

ANALYSIS OF JOB STRESS AND BURNOUT AMONG TEACHERS ON THE BASIS OF THEIR JOB LEVEL

Jalla RamResearch Scholar
Sunrise University
Alwar, Rajasthan**Dr.I.J.Nigam**Supervisor
Sunrise University
Alwar, Rajasthan**ABSTRACT:**

Stress in twenty first century is not something new, not anything unknown. Stress has been experienced since time immemorial but its toll is higher than ever before. Among the hardest parts of living in modern world is stress. With the worries about work, the environment, the economy, natural disasters, terrorism and general state of the world, it seems that there is no end to the number of things to worry about. Though we cannot control many of these things, they still weigh on our minds and cause us stress. However, despite these concerns, we should try to avoid stress.

KEY WORDS: stress, environment.**INTRODUCTION:**

The human life is becoming more and more complex and stressful day by day. Stress is a mental, physical and emotional reaction that some one experience as a result of demands of some one's life. A person's job life where he actively spends most of his time is a major source of satisfaction of his various social and psychological needs as well as stress and tension. Stress in the work place can be defined as the harmful physical and emotional responses that occur when the requirement of the job don't match the capacities, resources or needs of the worker. Workplace stress can lead to poor health and Burnout, Burnout is a state of mental, emotional physical exhaustions depersonalization, and accomplishment caused by excessive and prolonged stress. Teachers stress may have and impact on teachers as individuals, on the educational institutions in which they work and on the pupil they teach.

JOB STRESS:

The word 'stress' was first introduced into the fields of Biology and Medicine in 1926 by an Austrian endocrinologist, Hans Selye, working in Montreal in Canada. His concept of stress at that time was a physiological one and throughout his life the psychological component of the phenomenon of stress was not so much ignored by him, as placed in a secondary and to some degree, less important place in the total picture of human stress. Since its introduction into Bio-medicine the concept of stress has proved to be difficult to define as it is complex. According to Selye (1956) – "Stress is a kind of nonspecific response superimposed upon various specific manifestations of an insulting agent impinging upon the organism." In fact, Selye, used the term 'stress' to designate the event or trauma affecting the organism and the word 'strain' to denote what happens to the organism or individual. Later on, the term began to replace such words like anxiety, emotional distress, conflict, ego-threat, frustration, tension, lack of security etc. which denote some psychological and physiological conditions. Appley & Traubmull (1967) state that psychological stress is elicited by conditions that approach the 'upper thresholds of tolerability' and produce states of anxiety, tension and upset. So, stress has been defined as a stimulus, intervening or response variable by different authors. Stress is a precipitator as a stimulus variable, a mediator as an intervening variable. Frost (1971) says, "Stress is a state in which the natural homeostasis (equilibrium) of the body is disrupted. Stress is caused by any threat to the organism. Disease, trauma, heat, cold, thirst, fatigue can all be causes of stress. Emotional arousals can also bring about stress."

Stress is a complex phenomenon. It is a very subjective experience. What may be challenge for one person will be a stressor for another. It depends largely on background experiences, temperament and environmental conditions. Stress is a part of life and is generated by constantly changing situations that a person must face. The term refers to an internal state which results from demanding, frustrating or unsatisfying conditions. It is the physiological and psychological state that results when resources of an individual are not sufficient to cope with the demands and pressure of the situation. McGrath (1970) defines stress as occurring when there is an imbalance between the perceived demand and the perceived response capabilities of the organism. He laid emphasis on the consideration of four events in studying stress as a social psychological process.

Job stress may affect individuals as well as organizations. At the individual level a high level of job stress is a threat to mental and physical health, quality of life, goal achievement and personal development, whereas for the workplace these conditions lead to increased absenteeism, conflicts, low productivity and reduced quality and quantity of work. Thus, identification of factors responsible for stress and its management at primary level has long term benefits both for employers and employees. Otto (1986) presented a diagrammatic representation of factors to be considered in understanding the causes of stress at work.

Job stress is a recognized problem among health care workers, doctors, managers, athletes, politicians and so on. The education industry comprising students, teachers and principals is not immune from this general phenomenon. For the last two decades at least, Physical Education teachers in schools have been feeling the overwhelming demands being increasingly placed on them. They are playing a vital role and their work requires a greater variety of talents than any other teaching area. Their responsibilities are diverse and the society looks up to a Physical Education teacher as a leader who can create and maintain general fitness of the sedentary people. The teachers feel their workload heavier, strenuous and difficult too. They face a lot of problems due to longer working hours, inadequate facilities, clerical work and non congenial working conditions. In proportion to the expectations of the society, they are not given due place and recognition. No wonder, many Physical Education teachers working in schools claim they are working under stress or are experiencing 'burnout'. Job stress has been identified as one of the factors related to Physical Education teacher attrition and is believed to be a cause of many other problems too. Moreover, when teachers leave jobs, schools often cannot find sufficient replacements and frequently face severe teacher shortage. Poor morale, job dissatisfaction, lowered productivity, lower student achievement are some of the other negative effects of job stress and burnout among teachers. Fimian and Santaro (1983) indicated that continued stress can drastically lower job satisfaction and performance and can also damage the individual's personal life. The term 'burnout' is often used to describe the effects of continual stress. Logically, a teacher's mental health can be expected to affect class room performance and interactions with students and others as well. Other variables associated with teacher stress and burnout are role problems, loss of control, isolation, dissatisfaction with salary, role overload, role ambiguity and lack of administrative support. A study by Pithers & Soden (1998) highlighted role overload as a significant stressor in teachers. They assessed levels of stress, organizational roles and stress in 322 Australian and Scottish teachers. Stress was found to be average in both national groups but overload emerged as a major cause of stress.

BURNOUT:

Over the last decades few psychological concepts have developed in as much controversy as the concept of burnout. In recent years increasing attention has been paid to the phenomenon of burnout. Burn out as a concept was born in mid 1970s in USA and within a small period of time it become almost a catchword which conveyed a variety of social and personal of American workers. However the phenomenon of burnout was not confined to only American workers. The fact is that it is a condition prevalent among persons working in helping professions e.g. persons in such occupations as nursing, social work, teaching, psychology, psychiatry, medicine, law, technology, etc all over the world. It appears to be a response to interpersonal stressors on the job in which an overload of contact with people results in changes in attitudes and behaviours towards them. It is defined as a syndrome of emotional exhaustion,

depersonalization and reduced sense of personal accomplishment, which can occur among individuals who work with people in some capacity (Maslach Jackson 1984)

When a pressure is exerted on a source of energy for its mobilisation as in the case of burning of light there is the fear of the energy getting exhausted and this may result in burnout. It occurs if the energy is limited, or there is much strain on the source of energy. Similar processes operate in organisations. Executive burnout can be defined as end result of stress experienced but not properly coped by executive, resulting in symptoms of exhaustion, irritation, ineffectiveness, inaction and problems of health. On the other hand stress experienced and properly coped can lead to opposite effects namely feeling of challenge, high job satisfaction, creativity, effectiveness, and better adjustment to work life improved efficiency, career growth and the feeling of job. This can be called the glow up of the executive. It may be useful to look at the processes and factors that contribute to the glow up or burnout of the executives.

REVIEW OF LITERATURE:

Salmela, A. (et.al) (2009). Both individual and contextual factors play a role in influencing school burnout. There is considerable evidence that psychological distress not only has consequences for those who experience it but also can create problems for other members of the distressed person's family. To examine whether parents' work burnout and their children's school burnout are shared in the family, 515 adolescents completed scales for school burnout and 595 of their parents completed scales for work burnout and their economic situation. The intraclass correlations showed that parents' work burnout and adolescents' school burnout was shared in the family. In addition, the better the economic situation the parents' experienced, the lower was the level of shared burnout in the family. The emotions and behaviours of individual family members appear to influence the entire family system. However, although shared family distress and stress have previously been examined, no previous study has investigated the extent to which parents' work burnout and adolescents' school burnout are shared in a family, and the extent to which the family's economic situation contributes to this shared burnout. The present study aimed to help fill this gap.

Hakan, S. (2004). Studied an analysis of burnout and job satisfaction among Turkish special school head teachers and teachers, and the factors effecting their burnout and job satisfaction and explores issues of burnout and job satisfaction among special school head teachers and teachers in Turkey. The purpose of the study is to determine whether there is a difference between head teachers' and teachers' burnout and job satisfaction in terms of work status, gender and work experiences, and to analyse the factors effecting their burnout and job satisfaction. In this study a quantitative approach has been used. As the research instruments, the Job Satisfaction Scale and Maslach Burnout Inventory were used to measure job satisfaction and burnout levels in terms of the dimensions of emotional exhaustion, depersonalization and personal accomplishment. The study results indicated that special school head teachers felt less personal accomplishment than special school teachers. However, there were no significant differences between head teachers and teachers on two burnout dimensions, namely emotional exhaustion and depersonalization, and job satisfaction. In terms of gender, males have less emotional exhaustion and personal accomplishment but higher depersonalization than their female counterparts. Females have higher job satisfaction than their male counterparts. In relation to their work experiences, more experienced subjects have higher emotional exhaustion and depersonalization than their less experienced colleagues, and also less job satisfaction than less experienced counterparts. However, more experienced subjects who participated in the study felt higher personal accomplishment than the others.

Walter, G. H. (1983), Sources of stress in academe: A national perspective. The purpose was to examine stress experienced by faculty in institutions of higher education. Sample of 80 institutions was drawn from population of all U. S. doctoral-granting institutions in United States. 1020 faculty were selected and stratified by academic rank and Biglan's academic discipline model. Faculty reported 60 percent of total stress in their lives came from work. Majority of top 10 stressors related directly to time and resource constraints. When faculty stressors were compared across disciplinary groupings, more similarity than difference existed. Also, faculty reported similar degrees of stress associated with teaching, research, and service functions, with teaching as the most stressful activity.

Kalia, R. (2009). Stress and burnout among NICU nurses: Nurses are susceptible to burnout because of the nature and the emotional demands of their profession. The environment of ICU's has been recognized as stressful. Intensive care nurses confront death and dying, end of life decisions, and ethical dilemmas regularly. In addition to providing vigilant care to their patients, nurses interact frequently with distraught families. The NICU nurse in addition to looking after a critically ill neonate has to interact with the devastated parents of the baby which adds fuel to fire. Identification of job related stressors and strategies that can be employed to manage occupational stress for the nursing profession have been receiving increased consideration by researchers, nursing organizations, and employers over the last two decades.

D'souza, G. (2013). A Study of Stress in Students of Standard X in Relation to their Academic Self-Concept, Board Examinations is taking a toll on the students of standard X. Today, school performance has become the yardstick of self worth. A point of time has been reached when an explanation as to what causes stress in these students is the need of the hour. The present descriptive research was of the co-relational type. It aimed to study stress in students of standard X in relation to their academic self-concept. The sample comprised of 1092 students of standard X. The rating scales used for the purpose of study were prepared by the researcher. Descriptive analysis of data included calculation of the Mean, Median and Mode, Standard Deviation, Skewness and Kurtosis, and estimation of population parameters. Inferential Statistics included Pearson's Coefficient of Correlation. Study revealed a negative correlation of stress with academic self-concept. This study could have important implications in helping students of standard X to come to terms with the invaluable worth of a positive academic self-concept in coping with examination stress.

ANALYSIS AND INTERPRETATION

In this analysis and interpretation the scores are arranged in this way so that the wanted results could be obtained according to hypothesis of the problem.

This hypothesis there is no significant difference in stress and burnout of the secondary school teachers as compared to primary and college teacher.

Table-1 Summary of Analysis of Variance for Job Stress and Burnout on The Basis Of Level

Variables		Sum of Squares	Degree of Freedom	Means Squares	F-Value
Job Stress		2284.40	2	1142.70	50.64**
Burnout	Emotional Exhaustion	220.82	2	110.40	14.96**
	Depersonalization	81.05	2	40.42	4.73**
	Personal accomplishment	187.64	2	93.81	3.68*

** .01 level of significance

* .05 level of significance

Table-2 Means and S.Ds of Scores of Teachers of Different Levels for Job Stress and Burnout

Variables		Primary		Secondary		College	
		M	S.D.	M	SD	M	S.D.
Job Stress		41.12	10.35	46.98	8.15	41.14	7.16
Burnout	Emotional Exhaustion	11.52	4.72	13.50	4.49	11.90	4.50
	Depersonalization	6.21	2.71	5.04	3.50	5.19	3.23
	Personal Accomplishment	35.01	4.22	33.37	5.41	33.28	6.07

From the analysis of variance (table-1), it is clear that there is a significant effect of cadre on job stress [$F = 2284.40$, $df = 1$, $p < 0.01$]. A careful comparison of means reveal that secondary school teachers showed more job stress [$M = 46.98$], than the comparable primary school teachers [$M = 41.12$] and college teacher [$M = 41.14$]. Whereas mean difference between primary school teachers and college teachers was not found significant on job stress measure.

In case of emotional exhaustion sub-scale of job burnout the analysis of variance, exhibits a highly significant effect of cadre [$F = 14.96$, $df = 2$, $p < 0.01$] as the teachers of secondary school displayed more emotional exhaustion [$M = 13.51$] followed by college [$M = 11.91$] and primary school teachers [$M = 11.53$]. However, the difference between primary school and college teachers was within the limit of random variation. Results also reveals that mean difference between primary school teachers and college teachers was not found significant on emotional exhaustion measure.

The analysis of variance also reveals a significant effect of cadre for depersonalization sub-scale of burnout measure [$F = 4.73$, $df = 2$, $p < 0.01$]. Teacher of primary school cadre reported higher score [$M = 6.21$] than college cadre [$M = 5.19$] and secondary school cadre [$M = 5.04$]. The statistical analysis also reveal that secondary school and college teachers did not differ significantly on depersonalization subscale of burnout.

In the case of personal accomplishment subscale of burnout measure, analysis of variance show significant effect of cadre [$F = 3.68$, $df = 2$, $p < 0.01$] on the measure. Table-1 also indicate that teachers of primary school scored more [$M = 35.01$] in comparison to their counterparts of secondary school [$M = 33.37$] and college teachers [$M = 33.27$] which means primary teachers has lower degree of burnout than comparable groups. Results also indicate that secondary school teachers and college teachers did not differ significantly.

In this case the null hypothesis is rejected for job stress whereas it is accepted for burnout.

RESULTS:

There is significant difference in stress of the secondary school teacher as compared to primary and college teachers, whereas the burnout of secondary school teacher does not differ significantly from primary & college teachers. The results for effect of Job levels on job stress and burnout are depicted in table-1 and table-2. It is clear from analyzed data that secondary school teachers showed significantly more job stress as compared to primary and college teachers whereas mean difference between primary and college teachers was not significant. For emotional exhaustion subscales of burnout the secondary school teachers differ significantly from their comparable groups where as primary and college teachers did not differ significantly. For depersonalization subscale the results show that secondary school teachers differ significantly from primary teachers but not from college teachers. The primary teachers

also differ significantly from college teachers. For personal accomplishment subscale the primary teachers scored higher than secondary and college teachers and secondary school teachers and college teachers did not differ significantly. In this case the null hypothesis is rejected for job stress where as it is accepted for burnout. The stress is personal & psychological problem becoming social day by day. The whole education system and society in general is likely to face the consequences of teacher stress and burnout in teaching profession the less due to stress and burnout leads to departure of skilled teachers, impairment of teaching skills or premature death. So, the study of stress and burnout among teachers is a must to find out the causes of the problem and solution of the problem.

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