

Burnout of Male and Female Secondary School Teachers of Jawahar Navodaya Vidyalayas in Karnataka - A Study

OPEN ACCESS

Volume: 7

Issue: 4

Month: September

Year: 2019

P-ISSN: 2320-2653

E-ISSN: 2582-1334

Received: 21.06.2019

Accepted: 26.08.2019

Published: 01.09.2019

Citation:

Keerthy Kumar, MD.
“Burnout of Male and Female Secondary School Teachers of Jawahar Navodaya Vidyalayas in Karnataka - A Study.”
Shanlax International Journal of Education, vol. 7, no. 4, 2019, pp. 34-37.

DOI:

<https://doi.org/10.34293/education.v7i4.567>



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Abstract

The purpose of the study is to analyse the difference between the Burnout of male and female secondary school teachers of Jawahar Navodaya Vidyalayas (JNVs) in Karnataka, belonging to the faculty namely physical education, arts, commerce, science, music, art and library science. They were administered checklist developed by Maslach Burnout Inventory by Maslach, which measures Emotional exhaustion, Depersonalisation and Personal accomplishment of a teacher. The data were subjected to 't' test to find out the significance difference between burnout of male and female teachers of JNVs.

Keywords: JNVs, Maslach, Emotional Exhaustion, Depersonalisation, Emotional strain, Burnout of teachers.

Introduction

Burnout is defined as a syndrome of Emotional Exhaustion, Depersonalisation and Reduced personal accomplishment. It is a response to the Chronic Emotional strain of dealing extensively with other human being, particularly when they are troubled or having problems; Burnout as characterized here was supposed to occur only in individuals involved in 'people-oriented professions' such as health care, mental health social services, education and criminal justice. Highlighting the social psychological roots of the concept, Maslach (1993) further says that it is an individual stress experience embedded in a context of complex social relationships, and it involves the person's conception of both self and others. The three dimensions of Burnout are emotional exhaustion, Depersonalisation and reduced personal accomplishment.

- Emotional Exhaustion is the central quality of the Burnout of experience and it requires to the feelings of being emotionally over intended and deflected of one's emotional sources.
- Depersonalisation refers to negative; cynical attitude and feelings about ones client resulting in detached and callous response to them. This results in maintaining distance from one-self and others.
- Reduced personal accomplishment refers to the tendency to evaluate oneself negatively, particularly with regard to one's work with clients.

Navodaya Vidyalaya system is one of the best in the field of school education in the country. Its significance lies in the selection of talented rural children as the target group and the attempt to provide them with quality education comparable to the best in residential school system. It was felt that children with special talent should be provided opportunities to proceed at a faster pace, by making good quality education available to them, irrespective of their capacity to pay for it. With this objective Navodaya Vidyalaya Samiti inducts highly qualified teachers in its schools.

Most of the Navodaya Vidyalayas are situated in interior and rural areas where there are no facilities of bus or auto to travel from school campus to market even in emergencies. All the teachers of JNVs cannot leave the campus without the permission of the competent authority even in emergencies of the family. They have a lot of work like morning assembly, prayers to do, cleanliness drive and working hours are too long. And the work schedule is also very hectic, except during holidays or vacation when they are outside the campus. Otherwise they would have to work even in holidays. Due to the strict rules and regulations of Navodaya Vidyalaya Samiti the teachers feel themselves infix and gradually they get depressed.

So, the study of Burnout of teachers plays a very important role in their career development.

Bakan, Ismail et al. (2015) analyze the relationship between the teachers' Burnout levels and the school administrators' leadership styles by defining the administrators' leadership styles from the perspectives of teachers. According to the data analysis, it was found that among the leadership styles, called transformational, transactional and laissez-faire, the school administrators have laissez-faire style in the first rank and then transactional and transformational style consecutively. As a result of the analysis, it was found out that as the teachers' perception about the school administrators' leadership styles increases, the level of the teachers' burnout syndrome decreases. However, which leadership style affects the decrease in the Burnout syndrome was not found according to the research results. It will be helpful to have an answer for this question by conducting future researches.

Akbaba, Sirri (2014) investigates whether professional satiety sources predict burnout in teachers. Professional values, including satisfaction and dissatisfaction with the teaching profession, are investigated using the Professional Satiety Inventory. Of 698 teachers, 478 primary school teachers were chosen randomly as the research group. Using the "Professional Satiety Inventory," the teachers were initially divided into ten groups according to their "occupational satisfaction sources." In addition, the "Maslach Burnout Inventory," was used to examine which professional satiety sources predicted

emotional exhaustion, personal accomplishment, and Depersonalisation. Based on results of this study, the occupational values for the teaching profession in Turkey were defined as being satisfactory or unsatisfactory.

Participants

A total of 196 permanent teachers of JNV (both male and female) were selected as a sample from four educational zones of Karnataka, namely North, South, East and West. In these zones three districts were taken randomly for collecting the research data. Here cluster sampling technique was used.

Tools Employed

1. Maslach Burnout Inventory (MBI) by Maslach which consists of 22 questions and it is a 5-points scale and teachers should go through the checklist and number anyone from 0 to 6 which are bothering them in the checklist itself.

Reliability: Reliability coefficients reported here were based on samples that were not used in the item selections to avoid any improper inflation of the reliability estimates. Internal consistency was estimated by Cronbach's coefficient alpha ($n=1.316$). The reliability coefficients for the subscales were the following: .90 for Emotional Exhaustion, .79 for Depersonalization, and .71 for Personal Accomplishment. The standard error of measurement for each subscale is as follows: 3.80 for Emotional Exhaustion, 3.16 for Depersonalization, and 3.73 for Personal Accomplishment. Data on test-retest reliability of the MBI-HSS have been reported for five samples. For a sample of graduate students in social welfare, and administrators in a health agency ($n=53$), the two test sessions were separated by an interval of two to four weeks. The test-retest reliability coefficients for the subscales were the following: .82 for Emotional Exhaustion, .60 for Depersonalization, and .80 for Personal Accomplishment. Although these coefficients range from low to moderately high, all are significant beyond the .001 level. In a sample of 248 teachers, the two test sessions were separated by an interval of one year. The test-retest reliabilities for the three subscales were the following: .60 for Emotional Exhaustion, .54 for Depersonalization, and .57 for

Personal Accomplishment (Jackson, Schwab, & Schuler, 1986). Lee and Ashforth (1993) found test-retest correlations of .74, .72, .65, respectively, for an eight-month interval. Leiter (1990) found test-retest correlations of .59, .50 and .63 on a six-month interval. Leiter and Durup (1996) found test-retest correlations of .75, .64, and .62, respectively, for a three-month interval. Although the values do not differ strikingly, note that for most of these five studies the highest test-retest correlation is for Emotional Exhaustion. Overall, longitudinal studies of the MBI-HSS have found a high degree of consistency within each subscale that does not seem to diminish markedly from a period of one month to a year. This stability is consistent with MBI-HSS's purpose of measuring an enduring state.

Validity: Convergent validity was demonstrated in several ways. First, an individual's MBI-HSS scores were correlated with behavioural ratings made independently by a person who knew the individual well, such as a spouse or co-worker. Second, MBI-HSS scores were correlated with the presence of certain job characteristics that were expected to contribute to experienced burnout. Third, MBI-HSS scores were correlated with measures of various outcomes that had been hypothesized to be related to burnout. All three sets of correlations provided substantial evidence for the validity of the MBI-HSS and are as follows.

Higher Emotional Exhaustion
less knowledge of results - .31 (p<0.01)

Higher Depersonalization
less meaning future of work - .32 (p<0.001)
less knowledge of results - .31 (p<0.01)
Higher personal accomplishment
more meaningfulness work - .27 (p<0.01)
more knowledge of results - .20 (p<0.05)

Procedure

After making a pilot study on the feasibility of tools employed, the questionnaire was given to the teachers. Data collection was done by administering MBI scale. The researcher first established a rapport with the teachers by introducing himself and they were also asked to introduce themselves. Later the researcher made the purpose of the study clear to them. The teachers were then given the questionnaire. They were given appropriate instructions and the questions were read over to them. They were asked to indicate their responses in the respective space provided in the questionnaire. Whenever they had any doubt or confusion in understanding the questions, the researcher made those questions very clear to them in their local language.

Once the data were collected they were screened for completeness, scored and fed to the computer. Data collection was done by admitting Maslach Burnout Inventory.

The data were analysed by using t-test to see the difference between the Burnout of male and female teachers of JNVs.

Mean, SD and 't' Values of Burnout of Male and Female Teachers on Various Components of Teacher Burnout

Components of teacher Burnout	Gender	N	Mean	SD	't' value
Emotional exhaustion	Male	153	18.16	1.23	1.823 ^{ns}
	Female	43	17.44	1.42	
Depersonalisation	Male	153	16.34	1.36	0.089 ^{ns}
	Female	43	16.31	1.53	
Personal accomplishment	Male	153	24.05	1.25	0.644 ^{ns}
	Female	43	26.15	1.33	
Total Burnout	Male	153	100.65	3.32	0.189 ^{ns}
	Female	43	100.85	3.68	

ns = Not significant

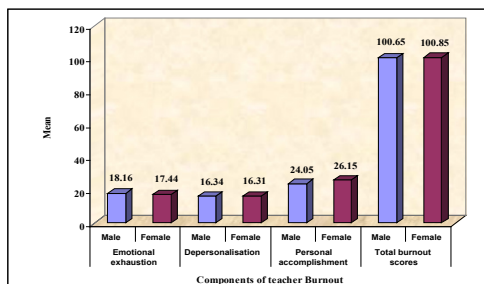
The perusal of the above table clearly indicates (t=1.823; p=0.068), Depersonalisation (t=0.089; p=0.929), Personal accomplishment (t=0.644;

$p=0.527$), and total burnout ($t=0.189$; $p=0.853$) were not found to be significant. It means that there is no significant difference between the Burnout of male and female teachers in all the components of Burnout and Total burnout.

Findings

There is no significant difference in the Burnout of male and female secondary school teachers of JNV in Karnataka. That is both male and female teachers have same Emotional Exhaustion, Depersonalisation and Personal Accomplishment.

Mean of Burnout of Male and Female Teachers on Various Components of Teacher Burnout



Discussion

The reason for not having difference between male and female teachers in their Burnout may be attributed to teachers nature of work, residential nature of Navodaya Vidyalayas, good staff morale, leadership of the principal and the entire environment of the Navodaya Vidyalayas.

This result is in agreement with the study of Martinez Ramon (2006) who studied the way secondary school teachers defend themselves from stress. He has analysed the relationship between burnout and coping strategies in a sample of 221

teachers from public and private schools in the municipality of Murcia. The result indicates that there is no significant difference between the Burnout levels of male and female teachers.

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