers as an important factor leading to burnout (Bullough and Baughman, 1997; Brown and Ralph, 1998; Hinton and Rotheiler, 1998; Esteve, 2000). It is being observed that burnout teachers are unable to deal successfully with overwhelming emotional stress of teaching (Brouwers and Tomic, 2000). The failure is manifested through impaired performance, absenteeism, various types of personal problems and the deleterious impact on the learning procedure (Manlove, 1993).

There are numerous factors which cause teacher burnout; these factors include political mandates, lack of autonomy and freedom as a teacher; lack of funding and resources for teachers; organizational structures and climate of schools, role ambiguity; performance evaluations; personal and professional relationships with administrators; as well as individual characteristics. Teacher burnout at school is prevalent among several teachers. Psychologists, intellectuals and educationists emphasized the adverse value of burnout for human beings. Burnout affects the performance and achievement. Only a friendly, enthusiastic, secure and well-adjusted teacher can contribute to the wellbeing of. There is scanty provision of guidance and counseling programmes for the needs and types of physical and emotional problems faced by teachers. Burnout may affect whole educational scenario and influence its productivity, work effort, employees' absenteeism and staff turnover.

REVIEW OF RELATED LITERATURE:

A. A.Faskhodi and MasoodSiyari (2018) conducted a research work on "Dimensions of Work Engagement and Teacher Burnout: A Study of Relations among Iranian EFL Teachers." The purpose of the present study is to investigate any possible relationship between work engagement and teachers' sense of burnout, as well as associations between work engagement, burnout, and teachers' years of experience. The correlation analyses indicate a significant and negative relationship between work engagement and burnout. Moreover, the higher the participants' experience is, the greater the amount of their work engagement is. On the contrary, as the number of years of teaching increases, the level of burnout decreases. On the other hand, negative relationship exists between burnout and their experience. The results offer a number of implications for in-service and pre-service teacher training systems.

HoseinIlanloo (2018) of AllamehTabatabaei University, Tehran, Iran conducted a research work on "The Relationship between Anxiety and Aggression with Burnout among Teachers. "Education is one of the important educational pillars of the country and teachers have an important role in this organization. Examining the causes associated with burnout is one of the factors that can be considered in preventing and preventing this phenomenon in planning. The statistical population of all Takestan teachers in the study year was 1969-97. Of this population, 302 subjects were selected based on random sampling

and Morgan table. The research data were analyzed by means of the Maslach Burnout Questionnaire (1985), the AGQ questionnaire, and the Kettle anxiety inventory questionnaire. The main objective of this study is to investigate the relationship between anxiety and aggression with burnout among teachers in the city of Takestan using the regression analysis assay with spss23, showed that both variables of anxiety and aggression can significantly predict Burnout variables.

Madhu Gupta & Surekha Rani (2017) Dept. of Education, M. D. University, Rohtak, (Haryana) conducted a research work on “Burnout among Secondary School Teachers: An Analysis On The Basis Of Type of School, Locale and Gender.” The present study was undertaken to examine the burnout among secondary school teachers in relation to type of school, Locale and gender. Burnout was treated as dependent variable whereas type of school (Govt. & Private), Locale (Junior & Senior) and gender (Male & Female) were treated as independent variables. Descriptive survey method was employed for the present study. A sample of 400 secondary school teachers was taken by using multi-stage stratified random sampling technique. Teachers’ Burnout scale by Gupta and Rani [16] was used to collect the data. The obtained data was analyzed using Three Way ANOVA with $2 \times 2 \times 2$ factorial design. Levene’s Test of Homogeneity of Variance was also applied to test the assumption of homogeneity of variance for ANOVA. Main effect of type of school, Locale and gender on burnout among secondary school teachers was found to be significant. Significant double interaction effect of Locale & gender was reported on burnout among teachers. Further, no significant interaction effects of type of school & Locale; and type of school & gender were reported on burnout among secondary school teachers. Triple interaction effect of type of school, Locale and gender on burnout among secondary school teachers was found to be significant. As the wellbeing (both physical and mental) of the teachers affects the well-being of the learners, every possible attempt should be made to make them free from burnout.

YeHoon Lee (2017) conducted a research work on “Emotional labor, teacher burnout, and turnover intention in high-school physical education teaching.” This study sought to examine the relationships between the three emotional labour strategies, teacher burnout, and turnover intention among physical education teachers. A total of 613 high-school physical education teachers from 47 states across the United States completed online questionnaires that measured the proposed variables. The goodness-of-fit statistics indicated that the structural model showed a reasonable fit, $\chi^2(605) = 1391.26 = 2.30$, $p < 0.01$; RMSEA = .05; TLI = .93; CFI = .93. The results also revealed that teacher burnout was positively associated with surface acting and negatively associated with genuine expression. Further, teacher burnout was positively associated with turnover intention. Mediation analysis showed that teacher burnout fully mediated the trajectory from emotional labor strategies to turnover intention. The results highlight the impact of emotional labor on physical education teachers’ well-being and intention to leave the teaching profession.

Donna Ault (2016) Jacobson Walden University conducted a research work on “Causes and Effects of Teacher Burnout.” The purpose of this qualitative case study was to explore teacher burnout, its perceived causes, and its effects in a senior high school in the north-eastern United States. The conceptual framework was based on Vygotsky’s social development theory. The research questions focused on factors that contribute to teacher burnout and teachers’ perceptions of the ways in which their burnout affected instruction as well as their interactions with parents, colleagues, and administrators. The data collection method was based on in-depth interviews with 5 high school teachers who experienced burnout. The interview data were

analyzed and color-coded to identify recurring themes and patterns. An individual narrative was developed for each of the 5 teachers followed by a cross case analysis of the data. Major findings suggest that teacher burnout may result from several factors such as educational mandates, classroom discipline issues; it affects classroom instruction and impacts interaction with all educational stakeholders. The study's implications for positive social change are rooted in identifying and eliminating the factors that contribute to teacher burnout in order to retain highly qualified and motivated teachers who will provide students with consistent, high-quality, equal educational opportunities that help them reach their full academic potential.

B. Shen, Nate McCaughtry, Jeffrey Martin, Alex Garn, Noel Kulik and Mariane Fahlman (2015) conducted a research work on “The relationship between teacher burnout and student motivation.” This study adopted Maslach et al.’s job burnout construct and self-determination theory to investigate the relationships between teachers’ burnout and students’ autonomous motivation over one-semester physical education classes. A total of 1,302 high school students and their 33 physical education teachers in 20 high schools from two school districts in a major Midwest metropolitan area in the United States. The two school districts were demographically similar. Methods. Students and physical education teachers completed questionnaires assessing relevant psychological constructs. There were two time points for collecting students’ data. One was at the beginning of a fall semester, and the other was at the end of that semester. Hierarchical linear modeling analyses were conducted. Results. It was revealed that teachers’ emotional exhaustion was negatively related to students’ perceived teacher autonomy support (TAS); in turn, there was a negative relationship between teachers’ feeling of depersonalization and students’ autonomous motivation development even when controlling for inadequate TAS.

Madhu Sahni and Dr. Anita Deswal (2015) conducted a research work on “Burnout among Teacher Educators with Respect to Biographical, Psychological and Organizational Variables.” Burnout is a psychological term which is described as the experiment of negative attitude, morale and behavior when people face work-related stressors. The undesirable psychological condition occurs when an employee is subjected to continuous mental and psychological pressures because of unfavorable work-conditions, unsuitable managing and leadership approaches which cause emotional exhaustion tiredness. This study is an attempt to survey the burnout level of teacher educators in Haryana and determine the likely factors that are associated with this phenomenon. The subjects of the study were 122 teacher educators from govt. and government. Aided colleges of education affiliated to M.D.U., Rohtak (Haryana) and K.U., Kurukshetra (Haryana). The main instrument used for data gathering was Maslach Burnout Inventory-Educator Survey (MBI-ES) which evaluated the burnout levels of the teacher educators in the three dimensions of emotional exhaustion, depersonalization, and reduced personal accomplishment. Descriptive and univariate statistics were used in the data analysis. It was found that the qualification, years of teaching experience, academic title, organizational climate, occupational stress, psychological wellbeing, self-confidence and personality were significant indicators of burnout among the teacher educators, while gender and teaching subject were not significantly related to burnout syndrome.

Shunying Li (2015) conduct a research work on “A Case Study of the English Teachers’ Burnout in a Medical University in China.” Many College English teachers complain about work stress. To learn about the actual burnout situation and to seek intervention, a questionnaire survey and written interviews were conducted in a medical university in China. The results of

the survey suggest that 29.73% of the participants experienced burnout. No significant differences were found in the aspects of the gender and educational background. However, older teachers experienced significantly more intense reduced personal accomplishment while more-experienced teachers reported significantly more intense depersonalization and reduced personal accomplishment. Similarly, participants with higher professional titles experienced much more intense depersonalization. Meanwhile, the results of the interviews indicate four causes of burnout: factors related to the job, students, management and teacher development. Internal and external moderations are categorized as the burnout reducers. As for intervention, teachers and the organization should work together to reduce the burnout syndrome.

MaramiGoswami (2013) conducted a research work on “A Study of Burnout of Secondary School Teachers in Relation to their Job Satisfaction.” The aim of this study was to see how teachers' burnout is related to different aspects of, job satisfaction and demographic characteristics such as age and gender. The Maslach Burnout Inventory which was used to measure dimensions of teachers' burnout consisted of three subscales: emotional exhaustion, personal accomplishment and depersonalization. In addition, the Dixit Job Satisfaction Scale [DJSS], which was developed by Dr.Meera Dixit, was used to measure the subjects' job satisfaction level. The purpose of the present research is to investigate the effect of demographic variables such as sex and age and location of the schools on job burnout and the relationship between job burnout and job satisfaction. In this study, job burnout is considered as dependent variable; and age, gender, location of school, job satisfaction as independent variables. The results of this study show that firstly, the job burnout of teachers leads to the decrease of job satisfaction. Secondly, the demographic variables age and area of work place affect job burnout. But sex was not found to be a factor of job burnout. The negative consequences of job burnout are too costly for organizations. Therefore, to devise proper plans to decrease its consequences, this paper suggests some measures to control this phenomenon. The findings would be helpful for other researcher in policy discussions and efforts to improve teachers' quality of work life and performance.

EsinBarutçu, and CelalettinSerinkanb (2013) conducted a research work on “Burnout Syndrome of Teachers: An Empirical Study in Denizli in Turkey”. The purpose of this study is to determine the levels of burnout on teachers working in Denizli. The teachers demographic characteristics is to determine whether maintenance of the differences between the levels of burnout. Another aim of the study is to give some advice men are more experienced burnout than women teachers. Inadequate salaries of the teachers who have been identified more experienced burnout. Another result, the executive levels of teachers more experienced burnout and young teachers were found to be in more burnout than other age groups. Working conditions affecting burnout may improve as required. Maslach Burnout Inventory was used for this study. Random sampling method was preferred for this study. Survey method was used in this research. 167 respondents were reached as a result of the research. As a result of the research; in which low levels of burnout in teachers, high school teachers experienced burnout at least, teachers to facilitate their adaptation to the institutions and orientation programs should be implemented to deal with the problems faced.

Joyce Mathews (2013) conducted a research work on “Occupational Stress and Job Burnout among Primary and Secondary School Teachers in Cuttack, Orissa, 2013. The purpose of this study was to explore the levels of occupational stress and job

burnout among teachers working in primary and secondary schools and identify the relationship between the selected demographic data with the stress levels. The sample consisted of 100 teachers from 4 schools in Cuttack, Orissa. The instruments used to measure the variables were: 1. Headington Stress Index questionnaire, 2. Headington Burnout Inventory, 3. Self-care and Lifestyle Balance Inventory. The statistical techniques of descriptive statistics, ANOVA analysis and Pearson's coefficient were employed to analyze the data. The findings of the study indicated that a major portion of the teachers' population faced moderately low stress and burnout, and the remaining faced moderately high stress and burnout. Younger teachers are reported to have more stress than the older teachers. Higher the burnout among teachers, lower was the lifestyle balance among them. Experience, gender and grade did not affect the stress levels among teachers.

P. K. Pandey (2012) conducted research to assess burnout among secondary school teachers. A sample of 200 secondary school teachers in Jaunpur city was taken and data was collected with the help of Maslach burnout inventory. The findings revealed that burnout is present in secondary school teachers in varying degrees. An average level of burnout was found in emotional exhaustion and personal accomplishment implying that teachers are exhausted not just physically but also emotionally. Male and female school teachers showed no significant difference in burnout tendencies. English and Hindi medium teachers also do not show significant difference in burnout.

OBJECTIVES

Following are the objectives of the study:-

1. To compare the burnout of male and female teachers.
2. To compare the burnout of senior and junior teachers.

HYPOTHESES

The following are the null hypotheses of the study:-

- HO₁: There will be no significant difference in the burnout of male and female teachers.
- HO₂: There will be no significant difference in the burnout of senior and junior teachers.

METHODOLOGY OF THE STUDY

- Method of Research: A descriptive survey method was followed in this study.
- Sample & sampling technique: For the study, a sample of 72 teachers selected from 12 Higher Secondary schools by disproportionate stratified random sampling technique of Bilha block, Bilaspur District in Chhattisgarh state.
- Tool of the study: "Burnout Inventory" developed by Dr. Karuna Shankar Mishra (Allahabad).
- Statistical Techniques: Parametric statistics like mean and standard deviation were calculated, and Bar-graphs were plotted for graphic representation and finally "t" test was utilized to analyse the data.

DATA ANALYSIS AND INTERPRETATION

Analysis of data, result and interpretation of findings were done in view the objectives of the study. The scores obtained from the administration of the tool were classified and tabulated.

Ho₁: There will be no significant difference in the burnout of male and female teachers.

Table No. - 01
Statistical description of burnout scores of male and female teachers

Group	N	Mean	S.D.	df	t-value	Remark
Male	36	178.43	9.79	70	3.07	Significant at 0.01 level
Female	36	186.08	11.26			

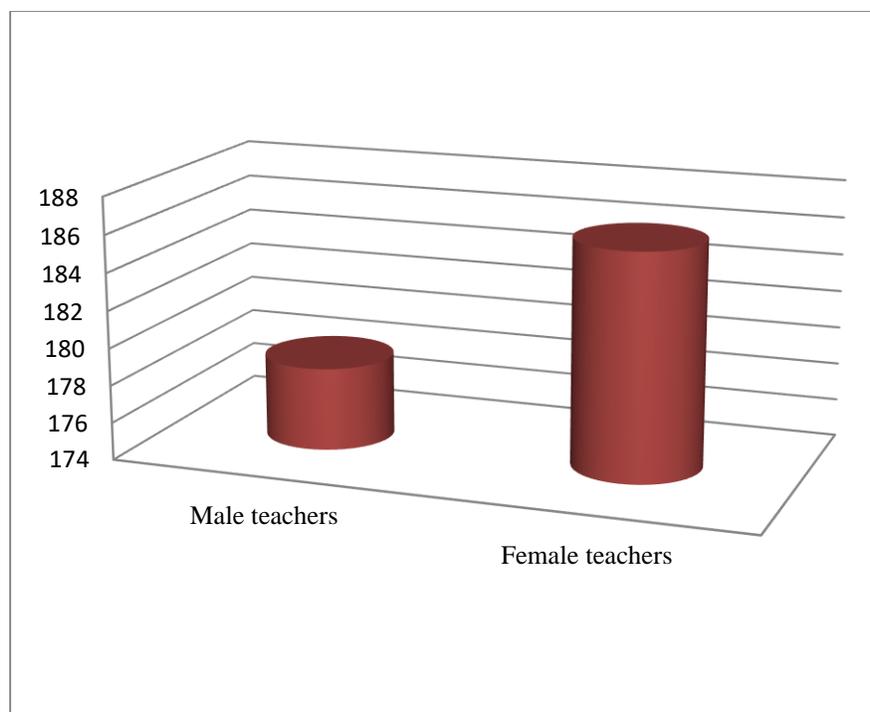
Interpretation: - Since the calculated t-value is greater than the table value (2.65) for 70 df at 0.01 level of significance, therefore, it proves to be significant.

Result: - t is significant; therefore, the null hypothesis is rejected.

Discussion: - It is inferred from this study that the male and female teachers significantly differ in the burnout. This may be due to difference in areas i.e. Non-accomplishment, Depersonalization, Emotional Exhaustion, Friction, Task Avoidance, Distancing, Neglecting and Easy Going etc.

Graph No. - 01

Bar Graph of mean burnout score of male and female teachers



Interpretation:-

It is evident from the bar graph that mean burnout score of female teachers is greater than that of male teachers i.e., it goes in side of female teachers which indicates their higher burnout.

Ho₂: There will be no significant difference in the burnout of senior and junior teachers.

Table No. - 02

Statistical description of burnout scores of senior and junior teachers

Group	N	Mean	S.D.	df	t	Remark
Seniorteachers	42	195.92	14.36	70	2.84	Significant at 0.01 level
Juniorteachers	30	205.43	15.32			

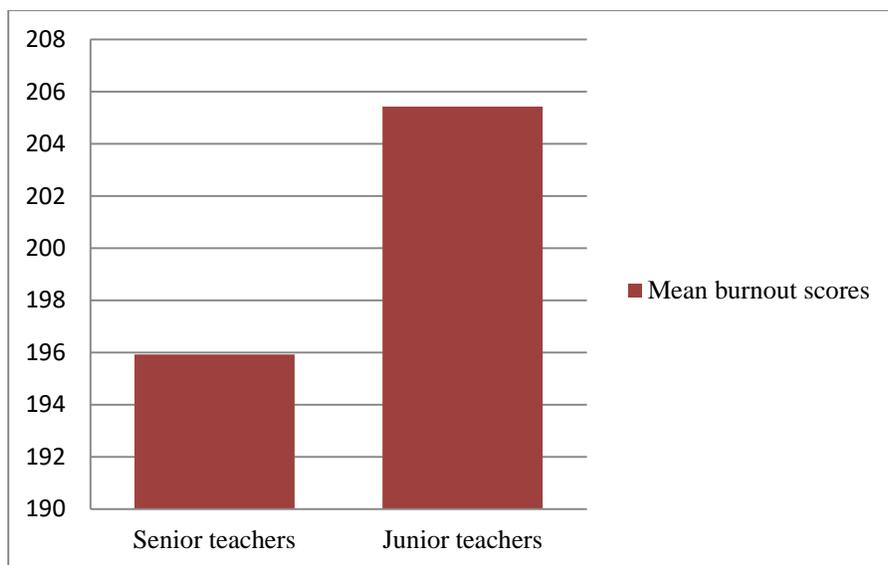
Interpretation: -Since the calculated t-value is greater than the table value (2.65) for 70 df at 0.01 level of significance, therefore, it proves to be significant.

Result: -t- value is significant; therefore, the null hypothesis is rejected.

Discussion: -It is inferred from this study that the senior and junior teachers significantly differ in burnout. This may be because of difference in areas i.e. Non-accomplishment, Depersonalization, Emotional Exhaustion, Friction, Task Avoidance, Distancing, Neglecting and Easy Going etc.

Graph No. - 02

Bar Graph of mean burnout scores of senior and junior teachers



Interpretation:-

It is evident from the bar graph that mean burnout score of junior teachers is greater than that of senior teachers i.e. it goes in favor of junior teachers which indicates their higher burnout.

FINDINGS OF THE STUDY

The study documents the following conclusions:

- ❖ There is a significant difference in burnout of male and female teachers
- ❖ Burnout of female teachers is more than those of males.
- ❖ There is a significant difference in burnout of senior and junior teachers
- ❖ Burnout of junior teachers is higher than those of seniors.

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