

## Analyzing the Factors Responsible For Burnout among College Teachers

**M. Surya Kumar**

PhD Research Scholar, Department of Management Studies, Karpagam University,  
Coimbatore-641021,

&

**Dr. N. Shani**

Dean-Commerce & Management, Nehru Arts and Science College

### ABSTRACT

Burnout is a huge issue and the impact of it has created a ripple among the teachers. So keeping this the study aims to identify the factors responsible for burnout among college teachers is evaluated using appropriate tools. The sample size of 500 college teachers from the Coimbatore Municipal Corporation was taken for the study. The study resulted that the faculty members with high level of burnout is found high among the faculty members who have high level of stress and faculty give much importance to lack of recognition and lack of personal control when compared with other factors which are responsible for burnout.

### INTRODUCTION

#### **“First accept it, and then deal with it”**

Many theories of burnout include negative outcomes related to burnout, including measures of job function (performance, output, etc.), health related outcomes (increases in stress hormones, coronary heart disease, circulatory issues), and mental health problems such as depression. It has been found that patients with chronic burnout have specific cognitive impairments, which should be emphasized in the evaluation of symptoms and treatment regimes. Significant reductions in nonverbal memory and auditory and visual attention were found for the patient group. The term *burnout* in psychology was coined by Herbert Freudenberger in his 1974 *Staff burnout*, presumably based on the 1960 novel *A Burnt-Out Case* by Graham Greene, which describes a protagonist suffering from burnout.

The core aspect of burnout syndrome increased feeling of emotional ‘exhaustion’ caused by excessive psychological and emotional demands made on people helping people. Use of word ‘exhaustion’ reflects an important underlying assumption of burnout researches namely that the burnout syndrome is most relevant for job holders whose work is very involving.

### THEORETICAL FRAMEWORK

Teachers enter their career with the expectation that they will be able to meet the needs of their organization and students and provide a quality education. This goal applies to every teacher.

Several personality traits have been studied in an attempt to discover which types of people may be at greater risk for experiencing burnout. Maslach et al. (2001) identified hardiness, locus of control, coping styles, personality type, and attitude as important factors in potential burnout.

**Hardiness:** Individuals who display low levels of hardiness (e.g., involvement in daily activities, a sense of control over events, and openness to change) have higher burnout scores, particularly on the exhaustion dimension.

**Locus of control:** Burnout is higher among individuals who have an external locus of control (attributing events and achievements to powerful others or to chance) rather than an internal locus of control (attributions to one’s own ability and effort). **Coping styles.** Similar results have been reported on coping styles and burnout. Those who are burned out cope with stressful events in a rather passive, defensive way, whereas active and confronted coping is associated with less burnout.

**Personality type:** The exhaustion dimension of burnout also appears to be linked to type A personality behavior (e.g., competition, time-pressured lifestyle, hostility, and an excessive need for control).

**Attitude:** Teachers vary in the expectations they bring to their job. In some cases, these expectations are very high, both in terms of the nature of the work (e.g., exciting, challenging, and fun) and the likelihood of achieving success (e.g., curing clients or getting promoted).

### LITERATURE FRAMEWORK

**Ahmet Emin Serin & Mehmet Onur Balkan, Burnout: The Effects of Demographic Factors on Staff Burnout: An Application at Public Sector, International Business Research, Vol. 7, Issue 4, 2014, Pg.No: 151-159.** The aim of this research is, it should be considered a descriptive survey in the general sense, to highlight the effects of demographical differences on staff burnout. The sample size of the study is 261. The statistical package used was factor analysis, correlations and Hierarchical regression analysis. The study resulted that there was a positive relation on title and negative relation on depersonalization and age which explains that the older people have developed immunity to the burnout while the young employees suffer from burnout than older employees.

**Friesen, David, Sarros and James C: Sources of burnout among educators, Journal of Organizational behavior, Vol. 10, Issue 2, April 1989.** The study was to assess the extent to which the overall work stress, various factors of job satisfaction, role clarity and job challenge were the predictors of burnout among teachers and school based administrators. The sample size of the data is 635 teachers. The statistical tools used were descriptive statistics and regression analysis. The study resulted that the work stress and satisfaction with overload were the major predictors of emotional exhaustion for teachers and administrators. The overall findings of the study indicate that depersonalization occurs when the needs for the challenging work and recognition are not satisfied.

**Hultell, Daniel; Gustavsson and J Petter, Factors affecting burnout and work engagement in teachers when entering employment, scholarly journals, vol. 40, Issue 1, 2011.** The main purpose of this study is to how individual characteristics, the educational consent and the work consent predicted levels of burnout and engagement period during this transition period. The sample size of the study is 1290. The statistical tools used were descriptive statistics and hierarchical regression. The study resulted that the teachers support the importance of the work context's impact on burnout and work engagement.

### RESEARCH GAP

From the above review of literature it is clear that research has been carried out in factors of burnout among public sector and educators in foreign framework and not suiting Indian framework. So the present study has been carried out.

### NEED OF THE STUDY

The study focuses on analyzing the factors responsible for burnout among college teachers. To get rid of burnout, the primary way is to identify the factors which are affecting burnout and list them and find a way to take off burnout.

### OBJECTIVES OF THE STUDY

The objective of the study is,

- To examine the demographic profile of the respondents
- To analyze the factors responsible for burnout

### METHODOLOGY

The study is analytical in nature. Survey method was used and the study is conducted among college teachers at Coimbatore Municipal Corporation. The population for the study comprises of 500 college teachers. Proportionately stratified random sampling technique was adopted for the study. Primary data is collected with the help of the questionnaire.

**ANALYSIS AND DISCUSSIONS**

**Table 1. Factors responsible for burnout**

Factor	I (76)	II (61)	III (50)	IV (40)	V (25)	Total	Total Score	Mean Score	Rank
Self-perception on Job	111	79	90	115	105	500	24980	49.96	3
	8436	4819	4500	4600	2625				
Lack of Personal Control	118	120	111	79	72	500	26798	53.60	2
	8968	7320	5550	3160	1800				
Lack of Recognition	130	127	113	91	39	500	27892	55.78	1
	9880	7747	5650	3640	975				
Poor Communication	73	89	93	134	111	500	23762	47.52	4
	5548	5429	4650	5360	2775				
Insufficient Compensation	68	83	87	89	173	500	22466	44.93	5
	5168	5063	4350	3560	4325				

**Source: Computed and calculated through questionnaire**

The mean score is calculated by dividing the total score by total number of respondents.

**Interpretation:**

It is known from the above table that according to Garrett's ranking the factors which induces the respondents to show the factors responsible for burnout are in this order namely self-perception on job, lack of personal control, Lack of recognition, poor communication and insufficient compensation. It is found that lack of recognition is ranked first followed by lack of personal control ranking as second.

**Inference:**

From the analysis it's clear that faculties give much importance to lack of recognition and lack of personal control when compared with other factors which are responsible for burnout.

**CONCLUSION**

Burnout is always a major concern for teachers, but in recent times due to the emergence of technology burnout has become a problem to the teachers. So the teachers and the management must find the factors which affect them and with the help of regular screenings by faculty counselor teachers will be away from burnout.

**SCOPE FOR FURTHER RESEARCH**

The scope for the further research can be carried out by analyzing the factors responsible for burnout and job satisfaction, since job satisfaction is a major factor for burnout, which would result in knowing the reasons for burnout.

**REFERENCES**

- 1) C.R.Kothari, *Research methodology methods and techniques*, Wishwa prakashan, second edition-1990.
- 2) **Ahmet Emin Serin & Mehmet Onur Balkan, Burnout: The Effects of Demographic Factors on Staff Burnout: An Application at Public Sector**, International Business Research, Vol. 7, Issue 4, 2014, Pg.No: 151-159.
- 3) **Friesen, David, Sarros and James C:** Sources of burnout among educators, Journal of Organizational behavior, Vol. 10, Issue 2, April 1989.
- 4) **Hultell, Daniel; Gustavsson and J Petter,** Factors affecting burnout and work engagement in teachers when entering employment, scholarly journals, vol. 40, Issue 1, 2011.