

## OCCUPATIONAL BURNOUT AND PROFESSIONAL VALUES AMONG UNIVERSITY TEACHERS: GENDER AND INSTITUTIONAL DIFFERENCES

**Dr. Vijay Kumar,**

Associate Professor & COD, Deptt. of Education, Lovely Professional University, Phagwara. E-mail-  
[chechivijay@gmail.com](mailto:chechivijay@gmail.com) &

**Ms. Anuradha Joshi,**

Ph.D Research Scholar, Deptt. of Education, Lovely Professional University, Phagwara. E-mail-  
[amanika.kanchan@gmail.com](mailto:amanika.kanchan@gmail.com)

---

### **Abstract:**

The present study was conducted to study the occupational burnout and professional values of male and female teachers of government and private universities. Descriptive survey method has been used in the present study to obtain the pertinent and precise information. Purposive sampling technique was used for selection of sample of 200 University teachers. The data on occupational burnout and professional values was obtained by using Maslach Burnout Inventory and Professional Values scale. 2X2 factorial design of ANOVA is applies to analyze the data. The main finding of the study exhibits that (a) gender do not make any influence on occupational burnout and professional values of university teachers. (b) Institution type also does not make any influence on occupational burnout and professional values. (c) The interaction of institution type and gender also do not make any influence on occupational burnout and professional values.

### **Keywords:**

Occupational burnout, Professional values, Government, private, University teachers.

---

\*Correspondence Author:

Email: [chechivijay@gmail.com](mailto:chechivijay@gmail.com) (Dr. Vijay Kumar)

## 1. INTRODUCTION

Education is that light which banishes darkness from life and focuses attentiveness in all round development of the child. Education is a tri polar process. It contains interaction between the students, the teacher and the social environment. These three elements are equally answerable for the success and failure of the educational programme. The achievement of the student mainly depends on the proficiency of the teacher. Teacher's performance is essential determinant in the field of education. Teacher helps the student in every walk of life; he holds and moulds the shape of the student. It is rightly said, that if a physician commits a mistake, it is consigned to the grave, if an engineer commits a mistake, it is pasted under cement, if a lawyer commits a mistake it is filed; but when an educator or a teacher commits a mistake, it shows by the nation.

### **Occupational burnout**

Occupational burnout is a type of job strain - a condition of physical, emotional or mental exertion incorporates with doubts about the capabilities and the worth of the work. Emotional exhaustion, depersonalization, overtiredness, lack of interest, passion and motivation are the characteristics of occupational burnout. Occupational burnout is psychological and emotional responses that occur when workers perceive an imbalance between their work demands and their capabilities and resources to meet their demands. Importantly burnout responses occur when the imbalance is such that the worker perceives they are not able to cope with situations where it is important that they have supposed to cope with the situation. It is stress on the job but condition of burnout occurs within the person.

The word 'burnout' in psychology was introduced by Herbert Freudenberger in 1974. The word was used by Greene (1961) in his novel, 'A Burn-Out Case', in which a spiritually tormented and disillusion architect quit his job and withdraws into the African jungle. Occupational burnout is characterized by overtiredness, lack of interest, passion and motivation, feeling exhausted and also may have the phase of frustration and/or negative emotions and distrustful behavior and as a result reduced professional efficiency within the workplace. More accurately says that burnout is a state of emotional, mental, and physical overtiredness caused by uncontrolled and continue stress. Occupational burnout is also known as job burnout. It is something we all face as employees or employers and we handle it differently. Leiter (2003) opined that occupational burnout means creation of stress because of unsuitable situations of jobs. The burnout person easily loses his mind ability and start arguing without any specific and genuine reason. The burnout person creates trouble for his co-workers. Firstly individual get disturbed because of burnout after that it also affects the atmosphere of institution. So it demands immediate solution so that organization easily balances its atmosphere. Freudenberger (1998) said that occupational burnout is the cause of reduction of energy which could have used in work. Occupation burnout occurs because of ignorance or stress given from external factors, it reduces the ability of individual for coping with stress. It is an emotional situation which occurs because of excessive number of stress and at the end it affects the person so badly.

According to Maslach et al (2001) occupational exhaustion or burnout is a protracted reaction to unrelieved emotional and psychological stressors causes of stress in the occupation. It is distinct by the degree of tiredness, pessimism, and inefficiency. Dworkin (1987) opined occupational burnout is a problem in so many jobs. It is very much well-known in the occupations. Faculty, as well as managers, therapists, physicians, nurses etc. have so much stress of fulfilling responsibilities for the welfare of others and having lots of stressors in their daily jobs. This intense liability is a combination of inadequate resources, extended hours, trivial work norms and frequently illogical requirements, directs to constant anxiety, and burnout. Edward (2001) explained that occupational burnout can also occur if the employees feel under load through lack of stimulus or social contract other work stress contributes include role ambiguity, conflicting performance expectations, political climate of the organization and poor relationship

with colleagues. Seon and Mi (2008) found that role overload and role conflict are the major cause of occupational burnout. Maslach et al (2001) reported that occupational burnout has been associated with job turnover, absenteeism, low morale and reduced feelings of job satisfaction for those suffering it. Boyed and Wylie (1994) concluded that eighty percent believe that their work load has increased and become more stressful in these years and finally forty six percent expected that further increase in workload in the future and the condition of employees leads to high level of burnout.

### **Professional values**

The word professional has implications for a person at the organizational and occupational level. A degree of behavior is expected by the organizational employing like professional, as well as by the outer peer group that makes up the profession. The word value come from the Latin word 'Valera' which means to be of worth to be strong. According to dictionary meaning of value is worth, utility or importance, degree of excellence something (as a principle or quality) instantly valuable. Values refers to the objects that human being consider desirable and worthy to pursuit in their thought, feelings and action.

Professional Values are an abstract concept inculcated intentionally or unintentionally by the members of the teaching Community managing the behavior of the person or group which helps in awareness of their goal and satisfied their needs refers to a set of belief. There are seven types of professional values. These values are: Social Values, Aesthetic Values, Theoretical Values, Religious Values, Economic Values, Hedonistic Values and Political Values. Teachers professional values refers to a set of beliefs, an abstract concept inculcated consciously or unconsciously by the members of teaching community governing the behavior of the individual or group which helps in realization of their goal and fulfillment of their moral, social educational and psychological needs. Professional Values are profession related beliefs or principles that guide professional behavior. Professional Values reflect ethics, practices, standards and other norms within a commercial environment. Sincerity, Attachment, Propensity to accept new challenges, propensity to action research and professional drives are the main dimensions of professional values. Professional Values describes the individual' personal relation that shows what he/she want to gain through his/her profession, work and career. In the process of socialization they are earned easily. These are adequately fixed in the personal system of values of each person. In recent years researchers started taking interest, in the analysis of human values and professional values (Elizur et al 1991). Kapoor (2009) concluded that sincerity, attachment, professional drives, propensity to action research, propensity to accept new challenges and caring are the dimensions of professional values. Gupta (1984) opined that professional values are generalized beliefs about the worth of stipulate characteristic of work like salary, working situation etc. and occupation-related outputs like achievement, fulfillment, dignity etc. Elizur and Koslowsky (2001) viewed that professional values works as the norm that an individual uses in selecting appropriate work-related behaviors and objectives. For better teaching results or outputs like job attachment, work enthusiasm, and income increments the combination between teachers' professional values and facilities provide by the schools is important.

### **Significance of the study**

Teaching is described as a job having high risks in terms of coping with daily life problems. As Wiggins (2015) opined that teaching is consistently among the top three stressful occupations and teachers require psychological support from family and at work place, so as to avoid classroom pressures which can trigger mental health problems. Those problems causing the emergence of stress, anxiety and burnout result in low achievement, low self-efficacy, negative attitudes towards the profession, frequent absence from workplace; desire to quit the job, and deterioration in physical and mental health. A problematic, anxious and unhappy teacher influences the students in a negative way while a tolerant, calm and supportive teacher has positive influences on the students. The stress and burnout of teachers have significant effects on colleagues, administrators, students and their parents. These are also either directly or indirectly reflected upon the

entire society.

For the qualitative improvement of education, there is a great need of efficient teachers in schools who can uplift the standard of education. This study would explore the existence of occupational burnout and professional values among the university teachers. It will help the university authorities to understand and devise strategies for making university system more dynamic and sustainable.

### **Objective**

The researcher aims to study the difference in occupational burnout and professional values of male and female teachers of government and private universities.

### **Hypotheses**

On the basis of objective following hypotheses are framed:

1. Male and Female university teachers do not differ significantly in their occupational burnout and professional values.
2. Teachers working in government and private universities do not differ significantly in their occupational burnout and Professional values.
3. There is no interaction effect of gender and institution type on occupational burnout and professional values of university teachers.

### **Methodology**

Keeping in view the objectives and nature of variables under study, descriptive survey method has been employed.

### **Sample and Procedure**

The study has been conducted on university teachers who are teaching in different universities of Punjab. Researcher selected 2 government and 2 private universities of Punjab by using lottery method. The sample size comprised 200 university teachers. Keeping in mind the nature of problem, Purposive sampling technique is used for collection of data. The sample distribution of teachers is presented below in table 1.

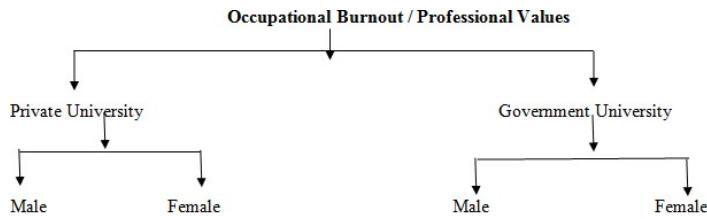
**Table 1**  
**Sample Distribution Of University Teachers**

| Gender<br>Institution type | Male | Female | Total |
|----------------------------|------|--------|-------|
| Private                    | 50   | 50     | 100   |
| Government                 | 50   | 50     | 100   |
| Total                      | 100  | 100    | 200   |

Further each university teacher is explained the purpose of the investigation and are given the Burnout inventory and Professional values scale to give their perception on the items. After the collection of data, the data is tabulated and subsequently put to analysis and interpretation. The conclusions are drawn on the basis of the results.

## Research Design

In order to analyze the data, 2x2 factorial design is employed on the scores of occupational burnout and professional values wherein, institution type viz. government and private university; and gender viz. male and female are studied as classificatory variables. The design is presented below in fig. 1.



**Fig.1. 2x2 factorial design of ANOVA on the scores of occupational burnout and professional values**

## Tools

Following tools are used for data collection:

1. Maslach Burnout Inventory constructed by Maslach, Jackson and Schwab. It is a seven point Likert scale choices from 0-6 (where zero means never and six means everyday). It includes twenty two items that solicited the respondents how often they experience feelings that relate to burnout. These items are related to the three dimensions of burnout i.e. Emotional Exhaustion (EE) =9 items, Depersonalization (DP) = 5 items and personal Accomplishment (PA) = 8 items.
2. Professional Values scale developed by the investigator It is a five points scale, having 40 items under 5 dimensions i.e. Sincerity, Attachment, Propensity to accept new challenges, Propensity to action research and Professional Drives. The scoring was done by giving rating 1-5 positive items and reverse 5-1 to negative items.

### 3. Analysis and Interpretation:

To study the gender and institution type differences on occupational burnout and professional values, means of sub groups has been calculated and results have been presented in the table below:

**TABLE 2**  
MEANS&SDS ON THE SCORES OF OCCUPATIONAL BURNOUT AND PROFESSIONAL VALUES WITH RESPECT TO GENDER AND INSTITUTION TYPE

|                      | Institute type        | Gender | Mean  | Std. Dev. | N   |
|----------------------|-----------------------|--------|-------|-----------|-----|
| Occupational Burnout | Private University    | Male   | 69.02 | 12.111    | 50  |
|                      |                       | Female | 68.46 | 9.888     | 50  |
|                      |                       | Total  | 68.74 | 11.003    | 100 |
|                      | Government University | Male   | 67.64 | 11.595    | 50  |
|                      |                       | Female | 65.18 | 11.111    | 50  |
|                      |                       | Total  | 66.41 | 11.365    | 100 |

|                     |                       |        |       |        |     |
|---------------------|-----------------------|--------|-------|--------|-----|
|                     | Total                 | Male   | 68.33 | 11.816 | 100 |
|                     |                       | Female | 66.82 | 10.593 | 100 |
|                     |                       | Total  | 67.58 | 11.218 | 200 |
| Professional Values | Private University    | Male   | 55.28 | 12.110 | 50  |
|                     |                       | Female | 54.02 | 11.429 | 50  |
|                     |                       | Total  | 54.65 | 11.732 | 100 |
|                     | Government University | Male   | 58.28 | 10.447 | 50  |
|                     |                       | Female | 57.12 | 10.394 | 50  |
|                     |                       | Total  | 57.70 | 10.384 | 100 |
|                     |                       | Male   | 56.78 | 11.353 | 100 |
|                     |                       | Female | 55.57 | 10.980 | 100 |
|                     |                       | Total  | 56.18 | 11.156 | 200 |

The data of the university teachers have been put to test for suitability of application of 2 way ANOVA. The results of application of normality test i.e Levene's test of equality of error variances on the scores of occupational burnout and professional values are presented below in table 3.

**Table 3**  
**Levene's test of equality of error variances on the scores of occupational burnout and professional values**

|                             | F     | df1 | df2 | Sig. |
|-----------------------------|-------|-----|-----|------|
| Occupational Burnout scores | 1.707 | 3   | 196 | .167 |
| Professional Values Scores  | 1.150 | 3   | 196 | .330 |

From the table 3, it is clear that the data is found to be normal in nature. Further the results of 2X2 factorial design of ANOVA on the scores of occupational burnout and professional values due to gender and institution type are presented below in table 4.

**Table 4**  
**Summary Of ANOVA On The Scores Of Occupational Burnout And Professional Values With Respect To Gender And Institution Type**

| Dependent Variable   | Source                    | Type III Sum of Squares | Df | Mean Square | F     | Sig. |
|----------------------|---------------------------|-------------------------|----|-------------|-------|------|
| Occupational Burnout | Institution type          | 271.445                 | 1  | 271.445     | 2.161 | .143 |
|                      | Gender                    | 114.005                 | 1  | 114.005     | .908  | .342 |
|                      | Institution type x Gender | 45.125                  | 1  | 45.125      | .359  | .550 |

|                     |                              |         |   |         |       |      |
|---------------------|------------------------------|---------|---|---------|-------|------|
| Professional Values | Institution type             | 465.125 | 1 | 465.125 | 3.763 | .054 |
|                     | Gender                       | 73.205  | 1 | 73.205  | .592  | .442 |
|                     | Institution type x<br>Gender | .125    | 1 | .125    | .001  | .975 |

### Main Effects

**Institution type** - It has been observed from table 4, that F-ratio for the difference between government and private university teachers on the scores of occupational burnout and professional values is found not significant even at the 0.05 level of confidence. Therefore the hypothesis (1) namely, "Teachers working in government and private universities do not differ significantly in their occupational burnout and Professional values" is not rejected. It indicates that government and private university teachers do not differ significantly in occupational burnout and professional values.

**Gender** - It has been observed from table 4 that F-ratio for the difference between male and female university teachers on the scores of occupational burnout and professional values is not found significant even at the 0.05 level of confidence. Therefore the hypothesis (2) namely, "Male and Female university teachers do not differ significantly in their occupational burnout and professional values" is not rejected. It indicates that male and female university teachers do not differ significantly in occupational burnout and professional values.

**Interaction (Institution type and Gender)** - It has been observed that F-ratio for the Interaction between institution type and gender on the scores of occupational burnout and professional values is found to be not significant even at the 0.05 level of confidence. Therefore the hypothesis (2) namely, "There is no interaction effect of gender and institution type on occupational burnout and professional values of university teachers" is not rejected. Thus it can be concluded that gender and institution type together do not make any influence on occupational burnout and professional values.

### 4. Discussion on Results

From the results it is found that male and female teachers experience similar level of Occupational burnout. The finding is in tune with the earlier findings of (Shukla and Trivedi, 2008; Kirilmaz, Çelen, and Sarp, 2003; Adekola, 2009; Çokluk, 1999; Dolunay, 2001; Akbaba, 2014; Gündüz, 2004; Cemaloglu and Şahin, 2007). They had reported no significant difference in the occupational burnout due to gender.

However contrary findings has also been reported by (Donald and Korabik, 1991; Nelson et. al. , 2002; Zani and Pietrantoni, 2001; Etzion and Pines , 1986;) which shows that female are more likely experienced occupational burnout than males due to work-home edge, unfairness and femininity based barriers in the work place, and problems in organizing subordinate.

Secondly, the teachers working in private and government universities also do not differ significantly in their occupational burnout. Contrarily, Cahoon and Rowney (1989); Mahakud and Bajaj (2014); Smith and Bourke (1992) reported that teachers working in private institutes experienced more occupational burnout than teachers working in government institutes.

Thirdly, it is also found that male and female teachers have same level of professional values. The results obtained regarding professional values among male and female teachers is supported by the findings of (Manhas and Saigal, 2013; Elaine and Charles, 2010; Taveggia and Ziembka, 1978) who reported that no significant difference had been found between male and female teachers of professional values.

Fourthly, government and private university teachers are found having similar level of professional values towards their job. Contrarily, Dev (2013) reported that professional values of teacher educators of self-financed colleges of education are significantly higher than the professional values of teacher educators of government-financed colleges of education.

Finally, the interaction effect of gender and type of institute on occupational burnout and professional values of teachers is not found to be significant. The conclusions indicate that university systems in this part of the region in private and government sector are providing similar work environments which foster the academics in these institutions. Also the opportunities are available to both the genders equally and they are working happily in these systems.

## Bibliography

Adekola, B. (2009). Gender differences in the experience of work burnout among university staff. *African Journal of Business Management* Vol. 4(6), 886-889. Retrieved from [www.academicjournals.org/AJBM](http://www.academicjournals.org/AJBM)

Akbaba, S. (2014). A Comparison of the Burnout Levels of Teachers with Different Occupational Satisfaction Sources. *Educational Sciences: Theory & Practice*. retrieved on dated 28/03/2016 from <http://eric.ed.gov>.

Boyed & Wylie, R. (1994). Stressors, Self-Efficacy, Coping Resources, and Burnout among Secondary School Teachers in Spain. *Educational Psychology*, 26(4), 519-539, retrieved on dated 11/1/15 from <http://www.tandf.co.uk/journals/default.html>.

Cahoon, A. R. & Rowney, J. I. A. (1989) a comparison of burnout across public/private sector managers. *Journal of health and human Resources Administration*, 12(1), 79-94.

Cemaloğlu, N. ve Şahin, D. E. (2007). Öğretmenlerin mesleki tükenmişlik düzeylerinin farklı değişkenlere. Retrieved from <http://eric.ed.gov>.

Çokluk, Ö. (1999). *Zihinsel ve işitme engelliler okulunda görev yapan yönetici ve öğretmenlerde tükenmişliğin kestirilmesi*. Yayımlanmamış yüksek lisans tezi, Ankara Üniversitesi Sosyal Bilimler Enstitüsü, Ankara.

Devi, A. (2013). A Comparative Study of Teacher Educators of Government-Financed and Self-Financed Colleges of Education in Relation to Their Professional Values, Teaching Aptitude and Job Satisfaction. retrieved on dated 22/11/2014 from <http://shodhganga.inflibnet.ac.in>.

Dolunay, A. B. ve Piyal, B. (2001). Öğretmenlerde bazı mesleki özellikler ve tükenmişlik. *Kriz Dergisi*, 11 (1), 35-48.

Donald, M.C. & Korabik, K. (1991). Source of Occupational Burnout and Ways of Coping among Male and Female Managers in Perrewe. *Hand book job burnout; Select Press, New York*, 185-199.

Dworkin, A.G. (1987). Teacher Burnout in the Public Schools: Structural Causes and Consequences for Children. *State University of New York Press*.

Edwards, J.R. (2001). Multidimensional Construct in Organizational Behavior Research: An Integrative Analytic Framework. *Organizational research methods*, 4 (1).

Elaine, M. M. & Charles, W. M. (2002). *Gender Differences in the Professional Orientations of Protestant Clergy. Sociological Forum* 17(3), 465-491 retrieved from <http://link.springer.com>

Elizur, D., Borg, I., Hunt, R. & Beck, I. M. (1991). The Structure of Work Values: A Cross-Cultural Comparison. *Journal of Organizational Behavior*, 12, 21-38.

Elizur, D. & Koslowsky, M. (2001). Value and Organizational Commitment. *International Journal of Manpower*, 22(7), 593-599.

Etzion, D., & Pines, A. (1986). Sex and culture in burnout and coping among human service professionals: A social psychological perspective. *Journal of Cross- Cultural Psychology*, 17(2), 191-209.

Freudenberger, H. J. (1974). Staff Burnout. *Journal of Social Issues*, 30(1), 159-165.

Greene, Graham (1961). A Burnt-Out Case. *New York (Amer. ed.): The Viking Press*, vii-viii.

Gündüz, B. (2004) Öğretmenlerde tükenmişliğin akılçılık olmayan inançlar ve bazı mesleki değişkenlere göre yordanması. Yayımlanmamış yüksek lisans tezi, Çukurova Üniversitesi Sosyal Bilimler Enstitüsü, Adana.

Gupta, A. K. (1984). *Teacher Education: Current and Prospects*. New Delhi: Sterling Publishers. Kapoor, D.R. (2009). *Dynamics of Learning Organizations*. New Delhi: Regal Publications.

Kırlırmaz, A., Çelen, Y. ve Sarp, N. (2003). İlköğretimde çalışan bir öğretmen grubunda "tükenmişlik durumu" araştırması (Online). *İlköğretim-Online* 2 (1), 2-9. <http://ilkogretim-online.org.tr>. adresinden 01/03/2014. Leiter, M.P. (2003). Coping Patterns as Predictor of Burnout the Function of Contra And Escapist Coping Patterns. *Journal of organizational behavior*, 64(4), 253-262.

Mahakud, G. C. & Bajaj, D. (2014). Organizational Role Stress and Burnout among Government and Private School Teachers in Delhi City: AComparative Study. *International Journal of Education and Psychological Research (IJEPR)*, 3 (2), June 2014.

Manhas, K. & Saigal, P. (2013). Professional Values among Teachers: Gaps and Status. *Online International Interdisciplinary Research Journal*, 3(6), 2249-9598.

Maslach, C., Schaufeli, W.B., & Leiter, M.P. (2001). Maslach burnout inventory manual (3rd ed.). *Annual Review of Psychology*, 52, 397-422.

Nelson, J. R. (2002). Thriving and surviving in a new medical career: The case of hospitalist physicians. *Journal of Health and Social Behavior*, 43(1), 72-91.

Seon, H.K. & Mi, H.K. (2008). Occupational Burnout and the Factors Related to it among Middle School Teachers. *Psychological review*, 64(4), 253-262.

Smith. M. & Bourke, S. (1992). Teacher Stress: Examining a model based on context, workload and satisfaction. *Teacher and Teacher Education*, 8(1), 21-46.

Shukla, A. & Trivedi, T. (2008). Burnout in Indian Teachers. *Asia Pacific Education Review*, 9(3), 320-334.

Taveggia, T.C. & T.Ziemba. (1978). "Linkages to Work: A Study of the 'Central Life Interests' and 'Work Attachments' of Male and Female Workers." *Journal of Vocational Behavior* 12, 305-32.

Wiggins, K. (2015). Teaching is among that top three most stressed occupations. [www.tes.com](http://www.tes.com) retrieved on 22/04/16.

Zani, B. & Pietrantoni, L. (2001) Gender differences in burnout, empowerment and somatic symptoms among health professionals: moderators and mediators. *Equal Opportunities International*, 20 ( 1)2, 39 – 48.