

**Psychological burnout among  
secondary school teachers of Dhaka  
city:**

**Its causes and prevalence**

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## **Research team**

Dr. Monira Jahan

*Director, IER, Jagannath University*

Ms. Nazmin Sultana

*Learning support facilitator, BRAC-IED*

Ms. Faria Haque Tuly

*Staff Researcher, BRAC-IED*

Md. Samsul Huda

*Teacher trainer, NAEM*

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## **Executive Summary**

Burnout can be defined as a distressing psychological state that an individual experiences from the engagement of his/her job (Gabriel, 2013). It can be characterized by emotional exhaustion, cynical, and impersonal attitude toward people at the workplace, and a low sense of personal accomplishment towards one's job role (Maslach, Jackson, & Leiter, 1996). Burnout is not a new phenomenon in the job industry, however, what new is, its increasing rate in the teaching profession. Extensive research shows that the teaching profession has the highest burnout rate compared to any other public sector and teachers are consistently reported to be at the highest risk of burnout across the world (Gabriel, 2013; Jacobson, 2016). In this era of ever-changing education reforms, teaching is increasingly becoming a challenging profession due to various reasons that range from carrying out legislative mandates to managing the classroom to parental cooperation, which might culminate burnout among the teachers of different abilities (Ramberg, Laftman, Akerstedt & Modin, 2019).

However, the irony is that despite its devastating effect on teachers' quality burnout among teachers has rarely been acknowledged in the teacher development programs of the country. It should be mentioned that teaching is often considered a less attractive job in Bangladesh (Rahman, M. Rahman, & Shahriar, 2011). In our country, many teachers suffer from lack of motivation and job satisfaction (ADB, 2015); both are precursors to burnout. Further, the constant pressure of incorporating the everchanging curriculum and legislative guidelines in classroom practice, ensuring academic achievements for all students, and

fulfilling a host of extra teaching assignments has put an extra strain upon teachers across the globe (Sehn et al., 2017) and so as in Bangladesh. Long-term such strain cause chronic stress may turn into psychological burnout among teachers (Gabriel, 2013). It is high time to look beyond the traditional focus of teacher development programs such as teacher training and prompt consideration of addressing issues like burnout among teachers for more comprehensive development of teacher quality. In this regard, the present study is set out to investigate the psychological burnout phenomenon among secondary school teachers of Dhaka city and to explore the working climates in the education sub-sector that are contributing to the factors of teacher burnout in schools.

The study followed a cross-sectional survey method to collect data as it allowed the researcher to take a snapshot of the researched phenomenon from a population too large to study directly at a point in time (Babbie, 2014). Non-probability purposive sampling was used to select the teachers as the study participants. A self-administered questionnaire was used to collect data for the study. The questionnaire was divided into three sections: Parts A, B, and C. What followed a brief description of the demographic items provided in Part A, for measuring the prevalence of burnout among teachers Maslach Burnout Inventory-Educators Survey MBI-ES (Maslach et al.,1996) was included in Part B, followed by a Perceived Work Climate Survey (PWCS) (Moos, 1994; Fimian & Fasteneau, 1990; Fimian, 1984) to explore the factor that might potentially cause burnout in Part C. Both descriptive and inferential statistical techniques were used to analyze and interpret the data. The descriptive analysis involved the use of means and standard deviations while inferential analysis involved the use of the *Chi* square test, analysis of variance (ANOVA), and multiple regression techniques.

The results from the multiple regression analysis revealed 5 demographic factors: teachers' involvement in extra teaching assignments, teaching experience, types of school, working hours, and gender and three work environment factors: innovation, professional growth, and recreation have significant influence on at least one of the three components of teacher burnout as well as on the overall burnout score.

Considering the study findings, the study made the following recommendations. Firstly, a national-level survey study is necessary to know the actual status of burnout among the teachers. Secondly, given that involvement in extra-teaching or non-teaching assignments increases burnout it is important to reconsider while imposing non-teaching tasks on the teachers. In terms of assigning non-teaching tasks to the teachers, special consideration should be given in using their faculty rather instead of tagging them with a job that neither they enjoy nor they find meaningful to their core job i.e., teaching. Thirdly, It is high time that the government starts taking the initiative to implement a proper professional development plan for the school level teachers which allows them to progress and develop throughout their teaching career. Finally, teacher well-being and mental issue should be included in the teacher development programs. Training such as stress management, a positive work environment, and mental hygiene should be introduced along with the existing pedagogical training.

# Chapter 1

## Introduction

### 1.1 Background of the study

In recent years, psychological ‘burnout’ has become a topic of research among scholars, particularly interested in the field of work. Burnout can be defined as a distressing psychological state that an individual experiences from the engagement of his/her job (Gabriel, 2013). It can be characterized by emotional exhaustion, cynical, and impersonal attitude toward people at the workplace, and a low sense of personal accomplishment towards one’s job role (Maslach, Jackson, & Leiter, 1996). It is usually a feeling of frustration that comes from chronic job stress which could result in attrition (Jackobson, 2016).

Burnout is not a new phenomenon in the job industry, however, what new is, its increasing rate in the teaching profession. Extensive research shows that the teaching profession has the highest burnout rate compared to any other public sector and teachers are consistently reported to be at the highest risk of burnout across the world (Gabriel, 2013; Jacobson, 2016). In this era of ever-changing education reforms, teaching is increasingly becoming a challenging profession due to various reasons that range from carrying out legislative mandates to managing the classroom to parental cooperation, which might culminate burnout among the teachers of different abilities (Ramberg, Laftman, Akerstedt & Modin, 2019).

Burnout among teachers has consequences on both the teachers and those with whom they work. The consequences of teacher burnout include, but are not limited to absenteeism, poor job performance, anger toward students, lack of job motivation and commitment which affects student performance, teacher attrition, and in turn quality education (Jacobson, 2016). Burned-out teachers merely apply new practice and knowledge in the class and are found to be responsible for student apathy and low achievement (Ramberg et al., 2019). It also affects a teacher's classroom management skill as they tend to suffer from irritability, behaves cynical to students, and often take punitive action against the students to maintain discipline which further increases problem behaviors among students (Chang, 2009; Jacobson 2016).

Additionally, burned-out teachers, in many cases, tend to switch to other professions because they are dissatisfied with the current one. It has been found that every year, about 7-8% of teachers change their professions due to burnout with their occupation (Shen, McCaughtry, Martin, Garn, Kulik, & Fahlman, 2017). Excluding turnover, teacher absenteeism, and early retirement due to burnout status are significant outcomes that may not only put the burden of extra works on other teachers but also a waste of financial resources by hiring substitute teachers (Fisher, 2011) and leaving students to private coaching for the deficiency. These consequences have aftereffects on quality education. One of them is employing substitute teachers time and again who are not highly qualified. This not only degrades the quality of teaching but also makes students demotivated and apathetic (Shen et al., 2017). Another is the frequent transition of teachers hinders the way of policy implication along with a development plan for schools (Jacobson, 2016). Not only professional life but also the quality of the personal life of teachers are significantly

deteriorated by burnout (Shen et al., 2017). Burnout of teachers takes a heavy toll on their physical, emotional, and psychosocial health (Jacobson, 2016). Regarding mental health, burnout can cause low confidence, low self-esteem, and clinical depression. Burnout is also detrimental for physical health, as, insomnia, headache, frequent cold, and flu, even in severe cases, shows cardiovascular syndrome (Shen et al., 2017).

Burnout does not affect the teachers only but also their students and the educational system. Therefore, it has become critical to develop proper measure to assess the prevalence of burnout symptoms among the teachers. With the early identification of burnout among teachers and the factors that contribute to it would be possible to provide timely intervention to prevent the likelihood of burnout. Further, teachers play a critical role in developing and nurturing the future generation of the nation. Burned-out teachers are a threat to the whole education system in the process of making an effective generation. Therefore, it is deemed necessary to address the issue of teacher burnout for the sake of its appropriate management.

## **1.2 Statement of the problem**

Bangladesh is going through a process of education reform for ensuring quality education, achieving the Sustainable Development Goal (SDG 4). In this regard, several educational reforms have been undertaken, but little attention has been given to the teachers who are carrying out those reforms (CAMPE, 2019). However, it has been widely reported that teacher quality is the most critical factor for achieving quality education (Dufour & Marzano, 2011). Keeping quality education at the heart, Bangladesh has taken several initiatives such as allocation of budget, reform policy, and launch development programs to improve teacher quality. Nevertheless, poor quality of education is still one of the major

concerns of our education sector and the quality of teachers is one of the major reasons behind that (CAMPE, 2019; Rahman, 2014; World Bank, 2013). It seems that the existing endeavors toward improving the quality of teachers hardly could translate into effective classroom instruction and alleviate the overall quality of education. In fact, according to a report by ADB (2015), a weak teacher development program is one of the major issues that secondary education in Bangladesh is suffering from. The majority of the endeavors towards preparing quality teachers are mostly centered either upon teachers' professional development such as teacher training programs or on an increase in salary subvention (CAMPE, 2019). Consequently, psychological issues related to professional development such as burnout often remain neglected as a focus of teachers' quality development programs.

Burnout among teachers is suggested as one of the major detrimental factors which affect the teachers' quality years after years which often remain unaddressed (Ramberg et al., 2019). A burned-out teacher can affect students' academic achievement, their mental health, co-worker's well-being, and organizational environment; yet continue to work with symptoms of burnout, without even realizing it (Jacobson, 2016). Burnout wears down teachers that directly falls-off in quality education. (Grayson & Alvarez, 2008; Jacobson, 2016; Ramberg et al., 2019). However, the irony is that despite its devastating effect on teachers' quality burnout among teachers has rarely been acknowledged in the teacher development programs of the country. It should be mentioned that teaching is often considered a less attractive job in Bangladesh (Rahman, M. Rahman, & Shahriar, 2011). In our country, many teachers suffer from lack of motivation and job satisfaction (ADB, 2015); both are precursors to burnout. Further, the constant pressure of incorporating the

everchanging curriculum and legislative guidelines in classroom practice, ensuring academic achievements for all students, and fulfilling a host of extra teaching assignments has put an extra strain upon teachers across the globe (Sehn et al., 2017) and so as in Bangladesh. Long-term such strain cause chronic stress may turn into psychological burnout among teachers (Gabriel, 2013). It is high time to look beyond the traditional focus of teacher development programs such as teacher training and prompt consideration of addressing issues like burnout among teachers for more comprehensive development of teacher quality. In this regard, the present study is set out to investigate the psychological burnout phenomenon among secondary school teachers of Dhaka city and to explore the working climates in the education sub-sector that are contributing to the factors of teacher burnout in schools.

### **1.3 The rationale of the Study**

Burnout is the most reported cause of teacher attrition (Jackobson, 2016). A burned-out teacher can be considered as a burden on the education system as burnout remains in the system for a long time without making any effective contribution to the system (Shirom, Melamed, Toker, Berliner, & Shapira, 2015). Burnout among teachers is a phenomenon that silently affects not only the individual teachers but the entire education system and its stakeholders particularly the students, our future generation (Fernet et al., 2012). Therefore, it is important to understand the causal phenomena of burnout to address the issue and plan effective intervention strategies. The study is set out to explore the factors that contribute to teachers' burnout experience. The result will help to identify the potential sources of burnout at the workplace and to recognize ways to deal with teacher stress and burnout before it becomes an issue. This will also help policymakers to make schools a less stressful place for

teachers in Bangladesh and formulate policies to facilitate teacher well-being and overall mental health.

In Bangladesh, the scope of teacher development programs is still limited to their professional development whereas the development of their mental health and overall well-being is rarely acknowledged in practice. In this regard, the study is important as it addresses one of the most important yet least acknowledged issues such as teachers' mental health by focusing on burnout among teachers in Bangladesh. The study findings can guide the incorporation of teachers' mental issues in teacher development programs to address teacher burnout and increase teachers' wellness. It should be mentioned that the wellness of students is dependent on the wellness of teachers (Shirom et al., 2015). Therefore, addressing the issue of teacher burnout will not only benefit the individual teacher but also the students and the education system as a whole.

#### **1.4 Objectives of the Study**

The purpose of the study is to explore the situation of psychological burnout among secondary school teachers in Dhaka city.

The specific objectives of the proposed study are as follows:

- To determine the prevalence of burnout among secondary school teachers in Dhaka city.
- To identify the demographic factors (e.g., gender, age, school type, educational qualification, teaching experience, and monthly income) that contribute to the psychological burnout of the teachers.

- To identify the factors of work climate that may contribute to the psychological burnout of the teachers.

### **1.5 Research Questions**

The study is guided by the following research questions.

- i. What is the prevalence of burnout among teachers at secondary schools in Dhaka city?
- ii. Which demographic factors contribute to burnout among teachers?
- iii. Which work climate level factors contribute to burnout among teachers?

## **Chapter 2**

### **Review of Literature**

Burnout can be defined psychological syndrome caused by extreme and prolonged job stress (Gabriel, 2013). It can be characterized by emotional exhaustion, cynical, and impersonal attitude toward people at the workplace, and a low sense of personal accomplishment towards one's job role (Maslach, Jackson, & Leiter, 1996). Emotional Exhaustion refers to a feeling of being emotionally over extended by one's job (Maslach et al., 1996). An emotionally exhausted teachers usually feel tired and lethargic at work. Depersonalization includes cynical attitudes toward students, parents, and the workplace (Maslach et al., 1996). Finally, low sense of personal accomplishment reflects negative appraisal of one's worth and not seeing any contribution to one's work (Maslach et al., 1996).

Previous studies investigated potential contributors to burnout through the lens of Bronfenbrenner's Social-Ecological Model and Vygotsky's Social Development Theory (Grayson & Alvarez, 2008; Jacobson, 2016). Extant study shows male teachers suffer from burnout as they depersonalized while females are gone through emotional exhaustion and felt personal accomplishment insufficiency (Schaufeli & Greenglass, 2015). With relation to age, young teachers exhibit emotional exhaustion than elderly teachers (Frenet et al., 2012). Another individual factor for burnout is setting an unrealistic goal for students and fail to accomplish it. Also, imbalanced personal and professional commitments lead to burnout. Female teachers mostly confront this issue as they provide emotional and physical support to the family. These supports in two different places at the same time make female

teachers overwhelmed (Grayson & Alvarez, 2008, Jacobson, 2016). Considering the different levels taught, high school teachers are prone to be depersonalized and lack personal accomplishment than elementary school teachers (MBI; Maslach et al.,1996).

Apart from individual stressors, organizational and occupational factors also ignite burnout. Public school teachers often suffer from burnout due to inadequate support and an unsatisfactory working environment (Grayson & Alvarze, 2008). Within the school climate, factors like a teacher-student relationship, peer-student relationship along school management contribute to burnout (Grayson & Alvarez, 2008). Students' imprudent behavior and indiscipline led to teacher burnout (Shirom et al., 2015). Students' misbehaviors along with inattention and impudence trigger burnout among 22% of teachers from all grade levels. (Fernet et al., 2012). Hence, classroom management is strongly associate with burnout. Inadequate training on classroom management strategies impedes educators to understand the realities. In turn, teachers struggle in the class as they lose a sense of control which further depletes self-efficacy regarding the impact on the student (Jacobson, 2016). Apart from these, excessive workload, low salary, inconsiderable paperwork, deadlines, and narrow scope of professional progress add stress to the teachers (Shirom et al., 2015). On top of that school's internal conflict regarding hierarchy and imposing policies set off teachers' burnout (Grayson & Alvarez, 2008) Furthermore, less cooperation from colleagues along with the dysfunctional relationship with them can grow isolation at times. One who is piling up this isolation inside gets burnout.

Not only organizational or occupational factors but also some personality traits such as, insecure, ambivalence, and anxiety can cause isolation which paves the way for burnout

(Jacobson, 2016). Emotional exhaustion is often caused by poor school and community support regarding students' development (Fernet et al., 2012). In turn, teachers are running on empty to aid students and end up with emotional exhaustion. Further, teachers play different roles, like a friend, mentor, protector, a disciplinarian to excel in the job. Simultaneously, they are accountable for students' success and failure which grow a wide range of both positive and negative emotions (Chang, 2009). Release from extra administrative works and increased learning time have an inverse relation to personal accomplishment. Subsequently, depersonalization is amplified by ineffective interaction with students, student academic orientation as well as discouraging attitude from the administration. Depersonalization can spring out of apathetic students and their behavior. The least support from the administration dissatisfies teachers and cause cynicism (Grayson & Alvarez, 2008; Shen et al., 2017).

## **Chapter 3**

### **Methodology**

The study is descriptive. The outline of the methodology of the intending study is given below:

#### **3.1 Sampling**

Non-probability purposive sampling was used to select the teachers as the study participants. The teachers were from different types of schools including, non-government schools with and without MPO (Monthly Pay Order) provision, government, and English medium schools.

#### **3.2 Source of Data and Methods of Data Collection**

Secondary school teachers in Dhaka city served as the source of Data. The study followed a cross-sectional survey method to collect data as it allowed the researcher to take a snapshot of the researched phenomenon from a population too large to study directly at a point in time (Babbie, 2014). The present study was set out to explore the burnout situation among secondary school teachers in Dhaka city. By using a cross-sectional survey, it was possible to collect responses on burnout from a large group of respondents at the same time. Survey designs are also effective for handling the analysis of several variables simultaneously (Babbie, 2014). In this study, one of the focuses was on exploring different demographics (e.g., gender) and work environment-related (e.g., relationship with co-workers) variables that are believed to contribute to burnout among teachers. Surveys also

provide an opportunity to collect anonymous data from a large group, without prejudicing their responses (Fink, 1995). Furthermore, it was both time and cost-effective (Creswell, 2012), allowing the researcher to cover a considerable population with limited resources and within a limited time frame.

### **3.3 Tools of data collection**

A self-administered questionnaire was used to collect data for the study. As burnout is a subjective experience, a self-report measure suits the purpose well (Babbie, 2014; Creswell, 2012). Given the study focuses on two issues regarding burnout among teachers: prevalence and causes two different self-reported measures for each of the issues will be used to develop the questionnaire. The questionnaire was divided into three sections: Parts A, B, and C. What followed a brief description of the demographic items provided in Part A, for measuring the prevalence of burnout among teachers Maslach Burnout Inventory- Educators Survey MBI-ES (Maslach et al.,1996) was included in Part B, followed by a Perceived Work Climate Survey (PWCS) (Moos, 1994; Fimian & Fasteneau, 1990; Fimian, 1984) to explore the factor that might potentially cause burnout in Part C. It should be mentioned here that the self-report measures adapted and piloted to be suitably applied for the study sample. In this regard, both the self-report measured included in Part B and C was translated following the back-translated method as suggested by Brislin (1970). A brief description of the three subsections of the questionnaire is given below.

Part A- Demographic information sheet. In this sub-section demographic items concerning teachers were included. For instance, gender, age, marital status, type of school,

educational qualification, teaching experience, no. of classes per day, salary, working hour, and involvement in any extra teaching assignment at school

Part B- The Maslach Burnout Inventory-Educators Survey (MBI-ES)- a 22-item survey comprised of three subscales namely: Emotional Exhaustion (EE); Depersonalization (DP) and a reduced sense of Personal Accomplishment (PA) (Maslach, Jackson & Leiter, 1996). The emotional exhaustion subscale assesses feelings of being emotionally exhausted by one's work. An example of the EE subscale item is: "*I feel fatigued when I get up in the morning and have to face another day on the job*". The depersonalization subscale measures the feeling of detachment towards people (e.g., students, colleagues, staff, parents) at one's workplace. A sample item for this subscale includes "*I feel I treat some students as if they were impersonal objects*". The reduced sense of personal accomplishment indicates a sense of ineffectiveness and denying one's contribution to one's workplace. A sample item for this subscale includes: "*I feel I'm positively influencing other people's lives through my work*" (reverse coded). Each item of the MBI-ES is scored on a Likert scale in terms of frequency of experiences ranged from 0 (*never*) to 6 (*always*). Median of scores is considered as cut-off scores i.e., scores falling above-median scores were considered as high and below-median as low and falling on median as average scores. This is a popular survey with evidence of empirical validity and reliability to measure burnout in academic settings across different cultural contexts. The Cronbach's  $\alpha$  value for this survey has been reported in past research as ranging from .71 to .90 (Maslach, Jackson & Leiter, 1997). In this study the 22-item bangla version of the MBI was found to be highly reliable with a Cronbach's alpha ( $\alpha$ ) = .87 which was comparable to the estimated range of Cronbach's alpha (0.71- 0.90) reported in the previous research.

Perceived Work Climate Survey (PWCS). The PWCS is developed in the light of two cross-culturally valid instruments for assessing job-related stressors as perceived by teachers namely Sources of Stress Questions (Fimian 1984; Fimian and Fasteneau,1990) and Work Environment Scale (WES) (Moos, 1994). The PWCS is 64- item Likert type scale composed of eight subscales: Involvement (Sample item: “*I feel proud to be a part of this school*”), Work Pressure (Sample item: “*The testing and pacing pressure is stressful for me*”), Autonomy (Sample item: “*I feel a lack of control over school decisions that affect me and my students*”), Professional growth (e.g., “*I do not see any future in this job*”), Innovation (Sample item: “*I am discouraged when I do things differently*”), Physical Comfort (Sample item: “*My workplace is crowded*”), Coworker Cohesion (Sample item: “*I do not feel “safe” to speak my mind with colleagues or administrators.*”), Recreation (Sample item: “*The school arranges sports and cultural events for the teachers.*”). Each item of the PWCS is scored on a Likert scale in terms of frequency of experiences ranged from 0 (*never*) to 6 (*always*). All the items had an acceptable Cronbach’s alpha value of above .70 (Field, 2009). The Cronbach’s alpha value for the whole scale, was calculated to be a high at ( $\alpha = .916$ ) indicating the high reliability of the measure as suggested by Field (2009).

### **3.4 Method of Analysis and presentation**

Both descriptive and inferential statistical techniques were used to analyze and interpret the data. The descriptive analysis involved the use of means and standard deviations while inferential analysis involved the use of the *Chi* square test, analysis of variance (ANOVA), and multiple regression techniques. All the statistical analyses and all other data processing

were done by using SPSS 20.0 windows program. For tabular and graphical representation Microsoft word 2013 and Microsoft Excel 2013 were used.

To answer the first research question on the prevalence of burnout among teachers, mean scores from the Maslach Burnout Inventory-Educators Survey (MBI-ES) were analyzed to yield the extent of the high, moderate, and low level of burnout.

To answer the second research question on demographic factors that causes burnout among teachers, a multiple regression analysis was conducted. Burnout scores were set as dependent variables and demographic factors (e.g., gender) was set as independent variables to assess which of the demographic factors contribute to the three dimensions of burn out.

To answer the third research question on aspects of work climate that causes burnout among teachers, a multiple regression analysis was conducted. Burnout scores were set as dependent variables and perception of work climate factors (e.g., coworker cohesion) was set as independent variables to assess which of the work climate factors contribute to the three dimensions of burnout.

## **Chapter 4**

### **Findings**

#### **4.1 Introduction**

The chapter aims to present the findings from the analysis of data. It begins with the presentation of the descriptive statistics on the characteristics of the respondents. This is followed by the presentation of results obtained from analyses of the measurement scales. Firstly, the result from the MBI subscale (burnout measure) is reported. Secondly, the contribution of teachers' demographic variables to MBI subscale scores are presented, then finally, the results from the multiple linear regression analysis that explored the contribution of perceived work climate factors (as measured by the PWCS) to MBI subscale scores (burn out measure) are reported.

#### **4.2 Demographic characteristics of the participants**

The present study comprised data from a total of 77 teachers. Table 4.1 shows the descriptive statistics of the study participants concerning the demographic variables. The respondent's ages ranged from 24-47 years. Majority of the participants were female (n = 51, 66%) and employed in a non-government school with no MPO provision (n = 54, 70%) holding permanent employment (n=57, 74%). In terms of the salary, about two-thirds of the participants reported receiving BDT 20,000/- or less than that. The number of classes taken by the respondents ranges from 1 to 7 daily with working hours ranging from 2-8 hours per day. About 27% (n=21) of the respondents reported having no professional training experience. The majority (n=30, 39%) of the respondents have worked for less than 3 years

in their current workplace/school with a total teaching experience of 7-10 years (n= 27, 35%).

Table 4.1

*Demographic data for the participating teachers*

	Mean (S.D)	Number of participants
Total number of participants		77
Gender		
Female		51
Male		26
Age of participants (24-47)	33.29	
Relationship status		
Single		24
Married		51
Divorced		2
Number of children		
One child		26
Two children		16
Three children		1
None		34
Educational qualification		
Bachelors		11
Masters		66
Type of workplace/school		
Non-government school (Non-MPO)		54
Non-government school (with MPO)		09
Government school		04
English medium school		10
Monthly salary		
≥20,000/-		50

21,000/- - 30,000/-	19
31,000/- - 40,000/-	3
<40,000/-	5

Table 1 (contd.)  
Demographic data for the participating teachers

	Mean ( <i>S.D</i> )	Number of participants
<b>Employment</b>		
Permanent		57
Temporary/Contractual		20
<b>Professional training received</b>		
Bachelor of Education		14
Master of Education		28
Creative question development		4
Digital content development		4
Teaching Quality Improvement (TQI)		2
School-Based Assessment (SBA)		4
No professional training received		21
<b>Teaching experience</b>		
Below 3 years		18
3-6 years		21
7-10 years		27
11-14 years		7
Above 14 years		4
Number of classes (per day)	4.43(1.2)	
1-2 classes		2
3-4 classes		41
5-6 classes		29
7-8 classes		5
<b>Working hour (per day)</b>		

2-3 hours	4
4-5 hours	9
6-7 hours	46
8-9 hours	18

Table 1 (contd.)  
Demographic data for the participating teachers

	Mean ( <i>S.D</i> )	Number of participants
Involvement in extra-teaching assignment		
Involved		43
Not involved		34
Intention to change the teaching profession		
Yes		44
No		33

### 4.3 Prevalence of Burnout among the teachers

The prevalence of burnout has been determined by teachers' responses to Maslach Burnout Inventory- Educator survey. Different demographic factors have been taken to consideration to examine the prevalence among teachers.

### 4.3.1 Prevalence of Burnout across the Gender

**Figure 4.1**

Percentages of different burnout components across gender

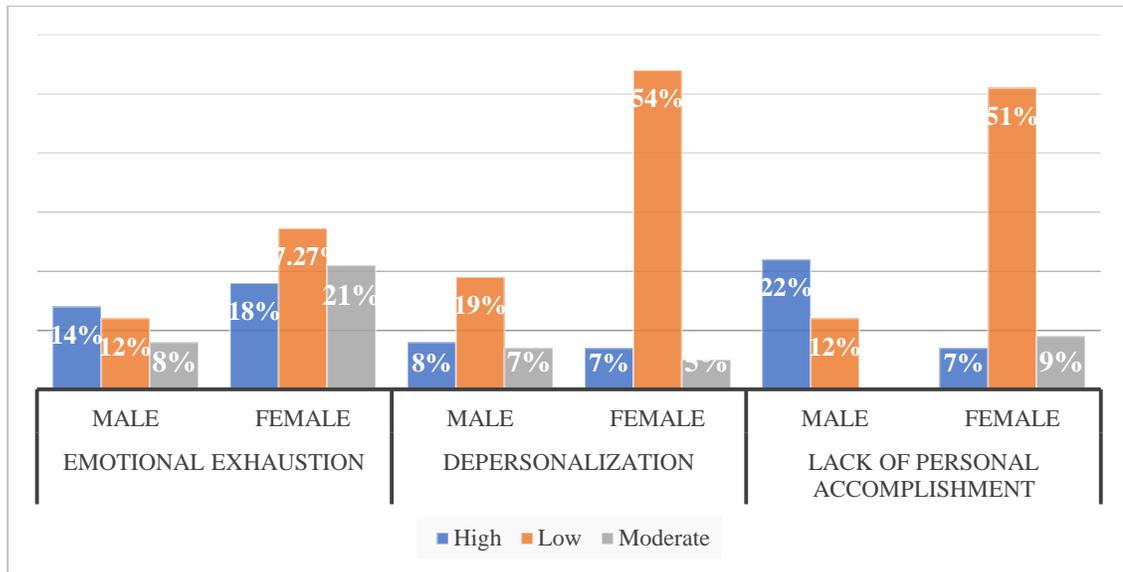


Figure 4.1 show the percentages of the three burnout components across the gender. indicating its specific component with level. Emotional exhaustion seems to have the highest prevalence among the participants as about 32% (M=14% and F=18%) of the sample falls under the category of having a high level of emotional exhaustion. Next to this, is a lack of personal accomplishment with 29% (M=22% and F=7%) of the sample reporting a high level of reduced personal accomplishment. Gender difference is found across all the components of burnout. Emotional exhaustion (14%) is prevalent in high levels among females comparing depersonalization and lack of personal accomplishment. On the other hand, male teachers exhibit a lack of personal accomplishment (22%) the most. According to the *chi-squared* test analysis the differences between male and female teachers is not statistically significant for the emotional exhaustion [ $\chi^2$  (2, N=77) =1.77,  $p>0.05$ ] and depersonalization [ $\chi^2$  (2, N=200)

=5.44,  $p>0.05$ ] but it was highly significant for the personal accomplishment component [ $\chi^2$  (2, N=200) =27.02,  $p<0.01$ ].

**Figure 4.2**

*Mean scores of different Burnout components across gender*

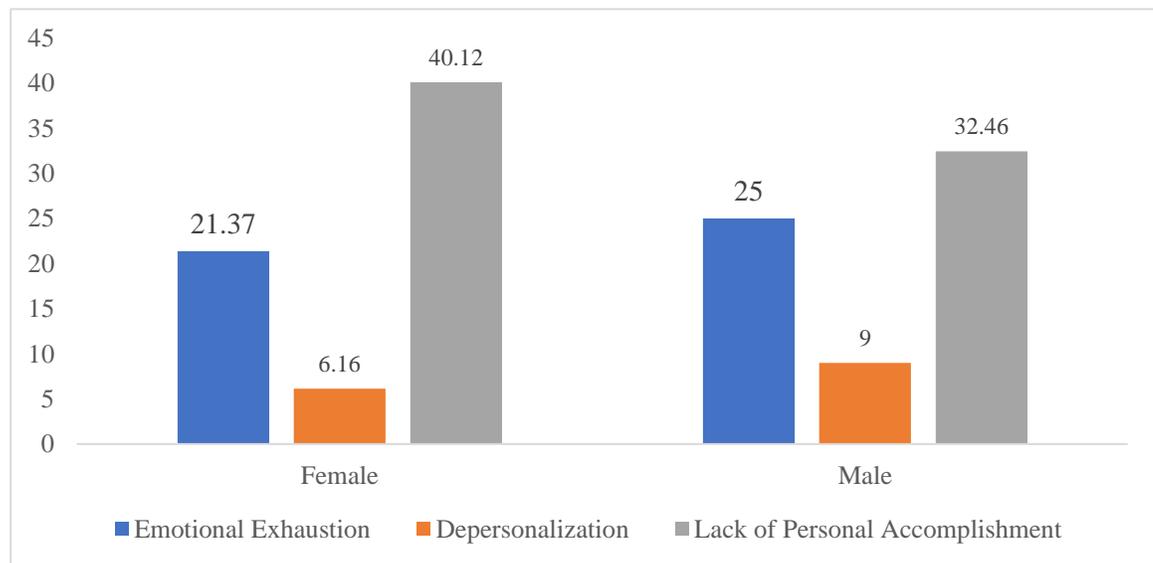
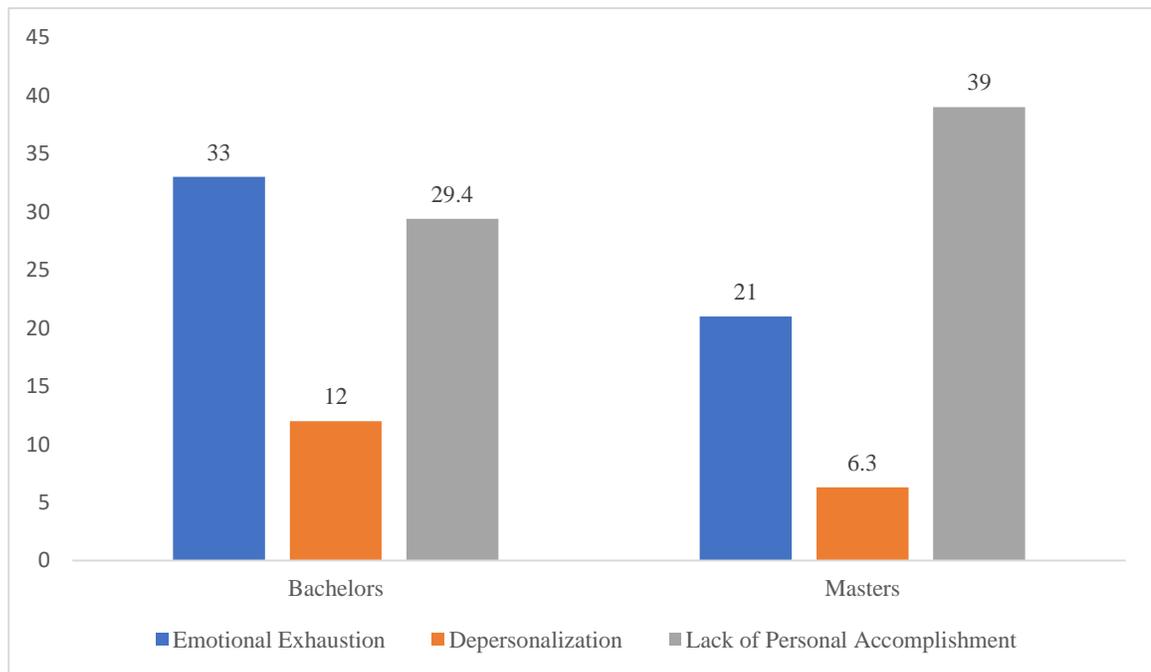


Figure 4.2 shows the mean scores of the three burnout components across the gender. It seems that the prevalence of emotional exhaustion and depersonalization is higher among the male whereas the prevalence of lack of personal accomplishment is higher among the females. However, the result of ANOVA suggested that for the emotional exhaustion component the difference between male and female is not significant  $F(1,75) = 1.212$ ,  $P>.05$ . On the other hand, the effect of gender on the mean differences of depersonalization  $F(1,75) = 5.22$ ,  $p<.05$  and lack of personal accomplishment  $F(1,75) = 18.712$ ,  $p<.01$  were significant.

### 4.3.2 Burnout According to Educational Qualification

**Figure 4.3**

*Burnout among Teachers According to the Educational Qualification*

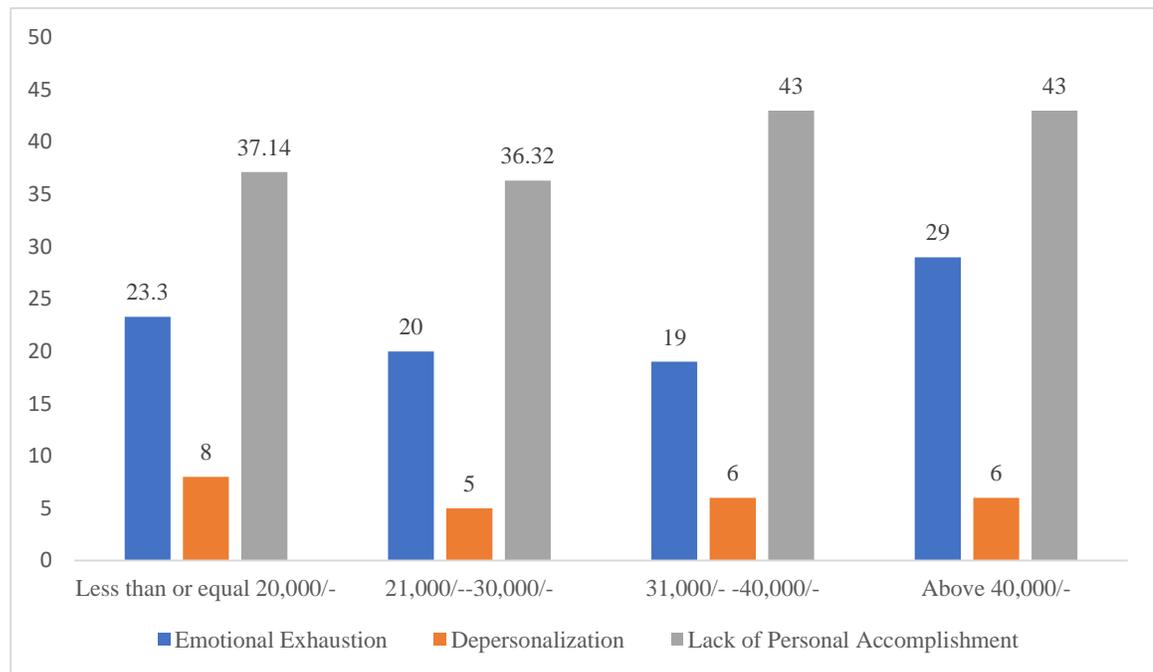


Concerning the education qualification of teachers, the prevalence of lack of personal accomplishment seems quite high among Masters degree holders (39) whereas Bachelors degree holders have more emotional exhaustion (M=33). Among teachers who have Masters's degree, emotional exhaustion is the second-highest symptom while the prevalence of lack of personal accomplishment seems the second among Bachelor's degree holders. Depersonalization is the lowest in both cases. Though the prevalence of depersonalization is double among Bachelors' degree than Masters's degree holders' Education qualification significantly contributes to all three aspects of burnout. PA-  $F(1, 75) = 15.297, p < .01$ . DP-  $F(1, 75) = 12.685, p < .01$ . EE-  $F(1, 75) = 9.357, p < .05$  (PA- Personal accomplishment, DP- Depersonalization, EE- Emotional exhaustion)

### 4.3.3 Burnout According to Salary

**Figure 4.4**

*Burnout among Teachers According to the Salary*



Across the salary ranges, the prevalence of lack of personal accomplishment is the dominant component of burnout while depersonalization is the submissive one. Between the salary range BDT 31000-40000 and above BDT 40000, lack of personal accomplishment's prevalence is the highest. The second highest symptom is emotional exhaustion among all the salary ranges. Teachers who have a salary above BDT 40000 show emotional exhaustion the most (M=29). The prevalence of depersonalization is the lowest. Mean scores of depersonalization among teachers are ranging from 5 to 8 across all salary ranges where salary less than or equal BDT 20000 is 8 and salary BDT 21000-30000 is 5. According to the ANOVA, test salary does not have any significant effect on burnout as  $p > .05$

### 4.3.5 Burnout According to Teaching Experience

**Figure 4.5**

*Burnout among Teachers concerning Teaching Experience*

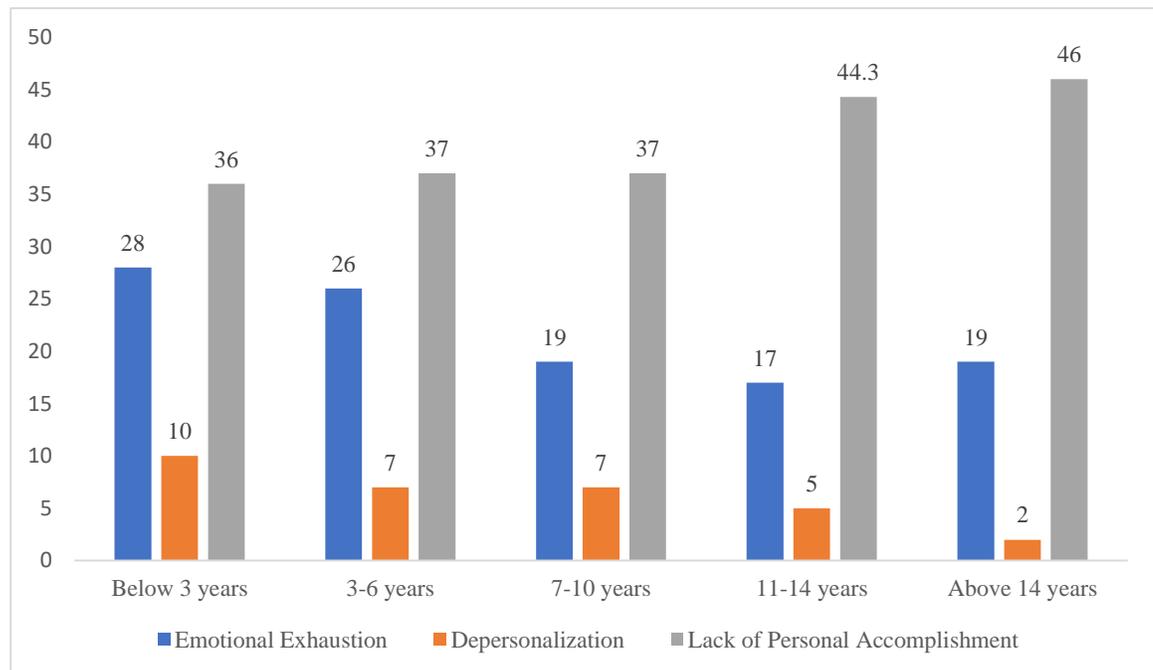


Figure 4.5 depicts a similar trend where the prevalence of lack of personal accomplishment prevails across the teaching experiences of teachers. Lack of personal accomplishment increases according to the increase of teaching experience. Teachers who have experience over 14 years show the highest lack of personal accomplishment symptom (M=46). Among 11-14 years of teaching experience, this prevalence is the second highest. The mean scores for the rest of the teachers are quite the same. In the case of emotional exhaustion, it has an inverse relationship with years of teaching experience. Emotional exhaustion seems high among teachers who have experienced below 3 years (M=28) while it is low among 11-14 years experienced teachers. Emotional exhaustion slightly upsurges among teachers with above 14 years experience (M=19). Unlike emotional exhaustion,

depersonalization also exhibits an inverse pattern. The prevalence of depersonalization is high among below 3 years of teaching experience (M=10) with a gradually decreasing trend. Among teachers with over 14 years of teaching experience, it is the lowest (M=2). In ANOVA test analysis a significant effect of teaching experience on lack of personal accomplishment and depersonalization can be seen, PA-  $F(4, 72) = 2.997, p < .05$ . DP-  $F(4, 72) = 2.7, p < .05$ . There is no significant effect of teaching experiences on emotional exhaustion is found.

(PA- Personal accomplishment, DP- Depersonalization)

#### 4.3.6 Burnout According to Type of School

**Figure 4.6**

*Burnout in Relationship with School Type among Teachers*

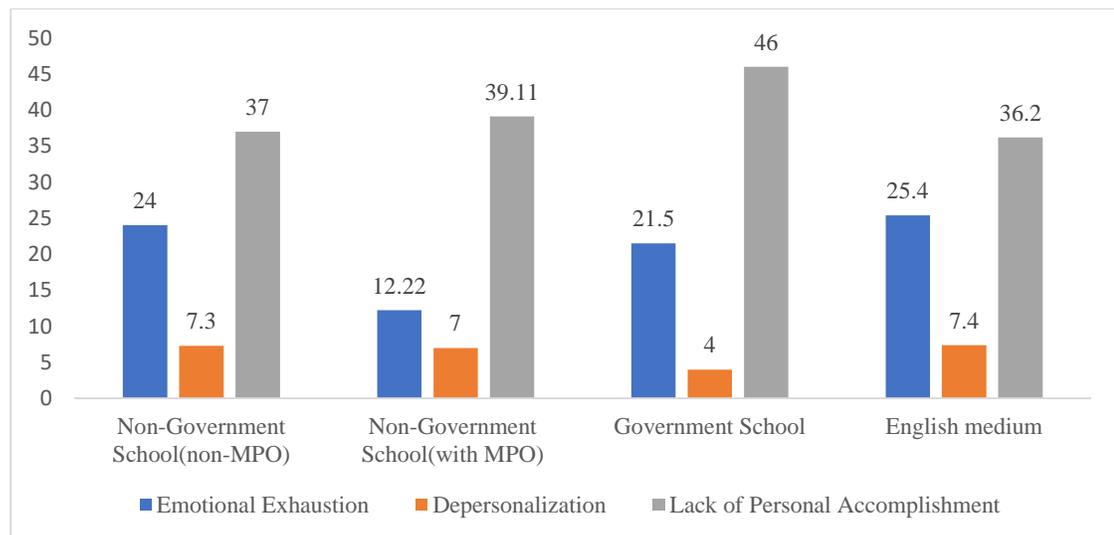


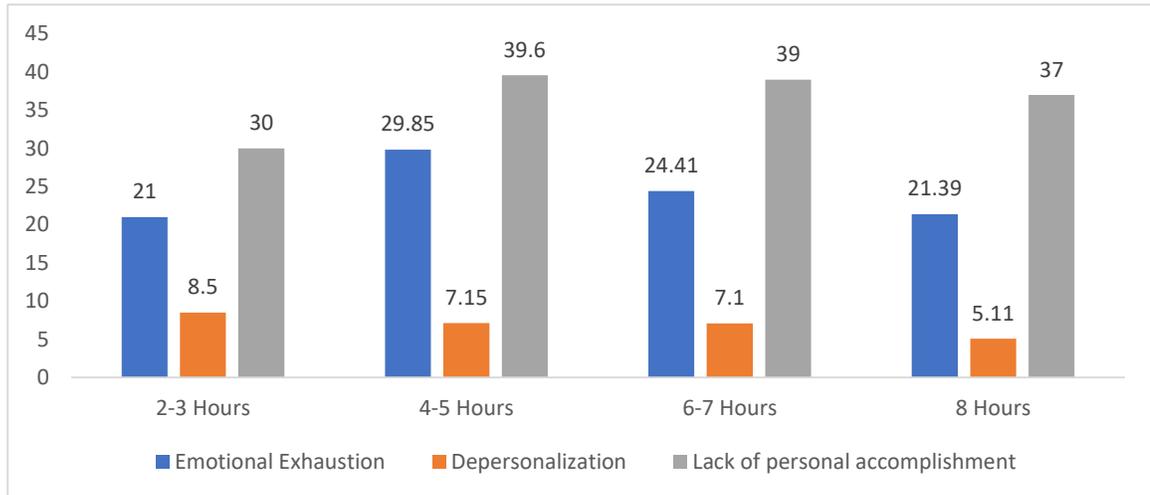
Figure 4.6 shows that the prevalence of lack of personal accomplishment is the highest symptom whereas depersonalization is the lowest across all school types. Government schoolteachers exhibit the highest lack of personal accomplishment (M=46)

while English medium schoolteachers have the lowest lack of personal accomplishment (M=36.2). Non-government schools both with and without MPO show the second (M=39.11) and third (M=37) highest lack of personal accomplishment consecutively. The prevalence of Emotional Exhaustion is the second prevailing symptom which is found highest (M=25.4) in English medium schoolteachers and lowest (12.22) in non-government (with MPO) schoolteachers. Non-government (without MPO) schoolteachers (M=24) show emotional exhaustion more than government schoolteachers (M=21.5). The prevalence of depersonalization (around M=7) is quite the same among school types except government schoolteachers with a mean score of 4. However, this result is not statistically significant as  $p > .05$ .

#### 4.3.7 Burnout According to Working Hour (Per Day)

**Figure 4.7**

*Burnout among Teachers According to Working Hours*



According to Figure 4.7, teachers who work for 4-5 Hours exhibit the highest emotional exhaustion ( $M=29.85$ ) and lack of personal accomplishment ( $M=39.6$ ) where the lowest prevalence of emotional exhaustion ( $M=21$ ) and lack of personal accomplishment ( $M=30$ ) among teachers working 2-3 hours. Surprisingly, the prevalence of emotional exhaustion and lack of personal accomplishment is seen more among teachers working 6-7 hours than teachers working for 8 hours. Regarding the prevalence of depersonalization, it is found the least dominating symptoms across all the working hour's categories. Teachers working for 2-3 hours show the highest depersonalization ( $M=8.5$ ) while teachers working for 8 hours exhibit the lowest ( $M=5.11$ ). In ANOVA test only lack personal accomplishment and emotional exhaustion have significant value, PA- $F(6, 70) = 3.764, p < .05$ . EE-  $F(6, 70) = 2.343, p < .05$ . Depersonalization is not found statistically significant.

(PA- Personal accomplishment, EE- Emotional exhaustion)

### 4.3.8 Burnout According to Number of Class

**Figure 4.8**

*Burnout among Teachers According to Number of classes*

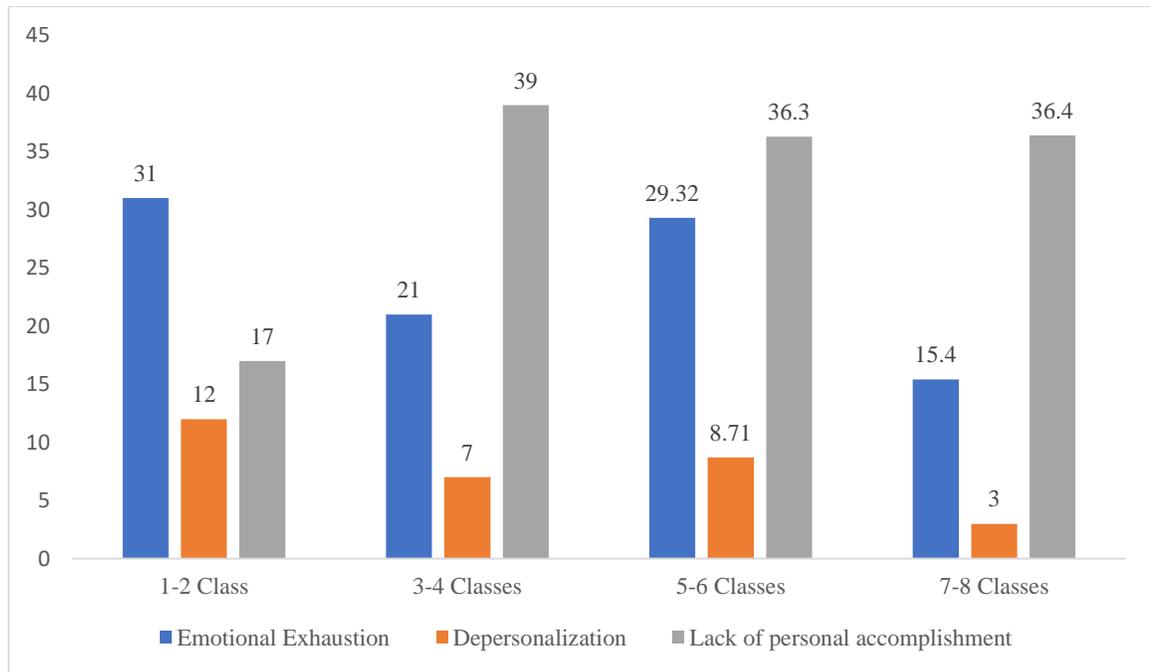


Figure 4.8 depicts the prevalence of lack of personal accomplishment is the highest among all the number of class categories except teachers who have just one class. Teachers who have one class per day exhibit the highest emotional exhaustion ( $M=31$ ) and the lowest lack of personal accomplishment ( $M=17$ ) both within and between groups. Rest groups follow the same trend which shows the lack of personal accomplishment is highest ( $M=39$ ) among teachers having 3-4 classes. Teachers having 5-6 classes and 7 classes shows the same level of lack of personal accomplishment ( $M=36$ ). Concerning emotional exhaustion, the mean scores are 21, 29.32, and 15.4 among 3-4 classes, 5-6 classes, and 7 classes, respectively. The prevalence of depersonalization is highest ( $M=12$ ) among teachers having 1 class and lowest ( $M=3$ ) among teachers having 7 classes. Lack of personal accomplishment

and emotional exhaustion is quite statistically significant, PA-  $F(5, 71) = 4.579, p < .01$ . EE-  $F(5, 71) = 2.746, p < .05$ . However, the number of classes has no significant effect on depersonalization.

(PA- Personal accomplishment, EE- Emotional exhaustion, N- Total number of teachers)

#### **4.4 Demographic Variables Contributing to Burnout**

To answer the second research question on whether any demographic variable contributed to the teachers' MBI subscale scores, a multiple regression using a force entry method was conducted. Demographic variables: gender, educational qualification, involvement in extra teaching assignment, employment type, teaching experience, type of the workplace/school, number of classes, working hour, and monthly income were entered simultaneously as the independent or predictor variables, whereas the MBI subscale scores i.e., Emotional exhaustion, Depersonalization, and Personal accomplishment scores were entered as the dependent or criterion variable. Beta weights for each variable were compared against each other to determine which of the demographic variables provided the most unique contribution to the burnout subscale and the overall burnout scores. The results of the multiple regression analysis are presented in Table 4.2-4.5.

Table 4.2 presents demographic predictors of emotional exhaustion. The regression analysis returned a result of  $R^2 = .491, F(20, 76) = 2.704, p < .01$ . This means that 49.1% of the variance of the emotional exhaustion subscale scores in the sample can be accounted for by the linear combination of demographic variables in the regression model.

**Table 4.2**  
*Demographic predictors of emotional exhaustion*

Demographic variables	Emotional Exhaustion		
	<i>B</i>	<i>S.E B</i>	<i>B</i>
Gender	-.609	.409	-.203
Educational qualification	-1.116	.636	-.276
Extra teaching assignment	1.301	.400	.457**
Appointment type	.114	.451	.035
Teaching experience			
Below 3 years	-.078	.594	-.023
3-6 years	-.242	.565	-.076
11-14 years	-1.350	.595	-.274
Above 14 years	-1.029	1.053	-.161
School type			
Non govt. school (with MPO)	-1.854	.592	-.421**
Govt. school	-.187	.820	-.029
English medium school	.549	.579	.130
No. of classes			
5-6 classes	-.226	.367	-.077
7-8 classes	-.302	.968	-.053
Working hour			
1-2 hours	.175	1.640	.020
3-4 hours	1.111	1.040	.252
5-6 hours	1.130	.970	.392
7-8 hours	.561	1.049	.168
Monthly income			
BDT 20,000/- -30,000/-	-.135	.531	-.041
BDT 31,000/- - 40,000/-	.829	.822	.113
BDT<40,000/-	.953	.868	.166
<i>R</i> <sup>2</sup>	.491		
<i>F</i>	2.70*		
	*		

*Note:* B= Unstandardised coefficient; S.E B= Standard error of B,  $\beta$ =Standardised coefficient; \*\* $p < .01$ , \* $p < .05$

According to the  $\beta$  values, Involvement in extra teaching assignment was found to provide the most significant contribution to emotional exhaustion ( $\beta = .457, p < .01$ ). Non-

govt. schools receiving MPO were found to be the next strongest predictor ( $\beta = -.421, p < .01$ ), suggesting that teachers from those schools reported a lower score in the emotional exhaustion subscale of burnout.

**Table 4.3**

*Demographic predictors of Depersonalization*

Demographic variables	Depersonalization		
	<i>B</i>	<i>S.E B</i>	<i>B</i>
Gender	-.686	.295	-.335**
Educational qualification	.125	.458	.045
Extra teaching assignment	.521	.289	.267
Appointment type	.113	.325	.051
Teaching experience			
Below 3 years	.637	.428	.279
3-6 years	-.019	.408	-.009
11-14 years	-.873	.429	-.259
Above 14 years	-.689	.760	-.158
School type			
Non govt. school (with MPO)	-.169	.427	-.056
Govt. school	-1.133	.592	-.260
English medium school	.287	.418	.100
No. of classes			
5-6 classes	.041	.265	.020
7-8 classes	-.206	.698	-.053
Working hour			
1-2 hours	.665	1.183	.109
3-4 hours	.159	.750	.053
5-6 hours	.273	.700	.138
7-8 hours	-.413	.756	-.180
Monthly income			
BDT 20,000/- -30,000/-	-.404	.383	-.180
BDT 31,000/- - 40,000/-	-.171	.593	-.034
BDT<40,000/-	.119	.626	.030
<i>R</i> <sup>2</sup>	.435		

<i>F</i>	2.15*
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*Note:* B= Unstandardised coefficient; S.E B= Standard error of B,  $\beta$ =Standardised coefficient; \*\*  $p < .01$ , \* $p < .05$

Table 4.3 depicts the demographic predictors of depersonalization. The regression analysis returned a result of  $R^2 = .435$ ,  $F(20, 76) = 2.15$ ,  $p < .01$ . This means that 43.5% of the variance of the depersonalization subscale scores in the sample can be accounted for by the linear combination of demographic variables in the regression model. No demographic variable significantly predicted the score depersonalization score with exception of gender. Gender was found to be the only significant demographic factor that contributed to the depersonalization score ( $\beta = -.335$ ,  $p < .01$ ) suggesting that female teachers reported a lower sense of depersonalization as measured by the MBI than male teachers.

**Table 4.4***Demographic predictors of reduced Personal Accomplishment*

Demographic variables	Personal Accomplishment		
	<i>B</i>	<i>S.E B</i>	$\beta$
Gender	.465	.234	.217*
Educational qualification	.036	.364	.012
Extra teaching assignment	.018	.229	.009
Appointment type	.141	.258	.061
Teaching experience			
Below 3 years	-.500	.340	-.209
3-6 years	.272	.324	.120
11-14 years	.734	.341	.208**
Above 14 years	1.440	.603	.315**
School type			
Non govt. school (with MPO)	.458	.339	.145
Govt. school	2.042	.470	.447**
English medium school	.224	.332	.074
No. of classes			
5-6 classes	-.770	.210	-.369
7-8 classes	-1.676	.554	-.408
Working hour			
1-2 hours	-2.832	.939	-.445**
3-4 hours	-.143	.595	-.045
5-6 hours	-.172	.556	-.083
7-8 hours	.262	.601	.109
Monthly income			
BDT 20,000/- -30,000/-	-1.096	.304	-.466
BDT 31,000/- - 40,000/-	.033	.471	.006
BDT<40,000/-	.311	.497	.076
<i>R</i> <sup>2</sup>	.674		
<i>F</i>	5.79**		

Note: B= Unstandardised coefficient; S.E B= Standard error of B,  $\beta$ =Standardised coefficient; \*\*  $p < .01$ , \* $p < .05$

In table 4.4, demographic predictors of reduced personal accomplishment are presented. Only gender, teaching experience, and working hours were found to be

significantly predicted the score of reduced personal accomplishment on MBI. The regression analysis returned a result of  $R^2 = .674$ ,  $F(20, 76) = 5.79$ ,  $p < .01$ . This means that 67.4% of the variance of the reduced personal accomplishment sub-scale scores in the sample can be accounted for by the linear combination of demographic variables in the regression model.

According to the  $\beta$  value ( $\beta = .447$ ,  $p < .01$ ) govt. schoolteachers reported to significantly experience a reduced sense of personal accomplishment. Next to which is working hour where the category of the lowest working hour made a significant negative contribution to the personal accomplishment subscale ( $\beta = -.445$ ,  $p < .01$ ) indicating that teachers having lower working hours tend to score lower in the reduced personal accomplishment subscale. After working hours, teaching experience comes next. Both the categories of higher teaching experience, i.e., 11-14 years ( $\beta = .208$ ,  $p < .01$ ) and above 14 years ( $\beta = .315$ ,  $p < .01$ ) made significant positive contribution to the reduced personal accomplishment score on MBI scale. This indicates that experienced teachers tend to suffer from a reduced sense of personal accomplishment more than those with limited teaching experience. The last predictor in the list is gender ( $\beta = .217$ ,  $p < .05$ ) suggesting that female teachers tend to suffer from reduces sense of personal accomplishment than that of male teachers.

**Table 4.5***Demographic predictors of Burnout*

Demographic variables	Burnout		
	<i>B</i>	<i>S.E B</i>	$\beta$
Gender	-.829	.529	-.202
Educational qualification	-.955	.822	-.172
Extra teaching assignment	1.840	.517	.472**
Appointment type	.367	.583	.083
Teaching experience			
Below 3 years	.059	.768	.013
3-6 years	.011	.731	.003
11-14 years	-1.489	.769	-.221
Above 14 years	-.277	1.362	-.032
School type			
Non govt. school (with MPO)	-1.565	.766	-.260*
Govt. school	.722	1.061	.083
English medium school	1.060	.749	.184
No. of classes			
5-6 classes	-.956	.474	-.239
7-8 classes	-2.184	1.251	-.278
Working hour			
1-2 hours	-1.993	2.121	-.164
3-4 hours	1.128	1.344	.187
5-6 hours	1.231	1.255	.312
7-8 hours	.409	1.356	.089
Monthly income			
BDT 20,000/- -30,000/-	-1.635	.687	-.364
BDT 31,000/- - 40,000/-	.691	1.063	.069
BDT<40,000/-	1.383	1.122	.176
<i>R</i> <sup>2</sup>	.546		
<i>F</i>	3.37**		

*Note:* B= Unstandardised coefficient; S.E B= Standard error of B,  $\beta$ =Standardised coefficient; \*\*  $p < .01$ , \*  $p < .05$

Table 4.5 presents the demographic predictors of the overall burnout score. The regression analysis returned a result of  $R^2 = .546$ ,  $F(20, 76) = 3.37$ ,  $p < .01$ . This means that

54.6% of the variance of the overall burnout score in the sample can be accounted for by the linear combination of demographic variables in the regression model. Involvement in extra teaching assignments was found to provide the most significant positive contribution to the overall burnout score ( $\beta = .472, p < .01$ ). This means teachers who are involved in extra teaching assignments at school tend to experience a higher sense of burnout. School type is another predictor that significantly predicted burnout as its non-govt. school (with MPO) category negatively contributed to the overall burnout score ( $\beta = -.260, p < .05$ ), suggesting teachers working at non-govt. the school which receives MPO tends to report a lower sense of burnout on the MBI scale.

#### **4.5 Work environment factors contributing to burnout**

To answer the third research question, to determine the contribution (if any) of each of the work environment factors to burnout, a multiple linear regression using the forced entry method was conducted (Field, 2009). Given that the study is exploratory and there is a priori hypothesis about the order in which the variables are entered, the forced entry method was appropriate where all the chosen potential predictors are forced into the model simultaneously (Field, 2013). The work environment factors: Involvement, Co-worker Cohesion, Autonomy, Work Pressure, Innovation, Physical Comfort, Professional Growth, and Recreation were entered simultaneously as the independent or predictor variable, with the MBI subscale scores. i.e., Emotional Exhaustion, Depersonalization, and reduced Personal accomplishment entered as the dependent or criterion variable. The following tables (4.6- 4.9) present the results of regression analysis on the scores of burnout components: emotional exhaustion, depersonalization, and reduced personal

accomplishment as well as the overall burnout scores regressed against scores of the work environment factors.

**Table 4.6**

*Work environment predictors of Emotional Exhaustion*

Work environment variables	Emotional exhaustion		
	<i>B</i>	<i>S.E B</i>	$\beta$
Involvement	.009	.273	.004
Autonomy	-.389	.263	-.222
Work Pressure	.215	.325	.076
Co-worker Cohesion	-.147	.257	-.059
Innovation	-.547	.278	-.256*
Physical Comfort	.120	.208	.062
Professional Growth	.464	.267	.163
Recreation	-.578	.279	-.259*
<i>R</i> <sup>2</sup>	.446		
<i>F</i>	7.511**		

*Note:* *B*= Unstandardised coefficient; *S.E B*= Standard error of *B*,  $\beta$ =Standardised coefficient; \*\*  $p < .01$ , \* $p < .05$

Table 4.6 presents the work environment predictors of emotional exhaustion subscale scores of MBI. The regression analysis returned a result of  $R^2 = .446$ ,  $F(7, 76) = 7.511$ ,  $p < .01$ . This means that 44.6% of the variance of the emotional exhaustion scores in the sample can be accounted for by the linear combination of work environment variables in the regression model. The model found Innovation and recreation as the significant predictors of emotional exhaustion. According to the  $\beta$  value both innovation ( $\beta = -.256$ ,  $p < .01$ ) and recreation ( $\beta = -.259$ ,  $p < .01$ ) made significant negative contribution to the emotional exhaustion scores. This means when teachers get the opportunity to demonstrate innovation

and experience recreation in the work environment, they tend to feel less emotionally exhausted.

**Table 4.7**  
*Work environment predictors of Depersonalization*

Work environment variables	Depersonalization		
	<i>B</i>	<i>S.E B</i>	$\beta$
Involvement	.210	.215	.129
Autonomy	.081	.207	.067
Work Pressure	.053	.255	.028
Co-worker Cohesion	-.267	.202	-.156
Innovation	-.677	.219	-.464**
Physical Comfort	-.133	.163	-.101
Professional Growth	.007	.210	.003
Recreation	-.102	.219	-.067
<i>R</i> <sup>2</sup>	.301		
<i>F</i>	3.65**		

Note: *B*= Unstandardised coefficient; *S.E B*= Standard error of *B*,  $\beta$ =Standardised coefficient; \*\*  $p < .01$ , \* $p < .05$

Table 4.7 presents the work environment predictors of depersonalization subscale scores of MBI. The regression analysis returned a result of  $R^2 = .301$ ,  $F(7, 76) = 3.65$ ,  $p < .01$ . This means that 30.1% of the variance of the emotional exhaustion score in the sample can be accounted for by the linear combination of work environment variables in the regression model. The model found Innovation as the significant predictor of depersonalization. According to the  $\beta$  value innovation ( $\beta = -.464$ ,  $p < .01$ ) made significant negative contribution to the depersonalization score. This means when teachers get the opportunity to demonstrate innovation in the work environment, they tend to experience less depersonalization.

**Table 4.8***Work environment predictors of reduced personal accomplishment*

Work environment variables	Personal accomplishment		
	<i>B</i>	<i>S.E B</i>	$\beta$
Involvement	.389	.223	.229
Autonomy	-.052	.215	-.042
Work Pressure	-.152	.266	-.075
Co-worker Cohesion	.488	.210	.020
Innovation	.305	.228	.200
Physical Comfort	-.215	.170	-.156
Professional Growth	.040	.218	-.272*
Recreation	.402	.228	.251
<i>R</i> <sup>2</sup>	.307		
<i>F</i>	3.75**		

Note: *B*= Unstandardised coefficient; *S.E B*= Standard error of *B*,  $\beta$ =Standardised coefficient; \*\*  $p < .01$ , \* $p < .05$

Table 4.8 presents the work environment predictors of reduced personal accomplishment subscale score of MBI. The regression analysis returned a result of  $R^2 = .307$ ,  $F(7, 76) = 3.75$ ,  $p < .01$ . This means that 30.7% of the variance of the reduced personal accomplishment score in the sample can be accounted for by the linear combination of work environment variables in the regression model. The model found professional growth as the significant predictor of reduced sense of personal accomplishment and made a significant negative contribution ( $\beta = -.272$ ,  $p < .01$ ) to the personal accomplishment subscale score. This means when teachers get less opportunity for professional growth, they tend to experience a reduced sense of personal accomplishment.

**Table 4.9***Work environment predictors of Burnout*

Work environment variables	Burnout		
	<i>B</i>	<i>S.E B</i>	$\beta$
Involvement	.607	.434	.187
Autonomy	-.361	.418	-.150
Work Pressure	.117	.517	.030
Co-worker Cohesion	.074	.409	.022
Innovation	-.919	.443	-.314*
Physical Comfort	-.227	.330	-.086
Professional Growth	.510	.424	.131
Recreation	-.278	.443	-.091
<i>R</i> <sup>2</sup>	.285		
<i>F</i>	3.38**		

*Note:* B= Unstandardised coefficient; S.E B= Standard error of B,  $\beta$ =Standardised coefficient; \*\*  $p < .01$ , \*  $p < .05$

Table 4.9 presents the work environment predictors of overall burnout score. The regression analysis returned a result of  $R^2 = .285$ ,  $F(7, 76) = 3.38$ ,  $p < .01$ . This means that 28.5% of the variance of the burnout score in the sample can be accounted for by the linear combination of work environment variables in the regression model. The model found innovation ( $\beta = -.314$ ,  $p < .01$ ) as the significant predictor which made a significant negative contribution to the overall burnout score. This means when teachers get the opportunity to demonstrate innovation in the work environment, they tend to experience less burnout.

#### 4.6 Conclusion

In this chapter, the results of the data analysis were presented. The prevalence of different burnout components was reported for the whole sample and by demographic

variables. The three components of burnout, i.e., emotional exhaustion, depersonalization, and reduced personal accomplishment as well as the overall burnout score were regressed against the demographic and work environment variables separately. In terms of demographic variables, teachers' involvement in extra teaching assignments, teaching experience, types of school, working hours, and gender appeared to be significant predictors of at least one of the three burnout components. Regarding the work environment variables, innovation was found as the most significant predictor contributing to all the burnout components except the personal accomplishment and the overall burnout scores. It was revealed that the opportunity to demonstrate innovation in work can significantly lower burnout scores. Apart from innovation, other work environment factors were professional growth, and recreation at the workplace was found to significantly contributed to at least one of three burnout components. The variances explained by these factors in the regression models returned from the analysis were ranged from 28.5% to 44.6%. These results will be discussed in the context of the extant literature in Chapter 5.

## **Chapter 5**

### **Discussion**

#### **5.1 Introduction**

This study aimed to investigate the prevalence and causes of psychological burnout among secondary school students. This study was guided by three questions:

1. What is the prevalence of burnout among teachers at secondary schools in Dhaka city?
2. Which demographic factors contribute to burnout among teachers?
3. Which work climate level factors contribute to burnout among teachers?

To get a profound insight this study addressed several demographic and work climate factors contributing to psychological burnout among secondary school students. This chapter presents the findings and their interpretations. Also, the findings will be scrutinized through the lens of extant literature. Finally, this chapter incorporates some substantial implications and recommendations at the end.

#### **5.2 Findings and Discussion**

Findings and discussion will be presented according to the research questions. The findings of each research question will be discussed in a separate subsection. Also, the discussion will explain how the findings connect with the previous literature.

### ***5.2.1 Prevalence of psychological burnout among secondary school teachers***

The prevalence of psychological burnout among secondary school teachers in Dhaka city is measured by the Maslach Burnout Inventory-Educators Survey (MBI-ES). According to the *Chi* analysis, Emotional Exhaustion is the prevailing attribute of burnout among female teachers at a high level. Male teachers are found to suffer from a lack of personal accomplishment at a high level. On the contrary, the prevalence of lack of personal accomplishment is dominant across the demographic factors- Gender, Teaching experience, Working hour, Number of classes except for Educational qualification. Regarding education qualification, emotional exhaustion is prevalent among Bachelor degree holders and lack of personal accomplishment is dominant among Master degree holders.

It was found that female teachers exhibit more lack of personal accomplishment (M=40.12) than male teachers (32.46). On the other hand, male teachers have more depersonalization (M=9) than female teachers (M=6.16). This result is quite consistent with prior research findings. Female teachers have more emotional exhaustion and lack of personal accomplishment where male teachers suffer from depersonalization (Schaufeli & Greenglass, 2001). As female teachers are expected to serve their families mentally and physically, they often felt overwhelmed to balance their personal and professional life. This disharmony between professional and personal life leads to burnout (Grayson & Alvarez, 2008, Jacobson, 2016).

### ***5.2.2 Demographic factors that contribute to psychological burnout***

The second research question of this study was designed to explore what demographic factors if any, contribute to Bangladeshi secondary school teachers'

psychological burnout scores. The results from the multiple regression analysis revealed that teachers' involvement in extra teaching assignments, teaching experience, types of school, working hours, and gender appeared to be significant predictors of at least one of the three burnout components. The following section presents a discussion on each of these factors concerning the research literature on teacher burnout.

Teachers' involvement in extra teaching assignments significantly contributed to the emotional exhaustion ( $\beta = .457, p < .01$ ) and overall burnout ( $\beta = .472, p < .01$ ). This finding is consistent with the findings of previous studies where non-teaching workload (e.g., meeting, paperwork, and administrative task) was found to be associated with burnout particularly to its emotional exhaustion component (Van Droogenbroeck, Spruyt, & Vanroelen, 2014). When nonteaching or extra teaching assignments are imposed upon the teachers, they perceived it as a burden and barrier to their core job of teaching students (Van Droogenbroeck, & Spruyt, 2014). Such demand for extra teaching job performance often turned out as a stressor to the teachers as they struggle to make a balance between the teaching and extra teaching assignments (Ballet & Kelchtermans, 2009). It has been well documented that many teachers considered extra teaching assignments as a distraction to their teaching job and hamper their class performance (Alarcon, 2011; Van Droogenbroeck et al., 2014). Teachers also feel that the time invested in such extra teaching assignments often sacrifices the classroom contact hour with the students (Ballet & Kelchtermans, 2009). Involvement in non-teaching or extra teaching assignments not only burdening the teachers with extra workloads but also distracting them from the key motivation for which they opted for this profession which teaching and helping children to learn (Struyven, Jacobs, & Dochy, 2012). In Bangladesh, teachers are also made involved in different non-teaching assignments

at the school which includes but is not limited to mentoring different committees (e.g., school debate), arranging different events (e.g., cultural events), and attending meetings (CAMPE, 2019). Therefore, it is not surprising that teachers reported feeling emotionally exhausted and experiencing burnout.

For teaching experience of 11-14 years and above 14 years the contribution to lack of personal accomplishment score was ( $\beta = .208$  and  $.315$ , respectively,  $p < .01$ ). This indicated that the higher the teaching experience the higher it contributed to lack of personal accomplishment. This can be inferred that experienced teachers tend to suffer from a reduced sense of personal accomplishment which is consistent with the findings of the previous study by Koruklu, Kiremit, Feyzioglu, and Aladag (2012). This finding can be explained through the lens of Erikson's psychological development theory (Generativity versus Stagnation stage) where middle-aged people might feel an absence of meaningful accomplishment (Berk, 2013; Karuklu et al., 2012). In Bangladesh, teachers hardly get any promotion and often retire with the same designation of Assistant Teacher with which they start their career though with time their job grade and salary increases keeping the designation the same (CAMPE, 2019). Such lack of opportunity of transition in the job may results in stagnation among the teachers after a certain period in the profession and contributes to their burnout experience.

In terms of the working hours, the study found a significant negative contribution ( $\beta = -.445$ ,  $p < .01$ ) to lack of personal accomplishment. This indicates, teachers, having lower working hours tend to score lower in the reduced personal accomplishment subscale. Extant

research showed that hours of teaching per week cause burnout as teachers lack time for personal activities and research works (Khan, Din & Anwar, 2019).

### ***5.2.3 Work environment factors that contribute to teachers' psychological burnout***

In this section, the findings related to the third research question of this study on work environment factors that contribute to teachers' burnout are discussed. In this study, three work environment factors: innovation, professional growth, and recreation made significant negative contributions to at least one of the three components of teacher burnout as well as to overall burnout score. In the following section, a discussion is presented on how innovation, professional growth, and recreation impacted psychological burnout among secondary school teachers in Bangladesh.

Innovation appeared to be the strongest and the only work environment predictor which significantly made negative contribution to emotional exhaustion ( $\beta = -.256, p < .01$ ), depersonalization ( $\beta = -.464, p < .01$ ), and overall burnout ( $\beta = -.314, p < .01$ ). This indicates that the opportunity to demonstrate innovation in the workplace reduces the likelihood of burnout among the teachers. Innovation in teaching involves but is not limited to experimenting and applying new methods and techniques of teaching to the classroom (Moose, 1994). Opportunity and freedom to demonstrate innovation in teaching help the teachers to push their boundaries and take challenges to try something new to improve their performance in the classroom (Shirom et al., 2015). It brings dynamism to the job and helps the teachers stay motivated in their tasks. Freedom of demonstrating innovation also gives the teachers a sense of autonomy and ownership to decide on their job tasks which perhaps decreases the experience of burnout (Ramberg et al., 2019).

Professional growth was found to make a significant negative contribution ( $\beta = -.272, p < .01$ ) to the lack of personal accomplishment component of burnout. This indicates when teachers get the opportunity to grow professionally, they tend to experience less lack of personal accomplishment. This also potentially helps to lower the likelihood of experiencing burnout among the teachers. The finding carries empirical evidence from previous studies (Avalos, 2011; Khan, Rasli, Khan, Yasir, & Maliki, 2014; Özer, & Beycioglu, 2010). It has been well-documented teachers with a lack of professional knowledge and skills often fails to cope with the changing demand of the curriculum, students as well as the ever-growing challenges and demands of the profession and experience burnout (Khan et al., 2014). Professional development brings the opportunity to learn new knowledge and skill as well as update and strengthen already learned skills (Avalos, 2011). It equips teachers to cope with the professional challenges and fulfill the demands of time, consequently put a buffer against burnout (Khan et al., 2014).

Recreation is another work environment factor that negatively contributed to the emotional exhaustion ( $\beta = -.259, p < .01$ ) component of burnout. This means a teacher who gets the opportunity of recreation at the workplace tends to score lower on the emotional exhaustion subscale (Ramberg et al., 2019). Teaching is an emotionally demanding job and involves diverse human interaction which often results in emotional exhaustion among the teachers (Chang, 2015). Gradually, they may feel emotionally drained. In this regard, recreational activities (e.g., medication, sports, music can) may potentially work as an emotional booster and allow them to unwind and take a break from the job stress (Ramberg et al., 2019).

## Chapter 6

### Limitation and Recommendation

#### 6.1 Limitations of the study

The study has several limitations like an assessment of psychological burnout in a quantitative manner is a challenging one and it was done by using a specific standardized measuring scale (Maslach, Jackson, & Leiter, 1996). The definition of psychological burnout also has many facets that are manifested in different research works. Moreover, the nature of burnout varies according to the type of psycho-social conditions that prevail among the population which could not be distinctively measured in this study. The other limitations of the study are:

- The study was cross-sectional and used a small sample size which limited the scope of its findings to be generalized to the whole population
- The study followed only a quantitative approach.
- The study did not include other types of institutions that provide secondary educations neither it included other geographical areas except Dhaka city.
- Respondents were not equally distributed. Female participants covered the majority of the sample. This could have skewed the findings of the study.
- Though many individual-level internal factors such as personality types may influence burnout experience etc. this study will not study all of them.
- Given the study had been conducted during the COVID-19 pandemic and teachers are away from the school and the regular job routine for quite a long term due to the school closure which might have influenced their responses. It is assumed that

staying away from the work environment for long might make their responses more positive than that of actual.

## **6.2 Recommendations**

In light of the study findings, some recommendations can be made for teachers, school administrators, and policymakers to reduce teacher burnout in Bangladesh. Firstly, a national-level survey study is necessary to know the actual status of burnout among the teachers. Secondly, given that involvement in extra-teaching or non-teaching assignments increases burnout it is important to reconsider while imposing non-teaching tasks on the teachers. In terms of assigning non-teaching tasks to the teachers, special consideration should be given in using their faculty rather instead of tagging them with a job that neither they enjoy nor they find meaningful to their core job i.e., teaching. Thirdly, It is high time that the government starts taking the initiative to implement a proper professional development plan for the school level teachers which allows them to progress and develop throughout their teaching career. Finally, teacher well-being and mental issue should be included in the teacher development programs. Training such as stress management, a positive work environment, and mental hygiene should be introduced along with the existing pedagogical training.

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## APPENDIX

### প্রশ্নোত্তরিকা

কর্ম অবসাদ ও কর্মপরিবেশ সম্পর্কে মনোভাব বিষয়ক প্রশ্নোত্তরিকা

আপনাকে শুভেচ্ছা। শিক্ষকতা পেশা ও কর্মপরিবেশের প্রতি শিক্ষকদের মনোভাব জানার উদ্দেশ্যে এ প্রশ্নোত্তরিকাটি তৈরি করা হয়েছে। প্রশ্নোত্তরিকাটি ৩টি অংশে বিভক্ত:

প্রথম অংশে- আপনার সম্পর্কে কিছু সাধারণ প্রশ্ন রয়েছে;

দ্বিতীয় অংশে- শিক্ষকতা পেশা প্রসঙ্গে মনোভাব সম্পর্কে কিছু বাক্য রয়েছে;

তৃতীয় অংশে- আপনার কর্মপরিবেশ সম্পর্কে কিছু বাক্য রয়েছে।

অনুগ্রহ করে আপনার অভিজ্ঞতা ও অনুভূতি মাথায় রেখে এই প্রশ্নোত্তরিকায় মতামত দিবেন। উত্তর করার সময় আপনি কী অনুভব করেন তাই বিবেচনা করবেন। আপনার কেমন অনুভব করা উচিত তা এখানে বিবেচ্য নয়। আপনার মতামত সম্পূর্ণ গোপনীয় থাকবে এবং তা শুধু গবেষণার কাজে ব্যবহৃত হবে। এখানে কোন শুদ্ধ বা ভুল উত্তর নেই, আপনি যা বলবেন তাই ঠিক।

### প্রথম অংশ

#### ডেমোগ্রাফিক তথ্য

অনুগ্রহ করে আপনার জন্য সত্য এমন উত্তরের বাম পাশের খালি ঘরে টিক (✓) চিহ্ন দিন এবং প্রযোজ্য স্থানে প্রয়োজনীয় তথ্য দিন।

০১। আমার বয়স: \_\_\_\_\_

০২। আমি একজন:  নারী  পুরুষ

০৩। বৈবাহিক অবস্থা:  বিবাহিত  অবিবাহিত অন্যান্য \_\_\_\_\_

০৪। সন্তান: ১ জন ২ জন ৩ জন ৪ জন বা তার বেশি সন্তান নেই

০৫। শিক্ষাগত যোগ্যতাঃ

পোস্ট-ডক্টরেট

পিএইচ ডি

মাস্টার্স

অনার্স

পিজিডি

এইচ এস সি

০৬। পেশাগত প্রশিক্ষণঃ (একাধিক উত্তর গ্রহণযোগ্য)

\* সার্টিফিকেট ইন এডুকেশন- C-in-Ed

\* ব্যাচেলর অব এডুকেশন- BEd

\* মাস্টার্স অব এডুকেশন- MEd

\* ডিপ্লোমা-ইন-এডুকেশন- DPED

\* ব্যাচেলর অব ফিজিক্যাল এডুকেশন- BPED

\* সৃজনশীল প্রশ্ন পদ্ধতি- CQ

\* পারফরমেন্স বেইজড ম্যানেজমেন্ট- PBM

\* স্কুল বেইজড অ্যাসেসমেন্ট- SBA

\* টিচিং কোয়ালিটি ইম্প্রুভমেন্ট- TQI

\* ইংলিশ ল্যাংগুয়েজ টিচিং কোর্স

\* ডিজিটাল কনটেন্ট ডেভেলপমেন্ট

\* প্রযোজ্য নয়

অন্যান্য \_\_\_\_\_

০৭। শিক্ষকতার অভিজ্ঞতাঃ

৩ বছরের কম

৩-৬ বছর

৭-১০ বছর

১১-১৪ বছর

১৪ বছরের বেশি

০৮। আমি এই বিদ্যালয়ে শিক্ষকতা করছিঃ

৩ বছরের কম

৩-৬ বছর

৭-১০ বছর

১১-১৪ বছর

১৪ বছরের বেশি

০৯। বিদ্যালয়ের ধরণঃ

সরকারি

বেসরকারি (এমপিওভুক্ত)

বেসরকারি (এমপিওভুক্ত নয়)

ইংলিশ মিডিয়াম

অন্যান্য \_\_\_\_\_

১০। মাসিক বেতনঃ (টাকায়)

২০,০০০ এর কম      ২০,০০০-৩০,০০০      ৩০,০০০-৪০,০০০      ৪০,০০০ এর উর্ধ্ব

১১। আমার নিয়োগপ্রাপ্ত পদটিঃ      \* স্থায়ী      \* অস্থায়ী

১২। শিক্ষকতার বিষয়ঃ \_\_\_\_\_

১৩। ক্লাসের সংখ্যা (প্রতিদিন-রুটিনভুক্ত) ঃ \_\_\_\_\_

১৪। দৈনিক কর্মঘণ্টাঃ \_\_\_\_\_

১৫। বিদ্যালয়ে কি আপনাকে শিক্ষকতার বাইরে অতিরিক্ত দায়িত্ব পালন করতে হয়?

হ্যাঁ

না

১৬। (যদি উত্তর হ্যাঁ হয়) আপনি কি কি অতিরিক্ত দায়িত্ব পালনে নিয়োজিত তা উল্লেখ করুনঃ

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১৭। শিক্ষকতার বাইরে আপনি কি অন্য কোন পেশায় নিয়োজিত?

হ্যাঁ

না

১৮। (যদি উত্তর হ্যাঁ হয়) শিক্ষকতার বাইরে আপনি আর কোন পেশায় যুক্ত?

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১৯। সুযোগ পেলে আপনি কি আপনার বর্তমান পেশা পরিবর্তন করতে চান?

হ্যাঁ

না

২০। কেন? (হ্যাঁ অথবা না উভয়ক্ষেত্রেই উত্তর প্রয়োজ্য)

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২১। আপনি কিভাবে বিদ্যালয়ে যাতায়াত করেন?

পায়ে হেঁটে

স্টাফ বাসে

রিকসায়

সাইকেল

মোটর সাইকেল

পাবলিক বাস

প্রাইভেট গাড়ি

সিএনজি

□ অন্যান্যঃ \_\_\_\_\_

## দ্বিতীয় অংশ

আমাদের পেশা, পেশাগত দায়িত্ব, এবং কাজের পরিবেশ সকল কিছুই আমাদের মনের উপর প্রভাব ফেলে। আমাদের মনে ভাল-মন্দ অনুভূতির উদ্বেক করে। আমাদের ক্লান্তি বা উদ্দীপনা সৃষ্টি করে। আমাদের পেশার ব্যাপারে আমাদের মাঝে সন্তোষ-অসন্তোষ গড়ে তোলে। এখানে প্রদত্ত বাক্যগুলো আপনার পেশা/কাজ সম্পর্কে নানান ধরনের অনুভূতি ও মনোভাব প্রকাশ করছে। এ অনুভূতি বা মনোভাবগুলো কতোটা তীব্রভাবে আমরা অনুভব করি তা প্রতিটি বাক্যের পাশে ০-৬ সংখ্যার মাধ্যমে প্রকাশ করা হয়েছে। আপনার ক্ষেত্রে বাক্যগুলো কতখানি প্রযোজ্য বা প্রযোজ্য নয় সে অনুসারে ০-৬ ক্রমে যেকোন একটি সংখ্যা বেছে নিন। এবং তা (✓) দ্বারা চিহ্নিত করুন।

নিম্নে ০-৬ ক্রমের অর্থ দেওয়া হলো।

০= কখনই নয়

১= বছরে কয়েক বার

২= মাসে এক বার

৩= মাসে কয়েকবার

৪= সপ্তাহে এক বার

৫= সপ্তাহে কয়েকবার

৬= প্রতিদিন

ক্রমিক নং	বাক্যসমূহ	০	১	২	৩	৪	৫	৬
০১	আমার মানসিকভাবে অবসাদগ্রস্ত লাগে।	০	১	২	৩	৪	৫	৬
০২	দিন শেষে আমার নিজেকে অনেক ক্লান্ত লাগে।	০	১	২	৩	৪	৫	৬
০৩	প্রতিদিন সকালে ঘুম থেকে উঠে আবারও সেই একই	০	১	২	৩	৪	৫	৬

	কাজে যেতে আমার ক্লান্ত লাগে।							
০৪	আমি সহজেই বুঝতে পারি আমার শিক্ষার্থী/সহকর্মীরা আমার ব্যাপারে কী ভাবছে।	০	১	২	৩	৪	৫	৬
০৫	আমার মনে হয় আমি আমার কিছু শিক্ষার্থীদের প্রতি অত্যন্ত কঠোর আচরণ করছি।	০	১	২	৩	৪	৫	৬
০৬	আমার মনে হয় সারাদিন শিক্ষার্থীদের/অভিভাবকদের সাথে কাজ করা আমার জন্য ভীষণ ধকলের।	০	১	২	৩	৪	৫	৬
০৭	আমার মনে হয় আমি আমার শিক্ষার্থীদের/সহকর্মীদের সমস্যা অত্যন্ত দক্ষতার সাথে সমাধান করি।	০	১	২	৩	৪	৫	৬
০৮	আমার মনে হয় আমার কাজ আমাকে নিঃস্পেষিত করে দেয়।	০	১	২	৩	৪	৫	৬
০৯	আমার মনে হয় আমি আমার কাজের মাধ্যমে শিক্ষার্থীদের জীবনে ইতিবাচক প্রভাব ফেলি।	০	১	২	৩	৪	৫	৬
১০	শিক্ষকতায় যোগদানের পর থেকে নিজেকে নির্বিকার মনে হয়।	০	১	২	৩	৪	৫	৬
১১	আমার দুঃশ্চিন্তা হয় যে, শিক্ষকতায় যোগদানের পর থেকে আমি আবেগহীন হয়ে উঠছি।	০	১	২	৩	৪	৫	৬
১২	আমি খুবই কর্মচঞ্চল থাকি।	০	১	২	৩	৪	৫	৬
১৩	আমি আমার পেশাগত ভবিষ্যৎ নিয়ে খুবই হতাশ।	০	১	২	৩	৪	৫	৬
১৪	আমার মনে হয় আমি এই চাকরি নিয়ে খুব পরিশ্রম করছি।	০	১	২	৩	৪	৫	৬
১৫	আমি আমার কিছু শিক্ষার্থীদের নিয়ে হতাশ।	০	১	২	৩	৪	৫	৬
১৬	শিক্ষার্থী ও অভিভাবকদের সাথে কাজ করাটা আমার	০	১	২	৩	৪	৫	৬

	উপর चाप सृष्टि करे।							
१७	आमि आमार शिक्षार्थीदेर/सहकर्मीदेर जन्य सहजेई स्वच्छन्दमय परिवेश सृष्टि करते पारि।	०	१	२	३	४	५	६
१८	आमार मने हय आमि आमार शिक्षार्थीदेर साथे एकटाना क्लास नेओयार परओ उ७फुल्ल थकि।	०	१	२	३	४	५	६
१९	शिक्षकता पेशाय आसते पेरे आमार निजेके स्वार्थक मने हय।	०	१	२	३	४	५	६
२०	आमार धैर्यच्युति घटेछे बले मने हय।	०	१	२	३	४	५	६
२१	काजेर ক্ষेत्रे आमि सहजेई आवेगके नियन्त्रण करते पारि।	०	१	२	३	४	५	६
२२।	आमि मने हय शिक्षार्थीरा/अभिभावकेरा तादेर समस्यार जन्य आमके दोषारोप करे।	०	१	२	३	४	५	६

## তৃতীয় অংশ

আপনার শিক্ষাপ্রতিষ্ঠানের কর্ম পরিবেশ সম্পর্কে কিছু বাক্য রয়েছে। আপনি প্রতিটি বাক্যের সাথে কতটুকু একমত প্রকাশ করছেন বা করছেন না অর্থাৎ ভিন্নমত পোষণ করছেন তা প্রদত্ত নম্বরগুলোতে (✓) চিহ্নিত করে প্রকাশ করুন।

যদি আপনি বাক্যটির সাথে 'সম্পূর্ণ ভিন্নমত' হোন তবে ১ চিহ্নিত করুন

যদি আপনি বাক্যটির সাথে 'ভিন্নমত' হোন তবে ২ চিহ্নিত করুন

যদি আপনি বাক্যটির সাথে 'কিছুটা ভিন্নমত' হোন তবে ৩ চিহ্নিত করুন

যদি আপনি বাক্যটির সাথে 'কিছুটা একমত' হোন তবে ৪ চিহ্নিত করুন

যদি আপনি বাক্যটির সাথে 'একমত' হোন তবে ৫ চিহ্নিত করুন

যদি আপনি বাক্যটির সাথে 'সম্পূর্ণ একমত' হোন তবে ৬ চিহ্নিত করুন

ক্রমিক নং	বাক্যসমূহ	১	২	৩	৪	৫	৬
০১	আমার মনে হয় শিক্ষকতার কাজটি সহজ নয়।	১	২	৩	৪	৫	৬
০২	এই শিক্ষাপ্রতিষ্ঠানের শিক্ষকরা নতুন সহকর্মীকে খুব সহজে আপন করে নেন।	১	২	৩	৪	৫	৬
০৩	শিক্ষাপ্রতিষ্ঠানে শিক্ষকদের কাজের ক্ষেত্রে পর্যাপ্ত স্বাধীনতা রয়েছে।	১	২	৩	৪	৫	৬
০৪	আমি সবসময়ই কাজের চাপে থাকি।	১	২	৩	৪	৫	৬
০৫	এই শিক্ষাপ্রতিষ্ঠানের শিক্ষকদের সৃজনশীল চিন্তাকে মূল্যায়ন করা হয়।	১	২	৩	৪	৫	৬

০৬	শিক্ষকদের বসার স্থানটিকে খুবই জনবহুল বলে মনে হয়।	১	২	৩	৪	৫	৬
০৭	স্কুলের এতো কাজের ফাঁকে নিত্য নতুন শিক্ষণ পদ্ধতি শেখা আমার জন্য কঠিন।	১	২	৩	৪	৫	৬
০৮	কাজের ফাঁকে বিনোদনকে এ স্কুলে সময়ে অপচয় মনে করা হয়।	১	২	৩	৪	৫	৬
০৯	আমার শিক্ষাপ্রতিষ্ঠানে শিক্ষকদের মধ্যে দলাদলি খুব বেশি।	১	২	৩	৪	৫	৬
১০	আমার মনে হয় আমার শিক্ষাপ্রতিষ্ঠানের পরিবেশটা অনেকটাই যান্ত্রিক/বৈরি।	১	২	৩	৪	৫	৬
১১	এই শিক্ষাপ্রতিষ্ঠানে নিজ উদ্যোগে কাজ করার ব্যাপারে শিক্ষকদের উৎসাহিত করা হয়।	১	২	৩	৪	৫	৬
১২	এই শিক্ষাপ্রতিষ্ঠানে শিক্ষকতার বাইরে শিক্ষকদের উপর অন্য কোন দায়িত্ব চাপানো হয় না।	১	২	৩	৪	৫	৬
১৩	শিক্ষকরা নতুন ও ভিন্ন ধরনের ধারণা প্রয়োগের সুযোগ পান।	১	২	৩	৪	৫	৬
১৪	এই বিদ্যালয়টির অবকাঠামোটি আধুনিক সুযোগ সুবিধা সম্পন্ন (যেমন-লিফট)।	১	২	৩	৪	৫	৬
১৫	আমি যে বিষয় পড়াই সে বিষয়ে আমার শিক্ষণ দক্ষতা বাড়ানোর জন্য স্কুল থেকে নানান প্রশিক্ষণের আয়োজন করা হয়।	১	২	৩	৪	৫	৬

১৬	এ স্কুলে শিক্ষকদের জন্য মানসিক স্বাস্থ্য বিষয়ে নিয়মিত সেমিনার ও ওয়ার্কশপের আয়োজন করা হয়।	১	২	৩	৪	৫	৬
১৭	আমার অধিকাংশ সহকর্মীর কাছে শিক্ষকতা যেন অবসর যাপন।	১	২	৩	৪	৫	৬
১৮	এই শিক্ষাপ্রতিষ্ঠানের শিক্ষকরা একে অপরের ব্যাপারে সংবেদনশীল।	১	২	৩	৪	৫	৬
১৯	এই শিক্ষাপ্রতিষ্ঠানে নীতি নির্ধারণের বিষয়ে শিক্ষকদের মতামতকে গুরুত্ব দেওয়া হয়।	১	২	৩	৪	৫	৬
২০	শিক্ষকদের জন্য কাজের ফাঁকে অবসরের কোন সুযোগ নেই।	১	২	৩	৪	৫	৬
২১	শ্রেণীকক্ষে নিত্যনতুন শিখন-শিক্ষণ পদ্ধতি প্রয়োগ করার জন্য এই শিক্ষাপ্রতিষ্ঠানটি অদ্বিতীয়।	১	২	৩	৪	৫	৬
২২	বিদ্যালয়ের রঙ আর অন্দরসজ্জার জন্য জায়গাটিকে খুবই আপন আর আনন্দময় লাগে।	১	২	৩	৪	৫	৬
২৩	এ স্কুলে শিক্ষকদের পেশাগত দক্ষতা বৃদ্ধির জন্য পর্যাপ্ত সুযোগ রয়েছে।	১	২	৩	৪	৫	৬
২৪	মানসিকভাবে আমি কেমন বোধ করছি সেটার তুলনায় শিক্ষক হিসেবে আমি কেমন ক্লাশ নিচ্ছি সেটাই অধিক গুরুত্বপূর্ণ।	১	২	৩	৪	৫	৬
২৫	এই শিক্ষাপ্রতিষ্ঠানে শিক্ষকতা করতে পেরে আমি গর্ববোধ করি।	১	২	৩	৪	৫	৬
২৬	এই শিক্ষাপ্রতিষ্ঠানের শিক্ষকরা কাজের বাইরে কোন কথা বলেন না।	১	২	৩	৪	৫	৬

২৭	এই শিক্ষাপ্রতিষ্ঠানে কাজের ব্যাপারে (ক্লাসের সময়, বিষয়) আমার পছন্দ ও চাহিদাকে গুরুত্ব দেওয়া হয়।	১	২	৩	৪	৫	৬
২৮	আমার কাছে আমার কাজটি খুব বেশি পরিশ্রমের মনে হয় না।	১	২	৩	৪	৫	৬
২৯	শিক্ষণ-শিখনে ভিন্নতা ও বৈচিত্র্য খুব জরুরি নয়।	১	২	৩	৪	৫	৬
৩০	শ্রেণিকক্ষে শিক্ষক-শিক্ষার্থীর অনুপাত পর্যাপ্ত।	১	২	৩	৪	৫	৬
৩১	এ স্কুলে শিক্ষকদের পেশাগত দক্ষতা বৃদ্ধিকে তাদের ব্যক্তিগত বিষয় হিসেবে দেখা হয়।	১	২	৩	৪	৫	৬
৩২	বিদ্যালয় থেকে শিক্ষকদের জন্য নিয়মিত আমোদ ভ্রমণের ব্যবস্থা করা হয়।	১	২	৩	৪	৫	৬
৩৩	এই শিক্ষাপ্রতিষ্ঠানের শিক্ষকরা তাদের শিক্ষকতার মান উন্নয়নের জন্য অনেক পরিশ্রম করেন।	১	২	৩	৪	৫	৬
৩৪	আমি আমার সহকর্মীদের সাথে মন খুলে কথা বলতে পারি।	১	২	৩	৪	৫	৬
৩৫	প্রধান শিক্ষক সহকারী শিক্ষকদেরকে কঠোরভাবে নিয়ন্ত্রণ করেন।	১	২	৩	৪	৫	৬
৩৬	প্রতিদিন এতগুলো ক্লাসের চাপ সামলে চলা খুবই কঠিন।	১	২	৩	৪	৫	৬
৩৭	শিক্ষাপ্রতিষ্ঠানের সকল শিক্ষককে গতানুগতিক শিক্ষণ-শিখন পদ্ধতি প্রয়োগে বাধ্য করা হয়।	১	২	৩	৪	৫	৬
৩৮	এই শিক্ষাপ্রতিষ্ঠানে শিক্ষকদের বসার স্থানটিকে নতুনভাবে সাজানোর প্রয়োজন রয়েছে।	১	২	৩	৪	৫	৬

৩৯	আমাদের প্রধান শিক্ষক সহকর্মী শিক্ষকদের ভবিষ্যৎ পেশাগত পরিল্লনা নিয়ে আলোচনা করেন।	১	২	৩	৪	৫	৬
৪০	শিক্ষকদের জন্য বিনোদনের জন্য বিদ্যালয়ে নানান সুযোগ সুবিধার ব্যবস্থা রয়েছে।	১	২	৩	৪	৫	৬
৪১	এই শিক্ষাপ্রতিষ্ঠানে স্বচ্ছায় দায়িত্ব নিয়ে কাজ করার মত শিক্ষকের অভাব রয়েছে।	১	২	৩	৪	৫	৬
৪২	এই শিক্ষাপ্রতিষ্ঠানের শিক্ষকেরা একে অন্যের মতের ব্যাপারে সহনশীল।	১	২	৩	৪	৫	৬
৪৩	শিক্ষকদের কাজের ক্ষেত্রে শিক্ষাপ্রতিষ্ঠানের নিয়ম অনুসরণে বাধ্য করা হয়।	১	২	৩	৪	৫	৬
৪৪	এই শিক্ষাপ্রতিষ্ঠানে চাপ না নিয়েও আমি সব কাজ সময়মত শেষ করতে পারি।	১	২	৩	৪	৫	৬
৪৫	নতুন আঙ্গিকে কোনকিছু করাকে উৎসাহিত করা হয়।	১	২	৩	৪	৫	৬
৪৬	শিক্ষকদের বসার স্থানটি আরামদায়ক নয়।	১	২	৩	৪	৫	৬
৪৭	স্কুলে কাজের চাপে আমি পেশাগত দক্ষতা উন্নয়নের কোন সময় পাই না।	১	২	৩	৪	৫	৬
৪৮	বিদ্যালয়ে শিক্ষকদের জন্য কাজের ফাঁকে বিনোদনের সুযোগ নাই।	১	২	৩	৪	৫	৬
৪৯	এই শিক্ষাপ্রতিষ্ঠানে শিক্ষকতা করা অনেক আনন্দের।	১	২	৩	৪	৫	৬
৫০	শিক্ষকরা প্রায়ই তাদের ব্যক্তিগত সমস্যা নিজেদের মধ্যে আলোচনা করেন।	১	২	৩	৪	৫	৬

৫১	প্রধান শিক্ষক সহকারী শিক্ষকদের উপর কোন রকম চাপ দেন না।	১	২	৩	৪	৫	৬
৫২	এই শিক্ষাপ্রতিষ্ঠানে শিক্ষকদের কাজ শুরু করার সময় নির্দিষ্ট থাকলেও কাজ শেষ করার কোন নির্দিষ্ট সময় নেই।	১	২	৩	৪	৫	৬
৫৩	এই শিক্ষাপ্রতিষ্ঠানে শিখন-শিক্ষণে প্রতিনিয়ত বৈচিত্র্যের প্রত্যাশা আমার কাজের মানকে অনেক উন্নত করেছে।	১	২	৩	৪	৫	৬
৫৪	এই শিক্ষাপ্রতিষ্ঠানের শ্রেণীকক্ষগুলো আলো বাতাস পরিপূর্ণ।	১	২	৩	৪	৫	৬
৫৫	এ স্কুলে শিক্ষকতা করে আমি আমার পেশাগত ভবিষ্যৎ নিয়ে হতাশ।	১	২	৩	৪	৫	৬
৫৬	স্কুলে শিক্ষকদের জন্য প্রায়ই প্রীতি ভোজের আয়োজন করা হয়।	১	২	৩	৪	৫	৬
৫৭	ক্লাস নেওয়ার পাশাপাশি শিক্ষাপ্রতিষ্ঠানের অন্যান্য (যেমন- সহশিক্ষা কার্যক্রম) দায়িত্ব পালন অনেক আনন্দের।	১	২	৩	৪	৫	৬
৫৮	এই শিক্ষাপ্রতিষ্ঠানে সহকর্মীরা একে অপরের কাজকে উৎসাহিত করেন।	১	২	৩	৪	৫	৬
৫৯	এই শিক্ষাপ্রতিষ্ঠানে শিক্ষকরা তাদের বেতন ও অন্যান্য সুযোগ সুবিধা নিয়ে খুব সহজেই মত প্রকাশ করতে পারেন।	১	২	৩	৪	৫	৬
৬০	আমি প্রায়ই বিদ্যালয়ের কাজ বাসায় নিয়ে যাই।	১	২	৩	৪	৫	৬

৬১	এই শিক্ষাপ্রতিষ্ঠানে নতুন কোন শিখন পদ্ধতি/ধারণা প্রয়োগ করতে আমার ভয় লাগে।	১	২	৩	৪	৫	৬
৬২	এই শিক্ষাপ্রতিষ্ঠানে শিক্ষকদের চিত্ত বিনোদনের পর্যাপ্ত সুযোগ রয়েছে।	১	২	৩	৪	৫	৬
৬৩	এ স্কুলে শ্রেণিকক্ষে পেশাগত প্রশিক্ষণের বাস্তব প্রয়োগের কোন সুযোগ নাই।	১	২	৩	৪	৫	৬
৬৪	স্কুলে শিক্ষকদের নিয়ে নানান সাংস্কৃতিক প্রতিযোগিতার আয়োজন করা হয়।	১	২	৩	৪	৫	৬
৬৫	স্কুলে শিক্ষকদের জন্য নানান ধরনের প্রীতি ক্রীড়া প্রতিযোগিতার আয়োজন করা হয়।	১	২	৩	৪	৫	৬

প্রশ্নোত্তরিকাটি সম্পন্ন করার জন্য ধন্যবাদ।