

## Burnout among Female Teachers of Private Colleges in Punjab

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### Abstract

This study is an attempt to determine the level of burnout among the female private college teachers of Punjab and also suggest measures to reduce the level of burnout. The subjects of the study were 300 female private college teachers among different universities of Punjab. The Maslach Burnout Inventory – Educator survey (MBI-ES) (Maslach, Jackson & Schwab, 1986) was employed to collect the data concerning the burnout levels of the teachers in the three dimensions - emotional exhaustion, depersonalisation, and reduced personal accomplishment. It was found that the female private college teachers suffer from the moderate level of burnout. A regular walk, support of family & friends and following good sleeping habits are some of the preferred measures that help them to reduce the level of burnout.

**Keywords.** Burnout, Female teachers, MBI-ES, Private college, Punjab, Reduced burnout

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### 1. Study of Rural Punjab

Teaching is considered as one of the oldest professions from which all other professions originate. Though it is a profession yet it is a mission to serve the humanity. Teaching is concerned with bringing students from darkness to illumination; from ignorance to awareness. Teaching is a profession of great social status and prestige. This profession is proficient in transforming dreams of millions into a reality through which they can improve their economic status and lead a better quality of life. This in turn leads to the overall progress and prosperity of the entire humanity. The main objective of this profession is to achieve the social, economic, cultural and spiritual goals. Teaching acts as a mechanism as well as a stimulant of social transformation which bring

significant positive changes in perception, attitude, personality, habits, goals, thinking ability and creativity of an individual. Vivekananda defines education as “manifestation of perfection already in man,” thereby reforming human mind and producing men of integrity, clean administration and social consciousness. A man becomes a complete human being through education only. This understanding necessitates for every society to arrange a learning process for its citizens that help them to differentiate between right and wrong. The Indian Constitution has also guaranteed right to education for its citizens by making the state governments responsible for it.

The development of a nation depends, to a large extent, on its human and physical resources. Even proper utilization of physical

resources depends on the human resources of a nation. As Kalam has remarked, “Ignited minds of the youth are the greatest resource compared to any resource on the earth, under the earth and above the earth. When ignited minds work and perform with indomitable spirit, a prosperous, happy and safe India is assured.” The task of igniting the minds of human resource has been assigned to a teacher by the society. Society needed a person who could make children civilized and a good citizen. This person is a teacher. A teacher is an important pillar of any society. In ancient times a teacher was considered next to God, since a long time a teacher has been enjoying a higher status in the society. The importance of a teacher in the educational process is unquestionable. The teacher holds a key position in any educational system. Teacher instils moral, ethical, social and professional value system among the students. This process of inculcating value system among the students leads to the development of the nation. In any educational system, a teacher holds a pivotal position. Teacher is the backbone of the society. There is no substitute for a teacher. The role played by a teacher is vast and unique. That is why, a teacher is also known as nation builder. Their main task is not only teaching but also preparing students for a better tomorrow. They encourage, motivate, impart knowledge, provide moral support and help the students in shaping their future. It is a teacher in the class room who shapes the destiny of a country and has a profound capacity to influence the students. Teaching involves the cultivation of selfless love and sharing that love among students. The educational system can work effectively only when we have efficient, active and skillful teachers. The skillful task of moulding and shaping the life of students is heartily done by a

teacher. An efficient and effective teacher motivates and guides the students to develop their skills and potentialities.

In simple words, burnout is a state of mind when a person remains under stress or frustrated for long run which leads to depletion of bodily and inner power in him. It is that state of mind when a person is tangibly or intangibly tired due to working for a long time. Professional burnout involves acute loss of self confidence which results in losing sense of attainment and individuality.

The concept 'burnout' was first used by Herbert Freudenberger, an American Psychotherapist, in the 1970s while analyzing the consequences of severe stress among helping professions. The concept professional burnout was used by Freudenberger (1974) to describe it as a condition of bodily and inner tiredness originating from the workplace conditions. Freudenberger (1974) expanded this definition when he linked state of tiredness and non fulfilment with failed human relationships and undesirable outcomes of prolonged devotion to a particular task. Freudenberger (1974) further elaborated that it can affect anyone but devoted and diligent persons are more susceptible to burnout (p. 159).

Maslach (1976) associated burnout to an individual's indifferent behaviour towards his co-workers due to stressful working conditions.

Cherniss (1980) described burnout as, “a process in which a previously committed professional disengages from his work in response to stress experienced in his job.”

Freudenberger (1981) associated depression with guilt and burnout with anger to explain difference between burnout and depression.

Deutsch (1984) stated that burnout is a negative psychological experience that is an outcome of work related stress.

Pines and Aronson (1989) interpreted that job burnout is caused by prolonged involvement of an individual in devotedly difficult situations.

According to Maslach and Leiter (1997) decrease in the values, morality, energy and power of the human soul exhibit burnout (p.17). Schaufeli & Enzman (1998) interpreted burnout as mental adjustment disorder.

Cooper, Dewe & Driscoll (2001) characterized that burnout is a person's inability to cope due to acute condition of stress and loss of energy stemming from tedious exposure to stressors. Melamed et al (2006) associated burnout with regular exhaustion of a person's strength. Burisch (2006) explained the triggers of burnout as extreme job requirements and inability of an employee to provide energy at his work place regularly.

To summarize, a person does not become a victim to burnout overnight rather it progresses slowly and may take even years.

Burnout covers three aspects: Emotional Exhaustion (EE), Depersonalization (DP) and lack of Personal Accomplishment (PA).

**Emotional Exhaustion (EE)** refers to a specific state when a person experiences fatigue, sleep difficulty, low motivation, helplessness and hopelessness. If an individual becomes overburdened with stress, there is a possibility that a person will suffer from emotional exhaustion. Emotional exhaustion is a condition that results from an excessive amount of stress. Workers do not find any way to regain energy so they feel worn out and depleted. The EE aspect exhibits the basic individual stress dimension of

burnout. It is an outcome of acute feeling of hopelessness and helplessness. An emotionally exhausted person treats other people in an unkind way. He starts neglecting other people. His behaviour lacks dignity.

**Depersonalization (DP)** refers to loss of personal identity, when a person feels that he is deprived of personal qualities or identities. Teachers experience depersonalization when they have an indifferent attitude towards a student. Depersonalization occurs when workers perceive and respond to their clients as objects rather than as people. The symptoms of a person undergoing depersonalization include machine like behaviour and feeling of indifference towards other people. This prolonged phase will ultimately make him disconnected from other people. The DP aspect exhibits the social, interactive aspect of burnout.

**Personal Accomplishment (PA)** refers to competence level and achievement of a person. Lack of personal accomplishment is the 3rd constituent of burnout according to Maslach and Leiter (1997). It refers to individual's negative understanding of their vocational efforts and to the feeling that there is no progress in the work, and efforts do not yield positive result. The deficiency of individual achievement among teachers takes place when they experience that they are unable to extend support to the students. Teachers feel a rising sensation of imperfection to support the students which may produce individual levied opinion of rejection. The personal accomplishment aspect characterizes the individual assessment element of burnout.

## 2. Literature Review

The initial works on burnout are carried out by Maslach (1976) & Freudemberger (1974).

Since then many researchers across world have contributed significantly to this phenomenon. Some notable contributions are: Yoganand, et. al (2019); Jamaludin, and You, (2019); Subon, and Sigie, (2016); Ahmed, et al. (2015); Belias, (2013); Mukundan, and Ahour, (2011); Skaalvik and Skaalvik, (2010); Shukla and Trivedi, (2008); Kuruuzum, et al. (2008); Burke, et al. (2006); Aspasia (2005); David and James (1989) and many more.

Very few researchers have studied burnout among female college teachers; this has acted as a motivation for the present study. The present study is an attempt to survey female private college teachers in Punjab with the following objectives:

1. To study the burnout of female college teachers working in private sector on Emotional Exhaustion, Personal Accomplishment and Depersonalisation dimensions.

2. To suggest measures for reducing burnout among female college teachers working in private sector.

### 3. Instruments

Christina Maslach and Susan E. Jackson (1986) developed Maslach Burnout Inventory (Form Ed) that was used to study the burnout phenomenon among college faculty. This inventory was originally developed to determine burnout among people employed in helping professions. The MBI (form Ed) is a slightly modified version of Maslach Burnout Inventory and is labeled as 'Educators Survey'.

The MBI evaluates three constituents of burnout stress disorder; Emotional Exhaustion (EE), Depersonalization (DP), and Reduced Personal Accomplishment (PA). These dimensions assess competence and achievement

of teachers on their work with the recipients i.e. students.

Each component is assessed by a distinct sub-scale. The Emotional Exhaustion component evaluates feeling of being mentally overstretched and worn out by his job. The Depersonalization subscale estimates an unsympathetic and indifferent reaction towards beneficiaries of one's service, concern, dealing, or guidance. The Personal Accomplishment subscale evaluates the attributes of expertise and fruitful attainment in one's job. It consists of 22 statements, out of which 9 statements refer to emotional exhaustion subscale, 5 statements are linked with Depersonalization sub-scale and the remaining 8 statements are concerned with Personal Accomplishment sub- scale. These three aspects are different from each other and are to be explained individually. No total burnout score is generated (Maslach and Jackson, 1981, 1986).

### 4. Data Analysis

The collected data were entered into the SPSS 16 for further analysis. For each level of burnout, the sum of the related items was computed. Based on Maslach et al. (1996), higher scores in EE and DP represent higher degrees of experienced burnout. In contrast, because PA subscale assesses the successful achievement of the respondents with students, lower scores in PA demonstrates higher degrees of experienced burnout. In the present study the descriptive method of research is employed. Multistage random sampling technique was used to collect the sample of 300 female college teachers working in private sector. Punjab has three divisions namely – Malwa, Doaba, Majha. In the first stage Ludhiana and Bathinda cities from Malwa, Jalandhar city from Doaba and Amritsar

city from Majha were selected. The selection of these cities was done so that at least one city could be selected from the three regions of Punjab. In the second stage 15 colleges from each city were selected. In the third stage at least 5 female teachers from each college were selected for data collection. For analysis of data, the statistical techniques used were, such as - Cronbach's Alpha, Percentage, Mean, Standard Deviation, Kruskal-Wallis test. The results are

presented and the significant findings are discussed.

#### 4.1 Results

##### •Identification of the level of Burnout

The three dimensions of burnout have been placed into high, moderate and low categories by dividing the scores into following ranges of three sub-scales as given in the following table.

**Table 1: Range of Scores of High, Moderate and Low Burnout for Female Private College Teachers**

<b>Burnout</b>			
<b>Intensity of Burnout</b>	<b>Emotional Exhaustion</b>	<b>Depersonalisation</b>	<b>Personal Accomplishment</b>
<b>High</b>	27 or more	13 or more	0-31
<b>Moderate</b>	17-26	7-12	32-38
<b>Low</b>	0-16	0-6	39 or more

The scores lying between 1 and 41 both exclusive were considered part of data and scores lying outside this range were considered outliers for EE dimension of burnout. The number of observations, after excluding outliers, was 289 for EE dimension of burnout. The scores lying between 0 and 26 both exclusive were considered part of data and scores lying outside this range were considered outliers for DP dimension of

burnout. The number of observations, after excluding outliers, was 264 for DP dimension of burnout.

The scores lying between 6 and 48 both exclusive were considered part of data and scores lying outside this range were considered outliers for PA dimension of burnout. The number of observations, after excluding outliers, was 265 for PA dimension of burnout.

**Table 2: Distribution of Burnout in Terms of High, Moderate and Low Levels for Female Private College Teachers**

<b>Burnout</b>			
<b>Intensity of Burnout</b>	<b>EE Frequency (%)</b>	<b>DP Frequency (%)</b>	<b>PA Frequency (%)</b>
<b>High (H)</b>	48 (16.61%)	58 (21.97%)	81 (30.57%)
<b>Moderate (M)</b>	98 (33.91%)	100 (37.88%)	78 (29.43%)
<b>Low (L)</b>	143 (49.48%)	106 (40.15%)	106 (40%)
<b>Total</b>	289 (100%)	264 (100%)	265 (100%)
<b>Mean (M) Standard Deviation (SD)</b>	16.55 (M) 9.21	8.75 (M) 4.63	34.91 (M) 8.55

The above table shows that the burnout level of female teachers as a whole is estimated in terms of high, moderate and low response categories of Maslach et al. (1996). The table indicates the frequency and percentage of the female teachers, as well as the means and standard deviations for the three dimensions- Emotional Exhaustion (EE), Depersonalization (DP) and Reduced Personal Accomplishment (PA). The highest frequencies are related to the low level of EE (49.48%) followed by low level of DP (40.15%) and low level of reduced PA (40%). However, the lowest frequencies are related to the high level of EE (16.61%), followed by high level of DP (21.97%) and moderate level of reduced PA (29.43%). In this regard, the pattern of experienced burnout for the dimensions EE, DP is L-M-H and for reduced PA

is L-H-M. The mean scores of the teachers for EE, DP and PA are 16.55, 8.75 and 34.91 respectively, which show that they suffer from the moderate level of burnout. A similar result has been reported by Jayakaran & Touran (2011) in Malaysia and Yoganand, et al. (2019) in Tamil Nadu.

**• Analysis of Burnout with Different Cities**

This section deals with the relationship of different cities with the three dimensions of burnout.

Table 3 shows frequency, percentage, mean score and standard deviation for the three dimensions of burnout -EE, DP and PA of the teachers on the basis of city in which female teachers are working. The respondents' city has been categorised into four categories-Ludhiana, Jalandhar, Amritsar and Bathinda.

**Table 3: Frequency and Percentage of the Three Burnout Levels for Different cities of Teachers**

	EE				DP				PA			
	Ludhiana	Jalandhar	Amritsar	Bathinda	Ludhiana	Jalandhar	Amritsar	Bathinda	Ludhiana	Jalandhar	Amritsar	Bathinda
<b>High</b>	17	17	8	6	30	10	15	3	37	13	23	8
	23.94%	22.67%	11.27%	8.33%	40.54%	14.08%	23.44%	5.45%	50%	19.70%	35.38%	13.33%
<b>Moderate</b>	51	9	24	14	37	18	22	23	35	16	14	13
	71.83%	12%	33.80%	19.44%	50%	25.35%	34.37%	41.82%	47.30%	24.24%	21.54%	21.67%
<b>Low</b>	3	49	39	52	7	43	27	29	2	37	28	39
	4.23%	65.33%	54.93%	72.23%	9.46%	60.56%	42.19%	52.73%	2.70%	56.06%	43.08%	65%
<b>Total</b>	71	75	71	72	74	71	64	55	74	66	65	60
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
<b>Mean</b>	23.41	15.55	15.25	12.12	11.81	6.91	8.89	6.84	30.22	36.71	34.85	38.78
<b>SD</b>	4.59	10.17	9	8.13	3.97	3.76	5.2	3.51	6.57	8.48	8.93	7.84
<b>P-Value</b>	0.000				0.000				0.000			

From the above table, we can conclude that among the selected cities, female private college teachers of Ludhiana suffer from higher level of burnout among all the three dimensions.

The reason for this can be attributed to the fact that people of Ludhiana have a tendency of show-off, possess high standard of living and follow lavish life style due to its industrial status.

• **Measures suggested for reducing burnout**

This section deals with the measures adopted by the female private college teachers to reduce the level of burnout.

The following table shows percentage of various measures that can be adopted by the

female private college teachers to reduce the level of burnout among the cities in which female teachers are working. The respondents' city has been categorised into four categories - Ludhiana, Jalandhar, Amritsar and Bathinda.

**Table 4: Percentage of the Female Teachers Adopting Different Measures to Reduce the Level of Burnout**

Components	Amritsar		Ludhiana		Jalandhar		Bathinda	
	No.	%age	No.	%age	No.	%age	No.	%age
Daily Exercise	20	26.66%	17	22.66%	15	20%	24	32%
Yoga	10	13.33%	9	12%	8	10.66%	4	5.33%
Meditation	15	20%	17	22.66%	14	18.66%	19	25.33%
Walk	35	46.66%	36	48%	34	45.33%	41	54.66%
Balanced Diet	32	42.66%	33	44%	23	30.66%	34	45.33%
Good sleeping Habits	34	45.33%	36	48%	32	42.66%	31	41.33%
Support of Friends and Family	37	49.33%	34	45.33%	35	46.66%	32	42.66%

In Amritsar, 49.33% of the female private college teachers take the support of family and friends followed by 46.66% who go for a walk and 45.33% of the female private college teachers follow good sleeping habits.

In Ludhiana, 48% of the female private college teachers go for a walk and same percentage of the teachers follow good sleeping habits. 45.33% of the female teachers take the support of family and friends when they face such situation.

In Jalandhar, 46.66% of the female private college teachers seek the support of family and friends followed by 45.33% of the female teachers who go for a daily walk and 42.66% who follow good sleeping habits.

In Bathinda, 54.66% of the female teachers go for a walk followed by 45.33% who follow a balanced diet in their routine and 42.66% who take social support of family and

friends.

**5. Conclusion**

The present study determines the burnout level of female teachers in private colleges of Punjab in three dimensions - emotional exhaustion EE, depersonalization DP and personal accomplishment PA. The study reveals that the female teachers working in private colleges of Punjab suffer from moderate level of burnout. It is further concluded that the preferred measures adopted by female teachers working in private colleges of Punjab are regular walk, taking the support of family and friends and follow good sleeping habits to reduce the level of burnout.

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