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## BURNOUT AMONG TERTIARY TEACHERS: A COMPARISON BETWEEN REGULAR AND CONTRACTUAL TEACHERS

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### Abstract:

*Present study has been carried out on 300 regular and 200 contractual tertiary teachers. The primary purpose of the present study was to compare burnout behavior of regular and contractual tertiary teachers. Further an attempt has also been made to explore that how interaction between nature of appointment and sex, level of teaching (UG&PG) nature of course (Professional & non-professional) affects the burnout behavior of tertiary teachers. Results of the present study show that the effect of nature of appointment (Regular & contractual) is significant on burnout behavior of tertiary teachers. Contractual teachers are found to be more burned-out than their regular counterparts. It is also established that when sex, level of teaching and nature of course interacts with nature of appointment (regular & contractual), it significantly influences the burnout behavior of tertiary teachers. Findings indicate that contractual teachers specially female teachers are found to be most emotionally exhausted teachers. Similarly contractual teachers who teach at undergraduate level have shown highest level of emotional exhaustion. Further, the findings of the present study also clarified that contractual teachers, who teach non-professional courses, are having the lowest sense of personal accomplishment.*

### keywords:

Burnout.

### INTRODUCTION:-

Teachers' work today is multifaceted as they undertake not only teaching but also matters associated with curriculum, students, parents, institution and departmental initiatives. Smylie (1991) has rightly remarked "There are tough times to be a teacher." A teacher has to prove himself the best at every front. He has to maintain a balance between his professional and personal life. In this superfast life, many teachers feel themselves overworked, stressed and maladjusted.

The onerous nature of the profession of a teacher is particularly shown in the oppressive quantities of stress, they experience in their job. Research among British teachers showed that about a third of them; experience the job of a teacher, as being extremely stressful. Further various psychologists and sociologists hypothesize that excessive stress associated with teaching role precipitates burnout... a process by which they become less committed to their jobs and begin to withdraw from work. Byrne (1994) defined burnout as the inability of the employee to function effectively in his/ her job. It has been conceived as a syndrome comprising three elements i.e. emotional exhaustion, depersonalization and reduced personal accomplishment.

It is noteworthy in this connection that the present system of appointment of tertiary teachers on regular and contractual basis has made the situation more complicated and challenging for a teacher as there

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exist a big difference in these two types of appointment (Regular & contractual) in respect of salaries, financial benefits, security of service and career advancement etc. The disparity that exists between regular and contractual appointments of tertiary teachers may create stress, frustration and dissatisfaction consequently; they may be victim of burnout. Many research studies have confirmed that differences in the nature of appointment or employment status may create variations in the stress and burnout among teachers. (Schaarschmidt & fisher A. (2001), Bauer, et.al. 2005, Brown, pearley et. al 2009). Hence it becomes the need of the hour to find out burnout level among regular and contractual tertiary teachers, as the comparison between burnout rates of regular and contractual teachers would help to ascertain the effect of nature of appointment or employment status on burnout tendencies of tertiary teachers.

#### **OBJECTIVES**

- 1.To explore the effect of nature of appointment (Regular/contractual) of tertiary teachers on their burnout tendencies.
- 2.To study the interaction effect of sex and nature of appointment on burnout behavior of tertiary teachers.
- 3.To study the interaction effect of level of teaching (UG/PG) and nature of appointment on burnout behavior of tertiary teachers.
- 4.To study the interaction effect of nature of course (Professional/Non-Professional) and nature of appointment on burnout behavior of tertiary teachers.

#### **HYPOTHESES**

- 1.Tertiary teachers, working on regular and contractual basis, do not differ significantly in their burnout behavior.
- 2.There exists insignificant interaction effect of sex and nature of appointment on burnout behavior of tertiary teachers.
- 3.There exists insignificant interaction effect of level of teaching and nature of appointment on burnout behavior of tertiary teachers.
- 4.There exists insignificant interaction effect of nature of course and nature of appointment on burnout behavior of tertiary teachers.

#### **VARIABLES OF THE STUDY**

Independent variables of this study were nature of appointment (Regular & contractual status) sex (male & female), Level of teaching (UG & PG) and nature of course (Professional and non-professional). Dependent variable of this study was burnout tendency as depicted by its three dimensions i.e. emotional exhaustion, depersonalization, reduced personal accomplishment.

#### **METHODOLOGY**

Survey method was used to conduct the present study.

#### **Sample**

40 sample colleges were selected randomly from 139 colleges affiliated to M.J.P. Rohilkhand University Bareilly(U.P.). From these 40 colleges 300 regular teachers and 200 contractual teachers were also selected randomly as sample teachers.

#### **Tools**

The Maslach Burnout Inventory (M.B.I.) was used to measure burnout behavior among tertiary teachers in terms of emotional exhaustion (EE), depersonalization (DP) and reduced personal accomplishment (PA).

#### **INFERENTIAL ANALYSIS**

Parametric statistical techniques used were: T-test, Two way ANOVA.

**FINDINGS**

Table-I  
Effect of nature of appointment on burnout (main & Interaction with sex, level of teaching and nature of course :

	Groups	N	Mean			Groups of Comparison	't'		
			EE	DP	PA		EE	DP	PA
	Regular	300	28.13	17.71	42.39	Regular Vs contractual	4.12**	4.35**	6.16**
	Contractual	200	32.20	20.22	37.52				
Sex x Nature of Appointment	RM	180	28.35	18.16	42.43	RM Vs RF	0.46	1.63	0.11
	RF	120	27.79	17.04	42.31	RM Vs CM	1.93	3.42**	3.47**
	CM	120	30.77	20.72	38.99	RM Vs CF	4.59**	1.63	6.29**
	CF	80	34.35	19.46	35.31	RF Vs CM	1.95	4.29**	2.93**
						RF Vs CF	4.12**	2.65**	5.48**
CM Vs CF	2.16*	1.25	3.07**						
Level of teaching x	RUG	112	25.16	16.00	42.71	RUG Vs RPG	3.93**	4.00**	0.49
	RPG	188	29.89	18.72	42.19	RUG Vs CUG	6.92**	4.81**	5.15**
Nature of Appointment	CUG	120	34.78	19.92	36.88	RUG Vs CPG	1.96*	5.09**	3.26**
	CPG	80	38.33	20.66	38.47	RPG Vs CUG	4.11**	1.64	5.35**
						RPG Vs CPG	1.11	2.31*	3.21**
	CUG Vs CPG	4.01**	0.73	1.30					
Nature of course x nature of appointment	RNPF	220	29.41	18.40	41.61	RNPF Vs RPF	3.65**	3.44**	2.55*
	RPF	80	24.60	15.82	44.51	RNPF Vs CNPF	6.47**	2.78**	4.65**
						RNPF Vs CPF	0.77	2.21*	3.36**
	CNPF	80	37.78	20.57	36.30	RPF Vs CNPF	8.52**	4.89**	6.06**
						RPF Vs CPF	4.34**	4.34**	5.13**
	CPF	80	28.48	19.98	38.32	CNPF Vs CPF	6.06**	0.58	1.67
	120								

\*Significant at 0.05 level

\*\*Significant at 0.01 level.Hypothesis 1

Significant differences were found between burnout behavior of regular and contractual tertiary teachers. Contractual teachers were found to be more burned-out than regular teachers.

**Hypothesis 2**

Significant interaction effect of sex and nature of appointment was found on burnout behavior of tertiary teachers. Contractual teachers of both sexes showed more depersonalization than regular teachers. Contractual female teachers were found to be the most emotionally, exhausted teachers.

**Hypothesis 3**

Significant interaction effect of nature of appointment and level of teaching was found on burnout behavior of tertiary teachers. Results showed that contractual teachers of undergraduate level were highly emotionally exhausted teachers. Further contractual teachers of both level of teaching have shown lower

sense of personal accomplishment than that of regular teachers.

#### **Hypothesis 4**

Interaction effect of nature of course and nature of appointment was also found to be significant on burnout behavior of tertiary teachers. Both type of contractual teachers, teaching professional and non-professional course were found to be more burned-out than their regular counterparts. Regular teachers of professional courses have shown least depersonalization while contractual teachers of non-professional courses were found to be having lowest sense of personal accomplishment

#### **.CONCLUSIONS**

Conclusively, it may be said that nature of appointment significantly affects burnout behavior of tertiary teachers. Contractual teachers were found to be more burned-out than their regular counterparts. Further, it is also concluded that when sex, level of teaching and nature of course interact with nature of appointment, it produce significant impact on burnout behavior of tertiary teachers. Thus the findings implies that tertiary teachers, specially contractual should be aware of their burnout tendencies because it may result in poor job performance. Special workshops programmes and seminars should also be organized to prevent them from burnout syndrome. One more important implication of the findings of the present study is that contractual employment status due to insecurity of service, low salary packages and many other reasons can become a big threat to the health of teachers. Therefore, it is also suggested that disparity, that exists between nature of appointment of regular and contractual teachers, must be removed soon by the policy makers.

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