

## BURNOUT AMONG SECONDARY SCHOOL TEACHERS IN RELATION TO OCCUPATIONAL STRESS: AN EMPIRICAL STUDY

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### **ABSTRACT**

*The present study was undertaken to study the burnout among secondary school teachers in relation to occupational stress. Burnout was treated as dependent variable, whereas occupational stress was treated as independent variable. Descriptive survey method was used for the present study. Random sampling technique was used to select the sample of 200 secondary school teachers teaching in private schools of Rohtak District. Teachers' Burnout Scale by Gupta and Rani (2017) and Occupational Stress Scale by Singh and Srivastav (1981) were used to collect the data. Mean, SD and 't' test were used to analyse the data. The findings of the study revealed that significant difference was found in burnout among secondary school teachers having high and low occupational stress. It was found that burnout among male secondary school teachers having high and low-occupational stress differ significantly. Further, it was revealed that burnout among female secondary school teachers having high- and low-occupational stress differ significantly.*

**KEYWORDS:** *Burnout; Occupational Stress; SecoNdary School Teachers*

### **INTRODUCTION**

Teaching profession has historically been viewed as the label of love and kindness. It has many intrinsic and extrinsic rewards for people entering the pedagogical area, but in the present era, teaching is not without its inherent problems. Problems associated with occupation-related stress remain at the top of many teachers' list. Nowadays, it has been transformed into a quite stressful occupation (Travers and Cooper, 1996). Due to RTE Act (2010) teachers have almost become handicapped. The Act has not mentioned anything about bringing discipline in the classroom. The Act states that students can be admitted up to the eighth standard, appropriate of their age and it is the responsibility of the teacher to conduct bridge courses and take up remedial measures to help them reach their learning levels. This puts the teacher under tremendous stress, forcing many to shift their careers. Occupational stress has been defined as the experience of negative emotional states such as frustration, worry, anxiety and depression. According to Subon and Sigie, (2016) teaching is one of the most stressful occupations as the education system encompasses all the factors that are associated with stress, such as bureaucratic structures, continuous evaluation of its processes and outcomes, and increased interaction with students, parents, colleagues, principals and the community. Hendrix *et al.* (2000) defined burnout as a reaction to chronic stress which involves negative interactions between environmental and personal characteristics. Teaching is a highly stressful career and teachers are leaving the profession at an alarming rate

(Hanushek, 2007; Ingersoll and Smith, 2003). Stress is the reality of teaching, which can be beneficial or harmful depending on how a person responds.

The role and responsibilities of a teacher are infinite and limitless. Radical changes are taking place in the area of educational system. These changes are likely to increase rather than reduce the level of stress in teachers. Teachers experience higher level of stress due to demanding situation, while dealing with students. Overcrowded classes, heavy syllabus and inadequate facilities make teachers' work more complex. The education system has all the elements associated with stress: a bureaucratic structure, continuous evaluation of its processes and outcomes and increasingly intensive interpersonal interactions with students, parents, colleagues, principals and the community. So, today teaching is considered as a high-stress occupation.

#### **Variables Used**

- **Independent Variable:** Occupational Stress
- **Dependent Variable:** Burnout

#### **OBJECTIVES OF THE STUDY**

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

#### **HYPOTHESES OF THE STUDY**

- **H<sub>01</sub>:** There is no significant difference in burnout among secondary school teachers having high- and low-occupational stress.
- **H<sub>02</sub>:** There is no significant difference in burnout among male secondary school teachers having high and low occupational stress.
- **H<sub>03</sub>:** There is no significant difference in burnout among female secondary school teachers having high and low occupational stress.

#### **METHODOLOGY**

The present study was descriptive in nature. Simple random sampling technique was used to select a sample of 200 secondary school teachers teaching in private schools affiliated to C.B.S.E. of Rohtak District.

#### **Tools Used**

- **Teachers' Burnout Scale** by Gupta and Rani (2017) was used to assess the level of burnout among teachers. The scale consists of 40 items under four dimensions, i.e., perceived self-efficacy, students' disruptive behavior, collegiality and institutional climate. Test-retest reliability of the scale was 0.994. The scale has high construct validity ranging from 0.660 to 0.900.

- **Occupational Stress Scale (OSS)** by Singh and Srivastav (1981) was used to assess the occupational stress of employees. It consists of 46 statements each with five response alternatives. The index assesses the perceived stress of the employees arising from 12 dimensions of their job life, e.g., Role overload, Role ambiguity, Role conflict, Unreasonable group and political pressure, Responsibility for person, Under participation, Powerlessness, Poor peer relations, Intrinsic Impoverishment, Low status, Strenuous working condition, Unprofitability. Split half and Cranbach's alpha reliability were found to be 0.935 and 0.90, respectively. The validity of the OSI was determined by computing the coefficient of correlation between the scale on the OSI and the various measures of job attitude and job behavior.

### Statistical Techniques Used

Mean, S.D. and 't' test were used to study the burnout among secondary school teachers in relation to their occupational stress.

### DATA ANALYSIS AND INTERPRETATION

The collected data were analyzed both quantitatively as well as qualitatively. After the scoring procedure, Mean, Standard Deviation and 't' values were calculated to find out the significance of difference between variables of the study. In order to verify the objectives and to test the null hypotheses, the present study has been analyzed as given below:

#### Objective 1: To Compare The Burnout Among Secondary School Teachers Having High And Low Occupational Stress.

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

**H<sub>01</sub>:** There is no significant difference in burnout among secondary school teachers having high and low occupational stress.

To test the null 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.

From Table 1 and Figure.1, it can be observed that the t-value of 4.67 was found significant at 0.01 level, which indicates that burnout among 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 secondary school teachers having high and low occupational stress, is rejected. In the context of mean scores, it can be seen that mean burnout score of secondary school teachers having high occupational stress, i.e., 82.54 has been found higher than that of secondary school teachers having low occupational stress, i.e., 60.21. So, it can be concluded that teachers having high occupational stress experienced more burnout as compared to their counterparts.

**Table 1: Descriptive Statistics Related to the Burnout Among Secondary School Teachers Having High and Low Occupational Stress**

Dependent Variable	Group(Occupational Stress)	N	Mean	SD	'T'Value
Burnout	High	64	82.54	26.80	4.67**
	Low	68	60.21	28.22	
Significant at 0.01 level					

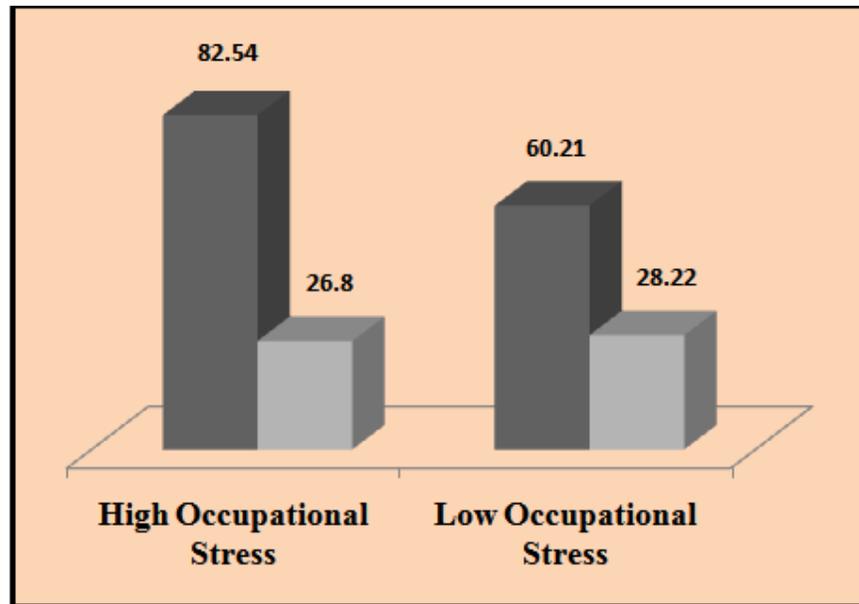


Figure 1: Occupational Stress Wise Mean Burnout Scores And Sds of Secondary School Teachers.

**Objective 2:** To compare the burnout among male secondary school teachers having high and low occupational stress.

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

**H<sub>02</sub>:** There is no significant difference in burnout among male secondary school teachers having high and low occupational stress.

To test the null 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 2.

From Table 2 and Figure.2, it can be observed that the t-value 3.92 was found significant at 0.01 level of significance, which indicates that burnout among male 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 male secondary school teachers having high and low occupational stress is rejected. In terms of mean scores, it can be seen that mean burnout scores of male secondary school teachers having high occupational stress, i.e., 79.54 has been found to be higher than that of secondary school teachers having low occupational stress, i.e., 57.33. So, it can be inferred that teachers having high occupational stress experienced more burnout as compared to teachers having low occupational stress.

**Table 2: Descriptive Statistics Related to the Burnout Among Male Secondary School Teachers Having High and Low Occupational Stress**

Dependent Variable	Group (Occupational Stress)	N	Mean	SD	'T' Value
Burnout	High	35	79.54	21.99	3.92**
	Low	29	57.33	23.01	
Significant at 0.01 level					

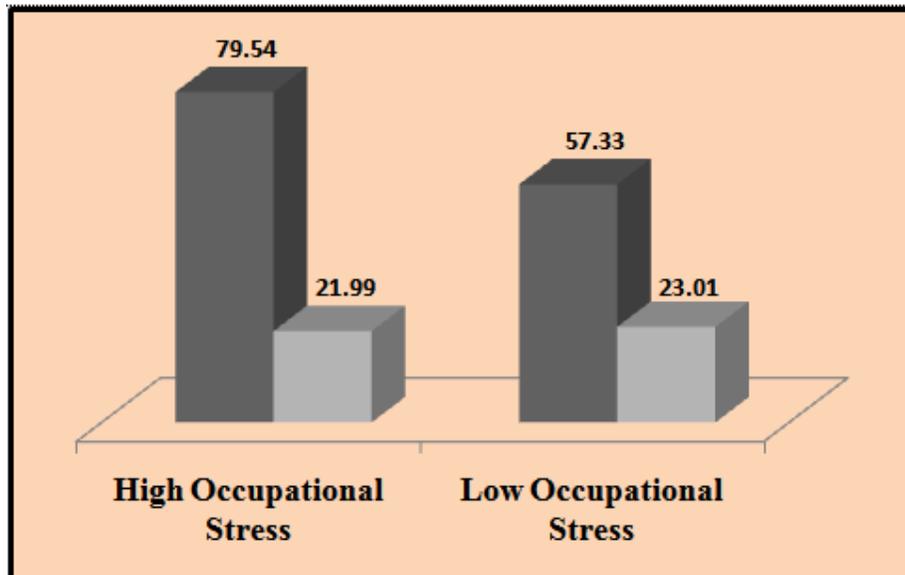


Figure 2: Occupational Stress Wise Mean Burnout Scores and Sds of Male Secondary School Teachers.

**Objective 3: To compare the burnout among female secondary school teachers having high and 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:

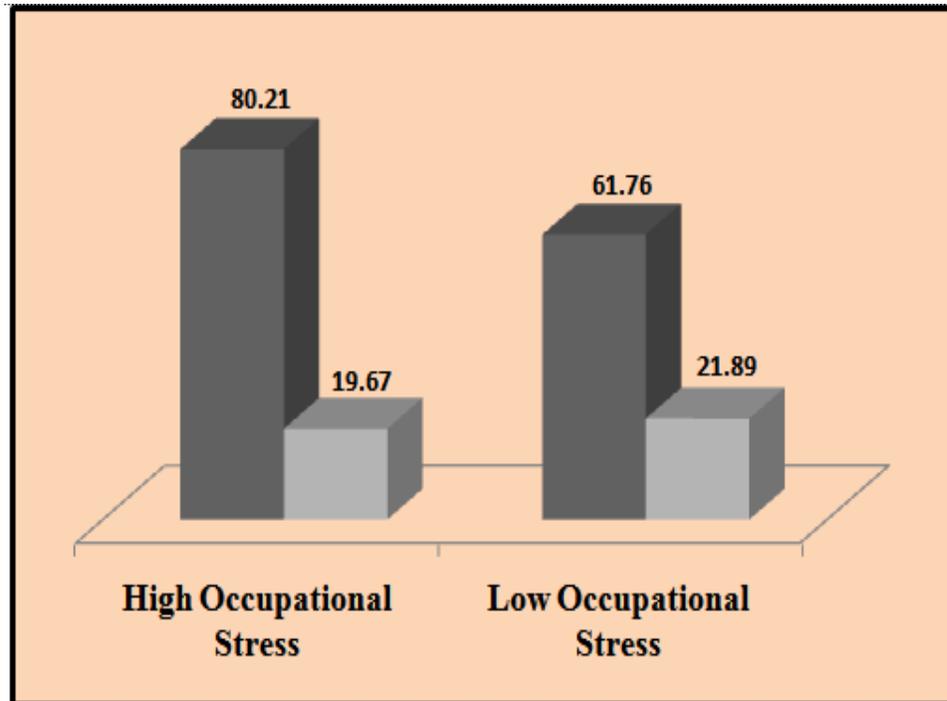
$H_{03}$ : There is no significant difference in burnout among female secondary school teachers having high and low occupational stress.

To test the null 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-3.

From Table 3 and Figure. 3, it can be observed that the t-value of 3.58 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 rejected. 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.

**Table 3: Descriptive Statistics Related to the Burnout Among Female Secondary School Teachers Having High and Low Occupational Stress**

Dependent Variable	Group(Occupational Stress)	N	Mean	SD	'T'Value
Burnout	High	37	80.21	19.67	3.58**
	Low	30	61.76	21.89	
Significant at 0.01 level					



**Figure 3: Occupational Stress Wise Mean Burnout Scores and Sds of Female Secondary School Teachers.**

### FINDINGS OF THE STUDY

- Significant difference was found in burnout among secondary school teachers having high and low occupational stress.
- It was found that burnout among male secondary school teachers having high and low occupational stress differ significantly.
- It was revealed that burnout among female secondary school teachers having high and low occupational stress differ significantly.

### CONCLUSIONS

Burnout among educators will result in negative effects in the educational system. This will indirectly lead to an unproductive learning environment. As indicated from the findings in this study, it is necessary for the school authorities and administrators to take action and guide the educators to overcome the high levels of burnout. Teachers should make an effort to attend stress-management interventions, not only for themselves but to understand others around them better. Intervention programs can be prepared in co-operation with administrators and counselors to prevent teachers' burnout. Employees with high levels of burnout need help in structurally changing their working conditions and health status, and we hope that the present article offers a framework with which this can be achieved. Strategies to reduce occupational stress as well as maintain an appropriate quantity and quality of work need to be developed.

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