

## QUALITY OF LIFE AND BURNOUT AMONG TEACHERS IN PRIVATE SCHOOLS IN INDIA

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### ABSTRACT

*Burnout is a state where an individual experiences complete mental, physical and emotional exhaustion. It hinders with day-to-day activities, and therefore results in being resentful and hopeless. Researches have been done to find the level of burnout among school teachers. Moreover, there are also research carried out to find the quality of life of the primary and secondary school teachers. However, there is paucity of research to study the link between the burnout and quality of life of the teachers. The objective of the study is to study the burnout levels and quality of life among primary and secondary school teachers. The anticipated finding of the research is that there will be a significant difference in burnout levels between primary and secondary school teachers. Moreover, that there will be a significant relationship between burnout and quality of life. Mixed methodology (Questionnaire and Interviews) will be used for the research. For questionnaire, Maslach Burnout Inventory (Educator's Survey), Quality of Life Inventory, and consent forms, will be used. This study will help in bridging the gap between the burnout and quality of life among primary and secondary school teachers and may help as an eye-opener for the educators and academicians to improve on teacher's quality of life and can help them to work on reducing their burnout levels.*

**Keywords:** Quality of Life, Burnout, Teachers, Exhaustion & Depersonalisation.

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### Introduction

Burnout affects the physical, psychological and social health of faculty members, but it is still unclear how it affects their quality of life. Quality of life corresponds to the professional one indeed, and therefore it needs to be examined in correlation with occupational health measures. Research conducted on the quality of life of the university faculty is rare. Among primary and secondary education teachers, studies on quality-of-life have found contradictory findings in terms of women's perception of their work environment. Whereas some results suggest that female professionals experience a lower quality of life, other studies indicate that quality of life is not significantly different across gender. In studies with university faculty members, a correlation between mental health distress and quality of life perception has been observed among certain faculty members of health sciences (Alves et al., 2019). Such studies about the relationship between burnout and quality of life have been done only for health care workers, most likely because of the multiple sources of stress present in both caregiving and education (Alves et al., 2019). Studies of burnout and quality of life were only performed with health care specialists which was geographically the only constitute because of diverse teaching and health care factors.

Government male teachers possess more better adjustment than their private counterparts. There is not much significant difference between the adjustment of government and private female secondary school teachers. (Moshahid, 2017). In China, it was reported that teachers have been said to have a low health status compared to the rest of the population (Wang et al, 2020).

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Female teachers also experience a poor quality of life than their male colleagues, and deteriorate over age (Yang et al., 2009). Occupational stress and strain aggravate physical and mental health deterioration among teachers, and coping resources may improve their health. Another study indicated that there was a need for adequate coping resources, especially social support at the workplace, to be in place for improving the quality of life of teachers (Lever et al., 2017). In addition, psychosocial interventions should also be implemented for teachers and psychological counselling aimed at reducing stress and enhancing quality of life. The investigation has been done on the impact of psychosocial aspects on the quality of life of teachers from municipal schools in Natal, Brazil and it suggested that teachers who had tasks characterized as active and demanding were more affected in the quality-of-life domain. This finding indicated a need for increased investment in health promotion policies among teachers. Teaching self-compassion and self-care skills may be an important feature in interventions that aim to reduce burnout and compassion fatigue (Duarte et al., 2016).

#### **Objectives**

- To study the difference in burnout levels between primary and secondary school teachers
- To study the relationship between quality of life and burnout among teachers.

#### **Hypotheses**

- There is a significant difference between the Primary and secondary school teachers with respect to burnout.
- There is a significant relationship between burnout and quality of life.

#### **Method**

- **Sample:** Total sample consisted of 70 private school teachers out of which 32 are primary teachers and 38 are secondary school teachers. Inclusion criteria were any primary or secondary level subject teacher teaching in a private school. Exclusion criteria were not above the age of 50. Random sampling method was used, and random selection was done.

#### **Tool used**

Maslach Burnout Inventory (Educator's Survey), Quality of Life Inventory, and consent forms.

#### **Maslach Burnout Inventory for Educators**

The Maslach Burnout Inventory (MBI) (Maslach & Jackson, 1981a) is the most commonly used instrument for measuring burnout. The Maslach Burnout Inventory captures 3 dimensions of burnout: emotional exhaustion (EE), depersonalization (DP), and personal accomplishment (PA).

Most commonly used is probably the "Maslach Burnout Inventory" (MBI) that is available for a range of professional groups. Originally, this questionnaire was however designed as a research tool for researchers not for the doctors to use. Allegedly, the symptoms of burnout are usually caused by mental or psychosomatic diseases like depression, anxiety disorders, or chronic fatigue syndrome. But physical diseases or some drugs can even induce symptoms like exhaustion and tiredness. So, one has to look at some other possible causes together with the doctor, not jump up with the conclusion that "you have burnout straight away". Cronbach alpha ratings of 0.90 for emotional exhaustion, 0.76 Depersonalization, and 0.76 for Personal accomplishment were reported by Schwab; very similar ratings were reported by Gold. Time periods of a few weeks, 3 months, and 1 year were used for test-retest reliability.

#### **Quality of Life Inventory by Michael B. Frisch**

The psychometric evaluation of the Quality-of-Life Inventory (QOLI), a measure of life satisfaction that may complement symptom-oriented measures of psychological functioning in evaluating the outcome of interventions aimed at ameliorating mental disorders, disabling physical illnesses, and community-wide social problems. Test-retest coefficients for the QOLI ranged from .80 to .91, and internal consistency coefficients ranged from .77 to .89 across 3 clinical and 3 nonclinical samples. QOLI item-total correlations were satisfactory, and the QOLI had substantially positive correlations with relevant measures of subjective well-being, such as a peer rating and clinical interview measure. The QOLI was significantly negatively correlated with measures of general psychopathology and depression. Clinical and nonclinical criterion groups differed significantly on mean QOLI scores. QOLI norms are presented, and the utility of the QOLI for treatment outcome assessment and for psychotherapy treatment planning is discussed. (PsycINFO Database Record (c) 2016 APA, all rights reserved). Its objective is to measure life satisfaction and outcome with a single score based on 16 key areas of life including love, work and recreation and to show problems in living and strength in each of the 16 areas

"The QOLI is a new scale, but it has had a thorough psychometric evaluation. The basic advantages of the QOLI are the availability of manual and nationwide norms which approximate the U.S. Census in ethnicity, the scale's brevity (3 minutes for the scale itself), its sixth-grade reading level, and the relative ease of completion, scoring, and interpretation. The instrument has been shown to be useful with different populations, both clinical and nonclinical, and change with treatment has been demonstrated. The QOLI was developed to complement symptom-oriented measures of psychological and medical functioning for use in planning treatment, evaluating the outcome of interventions, and identifying those at high risk for health problems and relapse."- (*American Psychiatric Association's Handbook of Psychiatric Measures, 2002*)

### **Procedure**

The participant was asked to set the room for the administration of the test, it was ensured that the room was quiet and distraction free room. Consent form was signed by the principal of the school and the participants and then the preliminaries were taken down. Then the participant was engaged in informal conversation over a call to make them feel at ease and also to establish a trust-based relation with the participants. The participants were asked to fill both the questionnaires (Quality of life Inventory and Maslach Burnout Inventory for educators) online, and after filling both the questionnaires the participant was thanked.

### **Administration**

Rapport was formed via calling each participant. Then the both the questionnaires (Quality of life Inventory and Maslach Burnout Inventory for educators) were sent via mail and the participants were asked to fill the appropriate choices in the Google documents. Then the participants filled all the answers and reported after completing via mail. Google sheet was checked to ensure that the data has been recorded and then the participants were thanked.

### **Precautions**

- It was ensured that the room is silent and disturbance-free.
- No feedback was given to the participant during the administration of test.
- It was ensured that the participant responded to all the statements in the questionnaire.
- Participant was not influenced or motivated in any manner.

### **Scoring**

The original 22-item version of the MBI-ES (Maslach et al., 1996), was used to assess the teachers' level of burnout. The nine items on the exhaustion scale (01, 02, 03, 06, 08, 13, 14, 16, 20) were added together to get the score of emotional exhaustion. The five items (05, 10, 11, 15, 22) were added together to get the score of depersonalization and rest of the eight items (04, 07, 09, 12, 17, 18, 19, 21) were added together to get the score of personal accomplishment. The items were answered in the terms of frequency with which the respondent experiences the feelings, on a 7 point, fully anchored scale ranging from 0, "never", to 6 "everyday". The final score was calculated.

In the QoL inventory, 16 areas of life were examined namely health, self-esteem, goals and values, money, happiness, work, play, learning, creativity, helping, love, friends, children, relatives, home, neighbourhood, and community. The dimension of satisfaction and dimension of importance were multiplied together to give the total weighted satisfaction score and then divided by the total areas of life. The areas of life which had a weighted satisfaction of zero were subtracted from total areas of life (16), and then the weighted score was divided from the total areas of life which resulted in the Quality of Life raw score. The QoL raw score was looked upon with respect to percentile and the t- score which was matched from the educator's survey inventory.

### **Data Analysis**

The scored data was subjected to analysis, wherein the means and standard deviations of each of the subscales of the burnout Inventory, namely emotional exhaustion, depersonalization, personal accomplishment were calculated to assess the level of burnout among school teachers.

The scores on the MBI were categorized on the basis of the frequency observed, based on the norms shared within the MBI manual and scoring key.

**Table 1: Indicating Categorization of scores on each of the subscales of MBI**

	High	Moderate	Low
Emotional Exhaustion	27 or over	17-26	0-16
Depersonalization	13 or over	7-12	0-6
Personal Accomplishment	0-31	32-38	39 or over

To study if there is a significant difference between the means of Primary and secondary school teachers, a t- test was conducted using SPSS. The results obtained, have been tabulated in the result section below.

Thereafter, in order to study if there is a significant relationship between burnout and QoL, the scores of both the groups (primary and secondary) were merged, to look into how the variables of burnout and QoL were related amongst teachers. The pooled data was then subjected to correlational analysis, and the results obtained have been tabulated below.

### Results

**Table 2: Table indicating the overall means and standard deviations of the teachers on each of the subscales of Maslach's Burnout Inventory - Educators Survey (N=70)**

Burnout Subscales	Mean	SD
Emotional Exhaustion	16.27	10.80
Depersonalization Subscale	4.91	4.93
Personal Accomplishment	37.37	8.82

**Table 3: T-test Indicating the Difference between Primary and Secondary School Teachers in Burnout Subscales**

Burnout Subscales	Primary School teachers (n=32)		Secondary School Teachers (n=38)		t stats	Level of significance (2 tailed)
	Mean	SD	Mean	SD		
Emotional Exhaustion	17.78	11.82	15	9.85	1.05	0.29
Depersonalization Subscale	5.06	4.64	4.78	5.36	0.23	0.81
Personal Accomplishment	38.43	8.68	36.47	8.91	0.93	0.35

df: 68

**Table 4: Table indicating correlation between the QoL and Maslach Burnout Inventory Subscales (N=70)**

	Emotional Exhaustion	Depersonalization Subscale	Personal Accomplishment Subscale	Quality of Life
Emotional Exhaustion	1	0.67**	-0.34**	-0.25*
Depersonalization Subscale	0.67**	1	-0.48**	-0.32**
Personal Accomplishment Subscale	-0.34**	-0.48**	1	0.26*
Quality of Life	-0.25*	-0.32**	0.26*	1

(\* correlation significant at 0.05 level- 2 tailed)

(\*\* correlation significant at 0.01 level - 2 tailed)

### Interpretation and Discussion

The current study aims to study the burnout levels and quality of life among primary and secondary school teachers. Burnout is defined by Maslach and his colleagues, as a state of crisis in one's relationship with work and people at work, consisting of three dimensions: exhaustion, depersonalization and reduced personal accomplishment. Quality of life is described as the degree of how well one is living in relation to a standard comparison to others, such as a particular society

(Frisch, 2006). Measures used in the study are Maslach Burnout Inventory (Educator's Survey), Quality of Life Inventory. The study was conducted on total of 70 participants of which 32 were primary and 38 were secondary school teachers.

Scoring was done as per the instructions, and the scored data was subjected to data analysis, wherein means and standard deviation were calculated of each of the subscales of the burnout Inventory,

namely emotional exhaustion, depersonalization, personal accomplishment to assess the level of burnout among school teachers. The scores on the MBI were categorized on the basis of the frequency observed, based on the norms shared within the MBI manual and scoring key. Thereafter, a t-test was conducted in order to study if there is a significant relationship between burnout and QoL, the scores of both the groups (primary and secondary) were merged, to look into how the variables of burnout and quality of life were related amongst teachers. The pooled data was then subjected to correlational analysis to study the relationship between the variables in question. The results obtained have been tabulated above and data on the result table is interpreted and discussed below in detail.

*First objective of the research study was to study the difference in burnout levels between primary and secondary school teachers.*

Emotional exhaustion is characterized by overwhelming feelings of being emotionally overextended and drained by others. Table 3 shows the mean and standard deviation of primary school teachers is 17.78 and 11.82 and for secondary school teachers is 15 and 9.85 on emotional exhaustion which means that the score for primary school teachers is 'moderate' and secondary school teacher is 'low' according to Table 1 because the mean of primary school teachers lies between 17-26 and secondary school teachers lies in 0-16. To study if there was a significant difference between primary and secondary school teachers on the aspect of emotional exhaustion a t-test was conducted. The t-test revealed that  $t=1.05$ , and as  $p= 0.29$  which is greater than 0.05 it indicates that there is no significant difference between primary and secondary school teachers on the aspect of emotional exhaustion. Thus, the hypothesis that there is a significant difference is rejected. Results indicate that both primary and secondary school teachers experience almost the same amount of emotional exhaustion. At every stage, the teachers experience different nature of demands however, the degree of role demand may be the same. Emotional exhaustion leads to greater occurrences of anger, or exhaustion results from greater occurrences of anger, or both. A student's non-adherence to stated classroom rules or obstruction of the teacher's goals could make teachers angry (Sutton and Wheatley, 2003; Sutton, 2007; Frenzel et al., 2009). A student's misbehaviour causes teachers to experience emotional exhaustion (Chang and Davis, 2009; Tsouloupas et al., 2010).

Depersonalization is adopting a cold and distant attitude toward work and people at work. Table 3 shows the mean and standard deviation of primary school teachers is 5.06 and 4.64 and for secondary school teachers is 4.78 and 5.36 on depersonalization which means that the mean for primary school teachers and secondary school teacher is 'low' according to Table 1 because the mean of primary school teachers and secondary school teachers lies between in 0-6. To study if there was a significant difference between primary and secondary school teachers on the aspect of depersonalization a t-test was conducted. The t-test revealed that  $t=0.23$ , and as  $p= 0.81$  which is greater than 0.05 it indicates that there is no significant difference between primary and secondary school teachers on the aspect of depersonalization. Thus, the hypothesis that there is a significant difference is rejected. Results indicate that both primary and secondary school teachers experience almost the same amount of depersonalization. Depersonalization may be expressed through poor attitudes towards students and the work environment. Teachers are at greater risk for depersonalization because their daily work life often includes large doses of isolation from their professional peers. Even if teachers do periodically interact with colleagues, such interactions usually occur with students rather than with their professional peers who have the best understanding of what other professionals' work entails. The structural layout of most schools where teachers are stowed away in their own enclosed classrooms and time management factors such as the scarcity of time to network with other colleagues often lead to dysconnectivity in teachers (Bennett & LeCompte, 1990).

Personal accomplishment is a dimension of burnout associated with feelings of competence, high self-efficacy, and a sense of achievement. When work tasks feel overwhelming and what is actually being achieved seems insignificant individual experience burnout. Table 3 shows the mean and standard deviation of primary school teachers is 38.43 and 8.68 and secondary school teachers is 36.47 and 8.91 on personal accomplishment which means that the mean for primary school teachers and secondary school teacher is 'moderate' according to Table 1 because the mean of primary school teachers and secondary school teachers lies between in 32-38. To study if there was a significant difference between primary and secondary school teachers on the aspect of personal accomplishment a t-test was conducted. The t-test revealed that  $t=0.93$ , and as  $p= 0.35$  which is greater than 0.05. It indicates that there is no significant difference between primary and secondary school teachers on the aspect of personal accomplishment. Thus, the hypothesis that there is a significant difference is rejected. Results

indicate that both primary and secondary school teachers experience almost the same amount of personal accomplishment. Research suggested that teachers who indicated they had close relationships with their students reported higher levels of personal accomplishment over the course of the academic year while more conflictual relationships were associated with increased emotional exhaustion. Implications for relational quality with students have a central influence on teacher's wellbeing (Corbin et al., 2019).

*Second objective of the study was to study the relationship between quality of life and burnout among teachers.* Each of the subscale of burnout was correlated with quality of life; the results of the same can be referred to Table 4 above.

Table 4 shows the correlation between the aspect of emotional exhaustion and quality of life is -0.25 which indicates the significant negative and inverse relationship of these two aspects that means when one (emotional exhaustion) increases the other one (quality of life) decreases and vice versa. More emotionally exhausted the individual be, lesser the quality of his life would be because of the constant irritation, anger and overburden will lead to the inability to think, act or feel positively.

Depersonalization is a state in which one's thoughts and feelings seem unreal or not to belong to oneself. It can be seen as a distinct and maladaptive interpersonal phenomenon. Research suggests that there is an important role of intrinsic orientation for teaching in preventing teacher depersonalization (Benita et al., 2019). The correlation between the aspect of depersonalization and quality of life is -0.32 which indicates the significant negative and inverse relationship of these two aspects that means when one (depersonalization) increases the other one (quality of life) decreases, and vice versa. Research suggests that frequent and direct interaction with students constitutes a major motivator and source of job satisfaction for many teachers (Benita et al., 2019; Watt et al., 2012), whereas on the other hand, this interpersonal and social nature of the teaching job can also represent a major job demand relating to poor well-being (Johnson et al., 2005). Work-related psychological distress is not only linked to problematic interactions with students, but it is also associated with conflict in other life activities, such as problems with work-family balance (Houfort, Philippe, Bourdeau, & Leduc, 2018) which degenerates quality of life.

Personal accomplishment is a dimension of burnout associated with feelings of competence, high self-efficacy, and a sense of achievement. Reduced personal accomplishment indicates high level of burnout (Fives et al., 2007; Maslach et al., 1996; Kokkinos, 2007). The correlation between the aspect of personal accomplishment and quality of life is 0.26 which indicates the positive relationship of these two aspects that means when one (personal accomplishment) increases the other one (quality of life) increases.

## **Conclusion**

The objective of the current study was to study the burnout levels and quality of life among primary and secondary school teachers. The tests were carried out, results were discussed. The key finding of the research are that there is no significant difference in burnout levels between primary and secondary school teachers. Thus, the first hypothesis that there is a significant difference between the Primary and secondary school teachers with respect to burnout is rejected. Moreover, the second hypothesis that there is a significant relationship between burnout and quality of life is accepted. On the two aspects of burnout namely emotional exhaustion and depersonalization there was negative correlation with quality of life which means that high levels of emotional exhaustion and depersonalization degenerates the quality of life and the third aspect of burnout which is personal accomplishment the correlation with quality of life is positive which indicates that more personally accomplished teacher have a good quality of life. Implications and future suggestion

This research studies the relationship between burnout and quality of life among teachers; it can be an eye-opener for the educators and academicians to improve on teacher's quality of life and can help them to work on reducing their burnout levels because teacher's quality of life has a great impact on student's life.

Future suggestions can be that modified versions of measures can be used to explore the level of burnout and quality of life. Secondly, the comparison in the study is between the level of burnout and quality of life which can be made in teaching and non-teaching staff. Gender difference can also be assessed that how the levels of burnout and quality of life different among the genders.

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