Chapter-III

METHODOLOGY

In the previous chapter, a review of the related literature was presented. In this chapter an attempt is made to discuss the methodology of the study. The purpose of the present investigation was to study the burnout among physical education personnel working in government and private first grad colleges affiliated to Bangalore University, Karnataka State and also compare the burnout among physical education personnel working in government and private first grade colleges. The methodology part of the present study consists of the following headings.

1. Variables of the study
2. Sampling Procedure
3. Research Tools
4. Description of Tools
5. Collection of Data
6. Statistical Techniques used in Analyzing the Data

3.1 VARIABLES OF THE STUDY

In this study the following variables have been taken into consideration. They are:
I. **Dependent Variable**

   Burnout
   
   1. Emotional Exhaustion
   2. Depersonalization
   3. Personal Accomplishment

II. **Independent Variables**

   1. Gender
   2. Type of Management
   3. Locality
   4. Age
   5. Caste
   6. Marital Status
   7. Educational Qualification
   8. Teaching Experience

**Gender**

Gender is an organism variable and indicates characteristics of an individual. This variable has been considered to find out whether gender would influence the burnout among the teacher. Such organism variables cannot be directly controlled. Psychologists have proved individuals and also different potentials and capabilities among males and females. It is obvious that society
places different restriction on men and women. Gender has role to play in
effecting different variable.

**Type of Management**

Type of college management is also very important for burnout and also
influences. There are research evidences that teacher perform better in private
schools as compared to government school teachers and is also true with
regard to burnout. In this study, two types of college managements were
included they were government and private institutions.

**Locality**

Locality refers to the location of the colleges in Rural and Urban
Districts. In the present study locality is considered as one of the independent
variable.

**Age of the Teachers**

Observation in the field of education shows that age of the teacher has
important effect on the teaching. Older teachers are more burnout than younger
teachers because of more family burdens, workloads etc.

**Caste**

Caste has been included to find out whether other Caste and SC/ST
students differ in their burnout level. Caste was considered as one of the
independent variable included in the study find out the variation in the burnout
level of general, SC and ST teachers.
**Martial Status**

It is observed that the administrators and educationalists are generally of the opinion that after one is married there is an increase in burnout which leads to teaching effectiveness. It also observed that marriage enhance the teaching level among teachers and deteriorates the administration. So the investigator included marital status is one of the independent variable to find out whether this had any impact on the burnout of teachers.

**Educational Qualification of the Teacher**

The investigator included teacher's qualification as variable for the study. Teachers were categorized on the basis of qualification into two groups.

- **Prescribed Qualification**: It includes the fulfilling qualification for the post of a college teacher i.e., basic master degree in physical education and Master of Philosophy.

- **Over Prescribed Qualification**: Teachers with higher than required qualification include those who have extra qualification than the minimum. For example extra master degree or higher or professional diplomas, doctor of philosophy.

**Teaching Experience**

This was another independent variable chosen for the study. It refers to the total number of years teachers have taught which represents the professional experience one has in this study, it is attempted to examine whether teacher who are working for a large period differed in their burnout with a few years of experience.
The variable of experience had been categorized into two groups based on the mean value of the respective distribution. Teachers having experience below the mean value were categorized as less experienced and those that had experience equal to or above the mean value were termed as more experienced teachers.

3.2 SAMPLING PROCEDURE

The sample for the study was collected through simple random sampling technique. The sample comprised of 424 physical education personnel working in the two types of the colleges, namely, Government and Private institutions. The sample included are as follows:

Table-3.1

Table showing the gender wise sample distribution over type of management

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Gender</th>
<th>Government Colleges</th>
<th>Private Colleges</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Male</td>
<td>42</td>
<td>288</td>
<td>330</td>
</tr>
<tr>
<td>2.</td>
<td>Female</td>
<td>6</td>
<td>88</td>
<td>94</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>48</td>
<td>376</td>
<td>424</td>
</tr>
</tbody>
</table>
Fig. 3.1

Graph showing the gender wise sample distribution over type of management.
3.3 RESEARCH TOOLS

The following tools were used in the study:

1. Burnout viz. Emotional Exhaustion, Depersonalization and Personal Accomplishment developed by Christina Maslach and Susan E. Jackson.

2. Personal Proforma

3.4 DESCRIPTION OF TOOLS

3.4.1 Maslach Burnout Inventory (MBI)

This scale was developed by Christina Maslach and Susan E. Jackson. It consists of 3 subscales with 22 statements of job-related feelings in all. Out of them, the statements numbered 1, 2, 3, 6, 8, 13, 14, 16 and 20 relate to Emotional Exhaustion subscale; 5, 10, 11, 15, and 22 to Depersonalization; and 4, 7, 9, 12, 17, 18, 19 and 21 to personal Accomplishment Subscale. Subjects are required to give their responses to the statements on 7 point scale – ‘Never’, ‘A few times a year of less’, ‘once a month or less’, ‘A few times a month’, ‘once a week’, ‘A few times a week’ and ‘every day’. These 7 points are scored as 0, 1, 2, 3, 4, 5 and 6 respectively.

The consistency reliability coefficients for the subscales are 0.90 for Emotional Exhaustion, 0.79 for Depersonalization and 0.71 for Personal Accomplishment (n=1316). The stability, reliability co-efficients for the subscales are 0.82 for Emotional Exhaustion, 0.60 for Depersonalization and 0.80 for Personal Accomplishment (n=53).
Convergent variability of the three subscales were determined by correlating the Maslach Burnout Inventory Scores with behavioural ratings made independently by a person who knew the individual well. The validities ranged from 0.15 to 0.56 for n ranging from 40 to 180. Further, evidence of the validity of the Maslach Burnout Inventory is obtained by distinguishing from measures of other psychological constructs (job satisfaction, etc.) that might be presumed to be confounded with burnout. Job satisfaction had a moderate negative correlation with Emotional Exhaustion and Depersonalization ($r = -0.23$; $r = -0.22$ for $n = 91$) and a slightly positive correlation with personal Accomplishment ($r = 0.17$, $n = 91$).

Even though Maslach Burnout Inventory is designed to measure burnout on a variety of helping professions, a number of studies have focused specifically in the teaching profession.

Because of the high level of interest in teacher burnout and the need for more research in this particular area, the Maslach Burnout Inventory Form Education has been developed.

**The Maslach Burnout Inventory Form Education**

The MBI Form Ed., developed by Chistina Maslach Susan E. Jasckson and Richard L. Schwab is basically the same as the MBI as it measures the same three burnout scales. The only modification of items in the MBI Form Ed., has been to change the word ‘recipient’ to ‘student’. In the teaching profession students are the teachers’ recipients. This change was made to insure clarity and consistency in the interpretation of the items. Two studies
substantiate the validity and reliability of the MBI Form Ed., with these changes: Factor analytic studies by Iwanicki and Schwab (1981) with 469 Massachusetts teachers, and Gold (1984) with 462 California students, support the three factor structure of the MBI Form Ed. In regards to reliability, Iwanicki and Schwab report Cronbach alpha estimates of 0.90 for Emotional Exhaustion, 0.76 for Depersonalization and 0.76 for personal Accomplishment, while Gold reports estimates of 0.88, 0.74 and 0.72 respectively. These reliabilities parallel those of the MBI.

As the administering and the scoring procedure of MBI Form Ed., is similar to MBI, the cautions and recommendations regarding the use and interpretation of the MBI also apply to Form Ed. The MBI Form Ed. Is used for data collection in the present study (See Appendix-I) for the scale along with the directions).

3.5 COLLECTION OF DATA

The data was collected by the researcher himself by personally visiting the colleges and the Burnout and Personal Proforma were administered to the physical education personnel under normal conditions. The personnel have been asked to respond to the items freely and frankly. The teachers included in the sample were asked to furnish the details required from them to give the details on the burnout as perceived by them.
3.6 STATISTICAL TECHNIQUES USED IN ANALYZING THE DATA

To compare the burnout between government and private first college personnel of physical education 't' test (for two groups) and One-way Analysis of Variance (ANOVA) (more than two groups) was applied, followed by Scheffe's Post-hoc comparison to determine the significance of differences between paired means. The level of significance chosen was at 0.05.