

A STUDY OF BURNOUT AMONG PRIMARY SCHOOL TEACHERS IN RELATION TO OCCUPATIONAL

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Abstract

The present study was conducted to find out to compare the burnout among primary school teachers in relation to occupational stress. Survey method was conducted on a sample of 100 primary school teachers working in government and private primary schools was chosen from Muktsar District of Punjab. Results of this study indicated that there is significant difference in burnout among primary school teachers having high and low occupational stress and it also found that there is significant difference in burnout among male and female primary school teachers having high and low occupational stress.

Key words: Occupational stress, Burnout, primary school teachers

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 misbehaviour 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 Rajendran (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.

RATIONALE OF THE STUDY

One phenomenon that needed to be examined is what factors allow for some teachers to continue in the profession under stressful working conditions while others leave the profession, especially teaching at the primary school level. Research studies on teacher stress have consistently reported that teaching is a stressful occupation. One of the reasons that teachers leave the profession is their experience with negative stress. Many educators who have experienced stress have experienced teacher burnout. As a result burnout and occupational stress among primary school teachers study was taken up by the investigator.

OBJECTIVES:

Objectives of the present study are briefly stated as under:

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

HYPOTHESIS:

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

RESEARCH METHOD

Descriptive Survey method was employed to carry out this piece of research work.

SAMPLE:

The sample for this study consisted of 100 primary school teachers working in government and private primary schools in Muktsar constituted the sample for the present study .

TOOLS

1. Teachers' Burnout Scale by Gupta and Rani (2016)
2. Teachers Occupational Stress Scale (TOSS) by Jamal and Raheem (2012)

DELIMITATIONS OF THE STUDY

1. The study was delimited to 100 teachers from Muktsar city only.
2. The study was further delimited to government primary schools and private primary schools of Muktsar only

RESULTS AND DISCUSSION

1. 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.

Table 1.

Showing the burnout among primary school teachers having high and low

Occupational stress

Dependent variable	Group (Occupational Stress)	N	Mean	SD	t value	p
Burnout primary school teachers	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 primary school teachers having high and low occupational stress differ significantly. So, the hypothesis there is significant difference in burnout among primary school teachers having high and low occupational stress, is accepted. In the context of mean scores, it can be seen that mean burnout score of primary school teachers having high occupational stress i.e. 81.54 has been found higher than that of primary 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 significant difference in burnout among male primary 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

Showing the burnout among male primary school teachers having high and low occupational stress

Dependent variable	Group (Occupational Stress)	N	Mean	SD	t value	P
Burnout among primary school teachers	Male High	25	29.54	11.99	2.13	>.05
	Male 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 primary school teachers having high and low occupational stress differ significantly. So, the hypothesis i.e. There is a significant difference in burnout among male primary school teachers having high and low occupational stress, is accepted. It can be seen that mean burnout scores of male primary school teachers having high occupational stress i.e.29.54 has been found higher than that of primary school teachers having low occupational stress i.e. 37.33. So, it can be inferred that male teachers having high occupational stress experienced more burnout as compared to male teachers having low occupational stress.

3. For the purpose of studying the difference in burnout among female primary school teachers having high and low occupational stress, the following hypothesis was formulated there is significant difference in burnout among female primary school teachers having high and low occupational stress.

Table 3

Showing the burnout among female Primary school teachers having high and low occupational stress

Dependent variable	Group (Occupational Stress)	N	Mean	SD	t value	p
Burnout among primary school teachers	Female High	25	80.21	19.67	3.18	>.01
	Female 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 primary school teachers having high and low occupational stress differ significantly. So, the hypothesis i.e. there is a significant difference in burnout among female primary 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 primary school teachers having high occupational stress i.e. 80.21 has been found higher than that of female primary 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.

FINDINGS

1. There is significant difference in burnout among primary school teachers having high and low occupational stress. The teachers having high occupational stress experienced more burnout as compared to the teachers having low occupational stress.
2. There is significant difference in burnout among male primary school teachers having high and low occupational stress. The male teachers having high occupational stress experienced more burnout as compared to male teachers having low occupational stress.
3. There is a significant difference in burnout among female primary school teachers having high and low occupational stress. The female teachers having high occupational stress experienced more burnout as compared to female teachers having low occupational stress.

SUGGESTIONS FOR THE FURTHER RESEARCH

1. The same study conducted among higher secondary school teachers.
2. It is suggested that a nation or statewide study can be carried out

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