



An Analytical Study On The Level Of Job Burnout Among University Teachers On The Basis Of Their Designation

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ABSTRACT

The present study deals with the level of job burnout among university teachers concerning their designation. To explore the findings related to job burnout among university teachers, the researcher took a sample of 300 teachers from both private and government universities. The researcher collected the data with the help of a job burnout questionnaire and a demographic data sheet. The teachers' responses on all 15 items of the job burnout questionnaire were recorded. Scores were obtained after the conduction of the tests and Mean, SD, and t-ratio were calculated. The study's main objectives were to study the level of job burnout in university teachers concerning their designation. The major findings of the study revealed that there was a significant difference in the level of job burnout in university teachers based on their designation. It was concluded that the assistant professors suffered from higher levels of job burnout than the professors and assistant professors of both government and private universities.

Keywords: Designation, Emotional Exhaustion, University Teachers etc.

Introduction

In the competitive world of today, one must go above and beyond the call of duty to establish oneself and contend with fierce competition. Working is no longer just done for financial gain, nor is it any simpler. A job is characterized as a collection of uniform activities that are connected by functional similarities and are carried out by employees in exchange for compensation. A job is a set of clearly defined tasks, responsibilities, and duties that can be completed, assessed, scored, and quantified. The task of a teacher or other competent individual transmitting knowledge to students who are not familiar with a certain subject is known as teaching. The teaching profession has long been regarded as the most esteemed in India. Since they are the ones who convey information and shape young minds, teachers are revered by both students and the general public as being second to God. India, a nation steeped in tradition and spiritual values, needs educators who can instill in young people a sense of both intellectual and spiritual values. The most prestigious career path is teaching. These days, there is a strong inclination towards this career because of the financial compensation and respect that come with it from both the community and pupils of all ages.

Based on how they were established, universities in India's higher education system are primarily divided into five categories. Among them are open universities, deemed universities, private universities, public universities, and central institutions. In addition to these five, several institutions hold the designation of "institutes of national importance".

There are three types of designations in any type of university for the teachers. These are Assistant Professor, Associate Professor and Professor.

Even the most challenging pupils may be taught by university instructors provided they have faith in their own abilities. One feels that they are unable to satisfy the demands of the kids in the classroom when they have poor self-efficacy. Emotionally weary instructors are those who feel powerless in the classroom (Maslach & Leiter, 1997). Teachers finally develop emotions of inadequacy and lack of success when they grow callous towards pupils and the work. Teachers will continue to struggle with this issue if it is not recognized and resolved.

Teachers' self-efficacy appears to be higher when there is a strong feeling of community at the university level where they collaborate and respect one another. Coworker relationships and camaraderie may be beneficial in easing the symptoms of emotional tiredness, which is the initial sign of stress before burnout sets in. Educators would thereafter possess emotional reserves to utilize in order to manage stress. Instructors wouldn't need to proceed to the next stage of self-preservation from burnout.

Burnout is defined by Maslach and Leiter (1997) as an indicator of the dissonance between an individual's identity and their responsibilities. It symbolizes the disintegration of the human soul—a disintegration of ideals, dignity, spirit, and will.

"Burnout is a state of exhaustion where one is cynical about the value of his/her occupation and doubtful about his/her ability to perform," said Dr. John Powell (2011).

According to the descriptions given above, symptoms of burnout include persistent exhaustion, a quick temper, suspicion, and a predisposition to headaches, fevers, and colds. Burnout is characterized by the three elements of weariness, cynicism, and inefficacy and is a sustained reaction to ongoing emotional and interpersonal pressures at work.

If a teacher does not receive treatment for job-related stress, they may progress through the three phases of burnout. A teacher first experiences emotional exhaustion. A teacher may begin to withdraw from their pupils and fellow educators as fatigue sets in, cutting themselves apart from the very people who require their support. Finally, a teacher begins to question their capacity to carry out their duties effectively. One may feel that they haven't accomplished enough personally at work. In the event that burnout is not recognized and addressed, educators may decide to quit. The following diagram explains the dimensions of Burnout:

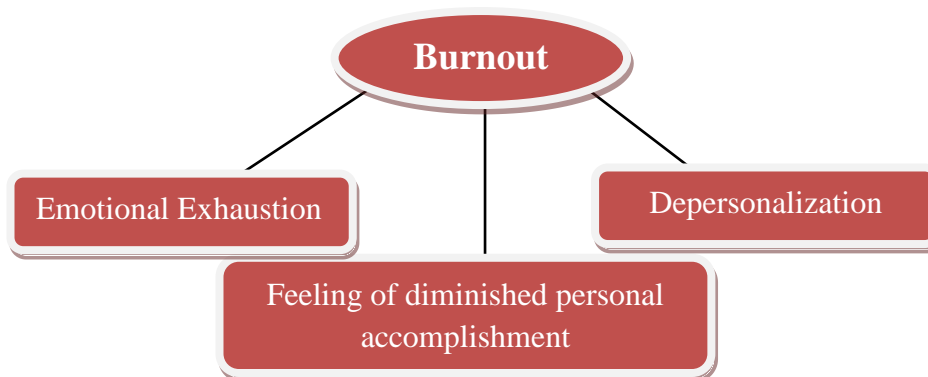


Fig 1: Dimensions of Burnout

Figure 1 reveals the three dimensions of the job burnout. *Emotional exhaustion* is the lack of energy and the feeling that one's emotional resources have been used up at work. Employees experiencing emotional exhaustion commonly feel dread at having to return to work another day. *Depersonalization* is characterized as viewing co-workers and clients as dehumanized objects, instead of people. These employees may become detached, cynical and callous. Finally, workers experiencing *diminished personal accomplishment* evaluate their work performance negatively and feel a decline in job competence and achievement. Burnout has also associated with a variety of psychological problems such as depression, irritability, helplessness and anxiety. Burnout is the result of exhaustion due to overwork. It generally affects professionals that have more responsibilities related to people and who pursue objectives, which are difficult to attain.

❖ Review of Related Literature

- **Maslach, C., and Leiter, M. P. (2016)**, "Job Burnout among University Faculty: A Systematic Literature Review". This thorough analysis looks at the frequency of job burnout and its associated variables among university professors. The writers go over how interpersonal difficulties, a heavy workload, and a lack of autonomy all lead to burnout. The study offers important insights into the general phenomena of academic burnout, even if it does not explicitly distinguish between academics according to rank or kind of university.
- **Smith, J., & Johnson, A. (2018)** "A Comparative Study of Job Satisfaction and Burnout among Professors in Public and Private Universities". In this study, teachers from public and private colleges are compared for their degrees of burnout and work satisfaction. Although it doesn't concentrate on professor ranks explicitly, it offers helpful insights into the general variations in work satisfaction and burnout among faculty members in various kinds of schools.

- The article "Job Burnout and Job Satisfaction among University Faculty: Examining the Role of Psychological Flexibility" was published **in 2020 by Garcia, T.** and colleagues. The association between psychological flexibility, work satisfaction, and burnout on university teachers is examined in this study. It highlights elements that might lead to burnout in a variety of academic contexts, even if it isn't specifically focused on public vs private colleges or different professorial levels.
 - **Lee, S. et al.'s 2019** study, "Factors Contributing to Burnout among Assistant Professors: Evidence from a Qualitative Study," Despite having a specific focus on assistant professors, this study sheds light on the particular difficulties and pressures that early-career faculty members encounter. In both public and private colleges, an understanding of these issues can aid in the development of measures for mitigating and preventing assistant professor burnout.
 - "The Impact of Leadership Styles on Job Burnout among Associate Professors in Higher Education Institutions" by **Chen et al. (2017)**. This study looks at the effects of various leadership philosophies on associate professors' work burnout in higher education establishments. The research has important implications for organisational initiatives targeted at increasing faculty well-being in both government and commercial institutions by identifying leadership behaviours that may increase or alleviate burnout.
- So, it can be said that while particular research explicitly comparing burnout levels among professors of different ranks and in different types of institutions may be scarce; these studies offer a starting point for understanding the intricacies of work burnout among academics at government and private universities.

❖ Objective of study

To study the level of burnout between the teachers working in different types of universities in context to their designation: (1) Assistant Professor (2) Associate Professor (3) Professor.

❖ Conceptual Hypothesis

There is no significant difference in the level of job burnout between the teachers of different types of universities in context to their designation.

❖ Operational Hypotheses

❖ Hypotheses (A)

- (i) There is no significant difference in the level of job burnout between Professors and Associate Professors of government universities.
- (ii) There is no significant difference in the level of job burnout between Professors and Assistant Professors of government universities.
- (iii) There is no significant difference in the level of job burnout between Assistant Professors and Associate Professors of government universities.

Hypotheses (B)

- (iv) There is no significant difference in the level of job burnout between Professors and Associate Professors of private universities.
- (v) There is no significant difference in the level of job burnout between Professors and Assistant Professors of private universities.
- (vi) There is no significant difference in the level of job burnout between Assistant Professors and Associate Professors of private universities.

Hypotheses (A & B)

- (vii) There is no significant difference in the level of job burnout between Professors and Associate Professors of government and private universities.
- (viii) There is no significant difference in the level of job burnout between Professors and Assistant Professors of both government and private universities.
- (ix) There is no significant difference in the level of job burnout between Assistant Professors and Associate Professors of government and private universities.
- (x) There is no significant difference in the level of job burnout between Professors of government and private universities.
- (xi) There is no significant difference in the level of job burnout between Associate Professors of government and private universities.
- (xii) There is no significant difference in the level of job burnout between Assistant Professors of government and private universities.

❖ Technical terms

University

A **university** is an institution of higher education and research which grants academic degrees in a variety of subjects and provides both undergraduate education and postgraduate education. In the present study, two types of universities namely government universities and private universities have been taken up.

University Teachers

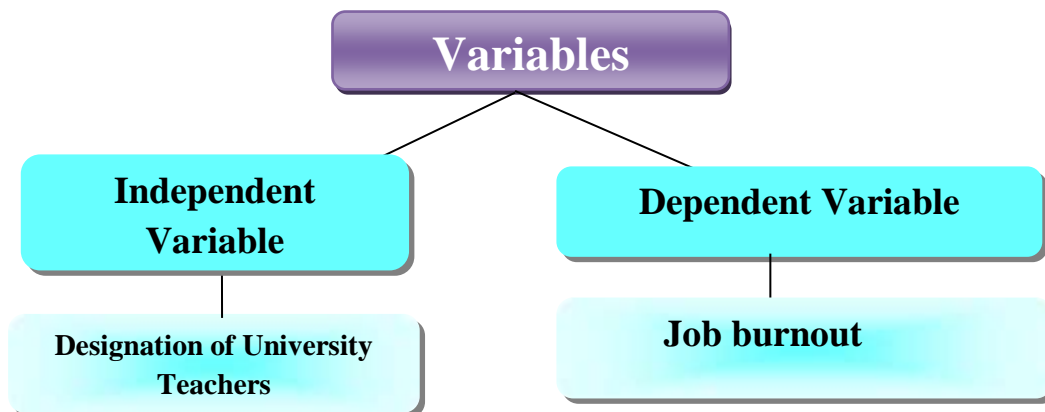
In the present study, teachers with three types of designations are selected from government and private universities. These are Assistant Professor, Associate Professor and Professor.

Burnout

Burnout is a psychological term for the experience of long-term exhaustion and diminished interest. It can be defined as a feeling of physical and emotional exhaustion, due to stress from working with people under difficult or demanding conditions. Many scholars have defined burnout in many ways.

❖ **Variables**

A **variable**, according to Webster, has several definitions: ". . . able to vary or alter, susceptible to change, having no fixed value. . ." When applied to research, variables are classified as *independent* or *dependent*. The figure given below also provides a brief idea about the variables which are taken in the present study-



❖ **Method of Research**

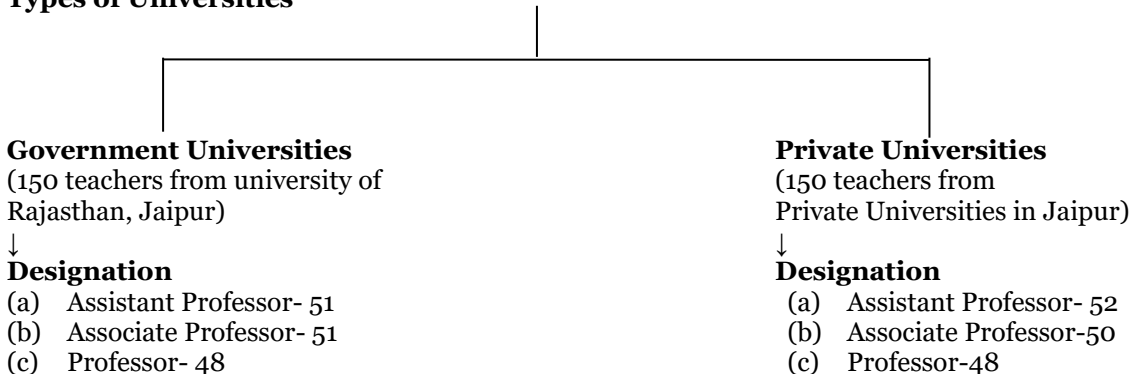
The method of research used in the present study is descriptive survey method.

❖ **Population**

The term ‘population’ is not necessarily synonymous with a population of people. All items in any field of inquiry constitute a ‘**universe**’ or ‘**population**’. Population or universe means, the entire mass of observation; which is the parent group from which a sample is to be formed. The population of the present study includes all the university teachers working in different types of universities such as government and private in Jaipur, Rajasthan.

❖ **Sample**

(Selected Sample, N=300)
Types of Universities



❖ **About Burnout Self-Test**

- This test is constructed by Steve Davis.
- This test includes 15 items to check the level of job burnout.

- This is a standardized test.
- Thereliability of this test was found to be 0.75 and the validitywas 0.88.

In the present study, the burnout has been taken in reference to job burnout and is defined on the basis of the test constructed by **Steve Davis** categorizing the levels of job burnout into five categories on each item, which are-

1. No sign of burnout
2. A little sign of burnout
3. May be at the risk of burnout
4. Severe risk of burnout
5. Very severe risk of burnout

Table - 1
Scoring Scheme of the Burnout Test

Responses	Number of responses given by a respondent	Weight (score) of the particular option	Weighted total (total score)
Not at all	0	0	0x0=0
Rarely	2	1	2x1=2
Sometimes	3	2	3x2=6
Often	10	3	10x3=30
Very often	0	4	0x4=0
Total Score= 0+2+6+30+0= 38			

The table 1 presents the scheme of giving scores to the responses given by a respondent on a whole test. These scores are the sum total of the scores given on each item of the test according to their weights. The interpretation of the results obtained on the basis of the collected data has been done in the following manner-

Table - 2
Analysis of Burnout on the basis of Total Scores

Range of scores	Description
0	No sign of burnout
1-15	A little sign of burnout
16-30	May be at risk of burnout
31-45	Severe risk of burnout
46-60	Very severe risk of burnout

The given table presents an idea of analyzing the level of burnout on the basis of responses recorded for an individual item of the test.

Table - 3
Option wise Analysis of Burnout

Options	Option wise scores	Description
Not at all	0	No sign of burnout
Rarely	1	A little sign of burnout
Sometimes	2	May be at risk of burnout
Often	3	Severe risk of burnout
Very often	4	Very severe risk of burnout

The above table shows the level of burnout on an individual option of an item. For example if a person has responded sometimes in any item, it means that he may be at risk of burnout on the basis of the response given on this particular item.

❖ Sources of Data

In the present study, the primary sources of data are teachers of government and private universities.

❖ Statistical Techniques

The statistical techniques used in the present research are mean, standard deviation, 't' test, percentage.

❖ **Specific Codes given to universities-** For the convenience, the researcher has given the codes to the universities-

Code A -for Government University

Code B- for Private Universities**❖ Analysis and Interpretation of Data**

Table - 4
Level of Job Burnout in Professors, Associate Professors and Assistant Professors of Govt. and Pvt. University Teachers

Hypotheses	University code	Group	N	Mean	S.D.	SED	t-ratio	Level of significance
(i)	A	Professors	48	16.91	4.00	1.50	0.04	Insignificant
		Associate Professors	51	16.97	7.97			
(ii)	A	Professors	48	16.91	4.00	1.18	1.15	Insignificant
		Assistant Professors	51	15.84	6.59			
(iii)	A	Assistant Professors	51	15.84	6.59	1.47	0.843	Insignificant
		Associate Professors	51	16.97	7.97			
(iv)	B	Professors	48	21.42	6.60	3.17	3.04	0.01
		Associate Professors	50	30.95	12.87			
(v)	B	Professors	48	21.42	6.60	1.58	1.73	Insignificant
		Assistant Professors	52	18.81	6.03			
(vi)	B	Assistant Professors	52	18.81	6.03	2.91	6.26	0.01
		Associate Professors	50	30.95	12.67			
(vii)	A & B	Professors	96	18.60	5.53	1.75	1.91	Insignificant
		Associate Professors	101	21.96	11.90			
(viii)	A & B	Professors	96	18.60	5.53	0.95	1.54	Insignificant
		Assistant Professors	103	17.12	6.50			
(ix)	A & B	Assistant Professors	103	17.12	6.50	1.22	3.94	0.01
		Associate Professors	101	21.96	11.90			
(x)	A	Professors	48	16.91	4.00	1.59	3.19	0.01
	B	Professors	48	21.42	6.60			
(xi)	A	Associate Professors	51	16.97	7.97	3.12	5.07	0.01
	B	Associate Professors	50	30.95	12.67			
(xii)	A	Assistant Professors	51	15.84	6.59	0.93	3.21	0.01
	B	Assistant Professors	52	18.81	6.03			

The **findings** are following:

- (i) The level of job burnout has the tendency of symmetrical distribution in Professors and Associate Professor in government universities.
- (ii) The level of job burnout has the tendency of symmetrical distribution in Professors and Assistant Professors in government universities.
- (iii) The level of job burnout has the tendency of symmetrical distribution in Assistant Professors and Associate Professors in government universities.
- (iv) The level of job burnout is higher in Associate Professors of private universities than the Professors of private universities.
- (v) The level of job burnout somehow has the tendency of symmetrical distribution between Professors and Assistant Professor of private universities.

- (vi) The level of job burnout is higher in Assistant Professors than the Associate Professors of Private universities.
- (vii) The level of job burnout has the tendency of symmetrical distribution between Professors and Associate Professor in both government and private universities.
- (viii) The levels of job burnout between Professors and Assistant Professors do not differ significantly.
- (ix) There is no significant difference between the level of job burnout between the Assistant Professors and the Associate professors of the government and private university
- (x) The level of job burnout is higher in Professors of private universities than the Professors of government universities.
- (xi) The level of job burnout is higher in Associate Professors of the private universities than the Associate Professors of government universities.
- (xii) The level of job burnout is higher in Assistant Professors of the private universities than the Assistant Professors of government universities.
- So, the null hypotheses (i), (i), (ix), (x), (xi) and (xii) are rejected and the hypotheses (i), (ii), (iii), (v) (vii) and (iii) are accepted.

❖ Discussion related to findings

The relevance of the educational system in society is the reason for which this research was chosen. Any disruption in this system has an impact on the entire society. Teachers are an important component of the educational system. They cannot extract the best possible work from their pupils if their performance does not align with the needs of the society. The study's primary goals were to determine university instructors' levels of job burnout in relation to their titles. According on their designation, university professors' levels of job burnout varied significantly, according to the study's main results. It was found that compared to professors and assistant professors at both government and private colleges, assistant professors had a greater degree of job burnout.

There were notable variations in job burnout levels between ranks and types of colleges in a research that looked at professor, associate professor, and assistant professor levels at both government and private universities. The results showed that tenure-track requirements, teaching responsibilities and research expectations were the main causes of the greatest degrees of burnout reported by assistant professors. Associate professors also suffered from significant burnout, which was frequently brought on by a mix of their duties as mentors, administrators, and tenure-seeking academics. Curiously, there was no statistically significant difference in the degrees of burnout reported by academics at private colleges and those at government universities. Overall, the study emphasises the complex nature of work burnout in academia and raises the possibility that successful burnout mitigation and faculty well-being may require focused treatments catered to the unique issues encountered by each rank.

❖ Educational Implications of the Study

Any educational research is worthwhile if it results into fruitful educational implications. As far as the present research is concerned, it can be said that fruitful information has been obtained on the burnout of teachers and the effect of designation on the job burnout of teachers. The study of job burnout, its causes and corrective measures have too much significance in the field of education.

For teachers- Sometimes, teachers do not realize that stress and burnout is an issue among educators. They are not aware of what and how teachers are feeling about success in the classroom. Heads do not feel the need to assist teachers in the meeting. The present study will be helpful in such situations. When the teachers are aware of the symptoms and the causes of the burnout, then by paying attention to what is leading to stress, and doing something to combat it when perceptible, they can lead to less burnout.

For administrators- When the burnout is observed, the positive antithesis of burnout can be found out by the administrators which promise to yield new perspectives on interventions to ease burnout. The social focus of burnout, the solid research basis concerning the syndrome, and its specific ties to the work domain make a distinct and valuable contribution to people's health and well-being at the work place. Additionally, administrators can take preventative measures to keep stress and burnout at bay. It is found that teachers' duties are not clearly spelled out and teachers are also expected to perform administrative tasks in some situations which adds to their work burden creating role ambiguity. It is therefore important to develop job descriptions of all employees including Assistant professors, Associate Professors, Professors and other administrative staff.

For the society- The identification of sequential process of job burnout is valuable to identify the critical stage of the problem and proactively use intervention strategies before the problem arise up to the negative consequences of burnout affecting the performance and efficiency level of the teachers. If the efficiency of the teachers is disturbed then it puts a negative impact on the performance by the students which in turn affects the form of society.

❖ Conclusion

To sum up, this study clarifies the complex aspects of job burnout experienced by assistant, associate, and professors at public and private colleges. The results highlight the importance of rank-specific factors in the development of burnout, with associate professors dealing with a multitude of issues related to tenure and greater duties, and assistant professors suffering the most from early-career pressures. Even though the study found little differences in burnout levels between public and private colleges, the fact that burnout is so common in all of them emphasizes the urgent need for focused initiatives that support teacher wellbeing. Academic institutions may foster supportive cultures that promote professional growth, job satisfaction, and, ultimately, the retention of brilliant faculty members by acknowledging and addressing the distinct challenges that each level faces. Going forward, further investigation and cooperative endeavours are necessary to formulate all-encompassing approaches that successfully reduce burnout and promote a resilient and flourishing culture within the academic community.

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