

## A Study on Burnout and Work Motivation Among School and College Teachers

Konaukanjoli Chakravarty<sup>1\*</sup>, Dr. Lokesh L.<sup>2</sup>

### ABSTRACT

The present study experimentally investigated the relationship between burnout and work motivation, and compared the levels between school teachers (N=75) and college teachers (N=74) from all over India. The data was collected from 149 teachers using purposive sampling. Their burnout levels were measured using Maslach's Burnout Inventory (1986), and their work motivation was measured using K.G. Agarwal's Work Motivation Questionnaire (2012). Data collected was analyzed using IBM SPSS 21. Descriptive statistics and inferential statistics were both used for correlation analysis and to compare the means of the two groups. The results revealed that there was no significant difference and correlation among school teachers and college teachers as a group in burnout, work motivation. There were differences in the correlation between the two variables among the two groups and significant differences were revealed in emotional exhaustion, and organizational orientation.

**Keywords:** *Burnout, Work Motivation, School Teachers, College Teachers, India*

In the ICD-11, burnout is a condition induced by continuous occupational stress that has not been properly controlled. It is distinguished by emotional weariness, depersonalization, and a lack of personal achievement. Freudenberger invented the term to describe the effects of extreme stress and high aspirations in "helping" professions. Burnout is frequently prompted by dissatisfaction and a sensation of stress, which leads to a decrease in one's awareness of external circumstances.

Depersonalization, unpleasant attitudes and sentiments towards pupils, and emotional tiredness are all symptoms of teacher burnout. Low energy and chronic fatigue are defined by a lack of drive and achievement, which results in a loss of energy, enthusiasm, and desire to spend time with children. As a result, pupils experience a learning loss as the teacher gradually loses efficiency.

Work Motivation is the desire or willingness to make an effort in one's work, influenced by internal and external factors (APA Dictionary of Psychology, n.d.). Abraham Maslow's Need Based Theory of Motivation outlines a hierarchy of elements, including

<sup>1</sup>Student, Dept. of Psychology, Kristu Jayanti College, Bengaluru

<sup>2</sup>Assistant Professor, Dept. of Psychology, Kristu Jayanti College, Bengaluru

\*Corresponding Author

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physiological/basic requirements, safety and security, belongingness and affiliation, self-esteem, and self-actualization, that drive an employee's behaviour. On the other hand, Herzberg's Two Factor Theory suggests that job variables play a role in satisfaction while others protect employees against unhappiness. He divides job-related characteristics into two groups; Hygiene Factors and Motivational Factors.

Research has shown that intrinsic motivation is negatively impacted by burnout, but extrinsic motivation is found to have a favorable impact (Kim, J. 2018). Factors such as recognition and professional growth are greater preventers of burnout. The New Education Policy has caused a shift to online and offline modes of teaching, leading to increased stress levels for teachers. This has resulted in a shortage of teachers at both the school and college levels.

There has been a need for studying teacher burnout since the effect Teacher Burnout and Motivation have on student performance and well-being has been seen. Teacher mental health needs to be understood to help maintain student performance as well.

A study by Sato M, Fernández Castillo F, and Oyanedel JC published in 2022 found that teacher motivation (TM) inversely predicted felt burnout. In 2021, León Velarde, C.G., et al. reported that work motivation among teachers in Indonesia was moderate and positively correlated with teacher performance and had a substantially favourable effect on teacher teaching performance. Neşe Börü (2018) conducted a study to give a complete analysis of the internal and external factors that affected job motivation among instructors, finding that the most important motivators for instructors were achievement, effective working circumstances, students' motivation to learn, increased autonomy, and equitable and consistent implementations of project-based education methodologies. However, there is limited research on secondary school teachers and college teachers globally, but, especially in India, a notable lack of research on the relationship and dynamics between burnout and work motivation has also been observed.

This paper will analyse the relationship between burnout and work motivation among college and school teachers and then further analyse whether there is a difference between the two groups with regards to how these two variables manifest and correlate with each other.

## **METHODOLOGY**

### *Research Design*

The present study is a quantitative, non-experimental correlational and between-groups design involving variables like burnout, and work motivation.

### *Aim of the Study*

This study aims to understand the strength of the correlation and the difference – if there is any – between school and college teachers.

### *Objectives*

The objectives of this study were to find:

- A correlation between the Burnout and Work Motivation experienced by teachers.
- The level of Burnout and Work Motivation experienced by college and school teachers and then compare them.

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- The level of Emotional Exhaustion, Depersonalization, and Personal Accomplishment experienced by college and school teachers and then compare them.
- The level of Dependence, Organizational Orientation, Work Group Relations, Psychological Work Incentives, Material Incentives and Job Satisfaction experienced by college and school teachers and then compare them.

### *Hypothesis*

1. H<sub>01</sub> – There is no significant correlation between burnout and work motivation among college and school teachers.
2. H<sub>02</sub> – There is no significant difference in the burnout and work motivation experienced by college and school teachers.
3. H<sub>03</sub> – There is no significant difference in the correlation between burnout and work motivation experienced by college and school teachers.
4. H<sub>04</sub> – There is no significant difference in the emotional exhaustion experienced by college and school teachers.
5. H<sub>05</sub> – There is no significant difference in the depersonalization experienced by college and school teachers.
6. H<sub>06</sub> – There is no significant difference in the personal accomplishments experienced by college and school teachers.
7. H<sub>07</sub> – There is no significant difference in the dependence experienced by college and school teachers.
8. H<sub>08</sub> – There is no significant difference in the organizational orientation experienced by college and school teachers.
9. H<sub>09</sub> – There is no significant difference in the work group relations experienced by college and school teachers.
10. H<sub>10</sub> – There is no significant difference in the psychological work incentives experienced by college and school teachers.
11. H<sub>11</sub> – There is no significant difference in the material incentives experienced by college and school teachers.
12. H<sub>12</sub> – There is no significant difference in the job satisfaction experienced by college and school teachers.

### *Demographic Variables*

The demographic variables collected from participants for this study included Age, Gender, Place of living, Highest qualification, Designation, Number of years working and the grade or level they teach at.

### *Tools Used:*

- **Maslach Burnout Inventory:** Created by Christina Maslach and Susan E. Jackson in 1986, the tool is used “to discover how various persons in the human services view their jobs and the people they work with.” It has 22 items with a 7 point anchored scale ranging from 0 – never to 6 – every day. It consists of three subscales namely; Emotional Exhaustion, Depersonalization, and Personal Accomplishment. Its psychometric properties are reliable as the Cronbach’s alpha for all three scales ranged between 0.76 and 0.90. (Schwab, 1981)
- **Work Motivation Questionnaire:** Created by K.G. Agarwal in 2012, the tool helps find the “correlation between extrinsic and intrinsic motivation.” It has 26 items with a 5-point Likert scale ranging from 5 to 1 (a-e). There are 6 dimensions namely,

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Dependence, Organizational Orientation, Work Group Relations, Psychological Work Incentives, Material Incentives and Job Situation. It's psychometric properties are very good with the Spearman reliability coefficient being 0.99. (Varma, 2015)

### Procedure

The data was collected from participants residing in various parts of India using Google Forms after obtaining consent from them. The sample consisted of individuals who were in service as teachers in degree colleges and high school.

The data collected using Google Forms was categorized using MS Excel and then imported to IBM SPSS for further analysis using descriptive and inferential statistics. The data was tested for normality using Kolmogorov-Smirnov test and then evaluated using descriptive statistics to obtain the mean, median and standard deviation of the scores for each category and tool. Once the data was deemed statistically normal, the bivariate correlation test was performed to see the correlation of the scores. The data was then analysed using an Independent sample t-test to measure the differences in scores between college and school teachers.

## RESULTS AND DISCUSSION

*Table 1 Mean and Standard Deviation for Entire Sample*

Variables	Mean	Std. Deviation	N
Burnout	73.5	22.17	149
Work Motivation	103.34	20.01	149

Table 1 depicts Burnout and Work Motivation among the 149 teachers. The mean value for Burnout was 73.5 (S.D. 22.17) suggesting the group has moderate levels of burnout. The mean value for Work Motivation was 103.34 (S.D. 20.01) suggesting average levels of motivation.

*Table 2 Means and Standard Deviations for School Teachers and College Teachers*

Variables	Groups	N	Mean	Std. Deviation
Burnout	School Teachers	75	89.75	15.19
	College Teachers	74	57.04	14.72
Work Motivation	School Teachers	75	105.48	19.79
	College Teachers	74	101.16	20.14

Table 2 depicts the descriptives and differences in Burnout and Work Motivation among the 75 school teachers and 74 college teachers. The mean value for Burnout was 89.75 (S.D. 15.19) among school teachers and 57.04 (S.D. 14.72) among college teachers suggesting that on an average, school teachers experienced greater levels of burnout. The mean value for Work Motivation was 105.48 (S.D. 19.79) among school teachers and 101.16 (S.D. 20.14) among college teachers suggesting the work motivation experienced by school teachers was greater as well.

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***Table 3 Means and Standard Deviations of Factors of Burnout and Work Motivation among School and College Teachers***

<b>Factors</b>	<b>Groups</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
Emotional Exhaustion	School Teachers	75	32.03	9.13
	College Teachers	74	16.26	12.26
Depersonalization	School Teachers	75	19.33	4.67
	College Teachers	74	5.65	5.31
Personal Accomplishments	School Teachers	75	38.39	6.76
	College Teachers	74	35.14	9.52
Dependence	School Teachers	75	24.83	5.48
	College Teachers	74	23.42	5.24
Organizational Orientation	School Teachers	75	21.31	4.06
	College Teachers	74	20.53	5.11
Work Group Relations	School Teachers	75	13.97	3.56
	College Teachers	74	13.22	3.29
Psychological Work Incentives	School Teachers	75	19.67	3.75
	College Teachers	74	18.88	3.84
Material Incentives	School Teachers	75	14.2	3.9
	College Teachers	74	13.46	4.49
Job Satisfaction	School Teachers	75	11.51	2.48
	College Teachers	74	11.66	2.09

Table 3 depicts the descriptives and differences in the factors of Burnout and Work Motivation among the 75 school teachers and 74 college teachers. The mean value for Emotional Exhaustion was 32.03 (S.D. 9.13) among school teachers and 16.26 (S.D. 12.26) among college teachers suggesting that on an average, school teachers experienced greater levels of emotional exhaustion. The mean value for Depersonalization was 19.33 (S.D. 4.67) among school teachers and 5.65 (S.D. 5.31) among college teachers suggesting the depersonalization experienced by school teachers was greater as well. The mean value for Personal Accomplishments was 38.39 (S.D. 6.76) among school teachers and 35.14 (S.D. 9.52) among college teachers suggesting that school teachers' sense of personal accomplishment was greater as well.

The mean value for Dependence was 24.83 (S.D. 5.48) among school teachers and 23.42 (S.D. 5.24) among college teachers suggesting that school teachers' found their environment more dependable. The mean value for Organizational Orientation was 21.31 (S.D. 4.06) among school teachers and 20.53 (S.D. 5.11) among college teachers suggesting that school teachers' sense of organizational orientation was greater as well. The mean value for Work Group Relations was 13.97 (S.D. 3.56) among school teachers and 13.22 (S.D. 3.29) among college teachers suggesting that school teachers were able to form better relations in the workspace. The mean value for Psychological Work Incentives was 19.67 (S.D. 3.75) among school teachers and 18.88 (S.D. 3.84) among college teachers suggesting that school

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teachers were more intrinsically motivated than college teachers. The mean for Material Incentives was 14.2 (S.D. 3.9) among school teachers and 13.46 (S.D. 4.49) among college teachers suggesting that school teachers were more extrinsically motivated as well. The mean for Job Satisfaction was 11.51 (S.D. 2.48) among school teachers and 11.66 (S.D. 2.09) among college teachers suggesting that college teachers were more satisfied with their job role.

**Table 4 Correlations for Burnout and Work Motivation Among the Entire Sample**

Variables	N	1	2
Burnout	149	-	.04
			.66
Work Motivation	149	.04	-
		.66	
			149

The p-value is a statistical indicator that shows the likelihood that the reported results were obtained by chance. The correlation between burnout and work motivation 0.663, which indicates that they are statistically insignificant ( $p > 0.05$ ), thus, accepting the null hypothesis. The correlation's strength and direction are evaluated by the r value. A positive p value suggests that as one variable (in this example, burnout) grows, the other variable (work motivation) grows too. The table shows a very weak positive correlation between burnout and work motivation with a magnitude of 0.04.

**Table 5 t-Test Results Comparing Burnout and Work Motivation Among School and College Teachers**

Factor	F	Sig.	t	Df
Burnout	.00	.97	13.35	147
			13.35	
Work Motivation	.13	.72	1.32	147
			1.32	

Independent sample t-test was used to test if differences in level of teaching had any significant difference on burnout and work motivation. The p-value obtained for burnout is 0.972, which indicates that the results are not statistically significant ( $p > 0.05$ ) accepting the null hypothesis. The p-value obtained for work motivation is 0.13, which indicates that the results are not statistically significant ( $p > 0.05$ ) accepting the null hypothesis. Thus, the  $H_0$ 2 stating that "There is no significant difference in the burnout and work motivation experienced by college and school teachers" is accepted.

**Table 6 Correlations of Burnout and Work Motivation between School and College Teachers**

Groups	Variables	N	1	2
School Teachers	Burnout	75	-	.28*
				.02
College	Work Motivation	74	.28*	-
			.02	-.42**

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Teachers			.00
	Work Motivation	-.42**	-
		.00	

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\*. Correlation is significant at the 0.01 level (2-tailed).

The p-value is a statistical indicator that shows the likelihood that the reported results were obtained by chance. The correlation between burnout and work motivation for school teachers was 0.02, which indicates that they are statistically significant ( $p < 0.05$ ), thus, rejecting the null hypothesis. The correlation between burnout and work motivation for college teachers was 0.00, which indicates that they are statistically significant ( $p < 0.05$ ), thus, rejecting the null hypothesis as well.

The correlation's strength and direction are evaluated by the r value. A positive p value suggests that as one variable (in this example, burnout) grows, the other variable (work motivation) grows too. The table shows a weak positive correlation between burnout and work motivation for school teachers with a magnitude of 0.28. The table shows a moderate negative correlation between burnout and work motivation for college teachers with a magnitude of -0.42.

The difference in the correlation among the two variables between the two groups leads to the rejection of the null hypothesis. There are no findings on this, because of which this would require further exploration. Thus, the  $H_03$  stating that "There is no significant difference in the correlation between burnout and work motivation experienced by college and school teachers" is rejected in the study.

**Table 7 t-Test Results Comparing Emotional Exhaustion among School and College Teachers**

Factors	F	Sig.	t	Df
Emotional Exhaustion	4.30	.04	8.91	147

The p-value obtained for emotional exhaustion is 0.04, which indicates that the results are statistically significant ( $p < 0.05$ ) rejecting the null hypothesis.

**Table 8 t-Test Results Comparing Depersonalization among School and College Teachers**

Factors	F	Sig.	t	Df
Depersonalization	.66	.42	16.70	147

The p-value obtained for depersonalization is 0.42, which indicates that the results are not statistically significant ( $p > 0.05$ ) accepting the null hypothesis.

**Table 9 t-Test Results Comparing Personal Accomplishment among School and College Teachers**

Factors	F	Sig.	t	Df
Personal Accomplishment	12.86	.01	2.41	147

The p-value obtained for personal accomplishment is 0.01, which indicates that the results are statistically significant ( $p < 0.05$ ) rejecting the null hypothesis.

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**Table 10 t-Test Results Comparing Dependence among School and College Teachers**

Factors	F	Sig.	t	Df
Dependence	.00	.98	1.60	147

The p-value obtained for dependence is 0.98, which indicates that the results were not statistically significant ( $p > 0.05$ ) accepting the null hypothesis.

**Table 11 t-Test Results Comparing Organizational Orientation among School and College Teachers**

Factors	F	Sig.	T	Df
Organizational Orientation	7.25	.01	1.03	147

The p-value obtained for organizational orientation is 0.01, which indicates that the results are statistically significant ( $p < 0.05$ ) rejecting the null hypothesis.

**Table 12 t-Test Results Comparing Work Group Relations among School and College Teachers**

Factors	F	Sig.	t	Df
Work Group Relations	.32	.57	1.35	147

The p-value obtained for work group relations is 0.57, which indicates that the results are not statistically significant ( $p > 0.05$ ) accepting the null hypothesis.

**Table 13 t-Test Results Comparing Psychological Work Incentives among School and College Teachers**

Factors	F	Sig.	t	Df
Psychological Work Incentives	1.3	.26	1.27	147

The p-value obtained for psychological work incentives is 0.26, which indicates that the results are not statistically significant ( $p > 0.05$ ) accepting the null hypothesis.

**Table 14 t-Test Results Comparing Material Incentives among School and College Teachers**

Factors	F	Sig.	t	Df
Material Incentives	1.45	.23	1.08	147

The p-value obtained for material incentives is 0.23, which indicates that the results are not statistically significant ( $p > 0.05$ ) accepting the null hypothesis.

**Table 15 t-Test Results Comparing Job Satisfaction among School and College Teachers**

Factors	F	Sig.	t	Df
Job Satisfaction	2.22	.14	-.41	147

The p-value obtained for job satisfaction is 0.14, which indicates that the results are not statistically significant ( $p > 0.05$ ) accepting the null hypothesis.

## DISCUSSION

This study clearly indicates a difference in the experience of these variables in the two different groups. While school teachers are more burnt out, college teachers experience a



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greater among of work motivation supporting the assumption that burnout and work motivation have an inverse relationship (Sato, et al., 2022). Significant differences between the two groups were only reported in Personal Accomplishment and Organizational Orientation.

### **SUMMARY AND CONCLUSION**

#### *Summary*

The aim of the study was to understand the strength of the correlation and the difference – if there is any – between school and college teachers. The findings of the present study indicates that there is no significant correlation between burnout and work motivation among school and college teachers accepting  $H_{01}$ . There is a statistically insignificant difference in the two variables among the school and college teachers – which also accepts the  $H_{02}$ . A difference was noted in the correlation between the two variables among the two groups, thus, rejecting  $H_{03}$ . School teachers showed a positive correlation between work motivation. On the other hand, college teachers showed a negative correlation.

The study found that school teachers reported higher levels of emotional exhaustion and personal accomplishments compared to college teachers, leading to a rejection of  $H_{04}$ , and  $H_{06}$ . However, there was no significant difference in depersonalization, leading to the acceptance of  $H_{05}$ . A significant difference in organizational orientation leading to the rejection of  $H_{08}$ , but no significant differences in dependence, work group relations, psychological work incentives, material incentives, and job satisfaction was reported, leading to the acceptance of the  $H_{07}$ ,  $H_{09}$ ,  $H_{10}$ ,  $H_{11}$ , and  $H_{12}$ . While college teachers reported higher job satisfaction, school teachers reported higher levels of dependence, organizational orientation, work group relations, psychological work incentives, and material incentives.

#### *Conclusion*

The study involved 149 teachers, with 75 being school teachers and 74 being college teachers, and aimed to examine differences and similarities between school and college teachers in terms of burnout, work motivation, and job satisfaction. The results showed no significant difference in burnout and work motivation between the two groups. However, the correlation between burnout and work motivation was different for school and college teachers, with school teachers having a weak positive correlation and college teachers having a moderate negative correlation. School teachers reported higher levels of burnout, work motivation, emotional exhaustion, depersonalization, personal accomplishments, dependence, organizational orientation, work group relations, psychological work incentives, and material incentives, while college teachers reported higher levels of job satisfaction

#### *Implications*

The findings of this study can be utilized by governing bodies in institutes and the elite or management of educational centers to better understand the variables of burnout and work motivation among the population of teachers. They can further implement this understanding in improved policymaking to benefit teachers in both schools and colleges.

#### *Limitations*

The groups were relatively homogenous with regards to their background. This limited the findings as well as the group's experiences might be similar. Additionally, the time period used to collect data was fairly limited affecting the entire study as well. Finally, the data was grouped on a singular category, thus limiting the possibilities of the findings.

### ***Suggestions for Future Study***

- Asking the following questions could perhaps provide some interesting insights.
- Would a larger sample size lead to more varied findings?
- Would comparing based on geographical area generate varied results?
- If a larger number of groups based on age, gender, school/college management (government, private) and even marital status were formed, would there be a more comprehensive understanding of the factors influencing these variables?

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### ***Conflict of Interest***

The author(s) declared no conflict of interest.

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