



A Study of intensity of Burnout of Teacher Educators of Teachers’ Training Colleges of Ahmedabad and Gandhinagar

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Abstract:

Burnout as a concept was born in mid 1970s in USA and within a small period of time it becomes almost a catchword. To cope with the situation of stress and burnout steps are needed to ameliorate the general conditions of teacher community vis-à-vis service condition which are awfully inadequate. The stress and burnout problems confronting the teachers can be countered by active participation of teachers through conducting seminars and open discussions where persons of repute from all walks of life could be persuaded to take part and to create necessary environment to mitigate the problems.

It appears to be a response to interpersonal stressors on the job in which an overload of contact with people results in changes in attitudes and behaviours towards them. It is defined as a syndrome of emotional exhaustion, depersonalization and reduced sense of personal accomplishment, which can occur among individuals who work with people in some capacity (Maslack Jackson 1984¹) All these in long term lead to burnout. Whenever such situations arise it is harmful to the person and the institution as well. And this in turn affects the effective functioning of the entire institution.

Psychologists and management theorists have unanimously upheld burnout as a major issue of modern times. Therefore, in the present study an attempt has been made to study the burnout prevalent in the teachers in teacher training institutions.

Key- Words: Burnout- Personal Energy Crisis due to Exhaustion of one’s Adaptation Energy, Stress-Strain caused by prolonged exposure to Stressor. Emotional Exhaustion- feeling being emotionally over extended and drained by one’s contact with other people, Depersonalisation- development of a negative and cynical attitude, Personal Accomplishment- negative evaluation of one’s own contribution.

INTRODUCTION:

Stress in the twenty first century is not something new, not anything unknown. Stress has been experienced since time immemorial but its toll is higher than ever before. Among the hardest parts of living in the modern world is stress. With the worries about work, the environment, the economy, natural disasters, terrorism and general state of the world, it seems that there is no end to the number of things to

¹ Maslach, J. (1984). Burnout: The cost of caring Prentice Hall, New Jersey.

worry about. Though we cannot control many of these things, they still weigh on our minds and cause us stress. However, despite these concerns, we should try to avoid stress.

There is a talk of trauma at the workplace. We are all aware of scores of stress busting strategies yet their application does little to mitigate stress. Today we know much more about the stress than ever before. Internet search related 25, 68,931 documents under stress on a single site (www.alltheweb.com) yet we seem to be making little headway in solving our stress related problems. When we analyze visits to doctors, 75.90% are for stress related problems (Pareek1999²).

Claims for stress are twice as high as those paid for non-stress physical injury at the work place, incurring an annual cost of about \$200 billion (Agrawal 2001)³

Stress in India can take many forms- for example, stress among the youth, adults, unemployment stress, Job stress , marital stress, health stress etc.

The modern world, which is said to be a work of achievements, is also a world of stress. One finds stress everywhere, whether it be within the family, business organization/enterprise or any other social or economic activity. Right from the time of birth till the last breath drawn, an individual is invariably exposed to various stressful situations.

MEANING OF STRESS:

The concept of stress was first introduced in the life sciences by Hans Selye in 1936. The conceptualization of stress by Selye is basically a physiological one, in which the stress response is seen as a necessary adjunct to the organism's fight for survival. It implies strain, which can be caused by prolonged exposure to the stressor. Coronary heart disease, psychosomatic symptoms and premature aging may be some of the repercussions.

TYPE OF STRESS:

Stress⁴ can be short term (acute) or longer term (chronic). Acute stress is the reaction to an immediate threat commonly known as the fight/flight response. The threat can be real or imaginary. Common acute stressor includes noise, crowding, isolation, hunger, danger, and imaginary threat.

Chronic stress is caused by some ongoing stressful situations that are not short lived. Common chronic stressors include continuous job strain, long term strained relationship with one or more family, persistent financial problems and loneliness etc. Stress ranges from low to high along horizontal axis, while performance ranges from low to high on the vertical axis. The association between stress and

² Pareek, U. (1999). Conflict and collaboration, Combay oxford and IBH Publishing Company Pvt. Ltd.

³ Agrawal, R. (2001). Stress in life and at work, Response Books New Delhi.

⁴ Selye, H., (1956). The stress of life, McGraw Hills Book Co.,New York.

performance results in three zones of faculty performance: under, optimum and over (Walter1993⁵). The first zone exemplifies what happens when faculty are under challenged or under stimulated and productivity is low. The faculties who have been going too hard for too long feel burnout. Stress in itself and in proper amount is not bad. It can be compared to your body temperature you must have it to exist but it must remain at the proper interval.

Increase your stress intake when you are under stimulated and decrease stress intake when you are over stimulated.

CONCEPT OF BURNOUT:

Burnout⁶ as a concept was born in mid 1970s in USA and within a small period of time it become almost a catchword which conveyed a variety of social and personal of American workers. The fact is that it is a condition prevalent among persons working in helping professions e.g. persons in such occupations as nursing, social work, police, teaching, psychology, psychiatry, medicine, law, technology, etc. all over the world.

When a pressure is exerted on a source of energy for its mobilisation as in the case of burning of light there is the fear of the energy getting exhausted and this may result in burnout. It occurs if the energy is limited, or there is much strain on the source of energy. Similar processes operate in organisations. Executive burnout can be defined as end result of stress experienced but not properly coped by executive, resulting in symptoms of exhaustion, irritation, ineffectiveness, inaction and problems of health.

STATEMENT OF THE PROBLEMS

A Study of intensity of Burnout of Teacher Educators of Teachers' Training Colleges of Ahmedabad and Gandhinagar.

OBJECTIVES OF THE STUDY:

1. To study the frequency and intensity of burnout of teacher educators on the basis of gender.
2. The study is delimited to the teacher training colleges of Ahmedabad and Gandhinagar.

HYPOTHESIS:

1. There will be no significant mean difference in the frequency of emotional exhaustion of teacher educators on the basis of its gender.
2. There will be no significant mean difference in the intensity of emotional exhaustion of teacher educators on the basis of its gender.
3. There will be no significant mean difference in the frequency of depersonalization of teacher educators on the basis of its gender.

⁵ Walter, G. H. (1993). Sources of stress in academe: A national perspective Journal research in Higher Education Springer Netherlands Volume 20 number 4 PP.477-490.

⁶ Edelwich, J. (1981). Burnout: Stages of disillusionment in the helping profession Human Science Press, New York.

4. There will be no significant mean difference in the intensity of depersonalization of teacher educators on the basis its gender.
5. There will be no significant mean difference in the frequency of personal accomplishment of teacher educators on the basis of its gender
6. There will be no significant mean difference in the intensity of personal accomplishment of teacher educators on the basis of its gender.

VARIABLES:

Variables of the study were male and female teacher educators of teacher training colleges of Ahmedabad and Gandhinagar.

RESEARCH DESIGN:

The present study is a survey type of research.

POPULATION:

There were all 98 teacher training colleges in Ahmedabad and Gandhinagar. From these colleges there were 784 Teacher Educators were taken up for the study.

SAMPLE:

Researcher opted for convenient sampling and 608 teacher educators responded.

TOOL AND TECHNIQUE:

Maslach Burnout Inventory

ANALYSIS OF DATA: inferential statistics “t” test has been used.

- “t” calculation of 3 subscales
- Comparison of present Mean and SD with the MBI norms of 3 subscales.

Emotional Exhaustion sub-scale: Emotional Exhaustion Frequency (EEF):

Comparison of Mean, N, S.D, and SED Scores of Emotional Exhaustion Frequency on the basis of its gender
Table 1.1

EEF	Mean	N	S.D.	SED	t	Remark
Male	21.67	284	07.23	0.35	05.07	Significant at 0.01level
Female	19.07	315	06.36			

It is found from table 1.1 that the calculated value of 't' is 05.07. Thus, the Null Hypothesis (Ho) that there will be no significant mean difference in scores of Emotional Exhaustion Frequency on the basis of gender is rejected.

Comparison of mean and SD score of Emotional Exhaustion Frequency subscale of present study with MBI norms: EEF:

Table 1.2

EEF		Sample	Mean	SD
Present study	Male	284	21.67	7.23
	Female	315	19.07	6.36
Maslach & Jackson		1400	24.08	11.88

The above table 1.2 shows that Compare to the Maslach burned out score, the mean and SD of Emotional Exhaustion Frequency of teacher educators of present study is less. That means the teacher educators of Ahmedabad and Gandhinagar perceived themselves as less burned out in this aspect of the burnout syndrome.

Emotional Exhaustion Intensity (EEI):

Comparison of Mean, N, S.D, and SED Scores of Emotional Exhaustion intensity on the basis of its gender.

Table 1.3

EEI	Mean	N	S.D.	SED	T	Remark
Male	28.31	284	05.98	0.43	03.02	Significant at 0.01level
Female	21.34	315	04.21			

It is found from table 1.3 that the calculated value of 't.' is 03.02. Hence, calculated value of 't.' is higher than the table value at 0.05 levels. Thus, Ho, that there will be no significant mean difference in scores of Emotional Exhaustion intensity on the basis of gender is rejected.

Comparison of Emotional Exhaustion intensity Sub-scale of present study with MBI norms: EEI:

Table 1.4

EEI		Sample	Mean	SD
Present study	Male	315	28.31	5.98
	Female	284	21.34	4.21
Maslach & Jackson		1400	32.68	13.84

The above table 1.4 shows that Compare to the Maslach burned out score, the mean and SD of Emotional Exhaustion intensity of teacher educators on the basis of gender of present study is less. That means the teacher educators of Ahmedabad and Gandhinagar perceived themselves as less burned out in this aspect of the burnout syndrome.

Depersonalisation of Frequency (DF):

Comparison of Mean, N, S.D, and SED Scores of depersonalization of frequency on the basis of its gender:

Table 2.1

DF	Mean	N	S.D.	SED	T	Remark
Male	9.40	284	06.23	0.45	04.95	Significant at 0.01level
Female	8.98	315	05.36			

It is found from table 2.1 that the calculated value of ‘t.’ is 04.95. Hence, calculated value of ‘t.’ is significantly higher than the table value at 0.05 levels. Thus, Ho that there will be no significant mean difference in scores of depersonalization of Frequency of teacher educators on the basis of gender is rejected.

Comparison of Depersonalisation Frequency subscale of present study with MBI norms:

Table 2.2

DF		Sample	Mean	SD
Present study	Male	284	9.40	6.23
	Female	315	8.98	5.36
Maslach & Jackson		1400	9.40	6.90

Frequency of depersonalization of the present study is less as compare to MBI norms which reveals that teacher educators on the basis of gender are less burned out.

Depersonalisation of intensity (DI):

Comparison of Mean, N, S.D, and SED Scores of intensity of depersonalization of teacher educators on the basis of its gender:

Table: 2.3

DI	Mean	N	S.D.	SED	T	Remark
Male	11.21	284	07.23	0.54	03.95	Significant at 0.01level
Female	10.76	315	06.36			

It is found from table 2.3 that the calculated value of 't.' is 03.95 Hence, calculated value of 't.' is significantly higher than the table value at 0.05 levels. Thus, the Ho 4.3.16 that there will be no significant mean difference in scores of intensity of depersonalization of teacher educators on the basis of gender is rejected.

Comparison of Depersonalization Intensity subscale of present study with MBI norms : DI:

Table 2.4

DI		Sample	Mean	SD
Present study	Male	284	11.21	7.23
	Female	315	10.76	6.36
Maslach & Jackason		1400	11.71	08.09

The above table 2.4 shows that Compare to the Maslach burned out score, the mean and SD of Emotional Exhaustion intensity of teacher educators on the basis of gender of present study is less. That means the teacher educators of Ahmedabad and Gandhinagar perceived themselves as less burned out in this aspect of the burnout syndrome.

Personal Accomplishment frequency (PAF)

Comparison of Mean, N, S.D, and SED Scores of frequency of personal accomplishment of teacher educators on the basis of its gender:

Table 3.1

PAF	Mean	N	S.D.	SED	T	Remark
Male	40.12	284	06.09	0.38	03.64	Significant at 0.01level
Female	34.45	315	03.87			

It is found from table 3.1 that the calculated value of 't.' Is 03.64. Calculated value of 't.' Is significantly higher than the table value at 0.05 levels. Thus, Null Hypothesis (Ho) that there will be no significant mean difference in scores of frequency of personal accomplishment of teacher educators on the basis of gender is rejected.

**Comparison of Personal Accomplishment Frequency subscale
Of present study with MBI norms:**

Table 3.2

PAF		Sample	Mean	SD
Present study	Male	284	40.12	06.09
	Female	315	34.45	03.87
Maslach & Jackson		1400	36.01	06.93

Frequency of personal accomplishment of the present study is less as compare to the MBI norms which reveals that the teacher educators on the basis of gender are less burned out in this aspect of burnout syndrome

Personal Accomplishment intensity (PAI)

Comparison of Mean, N, S.D, and SED Scores of intensity of personal accomplishment of teacher educators on the basis of its gender:

Table 3.3

PAI	Mean	N	S.D.	SED	t	Remark
Male	33.78	284	6.45	0.38	02.64	Significant at 0.01level
Female	35.09	315	7.09			

It is found from table 3.3 that the calculated value of ‘t.’ is 02.64 Hence, calculated value of ‘t.’ is significantly higher than the table value at 0.05 levels. Thus, the Null Hypothesis (Ho) 4.3.22 that there will be no significant mean difference in scores of intensity of depersonalization of teacher educators on the basis of gender is rejected.

**Comparison of Personal Accomplishment Intensity subscale
of present study with MBI norms: DI:**

Table 3.4

PAI		Sample	Mean	SD
Present study	Male	284	33.78	6.45
	Female	315	35.09	7.09
Maslach & Jackson		1400	39.70	07.68

The above table 3.4 shows that Compare to the Maslach burned out score, the mean and SD of Personal accomplishment intensity of teacher educators on the basis of gender of present study is less. That means the teacher educators of Ahmedabad and Gandhinagar perceived themselves as less burned out in this aspect of the burnout syndrome.

CONCLUSION:

Emotional exhaustion comes from too much of emotional involvement and lead to frustration. Commitment in teaching is always welcomed, but teaching is a profession marked by tremendous interactions and it is likely that if the teachers are too much involved and committed to their profession they may become emotionally drained. It has shown that burnout-out teachers give significantly less information and less praise, show low level of acceptance of their pupil's ideas and interact less frequently with them. We can consciously rise above such inconsequential matters and assign ourselves a greater role in life.

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