

## The Burnout Syndrome Assessment Among the School Teachers in Chengalpattu District

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### ABSTRACT

The term "burnout syndrome," which is also widely referred to as "work burnout," describes a condition that is characterised by mental, physical, and emotional exhaustion. This condition is brought on by prolonged or intense stress. In the majority of instances, it is the result of ongoing stress in the workplace that has not been managed effectively. The purpose of this study was to investigate the extent to which teachers working in government schools in the Chengalpattu area are affected by burnout syndrome. Based on the data, it was discovered that out of a total of forty instructors, twenty-six teachers were impacted by burnout syndrome at their place of work. There is a huge issue that is detrimental to the academic achievement of children who are enrolled in school. There is an increasing relevance of burnout, mental disorders, and absenteeism in the process of impacting the quality of life and working circumstances of individuals. These findings are particularly relevant in light of this expanding significance. In conclusion, it is important to point out that teachers who are engaged in government sectors and who are working in schools need extra counselling and social activities to ease the stress that they suffer in their lives as a result of burnout syndrome.

**Keyword:** Burnout, primary school teachers, socio-demographic variables, teacher burnout scale, logistic regression.

### 1. INTRODUCTION

Freudenberger used the term "burnout" to characterise professional fatigue in 1974.<sup>1</sup> He identified a condition of depletion and lack of motivation in himself and others, accompanied by various mental and physical symptoms. A condition of physical, mental, and emotional exhaustion is one that may be referred to as burnout [1]. Burnout is a condition that occurred as a consequence of persistent effort that did not cease [2]. One possible explanation for this is that there have been periods of time when demands for vitality, quality, and assets have been postponed. During the 11th edition of the International Classification of Diseases (ICD-11), the World Health Organisation (WHO) included burnout as a "occupational phenomenon" in its classification system. The level of mental and physical tiredness and fatigue that an individual experiences as a result of their employment is referred to as work-related burnout (WRB) [4]. It is possible that burnout at work is a mental condition that develops as a result of inefficient management of continuous stresses connected to job experiences. It is possible that it may become a growing and far-reaching global health problem that will have an impact on a significant portion of the nation's working population [5-9].

Burnout is caused by persistent and extreme work stress. Few studies worldwide have examined the emergence of professional burnout in correctional officials and prisons [10]. Jail work circumstances include unique stressors relevant to the jail setting. Prison careers require dealing with hostile people, life threats, shift work, high-risk labour, overtime, and the

possibility of getting incurable illnesses from inmates. Unfavourable work environment variables may cause physical and mental exhaustion, sleeplessness, alcohol and drug misuse, headaches, gastrointestinal issues, weariness, and depression [11, 12].

The harmful effects of burnout on mental health, attitudes, and organisations were studied. Job burnout may negatively impact individual successes, leading to frequent absences, career changes, poor efficiency, lower job satisfaction, and diminished devotion. These negative organisational implications of burnout all result in financial losses, either directly or indirectly [13, 14].

When it comes to achieving the third goal of the Sustainable Development Goals (SDGs), which is related to health and wellness, education is an essential component. The United Nations Educational, Scientific, and Social Organisation [15] emphasises that education is essential to educate people about the proper use of sedatives and alcohol, as well as the prevention of incidents related to mental health problems. In addition to this, it provides an abundance of relevant information and statistics about family planning, sexuality education, and reproductive health. The responsibility of designing future periods to address the issues posed by the present progress that is not sustainable falls on the shoulders of the instructors [16]. As a result, teachers need to safeguard and preserve their mental health to successfully navigate the many problems that are present within the instruction division.

In today's world, instructors are not only responsible for teaching, but they also have to deal with an enormous amount of regulatory responsibilities daily, such as creating paperwork and carrying out programs [17,18]. I would want to express my profound gratitude to the government, students, and guardians for their support in the field of education, which is a profession that requires hard work and is a part of the job. Therefore, the purpose of this research was to investigate the prevalence of work-related burnout among open auxiliary school teachers in the Chengalpattu region of Tamil Nadu, India, as well as the factors that contribute to developing this condition.

## 2. MATERIALS AND METHODS

### Study Area

The study was conducted in the regional open auxiliary schools in Chengalpattu Locale. It is approximately 27 km from Chennai, the capital of Tamil Nadu, India.

### Study Design

Cross-sectional research was conducted with all available instructors at the school from November 30 to December 20, 2023. The response rate was 100%. The questionnaire said that participation was optional and the results would be maintained in absolute confidentiality.

### Participants

This research comprised a total of 40 teachers who were between the ages of 27 and 42 years old. Table 1 presents the socio-demographic characteristics of the individuals who took part in the activities.

### Data collection tools

The planned four-section questionnaire was the main data gathering tool: The first segment covers gender, age, marital status, and experience. The second segment used V. Boyko's approach to diagnose correctional officers' burnout syndrome by assessing symptom intensity and the "occupational burnout" process. The final portion of the questionnaire covers the most common workplace stress and weariness symptoms from the last six months. The list of symptoms was used to screen for emotional fatigue and reveal psychosomatic and psycho-vegetative illnesses in afflicted individuals. To measure negative coping techniques like smoking, alcohol use, and drug addiction, the questionnaire included just two options (yes/no) and did not ask individuals what medicine they used. The fourth section of the questionnaire asked about quantitative assessment of sick leaves taken in the past year, visits to the general practitioner, self-assessment of lost work or leisure time, medicine expenses and weight, and job salary. Some questions were open, while others employed a five-point Likert scale to assess specific indicators. To avoid confusion and get accurate information about sick leaves, general practitioner visits, and burnout syndrome-related medicine costs, the questions included specific guidelines for sick leave, general practitioner visits, and medicine purchases.

## 3. RESULTS

Boyko divides "occupational burnout" into three phases with four symptoms: (1) Strain phase: strain precedes burnout syndrome creation. This phase is marked by traumatising psychological conditions, self-dissatisfaction, feeling "enclosed in a cage," anxiety, and sadness. (2) Conditional introduction of the resistance phase. When one recognises strains, they try to reduce their emotional reactions, which leads to inadequate selective emotional reactions, emotional and moral disorientation, an expanded area of saving emotions, and reduced professional fulfilment. (3) Exhaustion phase: overall energy loss and nervous system breakdown. This phase includes emotional deficiency, emotional avoidance (isolation), personality

depersonalisation, and psychosomatic and psycho-vegetative illnesses. The diagnostic technique distinguishes burnout syndrome's three phases and four main symptoms within each stage. This provides a clear picture of work burnout. The questionnaire scores each sign/symptom by assigning points to each good or negative remark. Higher overall scores indicate stronger signs/symptoms. After calculating the overall score for each symptom, compute the stage score. Due to their dominance on the stage, leading symptoms with scores above 20 points were given special attention. Quantitative indicators show stage completion. A score of <45 indicates minor burnout, 46-75 indicates moderate, and >75 indicates significant burnout. We investigated the key symptoms' stage of burnout syndrome development and their maximum frequency.

**Table 1: Socio-demographic characteristics and workplaces of the respondents**

Variable	Number (n)
Sex	
Male	23
Female	17
Material Status	
Single	8
Married	32
Experience in the Same School	
< One Year	11
> One Year	29

#### Prevalence of work-related burnout

The comes about of this research showed that the in general predominance of work-related burnout (WRB) within the past 12 months among open auxiliary school instructors was 37.4% (n = 207) [95% CI (33.3, 41.6)]. The causes of all seven things of work-related burnout and their individual recurrence scores and cruel scores are displayed in Table 2.

**Table 2: Burnout syndrome of public secondary school teachers in Chengalpattu**

Variables	Frequency (n)	Percent (%)
<b>Sleeping troubles</b>		
Yes	27	41.0
No	13	59.0
<b>Job satisfaction</b>		
Not satisfied	20	54.2
Satisfied	20	45.8
<b>Stress</b>		
Stressed	28	45.9
Not stressed	12	54.1
<b>Depressive symptoms</b>		
Yes	29	45.4
No	11	54.6
<b>Conflict with management</b>		

Yes	35	34.2
No	5	65.8
<b>Conflict with students</b>		
Yes	32	13.9
No	8	86.1
<b>Student misbehavior</b>		
Yes	35	36.3
No	5	63.7
<b>Student demotivation</b>		
Yes	5	60.2
No	35	39.8
<b>Plan to leave the job</b>		
Yes	16	34.2
No	24	65.8

#### 4. DISCUSSION

Work-related psychosocial risks are becoming an increasingly important field of study as a result of the changes that are occurring like such as advanced working settings. Nevertheless, reports of small have been documented in developing countries like as Ethiopia, even though it is the predominant language among professionals in a wide variety of vocations [19]. This thought experiment was conducted to determine the prevalence of burnout in the workplace and the factors that contribute to it among open auxiliary roles. The findings of this study provide important recommendations for teaching open auxiliary school teachers how to better care for students with writing-related disabilities (WRB). The recognised contributing factors suggest areas in which interventions and approaches may be adopted to enhance the working environment of teachers and to strengthen the well-being of teachers [20]. It is important to implement stretch administration programs that are tailored to the specific requirements of teachers to aid them in adapting to the demands and weights of their jobs. One more effective method for managing work-related burnout (WRB) among teachers is to encourage job fulfilment by actions such as recognising, encouraging, and providing chances for professional growth. Additionally, it is appropriate to specify the roles and responsibilities of instructors to reduce confusion and provide a clear feeling of responsibility [21-23].

There are several restrictions within the scope of this research. To begin, given that this is pilot research, it is possible that the sample size of participants is insufficient to assume that the findings are necessarily representative of all of the educators who devote their profession to oral instruction. On the other hand, when compared to other research conducted at university centres, the sample could be comparable, taking into consideration the specificity of the sample. On the other hand, the personal moment that occurs simultaneously with the completion of the modified Maslach questionnaire has the potential to alter the individual's view of the characteristics that are assessed. Additionally, it is necessary to take into consideration the possibility of individual variability, as well as the exclusion of other personal variables that have the potential to impact the replies of the subjects, and the investigation of factors such as the location of the subjects' domicile or the compensation they receive for the activity.

Another important limitation is the heterogeneity of the teacher sample because of age differences. In contrast to that, freshers have less differences in years of professional experience. On the other hand, there are not many studies that have been conducted in the past that examine the number of years of experience that may be associated with a higher risk or a greater sensitivity to the emergence of professional burnout [25, 26]. When it comes to the variables of job activity that impact the emergence of burnout syndrome, there are no studies that conduct a rigorous analysis of these aspects.

#### 5. CONCLUSION

Within the confines of the current research, it is feasible to draw the conclusion that the onset of BOS occurs around the age of thirty, after five years of professional experience, and when there is a clinical consultation that lasts for forty hours per week. There is a strong correlation between this inclination with working 27 hours per week and devoting weekends to activities related to professional development and training. There may be a need for more research with a bigger sample size.

#### Conflict of Interest

There are no conflicts of interest

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