



## Personality Type as A Determinant of Burnout

### KEYWORDS

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### ABSTRACT

The purpose of this study was to explore the distinct personality types on burnout levels of teachers. Totally 72 school teachers were considered for the study. The following psychological parameters were assessed by Myers-Briggs Type Indicator (1998) and Maslach Burnout Inventory (1981). The results indicated that, there was a positive relationship between personality types such as extraversion, intuition, thinking, perception and burnout. Furthermore, it is concluded that the negative relationship exist between personality types of introversion, sensing, feeling, judging and burnout. When the investigators attempts to explore the relationship of overall personality types with the burnout of teachers, it is envisaged that, there was no significant and apparent exist between them.

The investigators attempt to explore the distinct personality factors and the contributory factors and adverse effects of burnout of school teachers. Personality type refers to the psychological classification of different types of individuals. Traits are durable characteristics of a person. Types are collections of traits that are said to occur together in some individuals. Carl Jung developed the personality type theory to explain how normal healthy people differ. He developed three dimensions of normal behavior types: introversion/ extraversion, sensing/intuition and thinking/feeling. Isabel Briggs Myers and her mother Katherine.C.Briggs added a fourth dimension – judging/perceiving scale. Combinations of the four preference styles lead to the 16 different psychological types (Briggs Myers, 1998). Myers and Briggs developed an instrument, the Myers-Briggs Type Indicator (MBTI) as a tool for identifying the different psychological types.

Burnout is a psychological term that refers to long-term exhaustion and diminished interest in work. Burnout is often described as a syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment (Maslach & Jackson,1981; Maslach, Jackson, & Leiter,1996). Emotional exhaustion as the key aspect of burnout (Maslach et al,1996). Physical exhaustion characterized by low energy and chronic fatigue. (Pines and Aronson , 1988).

Studies have shown that hardiness scores to be predictive of the risk of burnout (Costantini A, Solano.L, et al., 1997) Commitment to career, health difficulties, psychologic hardiness, work load satisfaction, dealing with others at work, job security, and job satisfaction had a significant effect on burnout (Stechmiller JK,Yarandi HN, 1993). In another study, the levels of hardiness were negatively correlated to emotional exhaustion but positively correlated to personal accomplishment. There was a significantly positive correlation between the evasive coping style and emotional exhaustion. (Hsieh.C.J, Hsieh, et al., 2004)

Burnout in teachers: All teachers experience stress in their work. Symptoms include anxiety, frustration, deterioration in functioning, problems in interpersonal relationships, etc. When they do not cope with stress effectively, it leads to burnout. Burnout can result in serious consequences. Burnout in teachers can be attributed to poor

student-teacher relationships either due to increased strength, lack of pupil motivation, attention and interest, time pressure, role conflict, lack of communication within the organization, poor working conditions, feelings of personal inadequacy, economic pressure and poor work life balance.

Burnout, characterized by Emotional exhaustion, depersonalization and reduced personal accomplishment is also affected by factors like Emotional Intelligence, Job Satisfaction, Motivation levels, Self Efficacy, Organizational Climate, etc.

### Objective:

The objective proposed was to explore the impact of distinct personality types on burnout levels of teachers.

### Methods:

#### Sample:

A sample of 72 teachers belonging to a private school in Bangalore city, selected by convenient sampling method was considered for the study.

### Research tools:

1. Myers-Briggs Type Indicator (MBTI) was used to assess the personality of the teachers. The instrument consisted of four dichotomous pairs- Extraversion-introversion, sensing-intuition, thinking- feeling, judging- perception, each with 15 statements. The internal consistency reliability of the MBTI on continuous scores based on split-half correlations were .82 (E-I), .84 (S-N), .83 (T-F) and .86 (J-P).
2. Maslach Burnout Inventory for teachers was used to measure burnout. The instrument consists of 22 items, and is divided into three sub-scales: emotional exhaustion, depersonalization and personal accomplishment. The teachers could indicate their perceptions on a seven-point scale, from 'never' to 'everyday'. Maslach and Jackson (1981) examined the reliability of MBI with the use of alpha and the following results were gained: emotional exhaustion (alpha= 0.90), depersonalization (alpha= 0.79) and reduced personal accomplishment (alpha=0.71)

### Results and Discussion:

Table 1 shows the mean and standard deviation of the dif-

**ferent personality types of MBTI:**

Personality types	Extraversion	Introversion	Sensing	Intuition	Thinking	Feeling	Judging	Perception
Mean	8.93	6.08	9.77	5.22	6.91	8.09	7.75	7.25
S.D.	3.05	3.05	2.22	2.22	2.76	2.74	2.97	2.97

Accordingly, the highest mean was found for sensing type of personality while the lowest mean was for introversion.

**Table 2 shows the mean and standard deviation of the three aspects of burnout along with the overall burnout.**

Burnout	MEAN	S.D
Emotional Exhaustion	10.65	6.7
Depersonalization	6.16	5.14
Reduced Personal Achievement	36.15	10.00
Overall Burnout	52.97	12.99

The highest mean obtained was for reduced personal achievement while the lowest mean was for depersonalization. The mean for the overall burnout was found to be 52.97.

**Table 3 shows the correlations obtained for the different personality types with the three aspects of burnout.**

Personality Types	Burnout			
	Emotional Exhaustion	Depersonalization	Reduced Personal Achievement	Overall Burnout
Extraversion	0.07	-0.09	0.17	0.10
Introversion	-0.09	0.09	-0.19	-0.11
Sensing	-0.07	0.06	-0.09	-0.02
Intuiting	0.07	-0.06	0.10	0.02
Thinking	-0.06	-0.24*	0.28*	0.08
Feeling	0.07	0.25*	-0.29*	-0.09
Judging	-0.08	-0.07	-0.09	-0.08
Perception	0.08	0.08	0.10	0.08

\* $p < 0.05$

From the table, it can be inferred that extraversion, intuition, feeling and perception were found to be positively related to emotional exhaustion. High-extraversion individuals would experience increased exhaustion (Perry.S.J, et al., 2010). The results indicate that, with the increase in intuition, emotional exhaustion also adversely increases. People who prefer intuition miss out on details and rely on inspiration and hunch and are future oriented. This could lead to increase in exhaustion. Feeling and perception were also found to be positively related to emotional exhaustion. People who favor feeling are tender hearted and value fairness. People, who prefer perception live in a spontaneous manner, wait till the last minute to make decisions. Such people tend to face more exhaustion.

Introversion, sensing, thinking and judging were found to be negatively related to emotional exhaustion. People who are introverts tend to be private and get their energy through reflection. By looking into themselves for a way a deal with stress, they are better able to cope with exhaustion. Since

teachers experience a lot of stress, they cannot always rely on an external source of stress relief. Hence teachers who are introverts are better able to manage stress. People, who prefer sensing think about the present, rely on experience and are practical. Teachers who scored high on sensing are less exhausted as they are living in the present and make decisions based on experience. Teachers preferring thinking are logical, critical and objective. Objective decision making helps teachers to reduce stress and deal better with exhaustion. Teachers who favor judging live in a structured way, like schedules and are avoid last minute stress. Therefore these teachers have lower emotional exhaustion since they are well planned and complete work according to their schedules.

Extraversion, intuition, thinking and judging were found to be negatively related to depersonalization. People with High scores on extraversion have significantly lower scores on depersonalization (Chris A.M, Moore. M.E., (2004). People high on intuition tend to be rely on inspiration, look at the big picture and prefer theoretical information and people high on thinking are logical, causal and consistent. People preferring judging prefers having a control over their life and lives in a structured way. Teachers high on these 4 scales tend to have lower negative attitudes about people they work with.

Scores on introversion, sensing, feeling and perception were found to be positively related to depersonalization. This means that people who are private and get strength from their reflections, who think in terms of facts and solve problems step by step, people who strive for harmony and fairness, people who are flexible and spontaneous tend to have negative attitudes about people working with them and problems related to their job. Teachers who are introverts may not be able to relate well to others, by relying only on their experience and not learning to go by intuition, sometimes can lead to a sense of depersonalization. Teacher who are too tenderhearted get affected by every minute issue and those who prefer perception tend to be spontaneous and cannot stick on to tight schedules. This is generally expected out of a teacher the lack of which causes depersonalization. The results were found to be significant for thinking and feeling personality types.

The results of the table show that there is a positive relationship between extraversion, intuition, thinking and perception with the third aspect of burnout, reduced personal achievement. High extraversion individuals get energy by interacting with people and learning by experience. They have a wide variety of interests. Therefore diversification results in the reduced personal achievement. Teachers with high intuition scores are imaginative and future oriented. By focusing on the bigger picture, they tend to miss out on details, which affect their personal achievement. Teachers who belong to the thinking type look for logical details and love to analyze or critique to solve problems. Too much of critical thinking leads to reduced personal achievement. Teachers high on perception tend to live in a spontaneous manner and wait till the last minute to complete their work. Such a type can be difficult for teachers who are expected to follow a schedule, therefore reducing their personal achievement.

The table also shows a negative relationship between introversion, sensing, feeling and judging with the third aspect of burnout, reduced personal achievement. Teachers who are introverts focus their energies on the inner world of ideas and experiences. By reflecting on their inner world, they are capable of greater achievement in their personal and professional lives. Teachers belonging to the sensing type think about the present and rely on experience. Since they are realistic and practical, they are able to achieve better. Teachers who prefer feeling are considered subjective and humane. By giving more importance to fairness, they do justice to their personal achievement. Teachers who prefer judging live in a structured way and plan well. This is another basic requirement of a teacher. Hence by being controlled, planned and decided,

they are better able to contribute to their achievements. The results obtained for thinking and feeling at significant at 0.05 levels. Dierendonck, Schaufeli, and Buunk, (2001) found that when the level of personal accomplishment had decreased, emotional exhaustion and depersonalization significantly increased.

The results of the table show that there is a positive relationship between extraversion, intuition, thinking, perception and burnout. This means that high-extraversion individuals would experience increased burnout. This could be due to the fact that being outgoing; they seek the presence of other people to handle their stress. Teachers with high intuition scores focus on the bigger picture, they tend to miss out on details which is very important in their profession. Therefore this leads to increase in burnout. Teachers with a high score on thinking tend to analyze everything and look for logic behind every idea or action. This in turn leads to burnout. Teachers who prefer perception type do not prefer tight schedules. Since this is needed in the teaching profession, they experience burnout.

There is a negative relationship between introversion, sensing, feeling and judging. This means that introvert teachers are better able to handle burnout since they can look into themselves to seek solutions for problems and this internal reflection helps them reduce burnout. Teachers who prefer sensing type prefer a step by step approach of solving problems. They learn through experience which an essential requirement for this profession, therefore reducing burnout. Teacher belonging to the feeling and the judging type are considered humane and take into consideration the feeling aspect, like sticking on to schedules and do not wait until the last moment to complete their work. Since teaching profession demand these, such teachers experience lesser burnout.

#### Conclusion:

The results indicated that there was a positive relationship between extraversion, intuition, thinking, perception and burnout. The results showed negative relationship between introversion, sensing, feeling, judging and burnout. There is no significant relationship between personality types and burnout.

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