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Burnout in Indian Teachers

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Burnout is a concept which was born in the mid 1970's in the USA and with astonishing rapidity has become a catch-word to convey an almost unlimited variety of social and personal problems afflicting workers. It describes a specific dysfunction among helping professionals, believed to be the result of excessive demands made upon their energy, strength and resources. Although a clearly agreed upon definition does not exist, burnout is characterized by the inability to be sufficiently concerned about and involved with service recipients. A burnt out worker tends to withdraw emotionally from the demands of the job. Burnout is reflected in emotional exhaustion and apathy, physical fatigue, lack of energy, psychosomatic illness, increased alcohol and drug consumption, cynicism, inappropriate anger, depression and lack of personal achievements. Now, it is observed that teachers are also showing symptoms of burnout, which directly or indirectly affect their teaching performance. Motivated by these reasons the investigators decided to investigate the status of burnout among secondary school teachers and assess its extent in Indian teachers.

Key words: alienation, burnout, emotional exhaustion, depersonalization, personal accomplishment

Though teaching is called as labor of love until now, the realities of classroom life have made teaching a stressful occupation. As a consequence, many teachers are finding that their feelings about themselves, their students and their profession are more negative than they were initially. These teachers are susceptible to developing chronic feelings of emotional exhaustion and fatigue, negative attitudes towards their students and a loss of feeling of accomplishment in the job. If this is the reality, then it is rather frightening to think that many teachers are wasting themselves, spending their lifetimes in doing something which has no meaning for them, which gives them no sense of satisfaction and personal worth. In psychological terms such type of teachers are called burnt out teachers.

Freudenberger (1977) describes burnout as physical and emotional exhaustion resulting from excessive demands on energy, strength or resources. He says that when frustration, tension or anxiety persist or increase, stress develops into a syndrome labeled as burnout. He also noted that sometimes burnt out people do not see themselves as cynical and depressed. They find fault with everything and everyone around them, complaining about the organization and reacting critically to whatever is suggested by others (pp. 90-98). Hindrickson (1979) points out that a burnt out teacher is loosing or has lost the energy and enthusiasm needed to teach children (pp. 36-37). Kahn (1986) has explained burnout as "a syndrome of inappropriate attitudes towards clients and towards self often associated with uncomfortable physical and emotional symptoms as well as with deterioration of performance" (p. 33). Capel (1991) explains burnout is a negative response to long-term

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stress (pp. 36-45). Kasinath and Kailaslingam (1995) believe that Burnout is a syndrome of depersonalization, emotional exhaustion and reduced personal achievement that can occur among individuals who do 'people work' of some kind (p. 10).

Maslach (1984) defined burnout as the loss of concern for the people with whom one is working. Further, she explained burnout as the syndrome of emotional exhaustion and cynicism that results from interpersonal contact. She states that for the people who work continuously with other people, long term stress can be emotionally draining and can lead to burnout. They are usually required to work intensely and intimately with people on a large scale, continuous basis and become involved with their client's psychological, social and physical problems. This type of professional interaction arouses strong feelings of emotional and physical stress that can be disruptive and incapacitating. This may lead to defense in the form of 'detached concern' – of establishing some psychological distance from the client while still maintaining a concern for the person's wellbeing. Inability to develop this attitude and a lack of preparation for coping may make him/her unable to maintain the enthusiasm, care and commitment he/she initially brought to the job and then the process of burnout begins. A subsequent part is, the development of negative, cynical and dehumanized perceptions of and feelings about one's client and they are treated accordingly (depersonalization). Such negative reactions to clients however are not an inevitable consequence of emotional exhaustion, although they are quite prevalent. A third aspect of the burnout syndrome is the tendency to evaluate oneself negatively, particularly in regard to one's work and clients. People in this dimension of burnout feel unhappy about themselves and dissatisfied with their accomplishments. Thus, burnout is seen as a syndrome of emotional exhaustion, depersonalization and lack of personal accomplishment (pp. 30-31).

Burnout occurs at the individual level. It involves feelings, motives, attitudes and expectations. It is a negative feeling for the individual that leads to exhaustion (both physical and emotional), a feeling of lack of energy, a tendency to view the individuals in a disinterested manner (depersonalization) and the perception of a lack of personal achievement. The individual undergoing burnout may eat alone instead of taking his/her lunch with others, thereby avoiding mixing with others. The individual may even respond with cynicism to others. Maslach and Collins (1977) state that, "a worker becomes a petty bureaucrat, going strictly by the book and viewing clients as cases, rather than as people" (p. 12).

Teachers belong to a profession which involved working with students. Thus, they belong to the group of those who do 'people work' of some kind. Clouse and Whitekar (1981) point out three stages of teacher burnout:

Stage 1- Loss of Enthusiasm

Most teachers enter the profession with a sincere desire to help the students. Their energy levels may be high, ideals strong, value systems decent, sense of motivation high and they nurse an inner hope that something positive can be done about the students. However, when their expectations are not met, their enthusiasm falters.

Stage 2- Frustration

Frustration is one of the earliest signs of burnout. Lowered teacher morale at this point increases the frustration and burnout level.

Stage 3- Alienation

Alienation of the professional from the work environment may be viewed as a response or result of powerlessness, frustration and loss of meaning in one's work. Alienation is associated with detachment, withdrawal and isolation within the work environment. A teacher at this stage may view students as impersonal objects, may not be available when the students need help or even refuse to help them. Thus, a teacher who is undergoing burnout would perceive a lack of enthusiasm, lowered sense of morale and high levels of frustration, a sense of detachment and would withdraw from work.

Teacher burnout has an additional impact on the society, in that the teacher's state of mental health has a direct influence on the educational process. How the teacher instructs has more relevance than what is taught. A teacher who is low on morale, high on frustration and is detached from the students obviously is not able to be effective in the classroom. Burnout is not a trivial problem but an important barometer of a major social dysfunction in the work place.

As such, burnout deserves serious attention. The emotional, financial and societal costs are too high for it to be ignored on dismissed any longer.

A review of the related literature reveals that Brouwers and Tomic (2000) examined the direction and time frame of relationships between perceived self-efficacy in classroom management and burnout among secondary school teachers. Evers, Gerrichhauzen and Tomic (2000) examined teacher burnout using the self-efficacy theory. Brock and Grady (2000) offered a research based, practical approach to recognizing, managing and preventing teacher burnout. Talbot (2000) assessed the correlation of burnout among community college nursing faculty members and their use of humor to mediate academic stress related to burnout. Hamann and Gordon (2000) judged burnout as an occupational hazard and Croom (2003) surveyed teacher burnout in agriculture education. As work pressure differs for different subject teachers, Asimeng-Boahene (2003) attempted to understand and prevent burnout among social studies teachers in Africa. Lackritz (2004) explored burnout among university faculty and burnout and work engagement among teachers was surveyed by Hakanen, Bakker and Schaufeli (2006). The gender effect was considered important, so the analysis and maintenance of the mental health of female teachers in colleges in China was done by Zhang and Miao (2006). Work family conflict among female teachers was studied by Cinamon and Rich (2005) and the effect of demographic characteristics on burnout among Hong Kong secondary school teachers was assessed by Lau, Yuen and Chan (2005).

Although many studies have been conducted in this area in foreign countries, only a few are reported in relation to India. Singh (1989) studied the demographic factors influencing burnout in teachers and concluded that burnout emerged due to physical and emotional strain. Panda (1990) conducted research on perceived family environment, burnout, and coping strategies among working and non-working house wives. It emerged in this study that working housewives felt greater emotional exhaustion, while non-working housewives felt greater depersonalization but less stress. Misra (1991) explored the interrelationship between organizational conflict in primary level school teachers' stress and burnout in relation to teachers' personality. Basi (1991) focused her study on the teaching competencies of language teachers in relation to their job satisfaction, locus of control and professional burnout. Kasinath and Kailasalingam (1995) studied burnout among college teachers. Kudva (1999) investigated the relationship between several components of teacher burnout and various professional factors. Khan (2000) conducted a factor analysis cum factorial study of stress and burnout variables related to the teachers of deaf and dumb schools.

The quality and continuity of education are directly concerned with the phenomenon of teacher burnout. Many studies show that teacher burnout and student dropout stem from the same source. The investigators felt that for quality education, full utilization of human resources and to create a healthy environment for the development of students, this area required special attention and so made an attempt to study burnout in secondary school teachers. The main aim of this study was to study the phenomena of burnout and its effect on teachers grouped on the basis of gender, subject stream and medium of instruction.

Objectives of the Study

This study has focused on the following points:

1. To find out the level of burnout among secondary school teachers.
2. To find out as well as compare the level of burnout in male and female secondary school teachers.
3. To find out as well as compare the level of burnout in secondary school teachers teaching arts and science subject streams.
4. To find out as well as compare the level of burnout in secondary school teachers teaching through Hindi medium and English medium.

Hypotheses

Null hypotheses were framed for comparing Significance of difference in burnout levels among different groups of teachers.

Sample

In India, U. P. is the largest state and Lucknow is its

capital, thus teachers of Lucknow city were chosen as representative of India for this study. There are 323 secondary schools in Lucknow city. Out of these 323 schools, 15 were randomly selected using a lottery method. The required number of teachers (i.e., 160 male teachers and 160 female teachers) was chosen from these schools using a stratified random sampling procedure. Further, each group comprised of 80 science stream (40 Hindi medium and 40 English medium) and 80 arts stream (40 Hindi medium and 40 English medium) teachers. In total, the number of units (teachers) chosen as a sample was 320.

Instrument

In this study The Maslach Burnout Inventory (M.B.I. Form Ed.) constructed by Christina Maslach and Susan E. Jackson and one self developed Personal Data Sheet for factual information related to demographic aspects of teachers were used. The M.B.I. Form Ed. has been taken from the Maslach Burnout Inventory Manual (Second Edition, 1993). In this manual, burnout is perceived as a three dimensional syndrome - the three dimensions being Depersonalization (DP), Emotional Exhaustion (EE) and Personal Accomplishment (PA). Each of these aspects is measured by a separate subscale. The Emotional Exhaustion subscale assesses the feeling of being over-extended and exhausted by one's work. The Depersonalization subscale measures an ill feeling and impersonal response toward recipients of one's services, care, treatment or instruction. The Personal Accomplishment subscale assesses the feelings of competence and successful achievement in one's work with people.

Validity

Maslach and Jackson reported a comparison of scores on the MBI and the JDS measure (Job Diagnostic Survey, Hackman & Oldham, 1974) of general job satisfaction (N = 91 social service and mental health workers) which showed a moderately negative correlation with EE (r = -0.23, P< 0.05), DP(r = -0.22, P< 0.02) as well as a slightly positive correlation with PA (r = 0.17, P< 0.06).

Reliability

Internal consistency was established by Maslach by using Cronbach's coefficient alpha (N = 1,316). The reliability coefficients for the sub-scales were the following: 0.90 for EE, 0.79 for DP and 0.71 for PA. The reported test-retest reliability coefficient was (N = 53) 0.82 for EE, 0.60 for DP and 0.80 for PA. The reliability for the components of the sub-scales was calculated separately by the authors because, the sub-scales were considered separate but related aspects of burnout.

Since the original MBI is in English, it was not suitable for use on teachers who were from a pure Hindi medium background. Hence, in the present study, Hindi translation along with the original items in English was used by the researchers. For this, firstly, all items were translated into Hindi and appropriate words which were more common and applicable to Indian situations were used. At this stage, care was taken that the meaning and idea of each item remained the same as in the original one. After the translation, both forms of Hindi and English version were given to experienced English-Hindi translators and also to a few senior teachers who have command over both the Hindi and English language. They were asked to judge the suitability of the translations and give their suggestions. Their views were received, discussed and adopted wherever necessary. After this, the inventory was administered on 20 secondary school teachers just to find out the gross defects in the language, structure and complexity of the items, hence to make it more easily understandable. Only one or two changes in the wording were made. Thus, the final form with both English and Hindi versions was prepared and used.

Data Analysis and Interpretation

The sample teachers were requested to fill out their personal details in the Personal Data Sheet and give responses to all the items on the Maslach Burnout Inventory as accurately and honestly as possible. They were assured that their answers would be kept confidential and will be used for research purposes only.

Once all the data was collected, it was tabulated for ease in analysis and interpretation. Scores obtained from the Maslach Burnout Inventory (MBI) were categorized

separately for the three aspects of Burnout (BO) namely Emotional Exhaustion (EE), Depersonalization (DP) and Lack of Personal Accomplishment (PA). Burnout is considered as a continuous variable ranging from low to moderate to high degrees of the above feelings and is not viewed as a dichotomous variable which is either present or absent. The number of teachers belonging to the three levels of burnout i.e. high burnout (HBO), average burnout (ABO) and low burnout (LBO) were counted for each sub-scale according to the Norms Table for Secondary School Teachers presented in the Manual.

Table 1
Norms Table

Burnout Dimension	Range of scores		
	Low Burnout	Average Burnout	High Burnout
EE	≤16	17-26	≥27
DP	≤ 8	9-13	≥14
PA	≥37	31-36	≤30

The number of teachers was converted into percentages for easy comparisons. The tabulated information for the total sample as well as for its subgroups based on gender, subject stream taught and medium of instruction is given in Tables 1, 3, 5 and 7. The mean for each dimension was computed. To test the related hypotheses, means and standard mediations were computed and a 't' test was used to determine the significance of difference between the means of the subgroups of the sample teachers. Objective-wise analysis and the interpretation of the data are presented below.

Objective 1: To find out the level of burnout among secondary school teachers.

Analysis and Interpretation: The number of teachers displaying high, average and low burnout in each of its dimensions and its conversion in percentage is presented in Table 2.

From Table 2, it is clear that the total sample of secondary school teachers is displaying some degree of burnout across all the three dimensions.

(a) In the Emotional Exhaustion Dimension of burnout, Emotional Exhaustion is an important phenomenon in burnout. In this dimension, 56.56% of teachers is showing low burnout, 19.68% average burnout and 23.75% high burnout. Although nearly half of the sample teachers are falling into the low burnout category, nearly one-fourth of the sample is showing a high degree of burnout which is quite alarming. Emotional detachment is suicidal for their professional life as teaching is a dynamic process which involves very active interactions between teachers and students. Emotionally exhausted teachers fail to respond

Table 2
Number and Percentage of Secondary School Teachers on Three Levels of Burnout

Dimensions of Burnout	Burnout Level	Total Sample (N = 320)		Mean Score of Burnout
		N	%	
EE	HBO	76	23.75	18.05
	ABO	63	19.68	
	LBO	181	56.56	
DP	HBO	64	20.00	6.80
	ABO	53	16.56	
	LBO	203	63.43	
PA	HBO	91	28.43	35.75
	ABO	43	13.43	
	LBO	186	58.12	

properly towards their students and colleagues and when they are withdrawn and alienated from them it hampers the creation of a congenial atmosphere for learning.

(b) In the Depersonalization Dimension, Depersonalized teachers withdraw themselves from school affairs and avoid mixing with students or colleagues. The scores of this dimension show that 20% teachers have high burnout, 16.56% average burnout and 63.43% low burnout. In this dimension also, the teachers in the low burnout group are the most, but 20% who fall in the high burnout group need attention. Their depersonalized attitude is harmful for the students. Additionally, their psychological detachment and social distancing disrupts their professional life.

(c) In the Lack of Personal Accomplishment Dimension, among the sample teachers, 28.43% are displaying high burnout, 13.43% average burnout and 58.12% low burnout. High burnout in the Lack of Personal Accomplishment dimension signifies that 28.43% of the sample teachers feel a sense of failure in their professional life. They feel that they are no longer effective in their professional responsibilities.

The overall trend in all the dimensions is that approximately 56-64% of the sample is showing low burnout levels but the rest of them are either in the average burnout category or the high burnout category. Within all the three dimensions of burnout, the maximum number of high burnout teachers is found in the Lack of Personal Accomplishment dimension followed by the Emotional Exhaustion and Depersonalization Dimensions, respectively.

From Table 2, it is also observed that the mean value for the total sample (N = 320) for the Emotional Exhaustion dimension of burnout is 18.05, which falls under average burnout category, though on the lower side (according to the norms table given in the manual). The Mean value for the Lack of Personal Accomplishment dimension of burnout is 35.73, which also comes under the average burnout level but at the higher side of the limit. Moreover, the Mean value for the Depersonalization dimension of burnout, which is 6.80, shows that on an average, secondary school teachers show low burnout levels in the area of Depersonalization.

As per the manual of MBI, a high degree of burnout is reflected in cases scoring high in the Emotional Exhaustion and Depersonalization and low in the Lack of Personal Accomplishment. A moderate or average degree of burnout is reflected in moderate scores on all the three sub-scales/dimensions and a low degree of burnout is reflected in low scores on the Emotional Exhaustion and Depersonalization and high scores on the Lack of Personal Accomplishment scale.

Table 3

Number of Cases Showing Distinct Levels of Burnout

Level of Burnout	Number of Cases	Percentage
High	38	11.88
Average	09	02.81
Low	128	40.00
Total	175	54.69

On scrutinizing each sample case, it was found that 11.88% of teachers showed a high burnout level in all the three dimensions, while 2.81% of teachers had an average burnout level on all the three sub-scales and 40% of teachers reflected a low burnout level in all the dimensions. The rest of the sample teachers (N = 145) i.e., 45.31% of the sample fluctuated among the high, average and low levels of burnout on different dimensions, showing high scores in one and low scores in other categories and thus could not be categorized in totality according to the criteria of the standardized tool.

Objective No. 2: To find out as well as compare the level of burnout in male and female secondary school teachers.

Hypothesis: Male and female teachers do not differ significantly in their level of burnout.

Analysis and interpretation: Related studies suggest that gender difference plays an important role in determining the degree of burnout in a person as gender automatically encompasses many socio-cultural-economical variables. Thus, a gender-wise comparison of burnout among teachers was made and is displayed in Table 4.

(a) In the Emotional Exhaustion Dimension of Burnout, as evident from Table 4, the percentage of male and female teachers falling under the category of high burnout is 21.26% (N = 34) in males and 26.26% (N = 42) respectively. An average degree of burnout is observed in nearly the same number of cases in males (19.38%, N = 31) and females (20%, N = 32). A slightly higher percentage of males 59.38% (N = 95) show low burnout as compared with females 53%

Table 4

Number and Percentage of Male and Female School Teachers on Three Levels of Burnout

Dimensions of Burnout	Burnout level	Gender			
		Male (N = 160)		Female (N = 160)	
		N	%	N	%
EE	HBO	34	21.26	42	26.26
	ABO	31	19.38	32	20.00
	LBO	95	59.38	86	53.76
DP	HBO	33	20.62	31	19.38
	ABO	27	16.88	26	16.26
	LBO	100	62.50	103	64.38
PA	HBO	51	31.88	40	25.00
	ABO	23	14.38	20	12.50
	LBO	86	53.76	100	62.50

(N = 86). Thus, emotional exhaustion appears higher in females as compared to males. Within each gender group, the trend appears to be the same, with more cases falling into the low burnout category (95 males i.e., 59.38% and 86 females i.e., 53.76%) followed by the high burnout category (34 males i.e., 21.26% and 42 females i.e., 26.26%) and the lowest number of cases in the average burnout category (31 males i.e., 19.38% and 32 females i.e., 20%).

(b) In the Depersonalization Dimension, when the number and percentage of male teachers and female teachers are compared on the different levels of the Depersonalization dimension of burnout, the trend appears to be the same. Almost the same number and percentage of male and female teachers on different levels (i.e., 20.62% and 19.38% on high burnout, 16.88% and 16.26% on average burnout and 62.50% and 64.38% on low burnout respectively) of Depersonalization are observed. In both cases, the highest percentage falls under the low burnout category.

(c) In the Lack of Personal Accomplishment Dimension, higher numbers of males show a lack of personal accomplishment than females as their percentage at the high burnout level is 31.88% as compared to females at 25%. Additionally, 53.76% of males are showing low burnout in comparison to 62.5% of female teachers. Average burnout is found in 14.38% males and 12.5% females. Therefore, a lack of personal accomplishment is more prominently seen in male teachers than in their female counterparts.

Table 5 gives the 't' values for differences between means of males and females for the Emotional Exhaustion, Depersonalization and Lack of Personal Accomplishment dimensions of burnout.

From the Table above, it is evident that all the three 't' values representing the mean difference between male and female teachers on Emotional Exhaustion, Depersonalization and Lack of Personal Accomplishment are not significant even at the .05 level because to be significant at the .05 level for N = 320, 't' should be at least 1.97. Thus, the observed difference between the means of males and females may be due to chance factors and is not due to gender differences in the population. Thus, the hypothesis stating that male and female teachers do not differ in their level of burnout is retained.

Objective No. 3: To find out as well as compare the level of burnout in secondary school teachers teaching arts and science subject streams.

Hypothesis: Teachers teaching arts and science subject streams do not differ significantly in their level of burnout.

Table 5
Significance of Difference between Means of Male and Female Teachers for Burnout

Dimension of Burnout	Gender	*N*	Mean	*SD*	*t*	Level of significance
EE	Female	160	18.34	11.45	0.43	Not Significant
	Male	160	17.76	12.65		
DP	Female	160	6.84	6.54	0.09	Not Significant
	Male	160	6.77	6.95		
PA	Female	160	36.38	9.89	1.13	Not Significant
	Male	160	35.08	10.75		

Table 6
Number and Percentage of Science and Arts Stream Teachers on Three Levels of Burnout

Dimensions of Burnout	Burnout Level	Subject Stream			
		Science (*N* = 160)		Arts (*N* = 160)	
		N	%	*N*	%
EE	HBO	36	22.50	40	25.00
	ABO	35	21.88	28	17.50
	LBO	89	55.62	92	57.50
DP	HBO	42	26.26	22	13.76
	ABO	28	17.50	25	15.62
	LBO	90	56.26	113	70.62
PA	HBO	49	30.62	42	26.26
	ABO	23	14.38	20	12.50
	LBO	88	55.00	98	61.26

Analysis and interpretation: From personal observations, it is evident that subject stream is also a crucial factor in deciding the degree of burnout. Thus, comparison of burnout levels in each of its dimension among arts stream teachers and science stream teachers was made in Table 6.

(a) In the Emotional Exhaustion Dimension of Burnout, when a comparison is made between science Stream and art Stream Teachers in the dimension of emotional exhaustion, 22.5% of the science stream and 25% of the arts stream teachers fall under the high burnout category, 21.88% of the science stream and 17.5% of the arts stream teachers show an average burnout level and 55.62% of the science stream teachers and 57.5% of the arts stream teachers are displaying low burnout levels. Thus, slightly higher burnout appears in arts stream teachers in comparison to science stream teachers at the average burnout level which recedes at the high burnout and low burnout levels where the difference between the two subgroups is very slight.

(b) In the Depersonalization Dimension, when comparing the level of burnout of science stream teachers and arts stream teachers, a marked difference is observed as the percentage of science stream teachers under the high burnout category is 26.26% as compared with the arts stream which is 13.76%. The percentage of science teachers

falling in the low burnout level is 56.26% whereas 70.62% of the arts teachers are displaying low burnout. Thus, higher burnout is observed in science stream teachers as compared to arts stream teachers at these levels. At the average burnout level, it is also higher in science teachers (17.5%) than arts teachers (15.62%), though the difference between the two is very slight. The majority of cases are found under the low burnout category in both groups. There is a steady fall in the percentage of arts stream teachers as we move from average burnout to high burnout, but in the case of science stream teachers, this trend is not followed and there is a rise in the percentage of cases from the average burnout category (17.5%) to the high burnout category (26.26%).

(c) In the Lack of Personal Accomplishment Dimension, as far as this dimension of burnout is concerned, a slight difference is observed among burnout levels of science stream and arts stream teachers. 30.62% of science teachers show high burnout in comparison to 26.26% of arts teachers. An average burnout level is observed in 14.38% of science and 12.5% of arts teachers. Low burnout is experienced by 55% of science and 61.26% of arts stream teachers. Science stream teachers are showing a slightly higher tendency towards burnout in the lack of personal accomplishment dimension. The overall trend is common in both groups of teachers. Here again, more cases are found in the low burnout category, this is followed by the high burnout category and the lowest or fewer teachers are found in the average burnout category.

Table 7 gives the 't' value for the differences between the means of arts stream and science stream teachers for the Emotional Exhaustion, Depersonalization and Lack of Personal Accomplishment dimensions of burnout.

From Table 7 it is revealed that the two '*t*' values 0.78 in the Emotional Exhaustion dimension and 1.52 in the Lack of Personal Accomplishment dimension are not significant even at the .05 level of confidence. This means that the science teachers and arts teachers do not differ so far as the emotional exhaustion and personal accomplishment dimension of burnout are concerned. The observed difference in their means occurs by chance. But the '*t*' value of 3.00 on the Depersonalization dimension is significant at the.01 level showing that the difference between the means of science stream teachers and arts stream teachers is quite high and can not be attributed to a chance factor or sampling error. The higher mean of science teachers indicates that they feel more depersonalized in comparison to arts teachers.

Thus, this hypothesis is partly retained and partly rejected, that is, teachers teaching science and arts stream subjects do not differ in their level of burnout in the Emotional Exhaustion and Lack of Personal Accomplishment dimensions but they do differ in the Depersonalization dimension, where science stream teachers are showing higher levels of burnout than arts stream teachers.

Objective No. 4: To find out as well as compare the level of burnout in secondary school teachers teaching through the Hindi language medium and English medium.

Hypothesis: Hindi medium teachers and English medium teachers do not differ significantly in their level of burnout.

Analysis and Interpretation: The medium of instruction is not only a source of stress for learners but for teachers too in a bilingual/multilingual society. Therefore, keeping a medium of instruction as a variable for this study, comparisons of teachers on burnout levels were made and

Table 7

Significance of Difference between Means of Arts and Science Stream Teachers for Burnout

Dimensions of Burnout	Subject Stream	*N*	Mean	*SD*	*t*	Level of significance
EE	Science	160	17.53	10.97	0.78	Not Significant
	Arts	160	18.58	13.06		
DP	Science	160	7.92	7.09	3.00	Significant at .01 level
	Arts	160	5.69	6.19		
PA	Science	160	34.86	10.25	1.52	Not Significant
	Arts	160	36.61	10.38		

Table 8

Number and Percentage of Hindi Medium and English Medium Teachers on Levels of Burnout

Dimensions of Burnout	Burnout Level	Medium of Instruction			
		Hindi (N = 160)		English (N = 160)	
		N	%	*N*	%
EE	HBO	33	20.62	43	26.88
	ABO	38	23.76	25	15.62
	LBO	89	55.62	92	57.50
DP	HBO	33	20.62	31	19.38
	ABO	32	20.00	21	13.12
	LBO	95	55.62	108	67.50
PA	HBO	46	28.76	45	28.12
	ABO	22	13.76	21	13.12
	LBO	92	57.50	94	58.76

are presented in Table 8.

(a) In the Emotional Exhaustion Dimension of burnout, 20.62% of Hindi medium teachers and 26.88% of English medium teachers are at the high burnout level, 23.76% of Hindi medium and 15.62% of English medium teachers show average burnout and low burnout is observed in 55.62% of Hindi medium and 57.5% of English medium teachers. The table shows more burnout cases in English medium teachers in the high burnout category, and in the average burnout and low burnout categories, Hindi medium teachers are showing more cases. Thus, intense emotional exhaustion is prominently displayed by English Medium teachers in comparison to Hindi medium teachers, who in turn are more in number at the moderate or average burnout stage. At the initial or low burnout levels, more English medium teachers are found than Hindi medium teachers, so at this level, Hindi medium teachers are also higher in terms of burnout than English medium teachers. The trend in both these sub-groups is a little different, as the number of burnout cases is decreasing as we move from low to high levels of burnout in Hindi medium teachers. However, in the English medium teacher group, the maximum cases are in the low burnout category followed by the high burnout and then average burnout category, so the initial fall in the number of cases from low to average burnout levels is discontinued at the high burnout level and instead of a decrease, shows a rise in the number of cases.

(b) In the Depersonalization Dimension, nearly the same number of teachers fall under the high burnout level i.e., 20.62% of Hindi medium and 19.38% of English medium teachers. In the average burnout level, 20% of Hindi and 13.12% of English medium teachers and in low burnout, 55.62% of Hindi medium and 67.5% of English medium teachers are found. It appears that there are more depersonalized Hindi medium teachers in comparison to English medium teachers, as their number is more in the high burnout and average burnout categories and less in the low burnout category when compared with the number of English medium teachers in these categories. The trend in the Hindi medium teachers' group is displaying maximum cases in low burnout (55.62%) and more or less same number at average burnout (20%) and high burnout (20.62%) levels. English medium teachers are also found maximum in low burnout category (67.5%) but their number at average burnout (13.12%) is less than the number at high burnout level (19.38%). Thus their trend is different from the Hindi medium teachers group.

(c) In the Lack of Personal Accomplishment Dimension, in the areas of personal accomplishment, the tabulated entries do not suggest any marked difference in the level of

Table 9

Significance of Difference between Means of Hindi Medium and English Medium Teachers for Burnout

Dimensions of Burnout	Medium of Instruction	*N*	Mean	*SD*	*t*	Level of significance
EE	Hindi	160	16.88	10.17	1.75	Not Significant
	English	160	19.23	13.61		
DP	Hindi	160	7.29	6.80	1.29	Not Significant
	English	160	6.32	6.66		
PA	Hindi	160	35.96	10.36	0.40	Not Significant
	English	160	35.50	10.33		

burnout among Hindi medium and English medium teachers as the readings are approximately the same i.e. the number of cases showing high burnout is 28.76% in Hindi medium and 28.12% in English medium and in average burnout is found in 13.76% of Hindi medium and 13.12% of English medium teachers. 57.5% of Hindi medium teachers perceive low levels of burnout and 58.76% of English medium teachers also feeling low levels of burnout. Burnout on all the three levels is more or less the same for Hindi medium as well as for English medium teachers. The trend in both the subgroups is also similar, with more cases in the low burnout category followed by high burnout and then average burnout.

Table 9 gives the '*t*' value for differences between means of Hindi medium and English medium teachers for the Emotional Exhaustion, Depersonalization and Lack of Personal Accomplishment dimensions of burnout.

The '*t*' value in the Emotional Exhaustion dimension is 1.75, in the Depersonalization dimension is 1.29 and in the Lack of Personal Accomplishment it is 0.40 and they are not significant at the .05 level, indicating that the differences in the means of the sample groups may be due to chance and not due to differences in the teacher population grouped on the basis of medium of instruction. Teachers, whether they are teaching in English medium schools or in Hindi medium schools, feel the same level of emotional exhaustion, depersonalization and personal accomplishment. Therefore, the hypothesis stating that Hindi medium teachers and English medium teachers do not differ in their level of burnout is retained.

Discussion

Our findings in the present study reveal that burnout is present in secondary school teachers in varying degrees. An average level of burnout was found in the Emotional Exhaustion and Personal Accomplishment dimensions and a low level of burnout in the Depersonalization dimension. This reflects the fact that the secondary teachers of today are feeling exhausted not just physically but emotionally too. They think that their job has taken up all the energy and 'life' which was theirs and so they feel drained and used up. They feel ineffective in their job environment and are losing confidence in themselves. They have apprehensions about any new assignment or project given to them and feel they will never be able to complete it properly. This has developed a sense of alienation and escapism in them and they have started working in isolation; maintaining a psychological distance from everyone related to their job.

This situation is really catastrophic for the well being of the students who are in constant company of such teachers as their pessimistic feelings hinder their own healthy development. These feelings are found in an average or moderate level among the teachers and immediate remedial measures are required, otherwise they may reach the high or chronic stage from which recovery would be very, very difficult.

In the area of Depersonalization, the level of burnout was found to be low but it does not mean that it is absent. This finding is a warning bell that teachers on an average have started displaying cynicism towards their job. They have begun minimizing their involvement at work and thus

indifference has started creeping in.

The burnout state of the secondary school teachers, as revealed from the findings of this study, indicate that it is present among the teachers at a stage at which it can be curbed, otherwise it may reach the point of no return.

Teachers, when grouped on the basis of gender, showed no significant difference in their burnout tendencies. Therefore, burnout affects one and all with the same intensity. Both males and females are at equal risk and once hit they do not show any marked difference in their state. This finding is in addition to the findings of Calsrudo (1981), Mulkins (1990), Dabrowski (1991) and the studies by Nusbaum. However, Mc Intyre (1982), Burke and Greenglass (1989), Pierce and Molloy (1990) and Iwanski (1990), in their respective studies, have revealed contradictory results in that teachers of two sex groups differ in their burnout states. Being more critical, Mc Intyre, Iwanski and Burke and Greenglass supported the idea that male teachers showed a more advanced phase of burnout than females.

Teachers grouped according to their medium of instruction i.e. first language Hindi and second language English, also showed no significant difference in their burnout level. However, teachers belonging to the arts subject stream and the science subject stream, when compared, showed a significant difference in their level of burnout in the Depersonalization dimension. Science stream teachers are higher in their burnout levels than arts stream teachers in this dimension.

Science is the area dealing with the systematic study of the facts, laws and principles of this world. This is the subject area which leads to the progress of mankind. Study of science brings to the society all inventions and discoveries, new technologies, comforts of life as well as the creation of good citizens; those free from prejudices and superstitions and believe in things only if they have evidence/proof of them. If the contribution of science education is indeed this great, then the responsibility of science teachers is all the more greater. With this responsibility on their shoulders, if the teachers are keeping a cold, distant attitude towards work and the people engaged in it, then one can imagine the sorry state of the learners. This is the subject area where constant, active involvement of both teachers and students is required but if teachers show only cynicism and distance and give up their ideals, then not only the students but the society at large will suffer badly.

One possible reason for this type of difference among science stream and arts stream teachers could be that the study of science involves more person-to-person interaction. With laboratory work, practical assignments, projects etc. teachers and students are constantly in touch with one another as compared to arts stream teachers and the burnout effect is more on those who engage more in 'people-work'. Additionally, science subjects demand very sincere efforts and passionate involvement with one's work and such people are also found to be more prone to burnout (Bloch, 1977). Science is taken as a result-oriented branch of study in our schools. Teachers are expected to bring out very good results in their students as they can score very highly in science subjects. This puts pressure on the teachers and increases stress levels in them and may be one of the reasons contributing to burnout in them more so than the arts stream teachers who function within a comparatively relaxed mental framework.

Science believes in systematic functioning, any organization where things do not work in a systematic manner may cause more stress and burnout in science teachers. The harsh realities of the professional environment/ functioning hit them hard and they may become more prone to burnout than their arts stream counterparts.

Conclusions

After conducting this analysis, interpretation and discussion, the following conclusions were arrived at:

- Secondary school teachers are displaying moderate burnout levels in the areas of Emotional Exhaustion and lack of Personal Accomplishment and low burnout in the Depersonalization dimension.
- Male and female teachers as well as Hindi medium and English medium teachers display similar levels of burnout.
- Science subject stream teachers are more depersonalized than arts subject stream teachers, though they display similar levels of burnout in the Emotional Exhaustion and lack of Personal Accomplishment dimensions.

Educational Implications

A teacher occupies an important place in the educational process. In fact, the influence of teachers on students can not be fathomed. A teacher who is undergoing burnout could be depersonalized, emotionally exhausted or perceive a lack of personal accomplishment, since burnout is viewed as a composite of Depersonalization, Emotional Exhaustion and lack of Personal Accomplishment. Consequently, an individual who is undergoing burnout may not be able to execute the role of teacher effectively.

The researchers expected to explore and provide an insight into the phenomenon of burnout among secondary school teachers. The present study has made an attempt to systematically and analytically investigate the effects of gender, stream of study and medium of instruction variables on the components of burnout.

The findings of the current study are significant as they may lead to positive changes in educational institutions as well as in the quality of teaching personnel. The present study has important implications for the teaching community in general and for the educational institutions for improving the effectiveness, efficiency and the quality of education. The present study helps to create awareness among teachers about burnout and its impact on health. The study has developed a profile of burnt out teachers in terms of Depersonalization, Emotional Exhaustion and Personal Accomplishment.

The findings of this study will be beneficial to teachers. They can use the knowledge of the findings in developing effective coping strategies and a pro-active behavior for the burnout process, so that it can be reversed in the initial stages through effective coping strategies. The institutions can also develop models to reduce burnout.

Who will burnout and who will stay fresh is a multi-pronged question. Some teachers may be able to strive in prolonged stress without getting burnt out, whereas others may reach the point of diminishing returns when the work situation becomes 'oppressive'. On the basis of this study, teachers may be enabled to identify distress-prone areas of their lives and develop awareness about them.

Similarly, these findings can be utilized by administrators and the educationists alike to develop and improve teacher performance and prevent the on-set of burnout; preventive measures are always better than remedial action. Stress management or coping mechanisms may be taken as an input in teacher education programs. These findings can also be used to develop special provisions to encourage the reinvigoration of teachers.

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