

# Burnout of Secondary School Teachers in Relation to Some Personal Variables

## Abstract

“Teaching is a lifetime mission. To enable development of youth, first and foremost, the teacher’s love for teaching is essential, with teaching as the soul of the teacher. Teachers must realize that they are responsible for shaping not only the students but igniting the youth who are the most powerful resource under the earth, on the earth and above the earth.” (Kalam, Teachers Day message 2007) As Evers, Tomic and Brouwers (2004) report, teachers play a valuable role in helping children grow. In order to do this they must remain physically and mentally well. However, there is apparent dissonance between teachers’ perceived capacities and the exceptions of their role (Smith & Bourke, 1992) yet, they continue to carry out their work. This may have implications for their physical, social and psychological well-being and their professional competence as teachers. The stress for teachers is expected to arise from an imbalance between the work demands and resources in the school environment. The particular relationship between the teacher’s skills and resources and the school setting is evaluated / appraised by the teacher as exceeding his / her capabilities and resources, and the school facilities, and thus threatening one’s well-being. Burnout has been defined in terms of six dimensions, namely reduced work goals, greater self-interest, emotional detachment, emotional detachment from colleagues, lessened idealism, and lessened personal responsibility. Teacher burnout a study by MBI Second Edition of Maslach (1981-1986) was administered over a sample of 100 secondary school teachers of Siliguri Municipal Corporation in Jalpaiguri Educational District of West Bengal. The findings of the study revealed that there is significant difference in sex, age group, experience, subject taught and training variation but management variation is no significant difference in teacher burnout at secondary level.

**Keywords:** Teacher burnout, Stress, Depersonalization, Personal Accomplishment, Emotional Exhaustion, Secondary school teachers.

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## Introduction

In the educational process, the teacher is the medium through which objectives and plans can be actualised. For this the teacher must have sound health both physically and mentally. Because studies are numerous, where it has been revealed about the significant relationship between a person’s mental health and working efficiency. Teaching is a profession where everyday radical changes occur in the educational system. Secondary school teachers experience higher level of stress due to demanding situation, while dealing with adolescent students. Overcrowded classes, heavy syllabus, low salary, inadequate facilities, service conditions and pressure from the public and government make teacher’s work more complex. The stress for teachers is expected to arise from an imbalance between the work demands and resources in the school environment. The particular relationship between the teacher’s skills and resources and the school setting is evaluated / appraised by the teacher as exceeding his / her capabilities and resources, and the school facilities, and thus threatening one’s well-being. Burnout is defined as a negative psychological experience that is the reactions to job-related stress. It pertains to feelings experienced by people whose jobs require repeated exposure to emotionally charged social situations. Thus it is an occupational hazard to which all members of helping professions are exposed, including teachers. As a metaphor, burnout points the quench of candle or a fire; if the fire does not receive adequate resources, it will be quenched after a while (Schaufiel et al 2009). Burnout was first defined by Freudenberger (1974) and involves feelings of failure and exhaustion resulting from excessive demands on a person’s energy with insufficient reward for the effort. Other researchers have defined burnout as

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psychological distancing from work (Maslach, 1976). Burnout has been defined as "a syndrome of Emotional Exhaustion, Depersonalization, and Reduced Accomplishment which is a special risk for individuals who work with other people in some capacity" (Leiter & Maslach, 1998). The main factors effecting burnout are – The compulsion to prove oneself, Working harder, Neglecting their needs, Displacement of conflicts, Revision of values, Denial of Emerging problems, Withdrawal, Obvious behavioural Changes, Depersonalization, Inner emptiness, Depression, and Burnout syndrome.

A review of related literature on Burnout of secondary school teachers are **Mohanty (1992)** the study attempted to investigate occupational stress, coping style, mental health status and social support in a group of executives from public and private sectors. The study was conducted on 240 executives with 60 subjects in each of the designs. 1) It was found that the private sector executives in general experienced greater job stress, mental health problems and perceived greater organisational support than public sector executives. 2) They also used problem focused coping more than public sector executives. 3) Public sector executives adopted affective regulation and emotional discharge as preferred coping strategies. **Ravichandran and Rajendran (2007)** studied perceived sources of stress among the teachers with a sample of 200 higher secondary teachers from government, aided and private schools in the city of Chennai, where female teachers were reported more stressed as compared to their male counterparts. **Hore (2008)** conducted study on perception of stress of higher secondary school teachers and found that 1) female teachers experience more teaching stress than the male teachers. 2) Teachers having higher qualification beyond the minimum qualification showed higher degree of teaching stress compared to their counterpart of their contrast. 3) Non- science teachers experience more teaching stress than science teachers. **Devi (2011)** in her study reveals significant difference among teachers on the basis of their Age, Teaching Experience and type of school they served, and no significant difference on the basis of Gender and Marital Status in terms of their Burnout and Emotional Intelligence. **Mariya and khatoon (2012)** the present study examined the relationships of a set of independent variables (gender, qualification, teaching experience, salary, subjects taught and marital status) with occupational stress among secondary school teachers. The population in this study consists of 608 teachers from 42 schools of Uttar Pradesh (India). The Teachers Occupational Stress Scale was used for data collection, while t-test and F-test are used for statistical analysis. According to the results of the analysis, nearly half of the secondary school teachers experience less stress towards their job and males display more occupational stress towards job than the females. Moreover, the trained graduate teachers are found to have higher occupational stress than post-graduate and untrained teachers. Teachers with an experience

of 6-10 years face occupational stress the most, and 0-5 years the least; while those falling in the remaining two groups slide in between these two. Findings also reveal no significant differences between monthly salary, subjects taught, marital status and occupational stress of secondary school teachers.

A synoptic review of the above researches revealed that Burnout of Secondary School Teachers in relation to some personal variables. The present study attempts to explore gender, age, teaching experience, subject taught, training and management variation in the Burnout of Secondary School Teachers in relation to some personal variables, to find out relationship among them through the following research questions. Are the secondary school teachers of West Bengal experiencing any burnout in themselves? If so, what is its frequency and intensity? Are these due to any personal factor? If, so, is there any significant difference in the frequency and intensity of burn out among teachers due to these variations?

Answer to these questions reveals a strong rationale for the study. Therefore the problem is stated as "**Burnout of Secondary School Teachers in relation to some personal variables**".

#### Objectives of the Study:

- To assess the burn out among secondary school teachers in terms of frequency and intensity.
- To explore the current burnout levels of teachers of West Bengal in relation to age, gender years of experience and subjects taught variations.
- To find out significant difference in the burnout level of teachers due to intra variables of age, gender experience and subjects taught variations.

#### Hypotheses of the Study:

The following null hypotheses have been set up for the study on the basis of the objectives research questions asked. All the hypotheses have been expressed in null form.

- HO<sub>1</sub>**. There is no trace of burnout among the teachers of West Bengal Secondary Schools in terms of frequency and intensity.
- HO<sub>2</sub>**. There is no significant difference in burn out of secondary school teachers' in relation to age variation.
- HO<sub>3</sub>**. There is no significant difference in burn out of secondary school teachers in relation to gender variation.
- HO<sub>4</sub>**. There is no significant difference in burn out among secondary school teachers in relation to experience variation.
- HO<sub>5</sub>**. There is no significant difference in burn out among secondary school teachers in relation to the subjects taught by them.
- HO<sub>6</sub>**. There is no significant difference in the level of burnout among teachers of Government and Non Government institutions.
- HO<sub>7</sub>**. There is no significant difference in the intensity of burnout in case of trained and untrained teachers.

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## Operational Definitions:

**Teacher burnout** refers to a state of emotional, mental, and physical exhaustion caused by excessive and prolonged stress. Burnout is described as a psychological syndrome of emotional exhaustion, depersonalisation, and reduced personal accomplishment that can occur among teachers (Maslach and Jackson 1986). **Stress** describes a negative condition that can have an impact on one's mental and physical well-being.

**Depersonalization** consists of a feeling of watching oneself act, while having no control over a situation.

**Emotional Exhaustion** is a chronic state of physical and emotional depletion that results from excessive job or personal demands and continuous stress. It describes a feeling of being emotionally over extended and exhausted by one's work. **Personal Accomplishment** refers to the act of accomplishing or the state of being accomplished.

## Scope and Delimitation:

The scope of the study was to assess the impact of certain variables like age, gender, subject taught, teaching experience, training, and management on burnout of secondary school teachers. The study would be delimited to 100 secondary school teachers teaching in class 10 to 12 of the Secondary Schools of Siliguri Municipal Corporation in Jalpaiguri Educational District of West Bengal.

## The Design:

The design is Normative Survey method. Only a normative survey was conducted and analyzed in accordance with the variables of age, sex, subject taught, teaching experience, Training, and Management.

## The Sample:

The sample for the investigation comprises 100 secondary school teachers selected at random from Siliguri Municipal Corporation in Jalpaiguri Educational District of West Bengal. While selecting the sample, care was taken to have a representative sample based on gender, age, subjects taught, training, management and teaching experience. These schools were so selected that 4 schools were Govt. and Pvt. aided category.

## The Tools and Techniques used for the study:

A standardised tool on burnout by Maslach (1981-1986) of its Indian Adaptation was used for data collection. The techniques of descriptive and inferential statistics were adopted for the study. The descriptive measures of mean, median, mode, SD were computed to assess the level of burnout of teachers. Under descriptive categorization of teachers along the burnout scale into three categories. High, Average, Low was made. Differences in burnout level of teachers to the sub sample of age, gender, experience will be calculated through 't' ratio and ANOVA as per need.

## Organization Descriptive Measures:

For studying the score distribution on Maslach Burnout Inventory, a frequency distribution table was prepared from the data sheet and the mean, median, mode, standard deviation, and

percentiles of the total sample as well as all sub samples were calculated and presented in the following table.

**Table-1**  
**Descriptive measures on Maslach Burnout Inventory**

Variation	Sub sample	Mean	Median	Mode	SD
Age	Above35	48.44	49.30	51.02	10.65
	Below35	55.29	48.76	35.7	6.15
Sex	Male	48.6	47.83	46.29	7.2
	Female	55.1	56.3	58.7	6.3
Teaching experience	Above5	48.73	48.8	48.94	7.05
	Below5	54.5	52.45	62.23	6.45
Subject taught	Science	49.59	48.82	47.28	5.7
	Non-science	55.52	49.13	36.35	7.2
Management	Government	48.63	47.45	45.09	6.15
	Private	48.83	50.53	53.93	7.1
Training	Trained	48.98	49.21	49.67	7.65
	Untrained	48.5	48.83	49.49	5.25
<b>Total</b>		48.75	49.05	49.65	6.75

From the above table, it was observed that mean, median, SD and other measures of variability on teacher burnout differed in each case. The mean scores of female, private school teachers, teachers having below 5 years of teaching experience, trained teachers, teachers having non science background, teachers aged above 35 years are found to have the mean scores higher than the total mean scores.

In case of total scores, the value of mean, median and mode are 48.75, 49.05 and 49.75 respectively and does not coincide having slight deviation. Again to claim approximately the normality of the data, the skewness and the kurtosis of the scores were calculated and found to be -1.09 and .226 respectively as against 0 and 0.263 respectively. Hence the distribution is negatively skewed and leptokurtic. But the magnitude of the difference is very small. Hence the investigator desired to conclude that the scores obtained through administration of scale deviate slightly from normality.

The standard deviation of the total sample is 6.75. The  $P_{90}$ ,  $P_{75}$ ,  $P_{25}$  and  $P_{10}$  for the total sample were found to be 56.38, 52.74, 45.13 and 39.5 respectively. The semi inter quartile range of the distribution is 3.81. The sum of the median and semi inter quartile range was found to be 52.86 and the difference between the two was 45.24. The third and the first quartile of the distribution were 52.74 and 45.13.

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If the sum and difference between the median and the semi-inter quartile range becomes same with the third quartile and the first quartile, respectively, they give evidence towards normality in distribution of scores on burnout. As in the present case they were almost same, it may be inferred that the distribution is approximately a normal distribution.

**Sub-Sample wise Differential Analysis on Teacher Burnout:**

The present sub-sample analysis was attempted to meet the objective of testing the null hypotheses (H<sub>0</sub>) stated earlier and presented in this report. In case of each sub-sample, first the null hypotheses have been set up according to the requirements of the problem. The level of significance for the test has been selected and the data were subjected to the test of significance. On the basis of 't' value for corresponding degrees of freedom.

In the present study, gender, age, experience, subject taught and management were taken as an intra-variable and all samples were divided into two categories. The test of significance of difference between the mean scores of sub sample teachers on their burnout was calculated and results were shown in the table below.

**Table - 2**

**Summary of test of significance of differences between the mean score of sub-samples on Teacher Burnout of Secondary School Teachers:**

Variation	Sub-sample	Number	Mean	SD	SE D	't'	Remarks
Gender	Male	50	48.6	7.2	1.35	4.81	P < 0.01
	Female	50	55.1	6.3			
Age	Below 35 years	41	55.29	6.15	1.69	6.85	P < 0.01
	Above 35 years	59	48.44	10.65			
Experience	Below 5 years	25	54.5	6.45	1.52	3.79	P < 0.01
	Above 5 years	75	48.73	7.05			
Subjects Taught	Science	29	49.59	5.7	1.36	3.21	P < 0.01
	Non-Science	71	55.52	7.2			
Management	Govt.	40	48.63	6.15	1.38	0.14	NS
	Pvt.	60	48.83	7.1			
Training	Trained	58	48.98	7.65	1.29	12.40	P < 0.01
	Untrained	42	48.5	5.25			

**Critical value of 't' with df 98 at 0.01= 2.63 and at 0.05= 1.98**

On perusal of the above table, it was revealed that the 't' ratio (4.81) due to gender variation was found to be significant at 0.01 level of significance. The 't' ratio (4.81) is more than the table

value of 't' at 0.05 level (1.98) and at 0.01 level (2.63) at 98 degrees of freedom. Therefore the null hypothesis that "There is no significant difference in teachers' burnout due to gender variation" was rejected. The female teachers were having more burnout than their counterparts. The finding was in conformity with the study conducted by Hore (2008) and Ravichandran and Rajendran (2007).

On perusal of the above table, it was revealed that the 't' ratio (6.85) due to age variation was found to be significant at 0.01 level of significance. Therefore the null hypothesis that "There is no significant difference in teachers' burnout due to age variation" was rejected. The teachers who were below 35 years were having more burnout than their counterparts. The finding was in conformity with the study conducted by Devi (2011).

The above table, it was revealed that the 't' ratio (3.79) due to experience variation was found to be significant at 0.01 level of significance. Therefore the null hypothesis that "There is no significant difference in teachers' burnout due to experience variation" was rejected. The teachers who had experience below 5 years were found to have more mean score in teacher burnout. Hence it can be concluded that teacher who had experience below 5 years were having more burnout than their counterparts. The finding was in conformity with the study conducted by Sarros (1989).

The above table, it was revealed that the 't' ratio (3.21) due to subject taught variation was found to be significant at 0.01 level of significance. Therefore the null hypothesis that "There is no significant difference in teachers' burnout due to subject taught variation" was rejected. The teacher who taught non-science subjects were having more burnout than their counterparts. The finding is in conformity with the study conducted by Hore (2008).

The above table, it was revealed that the 't' ratio (0.14) was not significant at 0.05 and 0.01 level of significance. Therefore the null hypothesis that "There is no significant difference in teachers burnout due to management variation" was not accepted. It was in conformity with the study conducted by Mohanty (1992).

The above table, it was revealed that the 't' ratio (12.40) due to training variation was found to be significant at 0.01 level of significance. Therefore the null hypothesis that "There is no significant difference in teachers burnout due to training variation" was rejected. The teacher who was trained was having more burnout than their counterparts. It was in conformity with the study conducted by Mariya Aftab and Tahira Khatoon (2012).

**Component wise differences in Teacher Burnout of Secondary School Teachers:**

An attempt has been made by the investigator to highlight the component wise differences in teacher burnout in relation to all the sub-samples. For the 't' ratio was calculated and presented in table below.

**Table - 3**  
**Summary of 't' ratio of the Component of Teacher Burnout of Secondary School Teachers:**

Variations	Components	Emotional Exhaustion	Depersonalization	Personal Accomplishment
Age	Below 35 years vs above 35 years	1.03	0.11	0.82
Gender	Male vs Female	4.04	0.38	1.52
Teaching Experience	Below 5 years vs Above 5 years	1.77	0.19	0.87
Subjects Taught	Science vs Non science	0.99	0.85	1.75
Management	Government vs private	1.16	2.32	0.07
Training	Trained vs Untrained	0.31	0.70	0.09

**Critical value of 't' with df 98 at 0.01= 2.63 and at 0.05= 1.98**

On perusal of the above table, it was observed that 't' ratio could be significant in case of male and female teachers in emotional exhaustion component and Govt. and Pvt. institutes in depersonalization component. It was quite evident from the mean score difference in these two components that the female teachers were found to be more burned out. Again when it was compared management wise, only significant difference was revealed in depersonalization component where the private teachers were found to have more burnout than the other cases. In all the other cases 't' ratio could not be significant between the contrasting sub samples.

**Major findings of the Study:**

- i) There was no significant difference in teacher's burnout due to gender variation. However it was observed from the mean scores that degree of burnout in female teachers was more than the male teachers.
- ii) There was no significant difference in teacher's burnout due to age variation. But teachers who were below 35 years were found to have more mean score in teacher burnout.
- iii) There was no significant difference in teacher's burnout due to experience variation.
- iv) Teachers teaching non- science subjects displayed more symptoms in the degree of burnout compared to the teachers teaching science subjects.
- v) There was significant difference in teacher's burnout due to management variation. Privately

managed school teachers excelling the government managed school teachers.

- vi) Trained teachers displayed higher degree of burnout compared to untrained teachers.

**Recommendations:**

Based on the findings the following recommendations were made—

- (i) The private schools should be able to cater to needs and demands of the teacher.
- (ii) Provision for work security should be in the teaching profession.
- (iii) The salary of the teachers should be increased.
- (iv) Social recognition to the teachers should be given.
- (v) Greater opportunities and chances should be provided to the teachers for proper utilization of their talents.
- (vi) The work load and pressure should be reduced.
- (vii) The working environment should be conducive, pleasurable and suitable for the teachers.

**Scope for further study:**

Hence the following research topics may be selected for wider implementation of the study.

- (i) Study can be replicated on large sample by including more districts so as to present better picture of the studies made.
- (ii) The present study can be made on a large and more representative sample, which would help us provide more reliable result.
- (iii) Similar studies can be made to primary, secondary and university teachers to make normative study.
- (iv) A similar study can be conducted with large sample and different areas taking into consideration their gender variation and experience, age and qualification variation in burnout of teachers.

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