

A Comparative Study of the Burnout of Higher Secondary School Teachers in Context to their Gender Difference and Tenure in Palampur City of District Kangra

Mrs. Sakshi Rana¹ and Dr. Ashwani Kumar²

Research Scholar of M.Ed.¹

Supervisor²

Dronacharya PG College of Education, Rait, Kangra, India

drashwanipu@gmail.com

Abstract: *This paper was initiated to explore the Burnout of Higher Secondary School Teachers in context to their gender difference and tenure; Descriptive survey method was followed with a representative sample of 100 teachers selected from 12 Higher Secondary schools by disproportionate stratified random sampling technique of Palampur city of District Kangra Himachal Pradesh with the standardized tool "Burnout Inventory (BI) of Dr. K. S. Misra (Allahabad). For analysis of data, parametric statistical techniques were used. The study revealed that there is significant difference in burnout of male and female teachers. Burnout of female teachers is more than those of males. There is significant difference in burnout of senior and junior teachers. Burnout of junior teachers is higher than those of seniors.*

Keywords: Burnout, Higher Secondary School Teachers, gender difference and tenure

I. INTRODUCTION

The edifice of development and prosperity of a nation depends on the educative system in which the teacher play significant role. A teacher plays multifarious role of a friend, philosopher, guide, counselor, facilitator, social worker and even parent of the pupils to some extent. He is the person who imbibes, interprets and disseminates the culture and traditions of the past, and as the maker of one and all, his position is unique.

Various stressors of the teaching profession have been identified such as multiple roles and inability to reconcile different roles, accountability, excessive workload, lack of authority and decision making powers, frequent transfers and financial constraints etc. (Evers, Tomic and Brauwerts, 2004). Whenever stress continues for a prolonged period, one may feel a sense of tiredness, frustration, exhaustion and/or hopelessness, overwhelmed and unable to cope with it; which in the long run are perceived as symptoms of burnout. Thus, burnout is a state of emotional, mental and physical exhaustion caused by excessive and prolonged stress. It occurs when one feels overwhelmed and unable to meet constant demands and slowly the person begins to lose interest or motivation in the job.

Matheny Griffith and Harris (2000) explained burnout in teachers as teachers' loss of idealism and enthusiasm for work. They are unable to perform day to day duties of teaching due to a sense of tiredness, frustration, exhaustion and/or hopelessness. The teachers suffering from burnout come to see their work as futile and inconsistent with the ideals or goals they had set as beginning teachers.

LeCompte and Dworkin (1991) described burnout in teachers as an extreme type of role-specific alienation with feelings of meaninglessness, especially as this applies to one's ability to successfully reach to students. They identified powerlessness in defining professional roles as the major factor instrumental in creating stress in teachers. Additionally, a sense of both physical and mental exhaustion exacerbated by the belief that expectations for teachers are constantly in flux, or in conflict with previously held beliefs, has been cited by numerous researchers as an important factor leading to burnout (Bullough and Baughman, 1997; Brown and Ralph, 1998; Hinton and Rotheiler, 1998; Esteve, 2000). It is being observed that burnout teachers are unable to deal successfully with overwhelming emotional stress of teaching

(Brouwers and Tomic, 2000). The failure is manifested through impaired performance, absenteeism, various types of personal problems and the deleterious impact on the learning procedure (Manlove, 1993).

There are numerous factors which cause teacher burnout; these factors include political mandates, lack of autonomy and freedom as a teacher; lack of funding and resources for teachers; organizational structures and climate of schools, role ambiguity; performance evaluations; personal and professional relationships with administrators; as well as individual characteristics. Teacher burnout at school is prevalent among several teachers. Psychologists, intellectuals and educationists emphasized the adverse value of burnout for human beings. Burnout affects the performance and achievement. Only a friendly, enthusiastic, secure and well-adjusted teacher can contribute to the wellbeing of. There is scanty provision of guidance and counseling programmes for the needs and types of physical and emotional problems faced by teachers. Burnout may affect whole educational scenario and influence its productivity, work effort, employees' absenteeism and staff turnover.

CONCEPT OF A TEACHER

The role of a teacher is central to the educational process, encompassing more than simply delivering subject content. Teachers are both instructors and mentors, responsible for shaping the intellectual, social, and emotional growth of their students (Hattie, 2003). They are facilitators of learning, guiding students to acquire not only knowledge but also the critical thinking, problem-solving, and interpersonal skills necessary for lifelong success (Darling-Hammond, 2006).

The concept of a teacher also includes a professional and ethical responsibility to support diverse learning needs and adapt to various educational contexts. This flexibility often requires ongoing professional development and a commitment to both personal growth and the continuous improvement of teaching practices (Shulman, 1987). In addition to the curriculum, teachers inculcate values, foster resilience, and help students build self-confidence, demonstrating that the role of a teacher extends well beyond the academic sphere (Brophy, 1986). The complexity of the teacher's role includes multifaceted duties: subject matter expert, manager of classroom behaviour, emotional support provider, and evaluator of student performance (Kyriacou, 2001). These responsibilities make teaching one of the most demanding professions, one that requires sustained emotional and intellectual engagement.

ROLE OF TEACHER

The role of a teacher is multi-dimensional, extending far beyond delivering academic content to students. Teachers are not only educators but also mentors, guides, facilitators, and role models. They play a significant role in shaping students' intellectual, social, and emotional development, thereby influencing the future of society as a whole. Below is a detailed breakdown of the roles that teachers perform:

Educator and Knowledge Provider

Teachers are primarily responsible for imparting knowledge and facilitating learning. They deliver subject-specific content, ensuring that students understand and can apply what they learn. This role involves using pedagogical strategies to make complex concepts accessible and engaging. Through lectures, discussions, and various instructional techniques, teachers cultivate students' critical thinking, problem-solving abilities, and curiosity for learning (Shulman, 1987).

Facilitator of Learning

Beyond direct instruction, teachers facilitate the learning process by creating an environment that encourages exploration, questioning, and independent thinking. They guide students in making connections between theoretical knowledge and real-world applications, helping them to develop a deeper understanding of the material. This approach transforms students into active learners who take ownership of their education, making learning more meaningful and enduring (Gagné, 1985).

Mentor and Role Model

Teachers often serve as role models, demonstrating positive behaviors, attitudes, and ethics. Students observe and emulate their teachers, who can influence their values, social skills, and decision-making processes. Teachers also mentor students by providing emotional support, guidance, and encouragement, fostering self-confidence and resilience. This mentorship is particularly important for young learners who may need additional support to navigate challenges both inside and outside the classroom (Bandura, 1977).

Evaluator and Assessor

Teachers evaluate students' progress through various forms of assessment, including formative (ongoing) and summative (final) assessments. These assessments help teachers monitor learning outcomes and determine if students have achieved the required competencies. Based on assessment results, teachers adapt their instructional methods, offer additional support where needed, and provide constructive feedback to students, guiding them in their growth and development (Black & Wiliam, 1998).

Classroom Manager and Organizer

Effective classroom management is essential to create a safe, respectful, and productive learning environment. Teachers establish rules, set expectations, and enforce discipline to maintain order, allowing students to focus on learning. This role also involves organizing classroom resources, planning lessons, and managing time efficiently to ensure that educational goals are met. A well-managed classroom supports positive student interactions and minimizes disruptions, contributing to a conducive atmosphere for learning (Emmer & Sabornie, 2015).

Emotional Support Provider

Recognizing the diverse backgrounds and emotional needs of students, teachers often take on the role of providing emotional support. They offer empathy, understanding, and encouragement, helping students cope with challenges that may impact their learning. Teachers foster a supportive classroom climate by being approachable and by recognizing and addressing students' individual needs. This role is essential for building students' self-esteem and creating a sense of belonging in the school community (Jennett, Harris, & Mesibov, 2003).

Continuous Learner and Professional Development

Teachers are lifelong learners committed to ongoing professional growth. They keep up with advancements in educational research, curriculum changes, and technological innovations to enhance their teaching effectiveness. Professional development helps teachers refine their skills, stay current with best practices, and respond to the evolving needs of students. Through workshops, conferences, and advanced studies, teachers continually seek to improve their practice and meet high standards in education (Darling-Hammond, 2006).

Cultural and Social Agent

In many ways, teachers act as cultural and social agents, introducing students to diverse perspectives, values, and traditions. They promote inclusivity, respect for diversity, and social responsibility within the classroom, helping students understand and appreciate different backgrounds. Teachers play an essential role in instilling civic values, empathy, and social awareness, preparing students to contribute positively to society (Banks, 2004).

Advocate for Student Needs

Teachers are advocates for their students, addressing their academic, social, and emotional needs within the school environment. They may work with school administrators, counselors, and community resources to support students who face personal or academic challenges. Teachers act as student champions, working to ensure that each learner has access to the resources and opportunities they need to succeed. This role highlights teachers' commitment to equity and inclusion in education (Noddings, 2005).

CONCEPT OF TEACHING

Teaching is both an art and a science, involving the deliberate and skilful application of methods to facilitate learning and knowledge acquisition (Joyce & Weil, 1980). It is a process in which the teacher, through planning and engagement, structures content, uses effective instructional techniques, and establishes an environment conducive to learning. Teaching extends beyond mere knowledge transmission; it involves creating interactive learning experiences, fostering student curiosity, and encouraging self-directed learning (Shulman, 1986).

In educational theory, teaching is often described as a cyclical process comprising planning, implementing, and assessing. Teachers first design lesson plans that align with curriculum standards and learning objectives. During implementation, they use a variety of instructional strategies—ranging from direct instruction to collaborative and inquiry-based methods—to make learning accessible and engaging for all students (Gagne, 1985).

CONCEPT OF BURNOUT

Burnout is a psychological syndrome that results from chronic workplace stress, particularly in helping professions like teaching, nursing, and social work. This condition affects a person's emotional, physical, and mental well-being, leading to exhaustion, detachment, and reduced performance. The concept of burnout was first explored in the 1970s, and since then, it has become a well-researched topic due to its significant impact on individuals and organizations.

Types of Burnout

1. Emotional Exhaustion

Emotional exhaustion is the feeling of being emotionally drained and fatigued due to prolonged exposure to stressors, especially those related to people-oriented work. This type is common among teachers, healthcare providers, and social workers who deal with constant interpersonal demands. Individuals experiencing emotional exhaustion may feel overextended, unable to cope, and lacking the emotional energy to continue their work.

2. Depersonalization or Cynicism

Depersonalization, also called cynicism, refers to the development of negative, detached, and cynical attitudes toward one's job and those they work with. In this state, individuals may start viewing colleagues, clients, or students as objects rather than people, leading to reduced empathy and compassion. In education, for instance, teachers experiencing depersonalization may treat students impersonally and lose interest in their individual needs and well-being.

3. Reduced Personal Accomplishment

Reduced personal accomplishment, or inefficacy, is characterized by a diminished sense of achievement and competence. Individuals experiencing this form of burnout feel that they are not performing well, that their efforts are futile, and that they lack the ability to make a positive impact. In the workplace, this can lead to decreased motivation, productivity, and satisfaction.

Government Schools

Government schools, also known as public schools, are funded and operated by the government. In these schools, funding is primarily sourced from taxpayer money, and they are typically under the administration of local, state, or national educational bodies. Government schools aim to provide free or low-cost education to all students, making education accessible to everyone regardless of their socio-economic status. These schools often follow a standardized curriculum set by the government.

Private Schools

Private schools are funded and operated independently of the government, usually by private entities, organizations, or individuals. These schools rely on tuition fees paid by students, donations, and sometimes funding from private organizations. Private schools have more autonomy in their curriculum, teaching methods, and policies. Many private schools are known for offering

Access and Inclusivity

Government Schools

Government schools are designed to be inclusive, providing education to students from all backgrounds, including those from lower socio-economic statuses. In many countries, these schools serve as the primary education provider for marginalized and underserved communities, making them essential for achieving educational equity.

Private Schools

Access to private education is often limited to families who can afford tuition fees, which can lead to a less diverse student body. Some private schools may offer scholarships or financial aid, but the cost barrier remains significant for many families. The exclusivity of private schools can sometimes lead to educational inequality.

Parental Involvement and Community Engagement

Government Schools:

Parental involvement in government schools varies, but these schools often provide avenues for community and parental engagement, such as Parent-Teacher Associations (PTAs). Government schools may face challenges in engaging parents due to socio-economic factors but work to promote inclusive involvement.

Private Schools:

Private schools often encourage high levels of parental involvement as it directly correlates with student performance and satisfaction. They may offer regular events, detailed progress reports, and frequent parent-teacher meetings. Additionally, parents may feel a greater sense of investment in private education due to tuition costs.

II. REVIEW OF RELATED LITERATURE

A. A. Fakhodi and Masood Siyyari (2018) conducted a research work on “Dimensions of Work Engagement and Teacher Burnout: A Study of Relations among Iranian EFL Teachers.” The purpose of the present study is to investigate any possible relationship between work engagement and teachers’ sense of burnout, as well as associations between work engagement, burnout, and teachers’ years of experience. The correlation analyses indicate a significant and negative relationship between work engagement and burnout. Moreover, the higher the participants’ experience is, the greater the amount of their work engagement is. On the contrary, as the number of years of teaching increases, the level of burnout decreases. On the other hand, negative relationship exists between burnout and their experience. The results offer a number of implications for in-service and pre-service teacher training systems.

Hosein Ilanloo (2018) of Allameh Tabatabaei University, Tehran, Iran conducted a research work on “The Relationship between Anxiety and Aggression with Burnout among Teachers. “Education is one of the important educational pillars of the country and teachers have an important role in this organization. Examining the causes associated with burnout is one of the factors that can be considered in preventing and preventing this phenomenon in planning. The statistical population of all Takestan teachers in the study year was 1969-97. Of this population, 302 subjects were selected based on random sampling

Kaur & Kaur (2015) Methodology: Conducted a mixed-method study with interviews and questionnaires distributed to 250 government school teachers.

Findings: The study highlighted that while job security helped reduce overall burnout, lack of administrative support and increased bureaucratic tasks led to frustration and emotional exhaustion.

Ahuja et al. (2016) Examined burnout using the Conservation of Resources (COR) theory, which suggests that burnout occurs when individuals perceive a loss of resources or are unable to cope with demands. Focused on burnout in the context of increasing classroom sizes and administrative workload in both private and government schools in urban settings.

Methodology: Sample: 180 teachers (90 government, 90 private schools) from New Delhi. Tools: MBI, Resource Loss Questionnaire, and Coping Strategy Inventory. Focus: Explored the role of coping mechanisms such as social support, cognitive reframing, and problem-solving in moderating burnout levels.

Findings: Government teachers: Reported higher burnout due to lack of resources and excessive bureaucratic control. However, strong peer support acted as a mitigating factor.

Private teachers: Experienced burnout due to performance pressures and poor work- life balance. Individual coping strategies like self-reflection and social support were most effective in reducing burnout. Encouraged schools to implement structured coping strategy training, such as mindfulness and stress management workshops, tailored to specific school settings.

Singh and Sharma (2016) Methodology: Sample: The study used a survey-based approach with a sample of 300 government school teachers from urban and rural areas.

Tools: A structured questionnaire based on the Maslach Burnout Inventory (MBI) was used to assess emotional exhaustion, depersonalization, and personal accomplishment.

Findings: The study found that government school teachers experience moderate levels of burnout, primarily due to administrative workload and policy constraints. However, their job stability and pension benefits mitigate extreme burnout. Rural teachers reported lower burnout levels compared to urban teachers.

Sharma and Gupta (2017) Applied the Job Demands-Resources (JD-R) model to compare burnout in different school types in Himachal Pradesh. The study addressed regional disparities in education, particularly in resource allocation between private and government schools.

Methodology:

1. Sample: 200 teachers (100 each from government and private schools).
2. Tools: MBI, structured questionnaires, and follow-up interviews.
3. Variables: Examined job demands (e.g., workload, student behaviour) and job resources (e.g., peer support, leadership).

Findings:

1. Government teachers: Reported lower engagement levels due to rigid structures and limited autonomy.
2. Private teachers: Highlighted emotional exhaustion stemming from high expectations and competitive environments. Recommended fostering professional autonomy in government schools and reducing performance pressure in private schools. Gupta & Jain (2018)

Methodology: A comparative study that analyzed job stress and burnout levels in 150 government and 150 private school teachers using standardized psychological scales.

Findings: The study concluded that private school teachers had higher burnout levels due to increased job expectations and lack of job security, while government teachers reported stress related to administrative tasks but had lower overall burnout due to job stability.

OBJECTIVES

Following are the objectives of the study:-

- 1- To compare the burnout of male and female teachers.
- 2- To compare the burnout of senior and junior teachers.

HYPOTHESES

The following are the null hypotheses of the study:-

- Ho1: There will be no significant difference in the burnout of male and female teachers.
Ho2: There will be no significant difference in the burnout of senior and junior teachers

DELIMITATIONS OF THE STUDY

In the present study the certain delimitations that are identified are as follows:

1. The study is limited to only government and private school.
2. The sample size of present study is limited to only 100 teachers from government and private School.
3. The present study is confined to limited known sources.
4. The present study is confined to selected area of District Kangra only.
5. The present study is limited to teachers only.

III. METHODOLOGY OF THE STUDY

Method of Research: A descriptive survey method was followed in this study.

Sample & sampling technique: For the study, a sample of 100 teachers selected from 12 Higher Secondary schools by disproportionate stratified random sampling technique of Paramour City Kangra Himachal Pradesh .

Tool of the study: “Burnout Inventory” developed by Dr. Karuna Shankar Mishra (Allahabad).

Statistical Techniques: Parametric statistics like mean and standard deviation were calculated, and Bar-graphs were plotted for graphic representation and finally "t" test was utilized to analysis the data.

IV. DATA ANALYSIS AND INTERPRETATION

Analysis of data, result and interpretation of findings were done in view the objectives of the study.

The scores obtained from the administration of the tool were classified and tabulated.

Ho1: There will be no significant difference in the burnout of male and female teachers.

Group	N	Mean	SD.	Df	t-value	Significance
Male	50	176.16	9.89	98	3.08	0.01
Female	50	186.1	11.30			

Interpretation: - Since the calculated t-value is greater than the table value (2.65) for 70 df at 0.01 level of significance, therefore, it proves to be significant.

Result: - t is significant; therefore, the null hypothesis is rejected.

Discussion: - It is inferred from this study that the male and female teachers significantly differ in the burnout. This may be due to difference in areas i.e. Non-accomplishment, Depersonalization, Emotional Exhaustion, Friction, Task Avoidance, Distancing, Neglecting and Easy Going etc.

Ho2: There will be no significant difference in the burnout of senior and junior teachers.

Table No. - 02

Statistical description of burnout scores of senior and junior teacher

Group	N	Mean	SD.	Df	t-value	Significance
Senior teachers	60	186.16	13.98	98	2.98	0.01
Joiner Teachers	40	201.2	11.30			

Interpretation: -Since the calculated t-value is greater than the table value (2.98) for 98 df at 0.01 level of significance, therefore, it proves to be significant.

Result: -t value is significant; therefore, the null hypothesis is rejected.

Discussion: -It is inferred Interpretation:-

It is evident from the bar graph that mean burnout score of junior teachers is greater than that of senior teachers i.e. it goes in favor of junior teachers which indicates their higher burnout.

V. FINDINGS OF THE STUDY

The study documents the following conclusions:

1. There is a significant difference in burnout of male and female teachers
2. Burnout of female teachers is more than those of males.
3. There is a significant difference in burnout of senior and junior teachers
4. Burnout of junior teachers is higher than those of seniors.

From this study that the senior and junior teachers significantly differ in burnout. This may be because of difference in areas i.e. Non-accomplishment, Depersonalization, Emotional Exhaustion, Friction, Task Avoidance, Distancing, Neglecting and Easy Going etc.

REFERENCES

[1]. Ault, D. (2016). “Causes and Effects of Teacher Burnout.”Jacobson Walden University. Australian Journal of Educational &Developmental Psychology. Vol 3, 2016.

- [2]. Best, John W. and Kahn, James V. (2003). Research in Education. New Delhi: Prentice - Hall of India Pvt. Ltd.
- [3]. Garrett, Henry E. (2008). Statistics in Psychology and Education. New Delhi: Surjeet Publications.
- [4]. Goswami, M. (2013). "A Study of Burnout of Secondary School Teachers in Relation to their Job Satisfaction." Journal of Humanities and Social Science (IOSR-JHSS) Volume 10, Issue 1 (Mar. - Apr. 2013), PP 18-26 e- ISSN: 2279-0837.
- [5]. Gupta, M., & Rani, S. (2017). "Burnout among Secondary School Teachers: An Analysis On The Basis Of Type of School, Locale and Gender." Imperial Journal on Interdisciplinary Research (IJIR) Vol 3, Issue 2, ISSN: 2454-1362.
- [6]. Ilanloo, H. (2018). "The Relationship between Anxiety and Aggression with Burnout among Teachers." Clinical and Experimental Psychology, ISSN-2471-2701, Vol-4, Issue- 2.
- [7]. Kerlinger, Fred N. (2004). Foundation of Behavioral Research. New Delhi: Surjeet Publications.
- [8]. Koul, Lokesh (2007). Methodology of Educational Research. Noida: Vikas Publishing House Pvt. Ltd.
- [9]. Mathews, J. (2013). "Occupational Stress and Job Burnout among Primary and Secondary School Teachers in Cuttack, Orissa, 2013. The International Journal of Indian Psychology ISSN 2348-5396 (e) ISSN: 2349-3429 (p) Volume 5, Issue 1.