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Quality of life and burnout among teachers in private schools in India

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Abstract
Alves et. al, (2019) found that general feelings of work overload, a strong need for rest, and a state of physical exhaustion are considered important risk factors for the general perception of quality of life and satisfaction with health. Teachers who feel tired and lack energy are the most affected. Those teachers have more chances of not enjoying life outside work, not seeing a meaning in their lives, and needing constant medical care. In addition, they are unsatisfied with themselves, with their sleep, their physical appearance, their concentration, their ability to carry out daily activities, and their ability to work. They also have more chances of having negative feelings, such as bad humor, despair, anxiety, and depression. Research confirms that burnout may negatively affect faculty members 'quality of life.

Keywords: Burnout, quality of life, private school teachers, India, work overload, exhaustion

Introduction

Quality of life and burnout

Alves et. al, (2019) found that general feelings of work overload, a strong need for rest, and a state of physical exhaustion are considered important risk factors for the general perception of quality of life and satisfaction with health. Teachers who feel tired and lack energy are the most affected. Those teachers have more chances of not enjoying life outside work, not seeing a meaning in their lives, and needing constant medical care. In addition, they are unsatisfied with themselves, with their sleep, their physical appearance, their concentration, their ability to carry out daily activities, and their ability to work. They also have more chances of having negative feelings, such as bad humor, despair, anxiety, and depression. Research confirms that burnout may negatively affect faculty members 'quality of life.

Quality of life and burnout among teachers are not solely determined by the intrinsic character of the job. They are also influenced by how their work is organized, how the educational institution deals with their faculty, and how teachers see their relationship with their institution (Carlotto & Câmara, 2008). The incidence of burnout may cause serious losses to universities, because it directly affects productivity and the quality of education due to absences from work. The syndrome can also incapacitate faculty members for work because it is related to different types of personal dysfunctions, such as serious psychological and physical disorders (Carlotto & Câmara, 2008).

Rationale for the study

Several research ventures have tried to explore burnout and quality of life. Seldom studies have a combination of both. Our study aims to bridge this chasm in the current literature. This study measures both burnout and quality of life of school teachers in both primary and secondary level.

Objectives

1. Studying the difference in burnout levels between primary and secondary school teachers
2. Studying the relationship between quality of life and burnout among teachers.

Hypotheses

1. There is a significant difference between the Primary and secondary school teachers with respect to burnout. (t- test)
2. There is a significant relationship between burnout and quality of life. (Correlation)

Method

Sample: Total sample consisted of 70 private school teachers out of which 32 are primary teachers and 38 are secondary school teachers. Each researcher collected data from 4 teachers, 2 primary and 2 secondaries, preferably one male and one female in each category. Inclusion criteria were any primary or secondary level subject teacher teaching in a private school. Purposive sampling technique was used in the study.

Participants

Each researcher administered the measures on four participants (2 males and 2 females preferably). The demographic details of the participants are given in Table 1.

Table 1: Demographic details of participants

Demographic Variables	Participant 1	Participant 2	Participant 3	Participant 4
Gender	Female	Female	Female	Male
Age	28	26	39	23
Marital status	Single	Single	Married	Single
Years in marriage	Nil	Nil	17	Nil
Children staying along	Nil	Nil	2	Nil
Highest degree	Masters	Masters	Masters	Diploma
Grade level	Secondary	Primary	Primary	Secondary

Students responsible for	165	110	30	100
No. of years in current job	5	2.5	12	2
No. of years in education sector	7	2.5	17	2

Tools

Consent form: A written consent form with instructions and purpose of the study was
obtained with participant ‘s signature to confirm their voluntary participation in the research. The four consent forms are attached in the appendix section of the repor

Demographic sheet: Demographic details of the participants were taken on a sheet which are mentioned in Table 1 above.

Maslach Burnout Inventory (MBI) for educators

The MBI-ES is a psychometric instrument originally developed by Maslach *et al*. (1996), explicitly designed to quantitatively assess the burnout level among teachers. The tool is a 22-item questionnaire divided into three dimensions: seven items measuring Emotional Exhaustion, six items dealing with Depersonalisation, and nine items exploring Perosnal Accomplishment. The scores are obtained on a six-point Likert scale and each dimension is calculated by computing the sum of the items. Several studies investigating both the original
version and its cross-cultural adapted versions have confirmed the psychometric robustness of the tool, in terms of internal consistency and factor structure. In particular, two studies have confirmed the validity and reliability of the MBI-ES. Factor analysis studies by Iwanicki and Schwab (1981) and Gold (1984) supported, indeed, the MBI-ES 3-factor structure. Regarding reliability, Iwanicki and Schwab (1981) have reported Cronbach ‘s alpha estimates of 0.90 for EE, 0.76 for D, and 0.76 for PA, while Gold (1984) reported estimates of 0.88, 0.74, and 0.72, respectively.

Quality of life Inventory (QOLI) by Michael B. Frisch

QOLI is a measuring tool to reveal the quality of life. QOLI measures 16 domains of life: health, self-esteem, spiritual, money or standard of living, work, play, helping, friendship, sibling relationships, spiritual, learning, creativity, family, neighborhood and community. Respondents rated how important each of the 16 domains was for their overall happiness and satisfaction (0 = not at all important, 1 = important, 2 = very important) followed by ranking how satisfied they were in the area (= 3 = very not satisfied, -2 = dissatisfied, -1 = slightly satisfied, +1 = quite satisfied, +2 = satisfied, +3 = very satisfied). The score on the important and satisfying part for each item is multiplied to form a rating that is from - 6 to 6. Life satisfaction is the total score of the importance and satisfaction of each domain in the quality of life assessed by respondents. QOLI has shown to have good internal consistency, a = 0.79; and reliability of retesting, r = 0.73 for 2 weeks with standard deviation (SD) = 3.9. The convergent and discriminant validity test shows that QOLI has a significant correlation with other subjective well-being measures. QOLI Has a positive correlation with the Quality of Life Index (Ferrans & Power, 1985) where r= 0.75, p <0.001. It has a negative correlation with the Depression Anxiety Stress Scale (Lovibond&Lovibond,1995).

Procedure

Literature regarding concerned domains such as quality of life and burnout were extensively studied, followed by brainstorming discussions to identify dimensions of inquiry. Later it was decided that the study would try to bridge the gap in literature by studying quality of life and burnout of private school teachers. Further, Maslach Burnout Inventory-Educator ‘s Survey (Maslach & Jackson, 1981) [14] and Quality of life Inventory were selected and the inventories were carefully replicated in a Google form so that the research could be carried out easily with the help of online mediums.

Total of four teachers, two from the primary section and two from the secondary section, were sought and approached. A rapport was built over the phone with each participant. They were also informed about the research and its purpose. An oral consent was obtained from all the participants. Further, demographic details were obtained telephonically. Instructions such as answering all questions, name of the investigator to be written with code and there any other doubts were clarified.

Administration

Upon the voluntary approval of the participants for participation in the study, their demographic details were sought. Participants were sent a typed consent form via gmail. They responded back with images of scanned signatures, which were later edited on the consent form. Once this was accomplished all the participants were sent two google form links of Quality of Life Inventory and Educator ‘s Survey each and were required to fill the forms which took nearly 5-10 minutes each. Once the survey was filled participants were thanked for their participation in the study.

Precautions

- Participants were asked to make sure that they fill the form in a noise free/ disturbance free environment.
- Participants were told to not leave any questions unanswered.

Scoring

Google sheets were used in carrying out scoring for the data obtained from the participants. For Maslach Burnout Inventory, the scores of the statements corresponding to each of the three dimensions of burnout scale, namely emotional exhaustion (Item number-01, 02, 03, 06, 08, 13, 14, 16 and 20), depersonalization (Item number-05, 10, 11, 15 and 22), and personal
accomplishment (Item number-04, 07, 09,12, 17, 18, 19 and 21) were added and the final score was calculated. The participant had to indicate how often they felt a particular feeling by writing the number (from 1 to 6), that describes how frequently they felt that way. Where, 0= never; 1= a few times a year or less; 2= once a month or less; 3= a few times a month; 4= once a week; 5= a few times a week and 6= everyday.

For Quality of Life Inventory, the first step involved calculating the weighted scores for each of the sixteen areas of life. This was accomplished by multiplying the

importance score with satisfaction score, for each of the areas of life. Further the sixteen weighted scores, corresponding to sixteen areas of life, were then added to get the _total weighted satisfaction score '. Afterwards, the areas of life for which the weighted score was found to be 0, were subtracted from sixteen, to get the number of _total areas of life '. The _total weighted satisfaction score 'was then divided by _total areas of life 'to obtain the QOLI raw score. To determine the T-score and percentile-score for the corresponding raw score conversion table given in the manual of QOLI was consulted.

Data Analysis

The scored data was subjected to analysis, wherein the means and standard deviations of each of the subscales of the burnout Inventory, namely, emotional exhaustion, depersonalization and personal accomplishment were calculated to assess the burnout among school teachers.

The scores on the MBI were categorized on the basis of the frequency observed, based on the norms shared within the MBI manual and scoring key.

Table 2: Indicating Categorization of scores on each of the subscales of MBI

	High	Moderate	Low
Emotional Exhaustion	27 or over	17-26	0-16
Depersonalization	13 or over	7-12	0-6
Personal Accomplishment	0-31	32-38	39 or over

To study if there is a significant difference between the means of Primary and secondary school teachers, a t- test was conducted using SPSS. The results obtained, have been tabulated in the result section below.

Thereafter, in order to study if there is a significant relationship between burnout and qol, the scores of both the groups (primary and secondary) were merged, to look into how the variables of burnout and QOL were related amongst teachers. The pooled data was then subjected to correlational analysis, and the results obtained have been tabulated below.

Results

Table 3: Table indicating mean and standard deviations of the teachers on each of the subscales of Maslach's Burnout Inventory - Educators Survey (N=70)

Burnout Subscales	Mean	SD
Emotional Exhaustion	16.27	10.80
Depersonalization Subscale	4.91	4.93
Personal Accomplishment	37.37	8.82

Table 4: t- test indicating difference between primary and secondary school teachers on the subscales of burnout.

	Primary School teachers (n=32)		Secondary School Teachers (n=38)		t stats	Level of significance (2 tailed)
Burnout Subscales	Mean	SD	Mean	SD		
Emotional Exhaustion	17.78	11.82	15	9.85	1.05	0.29
Depersonalization Subscale	5.06	4.64	4.78	5.36	0.23	0.81
Personal Accomplishment	38.43	8.68	36.47	8.91	0.93	0.35

Table 5: Table indicating correlation between the QoL and Maslach Burnout Inventory Subscales (N=70)

	Emotional Exhaustion	Depersonalization Subscale	Personal Accomplishment Subscale	Quality of Life
Emotional Exhaustion	1	0.67**	-0.34**	-0.25*
Depersonalization Subscale	0.67**	1	-0.48**	-0.32**
Personal Accomplishment Subscale	-0.34**	-0.48**	1	0.26*
Quality of Life	-0.25*	-0.32**	0.26*	1

(* correlation significant at 0.05 level- 2 tailed) (** correlation significant at 0.01 level - 2 tailed)

Interpretation and Discussion

This research venture aims to study the difference in burnout levels between primary and secondary school teachers and to study the relationship between quality of life and burnout among teachers. To attain the aforementioned objectives of the study, two tools were employed: Maslach Burnout Inventory-Educators Survey (Maslach & Jackson, 1981) [14] and Quality of life Inventory (QOLI) by Michael B. Frisch. For the study total 70 teachers participated out of which 32 were primary school teachers and 38 were secondary school teachers. First, the data was collected, then it was scored using scoring manuals of the respective inventories. t-test was conducted to study if there is a difference in the burnout levels of primary or secondary teachers, across three dimensions of burnout. This was followed by a correlational analysis to know how the three subscales of burnout were related to Quality of Life. The data was subjected to data analysis, these analyses have been tabulated (Table 3,4 and 5) and the results have been interpreted and discussed below.

The primary objective of the study was to study the difference in burnout levels between primary and secondary school teachers. This was accomplished using the Maslach Burnout Inventory-Educators Survey (Maslach & Jackson, 1981) [14] which is a psychometric instrument originally developed by Maslach *et al*. (1996), explicitly designed to quantitatively assess the burnout level among teachers. It has three dimensions: emotional exhaustion, depersonalization, and reduced personal accomplishment. It was hypothesised that there is a significant difference between the primary and secondary school teachers with respect to burnout across all subscales.

In context of Emotional Exhaustion subscale that has nine items which assess feelings of being emotionally overextended and exhausted by one 's work. Mean and SD in primary school teachers under this subscale was reported to be 17.78 and 11.82 respectively. On the other hand, for secondary school teachers it was 15 and 9.85 respectively. The mean score of primary teachers falls on the lower end of moderate emotional exhaustion while for secondary teachers it is on the higher end of low emotional exhaustion

(Table 2). As can be seen in Table 4, the primary and secondary do not have any significant difference (t=1.05, p>0.05). This finding is contrary to the earlier research which suggests that emotional exhaustion levels of elementary school teachers are higher than those of secondary school teachers (Yavuz, 2009). Literature affirms high job demands, workload and lack of resources, emotional labor and negative emotions add to emotional exhaustion (Morris and Feldman, 1996; Abraham, 1999; Chang, 2009, 2013). Both primary and secondary teachers are expected to assume a full schedule of classes, create their own lesson plans, and develop
teaching techniques and classroom management strategies in a short amount of time (Graziano, 2005). Research suggests that educators when faced with an excessive emotional work burden, and their emotional resources are gradually depleted, ultimately resulting in emotional exhaustion (Zhang *et al*., 2014). This could be the reason behind similar amounts of emotional exhaustion in teachers from both the grades.

The depersonalization subscale has five items which assess an unfeeling and impersonal response toward recipients of one ‘s service, care, treatment, or instruction. For this subscale, the mean and SD of primary teachers were 5.06 and 4.64. On the other hand, those of secondary teachers were 4.78 and 5.36 respectively. No significant difference was observed between the mean scores of primary and secondary teachers (t=0.23, p>0.05). The mean scores of both the groups fall in the category of low depersonalisation (Table 2).

Depersonalisation occurs when one doubts the importance of his or her work or its contribution to anything of value (Wu *et al*., 2013). Depersonalized teachers withdraw themselves from school affairs and avoid mixing with students or colleagues. With low depersonalization, teachers have positive feelings toward their environment and treatment of their students. Educators who have low depersonalization are effective and have a positive outlook and impression in their work environment (Rumschlag (2017). The findings of the present study are contrary to previous literature (Kokkionos, 2006) which suggests that depersonalisation is higher among secondary school teachers.

Personal Accomplishment subscale has eight items which assess feelings of competence and successful achievement in one ‘s work with people. It occurs when a person starts to feel he or she is ineffective and lacks qualification upon personal reflection. With respect to Personal accomplishment subscale, as seen from Table 4, the mean and S.D of primary teachers were 38.43 and 8.68, whereas those of secondary teachers were 36.47 and
8.91 respectively. The mean scores of both primary and secondary teachers fall in the moderate burnout category of personal accomplishment (Table 2). T-test suggests that there is no statistically significant difference between the mean scores of primary and secondary teachers (t=0.93, p>0.05). These findings are in sync with a few researches (Ribeiro *et al*., 2020; Yavuz, 2009; Antoniou *et al*., 2013). Teachers in primary and secondary grades have more or less the same salary and social rights, this could probably be the reason behind the finding (Yavuz, 2009).

These findings bring us to the conclusion that there is no significant difference between the burnout levels of the primary and secondary teachers across all three dimensions. The results of the present are in harmony with the literature (Ribeiro *et al*., 2020; Yavuz, 2009; Subon, 2016). Primary and secondary teachers have to interact students and other staff, which increases their chances of being exposed to interpersonal conflict and violence (Harris & Shear, 2015; Hogan, 2014), additionally a lack of acknowledgment increases the risk of burnout (Ribeiro *et al*., 2021; Carlotto, 2002; Santos & Nascimento Sobrinho, 2012).

Consequently, our first hypothesis that there is a difference in the burnout levels of primary and secondary teachers is rejected.

The secondary objective of the study was to assess the relationship between quality of life and burnout among teachers. Quality of Life was assessed using Quality of Life Inventory it measures 16 domains of life. A hypothesis was made that there is a significant relationship between burnout and quality of life. With respect to Emotional exhaustion, it can be seen in Table 5, quality of life has a significant negative correlation with emotional exhaustion dimension of burnout (r=-0.25, p<0.05). Simply put, emotional exhaustion increases, QoL decreases and vice versa. Emotional exhaustion is associated with feeling of being emotionally overwhelmed by work conditions (Wu *et al*., 2013). It leads to
deterioration of the physical, psychological and social health (Pretsch, Flunger & Schmitt, 2012; Carlotto *et al*., 2010) which affects their perception of quality of life. Teachers who feel tired and lack energy are the most affected (Alvis, 2019).

For the Depersonalization subscale, as it can be seen from Table 5, Quality of life has been found to have a significant negative correlation with depersonalization scale (r=-0.32, p<0.01). This suggests that as depersonalization increases, quality of life decreases and vice- versa. Depersonalization occurs when teachers develop negative cynical attitudes and feelings about their students. Feelings of pessimism and negativity usually are seen in situations. (Maslach *et al*., 1996). This inturn has a negative effect on one ‘s quality of life (Alves *et al*., 2019).

As shown in Table 5, the Personal accomplishment subscale was found to have a significant positive correlation with quality of life (r=0.26, p<0.05). It suggests that as personal accomplishment increases, quality of life also increases and vice versa. Research suggests that personal accomplishment has a positive correlation with self-esteem (Janssen *et al*., 1999), which in turn has a positive association with quality of life (Kazemi *et al*., 2017; Hemati & Kiani, 2016). There is a dearth of literature with respect to correlation between quality of life and personal achievement. This finding requires further research.

Thus, the quality of life has a significant relationship with each of three dimensions of burnout among school teachers. There is a dearth of literature examining the relationship between the two. The hypothesis that there is a significant relationship between burnout and quality of life among school teachers is retained.

Conclusion

This study had two objectives; firstly, to study the difference in burnout levels between primary and secondary school teachers. To attain this objective, the mean and standard deviation of the three subscales of burnout, namely, emotional exhaustion, depersonalization and personal achievement of the primary and secondary teachers were calculated and tabulated. It was followed by a t-test to determine the difference between the scores of primary and

secondary teachers, if any. The t-test revealed that there was statistically non-significant difference between the mean scores of primary and secondary teachers in all the three subscales.

Secondly the objective was to study the relationship between quality of life and burnout among teachers. A correlational analysis between the three subscales of burnout and quality of life of teachers was conducted. The analysis revealed that emotional exhaustion and depersonalization are significantly negatively correlated with quality of life whereas, personal accomplishment is significantly positively correlated with quality of life.

Limitations

The study has certain limitations, the first one being, that it was conducted in an online mode. The research could have used both qualitative and quantitative methods which would have enhanced the research. Since the research was conducted in an online mode, the environmental conditions in which the forms were filled cannot be determined. We lost a lot of data during the cleaning process because of specific data points not being present. Some researchers could not indulge in the rapport formation and the physical environment of survey-filling could not be ensured. This could have affected the results obtained in the study. There is a gender gap in the demographics of the participants since an equal number of male teachers could not be approached.

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