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Burnout among Teacher Educators

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ABSTRACT

This study has attempted to explore burnout level among teacher educators. For the purpose of the study a sample of 50 full-time and 100 part-time teacher educators was selected randomly from various colleges affiliated to MJP Rohilkhand University, Bareilly. Maslach burnout inventory was used to measure burnout among teacher educators. The findings showed that part-time teacher educators were more burned out in comparison to that of full-time teacher educators.

Key words: Employment Status, Burnout

1) INTRODUCTION

Burnout can be defined as the inability of the employee to function effectively in her/his job and it has been conceived as a syndrome comprising three elements: emotional exhaustion, depersonalization and diminished personal accomplishment (Byrne 1994; Maslach et.al. 2001). It is considered to be final step of prolonged and extensive exposure to job related stress. Various factors such as job characteristics (e.g. workload, type of work, job insecurity, and financial facilities) occupational characteristics (types of work, relation with colleagues and management) and personal characteristics have been studied in relation to burnout but Maslach (1999) claimed that job factors are more strongly associated to burnout than personality or background characteristics. Since teacher educators are working in different work settings and are having different status of employment, it may cause variation in their experienced level of burnout. Some research studies supported this fact that burnout educators are unable to deal successfully with the overwhelming stress of teaching. This failure may result in impaired teaching performance (Browsers & Tomic, 2001 Maslach 2002, Pillay, et.al., 2005). So, to find out differences in the burnout level of full-time and part-time teacher educators is the need of the hour.

2) REVIEW OF RELATED LITERATURE

According to Rudlow (1999), appraisal of and coping with work demands are central to the process of stress; he cautions that mostly day to day work related activities may result in varying levels of stress. This stress has been an issue for teachers for some time and it is only recently that burnout has increased. Burnout happens when individuals endure prolonged periods of high level of stress. According to Capel (1991) "Burnout is a negative response to long time stress." Thus, increasing burnout rates among teachers is indicative of

them facing increased and prolonged level of stress (Haimann& Gordon, 2000). In recent years several research studies conducted in abroad on teacher burnout revealed that working in different settings, poor salaries, low social recognition, lack of administrative support, powerlessness, long working hours were the major causes of teacher's burnout and teachers who exhibit characteristics of being burned out were not effective in their teaching. (Metz 1980, Feinstein 1982, Bariale 1985, Browsers & Tomic 2001, Pillay et.al. 2005). Therefore, it seemed justified to study the variations in the level of burnout of teacher educators working on part-time and full-time basis.

3) OBJECTIVES

- To investigate the differences in the level of emotional exhaustion among part-time and full-time teacher educators.
- To investigate the differences in the level of depersonalization among part-time and full-time teacher educators.
- To investigate the differences in the level of personal accomplishments among part-time and full-time teacher educators.

4) HYPOTHESES

- There is no significant difference in the level of emotional exhaustion among part-time and full-time teacher educators.
- There is no significant difference in the level of depersonalization among part-time and full-time teacher educators.

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- There is no significant difference in the level of personal accomplishment among part-time and full-time teacher educators.

5) RESEARCH METHODOLOGY

This study has been conducted through survey method.

Population: For the purpose of the present study target population was comprised of all the teacher educators working on full-time (permanent or, regular) basis and part-time (temporary or contractual teachers) basis in Government, govt aided and self financed institutes of teacher training institutes affiliated to MJP Rohilkhand University, Bareilly including the teacher educators of Rohilkhand University Campus also.

Sample: The sample of 50 teacher educators working on full-time (permanent) basis was selected randomly from Govt. & grant in aid teacher training institutes including university campus. Similarly the sample of 100 part time teacher educators was randomly selected from all the self financed institutes of teacher's training (whether running in govt. & grant in aid, or self financed private B.Ed. Colleges) affiliated to Rohilkhand University.

Tool: To Measure the level of teachers' burnout, Maslach Burnout Inventory (M.B.I.) standardized by Maslach and Jackson was used. Maslach and Jackson developed the MBI (1979) through their work in the helping professions. This scale provides a measure of perceived burnout in terms of three sub-scales: Emotional exhaustion (EE), Depersonalization (DP), and Personal accomplishment (PA). Emotional exhaustion sub scale contains nine items,

Table-1: Differences in the mean burnout scores (regarding its three dimensions i.e. EE, DP, PA) of teacher educators working on full-time and part-time basis

Burnout Dimensions	Full- Time Teacher Educators			Part- Time teacher Educators			Df.	't'
	N	M	SD	N	M	SD		
Emotional Exhaustion (EE)	50	31.64	12.72	100	35.98	11.71	148	2.07*
Depersonalization (DP)	50	18.32	6.74	100	21.38	6.81	148	2.60**
Personal Accomplishment(PA)	50	40.44	11.36	100	38.58	9.58	148	1.05

depersonalization sub scale contains five items and personal accomplishment sub scale contains eight items. Thus the teachers' burnout scale contains twenty two items in total. This scale contains two types of response categories, one is frequency response and the other is intensity response. The investigator decided to have only intensity ratings from the respondents of the main study. The intensity rating ranges from 1 (very mild, barely noticeable) to 7 (Major, very strong). A place was also provided for the teachers to check "never", if the feeling or attitude described is never experienced. For each of these subscales separate scores are provided for intensity with which feelings are experienced. According to Maslach and Jackson, persons with higher score on the emotional exhaustion and depersonalization subscale and with lower scores on the personal accomplishment subscale would be perceived themselves as a high degree of burnout.

An average degree of burnout is reflected in average scores on the personal accomplishment Subscale. A low degree of burnout is reflected in low scores on the Emotional exhaustion and depersonalization subscale and in high scores on the personal accomplishment subscales. Thus a person is not

classified as burnout or not burned-out' but rather placed on a continuum from "more burned-out to "less burned-out". Each item was scored on '7' point scale given above 1 score was given to causes very mild burnout 4 to moderate burnout and '7' to very strong burnout. The scores on all the three subscales were summed separately.

6) RESULTS & DISCUSSIONS

Data presented in the **table 1** shows that 't' value for the dimension EE and DP (2.07 & 2.60) were found to be significant which means that part-time and full-time teacher educators differ significantly in their emotional exhaustion and depersonalization and from the mean scores it can be inferred that part-time teachers were more emotionally exhausted and depersonalized than full-time teacher educators. As mean burnout scores of part-time teacher educators (EE M=35.98), (DP M=21.38) were higher than mean burnout scores of full-time teacher educators (EE M=31.64 & DP M=18.32). Further on the personal accomplishment it was found that 't' value 1.05 was not significant so it may be interpreted that part-time and full-time teacher educators were having almost similar personal accomplishment without having any significant difference between them. It is pointed out in various research studies that long term stress, job dissatisfaction, over workload are major factors which can cause burnout among teachers (Metz 1980; Feinstein 1982; Allie 1983; Maslach 1999). As part-time faculty is facing all these problems in the present scenario so it is most likely that they are more prone to burnout than full-time teacher educators.

7) CONCLUSIONS AND EDUCATIONAL IMPLICATIONS

Conclusively, it may be said that the status of employment has created a great variation on all the dimensions of burnout of teacher educators. Full time teacher educators were found to be less emotionally exhausted & depersonalized and they were having high sense of personal accomplishment as compared to that of their part-time counterparts. Hence the implication of such finding is that it must be taken into account that teacher educators should not be prone to burnout. To prevent the teacher educators from burnout it is suggested that many programmes and workshops should be organised in various teacher training institutes to reduce this burnout syndrome among teacher educators.

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