

**TEACHERS' BURNOUT LEVEL AND GENDER DIFFERENCES AMONG
SECONDARY SCHOOL TEACHERS OF SAMTSE DZONGKHANG, BHUTAN****Susheela Subba¹ and Preeti Bala²**¹Research Scholar, School of Education, Lovely Professional University, India²Assistant Professor, Department of Education, Lovely Professional University, India

ABSTRACT: The main reason for carrying out this investigation was to find and analyze the variation in Teachers' Burnout level among secondary school teachers of Samtse Dzongkhong, Bhutan with respect to gender. Burnout is an emotional exhaustion experienced caused by heavy work load. When people are faced with very stressful situation, the feeling of physical and emotional exhaustion take place which directly and indirectly affect the health of an individual resulting in low self-esteem and low productivity and poor relationship with people around. In this study descriptive survey method was used to obtain pertinent and precise information. To find out the Teachers' Burnout level and difference in the Burnout among Secondary School teachers of Samtse Dzongkhong, Bhutan with respect to gender were the objectives of this study. For this study 200 secondary school teachers were taken as the sample through stratified random sampling technique. These 200 secondary school teachers were divided into 100 female and 100 male teachers from Samtse, Dzongkhong of Bhutan. In this study, the standardized scale was administered. For collection of data the investigator used Teacher's Burnout Scale (TBS-GMRS) by Gupta P.M. and Rani S. (2017). The result revealed that maximum teachers fall in the category of below average level of burnout. None of the teachers fall in the category extremely high and extremely low level of Burnout. Still efforts are required to reduce burnout among teachers. The hypothesis that there exists no significant difference in Burnout between male and female Secondary School Teachers of Bhutan is accepted. The results revealed that gender does not play significant role in determining Burnout among teachers.

Keywords : *Burnout, Secondary School Teachers.*

INTRODUCTION

BURNOUT

Burnout is an emotional exhaustion experienced by an individual because of various forms of stress; it is more experienced within human service professions like teaching, nursing and other social workers. It is related to those people who are exposed to the emotionally charged social situation these people show more signs and symptoms of burnout. Burnout is explained as “a syndrome of Emotional Exhaustion, Depersonalization, and Reduced Accomplishment which is a special risk for individuals who work with other people in some capacity”

Leiter & Maslach (1998) says that the result of stress is Emotional Exhaustion. It means someone getting emotionally drained out. When this happens it is shown in the form of fatigue, lack of energy and worn-out. *Depersonalization* is yet another face of stress. When this happens a person is mentally disturbed, it is exhibited through disturbed behaviors like being frustrated, irritated, being cynical, developing negative attitude towards people around. Decreased individual achievement is the "self-evaluation segment" and is compared with diminished proficient viability, profitability or capacity, low confidence, and a powerlessness to adapt to work requests. It speaks to a decline in one's sentiments of skill and accomplishment in profession. Lacking adapting reactions to the upsetting experiences may prompt Emotional Exhaustion. With the end goal to abstain from ending up increasingly depleted, individuals pull back from their customers and begin concentrating on their personal life instead of on their activity life. Removing oneself from one's activity can prompt diminished achievement at work and may represent a hazard for sickness, for example, heart related illness (Melamed, Shirom, Toker, Berliner & Shapira(2006). There is abundant proof that educators, throughout their vocations, encounter a lot of pressure that may result in discouraged mind-set, depletion, poor execution, or mentality and identity changes, which, thus, may prompt sickness and early retreat (Bakker & Schaufeli (2000), Vandenberghe & Huberman (1999).

Bansal & Kaur (2011) investigated Job Burnout in Teaching Profession and analyzed the study. The findings showed that major causes for the job burnout are lack of reward, no increment or promotions, wrong career, unhealthy job environment and lack of time to spend with the family. These factors of burnout manifested in the form of peevishness, fatigue and irregularity. The possible solutions suggest that the person suffering from job burnout should not

underestimate his/ her potential. Teachers stress conceivably hinders individual and expert ability and bargains efficiency. Aversive enthusiastic experience has been most completely embodied by the marvel of burnout, which is especially noticeable for staff in human administration areas. Burnout responses have been portrayed as tripartite: the consumption of passionate stores (enthusiastic weariness), an undeniably skeptical and antagonistic methodology towards others (depersonalization) and a developing sentiment of business-related disappointment (individual achievement).

Farber (1984) examined stress and burnout to find the causes and degree of satisfaction, stress, and burnout among suburban teachers. Sample was 365 teachers and the method used to collect data was Teacher Attitude Survey (TAS). Result showed that experienced teachers were more satisfied; stresses were related to too much of paper works, ineffective management, and the absence of opportunities leading to professional development in teaching.

Byrne (1994) explored the effect of authoritative and identity factors on three dominant results of burnout— lessened Personal Accomplishment, Emotional Exhaustion, and Depersonalization inside one theoretical system. Results demonstrated that consistency crosswise over gatherings in uncovering the significance of (a) job struggle, work over-burden, classroom atmosphere, basic leadership, and companion bolster as hierarchical determinants of educator burnout, (b) confidence and outer locus of control as imperative middle people of instructor burnout, and (c) the nonappearance of job uncertainty and unrivaled help in the causal procedure. Discoveries exhibited that understandings of burnout as dimensional build are not significant.

Kyriacou (2006) did explore concerning indications of burnout among human administration experts and discovered 5 Symptoms of burnouts: physical, enthusiastic, social, relational, and attitudinal. It is inferred that burnout is related with poor physical wellbeing; wretchedness; work turnover and inefficient work practices; risky relational relations; and negative dispositions. Issues with research incorporate absence of operational definition, surrenders in instruments, and impressionistic discoveries. Future needs incorporate further investigation of substance, consideration regarding intelligent impacts, and elective procedures.

Dombrovskis, Guseva & Murasovs (2011) broke down the association amid characteristics of inspiration to work and expert wear out among urban and provincial teachers who had less than

five years of expert experience. The intentions of work fulfilment and societal position were found to involve the most minimal position in work inspiration structure. The investigation additionally recognized critical relationships between passionate depletion, financial thought process and the rationale of vocation development in the two groups of educators.

Brown & Roloff (2011) examined the relationship of commitment, extra-role time, and commitment amongst educators using theory of preservation of resources. The results revealed that teachers who were committed in extra role time showed decreased commitment because of experiencing burnout. On the other hand, results also showed that to maintain the well-being and good working environment it was necessary to satisfy the psychological need of teachers.

Reddy and Poornima (2012) completed an examination on University Teachers in South India to find out work related pressure and professional burnout amongst teachers. The investigation was carried out in 9 State colleges. Sample were chosen through straightforward arbitrary sampling technique. The outcomes uncovered that greater part (74%) of the college instructors were experiencing moderate or large amounts of work-related pressure and 86 percent of educators have proficient burnout.

Azeem & Pestonjee (2013) investigated the associations among occupational role anxiety and occupation exhaustion amongst university teachers. In the sample 300 university teachers were selected and put under three groups of 100 each. The result indicated that relationship among occupational role stress and job burnout among all the teachers was significant. The cause for this result was related to role ambiguity and heavy workload.

Buonomo, Ifatigante, & Fiorilli (2017) investigated on teachers' burnout profile and risk and protective factors. The study was carried out with the purpose to learn the level of burnout and attitudes of teachers towards job. From the secondary schools 266 teachers were taken as the sample of the study. The result showed that the difference was made because of burnout levels, attitude towards teaching.

OBJECTIVES

- 1) To find out Teachers' Burnout level amongst teachers of secondary schools of Bhutan.

2) To find out the difference in the Burnout with respect to gender among secondary school teachers of Bhutan.

HYPOTHESES

There exists no significant difference in Burnout with respect to gender amongst teachers of Secondary of Bhutan.

RESEARCH METHODOLOGY

For this study the investigator has used descriptive survey method. Sample consisted of 200 teachers teaching in secondary schools. The investigator divided the population into two groups on the basis of equalization of sample. In this study the investigator divided the sample into two groups gender wise like 100 female teachers and 100 male teachers.

DELIMITATION OF THE STUDY

1. The present study was delimited to teachers teaching at secondary schools in southern part of Bhutan only.
2. Data was collected from 200 teachers only.
3. Only teachers teaching at Samtse Dzonkhag district of Bhutan were included in the sample.

TOOLS

For a wide range of research, investigator requires certain instruments to assemble verifiable information to investigate the examination fields. The choice of appropriate instrument is of crucial significance for good nature of research. Apparatuses are only the instrument that causes the investigator to assemble information. In the present study **Teacher's Burnout Scale (TBS-GMRS)** by **Gupta P.M. and Rani S. (2017)** was used by investigator for the collection of data.

DISCUSSION OF RESULT

Teachers' Burnout level amongst Teachers of Secondary Schools of Bhutan.

One of the objectives of the current examination was to verify the burnout level of teachers amongst teachers of secondary schools, so to achieve this particular purpose the investigator used a standardized Scale of Teachers' Burnout. The result obtained have been analysed by calculating the percentages and is presented in the under mentioned table.

Table 1.1 Result pertaining to the Teachers' Burnout level amongst Secondary School Teachers of Bhutan.

SR. No.	LEVEL OF BURNOUT	GRADE	NO. OF TEACHERS	PERCENTAGE (Approx.)
1	Extremely High Level of Burnout	A	0	0
2	High Level of Burnout	B	0	0
3	Above Average Level of Burnout	C	0	0
4	Average Level of Burnout	D	66	33
5	Below Average Level of Burnout	E	73	36.5
6	Low Level of Burnout	F	61	30.5
7	Extremely Low Level of Burnout	G	0	0

From the above table 1.1 it is evident that the none of the teachers fall in extremely high level of Burnout level, High level of Burnout and Above Average level of Burnout extremely low level of burnout level respectively, while 33% teachers lie at average level of burnout level, 30.5% teachers are lying at low level of burnout level but mostly teachers lie in below average level of burnout with 55%. So, maximum percentages of teachers are showing the below

average level of burnout. In line with finding (Bakker & Schaufeli, 2000) states there is sufficient proof that educators get burnout, over the span of their vocations, experience a lot of pressure that may result in discouraged state of mind, weariness, poor execution, or mentality and identity changes, which, thusly, may prompt disease and untimely retirement. Dombrovskis, Guseva and Murasovs (2011) recognized noteworthy relationships between passionate depletion, financial thought process and the rationale of vocation development in the two gatherings of instructor.

Byrne, B. M. (1994) found that consistency crosswise over groups in uncovering the significance of (a) job strife, work over-burden, classroom atmosphere, basic leadership, and friend support as authoritative determinants of educator burnout, (b) confidence and outside locus of control as imperative go between of instructor burnout, and (c) the nonattendance of job ambiguity and unrivalled help in the causal procedure. Brown, L. A., and Roloff, M. E. (2011) found that educators who were submitted in additional job time were likewise bound to encounter burnout and diminished pledge to teaching than the individuals who were less dedicated. Nonetheless, results likewise demonstrated that the conduct of employers towards instructors and satisfying the mental need of the educator assumed an imperative job in keeping up the prosperity and working environment results.

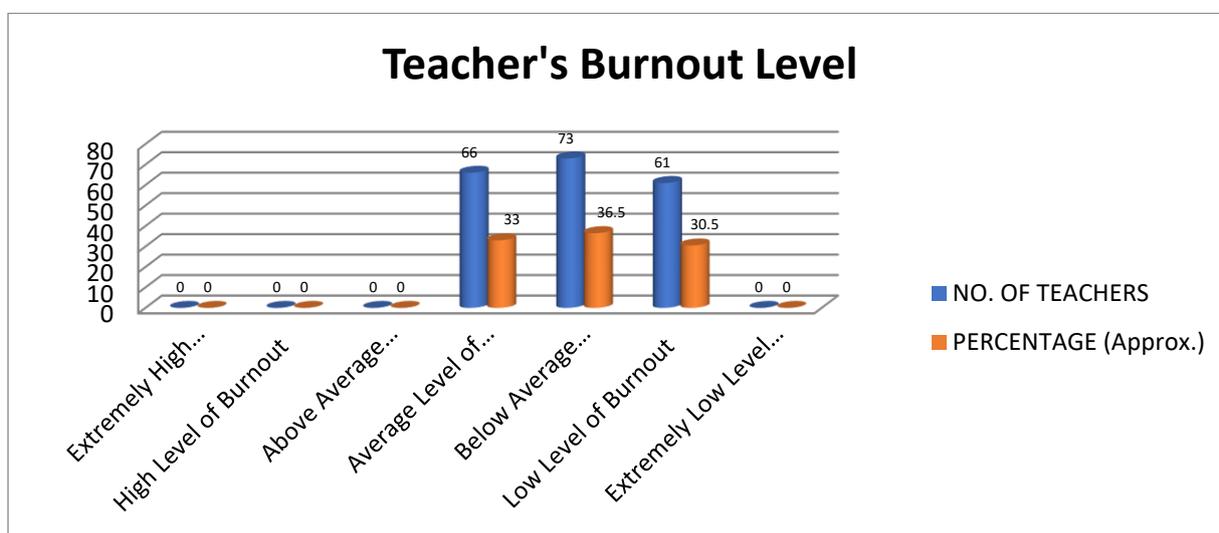


Figure 1.1 Graph Showing Percentage of Secondary School Teachers having different Level of Burnout.

Results pertaining to difference in Teachers' Burnout level with respect to gender among teachers of secondary schools of Bhutan.

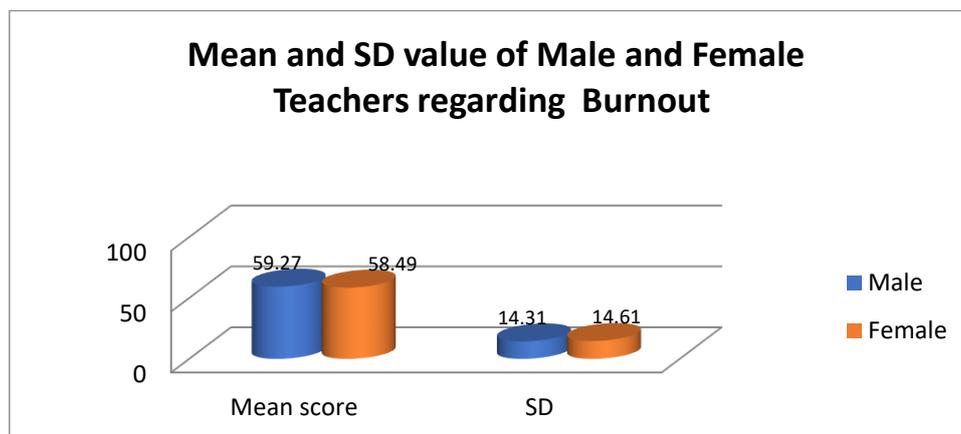
The other objective of this examination was to find out the difference in burnout level based on gender among teachers of secondary schools of Bhutan. For this purpose, standardized scale pertaining to Teachers' Burnout was carried out on 100 female and 100 male teachers respectively and their mean, standard deviation and p-value was computed. The results have been shown in under in under mentioned table.

Table: 1.2 Showing Mean, SD, df, t-value, p-value of male and female teachers of Secondary School Teachers of Bhutan on Burnout.

Variable	Gender	N	Mean score	SD	df	t-value	p-value	Remarks
Teachers' burnout	Male	100	59.270	14.3160	198	0.381	0.703	Insignificant
	Female	100	58.490	14.6125				

It is obvious from the table 1.2 that average score for Burnout among female and male Secondary School Teachers came out to be 59.27 and 58.40 respectively. SD value was found out to be 14.31 and 14.61 respectively. The p-value regarding difference in Teachers' Burnout among male and female teachers came out as 0.70 which is greater than 0.05 hence the difference stands insignificant. Therefore, the hypothesis i.e. there exists no significant difference in Burnout based on gender among teachers of secondary school of Bhutan is accepted. The results revealed that gender does not play significant role in determining teachers' Burnout among Secondary School Teachers.

Graph: 1.2 Showing Mean and SD value of Male and Female Teachers regarding Burnout.



CONCLUSIONS

Conclusions are the most important part of an investigation. They provide the real essence and meaning to the whole research work carried out. In the present examination the investigator has tried to find out the professional commitment and job stressors on teachers' burnout among teachers of secondary schools of Bhutan. Based on the analysis and interpretation of the information collected, following conclusions are being drawn. In case of Teachers' Burnout, maximum teachers fall in the category of below average level of burnout. None of the teachers fall in the category extremely high and extremely low level of Burnout. Still efforts are required to reduce burnout among teachers. The hypothesis that there exists no significant difference in Burnout between male and female Secondary School Teachers of Bhutan is accepted. The results revealed that gender does not play significant role in determining Burnout among teachers.

RECOMMENDATIONS

As per the results of the present study, it recommended that:

- 1) For school teachers in-service training should be conducted frequently for their better professional development to make them professionally competent and prevent from burnout.

- 2) Government should provide better conditions of services for school teachers to improve their working conditions in the school.
- 3) School Administrators should try to give right job to the right person and lower the burden of the teachers.
- 4) Teacher aptitude test should be conducted before providing the training to the teacher trainees so that only the effective students may get opportunity to become the teachers in future.
- 5) Schools should arrange more and more in-service courses like life skills programs which would help the teachers to overcome different job stressors and reduce the burnout which in return will enhance their professional commitment.
- 6) Teachers should be given opportunity to explore their own strengths and weaknesses and initiative must be taken by the school to overcome their weaknesses.
- 7) To improve the interpersonal relationship among the teacher's team building exercises should be carried out by the school, these kinds of activities will not only reduce the job stress but will lower the level of burnout among teachers.
- 8) Periodically teacher appraisals should be carried out by the school administrators to know the levels of their burnout. So that timely remedial measures can be undertaken.

References

- Abbas, S. G., Roger, A., & Asadullah, M. A. (2012, June). Impact of organizational role stressors on faculty stress & burnout (an exploratory analysis of a public sector university of Pakistan). In *4ème colloque international (ISEOR-AOM)* (pp. 18-p).
- Brown, L. A., & Roloff, M. E. (2011). Extra-role time, burnout, and commitment: The power of promises kept. *Business Communication Quarterly*, 74(4), 450-474.
- Buonomo, I., Fatigante, M., & Fiorilli, C. (2017). Teachers' Burnout Profile: Risk and Protective Factors *The Open Psychology Journal*, 10(1).
- Burke, R. J., & Greenglass, E. R. (1995). Job stressors, type A behavior, coping responses, and psychological burnout among teachers. *International Journal of stress management*, 2(1), 45-57
- Byrne, B. M. (1994). Burnout: Testing for the validity, replication, and invariance of causal structure across elementary, intermediate, and secondary teachers. *American Educational Research Journal*, 31(3), 645-673.

- Farber, B. A. (1984). Stress and burnout in suburban teachers. *The Journal of Educational Research*, 77(6), 325-331
- Kokkinos, C. M. (2007). Job stressors, personality and burnout in primary school teachers. *British Journal of Educational Psychology*, 77(1), 229-243.
- Reddy, G. L., & Poornima, R. (2012). Occupational stress and professional burnout of University teachers in South India. *International Journal of Educational Planning & Administration*, 2(2), 109-124.
- Shukla, S. (2014). Teaching competency, professional commitment and job satisfaction-a study of primary school teachers. *Journal of Research & Method in Education*, 4(3), 44-64.
- Watts, J., & Robertson, N. (2011). Burnout in university teaching staff: a systematic literature review. *Educational Research*, 53(1), 33-50.

<https://en.wikipedia.org/wiki/Stressor>

www.shodganga.com

www.eric.com

