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**Burnout in Relation to Occupational Stress Among
Secondary School Teachers**

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Abstract

Teacher plays a pivot role in the educational institution . But now a days, teaching becomes a stressful occupation and teacher educators are at risk for developing burnout syndrome. Research evidences indicate that teachers experience more work related stress than many other occupational groups. Teachers showing symptoms of burnout, directly or indirectly affect their teaching performance. A sample of 200 teachers was taken from secondary schools of Ferozepur District. Equal number of male and female (i.e.100 each) were taken from government and private secondary schools. Insignificant difference has been found in the level of burnout and occupational stress of government and private secondary school teachers and between male and female secondary school teachers. Insignificant relationship has been found between the level of burnout and occupational stress of secondary school teachers.

Key words: Burnout, occupational stress, secondary school teachers

Introduction

Education is multipurpose which is not only an implication of social, economic and cultural change in humanity but is also an important medium for grasping and promoting life enhancing values among human being. According to Education Commission (1952-53)The most important factor in the contemplated education reconstruction is the teacher, his personal qualities, his training and the place that he occupies in the school as well as in the community. Thus success of educational process depends on the quality, competence and character of teacher.

Burnout

Initial studies of Burnout began in the late 1960's and investigated human service job. The term burnout came in popular usage by Greene's Novel, "Burnout Case" that appeared in 1961. Lee and Ash forth (1996) described work load and time pressure as antecedent's burnout. Maslach and leither (1999)stated that burnout occurs when work load is combined with lack of personal control, insufficient rewards, the absence of fairness, the breakdown of the working community or conflicting values.Azar (2000) defined burnout as exhaustion of a practitioner's mental and physical resources attributed to his or her prolonged and unsuccessful striving towards unrealistic expectation.

Occupational stress

Occupational stress is a term used to define ongoing stress that is related to the workplace. The stress may have to do with the responsibilities associated with the work itself or be caused by conditions that are based on the corporate culture or personality conflicts. As with other forms of tensions, occupational stress can eventually effect physical and emotional well being if not managed effectively. Shrivastva (1999)said stress at work resulting from increasing complexities of work and its divergent demands, has become a prominent and pervading feature at organization. Researchers in

this area have used the term job stress to denote employee's mental state aroused by a perceived job situation presenting divergent demands. Japson and farrest (2006) said that stress which in general term used for pressure that people are exposed to in life may be defined as the individual harmony effort that the person displays against a stimulant which has excessive psychological and physical pressure on the person.

Emergence of the Problem

The literature available on burnout among the teachers is related with extent of burnout (Chi, 1995 ;Vaid, 1996; Sharma, 2006; Bandhu, 2007), age (Bonn , 1981; Claxton & Catalan, 1998; Sunbull, 2003), sex (Bonn, 1981; Vijay, 2003; Khosla, 2013), grade level taught (Bonn, 1981), years of experience(Bonn,1981 ; Kasinath & Kailasalingham, 1995), job satisfaction (Hooper , 1982; Birmingham, 1984 ; Lindquist & Whitehead, 1986; Barrik, 1989; Sunbul,2003; Tripathi, 2007; Einar & Sidsel, 2009),organizational climate (Barriale ,1985 ;McCulloch & O' Brein, 1986; Douglas,1995; Gupta,2003 ; Gupta,2005 ; Bandhu,2007), locus of control (Sunbul,2003 ; Grannis, 1992 ; Rahim,1996; Sari, 2005).

Mainly the work of burnout is done on nurses (Conner, 1982; Turnipseed, 1987; Parker & Kulik, 1995; Sood, 1999; Bajwa, 2001), vocational supervisors (Barrick,1989) , library professionals (Awasthi & Chopra,2007), and school psychologists (Briley, 2003).

Panday and Tripathi (2001) found that various job-stressors were correlated positively with emotional exhaustion and depersonalization and negatively with the personal accomplishment and job stressors such as role ambiguity, unreasonable group pressure also play an important role in it.

Griffin, Hogan and Lambert (2010) investigated the association of job involvement, job stress, job satisfaction and organizational commitment with burnout among staff. The findings highlighted the significance of variables in relation to burnout. Specifically, job satisfaction had an inverse relationship with emotional exhaustion, depersonalization, and a sense of reduced accomplishment at work, whereas job stress had a significant positive relationship with depersonalization and emotional exhaustion. However commitment to the organization had no relationship with any of the three dimensions of burnout.

Objectives of the Study

1. To investigate the significance of difference between means of burnout of government and private secondary school teachers.
2. To investigate the significance of difference between means of burnout of male and female secondary school teachers.
3. To investigate the significance of difference between means of occupational stress of government and private secondary school teachers.
4. To investigate the significance of difference between means of occupational stress of male and female secondary school teachers.
5. To investigate the relationship between burnout and occupational stress among secondary school teachers.

Hypotheses of the Study

1. There exists no significant difference in burnout of government and private secondary school teachers.
2. There exists no significant difference in burnout of male and female secondary school teachers.
3. There exists no significant difference in occupational stress of government and private

secondary school teachers.

4. There exists no significant difference in occupational stress of male and female secondary school teachers.
5. There exists no significant relationship between burnout and occupational stress among secondary school teachers.

Tools Used

1. Maslach Burnout Inventory (MBI) by Maslach and Jackson
2. Occupational Stress Index (SOI) by Dr. Shrivastava and Dr. Singh

Sample

A sample of 200 teachers was taken from secondary schools of Ferozepur District. Equal number of male and female (i.e.100 each) were taken from government and private secondary schools.

Statistical Techniques Used

Mean, Standard Deviation, t-ratio and co-efficient of correlation were used for the analysis of data.

Analysis and Interpretation of Data

To give the authenticity and credibility to work of research, analysis and interpretation is always done in the light of objectives and hypotheses.

Hypothesis 1

There exists no significant difference in burnout of government and private secondary school teachers.

For this purpose 't' value between the mean scores of government and private secondary school teachers was calculated.

Table-1: Showing the difference in the level of burnout among secondary school teachers of government and private schools

Category	N	Mean	S.D	t	Level of significance
Government	50	70	10.23	0.315	Insignificant at both 0.05 and 0.01 levels
Private	50	67.88	10.78		

Table-1 indicates that 't' value between the mean scores of burnout of government and private secondary school teachers has been calculated to be 0.315. Since the calculated value is less than table values at both 0.05 and 0.1 levels, so, it is not significant at both the levels of significance. This means that there is no significant difference in the level of burnout of govt. and private secondary school teachers. Therefore, our hypothesis is accepted.

Hypothesis-2 : There exists no significant difference in burnout of male and female secondary school teachers.

For this purpose 't' value between the mean scores of male and female secondary school teachers was calculated.

Table-2: Showing the difference in the level of burnout of male and female secondary school teachers

Category	N	Mean	S.D	t	Level of significance
Male	50	69	9.95	0.95	Insignificant at both 0.05 and 0.01 levels
Female	50	68.88	11.14		

Table-2 indicates that 't' value between the mean scores of burnout of male and female secondary school teachers has been calculated to be 0.95. Since the calculated value is less than table values at both 0.05 and 0.1 levels, so, it is not significant at both the levels of significance. This means that there is no significant difference in the level of burnout of male and female secondary school teachers. Therefore, our hypothesis is accepted.

Hypothesis-3: There exists no significant difference in occupational stress of government and private secondary school teachers.

For this purpose 't' value between the mean scores of govt. and private secondary school teachers was calculated.

Table-3: Showing the difference in the level of occupational stress among secondary school teachers of government and private schools

Category	N	Mean	S.D	t	Level of significance
Government	50	123.3	16.9	0.67	Insignificant at both 0.05 and 0.01 levels
Private	50	124.7	15.5		

Table-3 indicates that 't' value between the mean scores of occupational stress of government and private secondary school teachers has been calculated to be 0.67. Since the calculated value is less than table values at both 0.05 and 0.1 levels ,so, it is not significant at both the levels of significance. This means that there is no significant difference in the level of occupational stress of govt. and private secondary school teachers. Therefore, our hypothesis is accepted.

Hypothesis-4: There exists no significant difference in occupational stress of male and female secondary school teachers. For this purpose, 't' value between the mean scores of male and female secondary school teachers was calculated.

Table- 4: Showing the difference in the level of occupational stress of male and female secondary school teachers

Category	N	mean	S.D	t	Level of significance
Male	50	121.9	16.68	0.18	Insignificant at both 0.05 and 0.01 levels
Female	50	126.6	16.21		

Table-4 indicates that 't' value between the mean scores of occupational stress of male and female secondary school teachers has been calculated to be 0.18. Since the calculated value is less than table values at both 0.05 and 0.1 levels, so, it is not significant at both the levels of significance. This means that there is no significant difference in the level of occupational stress of male and female secondary school teachers. Therefore, our hypothesis is accepted.

Hypothesis-5: There exists no significant relationship between burnout and occupational stress among secondary school teachers.

For this purpose, the co-efficient of correlation was calculated by using Pearson Product moment method.

Table-5 : Showing the correlation between burnout and occupational stress of secondary school teachers

Variables	N	r	Level of significance
Burnout	100	0.072	Insignificant at both 0.05 and 0.01 level
Occupational Stress	100		

Table-5 shows the coefficient of correlation 'r' between the burnout and occupational stress of secondary school teachers was found to be 0.072. Since the calculated value is less than table values at both 0.05 and 0.1 levels, so, it is insignificant at both levels of significance. Therefore, our hypothesis is accepted.

Major Findings

The major findings of the present study are as follows:

1. The 't' value between the mean scores of burnout of government and private secondary school teachers has been calculated to be 0.315 which is not significant at both 0.5 and 0.1 levels of significance.
2. The 't' value between the mean scores of burnout of male and female secondary school teachers has been calculated to be 0.95 which is not significant at both the levels of significance.
3. The 't' value between the mean scores of occupational stress of government and private secondary school teachers has been calculated to be 0.67 that is not significant at both the levels of significance.
4. The 't' value between the mean scores of occupational stress of male and female secondary school teachers has been calculated to be 0.18 that is not significant at both the levels of significance.
5. The coefficient of correlation 'r' between the level of burnout and occupational stress of secondary school teachers is found to be 0.072 that is insignificant at both levels of significance.

Educational Implications

Technological advancements had brought so many revolutions all over the sphere including the education system. These revolutions had passed numerous challenges for the teaching community thus, generating lot of stress for the teachers. Teacher's stress has to be seriously dealt otherwise it can have detrimental emotional, cognitive, physiological and behavioral impact on their health, work and personal lives, further accelerating a gamut of problems in education system. In order to prevent the teachers from adverse consequences, the policy makers, stake holders, educationists, administrators,

managements must find ways to lessen their stress level such as providing congenial working environments, less work load, job securities, maximum provision of facilities, etc. They must have also be familiarized with the various coping strategies to be followed whenever they experience stress like exercise, meditation, walking, listening to music, yoga, social networking, etc.

Delimitations of the Study

1. The present study was restricted to schools of Ferozepur District.
2. The sample was restricted to 200 secondary school teachers.
3. Only one variable influencing the burnout i.e. occupational stress has been taken.

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