

A Study on Guwahati City Secondary School Teachers' Job Burnout

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ABSTRACT

A nation's economy, quality, and prosperity are largely dependent on its teachers. Teachers are crucial in moulding the next generation; therefore, they hold the key to a nation's destiny. However, a variety of factors, including mood disorders, psychological anguish, stress, anxiety, low morale, cardiovascular illness, and exhaustion, might hinder a teacher's effectiveness and efficiency. The aforementioned causes are all signs of what is commonly referred to as "teacher burnout." The current study looks at the occupational stress experienced by teacher educators in connection to college type and gender. A sample of 87 teacher educators was selected using random sampling techniques. The Descriptive Survey Method was used to conduct the study. Srivastava and Singh's Occupational Stress Index was used to collect the data. According to the findings, 37.9% of teacher educators have moderate occupational stress, 48.3% have high occupational stress, and 13.8% have low occupational stress. There is no discernible difference between male and female teacher educators in terms of occupational stress, and teacher educators at government colleges experience less stress than those at private colleges.

Keywords: Secondary School, Job Burnout, Teacher's Burnout, Guwahati City etc.

INTRODUCTION:

Teachers are the future's architects, and schools are the nation's nurseries. Since education is the foundation of a nation's growth and destiny, teachers play a crucial part in it. A teacher serves as the conduit for turning goals and plans into reality. As a result, having good physical and mental health is essential for teachers. However, a number of factors, including a demanding curriculum, inadequate facilities, emotional weariness, and other factors that overlap with the recognised symptoms of burnout, can impair a teacher's health, character, and efficacy.

A poor attitude towards one's career is known as burnout. It is a detrimental psychological experience that results from stress at work. Burnout is a severe psychological condition that can impact both individuals and entire organisations, including educational institutions. Burnout is an emotional state brought on by extended stress, excessive labour, and an imbalance. It may cause estrangement, pessimism, and decreased productivity.

The foundation of educational institutions is made up of teachers. A teacher holds a special and significant position in the educational system. Today's educators face numerous risks. He is overworked, frustrated, and unable to handle a number of stressful issues, including a large

workload in the classroom, students who lack discipline, deteriorating service conditions, and improper principles, all of which contribute to teacher burnout. Teachers who experience burnout feel emotionally spent, disengaged from their work, and incapable of achieving their objectives. Thus, long-term stress at work might lead to burnout in the teaching profession. Depending on their circumstances and experiences, each person experiences burnout differently. Teachers who experience burnout or excessive stress lack the motivation to advance their careers or achieve personal objectives.

Need and Significance of the Study:

Teachers are both the producers and the keepers of knowledge. In addition to their many duties, teachers are essential in fostering social cohesion and integration on a local, national, and worldwide scale. The fundamental objective of their research is to explore the numerous characteristics of burnout that can be noticed among the secondary school teachers. The goal of the study, according to the researcher, was to better understand how burnout relates to certain demographic traits and how those traits are related. The findings of this study are significant because they help teachers become less burned out and more productive. The results would also be useful to other researchers in policy debates and initiatives to enhance teachers' effectiveness and quality of work life. As a result, the current investigation is deemed necessary and pertinent.

Objectives of the Study:

1. To determine the various degrees of burnout experienced by Guwahati City's secondary school teachers.
2. To investigate how male and female secondary school teachers in Guwahati City differ in terms of burnout.
3. To examine the differences in burnout between married and single secondary school teachers in Guwahati City.

Research Methodology: In the current study, which involved gathering data and conducting a survey, the researcher examined burnout among Guwahati City secondary school teachers. Descriptive survey research was thus employed by the investigator.

Sample of the Study: 200 teachers from 28 secondary schools in Guwahati City made up the study's sample. Teachers from various secondary schools in Guwahati City were chosen at random.

Tools Used: The Teacher's Burnout Scale (TBS-GRMS), created and standardised by Prof. Dr. Mandhu Gupta and Ms. Surekha Rani, served as the primary instrument in the current study, while the Department of School Education, Government of Mizoram's Annual Publication (2017–2018) served as the supplementary tool.

Procedure of Data Analysis: The investigator employed the following statistical methods for data analysis- Percentage, Mean, Standard Deviation (S.D) and t-Test.

DATA ANALYSIS AND DISCUSSION:

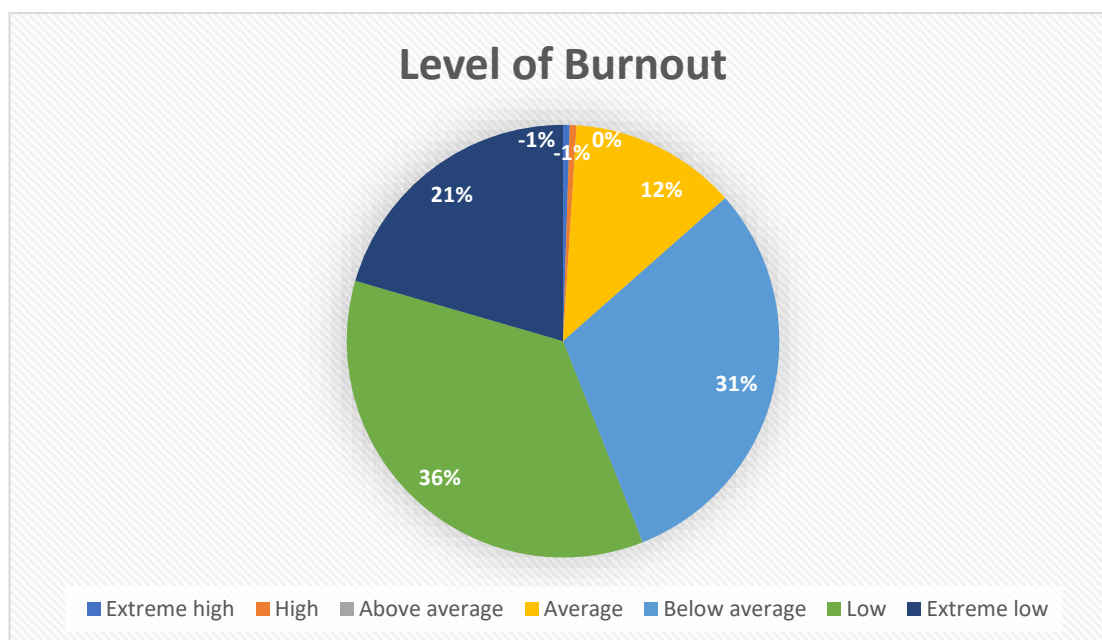
OBJECTIVE: 1 To determine the various degrees of burnout experienced by Guwahati City's secondary school teachers.

The Teacher's Burnout Scale scores were compared to the Burnout Scale norm table to determine the degree of burnout among Guwahati City's secondary school teachers. The following table lists secondary school teachers' levels of burnout:

Table: 1 Burnout Level among the Secondary School Teachers within Guwahati City

Level of Burnout	Range of Raw Score	No. Of Teachers	Percentage
Extreme high	141 & above	1	0.5
High	120 – 140	1	0.5
Above average	99 – 119	0	0
Average	70 – 98	25	12.5
Below average	49 – 69	61	30.5
Low	28 – 48	71	35.5
Extreme low	27 and below	41	20.5

Fig: 1 A bar graph displaying the degree of burnout among Guwahati City's secondary school teachers



The levels of burnout among the sampled teachers are displayed in Table 1 and Figure 1. Just one teacher (0.5%) out of 200 secondary school instructors experiences severe high and high levels of burnout. No teacher in the group has burnout that is higher than usual. Average

burnout is present in 25 instructors (12.5%). Meanwhile, 61 educators (30.5%) have burnout that is below normal. 71 educators, or 35.5%, had low levels of burnout. 41 instructors (20.5%) of the sample as a whole have Extreme Low levels of burnout.

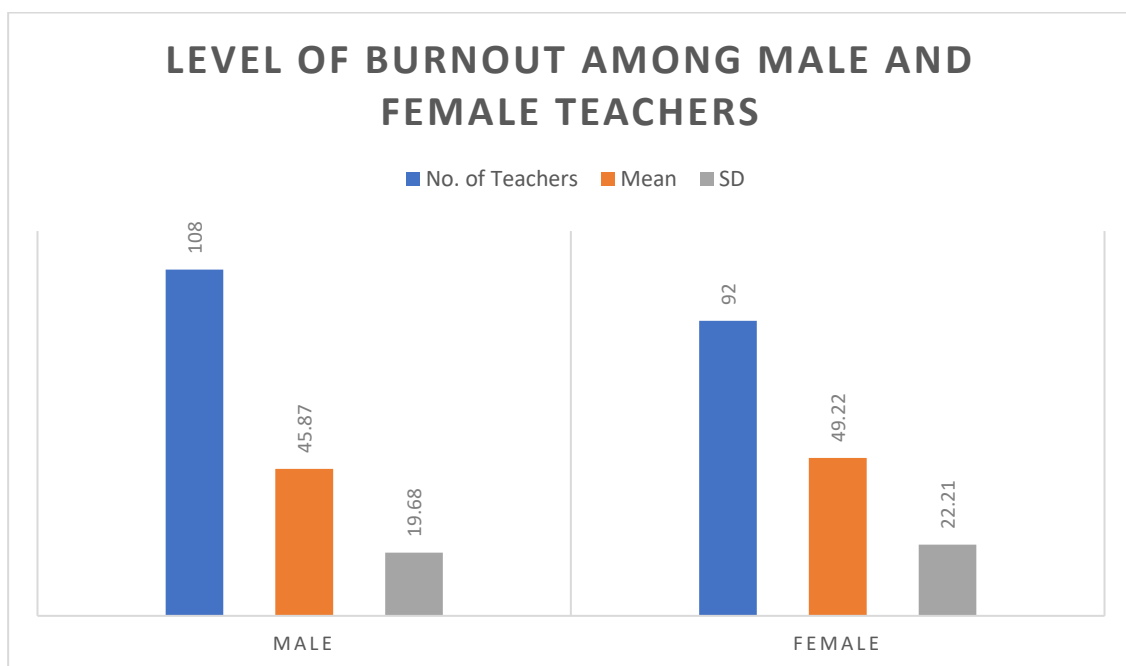
OBJECTIVE: 2 To investigate how male and female secondary school teachers in Guwahati City differ in terms of burnout

The null hypothesis was tested using the t-test to compare the burnout levels of male and female secondary school teachers in Guwahati City.

Table: 2 Disparities in Burnout between Male and Female Guwahati City Secondary School Teachers

Gender	No. of teachers	Mean	SD	t-value	Significance Level
Male	108	45.87	19.68	1.12	Not Significant
Female	92	49.22	22.21		

Fig: 2 A bar graph illustrating the level of burnout experienced by male and female secondary school teachers in Guwahati City



The mean burnout scores for male and female secondary school teachers are 45.87 and 49.22, respectively, with standard deviations of 19.68 and 22.21, according to Table 2 and Figure 2. With degrees of freedom of 198, the t-value obtained from the aforementioned two groups is 1.12, which is less than the critical value at the necessary level of significance and is therefore not significant. The null hypothesis, which states that "there is no significant difference in burnout among male and female teachers of secondary schools within Guwahati City," is thus accepted.

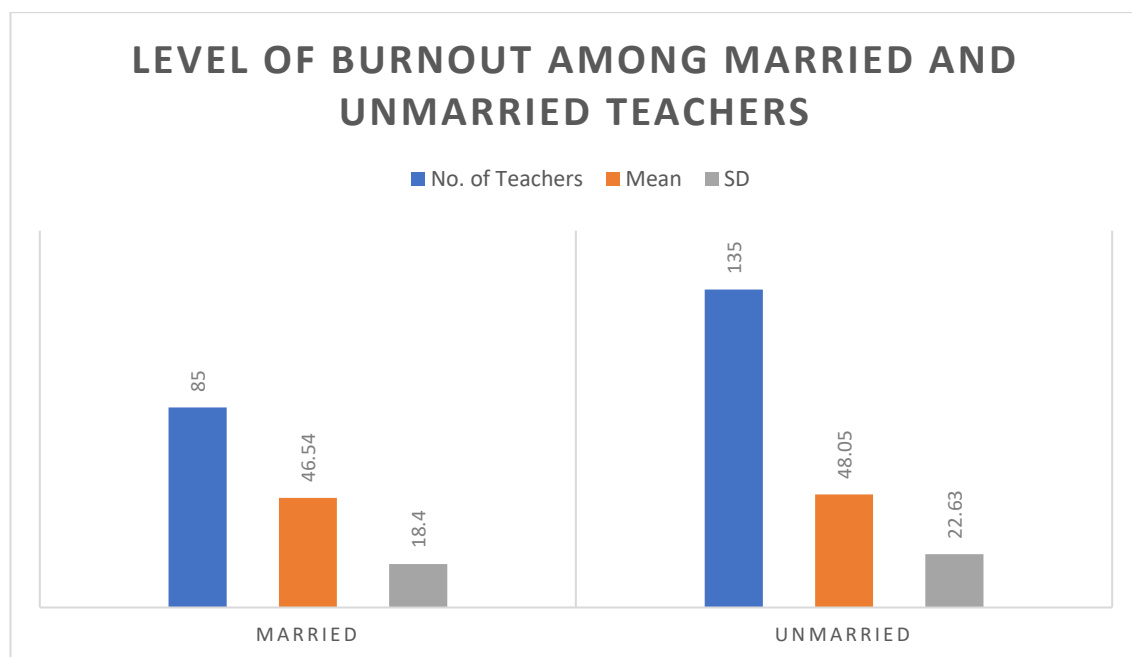
OBJECTIVE: 3. To examine the differences in burnout between married and single secondary school teachers in Guwahati City.

The t-test was used to test the null hypothesis and compare the burnout levels of married and single secondary school teachers in Guwahati City.

Table: 3 Disparity in Burnout Between Married and Single Secondary School Teachers in Guwahati City

Marital Status	No. of teachers	Mean	SD	t-value	Significance Level
Married	85	46.54	18.4	0.52	Not Significant
Unmarried	135	48.05	22.63		

Fig: 3 A bar graph illustrating the level of burnout experienced by married and single secondary school teachers in Guwahati City



According to Table 3 and Figure 3, married and single secondary school teachers' mean burnout scores are 45.54 and 48.05, respectively, with standard deviations of 18.4 and 22.63. With degrees of freedom of 198, the t-value obtained from the aforementioned two groups is 0.52, which is less than the critical value at the necessary level of significance and is therefore not significant. The null hypothesis, "There is no significant difference in burnout between married and unmarried teachers of secondary schools within Guwahati City," is thus accepted.

MAJOR FINDINGS OF THE STUDY:

1. It was discovered that the majority of secondary school teachers in Guwahati City had low levels of burnout.

2. The degree of burnout experienced by male and female secondary school teachers in Guwahati City. According to the current study, there is no discernible difference in burnout between male and female secondary school teachers in Guwahati City. Nonetheless, the average score suggests that female educators experience more burnout than their male counterparts.
3. About the degree of burnout experienced by married and single secondary school teachers in Guwahati City. According to the current study, there is no discernible difference in burnout between married and single secondary school teachers in Guwahati City.

CONCLUSION:

The current survey shows how teachers actually feel about burnout. The findings show that secondary school teachers in Guwahati City have relatively low levels of burnout. Both the students and the Mizoram educational system benefit from this outcome. However, the results clearly show that there is teacher burnout, and it is imperative that all essential steps be taken to manage teacher burnout before it becomes unmanageable. Teachers, students, the institution, and the community at large are all negatively impacted by teacher burnout. A country's ability to grow economically, socially, and emotionally depends on how well-educated its citizens are. The foundation of the entire educational system is made up of teachers. Teachers are under more stress when working with pupils because of today's demanding circumstances. Their work is made more difficult by crammed classrooms, a demanding curriculum, and subpar facilities. According to earlier studies, the majority of teachers have experienced emotional tiredness, stress, and sadness, all of which are known signs of burnout. Teachers' physical and mental health have an impact on students' wellbeing, hence every effort should be taken to prevent burnout.

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