



INFLUENCE OF STRESS ON BURNOUT OF PROSPECTIVE TEACHERS

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The present study is an attempt to study the influence of stress on Burnout of prospective teachers. The stress scale and burnout scale developed and standardized by the Investigator were used to collect the data required for the study. The main objectives of the study were to find out if there is any significant relationship between the variables taken for the study viz., The influence of stress on Burnout of prospective teachers. Random sampling technique was applied in the present study. Data for the study was collected from 100 B.Ed., student teachers from the two B.Ed., colleges in cuddalore town. The findings revealed that there exists no significant difference between the stress and burnout of prospective teachers with respect to gender and medium of instruction and there is significant relationship between the stress and burnout of prospective teachers.

Keywords: Stress, burnout and prospective teachers.

1.0 INTRODUCTION

Education burnout is studied from three perspectives: adopting an indifferent attitude toward school, namely depersonalization, feeling inadequate as a student and emotional tiredness. Emotional exhaustion is characterized by a state of continual tiredness caused by excess and tension caused by strain. It comprises the student's persistent exhaustion and burnout with regard to school and academic work. Depersonalization occurs when a person loses interest in his work and does not consider it relevant (Aypay, 2011). It comprises a lack of relevant and productive educational and academic work, as well as an indifferent attitude. The student's sense of inadequacy is characterized as a lack of competence, success, and completion. Inadequacy refers to pupils' unfavorable attitudes and beliefs regarding their abilities. In general, students' opinions of themselves, their abilities, and academic material have a detrimental impact on their motivation processes. As a result, effort and interest decline, and academic achievement suffer.

Negative attitudes toward school and academic material in general can lead to burnout through behaviors such as truancy and absence as a result of this process.

1.2 REVIEW OF RELATED LITERATURE

Bottiani, J.H., Duran, C. A. K., Pas, E. T., & Bradshaw, C. P. (2019) conducted a study on “Teacher stress and burnout in urban middle schools: Associations with job demands resources, and effective classroom practices.” Stress and burnout are pervasive among public school teachers and amplified in urban schools, where job demands are often high and resources low. Relatively little is known about factors contributing to stress and burnout among urban school teachers specifically, or how these aspects of teacher occupational wellbeing relate to their use of effective classroom practices. Rather than utilizing objective measures, extent research has relied heavily on teacher report of antecedents and consequences, in addition to self-reporting stress and burnout, which have also rarely been examined together in tandem. To address this and other gaps in the literature, the current study examined the interplay of job demands and resources, stress and burnout, and effective classroom practices (operationalized as warm-demanding teaching). Two discrete observational measures, in addition to teacher self-report, were collected from a sample of 255 teachers in 33 low-income, urban middle schools. Findings indicated that White teachers, female teachers, and teachers in low-income schools reported higher stress and burnout. Teachers reporting more self-efficacy, affiliation with colleagues, and student emphasis on their academics (i.e., more resources) reported lower stress and burnout; furthermore, adding resources to the model attenuated associations between student disruptive behaviors and stress and burnout. In turn, stress was associated with lower levels of observed demanding teaching (instructional dialogue); however, surprisingly, burnout was related to higher levels of observed teacher warmth (sensitivity). These findings were discussed in the light of prior research and consider implications for future research and professional development for teachers.

Zhao W, Liao X, Li Q, Jiang W and Ding W (2022), conducted a study on “The Relationship between Teacher Job Stress and Burnout.” This study explored the relationship between teacher job stress and job burnout using a sample of 558 primary and secondary school teachers, who were administered with a teacher job stress scale, teacher job burnout scale, work–family conflict questionnaire, and general self-efficacy scale. The results showed that: (1) job stress had a significant predictive effect on work–family conflict and job burnout; (2) work–family conflict played a mediating role in the relationship between job

stress and job burnout; (3) self-efficacy was found to play a moderating role in work–family conflict and job burnout. However, this indirect effect was stronger for teachers with high self-efficacy, which means that the protective effects of self-efficacy were limited. These findings add to research on the relationship between teacher job stress and job burnout, and provide ideas for teachers to balance work–family relationships and reduce job burnout

1.3 SIGNIFICANCE OF THE STUDY

Stress can manifest in various physical, cognitive, emotional, and behavioral symptoms. Physical symptoms of stress may include headaches, fatigue, sleep disturbances, or digestive issues. Cognitive symptoms can involve difficulties with concentration, memory, or decision-making. Emotional symptoms may include irritability, anxiety, or mood swings. Behavioral symptoms may manifest as changes in appetite, social withdrawal, or increased substance use. The effects of stress can impact various areas of life but are often reversible with adequate stress management and self-care. Burnout is characterized by emotional exhaustion, a sense of detachment or cynicism, and reduced effectiveness or accomplishment. Individuals experiencing burnout may feel drained, overwhelmed, or emotionally depleted. They may develop negative attitudes or indifference toward their work or personal life. Burnout can have significant consequences on physical and mental health, relationships, job performance, and overall well-being. It often requires comprehensive interventions and a more extended recovery period compared to stress.

1.4 STATEMENT OF THE PROBLEM

The present study is entitled as **“Influence of stress on Burnout of prospective teachers.”**

1.5 OBJECTIVES OF THE STUDY

The following objectives are stated for present study:

1. To find out if there is any significant difference between Stress of prospective teachers with respect to gender.
2. To find out if there is any significant difference between Stress of prospective teachers with respect to medium of instruction.

3. To find out if there is any significant difference between burnout of prospective teachers with respect to gender.
4. To find out if there is any significant difference between burnout of prospective teachers with respect to medium of instruction.
5. To find out if there is any significant relationship between stress and burnout of prospective teachers.

1.6 HYPOTHESES OF THE STUDY

The following Hypotheses are stated for present study:

1. There is no significant difference between the Stress of prospective teachers with respect to gender.
2. There is no significant difference between the Stress of prospective teachers with respect to medium of instruction.
3. There is no significant difference between burnout of prospective teachers with respect to gender.
4. There is no significant difference between burnout of prospective teachers with respect to medium of instruction.
5. There is no significant relationship between stress and burnout of prospective teachers.

1.7 METHODOLOGY

- Survey method was followed to carry out this study.
- Population: All the B.Ed., students studying in B.Ed., course in Cudalor town formed the population.
- Sample: 100 samples were collected from two B.Ed., Colleges and in Cuddalore town for the present study.
- Sampling Technique: Simple random sampling technique will be used in the study.

1.8 TOOL USED FOR THE STUDY

- The Stress Scale constructed and standardized by Investigator.
- The burnout scale standardized by Investigator, So both tools will be used for the present study.

- The Stress Scale consists of 32 statements at five point rating scale and Burnout scale consists of 15 statements at seven point rating scale.

1.9 TESTING OF HYPOTHESES

Hypothesis- 1

There is no significant difference between the stress of prospective teachers with respect to gender.

Table – 1

Significant difference between the stress of prospective teachers with respect to gender

Gender	N	Mean	SD	Calculated 't' value	Table Value	Remark
Male	40	127.27	12.68	0.542	1.96	N.S
Female	60	128.62	11.49			

From the above table, it is found that the calculated 't' value (0.542) is less than the table value (1.96) at 5% level of significant. Hence, the null hypothesis is **accepted**. That is, there is no significant difference in the stress of prospective teachers with respect to Gender.

Hypothesis – 2

There is no significant difference between the stress of prospective teachers with respect to medium of instruction.

Table – 2

Significant difference between the stress of prospective teachers with respect to medium of instruction

Medium of Instruction	N	Mean	SD	Calculated 't' value	Table Value	Remark
Tamil	45	118.77	10.91	0.631	1.96	N.S
English	55	120.61	10.03			

From the above table, it is found that the calculated 't' value (0.631) is less than the table value (1.96) at 5% level of significant. Hence, the null hypothesis is **accepted**. That is, there is no significant difference in the stress prospective teachers with respect to medium of instruction.

Hypothesis -3

There is no significant difference between the burnout of prospective teachers with respect to gender.

Table -3

Significant difference between the burnout of prospective teachers with respect to gender

Gender	N	Mean	SD	Calculated 't' value	Table Value	Remark
Male	40	95.63	9.63	0.58	1.96	N.S
Female	60	96.78	9.84			

From the above table, it is found that the calculated 't' value (0.58) is less than the table value (1.96) at 5% level of significant. Hence, the null hypothesis is **accepted**. That is, there is no significant difference in the burnout of prospective teachers with respect to gender.

Hypothesis -4

There is no significant difference between the burnout of prospective teachers with respect to medium of instruction.

Table – 4

Significant difference between the burnout of prospective teachers with respect to medium of instruction

Medium of Instruction	N	Mean	SD	Calculated 't' value	Table Value	Remark
Tamil	45	91.67	9.78	0.519	1.96	N.S
English	55	92.65	8.91			

From the above table, it is found that the calculated 't' value (0.519) is less than the table value (1.96) at 5% level of significant. Hence, the null hypothesis **is accepted**. That is, there is no significant difference in the burnout of prospective teachers with respect to medium of instruction.

Hypothesis- 5

There is no significant relationship between stress and burnout of prospective teachers.

Table-5

Significant relationship between stress and burnout of prospective teachers

Variables	Calculated r- value	Table value	Remarks
Stress and Burnout	0.631	0.195	S

From the above table, it is found that the calculated r - value (0.631) is greater than the table value (0.195) for 98 degrees of freedom at 5% level of significance. Hence, the null hypothesis that “There is no significant positive relationship between the stress and burnout of prospective teachers” **is rejected**.

So, there is significant relationship between the stress and burnout of prospective teachers.

1.10 FINDINGS OF THE PRESENT STUDY

1. There is no significant difference between the Stress of prospective teachers with respect to gender.
2. There is no significant difference between the Stress of prospective teachers with respect to medium of instruction.
3. There is no significant difference between burnout of prospective teachers with respect to gender.
4. There is no significant difference between burnout of prospective teachers with respect to medium of instruction.
5. There is significant relationship between stress and burnout of prospective teachers.

1.11 RECOMMENDATIONS OF THE STUDY

Managing stress involves identifying stressors, implementing healthy coping mechanisms, and practicing self-care. This may include techniques such as exercise, relaxation techniques, time management, and seeking social support. Preventing stress involves developing resilience, setting realistic goals, maintaining a healthy work-life balance, and engaging in regular self-care practices. Preventing burnout requires a more proactive approach, including addressing work-related factors, creating a supportive work environment, and promoting self-care and well-being at an organizational level. Strategies may include workload management, clear communication, fostering a positive workplace culture, and providing resources for employee well-being. Self-awareness, setting boundaries, and prioritizing self-care are crucial in preventing burnout.

Stress and burnout are concepts that have sustained the interest of nurses and researchers for several decades. These concepts are highly relevant to the workforce in general and nursing in particular. Despite this interest and relevance, the effects of stress and burnout on patient outcomes, patient safety, and quality care are not well defined by evidence. In fact, the link between stress and burnout to patient outcomes has

been explored in only four investigations. There is a great need for comprehensive studies that will examine these dynamics in a way that will yield more solid evidence on which to base practice.

1.12 CONCLUSION

Stress and burnout are interconnected. They represent distinct experiences with different causes, symptoms, and recovery processes. Stress is a natural response to demanding situations and can be managed effectively with stress reduction techniques. Burnout, however, is a more chronic condition resulting from prolonged exposure to excessive stressors and requires a comprehensive approach to recovery. Recognizing the differences between stress and burnout empowers individuals to take proactive steps in managing their well-being effectively.

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