

## ANALYSIS OF BURNOUT FACTORS AND DETERMINANTS IN TEACHER EDUCATORS ON THE BASIS OF GENDER AND LOCALE

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### *Abstract*

People in a society cannot ascend beyond the position of its instructors, who represent the society's socio-cultural ethos. Teaching is one of the few occupations that offers the unique chance to assist humanity, making it one of the most fulfilling, challenging, and potentially fruitful careers one can pursue. A growing number of educators, however, are struggling with "professional burnout," a condition that must be addressed and eradicated before it spreads and becomes a chronic sickness among unsatisfied educators who pose a challenge to the government. Here in this report aim is to learn more about college teachers' experiences with burnout by examining these factors: gender, location, and employer type. Standardized methods for assessing burnout were used on a sample of 200 teachers (102 males and 98 females) from government and private college schools in the Prayagraj district.

Keywords: Burnout study, teacher educators, gender, employment location, Non-accomplishment, Depersonalization, Emotional Exhaustion, Task Avoidance

### **1. Introduction**

In the instructional setting of a college or school, teachers with different personalities and differing levels of professional training and experience are frequently forced into situations requiring contact and cooperation. Pressures in life are sometimes referred to collectively as "stress," a catchall phrase that can refer to any type of adversity. This is the organism's aberrant response to potentially harmful external factors. Anxiety, impatience, and emotional tiredness are all symptoms of stress,

which has been described as an unpleasant emotional state (Kyriacou, 2001). It means teachers often have to be forced into situations requiring contact and cooperation

Education is often regarded as a tool for individual growth, societal transformation, and national production. Education quality is directly proportional to teacher quality. It is especially true for elementary school instructors who work with youngsters at vulnerable ages. The teacher, who is said to be a torchbearer, nation builder, and a key person on whom the future of the child, the school, the community, the nation, and ultimately of mankind is dependent, is subjected to the harshest treatment in terms of low social status, meager salary, heavy workload, poor working conditions, and severe criticism, and as a result, an increasing number of teachers are suffering from professional burnout. According to the studies, the majority of people continue to work in professions where they are unsuited and frustrated, endangering their own health as well as the health of others. When such a situation develops among teachers, it becomes a very significant issue since those on the receiving end are the pupils, the young children who are always in need of mentally and physically competent individuals to lead and direct them. Burned-out instructors exhibit irritation (Huberman, 2005), are accountable for student disinterest (Jenkins & Calhoun, 1991), and have poor classroom management abilities. Burned-out instructors have a detrimental impact on themselves, their pupils, and the educational system (Hughes, 2001). Therefore, measures to reliably detect teacher burnout must be developed and promoted. The present study is an attempt to analyse burnout amongst college teachers in connection to locale and gender.

### 1.1 Burnout in Teachers

Burnout (n) is defined as “an acute stress condition or response marked by weariness as a result of overwork, including anxiety, tiredness, sleeplessness, depression, and impairment in work performance” (Colman, 2016). Thus, burnout is commonly associated with tedium, job stress, job discontent, reactive professional depression, alienation, and so on (Ozturk, 2020). Burnout is described as a “psychological retreat from work in reaction to extreme stress or discontent,” consequently, this corresponds to a lack of enthusiasm and a sense of mission in one’s employment.

Burnout is a psychological stress that causes physical tiredness, emotional and mental exhaustion, chronic fatigue, and emotions of disillusionment and hopelessness, as well as a negative attitude toward oneself and others. The three-component model developed by Jackson and Maslach, which defines burnout as a “psychological syndrome of emotional exhaustion, depersonalization, and diminished personal accomplishment that can occur in people who work with other people,” is the most widely used operational definition and corresponding

measure. Emotional Exhaustion (EE), the fundamental individual stress component (Maslach, Schaufeli, & Leiter, 2001), refers to the emotions of being emotionally overburdened and fatigued by one's job. It represents the exhaustion of one's emotional resources. Workers are exhausted and depleted since there is no source of replenishment. They are too exhausted to face another day or another individual in need. Depersonalization (DP) is a harsh, callous, cynical, or unduly distant reaction to others who are often the receivers of one's service or care. It is a cold and impersonal reaction that frequently includes decreased optimism. It generally arises as a result of an emotional tiredness overload. The interpersonal dimension of burnout is represented by the depersonalization dimension. Reduced Personal Accomplishment (PA) is defined as a decrease in perceptions of competence, productivity, and successful performance at work. Workers may develop an increasing sense of inadequacy regarding their abilities to assist the client, which may lead to a self-imposed failure judgment. Burnout's self-evaluation component is represented by the personal accomplishment dimension. Burnout has been studied in the domains of psychology and education for over four decades, and teacher burnout has been a key component of this research (Khan et al., 2020). For the purpose of guiding the investigation of teacher burnout, it is beneficial to assess the research on the causes and characteristics of burnout.

## **2. Objective**

To study the burnout level of teacher educators on the basis of locale and gender

## **3. Purpose of the study**

The consequences of burnout are a progressive drop in performance, which highlights instructors' efforts. Workplace pressures steadily reduce productivity, even as instructors cope with them on a personal level. The current study sought to investigate burnout levels classified as low, average, and high. To compare the characteristics of burnout, the role of demographic variables such as gender, location (rural/urban), and instructors was assessed.

## **4. Methodology**

Studies on the causes and characteristics of burnout have been done thus far. The initial line of research utilised a variable-centered strategy (e.g., regression-based analysis) to examine the development of burnout across the entire study population. This line of study has made an important contribution to understanding the long-term interaction of

three burnout symptoms (non-accomplishment, depersonalization, and emotional exhaustion). At least five significant models have explained the “sequential process of the three burnout symptoms” (Mäkikangas, & Kinnunen, 2016), but so far, none of these models has emerged as the favourite. However, this line of research has ignored the various types of burnout and the premise that it can happen in a number of different ways. A second avenue of research has emerged in recent years. This line of study employs a person-centered technique (e.g., median splits or latent profile analysis) to collect burnout profile elements and their evolution within an individual (Taris, et al 2005). These studies have shown that there is no set pattern for how burnout develops and that different burnout profiles can exist at different times. These research works, however, have not investigated whether the same burnout characteristics occur at different times across the whole study group. A median split to characterize eight burnout profiles at the group level depending on their individual growth model. It was suggested that different individuals have diverse burnout profiles and that not everyone must experience all of them. Individuals may exhibit distinct burnout profiles at different periods, but the profiles of the three burnout symptoms remain consistent overall.

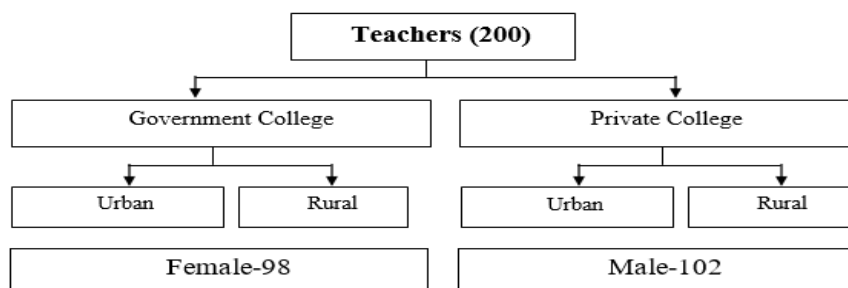
#### 4.1 Research design

For this study, a descriptive research design was employed. For the purpose of gathering information about the current state of college professors’ burnout, a cross-sectional survey was undertaken.

#### 4.2 Participants

These colleges had students from different educational levels, and they could basically contact college teachers. (Female - 98 & Male - 102) teachers were taken as the subjects for the present investigation from the selected government and private colleges from Prayagraj Districts of U.P. Simple random sampling method has been used by the researcher for selecting the sample. The data were analysed and interpreted using the mean, SD, and t-value. There are 28 things in the BI (Burnout Inventory), with five items in each dimension.

**Figure No. 4.1: Distribution of the sample on the basis of locale and gender.**



## 5. Burnout Inventory in current research

The investigator used the Burnout Inventory designed by the researcher to assess teacher burnout in college teachers. This test has 28 items divided into five sections. Each region symbolizes a different aspect of burnout in college professors, such as depersonalization, non-accomplishment, task avoidance, emotional exhaustion, and geographical & gender distancing. It is a five-point rating scale of the Likert kind. Each item contains five response options: Almost Always, Often, Many Times, Occasionally, and Almost Never. It is a self-administering questionnaire with instructions given on the first page. The structure includes space for alternate replies against each question. The subject is asked to carefully read the instructions and place a ( ) checkmark in the inventory against each statement containing the required information. It is best to underline the critical importance of authentic comments that are honest and true. It should be underlined that all assertions must be responded to and that no statement should go unanswered. Respondents should be given enough time to complete the scale. However, it takes about 30 to 35 minutes to complete.

## 6. Validity

The scale was also displayed to famous psychologists and sociologists in order to demonstrate face validity. Its language, structure, instruction, and size were determined to be appropriate for responders. Because all of the professionals agreed, the test's face validity is fairly good.

## 7. Analysis of Data

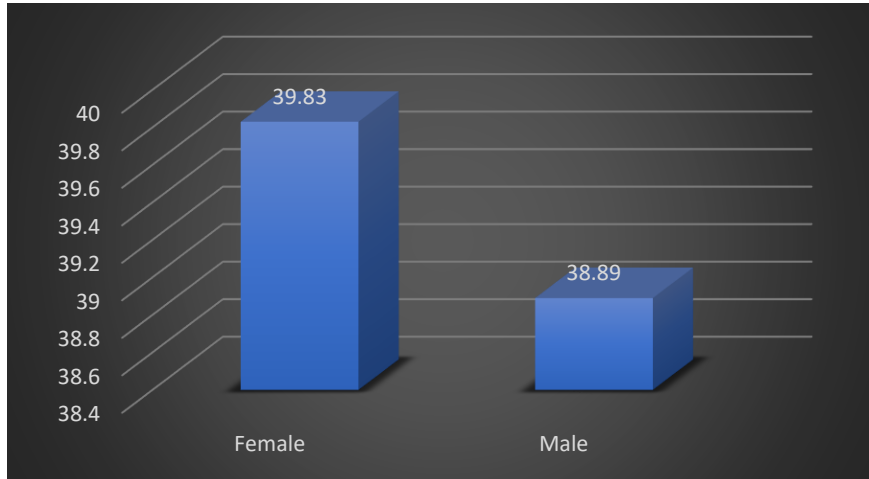
To analyse and interpret the data, t-value, mean, and SD were used. There are 28 items and 5 items in each dimension in the BI (Burnout Inventory):

**Table 1 Dimensions of burnout between Male and Female Teachers**

Gender	Number	Mean	SD	Significant level ( <b>p</b> = value)
Male	102	157.38	39.83	$p < .001$
Female	98	154.64	38.89	$p < .001$

Results from Table 1 reveal that scores for the male ( $M = 157.38$ ,  $SD = 39.83$ ) were substantially higher than for the female ( $M = 154.64$ ,  $SD = 38.89$ ), with a p-value of .001. The investigation showed a substantial difference between female and male college teacher educators' burnout levels.

**Figure 1 Graph representing the SD on female and male teacher educators' burnout levels (based on gender)**

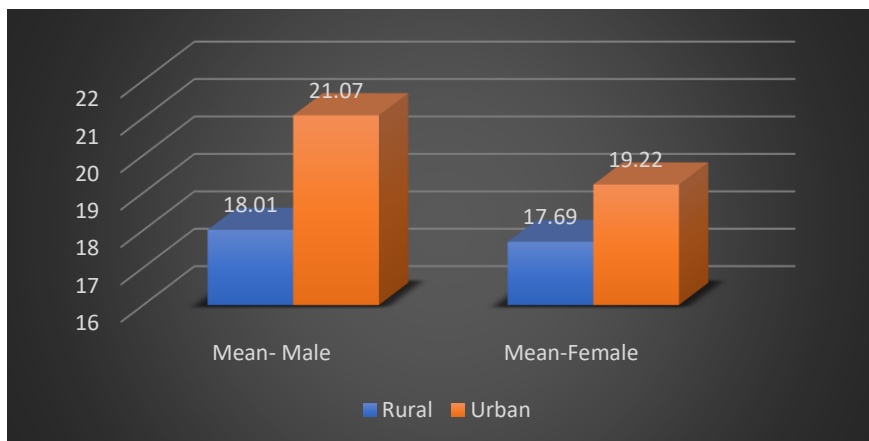


**Table 2 Dimensions of burnout between Rural & Urban**

Category	Male	Mean	Std. Dev.	p < .001	Female	Mean	Std. Dev.	p < .001
Rural	47	18.01	95.69		42	17.69	91.47	
Urban	55	21.07	93.89		50	19.22	90.22	

According to the table-2's findings, urban male teachers have a mean burnout score of 21.07, which is mildly higher than rural male teachers' mean burnout scores of 18.005, and, in the second observation, urban female teachers have a mean burnout score of 19.223, which is slightly higher than rural female teachers' mean burnout scores of 18.005. Thus, it may be inferred that there are no noticeable differences between college teachers' burnout scores based on their location (Rural and Urban).

**Figure 2 Graph representing the Mean on female and male teacher educators' burnout levels (based on location- (Rural and Urban))**



As per the data collected and analysed in five components (depersonalization, non-accomplishment, task avoidance, emotional exhaustion, and distance based on location and gender), high score on depersonalization component as a result of the consequences indicate a high degree of burnout.

## **8. Implication of the Study**

1. There is evidence from this research suggests that male educators are more likely to experience burnout than their female counterparts. Addressing the lack of male educators is a pressing issue.
2. Urban educators are more likely to experience burnout than their rural counterparts for two main reasons. Therefore, it is important to focus on rural educators.
3. Government college educators are less likely to experience burnout than their private college counterparts. Therefore, it's important to listen to the lecturers at private universities.
4. Temporary educators are less likely to experience teacher burnout than full-time educators. So, it's important to keep an eye on how hard instructors are working every day.
5. Personal and environmental variables both have a role in the high turnover rate among educators (e.g., job-related factors, lifestyle and economic status, etc). Further study is required to fully understand the major effect and coaction mechanism of the many different personal and contextual variables that influence instructors. This might include, for instance, any risk and protective variables, as well as any interactions between them that are consistent with the hypothesis that.

## **9. Conclusion**

According to the research, male educators are more susceptible to burnout than their female counterparts. It has been demonstrated that educators in private colleges are more prone to experience burnout than those in government colleges and that metropolitan teacher educators are more likely to do so than their counterparts in rural settings. Also, permanent college instructors are more likely to experience burnout than their temporary college counterparts. The nation as a whole suffers when college teacher educators experience widespread burnout. Teachers need better working circumstances. The government must give careful consideration to the safety and working circumstances of educators. Young people with advanced degrees who can't find work unfairly benefit from temporary or contract positions. Frustration is contagious, and an irritated teacher will spread her annoyance to her students as a result of the pressure and restrictions.

Therefore, it is in everyone's better interests for the government to enhance the working circumstances for professors at degree-granting institutions.

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