

Descriptive study to assess the effects of burn out on mental health of higher secondary school teachers working in private Schools of loni

Mr. Shaikh Ajmoddin Riyajoddin

Associate Professor, M. Sc. Nursing, Smt. SEVP College of Nursing, Pravara Institute of Medical Science

Abstract-Background of study: Burnout as state of chronic stress that leads to physical and emotional exhaustion, cynicism, detachment, and feelings of ineffectiveness and lack of accomplishment." Teachers are usually high achievers who like to work hard and are always looking for ways to improve. These traits are commendable but can mean that educators fall prey to perfectionism and don't leave enough time for rest and recuperation. 34% of them had significant levels of work-related burn out and needed intensive burn out management. 66% showed a burnout associated symptom in their health status of the health workers. 55% showed symptoms and demonstrates that better burn out management reduces the likelihood of experiencing burn out -related health symptoms. 53% of the female population had burnout than male. 72% of the married people had burnout and marginally higher burn out than unmarried people. 31% of these teachers showed bur out and the minimum expected count is 10.98 in Chi Square test 27% of population having 20 to 30 years of work experience that demonstrates a person's more mature approach to burn out management.

Objectives: Research study have following objectives
1.To assess the effects of burn out on mental health of health-care teachers working in higher secondary school.
2.To assess the effects of work-related burn out on mental health and mental health related quality of life on mental health care teachers.

Methodology: Descriptive study design with cross sectional survey approach to assess the effects of work-related burnout on mental health on 100 Higher secondary school teachers working in private Schools of Loni.

Result: Age wise distributions of samples shows that 53% of samples were in the age group of 21years -30 years, 66% of the study participants were male, 59% of samples were married, 68% of samples were undergraduate, 42% of the study participants earn 25000 to 35000 rupees per month 45% of samples had work experience of 01 year to 5 years. 54% of Higher secondary school teachers had Sleep problems, 31% of

Higher secondary school teachers had significant fluctuations in vital parameters without biological disturbances. 12% of higher secondary school teachers remain worried without obvious cause and only 3% of Higher secondary school teachers had anorexia. 54% of Higher secondary school teachers had poor overall quality of life and general health, 31% of Higher secondary school teachers complained regarding minor ailments due to burn out which was noted in physical domain. 12% of higher secondary school teachers had psychosomatic problems detected in psychological domain, 12% of higher secondary school teachers agreed that their social life was disturbed which exhibited in social domain of quality of life scale and only 3% of higher secondary school teachers had raised issue regarding dissatisfaction at working environment.

Key words: Burnout, Mental Health, Higher Secondary School, Teachers.

I.INTRODUCTION

Mental health is a state of mental well-being that enables people to cope with the burn out es of life, realize their abilities, learn well and work well, and contribute to their community. It is an integral component of health and well-being that underpins our individual and collective abilities to make decisions, build relationships and shape the world we live in. Mental health is a basic human right. And it is crucial to personal, community and socio-economic development. Mental health is more than the absence of mental disorders. It exists on a complex continuum, which is experienced differently from one person to the next, with varying degrees of difficulty and burn out and potentially very different social and clinical outcomes¹.

When only clinically meaningful (moderate to severe) psychological conditions among teachers were

considered, the prevalence of burnout ranged from 25.12% to 74%, stress ranged from 8.3% to 87.1%, anxiety ranged from 38% to 41.2% and depression ranged from 4% to 77%. The correlates of stress, burnout, anxiety, and depression identified in this review include socio-demographic factors such as sex, age, marital status, and school (organizational) and work-related factors including the years of teaching, class size, job satisfaction, and the subject taught.

Observational study on quality of life with two hundred higher secondary school teachers working for a minimum of the past 6 months and willing to participate were included in the study and the psychosocial factors influencing it. Assessment tool is composed of a 192 self-report true/false item scale. Researcher found that overall quality of life among the study population was average, and the mean prevalence of occupational burnout was of mild level. Study revealed that overall perception of quality of life was average, the overall burnout of higher secondary school teachers was moderately elevated and majority showed average coping resources. It may be inferred from results that when higher secondary school teachers experience high burn out, coping ability also increases as a measure to overcome burn out⁴.

Burnout is a common work place problem experienced by all professionals, irrespective of their nature of work. Work-related burn out can be defined as the harmful physical and emotional responses that occur when the requirement of the job does not match the capabilities, resources or need of the worker. Burnout can lead to poor mental health and even injury. It is described as a condition where burn out-related factors interact with the worker to change his or her psychological or physiological condition, so that the person's mind and or body is forced to deviate from its normal way of functioning⁵.

Professional burnout is a multidimensional syndrome characterized by feelings of interpersonal disengagement, reduced accomplishment, and emotional fatigue. As suggested by numerous studies, burnout is engendered by persistent exposure to job-related stressors. Burnout has internationally been recognized as a severe occupational predicament, which can cause adverse effects on teacher effectiveness and student achievement. Teachers have

an emotionally demanding job and are always susceptible to burnout. Converging evidence suggests that teacher burnout is one of the primary predictors of teacher turnover. Not only does burnout undermine instructional quality, but it also leads to irreversible mental, psychological, and physical harm to the well-being of teachers.⁶

Background of study

Burnout is prevalent and is an important predictor of job satisfaction and patient outcomes. It is the responsibility of the higher secondary school management and nurse supervisor to recognize burn out at workplace, to alleviate them by modifying the environment and formulating policies and protocols to streamline the patient- and profession-related issues which create burn out. Teachers should also be trained in burn out managing and coping strategies to strengthen their coping resources. Further studies on culture- and environment-specific burn out factors and an understanding of specific coping strategies that are adopted by teachers are needed to include training on burn out and burnout management for teachers in every setting⁷.

Statement of problem

A study to assess the effects of burn out on mental health and mental health quality of life of Higher secondary school teachers working in private Schools of Loni.

Objectives of the study

- 1.To assess the effects of burn out on mental health of health-care teachers working in higher secondary school.
- 2.To assess the effects of work-related burn out on mental health and mental health related quality of life on mental health care teachers.

II. RESERCH METHODOLOGY

Research Approach & design

Quantitative research approach with descriptive, cross-sectional design was used. Self-administered questionnaires used to assess the effects of burn out on mental health of higher secondary school teachers working in private Schools.

Setting of the Study

Research study was conducted in clinical wards of selected private Schools located in Loni.

Population

Population for the present study was hundred higher secondary school teachers working in selected private Schools located in Loni.

Sample

Higher secondary school teachers working in selected private higher secondary school situated in Loni.

Sample size-100 Higher secondary school teachers working in private schools.

Sampling technique

Simple random sampling methods was used to select teachers as a participants who meets the inclusion criteria.

Criteria for selection of sample

Inclusive criteria:

- Higher secondary school teachers working in selected private higher secondary school
- Higher secondary school teachers available during data collection period
- Both male and female teachers were involved.

Exclusion Criteria:

- Teachers not available during data collection period
- Teachers joined duties newly

Tools & Techniques

Development of the tool and techniques

Structured questionnaire to assess effects of burn out on mental health and mental health quality of life of higher secondary school teachers working in private Schools.

Description of tool

• Section A:

Demographic variables of Health care teachers.

It consists of components to obtain demographic data such as Age, gender, marital status, qualification, monthly income, and experience.

• Section B:

Burn out pertinent questionnaire consist of 50 items, the scale was developed as an instrument for assessing the burn out full life events and circumstances that tend to trigger stress related disease.

Standardization of tool and techniques

Pilot study

Pilot study was conducted with 10 research samples working selected private Schools of Loni.

Method of data collection:

A structured interview schedule was used to collect data from research samples based on the study objectives.

Plan for data analysis:

Collected data was organized, tabulated and analyzed by using descriptive and inferential statistics methods wherever required.

Descriptive Statistics: Frequency, Percentage (%), mean and Standard Deviation (SD) was used.

III.RESULT

Assessment of demographic variables of health care teachers

Age wise distributions of samples shows that 53% of samples were in the age group of 21years -30 years, 36% of samples belonged to 31 years to 40 years and only 11% of samples were the age group of 41 years to 50 years. 44% of the study participants were female, whereas 66% of the study participants were male and none was transgender. Marital status data shows that 59% of samples were married 11% of samples were unmarried, 6 % were separated from spouse and only 5% were widow. Qualification related data of samples shows that 68% of samples were undergraduate and 32% of samples were post graduate.42% of the study participants earn 25000 to 35000 rupees per month whereas 38% of the study participants earns 35000 to 45000 rupees per month and only 20% samples earn more than 45000 rupees per month more than 45000 rupees. Work experience of Higher secondary school teachers revealed that, majority (45%) of samples had work experience of 01 year to 5 years. 14 % of samples had work experience of 6 years to 10 years of work experience and 41% of teachers had work experience of 11 years and more than that.

Effects of burnout on mental health of teachers

54% of higher secondary school teachers had Sleep problems, 31% of higher secondary school teachers

had significant fluctuations in vital parameters without biological disturbances. 12% of higher secondary school teachers remain worried without obvious cause and only 3% of higher secondary school teachers had anorexia

Mental health of teachers

54% of higher secondary school teachers had minor stress signs, 31% of higher secondary school teachers complained regarding moderate stress signs due to burn out which was noted in physical domain. 12% of higher secondary school teachers had disturbed professional relations due outbreak of burnout, 12% of higher secondary school teachers agreed that their emotional life was disturbed and only 3% of higher secondary school teachers had raised issue regarding dissatisfaction at academic atmosphere.

IV.CONCLUSION

Higher secondary school teachers working in various private higher secondary school setups experiences varieties Work-related burnout, which ultimately affect their general mental health status. Research findings reveal that majority of the higher secondary school teachers faced the mild level of work-related al burnout, which shown negative impact on their general mental health status.

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