

Emotional Burnout of Secondary School Teachers Working in Southern Districts of Khyber Pakhtunkhwa: A Comparative Study

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Abstract

Current study was conducted to compare as well as assessing the level of emotional burnout among SSTs of southern districts of Khyber Pakhtunkhwa considering demographics which included gender, locality and marital status. For the assessment of emotional burnout of SSTs, the study was carried out using “Teacher’s Emotional Burnout Inventory-TEBI”. The inventory was validated using Exploratory Factor Analysis and also through face and content validity. The inventory was also made reliable using Cronbach alpha technique. Skewness and Kurtosis were also used for normality of data. The population of the study consisted of all SSTs working in Southern districts of Khyber Pakhtunkhwa. The tool was circulated among selected Secondary School Teachers. As a result of this distribution, the data from respondents was analysed using SPSS (Version 25.0). Three null hypotheses were also devised and accordingly tested. The data analysis revealed that all together, burnout level among SST teachers of southern districts of Khyber Pakhtunkhwa was moderate. On emotional burnout, no significant differences were found pertaining to gender, locality and marital status of SSTs. Various recommendations including increase in pay and allowances, convince and medical facilities, along with trainings regarding coping and diminishing stress and burnout were made on the basis of data analysis.

Keywords: Burnout, Assessment, Emotional Exhaustion

Introduction

The world around us is rapidly changing. These changes affect our societies which in turn affect entire educational system. The expansion of recent technology and its addition in educational institutes and classrooms, varying contemporary family structures, and legislative revolutions in the education have muscularly predispose several teaching-learning processes (Rodriguez Fernandez, 2012).

The present day teacher has to face over-work and high level frustration. Factors like ungrateful school heads, intense un-academic work-load, improbable anticipations, poor professional environment, inappropriate planning, contestant disputes among teachers, poverty and lack of resources, illiterate parents, student’s discipline related problems, poor service conditions, unusual growing educational system, poor quality teacher trainings, rapidly varying social values, teacher’s social un-acceptability, fastidiousness, poor system policies, teacher’s own dilemmas, impatience and annoyance, inadequate control, lack of rewards and incentives, unfairness and conflict in values are only some of the factors causing stress and then burnout among teachers (Leiter & Maslach, 2005; Küçükoğlu, 2014; Rajeswari, 2014; Jacobson, 2016). Teachers face emotionally confrontational circumstances that warn their performance, their Psychological and physical welfare, and more generally the entire teaching-learning process is adversely affected (Kokkinos, 2007). Fair organizational atmosphere, self-governing and the social success of teachers are the main influences that can reduce their anxiety and hence burnout (Mohua, 2012). Henceforth, it is mandatory that product leaning and thoughtful struggles should be carried out to decrease these upsetting influences which ultimately leads to burnout.

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

Rationale of the study

Available literature on the desired phenomenon of emotional burnout shows that hardly few of research studies have been conducted in developing countries like Pakistan on this important problem of teacher's emotional burn out. Teachers usually be satisfied from their professional life and professional adjustment but when its change into burnout and it became a cause of multifarious psychological tribulation and ultimately the result let down the process of teaching as well as learning so the researchers decided to consider it an important element and conducted a research study on the following problem of teachers' emotional burnout. This research was also carried out in view of three different demographic variables counting gender of teachers, school locality and their marital status.

Statement of the problem

Diverse researches on burn out problem verified the sequential growth of burnout; for example, extreme physical and mental tiredness gradually leads to depersonalization and at the end it turns to diminished personal success (Brock & Grady, 2002; Leiter & Maslach, 2005). Exhaustion leads tiredness and then lack of energy leads towards burnout (Leiter & Maslach, 2005). Secondary School Teachers are the back bone of Secondary Education. Any psychological disorder can ultimately disturb entire secondary education. Therefore, this study was conducted under the title "Emotional Burnout of Secondary School Teachers Working in Southern Districts of Khyber Pakhtunkhwa: A Comparative Study".

Objectives of the study

The objectives of the study were:

1. To assess the emotional burnout level of SST teachers.
2. To compare the SSTs' emotional burnout in relation to gender, locality and marital status.

Research Question

Q1. What is the level of potential burnout among SSTs working in various high schools of southern districts of Khyber Pakhtunkhwa?

Research Hypotheses

Following hypotheses were considered for this study:

- H₀₁: No significant difference occurs in the burnout of SST teachers concerning their gender.
H₀₂: No significant difference occurs in the burnout of SST teachers concerning their school locality.
H₀₃: No significant difference occurs in the burnout of SST teachers concerning their marital status.

Limitations of the study

A researcher made "Teachers' Emotional Burnout Inventory-TEBI" was used to collect data from SSTs.

Delimitations of the study

The study was delimited to the SST teachers appointed in Government high schools of southern districts of Khyber Pakhtunkhwa.

Significance of the study

The occurrence of burnout is being considered most important psychological disorder in the teaching profession. Current research study's aim is to investigate and assess the burnout level of secondary school teachers of southern districts of KPK Current study will be helpful for teachers of following districts as well as heads of school, educational administrators and policy makers to identify and then formulate appropriate actions and policies for managing the burnout problem which will help them to improving teaching learning process

Literature Review

Burnout

In 1974, An American Psychologist Freudenberger for the first time explained the term "burnout"; according to him mental and physiological tiredness accure because of disproportionate potential as well as resources and lack of energy (Iqbal & Rehman, 2018).

In (2001), Colman in his research study explained that major sources and causes of burnout are due to hard work with stress, tiredness and too much sleeplessness and helplessness always effect the performance of employees. Brock and Gray (2002) showed that burnout is basically a syndrome which leads toward discomfort desperation and it effect the personal accomplishment and it also effect the working individuals.

Malachi’s Model of Burnout

Different burnout models are existed in literature but the most famous and popular model which was presented by Maslach he presented this model in 1982 according to him there are three major constructs on which he stress more these are emotional exhaustion ,depersonalization and reduced personal accomplishment .He denoted exhaustion with mental and physical stress and on the other hand depersonalization he denoted with the feeling of hearted and negative feeling toward people and he addressed diminished lack of confidence in work performance and negative self-image and less energy feeling for physical work and even stomach functional disorder. (Leiter & Maslach, 2005).

Minimizing Burnout

Different people have given different views about minimizing burnout but majority have two different views. Some have the opinion that individuals must have to transform and modify his or her self and few of them have the opinion that organizational working environment should be change for reducing the burnout (Schaufeli & Buunk, 2003).According to him it is easier to change the individual rather than modifying and changing the whole working organization so most appropriate approach is exciting personal agency (Maslach & Goldberg, 1998).

Burnout and Demographic Variables

Various demographics are related to burnout like sex, qualification, age, marital status, experience, pay, rewards and incentives, prizes and punishments, school head’s behavior, organizational policies, teacher’s own problems and various environmental and situational factors causes burnout (Maslach & Jackson, 1981, 1984; Leiter & Maslach, 2005; Küçükoğlu, 2014).

Methodology

This was a descriptive survey based research study. The population of the study consisted of 2431 Secondary School Teachers (Female=979and Male=1452) posted at various Government High Schools of three districts of Southern Khyber Pakhtunkhwa namely D.I.Khan, Bannu and Kohat. Various male and female schools among rural and urban areas of these districts were selected through stratified random sampling technique. Again, targeted SSTs were selected through simple random sampling technique. Yamane (1967) formula was used that gave 343as sample size.

$$S = \frac{N}{1+N(e^2)} = \frac{2431}{1+2431(.0025)} = \frac{2431}{1+6.0775} = \frac{2431}{7.0775} = 343 \text{ (Sample Size).}$$

The only dependent variable of study was “Emotional Burnout” whereas gender, locality and marital status of SSTs were selected demographic variables. Desired data was collected from secondary school teachers through burnout inventory. The basic idea was however taken from Maslach and Jackson (1981, 1986) that used Seven point Likert scale.

For tool validation all required research slandered were adopted, for measuring reliability Cronbach’s Alpha was used. In the TEBI, 09 items were retained and other 5 items containing ITC values smaller than 0.3 were accordingly removed as suggested by Pallant (2010). Cronbach’s alpha value was 0.74which is acceptable according to Bryman& Cramer (2010).

Following is the range of scores on Emotional Burnout Scale (Range for 09 items of Emotional Burnout.

Table1 EmotionalBurnout range scores

Emotional Burnout Level	Emotional Burnout Range
High Emotional Burnout Level	27 to 54
Average Emotional Burnout Level	17 to 26
Low Emotional Burnout Level	0 to 16

Data Collection Procedure

Administration of Teachers’ Emotional Burnout Inventory

For the purpose of data collection through TEBI it was distributed among 343SSTs of three selected districts of Khyber Pakhtunkhwa out of which only 274SSTs responded 229SST teachers responded. So, 229 respondentswere considered for data analysis showing 66.7% response rate.

Analysis and Results:

Preparation of data for analysis

Once the data is collected, it is properly prepared for analysis as suggested by Allen (2017) which follows a series of actions including data cleaning (Ramayah, 2011) and normality test through Skewness and Kurtosis (Pallant, 2010) and tests of reliability (Bryman & Cramer, 2010). Table 3 shows that both the Skewness and Kurtosis values falls within the required range of ±2 showing the

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data is normal (Westfall & Henning, 2013) while the reliability of the scale was recorded as 0.74 which is acceptable to move ahead for data analysis (Bryman & Cramer, 2010).

Table 2: Descriptive Statistics

Demographic Variables (N=229)	Categories	N	Percentage
Gender	Male	151	65.9
	Female	78	34.1
Locality	Urban	55	24
	Rural	174	76
Marital Status	Unmarried	53	23.1
	Married	176	76.9

Table 2 shows that out of 229 SSTs, 65.9% were male while 34.1% were female. Similarly, 24% SSTs were posted in Urban while 76% SSTs were working in Rural areas of three selected districts of southern KP. Further 23.1% SSTs were unmarried while 76.9% SSTs were married. A graphical representation of the above table is shown below:

Figure 1 Showing percentage of SSTs on gender, locality and marital status.

Table 3 Data normality and reliability analysis

Data Normality Test					Test of Reliability Analysis			
	N	Skewness		Kurtosis		Corrected ITC	Cronbach's Alpha if Item Deleted	Alpha
	Statistic	Statistic	Std. Error	Statistic	Std. Error			
EE1	229	.251	.161	-.634	.320	.559	.687	0.74
EE2	229	.689	.161	-.899	.320	.355	.721	
EE3	229	.007	.161	-.558	.320	.378	.717	
EE4	229	.072	.161	-.902	.320	.529	.690	
EE5	229	.416	.161	-.684	.320	.417	.713	
EE6	229	-.225	.161	-1.210	.320	.202	.756	
EE7	229	.466	.161	-.197	.320	.553	.692	
EE8	229	.175	.161	-.829	.320	.466	.702	
EE9	229	.182	.161	-1.114	.320	.339	.725	

Tests for symmetry (Skewness) and flatness (Kurtosis) were performed for all items of TEBI inventory. Table 3 shows that all the values of skewness and kurtosis fall within the required range of ± 2 , which indicates that data is normal. The table 3 also shows that all 9 items have ITC values greater than 3 showing to be reliable for analysis. The overall alpha value for TEBI was recorded as 0.74.

Table 4 Number and percentage of SSTs on three Emotional Burnout levels

Burnout Dimension	Burnout Level	N=229		Mean Emotional Burnout Score with Interpretation
		N	%age	
Emotional Burnout	Low	87	38%	19.44 (Moderate Level of Burnout)
	Average	99	43%	
	High	43	19%	

Table 4 shows that 38% SSTs are showing low; 43% SSTs are showing moderate while remaining 19% SSTs are showing high level of emotional burnout. About 1/5th of the entire sample (19%) showing high emotional burnout which is very alarming. According to literature, the domestic as well as professional life of this sample will be highly disturbed. Further, more than 1/3rd teachers are lying in low emotional burnout level showing better position. Nearly half SSTs are showing moderate emotional burnout which is too shocking as they can shift to high burnout if not properly coped with. Table 4 also shows that as a whole, SSTs fall in the moderate burnout level sample (N=229) is 19.44 which falls under moderate emotional burnout (Ref Table 1). Percentage of SSTs on 3 burnout levels is shown in the figure 2.

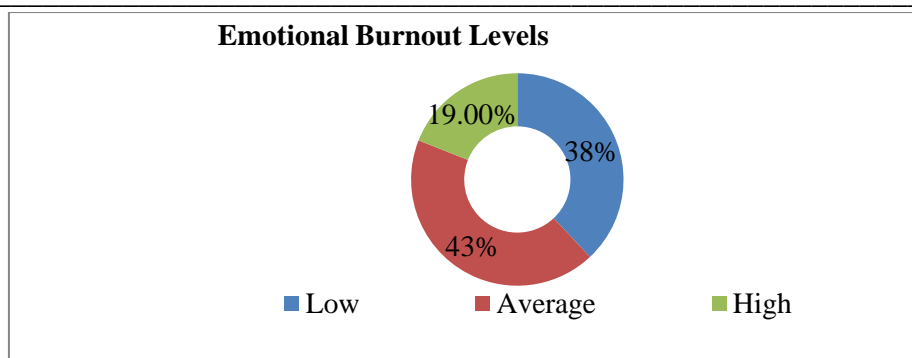
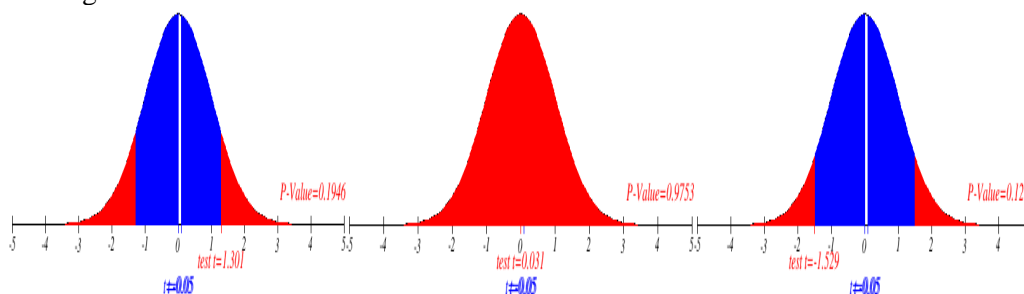


Figure 2: Showing percentage of SSTs on three dimensions of burnout

Table 5: Gender based analysis of data of SSTs on emotional burnout

Emotional Burnout	Group	N	Mean	SD	't'	df	'p'
	Male	Female	151	18.4352	8.64588	1.301	227
Urban	Urban	55	19.4666	8.91575	.031	227	0.975>.05 Not Sig
	Rural	174	19.4259	8.22247			
Unmarried	Unmarried	53	17.8986	9.53022	-1.529	227	0.128>0.05 Not Sig
	Married	176	19.8986	7.96532			

i. Table 5 shows that there was no significant difference in the mean scores of male SSTs (M=19.9525, SD=8.21166) and female SSTs (M=18.4352, SD=8.64588) as $t(227)=1.301$, $p=0.194 > \alpha=0.05$. This means emotional burnout was not influenced by gender. The observed differences in their means can be characterized to a chance factor of sampling error. Further, the observed mean of male SSTs was greater than Female SSTs showing slightly higher emotional Burnout in male SSTs. A t-distribution curve of gender, locality and marital status based Emotional Exhaustion is respectively shown in the following figures.



Figures 3, 4&5: Showing t-distribution curves of SSTs based on gender, locality and marital status.

ii. Table 5 also shows that there was no significant difference in the mean scores of Urban SSTs (M=19.4666, SD=8.91575) and Rural SSTs (M=19.4259, SD=8.22247) as $t(227)=0.031$, $p=0.975 > \alpha=0.05$. This means emotional burnout was also not influenced by locality. The observed differences in their means can be characterized to a chance factor of sampling error. Further, the observed mean of Urban SSTs was greater than Rural SSTs showing slightly higher emotional Burnout in Urban SSTs. A t-distribution curve of locality based Emotional burnout is shown in Figure 4.

iii. Table 5 also shows that there was no significant difference in the mean scores of Unmarried SSTs (M=17.8986, SD=9.53022) and Married SSTs (M=19.8986, SD=7.96532) as $t(227)=-1.529$, $p=0.128 > \alpha=0.05$. This means emotional burnout was not influenced by marital status. The observed differences in their means can be characterized to a chance factor of sampling error. Further, the observed mean of married SSTs was greater than unmarried SSTs showing slightly higher emotional Burnout in married SSTs. A t-distribution curve of marital status based Emotional burnout is shown in Figure 5.

Findings and Discussions

1. **Answer to Research Question 1:** The results show that emotional burnout is present among SSTs in varying degrees from low to moderate and high levels but overall SSTs are facing moderate burnout level (Ref Table 4). This shows that SSTs are somewhat physically exhausted and they think their energies are drained out. These feelings are found in moderate level and in-time remedial measures are required otherwise situation will be chronic and recovery would be very difficult. The situation is too disastrous for the welfare of school children. Same results were reported by Biswas (2012); Iqbal and Rahman (2020) while some contradictory results were reported by Afsar, Govil and Gupta (2015) and Rauf (2016) who found lower burnout among teachers.
2. **Testing of Hypothesis H_{01} :** The data analysis clearly depicts that no significant difference exists in the SSTs' emotional burnout in consideration to their gender. So H_{01} is accepted (Ref Table 5). This shows burnout hits male and female SSTs with the same intensity and that both the groups were at equal risk of burnout. However, the means of male and female SSTs were recorded as 19.9525 and 18.4352 respectively which shows that male SSTs were slightly more burned out than female SSTs. In Pakistani context, males are considered as heads of their families having diverse responsibilities including earning, family support in all affairs etc. That's why male SSTs showed somewhat higher burnout. The study is in line with Biswas (2012); Iqbal and Rahman (2020).
3. **Testing of Hypothesis H_{02} :** The data analysis also shows that no significant difference exists in the SSTs' emotional burnout as far as their school locality is concerned. So H_{02} is accepted (Ref Table 5). The means of urban and rural SSTs were recorded as 19.4666 and 19.4259 respectively which shows that urban SSTs were more burned out than rural SSTs. As compared to rural, urban SSTs have to do a lot for maintaining their standard which requires extra money and energy. That's why urban SSTs have slightly higher burnout than rural ones. Same results were reported by Afsar, Govil and Gupta (2015).
4. **Testing of Hypothesis H_{03} :** The data analysis further portrays that no significant difference occurs in the SSTs burnout concerning their marital status. So H_{03} is accepted (Ref Table 5). The means of unmarried and married SSTs were recorded as 17.8986 and 19.8986 respectively which shows that married SST teachers were more burned out than unmarried SSTs. Married SSTs have diverse responsibilities including earning issues and family problems etc. due to which they showed slightly higher burnout than their counterparts. The study is in line with Rauf (2016); Iqbal and Rahman (2020) while in contradiction with Afsar, Govil and Gupta (2015).

Conclusions

From the above findings, following conclusions were drawn:

1. Overall, SSTs of southern districts of Khyber Pakhtunkhwa were facing moderate level of emotional burnout.
2. Male and female, urban and rural as well as married and unmarried SSTs were facing statistically same level of emotional burnout.

Recommendations

From the above conclusions, following recommendations were drawn:

1. There is a dire need to take such kind of proper steps and actions which can help to minimize the burnout level of all SSTs which enables teachers to teach in more smoothly as well as teaching learning process can be strengthened through the friendly and more pleasant environment. Government should provide equal opportunities to all teaching staff for transportation and hard area allowance and ensure other facilities equally to all teachers.
2. In Pakistani context, males are considered as the head of family. They have diverse responsibilities. Urban and married SSTs being more burned-out, should be given due care. Government should take measures to reduce their burnout by providing facilities and paying them sound salaries. Further trainings regarding coping and diminishing stress and burnout should be made to lessen the level of their emotional burnout.

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