
BURNOUT SYNDROME IN B-SCHOOL TEACHERS WITH SPECIAL REFERENCE TO PUNE CITY

Sachin Chandrakant Vyavhare, Assistant Professor

Sinhgad School of Business Studies, Pune- 411041

Dr. Avinash M. Sahurkar, Associate Professor

Lok Mahavidyalay , Wardha

ABSTRACT

Burnout is intimately linked to and often used interchangeably with the term stress. It was Freudburger who coined the term burnout; burnout syndrome is a consequence of prolonged stress, primarily- characterized by physical, emotional and attitudinal exhaustion. Different psychologists discovered it differently; prominent among them are Cherniss, Meier and Maslach. This study was carried out to gauge the enormity of burnout syndrome among B-School teachers who are working in management institutes in Pune city. Findings are reported from the sample of 98 teachers working in 20 B-schools in Pune city, this study shows that how much B-School teachers are affected in the dimensions of burnout viz; emotional exhaustion (EE), depersonalization (DP) and personal accomplishment (PA).

KEYWORDS: Burnout syndrome, Emotional Exhaustion, Depersonalization, Personal accomplishment, B-School Teachers

Introduction

Life is a race and every human desires to be ahead of his counterparts, his struggle for this starts right from his birth and ends with him, some people become use to this system and work harder for their success, but some people get frustrated from this rat race and feel callous, become emotionally exhausted, same thing is happening with teachers, sometimes they feel emotionally deprived, aggravated, immobilized, hopeless, isolated and being trapped and even felt that they are failed at what they are doing. When a person feels low and has lost faith in him, it is known as burn out. It was Freudenberger (1974), who conceived the term Burnout, he stated that "Burnout occurred in highly motivated individuals who react to stress by overworking until they collapsed", and Maslach (1981) stated that "An individual's response to chronic everyday stress rather than to occasional crisis."However Maslach, (1982) argued that there are three core aspects of Burnout, which are commonly included in all, are:

- Emotional Exhaustion,
- Depersonalization
- Feeling of low personal Accomplishment.

Actually burnout is a state of prolonged stress resulting in emotional drain, low self-esteem and self concept and severe depression, Emotional Exhaustion is a state where emotional resources are worn-out and the person is unable to give his maximum at the psychological level, Depersonalization

is the feeling of an individual that he has lost his identity. The clear awareness that everything one feels, says or does come from oneself is partially or entirely missing and Reduced Personal Accomplishment refers to the tendency to evaluate oneself inferior to others, particularly with regards to one's work with client. Studies have shown that role conflict, role ambiguity and role overload as the chief causes of burnout. Capel and Susan, s. (1987); Dabrowski (1991); Mishra and Sahu (1993); Kijai, Jimmy, Totten, Donald L. (1995); Sermon, (1995). While, Capel and Susan, s. (1987); Henry (1993); Shrivastava, Poornima (1994); H.M. Kashinath (1996); Ushashree (1993); Ghorpede, Jai; Lackritz, Jim and Singh, Gangaram (2007) has found relationship between burnout and demographic variables such as sex, age, marital status and years of experience.

One of the most frustrating aspects of teaching is that it is a thankless job, a teacher looking to do an excellent job of getting student to learn and his efforts may never be noticed, much less appreciated, even if test score are reviewed, they are subject to interpretation by the administrator; and people well aware of the fact that friendly administrator make friendly interpretation and unfriendly administrator make unfriendly ones, Besides teaching, they have to perform different jobs at the institution level, they have to perform administrative duties. These extra duties makes them hassled and they feel frustrated, helpless which leads to stress and burnout.

Objectives of the present study

- To assess the degree of burnout among teachers

Methodology

Participants in this study were teachers of B-Schools in Pune city. Maslach Burnout Inventory (MBI) was used to gauge the magnitude of burnout among teachers of these B-schools; it is the most widely used tool to measure the magnitude of burnout syndrome. The MBI is a 22 item likert-type rating scale. Items are written in the form of statements about personal feelings or attitudes. The frequency scale is labeled at each point, ranging from 0 (never) to 6 (everyday). The MBI is designed to assess the three aspects of the burnout syndrome – emotional exhaustion, depersonalization and lack of personal accomplishment. Each aspect is measured by separate sub - scales. Detail of the sub-scales and number of items are shown in the below mentioned

Table – 1
Range of Scores and no. of Items

Factors	No. of Items in MBI	High	Moderate	Low
Emotional Exhaustion	09	30 – above	18 – 29	0 – 17
Depersonalization	05	12 – above	6 – 11	0 – 5
Personal Accomplishment	08	0-33	34-39	40 - above

Administration of the Scale

The MBI is a self reporting instrument; subjects were requested to read the instructions carefully and then respond to the questions. They were encouraged to answer each item freely and frankly. It was emphasized that no item should be ignored. There was no time limit; however, it took about 10 to 15 minutes to complete it.

Procedure of Data Collection

For the study, the researcher selected 20 B-schools of Pune city on random basis and administered the MBI to five randomly selected teachers. Out of 100 respondents, 2 respondents have not submitted the responses; therefore the responses of 98 respondents have been considered for the analysis.

Analysis of Data

Teachers' responses were then scored in accordance with the scoring key, based on their scores for MBI; they were categorized as having high, moderate and low level of burnout.

In the present study, the investigators used appropriate statistical techniques available for treatment of the data. In order to analyze the data with accordance to the objective, scores of each teacher were noted against each sub scale of the tool. In order to study the status of burnout their mean and standard deviation were computed. Qualitative analysis on the basis of percentage has also been done.

Study of Burnout Syndrome in B-school Teachers

The objective of the present study was to assess the degree of burnout in teachers, for this teachers scores on MBI has been categorized in three dimensions which are give below

- Emotional Exhaustion (EE)
- Depersonalization (DP)
- Personal Accomplishment (PA)

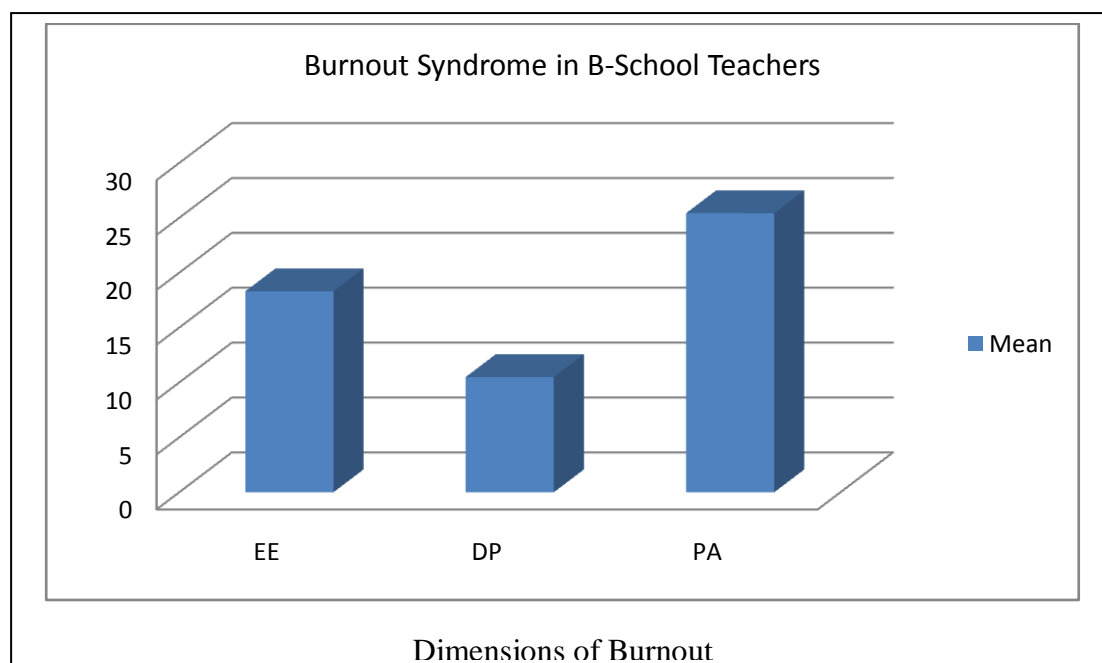
As per the manual the level of the above dimensions were worked out. The details are given in Table – 2.

Table – 2
Burnout Syndrome in Teachers

Sr.No.	Dimensions of Burnout	Mean	SD	Level
1.	Emotional Exhaustion	18.31	4.63	Moderate
2.	Depersonalization	10.5	2.61	Moderate
3.	Personal Accomplishment	25.43	7.16	High

On comparing the results (shown in table – 2) from MBI norms, researcher finds that teachers experienced moderate level of burnout in terms of Emotional Exhaustion (EE) and Depersonalization (DP), as their mean scores are 18.31 and 10.5 respectively. It is also found that B-school teachers experienced high level of burnout in terms of personal accomplishment (PA), as its mean score is 25.43. The same results have also been illustrated through Figure-1.

Figure- 1



Descriptive Analysis of the Data Related to Burnout Syndrome in Teachers

In order to support the whole story stated above, a descriptive analysis of the dimensions of burnout syndrome viz. emotional exhaustion, depersonalization and personal accomplishment is also given in tables 3, 4, and 5.

Descriptive Analysis of Responses of Teachers with Regard to Emotional Exhaustion

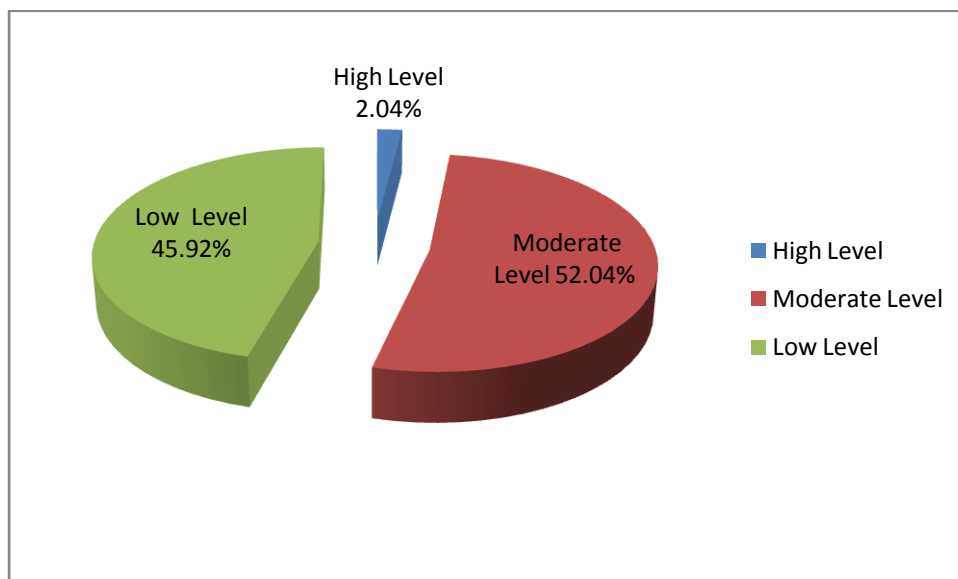
Descriptive analyses in terms of level of emotional exhaustion of teachers have also been worked out and the same is given in table- 3.

Table – 3
Level of Emotional Exhaustion in Teachers

S.NO.	MBI interval	N	%	Level of Emotional Exhaustion	Level of Burnout
1	0-17	45	45.92	Low	Low
2	18-29	51	52.04	Moderate	Moderate
3	30 and above	02	02.04	High	High
	Total	98			

From the table-3 it may be noticed, that about 45.92% of teachers fall under low level of emotional exhaustion, whereas 52.04% of them fall under moderate level of emotional exhaustion, and only 02.04% teachers fall under high level of same dimension. The results have also been represented diagrammatically in the following figure.

Figure – 2



(Level of Emotional Exhaustion in Teachers)

Table –4

Level of Depersonalization in Teachers

S.NO.	MBI interval	N	%	Level of Emotional Exhaustion	Level of Burnout
1	0-5	02	02.04	Low	Low
2	06-11	61	62.24	Moderate	Moderate
3	12 and above	37	37.76	High	High
	Total	98	100		

Table-4 reveals that, 02.04% of teachers fall under low level of depersonalization, whereas 62.24% teachers fall under moderate level of depersonalization and there were 37.76% teachers who fall under high level of depersonalization. The above given percentage distribution is shown in the figure 3.

Figure- 3

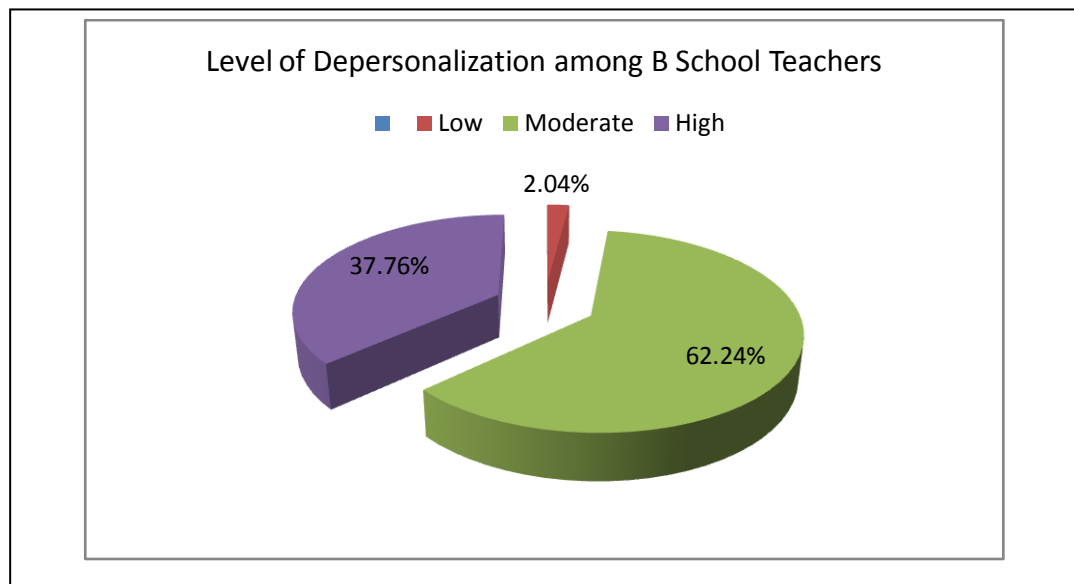


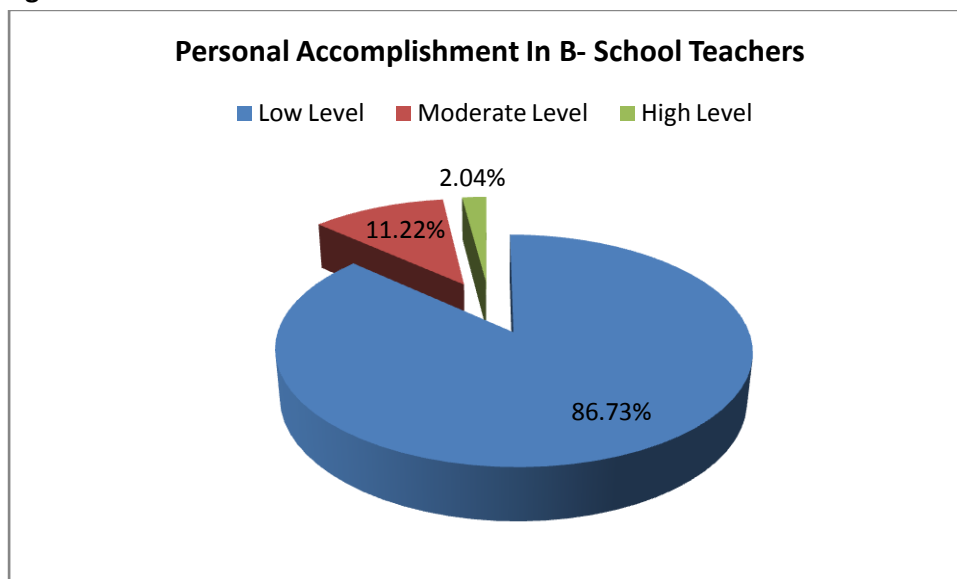
Table 5

Frequency Table of Frequency of Personal Accomplishment in Teachers

S.NO.	MBI interval	N	%	Level of Emotional Exhaustion	Level of Burnout
1	0-33	85	86.73	Low	High
2	34-39	11	11.22	Moderate	Moderate
3	40 and above	2	2.04	High	Low
	Total	98	100		

Table-5 reveals that the sample of teachers taken for the study has 2.04% teachers who experienced low level of burnout in terms of personal accomplishment, 11.22 % teachers of the sample experienced moderate level of burnout and 86.73% teachers experienced high level of burnout in this dimension of burnout. It is shown in figure 4 below.

Figure- 4



It implies that the sample of the present study had 86.73 % teachers who evaluate themselves as inferior to others and does not have confidence in themselves.

Implications

The foremost purpose of any research is not only to explore the felt problem but also to provide fresh knowledge which can help in understanding various issues related to the problem and provide solution for the same. B- School Teacher's burnout plays an important role in teaching profession. In the present study, it has been revealed that burnout found to be moderate on emotional exhaustion and depersonalization and high on personal accomplishment sub – scales of Maslach Burnout Inventory for teachers. The results of the research combined with the results of other studies do provide practical information that can be used in different areas of education.

The outcomes of the present study indicate that the phenomenon of burnout does exist as a problem in B-schools. The fact that a few teachers have been found to manifest high and moderate level of burnout implies that teachers in B-schools experiencing burnout. This deserves severe attention. The problem may seem miniature at this point, but may assume inexplicably high dimensions in future and hence it call for due attention to clutch this evil in the blossom. There is thus a pressing need to re-examine the entire B-school system and redefine the terms and conditions from the point of view of the teachers working in management institutes. All those concerned with the management education system including teacher educators, administrators, planners, policy makers and teachers themselves must work as a team to help not only those teachers who are experiencing high burnout but also to prevent the low burnout group from regressing to high burnout level.

Conclusion

Stress by and large puts too much pressure on an individual physically and psychologically. As a result prolonged stress individuals felt burnt out, it means after sometime individuals felt themselves as drain, destitute of motivation and frequently does not see any hope of constructive change in his situation. Consequently, on the basis of above findings we may conclude that all the B- School teachers experienced low level and moderate level of burnout in dimension of Emotional Exhaustion, moderate level of burnout in dimension of depersonalization, they experienced high level of burnout in terms of, and teachers experience moderate level of burnout in terms of personal accomplishment. However percentage wise analysis indicate that there were few teachers who experienced high level of burnout in all the three dimension viz. emotional exhaustion, depersonalization and personal accomplishment which need to be bothered.

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