



ISSN: 2456-0057
IJPNPE 2018; 3(1): 1625-1629
© 2018 IJPNPE
www.journalofsports.com
Received: 24-11-2017
Accepted: 25-12-2017

Dr. Sapna
Assistant Professor, Tirupati
College of Education, Ratia,
Fatehabad, Haryana, India

A study of burnout among university teachers in relation to their personality with reference to their age

Dr. Sapna

Abstract

The definition and phenomenological features of 'burnout' and its eventual relationship with depression and other clinical conditions are reviewed. Work is an indispensable way to make a decent and meaningful way of living, but can also be a source of stress for a variety of reasons. Feelings of inadequate control over one's work, frustrated hopes and expectations and the feeling of losing of life's meaning, seem to be independent causes of burnout, a term that describes a condition of professional exhaustion. It is not synonymous with 'job stress', 'fatigue', 'alienation' or 'depression'. Burnout is more common than generally believed and may affect every aspect of the individual's functioning, have a deleterious effect on interpersonal and family relationships and lead to a negative attitude towards life in general. This study attempted to pin point the factors which contribute to the high rate of burnout among teachers of university and its relationship with personality

Keywords: Study, burnout among university teachers, relation, their personality, reference, their age

Introduction

One of the banes of modern stressful life style is the occurrence of burnout syndrome among the educated people. Most of the educated people, who opt to be a teacher, cope with the heavy demands of the professional obligations and may suffer from the burnout syndrome sooner than later. Because of this malady, one becomes indifferent and listless towards one's profession and consequently happens to grow larger pathological apathy towards one's profession. This study attempts to pinpoint the factors, which contribute to the high rate of burnout among teachers of Universities. Burnout amongst teachers does not affect themselves alone but their students as well. Higher education occupies a significant position in the educational system of the country. It has deep impact on the economic, moral, social, emotional and specialized human resource development of any nation. Teachers have to play a prominent role in Universities by teaching and cultivating varied interests in the students. Teacher's social status, social reaction, personality, adjustment, emotional intelligence etc. influence their work quality as well as their students also. Teacher's burnout has become an area of interest among researchers and practitioners in many fields during the past decade. The researchers have investigated personality, source of stress, burnout, organizational behaviour and emotional intelligence of the educators who appear to be experiencing burnout to a greater degree than their colleagues. Research findings have indicated the gaps in findings. Keeping in view these gaps in mind, the present study has been designed to understand more systematically, the complex and multifaceted nature of burnout and its relationship with personality.

Review of the Related Literature

- Pruaner (2005) ^[12] investigated a very interesting study on teacher burnout, locus of control and early morning free control level in teachers. The evaluation of the parameters revealed the close correlation between the number of bodily complaints, locus of control and degree of burnout found in the teachers. The result revealed that unmarried, untrained but having few ever years of teaching experience has a high level of burnout. Moreover

Correspondence
Dr. Sapna
Assistant Professor, Tirupati
College of Education, Ratia,
Fatehabad, Haryana, India

teaching experience bring stress more.

- Malik (2005) ^[13] explored the relationship of burnout among nurses with personality, organizational commitment and emotional intelligence.
- Duggal (2006) investigated the sample of 300 female school teacher from government, private and public school of Chandigarh and Punjab and tested then on the Maslach Burnout Inventory (MBI) and found that teacher belongs to rural areas showed significant difference on the three dimensions of burnout when compared with teachers belonging to urban areas.
- Salami (2011) investigated the relationship of job stress, personality and social support to burnout among college of education lecturers.

Burnout

Burnout is persistent physical, mental or emotional exhaustion caused by long-term stress, usually as a result of excessive workplace and/or personal responsibilities.

Because burnout cannot coexist with engagement, it's a serious problem for the enterprise. Burnout is associated with higher stress levels, poorer performance, more illnesses and absenteeism, and less productivity. In a corporate culture that places high demands on employees, the cumulative effect can be lower profitability and higher staff turnover.

Burnout is not considered a separate disorder because it overlaps significantly with depression. A recent study by Bianchi, Schonfeld, and Laurent found that 90 percent of workers identified as burned out also met diagnostic criteria for depression.

Depending on the particular case, burnout may be alleviated by changes in the work environment and job demands, as well as changes in the individual's behavior and approach to work. If nothing changes, however, burnout tends to create a downward spiral, in which an unsustainable situation leads to exhaustion and dissatisfaction, which lead to poorer performance, which in turn leads to a worsened work situation or even job loss and increased stress on the individual.

Personality

Personality is the product of social interaction in group life. In society every person has different traits such as skin, color, height and weight. They have different types of personalities because individuals are not alike. It refers to the habits, attitudes as well as physical traits of a person which are not same but have vary from group to group and society to society, everyone has personality, which may be good or bad, impressive or unimpressive. It develops during the process of socialization in a culture of a specific group or society. One cannot determine it of an individual exactly because it varies from culture to culture and time to time. For example, a killer is considered criminal in peace time and hero in war. The feeling and actions of an individual during interaction moulds the personality. It is the sum of total behaviors of the individual and covers both overt and covert behaviors, interests, mentality and intelligence. It is the sum of physical and mental abilities and capabilities.

Personality has been derived from the Latin word "persona" which means "mask" used by the actors to change their appearance. It is the combination of an individual thoughts, characteristics, behaviors, attitude, idea and habits.

Definitions of related variables

Burnout: Burnout is a state of mental, physical and emotional

exhaustion that often results from a combination of very high expectation and persistent situational stress. It may reflect in a continued dissatisfaction with the situation, ranging from mild boredom to severe depression, irritation, exhaustion and physical ailment. The expression of too much pressure and too few sources of satisfaction can develop in to feeling of exhaustion leading to burnout.

Personality: Personality is a complex concept and to define, it is very difficult task. Psychologically speaking personality is all that a person is, it is the totality of one's behaviour towards oneself and other as well.

Objectives of the Study

The main objective of the present study is to examine the relationship between the burnout with personality among the university teachers in Haryana. To achieve the main objective, sub-objectives are framed in the study as follows:

- To study the burnout and personality of university teachers with reference to their age.
- To compare the burnout of university teachers with reference to their age.
- To compare the personality of university teachers with reference to their age.
- To analyze the relationship between the burnout variable and personality among the university teachers in Haryana.

Hypotheses of the Study

- There is no significant difference of burnout of university teachers with reference to their age.
- There is no significant difference of personality of university teachers with reference to their age.
- There is no significant relationship between the burnout variable and personality among the university teachers in Haryana.

Delimitations of the Study

- The study has been limited to present university in Haryana only.
- The study has limited to the use of only ten psychological variables viz. eight of burnout, two of personality.
- The study has been limited to only 350 university teachers from university present in Haryana were taken in final analysis and comparison.

Research Method

In the present study under descriptive survey methods universities survey were done to know about burnout and personality of university teachers in Haryana state. For this purpose five universities of Haryana state i.e. Guru Jambheshwar University Science and Technology, Hisar, Kurukshetra University, Kurukshetra, Maharishi Dayanand University, Rohtak, Bhagat Phool Singh Mahila Vishvavidhalya, Khanpur, Chaudhary Devi Lal University, Sirsa are selected.

Population and Sample

All the government university teachers of Haryana state are included in the population of the study. In present study, a random sampling technique is used for selection the sample. A sample of 400 university teachers from various universities of Haryana State is selected in this study. These universities

are Guru Jambheshwar University of Science and Technology, Hisar, Kurukshetra University, Kurukshetra, Maharishi Dayanada University, Rohtak, Bhagat Phool Singh Mahila Vishvavidhalya, Khanpur and Chaudhary Devi Lal University, Sirsa. But from 400 questionnaires, 350 questionnaires are selected because 50 questionnaires are rejected due to inadequate data. And from 350 respondents there were 182 male respondents and 168 female respondents.

Tools Used

Following tools are applied in this study

- A) Burnout Inventory by Dr. Karuna Shankar Misra
- B) Maudsley Personality Inventory (MPI) by Dr. S.S. Jalota and S.D. Kapoor

Data analysis

Demographic Profile of Respondents

The following section explains the demographic profile of the respondents of the present study.

Table 1: Age Groups of Respondents

Age groups (in Years)	Frequency	Per cent
25-30	37	10.6
31-35	121	34.6
36-40	98	28.0
above 40	94	26.8
Total	350	100.0

Source: Survey

Table 1 shows the age group of the respondents in years and found that most of respondents (34.6 per cent) are belong to the age group of 31-35 years followed by 28 per cent belong to 36-40 years age group, 26.8 per cent belong to above 40 years age group and remaining few respondents (10.6 per cent) are belong to 25-30 years age group in the study.

- There is no significant difference of burnout of university teachers with reference to their age.

Table 2: Descriptive Analysis of Burnout Variable (Age-wise)

Particulars	Age-Groups	N	Mean	Std. Deviation	Std. Error
NA	25-30	37	15.14	4.826	.793
	31-35	121	12.39	4.398	.400
	36-40	98	13.72	5.343	.540
	above 40	94	10.87	3.059	.316
DEP	25-30	37	16.73	5.347	.879
	31-35	121	14.33	4.286	.390
	36-40	98	15.92	3.955	.400
	above 40	94	14.98	3.439	.355
EE	25-30	37	13.84	3.693	.607
	31-35	121	12.31	4.119	.374
	36-40	98	13.17	3.932	.397
	above 40	94	11.73	3.319	.342
FR	25-30	37	11.65	3.182	.523
	31-35	121	10.25	3.650	.332
	36-40	98	12.09	5.061	.511
	above 40	94	11.30	2.755	.284
TA	25-30	37	13.84	5.042	.829
	31-35	121	11.94	4.304	.391
	36-40	98	13.39	4.434	.448
	above 40	94	10.98	3.486	.360
DIS	25-30	37	14.57	5.014	.824
	31-35	121	12.67	4.424	.402
	36-40	98	14.31	4.904	.495
	above 40	94	14.15	5.029	.519
NE	25-30	37	16.30	5.201	.855
	31-35	121	13.34	4.178	.380
	36-40	98	14.09	4.671	.472
	above 40	94	11.32	2.799	.289
EG	25-30	37	15.46	8.649	1.422
	31-35	121	13.92	4.425	.402
	36-40	98	14.01	3.921	.396
	above 40	94	11.81	3.139	.324
Burnout	25-30	37	117.51	35.100	5.770
	31-35	121	101.14	26.247	2.386
	36-40	98	110.56	28.514	2.880
	above 40	94	97.30	15.512	1.600

Source: Survey

Analysis of the respondents viewpoint with regard to burnout variable is given in Table 2, in which mean value of 31-35

age-wise group of respondents was greater than other age-wise group of respondents.

Table 3: Age-wise Responses on Burnout Variable

Particulars		Sum of Squares	df	Mean Square	F	Sig.
NA	Between Groups	646.971	3	215.657	10.975	.000*
	Within Groups	6799.097	346	19.651		
DEP	Between Groups	233.219	3	77.740	4.597	.004*
	Within Groups	5851.379	346	16.911		
EE	Between Groups	169.242	3	56.414	3.864	.010*
	Within Groups	5051.115	346	14.599		
FR	Between Groups	195.961	3	65.320	4.386	.005*
	Within Groups	5152.827	346	14.893		
TA	Between Groups	383.009	3	127.670	7.154	.000*
	Within Groups	6174.845	346	17.846		
DIS	Between Groups	211.079	3	70.360	3.067	.028*
	Within Groups	7938.589	346	22.944		
NE	Between Groups	762.724	3	254.241	14.876	.000*
	Within Groups	5913.436	346	17.091		
EG	Between Groups	457.034	3	152.345	7.075	.000*
	Within Groups	7449.906	346	21.532		
Total	Between Groups	16107.670	3	5369.223	8.138	.000*
	Within Groups	228267.647	346	659.733		

Source: Survey at 0.05 level of Significance

On the basis of the above result, it can be concluded that the null hypothesis is rejected in different dimensions of burnout variable i.e. NA, DEP, EE, FR, TA, DIS, NE, EG, and total Burnout score, as p-value is less than 0.05 level of significance, therefore alternative hypothesis is accepted. It

means mean value of 31-35 age-wise group of university teachers was greater than other age-wise group of university teachers.

➤ There is no significant difference of personality of university teachers with reference to their age.

Table 4: Descriptive analysis of Personality Variable (Age-wise)

Particulars	Age-Groups	N	Mean	Std. Deviation	Std. Error
N	25-30	37	29.27	8.269	1.359
	31-35	121	23.40	9.335	.849
	36-40	98	22.58	9.500	.960
	above 40	94	23.62	10.631	1.096
E	25-30	37	24.78	6.201	1.019
	31-35	121	20.02	7.534	.685
	36-40	98	17.15	6.363	.643
	above 40	94	18.71	6.383	.658
Personality	25-30	37	54.05	10.290	1.692
	31-35	121	43.41	13.037	1.185
	36-40	98	39.73	13.216	1.335
	above 40	94	42.33	12.370	1.276

Source: Survey

Analysis of the respondents viewpoint with regard to personality variable is given in Table 4, in which mean value

of 25-30 age-wise group of respondents was greater than other age-wise group of respondents.

Table 5: Relationship between Burnout with Personality

Statements	R-value	Sign
Non-accomplishment (NA)	0.375	0.008*
Total Personality		
Depersonalization (DEP)	0.456	0.006*
Total Personality		
Emotional Exhaustion (EE)	0.564	0.000*
total Personality		
Friction (FR)	0.281	0.010*
Total Personality		
Task Avoidance (TA)	0.452	0.002*
total Personality		
Distancing (DIS)	0.220	0.770
Total Personality		
Neglecting (NE)	0.489	0.003*
total Personality		
Easy Going (EG)	0.432	0.000*
total Personality		
Total Burnout Score	0.798	0.005*
Total Personality		

Source: Survey Total Sample Size: 350 0.05 level of Significance

On the basis of above result it may concluded that null hypothesis is accepted in DIS with personality ($r = 0.220$, $p = 0.770$), as p -value greater than 0.05 level of significance. And null hypothesis is rejected in NA with personality ($r = 0.375$, $p = 0.008$), DEP with personality ($r = 0.456$, $p = 0.006$), EE with personality ($r = 0.564$, $p = 0.000$), FR with personality ($r = 0.281$, $p = 0.010$), TA with personality ($r = 0.452$, $p = 0.002$), NE with personality ($r = 0.489$, $p = 0.003$), EG with personality ($r = 0.432$, $p = 0.000$) and total burnout score with personality ($r = 0.798$, $p = 0.005$), because the p -value is less than 0.05 level of significance, therefore alternative hypothesis is accepted.

Further, the value of coefficient of correlation i.e. r -value in the table 4.31, shows that there is positive correlation in the different dimensions of the burnout with total personality score (N+E).

On the basis of above, it may conclude that there is low correlation found in the NA and FR with total personality where as moderate correlation found in DEP, EE, TA, NE, and EG with regards to total personality. Further, high correlation found in total burnout with total personality and negligible correlation in DIS with total personality.

Major Findings

- As far as age groups of the respondents in years, found that most of the respondents belong to the age group of 31-35 years followed by 36-40 years age group, above 40 years age group and remaining few respondents to 25-30 years age group in the study.
- Analysis of the respondents viewpoint with regard to burnout variables, in which age-wise ANOVA result show that there is significant association in different dimensions of burnout variable i.e. Non-accomplishment (NA), Depersonalization (DEP), Emotional Exhaustion (EE), Friction (FR), Task avoidance (TA), Distancing (DIS), Neglecting (NE), Easy going (EG), and total Burnout score. It means mean value of 31-35 age-wise group of university teachers was greater than other age-wise group of university teachers.
- Age-wise response of the respondents toward personality variable, It is noticed that there is significant association in different dimensions of personality variable i.e. Neuroticism (N), Extraversion (E) and total personality score. It means mean value of 25-30 age-wise group of university teachers was greater than other age-wise group of university teachers.
- Analytical result of correlation presents the relationship between the burnout with personality of the respondents of the study. It is found that there is insignificant difference in DIS with personality where as significant difference in NA with personality, DEP with personality, EE with personality, FR with personality, TA with personality, NE with personality, EG with personality and total burnout score with personality. Further, the value of coefficient of correlation i.e. r -value, show that there is positive correlation in the different dimensions of the burnout with total personality score (N+E).

References

1. Eysenk HJ. Manual of the Maudsley personality inventory. London; university of London press, 2005.
2. Gerits L, Derkson, Jan JL, Verbruggen AB, Katzko M. Emotional intelligence profiles of nurses caring for people with severe behaviour problems. *Personality and Individual Differences*. 2005; 38(1):33-43.
3. <http://eduhutch.blogspot.in/2015/12/meaning-and->

4. <https://en.wikipedia.org/wiki/Personality#Measuring>
5. <https://whatis.techtarget.com/definition/burnout>
6. <https://www.annualreviews.org/doi/10.1146/annurev.psy.ch.52.1.397>
7. [https://www.jad-journal.com/article/S0165-0327\(02\)00101-5/abstract](https://www.jad-journal.com/article/S0165-0327(02)00101-5/abstract)
8. <https://www.ncbi.nlm.nih.gov/pubmedhealth/PMH0072470/>
9. <https://www.tandfonline.com/doi/abs/10.1080/026783709.03282600?src=recsys&journalCode=twst20>
10. Iimori M. Relationship of nurse burnout with personality, characteristics and coping behaviours. *Industrial Health*, 2008; 46:326-335.
11. Kumara M. A study of burnout among high school female teachers in relation to their personality, occupational stress, and self-related cognitions, Unpublished Thesis, K.U.K, 2002.
12. Lennort S, Littorin P. Relationship of emotional intelligence, personality, and work performance. *Scandinavian Journal of organizational Theory and Practice*, 2005, 21-37.
13. Malik A. A study of burnout among nurses in relation to personality, organizational commitment, and emotional intelligence. Unpublished, M.A. Dissertation, K.U.K, 2005.
14. Miner MH. Burnout in the first year of ministry: Personality and belief style as important predictors. *Mental Health, Religion and Culture*, 2007, 10(1):17-29
15. Norman WT. Toward an adequate taxonomy of personality attributes: Replicated factor structure in peer nomination personality ratings. *Journal of Abnormal and Social Psychology*. 1963; 66:574-583. Online available at: <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2794272/>
16. Perkins AM, Corr PJ. Cognitive ability as a buffer to neuroticism: Charchiell's secret weapon? *Personality and Individual Differences*. 2006; 40(1):39-51. ss
17. Rajneesh. Emotional intelligence in relation to five factors of personality and cognitive and emotional components of empathy. M.A. Dissertation, Kurukshetra University, Kurukshetra, 2001.
18. Singh U, Kumari M. Relationship among personality dimensions, occupational stress, self-related cognitions and burnout of high school female teachers. *Maharishi Dayanand University Research Journal*. 2006; 5:73-85.