

Professional Burnout among Primary School Teachers in Odisha

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ABSTRACT

The present study was explored to find out the burnout among school teachers. The objectives of the study were to explore the level of burnout among school teachers and to examine the burnout among school teachers. Survey method was conducted on a sample of 252 school teachers was chosen in Odisha. Teacher Burnout Scale by Prof. S. Sathiyagirirajan was used for data collection. Data was analyzed by using t-test. Result showed that the level of burnout among school teachers is average. Findings also indicated that there is no significant difference in burnout of school teachers based on locality of school and educational qualification and there is significant difference in burnout of school teachers with regard to gender, nature of school, major subject, type of school and years of experience.

Keywords: Burnout, Primary School Teachers

Teaching is among one of the most stressful professions because potentially high levels of stress can be generated on a regular basis in the teaching career as it is contributed by many factors within the school environment (Subon & Sigie, 2020). In one way or another, teachers are bound to be physically or mentally drained out after a long period of teaching service and undergoing a mundane routine year in and year out especially when they failed to adapt to new changes. Mukundan (2020) contends that teaching can be considered a high-stress occupation because the education system exhibits all the elements associated with stress: a bureaucratic structure, continuous evaluation of its processes and outcomes, and increasingly intensive interpersonal interactions with students, parents, colleagues, principals and the community. In addition Marinkovie (2021) also reasons that miscellaneous of other issues such as “increased student misconduct, student apathy,

overcrowded classrooms, inadequate salaries, demanding or unsupportive parents, budgetary constraints, expanding administrative loads, lack of infrastructural support, and an increasingly negative public opinion have contributed to an embattled and embittered teacher force throughout the world”. This phenomenon in the teaching career is worth given a fair attention because if left unchecked, all this can lead to teacher burnout. A few studies that have been conducted in India regarding teacher burnout (Khosla, 2021; Sivakumar, 2021) identified students’ attitudes, workload, and having to teach poorly motivated students as stressors. Therefore, it is important to conduct this study to determine the burnout level of primary and secondary school

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teachers in Odisha as measured by their scores on Emotional Exhaustion, Physical Exhaustion, Depersonalisation and Personal Accomplishment items. Besides, this study also aims to find out whether significant relationships exist between teacher burnout dimensions and their period of service, subject option and the school setting.

Literature Review

Al-Asadi (2021) defines burnout as a problem which involves feelings of failure and exhaustion resulting from excessive demands on a person's energy with insufficient reward for the effort. Other researchers have defined burnout as psychological distancing from work (Cakirpaloglu, 2021). On the other hand, Ptacek, (2020) defines teacher burnout as physical, emotional, and attitudinal exhaustion that begins with a feeling of uneasiness and mounts as the joy of teaching begins to gradually slip away. There is a lot of evidence that prolonged occupational stress can lead to both mental and physical ill-health, and can significantly vitiate the teacher-pupil relationship and the quality of teaching (Subon, 2020). In a study conducted in the Netherlands, 53% of work-incapacitated teachers left their profession because they suffered from mental health problems (Hassan, 2021). Steiner (2021) cited that based on several international studies, approximately 60% to 70% of all teachers repeatedly show symptoms of stress, and a minimum of 30% of all educators show distinct symptoms of burnout (Kazemi et al. 2020; Inandi et al. 2021; Cakirpaloglu et al. 2021; Nwabuko, 2020). In fact, Al-Asadi et al. (2021) found that teacher morale overall was so low that 40% of teachers surveyed would not select teaching again as a career, and 57% were either undecided about leaving teaching, actively planning to leave teaching, or would leave the teaching field if something better came along. This situation is serious as such a high percentage of teachers complained about burnout. It would affect the quality of teaching and the quality of life among teachers.

Need and Significance of the Study

Burnout means to tire or suffer due to a demanding job. Burnout is a group of negative symptoms that an individual experiences at work. Teachers suffer from burnout. Being a good teacher is considerably hard and it needs lot of experience.

Then only teachers can predict students mind. Through the findings of this study, teachers would be able to identify the symptoms of teacher burnout experienced by teachers especially those experienced by the teachers in the two schools. Besides, when answering the questionnaire, teachers will be aware of teacher burnout and thus, this will encourage them to make efforts to control and manage their stress level in order to prevent themselves from experiencing burnout. Furthermore, this study will open opportunities for further future research. Teachers suffer a lot because of the unsustainability of job. Teachers also enter the teaching profession with selfless intentions. When they became teachers, 85% of teachers say they want to make a difference in children's lives. Teachers are committed to the profession. There are some major issues to overcome and that made a teacher to quit. Hence the researcher made an attempt to the study of burnout among school teacher in Odisha.

Delimitation of the Study

This study was delimited to 252 Primary teachers of Odisha.

Objectives of the Study

1. To find out the level of burnout among school teachers.
2. To find out the significant difference in burnout of school teachers with regard to:
 - (a) Male & Female (Gender)
 - (b) Rural & Urban (Locality of School)
 - (c) UG & PG (Educational Qualification)
 - (d) Unisex & Mixed (Nature of School)
 - (e) Arts & Science (Major Subject)
 - (f) Middle & High (Type of School)
 - (g) Below 5 yrs & Above 5 yrs (Years of Experience)
3. To identify the background variables which are contributing to burnout of school teachers.

Hypotheses

1. There is no significant difference in burnout of school teachers in terms of:
 - (a) Male & Female (Gender)
 - (b) Rural & Urban (Locality of School)

- (c) UG & PG (Educational Qualification)
- (d) Unisex & Mixed (Nature of School)
- (e) Arts & Science (Major Subject)
- (f) Middle & High (Type of School)
- (g) Below 5 yrs & Above 5 yrs (Years of Experience)

2. There is no significant contribution of background variables to the burnout among school teachers.

Methods

Normative survey method was used for the present investigation.

Population and Sample

All primary teachers of Odisha were the population of the study. A simple random sample of 252 school teachers was chosen in Jajpur district.

Technique of Data Analysis

Collected data was analyzed by both descriptive statistics i.e. %, mean and SD and inferential statistics such as *t*-test, Regression Co-efficient.

Data Analysis and Interpretation

From Table 1, the low, high and moderate groups were categorized in burnout on school teachers. The value of Q1 and below was considered as low group, the value Q3 and above was considered as high group and the value in between Q1 and Q3 was considered as average group. The mean score of burnout on teacher is 80.33. The mean score fall between Q1 and Q3. Hence, the school teachers have an average level of burnout.

Table 1: Descriptive Indices of the Burnout on School Teachers

N	252		
Mean	80.33		
Std. Deviation	38.067		
Percentile	Q1	25	80.00
	Q2	50	84.00
	Q3	75	92.00

Table 2 shows that the *t*-values 2.82, 4.48, 4.73 and 2.67 are higher than the table value 2.58 at 0.01 level and the *t*-value 2.01 is higher than the table value 1.96 at 0.05 level. The *t*-values 1.42 and 0.65 are less than the table value 1.96 at 0.05 level.

Table 2: Burnout of School Teachers based on Background Variables

Category	Sub-Variable	N	Mean	SD	t-Value	Results
Gender	Male	168	75.61	30.015	2.82	Significant at 0.01 level
	Female	84	89.79	49.334		
Locality of school	Rural	78	75.23	38.279	1.42	Not Significant
	Urban	174	82.62	37.858		
Educational Qualification	UG	138	78.91	38.476	0.65	Not Significant
	PG	114	82.05	37.663		
Nature of school	Unisex	138	70.91	36.560	4.48	Significant at 0.01 level
	Mixed	114	91.74	36.860		
Major subject	Arts	126	69.43	40.573	4.73	Significant at 0.01 level
	Science	126	91.24	31.997		
Type of school	Middle	72	87.92	41.830	2.01	Significant at 0.05 level
	High	180	77.30	36.132		
Years of experience	Below 5 yrs	168	75.86	29.989	2.67	Significant at 0.01 level
	Above 5 yrs	84	89.29	49.507		

The step-wise regression analysis found that only 5 out of 7 background variables were contributed significantly to burnout of school teachers such as gender, educational qualification, nature of school, major subject and type of school (Table 3).

Table 3: Regression Co-efficient of Contributing Variables for Burnout on School Teachers

Model	Unstandardized Coefficients		Standardized Coefficients	t-value	Sig.
	B	Std. Error	Beta		
(Constant)	46.321	13.171		3.517	.001
Gender	14.144	4.888	.176	2.894	.004
Educational Qualification	-11.482	5.181	-.150	-2.216	.028
Nature of school	18.628	5.476	.244	3.402	.001
Major subject	26.014	5.206	.342	4.997	.000
Type of school	-22.474	5.301	-.267	-4.240	.000

FINDINGS

- ❑ The level of burnout among school teachers is average.
- ❑ There is no significant difference in burnout of school teachers with respect to locality of school and educational qualification.
- ❑ There is significant difference in burnout of school teachers in terms of gender, nature of school, major subject, type of school and years of experience.
- ❑ Gender, Educational Qualification, Nature of School, Major Subject and Type of School are contributed significantly to burnout among school teachers.

CONCLUSION

The study has revealed that, the majority of the school teachers have an average level of burnout in their career life. It is referred that there is no significant difference between school teachers burnout on the basis of locality of the school and educational qualification. The results reported that there is a significant difference between school teachers burnout on the basis of Gender, nature of school, major subject, type of school and year of experience. Burnout may affect the teacher competency on the job. So, every possible attempt should be made to make them free from burnout.

Since teachers are considered to be valuable resources to educational institutes, management must invest adequate resources in the assessment of their working environment, both mental and physical, to maximize the quality of service delivery. Also, for intervention, teachers, the organization, society and family should work together to buffer the burnout syndrome.

Educational Implications

- ❑ The researcher aimed to explore and provide an insight into the phenomenon of burnout among school teachers. The present study has made an attempt to systematically and analytically investigate the effects of Gender, Nature of School, Major Subject, Type of School, Locality of school, Educational Qualification and Year of Experience variables on the components of burnout.
- ❑ The findings of the current study are significant as they may lead to positive changes in educational institutions as well as in the quality of teaching personnel.
- ❑ It has important implications for the teaching community in general and for the educational institutions for improving the effectiveness, efficiency and the quality of education.
- ❑ It helps to create awareness among teachers about burnout and its impact on health.
- ❑ It has developed a profile of burnt out teachers in terms of Depersonalization, Emotional Exhaustion and Personal Accomplishment.
- ❑ The findings of this study can be salutary to instructors. They could utilize the ken-how of the findings in developing efficacious coping strategies and a pro-energetic conduct for the burnout technique, in order that it can be inverted inside the preliminary levels through efficacious coping techniques. The establishments can withal broaden fashions to reduce burnout.

Suggestion for the Further Research

- ❑ The same study conducted among higher secondary school teachers.
- ❑ It is suggested that a nation or statewide study can be carried out.

- ❑ The ongoing Research programmes in the State and Central Universities may be studied.
- ❑ A Replica of the present study may be conducted among private school teachers.
- ❑ The similar study can be conducted of faculty members of the University and Colleges.
- ❑ In the present study, questionnaire survey was used. Consequently, for future studies another instrument such as interview, experimental and observation schedule can be used, in order to understand more clearly about the teacher competency.
- ❑ Research Bodies (e.g., NCERT, UGC, ICSSR, CSIR, DST, NUEPA and University) have a significant influence on individual to engage in research activity. Hence, the influence of research bodies could be isolated and tested in future research.

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