

A Comparative Study on Burnout, Self-Actualization and Ego Strength of Male and Female College Teachers in Chattisgarh

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Abstract:- This study was conducted by school teachers working in schools/College Teachers of in Chhattisgarh. The purpose of this study is to evaluate the impact of ego strength and self efficacy. A standardized survey was used to measure teachers' self-efficacy, self-efficacy, and burnout.

Findings showed that the mean score of odd-even expectancy for the revised 32-item scale for ego strength, self efficacy, and burnout was 0.78 (adjusted); this is slightly higher than odd-even reliability. The reliability of the 68-item scale reported by Barron (=0.76) is the same.

➤ Validity

In a research study, the adapted ES scale was found to have a loading of 0.619 on the factor called mental illness (Hassan, 1970: 1974).

- There is no time limit. Most tests take about 20 minutes to complete.
- Test takers can interpret the statements as they wish.

The T score model of the adapted scale is based on a sample of 350 men and 250 women below; These are university students aged 18-24. Since there was no significant difference in E-S scores between male and female groups, there was no need to create a separate model for the two gender groups.

➤ The Main Results of This Study are:

- Most teachers
- There is a difference of opinion between male and female teachers. Research has revealed that female teachers experience more stress than male teachers.
- Organizational liability promotes feelings of emotional exhaustion and depersonalization. The research found that high levels of conscientiousness were negatively related to self-actualization.

Keywords:- Education: Academic Culture, Education Policy, Educational Administration, Universities and Schools.

I. INTRODUCTION

There is a growing awareness that the performance and effectiveness of an organization depends on the quality and commitment of its human resources. The same applies to schools. The real work of formal education occurs when the teacher and the student meet. However, despite many books and articles teaching teachers how to teach and behave in the classroom, there is little research on teachers' ideas and ethics. Teaching leadership is new and unnecessary. cooperate. Although many doctors followed in the footsteps of psychology and conducted research focusing on children, teachers were overlooked. Teachers are as important as children in the education process, and teachers' problems and concerns need to be examined carefully. A teacher's job is physically and mentally demanding. Teachers need to invest a lot in daily classroom activities as well as personal and family commitments. These standards are common for teachers and make them very anxious and stressed. School culture and climate can make teacher problems worse. Teachers' activities are subject to strict scrutiny by administrators, colleagues, parents and students. This puts great pressure on teachers. It can be said that the teacher's job is difficult. Multitasking can be difficult for teachers to survive. Even if he cannot balance his burden, he will do his best to get on his way. Sometimes stress can make him weak, weak, defensive and aggressive. These situations seen in teachers are called burnout. However, recently teachers and their problems have begun to attract attention in the West, especially in the USA. "Teacher stress and violence" has become an issue of concern to the public and professionals. Newspapers, magazines, and television broadcast news and stories about teacher burnout. In the National Teacher Opinion Survey conducted by the National Education Association in 1979, one third of the participants said that they would not choose teaching if they had to start over. Additionally, despite rising unemployment and the U.S. economy, only 60 percent of teachers say they plan to continue teaching until retirement. Research shows that 10-20% of teachers in the United States are affected by burnout. Mark and Anderson (1978) found that only 59% of teachers had been in the classroom for more than four years. It is also notable that the majority of teachers (41% in New York, 56.7% in Chicago) say their work directly causes physical and/or mental illness. American teachers are not in crisis. A study of 4,000 teachers in the Stockholm region by the Department of Psychology at Stockholm University found that one in three teachers experienced psychological

problems while teaching at school. They have serious doubts about the meaning of their work and have many psychological problems. Kahn (1978) found that students' lack of motivation is a significant cause of stress for teachers. Abrol (1990) suggested that secondary school teachers face personal and psychological problems. Social support and problem-solving skills are often used to overcome stress. Starnaman (1992) conducted a study titled "Testing a Causal Model of Communication and Burnout in the Teaching Profession." These models indicate that teacher job performance and principal support influence teacher burnout, job satisfaction, and job engagement. Kumar (2002) selected government and private school teachers only from Bhilai, Chhattisgarh, while school teachers were selected from Bhilai, Chhattisgarh, Punjab and Delhi. Research has shown that most teachers experience burnout during their middle school years. In short, the effects of stress and violence on academic and social life are clear. At the same time, most teachers are still loving, cooperative, sensitive, and do their jobs well. Many people seek meaning in their work. Victor Frankl's theory that a person who finds meaning in life can withstand stress will help us understand why some teachers who experience the same stress do not burn out.

➤ *Burnout*

Burnout is a psychological term used to describe fatigue and dissatisfaction at work. It is a state of emotional and physical exhaustion caused by extreme stress and chronic pain. This situation occurs when the person is stressed and cannot constantly meet his needs. When the stress increases, we begin to lose our interest and motivation to fulfill the primary responsibility. It reduces our productivity, weakens us, and leaves us feeling hopeless, powerless, hateful, and angry. The concept of "burnout" was born in the United States in the mid-1970s and has almost become a "buzzword". It shows the almost endless social and personal nature of American workers. There are some question marks about the reality of the burnout syndrome phenomenon, because the word appears everywhere now and carries many meanings. It is used to accuse employees of negligence and impropriety and to interrupt customers. Some professionals also use this as an emotional excuse to tell others they need a new job and encourage others to quit their jobs. Although burnout is technically used to describe stress that occurs with specific causes and symptoms, it is also used to describe a state of exhaustion. Although burnout is said to be caused by stress, it is often used as a synonym for stress. Although burnout only affects professionals, it can also affect students, blue-collar workers, athletes, etc. It is also used to define. Every week in the United States, news breaks about a different group of workers facing a crisis.

Humanitarian workers in particular have integrated the concept of crisis into their own image.

➤ *Self-Actualization*

Self-actualization is the process or self-actualization and self-actualization of creating ability. (Le Francois (1996). German neurologist/psychiatrist Kurt Goldstein wrote in his book *The Organism: A Holistic Biological*

Approach Derived from Human Pathological Data in 1934. "The concept of self-actualization was first introduced in the book article. This was not a best-selling book at the time. , in fact, this great idea did not take root in medicine and science until many years later: that the main motivation of the body is the same mind.

II. DEFINITIONS OF THE OPERATIONAL TERM

➤ *Ego-Strength:*

Ego strength can be defined as the ability of the ego to effectively deals with the demands of Id, superego and reality.

➤ *Self-Actualization:*

Self actualization is the process or act of becoming oneself, developing one's abilities, knowing oneself, and realizing oneself (LeFrancois, 1996) Self actualization is the inner growth of what is already in the body, or more accurately, the understanding of what the body itself is.

➤ *Burnout:*

Burnout is a syndrome of 'Emotional Exhaustion', 'Depersonalization' and 'Reduced Personal Accomplishment' that can occur among individuals who do "People work" of some kind.

III. REVIEW OF RELATED LITERATURE

➤ *Below are some relevant literature reviews:*

Markstrom, Carol A.; *Strength Development*" states that strong self-concept is associated with youth's participation in adult-supported activities. 517 high school students completed collaboration and 8 personal strength measures. Sports, student government, issue group participation, and volunteering were associated with more personality traits. Religious affiliation is associated with ego strength It wasn't. Longitudinal analysis showed that ego strength at Time 1 predicted participation in work activities at 2 (8 months later), but activities at Time 1 did not predict strength at Time 2.

Newman, Denise L. (2015) stated: In her study "Personal Development and Self-Construction of Native American Youth" she states that racial development is an important factor in the personal development of children ages 12-15. - Senior students from Indian communities in the eastern United States.

Self protection is the most common level; It indicates that there is awareness of ethnic identity but little exploration or self reflection. Adolescents who are emotionally sensitive have the least amount of racism and have interpersonal relationships. Conformist youth expressed positive views about race and described interpersonal relationships but experienced social anxiety. Young people then achieve the highest levels of organization, social competence, and legal success, but they also experience high levels of psychological and social conflict within the family. Adolescents who seek self-awareness may understand that personal development, as

well as the level and timing of psychological development, is an important factor.

Bursik, Krisanne; Martin, Timothy A. (2016) in his study "Changes in Adolescent Friendships: Longitudinal Links to Early Personal Development" states that despite positive management, changes in relationships between friends are associated with important factors. Little is known about the emergence of youth but about changes in teenage friendships. Specific characteristics that contribute to the success or failure of social relationships in adolescence. This longitudinal study examines the role of stages of adolescent ego development in friendship development during early adolescence as predictors of various future behaviors.

A self-report survey was conducted on a community sample of 13-year-old youth. Various aspects of adolescent relationships were also assessed at age 13 and reassessed 1 year later, including the adolescent's positive relationship behaviors, talking to best friends, and the youth's mental safety cues. Their friendships and the admiration of their friends. As predicted, ego development not only explained employees' level of engagement but also predicted signs of change over time in each evaluation of coworkers. The effects of ego development in increasing our understanding of interpersonal differences in adolescent relationships are discussed.

Luyckx, Koen; Goossens, Luc; Byers, Wim; Soenens, Bart (2017) conducted a study called "Evaluation of the reliability and validity of the Dutch version of the Self Employment Questionnaire (EIPQ)". In Study 1, the scale was shown to demonstrate good construct validity and reliability. When actual analysis is used, both the two-criterion model (Commitment, Research) and the four item model (Ideological Commitment, Religious Studies, Social Work, Personal Research) are well known when considering orientation. In Study 2, a small relationship was found between continuous measures of personality and personal style and engagement and exploration. The results of the two studies together indicate that the Dutch version of the EIPQ can be recommended as a research tool for university students.

Analon, Alexis (2016) researched the topic "New Directions in Art: Development and Use of Art". Models using art to promote change and personalization in healthcare and education/treatment. In his research, he explains that "Therapists already use art techniques to promote relaxation, enlightenment, creativity and change in personal reflection. Teachers and researchers. The art model is used in hospitals, clinics and health centres." Hierarchy of needs to describe changes, changes and actions.

The Self Actualizing Man: A Study of Mental Health
This article analyzes Maslow's original work"

The Self Actualizing Man". : A Mental Health Study." The literature review of this article shows that Maslow's hierarchy of needs has a profound impact on mental health. The author also provides information on personal truth, philosophy, human rights, culture and other topics.

IV. RATIONALE OF THE STUDY

This study aims to investigate whether burnout, which is commonly reported among Western teachers, also exists among Indian teachers. Burnout stress syndrome affects teachers' work results both quantitatively and qualitatively. This situation causes teachers' performance to decrease and their inability to do their job well. There are many reasons for serious concern about teacher burnout. Firstly, the teaching profession is one of the largest and most recognized professions in India and the world. Secondly, study has been promoted by society to correct social problems, guide students in education and study, provide support activities, meet the individual needs of students' many abilities, and promote ethics and morality. Therefore, teachers play an important role in the construction of society. Considering the above situation, it seems important to investigate the crisis of teachers in India. The insights and theories emerging from this study can be used when designing future studies suitable for measurement to address the crisis. By protecting teachers from the effects of violence, teachers can regain their passion to serve society in a more meaningful way. Ego strength is scored at a high level of self-actualization. Only effective personal trainers can provide students with a healthy, open, caring and creative learning environment. Therefore, the researcher will try to investigate the level of burnout, self-efficacy and motivation among teachers in Bhilai, Chhattisgarh.

V. RESEARCH METHODOLOGY

- *Research Survey*
Burnout, Self-Efficacy and Self-Efficacy in High School Male and Female Teachers
- *Research Method*
Descriptive method will be used in this study. to work.
- *Research Objectives*
The following objectives are proposed for the study:
 - To examine the self-efficacy, self-efficacy level and stress of high school home teachers.
 - To know the relationship between ego strength and burnout dimensions (i).Depression (ii).Depersonalization (iii).Personal success of high school teachers.
 - Discover the relationship between selfactualization and burn length (i).Depression (ii).Depersonalization (iii).Personal success of high school teachers.
 - To examine gender differences in ego strength, individualism and violence in school teachers

➤ *Research Hypotheses*

• *Studies:*

There will be no relationship between ego strength and burnout. (i) Significant relationships. Depression (ii). Depersonalization (iii). Personal Accomplishment among high school teachers.

There will be no significant relationship between Self-Actualization and Burnout dimensions (i). Emotional Exhaustion (ii). Depersonalization (iii). Personal Accomplishment among high school teachers.

There will be no significant gender difference in relation to Ego-Strength, level of Self-Actualization and Burnout among high schools teachers.

• *Population of the Study*

All high school teachers of government schools of Bhilai, Chattisgarh will be constituted the population of the study for the present investigation.

• *Sampling Procedure*

To conduct this study, the investigator will select a representative sample of total 100 high schools teachers of government schools of Bhilai, Chattisgarh which will be selected randomly. Out of which 50 will be male and 50 will be female teachers.

• *Tools used*

Following tools will be used for the proposed study

- ✓ *Hasan's Ego Strength Scale by Dr. Q. Hasan.*
- ✓ *Self Actualization Inventory by Dr. K.N. Sharma.*
- ✓ *Maslach Burnout Inventory (MBI) Form Ed. by Christina Maslach and Susan, E. Jackson*

• *Description of Tools used*

✓ *Hasan Self-Power Scale*

According to Freud, the advocate of psychology, self-attitude is a part of the psychological structure and is often included in the test of accuracy. However, in classical psychoanalysis, the status of the ego is the mediator between the id and the superego. Freud (1933) used the analogy of rider and horse to describe the relationship between two aspects of personality. Usually the rider directs the horse, but it is usually the rider's responsibility to direct the horse in the direction he wants to move.

✓ *Reliability*

The odd-even reliability of the 32-item revised scale was found to be 0.78 (reliability), which is slightly higher than the odd-even reliability of the 68-item scale. from Barron (= 0.76) .

✓ *Validity*

The ES scale adapted from a research study was found to have a loading of 0.619 on a factor called mental illness (Hassan, 1970: 1974).

✓ *Management and Scoring*

- The scale is self-administered. The examiner reads the instructions written at the top of the test paper out loud and asks the reader to read them silently with him.
- There is no time limit. Most tests take about 20 minutes to complete.
- Test takers can interpret the statements as they wish.
- Each word "No" (X) is worth one.

Given below are the T scores for the variable based on a sample of 350 male and 250 female college students aged 18-24. Since there was no significant difference in E-S scores between male and female groups, there was no need to prepare a separate model for the two gender groups.

Table 1 Norms

Class intervals (Raw Scores)	Frequency	T-Scores
30-32	3	77
27-29	9	72
24-26	44	67
21-23	73	60
18-20	119	55
15-17	148	49
12-14	126	43
9-11	66	36
6-8	3	29
3-5	9	25

Mean = 1.67, S.D. = 4.80

➤ *Self Actualization Inventory*

Self-actualization, Dr. It will be measured by Self-Actualization developed by. K.N. sharma. There are 75 reports in this list. There are three possible answers in front of them: 'equals', 'some' and 'many'. After reading each statement carefully, check your ideas about the words appearing in a sentence, tick only one sentence in one position.

• *Scoring*

The scoring is simple. The three alternatives have been assigned 1, 2, 3 weights respectively.

The scorer has to count and put the totals of the tick marks on each page in the three respective boxes provided for the purpose. At the end, the grand totals of the marks should be multiplied by the above weights, i.e. respective obtained frequencies of the three total response categories x respective weights.

Maximum Score	225
Minimum Score	75

Since some of the S – A dimensions were not highly correlated because of heterogeneity and diversions of their functionality; their dimensional approach was not found-feasible.

It has also been seen that because of self-exposition, the scores on the items are obtained on a little higher side of the score continuum. The trend being in general, it does not affect the results.

However, the degree of self-actualization of a person can be compared to the three degrees obtained by Flanagan's method given in the table below:

Table 2 Degrees of Self-actualization

Raw Score	Category
187 & above	High Self Actualization
163-1a6	Medium Self Actualization
82-162	Low Self Actualization

The cut values of these degrees may vary from group to group, and therefore, the users may find them afresh for their own groups.

• *Reliability*

The test-retest reliability of the Inventory on a small sample of 100 eighth class students was found to be 0.85.

• *Validity*

A correlation of 0.27 was found against Kakkar's Self-Acceptance Inventory, and .29 with NCERT's Self-Perception Inventory.

➤ *Maslach Burnout Inventory (MBI)*

Though original Maslach Burnout Inventory was designed to measure burnout in a variety of human service professions, but, the MBI Form Ed. has been specially developed for measuring teacher burnout. It is basically the same as the MBI with the only difference that some items have been modified and a separate Educator's Demographic Data Sheet has been developed (Maslach & Jackson, 1981).

• *Reliability:*

MBI has high reliability, internal consistency was estimated by Chronbach's coefficient alpha (n= 1.316). The reliability coefficient of the subscales are 0.90 for Emotional Exhaustion, 0.76 for Depersonalization and 0.76 for Personal Accomplishment. The standard errors of measurement for each subscale are reported to be 3.804 for Emotional Exhaustion, 3.164 for Depersonalization and 3.73 for Personal Accomplishment.

• *Validity:*

Coefficient of stability for the subscales are reported to be 0.82, 0.60 and 0.30 respectively for Emotional Exhaustion, Depersonalization and Personal Accomplishment. These coefficients are significant beyond .001 level.

• *Procedure of Data Collection*

After making preliminary preparations i.e. selecting the schools, getting test booklets, their answer sheets and making sure that they are complete; the present study will be conducted. The investigator will contact the teachers personally after getting permission from the principal of schools and will fix the appointment for test administration.

On the fixed date and time, the investigator will approach the teacher. First of all sincere effort will be made to establish rapport with subjects and will tell them that their responses will be kept confidential and will be used for the research purpose only.

First of all the Performa pertaining to Burnout will be given to them. There after the Performa's pertaining to Ego Strength and Self-Actualization will be handed over to them one by one which they had to complete with the specified instructions for the specified test. They will be given the instruction that there is no time limit for any test but they will have to complete as early as possible.

➤ *Statistical Techniques*

Keeping in view the objectives of the study the data so collected will be statistically analyses by using mean and S.D and t-test and correlation.

➤ *Delimitations of the Study*

This study will be discussed as follows:

- This study will be limited to government schools in Bhilai, Chhattisgarh.
- Additional work will be limited to 100 high school teachers.

VI. MAJOR FINDINGS & CONCLUSIONS

➤ *On the basis of analysis and interpretation of data following are the findings of the study.*

- Majority of the high school teachers (48%) are experiencing medium level Burnout, 37% are experiencing high level Burnout and only 18% teachers are experiencing low level Burnout.
- It has been found that 52% high school teachers are experiencing medium level Emotional Exhaustion and 60% are experiencing medium level Depersonalization and 42% are experiencing medium level Personal Accomplishment. This indicates that majority of the High school teachers are experiencing medium level Burnout.
- Male High school Teachers are experiencing high Ego Strength as compared to female. Aged teachers have more Ego Strength in comparison to younger teachers.
- Most secondary school teachers (68.75%) have average self-efficacy.
- There is a negative relationship between high school teachers self-efficacy and emotional exhaustion. The opposite is also true if emotional exhaustion decreases as ego strength increases.
- There is no relationship between ego strength and depersonalization in high school teachers.
- There is a significant relationship between high school teachers' self-efficacy and personal success. As ego strength increases, self-actualization also increases.
- There is no relationship between self-awareness and emotions.

- There is a significant relationship between high school teachers' self-efficacy and personal success. Self-actualizers can be seen to have self-awareness in life as well.
- Gender differences in high school teachers' self-efficacy, self-efficacy, and burnout.

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