*Journal of Research and Reflections in Education*
*June 2016, Vol.10, No.1, pp 37-50*
*http://www.ue.edu.pk/jrre*

# Demographic Variables as Determinants of Emotional Burnout among Public School Teachers

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The Maslach and Jackson (1981) three factor model of burnout was used as basis of this study that categorized the perceived dimensions of burnout as Emotional Exhaustion (EE), Depersonalization (DP), and reduced Personal Accomplishment (PA) among school teachers. Maslach Burnout Inventory (MBI) was used to measure the emotional involvement of teachers on job. Multi stage sampling technique was used to draw the sample of 424 (male=178, 42% and females=246, 58%) school teachers working in 22 public schools from Lahore at junior, primary, elementary and secondary school levels. The major purpose of the study was met by highlighting the contribution of selected variables (gender, locale, job status, marital status, age, qualification, and level at teaching) towards the prevalence of burnout among public school teachers. Data were analysed by using descriptive statistics, as well as t-tests, and ANOVA tests. The results confirmed the presence of burnout among teachers with varied levels. Gender, locale, qualification, and level at teaching were significant towards the progression of burnout whereas job status, marital status, and age were found non-significant on prevalence of burnout. The demographic variables, investigated in this study, were not conclusively determinant of burnout.

**Key words**: *burnout, MBI, dimensions, levels, emotional exhaustion, depersonalization, reduced personal accomplishment, demographic variables, teachers*

## Introduction

No doubt, school teaching is said to be a respected profession in our society however, the practice seems contrary to it. Teaching is not considered a profession that is chosen by choice, teachers are bound to join it due to the conditions of unemployment and general poor economy of the country. Globally, after health sector, teaching is such a job creating profession that provides job opportunities at most. But contrary to it, the position of teaching incentives, work environment, and social respect is yet unwelcoming to attract intelligent and skilful people to join this profession (Cordes & Dougherty, 1993; Gonzalez, Brown, and Slate, 2008).

It has been observed that over years, our society has seen shifted from agrarian to industrial economy and education being a pre-requisite for well paid jobs; is now seen as a tool for safe and handsome money making. Our education system produces graduates labelled with divisions of various streams like medical, engineering and arts etc. and castes of performance based on percentages and grades. Higher grades are accepted to pursue their profession whereas leftovers are either absorbed by less prestigious yet profitable professions or are faced with the daunting task of self-improvement before finding another profession of their choice. School teaching in our society accepts less intelligent as well as low grade teachers whose skills seem already set in state of compromising quality teaching.

In order to meet contemporary requirements where concern is not only to continue proceeding within educational system whereas the focus lies on

pragmatic outputs as well as on reaching quality, the school should ideally be a place that is full of attraction, respect and passion that keeps teachers to perform with complete internal involvement.

The job of an individual does not fulfill his/her economic needs only but it also provides a chance of healthy exercise with patterned routine activities. Remaining healthy and fit at job is necessary to perform the assigned roles. In case of having stress that exceeds the capacity of performer from the quantity of usual stress, it leads to alarming results. Thus the sensitivity of the problems caused by burnout among teachers is worthy remediated. As there exists no exception to any level of teaching that cannot be endangered by teachers' burnout. Stress facing evidences by teachers prevail at all primary, elementary, and secondary school levels. The results of such stressful conditions of teachers appear alarming towards the learning of students as well as the people attached with the service of teachers (Christle, Jolivette & Nelson, 2005).

The level of internal involvement of teachers seems suffered while making comparison of the initial and present conditions of teachers. The state of emotional withdrawal from job is associated with a list of reasons related to school facilities. The selection of teachers is done on their high academic backgrounds but it does not ensure the optimum involvement of teachers. The study of variables other than school factors that cause variation in the stress levels of teachers can help in understanding the probability of burnout among them.

The remediated state of burnout results in smooth functioning of school and it also helps in estimation of teachers' attrition and retention rates. Recruitment ratios of teachers are determined with the knowledge of burnout rate. Another aspect to avoid loss of Human Resources is dependent to keep teachers at maximum level of their involvement.

The prevalence of stress on job is a general feel that is faced by almost all the professionals. Stressors at workplace that cause teachers to perform low prevail at varied levels. These stressors have been studied in the local set-up of educational institutes in Pakistan (Zahra, Irum, Mir & Chishti, 2013; Naseem & Khalid 2012).

The feel of stress on job is involuntary and the stress levels seem also dependent on the nature of job. Degree of involvement of working professionals on job has been commented by various researchers (Maslach and Schaufeli, 1993). With the support of literature, this specific type of occupational stress that hinders efficiency of service providing workers is familiarized as job burnout. Burnout is such a physical, attitudinal, and emotional state observable among staff members who interact with demanding clients at the expense of using their optimal capacities to exhibit expected roles under given job resources (Schwab, Jackson, & Schuler, 1985). The chances of teachers' burnout are more often to occur due to the demanding being of teaching profession. The scattered roles to be performed by teachers make it sensitive as well as a profession attached with more expectations. From this angle, teachers are more likely to face chances of showing lower involvement on job. Teaching is considered a job causing stress, fatigue and frustration (Travers & Cooper, 1993; Schwab, Jackson, & Schuler, 1986). While comparing with other professions, teaching is sensitive and chanceful profession to burnout (Schaufeli & Enzmann, 1998; Innstrand, Langballe, Falkum, & Aasland, 2011).

Burnout is widely researched phenomenon among working professionals. It has more been studied with its type of emotional burnout when the performance of working professionals suffer and they exhibit low involvement in performing job activities. The thorough understanding of the phenomenon of burnout is explained through the reference of these three following aspects in three-factor model that are emotional exhaustion, depersonalization, and inadequate personal accomplishment (Maslach, 1976; Maslach and Jackson, 1981). According to Maslach and Jackson (1981), these aspects of burnout are defined as under

*Emotional Exhaustion*

Emotional exhaustion (EE) is a state of mind where stresses of external environment exceed the capacity of ones nerves and starts to reflect in ones behaviour through frustration, depression and dis-satisfaction etc.

*Depersonalization*

Prolonged EE leads to impersonal, cynical and resentful behaviour of varying degrees towards people at workplace and affects professional ability to operate upon tasks adequately. Such a state is known as de-personalisation (DP).

*Personal Accomplishment*

Adverse form of burnout is known as Reduced Personal Accomplishment (PA) wherein prolonged DP inculcates loss of self-efficacy, self-concept and self-motivation. Under-estimation of own self leads to negative self-perception i.e. loss of self-confidence in performing even those tasks which have been performed independently in the past.

The degree to which teachers feel frustrated, tired, detached, dehumanized, cynical, and a sense of low fulfilment of tasks prevail at varied tendencies among working professionals. Determining the degree of burnout provides foundation for detailed study on the causes and remedies of it. There is seen a clear evidence of several researches conducted on burnout among teachers that explore the levels of burnout to provide the knowledge of its prevalence (Shah, Fakhr, Ahmad, & Zaman, 2010; Gill & Kusum, 2012). The demands of job put all teachers at similar set of stresses but the reaction to those demands is somewhat different by each teacher, as the contentment level of a working school teacher depends on level of stress one can cope with, bearing all teachers with their unique stress-taking and coping capacities. It is important knowledge to assess the burnout level of teachers that provides base to study it with other variables (Martin, Sass, & Schmitt, 2012; Barutcu & Serinkan, 2013).

Virtually, every aspect of burnout is sensitive towards the work productivity of school teachers, as working hours are increasing, technological influence is demanding and fluidity plus adaptability towards this change bears the concept of burnout. The study of background variables those are already attached with teachers have remained legitimate/logical source of generating burnout among them (Fisher, 2011). The demographic variables like age, gender, teaching experience, locale, job status, marital status, Rank at the time of appointment (number of years spent in the rank of appointment) present rank (number of years spent in present rank), type of school, and the grade level at which teaching have remained a prominent concern of research in past years. A study conducted by Byrne (1991), on the demographic characteristics of teachers as gender, age and experience provides an evidence of estimating the provision of burnout in relation to these variables.

The way gender, status of teachers as married or single, and number of years served in teaching contribute in assessing the prevalence of burnout among teachers has been studied through researches (Anderson & Iwanicki, 1984; Malik, Mueller, & Meinke, 1991).

The level of teaching put teachers at stress differently. In contrast to other working professionals, high school teachers were more found with the state of burnout in a study conducted on burnout (Bransgrove, 1994).

Burnout was studied in relation to the demographic factors of teachers sharing the difference that gender, age, marital status, and experience have on the prevalence of three aspects of burnout (Lau, Yuen, & Chan, 2005). Naceur and Fook (2001) found the impact of age on the level of satisfaction of school teachers, more the aged were found highly satisfied.

The information of teachers about gender, experience, locale, and age were studied to assess the level of contentment with job (Iqbal and Akhtar, 2012). The causes of low job satisfaction lead to producing burnout among teachers.

A silent way to identify reasons that fail government efforts for upbringing the system of education can be the detailed study of the phenomenon of school teachers' burnout. The study of teacher burnout is as much important as to count on the problems faced by educational system that lead to knowing the issues of absenteeism, truancy, trend of career change among school teachers, and retirement prior to determined time (Cunningham, 1983).

Since the sensitivity of the issue of teachers' burning out from their jobs is a registered

fact while studying the loopholes prevailing in the system of education, it is needed to study this phenomenon in the local context with particular emphasize on demographic characteristics of teachers.

**Purpose of the study**

The outcomes of burnout underscore the efforts of teachers in form of a gradual decline in performance. The stressors at workplace gradually affect the efficiency even the teachers keep coping with them at personal levels. The current study aimed to explore the levels of burnout as low, average, and high. In order to compare the dimensions of burnout (EE, DP, and PA), the contribution of the demographic variables like gender, locale (rural/ urban), job status (permanent/ private), marital status, age, qualification, and level of teaching of teachers was assessed.

**Methodology**

**Research Design**

Descriptive research design was used for this study. A cross-sectional survey was conducted for data collection to know the present state of teachers' involvement on job.

**Participants**

Population included such high schools where all levels of education were available, and basically secondary level school teachers were to be approached. The sample size employed for this study was consisted of 424 teachers (Male=178, 42% and Females=246, 58%) serving at junior, primary, elementary, and secondary school levels. Two- stage random sampling technique was used to select 22 public schools situated in Lahore. At first stage of sampling, schools were selected. At second stage, on the basis of the split of demographic variables, volunteer teachers were selected. Almost all available teachers at those schools were approached including a few of the retired visiting staff members. Participation in this survey was voluntary.

The split of sample by level of teaching is shown in the table below:

Table 1

| Levels at teaching | No. of School Teachers |
|---|---|
| 1. Pre-School | 36 |
| 2. Elementary (Grade 1-8) | 65 |
| 3. Secondary (Grade 9-10) | 323 |

N=424

**Instrumentation**

**Maslach Burnout Inventory.** Owing to the frequent use of Maslach Burnout Inventory (MBI) for studying burnout among working professionals, the Maslach Burnout Inventory- Educators' Survey (MBI-ES) (Maslach, Jackson, & Leiter, 1996) was used to assess the rate of teachers' burnout among public school teachers in Lahore. The MBI-ES comprises a total of 22 items measuring the three dimensions of emotional burnout i.e. emotional exhaustion EE, depersonalization DP, and reduced personal accomplishments PA.

9 items assessed the emotional exhaustion (EE) to measure the fatigue and emotional depletion; 5 items assessed the depersonalization (DP) to measure the extent that teachers become cynical towards students and keep distance from them, and 8 items assessed personal accomplishment (PA) to the extent of the effectiveness that a teacher achieves personal goals. The survey used a 7-point Likert- type scale with "frequency" anchors ranging from never (coded as 0) to every day (coded as 6).

Reliability analysis for the current study showed the Cronbach alpha value 0.76 for emotional exhaustion, 0.73 for depersonalization,

and 0.90 for personal accomplishment. The overall scale reliability was measured as (α= 0.81).

Table 2

*Internal Reliability (Cronbach Alpha value) of burnout dimensions by using MBI*

| | Study I N= 159 | Study II N=386 | Study III N=386 | Current Study N= 424 |
|---|---|---|---|---|
| Emotional Exhaustion | 0.83 | 0.88 | 0.88 | 0.76 |
| Depersonalization | 0.65 | 0.72 | 0.74 | 0.73 |
| Personal Accomplishment | 0.72 | 0.74 | 0.72 | 0.90 |

A comparison of the Cronbach alpha's value (α) of the three dimensions of burnout while using MBI in other researches is given above. The range of the (α) of the dimensions of burnout (EE, DP, and PA) reported from previous studies are sufficient to establish the universality of the Maslach Burnout Inventory. Over cultures and contexts, the use of MBI has remained frequent.

**Demographic Information Sheet.** A sheet of the information asking about demographic variables of teachers was attached with the burnout survey form. It asked the gender, locale (rural/ urban), job status (permanent/ private), marital status, age, qualification, and level of teaching of teachers. The selection of demographic variables for the current study was done while considering the possession of characteristics among teachers in Pakistani context and the mismatching characteristics to this context were eliminated from the demographic list. Examples of excluded variables are the provision of using transportation facility by school, assistant teachers for class in-charges, and patterns of giving bonuses or incentives for result showing teachers.

**Data Collection**

In order to avoid data collection procedural biases, personal visits to schools for collecting data from teachers were preferred mode of approaching the participants. 424 questionnaires were collected back as filled out of 500 distributed, showing 84% receiving rate. Data collection took three months. First month was spent in circulation of questionnaires among school teachers along providing details about filling the survey forms. Else two months were expended collecting back the forms. The purpose of research was uniformly articulated to all the teachers. Since the questionnaire was in English language (Second language), therefore the literal meanings of the terms were shared with the participants. To fulfil the ethical requirements, informed consent and anonymity of data were ensured.

**Data Analysis**

The data were analysed by using Statistical Package for Social Sciences SPSS. Descriptive and inferential statistics were used to analyse the data. The results are shown in following tables.

Table 3

*Descriptive Statistics of the state of emotional burnout of teachers*

| Dimensions of Emotional Burnout | No. of items | Mean | Std. Deviation |
|---|---|---|---|
| Emotional Exhaustion | 9 | 15.72 | 9.790 |
| Depersonalization | 5 | 6.17 | 6.041 |
| Personal Accomplishment | 8 | 23.08 | 13.005 |

N=424

Table 3 showed the division of teachers according to three aspects of burnout as Emotional Exhaustion, Depersonalization, and Personal Accomplishment. The mean score of each aspect of emotional burnout indicates the existence of burnout among teachers. The mean score of Emotional Exhaustion ($M_{EE}$=15.72) show/measured the existence of weariness, fatigue, stress, frustration, and the feel of being expended at finishing the task day. The mean score of depersonalization ($M_{DP}$= 6.17) indicates the degree to that teachers treat students in dehumanized way whereas the mean score of Personal Accomplishment ($M_{PA}$=23.08 ) showed the extent of completion of tasks successfully on job.

Table 4

*Descriptive Statistics of the levels of emotional burnout of teachers*

N=424

| Levels of Burnout | EE | | | | DP | | | | PA | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Range | N | Mean | SD | Range | N | Mean | SD | Range | N | Mean | SD |
| Low | (0-16) | 251 | 9.11 | 4.005 | (0-8) | 301 | 2.88 | 2.595 | (0-30) | 302 | 16.10 | 6.799 |
| Moderate | (17-26) | 112 | 20.71 | 3.062 | (9-13) | 61 | 10.71 | 1.475 | (31-36) | 49 | 33.54 | 1.622 |
| High | (27 or over) | 60 | 34.03 | 5.249 | (14 or over) | 62 | 17.63 | 3.245 | (37 or over) | 73 | 44.92 | 6.034 |

Table 4 indicates the levels of burnout as low, moderate, and high. The total scores on burnout scale were split into levels by using cut-off points followed by the range given in the manual of MBI (Maslach, Jackson, & Leiter, 1996). 251 school teachers were identified as having low level of Emotional Exhaustion ($Low_{EE}$=251, M=9.11), 301 teachers were having low level of Depersonalization ($Low_{DP}$=301, M=2.88), and 302 teachers were having low Personal Accomplishment ($Low_{PA}$=302, M=16.10). 112 teachers were having moderate level of Emotional Exhaustion ($Moderate_{EE}$=112, M=20.71), 61 teachers were having moderate level of Depersonalization ($Moderate_{DP}$=61, M=10.71), and 49 teachers were identified having moderate level of Personal Accomplishment ($Moderate_{PA}$= 49, M=33.54). High level of Emotional Exhaustion was identified

among 60 teachers ($High_{EE}$=60, M=34.0), high Depersonalization among 62 teachers ($High_{DP}$=62, M=17.6), and high Personal Accomplishment was found among 73 teachers ($High_{PA}$=73, M=44.9.0). It is concluded that teachers have varied levels of burnout those are low, moderate, and high.

Table 5

*Comparison in the dimensions of burnout of school teachers on the basis of gender*

| Variables | Gender | N | Mean | SD | *t-values* | d*f* | Sig |
|---|---|---|---|---|---|---|---|
| Emotional Exhaustion | Female | 246 | 17.48 | 10.463 | 4.448 | 422 | .000 |
| | Male | 178 | 13.28 | 8.200 | | | |
| Depersonalization | Female | 246 | 5.36 | 5.615 | -3.268 | 422 | .001 |
| | Male | 178 | 7.28 | 6.436 | | | |
| Personal Accomplishment | Female | 246 | 20.05 | 11.976 | -5.944 | 422 | .000 |
| | Male | 178 | 27.32 | 13.207 | | | |

N=424

Independent samples t-test was applied to compare the mean scores of female and male teachers about the dimensions of burnout. Table 5 indicated that there was statistically significant difference (Mean difference=4.2) in female ($M_{female}$ =17.48) and male teachers ($M_{male}$ = 13.28) on emotional exhaustion t (422) =4.448, p=.000, (two-tailed). The magnitude of the difference is very small (eta squared=.044). It is concluded that female teachers were found with the state of more exhausted, strained, tired, and frustrated as compared to male teachers. There was statistically significant difference (Mean difference=1.92) in male teachers ($M_{male}$= 7.28) and female ($M_{female}$ =5.36) on depersonalization t (422) =-3.268, p=.001, (two-tailed). The magnitude of the difference is very small pg. 236 (eta squared=.044). It is concluded that male teachers had a state of more resentful and cynical behaviour towards students as compared to female teachers. There was statistically significant difference (Mean difference=7.27) in male teachers ($M_{male}$= 27.32) and female ($M_{female}$ =20.05) on personal accomplishment of job tasks t (422) =-5.944, p=.000, (two-tailed). The magnitude of the difference is very small (eta squared=0.077). It is concluded that male teachers had a state of more personal accomplishment towards job tasks as compared to female teachers.

Table 6

*Comparison in the dimensions of burnout of school teachers on the basis of locale*

| Variables | Locale | N | Mean | SD | *t-value* | d*f* | Sig |
|---|---|---|---|---|---|---|---|
| Emotional Exhaustion | Urban | 407 | 15.97 | 9.836 | 2.458 | 421 | .014 |
| | Rural | 16 | 9.87 | 6.195 | | | |
| Depersonalization | Urban | 407 | 6.26 | 6.109 | 1.431 | 421 | 0.153 |
| | Rural | 16 | 4.06 | 3.492 | | | |
| Reduced Personal Accomplishment | Urban | 407 | 23.24 | 12.862 | 1.130 | 421 | 0.259 |
| | Rural | 16 | 19.50 | 16.431 | | | |

N=423

Independent sample t-test was applied to compare the mean scores of urban and rural school teachers about the three dimensions of burnout. Table 6 indicated the significant difference (Mean difference=6.09) in urban ($M_{urban}$ =15.97) and rural teachers ($M_{rural}$ = 9.87) on emotional exhaustion t

(421) =2.458, p=.014, (two-tailed). The magnitude of the difference is very small (eta squared= .014). It is concluded that urban teachers were found with the state of more exhausted, strained, tired, and frustrated as compared to rural teachers. There was no statistically significant difference (Mean difference=2.20) in urban ($M_{urban}$ =6.26, SD=6.109) and rural teachers ($M_{rural}$ = 4.06) on depersonalization t (421) =1.431, p=0.153, (two-tailed). The mean difference of 2.20 was caused by some arbitrary factor other than locale. There was no statistically significant difference (Mean difference=3.74) in urban ($M_{urban}$ =23.24) and rural teachers ($M_{rural}$ = 19.50) on personal accomplishment t (421) =1.130, p=0.259, (two-tailed). The mean difference of 3.74 was caused by some arbitrary factor other than locale. It is concluded that urban and rural teachers do not differ with regard to the state of depersonalization and reduced personal accomplishment of job tasks.

Table 7

*Comparison in the dimensions of burnout of school teachers on the basis of job status*

| Variables | Job Status | N | Mean | SD | *t-value* | d*f* | Sig |
|---|---|---|---|---|---|---|---|
| Emotional Exhaustion | Permanent | 368 | 15.56 | 9.906 | -.939 | 421 | .348 |
| | Temporary | 55 | 16.89 | 8.947 | | | |
| Depersonalization | Permanent | 368 | 6.04 | 6.056 | -1.17 | 421 | .240 |
| | Temporary | 55 | 7.07 | 5.929 | | | |
| Reduced Personal Accomplishment | Permanent | 368 | 22.88 | 12.974 | -.889 | 421 | .374 |
| | Temporary | 55 | 24.55 | 13.284 | | | |

N=423

Independent sample t-test was conducted to compare the mean score of burnout dimensions for job status (permanent and temporary) of teachers. Table 7 indicated that there was statistically no significant difference (Mean difference=-1.32) in permanent ($M_{permanent}$ =15.56) and temporary teachers ($M_{temporary}$ = 16.89) on emotional exhaustion t (421) =-.939, p=.348, (two-tailed). The mean difference (1.03) of permanent teachers ($M_{permanent}$ =6.04) and temporary teachers ($M_{temporary}$ = 7.07) was non- significant on depersonalization t (421) =-1.176, p=.240, (two-tailed). There was no statistically significant mean difference (Mean difference=-1.67) in permanent ($M_{permanent}$ =22.88) and temporary teachers ($M_{temporary}$= 24.55) on personal accomplishment t (421) =-.889, p=.374, (two-tailed). It is concluded that permanent and temporary teachers do not differ with regard to burnout dimensions i.e. the state of emotional exhaustion, depersonalization and personal accomplishment.

Table 8

*Comparison in the dimensions of burnout of Married and Unmarried school teachers*

| Variables | Marital status | N | Mean | SD | *t-value* | d*f* | Sig |
|---|---|---|---|---|---|---|---|
| Emotional Exhaustion | Married | 367 | 15.48 | 9.788 | -1.22 | 422 | .221 |
| | Unmarried | 57 | 17.19 | 9.757 | | | |
| Depersonalization | Married | 367 | 6.13 | 6.062 | -2.98 | 422 | .766 |
| | Unmarried | 57 | 6.39 | 5.944 | | | |
| Reduced Personal Accomplishment | Married | 367 | 22.86 | 13.007 | -.849 | 422 | .396 |
| | Unmarried | 57 | 24.44 | 13.017 | | | |

Independent sample t-test was applied to compare the mean scores of married and unmarried school teachers about the three dimensions of burnout. Table 8 indicated that there is no statistically significant difference (mean difference=1.71) in married (Mmarried =15.48) and unmarried teachers (Munmarried =17.19) on emotional exhaustion t (422) =-1.22, p=.221, (two-tailed). There is no statistically significant difference (mean difference=0.26) in married (Mmarried =15.48) and unmarried teachers (Munmarried =17.19) on depersonalization t (422) =-2.98, p=.766, (two-tailed). There is no statistically significant difference (mean difference=1.58) in married (Mmarried =22.86and unmarried teachers (Munmarried =24.44) on personal accomplishment t (422) =-.849, p=.396, (two-tailed). It is concluded that married and unmarried teachers do not differ with regard to becoming exhausted, drained, and dizzy on job, showing resentful, cynical, and impersonal behaviour to students, and with regard to the accomplishment of job tasks.

Table 9

*Descriptive statistics in one –way analysis of variance to compare mean scores of three age groups for burnout*

| *Age Groups* | *N* | *M* | *SD* |
|---|---|---|---|
| Age 1 (upto 30) | 87 | 47.32 | 18.817 |
| Age 2 (31-45) | 165 | 44.38 | 18.545 |
| Age 3 (45 & Above) | 168 | 44.45 | 19.643 |
| *Total* | *420* | | |

Table 10

*One-Way Analysis of Variance of three age groups and burnout score*

| Sources | D*f* | SS | MS | F | P |
|---|---|---|---|---|---|
| Between groups | 2 | 579.845 | 289.923 | .799 | .450 |
| Within groups | 417 | 151299.912 | 362.830 | | |
| Total | 419 | 151879.7577 | | | |

A one- way between ANOVA was conducted to compare the impact of age on burnout score of teachers. Participants were divided into three age groups (Group 1= early career up-to 30 years; Group 2= mid-career 31-45 years; Group 3= established in career: 46 and above). Table 10 indicated that there was no statistically significant difference at the ($p<.05$) level in burnout score for the three age groups of teachers (Group 1 M=47.32; Group 2 M=44.38, ; Group 3 M=44.45): F (2,417) = .799, p= -.450. It is concluded that the mean scores of all three age groups of teachers were not significantly different from one another on burnout score.

Table 11

*Descriptive statistics in one –way analysis of variance to compare mean scores of five qualification groups for burnout*

| Qualification Groups | N | M | SD |
|---|---|---|---|
| 1 (Matric) | 20 | 32.31 | 15.618 |
| 2 (Intermediate) | 25 | 34.65 | 19.507 |
| 3 (Bachelors) | 108 | 47.72 | 18.723 |
| 4 (Masters) | 254 | 45.76 | 18.800 |
| 5 (MPhil) | 12 | 48.35 | 18.985 |
| Total | 419 | 45.04 | 19.047 |

Table 12

*One-Way Analysis of Variance of five qualification Groups and burnout score*

| Sources | D*f* | SS | MS | F | P |
|---|---|---|---|---|---|
| Between groups | 4 | 6985.857 | 1746.464 | 4.998 | .001 |
| Within groups | 414 | 144664.597 | 349.431 | | |
| Total | 418 | 151650.454 | | | |

Eta squared=.046

A one- way between ANOVA was conducted to compare the impact of qualification on burnout scores of school teachers. Participants were divided into five qualification groups (Group 1 Matric, Group 2 Intermediate, Group 3 Bachelors, Group 4 Masters, and Group 5 MPhil). Table 12 indicated that there was a statistically significant difference P=.05 for five qualification groups for burnout score, F (4,414) =4.998, p=.001. The magnitude of the test is (.04) indicates medium effect. Post-hoc comparison using Tukey's test indicated that mean scores for qualification group 1 Matric ($M_{Matric}$ =32.31) was significantly different form qualification group 3 Bachelors ($M_{Bachelors}$ =47.72) and qualification group 4 Masters ($M_{Masters}$ =45.76). Similarly Post-hoc comparison (Tukey HSD) showed that mean scores for qualification group 2 Intermediate ($M_{Intermediate}$ =34.65) was significantly different form qualification group 3 Bachelors ($M_{Bachelors}$ =47.72) and qualification group 4 Masters ($M_{Masters}$ =45.76). It is concluded that the teachers with the qualification of Matric and Intermediate level are different with teachers' qualification of Bachelors and Masters with their burnout scores.

Table 13

*Descriptive statistics in one –way analysis of variance to compare mean scores of four levels of education groups for burnout score*

| Qualification Groups | N | M | SD |
|---|---|---|---|
| 1 (Junior) | 31 | 38.59 | 17.577 |
| 2 (Primary) | 39 | 38.16 | 19.578 |
| 3 (Elementary) | 93 | 44.53 | 18.098 |
| 4 (High) | 253 | 46.94 | 19.151 |
| Total | 416 | 44.95 | 19.040 |

Table 14

*One-Way Analysis of Variance of four levels of education Groups and burnout score*

| Sources | D*f* | SS | MS | F | P |
|---|---|---|---|---|---|
| Between groups | 3 | 4065.143 | 1355.048 | 3.814 | .010 |
| Within groups | 412 | 146395.351 | 355.329 | | |
| Total | 415 | 150460.494 | | | |

Eta Squared= 0.027

A one- way between ANOVA was conducted to compare the impact of qualification on burnout scores of school teachers. Participants were divided into four groups of level of education (Group 1 Junior, Group 2 Primary, Group 3 Elementary, and Group 4 High. Table 14 indicated that there was a statistically significant difference P=.05 for four levels of education groups for burnout score, F (3,412) =3.814, p=.010. The magnitude of the test is (.02) indicates small effect. Post-hoc comparison using Tukey's test indicated that mean scores for level of education group 2 Primary ($M_{Primary}$ =38.1692) was significantly different (mean difference =8.77) form level of education group 4 High ($M_{High}$ =46.9417). It is concluded that the teachers teaching at primary and high level of schools differ with their burnout scores.

**Discussion**

The purpose of the study was to explore the contribution of demographic variables on the progression of burnout in its three dimensions that is emotional exhaustion, depersonalization and reduced personal more stress among female teachers. Male school teachers found more resentful and cynical towards students (DP) than female teachers. Male teachers were found with high personal accomplishment (PA) than female teachers. It implies to make school a stress free environment that is an ideal essence of any teaching-learning place too.

Teaching in urban areas is more challenging as compared to rural areas in terms of several aspects like number of students in class, level of competition with parallel schools, and with the liability of visits of senior officials to schools frequently. The likeliness of becoming more exhausted, drained, and tired among urban school teachers is obvious as far as the rigidity of heavy job roles are concerned in the haste of city life. The level of becoming impersonal towards students and accomplishment of job roles did not differentiate rural and urban teachers in the findings. Iqbal and Akhtar (2012) also found no difference in satisfaction level of teachers while comparing rural and urban teachers. It may occur due to the restriction on handling students politely as well as emphasis on fulfilling job tasks timely by school authorities. These findings lead the need of promoting school culture in such an impacting pattern that fulfils the demands of teachers of both the sides.

Job security was not found contributing towards prevalence of varied burnout rates among teachers when the permanent and temporary teachers were compared with the prevalence of burnout.

Another finding showed that married and unmarried teachers do not differ with regard to becoming exhausted, drained, and dizzy on job, showing resentful, cynical, and impersonal behaviour to students, and with regard to the accomplishment of job tasks.

The age wise difference among burnout scores was not found significant among school teachers. This finding is contradictory to the findings of a previous study (Lau, Yuen and Chan, 2005). The probable cause of it is the general state of unemployment in our context that getting job is itself a token of achievement that they remain on job while belonging to different age categories.

The other finding of the study showed low burnout scores with less qualified teachers whereas high burnout with high qualification. Teacher qualification is a great determinant of assigning classes for teaching. Low qualification teachers are given with small grades and more the teachers are qualified, are likely to teach at high grade levels and have more work load that cause job stress when the provision of school facilities remains same for all teachers. The expectations of low qualified teachers from job do not agitate them to seek for better job options while high qualified teachers keep looking for jobs fit to their potentials and skills other than teaching, similarly they expect high from teaching job. It points attention towards making teaching an attractive and respectful job that attracts intelligent people to join and remain in it.

According to one finding of the study teachers teaching at primary and high level of schools differ with their burnout scores. In our context, teaching at low grade level is considered as less effort some as compared to teaching at high grade levels, the work load at primary school teaching is less as compared to high grades (Bransgrove, 1994). At $9^{th}$ and $10^{th}$ grade levels, teachers are bound to work hard in order to prepare students for external exams (Board Exam). The reason behind certain practice is the importance of showing high results emphasized by school administration at secondary school level. Besides routine exams and studies, at high levels of schooling, teachers take extra classes and exams as send ups (exam) that add to their work load. Another reason of high burnout at high level of teaching as compared to primary level teaching is the behavioural aspect of students of both age groups in form of different obedience levels. Students at high level (secondary school level) are likely more demanding in form of expecting best from teachers in content and conduct whereas students at primary school level are more obedient and affirmative. It implies to arrange training programs for teachers and managing their work load up-to their capacity that facilitate them in handling the difficulty of student behaviour as well as encourage them to perform fully.

The knowledge about the difference of certain states of burnout among teachers provokes the attention of higher ups to upgrade the level of facilities available in schools in order to further the efforts of teachers to not only perform at their optimum but also to take best gains of their efforts. The findings of current study give a closure look into the problem and the findings reported from the previous studies detail the issue from diverse spectra. The findings of present study and another study conducted on the normative characteristics of teachers are not encouraging in the sense of contributing the prevalence of burnout directly and

only to some demographic characteristics of teachers (Lau, Yuen and Chan, 2005). It is suggested to study burnout with the other factors that possibly contribute to its progression.

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