

A STUDY ON BURNOUT OF SELF FINANCING COLLEGE TEACHERS – A STUDY WITH SPECIAL REFERENCE TO VIRUDHUNAGAR DISTRICT

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Abstract

Education in any society does not depend so much on any one else as on the teacher. Importance and key position of the teacher in an educational system is recognized by everyone. The teacher is the most important factor for improvement in higher education. Today the teachers are greatly responsible for the student's future. Therefore the teacher should be physically and mentally strong so that they can achieve their objectives successfully. A teacher needs to use a lot of energy in his daily chores in the classroom coupled with his personal and family commitments. This trend which is a routine for a teacher forwards a lot of stress to the teacher. More than ever before work is not seen as the root of infinite satisfaction and fulfillment, but rather a source of stress, discontentment and humiliation. The continuous and different ways of stress lead to burnout and make the medical representative as hopeless. It leads to higher absenteeism and grater turnover. The institution must provide more attention to prevent teacher's burnout. Otherwise the institutions will losses its reputation and quality education.

Keywords: Burnout, Education, Satisfaction and Stress.

INTRODUCTION

Teaching profession occupies important and prestigious place in society. Teachers are considered as the creators of leaders, scientists, philosophers, advocates, politicians and administrators. Teacher is the principle means for implementing all educational programmes of the organizations of educations. With the changing socio-economic scenario and increasing unemployment, the values of teacher and their professional concerns associated with the job have undergone a change, increasing stresses and hassles of teachers. The work of a teacher is a physically and mentally

challenging. A good teacher is always free from physical and mental diseases. To remain fit a teacher should therefore be out of stress. Even-though the teaching profession is generally considered as a noble profession, it has lot of expectations from the parents towards their children's education and the development of their personalities. Moreover management not only expects the quality education but also like to increase the result as well as students strength. These expectations may also contribute as a source of stress. Due to the excessive stress and strain the teachers are not able to maintain their mental balance. It affects the teaching efficiency of teachers. The

continuous stress leads to the burnout and the employees feel unsatisfied and hopeless in teaching profession. It affects the quality education and the student's future. Burnout is a more serious problem to the profession than job change or early retirement because it renders a teacher unable to cope, although he or she remains in the classroom. So the management must reduce the burnout and maintain the well qualified and experienced teaching force in their college to provide the quality education and to maintain their standard.

STATEMENT OF THE PROBLEM

Job burnout is a problem in many professions, but it significantly more prevalent in the helping professions. Teachers have the additional burden of extreme responsibility for the well being of others on top of the multitude of stressors that stem from routine job activities. This heavy responsibility combined with limited resources, long hours, marginal working conditions, and often unreasonable demands from those receiving services, lead to chronic stress, and ultimately, burnout. Burned-out professionals are more frequently absent or late for work than their non-burned out colleagues; they become noticeably less idealistic and more rigid; their performance at work deteriorates markedly, and they may fantasize or plan to leave the profession. Teacher distress increases the costs through absenteeism, turnover, poor performance, etc. The organization must provide more attention to prevent burnout. Otherwise the educational institution loses its reputation, educational quality and good student base. Burnout not only have direct effect on teacher's health and well being but also leads to high economic cost in the form of high absenteeism, increase turnover and decrease the quality education. If the management not solves these issues it becomes biggest headache to the college.

BURNOUT

Burnout is a state of physical and/or emotional exhaustion that results from unrelenting stress. Burnout occurs when a person has been involved in a frustrating or intensely demanding situation for a long time without

adequate rest and recreation. Although often discussed in relation to the workplace, burnout also hits those who shoulder demanding care giving responsibilities for small children or sick and elderly individuals.

Burnout is a psychological term for the experience of long-term exhaustion and diminished interest.

SCOPE OF THE STUDY

Teacher is the most important factor for improvement in higher education. The quality education always depends on the teachers and their quality. The work of a teacher is a physically and mentally challenging. A teacher needs to use a lot of energy in his daily chores in the classroom coupled with his personal and family commitments. This trend which is a routine for a teacher forwards a lot of stress to the teacher. This continuous stress leads to burnout. This burnout affects the quality of the teaching and moral of the teachers. Virudhunagar district is one of the famous Virudhunagar district of Tamilnadu state for business as well as education. In this district, many parents give more importance to their children's higher education. Similarly all the self financing colleges in Virudhunagar distinct not only concentrate on quality education but also think about placement and personality improvement of the students. Therefore the management expects many things from the teachers. It increases the stress of the teacher. The endless stress becomes the burnout. So there is a vast scope for the researcher to analyze the reason and causes for the burnout of teachers and its impact in the Virudhunagar Taluk.

OBJECTIVES OF THE STUDY

The main objectives of this study are:

1. To study the democratic profile of the college teachers.
2. To analyze the factors influencing job burnout of college teachers.
3. To determine level of job satisfaction and burnout among teachers.

4. To evaluate the teacher behaviour during the burnout dissatisfaction time.

METHODOLOGY

This study is a blend of comparative, exploratory and analytical research. It is comparative because different character of teachers are compared and contrasted. It is exploratory because it explores the available secondary data to formulate certain meaningful hypotheses. In analyzing the primary data about the reasons for teachers burnout and meaningful hypotheses are tested.

To fulfill the objectives of the study, the researcher has collected both primary and secondary data. Primary data has been collected from the respondents by means of a pre tested interview schedule. Secondary data has been collected from various studies, books, magazine, journals, internet, newspapers etc to supplement the present study.

Sampling Design

The sampling design was formulated by the researcher to collect the data from the college teachers. In Virudhunagar district, there are ten self-financing arts and science colleges. The researcher selected 25 respondents from each college by adopting simple random sampling method.

ANALYSIS AND INTERPRETATION

GENDERWISE CLASSIFICATION

The researcher has gathered information about the category of respondents according to the gender because the purpose and need for choosing teaching profession vary from male to female and even from person to person. This information is depicted in table 1.1.

Table 1.1 *Gender wise classification*

S.No	Gender	Number of Respondents	Percentage
1	Male	176	70.40

2	Female	74	29.60
	Total	250	100.00

Source: Primary Data

Table 1.1 reveals that, out of 250 respondents interviewed, 70.40 per cent of them are male and the remaining 29.60 per cent are female.

EXPERIENCE OF THE INFORMANTS:

Experience is the best teacher. The experienced teachers easily manage the class room problems and other curriculum activities. They know the alternatives and best way to guide the students and they change their teaching style according to the time and the students need. So, the researcher has analyzed the informants according to the experience. The classification of sample respondents on the basis of age is presented in the following table 1.2.

Table 1.2 *Experiences*

S.No	Experience	Number of Respondents	Percentage
1	Less than 5 Years	74	29.60
2	5 to 10 Years	64	25.60
3	10 to 15 Years	48	19.20
4	15 to 20 Years	36	14.40
5	More than 20 Years	28	11.20
	Total	250	100.00

Source: Primary Data

Table 1.2 makes it obvious that, among 250 informants, 29.60 per cent of the respondents are having less than years of experience, 25.60 per cent of the teachers are possess 5 to 10 years experience, 19.20 per cent of the informants are coming under the 10 to 15 years experience, 14.40 per cent of the respondents are belonging to 15 to 20 years of experience and rest of

11.20 percent of the respondents are having more than 20 years teaching experience.

MONTHLY INCOME OF THE RESPONDENT

Adequate and regular income of the family is important in a complex society. Income is an important factor that influences many teachers to choose the particular institution. Even though the teaching profession is prestige one, income is the important driver for job satisfaction. In order to know the salary earned by the teachers the researcher has framed the following table 1.3.

Table 1.3 *Monthly Income*

S. No	Remuneration	Number of Respondents	Percent age
1	Less than Rs.15,000	38	15.20
2	Rs.15,000 to 20,000	98	39.20
3	Rs.20,000 to 25,000	72	28.80
4	More than Rs.25,000	42	16.80
	Total	250	100.00

The enquiry indicates that among 250 respondents, 15.20 per cent of the respondents are earning below Rs.15,000, 39.20 per cent of the respondents fall under Rs.15,000 to Rs.20,000 category, 28.80 per cent of the respondents are getting income between Rs.20,000 and Rs.25,000 and another 16.80 per cent of them have an income of more than Rs.25,000.

REASONS FOR CHOOSING TEACHING PROFESSION

Choosing the carrier is one of the important decisions in one's life. Teaching profession is always interesting, challenging and service oriented profession. The reasons for selecting teaching are differ from one person to another person. The interviewer gathered the information about the reasons for choosing

teaching profession and displayed in the table 1.4.

Table 1.4 *Reasons for choosing Teaching Profession*

S.No	Reasons	Number of Respondents	Percentage
1	Passion	42	16.80
2	Like Teaching Profession	70	28.00
3	Social Respect & Honorable work	40	16.00
4	Chances for Continuous Learning	28	11.20
5	Limited Work than other job	38	15.20
6	More Holidays and limited working time	32	12.80
	Total	250	100.00

It is lucid fact from the above table 1.4 that, 16.80 per cent of the respondents selected teaching profession because they feel teaching profession as passion, 28 per cent of the respondents are like teaching profession than any other so they choose this profession, 16 per cent of the informants are attracted by the social respects, 11.20 per cent of the informants given importance to the chance for continuous learning, 15.20 per cent of the respondents consider the working hours, 12.80 per cent of the respondents are attracted by the leave facilities.

PROFESSIONAL PROBLEMS

A teacher is a kingpin in the entire system of education. Almost all cultures of the civilized world have considered their teachers in a very high esteem. The success of the education and students' future is always depends upon the quality of the teacher. The teacher discharges their duties effectively only when they feel safe, having adequate freedom and for career development. So the interviewer collected the information about the professional problems faced by the teacher and these details are setout in table 1.5.

Table 1.5 *Professional Problems*

S.No	Professional Problems	Number of Respondents	Percentage
1	Lack of Job Security	42	16.80
2	Low Salaries	70	28.00
3	Little Opportunity for Career Development	30	12.00
4	Inadequate Annual Increment	48	19.20
5	Job Mobility	22	8.80
6	Lack of Incentives	38	15.20
	Total	250	100

Source: Primary Data

It is inferred from the above table 1.5 that, out of 250 respondents, 16.80 per cent of them have confronted with the problem of lack of job securities, 28 per cent of them are not satisfied with their salary level, 12 per cent of them have cited the problem of career development, 19.20

per cent of them are facing the problem of incremental policy of the management, 8.80 per cent of the informants pointed out the problem of lack of job mobility in teaching profession and the remaining 15.20 per cent of them have indicated the problems in lack of attractive incentives schemes.

OCCUPATIONAL PROBLEMS

Primarily the role and responsibility of a teacher is multitasked in the present day education system. This was altogether different just a few years ago. With the change in the type of teaching culture and added managerial responsibilities for teachers include planning and executing instructional lessons, assessing students based on specific objectives derived from a set curriculum, and communicating with parents. To ascertain the professional problems faced by the teacher, a study was made and the responses are analyzed by adopting Ranking method and its results have been given in the table 1.6.

Table 1.6 *Occupational Problem*

S.No	Work Related Problems	I	II	III	IV	V	VI	VII	Total
1	Heavy Workload	48	52	38	36	28	36	12	250
2	Lesson Plan, Study Material Preparation work	38	32	52	34	28	28	38	250
3	Class room Atmosphere and facilities	8	12	26	38	42	60	64	250
4	Physical and Mental abuse by students	24	36	38	42	60	48	2	250
5	Internal Mark Assessment work	24	38	34	38	30	24	62	250
6	Involvement Extracurricular and Record maintenance activities	42	46	40	38	26	14	44	250
7	Management Policy, Rules and Regulation	66	34	22	24	36	40	28	250
	Total	250	250	250	250	250	250	250	

Source: Primary Data

The work related problems are ranked and mark is assigned like for I Rank 10 Marks, for II Rank 9 Marks and so on. Similarly the weighted average point is calculated by dividing the total marks by number of

respondents. The result was highlighted in the table 1.6.A.

Table 1.6.A *Weighted Average Points*

S. No	Problems	Weighted Average Points	Rank
1	Heavy Workload	7.60	I
2	Lesson Plan, Study Material Preparation work	7.13	IV
3	Class room Atmosphere and facilities	5.88	VII
4	Physical and Mental abuse by students	7.08	V
5	Internal Mark Assessment work	6.67	VI
6	Involvement in Extracurricular and Record maintenance activities	7.29	III
7	Management Policy, Rules and Regulation	7.35	II
	Total		

Source: Primary Data

The above ranking analysis pointed out that, the main problem faced by the teacher is workload and it got first rank, the management policy, rules and regulation and involvement extracurricular and record maintenance got the second and third rank respectively, similarly teacher spent most of the time for lesson plan, study material preparation work and it got fourth rank, the behaviour of the students are also irritated the staff and scored as fifth rank, involvement in extracurricular and record maintenance activities and class room conditions has got sixth and seventh rank respectively.

HYPOTHESIS: 1

Ho: There is no significant association between the age and the occupational problems

H1: There is a significant association between the age and the occupational problems

To test the above Hypothesis, the researcher used the McNemar-Bowker Test. The result has been displayed in table 1.7.

TABLE 1.7 *AGE AND OCCUPATIONAL PROBLEMS*

Factors	Chi-Square Value	Significant	Accept/Reject Ho
Heavy Workload	49.147	.000	Rejected
Lesson Plan, Study Material Preparation work	20.708	.014	Rejected
Class room Atmosphere and facilities	34.128	.000	Rejected
Physical and Mental abuse by students	39.286	.000	Rejected
Internal Mark Assessment work	29.691	.001	Rejected
Involvement in Extracurricular and Record maintenance activities	31.161	.001	Rejected
Management Policy, Rules and Regulation	88.158	.000	Rejected

Source: Computed Data

Since P value of association between the age and health problems are less than 0.05, the null hypothesis is rejected at 5% level of significance. Hence, it is concluded that there is a significant association between the age and occupational problem.

JOB SATISFACTION LEVEL

The job satisfaction is a key element for maintaining the teachers and to improve the quality education. The salary is not only affects

the level of job satisfaction of teachers but also the other factors affected the job satisfaction and make the teacher hopeless. The researcher gathered the information about this and

assigned the points like highly satisfied as 5 Points, satisfied 4 points and the like, the result is presented in the table 1.8.

Table 1.8 *Job Satisfaction*

S.No	Reasons	HS	S	NE	DS	HDS	Total Points
1	Work prospects	46 (230)	96 (384)	52 (156)	36 (72)	20 (20)	862
2	The physical working conditions	22 (110)	30 (120)	54 (162)	68 (136)	76 (76)	604
3	Way of abilities used	30 (150)	38 (152)	54 (162)	58 (116)	70 (70)	650
4	Salary Level	16 (80)	38 (152)	52 (104)	64 (128)	80 (80)	596
5	Working Environment	44 (220)	58 (232)	62 (186)	54 (108)	32 (32)	778
6	Relationship with Principal/ Headmaster	52 (260)	46 (184)	44 (132)	58 (116)	50 (50)	742
7	Relationship with Colleagues	40 (200)	32 (128)	30 (90)	64 (128)	64 (64)	610
8	Relationship with Management	58 (290)	54 (216)	62 (186)	48 (96)	28 (28)	816
9	Relationship with Students	58 (290)	70 (280)	68 (204)	30 (60)	24 (24)	858
10	Relationship with Nonteaching staff	48 (240)	46 (184)	52 (156)	56 (112)	48 (48)	740
11	Working hours and refreshment time	34 (170)	38 (152)	42 (126)	64 (128)	72 (72)	648
12	Resource Available	68 (340)	72 (288)	64 (192)	32 (64)	14 (14)	898

Source: Primary Data

It is obvious from the above table 1.8 that, the teachers are satisfied with the work prospects, resource available, relationship with management and relationship with students. At

the same time the other factors like salary level, way of abilities used, the physical working conditions, relationship with colleagues, working hours and refreshment time and

relationship with nonteaching staff, the job satisfaction levels of teachers are not good.

EMOTIONAL RESPONSE OF THE RESPONDENT

Teaching has now become a very demanding occupation with a lot of stresses for a teacher who has a lot of deadlines to meet and a lot of responsibilities to shoulder besides teaching a child what are in a text book. Occupational stress in teachers can lead to a variety of negative outcomes including emotional exhaustion, feelings of depersonalization, and a sense of failure with one's personal accomplishment. It is due to lack of job satisfaction. The interviewer gathered the information about the emotional response of the staff members and this information are presented in the table 1.9.

Table 1.9 *Emotional Response*

S. No	Reasons	Never	Some Time	Always	Points
1	Frustration	64	36	25	1086
2	Anger	26	37	62	1161
3	Guilt	71	28	26	1080
4	Professional Failure	54	36	35	1106
5	Personal Loss	78	23	24	1071
6	Hopelessness	41	45	39	112

Table 1.10 *Future Idea*

S. No.	Future Idea	Less than 5 Years	5 to 10 Years	10 to 15 Years	15 to 20 Years	More than 20 Years	Total
1	Stayer	8	28	42	18	10	106
2	Mover	12	16	32	10	16	86
3	Leaver	18	24	10	4	2	58
		38	68	84	32	28	250

Source: Primary Data

From the above table 1.10 it is clear that, out of 250 teachers 58 teachers are like to leave from

					3
7	Powerlessness	21	40	64	1168
8	Sorrow	29	42	54	1150
9	Increase Tension	18	23	84	1191
10	Disturbed and dislike to Work	26	41	58	1157

Source: Primary Data

The above table 1.9 pointed out that; the most of the teacher's angered quickly, they also disturbed and dislike to work during the stressful situation. Moreover they loss their power, at that time they feel hopeless.

FUTURE IDEA

Even though the teaching profession is a honorable and social respect one based on their need fulfillment the teacher may be continue their profession in the same institution or not. So the investigator collected the information about the future idea of the respondents. Each teacher surveyed was placed in one of three categories. They were either classified as a "stayer," "mover," or "leaver." "Stayers" were teachers who remained at their current teaching assignment. "Movers" were teachers who remained in teaching but left their current teaching assignment for another college. Finally, "leavers" were those teachers who left the education profession. This piece of information presented in the Table 1.10.

the teaching profession. Of which 31.03 per cent of the teachers were having less than 5 years of experience. 106 respondents are like to (stay) continue the teaching profession in the same institution.

HYPOTHESIS: 2

Ho: There is no significant difference between the democratic factors with the future idea of the respondent.

H1: There is a significant difference between the democratic factors with the future idea of the respondent.

To test the above Hypothesis, the researcher used the One Way (ANOVA) test. The result has been displayed in table.1.11.

Table 1.11 *SIGNIFICANT DIFFERENCE BETWEEN THE DEMOCRATIC FACTORS AND FUTURE IDEA*

Demographic Factors	F Value	Sig.	Accept/Reject Ho
Gender	4.139	.043	Rejected
Experience	3.242	.073	Accepted
Monthly Income	6.629	.011	Rejected

Source: Computed Data

Since P value is more than the 0.05 for the demographic factors of Gender, the null hypothesis is accepted at 5% level of confidence. Hence the researcher concludes that there is no significant difference between respondents age with their future idea.

Since P value is less than the 0.05 for the demographic factors such as experience and monthly income, the null hypothesis is rejected at 5% level of confidence. Hence, the researcher concludes that there is a significant difference between the demographic factors like experience and monthly income of the respondents with their future idea.

RECOMMENDATION

From the study the following suggestions are made to avoid the teacher burnout.

1. Jobs should be made permanent It reduces exhaustion there by the institution redress the burnout very easily.
2. To motivate and retain the teaching faculties the management must provide adequate salary.
3. Flexible working hours and lesser working hours can be maintained. It helps the teachers to refresh themselves and to maintain the energy.
4. The staff members should increase their computer literacy level for preparing study material.
5. The staff members should maintain the cordial relationship with their colleagues and other department staff members.
6. The institution also avoids the harsh supervision.
7. The management also maintains the cordial relationship with the teaching staff.
8. The management must arrange proper training programme and orientation programme to overcome the stress level.

CONCLUSION

The relevance of job satisfaction and motivation are very crucial to the long-term growth of any educational system around the world. Teachers have surfaced at the start of the new millennium as the most afflicted with rising stress. Job satisfaction, occupational stress, and personal strain levels of teachers should be monitored and prevent burnout from occurring in the profession. Because acquiring skilled teacher is just not enough in today's changing economy, instead a lot needs to be done to retain them. Losing knowledge and trained staff can cause serious damages to the institutional progress and education system. Since teachers are a great assets to the institution, their hard work and dedication

towards the work should be acknowledged, and reinforcing their sense of belonging. Burnout not only has a direct effect on an individual's health and well-being but also leads to high economic cost in the form of high absenteeism, turnover and reduced quality of education. To avoid burnout of teachers, the management must provide the job security with adequate salary, relaxed working environment, flexible working hours and good relations. Otherwise, the institution loses its reputation.

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