

A STUDY OF PERSONALITY STRUCTURE OF BURNOUT COLLEGE TEACHERS

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The most widely accepted fact in education is that there cannot be good education at any level unless there are good teachers. The teacher has two important roles to play. He must teach the subject he is called upon to teach and he must also shape pupils' personality through the powerful influence of his personality and the silent message that flows from his way of life in the class as well as outside the class. He is in that sense a teacher as well as the shaper of his pupils' life. The teacher's real influence lies in what he is and what he makes of himself.

In the past few years this role has not been played effectively by many teachers in the schools and colleges. This has been pointed out by several educationists in the past. The observation made by Professor Vishnukant Shastri, the chancellor of U.P. Universities that "fifty percent of teachers are unfit for teaching while the rest of them do not take classes with the result that their competence is meaningless" is shared by many in the society. It is believed by many that substantial number of teachers even in the degree and postgraduate colleges falls in the category of being burn-out. As such they have perhaps developed differential characteristics of behaviour and personality. Studies of these teachers have revealed that different conditions and circumstances have led them to develop different characteristics of personality and behaviour. But, research in this regard has not been conclusive. Very few aspects of burnout teachers have been studied. Also most research in this area has been conducted at school level. At the level of higher education research related to burnout teachers has been very scanty. The present study was undertaken to identify such burnout college teachers and understand their personality characteristics in terms of psychological needs.

The rationale for the study lies in the personal experience of this investigator who herself found that in every college there are a few teachers who give an impression that they are perhaps burnout. A few studies conducted in this area have also revealed that there are some teachers who are quite different from other teachers and they have no interest in identification with the profession. Also the conditions that have been created in the country during the post-independence period are such as they are bound to lead some teachers to be burn-out. In the past few decades, particularly after 1970 the teachers have been progressively deprived of their academic and professional powers by increasing governmental control and interference with educational system. Consequently, the teachers, at all levels, are

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alienated from their work and are, thus forced by circumstances to concentrate only on money and wealth. Single minded pursuit of money impoverishes the mind, shrivels the imagination and desecrates the heart. This leads to a rising tide of mediocre teachers who have no interest in teaching-learning. The musclemen, middle men, political opportunists, the incompetents and the antisocial elements are the main beneficiaries of thus-created educational system. It is this thinking that lead the investigator to develop a hypothesis that there are some burn-out college teachers and they are significantly different from other teachers with regard to their personality structure. The problem for investigation was, thus, stated as "A study of personality structure of burnout college teachers".

Objective

To find out the difference between burn out and non-burn out college teachers in terms of their personality needs.

This main hypothesis is broken down into ten sub-hypotheses each pertaining to one personality need as measured by Meenakshi Personality Inventory.

Methodology

The methodology used for the purpose of this study was quasi-experimental design; more specifically, it was the field study instead of field experiment.

The Population and Sample

The population for the purpose of this study was defined as all the teachers working in the colleges affiliated to M.J.P. Rohilkhand University, Bareilly. There were 68 such institutions having approximately four to five thousand college teachers. A complete list of these colleges and their teachers constituted the basis of this study. But, eight colleges which were of entirely different type such as the management training, university departments, institutions of technology were excluded from this list. Thus, the actual accessible population consisted of 60 colleges and their teachers. This formed the first level sampling frame.

Since the number of colleges and the teachers working in them was very large and data collection from them within the resources of this researcher was not possible, it was decided to draw a small representative sample. A double-stage sampling scheme was planned. At the first stage the unit of sampling was the college while at the second stage the unit of sampling was the college teacher. It was decided to select 15 colleges (25 percent of the total) out of 60 colleges. Systematic sampling technique was used. At the second stage, a 25 percent sample was selected from amongst the teachers working in each college. This sample formed the basis of data collection, its analysis and derivation of results.

Tool Used

Meenakshi Personality Inventory was used to measure the personality needs of college teachers. Personality structure was defined in terms of ten personality

needs as measured by Meenakshi Personality Inventory. These needs have the same definitions as contained in the manual of the inventory.

Measurement of Variables

For measuring burnout characteristic College Teacher Burnout Scale (CTBS) was constructed by the investigator herself. The second tool used was the Meenakshi Personality Inventory constructed and standardized by Meenakshi Bhatnagar which measured the ten personality needs. CTBS consisted of 20 items and had a reliability coefficient of 0.838 (N=50). The validity coefficient against the criterion of principals' ratings was found to be 0.876 (N=25). The reliabilities and validities of MPI inventory as mentioned in the manual were as follows:

Table 1 : Showing the reliability coefficient of ten personality needs as appears in MPI

Sr. No.	Needs	Coefficients
1	Need Achievement	0.70
2	Need Exhibition	0.62
3	Need Autonomy	0.74
4	Need Affiliation	0.76
5	Need Succourance	0.72
6	Need Dominance	0.85
7	Need Abasement	0.80
8	Need Nurturance	0.70
9	Need Endurance	0.85
10	Need Aggression	0.78

Table 2 : Showing the validities of personality needs as given in MPI

Sr. No.	Needs	Intermediate	Graduation	Post Graduation
1	Need Achievement	0.70	0.66	0.62
2	Need Exhibition	0.65	0.48	0.56
3	Need Autonomy	0.53	0.59	0.50
4	Need Affiliation	0.49	0.50	0.42
5	Need Succourance	0.42	0.46	0.40
6	Need Dominance	0.56	0.60	0.55
7	Need Abasement	0.40	0.55	0.46
8	Need Nurturance	0.61	0.58	0.50
9	Need Endurance	0.45	0.62	0.48
10	Need Aggression	0.67	0.48	0.45
	N=	100	100	100

Analysis of data and results

The design of the study involved identification of the group of burnout teachers and then compares them with non-burnout teachers on ten personality

needs. Pertaining to each personality need ten hypotheses were formulated for testing.

The mean of the whole sample on burnout scale was found to be 54. Those whose scores were 58 and above were labeled as non-burnout and whose scores were 50 and below were named as burnouts. Twenty six teachers having scores between 51 and 57 were left out and considered as doubtful cases for maximizing experimental variance. In this way 116 teachers were identified as non-burnout and 114 were identified as burnouts. Low score on this inventory indicates high burnout characteristics and high score means non-burnouts characteristics. The following table presents the summary of statistical results.

Table 3. Showing the Summary of Statistical Results

Personality needs		Non-burnout group	Burnout group	Sep	t-value
N-Achievement	Mean	10.5	6.974	0.5095	6.921*
	S.D.	4.324	3.4065		
	S.E.	0.401	0.319		
N-Exhibition	Mean	11.871	12.447	0.568	1.014
	S.D.	4.231	4.375		
	S.E	0.393	0.4098		
N-Autonomy	Mean	8.665	8.974	Apparently	
	S.D.	3.711	3.964		
	S.E				
N-Affiliation	Mean	8.198	8.263	0.561	0.116
	S.D.	4.024	4.451		
	S.E	0.374	0.417		
N-Succourance	Mean	7.5	11.263	0.503	7.481*
	S.D.	3.988	3.632		
	S.E	0.3703	0.3402		
N-Dominance	Mean	10.888	9.0	0.528	3.576*
	S.D.	3.87	4.129		
	S.E	0.359	0.387		
N-Nurturance	Mean	11.767	6.026	0.467	12.293*
	S.D.	3.133	3.191		
	S.E	0.291	0.299		
N-Abasement	Mean	8.121	10.974	0.6245	4.568*
	S.D.	4.711	4.765		
	S.E	0.437	0.446		
N-Endurance	Mean	9.336	6.184	0.514	6.132*
	S.D.	4.07	3.712		
	S.E	0.378	0.348		
N-Aggression	Mean	No	Need to	Compute	
	S.D.				
	S.E				

*Significant at .01 level

On the basis of the foregoing table the following personality syndrome of college burnout teachers emerged:

College Teachers' Burnout Syndrome

HIGH

- Need Succourance
- Need Abasement

LOW

- Need Achievement
- Need Dominance
- Need Nurturance
- Need Endurance

Discussion

Having analyzed the data it was found that there was quite a large number of burnout teachers in the degree and postgraduate colleges affiliated to Rohilkhand University. Out of a sample of 256 college teachers 114 i.e. approximately 44 % teachers were found to be burn out. This certainly is a cause of concern when qualitative improvement of college education is considered necessary. The power system of higher education derives its power from the teachers who man the system. Institutions of higher learning are made powerful or weak by their teachers. One of the basic facts pertaining to organization like the colleges is that their output cannot be of high quality in the absence of its quality input. Teachers of these colleges constitute the most important part of their inputs. Unless the teachers are empowered, quality of higher education cannot improve. Human capital is the most precious capital, the ultimate source which could be made available only by imparting good quality education. In this background it seems essential to pay immediate attention to the burnout teachers to avoid much of human capital and human energy go waste. This finding impresses upon us that some sort of coping strategies should be developed to bring the burnout college teachers back to life and also strategies to be developed which arrest the process underlying the burnout state of mind. As found in several other studies (Vietti, 1991; Allie, 1983; Shapiro, 1987) there are factors and conditions pertaining to institutions' organizational climate and environment which contribute to teachers' burnout state. It is, therefore, suggested that the organizational climate of the college should be improved.

The finding implies that a strong leadership is needed to manage the college affairs. In such matters a strong support is needed for the teacher if he has to play his role. How to find out ways and means have to be discussed at the level of government. Relevant decisions regarding educational policy need to be made. Another finding obtained was that burnout teachers suffered from higher level of need-abasement, which means they tend to undermine their capacities, consider themselves inferior to others. They prefer to live by their destiny and are less

confident than others. In order to enhance their adjustment and productivity, it is necessary to develop some kind of strategy to evolve their confidence level. For this the cause of their inferiority feeling should be discovered. This may be inherent either in the space of their personal life or may be linked with the job conditions and college environment. Whatever be the cause, the college Principal as the leader of the team and manager of the teaching-learning situation must play a positive role. His wisdom lies in the fact that through his skillful leadership he brings about a relevant change in the teachers concerned. Putting the teachers at ease by providing them proper and adequate feedback may gradually help in building their confidence. It implies that inferiority complex of the burnout college teachers need to be managed constructively.

The burnout college teachers have been found to be high on need succourance. This means they are the persons who cannot stand fast on their own feet. They are the persons who need that other persons should appreciate them, talk good about them, sympathize with them when they land in troubled water, help them when needed, boost their morale when they fail, share with them their pleasure and pains, come to their rescue when in difficulty, stand by their side when need arises, so on and so forth. In brief, they are by and large, dependent on others rather than on their own individuality and competence.

The finding synchronizes well with the previous finding which described the burnout teachers to be high on need-abasement. A person who suffers from feeling of inadequacy and inferiority must very much depend on other. His need for seeking others' help and support must be expected to be higher. So the implication and suggestions on this finding should be the same as described earlier in case of the finding related to need-abasement.

Other four findings are that the burnout college teachers are low on need-achievement, need dominance, need-nurturance and need endurance. The implications of all these findings are that these characteristics of teachers should be kept in mind while appointing teachers for degree and postgraduate colleges. As far as possible it should be seen that teachers with these negative characteristics are not allowed to enter the profession. On the other hand care should be taken to appoint teachers who are low on need-abasement and need-succourance as well as high on need-endurance and need achievement. This structure of personality of teachers selected may perhaps ensure effective teaching.

The implications of these findings are not limited to only the recruitment of personnel. They have implications for the Principals and the management of the college also. Whatever be the structure of recruited teacher's personality, the functional effectiveness of the teacher, i.e. his teaching effectiveness depends very much on the supporting system of the college, available resources and facilities, environmental favourableness and positive reinforcement. All these conditions have to be managed by the principal and the management of the college. Teachers'

effectiveness certainly is the resultant of the interaction between the teachers' personality structure and quality of institutions' management.

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