

## A Study of Burnout Tendency of Secondary School Teachers in Relation to Their Stress

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### Abstract:

**BACKGROUND:** Teachers are the pivot of the whole educational process. The future of the students as well as the progress of a nation depends on the physical, psychological, emotional and professional state of teachers. In the present competitive scenario, stress and burnout are such factors which negatively affect the performance of teachers. **AIMS:** 1. To study the burnout tendency of secondary school teachers in relation to their stress, 2. To compare the burnout tendency of secondary school male and female teachers of different administrative setup in relation to their stress levels. **METHOD AND MATERIAL:** This study is based on normative survey method. All full-time secondary school teachers working in six blocks of district Haridwar (UTTARAKHAND) constituted the population of the study. Two-stage random sampling technique was used to select a total number of 1051 secondary school teachers. Mean, S.D., two-way ANOVA and Pearsonian coefficient of correlation were used for the statistical analysis. **RESULTS:** The findings revealed that secondary school male and female teachers of government, government-aided and public/private schools have been found to differ insignificantly in their burn-out. Male and female teachers of Saraswati Vidya Mandir were found to differ significantly in their burnout. Stress has not caused any significant influence on the burnout tendency of secondary school teachers. Interaction between sex and stress has also not created any significant difference in the burnout tendency of secondary school teachers.

**Keywords:** Burnout Tendency, Secondary School Teachers and Stress.

### I. INTRODUCTION

Burnout is a state in which individual experience physical and mental fatigue after working under heavy pressure [1] [2]. Burnout is one of the most studied topics in the literature. This term was initially defined by **Freudenberger (1974)** who defined burnout as *“a state of fatigue or frustration brought about by devotion to an occupation, way of life, cause or relationship that failed to produce the expected reward”*[3]. Burnout was defined by **Maslach (1993)** in terms of its characteristics, which states that *“burnout is a psychological syndrome of emotional exhaustion, depersonalization and reduced personal accomplishment that can occur among individuals who work with other people in same capacity”*[4]. This definition reveals that there are three components of burnout: emotional exhaustion, depersonalization and reduced personal accomplishment. Emotional exhaustion is a feeling of fatigue and lack of enthusiasm for work. Depersonalization is the emotional distancing from direct care clients that result in a callous and uncaring attitude towards others. Reduced personal accomplishment is a sense that nothing of value is being done at work by the person. In simple words, burnout is an extreme reaction that individual experience when they cannot successfully cope with work pressure.

Burnout is an important problem which mostly occurs among people working in helping professions, such as doctors, nurses, police, librarians, manager and teachers [5][6]. Numerous studies show that teachers are among those professionals that face the greatest amount of pressure and stress in their work [7] [8] [9] [10]. There are many factors in the school which increase the level of stress among teachers. Stress results in high anxiety, depression, irritability, hostility, dissatisfaction, and absenteeism, emotional

instability which further lead to the development of job burnout among teachers [11] [12] [13] [14]. Burnout has been studied as a type of chronic response to the cumulative long term negative impact of work stress [15].

Study conducted by **Yong, Z. Y. (2007)** in China indicates that teaching is one of the most stress-full occupations and this long term work stress may lead to burnout [16]. Studies of **Santavirta, N.; Solovieva, S. and Theorell, T. (2007)** suggested that the effect of job-strain on burnout was consistent [17]. **Kokkinos (2007)** concluded in their study that both personality and work related stress were associated with burnout dimensions [18]. Burnout was found to be resulted from long term occupational stress among teachers [19]. In another study it was observed that teaching is a stress full career and this can lead to teachers suffering from burnout [20]. Thus, the above findings largely suggest that stress has some relationship with teacher burnout. But these few studies, in which some are contradictory, cannot form the basis of generalization. Keeping it in the mind the researcher attempted to study the burnout tendency of secondary school teachers in relation to their stress.

### II. PURPOSE OF THE STUDY

The main purpose of this study was to compare the burnout tendency of secondary school male and female teachers of different administrative setups in relation to their stress.

### III. OBJECTIVES OF THE STUDY

Following objectives were framed to achieve the purpose of the study:

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1. To compare the burnout tendency of government secondary school male and female teachers in relation to their stress.
2. To compare the burnout tendency of government-aided secondary school male and female teachers in relation to their stress.
3. To compare the burnout tendency of public/private secondary school male and female teachers in relation to their stress.
4. To compare the burnout tendency of male and female teachers of Saraswati Vidya Mandir in relation to their stress.

**IV. HYPOTHESES OF THE STUDY**

Following hypotheses have been formulated in order to achieve the objectives of the study:

1. There is no significant difference in the burnout tendency of government secondary school male and female teachers in relation to their stress.
2. There is no significant difference in the burnout tendency of government-aided secondary school male and female teachers in relation to their stress.
3. There is no significant difference in the burnout tendency of public/private secondary school male and female teachers in relation to their stress.
4. There is no significant difference in the burnout tendency of male and female teachers of Saraswati Vidya Mandir in relation to their stress.

**V. DELIMITATIONS OF THE STUDY**

The present study is delimited as follows:

1. The study has been confined to the district Haridwar of Uttarakhand only.
2. The study is delimited to the secondary school teachers only.
3. The study included both male and female teachers.
4. Under the administrative setup government, government-aided, public/private and Saraswati Vidya Mandir were included in the present study.
5. The present study is delimited to urban area of district Haridwar.

**VI. METHODOLOGY**

The present study is an exploratory study dealing with the investigation of secondary school teachers’ burnout tendency in relation to their stress along with their sex and administrative setup. For the purpose of this study a large sample is required to determine the status of burnout tendency among secondary school teachers. Hence the present study is based on Normative Survey Method type of descriptive research.

**Population of The Study**

All full-time secondary school teachers working in six blocks of district Haridwar (UTTARAKHAND) constituted the population of the study. The population of the present study

was conveniently stratified into following strata:

- (1) Government Secondary School Teachers
- (2) Government-aided Secondary School Teachers
- (3) Public/Private Secondary School Teachers
- (4) Teachers of Saraswati Vidya Mandir

**Sample and Sampling Procedure**

Two-stage random sampling technique was followed to select the representative sample from the population. In the first stage the investigator obtained a list of all the four types of secondary schools of district Haridwar. The investigator selected 153 secondary schools randomly. In the second stage, both male and female secondary school teachers were selected randomly from these selected schools. In this way a total number of 1051 secondary school teachers were selected.

**Vaiables**

The present study involves two kinds of variables, which are stated as under:

- (i) Dependent Variable: In the present study, the dependent variable is burnout tendency of secondary school teachers which is measured by a scale developed by J.P. Srivastava and G.P. Mishra (SSTBS).
- (ii) Independent Variable: Stress is the independent variable in the study. Stress has been measured by Teachers’ Stress Inventory developed by Dr. Harendra Singh and Dr. J.P. Srivastava.

**Tools Used**

The following tools have been used in the present study:

- (i) Secondary School Teachers Burnout Scale, an Indian adaption of M.B.I. developed by Dr. J.P. Srivastava and Dr. G.P. Mishra.
- (ii) Teacher’s Stress Inventory developed by Dr. Harendra Singh and Dr. J.P. Srivastava.

**Statistical Analysis**

Mean, S.D., two-way ANOVA and Pearsonian coefficient of correlation were used for the statistical analysis.

**VII. RESULT AND DISCUSSION**

**Table – 1.1:** Mean and S.D. of Burnout Tendency of Government Secondary School Male and Female Teachers in relation to their Stress

Variable	Sex	Stress	N	Mean	S.D.
Burnout tendency in relation to Stress	Male	Low	55	119.92	8.67
		High	99	116.38	10.15
	Female	Low	34	116.47	9.29
		High	63	116.14	11.33

The above table gives the mean scores on the burnout tendency of government secondary school male and female teachers in relation to their stress. The mean score of the male teachers (N=55) with low stress is 119.92 and the mean score of the male teachers (N=99) with high score is 116.38.

Both the mean values are on the lower side of the average burnout score on burnout scale. On the other hand, female teachers with low stress (N=34) have a mean score of 116.47 and with high stress (N=63) have a mean score of 116.14. Both the mean scores are on the lower side of the average burnout scores on the burnout scale.

**Table – 1.2:** Analysis of Variance to compare the Burnout Tendency of Government Secondary School Male and Female Teachers in relation to their Stress

Source	df	S.S.	M.S.	F-value	Results
Sex	1	112.731	112.731	1.114	Insignificant
Stress	1	305.752	305.752	3.022	Insignificant
Interaction	1	140.561	140.561	1.389	Insignificant
Between group	4	3443055.692	860763.923	8507.305	
Within group	247	24991.308	101.179		

The two-way analysis of variance shown in the above table indicates that at df 1, 247 the first F value is 1.114 which is insignificant. This reveals that male and female teachers do not differ significantly in their burnout tendency.

At df 1, 247 the second F-value is 3.022 which is also found insignificant. This shows that stress does not cause any significant difference in the burnout tendency of government secondary school teachers.

At df 1, 247 the third F value is 1.389 for interaction effect of stress and burnout tendency. It has been found insignificant even at 0.05 level of significance which shows that the combined effect of sex and stress do not affect the burnout tendency of government secondary school male and female teachers.

In the study of *Pipkin, R.J. (1983)* male teachers were found more burnout than female teachers which contradicts the above finding [21]. Contradictory result has been reported from the study of *Pipkin, R.J. (1983)* that there was a significant effect of stress on burnout tendency of female teachers [22].

**Table – 2.1:** Mean and S.D. of Burnout Tendency of Government-aided Secondary School Male and Female Teachers in relation to their Stress

Variable	Sex	Stress	N	Mean	S.D.
Burnout tendency in relation to Stress	Male	Low	83	116.73	10.35
		High	174	118.25	11.17
	Female	Low	37	118.30	11.89
		High	64	119.06	11.87

The above table shows the mean scores on the burnout tendency of government-aided secondary school male and female teachers in relation to their stress. Male teachers with low stress (N=83) have a burnout mean score of 116.73 and the mean burnout score of high stress teachers (N=174) is 118.25. These mean scores for both the categories are on the lower side of average burnout scores on the burnout scale. Female teachers having low stress (N=37) have a mean burnout score of 118.30 and female teachers with high stress (N=64) have a mean burnout score of 119.06. These mean scores are on the lower side of the average mean score on the scale of Burnout.

**Table – 2.2:** Analysis of Variance to compare the Burnout Tendency of Government-aided Secondary School Male and Female Teachers in relation to their Stress

Source	df	S.S.	M.S.	F-value	Results
Sex	1	84.345	84.345	0.673	Insignificant
Stress	1	132.998	132.998	1.062	Insignificant
Interaction	1	9.231	9.231	0.074	Insignificant
Between group	4	49890222.478	1247255.745	9958.237	
Within group	354	44338.022	125.249		

The two-way analysis of variance shown in the above table indicates that at df 1, 354 the first F-value is 0.673, which is insignificant even at 0.05 level of significance. This indicates that the burnout tendency of male and female teachers of government-aided secondary schools do not differ significantly.

At df 1, 354 the second F value 1.062 is also less than the required value even at 0.05 level of significance. It shows that the stress does not make a significant difference in the burnout tendency of government-aided secondary school teachers.

At df 1, 354 the F value 0.074 is found less than the required value even at 0.05 level of significance for the interaction effect of sex and stress of government aided secondary school teachers. The obtained F value is insignificant which indicates that joint effect of sex and stress does not affect the burnout tendency of government-aided secondary school teachers.

In the study of *Ellis, S.E. (1984)* on college administrators, male and female were found to differ significantly in their burnout level which contradicts the finding of above study [23]. Stress was found to have significant contribution on burnout tendency of secondary special Education teachers in the study of *Embich, J.L. (2001)* which is in contradiction to the above finding [24].

**Table – 3.1:** Mean and S.D. of Burnout Tendency of Public/Private Secondary School Male and Female Teachers in relation to their Stress

Variable	Sex	Stress	N	Mean	S.D.
Burnout tendency in relation to Stress	Male	Low	67	114.30	10.37
		High	107	114.80	10.34
	Female	Low	61	121.44	17.51
		High	115	117.82	13.92

The above table shows the mean scores on the burnout tendency of public/private secondary school male and female teachers in relation to their stress. The male teachers having low stress (N=67) have a mean burnout score of 114.30 and of male teachers with high stress (N=107) is 114.80. Both the mean scores are on the lower side of the average burnout score on burnout scale. The mean scores of low stress female teachers (N=61) is 121.44 and of high stress female teachers (N=115) is 117.82. These mean score indicates that female teachers with low stress fall on the upper side of average burnout score on burnout scale and the mean scores of female teacher with high stress fall on the lower side of the average burnout scores on the burnout scale.

**Table – 3.2:** Analysis of Variance to compare the Burnout Tendency of Public/Private Secondary School Male and Female Teachers in relation to their Stress

Source	df	S.S.	M.S.	F-value	Results
Sex	1	1787.405	1787.405	10.497**	Significant
Stress	1	188.706	188.706	1.108	Insignificant
Interaction	1	345.637	345.637	2.030	Insignificant
Between group	4	4781501.877	1195375.469	7020.029	
Within group	346	58917.123	170.281		

\*\*= Significant at 0.01 level of Significance.

The two-way analysis of variance shown in the above table indicates that at df 1, 346 the first F-value is 10.497 which is significant at 0.01 level of significance. This indicates that male and female teachers of public/private secondary school differ significantly in their burnout tendency.

At df 1, 346 the second F value is 1.108 which is insignificant even at .05 level of significance. This shows that the stress does not make any significant difference in the burnout tendency of public/private secondary school teachers.

At df 1, 346 the third F-value 2.030 for the interaction effect is found insignificant even at .05 level of significant. The above value indicates that the joint effect of sex and stress does not cause significant different in the burnout tendency of public/private secondary school teachers.

Study made by *Patrick et al. (2005)* supports the above finding that significant sex difference was found in burnout tendency of teachers [25]. In the study of *Barriale, J.F. (1985)* on teachers, stress and burnout were found significantly related[26]. This finding contradicts the above finding that stress has insignificant effect on burnout tendency.

**Table – 4.1:** Mean and S.D. of Burnout Tendency of Male and Female Teachers of Saraswati Vidya Mandir in relation to their Stress

Variable	Sex	Stress	N	Mean	S.D.
Burnout tendency in relation to Stress	Male	Low	20	117.85	13.49
		High	31	119.51	8.82
	Female	Low	14	119.14	10.28
		High	27	125.66	11.40

The above table shows the mean scores on the burnout tendency of male and female teachers of Saraswati Vidya Mandir in relation to their stress. The mean scores of male teachers in low stress category (N=20) is 117.85 and mean scores of male teachers in high score category (N=31) is 119.51. These mean scores are on the lower side of the average score on burnout scale. The mean scores of female teachers in low stress category (N=14) is 119.14 and mean scores of female teachers in high score category (N=27) is 125.66 These mean scores of female teachers in low stress category fall on the lower side of average burnout score whereas the mean scores of female teachers with high stress falls on the upper side of the average burnout score on the burnout scale.

**Table – 4.2:** Analysis of Variance to compare the Burnout Tendency of Male and Female Teachers of Saraswati Vidya Mandir in relation to their Stress

Source	df	S.S.	M.S.	F-value	Results
Sex	1	435.955	435.955	3.636	Insignificant
Stress	1	302.407	302.407	2.522	Insignificant
Interaction	1	123.724	123.724	1.032	Insignificant
Between group	4	1345696.994	336424.248	2806.192	
Within group	88	10550.006	119.886		

The two-way analysis of variance shown in the above table indicates that at df 1, 88 the first F-value 3.636 is less than the required value at 0.05 level of significance. Therefore, it indicates that there is no significant difference in male and female teachers with respect to burnout tendency.

At df 1, 88 the second F value 2.522 is less than the required F-value at 0.05 level of significance. This value is thus found insignificant. It suggests that stress of secondary school teachers working in Saraswati Vidya Mandir does not create a significant difference in their burnout tendency.

At df 1, 88 the third F-value 1.032 for the interaction effect is insignificant at 0.05 level of significance. The obtained F value indicates that the joint effect of sex and stress has insignificant influence on the burnout tendency of secondary school teachers of Saraswati Vidya Mandir.

In the study of *Olsen, C.F. (1985)* contradictory finding was revealed in case of sex i.e. males were found more burnout than female teachers [27].

### VIII. CONCLUSIONS

1. Secondary school male and female teachers of government secondary schools have not been found to differ significantly in their burnout tendency.
2. Stress has been found to play insignificant role in the burnout tendency of government secondary school male and female teachers.
3. Sex and stress when combined together do not have significant influence on the burnout tendency of government secondary school teachers.
4. Male and female teachers of government-aided secondary schools have not been found to differ significantly in their burnout tendency.
5. The stress has no significant effect on the burnout tendency of government-aided secondary school teachers.
6. The combined effect of sex and stress was found insignificant on the burnout tendency of government-aided secondary school teachers.
7. Male and female teachers of public/private secondary schools have been found to differ significantly in their burnout tendency.
8. The stress has been found to have insignificant influence on the burnout tendency of Public/private secondary school teachers.
9. The combined effect of sex and stress was found to be insignificant on the burnout tendency of public/private secondary school teachers.

10. Male and female teachers of Saraswati Vidya Mandir have been found to differ insignificantly in their burnout tendency.
11. Stress has no significant effect on the burnout tendency of teachers of Saraswati Vidya Mandirs.
12. The combined effect of sex and stress was found to have insignificant effect on the burnout tendency of teachers of Saraswati Vidya Mandir.

## IX. EDUCATIONAL IMPLICATIONS

Findings of the present research may be helpful to teachers as well as all the persons who are related to the education system. It has been identified that burnout and stress are major phenomena which influence the mental as well as the physical well-being of the teachers. Besides, the quality of education, instructions and interpersonal relations between students and teachers are also affected badly. In order to prevent the negative consequences due to burnout and stress some preventive measures should be followed, such as encouraging teachers to talk about failures as well as success, establishing professional development programs for teachers, organizing in-service professional courses for teachers to have channels of promotion and better prospects, giving praise and guidance for their performance.

An awareness of these facts may urge upon the administrative authorities to provide essential facilities such as pay, increments, and incentives, medical and other facilities. Teacher training institutions should provide such training and environment where the teachers can learn to reduce the burnout tendency and stress as well. Counseling interventions, seminars and conferences should be organized to train the teachers to cope up with their stress and to develop conflict resolution skills to reduce burnout.

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