



BURNOUT IN RELATION TO ORGANIZATIONAL ROLE STRESS AMONG SCHOOL TEACHERS

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ABSTRACT: The present study aims to study burnout in relation to organizational role stress among school teachers. The sample of the study was comprised of 100 teachers of Barnala and Mansa districts of Punjab. Descriptive analysis, Inferential Analysis & Correlation analysis was used for the present study. Teacher's Burnout scale (2017) by Madhu Gupta and Surekha Rani and Organizational Role Stress by Pareek (2005) was used as a research tool to collect data. The findings of the study revealed that there was no significant difference in terms of gender on organizational role stress and burnout. Further, the present study also revealed that there was positive and significant correlation between burnout and organizational role stress. The findings of the study will be beneficial for educationalists and policy makers.

Key words: Burnout, Organizational Role Stress, School Teachers,

INTRODUCTION:

Burnout is a state of psychological and physical exhaustion resulting in negative and poor mental health. Herbert Freudenberg (1974) was the first researcher who describes extreme level of stress leads people into the state of burnout. Lack of energy, fatigue and depression are also related to symptoms of burnout. Maslach (1982) state that burnout is psycho-physical state accompanied by apathy, detachment and coolness in interpersonal relations by feelings of emotional exhaustion of one's psychic resources and of helplessness. American Psychological Association (APA) (2018) explains burnout as physical, emotional, or mental exhaustion accompanied by decreased motivation, lowered performance, and negative attitudes toward oneself and others.

World Health Organization (2019) defines burnout as ongoing emotional exhaustion, psychological distance or negativity, and feelings of inefficacy—all adding up to a state where the job-

related stressors are not being effectively managed by the normal rest found in work breaks, weekends, and time off. Mostly teachers experience job burnout due to over workload, negative working environment, poor facilities, unfriendly environment in schools. The term teacher burnout means a condition in which he/she finds unable to do any worthy task. Teacher burnout is very serious phenomenon in today's scenario.

The term organizational role stress is linked with role stress, job stress and occupational stress. In today's word of advancement and development, stress is common phenomenon. One can feel stress in working place also. One who has no such personality trait to deal with stress become easily stressful. Job stress occurs when the necessities of the job do not match the capabilities, resources, or needs of the worker. Job stress can lead to poor health and even injury. Kahn (2005) defined role stress as the pressure that individuals face when they are unable to learn or understand the relevant rights and obligations related to their work and to perform their roles well. The studies conducted by Goswami (2013); Bhardwaj (2014); Afsar et al. (2015); & Dhyani (2017) showed no significant gender wise difference among teachers on burnout. Whereas the studies of Dagar and Mathur (2016) & Smetackova (2018) explored significant gender wise differences. Some studies suggested that there was significant positive correlation between organizational role stress and burnout. (Thakre & Kawde 2021), (Lin et al. 2013), (Akhtar & Naithany 2023) & (Fatima et al. 2023). But the study conducted by Dhyani (2017) showed that depersonalization dimension of burnout had no significant relation with inter role distance, role erosion and personal inadequacy dimensions of organizational role stress.

OBJECTIVES OF THE STUDY

- To study burnout among school teachers in terms of gender.
- To study organizational role stress among school teachers in terms of gender.
- To study relationship of burnout with organizational stress among school teachers.

HYPOTHESES OF THE STUDY

- There was no significant gender wise difference on burnout among school teachers.
- There was no significant gender wise difference on organizational role stress among school teachers.
- There was no significantly relationship between organizational role stress and burnout.

OPERATIONAL DEFINITIONS OF KEY TERMS USED

Burnout: - Burnout is persistent physical or psychological upheaval due to long-term stress, usually as a result of excessive responsibilities at workplace and at home.

Organizational Role Stress: - Organizational Role Stress is a state when the necessities of the job do not match the capabilities, resources, or needs of the employee.

DELIMITATIONS OF THE STUDY

- The study was delimited to elementary school teachers of Barnala and Mansa districts of Punjab only.

RESEARCH TOOL USED

Teacher's Burnout scale by Gupta and Rani (2017) and Organizational Role Stress by Pareek (2005) were used to collect data for present study.

POPULATION OF THE STUDY AND SAMPLING

The population and sample of the present study was consisted of 100 elementary school teachers of Barnala and Mansa districts of Punjab.

STATISTICAL TREATMENT

Descriptive analysis, Inferential analysis (Univariate) and correlation analysis were used for the present study.

ANALYSIS AND INTERPRETATION OF DATA

BURNOUT AMONG SCHOOL TEACHERS IN TERMS OF GENDER

In present study, t test is employed to study burnout in terms of gender among school teachers of Punjab as given in table 1.1.

Table 1.1
Burnout among school teachers in terms of gender

Variable	Gender	N	Mean	SD	t- value
Burnout	Male	40	58.85	25.63	0.32
	Female	60	57.13	26.28	

The table 1.1 shows that mean scores of burnout of male and female teachers were 58.85 and 57.13 respectively. T value came out to be 0.32 which is not significant. Hence, there was no significant difference between male and female teachers on burnout.

ORGANIZATIONAL ROLE STRESS AMONG SCHOOL TEACHERS IN TERMS OF GENDER

T test is employed to study organizational role stress in terms of gender among school teachers of Punjab as given in table 1.2.

Table 1.2

Organizational role stress among school teachers in terms of gender

Variable	Gender	N	Mean	SD	t- value
Organizational Role Stress	Male	40	95.2	35.70	0.15
	Female	60	94.18	29.02	

The table 1.2 shows that mean scores of organizational role stress of male and female teachers were 95.2 and 94.18 respectively. T value came out to be 0.15 which is not significant. Hence, there was no significant difference between male and female teachers on organizational role stress.

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Correlation analysis was used to study relationship of burnout and organizational role stress as given in table 1.3

Table 1.3

Value of Correlation Coefficient between Burnout and Organizational Role Stress

Variables	N	Mean	SD	R
Burnout	100	57.82	25.90	0.269**
Organizational Role Stress	100	94.59	31.69	

**p<0.01

Table 1.1 shows that the value of coefficient of correlation between organizational role stress and burnout is found to be 0.269. It depicts that organizational role stress and burnout are positively correlated with each other. It is meant that the increase in organizational role stress leads to increase in burnout.

CONCLUSIONS

On the basis of statistical analysis of data, the following conclusions are drawn: -

- The results showed that there was no significant difference between male and female school teachers in burnout and organizational role stress.
- The findings of the study revealed that there was positive correlation between organizational role stress and burnout. It is meant that the increase in organizational role stress leads to increase in burnout.

EDUCATIONAL IMPLICATIONS

- The results of the study revealed a positive correlation between organizational role stress and burnout. So, Work stress should be reduced in organization. There should be positive and supportive environment for employees. Hence, for effective teaching learning process, the government teachers should be given exemption from election duties, census and other surveys related duties.
- The results showed no significant difference between male and female teachers on burnout and organizational role stress. Hence, seminars or workshops should be equally organized for male and female teachers to reduce stress.

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