



Analyzing Stress Levels of College Teachers in Terms of Burnout

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ABSTRACT

Burnout which is a major issue in every human being in which he/she lives without knowing it. Organization wants to have talented faculty so as to have a good level of education in them. So keeping this, the study aims in knowing about the stress levels in terms of burnout and their burnout level is assessed using the appropriate tools. A model was built to assess the stress levels in terms of burnout ratio which have proved that the model is good fit. Structural equation modeling technique was used to test the model using AMOS. The sample size of 500 college teachers from the Coimbatore city is taken for the study. The study resulted that the male faculty have high level of burnout.

KEYWORDS : Burnout

INTRODUCTION:

Freudenberger, a psychiatrist, is largely credited for first using the term "teacher burnout" (Wood, McCarthy 2000)

Teachers' syndrome caused by inability to cope with stressful occupational conditions characterized by low morale, low productivity, high absenteeism, and high job turnover.

Scholars define teacher burnout as a condition caused by depersonalization, exhaustion and a diminished sense of accomplishment (Schwab et al. 1986).

Teacher Burnout is a phenomenon which affects many teachers either within a single year or over the course of a number of years. Teaching is a very demanding job. Unlike many professions, success in teaching is hard to measure and varies by individual, by course. Further, teachers are often expected to fulfill many roles. Added to the effects of high stakes testing, teachers have many pressures on them.

Three phases of teacher burnout are,

- Loss of enthusiasm
- Frustration
- Alienation

THEORETICAL FRAMEWORK

The concept of burnout is commonly confused with various stresses like teacher stress, role stress, job stress, depression and physician impairment etc.

'Burnout' and 'Stress' – the two concepts are often confused or equated. Though, these two are similar, they are not identical. Burnout is more often the result not of stress per se but of "unmediated stress" of being stressed and having no "out", no support system (Farber, 1982). What is often overlooked is that stress can have both positive and negative effects – a fact that Selye noted in 1956. Stress occurs when there is a substantial imbalance (perceived or real) between emotional demand and the response capability of the individual. As the environmental demands increase or the response capability of the individual decreases, the likelihood of stress becoming a negative experience – and ultimately effecting a burned out state – becomes more probable.

There are 12 phases in burnout likely,

- The compulsion to prove oneself

- Working Harder
- Neglecting Their Needs
- Displacement of Conflicts
- Revision of Values
- Denial of Emerging Problems
- Withdrawal
- Obvious Behavioral Changes
- Depersonalization
- Inner Emptiness
- Depression
- Burnout Syndrome

LITERATURE FRAMEWORK

A few researchers on this study in the past comprise,

⁵José Manuel Otero-López, María José Santiago Mariño and Cristina Castro Bolaño An integrating approach to the study of burnout in University Professors, *Psicothema* 2008, Vol.20, Issue. 4, pp. 766-772. The aim of this paper is to use an integrative approach to identify the main correlates and/or predictors at different levels (Personal, psychosocial, occupational and outside the workplace) of the burnout dimensions. The sample of the study is 813. The statistical tools used for this study were descriptive statistics and stepwise regression. The inventory used were Maslach burnout inventory- educators survey (MBI-ES). The study resulted that there are both common and specific predictors for burnout and also it is claimed in order to satisfactorily predict emotional exhaustion, attention must be paid to work peers support, daily hassles and optimism.

⁶Khanifar, Hossein; Maleki, Hamid; Nazari, Kamran; Emami and Mostafa, The study of the relation between emotional intelligence and burnout of staff (case study of staff at state universities in Ghom), *Interdisciplinary Journal of Contemporary Research In Business*, vol. 3, Issue 9, January 2012, Pg.No: 564-582. The study is concerned with investigating the relationship between EI and Burnout. The sample size of the study is 438. The statistical tools used were Descriptive statistics, Correlation and Freedman test. The study resulted according to the reviews collected for this study is that it had negative relationship but the result from

analysis told that it had a positive relationship. The study also suggested that, for improving social skills, the organization must work for increasing the horizontal relations and team working.

7Prof. Dr. Lale Karabiyik, Dr. Melek eker and Dr. Adem anbar, determining the factors which affect burnout among academicians. Ankara Universities SBF Dergisi, Vol. 63, Issue. 2, 2010, Pg.No: 139-152. The aim of the study was to measure the levels of burnout among academicians and to investigate the factors that affect the burnout levels of academicians in Turkey. The sample size of the study is 160. The statistical tools used were descriptive statistics, correlation and factor analysis and discriminant function analysis. The inventory used were Maslach burnout inventory (MBI) and Work and Work environment scale. The study concluded that there burnout levels of academicians were found lower than expected and the factor analysis resulted that they had positive effect on burnout.

RESEARCH GAP

From the review of literature it is clear that research has been carried out in emotional intelligence and burnout independently. Few research have been done combining burnout and emotional intelligence suiting the foreign framework and not Indian. So keeping this the present study has been carried out.

SIGNIFICANCE OF THE STUDY

The study focuses on the stress levels of the college teachers in relation with burnout. According to Micklevitz (2001), it is often the young, idealistic professional ready to "tame the world" who becomes crippled by the negative effects of burnout. Some studies have found that those with a higher level of education report higher levels of burnout than less educated employees (Maslach, Schaufeli, & Leiter, 2001). Because burnout is largely identified in young, highly educated, ambitious professionals, many consider the conflict between an individual's expectations and reality as one of the main characteristics of burnout.

OBJECTIVES OF THE STUDY

The purpose of the research is,

- To analyze the demographic profile of the respondents
- To analyze the stress levels in terms of burnout ratio

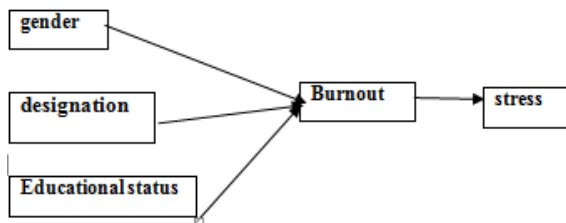
HYPOTHESIS OF THE STUDY

H1: There is no significant relation between the stress levels and burnout.

MODEL

The theoretical model was used to assess the stress levels of college teachers in terms of burnout. The model is tested for good fit to the data using AMOS ver.22.

Theoretical model used to assess the relationship



SCOPE OF THE STUDY

The study is to know about the stress levels of the college teachers in terms of burnout. The study is confined to Coimbatore city. It identifies the stress levels of the teacher in terms of burnout based on their socio demographic profile and the factors relating to burnout.

METHODOLOGY

Survey method was used and the study is conducted among college teachers at Coimbatore city. The population for the study comprises 500 college teachers. Simple random technique was adopted for the study. Descriptive research design is used for the study. Primary data is collected with the help of the questionnaire.

ANALYSIS AND DISCUSSION

**Table 1: ANOVA
Gender and burnout index among college teachers**

Gender	Numbers	Burn Out Index	Above Average	Below Average	Range
Male	263 (52.60)	68.24	109	154	52.50-100.00
Female	237 (47.40)	64.73	103	134	48.50-88.00
Total	500	66.58	216	284	48.50-100.00

Source: Collected and computed through questionnaire

d.f.:498

Table Value: Five per cent level: 1.965

Calculated't' Value: 5.106

One per cent level: 2.586

Out of 500 faculty members, 263(52.60) faculty are male. Their burnout index is 68.24 of which 109 (41.44) faculties are above the average and 154 (58.55) faculties are below the average. Their burnout index ranges between 52.50 and 100.00.

237(47.40) faculty members are female. Their burnout index is 64.73 of which 103 (43.45) faculties are above the average and 134 (56.54) faculties are below the average. Their burnout index ranges from 48.50 to 88.00. Their burnout index ranges from 49.50 to 100.00.

Mean burnout index is found high among the faculty whose are male.

Mean burnout index is found low among the faculty who are female.

As the calculated T value is greater than table value at 1 per cent level there exist a significant mean difference among the faculty classified on the basis of gender.

Thus it is found that male faculties have high burnout, because they couldn't handle their pressure in both home and in their organization and they eventually end up in burnout.

Test for the proposed model

A structural equation modelling (SEM) technique is used to test the relationship between one or more observed variables and one or more latent variable. AMOS ver.22 was employed for this purpose.

Results indicate that the model offers a good fit.

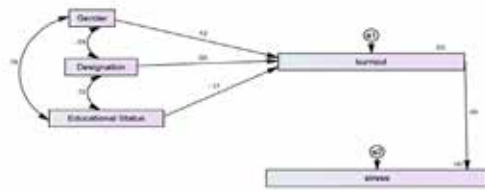
Summary Statistics of Model Fit

Model fit index	Recommended values	Observed values
Chi-square/degrees of freedom	<=3.00	1.562
GFI	>=0.90	0.999
AGFI	>=0.80	0.994
CFI	>=0.90	1.000
RMSEA	<=0.08	0.000

Source: Collected and computed through questionnaire

CFI- comparative fit index, GFI- Good fit Index, AGFI-adjusted goodness of fit and RMSEA-Root mean square error of approximation.

Test for research model



Observed variables (Independent)-gender, designation and educational status

Latent variable (Dependent)-I feel Burned out from my work

→ - Regression lines

The curved lines in the research model indicate they are covariance's

Discussions:

The graphical representation in which the standardized path coefficients exhibits the relationship between the observed and the latent variable. The hypothesis – there is no significant difference in stress levels and burnout is supported, since direct regression lines from burnout to stress tells that there isn't any significant difference in stress levels and burnout, and the regression coefficient is 0.05 and $P(0.032) < 0.05$.

CONCLUSION

Burnout and stress are always misunderstood, but there is a small connection between both. Management must check about the basic resources in their organization and they must periodically conduct assessment programs, both psychically and mentally to have a good excellence in their teaching.

FUTURE SCOPE OF THE STUDY:

The future scope for the present study can be carried out by making it as a comparative study on burnout and emotional intelligence between the private and government colleges, which would result in knowing the burnout and emotional intelligence level among the teachers.

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