



## Burnout Tendency of Female Primary School Teachers with Reference to Their Level of Education and Type of Community where they have taught

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### ABSTRACT

Women play a very important role in national development and the educational process. As a teacher, she contributes to the mental development of children. The university Education Commission has boldly stated that, "If general Education has to be limited to men or women then women should be given the chance.."

A women teacher needs to reinforce herself to be effective in the classroom. Burnout tendency is a negative factor for the motivation of a teacher to be active in school. This study throws light upon the relationship between the burnout tendency of female primary school teachers and their level of education and the type of community where they have taught. According to the study, a female teacher's burnout tendency is a phenomenon greatly affects the quality of education at the primary level. This burnout tendency is formed by various factors. This study was conducted on a sample of 456 primary school female teachers selected from 6 districts of Varansi Region of Uttar Pradesh. Data were gathered through the use of a normative survey method.

The result indicates that primary female teachers are not having a significant relationship with their level of education. It is also clear that the type of community where they have taught is not found to be related to burnout state of female primary teachers.

**Keywords-** Burnout, female, Teachers, Primary, Level of Education, Type of Community

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### I. INTRODUCTION

Women have been regarded as a nucleus of the nation just as the body is made of millions of cells controlled, a nation is made up of millions of families depending on the women for their well-being and progress.

Women play a very important role in national development and the educational process. As a teacher, she contributes to the mental development of children. The university Education Commission has boldly stated that, "If general Education has to be limited to men or women then women should be given the chance.."

It is apparent, therefore that there is no denying of the fact that women teachers occupy an important place in the system of education, in shaping the destiny of the country. These days in India, the entire teaching community especially primary woman teachers are severely criticized for their neglect of duties and the insignificant role played in the educational process. Most of these primary teachers are either pent up alienated or suffering with burnout tendencies i.e. a mixture of emotional exhaustion, lack of personal accomplishment and depersonalization. It is found that a large number of female teachers working at the primary level of education have no interest in their job, they do not teach, every time they are busy in every kind of work except teaching even every time they repent on being a primary school teacher, they feel demoralized and alienated from their job. If a primary school female teacher has reached a burnout stage, this must be due to certain socio-psychological factors operating on her over a period of time. And since, this is important to save these teachers from being burnout in the interest of qualitative improvement of teaching at primary level.

Studies have found different results on the relationship between level of education and teacher burnout. The term level of education refers to trained and untrained primary school teachers. One consistent finding in burnout researches is that level of education does effect significantly to burnout tendency in positive direction. **Veyda** found a significant relationship between level of teaching and the burnout, while **Arreenich** found level of education effected lessor on burnout.

Generally it has been observed that two types of communities that is rural and urban have different effects on burnout tendencies of the teachers. Overtly urban teachers look happier, while rural teachers are seen having a gloomy look. **Arreenich** found that community where teachers have taught effected lessor on burnout tendencies contrary to it **Mcintyre** argued that type of community do not affect significantly to burnout tendencies.

Teachers' level of education, and the type of community where they have taught are also the most important factors related to burnout tendency of female primary school teachers.

Thus the contradictory findings motivated the researcher to launch this study for further verification

## II. OBJECTIVES

The present study has been designed to access the impact of the level of education and type of community where they have taught on the burnout tendency of female primary teachers.

Thus, the following objectives have been established:

1. To compare the burnout tendency of trained and untrained female primary school teachers.
2. To compare the burnout tendency of rural and urban female primary school teachers.

## HYPOTHESIS

The, the following hypotheses were tested in the present study:

1. Significant difference does not exist between the burnout tendency of rural and urban female primary school teachers
2. There may not be any significant difference in the burnout tendency of trained and untrained female primary school teachers.

## III. METHODOLOGY

### SAMPLE:

The study was conducted on a sample of 456 randomly selected female primary teachers of Varansi region comprising the 6 districts of Varansi, Gharipur, Mirzapur, Balia, Jaunpur and Sonabhadra.

District-wise teachers from whom data were selected are given in table:

**TABLE – 1**  
**District wise female Primary School Teachers and usable Returns**

S. No.	District	No. of School selected	No. of teachers contacted	Subject agreed	Usable returns
1	Jaunpur	21	165	150	121
2	Gharipur	17	154	142	109
3	Mirzapur	13	91	75	50
4	Balia	15	121	102	72
5	Varansi	24	175	134	78
6	Sonabhadra	07	55	38	26
	<b>Total</b>	<b>97</b>	<b>761</b>	<b>641</b>	<b>456</b>

## LIMITATIONS

This study is confined to the sample of Varanasi region of Uttar Pradesh only. Again this study is based on female teachers of primary schools working in Municipal Corporations. Other private organizations and English medium primary schools have not been included in the study.

## TOOLS

In this study normative survey method was used for the collection of data:

1. For measuring female primary teachers' burnout tendency, an Indian adoption of the Maslach Burnout Inventory (MBI), constructed and standardized by Dr J. P. Srivastava and G. P. Mishra has been used, known as {PSTBS}. Because the original MBI is not applicable to the Indian situation. This test covers all aspects of the

burnout tendency like emotional exhaustion, lack of personal accomplishment and de-personalization. The scale contains 40 items. This is a Likert-type scale, subjects are asked to give their response on a five-point scale ranging from strongly agree to strongly disagree.

2. For collecting data regarding the level of education and type of community where they have taught a questionnaire in the form of AnurodhPatra has been developed.

**PROCEDURE**

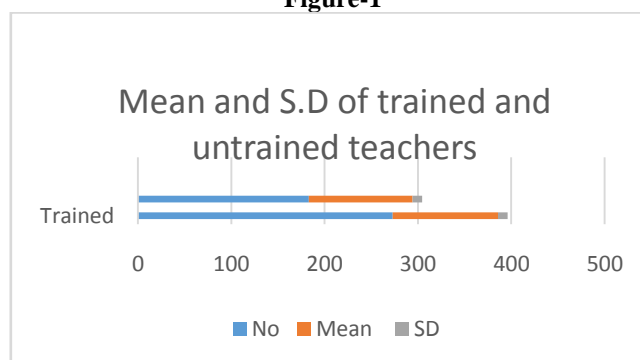
For data collection, tools were administered to 456 female teachers of primary schools. The teachers were asked to give their response on all the items of the score collecting tool. The responses were scored with the help of the scoring key given in the manual of the tools. The obtained data were tabulated and analysed. Mean, SD and t-test were calculated for the score obtained.

**ANALYSIS AND INTERPRETATION**

**TABLE-2**  
**Means and S.D for trained & untrained groups**  
**of female primary school teachers on the burnout scale**

Group 1 (Trained)			Group – 2( Untrained)		
N	Mean	S.D.	N	Mean	S.D.
273	112.8864	10.262	183	111.3980	10.230

**Figure-1**



**TABLE – 3**  
**Critical Ratios for trained&untrained groups**  
**of female primary school teachers on the burnout scale**

Comparative Groups	I & II
t value	1.53
Significance level	Not significant

Table 2 shows the mean & S.D. of trained & untrained groups of burnout female primary school teachers. Table 3 reveals that obtained t-value is 1.56 which is insignificant at 0.5 and 0.1 levels of significance. This reveals that trained & untrained female primary school teachers do not differ significantly in their burnout tendency. Hence, in light of the above findings it may be concluded that the level of education is not found to be related to burnout state of female primary school teachers.

**TABLE- 4**  
**Means and S.D for Rural&Urban groups**  
**of female primary school teachers on the burnout scale**

Group 1 (Rural)			Group – 2( Urban)		
N	Mean	S.D.	N	Mean	S.D.
257	111.5875	10.779	199	113.1859	9.510

Figure -2

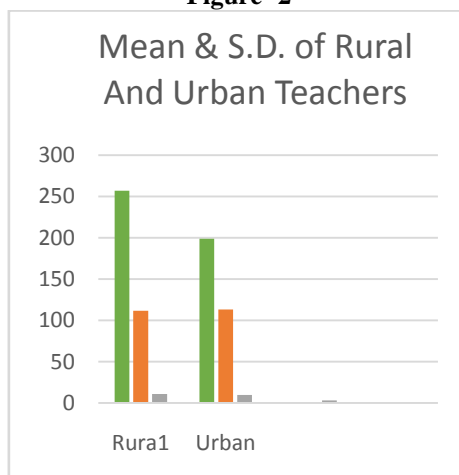


TABLE – 5  
Critical Ratios for Rural&Urban groups  
of female primary school teachers on the burnout scale

Comparative Groups	I & II
t value	1.65
Significance level	Not significant

Table 4& figure 2 shows the mean & S.D. of rural&urban groups of burnout female primary school teachers. Table 5 reveals that obtained t-value is 1.65 which is insignificant at 0.5 and 0.1 levels of significance. This reveals that trained&untrained female primary school teachers do not differ significantly in their burnout tendency. Hence, in light of above findings it may be concluded that the type of community where teachers have taught is not found to be related to the burnout state of female primary school teachers.

### EDUCATIONAL IMPLICATIONS

Educational research must begin with a felt problem and must return to that problem with a proposed solution or fresh knowledge leading to the solution of that problem. Teachers' burnout factors play an important and significant role in their profession. Present study has attempted to discover the contribution of the level of education and the type of community where teachers have taught on the burnout state of female primary school teachers. Therefore implications of the research findings related to the present study have been mentioned in succeeding lines;

- 1 Findings of the present study will serve as basic data for the research scholars of the education and psychology, in undertaken research work related to the level of education and type of community where teachers have taught
2. Findings of the present study will serve as guides to Principals of primary schools in creating a conducive teaching-learning environment in the schools by knowing the causes of burnout tendency in relation to level of education and type of community where teachers have taught
3. Findings of the present study will be helpful to individual teachers in their own appraisal.
- 4 Findings of the present study will be helpful to the persons concerned with the policy-making of the govt. in understanding the causes of having burnout tendency of teachers in schools.

### SUGGESTIONS

- In light of the data, the following interventions are needed to reduce the burnout tendency of female primary school teachers in relation to their level of education and the type of community where teachers have taught
2. It should be a function of administrative authorities to word off this burnout tendency as far as possible as awareness of this fact may urge upon the administrative authorities to provide proper essential facilities such as proper working conditions, better pay, increments, medical & other facilities and also opportunities of promotion.
  4. There should be a professional development programme for every teacher.
  5. There should be the establishment of a good relationship between groups of teachers, principals, administrators and other staff members.

Female burnout may be considered an important construct having wide and comprehensive applications and implications in the field of education. . It is not an insignificant factor that can be studied properly in a small sample area so better efforts should be made in the future.

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