CHAPTER I

INTRODUCTION OF THE STUDY
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1.1 **Preamble:**

Growing levels of stress and other mental health problems can be damaging to individuals, employers and society in general. The World Health organization have warned of a surge in these problems as the economic crises worsens and people become increasingly worried about debt, home repossession and job security. Add growing work intensity, change and workplace conflict to the mix and one have the ingredients for a stress epidemic. According to the Health and Safety Executive, the number of people in employment experiencing ill health as a result of work related stress rose from 820 per 100000 in 1974 to 1620 per 100000 in 2006.

A certain amount of stress in teaching is inevitable. **Hinton and Rotheiler (1998)** pointed out that the excitement and challenge of teaching naturally caused the raised adrenaline levels associated with stress, while Dunham (1992) illustrated that teachers worked at peak efficacy when the demands placed on them were in balance with their own perceived coping ability, and that too little challenge and too much can be equally detrimental.
Teacher stress becomes problematic, and potentially harmful, when the challenges teachers face outpace their perceived ability to cope, or when they perceive that important needs are not being met.

Teacher burnout can be caused by a number of factors, both external and internal. External causes may include institutional conditions such as large, mixed-ability classes, lack of student discipline and motivation, lack of resource, overwork or uneven distribution of workload, poor communication, unclear expectations and inadequate rewards and recognition. (Brown & Ralph, 1998). Problematic relationship with colleagues can generate other stressors, such as personality conflicts, lack of community spirit, feelings of isolation, lack of support, and limited academic and social interaction with other teachers (ibid).

Internal causes may include an aggressive, impatient, personality; workaholic; negative attitude towards students; and unrealistic self-expectations. Some of the causes of such stress are beyond the control of individual teachers, arising from external circumstances that require cooperation from administrators and
colleagues to change, while others are within the teachers control and can be managed with the help of appropriate coping strategies.

A nationwide Survey done in the United States indicated that there has been a considerable rise in the burnout level of teachers over the years. Burnout in teachers as described by Maslach (1982) as a three dimensional phenomenon characterized by feelings of exhaustion, depersonalization, and lack of personal accomplishment cannot only manifest itself as various physical ailments and emotional problems, but can result in sensitive, dedicated and thoughtful teachers actually leaving their chosen careers.

1.2 Emergence, need and importance of the problem:

The researcher opted to study the problem of burnout in teachers. From the very beginning the researcher had the love of knowledge and learning. The family environment always encouraged him to do his best in school from early age. He became like a mechanism churning out A grades from KG to undergraduate level. The purpose of education seemed to learn, to achieve, and never let anyone else out perform him. He took quintessence of
pride in his grades and achievements and school appeared to be a place where he was most comfortable and better than anyone else. This had been the eventual reason for choosing the teaching field, but at that time too, education was still about the grades to him. Education was not the place where critical thinking took place and knowledge explored. It was simply a place where the researcher could prove that he was more intelligent and that he worked harder than anyone else did. But something was missing. The researcher had no idea what to do with life in spite of degrees! Education had given him the grades and taught him to achieve and do well in every area but not the skill to take major decision in life. He joined as service engineer in Mumbai but soon quit the job. He felt that no matter what field he chose, he would succeed with hard work and intelligence. Home sickness brought him back to his native place and he was faced with dilemma, follow the wishes of his parents to join lucrative job elsewhere or to follow what his conscience dictated. He realized that he loved leading a noble and an honest life of teacher. Also he felt that he loved to work with teenagers and children. Consequently, he started teaching at the local
Polytechnic in 1987 and experienced peace in what direction the life had taken!

Soon the charm of becoming a teacher sadly faded into oblivion. The poor work-context factors, organizational factors, alienation factors, perverted vision of the management, apathetic attitude of students towards learning and other intrinsic factors overpowered him.

With his own perfectionist attitude toward learning and a desire to achieve at high levels, the new world of mediocrity baffled the researcher. After pushing himself to be the best possible teacher for nearly a decade and the students and the management body becoming continuously more apathetic, the researcher had grown to resemble the weary and dreary teachers around him.

The researcher had been exhausted and tired of teaching who did not seem to care about learning in any way. He experienced a complete loss of motivation and energy in himself. The stress of being a teacher had completely transformed his honor of education. He was no longer a passionate teacher who loved teaching. The exhausted cynic was encouraged to reflect on his
teaching career and began to question what caused him to lose the burning desire to be a teacher!

The researcher was fortunate to get the help in the form of literature, and motivation to work on the concept of burnout from his philosopher and guide Prin. Dr.G.M.Talhar. Director, Dept of Research, IBMR, Pune, after being in the teaching for more than two decades, the urge to study the problem materialized at the age of fifty years!

“A teacher affects eternity. He can never tell where his influence stops”. So observed the historian - philosopher, Henry Adams¹.

Due to large number of factors, the teacher in the scenario is stressed and burnout. Such teachers are anxious, depressed, cynical, emotionally and physically depleted. Stress and burnout have affected and would continue to affect the lives of teachers and their families and society in particular.

Researcher found that there is enormous work and literature available on various aspects of the working conditions. It shocked the researcher that there are so many teachers who have
contributed but they have not cared to make the same type of study about the educational institutions which are becoming more and more commercial in their activities.

The data emerged from the opinion survey have been analyzed and discussed in the respective chapters.

The study has brought out very significant facts in the form of answers to the research questions which fulfills the objectives of the study.

1.3 Statement of the problem:

The researcher realized that the title of the study was concise and clearly indicative of the purpose of the study. The statement was framed as follows.

A STUDY OF BURNOUT SYNDROME IN TEACHERS WITH REFERENCE TO JOB SATISFACTION AGE GENDER AND EXPERIENCE

1.4 Operational definitions:

Burnout: It is an occupational hazard to which all members of helping professions are exposed including teachers. Carter (1994) 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.

Burnout was first defined by Freudenberger (1974) and
involves feeling of failure and exhaustion resulting from excessive
demands on a person’s energy with insufficient reward for the
effort.

High score on burnout inventory as referred for study
indicates a higher trend of self reported burnout.

Syndrome: It is a characteristic combination of opinion, behavior
and emotions (Oxford dictionary)

It is defined as a number of symptoms occurring together
and characterizing a specific behavior (Webster dictionary).

Job satisfaction: There are a number of definitions. According to
one of the most comprehensive definitions, it is a generalized
attitude resulting from many specific attitudes in three areas.

a) Specific Job factor

b) Individual adjustment

c) Group relationship
Job satisfaction describes how content an individual is with his or her job. Job satisfaction is not sane as a motivation or aptitude, although it is clearly linked. It is a very important attribute which is frequently measured by organizational system. It is an employee’s own evaluation of his job in terms of supervision, co-workers, pay, and promotion, work itself. As measured by job satisfaction scale.

High score on job satisfaction scale indicates higher trend of job satisfaction.

Age: - It is a personal variable. The ages of teachers are in accordance with the data given by them in their personal information schedule provided with the questionnaire. In the study undertaken the teachers were divided into three groups:

Table 1.1

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<thead>
<tr>
<th>Group</th>
<th>Age in years</th>
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<tbody>
<tr>
<td>A</td>
<td>Up to 30</td>
</tr>
<tr>
<td>B</td>
<td>31 to 45</td>
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<tr>
<td>C</td>
<td>Above 45</td>
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</tbody>
</table>
Gender: - It refers to male and female teachers working in the Engineering Colleges and Polytechnics of Jalgaon district under study. It forms a part of sample and population.

Teaching experience:- The number of years put in by a teacher in the teaching profession after passing the qualifying examination as prescribed by competent authority. It expresses the total teaching experience in years.

In the study undertaken, teaching experience is classified in three groups:

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<th>Table 1.2</th>
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<tr>
<td>Teaching experience</td>
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<table>
<thead>
<tr>
<th>Group</th>
<th>Teaching experience in years</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>1 To 5</td>
</tr>
<tr>
<td>B</td>
<td>6 to 15</td>
</tr>
<tr>
<td>C</td>
<td>Above 15</td>
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</tbody>
</table>

1.5 Objectives of the study:

Setting relevant and appropriate research objectives require a researcher to identify and develop a research problem with due attention to the availability of sufficient data, time and the socio-
economic significance of the research problem. Researcher’s individual experience, an interaction with others, thorough and analytical review of earlier studies would certainly provide a base for choosing the right research topic and once the research topic is identified then, possible research issues questions relating to the research problem have to be raised and the same may be transformed into specific research objectives. These objectives will give a better direction to the research study.

Keeping into view the above, facts, the following Objectives have been framed for the present Study.

**Main objectives:**

- To study the relationship between burnout and job satisfaction in teachers under study.
- To study the relationship between burnout and age in teachers under study.
- To study the relationship between burnout and gender in teachers under study.
- To study the relationship between burnout and experience in teachers under study.
Supporting objectives:

- To study the perceptions and awareness about burnout in teachers under study.
- To study the perceptions and awareness about job satisfaction in teachers under study.

1.6 Statement of the hypotheses:

Hypotheses are the tentative assumptions relating to the chosen research problem and these are developed in the light of the research objectives. These statements do not have any base or data support as they are developed on the basis of experience, previous literature and therefore, they need to be researched so as to prove as true or false. Developing research hypotheses is felt very essential as these will give a direction to the research study and in view of the hypotheses; a researcher can plan his research study effectively and collect suitable data for the same.
Main hypotheses:

In the study undertaken, on the basis of surveying the research literature the following **null hypotheses** were formulated:

**HO 1:** There is no significant relationship between burnout and job satisfaction in teachers.

**HO 2:** There is no significant relationship between burnout and age in teachers.

**HO 3:** There is no significant relationship between burnout and gender of teachers.

**HO 4:** There is no significant relationship between burnout and experience in teachers.

Supporting hypotheses:

The supporting hypotheses are those which the researcher would test on the basis of observations and findings derived from the collected information at the particular instant of time. They are:

**H1:** Teachers are aware of the lack of feeling of burnout in them.

**H2:** Teachers are aware of the importance of being satisfied with their job.
1.7 Significance and relevance of research problem:

Every research topic will be assessed in terms of its relevance to the society in particular and to the economy in general and its success depends upon how well a researcher justifies its importance. No doubt, every research problem will have one or the other benefits to the society but, it all depends on the researcher’s skills that how he will convince about it.

When dissatisfied and depressed teachers are present, others can very easily become lethargic, cynical and discontented and before long the entire organization becomes a dispirited and uninviting place. Thus teachers play an important role in establishing the overall tone of the school. Teachers need to feel successful and good about themselves and their abilities before they can empower their students to feel the same. If however, teachers are experiencing feelings of failure, their relationship with students and the overall school will suffer.

The present study on teacher’s burnout will provide an insight in to the various aspects of well being of teacher.
1.8 Bibliographical representation:

   Literature review is another important component of research proposal and it is concerned with the study of earlier research that was carried out in the fields similar to the proposed research topic. This literature review will provide a researcher better insights into the research work that was undertaken in the field of proposed research problem.

   The current research is integrally connected with past researches. The researcher surveyed various primary and secondary resources. As a secondary resource of information the researcher had to resort to the reference and findings of renowned scholars. Bibliography is presented in a chronological and alphabetical form and same appears at the end of the dissertations.

1.9 Population and sample of the study:

   This is a descriptive connected through quantitative analysis aiming at studying the relationship between burnout and some personal parameter and also their perceptions regarding teaching professions.
Teachers from all the six unaided engineering colleges affiliated to north Maharashtra University, Jalgaon and four unaided polytechnics offering diploma courses in engineering and affiliated to MSBTE, Mumbai for session 2006-07 constituted the population of the study. At the time of administration of tools there were 540 teachers. This constituted the population.

The samples of 120 teachers were selected from the population for the study. Thus the size of the sample was restricted to 22.22% of the population.

The following criteria were laid down in selecting the sample of teachers.

- Every institution must be represented in the sample.
- The sample should have items, that they are representative of the universe.
- The sample should be chosen in systematically random way.
- The size of the sample should be sufficient so as to be representative of the universe.
1.10 Research methodology and tools used:

Research design is a comprehensive plan of research work and sequence of operation with regard to the proposed research problem like data collection, organization selection, respondents’ selection, duration of study, defining the scope of the study, fixing study location, identifying parameters, cost estimation, data analysis, presentation of findings etc that a researcher intends to carry out to accomplish research objectives. The research methodology on the other hand, is concerned with identifying and selecting suitable, appropriate and logically justifiable research methods and techniques like data collection method whether observation method or survey method; data collection instrument whether open ended or close ended questionnaire; respondents contact method whether telephone or mail interview; sampling unit, sample size, sampling tool, data analytical tool etc. More importantly, research Methodology emphasizes on reason or logic behind selecting each method or technique for carrying out proposed research. Therefore, a
methodologically designed research is regarded to be a scientific research.

As the study involved determining relationship of burnout with job satisfaction, age, gender and experience, a **descriptive and co-relational** method of research was used in conducting the study.

Measurement of opinion is very difficult because the opinion is related to affective domain of a person. There is no such test on the earth which may affect certain variables which were related to thinking, perception and opinion of a person. However some educationists have tried to develop and standardize the research tools for assessing these variables.

The researcher has employed the following tools for his study:

1. Burnout Inventory prepared by the researcher (2006)
2. Job Satisfaction Scale prepared by the researcher (2006)

    The burnout inventory was prepared on the lines of Maslach burnout inventory and was used to measure teacher burnout.
The job satisfaction scale was prepared on the lines of Generic job satisfaction scale developed by Scott McDonald (1997) and was used to measure job satisfaction.

The details of both the scales are enclosed as annexure A and annexure B, in the appendix.

1.11 Delimitations of the study:
Defining the scope of the proposed study in the research proposal is always desirable and it gives a clear idea about the coverage of the study.

- The study was restricted to teachers working during session 2006-07 in six unaided engineering colleges of Jalgaon district affiliated to North Maharashtra University, Jalgaon and four unaided Polytechnics affiliated to MSBTE, Mumbai. The colleges offered under graduate courses while polytechnics catered to diploma courses in engineering.
- The sample of the study consisted of teaching staff working at the level of lecturers and senior lecturers, assistant professors and professors.
The burnout is a very wide concept. The study was limited to effects of burnout in relation to job satisfaction, age, gender and experience only.

The teachers belonged to engineering faculty only. The sample did not include Physics, Chemistry, Mathematics and English teachers.

1.12 Scheme of research chapters:

The final phase was the preparation of the overall research report that inter-alia, incorporate the basic research findings based on the interference drawn from the analysis of the research data through the medium of statistical techniques. The final part of the thesis included the prescriptive package in the form of recommendations. The last part of the report dealt with the potential for further research and areas of research.

The researcher divided his research report in to three main sections:

1) The preliminary section:

Title page
Declarations
Certificate
Acknowledgements

Index

List of tables

List of figures

(2) Main body page of the report:

Chapter I: Introduction of the study

Chapter II

(A) Review of related literature

(B) Rationale of the study

Chapter III: Profile of the study area

Chapter IV: Research methodology and techniques

Chapter V: Data analysis and findings

Chapter VI: Summary, conclusion and recommendations

(3) REFERENCES

(I) BIBLIOGRAPHY:

(II) APPENDICES

1.13 Summary.

It was a tough task for the researcher as he had no pre-
idea about the extent of co-operation that he would seek from the
various colleges and Polytechnics and also the teachers, as target group in completing the research. However, he got full support and it appeared that the study is inclined for realistic results.

**Chapter I:** covered the Significance and the Importance of the study. **Chapter II:** Review of related has been drafted as the summaries of various researches directly or indirectly related with this research. It would reveal the difference between the researches conducted in the past and the present. It also included the frame work of burnout and job satisfaction. **Chapter III:** Dealt with the profile of the study area. **Chapter IV:** Presented the methodology adopted for carrying out the research project.

**Chapter V:** Dealt with the analysis of data, its interpretation and discussion of results. **Chapter VI:** Dealt with summary, conclusion and suggestions for further research.

Bibliography and Appendix (containing tools and data) are given at the end of the project report.

**1.14 References**

- Annual Report AICTE 2005-06.


  ▪ **Ibid-Page 33**


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