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Burnout among Secondary School Teachers: An Analysis On The Basis Of Type of School, Locality and Gender

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Abstract : *The present study was undertaken to examine the burnout among secondary school teachers in relation to type of school, locality and gender. Burnout was treated as dependent variable whereas type of school (Govt. & Private), locality (Rural & Urban) and gender (Male & Female) were treated as independent variables. Descriptive survey method was employed for the present study. A sample of 400 secondary school teachers was taken by using multi-stage stratified random sampling technique. Teachers' Burnout scale by Gupta and Rani [16] was used to collect the data. The obtained data was analyzed using Three Way ANOVA with 2×2×2 factorial design. Levene's Test of Homogeneity of Variance was also applied to test the assumption of homogeneity of variance for ANOVA. Main effect of type of school, locality and gender on burnout among secondary school teachers was found to be significant. Significant double interaction effect of locality & gender was reported on burnout among teachers. Further, no significant interaction effects of type of school & locality; and type of school & gender were reported on burnout among secondary school teachers. Triple interaction effect of type of school, locality and gender on burnout among secondary school teachers was found to be significant. As the well-being (both physical and mental) of the teachers affects the well-being of the learners, every possible attempt should be made to make them free from burnout.*

Keywords: *Gender, Locality, Teachers' Burnout and Type of school.*

INTRODUCTION

Schools are the nurseries of the Nation and teachers are the architects of the future. Teacher has very crucial and fundamental role in education and development of each country and its future. 'The quality of a nation depends upon the quality of its citizens. The quality of its citizens depends not exclusively, but in critical measure upon the quality of their education, the quality of their education depends more than upon any single factor, upon the quality of their teacher' (American Commission on Teacher Education, 1974)[1]. Teachers are the key persons in the frontline to ensure the quality of teaching to be provided to the next generation. In the field of education or in a specific teaching learning situation, teacher is the ultimate agent who dispenses knowledge, frames the time schedule, selects reading materials, plays the role of subject specialist, evaluates learning outcomes, and helps pupils to overcome their difficulties and personal problems and thus plays an important role in the success of any educational programme. A teacher is the medium through which objectives and plans can be actualized. For this, the teacher must have sound mental and physical health. The National Institute for professional health and safety has introduced teaching profession in terms of stress. Inadequate salaries, lack of parental support and administrators are considered some negative and stressful aspects for teachers. Teaching profession is particularly more stressful than the average stress levels of individuals working in other human service-related occupations.

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. Secondary school teachers experience higher level of stress due to demanding situation, while dealing with students. Overcrowded classes, heavy syllabus and inadequate facilities make teachers' work more complex. Researches suggest that the stress in the teaching profession affects the general health, teaching career, students' achievement gains, and well-being of teachers (Chan, 2002[5]; Hakanen, Bakker, and Schaufeli, 2006[17]; Skaalvik and Skaalvik, 2009[25]). Large number of teachers has suffered from depression, stress, emotional exhaustion, which overlap with the established symptoms of burnout. Burnout may be regarded the endpoint of coping unsuccessfully with chronic stress. As a metaphor, "burnout points the quench of candle or a fire; if fire does not receive adequate resources, it will be quenched after a while" (Schaufiel et.al. 2009)[22]. Teachers' burnout is an ongoing problem in school systems throughout the world. Good (1959)[14] defined 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. Cherniss and Krantz (1983)[7] believe that burnout is "the loss of commitment and moral purpose in

work." The teachers are the builders of our society and even the role model for their learners. In teaching, losing idealism is a great danger for teachers since this profession stands on values that come intrinsically. Dworkin (1987)[12] and Schlenker (1987)[23] showed that more than 25 per cent of teachers were experiencing severe levels of burnout in their jobs.

Several researchers have studied burnout and found that teachers suffer from burnout (Chaplain, 1995[6]; Berg, 1994[3]; Brissle, 1998[4]). Dali's (2004)[9] revealed that there was no significant difference between male & female primary school teachers in terms of all burnout dimensions. Mukundan and Khanderoo (2009)[19] revealed that emotional exhaustion of female teachers and depersonalization of male teachers were significantly high while both had a significant high level of reduced personal accomplishment. Vercambre and others (2009)[27] found that female teachers are more prone to high emotional exhaustion and reduced personal accomplishment whereas male teachers are more susceptible to high depersonalization. In some studies, women have more scores than men in terms of emotional exhaustion and men have more scores than women in terms of pessimism (Maslach et. al., 2001)[18]. There are also researchers who have not reported a significant relationship between demographic variables and burnout (Dillon & Tanner, 1995[11]; Friedman & Faber, 1992[13]). Most studies reported higher levels of emotional exhaustion (a component of burnout) amongst women and higher level of depersonalisation (another component of burnout) amongst men (Purvanova & Muros, 2010[20]; Smit, 2007 [26]). Arnold (2005) [2] revealed that no relationship exists between teachers' biographical factors (gender, age, marital status, level of education, position at school, work experience, average number of learners in classes taught, location of school) and burnout. Reddy and Poornima (2012)[21] found that majority (74%) of the university teachers are experiencing moderate and high levels of occupational stress and 86% of teachers have professional burnout. Gupta and Rani (2014)[15] explained that these days burnout is a serious problem prevalent among teachers. Sing and Rani (2015)[24] observed that stress reduces teachers' efficiency and effectiveness due to mood disturbance, psychological distress, anxiety, lowered morale, cardiovascular disease and fatigue. A very few studies available in Indian context do not exclusively focus on the burnout among secondary school teachers. Hardly any research has been done to know the main effects and interaction effects of type of school, locality and gender on burnout among secondary school teachers. Thus, the present study is an endeavor to investigate the burnout among secondary school teachers with reference to type of school, locality and gender.

VARIABLES USED

- **Dependent Variable:** Burnout
- **Independent Variables:** (a) Type of School (b) Locality and (c) Gender.

OBJECTIVES OF THE STUDY

1. To study the main effect of (a) type of school (b) locality and (c) gender on burnout among secondary school teachers.
2. To study the interaction effect of (a) type of school & locality; (b) locality & gender and (c) type of school & gender on burnout among secondary school teachers.
3. To study the interaction effect of type of school, locality and gender on burnout among secondary school teachers.

HYPOTHESES OF THE STUDY

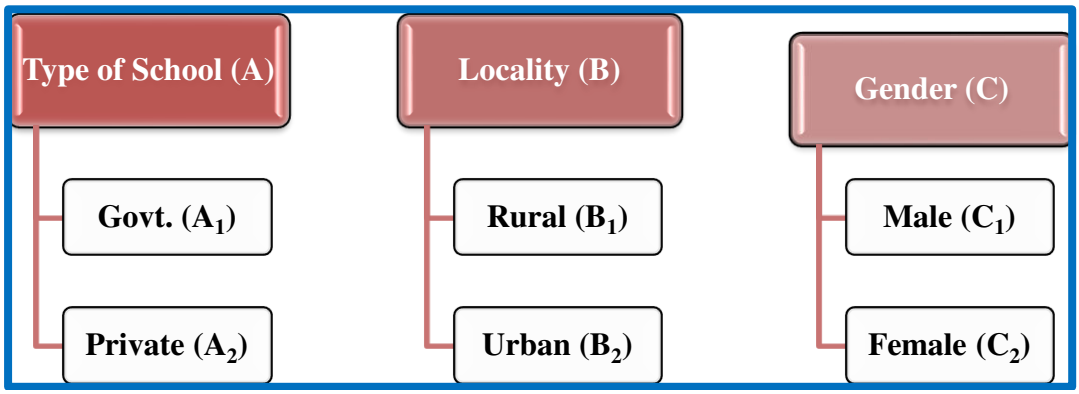
H_{01} There exists no significant effect of (a) type of school (b) locality and (c) gender on burnout among secondary school teachers.

H_{02} There exists no significant interaction effect of (a) type of school & locality; (b) locality & gender and (c) type of school & gender on burnout among secondary school teachers.

H_{03} There exists no significant interaction effect of type of school, locality and gender on burnout among secondary school teachers.

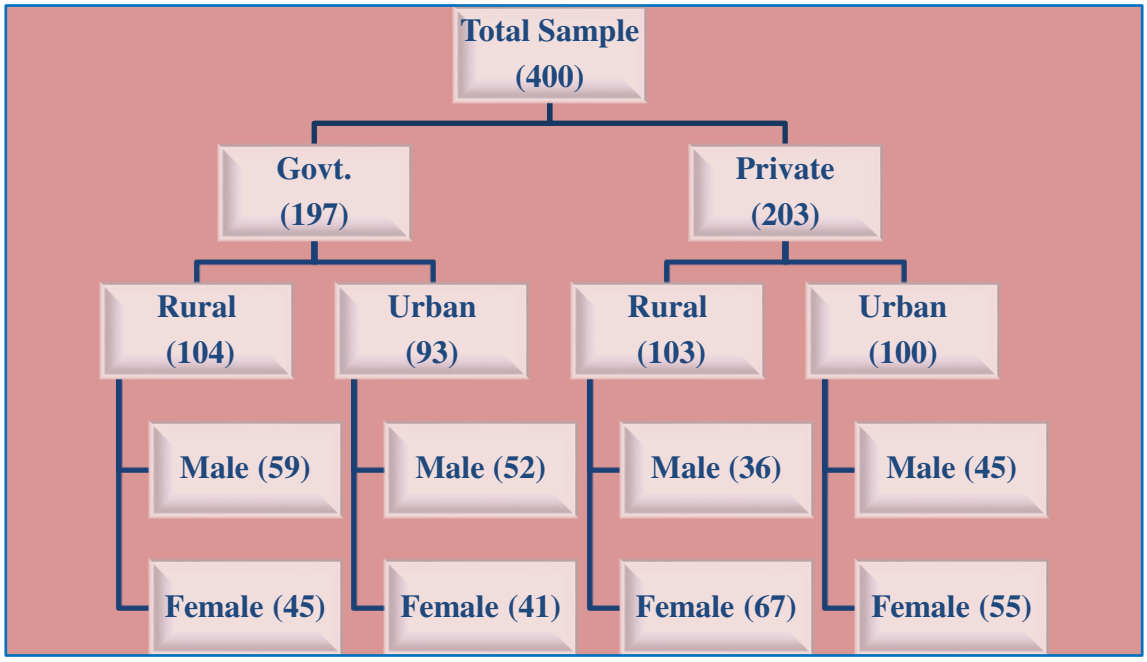
DESIGN AND METHODOLOGY

In the present study, descriptive survey method was used. The 2×2×2 factorial randomized group design was used to analyze the data. All the independent variables i.e. type of school (Govt. & Private), locality (Rural & Urban) and gender (Male & Female) were varied at the two levels which have been shown below in the schematic design.



SAMPLE

A sample of 400 secondary school teachers was selected by using multi-stage stratified random sampling technique on the basis of type of school, locality and gender. Distribution of sample has been depicted below:



TOOL USED

Teachers' Burnout Scale by Gupta and Rani [16] was used to assess the level of burnout among teachers. The scale consists 40 items under four dimensions i.e. Perceived self-efficacy, Students' disruptive behavior, Collegiality and Institutional climate. Test-retest reliability of the scale was 0.994. The scale has high construct validity ranged from 0.660 to 0.900.

STATISTICAL TECHNIQUES USED

The data was analysed by using descriptive as well as inferential statistics. The Three-Way Analysis of Variance (ANOVA) with 2×2×2 Factorial Design was computed using SPSS 20 version to study the main effect and interaction effects of the independent variables i.e. type of school, locality and gender on burnout among teachers. Levene's Test of Homogeneity of Variance was used to test the assumption of homogeneity of variance before applying Three-Way ANOVA. Wherever F-value was found significant, 't'-test was employed for further investigation.

DATA ANALYSIS AND DISCUSSION

The objectives of the present study was to find out the main and interaction effects of type of school, locality and gender on burnout among secondary school teachers. For this, the data was subjected to analysis of variance (ANOVA) of a (2x2x2) factorial study with a randomized group design. The independent variables type of school, locality and gender were coded as A, B, C respectively and were varied into two ways as: Govt. (A_1) & Private (A_2); Rural (B_1) & Urban (B_2); and Male (C_1) & Female (C_2). The Mean and S.D of different sub-samples have been presented in the Table-1 and Fig.1. The summary of ANOVA (2×2×2) has also been presented in Table-2, which is analyzed in terms of main effects and interaction effects.

Table-1
Mean's and SD's of Sub Samples of 2×2×2 Design for Burnout among Teachers in relation to Type of School (A), Locality (B) and Gender (C)

Type of School (A)	Locality (B)	Male (C1)	Female (C2)
Govt. (A_1)	Rural (B_1)	N=59 Mean=85.52 SD=28.14	N=45 Mean=109.04 SD=30.73
	Urban (B_2)	N=52 Mean=80.11 SD=29.58	N=41 Mean=86.26 SD=27.78
Private (A_2)	Rural (B_1)	N=36 Mean=87.50 SD=27.83	N=67 Mean=85.97 SD=24.71
	Urban (B_2)	N=45 Mean=76.40 SD=23.82	N=55 Mean=80.38 SD=25.88

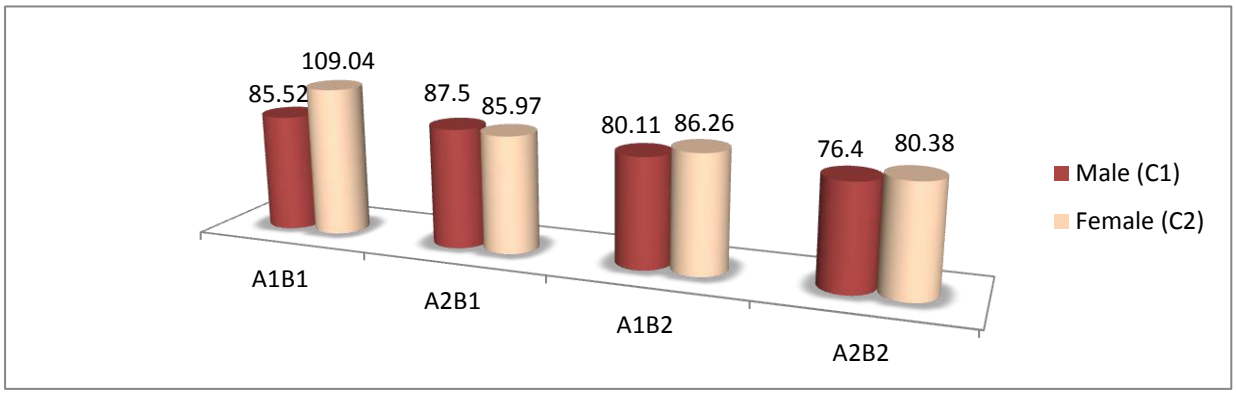


Fig. 1: Mean Scores of Sub Samples of 2x2x2 Design for Burnout among Teachers in relation to Type of School, Locality and Gender

Table-2
Summary of 3 Way ANOVA (2x2x2 Factorial Design) for Burnout among Teachers in relation to Type of School, Locality and Gender

Sources of Variance	Df	Sum of Squares (SS)	Mean Sum of Squares (MSS)	F-ratios
A (Type of School)	1	5681.67	5681.67	7.638 **
B (Locality)	1	12138.203	12138.203	16.317**
C (Gender)	1	6220.297	6220.297	8.362**
A x B Interaction	1	796.872	796.872	1.071 (NS)
B x C Interaction	1	4466.113	4466.113	6.004**
C x A Interaction	1	847.066	847.066	1.139 (NS)
A x B x C Interaction	1	3154.878	3154.878	4.241**
Between Cells	7	323281.438	……	

Within Cells	392	291604.702	743.890	
Total				

** Significant at 0.01 level * Significant at 0.05 level NS= Not Significant

Main Effect of Gender, Locality and Type of School on Burnout among Secondary School Teachers

Type of School (A)

From the Table-2, it is seen that F- ratio (7.638) for the main effect of type of school on burnout among secondary school teachers is significant at 0.05 level leading to conclusion that type of school has a significant effect on burnout among teachers Therefore, the null hypothesis H_{01} (a), "There exists no significant effect of type of school on burnout among secondary school teachers" is rejected. The result is similar with the result of Devi (2011)[10] who also found that significant difference exists among teachers on the basis of their type of school they served in terms of their burnout.

Locality (B)

It is also observed from the table 2 that F- ratio (16.317) for the main effect of locality on burnout among secondary school teachers is significant at 0.05 level which indicates that locality has a significant effect on burnout among teachers Therefore, the null hypothesis H_{01} (b), "There exists no significant effect of locality on burnout among secondary school teachers" is rejected. The finding of the present study is in contrast with the finding of Dagar and Mathur (2016)[8] who reported that no significant difference exists in the burnout level of teachers teaching in rural and urban areas.

Gender (C)

Further, it is clear from the table 2 that F- ratio (8.362) for the main effect of gender on burnout among secondary school teachers is significant at 0.01 level which shows that gender has a significant effect on burnout among teachers. Therefore, the null hypothesis H_{01} (c), "There exists no significant effect of gender on burnout among secondary school teachers" is rejected. The result is in consonance with the result of Dagar and Mathur (2016)[8] who revealed that male and female school teachers differ significantly in their burnout level.

Double Interaction effect of Type of School, Locality and Gender on Burnout among Secondary School Teachers

Type of School (A) x Locality (B)

As evident from table-2 that F-ratio between type of school and locality is (1.071) which has been found to be not significant at 0.05 level which indicates that type of school (A) and locality (B) do not interact with each other. Therefore, the null hypothesis H_{02} (a), 'There exists no significant interaction effect of type of school and locality on burnout among secondary school teachers' was failed to reject.

Locality (B) x Gender (C)

The table 2 further concludes that F-ratio between locality and gender is (6.004) which has been found to be significant at 0.05 level which leads to the inference that locality (B) and gender (C) interact with each other. Therefore, the null hypothesis H_{02} (b), 'There exists no significant interaction effect of locality and gender on burnout among secondary school teachers' is rejected. Further t-test was employed to find out the significance difference between mean scores of burnout for different groups. The results have been shown in the table 3.

Table-3
't' values for Mean Scores of Burnout among Teachers for Different groups of Locality (B) x Gender (C)

Groups	N		Mean		SD		t-values
B_1C_1 vs B_2C_1	95	97	86.27	78.39	27.89	26.99	2.02*
B_1C_2 vs B_2C_2	112	96	95.24	82.89	29.43	26.72	3.32**
B_1C_1 vs B_2C_2	95	96	86.27	82.89	27.89	26.72	0.855 (NS)
B_1C_2 vs B_2C_1	112	97	95.24	78.39	29.43	26.99	4.32**
B_1C_1 vs B_1C_2	95	112	86.27	95.24	27.89	29.43	2.25*
B_2C_1 vs B_2C_2	97	96	78.39	82.89	26.99	26.72	1.16 (NS)

** Significant at 0.01 level * Significant at 0.05 level NS = Not Significant

B_1 - Rural ; B_2 - Urban **C_1 - Male C_2 - Female**

Table-3 discloses that 't'-values 2.02, 3.32, 4.32 and 2.25 for the groups B_1C_1 vs B_2C_1; B_1C_2 vs B_2C_2; B_1C_2 vs B_2C_1 and B_1C_1 vs B_1C_2 respectively have been found to be significant at 0.01 or 0.05

levels leading to the conclusion that these groups differ significantly on burnout among teachers. Table-3 further indicates that 't'-value of 0.855 and 1.16 have not been found to be significant which means rural male (B_1C_1) teachers, urban female (B_2C_2) teachers and urban male (B_2C_1) teachers do not differ significantly with respect to burnout. From the mean scores it can be concluded that rural male (B_1C_1) teachers have high level of burnout as compare to urban female (B_2C_2) teachers**.** It was further concluded that urban female (B_2C_2) teachers have high level of burnout as compared to urban male (B_2C_1) teachers.

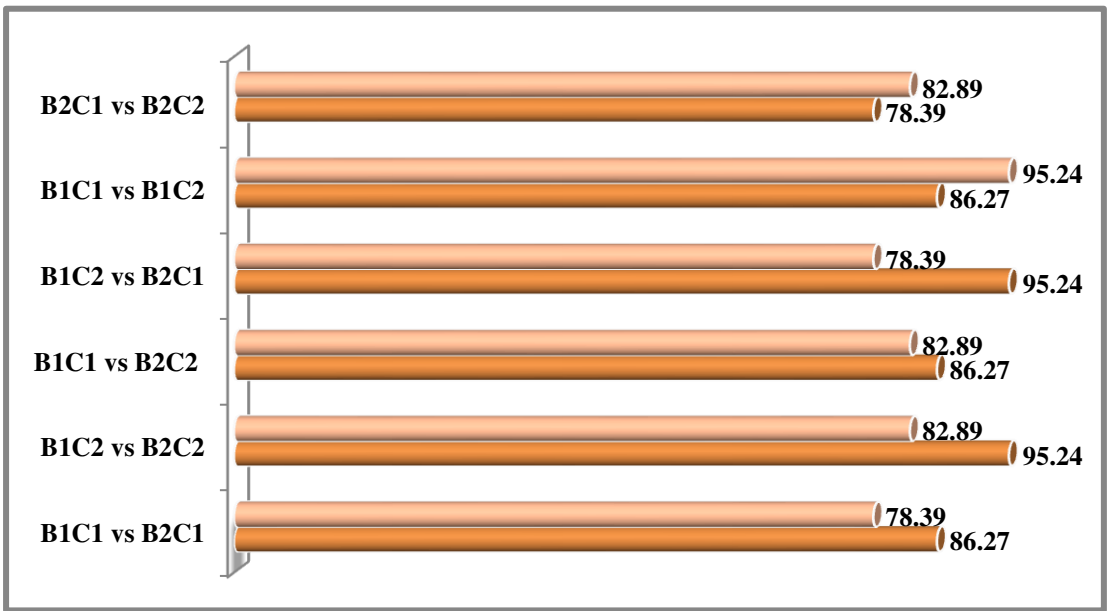


Fig. 2: Mean Scores for Interaction Effect of Locality & Gender on Burnout among Teachers

The interaction effect of locality (B) and gender (C) on burnout among teachers has been also presented in the form of line graph in Fig. 3 which shows a significant interaction effect of the two variables (locality and gender) on burnout among secondary school teachers. The figure showed that locality (B) and gender (C) intersect at a point.

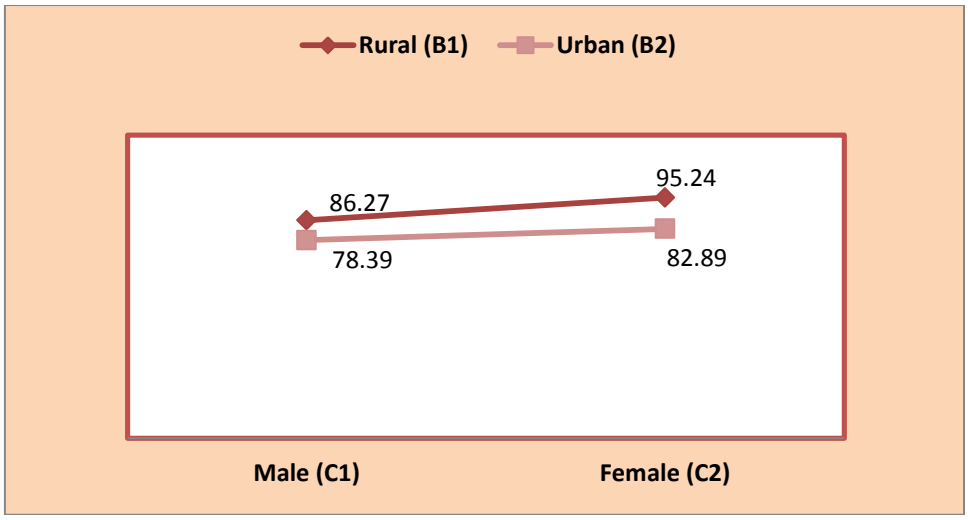


Fig. 3 Interaction effect of Gender & Locality on Burnout among Teachers

Type of School (A) and Gender (C)

A glance at table 2 indicates that F-ratio between type of school and gender is (1. 139) which has

been found to be not significant at 0.05 level leading to the conclusion that type of school (A) and gender (C) do not interact with each other. Therefore, the null hypothesis H_{02} (c), 'There exists no significant interaction effect of type of school and gender on burnout among secondary school teachers' failed to reject.

Triple Interaction effect of Gender, Locality and Type of School on Burnout among Secondary School Teachers

Type of School x Locality x Gender (A x B x C)

The Table-2 further indicates that the F- ratio (4.241) for the interaction between type of school, locality and gender with respect to burnout among teachers is significant at 0.05 level which leads to the inference that type of school, locality and gender interact with each other. Therefore, the null hypothesis H_{03}, 'There exists no significant interaction effect of type of school, locality and gender on burnout among secondary school teachers' is rejected. Further, t- test was employed to find out the difference in mean scores of burnout among teachers for different groups. The results for the same have been presented in the Table-5.

Table-5
t-values for Mean Scores of Burnout among Teachers for Different Groups of Type of School x Locality x Gender (A x B x C)

Sr. No.	Groups	N		Mean		SD		t-values
1	$A_1B_1C_1$ vs $A_1B_1C_2$	59	45	85.52	109.04	28.14	30.73	3.93**
2	$A_2B_2C_1$ vs $A_2B_2C_2$	45	55	76.40	80.38	23.82	25.88	0.80 (NS)
3	$A_1B_1C_1$ vs $A_1B_2C_2$	59	41	85.52	86.26	28.14	27.78	0.13 (NS)
4	$A_1B_1C_2$ vs $A_1B_2C_2$	45	41	109.04	86.26	30.73	27.78	3.61 **
5	$A_1B_2C_1$ vs $A_2B_1C_2$	52	67	80.11	85.97	29.58	24.71	1.15 (NS)
6	$A_1B_2C_2$ vs $A_2B_2C_2$	41	55	86.26	80.38	27.78	25.88	1.05 (NS)
7	$A_1B_1C_1$ vs $A_2B_2C_2$	59	55	85.52	80.38	28.14	25.88	1.01 (NS)
8	$A_1B_1C_2$ vs $A_1B_2C_1$	45	52	109.04	80.11	30.73	29.58	4.71 **
9	$A_2B_1C_1$ vs $A_2B_2C_1$	36	45	87.50	76.40	27.83	23.82	1.90 (NS)
10	$A_1B_1C_1$ vs $A_2B_1C_1$	59	36	85.52	87.50	28.14	27.83	0.33 (NS)
11	$A_1B_1C_2$ vs $A_2B_1C_2$	45	67	109.04	85.97	30.73	24.71	3.68 **
12	$A_1B_2C_2$ vs $A_2B_2C_1$	41	45	86.26	76.40	27.78	23.82	1.76 (NS)
13	$A_1B_1C_2$ vs $A_2B_2C_2$	45	55	109.04	80.38	30.73	25.88	4.98 **
14	$A_1B_2C_1$ vs $A_1B_2C_2$	52	41	80.11	86.26	29.58	27.78	1.03 (NS)
15	$A_1B_1C_1$ vs $A_2B_1C_2$	59	67	85.52	85.97	28.14	24.71	0.09 (NS)
16	$A_1B_2C_1$ vs $A_2B_2C_1$	52	45	80.11	76.40	29.58	23.82	0.68 (NS)
17	$A_1B_1C_2$ vs $A_2B_1C_1$	45	36	109.04	87.50	30.73	27.83	6.51 **
18	$A_1B_2C_1$ vs $A_2B_2C_2$	52	55	80.11	80.38	29.58	25.88	0.05 (NS)
19	$A_1B_2C_2$ vs $A_2B_1C_1$	41	36	86.26	87.50	27.78	27.83	0.19 (NS)
20	$A_1B_1C_1$ vs $A_2B_2C_1$	59	45	85.52	76.40	28.14	23.82	1.78 (NS)
21	$A_1B_2C_1$ vs $A_2B_1C_1$	52	36	80.11	87.50	29.58	27.83	1.19 (NS)
22	$A_1B_2C_2$ vs $A_2B_1C_2$	41	67	86.26	85.97	27.78	24.71	0.05 (NS)
23	$A_2B_1C_1$ vs $A_2B_1C_2$	36	67	87.50	85.97	27.83	24.71	0.27 (NS)
24	$A_1B_1C_2$ vs $A_2B_2C_1$	45	45	109.04	76.40	30.73	23.82	5.21 **
25	$A_2B_1C_1$ vs $A_2B_2C_2$	36	55	87.50	80.38	27.83	25.88	1.22 (NS)
26	$A_2B_1C_2$ vs $A_2B_2C_1$	67	45	85.97	76.40	24.71	23.82	2.05*
27	$A_2B_1C_2$ vs $A_2B_2C_2$	67	55	85.97	80.38	24.71	25.88	1.21 (NS)
28	$A_1B_1C_1$ vs $A_1B_2C_1$	59	52	85.52	80.11	28.14	29.58	0.98 (NS)

** Significant at 0.01 level * Significant at 0.05 level NS = Not Significant

A_1 = Govt. & A_2 = Private; B_1 = Govt. & B_2 = Private; C_1 = Govt. & C_2 = Private

The result presented in Table-5 depicts that t-values for all the groups are found to be not significant except the groups such as $A_1B_1C_1$ vs $A_1B_1C_2$; $A_1B_1C_2$ vs $A_1B_2C_2$; $A_1B_1C_2$ vs $A_1B_2C_1$; $A_1B_1C_2$ vs $A_2B_1C_2$; $A_1B_1C_2$ vs $A_2B_2C_2$; $A_1B_1C_2$ vs $A_2B_1C_1$ and $A_1B_1C_2$ vs $A_2B_2C_1$ respectively have been found significant at 0.01 level leading to the inference that these groups differ significantly with respect to burnout among teachers. Table-5 further reveals that t-value for the group $A_2B_1C_2$ vs $A_2B_2C_1$ have been found significant at 0.05 level suggesting that this group differ slightly in relation with burnout among teachers.

FINDINGS OF THE STUDY

- Main effect of type of school (A), locality (B) and gender (C) on burnout among

secondary school teachers was found significant.

- Double interaction effect of locality & gender (B x C) had a significant effect on burnout among secondary school teachers. The interaction effect type of school & locality (A x B) and type of school & gender (A x C) was found insignificant on burnout among secondary school teachers.
- Triple interaction effect of type of school, locality and gender (A x B x C) was found significant on burnout among secondary school teachers.

CONCLUSION

The economic, social as well as emotional growth of a nation depends on the soundness of the educational background of its people. Teachers are the backbone of the entire system of education. Due to present days demanding situations, while dealing with students, teachers experience higher level of stress. Overcrowded classes, heavy syllabus and inadequate facilities make their work more complex. On the basis of previous researches, it was found that majority of teachers have suffered from depression, stress, emotional exhaustion, which overlap with the established symptoms of burnout. As the well-being (both physical and mental) of the teachers affects the well-being of the learners, 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.

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