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Burnout syndrome of director: An empirical study in North Karn

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Abstract

Burnout can be defined as; the state of physical and emotional depletion resulting from conditions of work. It is emphasized emotional exhaustion as the result of prolonged overwork and overextension. Burnout includes three unique symptoms considered to be the result of burnout: emotional exhaustion, depersonalization, and reduced personal accomplishment. The main purpose of this study is to measure of burnout syndrome on director. This empiric research planned to be realized by surveying method. director in province Denali have been reached and asked to participate in the study. The survey instrument included Burn-Out Syndrome and demographic questions about the participants.

Keywords: Burnout Syndrome, director, and education;

1. Introduction

Burnout as a result of prolonged stress related to work intensity; the person cannot be found in the business function effectively. This inability to deal with the negative stress conditions can be considered as the last stage of the process. People must work and to have a job in order to survive. If the person is having difficulty because of the working conditions, he will remain a difficult process in their life. This situation brings a lot of problems. Individuals against people working with depersonalization, and personal accomplishment and competence to feel emotionally exhausted will lead to a decrease in feelings. Thus, all the life of an individual adversely affected (Maraşlı, 2005). This situation can be described as a brief burnout. Burnout is common in occupations that have relationships with people face to face (Barutçu & Serinkan, 2008). The teaching profession is one of them. Although the reasons may differ, all teachers may experience stress in their work (Jennett *et al.*, 2003).

2. Burnout and Director Burnout

Burnout has become important problem for a long time revealing to all members of professions, including teaching. Freudenberg found this concept for the first time in 1974. He defined as wearing down or wearing out of energy (Ahola & Hakanen, 2007). Burnout is officially defined and personally experienced as a state of physical, emotional, and mental exhaustion caused by long-term taking part in situations that are emotionally demanding (Saiari *et al.*, 2011). Another way the term burnout is used to describe an individual reaction to chronic stress at work (Westermann *et al.*, 2012)

3. Research Method

The purpose of this study is to determine the levels of burnout on director working in Denali. The director demographic characteristics is to determine whether maintenance of the differences between the levels of burnout. Another aim of the study is to give some advice for directors who burnout.

Maslach Burnout Inventory was used for this study. This scale consists of three dimensions and 22 items. Measurement of the reliability coefficient was high (Cronbach's alpha= 0.822). Emotional burnout is consist of 9item, Depersonalization is contain 5 and personal accomplishment 5 item too. If high level of Emotional burnout and Depersonalization are indicate burn out of director. Low score of personal accomplishment it means that director have burn out syndrome.

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Random sampling method was preferred for this study. Survey method was used in this research. 167 respondents were reached as a result of the research

3.1. Research Findings

Executives ratio is very low among the 167 teacher surveyed

(14%). This study is consist of 34% of Private college teachers, 44% Government college director and 22% of, Aided college director participated. 62% of the respondents are female. With a maximum of 41% in the age group between the ages of 36-45, then 26-35 years of age group is 31%. Rate of 23 % in the group is over the 46 ages.

Table 1: Descriptive statistics

Burnout dimension	Colleges Type	N	Mean	Std. Deviation
Emotional Burnout	Government	57	2.2456	,88932
	Aided	74	2.3889	,76744
	Private	36	2.0556	,66587
	Total	167	2.2681	,79735
Depersonalization	Government	57	1.4737	,68414
	Aided	74	1.6892	,78139
	Private	36	1.7833	,87815
	Total	167	1.6359	,77718
Personal accomplishment	Government	57	3.7434	,69172
	Aided	74	3.7128	,78778
	Private	36	3.8090	,84224
	Total	167	3.7440	,76501

Most of the director are married (92%) and seems to be the only two people who are divorced. With 53% of the director that they have 2 children, 38% places of birth village and 74% of manager’s style was found democratic. A large majority of director (65%) not to think about leaving the profession, only 6% group often planning to quit the profession. 46% of

director are partly respected their professions and part of 46%, think about their salaries is sufficient. 38% of those, think that their salaries is insufficient. According to school types of director are involved in research that has shown below burnout dimensions’ descriptive statistics.

Table 2: Multiple Comparisons LSD

Dependent Variable	(1)College	(j)College	Mean Difference(i-j)	Std Error	Sig
Emotional burnout	2	3	-,14327	,13953	,306
		4	,19006	,16855	,261
	3	2	,14327	,13953	,306
		4	,33333	,16088	,040
	4	2	-,19006	,16855	,261
	3	-,33333	,16088	,040	
Depersonalization	2	3	-,21550	,13607	,115
		4	-,30965**	,16438	,061
	3	2	,21550	,13607	,115
		4	,09414	,15690	,549
	4	2	,30965**	,16438	,061
	3	,09141	,15690	,549	

The mean evaluation is made of the participants; the highest average of emotional exhaustion (X = 2.38) was found in terms of Private college director. Dimension of depersonalization in Government college director (X = 1.78) was highest rate found. This means that the two dimensions at burnout are low. The highest rated personal accomplishment

dimension (X = 3.80) was found in aided college director. Higher scores mean to be this size; Government college director have the lowest burn out syndrome rate. Multiple comparison analysis is shown that differences between the groups occurred by college directors.

Table 3: Gender Differences of Independent Samples t Test.

	N					
Emotional burnout	Male-64	2.4063	,85798	1.776	165	,078
	Female-103	2.1823	,74873	1.720	120,118	,088
Depersonalization	Male-64	1,6281	,76168	-,102	165	,919
	Female-103	1,6408	,79031	-,103	137,482	,918
Personal accomplishment	Male-64	3,6602	,76196	-1,117	165	,265
	Female-103	3,7961	,76596	-1,119	134,260	,265

The mean difference is significant at the 0.10 levels.

According to the findings of the t-test in terms of gender dimension of emotional burnout, there is significant difference men and women. The mean score of men are higher (X = 2.40) than women’s score. On the other hand,

men’s personal achievement scores are lower than women. In this case, the men said to live more burnout. Salary satisfaction scores are shown below.

Table 4: Salary Descriptive

		N	Mean	Std Deviation
Emotional burnout	Adequate	26	2.0726	.68705
	Partially adequate	77	2.1890	.72683
	Inadequate	64	2.4427	.89230
	Total	167	2.2681	.79735
Depersonalization	Adequate	26	1.5154	.58013
	Partially adequate	77	1.6727	.76976
	Inadequate	64	1.6406	.85759
	Total	167	1.6359	.77718
Personal accomplishment	Adequate	26	3.6635	.90814
	Partially adequate	77	3.7890	.72894
	Inadequate	64	3.7227	.75378
	Total	167	3.7440	.76501

The group who was thought not adequate the salaries is higher score than the other groups according to emotional exhaustion. Depersonalization and personal accomplishment dimensions between the two groups, there is no significant differences. Other findings of the study are as follows: For the comparison of administrators and director' burnout scores, according to the t test, managers have been more experienced to burn out in depersonalization dimension ($X = 1.95$, $p = .049$). However, administrators in terms of personal achievement score average ($X = 4.09$, $p = .018$) are higher than director.

Conclusion

Purpose of this study was to determine the levels of burnout in director working in colleges in Denali. As a result of the director; in which low levels of burnout in director, college directors experienced burnout at least, meaner more experienced burnout than women director. Inadequate salaries of the director who have been identified more experienced burnout. Another result, the executive levels of director more experienced burnout and young director were found to be in more burnout than other age groups. Working conditions affecting burnout may improve as required. For the new director to facilitate their adaptation to the institutions and orientation programs should be implemented to deal with the problems faced.

Director, not only themselves, but also had a negative influence of education, they should consider burnout the irstudents and colleagues. In this context, the directors know what is burnout, prevention, recognition, and given seminars on coping with. In addition, the director working in the field of education, the salary for their services, in accordance with current economic conditions, should be done to improve a satisfactory way.

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