

A STUDY OF BURNOUT AMONG SECONDARY SCHOOL TEACHERS IN RELATION TO OCCUPATIONAL STRESS

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Abstract

The present study was conducted to find out to compare the burnout among secondary school male and female teachers having high and low occupational stress. Formulated hypothesis are there will be no significant relationship between burnout and occupational stress among secondary school male and female teachers. Sample consisted of 100 teachers. Results of this study indicated that burnout among secondary school teachers having high and low occupational stress differ significantly. The capability of teachers to cope with occupational stress will strongly increase and this may lead to higher positive attitudinal and behavioral outcomes (e.g. performance, job satisfaction, commitment, and positive moral values). So, more congenial environment should be provided to the teachers in the school to reduce their stress, as only stress free teachers can teach effectively.

Introduction:

Burnout is a psychological term used for experience of long term exhaustion and diminishing interest in the work place. It is a state of emotional and physical exhaustion caused by excessive and prolonged stress. It can occur when one feel overwhelmed and is unable to meet constant demand as the stress continue, we begin to lose interest and motivation that lead us to take on a certain role in the first place. It reduces our productivity and saps our energy, leaving us increasingly hopeless, powerless, cynical and resentful. Originally, Maslach and Jackson (1981) defined burnout as a syndrome of Emotional Exhaustion, Depersonalization, and reduced Personal Accomplishment. Emotional Exhaustion occurs when teachers are unable to physically and emotionally provide for students due to overwhelming feelings of fatigue and stress (Maslach, Jackson, & Leiter, 1997). Freudenberger and Richelson (1980) described burnout as a state of fatigue or frustration brought about by devotion to a cause, way of life or relationship that failed to produce the expected reward. Researchers have shown burnout to be associated with poor physical health, emotional exhaustion and other essential symptoms like depression which have been most consistently linked with burnout, behavioural symptoms like unproductive work

behaviour and negative interpersonal relation with clients, other colleagues and family members.

Occupational Stress refers to physical, mental and emotional wear and tear brought about by incongruence between the requirement of job and capabilities, resources and need of the teacher to cope with job demands (Kaur, 2006).

A wide range of occupational stressors is reported by school teachers (Payne & Furnham, 1987) and these appropriate many of those reported by others. Borg et. Al. (1991) reported that their sample of primary school teachers rated problems with time and resources, lack of professional recognition, pupil misbehavior and poor relationship as major occupational stressors. Brown and Ralph (1992) reported a major study by a British teachers union showing the most common sources of teacher stress as structural change, classroom discipline, heavy workloads, lack of resources and poor control management. Punch (1992) have reported that perceived level of influence and autonomy and perceived level of efficacy and achievement (which are associated with control of work environment) can have an ameliorating effect on the reported level of teachers' psychological distress. Ravichandaran and Rajendaran (2007) reported that sex, age, educational levels, years of teaching and types of school play a significant role in the perception of various resources of stress related to the teaching profession.

Objectives:

Objectives of the present study are briefly stated as under:

1. To compare the burnout among secondary school teachers having high and low occupational stress.
2. To compare the burnout among male secondary school teachers having high and low occupational stress.
3. To compare the burnout among female secondary school teachers having high and low occupational stress.

Hypothesis:

For the purpose of study the difference in burnout among secondary school teachers having high and low occupational stress, the following hypothesis was formulated:

1. There is significant difference in burnout among secondary school teachers having high and low occupational stress.
2. There is significant difference in burnout among male secondary school teachers having high and low occupational stress.
3. There is significant difference in burnout among female secondary school teachers having high and low occupational stress.

Method

Sample:

The sample for this study consisted of 100 secondary school teachers. Purposive sampling technique was used to select the sample.

Measurements:

1. Teachers' Burnout Scale: The Burnout Scale was developed by Gupta and Rani (2017) to measure the level of burnout among teachers. It is a Likert-type 5-point scale. Dimensions of the scale were given below: The scale is a self-administering and self-reporting five point scale. Each item of the scale is followed by five alternatives. The respondent has to put mark one of the five alternatives against each statement which is close to his/her response. The options Always, Often, Sometimes, Rarely and Never carries scores 4, 3, 2, 1, and 0 respectively. The minimum and maximum range of the score is 0-160. Higher the score on TBS, higher the level of burnout among teachers and vice-versa.

2. Teachers Occupational Stress Scale (TOSS) by Jamal and Raheem (2012)

This scale was developed on the basis of five dimensions (work load, student's misbehavior, lack of professional recognition, lack of classroom resources and poor colleague's relations). These dimensions were selected on the basis of work of Boyle et.al (1995). From each dimension 60 items were constructed initially. There were 30 positively framed items and 30 were negative items. After expert's suggestions, only 47 items were finalized. Then this scale was administered on the sample of 307 secondary school teachers selected randomly from the five districts of eastern U.P. namely Azamgarh, Ghazipur, Mau, Balia and Jaunpur.

Pilot study was done to measure the feasibility, time and physical traits of the test. After the two try outs, 30 items were finalized for the final form of the test in which 15 items are positively framed and 15 are negatively framed. This test consists of 30 items which are Likert type. This scale is based on five dimensions work load, student's misbehavior, lack of professional recognition, lack of classroom resources and poor colleague's relations. The tool is in both Hindi and English language. The tool can be administered on teachers of any level but will be proved more suitable for secondary and higher secondary school teachers and may be used for survey and research work. There is no time limit for completion of this test but the respondents are expected to complete it within 30 minutes.

Results and Discussion

To test the hypothesis, Mean, SD, t-value and level of significance of the scores obtained from burnout scale were calculated with respect to occupational stress. The results are presented in Table 1.

Table1.

Table 1. Showing the burnout among secondary school teachers having high and low occupational stress

Dependent variable	Group (Occupational Stress)	N	Mean	SD	t value	p
Burnout	High	50	81.54	24.80	3.97	>.01
	Low	50	61.21	26.22		

From the Table 1 it can be observed that the t-value of 3.97 was found significant at 0.01 levels, which indicates that burnout among secondary school teachers having high and low occupational stress differ significantly. So, the hypothesis i.e. there is no significant difference in burnout among secondary school teachers having high and low occupational stress, is proved. In the context of mean scores, it can be seen that mean burnout score of secondary school teachers having high occupational stress i.e. 81.54 has been found higher than that of secondary school teachers having low occupational stress i.e. 61.21. So, it can be concluded that teachers having high occupational stress experienced more burnout as compared to their counterparts.

To test the hypothesis there is no significant difference in burnout among male secondary school teachers having high and low occupational stress, Mean, SD, t-value and level of significance of the scores obtained from burnout scale were calculated with respect to occupational stress. The results are presented in Table 2.

Table 2

Table 2 Showing the burnout among male secondary school teachers having high and low occupational stress

Dependent variable	Group (Occupational Stress)	N	Mean	SD	t value	p
Burnout	High	25	29.54	11.99	2.13	>.05
	Low	25	37.33	13.01		

From the Table 2 showed that t-value is 2.13 which were found significant at .05 levels of significance, which indicated that burnout among male secondary school teachers having high and low occupational stress differ significantly. So, the hypothesis i.e. there is no significant difference in burnout among male secondary school teachers having high and low occupational stress, is accepted. It can be seen that mean burnout scores of male secondary school teachers having high occupational stress i.e.29.54 has been found higher than that of secondary school teachers having low occupational stress i.e. 37.33. So, it can be inferred that teachers having high occupational stress experienced more burnout as compared to teachers having low occupational stress.

For the purpose of studying the difference in burnout among female secondary school teachers having high and low occupational stress, the following null hypothesis was formulated there is no significant difference in burnout among female secondary school teachers having high and low occupational stress.

Table 3

Table 3. Showing the burnout among female secondary school teachers having high and low occupational stress

Dependent variable	Group (Occupational Stress)	N	Mean	SD	t value	p
Burnout	High	25	80.21	19.67	3.18	>.01
	Low	25	61.76	21.89		

From the Table 3 it can be observed that the t-value of 3.18 was found significant at 0.01 level, which indicates that burnout among female secondary school teachers having high and low occupational stress differ significantly. So, the null hypothesis i.e. there is no significant difference in burnout among female secondary school teachers having high and low occupational stress, is proved. In the context of mean scores, it can be observed that mean burnout scores of female secondary school teachers having high occupational stress i.e. 80.21 has been found higher than that of female secondary school teachers having low occupational stress, i.e. 61.76. Thus, it can be concluded that female teachers having high occupational stress experienced more burnout as compared to female teachers having low occupational stress.

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