

THE INVESTIGATION OF BURNOUT LEVELS IN RELATIONSHIP WITH AGE, GENDER, TEACHING EXPERIENCE AND EDUCATION AMONG COLLEGE TEACHERS

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ABSTRACT

This article examines the attempts to investigate the burnout levels of college teachers with certain demographic variables like age, gender, teaching experience and education. The study has been conducted on the sample of 300 college teachers of Pondicherry. The Maslach Burnout Inventory (MBI) has been used as a measure of burnout among secondary school teachers. t-test and analysis of variance have been employed to analyse the data. The findings of this study reveal that the teachers are emotionally exhausted and experience reduced personal accomplishment levels with high levels of depersonalization. Both the male and female respondents of this research responded that the years of experience in Master with NET/SET, M.Phil and Ph.D degrees demonstrated high levels of emotional exhaustion. The teachers who are troubled by depersonalization are mainly Master degree with NET/SET holders with less than 5 years of experience. This indicates that these teachers are not happy with the people they are working with including students. This may be attributed to their lack of working experience. Certainly, the female teachers with Master degrees and 6 to 10 years of experience are highly affected by reduced personal accomplishment levels. The lack of pleasure felt by these teachers can lead to weak performance in class. The findings from this study are essential to give an overview on the burnout levels among teachers and identify alternative solutions to overcome this situation. The college authorities and administrators can take these factors into account when making recruitment decisions. The study suggests that it is necessary to control this phenomenon seriously and to devise proper plan to decrease its consequences.

Keywords: Burnout, college teachers, age, gender, teaching experience and education.

INTRODUCTION

Burnout is defined as a negative psychological experience that is the reactions to job-related stress. It pertains to feelings experienced by people whose jobs require repeated exposure to emotionally charged social situations. Thus, it is an occupational hazard to which all members of helping professions are exposed, including teachers. As a metaphor, "burnout points the quench of candle or a fire; if fire does not receive adequate resources, it will be quenched after a while" (Schaufi et al 2009). Good, C. V. (1959) defines teacher burnout as physical, emotional and attitudinal exhaustion that begins with a feeling of uneasiness and mounts as the joy of teaching begins to gradually slip away. Teaching can be considered a high-stress occupation. An education system has all the elements associated with stress such as a bureaucratic structure, continuous evaluation of its processes and outcomes, and increasingly intensive interpersonal interactions with students, parents, colleagues, principals and the community etc. In addition, increasing misconduct of students, student's apathy, overcrowded classrooms, inadequate salaries, demanding or unsupportive parents, budgetary constraints, expanding administrative loads, lack of infrastructural support, and an increasingly negative public opinion have contributed to an embittered teacher force throughout the world. This develops some time stress, frustration and negative attitude, which

results into teacher burnout. Vercambre and others (2009) found gender differences in burnout. Their study revealed that female teachers are more prone to high emotional exhaustion and reduced personal accomplishment whereas male teachers are more susceptible to high depersonalization. Brouwers (2011) tried to explore the relationship between age and teaching profession. He carried out the study on 311 physical education teachers and found that teachers have greater risk of falling victim to burnout as they grow older. Matin and others (2012) examined relationship between demographic variables and job burnout. The study revealed that the job burnout of employees in organizations may lead to the intention to leave the job. However, the researchers did not find any relationship between demographic variables(education and teaching experience) and burnout. Literature on burnout appears to support the notion that effects of burnout are associated with many problems of teachers. This phenomenon has been intensively explored by various researchers. Teachers are usually high achievers who like to work hard and are always looking for ways to improve. These traits are commendable but can mean that educators fall prey to perfectionism and don't leave enough time for rest and recuperation. The act of teaching is giving opportunities, ideas, knowledge, and guidance to students. But you can't do this effectively if you're running on empty. Take care of your needs, balance your life for optimum health, and regularly check in on your own mental wellness. That's the best system for beating burnout—or avoiding it entirely

Singh and Billingsley (1996) found factors such as stress, burnout, work overload, and job dissatisfaction contribute to teacher attrition while factors such as, administrative support, reasonable role expectations, and decreased workplace stress contribute to teachers' intention to stay in teaching. The present study is an attempt to find out the extent of burnout among teachers working at secondary level.

OBJECTIVE OF THE STUDY

The main aim of the study is to investigate the burnout levels of the educators with respect to age, gender, teaching experience and education.

RESEARCH METHODOLOGY

To fulfil the set objective of the proposed study, the data shall be collected through both primary and secondary sources.

RESEARCH DESIGN

Descriptive type of research method will be utilized in the study. On the whole the study will be descriptive in nature implying natural observation of the characteristics of the research subject without deliberate manipulation of the variables or control over the settings.

DATA COLLECTION SOURCES

To get a complete knowledge of the construct of Burnout, its operation and implications, primary and secondary data from every possible source will be obtained. Primary data will be collected by using questionnaire. And most of the secondary data literature will be studied from books, journals, case studies, Universities websites, and educational publications, newspapers and researches done on this construct and data shall also be collected from internet websites, which will facilitate recent trends and information in this area of research.

THE STUDY POPULATION

The study will cover teaching workforce employed in Colleges in Puducherry. Puducherry comprises of 4 Private Colleges affiliated to Pondicherry University.

SAMPLING TECHNIQUE AND SAMPLE SIZE

Respondents will be drawn from colleges located in Puducherry. These colleges have been selected as it has maximum number of teaching staff in its area. For the purpose of better representation, quota sampling technique will be followed to draw the sample. The respondents will be drawn from both the types of colleges. The sample will consist of approximately 300 respondents well spread into all categories.

THE RESEARCH INSTRUMENT

Data will be collected using a structured questionnaire to be designed for fulfilling each of the objectives. The standardized instrument the Maslach Burnout Inventory-Educator Survey (MBI-ES) will be used for measuring burnout level. This measure is a three-factor scale consisting of 22 items aiming to measure the three constituting aspects of burnout i.e., Emotional Exhaustion, Depersonalization and Personal Accomplishment. All 22 items are scored on a six-point Likert scale ranging from 0 (never) to 6 (everyday).

STATISTICAL ANALYSIS

The filled in questionnaires will be checked for completeness and then analysed with the help of SPSS. Other appropriate statistical techniques and tests will also be used according to the need and usage of scales in the data collection instrument so as to arrive at authentic conclusions.

RESULTS & ANALYSIS

The following table describes the burnout level among college teachers:

TABLE 1
DESCRIPTIVE STATISTICS RELATED TO THE BURNOUT
LEVEL AMONG COLLEGE TEACHERS

Level of Burnout & its dimension	N	Mean	Mean (scale value)	Standard Deviation	Standard Error of Mean	Median	Mode	t	Sig. (p value)
Emotional Exhaustion	300	11.30 (26.90%)	23.5 (55.95%)	6.61	.38	11	12	-31.92*	.01
Depersonalization	300	6.19 (14.73%)	8.5 (20.30%)	5.84	.33	4.50	1	-6.86**	.01
Personal Accomplishment	300	41.96 (87.29%)	36.5 (76.04%)	7.52	.43	44	48	12.56*	.01
TOTAL	300	59.43 (45%)	-	-	.69	59	63	-	-

** significant at 0.01 level

It is clear from the table no.1 that the mean (scale value) is 23.5 (55.95%) and the mean score of the sample is 11.30 (26.90%) at the dimension of emotional exhaustion, which implies that the burnout level among teachers at secondary level is low. The standard deviation is 6.61, which means that the score can deviate from the mean by 6.61 on both positive and negative side. The standard error of mean is .38, which implies that the sample mean is deviating from the population mean by .38. Median (11) is the mid point of the sample and mode is 12 i.e. the most reoccurring score in the sample.

TABLE 2
DESCRIPTIVE STATISTICS RELATED TO THE BURNOUT
AMONG TEACHERS AT COLLEGE LEVEL BELONGING TO
DIFFERENT AGE GROUPS

Age	N	Mean	Standard Deviation	Standard Error of Mean	Median	Mode	ANOVA	Sig. (p value)
Up to 25	31	63	9.66	1.74	63	63	1.257	.278
26-35	138	60	12.66	1.04	59	55		
36-45	82	58	12.54	1.38	57	54		
46-60	48	58	12.19	1.76	60	52		
60+	1	63	-	-	63			

* significant at 0.05 level

The table no. 2 reveals that the mean score of secondary school teachers belonging to (upto 25) age group is 63, standard deviation is 9.66, which means that the scores can deviate from the mean by 9.66 on both positive and negative side. The standard error of mean is 1.74, which implies that the sample mean is deviating from the population mean by 1.74. Median is 63 i.e. the mid point in the sample. Mode is 63 i.e. the most reoccurring score in the sample.

TABLE 3
DESCRIPTIVE STATISTICS RELATED TO THE BURNOUT LEVEL
OF MALE AND FEMALE TEACHERS AT COLLEGE LEVEL

Gender	N	Mean	Standard Deviation	Standard Error of Mean	Median	Mode	t	Sig. (p value)
Male	96	58	13.27	1.35	58	63	-	.067
Female	204	60	11.38	1.80	60	55	1.840	

* significant at 0.05 level

It is clear from the table 3 the mean score of the male teachers is 58, standard deviation is 13.27, which means that the scores can deviate from the mean by 13.27 on both positive and negative side. The standard error of mean is 1.35, which implies that the sample mean is deviating from the population mean by 1.35. Median is 58 i.e. the midpoint in the sample. Mode is 63 i.e. the most reoccurring score in the sample.

TABLE 4
DESCRIPTIVE STATISTICS RELATED TO THE BURN OUT LEVEL OF TEACHING EXPERIENCE AT COLLEGE LEVEL

Years of Experience	N	Mean	Standard Deviation	Standard Error of Mean	Median	Mode	ANOVA	Sig. (p value)
<5	31	63	9.66	1.74	63	63	1.257	.278
6-10	138	60	12.66	1.04	59	55		
11-15	82	58	12.54	1.38	57	54		
>16	48	58	12.19	1.76	60	52		

* significant at 0.05 level

It is clear from the table 4 the mean score of the >5 is 63, standard deviation is 9.66, which means that the scores can deviate from the mean by 9.66 on both positive and negative side. The standard error of mean is 1.74, which implies that the sample mean is deviating from the population mean by 1.74. Median is 63 i.e. the midpoint in the sample. Mode is 63 i.e. the most reoccurring score in the sample.

TABLE 5
DESCRIPTIVE STATISTICS RELATED TO THE BURN OUT LEVEL OF EDUCATION AT COLLEGE LEVEL

Education	N	Mean	Standard Deviation	Standard Error of Mean	Median	Mode	ANOVA	Sig. (p value)
Master	31	63	9.66	1.74	63	63	1.257	.278
M.Phil	138	60	12.66	1.04	59	55		
Master with NET/SET	82	58	12.54	1.38	57	54		
Ph.D	48	58	12.19	1.76	60	52		

* significant at 0.05 level

It is clear from the table 5 the mean score of the master with NET/SET is 58, standard deviation is 12.54, which means that the scores can deviate from the mean by 12.54 on both positive and negative side. The standard error of mean is 1.38, which implies that the sample mean is deviating from the population mean by 1.38. Median is 57 i.e. the midpoint in the sample. Mode is 54 i.e. the most reoccurring score in the sample.

CONCLUSION

This research investigates the effects of age, gender, years of experience, and education level on the presence of burnout dimensions. The teachers are emotionally exhausted and experience reduced personal accomplishment levels with high levels of depersonalization. Both the male and female respondents of this research responded that the years of experience in Master with NET/SET, M.Phil and Ph.D degrees demonstrated high levels of emotional exhaustion. The teachers who are troubled by depersonalization are mainly Master degree with NET/SET holders with less than 5 years of experience. This indicates that these teachers are not happy with the people they are working with including students. This may be attributed to their lack of working experience. Certainly, the female teachers with Master degrees and 6 to 10 years of experience are highly affected by reduced personal accomplishment levels. The lack of pleasure felt by these teachers can lead to weak performance in class. The findings from this study are essential to give an overview on the burnout levels among teachers and identify alternative solutions to overcome this situation. The college authorities and administrators can take these factors into account when making recruitment decisions. The study suggests that it is necessary to control this phenomenon seriously and to devise proper plan to decrease its consequences.

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