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PHYSICAL EDUCATION BURNOUT: STAGES OF DIRECTOR, SYMPTOMS OF DIRECTOR, CONSEQUENCES OF DIRECTOR

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ABSTRACT:

Physical exercise and physical condition live in two different parishes. We aim at producing a body, which cooperates in all skillful pursuits and in the creation of beauty, transforming fitness from nonsense into sense and from a meaningless word into an educational conception. There is intimate connection between the business of education and the promotion of true health. Education of the body is a parallel process to the education of the mind. Physical education will be much more than the share education of the body. Etymologically, physical education is education of the complete personality.

Prof. Whitehead says, "The director comes to grief as soon as he forgets that his pupils have bodies." A healthy body houses a healthy mind. Similarly, a healthy mind creates good habits in a healthy body. The best way to spread this universal truth is by instituting in every school and college, a Department of Physical Education equal in importance to the other departments or faculties into which school and college life is naturally organized. The department so created must be in the charge of a Director with Academic Qualifications and social status equal to those of the other members of the staff.

It is very clear with what has been said above that physical education cannot be neglected on any grounds. But, physical education programmer at the college level cannot be made effective if the efficient director is not there. He needs to have certain qualities and qualification to carry out the responsibility of promoting sound health among the students. These aspects are described in the following paragraphs.

KEYWORDS: *Physical exercise and physical condition , Physical Education , naturally organized.*

INTRODUCTION DIRECTOR OF PHYSICAL EDUCATION BURNOUT

Director 'burnout' is caused by continued, unresolved, job-related stress that results in abandoning the profession or remaining in the classroom, no longer motivated to provide the effective learning environment they once did for

their students.

It is interesting to note that now-a-day's 'director burnout' has become an increasingly concerned area of many researchers. As Schwab (1986) reports, there are several reasons for the burnout. First, the teaching profession is one of the largest and most visible professions in the United States. Second, the teaching profession has subject to increased pressure by society to related current social problems such as, educate students

in academic and skill areas, provide enrichment activities, meet the individual needs of all students with range of abilities, and encourage moral and ethical development. Third, a number of national reports have illustrated the fact that many director are leaving the profession whereas only few are choosing to

become director. This has resulted in director shortages in certain disciplines and predictions of future shortages in all areas.

Most of the directors begin their professional lives with the expectation that they will experience feelings of joy and accomplishment. Directors take maximum efforts in order to accomplish the long-term goals of their teaching. Teaching is a demanding profession, which requires a constant giving of one-self at the mental, emotional and physical levels. Apart from the regular instructional work, directors are expected to perform innumerable roles. Further, the public has often overlooked the need of directors as human beings. They are working constantly in an atmosphere of evaluation, judgment and fear. The combination of these factors creates a sense of frustration in director. A persistent feeling of frustration leads to what is known as 'burnout'.

STAGES OF DIRECTOR BURNOUT

Misra (1985) quotes the views of Clouse and Whitaker (1981) with regard to stages of director 'burnout' as follows:

Frustration: Frustration is one of the earliest signs in the process of 'burnout'. As already mentioned, several factors may contribute to the frustration of directors within the school environment as well as outside, in the socio-political milieu. Student apathy, growing indiscipline and violence, uncooperative or over critical parents, low salary and social status and various malfunctions of the organization and the profession itself are some of the factors. All these and many others many contribute to frustration and lowered morale of director and increase their stress and hence 'burnout'.

1. **Alienation:** Alienation of the professional from the work environment may be viewed as a response or result of powerlessness, frustration and loss of meaning in one's work. Alienation is associated with detachment, withdrawal and isolation within the work environment. A strong relationship exists between alienation and lack of support and positive feedback. Alienation is also directly related to the number of students with whom the professional has a direct. As the ratio increases, a higher emotional overload is inevitable. Inherent in the teaching profession is a high level of responsibility for a large number of students.
2. **Loss of Enthusiasm:** Most directors enter the profession with good intentions and a sincere desire to help children. Energy levels are high, ideals are strong. Majority of directors are individuals with decent value systems, a high sense of motivation, a desire to be needed and having an inner hope that through their intervention, something positive can be done with young people.

It has been suggested that many who enter teaching exhibit dependence characteristics where personal needs are met through helping others. That is, they obtain an overwhelming component of their self-identity from their work and therefore, have a strong need to be liked. When directors do not receive positive responses and feedback from students, enthusiasm falters.

SYMPTOMS OF DIRECTOR BURNOUT

Directors experiencing such feeling of 'burnout' show a number of symptoms in their personal and professional life. Research has identified many a number of these symptoms.

Personal symptoms include cynicism and negativism; rigid thinking, inflexibility and closed mind, blocking progress and constructive changes; increased absenteeism and illness frequency; boredom and growing fatigue; loss of idealism and commitment; alienation and minimal compliance; verbalizing helplessness and hopelessness and fatalism; changes in behavior and social contacts, e.g. becoming a loner, withdrawn or constantly socializing hypersensitivity and paranoia about colleagues and administrators.

Professional symptoms include growing doubts about professional career, dissatisfaction with level of performance and feeling inadequate and overwhelmed by task, reluctance to go to work, uncomfortable feeling in the class or merging self and life with profession and withdrawing

from activities previously rewarding. That is, under valuing or over valuing professional prerogatives and capabilities.

CONSEQUENCES OF DIRECTOR BURNOUT

Director becoming unworthy to their profession, and to their specific jobs is not uncommon. This is not only true in India but in other countries also. Burnout in this context, refers to loss of enthusiasm, excitement and sense of mission to one’s work. This is a state where one no longer lives to work but works only to live.

The consequences of ‘burnout’ are potentially very dangerous. Burnout negatively affects the director (e.g. Mental and Emotional Exhaustion, a lower sense of personal Accomplishment), the pupils (e.g. he burnout director gives them less information, less praise, and pays less attention to students and their needs), and the organization (e.g. higher absenteeism, working hard but not accomplishing anything).

Viewed from another angle, the phenomenon of ‘burnout’ involves colossal wastage of our limited material and human resources. Much of the nation’s scarce resources go into the education and training of director as well as other investment related to colleges but not on the effective teaching students hence the efficiency and effectiveness of these director is lost, investment made in education yields no returns.

METHODOLOGY

Statistical Techniques Used

In pursuance of the General objectives-3, the two way ANOVA followed by Tukeys multiple posthoc procedures were applied to find out the interaction effects of location and types of management on burnout and its dimensions (i. e. non-accomplishment, depersonalization, emotional exhaustion, friction, task avoidance, distancing, neglecting and easy going) of physical education director of North Karnataka with.

In pursuance of the General objectives-4, the Karl Pearson’s correlation coefficient technique has been applied to find out the relationships among dimensions of burnout scores of physical education director of degree colleges of North Karnataka.

Definition of terms of dimensions

- Task avoidance-It refers to the tendency to try different approaches to shirk work.
- Distancing-It refers to willingness to keep oneself away from friends and superiors.

RESULTS:

Table:1 The pair wise comparison of physical education director of aided, unaided and government degree colleges of North Karnataka with respect to the dimension of burnout i.e. distancing scores by Tukeys multiple posthoc procedures is presented below.

Managements	Aided	Unaided	Government
Mean	16.32	16.28	12.94
SD	4.34	4.58	4.68
Aided	-		
Unaided	p=0.9982	-	
Government	p=0.0001*	p=0.0001*	-

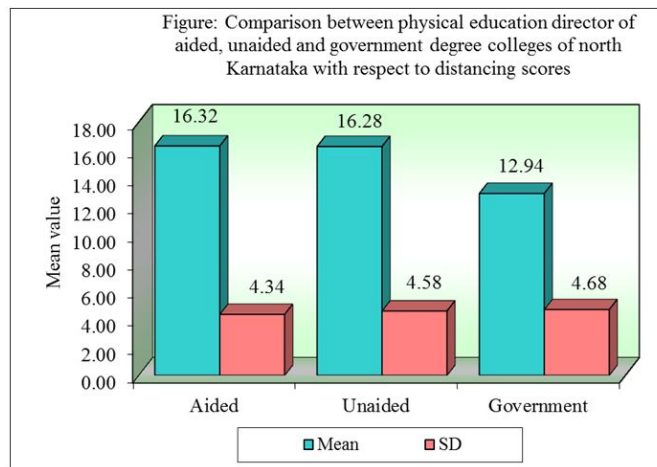
*p<0.05

From the results of the above table, it can be seen that,

- The physical education director of aided and unaided degree colleges of North Karnataka do not differ significantly with respect to distancing scores at 5% level of significance. It means that, the

physical education director of aided and unaided degree colleges of North Karnataka have similar distancing scores.

- The physical education director of aided and government degree colleges of North Karnataka differ significantly with respect to distancing scores at 5% level of significance. It means that, the physical education director of aided degree colleges of North Karnataka have significant higher distancing scores as compared to government degree colleges.
- The physical education director of unaided and government degree colleges of North Karnataka differ significantly with respect to distancing scores at 5% level of significance. It means that, the physical education director of unaided degree colleges of North Karnataka have significant higher distancing scores as compared to government degree colleges. The mean scores are also presented in the following figure.



Hypothesis:

There is no significant difference between physical education director of aided, unaided and government degree colleges of North Karnataka with respect to the dimension of burnout i.e. distancing scores.

To achieve this hypothesis, the one way ANOVA test was performed and the results are presented in the above figure.

Table: 2 The results of one way ANOVA test between physical education director of aided, unaided and government degree colleges of North Karnataka with respect to the dimension of burnout i.e. neglecting scores is presented below

Sources of variation	Degrees of freedom	Sum of squares	Mean sum of squares	F-value	p-value	Signi.
Between managements	2	437.64	218.82	12.0189	0.0001	S
Within managements	297	5407.24	18.21			
Total	299	5844.88				

From the results of the above table it can be seen that, a physical education director of aided, unaided and government degree colleges of north Karnataka differs significantly with respect to dimension of burnout i.e. neglecting scores (F=12.0189, p<0.05) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the physical education director of aided, unaided and government degree colleges of north Karnataka have different neglecting scores.

Further, if F is significant, to know the pair wise comparisons of physical education director of aided, unaided and government degree colleges of north Karnataka have different neglecting scores by applying the Tukeys multiple posthoc procedures and the results are presented in the following table.

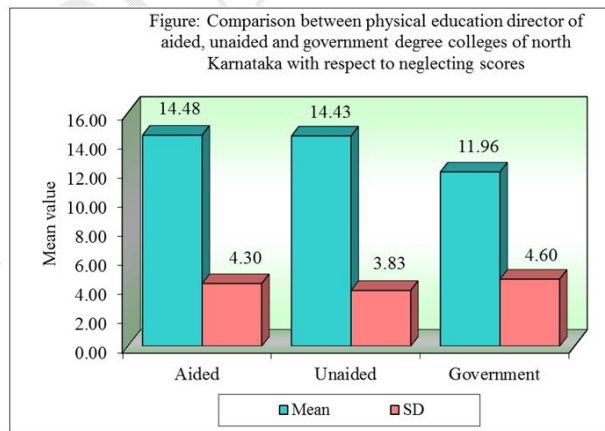
Table: 3 The pair wise comparison of physical education director of aided, unaided and government degree colleges of North Karnataka with respect to the dimension of burnout i.e. neglecting scores by Tukeys multiple posthoc procedures is presented below

Managements	Aided	Unaided	Government
Mean	14.48	14.43	11.96
SD	4.30	3.83	4.60
Aided	-	-	-
Unaided	p=0.9968	-	-
Government	p=0.0001*	p=0.0001*	-

*p<0.05

From the results of the above table, it can be seen that,

- The physical education director of aided and unaided degree colleges of North Karnataka do not differ significantly with respect to neglecting scores at 5% level of significance. It means that, the physical education director of aided and unaided degree colleges of North Karnataka have similar neglecting scores.
- The physical education director of aided and government degree colleges of North Karnataka differ significantly with respect to neglecting scores at 5% level of significance. It means that, the physical education director of aided degree colleges of North Karnataka have significant higher neglecting scores as compared to government degree colleges.
- The physical education director of unaided and government degree colleges of north Karnataka differ significantly with respect to neglecting scores at 5% level of significance. It means that, the physical education director of unaided degree colleges of North Karnataka have significant higher neglecting scores as compared to government degree colleges. The mean scores are also presented in the following figure.



Hypothesis:

There is no significant difference between physical education director of aided, unaided and government degree colleges of north Karnataka with respect to dimension of burnout i.e. neglecting scores.

To achieve this hypothesis, the one way ANOVA test was performed and the results of presented in the above figure.

Table: 4 The results of one way ANOVA test between physical education director of aided, unaided and government degree colleges of North Karnataka with respect to dimension of burnout i.e. easy going scores is presented below

Sources of variation	Degrees of freedom	Sum of squares	Mean sum of squares	F-value	p-value	Signi.
Between managements	2	215.24	107.62	6.6403	0.0015	S
Within managements	297	4813.43	16.21			
Total	299	5028.67				

From the results of the above table it can be seen that, a physical education director of aided, unaided and government degree colleges of North Karnataka differs significantly with respect to dimension of burnout i.e. easy going scores ($F=6.6403$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the physical education director of aided, unaided and government degree colleges of North Karnataka have different easy going scores.

Further, if F is significant, to know the pair wise comparisons of physical education director of aided, unaided and government degree colleges of North Karnataka have different easy going scores by applying the Tukeys multiple posthoc procedures the results are presented in the following table.

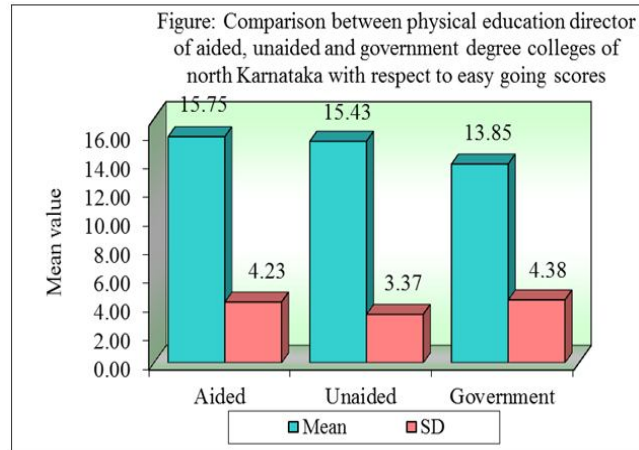
Table: 5 The pair wise comparison of physical education director of aided, unaided and government degree colleges of North Karnataka with respect to the dimension of burnout i.e. easy going scores by Tukeys multiple posthoc procedures is presented below

Managements	Aided	Unaided	Government
Mean	15.75	15.43	13.85
SD	4.23	3.37	4.38
Aided	-		
Unaided	p=0.8496	-	
Government	p=0.0026*	p=0.0120*	-

* $p<0.05$

From the results of the above table, it can be seen that,

- The physical education director of aided and unaided degree colleges of North Karnataka do not differ significantly with respect to easy going scores at 5% level of significance. It means that, the physical education director of aided and unaided degree colleges of North Karnataka have similar easy going scores.
- The physical education director of aided and government degree colleges of North Karnataka differ significantly with respect to easy going scores at 5% level of significance. It means that, the physical education director of aided degree colleges of North Karnataka have significant higher easy going scores as compared to government degree colleges.
- The physical education director of unaided and government degree colleges of North Karnataka differ significantly with respect to easy going scores at 5% level of significance. It means that, the physical education director of unaided degree colleges of North Karnataka have significant higher easy going scores as compared to government degree colleges. The mean scores are presented in the following figure.



Hypothesis:

There is no significant difference between physical education director of aided, unaided and government degree colleges of North Karnataka with respect to the dimension of burnout i.e. easy going scores.

To achieve this hypothesis, the one way ANOVA test was performed and the results are presented in the above figure.

CONCLUSION:

The physical education director of aided, unaided and government degree colleges of North Karnataka have different neglecting scores. aided and unaided degree colleges of have similar neglecting scores. aided and unaided degree colleges of have significant higher neglecting scores as compared to government degree colleges.

The physical education director of aided, unaided and government degree colleges of North Karnataka have different easy going scores. aided and unaided degree colleges of have similar easy going scores. aided and unaided degree colleges of have significant higher easy going scores as compared to government degree colleges.

The physical education director of rural aided degree colleges have similar non-accomplishment scores as compare to physical education director of rural government degree colleges.

- The physical education director of rural aided degree colleges and urban aided degree colleges have similar non-accomplishment scores
- The physical education director of rural aided degree colleges and urban unaided degree colleges have similar non-accomplishment scores
- The physical education director of rural aided degree colleges and urban government degree colleges have similar non-accomplishment scores
- The physical education director of rural unaided degree colleges have similar non-accomplishment scores as compare to physical education director of rural government degree colleges
- The physical education director of rural unaided degree colleges and urban aided degree colleges have similar non-accomplishment scores
- The physical education director of rural unaided degree colleges and urban unaided degree colleges have similar non-accomplishment scores
- The physical education director of rural unaided degree colleges and urban government degree colleges have similar non-accomplishment scores

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