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An empirical analysis of burnout among college teachers in Himachal Pradesh

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Abstract

This paper is aimed at investigating the burnout among College Teachers of Himachal Pradesh. A sample of 546 teachers, both male and female, was drawn from 36 degree colleges from Distt. Hamirpur, Mandi, Shimla, Bilaspur, Kangra and Una. Data was collected using a burnout Inventory of Karuna Shankar Mishra. Mean, SD and t-test were employed for analysis of the data. The results revealed that male teachers are more prone to burnout than female teachers. It was observed that urban teachers show more, burnout than rural teachers and Govt. teachers have more burnout than those of private teachers. It is also observed that regular teachers have more burnout than temporary college teachers.

Keywords: Burnout, Significance and Teachers

Introduction

“A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame.”

(Rabindra Nath Tagore)

It is an unopposable truth that teacher occupies a pivotal role in the building of the nation. Teacher is considered as the true and real maker of a nation. As the plant takes shape of a tree after lots of care and hard work, in the same way the all-round development of a child is ensured by teachers in a school by treating it as a garden plant.

Children are the future builders of a nation and their spiritual, mental, emotional and physical development depends on teacher. In every segment whether it is family, society or nation, diligent and sincere persons are required. The responsibility of educating such capable person lies with teacher. In ancient times teachers were held in high esteem. Nalanda and Taxila Universities were famous among the folk for their wise and ideal teachers. In the perspective of organizers of Indian society, the value of teacher was great. Parents only look after the physical well-being of a child but lamp of moral and intellectual knowledge is lighted by teacher which is true, immortal and everlasting. It is quite deplorable that teachers are now no more held in reverent position on which they were placed in ancient times. The reason behind this is our defective education system. Despite worst circumstances the role and importance of teacher in nation building will sustain and the order of society will depend on the character and thoughts of citizens. Though the teacher does not hold proper position in the present scenario, yet in order to inculcate values among the awakened citizens, the teacher has to deliver his duties and responsibilities amidst worst circumstances. Though number of thoughts are arising in mind yet the motive behind all this is that an ideal teacher not only shows direction to his student but also helps him to reach heights in accordance with his/her dreams and potentials. Without teacher's motivation and guidance a nation cannot excel in the way of progress and prosperity.

The teacher is custodian and architect of a nation. The future of our country is in the hands of teacher. He plays an important role in upholding the cultural traditions, ideals and values of our society. The whole system of education depends upon the quality, competence, devotion and character of teachers. No system of education can make progress unless the teachers themselves follow in life what they teach. They themselves must be men of high character, competence and commitment. They must be laborious, must possess thirst for knowledge and

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must have contributed to the good of the nation. Hence personal accomplishment of teacher is quite vital in choosing such profession. Teacher's influence is confined not only to a particular region or state but also it extends to the whole nation or even outside it. Great teachers like Plato, Socrates, Guru Nanak, Mahatma Gandhi and Rabindra Nath Tagore had a worldwide impact.

Once Tyndall rightly remarked "If there is any profession of paramount importance, I believe it is that of a teacher."

Burnout

Since mid 1970's interest in the phenomenon of Burnout has grown enormously. Media played a very important role to popularize the term of the topic burnout. After this, a number of researches have been conducted on that topic and a number of studies have been investigated by researchers in the field of Education, medical and other organization. 'Burnout' is a term originally coined by Freudenberger (1974).

Burnout is a state of emotional, mental and physical exhaustion and diminished interest. It is caused by stress when one feels overwhelmed and is unable to meet constant demands. It may lead to poor health, loss of interest in teaching. Burnout in college teachers is an issue of concern that has its bearing on teaching and learning. Teacher's teaching is responsible for burnout.

It has a negative impact on the learning and health of the teacher as well as students.

The Maslach burnout inventory uses three dimensional description of exhaustion, cynicism and inefficacy. have argued for an 'exhaustion only' model that sees symptom as the hall mark of burnout.

studied the factor structure of scores on Maslach Burnout inventory and found three factors namely – emotional exhaustion, personal accomplishment and depersonalization. In my opinion non-accomplishment, depersonalization emotional exhaustion, friction, task avoidance, distancing, neglecting and easy going approach may be the indicators of burnout among teachers.

Definitions

The first and foremost question to consider is: What do we mean by the term 'burnout'? The usage of the term has become a fashion and an appealing label for many different phenomena and hence means different things to different people. To identify its symptoms, causes and cures, this confusion over definitions has to be dispelled.

Starting with the dictionary meaning burnout (n) is 'an acute stress disorder or reaction characterized by exhaustion resulting from overwork with anxiety, fatigue, insomnia, depression and impairment in work performance' (Colman, 2001). This meaning aptly describes the feelings of many people working in human occupations at times. This signifies burnout as a disease of over commitment.

Dictionary meaning being narrow in its approach, fails to satisfy researchers in this field who include certain attitudinal and behavioural changes occurring as a result of excessive job-related demands in their definitions. defined 'burnout' as the 'loss of concern for the people with whom one is working' in response to job related stress. It implies excessive job-related demands that may evoke various types of responses; burnout refers to one particular kind of response, the tendency to treat clients in a detached, mechanical way,

Reed expressed burnout as the feeling of being locked into a job routine which disproportionately strikes in the helping professions. He found three levels of burnout; first degree burnout includes short bouts of irritability, fatigue, worry and frustration; second degree burnout is similar but can last for two weeks or more; third degree burnout is more severe causing physical symptoms which can be long lasting.

Cherniss defined burnout as 'psychological withdrawal from work in response to excessive stress or dissatisfaction' and hence refers to the loss of enthusiasm, excitement and a sense of mission in one's work.

Maslach and Leiter saw burnout as "the index of the dislocation between what people are and what they have to do". It represents erosion of values, dignity, spirit and will – an erosion of human soul.

Freudenberger and Richelson found burnout as 'a state of fatigue or frustration brought about by devotion to a cause, way of life or relationship that failed to produce the expected result.' Edelwich and Brodsky explained burnout as "progressive loss of idealism, energy, purpose and concern as a result of conditions of work.' Carroll & While referred the burnout phenomenon as 'a form of ecological dysfunction' with ecology signifying 'the interrelationship of organisms and their environment and ecosystem.'

Teacher's Burnout

Teaching is often cited as one of the most stressful professions and teacher's burnout is a global problem. The profession of teacher is teaching and profession of teaching is very large and visionary. Teachers are often expected to correct social evils or problems like educating the students in academic and skill area, providing enrichment activities, meeting the individual needs of students with a wide range of abilities and encouraging students moral and ethical development. Teachers have found their credibility eroding with large community. Politicians, corporate executives and educational experts have expounded conflicting answers for correcting the ills of education. Their solutions are often simplistic, neglecting the complex social constraints under which teachers work and often blame the teachers for the problem they face. As a result of these problems many teachers leave the profession, suffering stress and burnout.

Dimensions of Burnout

There are eight dimensions of burnout.

1. Non-accomplishment

It refers to the tendency to avoid making efforts for achieving goals. The teacher wants to do less work and does not put his heart and soul in doing the job. He makes many mistakes while doing his work. The work always remains incomplete. He never bothers to understand the work and it results in irritation. Dedication towards duty is absent from his mind and he feels withdrawn. He does not plan his work properly and fails to achieve the desired success. He fails because he has no goal to reach and no direction to follow. All this non-accomplishment leads to disappointment and frustration.

2. Depersonalization

It refers to feeling of emotional hardening, self-blaming, callousness and not self-caring. He always feels the burden of work even if the amount of work is too small. He is not emotionally attached to his work. He is always devoid of the

positive attitude towards his work. He feels that all worldly things are of no use. He does not care for the work given to him. He also avoids to take the responsibility and is most often indifferent towards teaching. Teaching is not a pleasurable activity for him. He is not affable towards his co-workers. Students are the sufferers of his indifferent and negative attitude.

3. Emotional Exhaustion

It refers to feeling of being overextended and depleted of one's emotional and physical resources. Teaching is not an energising activity for such teachers. He always feels physically exhausted. He is always under the stress of one problem or the other. He is not happy with his work. He loses faith in his energy and finds no success in his accomplishment. Anxiety and sorrows overpower him. He fails to manage his feelings in dealing with the stress. This emotional exhaustion makes him sad and upset.

4. Friction

Friction refers to the feeling of being in conflict with others on various issues. The force of friction slows down the efficiency on the part of a teacher. He always feels ill of others and also speaks ill of others. The negativity of his personality gets reflected in his behaviour and in dealing with the students. His intention to harm others makes him an object of criticism. He damages his own self and does not feel comfortable. He becomes an eye-sore to his companions and superiors. He becomes secluded and neglected in the company of intellectuals. This anti-social element damages his own personality.

5. Task Avoidance

It refers to the tendency to try different approaches to shirk work. He wants to do less work and always tries to avoid work. This approach makes him a shirker. He becomes too lazy to do his work properly. The more he tries to avoid his work, the more difficulties does he find in performing his work well. He most often feels annoyed when he compares his work with those of his companions. His mental and social health is adversely affected by his task-avoidance. He puts little efforts to encounter new situations and lacks creativity and innovation.

6. Distancing

Distancing refers to willingness to keep oneself away from friends and superiors. It is the mindset to avoid close relationship with others. Teaching in schools is a team work and collective responsibility of the staff. Ultimately it harms the congenial atmosphere of the institution and transmits wrong experience to the learners. Distancing keeps off the solutions when they are faced half-heartedly. How can the teacher socialize a child when he himself keeps off his companions?

7. Neglecting

Neglecting refers to the tendency of not supporting, guiding or controlling others whenever needed. Nobody is free from burnout symptoms. Burnout loses interest in work and in extreme cases, the burnout victim literally becomes unable to perform work, the work still remains intact, but burnout leaves its victim unable to get involved in the work. It reduces motivation. When service is not kept at a high level it mars excellence in performance. It is the negativity that

instigates to disobey rules and rulers. The teacher keeps his work incomplete and does not feel pleasure in doing work. He lacks the quality of praising others and develops the tendency of avoiding his work. It is just like killing his own conscience.

8. Easy Going

Easy going refers to the tendency to work in a leisurely way. This is the habit of avoiding challenging tasks. The teacher always feels ill at ease when he encounters any problematic situation or task. He never feels ease at work. He prefers only the easy task. He is less conscious about his duty while at work. He is slow at work and finds difficulty in task. Sometimes he is relaxed and happy to accept things without worrying or getting angry.

Need and Significance of the Study

There are 120 Govt. Degree and Private Degree Colleges in Himachal Pradesh with teachers strength of 4000. Very few research studies have been conducted on college teachers. Burnout affects the teachers working in these colleges due to heavy work load, pressure, poor relationship, lack of facilities, low salary, promotion and conflict. The study of college teachers is neglected by researchers so keeping in view there searcher took his study on college teachers. It has been seen by reviewing literature that some researchers have studied burnout among secondary school teachers, doctors, nurses so the researcher found it useful to study the burnout of teachers teaching in degree colleges in HP.

Sood (1999) [18] studied professional burnout among nurses. Her investigation on a sample of 100 nurses from government and private hospitals of Ludhiana found that overall the nurses show a lower level of burnout (reported means on emotional exhaustion, depersonalization and personal accomplishment are 11.44, 5.02 and 37.28 respectively) which reflect low burnout when compared with normative range of scores on the three dimensions of burnout.

Joshi & Singhvi (2000) [11] study of burnout in college teachers. Study carried out an empirical study to explore personal factors contributing towards burnout. The investigation which focus on college/university teachers at various levels (Prof. Associate, Professor and Assistant Professor, Demonstrators/ Research Associates) revealed that teachers working in higher education show a high intensity of emotion exhaustion followed by emotional exhaustion, frequency and depersonalization frequency. The analysis of data further indicated that professors experienced high intensity of emotional exhaustion and the frequency of showing emotional exhaustion was higher among demonstrators/research associates. The study offered an evidence to show high prevalence of burnout syndrome among teachers of university and colleges.

Studied about burnout in teachers – A study of Henrietta Szold Institute. & the researchers conceptualizes burnout as a work related syndrome stemming from the individual's perception of a significant gap between expectations of a successful professional performance fans as observed; far less satisfying reality.

He examined this perception as a discrepancy between expected and observed levels of the individual's professional self efficiency. The teaching profession and its service providers- teachers – serve as a model to illustrate and support this examination. He provided a number of

suggestions for program and activities to alleviate stress and burnout in teachers.

While assessing the relationship among personality type, coping strategies and burnout also studied the extent of burnout among teachers and concluded that elementary teachers experience an average level of burnout.

Explored burnout among post-secondary faculty in North Dakota. The analysis based on data of 306 teachers working in public colleges and universities suggested that teachers experience significantly higher level of burnout on emotional exhaustion, depersonalization and personal accomplishment dimension of burnout. The study further argued that associate professors scored significantly higher on depersonalization dimension of burnout than professors and assistant professors. However, the study did not find any significant difference in the level of burnout among faculty in relation to the type of the institution i.e. whether college or university.

Ryba *et al.* (2000)^[15] examined factors relating to levels of job burnout in a sample of 386 New Zealand teachers. It was found that teachers in the upper primary school level and in 30-39 year old age recorded highest level of emotional exhaustion and male teachers in the 4-6 years range recorded the highest levels of depersonalization compared to their peers.

Pestonjee & Azeem (2001)^[10] studied organizational role stress in relation to job burnout among university teachers. Maslach burnout inventory was used to study burnout in terms of its three sub-scales i.e. emotional exhaustion, depersonalization and personal accomplishment across three groups of university teachers-lecturers, readers and professors. The study concluded that university lecturers experienced a low level of burnout as the arithmetic mean in the case of emotional exhaustion (11.05), depersonalization (3.99) and personal accomplishment (39.48) came out much below the average. The study also reported the extent of burnout among readers as reflected through emotional exhaustion (9.02), depersonalization (5.05) and personal accomplishment (36.99). The mean on three dimensions of burnout are indicative of the perception of low burnout among readers. Further, the results of the level of burnout among university professors (N=100) also confirmed the previous findings on the extent of burnout among lecturers and readers. The mean scores on emotional exhaustion, depersonalization and personal accomplishment were 7.60, 3.90 and 37.90 respectively, this clearly shows much lower level of burnout among professors as compared to the other two groups of university teachers i.e. lectures and readers. As a whole the study clearly highlighted the prevalence of low level of burnout among university teaching community. Bajwa (2001)^[3] while exploring correlates of burnout among working nurses has also thrown light on extent of burnout. The investigation conducted on 400 nurses working in hospitals of Punjab and Chandigarh revealed that nurses experience a moderate level of burnout on its three dimensions namely emotional exhaustion (17.58), depersonalization (7.36) and personal accomplishment (33.64.)

Anand (2001)^[1] in an attempt to study burnout as a function of self efficiency, ego-strength and work environment also measured the extent of burnout among manager level employees working in industrial setup. The reported mean on three dimensions of burnout, emotional exhaustion (17.01), depersonalization (5.650) and personal

accomplishment 32.51) place the manager level employees in the moderate category of experienced burnout.

Menon *et al.* (2001)^[13] studied the factors contributing to burnout of teachers in polytechnics of Haryana. Organizational, job related and personal factors responsible for burnout were identified. In addition, male teachers were found more prone to burnout than female teachers. Burnout among teachers from privately managed polytechnics was higher than teachers from government polytechnics.

Panday & Tripathi (2002)^[16], Role of social support in job stress-burnout relationship. The present research examines the negotiating role of social support in stress-burnout relationship. Fifty six male teachers of M.M.M. Engineering College, Gorakhpur were assessed on the measures of occupational stress, burnout and perceived social support correlated negatively with various occupational stressors as well as burnout. As far as the relative importance of various dimensions of social support in explaining occupational stress and burnout is concerned, immediate officers' support was found to be the single best predictor of both occupational stress and various components of burnout. The result of moderated multiple regressions analysis suggested only a significant main effect of social support. Though, moderating effect of social support was not obtained in-the present study, the partial correlation was seen between occupational stress and burnout after partialling out the effect of various sources of social support. Results have been discussed in the light of available research findings.

Gupta (2003)^[8] in her study on burnout among school teachers in relation to school climate collected data from 200 senior secondary school teachers three districts of Punjab and found mean scores on emotional exhaustion, depersonalization and personal accomplishment dimensions of burnout as 12.61, 4.75 and 39.5 respectively. The low mean value on emotional exhaustion and high mean value on personal accomplishment accounted for low level of burnout among school teachers of Punjab.

Duggal (2004)^[4] in a research study conducted on 300 female school teachers working in rural and urban areas of Punjab and Chandigarh reported that over all means on the three dimensions of burnout i. e. emotional exhaustion, depersonalization and personal accomplishment were 16.94, 9.37 and 33.18 respectively. These mean scores reflect that female school teachers of Punjab and Chandigarh experienced moderated level of burnout.

Duggal (2005)^[5] studied teacher burnout in relation to their personality characteristics, work environment and job satisfaction. Findings of the study revealed that significant difference was found on emotional exhaustion dimension with extraversion and neuroticism dimension. Depersonalisation and personal accomplishment dimensions were not found to differ significantly with dimensions of personality. The female teachers were found to be more emotionally exhausted.

Gupta (2005)^[9] assessed burnout among school teachers of Union territory of Chandigarh and showed that school teachers experienced a moderate f level of emotional exhaustion and depersonalization, but a high level of personal accomplishment. It can be said that school teachers exhibited moderate levels of burnout in terms of emotional exhaustion and depersonalization dimensions of burnout.

Sharma (2006)^[19] in her study on burn out among school teachers confirmed that school teachers experience low level of burn out as the mean scores on emotional exhaustion,

depersonalization and personal accomplishment dimensions of burnout turned out to be 10.82, 3.78 and 39.95 respectively. On comparing with the normative range of scores on these three dimensions, school teachers could be placed on the lower side of burnout.

Zilli (2008)^[23] a Comparative Study of Job-Burnout among Doctors and Engineers. Hence, keeping in view the prevailing trend of the present research which is quite surprising, the Medical council of India should be directly approached and advised to look into the helm of affairs of tight scheduling of doctors as policy matter, otherwise, this high rate of job burn out among Doctors would not only cripple and paralyze the normal functioning of various Medical colleges of our country but would also impair the physical health and psychological well-being of doctors at large.

Though, the size of the sample is small but its outcome is highly alarming regarding high level job-burnout among Doctors of various Medical Colleges of our-country. The findings of the present-research will also go a long way in creating awareness about horrifying implications of high level job-burnout among other Human service professionals. Raj (2010)^[17] A Study of Burnout among Primary School Teachers. This paper is aimed at investigating the burnout among primary school teachers of Solan district of Himachal Pradesh. A sample of 120 teachers, both male and female, was drawn from 40 government primary schools. Data were collected using a questionnaire. Mean, SD and t-test were employed for analysis of the data. The result revealed that female teachers are more prone to burnout than male teachers. It was observed that urban teachers showed more burnout than rural teachers and highly qualified teachers have more burnout than those of their low qualified counterparts. The results of the study further explore that burnout exists more among low experienced teachers than their high experienced counterparts.

Goswami (2013)^[10] A study of burnout of secondary school teachers in relation to their job satisfaction. In this study, job burnout is considered as dependent variable: and age, gender, location of school and job satisfaction as independent variables. The results of this study show that firstly, the job burnout of teachers leads to the decrease of job satisfaction. Secondly, the demographic variables age and area of work place affect job burnout. But sex was not found to be a factor of job burnout. The negative consequences of job burnout are too costly for organizations. Therefore, to devise proper plans to decrease its consequences, this paper suggests some measures to control this phenomenon. The findings would be helpful for other researchers in policy discussions and efforts to improve teachers' quality of work and performance.

Afsar, Govil & Gupta (2015)^[7] Burnout among secondary school teachers with reference to certain demographic variables. The findings of this study reveal that secondary school teachers have lower level of burnout in all three dimensions of burnout i.e. emotional exhaustion, depersonalization, and personal accomplishment. It has also been found that secondary school teachers do not differ significantly on their level of burnout according to age, gender and marital status but they significantly differ to

their place of living. The study suggests that it is necessary to control this phenomenon seriously and to devise proper plan to decrease its consequences.

Statement of the Problem

An Empirical Analysis of Burnout among College Teachers in Himachal Pradesh.

Objectives

1. To study burnout among college teachers in relation to type of management.
2. To study burnout among college teachers in relation to location.
3. To study burnout among college teacher in relation to mode of appointment.
4. To study burnout among college teachers in relation to gender.

Hypothesis

Ho1: There is no significant difference among private and Govt. college teachers in terms of burnout.

Ha1: There is a significant difference among private and Govt. college teachers in terms of burnout.

Ho2: There is no significant difference among teachers working in rural and urban colleges in terms of burnout.

Ha2: There is a significant difference among teachers working in rural and urban colleges terms of burnout.

Ho3: There is no significant difference among teachers working as permanent or temporary basis in terms of burnout.

Ha3: There is a significant difference among teachers working as permanent or temporary basis in terms of burnout.

Ho4: There is no significant difference of male and female teachers in terms of burnout.

Ha4: There is a significant difference of male and female college teachers in terms of burnout.

Sampling Procedure

The present study was conducted on the college teachers selected from 6 district namely Hamirpur, Kangra, Mandi, Bilaspur, Una and Shimla of Himachal Pradesh. The sample consists of 546 teachers. 275 male and 271 female teachers, working in Degree Colleges were selected randomly. Mean, SD and t-value were used for analysis and interpretation of the data.

In the BI there are 48 items with 6 items in each dimension.

Tools

The Burnout Inventory (BI) constructed by Karun Shankar Mishra was selected to measure the burnout. The Burnout Inventory is designed to assess the eight aspects of the burnout i.e. (i) Non-accomplishment (ii) Depersonalization (iii) Emotional Exhaustion (iv) Friction (v) Task Avoidance (vi) Distancing (vii) Neglecting (viii) Easy Going

Analysis of Data

Data collected through Burnout Inventory are presented in Tables 1 to 5 each followed by analysis and interpretation as follows:

Table 1: t-value, showing significance of difference between mean burnout scores of male and female college teachers

Category	Number	Mean	SD	t-value	Significant level (p-value)
Male	275	109.6764	40.39478		
Female	271	106.3616	33.89158	1.038	p=0.300

The results of table-1 indicates that the mean burnout score for males is 109.6764 which is slightly higher than that of females which is 106.3616. In order to check the statistically significance and to test the null hypothesis H_{01} - There is no significant difference in mean burnout score based on

gender, t-test has been applied. From the results of t-test in which t-value is 1.038 and p-value is 0.300. We fail to reject null hypothesis a p-value > 0.05 . Thus it can be concluded that there does not exist significant difference in burnout scores of college teachers based on gender.

Table 2: t-value showing significance of difference between mean burnout scores of rural and urban college teachers

Category	Number of teachers	Mean	SD	t-value	Significant level (p-value)
Rural	309	105.0744	38.65		
Urban	237	111.8861	35.19	-2.121	p=0.034

The results of table-1 indicates that the mean burnout score for urban is 111.8861 which is slightly higher than that of rural which is 105.0744. In order to check the statistically significance and to test the null hypothesis H_{02} - There is no significant difference in mean burnout score based on location, t-test has been applied. From the results of t-test in

which t-value is -2.121 and p-value is 0.034. We fail to reject null hypothesis a p-value < 0.05 . Thus it can be concluded that there is no significant difference in burnout scores of college teacher based on their location. (Urban and rural).

Table 3: t-value showing significance of difference between mean burnout scores of teachers with their Govt. and Private Institutions

Category	Number of teachers	Mean	SD	t-value	Significant level (p-value)
Govt. Colleges	275	105.4800	39.88		
Pvt. Colleges	271	110.06199	34.37	-1.612	0.108

The results of table-1 indicates that the mean burnout score for private college is 110.06199 which is slightly higher than that of Govt. College teachers which is 105.4800. In order to check the statistically significance and to test the null hypothesis H_3 . There is no significant difference in mean burnout score based on type of institution, t-test has

been applied. From the results of t-test in which t-value is -1.612 and p-value is 0.108. We fail to reject null hypothesis and p-value > 0.05 . Thus it can be concluded that there does not exist statistically significant difference in burnout scores of college teachers based on type of institutions.(Govt. or Private).

Table 4: t-value showing significance of difference between mean burnout scores of teachers with their mode of appointment

Category	Number	Mean	SD	t-value	Significant level (p-value)
Regular	336	109.8065	38.65		
Temporary	210	105.1905	34.96	1.408	p=0.160

The results of table-1 indicates that the mean burnout score for regular is 109.8065 which is slightly higher than that of temporary which is 105.1905. In order to check the statistically significance and to test the null hypothesis H_4 . There is no significant difference in mean burnout score based on their mode of appointment, t-test has been applied.

From the results of t-test in which t-value is 1.408 and p-value is 0.160. We fail to reject null hypothesis a p-value > 0.05 . Thus it can be concluded that there does not exist significant difference in burnout scores of college teacher based on mode of appointment. (Regular or Temporary).

Table 5: Mean values of burnout aspects

Sr. No.	Name of the Aspect	No. of Items	Total Score	Mean Value	SD
1	Non-accomplishment (NA)	06	7434	13.62	5.602
2	Depersonalization (DEP)	06	7845	14.37	5.412
3	Emotional Exhaustion (EE)	06	7557	13.84	5.256
4	Friction(FR)	06	6817	12.49	5.406
5	Task Avoidance (TA)	06	7292	13.36	5.168
6	Distancing (DIS)	06	7383	13.53	5.407
7	Neglecting (NE)	06	7277	13.33	5.651
8	Easy Going (EG)	06	7311	13.50	5.142

Table-5 give a clear picture regarding burnout component/ aspects/ dimensions wise i.e.(i) Non-accomplishment (ii) Depersonalization (iii) Emotional Exhaustion (iv) Friction (v) Task Avoidance (vi) Distancing (vii) Neglecting (viii) Easy Going

In these eight components, a high degree of burnout is reflected in high scores on the Depersonalization component.

Implication of the Study

1. The studies indicate that male teachers are more prone to burnout than female teachers. Problem of male teachers need to be addressed.
2. Burnout phenomenon exist less among urban teachers than their rural counterparts. There is, therefore, a need to pay attention to teachers in rural areas.
3. Burnout exists less among Govt. college teachers than Private teachers. So there is need to pay attention to teachers of Private college teachers.
4. Burnout phenomena exist less among temporary teachers than regular teachers. So need to pay attention to teachers working as regular basis.

Conclusion

The results revealed that male teachers are more prone to burnout than female teachers. It was observed that urban teachers show more, burnout than rural teachers and Govt. teachers have more burnout than those of private teachers. It is also observed that regular teachers have more burnout than temporary college teachers. Burnout problem of college teachers has an adverse effect on the health of a nation. The working conditions of teachers have to be improved. Govt. has to be very conscious about the security and service conditions of teachers. Contractual or period base appointments are the undue advantage of the helplessness of a highly educated unemployed youth. The compulsion and constraints lead to frustration and a frustrated teacher will give away frustration. Hence it is the interest of the nation that Govt. should provide better facilities to the teachers working in degree colleges, Such measures will help to mitigate high level of burnout.

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