



BURNOUT TENDENCY

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ABSTRACT :

Prior to the application of statistical measure on the raw data and its interpretation, assessing the nature of scores seems to be a plausible step as variability is the law of nature.

However, there are definite laws of existence of variability in a population which form the basis of hypothesis of Normal Probability. Any deviation from it can be best interpreted in the form of variability measures – Skewness and Kurtosis. In such samples the frequency polygon would not exhibit a unimodal symmetry.

It was thought appropriate to describe the criteria for the interpretation of measures of variability, namely; skewness and kurtosis. Odell (1957) has laid down this criterion very specifically. For the interpretation of the values of skewness, he says:

"that the positive value of skewness indicates that the mean of the data exceeds both, their median and mode, that there is greater bunching of the measures in the direction of the low scores and greater extension or 'tailing out' in that of the high. A maximum value is ± 3 , but one greater than 1 indicates extreme skewness or asymmetry.

KEYWORDS : Primary teacher, Burnout Tendency.

INTRODUCTION

Teacher Occupational Stress and Burnout Tendency



presented in table 1.

In order to explore the impact of different levels of occupational stress on Burnout Inventory of teacher respondents belonging to different type of institution, the teachers were first administered occupational stress scale and were categorized into high, average and low occupational stress groups. After this categorization, they were administered Burnout Inventory to explore the influence of occupational stress over burnout tendency of teacher respondents obtained mean, standard deviation and t-values calculated and

Table- 1 – Showing Mean standard deviation and t-value on Burnout Inventory

Groups	N	M	σ	Comparison between	df.	t-ratio	Level Significance	of
High	190	58.33	6.95	High - Average	409	13.41	0.01	
Average	221	81.00	6.16	Average - Low	448	24.25	0.01	
Low	229	98.83	6.02	Low - High	417	11.35	0.01	

A close observation of table 1 presenting Mean, Burnout Score of teacher having three levels of occupational stress reflects that teachers of high Occupational Stress are more burnout than the average and low occupational stress. It is evident from table 1 that teacher group of different occupational stress group – high, average and low have exhibited variations in their mean performances on Burnout Inventory and they have obtained the mean score of 58.33, 81.00 and 98.83 respectively on Burnout Inventory indicating relationship between occupational stress and burnout tendency. It is evident to see the significance of mean difference between high and average, high – low and average – low occupational group on Burnout Inventory, t-test was applied. Obtained t-values between these groups were found 13.41, 11.35 and 24.25 were found statistically significant beyond 0.01 levels of significance, thus confirming the hypothesis of the present investigator. It may be concluded on the basis of table 1 that teachers with high occupational stress have experienced more burnout, then teachers with average and low occupational stress.

MENTAL HEALTH STATUS AND BURNOUT TENDENCY OF TEACHERS

To make a comparative study of burnout scores of teachers respondents serving at different educational levels, Mithila Mental Health Scale was administered over them and were categorized into teachers belonging to good, average and low mental health (High score on MMHST is indicative of poor mental health). After the categorization, they were administered Hatwals Burnout Inventory to explore the influence of mental health status over burnout tendency of teacher respondents. Obtained Mean, Standard deviation and t-values were presented in Table 2.

Table– 2 – Showing Mean standard deviation and t-value on Burnout Inventory.

Groups	N	M	σ	Comparison between	df.	t-ratio	Level of Significance
High	213	50.4	6.35	High vs. Average	422	15.04	0.01
Average	211	79.23	8.37	Average vs. Low	425	27.11	0.01
Low	216	97.9	5.84	Low vs. High	427	7.38	0.01

A keen observation of Table 2 presenting Mean Burnout Score of teacher at three groups of mental health status reflects that teachers with poor mental health are more Burnout than the average and Good groups. To see the significantness of mean difference between the teachers of High, Average and Low burnout, t-test was applied. Obtained t-values 15.04, 27.11 and 7.38 were found statistically significant at respectable level of confidence. It is evident from the Table-2 that teachers respondents belonging to Good, Average and Poor mental health have obtained different mean on Burnout Inventory i.e. 97.9, 79.23 and 50.4 respectively that clearly indicates that respondents belonging to Good Mental Health status have obtained comparatively Lower values on Mithila Mental Health Status Inventory than respondents belonging to average and Poor mental health status meaning thereby that there is negative relationship between these two variables i.e. mental health status and Burnout tendency of psycho-educational respondents. The obtained t-values confirm the hypothesis.

Locus of Control and Burnout Tendency of Teachers

To makes a comparative study of Burnout score of teacher respondents serving at different educational level. The locus of control Scale was administered over the teachers belonging to three different groups and they were categorized into teachers belonging to external orientation and teachers belonging to internal orientation. After the categorization, they were administered Hatwals Burnout Inventory to explore the influence of locus of control over burnout tendency of teacher respondents. Obtained mean S.D. and t-value were presented in Table 3.

Table- 3 – Showing Mean, S.D. and t value on Burnout inventory.

Groups	N	M	σ	df.	t	Level of Significance
External	321	93.93	6.95	638	9.18	0.01
Internal	319	77.76	6.75			

A thorough inspection of table 3 presenting the mean Burnout scores of teacher at two types of locus of control reflects that teachers belonging to external orientation have obtained comparatively higher score than the respondents of internal orientation. Meaning thereby that external respondents possess different orientation than the respondent of internal orientation. To see the significance of mean difference between external and internal respondents, t-test was applied. Obtained t-value 9.18 is statistically significant at 0.01 level of confidence. Thus, the hypothesis has been proved that those teachers having internal locus of control are more burnout than the teacher of external locus of control.

Comparison of Burnout Tendency of Teacher Respondent Serving in Three Types of Educational Institution

For the comparison of burnout tendency among the teachers serving in different types of Educational Institution, the mean and standard deviation (S.D.) values of burnout scores on three dimensions, as well as, the total Burnout score was calculated and presented in Table 4.

The raw data obtained from the respondents of different school and college teacher groups on Burnout Inventory are given in Table 1, 2 and 3 in appendix. Obtained mean and standard deviation (S.D.) values indicate the fact that apparently there is a difference in the performance of respondents belonging to different teacher groups.

Table- 4 – Showing Mean, Standard values obtained on Burnout Inventory employ Teacher Respondents serving in three types of Educational Institution.

Types of Edu. Inst.	N	M	S.D.	Comparison between	df.	t-ratio	Level of Significance
Primary	185	75.61	17.81	Primary vs. Higher Secondary	423	1.922	0.01
Higher Secondary	240	78.92	17.23	Higher Secondary vs. Degree college	453	1.214	0.01
Degree College	215	80.81	15.88	Primary vs. Degree college	398	3.639	0.01

If critically examine Table 4 it reveals the Burnout tendency of teachers belonging to three groups namely – teacher serving in primary, higher secondary and degree college teacher. The Primary teachers were found to be the most burnout group $M= 75.61$ (lower the score higher is the burnout) than the teachers serving in Higher Secondary and degree college teachers because Higher Secondary and Degree college teachers have obtained 78.92 and 80.81 burnout mean scores. Higher Secondary teachers are less burnout as compare to Primary school teacher, their mean burnout score is 78.92. It is more than Primary school teacher mean Burnout score 75.61 but Higher Secondary school teacher are more Burnout than the Degree college teacher because Degree college teacher obtain mean Burnout score is 80.81. The Degree college teachers are least Burnout than the Primary and Secondary school teacher because this group has highest mean burnout score i.e. 80.81. Thus the degree of burnout score decreases as the level of teaching increases meaning thereby that there is positive relationship between teaching level and burnout tendency 4.

To test the significantness of the mean difference obtained from three groups of respondents teaching at different educational levels, presented abometric test i.e. t-test and obtained value were presented in table 4.

It is obtained from the table 4 the t-values for the total Burnout score between the three pairs of teacher. It is evident from the above table that obtained t-values for Primary vs. Higher Secondary ($t = 1.922$

> 0.01, Primary vs. Degree college ($t = 3.639 > 0.01$) Higher Secondary vs. Degree college ($t = 1.214 > 0.01$) were found significant at respectable level of significance. Hypotheses have been proved that as the level of institution increases the teacher Burnout decreases and vice-versa.

CONCLUSIONS

In order to explore the impact of different levels of occupational stress on Burnout Inventory of teacher respondents belonging to different type of institution, the teachers were first administered occupational stress scale and were categorized into high, average and low occupational stress groups.

A close observation of table 1 presenting Mean, Burnout Score of teacher having three levels of occupational stress reflects that teachers of high Occupational Stress are more burnout than the average and low occupational stress.

It is evident from table 1 that teacher group of different occupational stress group high, average and low have exhibited variations in their mean performances on Burnout Inventory and they have obtained the mean score of 58.33, 81.00 and 98.83 respectively on Burnout Inventory indicating relationship between occupational stress and burnout tendency .

A keen observation of Table 2 presenting Mean Burnout Score of teacher at three groups of mental health status reflects that teachers with poor mental health are more Burnout than the average and Good groups Fig. It is evident from the Table-2 that teachers respondents belonging to Good, Average and Poor mental health have obtained different mean on Burnout Inventory i.e. 97.9, 79.23 and 50.4 respectively that clearly indicates that respondents belonging to Good Mental Health status have obtained comparatively Lower values on Mithila Mental Health Status Inventory than respondents belonging to average and Poor mental health status meaning thereby that there is negative relationship between these two variables i.e. mental health status and Burnout tendency of psycho-educational respondents.

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