

A STUDY OF BURNOUT AMONG SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR PSYCHOLOGICAL WELL-BEING

¹Mrs. Rajesh Chahal, ² Dr. Meena

¹Research Scholar, Department of Education, Kalinga University, Raipur, Chhattisgarh, India

²Assistant Professor, Darsh college of Education, Sonipat, Haryana, India

Email ID: rajeshchahal1505@gmail.com

Accepted: 08.10.2022

Published: 01.11.2022

Keywords: Burnout, Psychological Well-being and Secondary School Teachers.

Abstract

The present study was designed to investigate the Burnout among secondary school teachers in relation to their psychological well-being. Burnout has been treated as dependent variable whereas psychological well-being with its various dimensions i.e. Satisfaction, Efficiency, Sociability, Mental Health and Interpersonal Relations; have been treated as independent variable. Descriptive survey method was employed in the present study. A sample of 200 secondary school teachers was selected using multi-stage random sampling technique. Teachers' Burnout Scale by Gupta and Rani (2017) and Psychological well-being scale (PWBS) by Sisodia and Choudhary (2012) were used for data collection. Coefficient of correlation was used to analyse the data. Significant and negative correlation was found between burnout and psychological well-being among secondary school teachers. Coefficient of correlation (r) between burnout and satisfaction (as a dimension of psychological well-being) among secondary school teachers is negative but significant. Coefficient of correlation between burnout and efficiency (as a dimension of psychological well-being) among secondary school teachers is positive and significant. It was also found that Coefficient of correlation between

burnout and mental health (as a dimension of psychological well-being) among secondary school teachers is negative but significant. Lastly, it was found that Coefficient of correlation between burnout and interpersonal relations (as a dimension of psychological well-being) among secondary school teachers is positive and significant.

Paper Identification



*Corresponding Author

Introduction

Burnout is a psychological term which is described as the experiment of negative attitude, morale and behavior when people face work-related stressors. The undesirable psychological condition occurs when an employee is subjected to continuous mental and psychological pressures because of unfavorable work-conditions, unsuitable managing and leadership approaches which cause emotional exhaustion tiredness. Teacher is like a gardener who wants to grow flowers and who has knowledge about flowers.

Just like that only a professionally sound gardener can make the garden beautify, in the same way only a professionally intensified teacher can make all round development of the students. As the teacher is the pivot of the entire educational system and is the main catalytic agent for introducing desirable changes in the teaching learning process, attempts should be made to produce quality teachers. No innovation or change in education is going to bring a change in the quality of product unless the teachers are of quality. The quality of education depends on the ability, hard work and dedication of the teacher. Thus, it is very important for a teacher to maintain a balanced personality throughout his/her teaching profession since a teacher has to face diverse and challenging situations many a times. Teachers' personality, character qualities, well-being, attitudes, teaching efficiencies and life style help the pupils to become good human beings. If a teacher feels good and is satisfied with the work environment at school, there is a better chance that he/she can create an atmosphere that supports positive mental health and improves academic achievement. Teachers are the makers of the future citizens of the country and play a great role in meeting the emotional needs of children. To achieve these objectives, a teacher should be mentally and psychologically fit and free from all stresses and strains to teach effectively in the classroom. Good psychological well-being helps the teacher to motivate and inspire the students. So in all conditions teacher should be more effective, motivated and having healthy well being.

Well-being is one of the most important goals which individuals as well as societies strive for. It not only includes physical fitness, but also includes wellness of all the aspects of human life i.e. physical well-being, mental or intellectual well-being, spiritual well-being, emotional well-being and social well-being which are considered as the dimensions of well-being. Archer, Probert and Gage (1987) define well-being as

the process and state of quest for maximum human functioning that involves the body, mind and spirit. Psychological well being a new concept of well-being is becoming a growing concern in recent studies of various fields especially in teaching. It focuses on purposeful goals and meaning of life which is an ultimate aim of teaching. The psychological well being is very important in teaching profession as it talks about realization of human strengths and potentials which is necessary in innovations and creativity in any profession. It is characterized by coordination of mental processes and functions, a sense of integrity, and inner balance. It is a structure that includes the features of the mental state and personality that are relevant to a person's ability to successfully overcome obstacles in relationships with other people. According to Diener and Diener (1995), psychological well-being includes cognitive assessment of different aspects of life, emotional self-acceptance, and the experience of subjective well-being comparable to the experience of happiness. Kitchener and Jorm (2002) described Psychological well-being as a state of mind with an absence of a mental disorder. Psychological well-being is defined as a state of well life, environmental mastery, autonomy, personal growth, and positive relations (Snyder, 2011). Good psychological well being is essential for teachers because it includes self growth of teacher, emphasizes on teacher's sense of direction and meaning or purpose of life by achieving teaching goals. It makes teacher confident by autonomous or self determined behavior, helps teachers to gain mastery over all situation in school settings which is a significant aspect of good mental health. It is helpful in making strong bonding between teacher and students. With all these qualities, a teacher can grow and flourish in his/her profession. If a teacher has good psychological well being, he/she can contribute most creative, innovative and

intelligent inputs in classroom for the betterment of students.

Variables Used

- ❖ **Dependent Variable:** Burnout
- ❖ **Independent Variables:** Psychological well-being

Objective of The Study

To study the relationship between burnout and psychological well-being and its dimensions i.e. a) satisfaction, b) efficiency, c) sociability, d) mental health and e) interpersonal relations; among secondary school teachers.

Methodology

Keeping in view the objective and scope of the present study the investigators adopted descriptive survey method to carry out this research.

Sample

A sample of 200 secondary school teachers of Rohtak District under Haryana State was selected through multi-stage random sampling technique.

Tools Used

- **Teachers' Burnout Scale by Gupta and Rani (2017)** was used to assess the level of burnout among teachers. The scale consists 40 items under four dimensions i.e. Perceived self-efficacy, Students' disruptive behavior, Collegiality and Institutional climate. Test-retest reliability of the scale was 0.994. The scale has high construct validity ranged from 0.660 to 0.900.
- **Psychological Well-Being Scale (PWBS)** by Sisodia and Choudhary (2012) was used to measure the level of psychological well-being among teachers. The scale consists of 50 items to measure several aspects of well-being like Satisfaction, Efficiency, Sociability, Mental Health and Interpersonal Relations. Test-retest reliability of the scale was 0.87. The scale was

validated against the external criteria and coefficient obtained was 0.94.

Statistical Techniques Used

- Coefficient of correlation (r) was used to study the relationship between burnout and psychological well-being with its dimensions i.e. a) satisfaction, b) efficiency, c) sociability, d) mental health and e) interpersonal relations; among secondary school teachers.

Data Analysis and Interpretation

- **Relationship between burnout and psychological well-being with its dimensions i.e. a) satisfaction, b) efficiency, c) sociability, d) mental health and e) interpersonal relations; among secondary school teachers.**

In order to study the Relationship between burnout and psychological well-being with its dimensions i.e. a) satisfaction, b) efficiency, c) sociability, d) mental health and e) interpersonal relations; among secondary school teachers, the data were subjected to Product moment coefficient of correlation (r). The Table-1 presents coefficient of correlation (r) between burnout and psychological well-being with its dimensions among secondary school teachers.

Table-1

Coefficient of correlation (r) between burnout and psychological well-being with its dimensions among secondary school teachers

Dependent Variable	Psychological Well-being & its Dimensions	Coefficient of Correlation (r)
Burnout	Overall Psychological Well-being	-0.77**
	a) Satisfaction	-0.56**

	b) Efficiency	0.43**
	c) Sociability	0.50**
	d) Mental Health	-0.65**
	e) Interpersonal Relations	0.58**

** Significant at 0.01 level

An examination of Table-1 revealed that Coefficient of correlation (r) between burnout and psychological well-being among secondary school teachers is -0.70 which is negative but significant at 0.01 level of significance. So, it can be concluded that more the psychological well-being among teachers less the level of burnout among teachers and vice-versa.

Table -1 Further revealed that Coefficient of correlation (r) between burnout and satisfaction (as a dimension of psychological well-being) among secondary school teachers is -0.56 which is also negative but significant at 0.01 level of significance. Coefficient of correlation between burnout and efficiency (as a dimension of psychological well-being) among secondary school teachers is 0.43 which is positive and significant at 0.01 level of significance. It was also observed from table-1 that Coefficient of correlation between burnout and mental health (as a dimension of psychological well-being) among secondary school teachers is -0.65 which is negative but significant at 0.01 level of significance. Lastly, table-1 revealed that Coefficient of correlation between burnout and interpersonal relations (as a dimension of psychological well-being) among secondary school teachers is 0.58 which is positive and significant at 0.01 level of significance.

Conclusion

Teachers are the backbone of a strong nation and therefore, their psychological well-being must not be

neglected. Teachers' well-being should be of paramount in the programmes of government. It must be taken seriously as a vital point for the benefits of teachers themselves and also the growth of a strong nation. The well-being of today's teachers affects the well-being of society tomorrow. A number of factors like job dissatisfaction, organizational role stress, job insecurity, individual personality traits etc. causes may be responsible for higher level of burnout. A number of strategies may be adopted in schools to enable the teachers to come out of this situation as it directly affects both qualitative and quantitative output. Overall environment of the school should be congenial. Flexibility should be the prevailing philosophy of the work place. There should be sufficient provisions for entertainment and relaxation. Duties to teachers should be assigned in accordance with their capabilities and interest. There should be chances to grow and prove. Excursion, occasional trips, orientation programs etc. should be organized to refresh them. School administrators should implement stress management programs as this can not only help in reducing stress, but it can also introduce teachers the appropriate ways to cope with it. More and more efforts should be taken, to study and promote psychological well-being among teachers for the benefits of both teachers and students.

References

1. **Archer, J., Probert, B. S. and Gage, L. (1987).** College students' attitude toward wellness. *Journal of College students personal*, 28(4), 311- 317.
2. **Diener E, Diener M, Diener C. (1995).** Factors predicting the subjective well-being of Nations. *Journal of Personal. Soc. Psychol.*, 69, 851–864.
3. **Gupta, M. and Rani, S. (2017).** *Manual of Teachers' Burnout Scale (TBS)*. National Psychological Association: Agra.

4. **Kitchener, B.A. & Jorm, A.F. (2002).**
Mental Health First Aid Manual. Canberra:
Centre for Mental Health Research.
5. **Sisodia, D.S. and Choudhary, P. (2012).**
Manual of Psychological Well-Being Scale
(PWBS). National Psychological Association:
Agra.
6. **Snyder, C.R., Lopez, S.J. and Pedrotti,
J.T. (2011).** *Positive psychology: The
scientific and practical explorations of
human strengths.* (2nd Ed). Sage
Publications.
7. **Srimathi, N.L & Kumar, S. K. (2010).**
Psychological well-being of employed
women across different organizations.
*Journal of the Indian Academy of Applied
Psychology*, 36 (1), 89-95.

