

## **Assessment of Burnout Among Secondary School Teachers Working in Various Govt: High Schools of District Dera Ismail Khan**

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### *Abstract*

*The study was conducted to assess burnout level of Secondary School Teachers of district Dera Ismail Khan (Khyber Pakhtunkhwa). A researcher made "Teacher's Burnout Inventory-TBI" was used to assess their burnout level. The TBI was properly validated and its reliability was recorded as 0.822. The population of the study consisted of 884 SSTs. The inventory was distributed among a selected sample of 272 SSTs out of which only 183 SSTs properly responded. The data analysis revealed that all together, burnout level among SST teachers of D.I. Khan was low. Various recommendations for managing and diminution in burnout are made.*

**Keywords:** burnout, assessment, emotional exhaustion (EE), depersonalization (DP), Personal, accomplishment (PA).

### **Introduction**

The development of modern technology and its inclusion in schools and classrooms, changing current family structures, and legislative revolutions in the education system have strongly influenced various teaching-learning aspects like learner motivation, the loss of teacher's authority, increasing rate of school failure and student's dropout etc. (Rodriguez & Fernandez, 2017). It is thus obligatory that result oriented efforts should be made to reduce those traumatic factors which eventually lead to burnout.

Pleasing organizational environment, democratic and co-operative leadership and teacher's social success are the major factors that can diminish their stress and hence burnout (Mohua, 2012).

Secondary School Teachers in this regard experience more harassment, reduced motivation, and more specifically the symptoms that causes exhaustion (Miguel & José, 2017) while exhaustion leads to cynicism that further leads to reduced personal efficiency and hence potential burnout occurs (Leiter & Maslach, 2005).

### *Rationale of the Study*

The existing literature available on burnout shows that only a few studies have been conducted in Pakistan that spotlight on teacher's burnout. Teachers' un-enjoying professional adjustments usually turn into burnout causes multifarious psychological tribulations and

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consequently let downs teaching-learning process. Hence the scholar considered it obligatory to conduct a study on teacher's burnout.

#### *Statement of The Problem*

This study entitles "Assessment of burnout among secondary school teachers working in various govt: high schools of district Dera Ismail Khan". Various empirical studies on burnout verified its sequential growth i.e. initially exhaustion, then depersonalization and afterwards diminished personal accomplishment takes place (Leiter & Maslach, 2005). Exhaustion refers to tiredness due to lack of energy, depersonalization means keeping distance from people and reduced personal accomplishment means job inefficiency; which leads to Burnout (Leiter & Maslach, 2005).

#### *Objective of the Study*

The objective of the study was to assess the burnout level of SST teachers.

#### *Significance of the Study*

Burnout is considered as an important multifaceted psychological disorder in teachers. In the current study, the investigator has aimed to assess the burnout level of SSTs of district D.I. Khan which will be helpful for teachers, their school heads and all other concerned to identify and then formulate appropriate actions for coping with their burnout. The true measures in this regard will undeniably improve teaching learning process.

### **Literature Review**

#### *Burnout*

The word "Burnout" at the first time was explained in the year 1975 by a US clinical psycho-analyst Freudenberg. He defined it as, "a state of emotional and corporal tiredness due to disproportionate demands on energy, potency and resources". According to Colman (2001), "Burnout is a delicate stress disorder characterized by exhaustion resulting from too much hard work with anxiety, tiredness, fatigue, insomnia, depression, helplessness and impairment in work performance". One of the most famous burnout models was presented by Maslach in the year 1982 that emphasized three constructs of burnout i.e. emotional exhaustion, depersonalization, and reduced personal accomplishment. Exhaustion refers to "the feelings of physical strain and psychological tiredness as a result of constant personal interactions" while depersonalization means "the development of negative and distant feelings toward other people" and

Diminished work performance means “the loss of confidence in personal performance and the presence of a negative self-image” (Rodríguez & Fernández, 2017). Exhausted Persons feel shattered, incapable to deal with, drained and down having insufficient energy along with physical pains and/ or stomach disturbances (Leiter & Maslach, 2005).

#### *Reduction of Burnout*

There are two different views to lessen burnout; one is to modify the individual him or herself and the other is to give attention to transform the organization and its working environment (Schaufeli & Buunk, 2003). However, it is relatively trouble-free to change an individual as compared to modify the entire organization, so the most favorable approach is to excite personal agency (Maslach & Goldberg, 1998).

#### **Research Methodology**

This was an empirical study and mainly falls within the purview of survey research design. The population of the study consisted of all 884 SSTs posted at Government High Schools of district DIKhan. Keeping in view the nature of study, purposive stratified sampling technique was adopted. For this purpose, Yamane (1967) formula was used which yield 272 as sample size.

$$S = \frac{N}{1+N(e^2)} = \frac{884}{1+884(.0025)} = \frac{884}{1+2.25} = \frac{884}{3.25} = 272 \text{ (Sample size).}$$

Required information was gathered from selected SSTs using researcher made “Teacher’s Burnout Inventory”. The central idea for this inventory was however taken up from Maslach and Jackson (1981, 1986). Researcher used seven point Likert scale that ranges for exhaustion scale 0-54 (for 9 items), 0-30 for depersonalization scale having 6 items and 0-48 for personal accomplishment scale having 8 items. Standardized procedures were adopted to get validated the tool using content, face and construct validity. For reliability, the Cronbach’s alpha value for TBI was found to be 0.822 which is suitable as proposed by Bryman & Cramer (2010).

Following is the range of scores on three different sub-scales of ‘Teacher Burnout Inventory’ (Range adopted from Maslach & Jackson (1986)).

Table 1: Showing range of burnout scores

Burnout Level	Emotional Exhaustion	Depersonalization	Personal Accomplish-, ment
HBL	≥27	≥13	≤30
ABL	17 to 26	7 to12	31 to 36

LBL	≤16	≤6	≥37
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HBL=High Burnout Level; ABL= Average Burnout Level; LBL= Low Burnout Level

### Data Collection Procedure

#### Administration of Tbi

For the purpose of data collection, the TBI was distributed among 272 SSTs of district D.I. Khan out of which only 204 SSTs responded among which 183 SST teachers responded appropriately. So 183 inventories were considered for data analysis.

### Results & Analysis

Table 2: No and percentage of SSTs on three burnout levels

Burnout Dimension	Burnout Level	N=183	%age	Mean Score	Burnout
Emotional Exhaustion	Low	97	53.0	15.09	
	Average	40	21.9		
	High	46	25.1		
Depersonalization	Low	119	65.00	7.31	
	Average	31	16.90		
	High	33	18.00		
Personal Accomplishment	Low	107	58.50	37.63	
	Average	27	14.80		
	High	49	26.80		

This table shows that that on *Emotional Exhaustion* aspect, 53% SSTs are showing low burnout while 21.9% SSTs are showing average and remaining 25.1% SSTs are lying in high burnout level. About 1/4<sup>th</sup> of the entire sample showing high burnout on EE is highly shocking. This will highly disturb their domestic as well as professional life. Further, more than half teachers are lying in low burnout level. The mean value for entire sample (N=183) for EE is 15.09 which also falls under low EE.

On *Depersonalization* aspect of burnout, 65% SSTs are showing low burnout while 16.9% SSTs are showing average and remaining 18% SSTs are in high burnout. About 1/5<sup>th</sup> sample showing high burnout on depersonalization aspect of burnout which is again highly shocking. This depersonalization will cause social detachment. Again more than half SSTs are lying in low burnout level. The mean value for entire sample (N=183) for DP is 7.31 which also falls under low DP.

On *Personal Accomplishment*, 58.5% SSTs are showing low burnout while 14.8% SSTs are showing average and remaining 26.8% SSTs

are at high burnout. About 1/4<sup>th</sup> sample showing high burnout on Personal Accomplishment which is again highly terrible. This shows that they are no more efficient in their professional engagements. Here again more than half SSTs are lying in low burnout level. The mean value for entire sample (N=183) for PA is 37.63 which also falls under high PA.

This table also shows that that as a whole, burnout level among SSTs of district D.I. Khan is found to be low.

#### *Finding of the Study*

The result shows that burnout was present among SSTs of district D.I. Khan in varying degrees on all its three aspects. Overall SSTs were facing low burnout level (Ref Table 2).

#### *Conclusion*

From the finding of the study, it was concluded that overall SSTs of district D.I. Khan were facing low burnout level.

#### *Recommendations*

Proper measures may be made to eliminate burnout of all DIKhan SSTs, so that teaching-learning process may be accomplished smoothly. School climate should be pleasant and friendly. Suitable salaries and incentives along with medical, transport, compensatory and hard area allowances and other facilities should be given to all teachers.

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