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An Investigation In to the Teachers' Stress In Relation to Their Professional Burnout

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Introduction

Teacher is the most important element in any educational program. It is the teacher who is mayfly responsible for implementation of the educational process at any stage. Teachers have a key role in the improvement of education. Therefore, it is important that their best efforts be devoted to it. Since there is so much flexibility in the work they are required to do, and the manner in which they can do it, the contribution they make to the field will depend in part on their involvement in their work and the satisfactions they derive from it. Hence, it was decided to study the Stress with respect to burnout.

Burnout is a term used to describe people who are physically and psychologically burnt out. Maslach and Jackson (1986), both researchers in this field, defined burnout according to three criteria: emotional exhaustion, depersonalization and reduced personal accomplishment. People experiencing these criteria usually feel as though they were unable to assist their students, and even more negative attitudes toward students, parents, and colleagues.

Objectives of the Study

1. to know the relationship of Teachers' stress and Professional Burnout of the Secondary school teachers in total
2. to know the relationship of Teachers' stress with regard and Professional Burnout of secondary school teachers in relation to Educational Qualification, Teaching Experience

Variables of the Study

Dependent Variable: Teachers' Stress and its dimensions (i.e. physical and personal stress, occupational stress, familial and social stress and psychological and emotional stress)

Independent variable: Professional Burnout of Teachers

Moderator Variables:

- Educational Qualification (graduate and postgraduate) and Teaching Experience (6-10 years, 11 + years)

Tools Used

1. Stress Inventory for Teachers (SIT) is prepared by Sheeja (1990)
2. Maslach Professional Burnout Inventory (MPBI) developed by Christina, Maslach and Susan E- Jackson (1986)

Sample: 700 Secondary school teachers of Hubli- Dharwad Corporation area were selected by simple Random Sampling technique keeping in view their Educational Qualification and Teaching Experience.

Statistical Analysis: The investigator has used correlational analyses

Data Analysis and interpretation

Hypothesis: There is no significant relationship between Teachers’ Stress and its dimensions and Burnouts of teachers of Secondary schools (total).

To test this hypothesis the Karl Pearson’s correlation coefficient technique has been applied and the results are presented in the following tables.

Table 1: Correlation Coefficients Between Stress and its Dimensions with Burnouts of Teachers of Secondary Schools (total)

| Variables | Burnout |
|------------------------------------|---------|
| Stress | 0.6204* |
| Physical and personal stress | 0.6216* |
| Occupational stress | 0.6342* |
| Familial and social stress | 0.4031* |
| Psychological and emotional stress | 0.4438* |

*Significant at 0.05% level of significance (p<0.05)

❖ Burnout increases with increase in the stress and its dimensions that is physical and personal stress, occupational stress, familial and social stress and psychological and emotional stress of Secondary school teachers.

Hypothesis: There is no significant relationship between Teachers’ Stress and its dimensions and Burnouts of teachers of Secondary schools with 6-10 years of Teaching Experience.

Table 2: Correlation coefficients Between Stress and its Dimensions with Burnouts of Teachers of Secondary Schools with 6-10 years of Teaching Experience

| Variables | Burnout |
|------------------------------------|---------|
| Stress | 0.6774* |
| Physical and personal stress | 0.6438* |
| Occupational stress | 0.6730* |
| Familial and social stress | 0.4380* |
| Psychological and emotional stress | 0.4650* |

*Significant at 0.05% level of significance (p<0.05)

❖ Burnout increases with increase in the stress and its dimensions that is physical and personal stress, occupational stress, familial and social stress and psychological and emotional stress of teachers of Secondary schools with 6-10 years of Teaching Experience.

- **Hypothesis:** There is no significant relationship between Teachers’ Stress and its dimensions and Burnouts of teachers of Secondary schools with Graduate degree.

Table 3: Correlation Coefficients Between Stress and its Dimensions with Burnouts of Teachers of Secondary Schools with Graduate Degree

| Variables | Burnout |
|------------------------------------|---------|
| Stress | 0.4601* |
| Physical and personal stress | 0.4778* |
| Occupational stress | 0.4688* |
| Familial and social stress | 0.2494* |
| Psychological and emotional stress | 0.3381* |

- ❖ Burnout increases with increase in the stress and its dimensions that is physical and personal stress, occupational stress, familial and social stress and psychological and emotional stress of teachers of Secondary schools with Graduate degree.

Hypothesis: There is no significant relationship between Teachers' Stress and its and Burnouts of teachers of Secondary schools with Post graduate degree.

Table 4: Correlation coefficients Between Stress and its Dimensions with Burnouts of Teachers of Secondary Schools with Post graduate degree

| Variables | Burnout |
|------------------------------------|---------|
| Stress | 0.9899* |
| Physical and personal stress | 0.9446* |
| Occupational stress | 0.9571* |
| Familial and social stress | 0.8910* |
| Psychological and emotional stress | 0.8761* |

- ❖ Burnout increases with increase in the stress and its dimensions that is physical and personal stress, occupational stress, familial and social stress and psychological and emotional stress of teachers of Secondary schools with Post graduate degree.

Hypothesis: There is no significant relationship between Teachers' Stress and its dimensions and Burnouts of teachers of Secondary schools with 11+ years of Teaching Experience.

Table 5: Correlation coefficients Between Stress and its Dimensions with Burnouts of Teachers of Secondary Schools with 11+ years of Teaching Experience

| Variables | Burnout |
|------------------------------------|---------|
| Stress | 0.9841* |
| Physical and personal stress | 0.9338* |
| Occupational stress | 0.9525* |
| Familial and social stress | 0.8490* |
| Psychological and emotional stress | 0.7929* |

- ❖ Burnout increases with increase in the stress and its dimensions that is physical and personal stress, occupational stress, familial and social stress and psychological and emotional stress of teachers of Secondary schools with 11+ years of Teaching Experience.

Conclusion

Burnout results from the chronic perception that one is unable to cope with daily life demands. Given that teachers must face a classroom full of students every day, negotiate potentially stressful interactions with parents, administrators, counselors, and other teachers, contend with relatively low pay and shrinking school budgets, and ensure students meet increasingly strict standards of accountability, it is no wonder many experience a form of burnout at some point in their careers. However, research reviewed here indicates each type of prevention can be useful in helping teachers contend with an occupation that puts them at risk for burnout. Programmes of behavioural theory or counselling services may help teachers cope with stress.

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