

Analysis of Job Stress and Burnout among Teachers on the Basis of Male and Female Patterns

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ABSTRACT:

The human life is becoming more and more complex and stressful day by day. Stress is a mental, physical and emotional reaction that someone experience as a result of demands of some one's life. A person's job life where he actively spends most of his time is a major source of satisfaction of his various social and psychological needs as well as stress and tension. Stress in the work place can be defined as the harmful physical and emotional responses that occur when the requirements of the job don't match the capabilities, resources or needs of the worker.

Key words: Psychological, harmful, capabilities

INTRODUCTION:

Stress: Stress is a feeling that is created when we react to a particular event. It is the body's way of reacting to a challenge and preparing to meet a tough situation. Researchers define stress as a physical, mental or emotional factor that causes bodily or mental tension. The work stress is derived from the word "stringy" who means „to be drawn tight“. In medical terms stress is described as "a physical or psychological stimulus that can produce mental tension or psychological reactions that may lead to illness." The level of stress is rising in human life day by day. Any event in human life can be stressful if it is perceived in such a manner. Hans Selye (1936) first introduced the concept of stress and is known as grandfather of stress research and theory. According to Selye (1980) a stress, like relativity, is a scientific concept which has suffered from mixed blessing of being too well known and too little understood. While reviewing related literature three classes of definitions of stress are found. Firstly, it is an environmental stimulus that causes a person to feel tensed, so it is external force acting on an individual. Secondly, stress is an internal mental state of tension and takes into account the interpretative, defensive, affective and coping processes taking place within the individual. Thirdly, stress is a physical reaction of the body so it can be said as nonspecific response of the body to any demand."

Job Stress:

Stress in the work place can be defined as the harmful physical and emotional responses that occur when the requirements of the job do not match the capabilities, resource or need of the worker. Workplace stress can lead to poor health and even injury. Job conditions that may lead to stress are: -

- (a) **Design of the task:** Heavy work load, infrequent rest breaks, long work hours.
- (b) **Management style:** Lack of participations by teachers in decision making, poor communication in the organization.
- (c) **Interpersonal relationship:** Poor social environment and lack of support from colleagues and seniors.
- (d) **Work rules:** Conflicting or uncertain job expectations, too many responsibilities, too many hates to wear.
- (e) **Career concerns:** Lack of opportunity for advancement or promotion, rapid change for which teachers are unprepared.
- (f) **Environmental conditions:** Unsuitable environment.

REVIEW OF LITERATURE:

Kaplan et al. (1975) defined job stress as "the result of characteristics of the job environment which pose a threat to the individual." The threat may be due to either excessive demand of the job or to insufficient supplies to meet worker's needs. Excessive demands of the job are the job over load, when too much work is expected in too short a period of time. The second has to do with things the worker expects from the job such as adequate salary, job satisfaction and promotion or growth in the job.

Behr and Newman (1978) defined job stress as the interaction of work conditions with worker characteristics that changes normal psychological and/or physiological functions. This definition also incorporates the positive aspect of stress, stress that enhances performances, what Selye called eustress.

According to Rice (2012), "Job stress will be defined as work demands that exceeds the workers ability to cope." This definition while taking into consideration both the aspects relating to job and person, is also consistent with cognitive interactional model of stress.

According to Pestonjee (2009), job stress moves through a series of three stages:

In the first stage taking up a new job is accompanied by an euphoric feeling of excitement, enthusiasm, challenge and pride. Dysfunctional processes at this stage would include the depletion of energy reserves in coping and adapting to the new environment. This stage is called as Honey-moon stage. Secondly, with passing of time vague feelings of loss, fatigue and confusion may arise because of the rapid depletion of resources. Dissatisfaction, sleep disturbances and escapist tendencies may be the other symptoms. This stage is called as the full throttle stage. The third stage is marked by development of chronic symptoms initiated by fuel shortage. More pronounced physiological symptoms include chronic exhaustion, physical illness and anger. Onset of depression may also take place. This is chronic symptom stage.

Freudian Berger and Richelsas (2005) described burnout as a "State of fatigue or frustration brought about by devotion to a cause, way of life or relationship that failed to produce the expected rewards."

Pines and Aronson (2002) said that "burnout is characterized by physical depletion by feeling of helplessness and hopelessness by emotional drain and by the development of negative attitudes towards work, life and other people. It is a sense of distress, discontent and failure in the quest for ideals."

According to Robert Veining and James Spradly (2007) "burnout is a debilitating psychological condition brought about by unrelieved work stress which results in (i) depleted energy resources (ii) lowered resistance to illness (iii) increased dissatisfaction and pessimism (iv) increased absenteeism and inefficiency at work.

According to Agrawal (2013) "Burnout is a state of physical, emotional and mental exhaustion that results from long term involvement with people in emotionally demanding situation."

So we can say that burnout seems to occur mostly among professionals whose job requires them to deal with other peoples.

Symptoms of job stress

Stress stems from many sources, and that it exerts important effects on the people who experience it. The experience of stress can alter the way the person feels, thinks and behaves, and can produce changes in their physiological function. It can also affect psychological well-being, performance on many tasks, and even the accuracy of decisions. The problems due to work stress can be exhibited psychologically, physically or behaviorally by the individual.

Burnout

The term burnout was first coined by the Herbert Freudenberg in 1974 in his book "Burnout" and since then interest in phenomenon of job burnout, as a stress reaction, has increased markedly. He originally defined burnout as "extinction of motivation or incentive especially where one's devotion to a cause or relationship fails to produce the desired results. It is a job related stage." The phenomenon of feeling overstressed is

commonly described as being 'burned out'. Burnout is a state of emotional, mental and physical exhaustion caused by excessive and prolonged stress. It occurs when a person feel over-whelmed and unable to meet constant demands. As the burnout continues, the person begins to lose interest or motivation that led him to take a certain role in the first place. It is a syndrome of depersonalization and reduction in personal accomplishment that occurs among individuals who do 'people work' of same kind.

Both the terms stress and burnout have significant difference in their characteristics. Stress is characterized by over engagement whereas burnout is characterized by disengagement. In stress emotions are overactive whereas in burnout emotions are blunted. Stress produces urgency and hyperactivity whereas burnout produces helplessness and hopelessness. Stress shows loss of energy whereas burnout shows loss of motivation, ideals and hope. Stress leads to anxiety disorders whereas burnout leads to detachment and depression. In stress primary damage is physical whereas in burnout primary damage in emotional. Ultimately stress may kill a person prematurely whereas burnout may make life seem not worth living.

Causes of burnout

There are many causes of burnout. In many cases, burnout stems from the job. But anyone who feels overworked and overvalued is at risk for burnout. Burnout is not solely caused by stressful work or too many responsibilities, other factors also contribute to burnout including life style and other personality traits.

RESULT & DISCUSSION:

In this chapter the data and results are analyzed and interoperated. In this analysis and interpretation the scores are arranged in this way so that the wanted results could be obtained according to the hypothesis of the problem.

Table-1
Summary of analysis of variance for job stress and burnout of male and female teachers

Variables		Sum of squares	Df	Mean squares	F-value
Job stress		7721.61	1	7721.61	342.20**
Burnout	Emotional exhaustion	2845.92	1	2845.92	385.68**
	Depersonalization	322.40	1	322.40	37.63**
	Personal accomplishment	803.60	1	803.60	31.51**

** .01 level of significance

Table-2
Means and SDs of scores of male and female teachers on job stress and burnout scale

Variables		Male		Female	
		M	S.D.	M.	S.D.
Job stress		38.01	7.32	48.16	7.71
Burnout	Emotional exhaustion	9.23	3.93	15.39	2.91
	Depersonalization	4.43	3.36	6.51	2.64
	Personal accomplishment	35.52	5.21	32.25	4.94

Above table presents the summary of ANOVA for job stress. The ANOVA indicates significant effect of sex

having mean 342.20, degree of freedom 1 at 0.01 of significance. Table-2 indicating means of both groups shows that mean of both groups differ significantly. A close observation of table-2 indicate that female teachers exhibit more stress having mean 48.16 in comparison to male teachers having mean 38.61.

High scores of burnout reflect high scores of emotional exhaustion and depersonalization and low scores of personal accomplishment. As shown in table-1. The analysis of variance yields a significant effect of sex, as means of female subjects were higher [$M = 15.39$] on emotional exhaustion than the male subject [$M = 9.23$] with high significant difference [$F = 385.68$, $df = 1$, $p < 0.01$]. The data are also presented graphically in figure-1.

Table-1 indicates that the main effect of sex was significant for depersonalization sub-scale of burnout measure [$F = 37.63$, $df = 1$, $p < 0.01$]. Female subjects showed higher scores [$M = 6.51$] on the measure than their male counter parts [$M = 4.43$]. The comparisons of means are diagrammatically presented in figure-1.

Table-1 also provide summary of analysis of variance for personal accomplishment sub-scale of burnout. It shows a significant main effect of sex [$F = 31.56$, $df = 1$, $p < 0.01$] on personal accomplishment. Male teacher had higher mean score [$M = 35.52$] on the measure than female teachers [$M = 32.25$].

So it is seen that female teachers scoring higher on stress scale indicate higher on stress scale indicate higher job stress whereas male teachers scoring lower as emotional exhaustion and depersonalization and higher on personal accomplishment sub-scale of burnout indicated lower burnout. So here the null hypothesis is rejected.

DISCUSSION

To compare the job stress and burnout between male and female, the scores obtained by them on these dimensions are analyzed and the mean S.D. and f value are calculated in the table-1 and table-2.

It is clean from the analysis of statistical values shown in the table that there is significant difference in the scores of job stress and burnout of male and female teachers.

The significant relationship can also be proved by comparison of means of two categories. The mean of scores of female teachers are more than of male teachers.

These results clearly indicate that this hypothesis is rejected.

CONCLUSIONS:

The present paper also investigated the role of sex, cadre and certain behavior patterns in the experience of stress, burnout and ways of coping with stress. Though every effort was made to make the paper comprehensive, inclusive and objective, the researcher came across certain limitations of the present work. As well, some new insights into the phenomenon were also gained with inviting attention for further research. This situation has prompted to propose following suggestions for further research in this area:

In the present paper, various standardized self-reports measuring tools have been used. However, any future research attempt may incorporate relevant objective behavioral such as measures absenteeism, turnover, poor teaching performance, inadequate social relationships with colleagues, conflicts with students, frequent complaints of physical symptoms, use of alcohol and tranquilizers etc. in order to arrive at a comprehensive picture of stress and burnout.

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