

# Gender as a Determining Element of Burnout among Secondary School Teachers: A Study of B.Ed Multimode Students of IASE, Mizoram

Dickson Vanlalruata Chinzah<sup>1</sup>, Prof. Lallianzuali Fanai<sup>2</sup>, Rebeck Lalrinpuii<sup>3</sup>, Liantluangpuii Sailo<sup>4</sup>, Zonunmawii<sup>5</sup>

<sup>1,2,3</sup>Research Scholar, Institute of Advanced Studies in Education  
<sup>4,5</sup>Mizoram University<sup>4</sup>, Mizoram University<sup>5</sup>

## Abstract

This study aims to investigate burnout among secondary male and female teachers in Mizoram. The subject of the study comprised of the B.Ed multimode students of Institute of Advanced Studies in Education (IASE) and data were collected among a sample of 140 trainees. The study adopted descriptive survey method and the tool used was Teacher's Burnout Scale (TBS-GRMS) developed and standardized by Prof. Mandhu Gupta and Ms. Surekha Rani. From the result no significant difference was found in burnout among male and female B.Ed Multimode students the B.Ed multimode students. The study suggests that many reasons like good institutional support, good relationship among colleagues, collegiality and favorable institutional climate can contribute to the absence of gender difference burnout among teachers.

**Keywords:** Gender, Burnout, B,Ed Multimode, IASE

## INTRODUCTION

The importance of teachers is obvious at every level educational process. A teacher serves as the vehicle for bringing goals and plans to reality. Therefore, in order to accomplish this, the teacher must be in good physical and mental health. Teaching is more than just imparting knowledge about topics like language, physics, or arithmetic; it is also the basic foundation of the individual's ability to learn and adopt a suitable lifestyle and choose the appropriate moment. As a result, it is an ongoing process that transcends temporal, domain, and geographic borders.

The requirements of becoming a good educator in today's schools are challenging and occasionally stressful for many teachers. Teaching profession is particularly more stressful than the average stress levels of individuals working in other human service-related occupations. Researchers suggest that the stress in the teaching profession affects the general health, teaching career, students' achievement gains, and well-being of teachers (Chen, 2002; Hakanen et al., 2006; Skaalvik and Skaalvik, 2009). Rockwell (2021) opined that burnout is a state of chronic exhaustion that occurs after prolonged periods of stress. A large number of teachers have suffered from depression, stress, emotional exhaustion, which overlap with the established symptoms of burnout. Teachers' burnout is an ongoing problem in school systems

throughout the world. Good (1959) defined teacher burnout as physical, emotional and attitudinal exhaustion that begins with a feeling of uneasiness and mounts as the joy of teaching begins to gradually slip away.

There could be numerous ways for teachers to become burned out. Kumar (2020) pointed out various factors of teachers causing burnout such age, sex, conjugal status, sort of family, number of wards, life partner's business status, capabilities, assignments, nature of school and employment, workplace, time of understanding and salary and also suggested the existence of connection between these factors and stress. Singh and Rani (2015) observed that stress reduces teachers' efficiency and effectiveness due to mood disturbance, psychological distress, anxiety, lowered morale, cardiovascular disease and fatigue. Only a few studies in the Indian context focus on burnout among secondary school teachers. Moreover, there has been little research into the main effects and interactions of gender on burnout of teachers. Thus, this study is an endeavour to investigate the burnout among secondary school teachers with reference to gender.

## **RATIONALE OF THE STUDY**

Burnout has a negative impact on job satisfaction of teachers. Teachers' job satisfaction and burnout directly affect the quality of education. Burned out educators are unable to deal successfully with the overwhelming emotional stress of teaching. Are teachers really experiencing burnout today? If this is true, how serious is this problem and what are the symptoms of burnout among teachers? The investigators in this study investigated how high school teachers' burnout is related to one of the most important aspects of demographic characteristics which can be regarded as gender. Thus, the basic purpose of this research is to study the level and aspect of burnout that can be witnessed among the B.Ed multimode trainees of secondary schools. Therefore, the present study was conducted keeping in mind the significance of the findings and hoping that they will help to reduce teacher burnout and boost productivity.

## **REVIEW OF RELATED LITERATURES**

Chen (2002) on stress and life events of middle school teachers from China, found that there was a gender difference on the Stressful Life Events Scale (SLERS). Male teachers had higher negative life events scores than the female teachers but one could argue that such findings are not ecologically valid and are only specific to the population being tested and the culture.

Aftab & Kahttoon (2012) finding reveals that nearly half of the secondary school teachers experience less stress towards their job and males displays more occupational stress towards job than the females, moreover the trained graduate teachers are found to have higher occupational stress than post graduate and untrained teachers.

Ritu (2012) conducted the comparative study of occupational stress of secondary school teachers in relation to their demographic variables i.e. gender, types of school and locality. Results showed that there was no significant difference in the occupational stress of secondary school teachers on gender, type of school and locality basis.

Reddy & Anuradha (2013) conducted a study on occupational stress of teachers working at higher secondary level. They revealed that around 88 percent of higher secondary teachers are experiencing moderate and high levels of occupational stress. Researchers suggested some measures which could prove beneficial to teachers in coping with stress. The measures include improve self-esteem, build self-confidence, develop a good sense of humour, practice yoga and meditation, exercise regularly, foster a supportive friend circle.

## **OBJECTIVES**

1. To find out the different levels of burnout among B.Ed Multimode students of IASE, Mizoram.
2. To compare the burnout level among B.Ed. Multimode students with respect to gender.

## **HYPOTHESES**

1. There exist different levels of burnout among B.Ed Multimode students of IASE, Mizoram.
2. There is no significant difference in burnout among male and female B.Ed Multimode students of IASE, Mizoram.

## **RESEARCH METHODOLOGY**

### **Research design**

In the present study, the investigators studied the burnout among B.Ed Multimode students of IASE, Mizoram which required fact-finding and survey. Therefore, the investigators used descriptive survey research.

### **Population and Sample**

The population of this study consisted of all the B.Ed Multimode students of IASE. The sample of the study consisted of 140 students in which 70 are males and 70 are females.

### **Tools for Data Collection**

For collection of data, the investigators used Teacher's Burnout Scale (TBS-GRMS) developed and standardized by Prof. Mandhu Gupta and Ms. Surekha Rani.

### **Procedure of Data Analysis**

The collected data was properly classified before tabulation. All raw data were properly checked on the basis of the purpose for which it was collected and only the useful and usable data were tabulated.

For the analyzing of the data, the following statistical techniques were used:

- Percentage, Mean and Standard Deviation were used to measure and find out the level of burnout among the respondents.

- General t-test was applied for comparing level of burnout among the respondents based on their marital status and school type.

**ANALYSIS AND INTERPRETATION OF DATA**

**1. Levels of burnout among B.Ed Multimode students of IASE, Mizoram.**

The levels of burnout among the B.Ed Multimode students of IASE, Mizoram were measured from the scores of the Teacher’s Burnout Scale by comparing with the Burnout Scale norm table. This can be represented by the following observation table:

**Table 1: Burnout Levels among B.Ed Multimode students of IASE, Mizoram.**

Level of Burnout	Range of Raw Score	No. of Students (N=140)	Percentage
<b>Extreme High</b>	141 & above	0	0
<b>High</b>	120-140	0	0
<b>Above Average</b>	99-119	0	0
<b>Average</b>	70-98	11	7.8%
<b>Below Average</b>	49-69	48	34.2%
<b>Low</b>	28-48	65	46.4%
<b>Extreme Low</b>	27 & below	16	11.4%

**Figure 1: Bar Graph showing Burnout Levels among B.Ed Multimode students of IASE, Mizoram.**

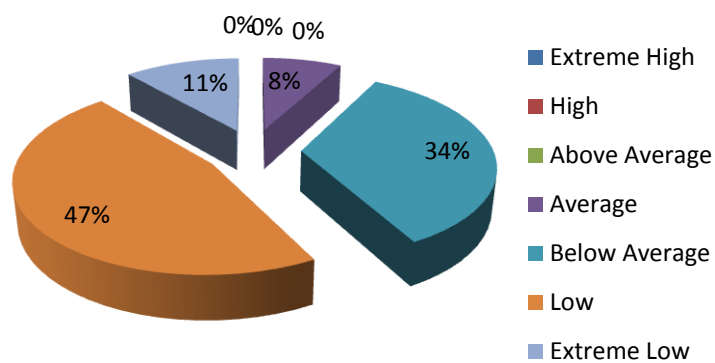


Table 1 and Figure 1 show the levels of sampled B.Ed Multimode students burnout. Out of the 140 B.Ed Multimode students, none of them fall in the category of extreme high level, high and above average level of burnout. It can be witnessed that 11 students (7.8%) have average level of burnout. At the same time, 48 students (34.2%) have below average level of burnout. There are 65 students (46.4%) who fall under low level of burnout. Of all the acquired samples, 16 students (11.4%) fall under the extreme low level of burnout. Therefore it can be concluded that there exists different levels of burnout among B.Ed Multimode students of IASE, Mizoram.

## 2. Difference in burnout among male and female B.Ed Multimode students.

Comparison of burnout level among male and female B.Ed Multimode students of IASE, Mizoram was done by testing the null hypothesis by using t-test.

**Table2: Difference in Burnout among Male and Female B.Ed Multimode students of IASE, Mizoram.**

Gender	No. of teachers	Mean	SD	t-value	Significant level
Male	70	45.38	17.12	0.84	Not significant
Female	70	47.84	17.66		

Table 2 reveals that the mean scores of burnout level of male and female B.Ed Multimode students are 45.38 and 47.84 with standard deviation 17.12 and 17.66 respectively. The t-value obtained from the above two groups is 0.84 which is smaller than the critical value at the required level of significance. The degrees of freedom is 138. Hence, it is not significant. Therefore, the null hypothesis “There is no significant difference in burnout among male and female B.Ed Multimode students of IASE, Mizoram” is accepted.

## RESULT AND DISCUSSION

The study reveals the presence of different levels of burnout among B.Ed Multimode students of IASE, Mizoram. The burnout experienced is generally not high. The result should be embraced with gratitude as it highlights the healthy education atmosphere in the state. Minimal level of burnout is a promising sign as burnout can have adverse affects not only on the individual but also on the students as well as the institution as a whole. The finding is in par and ably supported by Aftab &Kahttoon (2012) whose finding revealed that nearly half of the secondary school teachers experience less stress towards their job. Whereas some of the findings obtained by other researchers (Reddy & Anuradha, 2013) contradicts the present finding by revealing that almost 90% of higher secondary teachers are experiencing moderate and high levels of occupational stress.

In regards to the burnout level based on gender, it was found that there is no significant difference in burnout among male and female B.Ed Multimode students. This can be due to many reasons like good institutional support, good relationship among colleagues, collegiality, favorable institutional climate and so on. All this minute reasons can help reduce burnout to a great extend. The present finding collaborates well with the findings of Ritu(2012) which showed that there was no significant difference in the occupational stress of secondary school teachers on gender, type of school and locality basis. On the other hand, findings by other researchers (Chen, 2002; Aftab &Kahttoon, 2012) contradicts the present finding where their study revealed the presence of significant difference in burnout among male

## CONCLUSION

The present study deals with B.Ed Multimode students of IASE, Mizoram who are from different parts and corners of the state. The present study highlights the actual conditions of teachers of the state to a great extend. B.Ed Multimode programme, being a Governmental initiative to break the deadlock of untrained teachers by providing in-service B.Ed training course, brings together individuals from

different regions which enables the present study to be much more diverse and colourful. The result clearly depicts the presence of burnout in bits and pieces. Therefore, it is a must that necessary measures are taken adequately so that burnout among teachers be controlled effectively before it gets out of hand. Burnout has negative impact on teachers and once the teachers are affected it gradually deteriorates the students, institution and the community as a whole. Since teachers are considered to be valuable resources to educational institutes, management must invest adequate resources in the assessment of their working environment, both mental and physical, to maximize the quality of service delivery. Also, for intervention, teachers, the organization, society and family should work together to buffer the burnout syndrome.

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