



## Burnout in Senior Secondary School Teachers: “*The act of personality characteristics*”

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### ABSTRACT

**Background:** Burnout stress is characterized by feelings of alienation, indifference, a loss of interest in work, and an inability to perform day-to-day duties.

**Objective:** The present research investigated whether there is a relationship between personality types and burnout in the field of educational settings.

**Method:** Stratified random sampling method was employed for the purpose of data collection. Total 60 participants are tested through Maslach Burnout Inventory in order to determine participants' burnout levels and Eysenck's Personality Questionnaire-Revised for personality tests.

**Results:** Result found out that there is a significant and positive relationship of psychoticism with emotional exhaustion and depersonalization. The most significant contributor to personality in the present study is neuroticism. However, no significant differences between urban higher secondary teachers of males and females have been found on burnout and personality types, but the mean score of burnout found that males are comparatively higher than females.

**Conclusion:** It is understood from analysis that increases the teachers' positive views about personal characteristics; their burnout levels decrease.

**Keywords:** Burnout, Teachers, School, Personality, Depersonalization

### Introduction

Burnout as an individual negative experience occurring as a result of chronic work stress has become distinguished in teaching professional literature since the mid-1970s'. There is a general view that teacher burnout might have a negative impact on the teachers themselves leading, to emotional and physical illness, and on the students as burned-out teachers could also be comparatively impaired within the quality of teaching and commitment, might provide less info and fewer praise furthermore as move less with students. Job stress or occupational stress among teachers has become quite inevitable nowadays because of the assorted increase in job complexities and challenges. A general lack of administrative understanding and support, role ambiguity, role conflict, students' attributes are a number of the identified stressors. Task demands, physical demands, role demands, and interpersonal demands are the four areas from where job stress originates and results in the risk of developing job dissatisfaction that is directly associated with adjustment.

Emotional exhaustion is the feeling of overburdened exhausted emotionally felt by the individual because of his/her work. Defines the depletion of emotional resources and loss of energy and it is the foremost important indicator of burnout. Emotional exhaustion is the intrinsic aspect of burnout. This aspect refers to the state of physical and emotional exhaustion and is that the foremost necessary aspect of the core of burnout (Maslach and Jackson 1984; Cokluk, 2000). Depersonalization is a demonstration of negative, non-serious attitudes and behaviors against people served (not taking into the thought that they are individuals) by the individual. The person throughout this state of affairs displays behaviors that are innocent of feeling, unfeeling, dismissive, indifferent, exhausting and cynical (Maslach and Jackson 1984; Leiter and Maslach 1988). Personal accomplishment is defined as an individual's inability to beat problems successfully and perceive him/her inadequate. Individual's motivation regarding work declined. An individual feels a lack of control and desperate. It indicates the modification of worker's feelings of success and self-efficacy, or maybe indicates the sentiments of failure, inadequacy, and loss of dignity (Maslach and Jackson 1984; Cokluk, 2000).

Lack of support from administrators and co-workers and lack of involvement in decision making is also a significant causal factor of teacher burnout (Brissie et al., 1988; Sarros&Sarros, 1992). Empirical evidence has shown that teachers experiencing a lot of stress were burned out (Ganster and Schaubroeck, 1991, Kokkinos, 2007; Moore, 2001). The manifestation of burnout is a function of stressors engendered at each environmental organization and personal level. Kokkinos (2007) found that managing student misbehaviour, teachers' appraisal by students, workload, and time

constraints were predictors of burnout. Byrne & Hall, (1989) discovered that role conflict, work overload, classroom climate and decision making are all organizational factors that contributed to teachers stress and eventual burnout. In an exceedingly study by Lue, Chen, Wang, Cheng, and Chen (2010) found that job stress and work hours expected burnout among 1st postgraduate year residents. Moreover, researchers have found that job stress particularly role stress and different role-related issues were moderate to extremely correlated with burnout (Bakker, Demerouti and Verbeke, 2004; Demerouti Bakker, Nachreiner and Schaufeli, 2001; Maslach et al. 2001; Schaufeli & Bakker, 2004); Thomas and Jankau, 2009). Therefore, it was expected that job stress will predict burnout.

Besides, of these characteristics, the teaching profession has been an occupation directly associated with human beings. Teachers ought to deal not only with their students' educational states but also students' issues and emotional states at the same time. This situation will increase the probability of experiencing burnout for teachers. Many studies on teacher burnout have been equating stress with burnout. Stress is a reality of teaching which may be useful or harmful depending on how an individual responds. For instance, an able challenging category will be stressful to teach. If efforts to satisfy student's desires lead to increased teacher growth and satisfaction, the consequences of stress are useful. If such efforts lead to emotional and physical sickness, the consequences of stress are harmful and will eventually cause burnout. A number of studies are making an attempt to clarify burnout by merely enumerating the numerous stresses teachers might encounter (Farber, 1982).

Burnout is seen commonly in professions like teaching and school administration, requiring intense human relationships, emotionally fraying nonetheless underappreciated (Kalker 1984; Maslach 1986). Within the educational space, studies of occupational stress and burnout have found data that stir concern and justify the need to continue research (Borg, Riding, & Falzon, 1991; Capel, 1991; Kyriacou, 2001). Indicating this is the high proportion of teachers (between 30% and 75%) who are alert to a moderate to high degree of stress in their work (Borg et al., 1991; Capel, 1991). Stress leads teachers to express in an exceedingly significant way the typical characteristics of disturbance (Maslach & Jackson, 1981, 1996) problems in personal accomplishment, emotional exhaustion, and depersonalization.

Teachers' reactions to their working conditions are established by individual characteristics like personality traits and demographic factors. These individual characteristics determine how teachers perceive and respond to their surroundings and if situational variables become an explanation for burnout or the premise for the development of effective coping strategies (Omdahl and Fritz, 2006; Haberman, 2004; Lens and Neves, 1999).

Raj (2014) studies showed that participants demonstrated the highest participation relating to personality characteristics severally in conscientiousness, agreeableness, and openness to experience, extraversion, and emotional stability dimensions. Participants' emotional exhaustion levels were at the medium level, whereas reduced personal accomplishment and depersonalization levels were low. Similarly, Burisch (2002) found that neuroticism became relevant in emotional exhaustion; whereas extraversion in personal accomplishment; openness and neuroticism in depersonalization. Cano-Garcia et al (2005) found the necessary role of temperament structure together with a number of the chosen contextual variables, each within the prediction of teacher burnout.

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## Rationale of the study

From the review of literature given above relating to studies on burnout, and personality among teachers, it may be the same that several studies have investigated different aspects of those variables in teaching further as alternative types of personality. The aim of this study is to check the prevalence and correlates of burnout among teachers within the Sikkim state of India. This study will address gender variations in prevalence and correlates of burnout in an effort to identify how these risk factors or behavior vary by gender across Sikkim. It is necessary to evaluate educational organizations differently than other organizations due to their being value-oriented organizations and particular characteristics of the teaching profession. In this context, the research was conducted in higher secondary schools.

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## Objectives

- To examine the relationship between different dimensions of burnout (i.e. emotional exhaustion, depersonalisation, personal accomplishment) and personality types (i.e. psychoticism, extraversion, neuroticism) in urban senior secondary school teachers.
- To identify the role of different dimensions of burnout (i.e. emotional exhaustion, depersonalisation, personal accomplishment) in determining personality types in urban senior secondary school teachers.
- To find out the significant difference between male and female senior secondary school teachers on different dimensions of burnout (i.e. emotional exhaustion, depersonalisation, personal accomplishment) and personality types.

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## Hypotheses

- There will be significant and positive correlation between different dimensions of burnout (i.e. emotional exhaustion, depersonalisation, personal accomplishment) and personality types (i.e. psychoticism, extraversion, neuroticism) in senior secondary school teachers.
- Different dimensions of personality types (i.e. psychoticism, extraversion, neuroticism) would significantly predict burnout (i.e. emotional exhaustion, depersonalisation, personal accomplishment) in senior secondary school teachers.
- There will be no significant difference between male and female senior secondary school teachers on different dimensions of burnout (i.e. emotional exhaustion, depersonalisation, personal accomplishment) and personality types (i.e. psychoticism, extraversion, neuroticism)

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## Method

### *Participants*

This research study sample consisted of 60 urban senior secondary school teachers (30 males and 30 females) in the age group of 25-39 years (Mean = 31.08, and SD = 3.74) who were teaching in Sikkim Holly School. Stratified random sampling was employed for the purpose of data collection.

### *Inclusion criteria:*

- a. Private teachers
- b. Males and females
- c. Urban areas
- d. All religions
- e. Age group between 25 years to 39 years
- f. Regular and ad-hoc teachers

### *Exclusion criteria:*

- a. Those teachers who did not agree to participate in study
- b. Teachers diagnosed with any major psychiatric disorder/s

### *Tools used*

*Maslach Burnout Inventory:* (MBI: - Maslach, Christina; Jackson, Susan E.; Leiter, P. Michael; Schaufeli, Wilmar B., 1996) used in order to determine participants' burnout levels. There are twenty-two items in the inventory and have three subscales which are evaluated between 0-4 points range for each item. Scoring is calculated separately for each subscale. Emotional exhaustion and depersonalization dimensions consist of negative items while reduced personal accomplishment dimension consists of positive items. Test-retest reliability scores within the few weeks range were the highest (0.60-0.82).

*Eysenck's Personality Questionnaire-Revised (EPQ-R: Eysenck & Eysenck, 1985):* Revised (EPQ-R: Eysenck & Eysenck, 1985): EPQ-R is 90 items assessing to live off 4 important dimensions such as psychoticism, extroversion, neuroticism, and lie-scale. An answer should be put into the 'Yes' or 'No'. P- Psychoticism or Tough-Mindedness, E-Extroversion, N-Neuroticism or emotionality and L-Lie. The high reliability of the scale has test-retest (0.89).

### *Procedure*

In this research, the principal of schools, Gangtok (Sikkim) was consulted for getting permission to collect information from the sample. All participants gave written consent when the nature of the study was explained to them. Then information was collected individually according to their convenient time. It was created positive that the participants understood the instruction properly and after assurance, each of the questionnaires were handed out to the participants and no time limit was given. The subjects were assured of the confidentiality of the information. All questionnaires were collected upon completion.

### *Data analysis*

In order to present information in additional intelligible and interpreted form, Statistical Package for social science (SPSS) Version 20 was used. Descriptive statistics like percentage mean and variance were conjointly used. Data was also calculated by using Pearson's coefficient correlation, regression, and t-test.

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## Results and discussion

The aim of the present study was to examine the variables of burnout on personality types of senior secondary school teachers from Sikkim. In order to prove the developed hypotheses, the obtained data have been calculated and tabulated that is being mentioned below:

**Table 1: Pearson's correlation coefficient of burnout and personality of urban senior secondary school teachers (N=60)**

Variables	Mean	SD	EE	D	AP	OS	P	E	N
<b>Emotional Exhaustion</b>	16.63	7.60	1						
<b>Depersonalisation</b>	7.67	5.43	.64**	1					
<b>Personal Accomplishment</b>	28.08	8.98	-.42**	-.52**	1				
<b>Over all burnout</b>	52.38	10.65	.69**	.53**	.29*	1			
<b>Psychoticism</b>	8.37	4.62	.33*	.36**	-.36**	.11	1		
<b>Extraversion</b>	13.68	3.85	-.17	-.10	.18	-.02	-.15	1	
<b>Neuroticism</b>	11.33	4.76	.38**	.32*	-.31	.17	.27*	.14	1
<b>Over all personality types</b>	33.38	8.40	.32*	.33**	-.29*	.15	.64**	.46**	.78**

\*p<0.05; \*\*p<0.01

The abbreviations used in above table such as EE (emotional exhaustion), D (depersonalisation), AP (personal accomplishment), OS (overall stress), P (psychoticism), E (extraversion), N (neuroticism).

The obtained results in Table 1 indicates that overall personalities have positive and significant relationship with emotional exhaustion (.32\*) that shows that the majority of the male and female teachers have totally different attitudes, adjustment power, so a positive and significant relationship with emotional exhaustion is within the expected direction. It also can be ascertained that there exists a positive and significant relationship between overall personalities with depersonalization (.33\*\*) that is additionally within the expected direction. A negative and significant relationship also can be ascertained between overall personality and personal accomplishment (-.29\*). Again there are exists significant and positive relationship of psychoticism with emotional exhaustion (0.33\*\*) and depersonalization (0.36\*\*) as well as a positive relationship between emotional exhaustion with neuroticism (.38\*\*) among urban higher secondary school teachers have been found. Therefore, hypothesis 1 which states that "there will be a significant and positive correlation between the different dimensions of burnout (i.e. emotional exhaustion, depersonalization, and personal accomplishment) and personality types among urban higher secondary school teachers" are accepted.

**Table 2: Summary of multiple regression analysis of burnout of urban senior secondary school teachers (N=60)**

Variables	Std Beta	R	R <sup>2</sup>	F
<b>Emotional Exhaustion</b>				
<b>Psychoticism</b>	0.21	0.48	0.02	5.536*
<b>Extraversion</b>	-0.18			
<b>Neuroticism</b>	.35			
<b>Depersonalisation</b>				
<b>Psychoticism</b>	0.27	0.44	0.19	4.411*
<b>Extraversion</b>	-0.097			
<b>Neuroticism</b>	0.261			
<b>Personal Accomplishment</b>				
<b>Psychoticism</b>	-0.26	0.46	0.21	5.000*
<b>Extraversion</b>	0.18			
<b>Neuroticism</b>	-0.27			

\*p<0.05; \*\*p<0.01

Table 2 puts forward a summary of the results obtained through the multiple correlation analysis described as criteria the three sides of burnout and as predictors, the three parts of personality structure. And additionally analysed multiple correlation analysis of methodology was employed in order to check the hypothesis 2. Having an incomplete relationship with neuroticism, bearing a high level of neuroticism is the best predictors of high scores in emotional exhaustion. In the level of depersonalization constituted psychoticism is the best predictor of high scores in depersonalization and the level of personal accomplishment constituted neuroticism is that the best predictors of high scores in personal accomplishment.

The most significant contributor to personality during the present study is neuroticism. Therefore, hypothesis 2 which states that "different dimensions of personality would significantly predict burnout in higher secondary school teachers" was accepted.

**Table 3: Mean, SD and t-values of different dimensions of burnout and personality types of urban senior secondary school teachers (N=60)**

Dimensions	Gender	N	Mean	SD	'T' Value	Significant /N.S.
Emotional Exhaustion	Male	30	17.87	6.46		
	Female	30	15.40	8.52	1.26	NS
Depersonalisation	Male	30	8.53	5.26		
	Female	30	6.80	5.54	1.24	NS
Personal Accomplishment	Male	30	26.50	8.81		
	Female	30	29.67	9.02	-1.38	NS
Total Burnout	Male	30	52.90	10.91		
	Female	30	51.87	10.54	.37	NS
Psychoticism	Male	30	7.83	4.36		
	Female	30	8.90	4.88	-.89	NS
Extraversion	Male	30	13.93	3.39		
	Female	30	13.43	4.31	.50	NS
Neuroticism	Male	30	11.97	5.15	1.03	
	Female	30	10.70	4.32		NS
Total Personality Types	Male	30	33.73	7.67	.32	
	Female	30	33.03	9.20		NS

\*p<0.05; \*\*p<0.01

Results in table 3 reveal that there exists no significant difference between urban higher secondary teachers of males and females on burnout and personality types. However, no significant differences between urban higher secondary teachers of males and females were found on burnout and personality types. Hence, if we observe the mean score of various dimensions of burnout, it can be found that the mean scores of male teachers are comparatively higher than female on different dimensions of burnout except personal accomplishment.

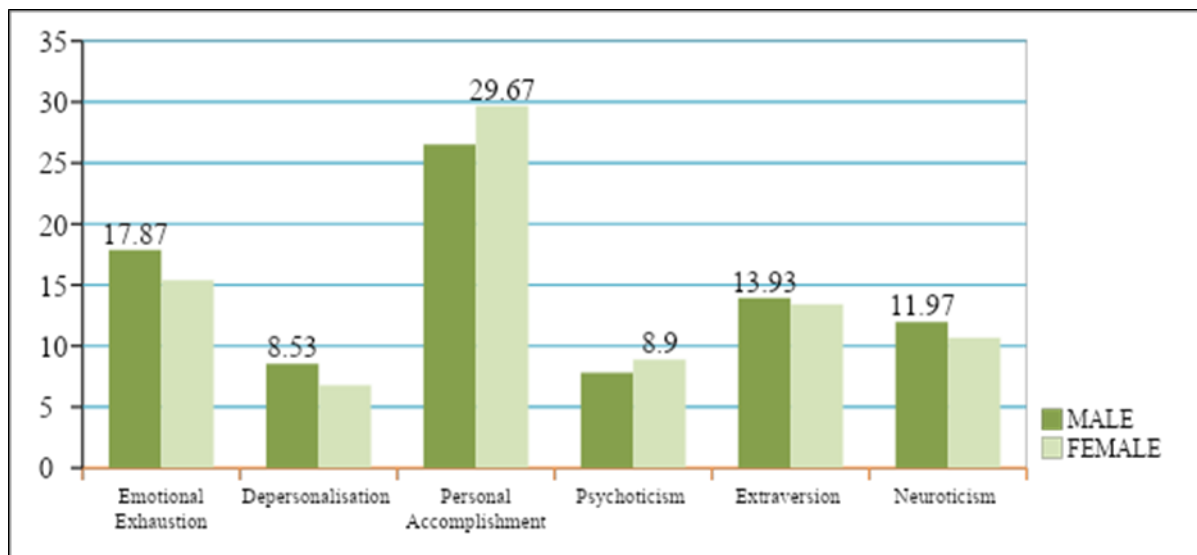


Figure of the mean score showing the differences between two variables.

## Conclusion

The purpose of this research study has certainly not been to keep this report on the shelves, but to use it to understand the situation of the burnout among urban higher secondary school male and female teachers. Results from this study showed that personality and burnout were correlated with every dimension, therefore providing support for the burnout between male and female teachers in order to grasp the method. Thus overall personalities have positive and significant relationship with emotional exhaustion (.32\*) that shows the majority of the male and female teachers have different attitudes, adjustment powers. Statistically significant middle to low-level negative correlations has found between teachers' personal characteristics and

burnout levels. Thus, it is analyzed that increases the teachers' positive views about personal characteristics; their burnout levels decrease (Raj, 2014).

The results also showed that, as hypothesized, personality characteristics were related to burnout dimensions. Similar study's results were in line with the findings of previous researchers who reported that emotional exhaustion and depersonalization were predicted by neuroticism and conscientiousness (Kokkinos, 2007; Lue et al., 2010).

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#### **Conflict of interest**

The Authors declare there is no conflict of interest.