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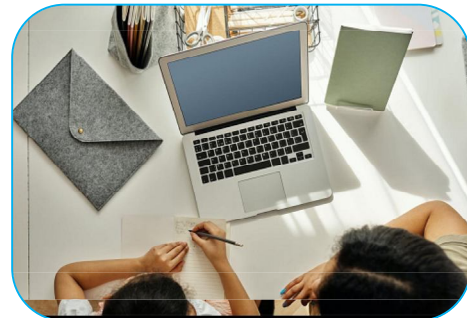
## FACTORS LEADING TO TEACHER EDUCATORS BURNOUTS WITH RESPECT TO DAVANGERE DISTRICT

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### ABSTRACT:

*The present study is intended to examine the burnouts among the Teacher educators working in universities of Karnataka. The present study is descriptive and quantitative in nature, which describes the status of the research work. The data for this study was collected from 60 Teacher educators working in Universities in Karnataka state. This is a comparative study. A significant difference was found between the mean burnout scores in male and female Teacher educators and Arts and Science Teacher educators. It means that the Teacher educators on behalf of sex and Subject difference shows difference in their burn out in teaching profession. Male Teacher educators were found to be more burned-out as compared to their female counterpart.*



**KEYWORDS:** *Burnout, Emotional Exhaustion, Depersonalization and Personal Accomplishment.*

### 1. INTRODUCTION

Burn out as a concept is defined as a syndrome of emotional exhaustion, depersonalization and reduced sense of personal accomplishment, which can occur among individuals who work with people in some capacity (Maslack Jackson 1984). Paine (1982) has observed burnout stress syndrome, the consequences of a high level of job stress, personal frustration and adequate coping skills have major personal, organizational and social costs and these costs are probably increasing.

Although the level of Teacher educators burnout is substantial, it is an overstatement to contend that all Teacher educators are burned out. There may be wide range of factors, which contribute as causes for Burnout. A variety of teacher characteristics are correlated with high burnout rates. Some of such characteristics are:

- a) **Inexperience:** Burnout tends to be a malady of the inexperienced. Idealism and enthusiasm are necessary to attract a professional to a career. Teacher educators are expected to serve as role models for children, to act as surrogate parents, to work with students of diverse ability levels, backgrounds, disadvantages and problems and to combat racism, learning disabilities, unrest etc.
- b) **Teacher educators' personality:** Teacher educators who have an external locus of control are more susceptible to burnout. Those controlled by external locus believe that chance, luck, fate or destiny controls their lives. Such people become pessimistic and less enthusiastic. They are more

likely to assume that no matter how hard they are to effect desirable ends, something will interfere and negate their efforts. They may see their efforts as meaningless and believe themselves to be powerless.

- c) **Social class differences:** Social class differences reflect distinctive life styles, aspirations, expectation and values etc., Consequently great disparities between class and class origins of students and Teacher educators will mean major differences in expected behaviors and styles of presentation of self between students and Teacher educators.
- d) **Status oriented and security oriented Teacher educators:** Status oriented Teacher educators are more likely to experience burnout as opposed to security oriented Teacher educators. Status oriented individuals are mostly highly involved in work, independent and keen to seek advancements, The security oriented individuals are more dependent, worry about job stability, want to be liked by other and attribute power to others. Status oriented Teacher educators are more likely to be frustrated by obsolete practices and conventions that block both their advancements and their ability to get things done.

## 2. SYMPTOMS OF BURNOUT:

According to Spickard et al, (2002) the symptoms and signs of Burnout include emotional exhaustion, cynicism and perceived clinical ineffectiveness and a sense of depersonalization in relationships with coworkers, patients, or both. Burnout has been associated with impaired job performance and poor health, including headaches, sleep disturbances, irritability, marital difficulties, fatigue, hypertension, anxiety, depression myocardial infarction and may contribute to alcoholism and drug addiction. Instead of lowering objectives or accepting reality, frustration is bottled up and the individual tries even harder. The result is Burnout.

**According to Henry Neils (2008) following are the early warning signs of burnout:**

1. Chronic fatigue-exhaustion, tiredness, a sense of being physically run down
2. Anger at those making demands
3. Self—criticism for putting up with the demands
4. Cynicism, negativity and irritability
5. A sense of being besieged
6. Exploding easily at seemingly inconsequential things
7. Frequent headaches and gastrointestinal disturbances
8. Weight loss or gain
9. Sleeplessness and depression
10. Shortness of breath
11. Suspiciousness
12. Feeling of helplessness
13. Increased degree of risk taking

## 3. NEED AND SIGNIFICANCE OF THE STUDY:

Teacher educators prepare students for the various effective roles to be performed by them by utilizing the available resources in the optimum order. The human resources make the whole differences in the institution. In this regard, the Teacher educators have got the vital roles to play. Whatever the objectives are being set up has to be achieved by the joint efforts of the institutions and their human resources. Teacher educators undergo changes and cope up the situation. They perform wide range of functions, which includes academic as well as administrative. Apart from the class room teaching they have to maintain the liaison with community, policy-makers, parents etc. This multiplicity role also leads to heavy work load on the part of secondary school Teacher educators. Therefore, their times gets extended beyond the institution hours. They have to respond to the need of the institution which leads to increase in total work load or sometimes carrying out that work which does not suit to their interest or abilities. All these in long term lead to role stress and burnout. The reason is that the

interest level among individuals goes down which affects their productivity adversely and this in turn affects the effective functioning of the entire institution.

Investigator felt that scientific study of burnout of University teacher is needed. Identification of the sources of burn out the extent of burnout experienced by Teacher educators and to what extent the leads to burnout should be made. Teacher educators as a community appear to be dissatisfied and with recent attention on teacher burnout, it is a matter of importance to determine factors which are related and possibly contribute removing burnout and strengthening progressivist approach. The stress and burnout problems confronting the Teacher educators can be countered by active participation of Teacher educators through conducting seminars and open discussions where persons of repute from all walks of life could be persuaded to take part and to create necessary environment to mitigate the problems.

Therefore, the secondary school Teacher educators must learn and adapt strategies to cope with the stress and reduce burnout. Looking into the quantum of the studies the researcher found the dearth of this type of studies.

#### **4. STATEMENT OF THE PROBLEM:**

The problem is entitled as; 'A Comparative Study of Factors Leading to Teacher Burnouts'.

#### **5. OBJECTIVES OF THE STUDY:**

1. To study the extent of Burnout among Teacher educators of Karnataka
2. To find out the significance of difference between the mean scores of burnout of male and female Teacher educators
3. To find out the significance of difference between the mean scores of burnout of Arts and Science Teacher educators

#### **6. HYPOTHESES OF THE STUDY**

- 1) There is no significance of difference between the mean scores of burnout of male and female Teacher educators
- 2) There is no significance of difference between the mean scores of burnout of Arts and Science Teacher educators

#### **7. RESEARCH DESIGN:**

The present study is a survey type of research where the researcher had made an attempt to study the burnout of secondary school Teacher educators of Faridabad District of Haryana state. The researchers included secondary school Teacher educators in the sample.

**a. Population:** All Teacher educators of Universities constituted the population of the study for the present investigation.

**b. Sample and Sampling Procedure:** To conduct this study the investigator selected a representative sample of total 40 Teacher educators of Karnataka State (Vijaya Nagar Sri Krishna Devaraya University, Akkamahadevi Karnataka State Open University, Rani Channamma University, Gulbarga University, Raichur University, Karnataka University). The sample was selected from Arts and Science departments. Teacher educators were selected randomly. While selecting the sample care was taken that equal number of male and female Teacher educators were selected.

#### **c. Tools Used:**

The subjects were assessed on the 'Maslach Burnout Inventory (MBI) Form Edited and Standardized by Christina Maslach and Susan, E. Jackson.

#### **d. Procedure of Data Collection:**

After making preliminary preparations the investigator contacted the Teacher educators personally after getting permission from the H.O.D.s of Departments and fixed the appointment for test administration. On the fixed date and time the investigator approached the teacher. First of all sincere

effort was made to establish rapport with subjects and told them that their responses will be kept confidential and will be used for the research purpose only.

#### e. Statistical Procedures

Keeping in view the objectives of the study the data so collected was statistically analyzed by using mean, S.D. and 't' - test,. The statistical software SPSS were used to analyze the data

#### 8. DELIMITATIONS OF THE STUDY

The present study has some delimitation, as given below;

1. The researcher collected data using quantitative research only.
2. Teacher educators teaching in University located in Karnataka state were taken as sample.

#### 9. ANALYSIS OF THE DATA:

Comparison of Mean, standard deviation and critical ratio between male and female Teacher educators' of Emotional Exhaustion Intensity (EEF), Depersonalization Intensity (DI) and personal accomplishment intensity (PAI) are presented in the tables given below.

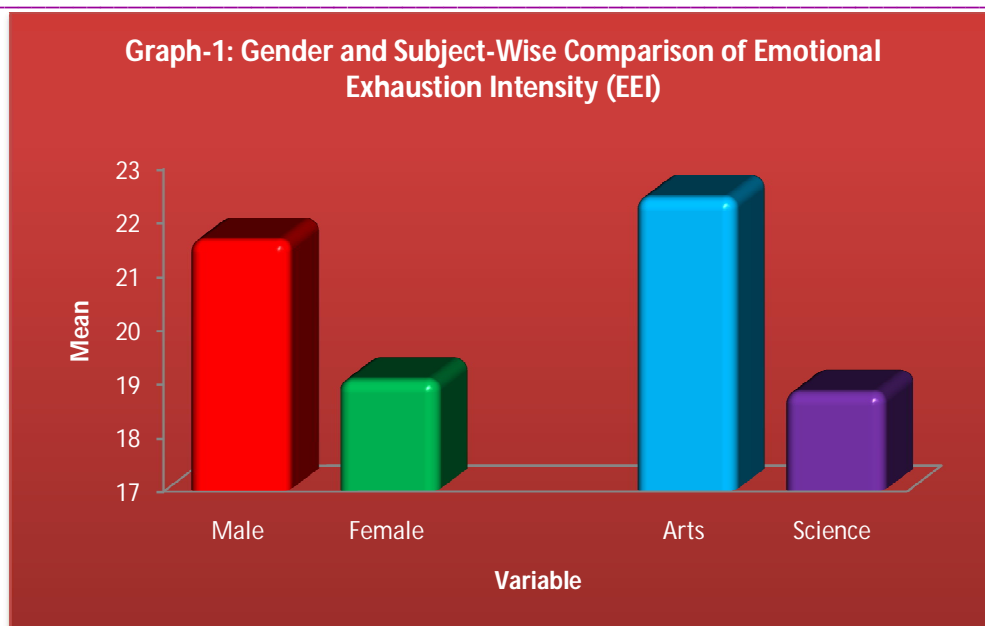
##### a) Gender and Subject-Wise Comparison of Emotional Exhaustion Intensity (EEI)

**Table-1:**  
**The t- score of Emotional Exhaustion Intensity (EEI)**

Variable	Mean	N	S.D.	t- value	Remark
Male	20.32	20	7.56	4.06	Significant
Female	18.18	20	7.03		
Arts	23.72	20	8.42	7.45	Significant
Science	19.42	20	6.33		

The calculated value of is 4.06 which is greater than the table value 1.96. and 2.58 respectively at 0.01 and 0.05 levels of significance, There exists a significant difference in scores of Emotional Exhaustion Intensity on the basis of gender. Thus, it is concluded that secondary school male Teacher educators are more burned-out as compared to their female counterpart.

The calculated value of is 7.45 which is greater than the table value 1.96. and 8.45 respectively at 0.01 and 0.05 levels of significance, There exists a significant difference in scores of Emotional Exhaustion Intensity on the basis of subject. Thus, it is concluded that Arts Teacher educators are more burned-out as compared to their Science counterpart.



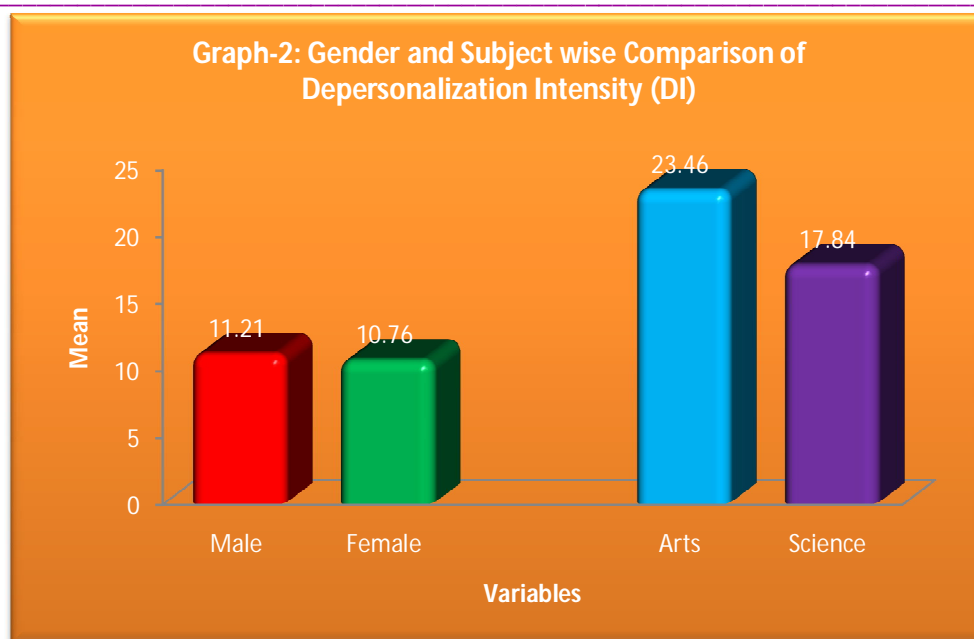
**b) Gender and Subject wise Comparison of Depersonalization Intensity (DI):**

**Table-2:**  
**The t- score of Depersonalization Intensity (DI)**

Variables	Mean	N	S.D.	t-value	Remark
Male	12.31	20	5.23	4.32	Significant
Female	11.86	20	5.12		
Arts	27.55	20	7.42	8.45	Significant
Science	18.53	20	5.33		

The calculated value of 't.' is 4.32, which is greater than the table value 1.96. and 2.58 respectively at 0.01 and 0.05 levels of significance. Hence, there exists a significant difference in scores of intensity of depersonalization of the male and female Teacher educators working in secondary schools. Thus, it is concluded that male Teacher educators are more burned-out as compared to their female counterpart.

The calculated value of 't.' is 8.45, which is greater than the table value 1.96. and 2.58 respectively at 0.01 and 0.05 levels of significance. Hence, there exists a significant difference in scores of intensity of depersonalization of the male and female Teacher educators working in University. Thus, it is concluded that Arts Teacher educators are more burned-out as compared to their Science counterpart.



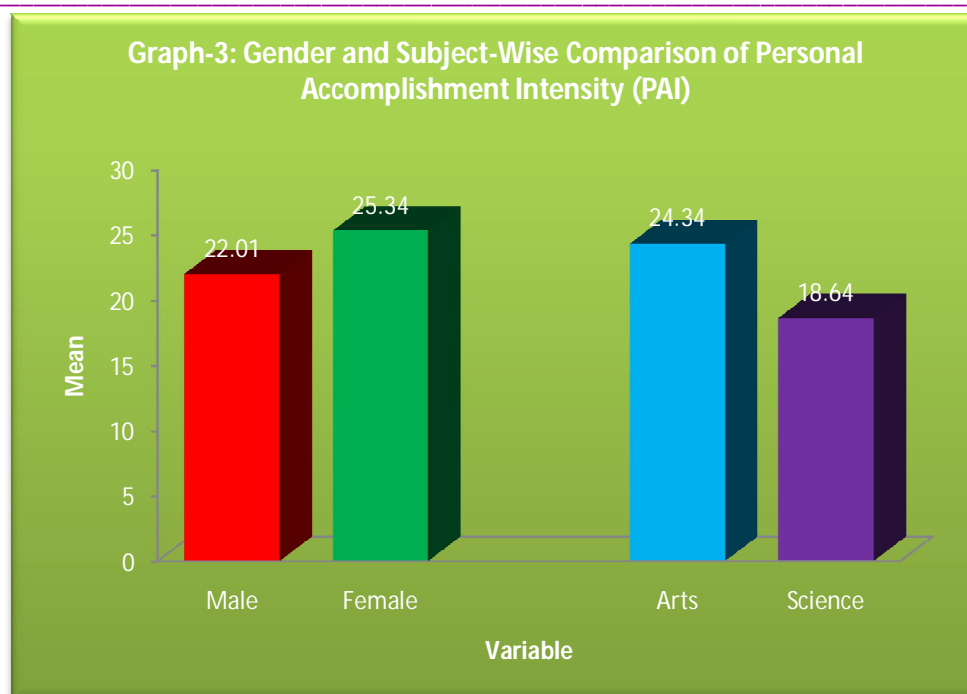
### c) Gender and Subject-Wise Comparison of Personal Accomplishment Intensity (PAI)

**Table-3:**  
**Comparison of personal accomplishment intensity (PAI)**

Variable	Mean	N	S.D.	t-value	Remark
Male	22.01	20	6.45	5.52	Significant
Female	<b>25.34</b>	20	7.09		
Arts	24.34	20	6.45	6.72	Significant
Science	18.64	20	5.64		

The calculated value of 't.' is 6.45, which is greater than the table value 1.96. and 2.58 respectively at 0.01 and 0.05 levels of significance. Hence, calculated value of 't.' is significantly higher than table value at 0.01 and 0.05 levels of significance. Hence, there exists a significant mean difference in scores of Personal Accomplishment Intensity (PAI) of male and female Teacher educators working in Universities of Karnataka.

The calculated value of 't.' is 5.46, which is greater than the table value 1.96. and 2.58 respectively at 0.01 and 0.05 levels of significance. Hence, calculated value of 't.' is significantly higher than table value at 0.01 and 0.05 levels of significance. Hence, there exists a significant mean difference in scores of Personal Accomplishment Intensity (PAI) of Arts and Science Teacher educators working in Universities of Karnataka.



Thus, it is concluded that male Teacher educators are more burned-out as compared to their female counterpart and arts Teacher educators are more burned-out as compared to their Science counterpart.

#### 10. MAIN FINDINGS:

The following are the findings of the research under decided objectives:

1. There exists a significant difference between male and female Teacher educators' scores of Emotional Exhaustion Intensity. The male Teacher educators were found to be more burned-out as compared to their female counterpart.
2. There exists a significant difference between male and female Teacher educators' scores of Emotional Exhaustion Intensity. The Arts Teacher educators were found to be more burned-out as compared to their female counterpart.
3. There exists a significant difference in scores of intensity of depersonalization of secondary school male and female Teacher educators working in Universities of Karnataka.
4. There exists a significant difference in scores of intensity of depersonalization of secondary school Arts and Science Teacher educators working in Universities of Karnataka.
5. There exists a significant difference in scores of intensity of Personal Accomplishment Intensity (PAI) of male and female Teacher educators working in Universities of Karnataka.
6. There exists a significant difference in scores of intensity of Personal Accomplishment Intensity (PAI) of Arts and Science Teacher educators working in Universities of Karnataka.
7. A significant difference was found between the mean burnout scores in male and female Teacher educators and Arts and Science Teacher educators. It means that the Teacher educators on behalf of sex and Subject difference shows difference in their burn out in teaching profession.

#### 11. CONCLUSION:

Teacher burnout is basically a national problem that could take years to get better results. This research project was designed to investigate the effects of burnout with Teacher educators. Traditionally, burnout is considered as a three-dimensional syndrome (i.e., emotional exhaustion, depersonalization and reduced personal accomplishment) that is measured with the Maslach Burnout

Inventory-Human Services Survey. Teacher educators who participated in this investigation were able to elaborate on causes, affects and current problems of stresses that bring about burnout in the teaching profession. In conclusion, levels of burnout eventually lead to realistic and successful burnout interventions and prevention programmes. The researchers have shown a significant difference of burn out between male and female secondary school Teacher educators.

## 12. Implications of the present study:

1. It is very necessary to check the satisfactory level of Teacher educators; they have to be satisfied with the environment that they are working into.
2. Male Teacher educators feel that the lines of responsibility which are not clear leads to the burn out in the minds, work environment becomes confusing which may lead to wastage of time, energy, cost etc.
3. Work over load also creates stressful work environment and the scanty resources are a major factor towards the burn out among the Teacher educators.
4. The major concern to the teaching profession is that burnout can detract from the quality of teaching. It has shown that burnout-out Teacher educators give significantly less information and less praise, show low level of acceptance of their pupil's ideas and interact less frequently with them. So teacher must not come to this state where things do not come out to the positive direction.
5. The consequences of burned out are very serious for the staff the students and larger institutions in which they interact
6. In order to reduce burnout caused due to personal accomplishment, the Teacher educators should be motivated to set goals and should be supported to achieve goals.

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