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# JOB BURNOUT IN HIGHER EDUCATION ON THE BASIS OF LOCALE

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## Abstract

For the success of the teaching profession, the teacher should have a conscientiously aware but positive attitude so that he can prepare the best responsible, qualified and conscientious citizens for the country. Higher education teachers when asked to play a certain role at their workplace, leaving aside their own interest and motivation. Then you fill yourself up with work and try to meet the demands of your workplace. Too much prolonged stress can lead to emotional, mental and physical fatigue, which is referred to as burn out. Burnout drains your energy due to which productivity is affected. Due to which the teacher feels more and more helpless, hopeless and angry. Not being happy in your teacher's job affects health and job. Reclaiming your balance can be achieved by prioritizing yourself and getting the help you need to heal burn out. This paper describes how a teacher can overcome burnout by harmonizing family and work.

Keywords: Job Burnout, Teachers, Higher Education, Locale, Academic Programme, Professional Programme.

## Introduction

Education is the cornerstone of human life. It is through education that I identify a person as an intellectual and cultured human being. For the success of the teaching profession, the teacher should have a conscientiously aware but positive attitude so that he can prepare the best responsible, qualified and conscientious citizens for the country. A teacher feeling tired and stressed could mean that the job is on the way to burnout. The reasons for feeling burnout can be-



Fig 1.1

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Due to the decrease in work efficiency, the person deviates from his real goal due to stress, due to which the teacher is not able to behave normally with his students and the distance established between him increases. Due to many personal problems like economic problems, lack of availability of material resources, partisan behaviour, lack of enthusiasm etc., the teacher limits his goals which he had set earlier.

Due to the lack of any emotional attachment of the teacher to the student, there is a distance in the relationship between them.

When teachers do not have cordial emotional relations with their colleagues in the college environment, the teacher feels alienated in that environment and his or her energy level decreases.

The teacher does not take active participation in any work without considering it as his own, and other moral qualities like love, kindness, cooperation, goodwill etc. start to decrease, then his idealism starts to decline, then he starts moving towards job burnout.

There may be other ways and reasons for feeling burnout: a bad day, being tired all the time, having no energy to move forward, or simply feeling dissatisfied with what you're doing for others.

The damages of burnout can go into areas of your life; Like your home and social life. Feeling burnout all the time can take a toll on your health and body and can lead to serious illnesses like having a stroke or being depressed all the time.

## Objectives

1. To study the level of job burnout in higher education teachers in relation to their working in different type of programmes such as academic and professional in rural area.
2. To study the level of job burnout in higher education teachers in relation to their working in different type of programmes such as academic and professional in urban area.

## Hypothesis

1. There is no significant difference in the level of job burnout among the higher education teachers

in relation to their working in different type of programmes in rural area.

2. There is no significant difference in the level of job burnout among the higher education teachers in relation to their working in different type of programmes in urban area.

## Population

Population of the present study is higher education teacher.

## Sample

The study will be conducted on a sample of 150 higher education teacher in Jaipur district.

## Methodology

Online Survey method has been used in the present research study.

## Results with Hypothesis

1. Hypothesis-1 There is no significant difference in the level of job burnout among the higher education teachers in relation to their working in different type of programmes in rural area. Statistical measures regarding level of job burnout among the higher education teachers in relation to their working in different type of programmes in rural area are shown in the table given below-

Table – 1

## Table of the level of job burnout in higher education teachers on the basis of locale of academic & professional programmes

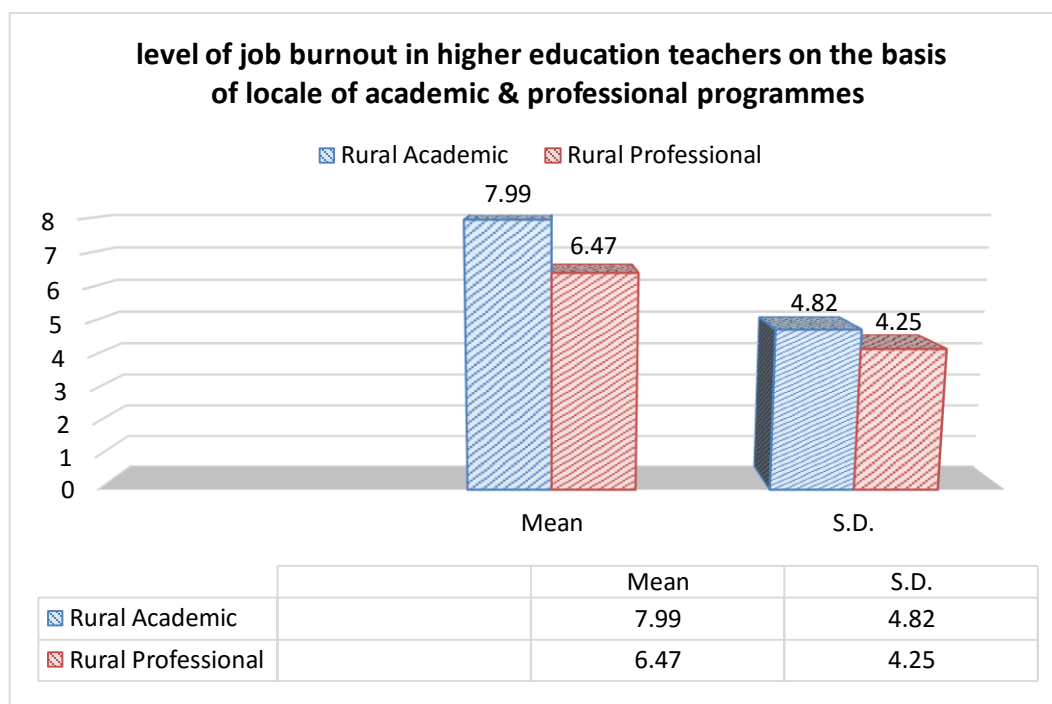
S.N.	Locale	Programme	N	Mean	S.D.	t-ratio	Level of Significance
1.	Rural	Academic	74	7.99	4.82	2.05	.05
		Professional	76	6.47	4.25		

### Analysis an Interpretation

An observation of the above table makes it clear that the mean scores of the job burnout of academic programme teachers in rural area is 7.99 and 6.47 in professional programme teachers. The standard deviation for the academic programme teachers in rural area is 4.82 and in professional programme teachers is 4.25. The table value of t for 0.05 level is

1.98. The calculated value of t is 2.05 which is higher than the table value of the level of significance. So, it proves that there is a significance difference in the level of job burnout. It implies that the level of job burnout is high in academic programme teachers in rural area.

Hance, the null hypothesis is rejected.



Graph - 1

2. Hypothesis – 2 There is no significant difference in the level of job burnout among the higher education teachers in relation to their working in different type of programmes in urban area.

Statistical measures regarding level of job burnout among the higher education teachers in relation to their working in different type of programmes in urban area are shown in the table given below-

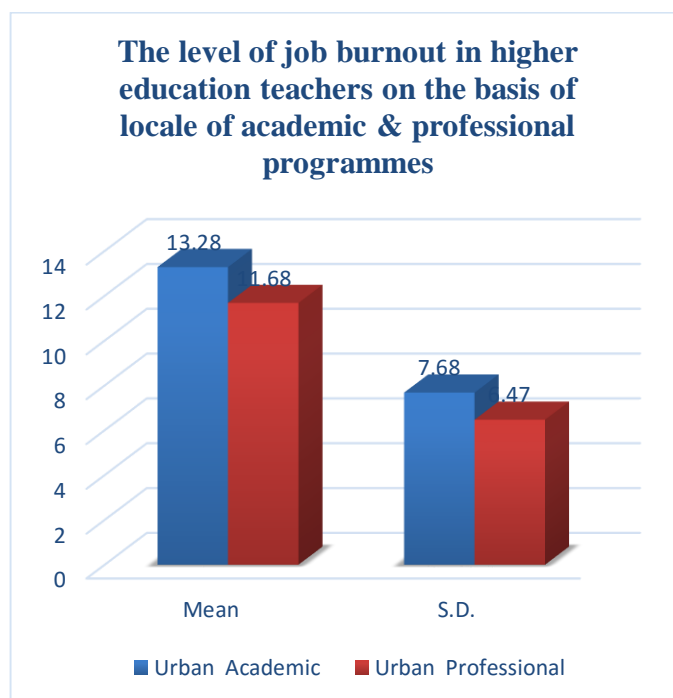
**Table – 2**

**Table of the level of job burnout in higher education teachers on the basis of locale of academic & professional programmes**

S.N.	Locale	Programme	N	Mean	S.D.	t-ratio	Level of Significance
1.	Urban	Academic	74	13.28	7.68	1.38	.05
		Professional	76	11.68	6.47		

### Analysis and Interpretation

An observation of the above table makes it clear that the mean scores of the job burnout of academic programme teachers in rural area is 13.28 and 11.68 in professional programme teachers. The standard deviation for the academic programme teachers in rural area is 7.68 and in professional programme teachers is 6.47. The table value of t for 0.05 level is 1.98. The calculated value of ‘t’ is 1.38. It implies that the level of job burnout is related to the urban area which is not affected by the academic and professional programme teachers. In brief, it can be said that the level of job burnout somehow has the tendency of symmetrical distribution in programmes. Hence, the null hypothesis is accepted.



Graph -2

## Conclusion

The results on the basis of the programmes in locale are drawn from the above tables. that the level of job burnout is high in academic programme teachers in rural area. that the level of job burnout has the tendency of symmetrical distribution in academic and professional programmes teachers in urban area. The level of job burnout related to the programmes is higher in urban area comparison of rural area. There might be various reasons behind it such as less job security, less pay scale, higher results targets, extra work load, unfavourable job conditions and political environment of the work place etc. The university teachers working in academic programmes suffer from high level of burnout then the teachers in professional programmes. The need to deal with the consequences of job burnout is to stick to your goals. Organizing what a teacher does day to day doesn't cause stress and one should try to motivate each other throughout the day to avoid getting stressed.

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