

## **A Study of Burnout of Secondary School Teachers in Relation to their Job Satisfaction**

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**Abstract:** *The aim of this study was to see how teachers' burnout is related to different aspects of, job satisfaction and demographic characteristics such as age and gender. The Maslach Burnout Inventory which was used to measure dimensions of teachers' burnout consisted of three subscales: emotional exhaustion, personal accomplishment and depersonalisation. In addition, the Dixit Job Satisfaction Scale [DJSS], which was developed by Dr Meera Dixit, was used to measure the subjects' job satisfaction level. The purpose of the present research is to investigate the effect of demographic variables such as sex and age and location of the schools on job burnout and the relationship between job burnout and job satisfaction. In this study, job burnout is considered as dependent variable; and age, gender, location of school and "job satisfaction" as independent variables. The results of this study show that firstly, the job burnout of teachers leads to the decrease of job satisfaction. Secondly, the demographic variables age and area of work place affect job burnout. But sex was not found to be a factor of job burnout. The negative consequences of job burnout are too costly for organizations. Therefore, to devise proper plans to decrease its consequences, this paper suggests some measures to control this phenomenon. The findings would be helpful for other researcher in policy discussions and efforts to improve teachers' quality of work life and performance.*

**Keywords:** *Job burnout, Job satisfaction, Emotional exhaustion, Personal accomplishment and Depersonalisation*

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### **I. Introduction**

Burnout is defined as a negative psychological experience that is the reactions to job-related stress. It pertains to feelings experienced by people whose jobs require repeated exposure to emotionally charged social situations. Thus it is an occupational hazard to which all members of helping professions are exposed, including teachers. As a metaphor, burnout points the quench of candle or a fire; if the fire does not receive adequate resources, it will be quenched after a while (Schaufiel et al 2009). Burnout was first defined by Freudenberger (1974) and involves feelings of failure and exhaustion resulting from excessive demands on a person's energy with insufficient reward for the effort. Other researchers have defined burnout as psychological distancing from work (Maslach, 1976). Burnout has been defined as "a syndrome of Emotional Exhaustion, Depersonalization, and Reduced Accomplishment which is a special risk for individuals who work with other people in some capacity" (Leiter & Maslach, 1998). Block (1978). Freudenberger (1983) have identified many of the symptoms associated with burnout, which can be categorized into three groups: physical, psychological and behavioural. These symptoms of burnout are very personal, they are generally "lack of" symptoms. The list includes lack of energy, joy, enthusiasm, satisfaction, motivation, interest, zest, dreams for life, ideas, concentration, self-confidence, or humour (McGee-Cooper, 1990). But any single isolated symptom cannot be viewed as an indication of burnout. Various combinations of the above and perhaps others represent the manifestations of burnout. Other burnout symptoms may include high absenteeism, lack of commitment, abnormal desire for vacations, low satisfaction, self-esteem, and an inability to take work seriously (Leung et al. 2000; Adams, 1999).

Teaching can be considered a high-stress occupation. An education system has all the elements associated with stress such as- a bureaucratic structure, continuous evaluation of its processes and outcomes, and increasingly intensive interpersonal interactions with students, parents, colleagues, principals and the community etc. In addition, increased student misconduct, student apathy, overcrowded classrooms, inadequate salaries, demanding or unsupportive parents, budgetary constraints, expanding administrative loads, lack of infrastructural support, and an increasingly negative public opinion have contributed to an embittered teacher force throughout the world. Carter (1994) defines 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.

Like burnout job satisfaction is a well known variable in organizational behaviour studies. It is defined as being satisfied of various job elements (Herzberg & Mausner, 1959). Work is very important in people's life, as it occupies a lot of their time and is a source of financial stability, but it is also a source of great

deal of stress. Therefore, the job should be attractive and must give the employee some degree of satisfaction. Reduced levels of satisfaction may be reflective of counter-productive employee behaviour and a reason for employee absenteeism and turnover intentions in extreme cases (Spector, 1985; Martin and Miller, 1986; Dupre and Day, 2007). Conrad et al (1985) call job satisfaction as the adaption between individuals' perception on their needs and the awards they receive from their jobs. Individuals' emotional orientation toward their works is considered as a newer definition of job satisfaction (Price, 2001). It is defined as a positive emotional state resulting from the appraisal of one's job situation and is linked with the characteristics and demands of one's work (Evans, 2001). People's work-related satisfaction consists of achieving change and improvement, and promoting their growth which have important implications on teachers' behaviours at work and their involvement in the job, and relationship with other staff (Ratlif, 1988; Dinham & Scott, 2000). Satisfaction of an employee with his/her job is affected by job pressures. Dissatisfaction may result in the workers becoming detached from work, developing feelings of fatigue, stress, and cynicism. This form of occupational stress is known as burnout (Oligny, 1994). Job burnout, is increasingly becoming prevalent in the work environment. High levels of occupational stress and burnout have been seen to cause reduced productivity (Brown and Campbell, 1994).

## **II. Literature Review :**

Several researchers have studied the level of stress among educators and have found that teachers suffer from burnout (Chaplain, 1995; Berg, 1994; Brissle, 1988). Since past decades, various studies are conducted to investigate the various dimensions of burnout phenomenon (Schwab & Iwanicki, 1982; Singh et al., 1994; Brewer & Shapard, 2004; Akhavan Anvari et al 2011; Gholipour et al., 2011). During the past several years, a number of problems have emerged as central issues among educators including the concern for job satisfaction, working conditions, and quality of teachers (Prick, 1986). Davis and Wilson (2000), in a review of teachers' burnout and satisfaction, described the importance of quality of work life programs as a means for reducing or eliminating teachers' burnout.

Lewin's (1951) theory assumes that a person's behaviour is determined by the interaction between his or her personal characteristics and environmental factors which can influence teachers' satisfaction, thus leading to burnout. Thus, Certain demographic variables, including age, marital status, and gender were also found to be related to burnout (Maslach, 1982; Poulin & Walter, 1993). Many other researchers indicate that those employees who suffer burnout are located in lower levels of job satisfaction which cause reduction in their motivation and performance (Rocca & Konstanski, 2001; Bettina & Piko, 2006). Different studies show that burnout relates to job satisfaction negatively (Schaufeli & Enzmann, 1998) Many other researchers indicate that those employees who suffer burnout are located in lower levels of job satisfaction which cause reduction in their motivation and performance (Rocca & Konstanski, 2001; Bettina & Piko, 2006). In some studies, emotional exhaustion and depersonalization among young teachers is greater than older ones. In other researches, older teachers' job burnout is greater than younger ones and vice versa (Brewer & Shapard, 2004). Previous studies show that gender is not a strong predictor for job burnout. In some studies, women have more scores than men in terms of emotional exhaustion and men have more scores than women in terms of pessimism (Maslach et al., 2001). There are also researchers who have not reported a significant relationship between demographic variables and burnout (Dillon & Tanner, 1995; Friedman & Faber, 1992). Overall review of literature shows that a kind of remarkable disharmony is seen regarding the relations between different variables and burnout in academic researches.

### **Significance Of The Study:**

Teaching profession is one which is under the largest occupational pressure and prone to job burnout. Teacher burnout is an ongoing problem in school systems throughout the world. According to Truch (1980), 90 percent of all teachers had experienced some level of burnout. Similar studies by Dworkin (1987) and Schlenker (1987) showed that more than 25 per cent of teachers were experiencing severe levels of burnout in their jobs. The Teacher burnout can lead to serious consequences in the individual, the school, and students. Teacher burnout tends to be contagious. When dissatisfied and depressed teachers are present in a school, others can very easily become lethargic, cynical, and discontented and it makes the entire organization a dispirited place. According to Purkey (1970), teachers need to feel successful and good about themselves and their abilities before they can empower their students to feel the same. Thus the negative symptoms of job burnout among teachers are harmful to both students and teachers themselves. The effect of this factors make teacher facing unprecedented challenges of a career crisis and survival.

The issue of job satisfaction has been given a lot of attention in literature as it is a subject that affects both the employee as well as the organization. Job burnout has a negative impact on job satisfaction of teachers. teachers' job satisfaction and job burnout directly affect the quality of education. Burned out educators are unable to deal successfully with the overwhelming emotional stress of teaching (Brouwers and Tomic, 2000).

Lee and Ashforth (1996) found that job satisfaction correlates comparatively highly with all the three burnout dimensions but most highly with depersonalization (27% shared variance), followed by exhaustion and reduced personal accomplishment (20% and 16% shared variance). The aforementioned findings and discussions highlight that burnout and job satisfaction are prominent in to-day's educators and that these two constructs have been linked to each other.

A teacher's satisfaction with his or her job may have strong implications for his or her emotional attachment to the organization (Meyer et al., 2002). The researcher in this study investigated how high school teachers' burnout is related to different aspects of job satisfaction, and demographic characteristics such as place of their work, age and gender. Thus, the basic purpose of this research is to study the relationship between burnout and job satisfaction of secondary school teachers. The researcher hoped that the findings of this study would contribute to an understanding of the role of burnout on job satisfaction in relation to some demographic characteristics relationship between them. The results of this research are important in terms of its contribution to decrease the burnout and to increase job satisfactions of teachers. Also, the findings would be helpful for other researcher in policy discussions and efforts to improve teachers' quality of work life and performance. Therefore, the present study finds its need and relevance.

### **Purpose Of The Study :**

The purposes of the present study are-

- To determine the level of burnout of the secondary school teachers in relation to some demographic variable .
- To determine if job satisfaction is a predictive factor of burnout among teachers.
- To examine the relationship between job satisfaction and job burnout of teachers relating to different dimensions of job satisfaction and burnout .

### **Research Questions:**

Present study was conceptualized around following research questions:

- What are the burnout levels of secondary teachers in relation to their sex, age and locality/area of work ?
- Is there any relationship between burnout and job satisfaction of teachers ?
- Is there any relationship among the dimensions of job burnout and job satisfaction of teachers?

### **Objectives :**

The objective of the present study are –

- To measure the intensity of burnout among secondary school teachers in relation to demographic variable-age , gender and locality of the school( rural /urban )
- To ascertain the relationship between job satisfaction and different dimensions of burnout .
- To determine the relationship between burnout and different dimensions of job satisfaction .

### **Hypotheses :**

In order to achieve the above objectives of the study , the following hypotheses were formulated –

- There does not exist significant difference in burnout syndromes of secondary school teachers on the basis of their sex-(male and female )
- Secondary school teachers of different age groups do not differ significantly in their burnout syndromes
- There does not exist significant difference in burnout syndromes of secondary school teachers on the basis of their area /locality of work (rural/urban)
- All three factors of burnout namely, depersonalization, reduced personal accomplishment, and emotional exhaustion does not lead to decreased job satisfaction.
- There exist no significant relationship between burnout and different dimensions of job satisfaction

## **III. Methodology:**

Keeping in mind the nature of the present problem ,the researcher used descriptive survey method in the study to investigate about the burnout syndromes among the secondary school teachers of Kamrup district in relation to their levels of job satisfaction .

### **Population And Sample :**

The population of this study consisted of all the teachers working in Secondary schools of Kamrup districts, Assam. Thus, participants in this study were 300 secondary school teachers who were selected on the basis of stratified random sampling procedure from 30 high schools of Kamrup district . The school under study includes both rural and urban school spread across various locations in Kamrup district . From very school 10

teachers were selected – among them five male and five female . Thus total group is consisted of 150 male teachers and 150 female teachers.

### **The Research Instruments:**

Following instruments were used for the study -

1. The Dixit Job Satisfaction Scale [DJSS], which was developed by Dr Meera Dixit, was used as the instrument to measure the subjects' job satisfaction level. This instrument consists of 58 items and is designed to measure - eight dimensions of job satisfaction. The scale is a Likert type five point scale . The frequency scale ranges from 1 (strongly disagree) to 5 (strongly agree);(high score = high satisfaction). The DJSS has a reported high internal-consistency of 0.92.

2. The Maslach Burnout Inventory [MBI- Educator] which was developed by Maslach and Jackson, (1981) was used to measure the dimensions of teachers' burnout. A second version was later developed for use among workers in educational institutions. It has been tested, validated, and normed for educators. For example,Cronbach alpha coefficients ranging from 0.71 to 0.90 have been reported for three sub-scales (Maslach,Jackson and Leiter, 1996). It consists of 22 items forming three subscales: Emotional Exhaustion, Personal Accomplishment, and Depersonalization. The frequency scale ranges from 0 (very mild, barely noticeable) to 6 (major, very strong). It has following sub scales-

- *The Emotional Exhaustion subscale* consists of nine items which describe feelings of being emotionally over-extended and exhausted by one's work. It means energy discharge and consumption of emotional resources. This dimension can be considered as the cornerstone of job burnout.
- *Depersonalization Subscale* has five items. It describe unfeeling and impersonal responses to co-workers or recipients of services. Depersonalization causes pessimism to colleagues, customers and organization. This dimension of the job burnout is prevalent among those staffs who regularly communicate to other persons (such as teacher s, students, customers, patients).
- *The Personal Accomplishment subscale* consists of eight items describing feeling of competence and success about one's achievements. Diminished personal accomplishment by which the person comes to a negative self assessment (Maslach &Leiter, 2005; Maslach &Jackson, 1981; Pines &Maslach, 1981).

The higher mean scores of 'Emotional Exhaustion' and 'Depersonalization' subscales correspond to greater degrees of experienced burnout, whereas lower scores on 'Personal Accomplishment' correspond to greater degrees of burnout.

### **Data Collection :**

Data were collected from the teachers included in the sample. Before actual administration of the tools the purpose of the research was told to the teachers and their co-operation was solicited. The procedure of responses was also explained to them. Test material was administered on individual basis. As regards classification of teachers according to age is concerned ,teachers up to the age of 35years were considered belonging to low age group and teachers 45years and above were placed in high age group. The questionnaires were scored using standardized scoring procedure prescribed for each of the two tools.

### **Statistical Technique Used :**

Two statistical techniques were used in the study: Pearson 'r' and 't' test along with other descriptive statistics . In order to find out the significant differences in mean scores of burnout of old and young teachers, male and female groups and teacher working in rural and urban areas ,t-test was performed. With the help of product Moment Correlation ('r') simple relationship of dependent variables i.e. different dimensions of burnout of school teachers with independent variable job satisfaction was ascertained and with step by step regression analyses the effects of different dimensions of burnout on job satisfaction was studied.

### **Analysis Of Data And Findings :**

The data collected for the study has been carefully analysed in the light of the objectives set forth for the investigation in the following ways –

#### ***1.Teacher burnout in relation to sex, age and location of school:***

In order to study the significance difference , if any, in the burnout level of secondary school teachers due to variations in their sex, age and locality of work place Mean and S.D. have been calculated for each dimension of burnout . Based on these Mean and S.D t-values have been worked out to test the significance of these differences in their burnout syndrome .Results are shown in table :1, table :2 and table :3

**Table No :1: Significance of Mean Difference in Different Dimensions of Burnout in relation to demographic variable- Sex(Male/Female)**

Dimensions of Burnout	SEX	N	Mean	Std. Dev	t-value	Sig
EE	F	150	14.4267	8.1252	<b>.474</b>	<b>.636</b>
	M	150	13.9933	7.7056		
DP	F	150	11.5867	6.4560	<b>-.130</b>	<b>.897</b>
	M	150	11.6800	5.9656		
PA	F	150	27.4733	6.1291	<b>-.667</b>	<b>.505</b>
	M	150	27.0000	6.1590		

**Table No :2: Significance of Mean Difference in Different Dimensions of Burnout in relation to demographic variable- Location/Area of school ( rural /urban )**

Dimensions of Burnout	Location of school	N	Mean	Std. Dev	t-value	Sig
EE	R	150	12.6400	8.4204	<b>-3.503*</b>	<b>.001</b>
	U	150	15.7800	7.0443		
DP	R	150	9.6533	4.9113	<b>-5.823*</b>	<b>.000</b>
	U	150	13.6133	6.7275		
PA	R	150	27.5133	6.9241	<b>.780</b>	<b>.436</b>
	U	150	26.9600	5.2455		

**Table No :3: Significance of Mean Difference in Different Dimensions of Burnout in relation to demographic variable-Age (old /young)**

Dimension Of Burnout	Age	N	Mean	Std. Dev	t-value	Sig
EE	old	157	13.0764	7.0060	<b>-2.627*</b>	<b>.009</b>
	young	143	15.4545	8.6470		
DP	old	157	12.2229	5.7731	<b>1.730</b>	<b>.085</b>
	young	143	10.9860	6.6077		
PA	old	157	26.3949	6.0972	<b>-2.511*</b>	<b>.013</b>
	young	143	28.1608	6.0708		

From the above table:1 it is seen that variable sex has not any significant relationship with any dimension of job burnout. Table:2 shows that dimensions namely Emotional Exhaustion (EE) and Depersonalization(DP) are significantly related with the variable location of schools / area i.e. the area of work of the teachers( rural /urban ). Thus, Table:3 shows that among the burnout dimensions Emotional Exhaustion (EE) has significant relationship with variable age.

**Findings :**

- On the basis of the results presented in this study, it can be concluded that there was a significant relationship between age and area of work with burnout dimensions *Emotional Exhaustion (EE)*
- *Depersonalization(DP)* of burnout dimensions has high significant relationships with areas of work.
- Burnout dimension *Personal Accomplishment(PA)* is related only with Age
- However sex is not related with any burnout dimensions.
- Among burnout dimensions, the highest relationship is shown between depersonalisation and location of schools / the area of work of the teachers( rural /urban ) .

**2. Relationship between job satisfaction and different dimensions of burnout :**

To determine the relationship between job satisfaction and different dimensions of burnout, coefficient of correlation of job satisfaction scores of the teachers and burnout score for each dimension have been calculated. Results are shown in table :2

**Table-4 : Correlation : Job satisfaction and Dimensions of Burnout**

Dependent variables	Independent variable	N	Correlation	Sig
Job Satisfaction	EE	300	-.170	.224
	DP	300	-.111	.054*
	PA	300	.250	.000**

From this table it is observed that burnout dimension depersonalization (DP) which indicate pessimism to colleagues, students and organization and personal accomplishment(PA) i.e. diminished personal accomplishment have significant correlation with job satisfaction levels of teacher .In case of Depersonalization(DP) this relationship is significant at .05 level and in case of PA it is at .01 level.

With the objectives of finding out the impact of job satisfaction on different dimensions of burnout , the data were subjected to multiple correlations and stepwise regression analysis. In this analysis job satisfaction is considered as dependent variables and different dimensions of burnout as independent variable. This analysis shows that among the dimensions of burnout personal accomplishment(PA) and Depersonalization(DP) have entered into the analysis and Emotional Exhaustion (EE) have no significant contribution on job satisfaction . Table-5 presents the summary of this analysis.

**Table-5 : Model Summary of Regression Analysis for job satisfaction**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.250 <sup>a</sup>	.063	.060	17.4773
2	.283 <sup>b</sup>	.080	.074	17.3453

a Predictors: (Constant), PA  
 b Predictors: (Constant), PA, DP

The table shows that the joint contribution of these two burnout dimensions viz. PA, DP is found to be 8% variance in the job satisfaction of teachers (Model –2). In case of Model –1 the value of variance in the job satisfaction is found to be .063 which explained that independent variable PA contribute 6.3% variance in job satisfaction of teachers.

To test the significance of the contributions of the above independent variables to job satisfaction ANOVA test is applied. The result of ANOVA test of multiple regressions for job satisfaction as dependent variable with PA, DP as predictors is shown in Table -6

**Table- 6  
 ANOVA Table of Multiple Regressions for job satisfaction with dimensions of burnout personal accomplishment(PA) and Depersonalization(DP)as Predictors**

Model	Sum of Squares	df	Mean Square	F	Sig.
1 . Regression	6086.627	1	6086.627	19.926	.000 <sup>a</sup>
Residual	91025.943	298	305.456		
Total	97112.570	299			
2 . Regression	7757.405	2	3878.703	12.892	.000 <sup>b</sup>
Residual	89355.165	297	300.859		
Total	97112.570	299			

a Predictors: (Constant), PA  
 b Predictors: (Constant), PA, DP  
 c Dependent Variable: JS

The result presented in Table -6 depicts that the obtained F. 19.926 values for the regression of the above job satisfaction and independent variables personal accomplishment(PA) and Depersonalization(DP) are found significant at .01 level. Thus, these are found to be good predictors in predicting of the job satisfaction of teachers.

**Findings:**

- The burnout factors *Emotional Exhaustion (EE)* and Depersonalization (DP) and teacher job satisfaction are negatively correlated.
- Positive correlation in case of personal accomplishment and job satisfaction indicates that teachers having low personal accomplishment have low job satisfaction.
- All three factors of burnout namely, depersonalization, reduced personal accomplishment, and emotional exhaustion lead to decreased job satisfaction.

**3. Relationship between burnout and different dimensions of job satisfaction:**

Along with simple relationship of depend variable burnout of school teachers with independent variables job satisfaction the relationship between burnout and different dimensions of job satisfaction also studied with the help of product moment correlation (r) technique. Findings are summaries in table No.-5

**Table-5 : Correlation : Dimensions of Job satisfaction and dimensions of Burnout**

Dimensions of Job satisfaction		Dimensions of Burnout		
		EE	DP	AP
A(Intrinsic aspect of the job)	Pearson Correlation (r)	-.190**	-.210**	.008
	Sig.	.001	.000	.888
B(Salary ,promotion and service conditions)	Pearson Correlation (r)	-.022	.135*	-.307**
	Sig.	.708	.020	.000
C(Physical Facilities)	Pearson Correlation (r)	-.031	.172**	-.134*
	Sig.	.590	.003	.020
D(Institutional plans and policies )	Pearson Correlation (r)	-.037	.130*	-.249**
	Sig.	.518	.024	.000
E( Satisfaction with authorities)	Pearson Correlation (r)	.008	.143**	-.227**
	Sig.	.888	.013	.000
F( Satisfaction with social status and family welfare)	Pearson Correlation (r)	-.054	.086	-.216**
	Sig.	.350	.137	.000
G(Rapport with students)	Pearson Correlation (r)	.027	.061	-.126*
	Sig.	.638	.293	.029
H(Relationship with co-workers)	Pearson Correlation (r)	.004	.095	-.117*
	Sig.	.942	.102	.043

\*\*= significance of correlation at .01 level

\*= significance of correlation at .05 level

The table shows that job factors A,B,C,D and F negatively and E,G and H are positively correlated with burnout dimension Emotional Exhaustion (EE). But significant relationship exist between job factor ‘A’ and burnout dimension Emotional Exhaustion (EE) . All job factors except factors ‘A’ positively related with burnout dimension of depersonalization. But this depersonalization dimension has significant correlation with job factor A,B,C,D, and E. On the other hand, all job factors excluding factors ‘A’ have negative and significant relationship with burnout dimension personal accomplishment .

**Findings:**

- Emotional Exhaustion of a teacher has significant correlation with the satisfaction of intrinsic aspect of the teacher job.
- Burnout dimension depersonalization has significant relationship with the intrinsic aspect of the job, physical facilities, institutional plan and policies ,salary, promotion and service conditions, and satisfaction with authorities.
- Burnout dimension personal accomplishment has significant correlation with all job factors except satisfaction of intrinsic aspect of the job .

**IV. Discussion:**

- The primary aim of this study was to determine those factors which are associated with teachers’ burnout. Emotional Exhaustion, depersonalization, and personal accomplishment of burnout dimensions were either positively or negatively related to independent variables except variable sex. For instance, Dillon and Tanner (1995) and Freidman and Farber (1992) did not report a significant relationship between demographic variables and job burnout (Dillon & Tanner, 1995; Freidman & Farber, 1992) On the other hand, the findings of some researchers are similar to the present findings . For example, Maslach et al (2001) and Russell et al (1987) found a significant relationship between demographic variables and job burnout (Maslach et al.,2001; Russel et al.,1987). Overall, a kind of remarkable disharmony is seen regarding the relations between demographic variables and burnout in academic researches.
- In some studies, emotional exhaustion and depersonalization among young teachers is greater than older ones. In other researches, older teachers' job burnout is greater than younger ones and vice versa (Brewer & Shapard, 2004).As mentioned in the study of Claxton and Catalan (1998), which shows that burnout is related to age, younger workers tended to obtain higher burnout scores. However, Friedman (1995) explained that experienced and older teachers showed high burnout mean scores particularly of depersonalization. The study shows that the probability of having burnout is more in the age group of young teachers The findings demonstrate that age is effective on Emotional Exhaustion. One reason for such an outcome could be that in the early years of one’s job, young teachers are enthusiastic and take on challenges of the job with ease. Younger teachers, because of lack of experience, are more prone than older ones to an excessive job involvement leading them to 'burnout'. So, they feel being emotionally over-extended and exhausted by one's

work. But reduced personal accomplishment of older teachers indicate that they could not work the way they wanted to with their students.

- The results and conclusions regarding burnout and gender remain confusing as studies in the past have given mixed and at times contradictory results. For example, some studies have indicated that women are more likely to report higher levels of burnout (Maslach et al., 2001) whereas others have found the opposite (Tung, 1980). However, the current study found no significant difference in the stress dimensions among male and female teachers. Female teachers are not differ significantly from their male counterpart in their burnout syndrome in all dimensions .
- Out of the three dimensions of burnout, urban teachers score higher on emotional exhaustion and depersonalization which indicate that they are emotionally exhausted by their work and they suffer from pessimism which is characterized by negative feelings and cynical attitude towards the recipients of one's services (Maslach and Jackson, 1986). Whereas with diminished personal accomplishment urban teachers come to a negative self assessment. One can attribute this finding to a number of reasons. A possible explanation for such observations could be the complexity of city life. The feeling of tiredness, frustration, or stress is more among the urban teachers in comparison to their rural counterpart .
- The results of this study indicated that emotional exhaustion and depersonalization of burnout dimensions were either negatively related to independent variables, job satisfaction as in Woolfolk and Hoy's (1990) Gaziel and Sabbatical's (1995) studies indicated unwillingness to work may be a major cause of despair and dissatisfaction which may lead to burnout . The results of Lunenberg and Cadavid's (1992) research findings, the burnout dimension was a negative significant correlation with job satisfaction. In the present study, job satisfaction was also found to be a negative significant predictor of depersonalization dimension of burnout. . High school teachers with job satisfaction had low depersonalization with their work. The research findings support Hui's and Chan's (1996) arguments that satisfied teachers perceived low stress with their work. Emotional exhaustion also showed a negative relationship with job satisfaction. In this research, the results indicated that high school teachers with job satisfaction had low depersonalization and low personal accomplishment with their work. Teachers spend a majority of their life at work, initially trying to establish themselves . Teachers spend a minimum of six hours per day directly with their students. Along with teaching they are getting involved in administrative and other activities leading to a lack of time and thus a lot of stress. Any stress they experience in relation to their job gets carried over to their overall satisfaction with their job. Lack of time for managing too many jobs leads teachers to develop a cynical attitude towards their students, as they feel that too much is being demanded from them in too little time. Teachers experiencing high levels of depersonalization eventually suffer deterioration of their relationship with students which in turn leads to a reduced sense of satisfaction with various aspects of their job. However, lack of sufficient resources or role ambiguity sometimes lead employees towards a feeling of low personal accomplishment. The absence of desired rewards in response to dedication and hard work, leads to negative evaluation of one's work and feelings of inefficiency and poor self-esteem thereby leading to decreased levels of satisfaction with one's job.

## **V. Conclusion:**

The results of this research have some implications for teachers in high schools. Job burnout encompasses a wide scope including productivity mitigation, organizational commitment decrease, turnover and absenteeism, morale reduction and job satisfaction mitigation. Obviously, the negative consequences of job burnout are too costly for organizations. Therefore, to devise proper plans to decrease its consequences, it is necessary to control this phenomenon in organizations . For excellence of an educational system, the practice explained below should be taken into account:

1. It is possible to decrease job burnout through making proper decisions and implementing scientific and effective interventions. Intervention programs can be prepared in co-operation with administrators and counsellors to prevent teachers' stress and burnout, as indicated in Sari (2002). Individual interventions includes improvement of job competencies and individual skills, social support or relaxation exercises. There are diverse organizational interventions such as reorganization, increasing the control on job and involving personnel in decision makings. Establishing job advisory plans in organizations is among the most productive approaches to decrease job burnout (Gorter et al., 2001).
2. Adams reported (1999) that understanding the nature of a teacher profession may be the best approach to prevent burnout of teachers.
3. Educational journals and books which could be provided for the teachers and head master which may widen their knowledge about burnout and increase their self-confidence to cope with burnout.
3. Teachers should endeavour to attend stress-management interventions.
5. School administrators should be concerned with teachers' job burnout as increasing demands, which can adversely affect their well-being, and perhaps the well-being of their students as reported in Smith (1997) .

Therefore, understanding the possible causes of burnout as an antecedent to decreased levels of job satisfaction is important. Increased dissatisfaction may lead to an erosion of overall teacher satisfaction, and therefore, it needs to be considered closely by all responsible authorities and professionals.

To conclude, since teachers are such a valuable resource to educational institutes, management must invest significant resources in the assessment of their working environment, both mental and physical, to maximize the quality of service delivery.

### **Suggestions For Future Research:**

Future research can expand the findings of this research, which may determine the associations of burnout with other variables such as stress, career intentions etc. Expansion of the present study may include a larger sample size, both public and private educational institutes, and a more geographically diverse sample.

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