



## BURNOUT AMONG SCHOOL TEACHERS IN COIMBATORE DISTRICT

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### ABSTRACT

*The present study was explored to find out the burnout among school teachers. The objectives of the study were to explore the level of burnout among school teachers and to examine the burnout among school teachers. Survey method was conducted on a sample of 252 school teachers was chosen in Coimbatore district. Teacher Burnout Scale by Prof. S. Sathiyagirirajan was used for data collection. Data was analyzed by using t-test. Result showed that the level of burnout among school teachers is average. Findings also indicated that there is no significant difference in burnout of school teachers based on locality of school and educational qualification and there is significant difference in burnout of school teachers with regard to gender, nature of school, major subject, type of school and years of experience.*

**KEYWORDS:** Burnout.

### INTRODUCTION

Burnout refers to a self-perceived stage an individual reaches in his job when he feels all his energies are exhausted. He feels tired and fed up - frustrated and disappointed. He loses his zeal, zest and enthusiasm for the job. He feels he has lost his competency for the job. He feels his services are being exploited at the cost of his personal and professional growth and development. This stage may even lead to self-pity, and depression. If it is not identified earlier and (self) remedial treatment initiated, the individual may even become emotionally disturbed.

Some degree of burnout feeling is bound to occur to most of us because of the monotony of the job or if there is no scope for periodical career advancement for us. Job rotation is one way of avoiding burnout sensation. The nature of job will vary though basic skills and knowledge required will be the same. Periodic holidaying will be another strategy containing burnout problem. The best strategy will be job enrichment. It is a joint venture of the employer and the employee. The employer will organize and conduct a series of inservice programmes periodically to expose the employee into new visions and vistas in his job. In addition the employee himself will deliberately expose himself to new avenues of personal and professional enrichment. The following have proven to be dominating factors that make the teaching job difficult and are main contributors to burnout:

- Volume
- Environment
- Student behaviour
- Administration
- Community relations

### NEED AND SIGNIFICANCE OF THE STUDY

Burnout means to tire or suffer due to a demanding job. Burnout is a group of negative symptoms that an individual experiences at work. Teachers suffer from burnout. Being a good teacher is considerably hard and it needs lot of experience. Then only teachers can



predict students mind. Teachers suffer a lot because of the unsustainability of job. Teachers also enter the teaching profession with selfless intentions. When they became teachers, 85% of teachers say they want to make a difference in children's lives. Teachers are committed to the profession. There are some major issues to overcome and that made a teacher to quit. Hence the researcher made an attempt to the study of burnout among school teacher in Coimbatore district.

**OBJECTIVES OF THE STUDY**

- To find out the level of burnout among school teachers.
- To find out the significant difference in burnout of school teachers with regard to
  - A. Male & Female (Gender)
  - B. Rural & Urban (Locality of School)
  - C. UG & PG (Educational Qualification)
  - D. Unisex & Mixed (Nature of School)
  - E. Arts & Science (Major Subject)
  - F. Middle & High (Type of School)
  - G. Below 5yrs & Above 5yrs (Years of Experience)
- To identify the background variables which are contributing to burnout of school teachers.

**HYPOTHESES**

1. There is no significant difference in burnout of school teachers in terms of
  - A. Male & Female (Gender)
  - B. Rural & Urban (Locality of School)
  - C. UG & PG (Educational Qualification)
  - D. Unisex & Mixed (Nature of School)
  - E. Arts & Science (Major Subject)
  - F. Middle & High (Type of School)
  - G. Below 5yrs & Above 5yrs (Years of Experience)
2. There is no significant contribution of background variables to the burnout among school teachers.

**METHOD & SAMPLE**

Normative survey method was used for the present investigation. A simple random sample of 252 school teachers was chosen in Coimbatore district.

**TOOL**

- Teacher Burnout Scale by Prof. S. Sathiyagirirajan.

**DATA ANALYSIS AND INTERPRETATION**

**Table 1: Descriptive Indices of the Burnout on School Teachers**

N			252
Mean			80.33
Std. Deviation			38.067
Percentiles	Q1	25	80.00
	Q2	50	84.00
	Q3	75	92.00

From Table-1, the low, high and moderate groups were categorized in burnout on school teachers. The value of Q1 and below was considered as low group, the value Q3 and above was considered as high group and the value in between Q1 and Q3 was considered as average group. The mean score of burnout on

teacher is 80.33. The mean score fall between Q1 and Q3. Hence, the school teachers have an average level of burnout.

**Table 2: Burnout of School Teachers based on Background Variables**

Category	Sub-Variables	N	Mean	SD	t-value	Result
Gender	Male	168	75.61	30.015	2.82	Significant at 0.01 level
	Female	84	89.79	49.334		
Locality of School	Rural	78	75.23	38.279	1.42	Not Significant
	Urban	174	82.62	37.858		
Educational Qualification	UG	138	78.91	38.476	0.65	Not Significant
	PG	114	82.05	37.663		
Nature of School	Unisex	138	70.91	36.560	4.48	Significant at 0.01 level
	Mixed	114	91.74	36.860		
Major Subject	Arts	126	69.43	40.573	4.73	Significant at 0.01 level
	Science	126	91.24	31.997		
Type of School	Middle	72	87.92	41.830	2.01	Significant at 0.05 level
	High	180	77.30	36.132		
Years of Experience	Below 5yrs	168	75.86	29.989	2.67	Significant at 0.01 level
	Above 5yrs	84	89.29	49.507		

Table-2 shows that the t-values 2.82, 4.48, 4.73 and 2.67 are higher than the table value 2.58 at 0.01 level and the t-value 2.01 is higher than the table value 1.96 at 0.05 level. The t-values 1.42 and 0.65 are less than the table value 1.96 at 0.05 level.

**Table 3: Regression Co-efficient of Contributing Variables for Burnout on School Teachers**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	46.321	13.171		3.517	.001
Gender	14.144	4.888	.176	2.894	.004
Educational Qualification	-11.482	5.181	-.150	-2.216	.028
Nature of School	18.628	5.476	.244	3.402	.001
Major Subject	26.014	5.206	.342	4.997	.000
Type of School	-22.474	5.301	-.267	-4.240	.000

The step-wise regression analysis found that only 5 out of 7 background variables were contributed significantly to burnout of school teachers such as gender, educational qualification, nature of school, major subject and type of school (Table-3).

**FINDINGS**

- The level of burnout among school teachers is average.
- There is no significant difference in burnout of school teachers with respect to locality of school and educational qualification.
- There is significant difference in burnout of school teachers in terms of gender, nature of school, major subject, type of school and years of experience.
- Gender, Educational Qualification, Nature of School, Major Subject and Type of School are contributed significantly to burnout among school teachers.

## CONCLUSION

The study has revealed that the majority of the school teachers have an average level of burnout in their career life. It is referred that there is no significant difference between school teachers burnout on the basis of locality of the school and educational qualification. The results reported that there is a significant difference between school teachers burnout on the basis of Gender, nature of school, major subject, type of school and year of experience. Burnout may affect the teacher competency on the job. So every possible attempt should be made to make them free from burnout. Since teachers are considered to be valuable resources to educational institutes, management must invest adequate resources in the assessment of their working environment, both mental and physical, to maximize the quality of service delivery. Also, for intervention, teachers, the organization, society and family should work together to buffer the burnout syndrome.

## EDUCATIONAL IMPLICATIONS

- The researcher aimed to explore and provide an insight into the phenomenon of burnout among school teachers. The present study has made an attempt to systematically and analytically investigate the effects of Gender, Nature of School, Major Subject, Type of School, Locality of school, Educational Qualification and Year of Experience variables on the components of burnout.
- The findings of the current study are significant as they may lead to positive changes in educational institutions as well as in the quality of teaching personnel.
- It has important implications for the teaching community in general and for the educational institutions for improving the effectiveness, efficiency and the quality of education.
- It helps to create awareness among teachers about burnout and its impact on health.
- It has developed a profile of burnt out teachers in terms of Depersonalization, Emotional Exhaustion and Personal Accomplishment.
- The findings of this study can be salutary to instructors. They could utilize the ken-how of the findings in developing efficacious coping strategies and a pro-energetic conduct for the burnout technique, in order that it can be inverted inside the preliminary levels thru efficacious coping techniques. The establishments can withal broaden fashions to reduce burnout.

## SUGGESTION FOR THE FURTHER RESEARCH

- The same study conducted among higher secondary school teachers.
- It is suggested that a nation or statewide study can be carried out.
- The ongoing Research programmes in the State and Central Universities may be studied.
- A Replica of the present study may be conducted among private school teachers.
- The similar study can be conducted of faculty members of the University and Colleges.
- In the present study questionnaire survey was used. Consequently, for future studies another instrument such as interview, experimental and observation schedule can be used, in order to understand more clearly about the teacher competency.
- Research Bodies (e.g., NCERT, UGC, ICSSR, CSIR, DST, NUEPA and University) have a significant influence on individual to engage in research activity. Hence, the influence of research bodies could be isolated and tested in future research.

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