



THE RELATION TO JOB SATISFACTION OF BURNOUT OF PHYSICAL EDUCATION DIRECTORS

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ABSTRACT:

In this study, job burnout is considered as dependent variable; and age, gender, location of college and "job satisfaction" as independent variables. The results of this study show that firstly, the job burnout of directors leads to the decrease of job satisfaction. College, the demographic variables age and area of work place affect job burnout. But sex was not found to be a factor of job burnout. The negative consequences of job burnout are too costly for organizations. Therefore, to devise proper plans to decrease its consequences, this paper suggests some measures to control this phenomenon. The findings would be helpful for other researcher in policy discussions and efforts to improve directors' quality of work life and performance.



KEYWORDS: Relation to Job Satisfaction of Burnout of Physical Education Directors.

INTRODUCTION

Teaching can be considered a high-stress occupation. An education system has all the elements associated with stress such as- a bureaucratic structure, continuous evaluation of its processes and outcomes, and increasingly intensive interpersonal interactions with students, parents, colleagues, principals and the community etc. In addition, increased student misconduct, student apathy, overcrowded classrooms, inadequate salaries, demanding or unsupportive parents, budgetary

constraints, expanding administrative loads, lack of infrastructural support, and an increasingly negative public opinion have contributed to an embittered teacher force throughout the world. Carter (1994) defines teacher burnout as physical, emotional, and attitudinal exhaustion that begins with a feeling of uneasiness and mounts as the joy of teaching begins to gradually slip away.

SIGNIFICANCE OF THE STUDY:

Lee and Ashforth (1996) found that job satisfaction correlates comparatively highly with all the three burnout dimensions but most highly with

depersonalization (27% shared variance), followed by exhaustion and reduced personal accomplishment (20% and 16% shared variance). The aforementioned findings and discussions highlight that burnout and job satisfaction are prominent in to-day's educators and that these two constructs have been linked to each other. A teacher's satisfaction with his or her job may have strong implications for his or her emotional attachment to the organization (Meyer et al., 2002). The researcher in this study investigated how high college directors' burnout is related to different aspects of job

satisfaction, and demographic characteristics such as place of their work, age and gender. Thus, the basic purpose of this research is to study the relationship between burnout and job satisfaction of secondary college directors. The researcher hoped that the findings of this study would contribute to an understanding of the role of burnout on job satisfaction in relation to some demographic characteristics relationship between them. The results of this research are important in terms of its contribution to decrease the burnout and to increase job satisfactions of directors. Also, the findings would be helpful for other researcher in policy discussions and efforts to improve directors' quality of work life and performance. Therefore, the present study finds its need and relevance.

The Research Instruments:

Following instruments were used for the study –

The Maslach Burnout Inventory [MBI- Educator] which was developed by Maslach and Jackson, (1981) was used to measure the dimensions of directors' burnout. A second version was later developed for use among workers in educational institutions. It has been tested, validated, and normed for educators. For example, Cronbach alpha coefficients ranging from 0.71 to 0.90 have been reported for three sub-scales (Maslach, Jackson and Leiter, 1996). It consists of 22 items forming three subscales: Emotional Exhaustion, Personal Accomplishment, and Depersonalization. The frequency scale ranges from 0 (very mild, barely noticeable) to 6 (major, very strong). It has following sub scales-

The Personal Accomplishment subscale consists of eight items describing feeling of competence and success about one's achievements. Diminished personal accomplishment by which the person comes to a negative self assessment (Maslach & Leiter, 2005; Maslach & Jackson, 1981; Pines & Maslach, 1981).

The higher mean scores of „Emotional Exhaustion“ and „Depersonalization“ subscales correspond to greater degrees of experienced burnout, whereas lower scores on „Personal Accomplishment „correspond to greater degrees of burnout.

Data Collection :

Data were collected from the directors included in the sample. Before actual administration of the tools the purpose of the research was told to the directors and their co-operation was solicited. The procedure of responses was also explained to them. Test material was administered on individual basis. The questionnaires were scored using standardized scoring procedure prescribed for each of the two tools.

Statistical Technique Used :

Two statistical techniques were used in the study: Pearson „r“ and „t“ test along with other descriptive statistics . In order to find out the significant differences in mean scores of burnout of old and young directors, male and female groups and teacher working in rural and urban areas ,t-test was performed. With the help of product Moment Correlation („r“) simple relationship of dependent variables i.e. different dimensions of burnout of college directors with independent variable job satisfaction was ascertained and with step by step regression analyses the effects of different dimensions of burnout on job satisfaction was studied.

Analysis Of Data And Findings :

The data collected for the study has been carefully analyzed in the light of the objectives set forth for the investigation in the following ways –

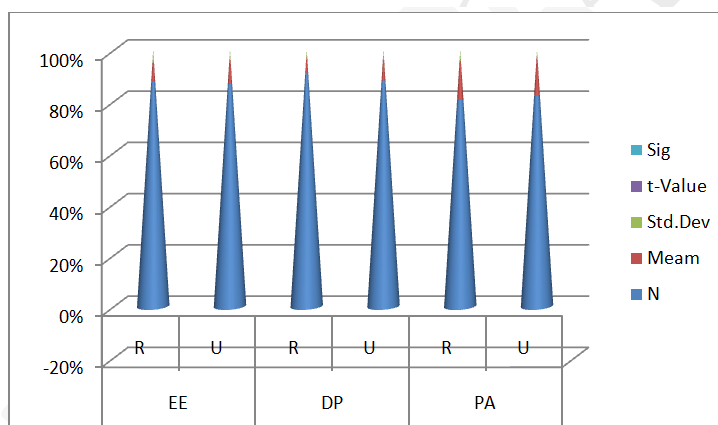
1. Teacher burnout in relation Rural, urban and location of college: In order to study the significance difference , if any, in the burnout level of college directors due to variations in their sex, age and locality of work place Mean and S.D. have been calculated for each dimension of burnout . Based on

these Mean and S.D t-values have been worked out to test the significance of these differences in their burnout syndrome .Results are shown in table

Table ; Significance of Mean Difference in Different Dimensions of Burnout in relation to demographic variable- Location/Area of college (rural /urban)

Dimensions of Burnout	Location of college	N	Meam	Std.Dev	t-Value	Sig
EE	R	150	12.6400	8.4204	.3.503	.001
	U	150	15.7800	7.0443		
DP	R	150	9.6533	4.9113	-.5.823	.000
	U	150	13.6133	6.7275		
PA	R	150	27.5133	6.9241	-.780	.436
	U	150	26.9600	5.2455		

Significance of Mean Difference in Different Dimensions of Burnout in relation to demographic variable- Location/Area of college (rural /urban)



From the above table:1 it is seen that variable sex has not any significant relationship with any dimension of job burnout.Table:2 shows that dimensions namely Emotional Exhaustion (EE) and Depersonalization(DP) are significantly related with the variable location of colleges / area i.e. the area of work of the directors(rural /urban).Thus,Table:3 shows that among the burnout dimensions Emotional Exhaustion (EE) has significant relationship with variable age.

FINDINGS :

- On the basis of the results presented in this study, it can be concluded that there was a significant relationship between age and area of work with burnout dimensions Emotional Exhaustion (EE)
- Depersonalization(DP) of burnout dimensions has high significant relationships with areas of work.
- Burnout dimension Personal Accomplishment(PA) is related only with Age
- However sex is not related with any burnout dimensions.
- Among burnout dimensions, the highest relationship is shown between depersonalisation and location of colleges / the area of work of the directors(rural /urban).

DISCUSSION

The results and conclusions regarding burnout and gender remain confusing as studies in the past have given mixed and at times contradictory results. For example, some studies have indicated that women are more likely to report higher levels of burnout (Maslach et al., 2001) whereas others have found the opposite (Tung, 1980). However, the current study found no significant difference in the stress dimensions among male and female directors. Female directors are not differ significantly from their male counterpart in their burnout syndrome in all dimensions .

Out of the three dimensions of burnout, urban directors score higher on emotional exhaustion and depersonalization which indicate that they are emotionally exhausted by their work and they suffer from pessimism which is characterized by negative feelings and cynical attitude towards the recipients of one's services (Maslach and Jackson, 1986). Whereas with diminished personal accomplishment urban directors come to a negative self assessment. One can attribute this finding to a number of reasons. A possible explanation for such observations could be the complexity of city life. The feeling of tiredness, frustration, or stress is more among the urban directors in comparison to their rural counterpart .

Educational journals and books which could be provided for the directors and head master which may widen their knowledge about burnout and increase their self-confidence to cope with burnout.

CONCLUSION:

Directors sho It is possible to decrease job burnout through making proper decisions and implementing scientific and effective interventions. Intervention programs can be prepared in co-operation with administrators and counsellors to prevent directors' stress and burnout, as indicated in Sari. Individual interventions includes improvement of job competencies and individual skills, social support or relaxation exercises. There are diverse organizational interventions such as reorganization, increasing the control on job and involving personnel in decision makings. Establishing job advisory plans in organizations is among the most productive approaches to decrease job burnout.

College administrators should be concerned with directors' job burnout as increasing demands, which can adversely affect their well-being, and perhaps the well-being of their students as reported in Smith.

Therefore, understanding the possible causes of burnout as an antecedent to decreased levels of job satisfaction is important. Increased dissatisfaction may lead to an erosion of overall teacher satisfaction, and therefore, it needs to be considered closely by all responsible authorities and professionals. To conclude, since directors are such a valuable resource to educational institutes, management must invest significant resources in the assessment of their working environment, both mental and physical, to maximize the quality of service delivery.

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