

## Teachers' Demographics as the Predictor of Burnout in Public Sector Universities of KPK

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### Abstract

*This study was conducted to measure the burnout in University teachers' by means of gender and age as demographic variables. The sample (n=404) was taken from public Universities of KPK. A questionnaire was designed keeping in view "Maslach Burnout Inventory" and adapted according to the context of the study. Validity and reliability of the instrument was ensured appropriately. After analysis substantial difference was noted on the basis of gender and age of teachers' and found different levels of burnout. Recommendations were made accordingly.*

**Keywords:** burnout, emotional exhaustion (EE), depersonalization (DP); personal accomplishment (PA)

### Introduction

Nations made progress and remain prosperous only on the basis of conducive higher education system which is continuously under the research for improvement. The professionalism of the teachers also depends on the changing scenarios in the society and educational sectors (Rodríguez-Mantilla & Fernández-Díaz, 2017). There is an increase in burnout in different professions (Llorent & Ruiz-Calzado, 2016). Keeping the importance of teachers in mind as agents of social betterment, teachers needs to be safe from stress, depression and fatigue for their smooth working in their respective departments (Al-Asadi et al., 2018). Teaching at any level is full of stress and lethargic working hours which is mainly because of growing needs of society, economy, technological improvement and personal growth/development (Khan, Yusoff & Khan, 2014). An effort must be made to lessen all such elements that increase the stress/ burnout among the teachers' (Iqbal & Rahman, 2020). The professional burnout among teachers/professors of University leads to big loss in promotion of effective education. There is a gap in study of burnout in relation to demographic variables (gender and age) at University level in KPK.

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### **Objectives of the study**

This study was conducted to find out the burnout among the University teachers' by means of gender and age as demographic variables.

### **Significance of the study**

Every research study has its own significance likewise this study will also fill the gap existed in the knowledge and literature regarding burnout among the teachers'. The results of the study will make teachers, admin members' and managers aware about burnout among teachers and can lead to devising of better strategies for coping with the stress creating situations for teachers specifically on the basis of gender and age of the teachers for improving Educational outcomes.

### **Literature review**

The burnout among professional was introduced at the time of 1970s' (Freudenberger, 1974). "Emotions of depletion and loss of motivation and commitment that social workers experience after prolonged and extensive stress conditions" (Freudenberger, 1974 & 1975). After that, the characterization was done (Maslach, Jackson & Leiter, 1986). It is a disorder having excess burden of emotions/burnout. In this situation individual demonstrates the emotions and bodily reactions to stressful situations. Stressful condition among the teachers' is a well-defined and prominent issue (Kokkinos, 2007). Burnout among the workers due to work is mental disorder arises from the buildup from stressful conditions associated with job followed by annoyance, impatience, exhausted emotions, depersonalized behaving, lesser achievement. Work/Job burnout poorly influence the affect the corporeal and rational healthiness, performing level at work/job and the value of workers will be lost. Burnout exists everywhere and every working area. Maslach model was presented in 1982 is well known for measurement of the burnout. It consisted of: EE refers to "the feelings of physical strain and psychological tiredness as a result of constant personal interactions". DP means "the development of negative and distant feelings toward other people" and PA means "the loss of confidence in personal performance and the presence of a negative self-image" (Rodríguez & Fernández, 2017; Iqbal & Rahman, 2020). "Exhausted Persons feel shattered, incapable to deal with, drained and down having insufficient energy along with physical pains and/ or stomach disturbances" (Leiter & Maslach, 2005; Iqbal & Rahman, 2020).

### **Methodology**

This study was based on "descriptive-design" with aim of describing the existing situation. The total number of teachers was 4045 from public sector Universities of KPK as per HEC

categorization. Applying L.R Gay rule, the sample was drawn from the population which was 404 via stratified and simple random sampling. The instrument was made keeping in view “Maslach Burnout Inventory (MBI)” and adapted according to context of this study. It constituted of two parts, first part of instrument was covering demographic information of respondents i.e. age, gender, teacher qualification and teacher type while the second portion of the instrument was covering two main study variables i.e. teachers burnout. The second part of the questionnaires’ burnout was covering items regarding EE, DP and PA. The particular study has been taken 40 teaches from different universities of Khyber Pakhtunkhwa for the purpose of pilot study. Some difficult items were highlighted in this process which were removed instantly and some new items were added. For the validation of instrument, an instrument consists of 11 questions from emotional exhaustion 9 questions from personal accomplishment 7 questions from depersonalization (27 items). Items were administered among 5 experts which were taken from different universities of KP. The important suggestions were taken and final list of questions were 9, 6, 8 (23 items). The research instrument of this study was made reliable by properly entering the data of pilot study on SPSS matrix and “Cronbach’s Alpha” was applied reliability of the instrument which was 0.776 which is a greater than satisfactory reliability level. Researcher personally visited to most of the universities and administered the questionnaires among sampled respondents. Some questionnaire was given to friends for the sake of data collection with provision of proper guidance. 394 questionnaire were recollected by the researcher. The following statistics were applied on the data in the SPSS (20): T-test for gender and marital status. ANOVA for designation, academic qualification, age and teaching experience. The decision regarding the low, moderate and high burnout was taken on basis of criteria given by Maslach (MBI-ES) taken from Aquino, Lee, Spawn and Bishop-Royse (2018).

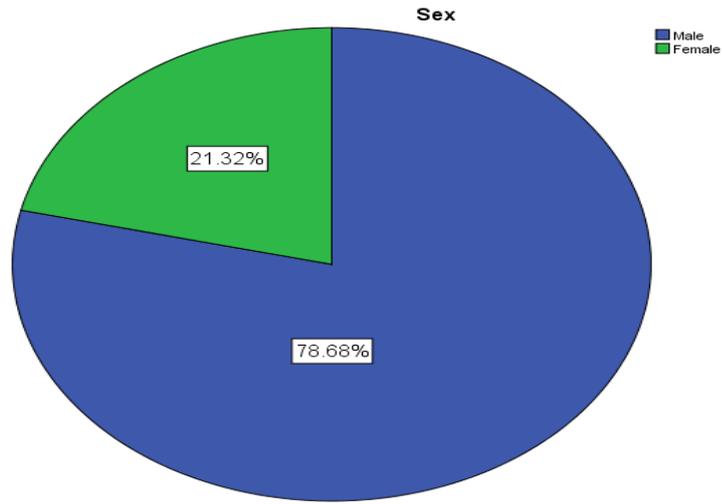
**Table 1: MBI-ES Interpretation**

<b>Emotional Exhaustion</b>	<b>Depersonalization</b>	<b>Personal accomplishment</b>	<b>Interpretation</b>
0 to 16	0 to 6	More than 37	Low
17-26	7-12	31 to 36	Moderate
27 or more	13 or more	0 to 30	High

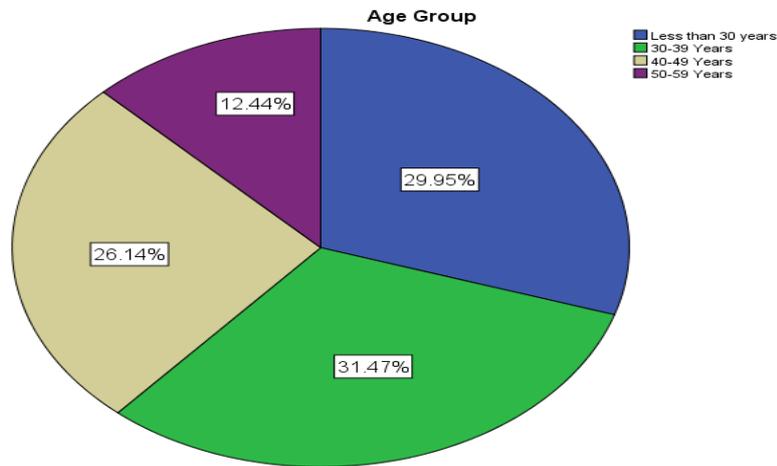
**Table 2: Demography of Respondents**

<b>Variable</b>	<b>Categories</b>	<b>Frequency</b>	<b>%</b>
<b>Gender</b>	Male	310	78.7
	Female	84	21.3
<b>Age</b>	>30 years.	118	29.9

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30-39 years.	124	31.5	
40-49 years.	103	26.1	
50-59 years.	49	12.4	



**Figure 1: Gender-wise percentage of University Teachers'**



**Figure 2: Age-wise percentage of University Teachers'**

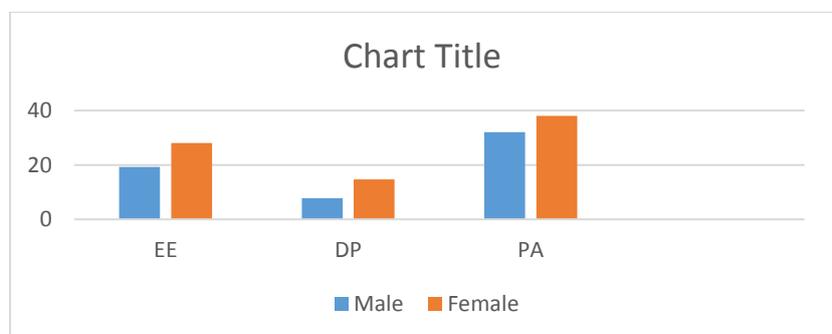
**Table 3: Gender based-Mean, standard deviation and t-test for burnout.**

Gender	EE		DP		PA		Level
	Mean	SD	Mean	SD	Mean	SD	

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Male	19.3	12.7	7.7	5.4	32	18	Moderate
Female	28.1	20.3	14.7	13.2	38	21	High
T-test	2.89		3.67		5.89		
P-value	.043		.000		.010		

**This Table** showed the mean difference for gender of teachers and t-test results from analysis done through SPSS. There is a mean difference between male and female teachers in terms of EE, DP and PA having  $P < 0.05$ . The burnout among male teachers is moderate while burnout among female teachers is high.

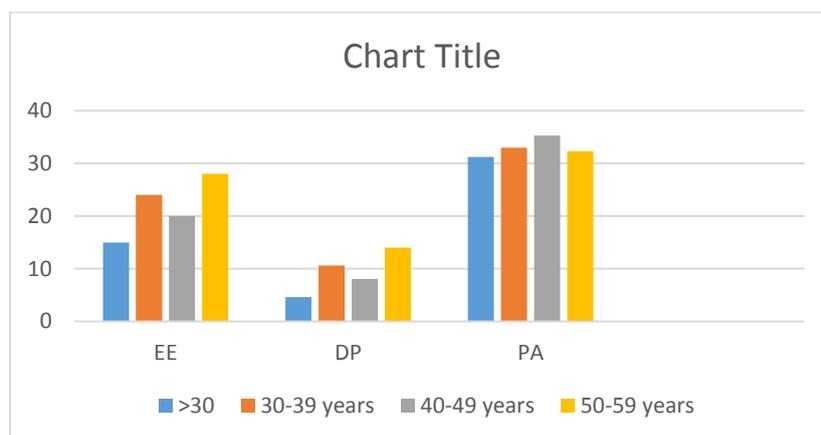


**Table 4: Age based- Mean, standard deviation and ANOVA for burnout.**

Age	EE		DP		PA		Overall Burnout Level
	Mean	SD	Mean	SD	Mean	SD	
Less than 30 years.	15	16.5	4.6	1.14	31.2	17.9	Low
30-39 years.	24	15.1	10.6	5.67	33.0	20.3	Moderate
40-49 years.	20	14.7	8.1	3.7	35.3	21.7	Moderate
50-59 years.	28	13.4	14.0	12.3	32.3	21.1	High
F-TEST	82.3		58.3		60.7		
P-VALUE	.000		.000		.000		

**This Table** showed the mean difference for age and ANOVA results from analysis done through SPSS. Mean difference was found between teachers' of different ages regarding EE, DP and PA having  $P < 0.05$ . The age group of teachers less than 30 years had low burnout, 30-39

years had moderate burnout, and 40-49 years had moderate burnout while 50-59 years had high burnout.



### **Conclusion, Discussion and recommendations**

The result demonstrated substantial difference on the basis of gender (male and female) teachers for all dimensions/aspects of burnout similar to Lau, Yuen and Chan (2005), Koruklu et al., (2012), Shaheen & Mahmood (2016) and Jamaludin and You (2019). Males teachers' have moderate burnout while female teachers have high burnout according to criteria in table.1. The difference found to be significant between teachers of Universities in terms of age similar to Mukundan and Khandehroo (2010) and Koruklu et al., (2012). However, teachers having age less than 30 years (low burnout), 30-39 years (moderate burnout), 40-49 years (moderate burnout) and 50-59 (age-groups) years (high burnout) for all dimensions of burnout including EE, DP and PA. Use of appropriate strategies like development of conducive environment, rewarding, decreasing the pressure levels and enhancement of inspiration within the University premises by heads and management staff and making of teachers friendly policies are required to be formulated so that teachers regardless of their gender and age perform according to the demands of ongoing progressive world.

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