

A Psychological Study of Job Burnout and Job Involvement Among School Teachers of Latehar District

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ABSTRACT

Teachers are the second parents of our child. They are considered as the pillar of the society. A teacher must mould student's attitude into a positive manner to develop a better personality. The present study aimed to assess the level of job burnout and job involvement among secondary school teachers of rural area in Latehar district (Jharkhand state) and find out the interrelationship among job burnout and job involvement. Total sample consisted of 240 subjects (120 male & 120 female rural teachers) were selected from the latehar district. Job burnout scale was developed and standardized by Dr. Zaki Akhtar (2016) and Job involvement scale was developed and standardized by Dr. Zaki Akhtar & Dr. Udham Singh (2014), which administered individually. Stratified random technique was used during data collection. The data was subjected to 't' and correlation analysis and the major findings of the study revealed that the female teachers have significantly higher level of job burnout score as compared to their counterparts ($t=7.58, P<.01$). Whereas male teachers have significantly higher level of job involvement score as compare to female teacher ($t=11.97, P<.01$). Findings reported that job burnout adversely affect the commitment towards job involvement. When person feel chronic stress due to continue work load job burnout occurs which negatively affect on job involvement. Job burnout negatively correlated with job involvement which indicates that when the rate of job burnout increases the level of job involvement gradually decreases. In rural area basically female teachers feel more insecurity (Naxalite attack), lack of transport service, poor accommodation, and unfaithful co-operation which occurs job burnout and low organizational commitment.

Keywords: Job burnout, Job involvement, Secondary School teacher, Rural area

Human being is the most creative creature by the God. To enhance and improve the quality of their life, they have right to improve their educational, economical and social life. But the major problem is, many children around the world are living in the absence of proper education and better opportunity. In 2000-2001 our Prime Minister Sri Atal Bihari Bajpayee implemented the Sarva Shiksha Abiyan program with the aim of provide elementary education to all children in the age group of 6-14 years by 2010 with the participation of states. The main focus area was rural children in India and maximum enrollment of girls into the school who belongs to schedule cast and schedule tribe. In

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A Psychological Study of Job Burnout and Job Involvement Among School Teachers of Latehar District

Jharkhand the Sarva Shiksha Abhiyan is being implemented by 2001-2002. Jharkhand government is mainly committed to provide better and quality education especially in the remote rural areas.

We all know that education is the most power full weapon to change the world. It is the process by which one generation transmits knowledge, skills, and values to other generation. We get education and knowledge through our teacher. The first school of a child is their parents, their home. When child came out side and entre a new world, they first meet with their mentors. A child born with an empty brain, teacher gives training to the immature mind to become mature. Teachers are the most important part of our society; they are the pillar of youth. They play a major role to build positive attitudes and molding the habits to develop a well-balanced personality. An intellectual teacher can affect the quality of education of the students. Teaching is an endless service where teacher makes children capable of perceive the world in the right perspective.

Teacher with high level of job involvement tend to be satisfied with their job and highly committed with their organization. According to Law (1998) job involvement represents an individual's positive work motivation, which makes an individual willing to extend work rule and actively devote himself/herself to an organization. If a teacher is highly job involved, he will actively took participation in all educational activities and enhance the quality of education. Kanungo (1982) stated that "job involvement is a cognitive state of uni-dimensional psychological identification from a motivational approach. Lohahl and Kejner (1965) defined job involvement in another way that "job involvement as the degree to which a person identifies himself psychologically with his/her work or the importance of work in his/her total self-image.

A affective teacher has a job involvement quality towards their job but due to this endless commitment towards education and enhancing students quality has made teaching a stressful occupation which leads to job burnout. According to Herbert Freudenberger (1974) "burnout is a set of symptoms that includes exhaustion resulting from work's excessive demands as well as physical symptoms such as headaches and sleeplessness, quickness to anger and closed thinking." Baum (2016) define "Burnout refers to a syndrome of emotional and physical exhaustion resulting from stressful working conditions, secondary trauma and or a lack of sufficient coping resources." Burnout not only negatively influences the physical condition whereas it is also damage the psychological and social condition of human life. Hindrickson (1979) points out that a burnt out teacher is losing or has lost the energy and enthusiasm needed to teach children. Now a day's teachers are not only committed towards their job rather they are loaded with various responsibilities and doing multitasked. The first theoretical explanation of job burnout has introduced by Maslach (2001), he reported that job burnout occurs in response to chronic work related stressor which is a comprehensive manifestation of emotional exhaustion, depersonalization and reduced personal accomplishment. He further identified three dimensions of job burnout including emotional exhaustion, personality transformation and lack of individual success have been explained. Maslach (1981).

Demerouti (2001) reported that Job burnout could be the consequences of two health impairment processes: the exhaustion process caused by high job demands and the process of failing to meet demands caused by lacking resources. Peieto (2008) find out that the imbalance that teachers perceived between job demands and job resources affects their

A Psychological Study of Job Burnout and Job Involvement Among School Teachers of Latehar District

psychological wellbeing at work, which may develop job burnout. Anand and Monika (2017) considered job burnout as a poor mental, physical, and behavioral reaction to work-related stressors.

Aslam (2012) found that long term burnout can cause an employee to feel unsupported, uncared for and unappreciated by the organization, and could even result in a decrease in loyalty. There are different studies mentions that job burnout directly or indirectly negatively influence the job involvement of employees. Job burnout can reduce employee's engaged work behaviours and consequently lead to work inefficiency and low productivity, Sun (2020). Zhao (2021) also support the previous outcomes that job burnout typically occurs among public service workers such as teachers. Teachers are guiding, teaching, collaborating, behaving in formal and informal ways and at the same time less likely to be reflecting on their personal problems Yilmaz (2015). Kariou (2021) found that in job burnout significant amount of emotional labor being involved.

Almeida (2002) showed in their study that women have higher amounts of stress when involved in a dual-earner family system. Compared to men, women often carry a larger amount of family and household responsibilities. Whereas Khatoon (2014) found that male and female school teachers did not differ significantly on their level of burnout. Teacher burnout is common, and a potential cause of dropout and early retirement Kamtsios & Lolis (2016) and Keller (2014). Molero Jurado (2019) in their study of burnout among high school teachers identified that teachers perceive the educational context as less positive when reporting higher levels of burnout. Thus, we expected burnout to have a negative relationship with perceived psychological safety climate among teachers.

In Jharkhand the teachers who belonging from school of rural area faces lots of discrepancy which cannot be avoided. The traffic of remote schools is inconvenient, life structure and functions are very poor, students quality and awareness towards education is below the average, fear of violence (under Naxalite area), rigid mentality of villagers and most importantly teachers intention to teach at remote schools on their job involvement is lower. All these factors are important causes of job burnout which leads to low job involvement in teachers of rural area.

There are various research has been conducted on the field of job burnout and job involvement among school teachers. The main aim of this research is to find out the level of job burnout and job involvement among the rural teachers of Latehar district of Jharkhand because there are no any research findings shown the present condition of secondary school teachers on their job burnout and job involvement level. So thus, this research is helpful to know the level of their job performance and the actual roots of their job related problem.

METHODOLOGY

For this study, a quantitative research method was carried out to collect the data. Quantitative research method helps to provide a thorough analysis of the data and comparative studies of different groups. It also identifies the real challenges that are needed to develop future research.

Objectives

- To compare the level of job burnout among male and female secondary school teachers of rural area.

A Psychological Study of Job Burnout and Job Involvement Among School Teachers of Latehar District

- To compare the level of job involvement among male and female secondary school teachers of rural area.
- To find out the interrelationship among job burnout and job involvement.

Hypotheses

- There will be no significant difference between male and female secondary school teachers in job burnout.
- There will be no significant difference between male and female secondary school teachers in job involvement.
- Job burnout will be negatively correlated with job involvement.

Sample

The major purpose of this study is to investigate the level of job burnout and job involvement among secondary school teachers of rural area, thus teachers of Latehar district (Jharkhand State) were chosen as representative of India for this study. There are total 642 secondary schools in Latehar district which is distributed in 9 blocks (Chandwa, Latehar, Manika, Balumath, Bariyatu, Barwadih, Garu & Mahuwa Danr). Out of these 60 schools were selected by lottery method. 240 teachers (120 male and 120 female) were selected as a sample of the study from different schools by using stratified random sampling technique.

Procedure

The study began by the selecting participants and communicating and explaining to them the purpose of the research. Participants are also assured about their privacy and the confidentiality of given information. To represent the rural sample, 60 schools from Latehar district were randomly selected. Participants were selected through socio-demographic data then they were asked to fill the job burnout and job involvement questionnaire. In this way the data of total 240 respondents were collected. The data collected were analyzed qualitatively and quantitatively to achieve the purpose of the study. The descriptive statistics methods are used to calculate the mean, standard deviation, t-ratio.

Measures

- **Job Burnout Scale:** Job Burnout Scale was administrated by Dr. Zaki Akhtar (2016). This scale consists of total 30 statements out of which 28 are positive and 2 are negative. Each statement has five point alternative answers. Test-retest reliability of this test is 0.74 and split half reliability is 0.76. Validity score found 0.69 which is significant at .01 level.
- **Job Involvement Scale:** Job Involvement Scale was developed and administrated by Dr. Zaki Akhtar and Dr. Udham Singh in 2014. This scale consists of total 20 items, out of which 17 are positive and 2 are negative. Each statement has five alternative responses. The test retest reliability of the scale was .74 and split half reliability for the scale by spearman Brown Prophecy formula was .76. The concurrent validity of these scale was .69 and .71 respectively.

Statistical analysis

This portion contains statistical findings and analysis related to theoretical hypotheses formulated for verification. It may be recalled that the study was conducted to assess the relationship between job burnout and job involvement. Thus, there is a one independent variable is gender. Effect of this one independent variable is investigated on job burnout and

A Psychological Study of Job Burnout and Job Involvement Among School Teachers of Latehar District

job involvement. In order to achieve these purposes three hypotheses have been formulated. To ascertain the effect of independent variable on dependent variables, the mean scores, ‘t’ values, correlation were calculated. The Mean scores were compared through ‘t’ ratio and graphical demonstration.

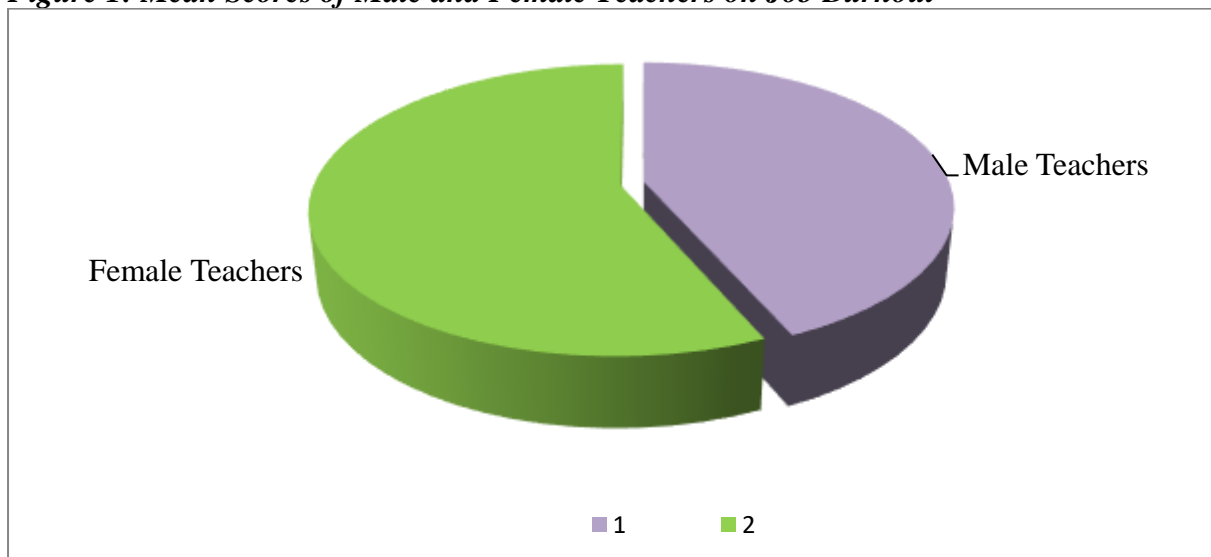
RESULTS AND DISCUSSION

In order to test the hypothesis “the male and female group will differ significantly in terms of their values”, ‘t’ scores were computed. Table 1 presents the summary of the statistical findings.

Table 1: Comparing Job Burnout among Male and Female Teachers of Rural Area

Gender	Number	Means	SDs	Mean Difference	‘t’	P value
Male Teacher	120	75.46	20.9	23.2	7.58	P<.01
Female Teacher	120	98.66	26.26			

Figure 1: Mean Scores of Male and Female Teachers on Job Burnout



Note. Number of male teachers = 120, Number of female teachers =120, Total N =240.

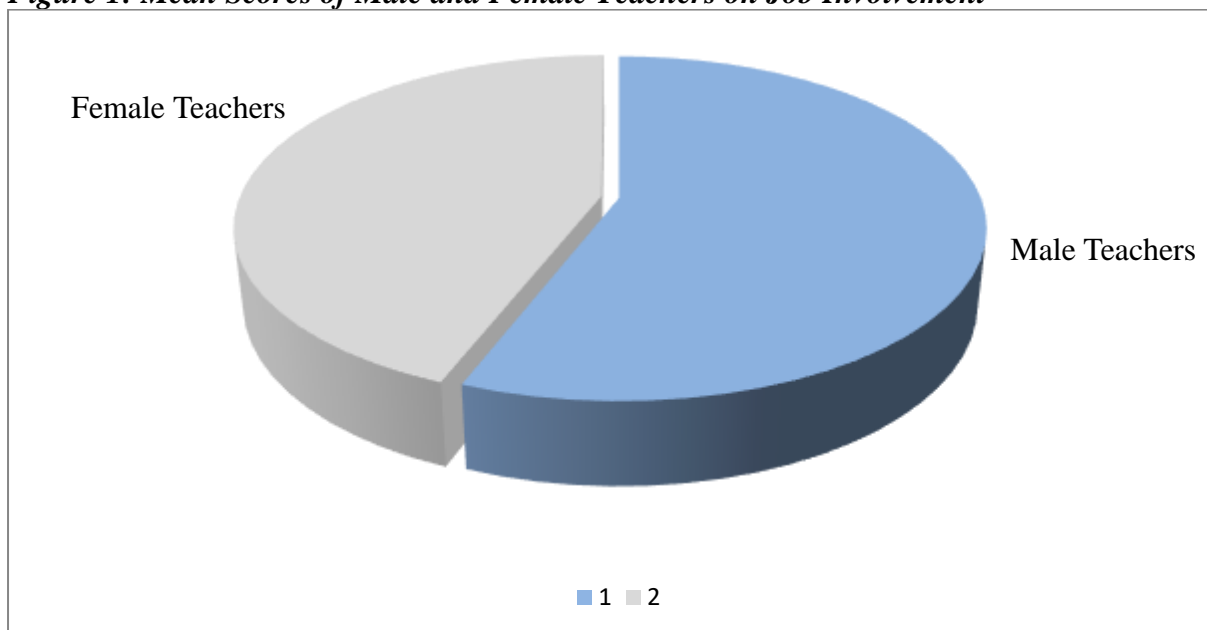
From the table 1 and figure 1, it was found that there was a significant difference in job burnout between male and female teachers. The mean value of job burnout in male teacher was 75.46 (SD 20.90), in female teacher was 98.66 (SD 26.26). It can be interpreted from the results that female teachers were having higher job burnout score than male teachers. (Md=23.2, t=7.58, P<.01). The possible reason may be in rural area that females are more insecure about their safety, lack of transport, gender discrimination etc. The gender differences can be explained by social theory (Pines & Ronen, 2011). Previous studies conducted by Manthei (1988), Purvakova & Muros (2010) and Antoniou et al (2013) reported that female teachers indicate the high level of job burnout due to high responsibilities. Females have to maintain both occupation and family life; they face over expectation by family without any positive recognition.

A Psychological Study of Job Burnout and Job Involvement Among School Teachers of Latehar District

Table 2: Comparing Job Involvement among Male and Female Teachers of Rural Area.

Gender	Number	Means	SDs	Mean difference	't'	P value
Male Teacher	120	83.33	12.1	17.6	11.97	P<.01
Female Teacher	120	65.73	10.6			

Figure 1: Mean Scores of Male and Female Teachers on Job Involvement



Note. Number of male teachers = 120, Number of female teachers =120, Total N =240.

As depicted in table 2 and figure 2, there was significant difference in job involvement score on the basis of gender. Mean score of male teacher (M= 83.33) were significantly greater than female teacher (M=65.73). It can be interpreted from the results that male respondents were having higher job involvement score as compared to female respondents. Mean difference is statistically significant (t=11.97, P<.01). Female teachers were having high level of job burnout which is the causes behind the low level of job involvement into them. Lack of security, low income, and dual responsibility enhances low motivation towards their job role.

Table 3: Inter Relationship among Job Burnout and Job Involvement

Job Burnout/Job Involvement
-.162*

Note: - * Significant at 0.05 level

Table 3 reveals that job burnout negatively correlated with job involvement (r= -.162) which is statistically significant at 0.05 level. The analysis showed that when teachers having high score in job burnout then their commitment about job involvement will decrease. This result is supported by the previous research Faskhodi (2018) that there is a strong negative connection between work engagement and job burnout in teachers.

DISCUSSION

The objective of this study was to assess the relationship between job burnout and job involvement among secondary school teachers. As far as job burnout is concerned among male and female school teachers of rural area of Latehar district (Jharkhand). Female teachers having higher degree of job burnout, the reason is not only the excess pressure of work rather the reason might be accounted for lack of transport service particularly on this route, insecure residential facility, sex discrimination, maintaining long distance relationship etc. The present finding has been supported by Barker et, al; (2002) & Paulin & Walter (1993).

Table 2 showed that job involvement of male and female teachers in rural area of Latehar district were differ significantly ($t=11.97$, $p<0.01$). Male teachers are having more job involvement score as compare to female secondary school teachers. The result might be highlighted that in rural area female teachers are not very much involved with their job due to some social and environmental factors.

Table 3 reported that job burnout is negatively correlated with job involvement, thus our alternate hypothesis is accepted here. The finding showed that greater degree of job burnout is negatively correlated with job involvement.

Thus overall we can conclude that in Latehar district (Jharkhand) female secondary school teachers in rural area faces job burnout in greater amount which is the reason of lower involvement in their job. We can analyze that causes of job burnout of secondary school teachers in rural area, included poor quality of students, villagers lack of awareness regarding education, they are more concern about mid-day meal scheme rather education of their child etc. Wang & Wang (2020) also suggested this point of on their study.

CONCLUSION

The results obtained in the present study suggested the difference between male and female secondary school teachers on job burnout and job involvement. On the basis of different analysis of the data researchers draw the following conclusions,

1. Female secondary school teachers from rural area have more prone to job burnout then male secondary school teachers in rural area.
2. Male secondary school teachers have high level of job involvement then female secondary school teachers in rural area.
3. Job burnout is negatively correlated with job involvement.

Organizational implication

The current research has its implication in organizational psychology. School administrations can implement measures to stimulate teacher's positive attitude towards work and reduced the obstacles which they faces in rural areas. Government should provide safety measures, better transport service, secure resident etc. for female teachers. These measures can reduce the job burnout and enhance job involvement in rural area. Only in this way the objective which was took by Sarva Shiksha Abiyan can be implemented successfully specially in rural areas.

Limitations of the present study

The following limitations were noted in the present study:

- The sample size was small.

A Psychological Study of Job Burnout and Job Involvement Among School Teachers of Latehar District

- Only school teachers were included.
- Only secondary school teachers were included.
- Samples were drawn only from rural area of Latehar district, Jharkhand (India).
- The data collected in this study did not use in depth exploration Hence interview method should be conducted in order to know the job burnout and job involvement among school teachers in rural areas of Latehar district, Jharkhand (India).

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A Psychological Study of Job Burnout and Job Involvement Among School Teachers of Latehar District

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Conflict of Interest

The author(s) declared no conflict of interest.

A Psychological Study of Job Burnout and Job Involvement Among School Teachers of Latehar District

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