

LOCUS OF CONTROL AS FACTOR OF BURN-OUT TENDENCY AMONG SECONDARY TEACHER EDUCATORS AND UNDERLYING FACTORS FOR BURNOUT TENDENCY

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ABSTRACT

The main objective of this investigation was to find out the extent of burnout syndrome among secondary teacher educators in terms of standard scores dichotomy to analyze the nature of organizational climate of secondary teacher training institutions to ascertain the weightage of organizational factors for predicting the burnout tendency of secondary teacher education and to find out the underlying factors for burnout tendency. Four universities C.C.S. University, Meerut, Dr. B.R. Ambedkar University, Agra, M.J.P. University, Bareilly and C.S.J.M. University, Kanpur were taken in this study. In total three tools were used in the study. "Teacher Burnout tendency" and "Organizational Climate Scale" which were constructed by investigator and Questionnaire related to the biography of the secondary teacher educators. The techniques of frequency distribution, percentage, mean, standard deviation, coefficient of correlation, partial correlation and multiple correlation were used to analyze the result. The environmental factor-organizational climate of the educational institutes and the personality factor and locus of control very much contribute to the burnout tendency of secondary teacher educators.

INTRODUCTION

In the history of mankind, education has formed a continuum and a basis for the development of human society. Education provides strength and resilience to people to respond to changing situations and enables them to cause and contribute to social development. In order to perform his or her role effectively a teacher should be emotionally balanced and professionally satisfied. The feeling of dissatisfaction negatively affects an individual's efficiency, thinking, adjustment, and in fact, the totality of his/her behaviours. Therefore, the teacher is now considered as the mainspring for all educational innovations throughout the whole world.

OBJECTIVES OF THE STUDY

The study was designed to realize the following main objectives-

- To study the nature of external and internal locus of control of secondary teacher educators.
- To ascertain the relationship between locus of control and burnout tendency of secondary teacher educators and also after partialling out the organizational climate.
- To obtain the weightage of external and internal locus of control for predicting the burnout tendency of secondary teacher educators.
- To study the joint relationship among dimensions of locus of control and organizational factors for predicting burnout tendency of secondary teacher educators.

- To find out the underlying factors for burnout tendency.

HYPOTHESES

Under the plan and procedure of the study, the following non directional hypotheses have been formulated and tested-

- There is no significant relationship between locus of control (internal and external) and burnout tendency of secondary teacher educators even after partialling out the organizational climate of the institutions.
- The burnout tendency of secondary teacher educators is not significantly predictable with the help of locus of control.
- The dimensions of organizational climate and locus of control jointly are not significantly related to the burnout tendency of secondary teacher educators.

DESIGN OF THE STUDY

To meet the objectives of the present study, the following design has been followed:

METHOD OF THE STUDY

The normative survey method of research for this study was used.

SAMPLE

For this study the state universities of Uttar Pradesh having B.Ed. course in the affiliated regular colleges have been considered as the unit of sample. Out of these state universities, four universities: C.C.S. University, Meerut, Dr. Ambedkar University, Agra, M.J.P. University, Bareilly and C.S.J.M. University, Kanpur were taken in this study.

TOOLS USED IN THE STUDY

The investigator has used the following tools in the present study:

1. "Teacher Burnout Inventory."
- Constructed by the investigator .
2. "Organizational Climate Scale."
- Constructed by the investigator .
3. "Locus of Control: I-E Scale."
- Constructed by LB. Rotter and Hindi

Adaptation done by the investigator and Questionnaire related to the biography of the secondary teacher educators.

TECHNIQUES USED IN THE STUDY

The following techniques have been used to analyze the data:

Frequency Distribution, Percentage, Mean, Standard Deviation, Coefficient of Correlation, Partial Correlation, Multiple Correlation

ADMINISTRATION OF TOOLS, SCORING & ORGANIZATION OF DATA

Data collection was done in two phases, mainly in order to avoid fatigue and errors and also their disinterest towards the scales because three scales together could create disinterest or monotony. After the gap of 10 days the third test Locus of Control Scale was given in the second phase.

After collecting the test forms, scoring and tabulation were done accordingly.

ANALYSIS AND INTERPRETATION OF DATA

After collecting the data, the analysis and interpretation of the data were done as follows:

BURNOUT AND LOCUS OF CONTROL (INTERNAL)

The mean and standard deviation of scores of internal locus of control have been found 11.8 and 5. The low, average and high levels correspond to the score of below 7, 8 to 17 and 18 and above respectively. There are 29, 65 and 56 cases or 19.33%, 43.33% and 37.34% cases in low, average and high levels respectively.

BURNOUT AND LOCUS OF CONTROL (EXTERNAL)

The mean and standard deviation of scores of external locus of control have been computed 12.2 and 6. The low, average and high levels correspond to the scores of below 7, 8 to 17 and above 18 respectively. There are 28, 65 and 57 cases or 18.67%, 43.33% and 38% cases in low, average and high levels respectively.

BURNOUT, ORGANIZATIONAL CLIMATE AND INTERNAL LOCUS OF CONTROL

Inter correlations of burnout, organizational control and internal locus of control have been computed which range from $-.228$ to $.320$. The highest correlation $.320$ is found between organizational climate and internal locus of control and significant at $.01$ level. The lowest correlation $-.228$ is found between burnout tendency and internal locus of control and is significant at $.01$ level. The correlation between burnout and organizational climate is found $.160$ which is significant at $.05$ level.

EMOTIONAL EXHAUSTION

The inter-correlation values of emotional exhaustion with internal locus of control and organizational climate are $.176$ and $.159$ respectively which are significant at $.05$ level. The negative value shows that those secondary teacher educators who are of high internal locus of control have higher emotional exhaustion as compared to those who are of low internal locus of control. The positive correlation between emotional exhaustion and organizational climate indicates that in a good and healthy environment of the institution, the secondary teacher educators show less emotional exhaustion.

The correlation value between external locus of control and organizational climate is $.134$ which is positive but insignificant.

The coefficient of correlation between burnout and external locus of control after partialling out organizational climate is found $.759$ which is highly significant at $.01$ level. It indicates that in 99% cases burnout and external locus of control are significantly co-related even after partialling out organizational climate. There is not great difference between the correlation of burnout and external locus of control before and after partialling out organizational climate. Thus, it may be interpreted that organizational climate is not very important factor in this case.

The coefficient of correlation between burnout and organizational climate after partialling' out external locus of control is found 1.60 which is significant at $.05$ level. After eliminating external locus of control, the coefficient of correlation is found $.096$ which is quite insignificant. Thus, it may be stated that there is high relationship between burnout and external locus of control.

BURNOUT DIMENSIONS (DEPERSONALIZATION)

The inter-correlation values of depersonalization, organizational climate and external locus of control range from $.834$ to 176 . The correlation between depersonalization and external locus of control is negative i.e., $-.824$ but significant at $.01$ level. The negative correlation shows that the increase in the scores of depersonalization is associated with the decrease in the scores of external locus of control or vice

versa. Thus, it may be interpreted that externals are more depersonalized as low scores of depersonalization indicate higher depersonalization.

The correlation value between depersonalization and organizational climate is found .176 which is significant at .05 level, It indicates that in .95% cases the less depersonalization is found in good and healthy environment of the institution.

The correlation value between external locus of control and organizational climate is found .134 which is insignificant.

PERSONAL ACCOMPLISHMENT

The inter-correlation values of personal accomplishment, external locus of control and organizational climate range from -.604 to .162. The correlation value between personal accomplishment and external locus of control is found -.604 which is negative and significant at .01 level. It may, thus, be stated that in 99% cases, the secondary teacher educators of external locus of control, have low personal accomplishment.

The correlation value between personal accomplishment and organizational climate is found .162 which is significant at .05 level. It may, thus, be interpreted that the secondary teacher educators working in good organizational climate have high personal accomplishment.

EMOTIONAL EXHAUSTION

The intercorrelation values of emotional exhaustion, external locus of control and organizational climate range from .134 to .704. The correlation between emotional exhaustion and external locus of control is found .704 which is significant at .01 level, It indicates that in 99% cases this correlation may be found significant. The correlation value between emotional exhaustion and organizational climate is found .159 which is significant at .05 level. It may, thus, be interpreted that 95% cases show less emotional exhaustion in a good and healthy environment of the institutions.

DISCUSSION

The discussion regarding various hypotheses of the study is given below:

HYPOTHESIS-1

There is no significant relationship between locus of control (internal and external separately) and burnout tendency of secondary teacher educators even after partialling out the organizational climate of the institutions.

I. Burnout and Internal Locus of Control

Total burnout scores and internal locus of control are significant (at .01 level) but have negative correlation. It shows that secondary teacher educators of more internal nature have faith and confidence on their efforts and are more burnout.

When the effect of organizational climate is eliminated by partialling out, the correlation value between burnout and internal locus of control increases from -.228 to -.299.

II. Burnout and External Locus of Control

Total burnout scores and scores of external locus of control are positively and significantly (at .01 level) correlated which indicates that secondary teacher educators who believe in luck are less burnout.

After eliminating the effect of organizational climate the partial 'r' between burnout and external locus of control though becomes slightly lower (from .764 to .759) but is highly significant.

Thus, the hypothesis is rejected.

HYPOTHESIS- 2 and 3

The burnout tendency of secondary teacher educators Is not significantly predictable with the

help of locus of control.

I. (a) If burnout and external locus of control are taken, the regression coefficient of burnout is 1.522. It indicates that the deviation of one score from the mean of external locus of control is responsible for deviation of ± 1.522 score from the mean of burnout.

II (a) If the criterion variable is (1) burnout and independent variables are (2) internal locus of control and (3) organizational climate, the multiple regression equation is-

$$X_1 = .616 X_2 + .294 X_3 + 79.91$$

II (b) If criterion variable is (1) burnout and independent variables are (2) external locus of control and (3) organizational climate, the multiple regression equation is-

$$X_1 = 1.255 X_2 + .066 X_3 + 79.91$$

Thus, both hypotheses are rejected.

HYPOTHESES-4

The organizational climate jointly and locus of control internal and external are not related to the burnout tendency of teacher educators.

The organizational climate and internal locus of control when combined together are significantly and positively correlated (.33) with the burnout tendency. Multiple determination value is found .1125 and multiple correlation value is .33 with F value 6.159, significant at .01 level.

When organizational climate and external locus of control are combined and jointly correlated with burnout, the multiple determination value is .587 and multiple correlation value is .766. Both are highly significant as the F value is found 12.945.

Thus, the hypothesis is rejected.

GENERAL DISCUSSION

Therefore, keeping the concept in mind the hypotheses have been formulated. The organizational climate and personality factors (internal and external locus of control) and the burnout tendency of secondary teacher educators are correlated.

Analysis of the present study reveals that both the dimensions of the locus of control are highly related to burnout. Internal locus of control is negatively related to burnout tendency while the external locus of control is positively related to burnout. This clearly explains that secondary teacher educators having internal nature or feeling will have high burnout degree.

Hence, the locus of control, which is a personality factor, affects very much the burnout state of an individual. The psychological disorder or well being of persons depicts their locus of control viz, internal or external. The persons with psychological disorders are more of internal locus of control.

Supporting the above views the present study also shows the positive and significant relationship between organizational climate of educational institutions and burnout tendency of secondary teacher educators. It indicates that organizational climate of secondary teacher training institutes plays a significant role in increasing or decreasing the burnout state of secondary teacher educators. To some extent the atmosphere of the colleges where the secondary teacher educators are teaching is responsible for producing the burnout tendency among them. The reason may be that the working conditions have its effect not only on the working efficiency of secondary teacher educators but also on their adjustment to the environment. The secondary teacher educators feel job satisfaction if they fully utilize their abilities and capacity due to the availability of better facilities. On the contrary if proper facilities such as rooms, furniture, laboratories are not available, then these unsatisfactory conditions present many problems related to social, emotional, professional etc. The secondary teacher educators fail to do, what they want to do which leaves them in frustration and this may lead them towards burnout. So, is the case with social and emotional atmosphere of the institutions. How is his/her relation

with his/her colleagues, head of the institution and students. All these things are very important in making him/her satisfied with his/her job. Hence good atmosphere of the institution may help its secondary teacher educators for lowering down their burnout.

Burnout is a response to the threat or fear. In dealing with the burnout state the first step, as with other emotions, is to observe ourselves closely to see when fear arises and what kind of things appear to prompt it in ourselves. The next step, again as with other emotions, is to ask what is in us that makes us feel threatened and why. Are we being physically threatened? Is it a fear of being thought inadequate or incompetent by others? Is it a fear of thinking ourselves inadequate? And so on. When identified most of these things can be seen to be illusory. Others may not be thinking us inadequate and if they think it so let them think it. That is their prerogative. In both personal and professional affairs we cannot allow our lives to be governed by others. And, to think ourselves inadequate, often is linked to problems of personal adjustment and locus of control. Problems can be encountered by taking a more realistic and encouraging view of ourselves, learning indeed to accept ourselves as we are, instead of standing like an eternal critic at our own elbow and finding fault with everything we do.

FOLLOW-UP OF EXTREME BURNOUT

Factors Causing Burnout Tendency

Analysis of factors causing burnout tendency reveals that academic qualification, situation of the residence, job and promotion condition and the structure of the family are the causing factors for burnout tendency. The secondary teacher educators who are highly qualified are least burnout whereas the secondary teacher educators having the minimum academic qualification are highly burnout. So, it is clear that the academic qualification causes burnout to a great extent.

The secondary teacher educators residing in the premises of the college or near by college are least burnout whereas the secondary teacher educators coming and going to the college from far away are highly burnout, Therefore, it is clear that the situation of the residence is an important factor which causes burnout.

FINDINGS

After analysis and interpretation of the data the following findings may be drawn:

- The organizational climate and burnout tendency are positively and significantly correlated. After partialling out internal locus of control the correlation value becomes higher, but after partialling out external locus of control it becomes insignificant.
- The locus of control's internal factor negatively and external factor positively but significantly are related with burnout tendency of secondary teacher educators, both before and after partialling out the organizational climate of the institutions.
- With internal and external locus of control, the regression coefficients of burnout are .454 and 1.522 respectively.
- Multiple regression equations –
 - I. for – 1B.O (2) Internal LOC and (3) O.C.
 $X_1 = -.616X_2 + .294X_3 + 79.91$
 - II. for – (1) B.O., (2) External LOC and (3) O.C. $X_1 = 1.255X_2 + .066X_3 + 79.91$
- Four factors – academic qualification, residential situation, job condition and structure of the family have been identified as factors causing burnout tendency.

IMPLICATIONS AND SUGGESTIONS

One of the unique attributes of a person is his/her self-awareness and capacity to understand himself or herself and has, accordingly, become increasingly interested in psychological adjustment and

the nature of personality. The process of adjustment is complicated because the way an individual responds to one demand and at the same time conflicts with the requirements of another. The conflict can arise because two-internal needs are in opposition, because two external demands are incompatible, or because an internal need opposes an external demand. The conflict occurs because the gratification of two internal needs seems too difficult to achieve simultaneously. The outcome can be the frustration of one or the other of the two, or even both, depending upon the types of solution attempted and this frustration becomes the cause of burnout. In this process an important.. factor in the state-based approach to personality is mood.

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