

Burnout of Secondary School Teachers in Relation to Their Age, Gender, and Marital Status

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Abstract

Teacher burnout has emerged as one of the major problems in education. It is one of the most important factors, which adversely affects the working quality of teachers. The major objective of the study was to find out the level of burnout in secondary school teachers on the basis of age, gender, and marital status. The study was carried out on a sample of 100 secondary school teachers drawn from two strata of government and private schools. To meet the objectives of the study, a descriptive survey method was used. The findings of the study revealed that secondary school teachers possess an average level of burnout. There is a high level of burnout in unmarried teachers compared to married ones. Female teachers experience more burnout than male teachers. Teachers' age and their school type are not determining factors in burnout.

Introduction

The backbone of any progressive nation is the quality of its education. Education is a process of enlightenment and empowerment for the achievement of better and higher quality of life. Education is a tripolar process, which has three poles- teacher, student, and content. An effective teaching-learning process depends upon teacher-taught interaction; therefore, a teacher is the most important aspect of the educational process.

The progress of a nation ultimately depends upon the quality of its teachers. It is with this view that the Secondary Education Commission (1966) considered the teacher as the most important factor in the contemplated national construction. The role of a teacher is considered to be the most crucial in the overall development of the student.

A teacher must have the knowledge of the subject, dedication to teaching, good communication skill, and teaching aptitude. The mental health of a teacher is also essential for effective classroom interaction and the teaching-learning process. In the teaching profession, various factors like lack of social status, poor emoluments and facilities, lack of advancement, uncongenial working conditions, disinterested students are potential sources of stress. Whenever stress continues for a prolonged period, one may be overwhelmed and unable to cope with it and this may result in burnout too.

Literature review

Numerous consequences of teacher burnout are found at both the individual and contextual levels. Individual consequences of burnout include physiological and psychosocial problems such as lack of self-confidence, low self-esteem, significant depression, etc. Teachers who experience burnout report loss of humor, imagination, creativity, disregard of personal priorities, and decreased insight into assessments of problems and situations. Burnout has been found to increase susceptibility to illness, tension, nausea, back pain, accident proneness, fatigue, and sleep disturbances. In addition to these burnouts also results in teacher absenteeism, turnover, career change, mental/physical health claims, and early retirement

Rangan (1995) identified the nature of teacher burnout; factors in the job, socio-economic and personal factors contributing to burnout; the role of the dimension on burnout in the work environment such as the psychological dimension of the work environment, physical dimension, social dimension and personality variables. The finding of study as followed burnout seems to be prevalent among younger teachers; higher work involvement predicts less burnout; higher feelings of self-worth lesser burnout; internal locus of control indicates lesser burnout; burnout is highly but negatively correlated with dimensions such as mental health, self-control, self-worth, work satisfaction, locus of control, age, experience and number of children.

Pandey and Tripathi (2001) examined the level of perceived occupational stress and burnout in college male teachers (N=56) as well as the relative importance of various job stressors in predicting burnout analysis of the data revealed a moderate level of occupational stress as well as burnout in the given sample. Overall findings suggested that teaching is a stressful occupation and teachers are at risk for developing burnout syndrome and subjectively defined job stressors such as role ambiguity, unreasonable group pressure may play an important role in it.

Srivastav, P. (2003) conducted a study to assess the impact of organizational structure on the burnout tendency of female primary teachers, found the relationship between organizational structure and burnout among teachers. They chose a sample of 456 primary school female teachers. The normative survey method was adopted. The Indian Adoption of Maslach Burnout Inventory was adapted to measure burnout.

The major findings of the study reveal that schools having poor organizational structures are likely to have a higher number of burnout on female teachers and the schools with poor human and physical organization structures are likely to have low burnout on female teachers.

Mathur, M. (2006) in her study Burnout in School Teachers studied the level of burnout in the secondary school teachers in context to the administrative forms. She analyzed the correlation between the level of burnout and teaching effectiveness in secondary school teachers. The survey was conducted on 300 teachers and the burnout inventory constructed by Steven and Joanne Zager was used. The results revealed that the teachers working in government schools suffer from a higher level of burnout than the teachers working in public and private schools in context to cooperation. She found that the teaching effectiveness gets reduced due to the level of burnout.

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, social, 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 a significant difference in burnout.

Katyayni, A. (2013) conducted a study on the effectiveness of women teachers in relation to the problem of burnout and role conflict together. The main purpose of the study was to identify the effect of burnout and role conflict on the effectiveness of women teachers. The study was conducted on a sample of 250 women teachers of Varanasi city. The collection of data was done through Maslach Burnout Inventory, Kulsum Teacher Effectiveness Scale, and Role Conflict Scale. The study revealed that the personal accomplishment dimension of burnout make a significant positive effect while depersonalization and emotional exhaustion dimension of burnout have a significant effect on teacher effectiveness. Role conflict has also a significant negative correlation and therefore effect on teacher effectiveness.

The review of related literature presented an overview of studies related to burnout and different variables. A large number of researches have been conducted in the field of burnout in relation to their age, gender, and marital status is still unexplored. Literature review suggests that several studies have been conducted on burnout but very few have been conducted about age, gender, and marital status of teachers. The researcher could not locate any study on burnout of secondary school teachers concerning aforesaid variables. Therefore researcher is motivated to investigate the present problem.

Objectives of the Study

The objectives of the study are as follows:

1. To study the levels of burnout in secondary school teachers.
2. To study the levels of burnout with respect to different agegroups.
3. To find out the levels of burnout on the basis of gender.
4. To study the levels of burnout on the basis of marital status of teachers.
5. To find out the level of burnout of teachers of government and private schools.

Research Hypotheses

The research hypotheses of the study are as follows:

1. There is a difference in the levels of burnout of secondary School teachers of different age groups.
2. There is a difference in the levels of burnout in teachers on the basis of gender.
3. There is a difference in the levels of burnout of married and unmarried secondary School teachers.
4. There is a difference in the levels of burnout of private and government secondary school teachers.

Research Method

A descriptive survey method of research was used.

Population and Sampling Technique

All secondary school teachers of Varanasi city comprised the population of the study.

A stratified random sampling technique was used and the sample was taken from two strata of government and private secondary schools.

Tool of the Study

The tool used for this study was Burnout Scale- constructed and standardized by Dr. Tripte Hatwal. Tripte Hatwal burnout scale is based on Maslach's Burnout Inventory (MBI) and consists of 24 items in all. MBI consists of 22 items and is measured on a 7-point rating scale. In the burnout **inventory, items are designed to measure the perceived burnout in items of three dimensions:**

- 1. Emotional exhaustion (E.E.):** It is a state caused by excessive psychological and emotional demands made on people in helping professions.
- 2. Personal accomplishment (P.A.):** It refers to the de-motivating effects of feeling of inefficiency causing helplessness, where efforts repeatedly fail to produce positive results leading to symptoms of depression and stress.
- 3. Depersonalization (D.P.):** It refers to treating people like objects and developing a negative attitude towards one's self and towards work and life. Items in the inventory are both in positive and negative forms.

The reliability of the inventory has been calculated by the Split-half method. The coefficient of correlation between the two halves is .66. Reliability, as calculated by the Spearman-Brown prophecy formula, is 0.795, which is significant.

Validity

The index of reliability (taken as a measure of validity) for the inventory is = 0.89, which is quite high.

Data Collection

The data was collected with the help of the Burnout scale constructed by Dr. Tripte Hatwal. Personal details of the subjects were also taken. After administering the tools, scoring was done as per the scoring procedure mentioned in the manual.

Analysis of Data

Objective 1: To study the levels of burnout in secondary school teachers

The data was obtained with the help of the Burnout scale constructed by Dr. Tripte Hatwal. To study the nature of the distribution of burnout scores of the total sample, relevant statistical measures were

Basic Statistic	N	Mean	Median	Mode	S.D.	Skewness	Kurtosis	Range	Min	Max
Value	100	75.34	78	85	19.17	0.24	0.84	75	37	112

calculated. Following are the basic statistic for burnout scores as presented in table 1.

Table 1: Basic statistic of Burnout Score for total sample (N=100)

The basic statistic shows that burnout is moderately present in the sample with a mean of 75.34 and a Standard deviation of 19.17. The minimum score is 37 and the maximum score is 112, with the range of 75. The distribution has a skewness of 0.24 and a kurtosis of 0.84. To study the normal distribution of the score, a frequency distribution table was prepared and the corresponding expected frequency of the distribution was also calculated. Thereafter, with the help of the chi-square test, it was observed that the observed frequency did not differ significantly from the expected frequency of the normal distribution.

Objective 2: To study the levels of burnout with respect to different age groups

H01: There is no significant difference in the levels of burnout of different age groups of secondary school teachers.

To find out the difference in the burnout scores of different age groups of teachers, F-test was done. The calculated F- value was compared with the table F-value at df 2,98. The results are summarized in table 2.

Table 2: ANOVA table for the difference in burnout scores of teachers in relation to age

Source of Variation	SS	df	MS	F	Significance
Between Groups	1025.8630	2	512.9315	1.407625	not significant
Within Groups	35710.6914	98	364.3948		
Total	36736.55	100			

F value was calculated as 1.40 which is below the table F-value 3.08 at df 2,98. Therefore null hypothesis is accepted. There is no significant difference in the levels of Burnout of different age groups of secondary school teachers.

Objective 3: To find out the levels of burnout on the basis of gender

H02: There is no significant difference in the levels of burnout of male and female secondary school teachers.

To find out the difference in burnout scores of male and female teachers, t- test was performed. The calculated t-value was compared with the table t-value at df 99. The results are summarized in Table 3

Table 3: t-value for the difference in Burnout Scores of Male and Female teachers

Gender	N	Mean	S.D.	t-value	Significance
Male	46	69.56	19.20	2.86 (df 99)	Significant
Female	54	79.57	17.53		

t-value was calculated as 2.86 which is above the table t-value of 1.98 at df 99. Therefore, null hypothesis is rejected. There is a significant difference in burnout scores of male and female teachers.

Objective 4: To study the levels of burnout on the basis of marital status of teachers

H03: There is no significant difference in the levels of burnout of married and unmarried secondary school teachers.

To find out the difference in the burnout scores of married and unmarried teachers, t- test was performed. The calculated t-value was compared with the table t-value. The results are summarized in table 4.

Table 4: t-value for the difference in Burnout scores of married and unmarried teachers

Gender	N	Mean	S.D.	t-value	Significance
Married	64	64.52	1.78	2.85 (df 99)	significant
Unmarried	34	74.41	3.38		

t-value was calculated as 2.85 which is above the table t-value of 1.98 at df 99. Therefore null hypothesis is rejected. Hence, it shows that there is significant difference in burnout scores of married and unmarried teachers.

Objective 5: To find out the levels of burnout of government and private school teachers

H04: There is no significant difference in the levels of burnout of government and private secondary school teachers.

To find out the difference in burnout scores of government and private school teachers, t-value was determined. The calculated t-value was compared with the table t-value. The results are summarized in table 5.

Table 5: t-value for difference in Burnout scores of government and private school teachers

Gender	N	Mean	S.D.	t-value	Significance
Govt.	50	72.72	2.85	1.36 (df 99)	Not significant
Private	50	77.22	2.46		

t-value was calculated as 1.36 which is below the table t-value of 1.98 at df 99. Therefore null hypothesis is accepted. There is no significant difference in burnout scores of government and private school teachers.

Result and Discussion

The mean score of the total sample suggests that secondary school teachers possess an average level of burnout.

There is no significant difference in the burnout of secondary school teachers of different age groups. Therefore, it denotes that the age of the teachers is not a determining factor in burnout. This is maybe mainly due to regular in-service training programs of the teacher. This finding is in contradiction with results obtained by Rangan (1995) had observed that burnout seems to be prevalent among younger teachers.

A significant difference was observed in the levels of burnout of male and female teachers. Female teachers showed more burnout than male teachers. This implies that female teachers are more stressed prone to burnout. This may be due to the dual job and home responsibility of female teachers but contradictory findings were observed by Pandey, P. K. (2012) who found that male and female school teachers show no significant difference in burnout. Srivastav, P. (2003) also found that higher number of burnout in female teachers.

A significant difference was observed in the burnout of married and unmarried teachers. The married teachers had a low level of burnout compared to unmarried teachers. This points out that family plays an important role in positive affective aspects. Married people have a family to share their feelings, emotions, and problems which help them to cope with the stress and work productively, whereas unmarried teachers are more prone to be emotionally exhausted and hence, depersonalized. The findings are supported by Rangan (1995). They also found marital status showed a negative relationship with burnout.

There is no significant difference observed in burnout scores of government and private school teachers. This indicated there may be similarities in organizational climate, leadership, etc. of both the schools. This finding is in contradiction with the result obtained by Mathur, M. (2006), who also found that teachers working in government schools suffer from a higher level of burnout than teachers

working in private school

Conclusion and Suggestions

Based on the findings, the following conclusions can be drawn:

Teachers have an average level of burnout and female teachers experience a high level of burnout compared to male teachers. Whereas, married teachers are found to cope with burnout better than unmarried teachers. Age and type of school were not important factors in influencing burnout.

Therefore, Teacher Burnout has emerged as one of the major problems in education. Teachers with burnout may be found to have poor interaction with the students and be less effective in the teaching-learning process. It has a deleterious effect on the quality of school education. Thus, this problem needs to be addressed and it is required to have effective intervention to cope up and combat the problem of burnout.

The study draws attention towards the stress management strategies for teachers. Teacher burnout is a serious problem in school education. There is a need to identify the various causes leading to burnout. Therefore, positive interventions such as the organization of seminars, workshops, and teacher training programs for the in-service teachers to encourage professional growth and to avoid. As only healthy teacher can effectively execute their responsibilities.

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