



# Assessing Teacher Burnout Among High school Teachers: Context to Burnout Dimension

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## Abstract:

*Background:* Burnout is a mentally and physically exhaustion which cause due to prolonged stress.

*Objective:* To assess the psychological factor of these three-factor dimension of burnout (Emotional exhaustion, personal accomplishment, depersonalization) among high school.

*Methods:* This quantitative descriptive survey study with data collected in random sampling method. The Maslach Burnout Inventory used which was designed by Maslach. SPSS 20.0 version used ANOVA and correlation for data analysis.

*Results:* 640 high school teachers filled the burnout questionnaire. Both male and female respondent held similar views towards their own Personal accomplishment. The least difference found in male and female burnout score. Burnout dimension (EE,PA, DP) shows the quite different result than previous done research. In Emotional exhaustion, significantly differs in male and female scores. In Personal accomplishment both male and female teacher held similar opinion towards their Personal accomplishment and depersonalization.

*Conclusion:* The current study investigates the both male teachers had more burnout than female teacher. Interventions aimed to assessing the stress and counselling also needed to fostering the mental health of high school teacher of South Bastar district.

*Keywords:* Burnout, Depersonalization, Emotional Exhaustion, Personal Accomplishment.

## 1. INTRODUCTION:

Teacher burnout is an occupational hazard which highly risky to mental health. In service teachers has numerous tasks to face every day. Teacher burnout is attacking mental factor which is destroyed mental piece of individual. Research during the last two decades systematically reveal that teaching is a stressful occupation and that teachers are at risk of developing symptoms of burnout (Chan, 2002); (Hakanen, 2006) (Liu & Onwuegbuzie, 2012) (Skaalvik, 2017a). Chronic stress has been associated with burnout, defined by three dimensions of overpowering exhaustion (EE), cynicism (feelings of cynicism and detachment from work DP), and inefficacy (a sense of ineffectiveness and lack of accomplishment PA) which conceptualize the individual stressful experience in a social context (Maslach, 2016) (Maslach & Schaufeli WB. and Leiter, 2001) Emotional Exhaustion is assessed to items numbers 1,2,3,6,8,13,14, and 20. Depersonalization is assessed to items number 5,10,11,15, and 22 and personal accomplishment is assessed to item number 4,7,12,17,18,19, and 21. Range of all three-dimension, emotional exhaustion scores  $\geq 27$  were high, 17-26 were normal, and 0-16 was low Similarly, For Depersonalization scores, 13 and over was high, 7-12 was normal and 0-6 was low. Lastly, for personal accomplishment ,0-31 was high ,32-38 was normal, and 39 and over was low (Vukmirovic, et al., 2020) .

The increasing demands and responsibilities placed upon teachers are causing overwhelming stress. As a result, many teachers struggle with managing their workload effectively, which increases their susceptibility to burnout (Hicham, et al., 2024).



Burnout is a multifaceted phenomenon with various causes and a wide range of effects, both on an individual's well-being and on the organizations or contexts in which they work (Channawar, 2023). (Llorens-Gumbau & Salanova-Soria, 2014) suggest that the development of burnout may start with chronic job demands or stressors, which in turn may deplete employees, energy resources and lead to burnout. Several studies support the notion that burnout results from stressful working conditions. For instance, longitudinal studies show that burnout is associated with teaching in heterogeneous classes making it difficult to adapt teaching to individual student needs (Shirom, 2009) and with discipline problems (González-Morales, Rodríguez,, & Peiró, 2010); (Llorens-Gumbau & Salanova-Soria, 2014). Moreover, emotional exhaustion has been shown to be positively and strongly associated with teachers' experiences of work overload (Skaalvik & Skaalvik, 2009) , and significantly but weakly associated with disruptive student behavior (Skaalvik & Skaalvik, 2010).

## 2.METHODS

**Study design:** Study was conducted in June to November 2023 to explore the prevalence of burnout among high school teachers and its dimensions.

**Study Location:** This Study focused on high school teachers of Dantewada block. Which is approximately 376 km. from Raipur Chhattisgarh.

**Participants:** For this study 640 high school teachers randomly selected. Simple random sampling method was employed in various high school of south Bastar District. Both rural and urban area school teacher were selected for filling the questionnaire. The process of filling questionnaire was explained to the teachers before administered. The rules and time explained to the teacher during this process first was take permission and consent of the teacher.

**Data Sources and measurement.** This study evaluates the level of burnout of teacher by using Maslach burnout inventory with burnout dimension (EE, DP, PA).

**Data analysis:** Our study on burnout among highschooler teacher in South Bastar Districts to use the statical approach to hypothesis. The study mainly focusses to examine the relationship between emotional exhaustion, depersonalization and personal accomplishment and various factor.

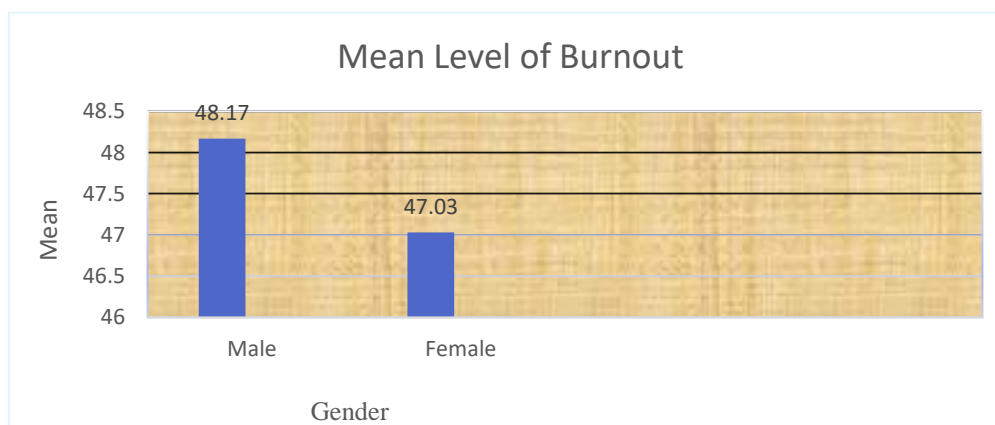
## 3.DATA ANALYSIS:

### Descriptive Statistics

The entire sample size was 640. The descriptive data (table 1 and Figure 10) indicate that the scores of burnouts shows that male burnout reported (M=48.17, Sd=16.25) more than Female burnout (M=47.03, Sd=13.83).

**Table 1: Descriptives of Burnout**

| Variable | Gender | N   | Mean  | Std. Deviation | Std. Error |
|----------|--------|-----|-------|----------------|------------|
| Burnout  | Male   | 282 | 48.17 | 16.25          | 0.96       |
|          | Female | 358 | 47.03 | 13.83          | 0.73       |



**Figure 1- Mean Score of Burnout of High school Teacher**



**ANOVA ‘F Test’**

A perusal of table 1.1 shows gender discovered to not differ significantly from one another in the level of burnout (f=0.922; Sig=0.337)

**Table 1.1**  
**ANOVA Result of Gender Wise Level of Burnout**

| Variable         | Group Comparison | Sum of Squares | Df  | Mean Square | F     | P       | Sig. Level |
|------------------|------------------|----------------|-----|-------------|-------|---------|------------|
| Level of Burnout | Between Groups   | 206.096        | 1   | 206.096     | 0.922 | 0.337** | Ns         |
|                  | Within Groups    | 142537.148     | 638 | 223.412     |       |         |            |
|                  | Total            | 142743.244     | 639 |             |       |         |            |

\*\*P> 0.05

**DIMENSION WISE ANALYSIS OF LEVEL OF BURNOUT**

**First Dimension: Personal Accomplishment**

**Descriptive Statistics**

The descriptive data (Table 1.3 and figure 2) indicate that the scores of personal accomplishments show that gender reported male burnout level (M= 24.80, Sd= 11.46) female burnout level (M=24.63, Sd=10.95).

**Table 1.3**

| Variable | N   | Mean  | Sd. Deviation | Sd. Error |
|----------|-----|-------|---------------|-----------|
| Male     | 282 | 24.80 | 11.46         | 0.68      |
| Female   | 358 | 24.63 | 10.95         | 0.57      |

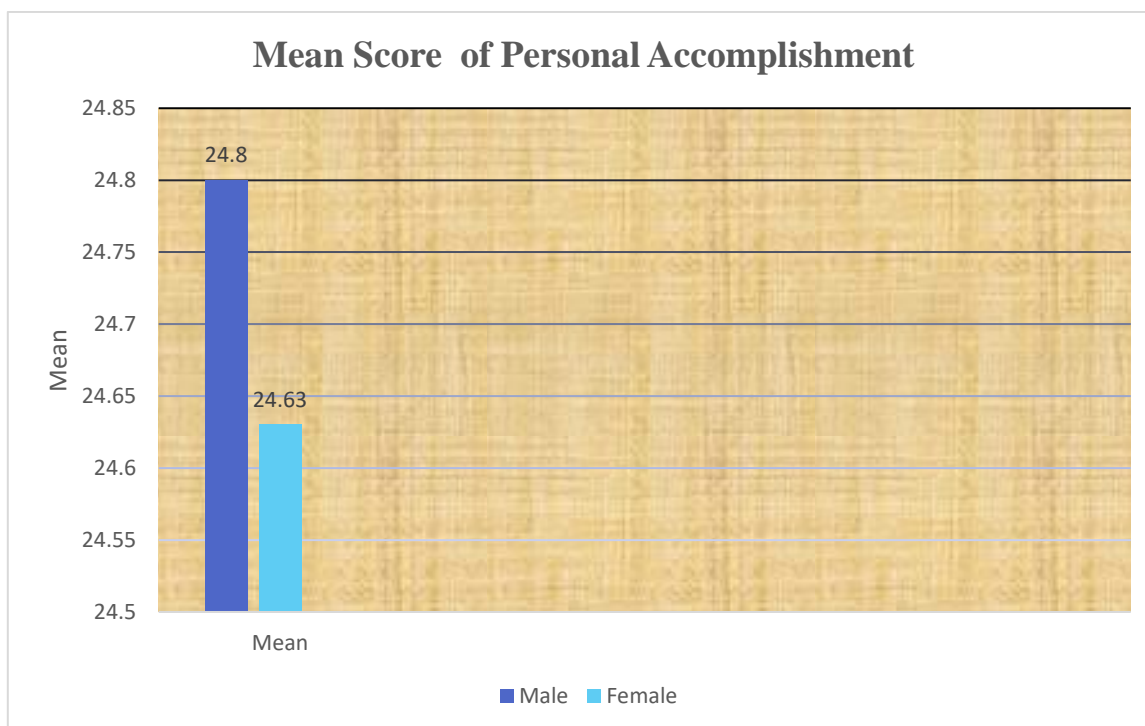


Figure 1.2: Mean level of Personal Accomplishment



**ANOVA ‘F Test’**

A perusal of table 1.4 shows that the male and female burnout discovered to not differ significantly from one another in the dimension of Personal Accomplishment.

**Table 1. 4**  
**ANOVA Result of Personal Accomplishment**

| Variable                            | Group Comparison | Sum of Squares | Df  | Mean Square | F    | P     |
|-------------------------------------|------------------|----------------|-----|-------------|------|-------|
| Gender Wise Personal Accomplishment | Between Groups   | 4.955          | 1   | 4.955       | 0.04 | 0.842 |
|                                     | Within Groups    | 79716.98       | 638 | 124.94      |      |       |
|                                     | Total            | 79721.94       | 639 |             |      |       |

As seen in table 1.4, Personal Accomplishment scores were not found significant difference by gender. The study also uncovered a not significant difference between scores of genders wise personal accomplishment ( $F_{1,639} = 0.04$ ;  $p > 0.05$ ), which reveals that male score 24.80 and female score 24.63 did not make any significant difference regarding the personal accomplishment and both male and female respondent held similar views towards their own Personal accomplishment.

**Second Dimension of burnout: Emotional Exhaustion**

**Descriptive Statistics**

The descriptive data (Table 1.5 and figure 1.3) indicate that the scores of emotional exhaustions show that gender reported male burnout level ( $M = 29.34$ ,  $Sd = 10.15$ ) more than female burnout level ( $M = 26.01$ ,  $Sd = 11.52$ ).

**Table 1.5: Mean Score of Male and Female (EE)**

| Variable | N   | Mean  | Sd. Deviation | Sd. Error |
|----------|-----|-------|---------------|-----------|
| Male     | 282 | 29.34 | 10.15         | 0.53      |
| Female   | 358 | 26.01 | 11.52         | 0.68      |

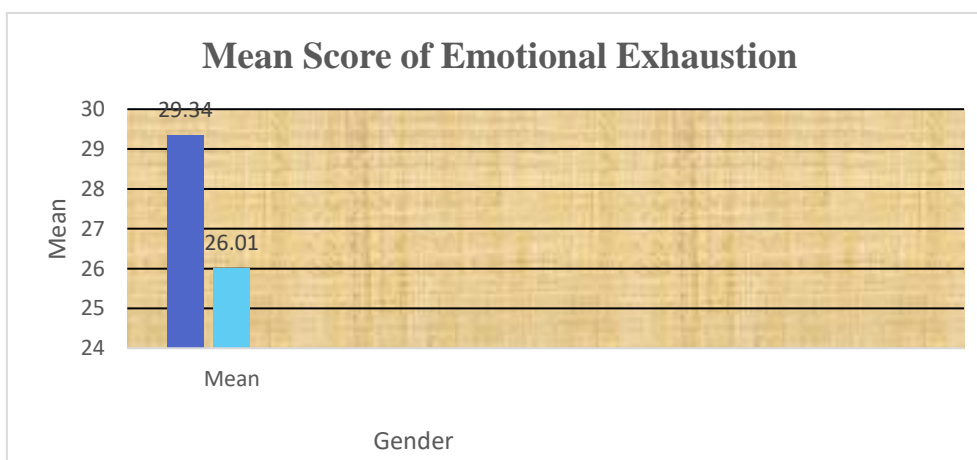


Figure 1.3: Mean level of Emotional Exhaustion



**ANOVA ‘F Test’**

A perusal of table 1.6 shows that the male and female burnout discovered to differ significantly from one another in the dimension of Emotional Exhaustion.

**Table 1.6**

| Variable                         | Group Comparison | Sum of Squares | Df  | Mean Square | F     | P    | Sig. Level |
|----------------------------------|------------------|----------------|-----|-------------|-------|------|------------|
| Gender Wise Emotional Exhaustion | Between Groups   | 1739.629       | 1   | 1739.629    | 14.96 | 0.00 | Sig.       |
|                                  | Within Groups    | 74154.182      | 638 | 116.229     |       |      |            |
|                                  | Total            | 75893.811      | 639 |             |       |      |            |

**ANOVA Result of Emotional Exhaustion**

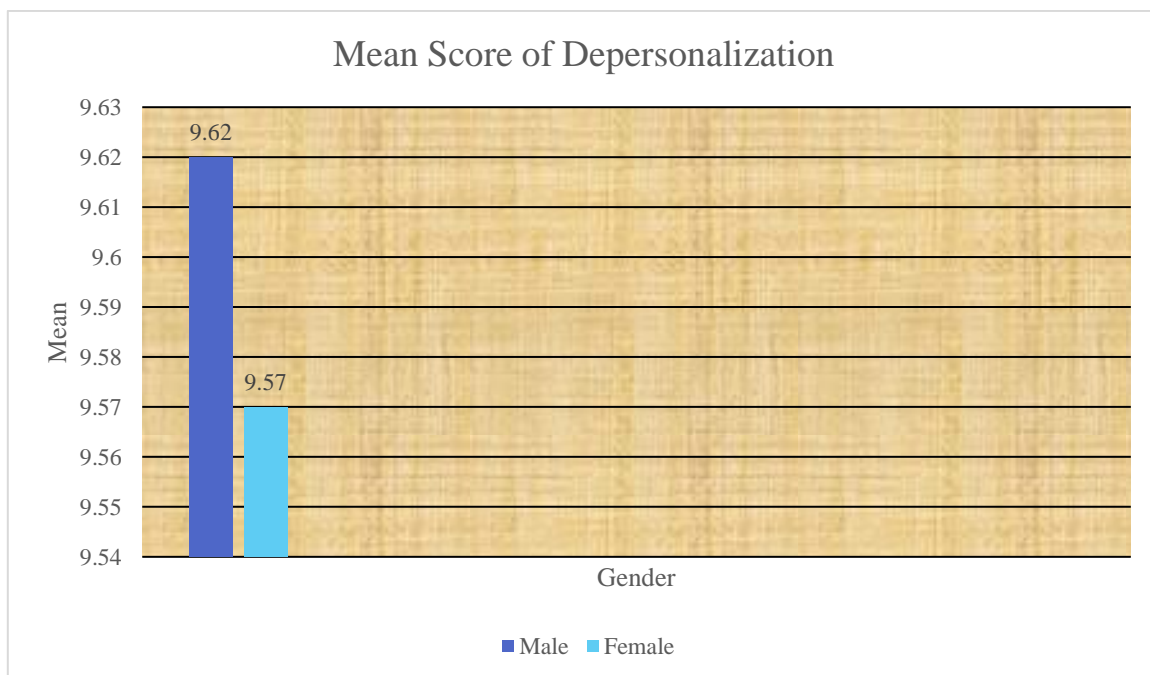
As seen in table 6, the study also uncovered a significant difference between scores of emotional exhaustions ( $F_{1,639} = 14.96$ ;  $p < 0.05$ ), which reveals that male score 29.34 had significantly higher emotional exhaustion than female score 26.01. It can be concluded that the gender wise emotional exhaustion significantly differs in male and female scores positively.

**Third Dimension: Depersonalization Descriptive Statistics**

The descriptive data (Table 1.7 and figure 1.4) indicate that the scores of depersonalizations show that gender reported male burnout level ( $M = 24.80$ ,  $Sd = 11.46$ ) female burnout level ( $M = 24.63$ ,  $Sd = 10.95$ ).

**Table 1.7: Mean Score of Male and Female (DP)**

| Variable | N   | Mean | Sd. Deviation | Sd. Error |
|----------|-----|------|---------------|-----------|
| Male     | 282 | 9.62 | 3.38          | 0.20      |
| Female   | 358 | 9.57 | 4.63          | 0.024     |



**Figure 1.4: Mean Score of Depersonalizations**



**ANOVA ‘F Test’**

A perusal of table 1.8 shows that the male and female burnout discovered to not differ significantly from one another in the dimension of depersonalization.

**Table 1.8**  
**ANOVA Result of Depersonalization**

| Variable                      | Group Comparison | Sum of Squares | Df  | Mean Square | F     | P     | Sig. |
|-------------------------------|------------------|----------------|-----|-------------|-------|-------|------|
| Gender Wise Depersonalization | Between Groups   | 0.418          | 1   | 0.418       | 0.024 | 0.876 | Ns   |
|                               | Within Groups    | 10895.768      | 638 | 17.078      |       |       |      |
|                               | Total            | 10896.186      | 639 |             |       |       |      |

**p>0.05**

As seen in table 1.8, the study also uncovered a not significant difference between scores of genders wise depersonalization (F 1,639) =0.024; p>0.05), which reveals that male score 9.62 and female score 9.57 did not make any significant difference regarding the depersonalization and both male and female teacher held similar depersonalization.

**4.CONCLUSION AND DISCUSSION:**

These results indicate that burnout mean score was high in male teacher compare to female teacher. Most of the studies reviewed in which only female teacher had more burnout compare to female. In South Bastar area is the Beautiful and covered with dense forest. This area surrounded by tribal people and their culture and cultivation gives unique identification to Chhattisgarh. South Bastar is a beauty of Chhattisgarh and also known for this area of Naxalwadi. Mostly People want to live in mainstream for their children’s higher education. Less accessibility and availability create problem to male teacher. Problem occurs in distance travelling, children’s higher education, if wife and husband both are working, they were working in different places, few male teachers are single and their family not stay with him. In rainy season road and pool are very poor condition because heavy rainfall damages the road and pool.

Burnout dimensions like, emotional exhaustion, depersonalization and personal accomplishment which is affected the teacher by the workload, hectic pattern in school, limited accessibility and less availability, is generate the burnout. Emotion exhaustion was high in male teacher. Depersonalization and Personal accomplishment similar in male and female teacher. Burnout is occurred due to workload, students’ interest or low motivation, government related duties like election duty, Health awareness duty, rally and many more program and their report.

We need to focuses on teacher health related issue. Every state government design some policies for teacher to reduce burnout level. Teacher is the pillar of society who give supports to students and make their carrier. National education policy 2020 is wants to recreate the framework of the teacher and their teaching skills but with this one more thing is that every two to three months later organize the camp and workshop on mental health awareness program for not only teacher but also for student which one improve to reduce the hesitation, pressure and fear firstly while share the opinion. It is not counselling its group activities for wellness and happiness. Each individual live and survive with healthy education and with healthy mind that is necessary factor of our nation. The study findings suggest to promoting teacher autonomy and providing opportunities for academic growth and advancement for profession is very important for fostering teacher involvement and their engagement. Policies should aim to design to supporting the family balance criteria also for managing the risk and burnout from working place.

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